

APRIL 23-24

2024



O'zbekiston Respublikasi
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Chirchiq davlat pedagogika
universiteti

Zamonaviy filologiya va lingvodidaktikaning dolzarb masalalari

*Current Issues of Modern Philology and
Linguodidactics*

*Aktuelle Fragen der modernen
Philologie und Linguodidaktik*

Xalqaro ilmiy-amaliy konferensiya

International Scientific and Practical Conference

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PART 1

TEIL 1

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PEDAGOGIKA UNIVERSITETI

CHIRCHIK STATE
PEDAGOGICAL UNIVERSITY

STAATLICHE PÄDAGOGISCHE
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**O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI
CHIRCHIQ DAVLAT PEDAGOGIKA UNIVERSITETI**



**«ZAMONAVIY FILOLOGIYA VA LINGVODIDAKTIKANING
DOLZARB MASALALARI»**

**xalqaro ilmiy-amaliy konferensiyaga taqdim etilgan bakalavr
talabalari va magistrantlarning**

MATERIALLARI

(Chirchiq sh., 2024 yil 23-24 aprel)



MATERIALIEN

**Beiträge von Studierenden und Masterstudierenden
der internationalen wissenschaftlichen Konferenz**

**„AKTUELLE FRAGEN DER MODERNEN PHILOLOGIE UND
LINGUODIDAKTIK“**

(Chirchik, den 23-24 April 2024)

UO‘K 81;81-13
KBK 80;80-5
Z-23

**Tahrir hay’ati:
Redaktion:**

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Zamonaviy filologiya va lingvodidaktikaning dolzarb masalalari.. Xalqaro ilmiy-amaliy konferensiya materillari (Chirchiq, 2024 yil 23-24 aprel). - Chirchiq, 2024.

Mazkur to‘plamda Chirchiq davlat pedagogika universitetida 2024 yil 23-24 aprel kunlari bo‘lib o‘tgan “Zamonaviy filologiya va lingvodidaktikaning dolzarb masalalari” Xalqaro ilmiy-amaliy konferensiya ishtirokchilarining ilmiy maqolalari chop etilgan. Konferensiya Germaniya Federativ Respublikasi Mannhaym shahrida joylashgan Nemis tili instituti hamda O‘zbekiston Respublikasining nemis tili o‘qitiladigan universitetlari, jumladan, O‘zbekiston Milliy universiteti, O‘zbekiston davlat jahon tillari universiteti, Chirchiq davlat pedagogika universiteti, Samarqand davlat chet tillar instituti, Buxoro davlat universiteti, Farg‘ona davlat universiteti va Namangan davlat universiteti o‘rtasida 2023 yil imzolangan shartnoma doirasida barcha hamkor oliygohlar hamkorligida o‘tkazildi. Shuningdek, bunda Haydelberg pedagogika universiteti, Myunster universiteti va Kyoln universiteti kabi xorijiy hamkor oliygohlarimiz qo‘llab-quvvatlashi katta ahamiyat kasb etdi. Ma’ruzalar mavzulari zamonaviy tilshunoslik sohalarini hozirgi kun nuqtai nazaridan o‘rganish, xorijda va respublikamizda filologiya va lingvodidaktika sohasida bajarilayotgan ishlar bo‘yicha o‘zaro fikr almashish, ta’lim-tarbiya jarayonlarida xorijiy tillarni o‘qitishni yuqori saviyada rejalashtirish, tashkillashtirish va o‘tkazish, chet tillarni o‘rgatishning roli va ahamiyati hamda undagi dolzarb muammolar va ularni yechish yo‘llariga bag‘ishlangan.

To‘plam xorijiy til mutaxassislari, talabalar, magistrantlar, doktorantlar, o‘qituvchilar shuningdek, sohaga qiziquvchilar uchun mo‘ljallangan.

Konferensiyada e‘lon qilingan materiallarning sifatiga mualliflar javobgardir.

Aktuelle Fragen der modernen Philologie und Linguodidaktik. Materialien der internationalen wissenschaftlichen Konferenz (Chirchik, 23.-24. April 2024). - Chirchik, 2024.

In diesem Sammelband wurden die wissenschaftlichen Beiträge der Teilnehmerinnen und Teilnehmer der internationalen wissenschaftlichen Konferenz „Aktuelle Fragen der modernen Philologie und Linguodidaktik“ veröffentlicht, die am 23. und 24. April 2024 an der Staatlichen Pädagogischen Universität Chirchik stattfand. Die Konferenz wurde im Rahmen des Kooperationsvertrages zwischen dem Leibnitz-Institut für Deutsche Sprache in Mannheim und den die germanistische Linguistik vertretenden Institutionen an den Universitäten Usbekistans organisiert: Staatliche Pädagogische Universität Chirchik, Usbekische Staatliche Weltsprachenuniversität Taschkent, Staatliches Institut für Fremdsprachen Samarkand, Nationale Universität von Usbekistan, Staatliche Universität Bukhara, Staatliche Universität Fergana, Staatliche Universität Namangan organisiert. Besonders wichtig war uns auch die Unterstützung unserer ausländischen Partneruniversitäten wie der Pädagogischen Hochschule Heidelberg, der Universität Münster und der Universität zu Köln. Themen der Vorlesungen sind aktuelle Tendenzen in der modernen Philologie und Linguodidaktik im Ausland und in unserer Republik, gegenseitiger Meinungsaustausch über den aktuellen Stand der Planung, Organisation und Durchführung des Fremdsprachenunterrichts, Rolle und Bedeutung des Fremdsprachenunterrichts, aktuelle Probleme und Lösungsansätze.

Der Sammelband richtet sich an Fremdsprachenspezialisten, Studenten, Magisterstudenten, Doktoranden, Lehrer und an alle, die sich für das Thema interessieren.

Die Materialien werden in der Autorenausgabe veröffentlicht



**Assalomu alaykum, muhtaram xonimlar
va janoblar, hurmatli germaniyalik va
o'zbekistonlik mehmon qatnashchilar!**

Avvalambor barchangizni universitetimizda tashkil qilinayotgan “Zamonaviy filologiya va lingvodidaktikaning dolzarb masalalari” nomli xalqaro ilmiy-amaliy anjumanga tashrif qilganlaringiz bilan tabriklayman. Buni biz xalqaro miqyosda yuz berayotgan turli muammoli vaziyatlarga qaramasdan O'zbekiston va Germaniya olimlari o'rtasidagi hamkorlik, paydo bo'lgan o'zaro hurmat va ishonchni mustahkamlash yo'lida qilinayotgan navbatdagi amaliy qadamlar sifatida minnatdorlik bilan qabul qilamiz va qadrlaymiz.

Universitetimiz tarkibida faoliyati yo'lga qo'yilgan Nemis tili kafedrasi 2021-yilda tashkil etilgan bo'lib, bu yo'nalishda mehnat qilayotgan professor-o'qituvchilar O'zbekiston pedagogika universitetlari oldiga qo'yilgan asosiy ta'lim va tarbiya dasturlari asosida o'z vazifasini bajarib kelmoqda.

Shuni ta'kidlash lozimki, bu ta'limiy vazifalarni ado etishda universitetimiz Germaniyaning qator oliy ta'lim muassasalari, jumladan, Mannhaymdagi Laybnis nomli nemis tili instituti, Haydelberg pedagogika universiteti, Myunster va Kyoln universitetlari bilan yaqin hamkorlikda ishlamoqda. Bugungi xalqaro anjumanimiz ana shu hamkorlikning bevosita va uzviy davomi sifatida amalga oshirilmoqda. Umid qilamizki, ushbu hamkorlik kelgusida yanada kengroq mazmun va shaklda davom ettiriladi hamda kutilgan natijalarni beradi.

So'zimni muxtasar qilib hurmatli germaniyalik va o'zbekistonlik konferensiya qatnashchilariga bugungi anjumanni samarali o'tkazishda katta muvaffaqiyatlar tilayman.

Hurmat bilan

Chirchiq davlat pedagogika universiteti rektori

Prof. G'ofurjon Muxamedov

Guten Morgen, sehr geehrte Damen und Herren, liebe Gäste – Teilnehmerinnen und Teilnehmer aus Deutschland und Usbekistan!

Vor allem bedanke ich mich für Eure aktive Teilnahme an der internationalen wissenschaftlichen Konferenz zum Thema “Aktuelle Fragen der modernen Philologie und Linguodidaktik”. Diese Konferenz findet in einer Zeit, wo die internationale Lage sich besonders verschärft und kritisch ist. Unsere Konferenz ist deshalb eine Möglichkeit und ein weiterer Beitrag zur Festigung der bestehenden Zusammenarbeit und gegenseitigen Vertrauens zwischen Deutschland und Usbekistan, was wir mit Dankbarkeit schätzen und unterstützen. Der germanistische Lehrstuhl unserer Universität wurde 2021 gegründet und erfüllt seine wichtige bildungsorientierte Aufgaben.

Es ist zu betonen, dass unsere Universität bei der Erfüllung ihrer bildungspolitische Aufgaben sehr eng mit einigen deutschen Hochschulen und Forschungsinstituten zusammenarbeitet, z.B., mit Mannheimer Institut für Deutsche Sprache, mit der Pädagogischen Hochschule Heidelberg, mit den Universitäten aus Münster und Köln. Die heutige internationale Konferenz ist eine unmittelbare Fortsetzung der bestehenden Zusammenarbeit mit den genannten Institutionen.

Wir hoffen, dass diese Zusammenarbeit in der Zukunft in Wort und Tat erfolgreich fortgesetzt wird, mit den entsprechenden erhofften Resultaten. Ich wünsche den deutschen und usbekischen Konferenzteilnehmern das heutige Forum mit großem Erfolg durchzuführen.

Mit freundlichen Grüßen

Prof. Gafurdjan Mukhamedov

Rector der staatlichen pädagogischen Universität Chirchik



Sehr geehrte Damen und Herren, liebe Kolleginnen und Kollegen aus Deutschland und Usbekistan,

im Namen des Deutschlehrerverbands Usbekistans heiße ich Sie alle ganz herzlich Willkommen in der Hauptstadt der Taschkenter Region Chirchik. In dieser Stadt wurde vor 6 Jahren die jüngste pädagogische Universität des Landes gegründet, wo eine der jüngsten germanistische Abteilung unseres Landes erfolgreich funktioniert. Der hiesige germanistische Lehrstuhl unter Leitung von Doktor Zayniddin Sanakulov gibt sich Mühe den Deutschunterricht nach modernen innovativen Unterrichtsmethoden zu organisieren. Die Leitung der Universität unter Rektor Herrn Professor Gofurjon Mukhamedov fördert die nationale und internationale Tätigkeit dieser germanistischen Abteilung.

Für die Unterstützung des Deutschunterrichts in unserem Lande sind wir unseren deutschen Partnern zum herzlichen Dank verpflichtet. Wir wünschen der heutigen internationalen Konferenz viel Erfolg!

Mit freundlichen Grüßen

Prof. Khurram Rakhimov

Vorsitzender des Deutschlehrerverbands Usbekistans

DULAT ISABEKOVNING ADABIYOTGA QADAMI, HAYOT VA SAN'AT UYG'UNLIGI

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ANNOTATSIYA:

Bu yil siyohi qurimagan, Davlat mukofoti sovrindori, yozuvchi, dramaturg Dulat Isabekovning “Borte” spektakli tomoshabinlarga yo‘l oladi. Muallifning fikricha, uning to‘rt o‘g‘li xon bo‘lgan oltin qornli ayol haqidagi asari tarixiy bo‘lmagan badiiy asardir. “Borte” mavzusini uch-to‘rt yildan beri o‘rganadi. Buyuk xon bo‘lgan Chingizxon haqida juda ko‘p ma‘lumotlar mavjud. Biroq, afsonaviy xonning xotini haqida kam ma‘lumot mavjud.

Kalit so‘zlari: turli filmlar va seriallar, Borte, Markaziy Osiyo tarixi, shartnoma, rejissyorlar, pyesa, dunyoni zabt etgan.

Nima uchun yozuvchini Bortening ma‘lum va noma‘lum mavzusi qiziqitirdi? Asarning birinchi o‘quvchisining oltita tanqidini muallif qanday qabul qildi? Abdijamil Nurpeyisovning “Jilat-au”si iltifotmi yoki shikoyatmi? Shu savollarga javob izlab, dramaturg bilan biroz suhbatlashdik.

– *Chingizxon hayoti haqida ko‘plab ma‘lumotlar mavjud. Shu kungacha turli filmlar va seriallar suratga olindi. Birinchi turmush o‘rtog‘i sifatida to‘rtta teng ulug‘ xonlar bo‘lgan Borte esa hech qachon sahnalashtirilmagan obraz. Tarixiy shaxs haqida asar yozishingizga nima turtki bo‘ldi?*

– Bu men uzoq vaqtdan beri o‘ylagan narsa edi. Tomirisiga yopishib qolamiz, Umay onaga boramiz. Asosan ularning hammasi ham qozoqlar emas. Borte – qozoq. Qo‘ng‘irot urug‘ining qizi. Chingizxonning xotini. Buyuk Xonni donolik bilan boshqargan shaxs. Chingizxon dunyoni zabt etgan, g‘azabini minib olgan sarkarda bo‘lsa-da, Bortening xayolida to‘xtadi. U yurishni rejalashtirishda xoqonga qarshi gapirgan yagona shaxs edi. “G‘arbga tegmang, hujum qilmang!” so‘zini ham aytdi. Bortening o‘rinsiz so‘zlari Chingizxonga yoqmay, uni saroydan haydab chiqaradi. Umrining oxirigacha saroyga kelishini man qildi. Ammo Borte bir yo‘l topib, saroyga keladi. Bu kabi dunyolar ko‘p. Sahnalashtirilgan sahnaning tanasi Borte obrazidir. Chingizxon obrazini faqat bir joyda ko‘rish mumkin. Bortedek tarixda qolib ketgan insonni shu kungacha yozmaslik gunoh. Ko‘p kitoblarni varaqlagan bo‘lsam-da, Borte haqida biror ma‘lumot topa olmadim. Faqat “Mo‘g‘ulistonning maxfiy

xronikasi” va “Oltin topshi”da ma’lumotlar bor. U san’at asari bo’lgani uchun o’quvchini tarixiy ma’lumotlardan ko’ra oddiy ma’lumotlar qiziqtiradi. “Mo’g’ulistonning maxfiy xronikasi” Bortening hayot yo’li va asosiy voqealari haqida ko’proq yozgan. Men ushbu ikki ishning ma’lumotlariga e’tibor qaratdim. Agar “Mo’g’ulistonning maxfiy xronikasi” noto’g’ri bo’lsa, men ham xato qilganman. Borte haqidagi ma’lumotni pichanzordan igna izlash kabi topdim. To’rt-besh yil o’ylab, to’rt-besh oyda yozib, “Borte”dan keyin hech narsa yozgim kelmadi.

– Turkiston drama teatrida “Borte” premyerasi bo’lib o’tadi. Ijodiy guruh bilan uchrashib, tayyorgarlik jarayonini ko’rdingizmi? Ko’rsatuv rejissyorlari xorijdan maxsus taklif bilan tasdiqlangan. Ular “Borte” haqida bilishadimi? Markaziy Osiyo tarixidan uzoqlashib, yevropalik rejissyorlar uni qanday sahnalashtirishni rejalashtirmoqda?

– Turkiston teatri “Borten”ni sahnalashtirishga hozirlik ko’rmoqda. Ijodiy jamoa bilan uchrashmaganman. Bu teatrning shartnomasi qiziqarli va qiyin edi. Uni mamlakatning hech bir teatrida ikki yilgacha qo’yib bo’lmaydi. “Borte” teatr jamoasi dunyo bo’ylab sayohat qilishlarini ma’lum qildi. U ingliz tiliga tarjima qilingan. Ijodiy jamoada xorijlik rejissyorlar ham bor. Ular Olmaotaga kelib, uyimda mehmon bo’lishdi. Bir necha mahalliy tarjimonlar ham kelishdi va biz bir kun matn bilan ishladik. Bir so’z yoki jumla qoldirmasdan tahlil qilib, muhokama qildik. Biz qisqartmalarni qisqartirdik. Biz ba’zi qo’shimchalar kiritdik. Qozoq va ingliz tilini ham solishtirdik. Chet ellik rejissyorlar Chingizxon haqida, Buyuk xoqonning bir necha xotini borligini bilishadi. Lekin u Borte haqida mutlaqo ma’lumotga ega emas. Keyinchalik Bortening shaxsiyati bilan tanishgach, u ajoyib tuyg’uni his qildi. Italiyalik rejissyorlar Turkiston teatri spektaklidan so’ng uni mamlakatimizda sahnalashtirishni rejalashtirmoqda. “Borte”ning omadi muqaddimasidan oldin ham nasib etyapti. Shveytsariya, Lyuksemburg, Avstriya va Avstraliya qiziqish bildirgan va teatrdan chiqish istagini bildirgan. 2022-yil bahorida Yevroosiyo ijodiy gildiyasi shafeligida “Borte”ni Avstraliyaning Melburn shahrida tomoshabinlarga taqdim etish rejalashtirilgan. Kelgusi yil 80 yoshga to’laman. O’sha rejissyorlar ijodiy jamoa bilan kelib, “Bo’rten”ni o’z vatanlarida qo’yishni taklif qilishdi. Bu gapni eshitib ko’zimga yosh keldi. “Qozoq” so’zi “Mo’g’ulistonning maxfiy xronikasi”da uchraydi. Nega biz buni ko’rmadik?! Yevropalik rejissyorlarni lol qoldirgan olam – “Borte” obrazi. Ajdodlarimiz asrida bunday kuchli va ruhli ayol bo’lmagani taxmin qilingan. Demak, “Borte” Chingizxon yetib bormagan G’arbga boradi.

– Asarning birinchi o’quvchisi adabiyotimiz ustasi Abdijamil Nurpeyisov bo’ldi. Urub o’qishga o’rgatilgan klassitsizm qalamining birorta sahifasi tegmay qolmadi. Oxirgi sahifada u “Yig’layapsiz” deb yozgan. Muxtor Qul-Muhammadning

yakdil fikri asar nomini o'zgartirishga xizmat qilgani rostmi?

– Birinchi kitobxon – Muxtor Qul-Muhammad. “Tangsholpan” ko'rsatuvida mehmon bo'lganimda “Bo'rten” yozayotganimni aytdim. U bu haqda eshitib, o'ziga qo'ng'iroq qildi. Birinchi o'quvchi men bo'laman, menga yuboring, dedi. O'qishni tugatganimdan so'ng uni o'qishga jo'natdim va bergan va'dasi. Oradan ancha vaqt o'tib men bilan bog'lanib, yerga tegmay bir soat maqtadi. Kim maqtovni yoqtirmaydi, men qanday tanqid aytmoqchisiz, deb so'radim, oltita tanqidni qatorda sanab o'tdi. Men ulardan oltitasini kiritdim. Asarning birinchi nomi “Borte xonim” bo'lsa-da, “Borte” deb o'zgartirildi. Men qabul qildim. Rivoyat borki, Joshi o'ldirilganda uning jasadidan bir qoshiqqina qolgan. Akseleu Seydimbek va Alkey Marg'ulon ijodidan iqtibos keltirdi. Muxtor akam bosh barmog'ing boshqa barmoqlardan farq qiladi, kosa o'rniga bosh barmog'ingni ol, dedi. Men ham bunga rozi bo'ldim. Shundan so'ng, “Siz Borteni to'rtta askar bilan qutqarasiz. Har bir tumanda o'n ming qo'shin bor. Keyin qirq ming askar bo'ladi. Qirq ming askar bir necha kichkintoy uchun ortiqcha emasmi? Men uning so'zlarini o'ylab, qo'shin sonini bir tomchiga kamaytirdim. Bunday katta-kichik detallarga e'tibor berib, uzoq muhokama qildik. Abdijamil Nurpeyisovga ham yubordim. Kasal bo'lishiga qaramay, u birinchi qismini o'qib chiqdi va qo'ng'iroq qildi. Ikkinchi qismni o'qib bo'lgach, yana qo'ng'iroq qildi. “Pyesaning har bir sahifasida belgi bor. — Uni boshidan oxirigacha o'qib chiqdim. Men qo'lyozmani olish uchun haydovchimni yubordim. U juda ozoda, belgilanmagan yuz yo'q. U jumlar orasidan maqol topib, tagiga chizdi. “U yerda atigi 70 sahifa bor, lekin bu sahifalar nima?! Zdes sozdana velikaya epokha Chingiz Khana, sozdan velichaishiy obraz velikoi zhensty Borte» degan ruscha iborani yozgan: «O, bola, yiglading!» dedi. Uning iliq so'zlarini o'qib, ko'nglim to'lganini his qildim. O'qigan odam iliq fikr bildiriyapti. Bu muvaffaqiyatli bo'lganga o'xshaydi. “Borte” xorijga ketishimning sabablaridan biri.

– ***O'qiganlarga yoqqanini bilardik. Pyesaning qaysi jihati siz uchun muvaffaqiyatli yoki zaif bo'ldi?***

– Yevroosiyo ijodiy gildiyasi bilan yaxshi aloqalar o'rnatdim. Bir kuni kitobimni shved va ingliz tillariga tarjima qilayotganlar Olmaotaga kelishdi. O'shanda “Bo'rten”ni yozayotganimni aytgandim. Ularni xushnud etish maqsadida Chingizxon va Borte tarjimai holidan so'ng eng ta'sirli dialogni aytib berdim, xorijliklar indamay tinglashdi. Ishonchim komilki, bu obraz hatto spektakl davomida porlaydi. Men sizga bu erda chekka haqida aytib beraman. Borte xalq orasidan ajralib turdi, u bilan yuzma-yuz uchrashish u yoqda tursin, shunday dedi: “Urushdan ko'ngli to'lmagan birgina sensan. Yaxshilab o'ylab ko'ring, Temuchin!” lablarining nomukammalligini yuziga bosardi. Borte yer yuzida Chingizxonga “siz” deb

murojaat qilgan yagona odamdir. Bir kuni sabri toqati yo‘q Chingizxon Burtening boshini olmoqchi bo‘ladi. Borte o‘limga tayyorlanmoqda. Dalaga kelib, bo‘ynini cho‘zib, hammasi bo‘ldi, deganda dunyoni zabt etgan buyuk yo‘lboshchi, buyuk qahramonning qo‘llari qaltirab, qilichini qinidan sug‘urolmay qoldi. Bortening o‘zi yugurib, qilichini oladi. Ular ikkita ipni yoyib, hosilni kutishadi. Lekin Chingizxon qancha urinmasin, muvaffaqiyatga erisha olmadi. – O‘zing qo‘lingdan kelmasa, qarindoshlaringga ber! buyuradi. Birovning boshini olish sharafiga muyassar bo‘lish kerak, deyishadi. Borte bo‘ynidagi qonni yuvish uchun yoniga ikki kosa suv qo‘yadi. O‘limidan oldin charchagan Borte o‘g‘li Joshining o‘limida otasi Chingizxonni ayblaydi. Oxirgi so‘zlarini, balki o‘shandagina o‘ldiradi, deb boshlaydi. Joshi taxt uchun kurashib, mening o‘rnimni egallagani uchun uni o‘ldirishga sen buyruq bergansan, deyishadi. Sizning odamlaringiz buyruqlaringizni bajarishdi. Ular Joshining jasadini tepaliklarga olib ketishdi. Uni xo‘tiklar chaynab, jasadini yo‘q qilishdi.

Mana, o‘n ikki a‘zodan birgina barmog‘i qolgan, — dedi u qon ivib ketgan matoga o‘ralgan barmoqni ko‘rsatib. “Bu bizning bolalarimizdan qolgan yagona belgi,” deydi u. O‘shanda Chingizxon yig‘lab yubordi. — Xon yig‘lasa, qora xalq qaytadimi?! Tinchlaning va bog‘lang!” Olib kelgan suv bilan xonning yuzini yuvadi. O‘ziga kelgach, qo‘li bilan imo qilib, Burteni yoniga chaqirdi. U qo‘shaloq qulflarini silab, xotirjam gapirdi: “Oppoq farishta bo‘lib oldimga kelib, umr yo‘ldoshim bo‘lding. Siz mening qutqaruvchim bo‘lib, meni o‘limdan qutqardingiz. Aslini olganda, mening buyuk xoqon bo‘lishim sizga, donoligingizga rahmatdir”. Shu payt Qoraqo‘ramdan xabarchi kelib, Chingizxonning onasining vafoti haqida xabar berdi. Sayohat 78 kun davom etadi va u onasini oxirgi safarga olib boradi. Chingizxon tirikligida ortda qolgan 11 nafar bolani asrab olib, parvarish qilgan onasiga hech qanday qiziqish bildirmaganidan afsusda. Borte o‘zining turkiy xalqi, qipchoq dalasi bilan xayrlashib, Joshining barmog‘ini olib, Ulitovga dafn etishga qaror qiladi. Sahna pardasi Burtening xayrlashuv monologi bilan tugaydi. To‘g‘ri, shu daqiqada men ayniqsa ta'sirlandim. “Borte”ga bor kuchimni sarflagandekman. Ish tugagach, o‘n kun davomida jinini yo‘qotgan jodugardek suvga bordim. Men hech narsa urmadim.

Adabiyotlar tahlili va metodlar

Dulat Isabekov qozoq adabiyotining bugungi oqsoqoli. Yaqinda adibning “Oqqpek zolaushi” pyesasi ingliz tomoshabinlariga yo‘l oldi, Londonda oqsoqolimiz bilan kitobxon va talabalar uchrashuvi, Kembrij universitetida kitob taqdimoti bo‘lib o‘tdi. Shu bilan birga, bu yil Auezov nomidagi akademik drama teatrida mavsumiy premyera Isabekovning Mag‘jan Jumabayev haqidagi “Yuz yillik muhabbat” spektakli bilan ochiladi. “Akademik saviyadagi teatrdan yettinchi spektaklimni

qo'yayotgan baxtli dramaturgman", dedi bobomiz suhbatida.

– *Mag'jon haqida pyesa yozish g'oyasi qanday paydo bo'ldi?*

— *Mag'jon faqat qozoqlarning Mag'joni emas, jahon adabiyotining Mag'joni.*

Qozoqlar uchun Mag'jonning qadri nimada? Nega biz Mag'jonni tug'ilganidan beri qozoqlarning ikkinchi Abayi deymiz? Nega "Mag'jon"ni yozishni boshladim? Mag'jonday shoirlar bor, taqdirli shoirlar ko'p. Umuman, qatag'on haqida yozmoqchi emasdim. Axir bu qozoq dramaturgiyasi va adabiyotida yangilik emas. Biz bu bosqichdan o'tdik. Sahnada Kaltay Muhamdjonovning "Biz farishta emas edik" asari namoyish etildi. Shundan so'ng yana Mag'jon haqida nima yozasiz? Yana repressiya, yana zanjir, yana kishan, yana savollar, yana militsiya. Mag'jon haqida yozishga qaror qilganimdan so'ng, Shimoliy Qozog'iston teatri tashkil etilmagani uchun yarim yil o'ylab, Mag'jon hayotini o'rganishga qaror qildim. Ko'rib, Mag'jon haqida yozmaganimga afsuslandim. Bu mening xatom edi. Axir Mag'jon hech kimga o'xshamaydigan shoir. U o'zidan oldin o'tgan akalariga o'xshamas, o'zidan keyingi birodarlariga ham o'xshamaydi. Hatto Zilixa ham hech kimga o'xshamaydi. O'z oilasida qolib, erini yig'lab, boquvchisini yig'lab, qora ro'mol kiygan ayol emas. U hamma narsaga falsafiy nuqtai nazardan qaraydigan ayol. Bu ikkisi mos keladi. Ayniqsa, Zilixaning hayoti "Mag'jon"ni yozishga turtki bo'lgan. Hozir ikki soat spektakl tayyorlayapmiz, uning so'zlariga ko'ra, Zilixaning har bir soati drama. Shundan keyin men borib tekshirganimda, rostdan ham shunday bo'lgan. Mag'jon avvalo oliy ma'lumotli shoir bo'lib, qozoq she'riyatiga yangicha uslub, yangi ibora, yangi falsafiy cho'qqi olib kelgan bo'lsa-da, qozoq jamiyatiga katta fuqarolik ovozi olib kirdi, qozoq adabiyoti va san'atiga milliy rang-baranglik olib kirdi. va u xalq hayotiga boshqa balandlikdan qaray oldi, bu xalq hech kimdan kam emasligini isbotlashda qimmatlidir. U rus adabiyotini, jahon adabiyotini puxta biladigan inson. U o'z davrining Moskva shoirlariga teng keladigan inson. Men buratona xalq vakiliman, sizlarning adabiyotingiz biznikidan ancha boy, shuning uchun ham biz yosharyapmiz, sizga ergashgan ukalaringiz bizni shunday deb o'ylamaydilar. U o'zining o'sha paytlarda kayfiyati ko'tarilgan Balmont, Ivanov, Bryusov, Konstantinov shoirlaridan ustun ekanini, hatto Blok bilan ham teng ekanini bilardi. Shoir o'z xalqi adabiyoti tarixi ulardan 700-800 yil oldinda ekanini, hali o'zining falsafiy darajasiga yetmaganligini yaxshi anglagan va uni tushuntirishga harakat qilgan. Blok vafot etgach, uning sahnadan o'qilgan she'ri o'sha davr rus adabiyotini larzaga soldi.

Mag'jonning sevgisi ham o'zgacha, hech kimga o'xshamaydigan muhabbat. Uylanmoqchi bo'lganida kelib, Zilixaning qo'lidan tutib cho'lga olib ketdi – bu shubhasiz jasorat. Tomskdan uzoqda. Gorkiyning "Bo'ron qo'shig'i"dagi erkaklarning jinniligi mana shu. Zilixaning sha'nini himoya qilish uchun zilixoning eri bilan

qushli miltiq bilan urishayotgan odam. U isbotlamoqchi bo'lgan narsa: “Zilixo toza, oramizda hech narsa bo'lmagan”. Maksim Gorkiy buni eshitib, juda hayron bo'ldi: “Bu qozoq Pushkin”. Shunda Bryusov Gorkiyga: “Qozoqdan shunday Pushkin chiqdi, muammo uning duelga chiqqanida emas, uning takabburligi, she'riyati, muhabbatidadir”, dedi. Keyinroq Ziliha Mag'jon ishi bo'yicha yordam so'rab Gorkiyga borganida, u juda g'amgin bo'lib, xotini Peshkova unga: “Mag'jon Jumaboyevning xotini kelyapti, qo'lingdan kelgancha yordam ber”, dedi. Peshkova o'sha paytda “Qizil Xoch” rahbari edi.

Yozmayman deganimning yana bir sababi bor edi, tekshirib ko'rganimda Mag'jan Jumaboyevni otib tashlash haqidagi uchliklarning qarori yo'q edi. Men uni 58-moddaga ko'ra, uchlikning qarori bilan otib tashlagan deb o'yladim. Nega endi otib tashlandi? Moskvadagi OKPU xodimi Zilixoga: “Mag'jon haqida hech qanday farmon yo'q. Endi Mag'jonni qutqarish oson. Siz hatto qamoqdan ham chiqib ketish-ingiz mumkin, OKPUga xat yozing”. U OKPUga xat yozdi, ular: “Ha, Mag'jonni otish haqida buyruq yo'q”, deb javob berishdi. Shuning uchun Qozog'istonning o'zi bu masalani ko'rib chiqsin. Shunda OKPUmiz javob beradi: “Javoblaringiz noto'g'ri, Mag'jonni otib tashlash kerak, chunki Mag'jonning 1923-yilda chop etilgan kitobida yozuvchilar uyushmasining 1924-yildagi qarori bor. Keyin muhokamaga kelib, Mag'jonga tuhmat qilibdi. Mag'jon — panturkist, Mag'jon — millatchi, Mag'zjon — Yaponiyaning ruhsiz odami. Bu Mag'jonni otish uchun yetarli emasmi?” bu. Moskvaga kerak bo'lgan narsa — ko'proq odamlarning otishmasini ko'rishni yaxshi ko'radigan odamlar. Qozog'istonda ham shunday. Keyin Qozog'istonning o'zi o'lim jazosini so'rayapman, deb Mag'janni otib tashladi.

NATIJA VA MUHOKAMA

Bu taqdir. Men buni ko'rsatmoqchi edim. Meni yozishga turtki bo'lgan yana bir narsa, zamon o'zgardi, mustaqillikka erishdik deymiz, lekin jiddiy qarasangiz, dorixonona qancha o'zgargan bo'lsa ham, jazolovchi guruhni jazolash sabablari o'zgarmagan. Asarda Madinaning Zilihaga: “Birgina senmi qiynalibsan? Sizda faqat sevgi bormi? Har bir davrning o'ziga xos xunukligi bor. Har bir davrning o'z qayg'usi, quvonchi bor. “Bu biz boshdan kechirayotgan narsamiz”. Men sakson olti yilni qo'shmoqchi edim, ammo aniq sabablarga ko'ra qila olmadim. Umuman, odamlarni jazolash, qizlarni sochidan sudrab yurish hali ham to'xtagani yo'q. Jazo guruhi printsiplari hech qachon o'zgarmaydi. Shundan so'ng men mavjud Mag'jon haqida yozishga to'g'ri keldi va endi Mag'jonni noldan ko'rsatish qiziq emas edi. Chunki bu takrorlash bo'ladi. Keyin Madina bilan Ziliha uchrashuvidan boshladim.

Asarning avvalgi nomi “Aldile, o'lim, aldile” edi. Bu Balmontning Mag'jon tarjimasidagi she'ri edi. Madina spektakl finalida keladi. Zilixa stulda o'tirib olamdan

o'tdi. Madina hayron bo'lib: "Zilixo xola, ko'zingizni oching, – kursisini silkitmadi, – o'lim odamni xursand qiladi, demak, hayot, shunchalar!" dedi. bilan tugaydi Keyin yana noaniq bo'ladimi, deb "Yuz yillik muhabbat" deb qo'ydik.

Spektakl shu haqida. Qanday bo'ladi? Yuragim urib kutaman.

– *"Oqpek zaloji"* Angliyaning London shahrida sahnalashtirilgan. U ingliz kitobxoniga yo'l oldi. Boshqacha aytganda, qozoq dramaturgiyasi va bugungi qozoq adabiyoti dunyoga yo'l ochdi. Intervyularingizdan birida: *"Men yozayotgan mavzu o'sha jamiyat uchun umumiy muammo bo'lib, shundan so'ng tomoshabinlar buni qabul qildilar"*, degandingiz. Bugungi qozoq san'atida, hozirgi Qozog'iston makonida ijtimoiy muammolarni ko'tarish, ularni san'at orqali yetkazish qay darajada? Nahotki ijod ahli xalqqa shunday olam beradi?

– Qozoqlarda bo'lgan, sodir bo'layotgan va bo'ladigan muammolar ko'p. Ba'zida o'tmishdagi muammolardan ko'ra kelajakdagi muammolar ko'proq bo'lishidan qo'rqaman. Axir biz hozirgi geosiyosiy vaziyatni yaxshi bilamiz, millatlar sonini bilamiz, armiyamiz mana shunday, hududimiz katta, boyligimiz ham ko'p. Hammasi g'urur, lekin bu g'ururga e'tibor beradiganlar ko'p. Ko'p muammolarga duch kelamiz deb qo'rqaman. Hayotda esa, ijtimoiy ahvol, oilaviy ahvol, bularning barchasi unga ta'sir qilmaydi. Jamiyatsiz hayot bo'lmaydi. Ayrim ijodkorlar siyosatga aloqasi yo'q, deydi. Lekin ular bu siyosat ekanligini bilishmaydi. Muammo bo'lsa, uni aytishning yo'li bor. Ko'pincha haddan oshib ketamiz, muammo haqida gapirganda, gazeta janri bo'lmish publitsistik janrga o'tamiz. Adabiyot va dramaturgiyaga kelganda esa hamma narsani to'g'ridan-to'g'ri aytib bo'lmaydi. Aytishlaricha, Angliyada shunday qonun borki, biz o'z ichki qayg'ularimizni dramamizsiz ifoda eta olmaymiz, buni so'z bilan, kulgi bilan ifodalaydilar. Ammo ichki ruh yig'laydi. Shundagina dramaturgiya qiziqarli bo'ladi. Aytsangiz, biz har kuni shunday materiallarni o'qiymiz. Biz bundan ham yomonroq o'qiymiz. Masalan, bugun televizorni yoqsam, tashlandiq bolalar haqida rus kanali bor. Ular ham hayajonga tushdilar. Bolalar uyiga o'z farzandlarini olib kelganlar ko'p. Shunda bir hamshira: "Hurmatli yoshlar, bolalaringizni tashlab ketayotganingizda salafanga o'ramang, matoga o'rab, qog'oz qutiga olib keling!", dedi. deydi. U erda bolani tashlab ketish qonuniy ko'rinadi. Biz soat nechadamiz? Bir umrda, bu yil yetmish ikki yoshga to'ldim, buloqning musaffoligi, odamlarga mehr, kambag'allarga mehr-shafqat kabi shaffof jamiyatni ko'rdik o'sha paytda. Mana endi bolalarimizni dalaga tashlaydigan darajaga yetdik, bola tug'ib sotadigan darajaga yetdik. Siyosat u yoqda tursin, bu yerda muammolar bor. Lekin bularning hammasini yozishga to'g'ri kelsa, fojianing qalin ranglarida yozsangiz, hech kim qabul qilmaydi. Muammo uni ayta olish, muammoni qo'ya olishdir. Dramaturgiya oqib turgan daryoga o'xshaydi. Metforalarda gapirish va

ifoda etmaslik. Muammoni aniqlay olish, milliy dramaturgiya bo'lish hamma uchun umumiy bo'lishi kerak. Endi bu dramaturgning siri. Siz unga hech narsa o'rgata olmaysiz. Buni his qila bilish kerak. Stolda yozsam, ingliz, nemis, fransuz, rus tillari uchun yozmayman. Men sizga yuragimga kirmagan muammom haqida aytmoqchiman. Buni aytar ekan, milliy doirada qolib ketmaslik, balki o'ziga xos tushunchani olish emas, balki umumiy narsani olish muhim. Jang, do'stlik, yarashish – bularning barchasi umumiydir. Bizning o'ziga xosligimiz va qiyinligimiz shundaki, xalqimizda osiyolik tushunchasi va sharqona tushunchasi hukmron. O'sha sharqona kontseptsiyani olib, jahon trendini unutmaslik. Umuman olganda, Brek ta'biri bilan aytganda: “Har bir xalqning ishi avvalo millatchilik bo'lishi kerak”, agar yozuvchining ijodi millatchilik bo'lsa, u ham baynalmilal bo'lishi kerak. Masalan, “Opa”. “Apke” ajoyib ketmoqda, lekin Moskva buni uzoq vaqt to'xtata olmadi. Bu imidj yo'qligidan emas, balki ruslar va g'arbda erkakka, ayol ayolga turmushga chiqqan odamlarda aka-uka va opa-singillari uchun o'zini qurbon qilish tushunchasi yo'q. Goncharuk teatri tayyorgarlik ishlari olib borilayotgan paytda to'xtatildi. Endi men uchun vaqt keldi. Erta edi. 1980-yillar. Ular tushunmaydilar, nima uchun katta opa nima uchun qurbonlik qiladi, nega o'z baxtini oyoq osti qiladi. Buni tushunmaydilar, qozoqda ona o'lgandan keyin katta opa onasi bo'ladi, dedim. Keyinchalik o'zgartiriladigan bo'ldi, o'zgartirilgandan keyin “Apke” bo'lmasdi, rus qiziga o'xshab qolardi, deb ruxsat bermadim. Dramaturgiya va umuman adabiyotning qiyinligi ham shunda. Muammo haqida gapira olish, umumiy yo'llarni topa bilish kerak.

— ***Siz oqsoqol adibsiz, sizga ko'p yoshlar taqlid qiladi. Sizning shogirdlaringiz ko'p. Yozuvchi bo'lmoqchi bo'lgan odamga, yosh yozuvchilarga til o'rganish mumkinmi?***

– Bo'ladi, nima bo'lsa... To'qqizinchi sinfda o'qiydigan Meirjon degan bolaning hikoyalarini o'qidim. U ertak yozadi, asarlarini o'qiydi, ishonmadim. — Bunday so'zni, bunday tilni qayerdan o'rganding? Men aytdim. – Shuda, qishloqda o'sganman, – deydi u. Shuning uchun Xudo unga boshidanoq aqlli aqlni berdi. Uning ertaklari o'qishga juda qiziq, tilidan tomchilar. Yana bir yigit kitobini berdi, men ham o'qidim, tilimdan ko'nglim to'ldi. So'nggi paytlarda tilga qayg'uradigan yigitlar yo'q bo'lsa kerak, chunki hozir ko'p yoshlar ming yerdan so'zlab yozishadi, lekin o'quvchi buni qabul qilmaydi, ruschaga tarjima qilsa ham, yozadigan yigitlar ko'payib ketdi ularning qisqa, sodda, yalang'och jumalari. Va, men bu yoshlarni o'qiganimdan juda xursand bo'ldim. Demak, u hali ham bor, bir davlat bor, qozoq tili hali o'rganilmagan, menimcha, bu yoshlar o'sha tilni o'rganishsa yomon bo'lmaydi. Men besh-oltita shunday yigitni bilaman. Adabiyotning asosiy quroli tildir, tilsiz millat xarakterini ko'rib bo'lmaydi. Oddiy tilda, publitsistik tilda yozilgan badiiy asarda

butun inson qalbini tanib bo'lmaydi. Axir, u faqat yuqori tomonda, sirtida suzadi va chuqur ko'rinmaydi. Biz chuqurlikka faqat til orqali erisha olamiz. Til bizning suvga sho'ng'ishimiz, biz qanchalik etuk bo'lsak, dengizning chuqur siriga chuqurroq sho'ng'iymiz.

– *O'quvchilaringizga, internetdagi yoshlarga...*

— Yetmishdan oshgan odam nimani orzu qiladi?! Men nima qildim, nima qildim, deb hayron bo'lganimdan ko'ra ko'proq orqaga qarayman. Oldinga qarab, qaysi yo'nalishda ketyapmiz, ertaga kelajagimiz qayerga boradi, ko'plab xavf-xatarlar bor. O'n bir million bo'lsak, bunday odamlardan qanday davlat qurish mumkin? Biz haqimizda hamma narsa ma'lum... Prezident bilan gaplashganimda shu mavzuda gaplashdim. Bugun yurt tinchligi haqida gaplashdik, men hazillashsam ham, yoshlar shu tinchlikdan foydalanib, millat sonini ko'paytirishga e'tibor qaratishlari kerak, dedim (kuladi).

– *Hikoyangiz uchun rahmat!*

XULOSA

Suhbatdosh: Meirjan Auelxanuly. Ikki-uch kunda bir hikoya yoki hikoya yozish ancha mushkulroq ish ekani aniq. Bu jarayondagi ijodkorlarning ijodiy ish tartibi, odobi, odatlari hali chuqur o'rganilmagan muammodir. Dulat Isabekov o'z imzosi bilan yozilgan asarlari mavzulariga alohida hissa qo'shgan bu davrdagi adabiyotning ahvoli haqida qisqacha ma'lumot berishni ma'qul ko'radi.

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ILYOS JANSUGIROVNING HAYOTI VA IJODINING DASTLABKI DAVRI

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ANNOTATSIYA:

O‘z xalqining asrlar davomida yaratgan ma‘naviy boy xazinasi bo‘lgan og‘zaki adabiyotning qa‘ridan suv ichib, uning eng bebaho merosidan oziqlanib ulg‘aygan Ilyos keyinchalik o‘sha merosni to‘plab, tadqiqotchi folklorshunos bo‘lib yetishdi.

Kalit so‘zlar: yetim, og‘zaki adabiyot, temirchi, kommunistik partiya, barpo etish.

Ilyos Jansugirov 1894-yil 14-mayda sobiq Qapal tumani, Oqsuv bo‘li (hozirgi Toldiqo‘rg‘on viloyati, Oqsuv tumani) 4-qishlog‘ida tug‘ilgan. Uning vatani Oqsuv daryosi bo‘yida yashab chorvachilik bilan shug‘ullangan ko‘chmanchi mamlakat edi. Bu o‘lkaning ko‘chish va o‘troq joylari bir tomoni tog‘lar, bir tomoni tekisliklar, qumli, qo‘pol, qo‘ng‘ir daralar va keng tekisliklardir. Ilyos 1927-yilda yozgan “Otarba” she‘rida o‘zining tug‘ilib o‘sgan bu maskanini iliq tuyg‘ular bilan go‘zal tasvirlaydi.

Ilyos to‘rt yoshga to‘lganda onasi vafot etdi va u yolg‘iz otaning qo‘lida katta bo‘ldi. Yoshligida tug‘ilgan onasidan yetim qolib, o‘sha onaning ko‘z o‘ngida vafot etishi shoir qalbida umrining oxirigacha o‘chmas iz qoldirdi. Ilyos ulg‘ayib, odam bo‘lganida ham Ilyos aqlini yo‘qotib, qo‘shiq aytmasdi.

Endi esa uning otasi Jansugir Bersugirning o‘g‘li bo‘lib, ko‘p yillik rahbarlik qilgan, hech qachon ortda qolmagan, kichik fermer xo‘jaligiga ega, eskicha o‘qiydigan, arab tilini yaxshi biladigan odam edi. U xalqning boy og‘zaki adabiyoti namunalarini, yurt shoirlarining she‘r va nutqlarini ko‘p tinglagan, ko‘p to‘plagan inson edi.

Ko‘rinib turibdiki, u o‘zgacha mehr bilan kuzatgan va ko‘chirgan qo‘lyozmalar orasida sharqda Abay, g‘arbda Sherniyoz va Maxambet, Orqada Bozor, Akan va Birjon, Jetisuda Suyinboy va Kunbala, Aset va Irisjon, va boshqalar Janak va Tubek, Kempirbay va Shoje, Birjan va Sara. . Ilyos keyinchalik ularning bir qismini almanaxlarga kiritib, sho‘rolar davrida jurnallarda chop ettirgan.

Jansugir adabiyotga mehr-muhabbatdan tashqari, ona yurtining qadrlı so‘zlarini

to'plagan, ko'p hunarmand, mohir va mehnatkash edi. U poyabzal tikuvchi poyabzalchi, temir va yog'ochdan tugun yasagan temirchi edi. Xulq-atvori kuchli, farzand tarbiyasiga qattiqqo'l ota o'g'liga bilganini o'rgatadi. Shuning uchun ham Ilyos otasidan xat o'qishni, etik tikishni, temirchi bo'lishni, bo'g'ir ovozda qo'shiq aytishni, daf chalishni o'rgangan. Aqlli, zukko o'g'il, otasi qattiqqo'l edi, u o'z xalqining qo'shiq va nutq san'atiga mehr qo'ydi, yosh, jo'shqin qalbi bilan ularni ishtiyoq bilan ilhomlantiradi, o'rganadi.

Ammo Ilyosning uzluksiz o'qish, tizimli bilim olish imkoniyati yo'q. Maktab haqida gap ketganda, inqilobgacha o'qigan joyi Qorag'ashdagi qozoq-tatar tilidagi boshlang'ich maktab edi. Ilyos uni besh yil o'qib, uni 1911 yilda tugatdi. Keyin u 1920 yilgacha yashadi. Yigit qishloqda sayr qilib, yoshlik davriga mos yangi, iliq, sirli, lirik she'rlar yozadi. Uning tanasi muhabbat, sevgi she'rlari. Biroq, bu she'rlar hali topilmagan. 1918 yilda daftarga yozilgan she'r hozirgacha mavjud emas. Shunda ham shoirning ilk qadamini bildiruvchi ma'lumotlar bor. Masalan, "Bisekening nolas" qo'shig'i Ilyosning shoirlik qobiliyati qishloqqa ma'lum bo'lganiga guvohlik berishi mumkin. Uning Mahzabbat haqida yozgan "Intiqor" she'ri bu tuyg'uni qalbni poklaydigan eng musaffo, eng ezgu tuyg'u – Abaysha sifatida asrab-avaylashini ko'rsatadi. Bu she'r ham Ilyosning mohir ijodkor, hassos shoir ekanligini ko'rsatadi.

Ilyos 1917 yil fevral inqilobini xursandchilik bilan qarshi oldi va "Tilek" deb nomlangan she'r yozdi. Ayni paytda 1915-1916 yillarda yozilgan "Bulbul", "Anshige", "Izme", "Salemdeme", "Kunil'il khrysi", "Zandy soz" she'rlari Ilyos she'riyatining ancha etukligini ko'rsatadi. She'rning ohangi, tuzilishi jihatidan Abayga taqlid qilgani ko'rinib turibdi. Ijtimoiy mavzuda yozilgan "Davlatimiz" she'rida ham uning keng she'riy sohaga qadam qo'yganini ko'rishimiz mumkin. Inqilob va fuqarolar urushi yillarida Ilyos qishloqda edi. Eski odatlarga berilib, otasi olib kelgan qizga mehrsiz uylanadi va ko'p azob chekadi; Uyim bo'ladi, yana qiynalarman, qisqa boyligimni tiklay olmayman. Ma'lumki, shoir shu boisdan o'qiy olmaganini, qishlog'ini uzoq vaqt tark eta olmaganini, ko'p vaqtini behuda o'tkazganini katta afsus bilan eslagan.

Qolaversa, ikki yil davomida qozoq dashtida betartib va og'ir davrni yuzaga keltirgan oq to'dalar, to'polonchilarning borligi abituriyent, iste'dodli shoirning o'qishiga, ijtimoiy maydonga kirishiga, adabiyotda faol ishtirok etishiga to'sqinlik qiladi.

Shu og'ir davrda ham yosh shoir nog'ora chalishdan, she'rlaridan to'xtamadi. 1919 yilda Ataman Annenkov "Nima bo'ldi?" nozik she'r saqlanib qolgan. 1920-yilda O'rta Osiyo aksilinqilobdan ozod bo'lishi bilan Ilyos ile-shala Toshkentga borib, qozoq-qirg'iz institutining ikki yillik kursiga o'qishga kiradi va u yerda mual-

limlar tayyorlanadi. O‘qib yurib, bir tomondan “Oq yo‘l” gazetasida korrektor bo‘lib ishlaydi. Xullas, ozgina bo‘lsa ham gazeta ishida tajriba orttiradi. 1921 yilda o‘sha kursni tugatgandan so‘ng Ilyos Jetisga qaytib keladi va Toldiqo‘rg‘on tumanidagi Belto‘g‘on qishloq maktabida o‘qituvchi bo‘lib ishlaydi. Ilyos Toshkentda o‘qib, ishlayotgan bo‘lsa ham she‘r yozishni to‘xtatmadi. Ikki yil ichida yozgan she‘rlarining bir qismini Olmaotada chiqadigan “Tilshi” va “Kedey erki” gazetalariga yuboradi. Ular orasida 1920 yilda “Tilshi” gazetasida bosilgan “O‘rtakshil partiya” she‘rini alohida ta’kidlash joiz. Uni Saken asarlaridan keyin qozoq she‘riyatida Kommunistik partiya mavzusida yozilgan ilk she‘rlardan biri deyish mumkin.

Ilyos o‘sha yili yozgan “Ishchilarga” she‘rida sovet hukumati mehnatkashlar hukumati ekanligini tushuntirib, ularni maslahatlashishga, hamkorlikka, hamkorlik qilishga chaqiradi. Shoir yuqorida tilga olingan “Arinim” she‘rida “Faqirga, faqirga, faqirga baraka, ko‘ngil dardi, dilda duo” deydi va bu maqsadni birgalikda kurashdagina barpo etish mumkinligini aytadi.

1924 yil Ilyos Jansugirov hayoti va ijodida alohida o‘rin tutadigan yil. Bu yil u Kommunistik partiya safiga nomzod sifatida kirdi. O‘sha yili kommunist shoir ijodi qanotlari kengayib, she‘rlarining mazmuni, mavzui tobora chuqurlashib, siyosiy jihatdan keskinlashganini ko‘rishimiz mumkin. Ilyos ham boshqa shoirlar qatori g‘ami butun mamlakatni larzaga keltirgan Leninning o‘limi qayg‘usini ifodalash uchun maxsus she‘r yozgan. Shu o‘rinda shoir adashib qolmaslikning, baxtga erishishning bir yo‘li Lenin ko‘rsatmalaridan chetga chiqmaslik, Lenin ishini, Lenin so‘zini, Lenin shiorini qalbida saqlash ekanligini aniq tushunadi va yaxshi tushuntiradi.

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ILYOS JANSUGIROV - ZAMONAVIY SHOIR

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ANNOTATSIYA:

Ilyos Jansugirov adabiyotimiz peshqadamlaridan biri, qozoq sovet adabiyotining barcha tarmoqlarining o'sishi va ravnaqiga bebaho adabiy meros qoldirgan buyuk adibdir.

Kalit so'zlar: bayrog'i ostida, umumiy tendentsiya, proletar inqilobi, qozoq sovet she'riyati, tinimsiz tarjima.

Qozoq sovet adabiyotining ilk namoyandalari orasida Ilyos Jansugirovning o'rni juda katta va boshqacha. Sovet hokimiyatining dastlabki yillarida oq adabiyotning kashfiyotchisi deb atalgan yosh shoir Ilyos Jansugirov kommunist yozuvchi Saken Seyfullin boshchiligidagi yangi adabiyot bayrog'i ostida Beymbet Maylin, Muxtor Auezov, Sobit Muqonovlar bilan birga tarbiyalangan. o'sha adabiyotga poydevor qo'ydi va devor qo'ydi. Shu o'rinda u o'zining asl iste'dodining qirralarini ochib berdi va ajralib turdi.

Saken va Beimbetni Ilyos inqilob arafasida yozgan. Ammo ular yorug'likni ko'rmadilar va daftarda qolishdi.

Sovet davri Ilyos Jansugirov kitobini ochib, yozuvchi sifatida mashhur bo'lgan davr edi. Ilyos ham boshqa sovet adiblari singari mehnatkashlar muhitidan chiqib, inqilobdan uyg'ongan, sovet hukumati ochgan xiyobon orqali adabiyotga kelgan yosh abituriyent edi. Albatta, har kim o'z yo'li, o'ziga xos xususiyatlari bilan bu yo'lga bordi. Kimdir ko'ksida yorqin kommunistik g'oya va partiya билетini saqlab, dushmanlarning zaharli panjasidan, o'lim aravasidan, kimdir Omonkeldi askari paltosini kiyib, 1916 yil va fuqarolar urushi xandaqlaridan chiqdi, kimdir bir odamning eshigidan, kimdir ochilgan qorong'u tubsizlikdan keldi va yorug' tong tomon yo'l oldi uzoqlarga.. Yangi hukumatga tegishli degan umumiy tendentsiya bilan qishloqdan, butun dunyodan keldi. Kambag'al va kambag'allarning bolalariga ta'lim berish orqali ko'zlarini ochadi. Ilyos Jansugirov ushbu so'nggi tendentsiya bilan kelgan ko'pchilikdan biridir.

Bu yangi buyuk g'oyaviy talab, yangi ma'naviy jasorat timsoli bo'lib, ozodlikka chiqqan mehnatkash xalqning ma'rifatga intilgan o'g'il-qizlariga xos inqi-

lobiy xususiyatni yaratdi. Bu o'tmishda qatag'on qilingan, Lenin ta'kidlaganidek, proletar inqilobi uyg'otgan va nurga olib kelgan xalq iste'dodlarining turtki edi.

Bilimi sayoz, siyosiy tajribasi kam yosh shoir dastlab qorong'u qishloqdagi keksalikni, turli adolatsizliklarni tushunolmadi. – gapini bo'ldi va asabiylashdi. Shu bilan birga, o'sha davrdagi millatchi ziyolilar ham sukut saqlagan bo'lsa ajab emas. Ammo tafakkurli shoir, yosh kommunist shoir bunday tuyg'u va taassurotlardan tezda xalos bo'ladi va yana o'zining asl bitmas-tuganmas kuch-g'ayratini, talablarini yuksaltiradi, o'zining bukilmas mustahkam e'tiqodidan qaytmaydi, sho'ro hukumatining ma'qullashidan qaytmaydi u ilk yillarda qishloqda sovet hukumati tomonidan ko'rilgan barcha chora-tadbirlarni qo'llab-quvvatlaydi. , she'rlar yozadi, yangilikka qarshi chiqqan eskini kuzatish kuchlarini fosh qiladi, zaharli, o'tkir qalamini charxlaydi. Shoirning yigirmanchi yillardagi ijodi uning qalami yildan-yilga qo'llanilganini, iste'dodi muttasil yuksalib borayotganini ko'rsatadi. Bu mavzu ko'payib, ovozi kengayib, she'riy ovoz kuchayganini ko'rsatadi. Ilyos ijodining birinchi o'n yilligining o'ziga xos belgisi 1930 yilda Qozog'istonning o'n yilligiga bag'ishlangan mashhur “Dala” she'ri bo'ldi. Bu she'r o'n yil avval qishloqdan kelgan yosh shoirni butun respublikaning yirik, iste'dodli shoiriga aylantirdi. “Dala” she'ri, aslida, nafaqat Ilyos, balki butun qozoq sovet she'riyatining o'n yildagi cho'qqisi edi.

Keyingi yetti yil atoqli shoirning ijodiy iste'dodi kamol topib, tugallanib, tobora yaqqol namoyon bo'ladigan davr bo'ldi. Bu davrda Ilyos o'zi juda ishqiboz bo'lgan sevimli she'r janrini yanada takomillashtirdi, yangi-yangi ajoyib mevalar berdi, uning qalamidan “Kuichi”, “Qulager” kabi she'riy parchalar, ajoyib badiiy asarlar tug'ildi.

Shu bilan birga yozuvchi adabiyotning boshqa janrlari bilan ham shug'ullangan. Birinchi davrda ham u hikoya va ocherklar yozgan. Ayniqsa, Ilyosning gazetalarda chop etilgan felyetonlari mashhur edi. Kuzatuvchi, istehzoli adib hayotdagi, insoniy fe'l-atvordagi illat va salbiy tomonlarni ko'rib, hazil va kulgili felyetonlar yaratdi. Jansugirov keyingi yillarda nasrda “Zoldastar” romanini, dramaturgiyada “Kek”, “Turksib”, “Isatay – Maxambet” pyesalarini yozdi. Rus shoirlarining she'rlarini tinimsiz tarjima qilgan shoir keyinchalik Pushkinning “Gavriliad” she'rini, “Yevgeniy Onegin” romanini ham tarjima qilgan. U bir necha yil Qozog'iston Yozuvchilar uyushmasi rahbarligida ishladi, qozoq adabiyotining trich va kundalik masalalari yuzasidan jiddiy maqola va xabarlar yozdi.

Iqtidorli shoir, serqirra iste'dod sohibi Ilyos Jansugirov o'zining ijodiy faoliyati cho'qqisida vafot etdi. Uning “Ko'pikli”, “Isatoy”, “Baqitti Jamol” kabi bitgan she'rlari va boshqa ko'plab buyuk asarlari tugallanmagan, nashr etilmagan.

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LINGVISTIK DID

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ANNOTATSIYA:

Qozoq adabiy lugʻatidagi lingvistik bilimlarga Muxtor Auezov nigohi bilan qarash. Kundalik tajribaga asoslanib shuni aytish mumkinki, har bir taniqli qozoq yozuvchisi haqida gapirish butun qozoq adabiyotining hayajoniga teng.

Kalit soʻzlar: hududiy sheva, ijtimoiy dialekt, qadimgi adabiy til, Abaytanu, Alash gʻoyasi.

Til ijtimoiy hodisa boʻlgani uchun u jamiyatda yashaydi, rivojlanadi va kamolotga yetadi, shuning uchun u kishilar oʻrtasidagi munosabatlarni tartibga solish vositasi boʻlib ham xizmat qiladi. Har qanday tilda xalqning dunyoqarashi, hayotga munosabati oʻz ifodasini topadi. Til orqali inson oʻz fikr va his-tuygʻularini ifodalaydi, til orqali bir-biri bilan muloqot qiladi, bir-biriga boʻlgan eʼtiborini, niyatini bildiradi. Til jamiyatning har bir aʼzosining madaniyatini rivojlantirish va egallash vositasidir. Til madaniyati tildan foydalanishda “inson-madaniyat-til” tizimini tartibga soluvchi vazifasini bajaradi. Madaniyat – bu insoniyat jamiyati tomonidan yaratilgan moddiy va maʼnaviy qadriyatlarni oʻrganishdir. J. Til turkumi va madaniyat oʻrtasidagi munosabat haqida. N.Mankeeva shunday deydi: “Bu ikki omilning uygʻunlashuvi natijasida yaratilgan lisoniy maʼlumotlar nafaqat milliy madaniyat yoki milliy tarixni, xalqning ijtimoiy hayotini aks ettiradi, balki xalqning lugʻat boyligining koʻrsatkichi sifatida ham eʼtirof etiladi. ona tili”. Weli: “til va madaniyat haqiqati, chunki u ajdodlarimizdan kelgan madaniyatning tarkibiy qismidir”, “til - madaniyatni oʻrganishning asosiy vositasi”, “til – eng muhim madaniy hodisa”, “til – oʻzgarishdir ruhimizni voqelikka, madaniyatga aylantiradi: “Uning yuzida oʻliklarning mentalitetiga oʻxshash xususiyatlar, ularni niqob qilmasdan, “yalangʻoch” holatda namoyon boʻladi”, deya xulosa qiladi u. Til insoniyat jamiyatidagi eng muhim narsadir. Til yordamisiz madaniyatni oʻrganish va oʻrganish mumkin emas. Milliy til madaniyatning asosi va poydevoridir. Til, birinchidan, foydalanuvchilarning ongida saqlanadigan birliklar va qoidalar yigʻindisidan iborat ijtimoiy hodisa boʻlsa, ikkinchidan, bu toʻplamdan alohida odamlar tomonidan qoʻllanilishi. Soʻz madaniyati deganda, sodda qilib aytganda, eng avvalo ona tilimizning tovush tizimi, uning ritmik

ohanglari, soʻzlari, maʼno tomonlari, soʻzlarning shaxs tuzilmalari, qoʻshimchalari tushuniladi. bogʻlovchilar, soʻz turkumi va gap tizimlari, tilning stilistik vositalari va boshqalar. adabiy tildan meʼyorga muvofiq foydalana bilish, undan toʻgʻri va nafis foydalana bilishni bildiradi. Nutq insonga xos qobiliyatdir. B. Hasanuli: “Inson soʻzlash qobiliyati bilan tugʻiladi, shu qobiliyati tufayli u biologik mavjudotdan ijtimoiy mavjudotga aylanadi. Ijtimoiylashuv jarayonida inson oʻzining lingvistik qobiliyatini takomillashtirib, lingvistik shaxsga aylanadi, odamlarni biosotsial mavjudot sifatida tan oladi. Til qobiliyatini rivojlantirish tilni bilim bilan bogʻliq holda oʻrganishga, insonni til orqali bilishga, til va shaxsni birlik deb bilishga olib keladi va til va shaxsning oʻzaro taʼsirida shakllangan madaniy-ijtimoiy omillarning maʼnosini ochib beradi. til va jamiyat. Aniqroq aytganda, odamlarning til madaniyatini (yoki odamlarning tildan foydalanish madaniyatini) aniqlash imkonini beradi. “Til va nutq bir-biri bilan ajralmas birikkanligiga qaramay, ikkalasining birligi mutanosib birlik emas, balki dialektik birlik boʻlib, ularning har biri oʻziga xos xususiyatlarga ega. Til deganda uning tarkibini tashkil etuvchi tovushlar, soʻzlar, grammatik shakl va qoliplarni tushunamiz. Til – nutq uchun zarur boʻlgan materiallar toʻplami. F. De Sossyur aytganidek, ombor. Nutq esa oʻsha jonsiz materiallarning oʻzaro taʼsiri, harakatdagi til holatidir. Tilning joni va hayoti nutqdadir. Nutq jarayonida lingvistik materiallar jonlanadi va oʻziga xos maʼnosini har tomonlama koʻrsata oladi. Ammo har kim bu imkoniyatdan oʻz darajasida foydalanadi: kimdir undan qimmatbaho toshlarni tanlaydi va ularni oʻz maqsadlari uchun tegishli joyga joylashtiradi. Agar Vestnik PGU qoʻyishi mumkin boʻlsa, boshqa hech kim bunday mahorat va isteʼdodga ega emas. Bundan tilning oʻziga xosligi, til madaniyatining yoʻqligi paydo boʻladi va ijtimoiy xarakterdagi til alohida shaxslar nutqida individual xususiyat kasb etadi. Bu til va nutq oʻrtasidagi farq. Tilni yaxshi, yomon, madaniyatli yoki madaniyatsiz deb tanqid qilib boʻlmaydi. Shu sababdan “til madaniyati” degandan koʻra, “nutq madaniyati” degan maʼqulroqdir. Aytilganlardan koʻrinib turibdiki, til va nutq oʻrtasidagi birlik va tafovutlarni yanada kengroq va chuqurroq oʻrganish zaruriyati tugʻiladi”, deydi u. Olim taʼkidlaganidek, til ijtimoiy hodisa, nutq alohida shaxslarga xos individual hodisadir. Til bizga dunyodagi narsa va hodisalarning mazmuni va shaklini koʻrib chiqish va tahlil qilish imkonini beradi. Bu tovushlar, soʻzlar, gaplar, muloqot usullarini belgilovchi, maʼlum bir xalqning tovush tizimi, soʻz boyligi, oʻziga xosligini farqlovchi ijtimoiy hodisadir. Nutq inson faoliyatining tarkibiy qismi boʻlgani uchun u inson fiziologiyasi, psixologiyasi, fikrlash jarayoni bilan bogʻliq. Binobarin, u kishilarning bilish qobiliyati, shaxsiy madaniyati, etnik oʻziga xosligi, milliy psixologiyasi, hayotiy koʻnikmalari, ichki hayajon, kayfiyat, ruhiyatini aks ettiruvchi antropotsentrik kategoriya sifatida ajralib turadi. Nutq tilning moddiy ele-

mentlari, ya'ni til tovushlari, so'zlar, gaplar orqali amalga oshiriladi. Gapirish va ularni qabul qilish jarayoni kishilarning fiziologik xususiyatlari, ya'ni nutq va eshitish organlari asosida amalga oshadi. Nutq a'zolari va eshitish organi atrofdagi olam hodisalarining bevosita ta'sirida bo'lgan sezgi va tasavvurlar faoliyati orqali nutq apparatining faollashishiga bog'liq. Natijada, odamlarning gapirishga qodirligini ko'rsatadigan signallar tizimi miya yarim korteksiga borib, nutq a'zolaridan turli xil foydalanish imkonini beradi. Har bir tovush, so'z, gapni o'z mohiyati va ma'nosiga ko'ra talaffuz qila olish uchun sharoit yaratadi. Nutq akti va odamlarning aqliy energiyasi (ruhiy hodisalar) o'rtasidagi munosabat nutq jarayoni va uni qabul qilish jarayoni o'rtasidagi lingvistik munosabatni belgilaydi. "Lingvistik muloqot og'zaki til orqali tushunish va tushunish demakdir va insonning fikrini boshqa shaxsga etkazish uchun yoritishni maqsad qiladi; Demak, jamiyat taraqqiyoti uchun eng zarur bo'lgan, insonlar o'rtasidagi munosabatlarning asosi bo'lgan ijtimoiy va ijtimoiy ma'lumotlar majmui orqali odamlar bir-biri bilan fikr almashadilar" – degan F.Orazboyeva xulosasi asosida shunday xulosaga kelish mumkin. nutqning ma'nosi bir-birini tushunish va tushunishdir. Ma'lumki, odamlar bir-birlarini tushunishlari uchun fikr almashishlari kerak. Munozara og'zaki so'zni qabul qilish va uning ma'nosini tushunish jarayoni orqali amalga oshiriladi.

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QOZOQ XALQI OG‘ZAKI ADABIYOTINI TO‘PLASH VA O‘RGANISHDA ISHTIROK ETGAN OLIMLAR

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Qozoq tili va adabiyoti talabasi

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ANNOTATSIYA:

Bu maqolamizda qozoq og‘zaki adabiyotini yig‘ish, tarqatish va nashr etishda katta hissa qo‘shgan olimlar haqida to‘xtaldik.

Kalit so‘zlar: og‘zaki adabiyot, madaniy meros, xalq og‘zaki ijodi, yozuvchi, olim.

Qaysi xalqni olmaylik, uning o‘ziga xos urf-odatlar, urf-odatlar borki, ular xalq xotirasida uzoq yillardan beri saqlanib kelayotgan boy merosdir. Bu merosning bugungi kungacha saqlanib qolishida xalq adabiyotining alohida o‘rni bor. Og‘izdan og‘izga saqlanib kelayotgan bu madaniy meros o‘sha davrlarda yozuv-chizmachilik san’ati bo‘lmagan davrlarda yashab o‘tgan xalqning turmush tarzi, ijtimoiy hayoti, shodligi va kayfiyati, xo‘jaligi va kasb-hunaridir. ishlar yaxshi edi. U ko‘plab ertaklar, she‘rlar, afsonalar, maqollar o‘ylab topib, ularni og‘zaki shaklda yaratgan. Shuning uchun ularni og‘zaki adabiyot deymiz. Og‘zaki adabiyotning har qanday turi dastlab ma‘lum bir tarixiy shaxs tomonidan yaratilgan. Og‘izdan og‘izga gapirganda, ularning nomi unutilib, ba‘zi qismlari boshqa odam eshitganiga qarab o‘zgardi. Lirik-epik qo‘shiq sanalgan “Qo‘zi ko‘rpesh-Bayan sulu” qo‘shig‘ining bir necha variantlari borligi bunga misol bo‘la oladi. Og‘zaki adabiyotni “folklor” atamasi bilan ham ataymiz. Bu atama esa “xalq donoligi, xalq ijodi” degan ma‘noni anglatadi. Bu og‘zaki adabiyotni o‘rganuvchi fan esa folklorshunoslik deyiladi.

Qozoq xalq adabiyotini o‘rganishga kimlar hissa qo‘shgan, u qanday o‘rganilgan? Yozuvchi B. Kenjebayevning yozishicha, qozoq xalq og‘zaki adabiyoti XIX asrdan boshlab yig‘ila boshlagan. Rus geografiya jamiyati a‘zolaridan Sh. Ualixonov, V. Radlov, A. Alekterov, G. Potanin, P. Melioranskiy, N. Ilminskiy, A. Divaev, I. Berezin, V. Katarinskiy va boshqalar. U Rossiya Geografiya Jamiyatining a‘zosi edi. Qolaversa, Abay va Ibroy og‘zaki adabiyotni yig‘ib, yozib olishga harakat qilganlar. Xalq adabiyotini yuksak qadrlagan Abay Kunanboyuli o‘z shogirdlari uchun yurtimizdan qimmatbaho madaniy merosni to‘playdi, uni xalqqa yetkazishga katta ahamiyat beradi. Ibroy Oltinsarin ham bu ish bilan shug‘ullanib, “Xrestomatiya”

asarida og‘zaki adabiyotning eng yaxshi namunalarini o‘z ichiga oladi.

Shokan Ualixonov og‘zaki adabiyotni to‘plash va nashr etishda salmoqli o‘rin tutgan shaxsdir. U Ombidagi kadetlar korpusida o‘qib yurgan kezlarida ham xalqning madaniy merosiga e‘tibor qaratgan. Bu madaniy merosni to‘plash va nashr etish xalq uchun qilingan xayrli ishlardan biri bo‘lishini tushunadi. Bu haqda Rossiya geografiya jamiyati a‘zosi, olim G. Potanin: “Shoqon o‘z xalqini chin dildan sevar, xalqiga yaxshilik qilish, uning kelajagiga xizmat qilish Shokanning orzusi edi...” degan edi.

Shokan o‘zi borgan joylarda xalq og‘zaki ijodini to‘playdi, ko‘plab shoir va xonandalar bilan uchrashadi, ularning qo‘shiqlarini tinglabgina qolmay, ularni qog‘ozga yozib ham oladi. 1853 yilda Ombida kadet korpusini tugatgandan so‘ng, u Kokshetau, Aqmola, Jetisu, Semey, Bayanaulga tashrif buyurdi.

Shokan Ualixonov nafaqat qozoq og‘zaki adabiyotini to‘plovchi, balki uning tadqiqotchisi ham bo‘lgan. U qozoq xalqining etnografiyasi, tarixi, ijtimoiy hayoti, ijtimoiy hayoti haqida yozgan ilmiy asarlarida og‘zaki adabiyotga ham to‘xtalib, o‘sha davr uchun muhim bo‘lgan, bugungi kunda ham o‘z qiymatini yo‘qotmagan salmoqli mulohazalar bildirgan. Shu bilan birga, Shokan Ualixonov qozoq og‘zaki adabiyoti namunasi bo‘lgan qahramonlar qo‘shig‘i haqida fikr bildirdi. Unga ko‘ra, qahramonlar qo‘shig‘i No‘g‘aylilar davrida, ehtimol, 14—15—16-asrlarda tug‘ilgan, deb taxmin qilinadi. Shokanning fikricha, qozoq ertaklari va maqollari slavyan xalqlari asarlariga o‘xshaydi.

Akademik V. qozoq og‘zaki adabiyoti tadqiqotida qatnashgan yirik olimlardan biridir. V. Radlov. Sharq xalqlari adabiyotini o‘rganish maqsadida ba‘zi joylarda bo‘ladi. Shunday qilib, u sakkiz jildlik “Turkiy urug‘lar xalq adabiyoti namunalari” nomli ilmiy asar yozadi. Bu kitobning uchinchi jildida qozoq xalqi og‘zaki adabiyoti haqida yozilgan. Bu jildda qozoq xalqining afsona va hikoyalari, turli qo‘shiqlari, xalq qo‘shiqlari, dostonlari haqida ma‘lumotlar mavjud. Shu bilan birga, shoirlar she‘rlaridan Sho‘rtanboy va O‘rinboy, Ulbike va Kuder, Janak va Tubek, Munek va Ospan she‘rlari, “Qo‘zi Ko‘rpesh—Bayan sulu”, “Er Targ‘in”, “Er” she‘rlari. Qozoq she‘rlaridan “Ko‘kshe” rus tilida qozoq tilida berilgan.

Qozoq og‘zaki adabiyoti to‘plamida qatnashgan olim G. N. Potanin. U Shokan bilan yoshligidan kadetlar korpusida birga o‘qiydi, ular yaxshi do‘st, mehribon safdosh bo‘lib qolishadi. O‘qishni tamomlagandan so‘ng, Potanin Shokan bilan birga Qozog‘istonning Zaysan, Markako‘l, Semey, Ko‘kshetov, Oqmo‘la viloyatlariga sayohat qilib, qozoq og‘zaki adabiyoti namunalarini to‘playdi. Radlov va Potanin o‘rtasidagi farqlar quyidagicha. Avvalo, Potanin og‘zaki adabiyotidan namunalar yig‘ishda, uni kim hikoya qilayotgani, uning tarjimai holi qanday, yana qanday asarlari unga tanish, tanqidiy savollarga javob berish maqsadida hikoyachi haqida ba-

tafsil ma'lumot beradi. Ikkinchidan, to'plangan og'zaki adabiyot namunalarining mazmunini tushunib, rus tilida nashr ettiradi. Buning sababi qozoq og'zaki adabiyotini rus xalqiga tanishtirishdir. O'tgan asrning 80-yillaridan og'zaki adabiyot namunalari to'plashga ko'p mehnat qilgan Abubakir Divaev. U ilk bor yurtimizdan og'zaki adabiyot namunalarini yig'ishni boshlaganida o'z oldiga ikki xil maqsad qo'ygan. Birinchisi, kelajak avlodni qozoqlarning mahalliy urf-odatlarini va turmush tarzi bilan tanishtirish, ikkinchisi, ularni rus tiliga tarjima qilish. Buning sababi rus xalqini qozoq og'zaki ijodi bilan tanishtirishdir.

Yuqorida zikr etilgan bu olimlar og'zaki adabiyotni to'plash va o'rganishda ulkan ishlar qilgan ilk to'plovchi va tadqiqotchilardir. Albatta, qozoq og'zaki adabiyotini o'rgangan olimlar ko'p, hozirgacha tadqiqotchilar bor, bu uch olim Sh. Ualixonov, V. Radlov, G. Biz faqat Potanin o'qigan degan fikrdan uzoq bo'lishimiz kerak. Chunki biz ushbu maqolada faqat ushbu ishda birinchi marta qatnashganlar haqida gapirdik.

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DIFERENT APPROCHES TO DEVELOPING STUENTS' READING SKILLS AND THEIR RELEVANCE AND CORPUS IS A MAIN FACTOR TO DE- VELOP READING SKILLS OVER OTHERS

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ABSTRACT

This paper work highlights the importance of employing diverse approaches to developing students' reading skills in today's digital age. It discusses several approaches, such as the coaching approach, making multimodal inferences, using stories, the cloze procedure technique, learning cells, the look and say method, and quizzes. Each approach is supported by research studies that demonstrate their effectiveness in improving students' reading skills. The annotation also emphasizes the benefits of incorporating corpus-based approaches, such as quantum learning and the use of English corpora, in enhancing reading comprehension and fluency. It highlights the advantages of accessing authentic language samples and exploring language patterns and collocations through corpora. Overall, the annotation provides a comprehensive overview of different approaches to developing students' reading skills and highlights the relevance and benefits of a corpus-based approach in today's educational landscape.

Keywords: corpus-based approach, corpora, cloze procedure technique, corpus analysis, traditional approach, coaching approach, data coach, quantum learning

ANNOTATSIYA

Ushbu maqola bugungi raqamli davrda o'quvchilarning o'qish ko'nikmalarini rivojlantirish uchun turli yondashuvlarni qo'llash muhimligini ta'kidlaydi. Unda mu-rabbiylik yondashuvi, multimodal xulosalar chiqarish, hikoyalardan foydalanish, yopish protsedurasi texnikasi, o'rganish hujayralari, qarash va aytish usuli va viktori-nalar kabi bir nechta yondashuvlar muhokama qilinadi. Har bir yondashuv talabalarn-ing o'qish ko'nikmalarini oshirishda ularning samaradorligini ko'rsatadigan tadqiqot ishlari bilan qo'llab-quvvatlanadi. Izoh, shuningdek, o'qishni tushunish va ravonlikni oshirishda kvant o'rganish va ingliz korpusidan foydalanish kabi korpusga asoslangan yondashuvlarni kiritishning afzalliklariga urg'u beradi. U asl til namunalariga kirish va korpuslar orqali til naqshlari va birikmalarini o'rganishning afzalliklarini ta'kid-

laydi. Umuman olganda, izoh o'quvchilarning o'qish ko'nikmalarini rivojlantirish bo'yicha turli yondashuvlarni har tomonlama ko'rib chiqadi va bugungi ta'lim sharoitida korpusga asoslangan yondashuvning dolzarbligi va afzalliklarini ta'kidlaydi.

Kalit so'zlar: corpus-based approach, corpora, cloze procedure technique, corpus analysis, traditional approach, coaching approach, data coach, quantum learning

In today's digital age, where information is abundant and literacy extends beyond printed text, employing diverse approaches to developing students' reading skills is of utmost relevance. The traditional approach may meet early literacy needs, but corpus based approach, addresses the demands of a rapidly evolving society. By nurturing critical thinking, collaboration, and digital literacy, corpus-based approach is able to equip students with skills required for academic success, career readiness, and lifelong learning. Before discussing the advantages of using corpora in developing students' reading skills, it would be useful to consider several other approaches.

Developing students' reading skills is a complex task that requires adopting varied approaches that suit the dynamic nature of education. By embracing some numbers of reading approaches, educators can empower students to become competent readers, critical thinkers, and effective communicators. As we navigate the ever-changing world, let us continue to explore and implement innovative approaches to ensure our students' reading skills remain relevant and adaptable for the challenges that lie ahead.

1. Coaching Approach: The coaching approach focuses on actively engaging students in their reading practice. It involves providing guidance, feedback, and support to students as they navigate through different texts. This approach helps students develop their reading skills by teaching them strategies such as making predictions, questioning, summarizing, and making connections. The relevance of the coaching approach lies in its emphasis on building independent readers who are equipped with necessary skills to comprehend and analyze various types of texts.

“Additionally, Jim Knight (2011) added up other four crucial components of coaching which included equality, voice, reflection, and praxis. Coaching was also aimed to lead students to successful learning. Importantly, coaches should have experience and be expert in what they coach and be accepted from the learners. Coaches do need to have communicative skills, good manners, flexibility, wide vision, confidence, and reflective thinking. Killion (2009) indicated the roles of coaches were data coach, resource provider, mentor, instructional specialist, learning facilitator, catalyst for

change, and learner.”¹

A data coach helps teachers analyze and interpret data to inform instructional decision-making. They assist teachers in identifying areas of growth and improvement based on data-driven evidence. As a resource provider, coaches share tools, strategies, and materials that support effective teaching and learning practices. They stay up-to-date with current research and resources in education to provide teachers with the most relevant and effective resources. Coaches also act as mentors, providing guidance, support, and encouragement to teachers. They help teachers reflect on their practices, set goals, and develop strategies to meet those goals. In their role as an instructional specialist, coaches support teachers in implementing best practices in instruction. They provide feedback and co-planning opportunities to help teachers enhance their instructional strategies. Coaches also facilitate learning by creating opportunities for teachers to collaborate, learn from each other, and engage in professional development. They encourage a culture of continuous learning and professional growth. As catalysts for change, coaches help initiate and sustain change within the school or district. They support teachers in adopting new practices or approaches and help overcome resistance to change. Lastly, coaches are learners themselves. They continuously seek professional development opportunities, stay updated with research and best practices, and engage in reflective thinking to improve their coaching skills.

In summary, coaches play multiple roles in supporting teachers and students. They provide data analysis, resources, mentoring, instructional support, learning facilitation, change facilitation, and continually invest in their own learning. All of these components contribute to the overall effectiveness of coaching and ultimately lead to successful student learning.

2. Making Multimodal: This approach involves incorporating multiple modes of communication, such as visuals, audio, and video, into reading activities. By presenting information in various formats, students are able to enhance their comprehension and engagement with texts. This approach is particularly relevant in today's digital age, where students are exposed to a wide range of multimedia resources. Utilizing multimodal techniques can help students become more critical readers who can analyze and interpret information from different platforms.

Research on the topic "Developing students' reading skill through making multimodal inferences" by Vina Nurviyani, Didi Suherdi, & Iwa Lukmana published in "Journal of English Education" in 2020. studied the development of students' reading skills by

¹“Developing Students' Reading Skill and Attitude Toward Reading Using Coaching Approach”
Thepsatri Rajabhat, University, Thailand

making multimodal inferences. In addition, students' difficulties in making multimodal conclusions were studied. This study applied classroom action research by involving twenty students studying in an English language education program in West Java. Three instruments covering multimodal inference making, classroom observations, and questionnaire reading tests were administered as the data set of this study. The results of this study show that students' reading skills improved significantly after making multimodal inferences.

In my opinion, it is one of the important issues to refer to the corpus in the implementation of this "multimodal inferences" approach, since the collection of reading models, i.e. newspapers, magazines, scientific and fiction literature, and even interviews, are taken from the corpus base. .

3. Stories: Using stories as a method to develop reading skills can be highly effective, especially for young learners. Stories captivate students' attention and make reading enjoyable. Reading stories exposes students to vocabulary, sentence structures, and narrative elements, thereby helping them improve their reading fluency, comprehension, and imagination. The relevance of this approach lies in its ability to foster a love for reading and enhance students' overall language development. This research process revealed that using stories as a tool can greatly benefit high school students in improving their English reading skills. The benefits include learning grammar in context, acquiring new vocabulary, and improving reading comprehension. The investigation also identified the importance of motivation, as reading should be an enjoyable activity that captures the students' attention. Previous research on this topic has also focused on using stories to develop English reading skills. Additionally, the research confirmed that students need more practice in reading English and suggested that reading stories can be an effective strategy. The findings of the study led to providing recommendations to address any potential issues and it is expected that this information will be helpful for future investigations.

The research project "STORIES FOR THE DEVELOPMENT OF ENGLISH READING SKILLS" by Claudio Claudio Victor Patricio shared their experience of using stories to develop students' reading skills and gave a number of recommendations to teachers. According to him, it is recommended to analyze how stories can benefit the development of English reading skills, so that teachers can learn how to use them effectively in the classroom. After analysis, teachers can use the stories in their lessons for middle school students.

"It is recommended for the next researchers to continue with more investigations and deepen in the search of new theories about reading skill and stories because thought this, it will be possible to contribute with new findings which can help to im-

prove the teaching and learning of English reading skill." ² It can be seen from this recommendation that there are a number of difficulties in using stories to develop students' reading skills in class. Their solution maybe to take many stories from the Corpus base and use them in classes according to the students' language proficiency level

4. Cloze Procedure Technique: The cloze procedure technique involves removing certain words from a text and asking students to fill in the missing words based on the context. This approach enhances students' reading comprehension, vocabulary, and grammatical knowledge. By engaging students actively in text completion, the cloze procedure technique encourages careful reading and helps students make connections between words and their meanings. Its relevance lies in its ability to provide targeted practice for students to strengthen specific reading skills. According to Hendra Eka Putra³ "Through this method, the students automatically ought to increase their speed and fluency in reading." The cloze procedure has been used in various ways in education. Firstly, it can be used as a diagnostic tool to assess students' comprehension levels and determine the difficulty of materials. Additionally, it is effective in developing letter, word, and meaning identification, particularly in the context of reading comprehension. Lastly, the cloze procedure can also be utilized as a teaching technique to improve reading comprehension by encouraging students to guess and take risks, even if their guesses may sometimes be incorrect. Overall, the cloze procedure has proven to be a valuable tool in the field of education.

This procedure can be an important factor in the development of reading, but when used in the classes of A1 and A2 students, not using the Corpus may not justify itself in the development of their reading skills.

5. Learning cell: In this approach, students are divided into small groups or "learning cells." Each cell works collaboratively to improve their reading skills through discussions, debates, and shared reading tasks. This promotes peer-to-peer learning and encourages students to actively engage with the text⁴.

6. Look and say method: This traditional approach involves students learning to recognize and pronounce words by sight, rather than sounding them out. It emphasizes memorization of high-frequency words and aims to improve students' reading fluency and speed.

² "STORIES FOR DEVELOPING ENGLISH READING SKILL" Research project by Claudio Claudio Victor Patricio, Latacunga – Ecuador, October 2017

³ "IMPROVING THE STUDENTS' READING SKILL THROUGH CLOZE PROCEDURE TECHNIQUE" by Hendra Eka Putra Ta'dib Volume. 13, No. 1 (Juni 2010)

⁴ IMPROVING STUDENTS' READING SKILL BY USING LEARNING CELL by Ana Arfiani Hidayah*, Ngadiso, Dahlan Rais English Education Department of Teacher Training and Education Faculty Sebelas Maret University, Surakarta, 2012.

Based on the findings of “IMPROVING READING SKILL THROUGH LOOK AND SAY METHOD” by Sitti Aisyah, it can be concluded that the use of the look and say method was successful in improving the students' reading skills. Before the treatment, the majority of the students scored at a "fair" level, with only a few scoring at "fairly good," "poor," and "very poor" levels. However, after the treatment, there was a noticeable improvement in the students' reading skills, with the majority scoring at a "good" level and a few at "fairly good" and "poor" levels. The t-test results also support the significant difference in the students' test scores before and after the teaching and learning process using the look and say method. Therefore, it can be argued that the first year students of SMAN 1 TANRALILI MAROS have indeed improved their reading skills through the use of the look and say method.

7. Quizzes: Quizzes are short assessments that test students' reading comprehension and help reinforce their understanding of the text. They can be used to identify areas where students need improvement and provide opportunities for further discussion and explanation.

Based on the The Use of Quizizz in Improving Students' Reading Skill by Di-ah Ayu Manik PradnyaDewi and Putu Enik Kristiani, the use of Quizizz as a learning media in schools has been successful in improving students' motivation in reading and their learning outcomes. It has been found that Quizizz has a positive impact on students' reading comprehension as it provides various learning opportunities that engage students in learning more effectively.

The implementation of Quizizz as a learning media for teaching reading involves several steps. Firstly, teachers can conduct reading activities by using Quizizz for around 15-20 minutes. Secondly, students are asked to enter the join code to access and join the Quizizz. Thirdly, students answer the questions provided in the Quizizz application. Finally, the results are recorded to assess the effectiveness of Quizizz in improving students' reading skills.

The advantages of using Quizizz as a learning media in teaching reading include improving students' motivation, critical thinking, and problem-solving skills. Teachers can also monitor students' learning quality by analyzing their statistics and answers. Quizizz promotes independence in learning as it provides random questions, preventing students from cheating. Additionally, Quizizz offers customizable features, real-time progress updates, and gamification tools, making it a student-centered and engaging learning tool.

Other advantages of using Quizizz in teaching reading include reducing students' stress through the use of music while reading and answering questions, as well as motivating students to improve their reading skills through rankings and competi-

tion.

Various previous studies have supported the effectiveness of Quizizz in improving students' reading skills and motivation. These studies found that Quizizz increased students' motivation in learning, improved reading comprehension, and enhanced reading competency. Students also perceived Quizizz as a positive tool that contributed to their reading skill development.

In conclusion, Quizizz is a valuable learning media for teaching reading in schools. It offers numerous features and benefits that enhance students' motivation and learning outcomes. Teachers are encouraged to incorporate Quizizz as a teaching tool to create a creative and enjoyable learning environment, and to meet the digital literacy requirements of the 21st century.

8. Quantum learning: This approach focuses on creating an engaging and supportive learning environment through various strategies, such as cooperative learning, visual aids, and kinesthetic activities. It aims to enhance students' reading skills by immersing them in a dynamic and interactive learning experience.

Quantum learning combined English corpora could be a valuable tool in developing A2 level students' reading skills. By using a large and diverse collection of English texts, students can be exposed to a wide range of vocabulary, sentence structures, and topics. This can help them improve their reading comprehension and fluency, as well as expand their knowledge of the English language.

Additionally, the quantum learning approach emphasizes engaging students in active learning experiences, such as exploration, inquiry, and reflection. This can be incorporated into reading activities by encouraging students to interact with the texts in meaningful ways, such as through discussions, analysis, and application of the knowledge gained.

The use of corpus based approach allows for authentic and current language examples, which can help learners connect their reading skills to real-life communication. This can also support their language production and writing skills.

In conclusion, incorporating quantum learning with English corpora can help A2 level students develop their reading skills in a dynamic and effective manner. It provides authentic language input, encourages active learning, and promotes a deeper understanding of English language usage.

9. Jigsaw: The jigsaw method involves dividing the reading material into smaller parts and assigning each part to different students or groups. Each student becomes an "expert" on their assigned part and then shares their knowledge with the rest of the class. This approach promotes comprehension, collaboration, and active involvement in the reading process.

Based on research findings of “IMPROVING READING SKILL USING JIGSAW⁵”, it has been concluded that reading plays a critical role in the teaching and learning process. Through reading, students can enhance their knowledge and access the information they require. The jigsaw method, a cooperative learning approach, has been identified as an effective strategy to engage students in classroom activities, thereby preventing boredom during the teaching and learning process. This research specifically aims to enhance students' reading abilities, focusing on understanding the generic structure, language features, and types of narrative texts using the jigsaw method. The teaching and learning process was successfully conducted over two periods, involving three tests and four treatments in a vocational high school (SMK) in Bandung.

10. Guided reading: In guided reading, students work in small groups with a teacher or facilitator who provides personalized support, guidance, and instruction. The teacher selects appropriate reading materials based on individual students' reading levels and guides them through comprehension strategies and skill development.

Guided reading has long been utilized as an essential tool for supporting students in their literacy journey. It involves a teacher working with a small group of students, providing individualized support, and guidance as they read texts at their instructional level. This approach offers numerous benefits, including the opportunity for students to engage in meaningful discussions about the text, improve their comprehension, and receive targeted feedback from a knowledgeable instructor.

Guided reading also allows teachers to assess students' progress and tailor instruction to meet their specific needs. Furthermore, it fosters independence and a love for reading, as students are empowered to actively participate in the learning process. However, while guided reading undeniably holds value in developing reading skills, the utilization of corpora - large collections of written and spoken texts that serve as linguistic databases - can offer distinct advantages.

Corpus-based approaches provide access to a vast array of authentic language samples, enabling learners to encounter diverse texts that authentically represent the language as it is used in real-world contexts. By interacting with a wide range of texts within a corpus, students can develop a deeper understanding of vocabulary usage, syntax, and discourse patterns. This exposure to authentic language aids in the development of more advanced reading skills, such as inferencing, critical analysis, and the ability to comprehend and interpret complex texts.

Furthermore, corpora allow for the exploration of language patterns and collo-

⁵ “IMPROVING READING SKILL USING JIGSAW” by Fadhil Muhamad Sofyan(1), Khoulah Uswatun Hasanah(2), Acep Haryudin(3) Project, Pprofessional Journal of English Education Volume 2, No. 5, September 2019 pp 745-751

cations, guiding learners in understanding the nuances of language use and expanding their lexical repertoire. Through the use of concordance tools and other corpus-based resources, students can gain insights into how words are used in different contexts, further enhancing their reading comprehension skills.

In conclusion, while guided reading is a valuable instructional approach, the incorporation of corpus-based techniques can significantly enhance the development of reading skills. Corpus-based learning provides learners with exposure to authentic language usage, enabling them to hone their comprehension abilities and develop a more nuanced understanding of the language. By leveraging both guided reading and corpus-based methods, educators can create a comprehensive approach to literacy instruction that empowers students to become proficient and critical readers.

11. Corpus-based approach: This approach focuses on students analyzing large collections of texts, or corpora, to enhance their reading skills. It involves utilizing technology to access and explore various written materials for vocabulary acquisition, sentence structure comprehension, and text coherence understanding.

Each of these approaches has its own relevance in developing students' reading skills. The choice of approach depends on factors such as students' age, reading level, preferences, and the specific learning goals of the classroom. It is often beneficial to employ a combination of these approaches to cater to the diverse needs of students and create a comprehensive reading program.

There are several approaches to developing students' reading skills, including : traditional methods, Coaching Approach, Making Multimodal , Stories, Cloze Procedure Technique , Learning Cell, Look and Say, Quizzes, Quantum learning , Jigsaw, Guided reading, extensive reading, and a corpus-based approach. However, the corpus-based approach is considered the most effective and relevant for developing reading skills.

The corpus-based approach uses a database of authentic language samples, known as a corpus, to develop students' reading skills. This approach focuses on analyzing language patterns, vocabulary usage, collocations, and grammar structures in authentic texts. Here's why it is the best approach:

a. **Authenticity:** The corpus-based approach exposes students to real-world texts, which reflects the language they will encounter outside the classroom. This exposure helps develop their ability to deal with different genres, writing styles, and language variations.

b. **Language patterns:** By analyzing patterns within the corpus, students gain insights into language structures, collocations, and usage. This enables them to develop a deeper understanding of how texts are constructed, improving their reading

comprehension and analytical skills.

c. Vocabulary development: Corpus-based analysis helps students identify common collocations and word combinations. This focus on real language usage aids in vocabulary development and enhances students' ability to choose the appropriate words and phrases in different contexts.

d. Contextualization: The corpus-based approach enables students to understand how words and phrases are used in specific contexts. This allows them to grasp the nuances of meaning and improves their overall comprehension of texts.

e. Active engagement: Unlike traditional approaches, the corpus-based approach encourages active learner engagement. Students are actively involved in searching, analyzing, and interpreting language data from the corpus, promoting a deeper understanding of reading strategies and skills.

f. Self-directed learning: A corpus-based approach encourages learners to take an active role in their own learning. By exploring corpora and analyzing texts independently, students develop critical thinking skills and become better at identifying patterns, making connections, and solving problems in their reading.

The corpus-based approach is the best method for developing students' reading skills due to its focus on authenticity, language patterns, vocabulary development, contextualization, and active learner engagement. By using real language data, students are better equipped to handle authentic texts and improve their overall reading comprehension abilities. There is no one-size-fits-all approach when it comes to language learning and skill improvement. Different methods work for different individuals. However, a corpus-based approach can be beneficial for improving A2 level students' reading skills.

The scientific novelty of research work on developing English level students' reading skills through a corpus-based approach lies in its use of corpus linguistics, a relatively new area of study in language research. Corpus linguistics involves the collection and analysis of large-scale, computer-readable corpora (collections) of language data.

Traditionally, reading skills have been taught through the use of coursebooks and authentic texts. However, corpus-based approaches offer a unique advantage by providing a rich database of language in use. By analyzing authentic texts from various sources, such as newspapers, academic articles, or online forums, researchers can identify patterns, collocations, and typical language structures. This ensures that students are exposed to realistic and current language use.

Additionally, a corpus-based approach allows for a more data-driven and evidence-based teaching method. Rather than relying solely on intuition or personal prefer-

ences, teachers can base their instruction on empirical evidence gathered from the corpus analysis. This approach enhances the efficiency and effectiveness of reading skills development.

Furthermore, the research work on developing students' reading skills through a corpus-based approach can contribute to the field of language acquisition and pedagogy. It may provide valuable insights into the effectiveness of this approach, its impact on language learners, and potential strategies for integrating corpus-based activities into language classrooms.

Overall, while a corpus-based approach can be beneficial for improving reading skills, it should be complemented with other methods, such as extensive reading, guided reading, and comprehension exercises. The key is to provide a well-rounded approach that caters to the individual needs and learning styles of A2 level students.

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TILSHUNOSLIKNING RIVOJLANISHIDA AYOL OLIMALARNING ROLI

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ANNOTATSIYA

Ushbu maqolada O'zbekiston Respublikasida xotin qizlariga berilayotgan imkoniyatlar va ularni qo'llab quvatlash uchun ishlab chiqilgan farmonlar tushunchasi. Bugungi kundagi tilshunos olimlar jumladan Rodmonda Potapovan haqida ma'lumot beriladi.

Kalit so'zlar: Tilshunoslik, jamiyatda xotin qizlarning o'rni, ularga ta'lim olishida berilayotgan imkoniyatlar, tilshunos olimlar, Rodmonda Potapovan.

THE ROLE OF FEMALE SCIENTISTS IN THE DEVELOPMENT OF LINGUISTICS

ABSTRACT

In this article, the concept of the opportunities given to women and girls in the Republic of Uzbekistan and the decrees developed to support them. Today's linguists, including Rodmonda Potapovan, will be informed.

Keywords: linguistics, the role of women and girls in society, the opportunities given to them in their education, linguists, Rodmonda Potapovan.

Agar biz xalqimizning bizdan rozi bo'lishini xoxlasak, avvalo, mo'tabar onalarimiz, opa – singilarimiz, qizlarimiz uchun munosib turmush sharoitlarini yaratib berishimiz lozim

SH. M. Mirziyoyev

Kundalik hayotimizda ko'p foydalaniladigan tushuncha borki bu inson huquq va ma'nfatlari, ularni himoya qilish qonunlaridir. Bu borada davlatimizda xotin qizlarga berilayotgan e'tibor yuqori darajada ekanligini aytib o'tishimiz joizdir. Jumladan xotin qizlarni uy joy, ish va ta'lim olishi uchun jumladan magistraturada ta'limining kontrakt to'lovi davlat hisobidan to'lab berilishi va oliy ta'lim muassala-

rida ta'lim olayotgan talaba qizlarning jumladan boquvchisini yo'qotganlarni ham kontrakt to'lovlari qoplanib kelinmoqda. Yurtimizda ketma – ket Prezidentimiz tomonidan xotin qizlar uchun ishlab chiqilayotgan qarorlar ularga bo'layotgan keng e'tibor na'munasidir. Jumladan yangi O'zbekiston taraqqiyot strategiyasida ham ayolarga munosib sharoit yaratish, ularning tashabbuslarini qo'llab – quvvatlash masalasini eng muhim vazifalar ijrosini tizimli tarzda ham ayollarga munosib sharoit yaratish, ularning tashabbuslardan qo'llab- quvvatlash masalasini eng muhim yo'nalishlardan biri sifatidan belgilanganligi va ushbu muhim vazifalar ijrosini tizimli tarzda har bir mahalla kesimida amalga oshirishini ta'minlash maqsadida bugun Oila va Xotin qizlar davlat qo'mitasini tashkil etish to'g'risidagi Farmoni imzolaganligi fikrimizning yaqol isbotidir. Shu jumladan hozirgi kunda dunyoning top universitetlarini to'rttdan birini ayollar boshqarmoqda. Dunyoning mashhur davlatlari Germaniyada 5 ta top universitetlarini ayollar boshqarmoqda, AQSHda nufuzli universitetlarning 58 tasi mavjud bo'lib ulardan 16 tasini ayollar boshqarmoqda, Sharqiy Osiyoda ko'rsatkichlar yuqori foizni tashkil qilmoqda jumladan 27 ta nufuzli universitetlarni ayollar boshqarmoqda. Ilm fan doirasida bu ko'rsatkichlarni ham alohida aytib o'tishimiz joizdir; o'zbek tilshunosligi rivojiga hissa qo'shib kelayotgan Imyaminnova S.H.S. rus tilshunosligida Telya V.N. „Rodmonda Potapovani alohida etirof etishimiz lozim.

Rus tilshunos olimi Rodmonga Kondratevna Potapova hozirgi kunda Rossiya Federatsiyasida o'z imiy izlanishlarini olib bormoqda va hozirda 87 yoshni qirashi oldi. Rodmonga Kondratevna Potapova uni yaqinlari Ilina deb atashadi 1936 – yil 27 – aprelda Mangoliyaning Ulan-Batorda ziyoliylar oilasida dunyoga kelgan. Yu yoshligidan aniq va psixologiya fanlariga qiziqan. U yoshligida og'ir bosiq insin bo'lib ota onasi uning tarbiyasiga alohida e'tibor bergan. U Moskvada o'rta maktabni tugallab Moskva Davlat Lingvistika Universitetiga o'qishga kiradi va shu yerda u o'zining ilmiy izlanishlarini boshlaydi. Uning tirishqoqligi va say harakatlari, tinimsiz izlanishlari besamara ketmadi va uning natijasi o'laroq u 1983 - yilda o'zining doktirlik ishini yoqladi. Bu uni to'xtatmadi va aksincha uni fanga bo'lgan qiziqishi uni mehnat qilishga undadi bu esa uni professor darajasiga 1987 - yilda olib chiqdi. Professor Rodmonga Kondratevna Potapova o'z faoliyatini Moskva Davlat Lingvistika Universiteti Professori, Rossiya Federatsiyasi oliy ta'limida xizmat ko'rsatgan, Xalqaro fanlar jamiyati (ISPTIS) faxriy prezidenti. Uning asosiy tilshunoslikda olib borgan ilmiy izlanishlarining bir qismi fonetikasi tashkil qiladi. Qolaversa hozirgi kunda u „ Xalqaro axboratlashtirish akademiyasi “ xalqora tashkilotini a'zosi hisoblanadi. U o'zining ilmiy izlanishlarini olmon tilshunosligida ham olib borgan va bu borada bir qator ilmiy asarlarini ham yaratgan. Bu borada nazriy eksperimental,

matematika va amaliy tilshunoslik, nutq psixologiyasi, sohalari bo'yicha mutaxassis hisoblanadi. 1999 – yildan 2022 yilgacha Rossiya Federatsiyasi Oliy attestatsiya komissiyasining (OAK) filologiya bo'yicha eksperimental kengashi a'zosi lavozimlarida o'z faoliyatini olib bordi.

1987- yilda 2022- yilgacha Moskva Davlat Tilshunosligining amaliy va eksperimental tilshunoslik kafedrasini asoschisi va Rossiya amaliy- matematika tilshunoslik instituti direktori lavozimlarida ish olib bordi. O'sha davrlar davomida u o'zining „Amaliy va matematika tilshunoslik“ asarini yozdi va „German tillari“ mutaxassislari bo'yicha „Sa'nat tarixi“ nomli asarlarini chop etdi. „Inson tili texnologiyalari bo'yicha yevropa mukammallik tarmog'i“ nomli asarlari ham dunyo yuzini ko'rdi. Rossiya Federatsiyasi olimining ilm fan jumladan tilshunoslikga qo'shan hissasini inobatga olgan holda olimaning yublaylari uchun uning nomiga „European Network Excellence in Language Technologies“ ELSNET olimi domidagi profilni taqdim etdi „Rodmonga Potapova". U asosan o'z ilmiy ishlarini Sharqiy Yevropa mamlakatlari tillari bo'yicha ilmiy ishlar olib bormoqda.

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ISSUES OF TEACHING ENGLISH TO YOUNG CHILDREN

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ANNOTATSIYA:

Ushbu maqola tadqiqot ishimiz davomida aniqlangan muammolarni yoritadi. Bundan tashqari, ushbu maqolada biz bog'cha yoshidagi bolalarga ingliz tilini o'rgatishda tajriba-sinov ishlarimizda foydalanish uchun ishlab chiqqan o'z dasturimizni taqdim etdik.

Kalit so'zlar: o'quv dasturi, metodologiya, TPR , ijtimoiy ko'nikmalar, hissiy rivojlanish.

ABSTRACT

This article covers the issues we found during our research work. In addition, in this article we have also provided our own application for use in training when teaching English to young children.

Keywords: curriculum, methodology, TPR, social skills, emotional development.

Scientific conferences, articles, literature were studied on the issues of teaching English to younger children , the methodology of teaching English was analyzed with MTT English teachers and interviews were conducted on the correct Organization of the use of language learning applications in teaching English to younger children. At the same time, in the process of carrying out our research, we conducted surveys among our educators and during our conversations we focused on the following:

- The correct choice of educational materials when teaching a foreign language to schoolchildren
- Organization of a solution to issues of increasing vocabulary in children
- Multimedia applications in teaching foreign language to preschoolers in particular the application of the use of mobile language learning applications
- Organization of the development of English-speaking competencies of children of younger age

- Stimulation of interest and motivation for pupils of preschool educational organization to learn English

During our observations, we found out that our educators have made a number of achievements in their activities. From the need to study the psychophysiological characteristics of young children in teaching a foreign language to young children of our educators with sufficient experience in their field, the need to study their attention, interest, memory, thinking, mental and physical capabilities, the high level of Organization of their training taking into account these features, as well as modern and effective pedagogical technologies- game assignment, riddle, lion , song, strategies interactive methods, the method of TPR (Total Physical Response), which is considered an effective method for children, from the use of computer techniques, were studied and the advantages of this method, strategies, were analyzed.

All the techniques used, the use of poem, songs, stories arouses children's interest in learning a new language at the same time language learning applications based on the principle of exhibitionism so that children's attention is not divided and bored, creating conditions for the use of videos, pictures, independent thinking of children, active participation in activities. language learning apps have opened up even wider opportunities to increase bo'a effectiveness in acquiring a foreign language. Separate .the fact that our English teachers use technical means in classes has served us to achieve a better effect. In this case, we can say that kata has been helped to increase the hearing and speaking competencies of language learners.

As a result of our observations, we also found shortcomings in the activities of some teachers. As an example, we witnessed that some of our teachers did not have a clear plan in organizing the educational process, goals and objectives were not set, and some of our teachers did not choose the right teaching materials.

The shortcomings identified in the process of performing scientific research work indicate the need to improve the educational program developed for preschool educational organizations. To this end, in the process of carrying out their scientific work, we developed various didactic materials based on the principles of communicative, developmental, exhibitionism, systematicity, repeatability, individuality of teaching foreign language to young children. The lack of visibility and use of language learning applications in preschool organizations has shown that the quality of education is inadequate. We can say that language learning applications in education are the most effective audio-visual tools and serve to accelerate the educational process. Therefore, in our scientific research work, we analyzed various effective language learning applications and used them in training, choosing the ones that have the highest impact, while creating our own language learning application

that allows the teacher and the educator to create content according to their curriculum, which is considered effective. In this application, the teacher can prepare and place the video roller he wants and share it with the children. This app called “Preschool children”. Below , we can see the curriculum table that we have developed:

N*	Theme	Used lexical words	Didactic materials	Number of lessons
1	Colors	red, yellow, pink, blue, white, black, brown, violet, grey, green	<i>“Learn colors with Ruby and Lucas”</i> media presentation, song of <i>“Rainbow”</i> <i>“Kids All in One va Preschool children”</i> mobile apps	2
2	Clothes	Trousers, shirt, skirt, suit, dress, blouse, tights, hat, cap, shoes, boots, jacket	<i>“Kids vocabulary clothes”</i> media presentation, song of <i>“What is this?”</i> , <i>“Kids All in One va Preschool children”</i> mobile apps	2
3	Fruits	Apple, pear, cherry, lemon, orange, banana, plum, apricot, peach, grapes	<i>“Learning fruits fun way to build your child’s vocabulary”</i> media presentation, <i>“Find fruit”</i> play game, <i>“Kids All in One va Preschool children”</i> mobile apps	
4	Vegetables	Carrot, cabbage, turnip, onion, cucumber, tomato, potato.	Song of <i>“What’s in the underground?”</i> , <i>“Kids All in One and Preschool children”</i> mobile apps	1
5	Transporta-	Car, bus, air-plane,	Song of <i>“I want to</i>	1

	tion	helicopter, ship, bicycle, lorry, train. run, go, jump, clap, dance, play, stop.	<i>go faster</i> ", " <i>listen and do</i> " activity, <i>"Kids All in One va Preschool children"</i> mobile apps	
6	Weather	Sunny, cold, warm, hot, rainy, snowy, windy, cloudy	Song of " <i>Sunny, sunny</i> ", " <i>draw and say</i> " activity, " <i>Kids All in One va Preschool children"</i> mobile apps	1

We studied the scientific-theoretical, methodological-psychological literatures, conducted questionnaire surveys in the process of research work. Moreover, we developed educational program and recommended didactic provision considering the age and individual characteristics of their upbringing compiled as obtained.

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GENDER DIFFERENCES IN THE CHOICE OF LEXIS IN ENGLISH AND UZBEK LANGUAGES

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ABSTRACT:

The article deals with the problem of gender linguistics in, its origin and formation, primarily in the English-language linguistic literature; a review of scientific literature, its analysis and a brief description; the analysis of the specifics of gender speech on the material of the Uzbek language is carried out; The subject of the study is the Uzbek speech of a man and a woman, mother and son, mother and daughter in the form of brevity of dialogues, as well as material from fiction; the dominant specifics of female speech are determined by shyness, faith in a man, diminutive caress, attractiveness, submissiveness, etc.; male Uzbek speech is characterized by some categoricalness, brevity, combined with respect and attentiveness to the interlocutor.

Keywords: gender, linguistics, male, female, Uzbek language, diminution, petting, shyness, categoricalness

ANNOTATSIYA:

Maqolada farmatsiyadagi gender tilshunosligi muammosi, uning kelib chiqishi va shakllanishi, birinchi navbatda, ingliz tilidagi lingvistik adabiyotlarda; ilmiy adabiyotlar sharhi, uning tahlili va qisqacha tavsifi; o'zbek tili materiali bo'yicha gender nutqining o'ziga xos xususiyatlari tahlil qilinadi; Tadqiqot predmeti - erkak va ayolning, ona va o'g'ilning, ona va qizning o'zbekcha nutqi dialoglarning ixchamligi, shuningdek, badiiy adabiyotdan olingan materiallar; ayol nutqining dominant o'ziga xosligi uyatchanlik, erkakka ishonish, erkalash, jozibadorlik, itoatkorlik va boshqalar bilan belgilanadi; erkak o'zbek nutqi suhbatdoshga hurmat va e'tiborlilik bilan uyg'unlashgan ba'zi kategoriyalilik, qisqalik bilan ajralib turadi.

Kalit so'zlar: jins, tilshunoslik, erkak, ayol, o'zbek tili, kichraytirish, erkalash, uyatchanlik, kategoriyalik

АННОТАЦИЯ:

В статье рассматривается проблема гендерной лингвистики в фармации, ее зарождение и становление, прежде всего в англоязычной лингвистической литературе; обзор научной литературы, ее анализ и краткая характеристика;

проведен анализ специфики гендерной речи на материале узбекского языка; Предметом исследования является узбекская речь мужчины и женщины, матери и сына, матери и дочери в форме краткости диалогов, а также материал художественной литературы; доминирующая специфика женской речи определяется застенчивостью, верой в мужчину, уменьшительной лаской, привлекательностью, покорностью и т. д.; Мужская узбекская речь отличается некоторой категоричностью, краткостью в сочетании с уважением и внимательностью к собеседнику.

Ключевые слова: пол, лингвистика, мужской, женский, узбекский язык, умаление, ласка, застенчивость, категоричность.

Introduction: Gender linguistics is currently a relevant and interesting direction in science and language. Research in the field of gender linguistics is carried out on almost all modern written languages. In this regard, there is a lot of work done in English and Russian. In these works, the object and subject of study is the material not only of English and Russian, but also of many other languages, but the language of design of the works, usually English or Russian. Each language has a common and specific use of the language means of the male and female part of society - a native speaker of this language. This specificity, on the one hand, is universal, and, on the other hand, national and language. It is the second side that determines the gender specificity in the speech of the male and female half of native speakers of a particular language. The essence of gender linguistics is to study, describe monolingual, comparatively and comparatively (bi- and polylingual) gender speech both on the material of closely related and on the material of unrelated languages. Below we will briefly dwell on the history of the formation of gender linguistics and illustrate on the material of the Uzbek language some specific features of male and female speech in it, which will give a general idea of genderism in the language of genetic Uzbek phones.

Main part:

The "New Women's Movement" in linguistics has sharply increased the volume of research on "Gender linguistics" and feminist linguistics has emerged. In her book "Language and the Status of Women" on gender research, Robnie Lakoff substantiated a new direction in the science of language¹. The idea of R. Lakoff caused the emergence of numerous scientific research and discussions and created an opportunity to outline specific practical tasks. As an example, researchers such as Dubois and Crouch pay special attention to the fact that women's speech is dominated by the use of affirmative and interrogative sentences. D. West and K. Zimmerman consider

¹ Robnie Lakoff "Language and the Status of Women" Britain.2019. pp 115-119.

the problem of interrupting each other's thoughts by both sexes during the conversation. Disputes and discussions mainly concern the two postulates put forward by R. Lakoff: 1) men and women have speech that has differences,

Characteristic of each of these sexes; 2) the discrepancy in the speech of men and women is the result of the dominant role of men in society. This sign is also considered the basis for this non-conformity. Scientists, Supporters of the "dominant approach assume that men and women have different speech due to the influence on the language of the differences inherent in their relationship.

According to D. Tonnenn, who, following D. Moltuy and R. Borker, adheres to the dominant approach, it is assumed that boys and girls grow up in different types of subcultures². As a result, they concentrate such forms of general language relationships, i.e. a way of exchange of thoughts, which manifest themselves to a different degree. This approach can be seen in some types of social sciences, which are primarily strongly influenced by anthropology. In general, according to one of the prominent representatives of feminist linguistics, D. Cameron, American linguistics is primarily not the daughter of philology, but the younger sister of sociology³. According to the representatives of the "dominant" approach, the discrepancies between male and female speech are the result of, firstly, the superiority of men in real life and, secondly, these differences are based on the fact that in the specific activity (life) of a woman, a man participates as a support and protection. Among the studies carried out in this direction, we can highlight M. Flippa famous book "Man is made language".⁴ These areas have their own specific characteristics and are organically related to each other and, as a result, should not be fully separated from each other either. This problem was comprehensively studied by B. Thorne, C. Kremer and Henley in his research on "The relationship between language and gender"⁵. Editors of collections in which articles on this problem are published, you say that researchers should first of all select such contexts that contain certain discrepancies.

In other words, it should be borne in mind the conditions for the implementation of the conversation: who participates in it, who communicates with whom, where the conversation is conducted and what is the state of the interlocutors. The study of the relationship between language and gender highlights the following questions: how men and women talk, what language tools are used and why they are used.

So, the man is in the language, the language is in the man. Everything that is in a person, in the surrounding reality, is reflected in the vocabulary and paremia and is

² D. Tonnenn, D. Moltuy and R. Borker "Psycholinguistics". Britain.2011. pp 185-189.

³ D. Cameron "American linguistics is primarily of philology" America.2015. pp.259-267

⁴ M: Flippa: Man is made language. Britain, pp,85-92.

⁵ B. Thorne, C. Kremer and Henley "The relationship between language and gender". America . pp-78-85

formed in the form of psychoimages in the human consciousness.

RESULTS AND DISCUSSION

V.P. Belyanin believes that at the moment it is necessary to talk not about gender, but about the specifics of speech production of men and women. These two processes are implemented differently in the speech and speech behavior of speakers. Men strive to be sharp and take the initiative when talking. Many scientists claim that men express their thoughts shorter than women. In male speech, abstract nouns prevail, and in female nouns. Men are more likely to use nouns and numerals, while women's speech is full of verbs.⁶

In their speech, women pay more attention to emotional and evaluative vocabulary, and men use stylistically neutral vocabulary. Women are primarily prone to intensification of positive assessment. Men's use of stylistically reduced vocabulary contributes to a negative assessment: they use dialectisms, and female speech in many cases contains stylistically colored vocabulary. One of the typical properties of female speech is pronounced hyperbolization.

Speaking of syntactic units, it is safe to state that in Uzbek speech men often use complex subordinate sentences, especially with subordinators of time, place and purpose, and women widely use complex subordinate sentences with subordinate degrees and comparisons. For example:

Naqshlarini ko'ngildagiday qilib chizmagunicha, naqshlar orasida ko'zga chalinar-chalinmas bir yerga "amali usta Farhod", deb yozmagunicha, qo'lidan bo'yoq qalami tupmaydi.⁷

Until he brings out the patterns properly, until he writes an inconspicuous "made by master Farhad" between them, he will not release a dyeing pencil from his hands.

Endi bostirmadan chiqib ketayotsam, qator-qator humlarga ko'zim tushdi.

As soon as I got out of the covered corridor, I saw long rows of 17 clay jugs.

Tog'lar orasida Bobur "Bu kitob bitganda, mening umrim ham tugagay"

degani Xumoyunning yodiga tushdi.

-Humoyun remembered Babur's words in the mountains: "When I finish this book, then my life will end."⁸

-"Roman chiqqach, uni uyimizda har kim o'zicha sevib o'qirdi"⁹. After the novel came out of print, everyone read it at home with special amazement.

⁶ Belyanin V. P. Psycholinguistics. – Great Britain. Нашр номи, 2011. – P. 192-199.

⁷ Qodiriy H. Otam haqida. – Toshkent: G'afur G'ulom nomidagi Adabiyot va san'at, 2018. – B. 44-49.

⁸ Kodirov P. Yulduzli tunlar. – Toshkent: Sharq, 2015. – B. 123-135.

⁹ G'ulom G'. Tarjimalar. – Toshkent: Fan, 2015. – B. 110-121.

In speech, Uzbek women often have language means with a diminutive and affectionate meaning. For example:

- O'g'rigina bolam, xoy o'g'rigina bolam, hoynahoy biror tiriklikning ko'yida tomga chiqqan ko'rinasan, axir kasbing nozik, tumov-pumovingni yozib chiqsang bo'lmaydi- - debdilar. Hoy, aylanay, o'g'rigina bolam, boshimda shunday musibat turganda ko'zimga uyqu keladimi?¹⁰.

- She said: "My thief's son, thief's son, apparently you climbed on the roof thinking about some creature; you were a too delicate profession, so you should have recovered of your cold first. Oh, cute, thieving son, how can I fall asleep if I have that grief?".

Thus, Uzbek male and female speech has significant differences. Men and women use the same language units, but the semantic, stylistic, shaping palette is often different.

In male Uzbek speech, edification prevails, some categoricalness combined with softness and politeness. The second components are convex in speech addressed to women, children (especially girls).

Women's Uzbek speech is dominated by softness, politeness, subsistence, affection, some shyness and expression of loyalty in the speech addressed to the husband and relatives of the husband, to the children, etc.

For example, a brief dialogue between husband and wife.

• Xotin, bolalarni chaqir (Wife, call the children).

- Dodasi, bolalar hali maktabda (Father, children are still at school). -

Xotin, tez bo'l. Men shoshilib turibman. (Wife, finish faster, I'm in a hurry).

Dodasi, chay tayyor. Uyga kiringiz (Father, the tea is ready (i.e. food). Enter the house).

- Onasi, raxmat (Mother of her children, thank you).

Female- Uzbek speech (adult women) addressed to a boy and a girl have some differences. In relation to the boy, language units with a stylistic coloring are used, contributing to the formation of him as a future man, a breadwinner, who must master several types of work necessary for future life in the family.

In Uzbek culture, it is believed that a woman has her own special language, which is characteristic only for them. Thus, in the process of communication, they often appeal to examples with language units from the life experience of a man, husband, neighbors, conveying the essence of real events. Due to their shyness, shyness, Uzbek women are involved in the conversation with caution.

¹⁰ Hoshimov O'. Ikki eshik orasi. – Toshkent: Sharq, 2011. – B. 14-19.

Very often they enter into a conversation based on their own experiences and everyday life events. The speech of Uzbek women in different speech situations and with the same. So, in a society where a man is present, their speech is very collected, short, respectful. In a society where there are only women, their speech is free, long. The topics of dialogue are changing rapidly. In this case, language units are used that they will never pronounce in a speech situation where men are present. In a purely female society, women's speech is accompanied by laughter, frequent facial expressions, gestures, but at the same time, women's speech clearly observes the age and related hierarchy, which is one of the foundations of the features of gender speech not only of Uzbeks, but also of many other peoples of the world, but above all of the Eastern ones.

CONCLUSION:

Gender differences in the speech of men and women were present at all times. Religion has made its own adjustments to the differentiation of male and female speech. Thus, according to the canons of Islam (and Christianity), women's speech could not be dominant, and often even equivalent to men's speech in solving serious social, state and other problems. Thus, women's Uzbek speech until 1917, when a woman was under the burqa, and women's Uzbek speech during the Soviet period and now has serious differences in both lexical and moral and ethical and other aspects. The modern speech of the Uzbek woman is free, poly-problem, semantically and stylistically rich, which shows a combination of education and national and linguistic traditions formed in the process of historical and cultural development of Uzbek society as a whole. Such a phenomenon puts to the fore the gender study of male and female speech such a problem as the study of the evolution of male and female Uzbek speech in the historical section, which is of great theoretical and practical importance for clarifying the origins of the formation of such qualities of female speech as shyness, affection, restraint, emotionality, and male speech - some categoricalness, brevity, respectfulness, etc. Modern gender differences in the speech of men and women of genetic speakers of the Uzbek language are clearly manifested in all their age periods. The difference is that depending on the age, these gender differences have their own characteristics:

boy and girl; -yigit va qiz; young man and young woman; husband and wife; elderly man and elderly woman; old man and old woman; father and mother; grandfather and grandmother; uncle and aunt; etc. In each of these age periods and kinship relations in the speech of the male and female half of Uzbek society there are age, related and other features that are present in their consciousness, in their internal and external

behavior, which is expressed in speech and characterizes the intragender features of Uzbek sounding and written speech.

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ПРЕИМУЩЕСТВА И РИСКИ ИСПОЛЬЗОВАНИЯ ОБЛАЧНЫХ ТЕХНОЛОГИЙ.

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АННОТАЦИЯ

В статье поднимается вопрос использования облачных технологий в образовательном процессе. На основе проделанного анализа делается вывод о недостаточности методических рекомендаций по их применению.

Ключевые слова: технология, облако, сервис, функция, программа

Современное общество можно рассматривать, как общество информационное, в котором информация играет важнейшую роль и давно стала товаром, наравне с товарами материальными. Количество обрабатываемой информации постоянно растет, появляются новые методы обработки и систематизации данных.

Учебное заведение, успешно реализующее программы заочного обучения, активно использующее современные технологии, обеспечивающие возможность удаленного доступа учащихся любой формы обучения к собственным информационным ресурсам вуза, получает ощутимое конкурентное преимущество относительно тех учебных организаций, которые не используют в полной мере современные технические достижения. Ключевым конкурентным преимуществом А.В.Кораблев считает возможность работать в едином информационном пространстве с данными, которые являются актуальными и достоверными для всей организации в целом, что и позволяют сделать облачные сервисы [1]

Освоение облачных технологий в их практическом использовании дает возможность оценить их преимущества в конкретном исполнении.

Так, например, Макаrchук Т. А. пишет в своей статье [2], что наиболее удачная работа была реализована в процессе выполнения кейс-заданий, так как для обсуждения результатов с преподавателем или др. участниками групп не требовалась пересылка файлов и создания многочисленных копий документов с учетом поступающих исправлений. Так же, положительные результаты были получены при работе со студенческой группой заочной формы обучения. В

школе также начинают активно применяться облачные технологии. В работе учителя удобно использовать сервисы Google Docs от поисковой системы Google, т. к. они просты в использовании и предоставляют широкий круг возможностей, как для учащихся, так и для учителей

Использование облачных технологий (облачных вычислений) высшими учебными заведениями – перспективное направление, позволяющее повысить эффективность учебного процесса, сократить накладные расходы на его реализацию. Ощутимо снижаются капитальные затраты, связанные с созданием и обслуживанием учебными заведениями собственных центров обработки данных, обеспечивается гибкая масштабируемость и высокая доступность сервисов, используемых в учебном процессе, что в конечном счете повышает уровень удовлетворенности потребностей конечных пользователей: студентов, профессорско-преподавательского состава, учебно-вспомогательного персонала, так как больше времени высвобождается для решения образовательных и научно-исследовательских задач.

Чтобы понять облачные вычисления в контексте образования, надо начать с цифровой интерпретации понятия «сервис».

Сервис (услуга) — это тип функциональной программы или возможность, доступная в любое время и в любом месте с помощью вычислительного устройства, такого как ноутбук, настольный компьютер, карманный PDA или сотовый телефон. Некоторые из наиболее распространенных примеров облачных сервисов — это Google Apps, Amazon EC2, MS Azur и GitHub. Другие, более общие услуги включают вики (wiki), блоги и электронную почту [3]. Еще одну сторону понятия облачного сервиса раскрывает следующее его обозначение: «Облачные сервисы - это технология обработки данных, в которой программное обеспечение предоставляется пользователю как интернет - сервис, при котором от пользователя скрыта инфраструктура «облака» (облачной системы) и, поэтому, ему не требуются специальные знания и навыки для управления и использования данной «облачной» технологии».[5]

Облачные сервисы изменили ситуацию обеспечения информационной поддержки в принципе, позволив вузам получить доступ к самым новейшим инструментам разработки программного обеспечения.

В качестве таких примеров можно назвать облачные сервисы как платформы разработки (PaaS) - Amazon EC2, MS Azur, Salesforce Platform, Google Appl Engine и др. Можно указать также наиболее популярные интегрированные среды разработки программного обеспечения (IDE), которые доступны как сервисы. Это MS Visual Studio, PhpStorm, Eclipse, Arduino IDE и др.

При выборе общедоступного облачного сервиса для хранения файлов следует учитывать такие важные основные параметры, как бесплатно предоставляемый объем для хранения файлов; поддержку возможности автоматической синхронизация хранимых данных и режима прозрачного шифрования файлов, загружаемых в хранилище.

В качестве примера приведем Amazon EC2 сервис, который представляет собой безопасный и масштабируемый вычислительный ресурс в облаке. Пользователь может запускать на нем свои приложения, когда это необходимо, без предварительных обязательств.

Одним из комплексных подходов использования облачных решений для вуза является предложение компании Oracle. Сегодня Oracle предоставляет наиболее полные решения для университетских городков.

В настоящее время принято выделять три основные модели обслуживания облачных технологий, которые иногда называют «слоями облака». Эти три слоя - услуги инфраструктуры, услуги платформы и услуги приложений - отражают строение не только облачных технологий, но и информационных технологий в целом.

Первый уровень – «Инфраструктура как услуга» (Infrastructure as a Service - IaaS), которая является основой облачных вычислений.

На данном уровне пользователь полностью самостоятельно формирует инфраструктуру, которая ему необходима. То есть он пользуется услугой аутсорсинга или аренды мощностей. Пользователь не управляет основной инфраструктурой облака, но управляет операционными системами, хранилищем и развернутыми им приложениями.

Промежуточным уровнем является платформа (Platform as a Service - PaaS), являющаяся инфраструктурой приложений. Платформа как сервис (Platform as a Service) - это предоставление интегрированной платформы для разработки, тестирования, развертывания и поддержки веб-приложений как услуги. Пользователь получает доступ к определенной инфраструктуре с уже настроенным аппаратным и программным обеспечением. Пользователь не может управлять конфигурациями инфраструктуры, но управляет развернутыми приложениями на платформе [6].

Способность создавать исходный код и предоставлять его в общий доступ внутри команды разработки значительно повышает производительность по созданию приложений на основе PaaS.

Верхний уровень - уровень приложений (Software as a Service - SaaS), при котором поставщик разрабатывает веб-приложение и самостоятельно управляет

им, предоставляя заказчику доступ к программному обеспечению через Интернет.

Несмотря на успешное использование вышеуказанных моделей платформ, на наш взгляд, по-прежнему актуальной остается задача создания облачной платформы, включающей средства поддержки всех компонентов облачных интеллектуальных систем, а также средств их интеграции.

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THE METHODS OF TEACHING LANGUAGE

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ABSTRACT

Teaching simply means imparting knowledge or skill on the learner. Method is a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline. Teaching methods are systematic procedures employed by teachers to enable the students to learn. An effective teacher knows several methods. From among these methods, a teacher selects the one method or combination of methods most likely to achieve a particular lesson's objectives with a particular group of students. In this article includes methods of teaching language in different ways, such as with education games as well as the importance of independent thinking. The reason that way I chose these ways all of the methods will be the significant for teachers to improve their experience.

Keywords: Game theory, Educational games , independent thinking ,teachers , thinkers, language, useful games

ANNOTATSIYA

O'qitish shunchaki o'quvchiga bilim yoki ko'nikma berishni anglatadi. Usul - bu ma'lum bir fan tomonidan qo'llaniladigan yoki unga mos keladigan tizimli protsedura, texnika yoki tadqiqot usuli. O'qitish usullari - bu o'quvchilarning bilim olishiga imkon berish uchun o'qituvchilar tomonidan qo'llaniladigan tizimli protseduralar. Samarali o'qituvchi bir nechta usullarni biladi. Ushbu usullar orasidan o'qituvchi ma'lum bir guruh talabalari bilan muayyan dars maqsadlariga erishish uchun eng mumkin bo'lgan bir usul yoki usullar kombinatsiyasini tanlaydi. Ushbu maqolada tilni turli usullarda o'rgatish usullari, masalan, ta'lim o'yinlari, shuningdek mustaqil fikrlashning muhimligi yo'llarini o'rgatadi. Ushbu usullarni tanlaganimning sababi o'qituvchilar uchun o'z tajribalarini oshirishda muhim ahamiyatga ega bo'ladi.

Kalit so'zlar: O'yin nazariyasi, O'quv o'yinlari, mustaqil fikrlash, o'qituvchilar, mutafakkirlar, til, foydali o'yinlar.

Since ancient times, the games as an integral part of human existence has attracted the attention of thinkers, philosophers and scientists from various fields of scientific knowledge. The ancient Greek philosopher Plato considered the game one of the most practically useful activities. Putting the game of checkers next to art of counting and geometry, he actually equated the game with art. A student of Plato – Aristotle wrote about the benefits of word games and puns for the development of the intellect, thus something the practical significance of the game for the mental development of a person. K. Gross pointed to the striving of the game forward, believing that the game is a preparation for life and he owns the theory of the game as an unintentional self-education of the child. He considered children's play as an important means of forming and training the skills necessary for psychophysical and personal development. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term. They can be used at all stages of the progression from controlled to free practice serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely, and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action. [1]

We used our own definition of preschool education in teaching children to think independently, based on the above ideas: Independent thinking is a person's own knowledge, life experience, defining specific goals and objectives of any problem, is an activity aimed at solving it independently, using a variety of ways and means, if possible."The process of thinking" writes Vygotsky, "begins with the child's communication with his parents" Independent thinking is formed after the child "swallows" these conversations and begins to "digest" them[2]. Based on this opinion of a well-known psychologist, it can be said that thinking becomes an independent activity only if it has its own directing power, purpose, methods. The independence of thinking, as one of its forms listed above, it related to a person's personality and biography, his inner qualities. Apparently, when a person thinks, he learns aspects of things that have been discovered by others. When one thinks independently, one understands the essence of world event and life, artistic and pictorial situations in a unique way, unlike others.[3] Each of the pedagogical scientists, who conducted research on the orientation of students to independent thinking, approached it in a unique way, described it, For example, according to Z.Nishonova "Independent thinking as a personality is one of the important factors in achieving high performance in individual and collective achievements in any activity". [4]

CONCLUSION

In conclusion, there are a lot of them in language teaching and we can't imagine lessons without them. In any case, it is necessary to use different methods to increase the student's or children's interest in the lesson and to make them actively participate during the lesson. For example, there are various scientific games for students and brain games for children. People of all ages enjoy games, as well as processes play an important role in developing their independent thinking. For learners it is significant to independent thinking.

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HOW CHILDREN ACQUIRE DIFFERENT ACCENTS

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ANNOTATSIYA

Ushbu maqolada yosh bolalarning turli urg'ularga qanday ega bo'lishlari va bu ularning o'z urg'ulariga qanday ta'sir qilishlari, ular turli urg'ularni eshitganda qanday munosabatda bo'lishlari va so'zlarni noto'g'ri talaffuz qilmaslikning oldini olish uchun nima qilish kerakligi haqida ma'lumot berib o'tiladi.

Kalit so'zlar: noto'g'ri talaffuz, ona tili bo'lmagan ingliz tilida so'zlashuvchilar, ijtimoiy signal standart talaffuz, ijtimoiy imtiyozlar, etnik kelib chiqishi, iqtisodiy holati, idrok bilan o'rganish

ABSTRACT

The article provides how children acquire different accents and how it affects to their own accent, how would they react when they hear various kind of accents and what should be done in order to not mispronounce words.

Keywords: standard accent, social benefits, ethnicity, economic status, perceptual learning, mispronunciation, non-native English speakers, social signal.

INTRODUCTION

A child's accent is primarily determined by the speech patterns and sounds they are exposed to during their early years. Children learn language and accents by imitating the speech of those around them, particularly their parents, family members, caregivers, and community. This exposure to different sounds, intonations, and speech patterns shapes the way a child speaks and develops their accent. Additionally, factors such as the region or country where the child grows up, the languages spoken at home, and their social interactions can also influence their accent. People have trouble with sounds that don't exist in the language (or languages) that they first

learned as a young child. We are born capable of both producing and perceiving all of the sounds of all human languages. In infancy, a child begins to learn what sounds are important in his or her language, and to disregard the rest. By the time you're a year old, you've learned to ignore most distinctions among sounds that don't matter in your own language. The older you get, the harder it becomes to learn the sounds that are part of a different language. Everybody speaks with an accent and from a purely linguistic point of view they all have equal value – none is better than another. Accents develop and change over time as people tend to live and communicate in specific and delineated communities. Accent is the social marker that signals either affiliation with a group or distance from a group.

LITERARY ANALYSIS AND METHODOLOGY

Before that first word is joyfully recorded on Baby's growth chart, according to Kuhl, who is director of the Center for Mind, Brain, and Learning at the University of Washington, the supine little person is taking in and carefully filing for future use the nuances of pronunciation—and mispronunciation—of the language heard at cribside. As early as 6 months, Baby begins to differentiate one bit of verbal input from another, mentally reviewing and silently rehearsing for the moment when the vocal cords are ready to deliver. And when the words do tumble out, they will be reproduced with the distinctive, localized twang or lilt overheard in Mommy's and Daddy's (or Mama's and Papa's) own funny speech. Accents, in whatever language, stubbornly hang in there for years, decades, a lifetime, without being easily rubbed out. Aha, I said, thinking of my Southern mother, who said "heah" for "here" until her dying day, my own persistent Pennsylvanianisms, and my wife, Sally.¹

"The baby early begins to draw a kind of map of the sounds he hears," Kuhl says. "That map continues to develop and strengthen as the sounds are repeated. The sounds not heard, the synapses not used, are bypassed and pruned from the brain's network. Eventually the sounds and accent of the language become automatic. You don't think about it, like walking. The sounds your wife heard earlier become more and more embedded into the map, until eventually they are almost ineradicable."

Accents are not just regional but sometimes contain information about a person's ethnicity, such as in the case of nonnative English speakers; education; or economic status. "Within each national variety [of English] the standard dialect is relatively homogeneous in grammar, vocabulary, spelling, and punctuation. Pronunciation is a different matter, since there is no equivalent standard accent (type of pronunciation). For each national variety, there are regional accents, related to geographical area, and social accents, related to the educational, socio-economic, and ethnic backgrounds of the speakers. "Recent research in social networks show how these affects the way we

speak and communicate. Standard or prestigious accents, such as received pronunciation, develop where a group gains a higher social status and speaking with that group's accent becomes the key to group membership and the associated social benefits, e.g. careers, education, credibility, and power.¹

Felicity Cox said a child's pronunciation would shift as they made new friends and would unconsciously mimic how they spoke. "In diverse populations like Sydney today, kids are going to preschool or school with a whole range of different kinds of accents based on their formative upbringing, once they get to school it is in their peer groups that they really develop those -accents. Children have an innate desire to be part of a group, a social peer group, so when they take in the speech of those around them. Within NSW there was a large variation in accents between rural towns, multicultural hot spots to Anglo dominated areas. But the Australian accent sounded like would change in the coming decades because of this diversity. That is how the original form of Australian English developed in the early days of the colony — the European children born in the new colony began communicating with each other and taking on the speech patterns of their peers which came from a whole range of British -accents. Word of Mouth pronunciation school owner Lana McCarthy said schoolchildren had started pronouncing -certain words with an American accent. Kids now because they're so exposed to the Americanisation of English and they're pronouncing -zebras as zee-bras."

Similarly, she said children and adults insert words including "like" and "basically" into their everyday speech. Accent coach Daniel Wolfson works to help adults with their accent and said it had a big effect on how a -person was perceived in a workplace. His clients have no trouble speaking English but want to stop their foreign accent from being a distraction.²

DISCUSSION AND RESULTS

In the two experiments, it showed that children aged around 3 to 5 did not use accent differences to inform sentence processing. A social-decision-making task suggested that this may have been driven by younger children failing to detect the accent, with a strong increase in accent bias from age 3 years to age 7 years. Results are more consistent with a protracted perceptual learning account of accent sensitivity than with an account that accent is a salient, early social signal. Comparing the two results, it is estimated that children start to recognize different accents at the age of 5 and start to develop their own accents. For that reason, it is recommended to increase children's exposure to different accents between age 5 to 7 for them to develop a unique accent that fits themselves. If you are not sure where you can find native speakers as teachers or afraid of the pandemic, go check our website for online courses held by

native teachers all around the world. Although extensive research exists on bilingualism, few studies have taken accents into account when looking at early word recognition in monolingualism, and van Heugten says none have explored the issue of accents in children younger than 18 months, the age when they traditionally develop the ability to recognize pronunciation differences that can occur across identical words.³

“Variability in children’s language input, what they hear and how they hear it, can have important consequences on word recognition in young, monolingual children,” she says. For instance, an American-English speaking parent might call the yellow vehicle that takes children to school a “bus,” while the pronunciation of the same word by an Irish-English speaking parent might sound more like “boss.” The parents are referencing the same object, but because the child hears the word pronounced two ways she needs to learn how to map those different pronunciations to the same object.³

CONCLUSION

This research intended to provide an overview of the how children pronounce words in different accents and how it affects to their native accent, also I can conclude that children who hear multiple accents process language differently than those who hear a single accent. We should be aware of this difference, and keep in mind as a factor prediction behavior in test settings, especially when testing children from diverse areas in the world. This will help us better understand language acquisition in general, and perhaps help us better diagnose and treat language delays in children growing up in different types of environments.

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THE CRUCIAL INFLUENCE OF EARLY LEARNING EXPERIENCES ON FUTURE ACADEMIC SUCCESS

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ABSTRACT

This article explores the important influence that early learning experiences have on people's ability to succeed academically throughout their educational paths. Early childhood education lays the foundations for future academic success by supporting cognitive, social, and emotional development. The study highlights the crucial influence early learning experiences have in determining long-term educational results by drawing on a wealth of research and empirical data.

Keywords. cognitive benefits of early childhood, education social and emotional benefits, long-term benefits critical skills, social skills,

ANNOTATSIYA

Ushbu maqola erta ta'lim tajribasining odamlarning ta'lim yo'llari davomida akademik muvaffaqiyatga erishish qobiliyatiga muhim ta'sirini o'rganadi. Erta bolalik davridagi ta'lim kognitiv, ijtimoiy va hissiy rivojlanishni qo'llab-quvvatlash orqali kelajakdagi akademik muvaffaqiyat uchun asos yaratadi. Tadqiqot ko'plab tadqiqotlar va empirik ma'lumotlarga asoslanib, uzoq muddatli ta'lim natijalarini aniqlashda erta ta'lim tajribasining hal qiluvchi ta'sirini ta'kidlaydi.

Kalit so'zlar. Erta o'rganishning bola uchun afzalliklari, Ta'limning ijtimoiy va ruhiy foydasi, tanqidiy fikrlashning uzoq vaqt davom etadigan foydalari va ijtimoiy ko'nikmalari.

INTRODUCTION:

A child's early years, from birth until approximately age eight, are a critical time when foundational learning experiences have a significant and long-lasting impact on their academic path. Early learning experiences are made up of a variety of interactions, such as social engagement, emotional support, language exposure, and cogni-

tive stimulation. These interactions are crucial in forming a child's social skills, cognitive ability, and general preparedness for formal schooling. Early childhood education (ECE) is crucial. Early childhood education is crucial because it lays the groundwork for learning and growth throughout one's life. Early schooling aids in children's development and acquisition of new abilities. Children's early experiences aid in the development of critical skills. Let's investigate further. Cognitive Growth: Strengthens analytical reasoning, solves problems, and improves academic performance. Socio-Emotional Development: Promotes positive social interactions and resilience in emotional intelligence. Physical Development: Through active play, children develop their gross and fine motor skills. Imagination and creativity: Promotes curiosity, discovery, and original thought. Formal Schooling Readiness: Provides kids with the knowledge and self-assurance they need to make a smooth transition to elementary school. Early childhood education program funding is advantageous to children as well as to families and communities.

The field of early childhood education includes a range of theories and approaches with the goal of giving young children a strong foundation for their future academic and personal development. It acknowledges that the early years are a crucial time for brain development and works to maximize it through the creation of supportive and stimulating surroundings. Children's brains develop quickly in their early years, creating neuronal connections at an incredible rate. This stage is critical for the development of verbal, cognitive, and socioemotional capabilities. Good early childhood education programs offer engaging activities and surroundings to promote this critical stage of brain. Early childhood education plays a crucial role in providing the stimulation that young children's developing brains need to build new neural connections. Children benefit from engaging activities like puzzles, storytelling, and practical experiments because they improve their memory retention, critical thinking, and problem-solving skills. These formative cognitive abilities serve as the cornerstones for later academic achievement.

Kids who solve puzzles have more enjoyment and develop their mental skills. Children who solve puzzles have to exercise critical thinking, pattern analysis, and problem-solving techniques. When they work with puzzle pieces and determine how they go together, they acquire spatial awareness and logical reasoning abilities. Another popular practice in early childhood education is storytelling, which improves cognitive development and encourages a love of reading. Children's brains actively digest information, build connections, and increase their vocabulary when they hear stories. They gain knowledge of cause-and-effect links, narrative comprehension, and consequence prediction. In early childhood education, practical activities give kids

the chance to explore and learn about their surroundings. These activities pique their interest and help them hone their scientific thinking abilities, whether they involve blending colors, tracking plant growth, or testing out various materials. They gain the ability to make observations, pose questions, and reach defensible conclusions.

Children can connect and hone their social skills in a structured environment thanks to early childhood education. Through cooperative play and group activities, children develop their communication, sharing, and problem-solving skills. These encounters foster cooperation, empathy, and respect, which serve as the cornerstone for wholesome relationships and constructive interactions for the rest of their life. Furthermore, cooperative learning and teamwork-encouraging activities are frequently included in early childhood education programs. Children might be assigned tasks, for instance, that call for cooperation in order to accomplish a common objective. By doing this, they improve their social skills and learn how crucial cooperation and teamwork are to success.

CONCLUSION.

To sum up, Early childhood education has a significant influence on achievement in the future. It enhances school preparation, promotes cognitive, social, and emotional development, and has long-term positive effects on people and society at large. we know that the knowledge acquired at an early age plays a major role in not only their future status but also in their multi-faceted success.

By recognizing the crucial influence of early education on children's development, we can ensure that every child has the opportunity to thrive and reach their full potential.

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ELEMENTS OF STUDENT LEARNING

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ABSTRACT

Knowing how students learn and understanding their motivations to do so help educators teach them. Research studies show the importance of students' capacity to access what they previously learned and the teacher's ability to capitalize on students' interests. An understanding of this research can help educators maximize students' opportunities to retrieve knowledge and acquire new learning. Multitudes of books and journals are devoted to learning. In this chapter, the vast literature is pared down to several essential factors with the most immediate, direct, and important causal bearings on academic learning. Syntheses of 2,575 study comparisons showed that these factors—students' readiness to learn, the instruction they receive, and the educational environment—are consistently linked with learning. The rest of this chapter briefly explains the factors and how they affect learning. Subsequent chapters provide greater specificity and describe how homes, classrooms, schools, districts, and states can serve to broaden and deepen their application.

Keywords: vocabulary enrichment, derivation, borrowings, grade-level, long-term memory, motivation, problem-solving, feedback, knowledge, ability grouping, individual.

ANNOTATSIYA

Talabalar qanday o'rganishlarini bilish va ularning motivatsiyasini tushunish o'qituvchilarga ularni o'rgatishda yordam beradi. Tadqiqotlar shuni ko'rsatadiki, talabalarning ilgari o'rgangan narsalariga kirish qobiliyati va o'qituvchining o'quvchilarning qiziqishlaridan foydalanish qobiliyati. Ushbu tadqiqotni tushunish o'qituvchilarga o'quvchilarning bilim olish va yangi bilimlarni olish imkoniyatlarini maksimal darajada oshirishga yordam beradi. Ko'plab kitoblar va jurnallar o'rganishga bag'ishlangan. Ushbu bobda keng adabiyotlar akademik ta'limga eng bevosita, to'g'ridan-to'g'ri va muhim sabab-oqibat aloqalari bo'lgan bir nechta muhim omillarga ajratilgan. 2575 ta tadqiqot taqqoslashlarining sintezi shuni ko'rsatadiki, bu

omillar - o'quvchilarning o'rganishga tayyorligi, ular olgan ko'rsatmalar va ta'lim muhiti - o'rganish bilan izchil bog'liqdir. Ushbu bobning qolgan qismida omillar va ularning ta'limga qanday ta'sir qilishini qisqacha tushuntirib beradi. Keyingi boblar ko'proq o'ziga xoslikni beradi va uylar, sinfxonalar, maktablar, tumanlar va shtatlar ularning qo'llanilishini kengaytirish va chuqurlashtirish uchun qanday xizmat qilishi mumkinligini tasvirlaydi.

Kalit so'zlar: so'z boyligini boyitish, hosila, o'zlashtirish, sinf darajasi, uzoq muddatli xotira, motivatsiya, muammoni hal qilish, fikr-mulohaza, bilim, qobiliyatlarni guruhlash, individual.

Students' present knowledge has the greatest effect on new learning. Syntheses of many studies show that previous knowledge generates one of the largest known learning effects.[1] Students with a strong knowledge base tend to learn the most. Some knowledge, however, can also stand in the way of new learning. Students must learn how to solve internal inconsistencies and revise their ideas when necessary. Students, even older ones, may come to school with beliefs and incomplete understandings that conflict with current explanations of scientific or historical phenomena. An educator's purpose may or may not be to disabuse students of their prior views but often to show them several ways of understanding the same facts, each of which may be appropriate in a given context. As a consequence, students may also acquire to learn of ambiguity and the views of others. Interest may in fact be enhanced by the presentation of alternative beliefs and explanations.

Two major factors constrain the amount of knowledge and skill that may be acquired and subsequently applied to acquisition of new learning. The first is that only a limited number of items of information can be held in short-term memory. Second, the time required to store an item in long-term memory is 5 to 10 seconds. In chess, mathematics, science, writing, and other fields that have been studied, experts differ from novices in two primary respects: Experts have more information in long-term memory, and they can process new and old information more efficiently. The key challenge in information acquisition is allocating our very limited processing capacity to notice, store, and index information. The challenges in using information are retrieving, combining, and applying it. Experts and other high performers tend to elaborately link information items with one another through their indexing systems. Such linking-indexing processes confer the ability to recover information by several pathways. Problem-solving capacity increases with the development of these processes. The expert's other advantage over novices is "chunking," or the representation of related items of verbal, numerical, spatial, and other items of information as a single

condensed symbol. A minute of study, for example, may enable amateur chess players to remember the positions of only a few pieces, but masters may essentially take in a whole board in a few seconds by readily perceiving variations of a few standard chunked patterns of individual pieces. Knowledge and practice enlarge the size of chunks of information assimilated. As individuals practice, chunking enables them to better decide what information to acquire and how to code it efficiently. Self-directed experience and guided practice (or instruction) enables learners to assimilate increasingly larger parts of the information.

Students' prior knowledge profoundly affects how quickly and how well they learn new content. Accordingly, America's emphasis over the last decade on grade-level standards has been intended to avoid unnecessary repetition of the same content in multiple grades while ensuring that students mastered the prerequisite content they need before undertaking new content. With the notable exceptions of Australia, Canada, Germany, and the United States, countries throughout the world have national curricula to avoid these problems. When Japanese students move from one city to another, their new teachers know what they have been taught. Since about 2001, states have been adopting statewide, grade-level standards, and policymakers are discussing national standards—a challenge to the American tradition of state and local control. Several important books recommend specific content at each grade level of the major school subjects. The modern, best selling advocate of such “core knowledge” is E. D. Hirsch. He began with *Cultural Literacy: What Every American Needs to Know* (1987) which provided a 63-page appendix listing terms and phrases alphabetically. He argued that mastery of these terms and phrases is necessary for participation in American society, and they should, therefore, be taught in school. Hirsch edited or co-edited other books on this theme including, *The Schools We Need and Why We Don't Have Them* (1996) [2]

Just as important as prior knowledge and coordinating subject matter across grades is a student's motivation to learn. Monique Boekaerts' research synthesis for the United Nations' Educational Practices Series offers insights into students' motivation to learn. Motivational beliefs refer to the opinions, judgments, and values that students hold about objects, events, and various subjects. One student, for example, may find chemistry fascinating, while another may find it irrelevant and boring. Motivational beliefs also stem from the student's opinion of the efficiency or effectiveness of teaching methods. One student may find it tedious to work in groups, while another student may feel that working in a group helps productivity. Students' motivation may also be influenced by beliefs about their own self-efficacy, that is, about their own ability and prospects for success

in a subject, such as trigonometry or literary criticism. Motivational beliefs often result from learning experiences, such as success or difficulty in solving mathematics problems or positive or negative feedback from writing an essay.[3] Motivational beliefs, therefore, tend to guide students' thinking, feelings, and actions in a subject, and may be optimistic or pessimistic. Once formed, motivational beliefs may be difficult to change. Students who learn to value acquiring new skills and knowledge may be less dependent on external encouragement to sustain motivation. When students possess an intrinsic motivation to pursue an activity or learn a specific subject, the need for external rewards may be minimal. Students who demonstrate intrinsic motivation report they find gratification in the activity itself. Many students may appreciate external rewards (e.g., high marks, praise, and compensation) while for other students, ability grouping, competition for grades, and external rewards can diminish their efforts, reinforcing the idea that success is based on innate ability. Students decide how much effort they will allocate to a learning task on the basis of their self-concept of ability and their beliefs about effort. Students may complete tasks they do not value in order to comply with

CONCLUSION

This research intended to provide an overview on methods of improving students' knowledge from various sources, first of all, from the opinions and articles of foreign scientists on the subject of student learning. The focus of this paper was to teach how to make students interested in learning

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QOZOQ XALQI OG‘ZAKI ADABIYOTINI TO‘PLASH VA O‘RGANISHDA ISHTIROK ETGAN OLIMLAR

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ANNOTATSIYA:

Bu maqolamizda qozoq og‘zaki adabiyotini yig‘ish, tarqatish va nashr etishda katta hissa qo‘shgan olimlar haqida to‘xtaldik.

Kalit so‘zlar: og‘zaki adabiyot, madaniy meros, xalq og‘zaki ijodi, yozuvchi, olim.

Qaysi xalqni olmaylik, uning o‘ziga xos urf-odatlar, urf-odatlar borki, ular xalq xotirasida uzoq yillardan beri saqlanib kelayotgan boy merosdir. Bu merosning bugungi kungacha saqlanib qolishida xalq adabiyotining alohida o‘rni bor. Og‘izdan og‘izga saqlanib kelayotgan bu madaniy meros o‘sha davrlarda yozuv-chizmachilik san‘ati bo‘lmagan davrlarda yashab o‘tgan xalqning turmush tarzi, ijtimoiy hayoti, shodligi va kayfiyati, xo‘jaligi va kasb-hunaridir. ishlar yaxshi edi. U ko‘plab ertaklar, she‘rlar, afsonalar, maqollar o‘ylab topib, ularni og‘zaki shaklda yaratgan. Shuning uchun ularni og‘zaki adabiyot deymiz. Og‘zaki adabiyotning har qanday turi dastlab ma‘lum bir tarixiy shaxs tomonidan yaratilgan. Og‘izdan og‘izga gapirganda, ularning nomi unutilib, ba‘zi qismlari boshqa odam eshitganiga qarab o‘zgardi. Lirik-epik qo‘shiq sanalgan “Qo‘zi ko‘rpesh-Bayan sulu” qo‘shig‘ining bir necha variantlari borligi bunga misol bo‘la oladi. Og‘zaki adabiyotni “folklor” atamasi bilan ham ataymiz. Bu atama esa “xalq donoligi, xalq ijodi” degan ma‘noni anglatadi. Bu og‘zaki adabiyotni o‘rganuvchi fan esa folklorshunoslik deyiladi.

Qozoq xalq adabiyotini o‘rganishga kimlar hissa qo‘shgan, u qanday o‘rganilgan? Yozuvchi B. Kenjebayevning yozishicha, qozoq xalq og‘zaki adabiyoti XIX asrdan boshlab yig‘ila boshlagan. Rus geografiya jamiyati a‘zolaridan Sh. Ualixonov, V. Radlov, A. Alekterov, G. Potanin, P. Melioranskiy, N. Ilminskiy, A. Divaev, I. Berezin, V. Katarinskiy va boshqalar. U Rossiya Geografiya Jamiyatining a‘zosi edi. Qolaversa, Abay va Ibroy og‘zaki adabiyotni yig‘ib, yozib olishga harakat qilganlar. Xalq adabiyotini yuksak qadrlagan Abay Kunanboyuli o‘z shogirdlari uchun yurtimizdan qimmatbaho madaniy merosni to‘playdi, uni xalqqa yetkazishga katta ahamiyat beradi. Ibroy Oltinsarin ham bu ish bilan shug‘ullanib, “Xrestomatiya”

asarida og‘zaki adabiyotning eng yaxshi namunalarini o‘z ichiga oladi.

Shokan Ualixonov og‘zaki adabiyotni to‘plash va nashr etishda salmoqli o‘rin tutgan shaxsdir. U Ombidagi kadetlar korpusida o‘qib yurgan kezlarida ham xalqning madaniy merosiga e‘tibor qaratgan. Bu madaniy merosni to‘plash va nashr etish xalq uchun qilingan xayrli ishlardan biri bo‘lishini tushunadi. Bu haqda Rossiya geografiya jamiyati a‘zosi, olim G. Potanin: “Shoqon o‘z xalqini chin dildan sevar, xalqiga yaxshilik qilish, uning kelajagiga xizmat qilish Shokanning orzusi edi...” degan edi.

Shokan o‘zi borgan joylarda xalq og‘zaki ijodini to‘playdi, ko‘plab shoir va xonandalar bilan uchrashadi, ularning qo‘shiqlarini tinglabgina qolmay, ularni qog‘ozga yozib ham oladi. 1853 yilda Ombida kadet korpusini tugatgandan so‘ng, u Kokshetau, Aqmola, Jetisu, Semey, Bayanaulga tashrif buyurdi.

Shokan Ualixonov nafaqat qozoq og‘zaki adabiyotini to‘plovchi, balki uning tadqiqotchisi ham bo‘lgan. U qozoq xalqining etnografiyasi, tarixi, ijtimoiy hayoti, ijtimoiy hayoti haqida yozgan ilmiy asarlarida og‘zaki adabiyotga ham to‘xtalib, o‘sha davr uchun muhim bo‘lgan, bugungi kunda ham o‘z qiymatini yo‘qotmagan salmoqli mulohazalar bildirgan. Shu bilan birga, Shokan Ualixonov qozoq og‘zaki adabiyoti namunasi bo‘lgan qahramonlar qo‘shig‘i haqida fikr bildirdi. Unga ko‘ra, qahramonlar qo‘shig‘i No‘g‘aylilar davrida, ehtimol, 14—15—16-asrlarda tug‘ilgan, deb taxmin qilinadi. Shokanning fikricha, qozoq ertaklari va maqollari slavyan xalqlari asarlariga o‘xshaydi.

Akademik V. qozoq og‘zaki adabiyoti tadqiqotida qatnashgan yirik olimlardan biridir. V. Radlov. Sharq xalqlari adabiyotini o‘rganish maqsadida ba‘zi joylarda bo‘ladi. Shunday qilib, u sakkiz jildlik “Turkiy urug‘lar xalq adabiyoti namunalari” nomli ilmiy asar yozadi. Bu kitobning uchinchi jildida qozoq xalqi og‘zaki adabiyoti haqida yozilgan. Bu jildda qozoq xalqining afsona va hikoyalari, turli qo‘shiqlari, xalq qo‘shiqlari, dostonlari haqida ma‘lumotlar mavjud. Shu bilan birga, shoirlar she‘rlaridan Sho‘rtanboy va O‘rinboy, Ulbike va Kuder, Janak va Tubek, Munek va Ospan she‘rlari, “Qo‘zi Ko‘rpesh—Bayan sulu”, “Er Targ‘in”, “Er” she‘rlari. Qozoq she‘rlaridan “Ko‘kshe” rus tilida qozoq tilida berilgan.

Qozoq og‘zaki adabiyoti to‘plamida qatnashgan olim G. N. Potanin. U Shokan bilan yoshligidan kadetlar korpusida birga o‘qiydi, ular yaxshi do‘st, mehribon safdosh bo‘lib qolishadi. O‘qishni tamomlagandan so‘ng, Potanin Shokan bilan birga Qozog‘istonning Zaysan, Markako‘l, Semey, Ko‘kshetov, Oqmo‘la viloyatlariga sayohat qilib, qozoq og‘zaki adabiyoti namunalarini to‘playdi. Radlov va Potanin o‘rtasidagi farqlar quyidagicha. Avvalo, Potanin og‘zaki adabiyotidan namunalar yig‘ishda, uni kim hikoya qilayotgani, uning tarjimai holi qanday, yana qanday

asarlari unga tanish, tanqidiy savollarga javob berish maqsadida hikoyachi haqida batafsil ma'lumot beradi. Ikkinchidan, to'plangan og'zaki adabiyot namunalarining mazmunini tushunib, rus tilida nashr ettiradi. Buning sababi qozoq og'zaki adabiyotini rus xalqiga tanishtirishdir. O'tgan asrning 80-yillaridan og'zaki adabiyot namunalarini to'plashga ko'p mehnat qilgan Abubakir Divaev. U ilk bor yurtimizdan og'zaki adabiyot namunalarini yig'ishni boshlaganida o'z oldiga ikki xil maqsad qo'ygan. Birinchisi, kelajak avlodni qozoqlarning mahalliy urf-odatlar va turmush tarzi bilan tanishtirish, ikkinchisi, ularni rus tiliga tarjima qilish. Buning sababi rus xalqini qozoq og'zaki ijodi bilan tanishtirishdir.

Yuqorida zikr etilgan bu olimlar og'zaki adabiyotni to'plash va o'rganishda ulkan ishlar qilgan ilk to'plovchi va tadqiqotchilardir. Albatta, qozoq og'zaki adabiyotini o'rgangan olimlar ko'p, hozirgacha tadqiqotchilar bor, bu uch olim Sh. Ualixonov, V. Radlov, G. Biz faqat Potanin o'qigan degan fikrdan uzoq bo'lishimiz kerak. Chunki biz ushbu maqolada faqat ushbu ishda birinchi marta qatnashganlar haqida gapirdik.

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COMMON CHALLENGES OF TEACHING ENGLISH LANGUAGE AS A SECOND LANGUAGE

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ABSTRACT

This article discusses the common problems faced by teachers in teaching English language and the difficulties encountered by students learning English as a second language. It also provides a comprehensive discussion of the problems and their effective solutions and results.

Keywords: Teaching English, Problems, New methods, process, new devices.

ANNOTATSIYA

Ushbu maqolada ingliz tilini o'qitishda o'qituvchilar duch keladigan umumiy muammolar va ingliz tilini ikkinchi til sifatida o'rganayotgan talabalar duch keladigan qiyinchiliklar muhokama qilinadi. Shuningdek, muammolar va ularning samarali yechimlari va natijalarini har tomonlama muhokama qilish imkonini beradi.

Kalit so'zlar: Ingliz tilini o'qitish, Muammolar, Yangi usullar, O'qitish jarayoni, yangi qurilmalar

Introduction. In these days, teaching English as a second language is one of the most important and rewarding careers we could have. It is a great opportunity to exercise our teaching skills, immerse ourselves in an exciting culture, meet new from all over the world and of course, travel to countries we have never visited. As with any teaching job, teaching English as a second language is absolutely not without its challenges.

Here are some of them that we can expect:

Lack of resources. In your classroom back home you may be used to teaching with fancy devices like projectors, whiteboards, laptops, and teaching programs through the Internet.

Depending on where you teach abroad, you may end up in a classroom with no supplies. This may come as a shock or it will probably surprising for you. It is up to you

as the teacher to be creative. Instead of buying store – bought products, you can use your own using recyclable materials.

Limited support. Teaching a room full of strangers a new foreign language can be completely difficult. Your family or friends can be miles away, and the majority of the staff might speak a different first language. It is vital when teaching abroad not to let distance or lack of support get you down.

In this case, it is also important to express the problems not only teachers are facing, but also it is important to describe the challenges that students are struggling with.

Here are some problems that students are struggling while learning English: Pronunciation. ESL students often struggle with pronunciation due to the differences between English sounds and the sounds in their native language. This can make it difficult for students to be understood by native English speakers and may effect their self – confidence in using the language.

Limited vocabulary. One of the biggest challenges faced by ESL students is a limited vocabulary. Without a strong vocabulary, the students may struggle to comprehend spoken and written English and may also have difficulty with expressing themselves in English. That is also important that teachers should provide regular vocabulary instructions and practice opportunities.

Cultural differences. Cultural differences can often pose a challenge for ESL students in the classroom. Learners from different cultures may probably have different customs, beliefs and communication styles, which may lead to misunderstandings and miscommunications.

Limited listening and speaking skills. In addition to limited vocabulary and pronunciation, ESL students may also struggle with listening and speaking skills. Without strong listening and speaking skills the student may have difficulty participating in class discussions, understanding lectures and as explained above, expressing themselves in English.

Lack of confidence. A lack of confidence can be a major barrier to success for ESL students. They may be conscious about their language skills and hesitant to speak up in class. As we can see, this will lead to a lack of participation and also limited opportunities for practice.[1]

The major findings of the reviewed studies were:

- 1) Teachers experienced great difficulty in making students understand English
- 2) There was significant relationship between the problems faced by the students in pronunciation, learning grammar, knowledge of sentence pattern, memorization without understanding.

3) Structural differences between English and other languages and nations.[2]

As we mentioned all the problems that ESL students face with, here are some solutions for them.

Modern Trends of Teaching English. The process of learning English communication is more student – centered, but it takes less time. That's why it provides improving the quality of teaching and effectively develops students' practical communication in English, which means that students' communicative competence will be further developed. Language in education ideally and conversationally builds on naturally acquired language skills and enriches literacy by making it a tool for abstract thinking and acquisition of academic knowledge. Teachers use a range of local texts or English translations of literature in the classroom. In the classroom, it is recommended to use the language in listening activities or tests, as well as using different accents. With the growth of gadgets such as tablets and smartphones, it is believed that textbooks will disappear in a few years. Additionally, access to knowledge has changed dramatically in terms of flexibility and mobility. Teaching English in classes focuses on developing students' critical thinking, as well as language content, outcomes and learning activities. There is an important interaction between student and teacher inside and outside the classroom. To remain competitive and employable in a knowledge – based society, teachers are expected to engage in continuous professional development or professional learning activities throughout their careers. As in any profession, teachers must continuously develop their knowledge and skills and take a big responsibility for their professional learning. [3]

If we come to the solution of students' pronunciation issues, to address this challenge, teachers can provide targeted pronunciation instruction and practice activities. For instance, teachers can use listening and repeating exercises to help students become more familiar with English sounds, and use tongue twisters and drills to focus on specific sounds that are particularly challenging for students.

For the problems with cultural differences teachers should provide cultural awareness activities that promote understanding and respect other different cultures. For example, the activities can include discussions about norms and values and opportunities for students to share their own cultural experiences with their classmates.

When it comes to the challenge with limited skills like speaking and listening, teachers can provide explicit instruction on listening skills, such as summarizing or note – taking. Additional activity which should be provided by teachers is a role play. It may help children to remember the sentences that are used during the role – play.[4]

Conclusion. ESL students may face a number of difficulties as they venture

down the path of learning English language. In this case, teachers play a big role in helping their students face and overcome these challenges discussed in this resource.

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“O‘ZBEKISTON UMUMTA’LIM MAKTABLARIDA NEMIS TILI O‘QITILISHIDA GERMANIYANING „KLETT VERLAG“ NASHRIYOTI DARSLIKLARDA BERILGAN MATNLAR TAHLILI

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ANNOTATSIYA.

Ushbu maqolada Germaniyaning „Klett-Verlag“ nashriyoti tomonidan yaratilgan nemis tili darsliklarini O‘zbekiston umumta’lim maktablariga joriylanishining ayrim masalalari, shuningdek mamlakatimizda nemis tilini o‘rganish holati haqida so‘z boradi.

Kalit so‘zlar: Adaptatsiya, didaktika, metodika, lingvistik soddalashtirish, ijtimoiy shakl, traditsiya;

ABSTRACT

This article talks about some issues of the introduction of German language textbooks created by the German publishing house "Klett-Verlag" to general education schools of Uzbekistan, as well as the state of German language learning in our country.

Keywords: Adaptation, didactics, methodology, linguistic simplification, social form, tradition;

KIRISH

Xalqimizda „Til bilgan- el bilar“ degan maqol bejizga aytilmagan deb o‘ylayman. Darxaqiqat, inson bir yoki bir necha xorijiy tilni o‘rganish orqali nafaqat tilni balki, mazkur xalqning madaniyatini, urf-odati, tarixi bilan birgalikda, uning ta’lim tizimini, siyosatini ham o‘rganishi mumkin. Bugungi kunda mamlakatimizda ham chet tilni o‘rganish jadallashdi va o‘qitishni samarali yo‘lga qo‘yish uchun salmoqli ishlar olib borilmoqdi. Shu jumladan, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2021-yil 19- maydagi “Xorijiy tillarni o‘rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to‘g‘risida”gi 312-sonli qaroriga asosan boshlang‘ich sinflardan oq chet- tilini o‘rganish joriy etildi. [1;45]. Bugungi kunda nemis – tilini o‘rganayotgan yoshlar ko‘pchilikni tashkil qilib, ular tilni mukammal o‘rganib, Germaniya haqidagi bilimlarini ham chuqurlashtirib kelishmoqda. Albatta, bunda o‘quv materialining o‘rni juda muhimdir. Aynan shu ma’noda xorijiy tillarni o‘qitish

borasidagi yangi tadbirlardan biri o'zbek maktablarida Germaniyaning Klett nashriyoti chiqargan nemis tili darsliklar majmuasini moslashtirilgan xolda ishlatilayotgani dolzarb masalaga aylandi. Ushbu darsliklar orqali o'zbek o'quvchilari Germaniya haqida juda ko'plab muhim tarixiy, madaniy, ijtimoiy-iqtisodiy sohalarga oid didaktik materiallar bilan tanishish imkoniyatiga ega bo'lmoqdalar.

Darsliklar nafaqat o'quvchi uchun, balki o'qituvchi uchun ham maqsadga samarali erishishda, dars jarayonini mukammal tashkil etishda ko'makchi vazifasini o'taydi.

Darslik 1-11 sinflar uchun „O'quvchi kitobi“, (Kursbuch), „Mashq daftari (Übungsheft) hamda „O'qituvchi kitobi“ (Lehrerhandbuch) lardan iborat. Darsliklar va o'quv materiallarini o'quv jarayoniga samarali moslashtirish yuqori tajriba va yetarlicha vaqtni talab qiladi. Moslashtirishning yutuq va kamchiliklari asosan o'qitish va o'rganish vaqtida, ya'ni undan foydalanilayotgan paytda aniqroq namoyon bo'ladi. Hamma auditoriya ham materialdagi mashqlarni, topshiriqlarni maqsad qilingandek o'rgana olmaydi. Bunda o'qituvchining mahoratiga yondashiladi. Aynan o'qituvchi o'quvchilarning maqsadini anglay oladi, ehtiyojini tushunadi. Shunday ekan, o'qituvchilarga darslikdan foydalanish paytida o'zining ham variantlarini o'quvchi ehtiyojiga qarab shakllantirish maqsadga muvofiq bo'lishligi tavsiya qilinadi. Bundan maqsad darsning yanada maqsadli guruhga mos keltirish, jonli va qiziqarli bo'lishiga erishiladi.

Chet tili darsliklari dolzarb mavzularni o'z ichiga olgan bo'lishi va o'quvchilarning shaxsiy qiziqishlariga asoslangan bo'lishi lozim. Darsliklarni moslashtirishda ularning qaysi maqsadli guruhga mosligi, qaysi daraja uchun mo'ljallanganligi, qaysi turdagi sinov shakli uchun qanday bilim va ko'nikma beradi va darslik davomida qanday o'quv maqsadlarga erishish mumkinligiga alohida e'tibor berish lozim.

O'quv darsliklari moslashtirish 2 turga bo'linadi:

- ☐ darslikni tahlil qilish;
- ☐ darslikni tanqid qilish.¹

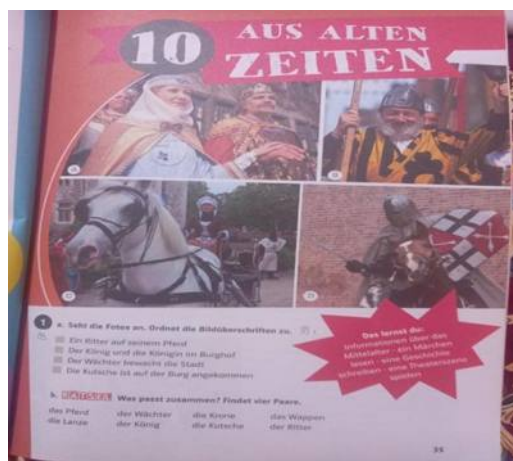
Darslikdagi matnlar tahlili

O'zbekiston umumta'lim maktablartida o'rganib kelinayotgan Germaniyaning Klett nashriyoti darsliklari o'quvchilarga tilni va uning grammatikasini o'rgatish bilan bir qatorda, mamlakatning va u yerdagi ijtimoiy hayot haqida ham axborotlarni taqdim etadi. O'quvchilar darslik orqali davlatning tarixini, madaniyatini o'rganishyapti. Barcha javoblar umumiy bo'lgan bir narsa bor: mintaqaviy tadqiqotlar nafaqat aholi soni kabi maqsadli madaniyat haqidagi faktlar, balki qadriyatlar,

¹ 6. Authentizität in Lehrwerken, eine Analyse von vier Lehrwerken für Deutsch und Schwedischunterricht

e'tiqodlar, makon va vaqt tushunchalari va munosabatlar haqida hamdir. Mintaqaviy tadqiqotlar maqsadli til madaniyati haqida bilim berishni istaydi va bu nafaqat faktik bilimlarni, balki ijtimoiy, siyosiy, tarixiy va geografik kontekstlarni tushunishga imkon beradigan va o'quvchiga odamlar o'rtasidagi xatti-harakatlar va fikrlash usullarini va ijtimoiy munosabatlarni tushunishga imkon beradigan bilimlarni beradi.

Klett darsliklarida ham o'quvchilar mintaqashunoslik bo'yicha Germaniyaning tarixi, ijyimoiy hayoti, madaniyatini o'rganib kelishmoqda. Har bir sinf darsligida. 7-sinf „O'quvchi kitobi“ ning 10- bo'limi „**Aus alten Zeiten**“ deb nomlanadi. Mavzuda Germaniya tarixida mavjud bo'lgan ritserlar haqida matnlar, rasmlar bilan ma'lumot berilgan².



Darslikda o'quvchilar o'tmishda ritserlar qanday ko'rinishda bo'lganliklari ni suratlar orqali tasavvurga ega bo'ladilar. So'ngra matndan tarix, ritserlar xaqida qisqacha ma'lumot oladilar. Matn orqali o'quvchilar nafaqat o'rta asrlarda Germaniyada insonlar qanday va qayerda umr kechirganlari bilan tanishadilar, balki ularda vatanni himoya qilish tuyg'usi yanada oshadi. Bunda ular ritserlarga, o'sha paytdagi qaxramonlarga o'xshashni xoxlashadi.

Darslikda o'quvchilar tarbiyaviy ahamiyatga ega obrazlar olish bilan bir qatorda, ming afsuski ba'zi berilgan matnlar bu fikrimizga qarshi chiqishini ko'rishimiz mumkin. Buning misoli o'laroq 11-sinf „Aspekte Junior“ o'quvchi kitobi 7-bo'limdagi „Zusammen“ mavzusida keltirilgan matnda ko'rishimiz mumkin. Unda yozuvchi Werner J. Eglining „Aus den Augen, aus dem Sinn“ romanidan parcha berilgan. Asarda qiz va yigit munosabatlari haqida so'z boradi. Yuqorida berilgan parchada ularning suhbat berilgan. Suhbat davomida ular sevgi (Liebe) , sog'inish (sich sehnen) , ajralish (Trennung)³ kabi mavzularda suhbatlashishgan. Bu mavzu-

² „Die Deutschprofis“ A2.2, Kursbuch, Klasse 7, Toshkent „O'zbekiston“ 2022 -y

³ Aspekte Junior“ Kursbuch mit Audios und Clips online , B1+,Klasse 11, Toshkent, „O'zbekiston“ 2022-y

lar o'smir yoshiga yetgan o'quvchilar bilan birgalikda o'qish biroz noqulaylik tug'diradi. Chunki o'zbek qizlari bunday mavzuni o'qituvchi bilan, bundan tashqari sinfdosh o'g'il bolalar bilan o'rganish ham bizning urf-odatimizga, madaniyatimizga to'g'ri kelmaydi. Bizning o'zbek qizlarimizga xos hayo va ibo nafaqat oilada, balki ta'lim jarayonida ham o'z aksini topishi lozim

Yana bir matnga diqqatimizni qaratsak. Bu matnda ham huddi yana shunday xalqano urf odatlarimizga mos kelmaydigan xolat mavjud bo'lib, unda o'smir qizning ota-onasi bilan muammosi yoritilgan.



Matnda quyidagicha jumlar mavjud: „Ich bin 15 und bin ich total verliebt. Dennis ist mein erster Freund und wir unternehmen natürlich außerhalb der Schule viel miteinander. Oft ist er auch bei uns zu Hause. Aber meinen Eltern gefällt das überhaupt nicht. Besonders mein Vater mag Dennis überhaupt nicht. Ich weiß eigentlich nicht so richtig, was er gegen Dennis hat. Ich glaube, er kann sich nicht daran gewöhnen, dass ich erwachsen bin werde und einen Freund habe. Er denkt, halt, ich bin für eine Beziehung zu jung. Aber ist doch nicht zu früh, mit 15 einen Freund zu haben, oder? Ich brauche ihn doch und ich mag ihn sehr“

Birinchidan o'zbek xalqida farzandlar o'z munosabatlarini ota – onalari bilan kamdan-kam xollarda bo'lishishadi, bu ayniqsa qiz va ota o'rtasida deyarli sodir bo'lmaydi ham. Matnda 15 yoshli qizning yigit do'stiga his-tuyg'ulari, ochiq-oydin aks etilgan, bunda otasining qarshiligi unga yoqmasligi haqida ham gapirib o'tilgan. Bundan tashqari Yevropa mamlakatlarida do'stining uyiga tashrif buyurishlari va bu ota-onadan to'g'ri qabul qilinishi odatiy xol. Bizning ijtimoiy hayotimiz buni to'g'ri qabul qilmaydi.

Xulosa qilib aytganda, darslik o'quvchilarga nemis tilida didaktika, lingvistika,

grammatika sohalaridagi bilimlarni berish bilan birga, o'quvchi yoshlarga aks ta'sir ko'rsatishi mumkin bo'lgan, g'arb mamlakatlariga taqlid qilishdagi xavaskorlikni ham uyg'otishi mumkinligini taxmin qilishimiz mumkin. Shunday ekan darslikdan foydalanishda uni adaptatsiya(moslashtirish) ni to'g'ri yo'lga qoyilishi lozim.

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TECHTALK: REVOLUTIONIZING ENGLISH EDUCATION IN THE DIGITAL AGE

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ABSTRACT

This article explores the dynamic intersection of Information Technology (IT) and English language education. Examining the transformative impact of IT on teaching methodologies, the narrative navigates through the evolving landscape of digital language learning platforms, online courses, gamification strategies, virtual classrooms, and the integration of Artificial Intelligence. The discussion delves into the multifaceted ways technology enhances language acquisition, offering flexibility, interactivity, and immersive experiences for learners. As the article unravels case studies and success stories, it not only highlights the current state of technology in English education but also anticipates future trends. From interactive language labs to a plethora of digital resources, "TechTalk" serves as a comprehensive guide to the innovative realms of English language education empowered by Information Technology.

Keywords: Language Education, English Learning, Information Technology, Digital Language Learning, Online Courses, Gamification in Education, Virtual Classrooms, Artificial Intelligence in Education

Currently, ICT (Information and Communication Technology) has the major aspect in education and the essential role in foreign language acquisition as well as the significant issue in modern education all over the world, which will facilitate students and teachers to acquire the new teaching and learning method [1]

In an era where technology intertwines with every facet of our lives, the realm of education stands as a dynamic frontier, continuously shaped by the transformative force of Information Technology (IT). Nowhere is this more evident than in the field of English language education, where digital innovations are redefining the landscape of learning. As we navigate the intricacies of this digital tapestry, the article "TechTalk: Revolutionizing English Education in the Digital Age" embarks on a journey to unravel the profound impact of IT on the teaching of English. As Moseley D. [2] expressed the vital role of computers in learning and teaching method, which could be measured as the medium tool for facilitating students in learning the foreign language, however the effectiveness depends entirely on the students.

The accelerating pace of technological advancement has ushered in an era of unprecedented possibilities in education, offering a plethora of tools and platforms designed to enhance language acquisition. From interactive language labs and gamified language learning apps to virtual classrooms and Artificial Intelligence-driven language tutors, the amalgamation of IT and language education has opened new horizons for learners and educators alike.

As we delve into the diverse realms of digital language learning, this article will dissect the key components of this technological revolution. We will explore the advantages of online courses, the gamification strategies that engage and motivate learners, and the role of multimedia resources in creating immersive language experiences. Additionally, the discussion will extend to the challenges posed by this digital shift and considerations crucial for ensuring equitable access and inclusivity in the ever-evolving landscape of English language education.

In the realm of language education, the infusion of Information Technology (IT) has sparked a revolutionary shift in teaching methodologies, redefining how educators approach the delicate art of imparting linguistic skills. This transformative impact extends far beyond the traditional confines of classrooms, ushering in a new era where technology serves as a dynamic catalyst for enhanced learning experiences.

1. Personalized Learning Journeys:

One of the pivotal transformations brought about by IT is the ability to tailor language learning experiences to individual needs. Adaptive learning platforms leverage data-driven insights to understand the unique strengths and weaknesses of each learner, offering personalized content and pacing. This departure from one-size-fits-all approaches acknowledges the diverse learning styles and preferences within the student body.

2. Interactivity and Engagement:

Interactive elements infused into language learning apps and online courses create an immersive and engaging environment. Gamification strategies, such as quizzes, challenges, and rewards, captivate learners' attention and motivation. This departure from traditional passive learning methods fosters a dynamic and participatory classroom experience, promoting active engagement with the English language.

3. Real-Time Feedback and Assessment:

Technology enables instantaneous feedback and assessment, providing learners with immediate insights into their language proficiency. Automated grading systems, language assessment tools driven by Artificial Intelligence, and interactive exercises offer learners the opportunity to refine their skills in real-time. This shift minimizes

the time lag between learning and feedback, accelerating the language acquisition process.

4. Accessible Resources and Multimodal Learning:

The ubiquity of digital resources facilitates multimodal learning experiences. Multimedia content, including videos, podcasts, and interactive simulations, appeals to diverse learning preferences and enhances comprehension. IT democratizes access to a wealth of authentic language resources, exposing learners to real-world contexts and linguistic nuances.

5. Collaborative Learning Environments:

Virtual classrooms and collaborative tools facilitate global connections and cross-cultural exchanges. Learners can engage in real-time conversations with peers and educators from different linguistic backgrounds, fostering a sense of global community. This collaborative dimension not only enhances language proficiency but also cultivates cultural competence and awareness.

As we navigate the transformative landscape of IT in language education, it becomes clear that these innovations extend beyond mere tools; they represent a fundamental shift in the very fabric of teaching methodologies. The intersection of technology and language education not only adapts to the needs of the digital age but propels the evolution of teaching practices into uncharted territories, promising a more dynamic, personalized, and interconnected future for English language learners. ICT is another area that is having a direct impact on language evaluation and can provide new ways of assessing: can evaluate students in ways that simply were not available before; can video our students interacting in groups or even working on a monologue; can get our students to record pod casts and audio files; can get them to develop their written work [3].

The proficiency of any modern language course has changed and because what we understand about the nature of evaluation has also changed due the impact of ICT and the affordances that it offers. The changes taking place in mainstream education and not just language education are also influencing both the way we teach and learn a language, and the way we assess it [4].

The following there suggested some of the interactive platforms for English teachers to use in their class :

Kahoot!: Engaging students in English learning can be achieved through interactive quizzes and games, and platforms like Kahoot! offer a dynamic and fun way to reinforce language skills through gamification.

Quizlet: For vocabulary building and interactive study sessions, platforms like Quizlet empower English learners with flashcards, quizzes, and collaborative learning

activities.

Padlet: Enhancing collaborative learning, Padlet serves as an interactive platform where English students and teachers can share resources, engage in discussions, and collaboratively create content.

Flipgrid: Promoting speaking and listening skills, Flipgrid provides a video discussion platform for English learners to express themselves, share thoughts, and engage in interactive language activities.

Nearpod: Bringing interactivity to virtual classrooms, Nearpod allows English teachers to create engaging lessons with interactive elements, real-time quizzes, and collaborative activities.

Edpuzzle: Incorporating multimedia into language learning, Edpuzzle enables English educators to create interactive video lessons, ensuring active engagement and comprehension through interactive elements.

Quillionz: For English language educators seeking to enhance content creation, Quillionz is an interactive platform that uses AI to generate quiz questions, promoting critical thinking and language understanding.

Pear Deck: Transforming traditional presentations into interactive experiences, Pear Deck allows English teachers to create engaging lessons with real-time student interaction, ensuring active participation and comprehension.

Socrative: Facilitating real-time assessment and feedback, Socrative provides English teachers with an interactive platform for quizzes, polls, and exit tickets, fostering a responsive and engaging learning environment.

Mentimeter: Adding an interactive dimension to English lessons, Mentimeter allows educators to create live polls, quizzes, and word clouds, promoting active participation and comprehension in virtual or physical classrooms.

In the ever-evolving landscape of English language education, the infusion of interactive online platforms has emerged as a transformative force. From the engaging quizzes of Kahoot! to the collaborative learning facilitated by Padlet, these tools have redefined how educators captivate the attention and participation of students. Platforms such as Quizlet, Flipgrid, and Nearpod not only reinforce language skills but also foster a dynamic and collaborative learning environment.

Moreover, the integration of Edpuzzle, Quillionz, and Pear Deck empowers teachers to create content-rich, interactive lessons that resonate with diverse learning styles. As Socrative and Mentimeter usher in real-time assessment and feedback, the classroom dynamic shifts towards responsiveness and active participation, crucial elements in language comprehension.

In the exploration of the symbiotic relationship between Information Techno-

logy (IT) and English education, we traverse a digital frontier that promises to reshape the landscape of language learning. From personalized learning journeys facilitated by platforms like Duolingo to the immersive experiences offered by interactive tools such as Kahoot!, we witness the transformative impact of technology in the realm of English language education.

Conclusion

The innovative strides made by platforms like Quizlet, Flipgrid, and Pear Deck underscore the potential for interactivity to not only reinforce language skills but also foster a collaborative and engaging classroom dynamic. As we navigate the vast array of tools, from gamification strategies to real-time assessment platforms, it becomes evident that the fusion of IT and education goes beyond mere adaptation—it signifies a fundamental shift in how we approach teaching and learning.

The introduction of EdTech platforms such as Quillionz and Mentimeter signals a departure from conventional methodologies, embracing artificial intelligence and interactive elements to create content-rich lessons. This not only caters to diverse learning styles but also positions educators as facilitators of dynamic and responsive language acquisition experiences.

In this digital era, where English language learners are no longer confined by geographical boundaries, the potential for growth and collaboration is boundless. The platforms discussed serve as catalysts for a future where language education transcends traditional constraints, offering learners interactive, personalized, and culturally rich experiences.

As we conclude this exploration, it is evident that the role of Information Technology in teaching English is not a mere augmentation but a revolution—a paradigm shift that propels us towards a future where language acquisition is dynamic, engaging, and truly borderless. The journey into this digital frontier continues, inviting educators and learners alike to embrace the transformative power of technology in shaping the future of English education.

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INTERACTIVE EXERCISES IN TEACHING ENGLISH

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ABSTRACT

Learning basically relies on using a number of effective methods and techniques especially when one desires to fluently speak in a foreign language. Nowadays, there are abundance of effective methods that can facilitate the learners to easily remember the new words, grammar structure and learn English better on the whole. The article is about how to learn and teach English language through interactive exercises and methods, such as Doman's technique and Montessori method of education and the combination of instructional approaches. Additionally it also presents the strengths and some disadvantages of the approaches are also mentioned in the article.

Keywords: combination of instructional approaches, Doman's technique, innovative methods of teaching, Montessori method of education, interactive teaching techniques.

Introduction

Modern techniques of teaching English are based on traditional ways of learning other languages. However, the psychological component, foreign movies, and information technology have an impact on it. The techniques of teaching English utilized 20 years ago were mostly reproductive in character. The tutor assigned the following tasks: learn the words, read the text, listen to the audio recording, and write a letter. Perhaps for this reason, most learners who had studied English for many years could read and write it but struggled speaking.

Modern English education approaches have replaced reproduction with interaction. Today, learning involves a relationship between the student and the teacher. First and foremost, the curriculum is designed considering children's ages. According to Rasulova(2021) There are a lot of interactive methods: role-playing games, projects, brainstorming, and seminars. Game, travelling, films, competitions, and other types of lessons are better suited to infants and pupils of primary schools. Writing a tale teaches students how to use active and passive words, extend learners' vocabulary, and enhance speaking skills of the learners. Exercises help them grasp

grammatical content. Reading a text not only improves their reading abilities, but it also immerses them in the culture and customs of the language under study. Listening enhances comprehension of spoken language.

Effective methods of grasping English

However, the most efficient techniques of learning English includes participating in the process. This strategy teaches you how to "think" in English. Learning a foreign language is done totally in English. The teacher simply needs conduct the course in English and use visual aids. Because of the teacher's extensive expertise, such a session may be held for even the youngest students. If parents of preschoolers and primary students were first concerned about this strategy, they now appreciate its usefulness after seeing the children's eager eyes and growth.

Combination of instructional approaches

Many teachers use a combination of strategies, including immersion in a language context and traditional lessons. Knowledge of English language teaching techniques, psychology, and pedagogy enables them to detect the characteristics of perception and thinking and choose the appropriate methods and forms of work. In addition to English courses, various types of class organization are common, including round tables, concerts, language clubs, conferences, Olympiads, and many more. This enables you to engage a huge number of students in the language environment. Skills grow as motivation increases. Previously, the subject of how to teach spoken English remained open, but now anyone of any age may learn to speak a foreign language. The immersion technique will help students not only learn the language, but also arrange your free time effectively. Its distinguishing feature is that the teacher not only teaches the lesson but also supervises the consolidation of the topics covered. Gulamhussein A(2021) depicts Computer Aided Learning Program (CAL) creates an environment, where learning and assessment is fun and the opportunities to learn is equitable among the rural and urban children. Classic homework was replaced with recommendations: view an English-language movie, converse with a native speaker, listen to a song, and complete assignments. According to Qinyi L (2022) teachers should change the traditional role of knowledge disseminator and classroom controller, give full play to their role as organizers, managers, negotiators, information providers and students' learning promoters, and encourage and organize students to use their language knowledge and skills to participate in various forms of classroom communication activities, so as to promote the development of students' language ability. Watching English-language films not only enables students to understand foreign speech, but it may also be entertaining. It enhances pronunciation and allows you to better express yourself in English. Communicating with a native speaker helps

you to interpret a spoken language. After this exercise, no foreigner will scare you! Listening to music in English is no longer a novel but always engaging kind of entertainment. Recently, computer games in English have gained popularity. They are used to teach both youngsters and adults. We're not only talking about instructional games here; there are also story games, arcades, simulations, role-playing games.

How to learn English better?

Richards, Jack C ; Theodore S. Rodgers(2001) note As the study of teaching methods and procedures in language teaching assumed a more central role within applied linguistics in the latter part of the twentieth century, various attempts have been made to conceptualize the nature of methods and to explore more systematically the relationship between theory and practice within a method. Many individuals are also concerned with the following question: "What is the best way to learn a foreign language: in pairs, **in** groups, or individually?" Much of this depends on the student's unique qualities, aspirations, and ambitions. Group sessions are a superior option for improving your speaking abilities. They can be arranged using either the communicative or immersion methods. Individual work with an instructor is an effective strategy to prepare for the exam. It is often constructed using traditional techniques or in conjunction with the immersion process.

Choosing a technique for learning English may appear complex, but to make the appropriate choice, simply depend on the principles listed above:

1. The purpose of the lesson.
2. Level of training.
3. Psychological comfort.
4. Motivation.

Montessori method of education

The primary purpose is to assist the kid to learn the language independently. Typically, a separate room is arranged for this purpose, including images, books, cubes, musical toys, and other items that may pique the child's attention.

The teacher's job is secondary. He cannot provide the child with specific material, instead, he may simply monitor the process and assist in an emergency. Montessori's purpose is to help children develop their intellectual talents. Disadvantages include:

- Lack of consistency
- The inability to examine results might lead to a child's habit of learning without rules, perhaps impacting future performance.

The Montessori technique can be used for extracurricular or home activities; however, it is not appropriate for tutoring because it is hard to foresee the outcome of such instruction while still stimulating the child's interest.

Doman's Technique

The goal is to quickly recall English words using flashcards with illustrations. The youngster is shown photographs of animals and food, and he pronounces their names. The fundamental objective is to associate an object with its English name.

This strategy has both advantages and disadvantages. In our opinion, utilizing only one way is dull for the youngster and ineffective for the instructor. In addition, one sort of memory works: visual. Such training is likely to be either supplemental or introductory. Thus, Doman cards are one choice for educating youngsters, and in the future, they should be combined with other forms of language familiarization.

Teaching through games

The teacher can take any chance to teach English via playing, such as sketching, playing with dolls and soldiers, sculpting with plasticine or playing active activities outside.

This method is superior to textbook-based language acquisition, but it is important to consider how youngsters perceive it. If you have the self-discipline to not just play but also learn the subject, this strategy can be applied successfully.

Conclusion

Language learning and teaching is both an enjoyable process and with the help of interactive methods and techniques it can be doubly useful and a pleasant experience. The methods mentioned in the article may be applied both for the youngsters and the adults and can be altered depending on the class type, number of the students and the classroom atmosphere. A teacher is welcomed to use any of the mentioned methods and combine them too.

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LINGUOCOGNITIVE FEATURES OF THE CONCEPT “INDEFINITENESS” IN THE ENGLISH AND UZBEK LANGUAGES

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ABSTRACT

The article deals with the concept “indefiniteness” in the English and Uzbek languages, demonstrating various grammatical structures for expressing this linguistic phenomenon, and this phenomenon’s linguocognitive features are analyzed as well. The study reveals the dynamic interaction between linguistic structures and communicative performance.

Keywords: indefiniteness, pragmatic considerations, sensitivity to context, word order, communication efficiency, cultural norms, language specificity, cognitive processes, contextual cues, cross-linguistic analysis, communicative effectiveness.

INGLIZ VA O‘ZBEK TILLARIDA NOANIQLIK KONSEPTINING LISONIY-KOGNITIV XUSUSIYATLARI

ANNOTATSIYA:

Ushbu maqolada ingliz va o‘zbek tillarida “noaniqlik” kontsepti o‘rganilib, mazkur kontseptni ifodalashdagi grammatik tuzilmalar va lisoniy-kognitiv xususiyatlar yoritildi. Lingvistik tuzilmalar va kommunikativ samaradorlik o‘rtasidagi dinamik o‘zaro bog‘liqlik va o‘zaro ta’sir namoyish etilib, tillararo o‘ziga xoslik va farqlar mi-sollar yordamida tahlil etildi.

Tayanch iboralar: noaniqlik, pragmatik mulohazalar, kontekst sezgirligi, so‘z tartibi, aloqa samaradorligi, madaniy me’yorlar, lingvistik o‘ziga xoslik, kognitiv jarayonlar, kontekst belgilari, tillararo tahlil, kommunikativ samaradorlik.

The concept indefiniteness refers to something that lacks precise limits, boundaries, or definition. It can imply uncertainty, vagueness, or ambiguity in various contexts, such as language, concepts, or situations. Indefiniteness in language is often expressed through the use of indefinite words like some, many, few, or several which don’t specify an exact quantity or identity. It can also be conveyed through vague or

ambiguous phrases, uncertain terms, or open –ended statements that leave room for interpretation.

The concept “indefiniteness” enables authors and speakers to communicate ideas without being too detailed. The articles "a" and "an," which are indefinite, are employed to introduce non-specific or undefined entities. When deciding between "a" and "an," one should consider the preceding noun's initial sound. For example, "a" should come before consonant words, whereas "an" should come before vowel words.

Countable nouns, which are distinct units that can be numbered, are frequently used with indefinite articles. Additionally, they are employed to assert broad or generalisations like "A cat is a popular pet." Since indefinite articles are seen as non-specific and lacking in specificity, they are frequently employed when introducing new information, plurals, or uncountable nouns.

In English, quantifiers and determiners are necessary to convey indefiniteness as well as different levels of quantity, vagueness, or non-specificity in noun phrases. They are employed in English to manage expectations regarding the amount or specificity of nouns and to convey information. Certain quantifiers denote a positive, non-specific quantity of something, whereas "Any" is employed in negative, open-ended, and questioning contexts. "Several" indicates an undefined but relatively small number of elements, implying a degree of specificity, whereas "Many" indicates a greater, non-specific quantity. "A Few" conveys a tiny, vague amount; it usually implies a smaller, more precise number. In some cases, the word "all" connotes wholeness. To convey different degrees of indefiniteness, from ambiguous to more specific but undefined, these quantifiers and determiners are crucial.

Linguistic indefiniteness depends on pragmatic considerations and is context-sensitive. Indefinite phrases can have several meanings based on the listener's and speaker's shared context and knowledge. Understanding the use and meaning of indefinite phrases in various circumstances requires pragmatic interpretation. In certain situations, indefinite sentences can take on more specific interpretations because they frequently contain presuppositions, implicit assumptions, or background knowledge. According to conversational implicature, listeners draw pragmatic conclusions from context, speaker intents, and the most likely interpretation, and presenters frequently convey more than just the literal meaning of their words.

Referential ambiguity is a prevalent problem in language whereby an indeterminate noun phrase is unable to clearly identify the particular subject to which it is intended to refer. This calls for more explanation or context, which can be difficult for both speakers and listeners. In order to resolve referential ambiguity, listeners fre-

quently rely on contextual cues to determine the intended referent. These cues depend on the surrounding context and common knowledge. While listeners rely on pragmatic assumptions, speakers may need to supply further context or information to avoid misinterpretation.

When studying indefinite noun phrases, inference and default interpretations play a critical role in language comprehension. Based on verbal clues and context, these procedures entail formulating assumptions, drawing conclusions, or filling in blanks. Listeners can enhance the meaning of a statement through pragmatic enrichment by taking the speaker's objectives, background knowledge, and larger context into account. These procedures enable language use to be flexible, enabling speakers to express meanings in fewer words and listeners to understand intended messages swiftly. Nevertheless, default readings might not always be accurate, and more context or explanation can be required. Interpreting indefiniteness requires context and discourse management since speakers and authors purposefully add new subjects or make references to unmentioned items.

Communication context, cognitive processes, and linguistic structures all have an impact on indefiniteness in Uzbek and English. The numeral "bir" (one) is used before a noun in Uzbek to indicate indefiniteness, which adds ambiguity and nonspecificity. This linguistic marker is necessary to introduce unidentified entities into speech and to show a lack of specificity. The specific meaning of "bir" will vary depending on the situation and general understanding. By introducing vagueness and non-specificity, the use of "bir" complies with common rules of indefinite expression and promotes clear communication.

Uzbek indicates indefiniteness and specifies the amount or non-specificity of entities in noun phrases using particle systems and word order. Word order introduces ambiguity by placing the noun before the numeral "bir" (one). Terms like "bir necha" and "bir qancha" refer to particles of unclear amounts. In Uzbek, context is very important since word order and particle meaning depend on the shared knowledge and surrounding context. The intended meaning of indefinite noun phrases can be clarified and disambiguated with the use of context and inference; interpretation is greatly influenced by cultural norms and shared knowledge within the language community.

The way that indefiniteness is interpreted in Uzbek depends on a number of elements, such as communication efficiency, expectations, and cultural norms. In order to understand indefinite noun phrases, pragmatic inferences are utilised, which take into account the most likely meaning given the context, speaker's intentions, and prior knowledge. The way that indefiniteness is interpreted in Uzbek is also greatly influenced by cultural norms and expectations.

Effective communication is made possible by context and inference mechanisms, which let listeners swiftly understand the intended message without needless detail and speakers to express meanings with economy. Listeners can narrow down possible meanings of indefinite expressions with the aid of contextual indicators including the speaker's tone, the topic of conversation, and preceding utterances.

Uzbek does not indicate definiteness or indefiniteness with definite or indefinite articles, as there are no articles in Uzbek. Rather, word order, particles, and context are frequently used to make these distinctions. A noun phrase's word order is a key factor in defining its definiteness or indefiniteness. Terms like "bir necha" and "bir qancha" are used to indicate an ambiguous quantity and convey indeterminacy.

The degree of definiteness or indefiniteness is mostly dependent on the context, where the particulars of the discussion and the knowledge that is communicated between participants can make noun phrases more clear about their intended meaning. When determining the meaning of noun phrases, pragmatic inferences are drawn while taking the speaker's intentions, the context, and any shared prior knowledge into account.

The idea of indefiniteness in Uzbek is shaped by cultural norms and expectations; therefore, what is deemed vague or indefinite in one culture may not be in another. Within the Uzbek language community, speakers share a same cognitive framework that influences how they interpret indefiniteness cognitively.

Like other languages, Uzbek demonstrates the idea of linguistic specificity, which states that where applicable, more precise statements are chosen over vague ones. The way that information is processed cognitively affects this preference. When referring to a specific thing or drawing a definite distinction, Uzbek typically prefers detailed explanations, which increase clarity and decrease ambiguity in communication. Nevertheless, the language also employs ambiguous descriptions when the speaker wants to introduce something or when the entity's identity is not essential. Examples in Uzbek: *Bir narsalarni o'ylamasangiz nima bo'ladi?* If you don't think of something, what will happen? *Bir narsalarni o'ylasangiz qayg'u topiladi.* If you think of these things, you'll find worry. *Kecha kimdir meni izladi.* Someone looked for me yesterday. *Hech narsani bilmay, qandaydir ishni amalga oshirishga urinmoq.* Trying to do something without knowing nothing. *Bir necha kishi bu kitobni o'qiyapti.* Several people are reading this book. *Bu yerda bir necha yil avvalgi toshlar topilgan.* Some stones concerning several years ago were found here. These examples demonstrate the way Uzbek language employs various phrases and expressions to convey the sense of indefiniteness, adding depth and richness to the language's portrayal of uncertainty and vagueness.

In Uzbek, definiteness and specificity are interpreted according to the context; listeners are guided in determining whether an entity being discussed is specific or non-specific by the surrounding context and shared knowledge. The ability to be specific improves communication's effectiveness and clarity, making it simpler for both presenters and listeners to express and comprehend the intended message.

Since listeners frequently use pragmatics and contextual signals to distinguish between indefinite noun phrases and determine the speaker's intended meaning, pragmatic interpretation is crucial when speaking Uzbek. To sum up, word order, contextual signals, and language indicators all work together to convey the idea of indefiniteness in Uzbek.

Expressing indefiniteness in language serves several important purposes: 1) Flexibility: It allows flexibility in communication, as it accommodates uncertainty and variability in information. It enables speakers to convey ideas without committing to specific details or quantities. 2) Inclusivity: Indefinite language can be inclusive, as it avoids making assumptions or exclusions about individuals or groups. It allows generalization that encompass a wide range of possibilities without excluding anyone. 3) Politeness: Using indefinite language can be polite, especially in situations where precision might come across as intrusive or presumptuous. It allows speakers to maintain a level of politeness by avoiding overly specific or direct statements. 4) Creativity: It allows speakers to play with ambiguity and nuance. It provides opportunities for imaginative expression and interpretation, enhancing the richness and depth of communication. 5) Cognitive processing: It reflects the inherent uncertainty and complexity of human cognition. It mirrors how people process information, make decisions, and navigate the uncertain aspects of life, making communication more relatable and understandable.

In conclusion expressing indefiniteness in language is important for fostering flexibility, inclusivity, politeness, creativity, and cognitive processing in communication. It enables speakers to convey meaning effectively in a wide range of contexts and situations.

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THE ROLE OF EDUCATIONAL CLUSTER IN TEACHING ENGLISH

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ABSTRACT

This article presents the effectiveness of the role of educational cluster in the study of foreign languages and its prospects in our country.

Keywords: cluster, method, efficiency, educational complex, methodology.

Educational clusters are not analogous to production clusters, but they have a lot in common. The cluster theory of M. Porter¹ has entered many spheres, as well as education, during the last decade. It is worth noting the contribution of Russian scientists to these studies. In their scientific works, the concepts, branches of use and characteristics of the educational cluster were investigated. The pedagogical educational cluster forms the next innovation chain "education-science-educational tools-technologies-management-business", and its scientific research is one of the most important tasks of modern pedagogy. It is becoming increasingly necessary to maintain a natural link between the links that make up the educational complex, in terms of interest and effectiveness, based on the socio-economic conditions and needs of a particular region. Today, it is a broadly known fact that teaching and learning a foreign language can not be abridged to the direct teaching of linguistic skills like phonology, morphology, vocabulary, and syntax. The modern models of communicative competence show that there is much more to learning a language, and they comprise the dynamic element of cultural knowledge and awareness². In other words, to learn a language well usually entails knowing something about the culture of that language. Communication that lacks applicable cultural content often results in hilarious incidents, or worse, is the source of solemn miscommunication and misunderstanding. According to Kramersch (1993), culture is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the restrictions of their hard-won communicative competence, perplexing their ability to make sense of the world around them³.

According to the notions of U. Khojamkulov, the main goals of the teacher ed-

¹ Porter M. International Competition: Competitive Advantages of Countries. - M.: International Relations, 1993.

² Bachman, L. F. 1990. Fundamental considerations in language testing. Oxford: Oxford University Press.

³ Kramersch, C. 1993. Context and culture in language teaching. Oxford: Oxford University Press. 1995. The cultural component of language teaching. Language, Culture and Curriculum 8 (12): 83–92

education cluster are⁴: Ensuring effective continuity in the field of pedagogy and promoting the best students in the teaching profession; create conditions for training future specialists based on innovative practices; reduce the time required for young professionals to acquire professional skills; creation of a new generation of educational, methodological, scientific literature, tools and didactic materials in teacher education; increasing the scientific, scientific and pedagogical potential of teacher education; accumulation and integration of resources around topical issues of teacher education development; search and application of various forms and types of educational, scientific and pedagogical practice in education; improving the continuity of education and training; create an opportunity to interact with preschool, secondary educational institutions and other students in the training of teaching staff; communication between the departments of teacher education, scientific justification of the need for communication and cooperation. Teaching method (method) can be defined as a systematic and regulated approach to the organization of purposeful, focused activities of the learner and the teacher.

We can think of the education model as a structure for the implementation of the educational process, which is carried out using one or more teaching methods.

A teaching method is a systematic approach to the organization of a purposeful, collaborative activity between a learner and a teacher.

"Method" is a Greek word meaning "way". Teaching method is a method of joint activity of teachers and students aimed at achieving a specific goal in the educational process.

Teaching methods are the ways to achieve the goals of teaching and the ways of theoretical and practical orientation of teaching materials.

Teaching methods determine the role of teachers and students in the learning process, how to organize and conduct the learning process, and what actions students should take in the process.

Many scholars have different interpretations of the classification of teaching methods. We will consider these classifications below.

I.Y. Lerner and M.N. Skatkin divide teaching methods into:

- explanation;
- reproductive method;
- problem-solving method;
- partial research method;

⁴ Khodjamkulov, U. (2020). Necessity and Conditions for Forming a Cluster of Pedagogical Education (on the Example of the Education System of Uzbekistan). *European Journal Of Research And Reflection In Educational Sciences*, 8(4), 133.

- research method.⁵

S.I.Perovski and Y.Y.Golant classification:

- active;

- passive.⁶

Classification of YK Babansky:

- Organization and implementation of educational work;

- methods of control and self-control;

- cognitive games, educational discussions, interesting situations methods of exhortation, encouragement, reprimand and control.⁷

The classification of MA Danilov and B.P.Yesip depends on the tasks set in certain classes:

1. In the presentation of knowledge: storytelling, lectures, conversations, demonstrations.

2. Formation of skills and abilities in students: formation of exercises and practical work.

3. Examination of knowledge, skills and abilities - current observations, oral questions, written and practical control.⁸

Having studied and summarized the classifications of the above scientists, we propose the following classification.

Methods consist of several main groups, each of which in turn is divided into subgroups and their individual methods. Teaching methods according to the organization of learning activities, transmission, reception, comprehension, memorization of educational information, ensuring the practical application of acquired knowledge, the formation of practical skills and competencies can be divided into the following groups:

- Verbal (methods of verbal transmission and auditory reception of information or oral methods - story, lecture, conversation, etc.); Methods of visual transmission and reception of educational information (visual methods - visual, demonstration, etc.);

- providing teaching practice through practical labor actions (practical methods - exercises, laboratory experiments, labor movements, etc.).

⁵ So, W. W. M., & Watkins, D. A. (2005). From beginning teacher education to professional teaching: A study of the thinking of Hong Kong primary science teachers. *Teaching and Teacher Education*, 21, 525–541.

⁶ Giordano, E. A. (2008). *School clusters and teacher resource centres*. Paris: Unesco, IIEP. Levine, M. (2010). *Developing principles for clinically based teacher education*. Washington, DC: National Council for Accreditation of Teacher Education.

⁷ Bayar, A. (2014). The components of effective professional development activities in terms of teachers' perspective. *International Online Journal of Educational Sciences*, 6(2), 319–327. doi:10.15345/iojes.2014.02.006.

⁸ Davydova, N.N., Igoshev, B.M. (2014). Educational cluster as a backbone component of the regional model of continuing pedagogical education. *Pedagogical Education in Russia*.

In general, the choice of method is determined by the didactic goals of education and upbringing. However, in different pedagogical situations, the types of activities between teachers and students change and interact with each other. Naturally, the teaching methods are compared according to these types of activities.

The choice of methods and methodological approaches in the preparation of the teacher for a new topic means to balance their interaction in time and didactic purpose. As a result, it is possible to ensure a high level of intellectual and practical activity of students. Properly used methods deepen the knowledge of objective reality and increase the overall and scientific level of the training. Sequentially selected teaching methods lead to a certain level of knowledge and professional interest, the activation of independent practical activities. Criteria for the selection of traditional methods in pedagogy have been extensively developed, and in recent years more than twenty of them have been cited in the works of didactic scholars. The criterion for choosing interactive methods is that they are highly focused on solving problems in the development of education and upbringing. This criterion is introduced by assessing the ability of different methods to solve problems in one area or another, as their ability to master the elements of social experience varies.

The next criterion for choosing interactive methods is their relevance to the nature of the educational content. The content of the method is also defined as part of the action. From this point of view, this criterion will no doubt be taken into account. One method reveals the full content of the topic, while the other allows you to master it positively.

Another criterion for choosing interactive methods is that they are fully compatible with the learning opportunities of students, that is, to ensure the unity of internal and external conditions for effective learning activities.

The use of interactive teaching methods should be tailored to the individual capabilities of the educator.

Cluster Method (Network Technology). This method is aimed at teaching logical thinking, broadening the scope of general thinking, the use of literature independently. It helps to accelerate and expand students' thinking before they delve deeper into a topic:

1. A word on the topic is written in the middle of a large piece of paper or board.
2. Students begin to write around them the words and sentences that come to mind.
3. As soon as new ideas appear, the words that come to mind are immediately written down.

4. The process of writing the words continues until the time set by the teacher is over or all the words and ideas are finished.⁹

A number of rules must also be followed when dividing into clusters:

1. Write down everything that comes to mind, regardless of their content.
2. Ignore spelling and other factors.
3. Write as long as possible before the time runs out.
4. Try to make as many connections as possible.
5. Don't limit the number of ideas and words.

It is aimed at training competitive personnel in our country continuing education is defined as: "Continuing education is the training of personnel basis of the system, socio-economic development of the Republic of Uzbekistan provider, economic, social, scientific and technological, and of the individual, society, and state is a priority area that meets their cultural needs.

Given the process of modernization of the education system a set of basic principles, ideas, methodological approaches and guidelines.

The introduction of a clustering model in the Uzbek education system is final G.I.Muhamedov, Sh.K.Mardonov, U.N.Khodjamkulov, R.Eshchanov, B.Eshchanov, J.Usarov, A.Shafkarov, Pedagogical in the research of Uzbek researchers such as S.A.Toshtemirova. Integration between regional types of education based on the innovative cluster of education Ensuring quality improvement, training of qualified personnel to create a scientific and theoretical basis for the introduction of innovative ideas and their effective case studies on practical application are described.¹⁰

"Continuity" is the concept of a continuous, ongoing process means. The concept of "continuing education" is in line with the above - a perfect person education means continuous education. Just continuous only in pedagogical processes a competent person can be formed. The person to develop both the state and society without forming or developing not allowed. Continuing education has the greatest impact on the process of personal development is an important factor.

Furthermore, the cluster form of organization of education allows the training of highly qualified teachers with the necessary professional competencies. The cluster of teacher education can be implemented at the following levels: international, national, regional; in a particular type of education, in a separate curriculum. In our studies, educational institutions at all levels of the region, employers, as well as educational institutions working in a cluster environment consisting of a number of or-

⁹ Friere, P. (1990). Pedagogy of the oppressed. New York: Continuum, 1990.

¹⁰ F.I.Мухамедов., Таълим жараёнида инновацион Педагогик таълим кластер қўллашнинг афзалликлари, Prospects for the effectiveness of teaching foreign languages in educational institutions on the basis of education innovation cluster. Chirchik-2019, 39p.

ganizations and authorities involved in scientific and pedagogical research and the production of teaching aids, teaching aids, work within the framework of a cluster cooperation agreement, study the problem of training. Young learners can learn new words on different topics while going on educational process increases year by year. Learner will grow his word-bank also develops with various educational institutions. At the same time , quantity and levels of words will raise 100- from beginner to advanced ,from 500 words and up to 4500 .

According to the previous ideas and conclusions it can be acknowledged that, by pedagogical cluster system every educational establishment will contribute each other instructionally , as well as benefits step by step. Clearly, the learner will teach what he learned for years in pre -schooling and schooling period, then he consolidates and updates the target language vocabulary .

Conlusion

By the way of conclusion , as technology surrounds every sphere of our life, pedagogical establishments attempt to educate young generation in qualitative education and provide to correspond. For this purpose, modern educators consider to utilize instruction to develop vocabulary in primary, secondary and higher education. By vocabulary learners can know new data faster, easily and effectively .Also , digital technologies can save our time and transfer the newest knowledge to learners. Knowledge should be updated permanently and the innovative cluster of pedagogical education is recommended to enhance vocabulary in learning and teaching process. Moreover, innovative cluster of pedagogical education is really influencial and helpful to create great word-bank due to the integration of educational institutions.

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CONCERNS ABOUT CUTTING-EDGE METHODS AND THE USE OF INFORMATION TECHNOLOGY IN FOREIGN LANGUAGE INSTRUCTION

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ABSTRACT

This article explores the potential drawbacks and challenges associated with the integration of cutting-edge methods and information technology in foreign language instruction. The author discusses issues related to student motivation, the quality of language learning, the potential for over-reliance on technology, and the digital divide. While these approaches offer several potential benefits, such as increased engagement and improved access to learning resources, some concerns need to be considered.

Keywords: technologies, modern methods, well-educated teachers, gadgets, news, books, buildings

INTRODUCTION

In recent years, the incorporation of cutting-edge methods and information technology in foreign language instruction has become increasingly prevalent. While these innovative approaches hold promise for enhancing language learning experiences, there are valid concerns surrounding their implementation. This introduction aims to explore the potential drawbacks and challenges associated with leveraging cutting-edge methods and information technology in foreign language instruction. By addressing issues related to student motivation, the quality of language learning, over-reliance on technology, and the digital divide, this discussion seeks to provide valuable insights for educators and institutions striving to navigate these concerns effectively. Garnering a comprehensive understanding of the risks and benefits associated with these methods is essential for optimizing foreign language instruction in the digital age. Given various perspectives on these concerns and offers insights into how educators and institutions can address these challenges while maximizing the benefits of using cutting-edge methods and technology in foreign language instruction.

One major concern is the potential for technology to overshadow traditional pedagogical principles, such as effective language teaching methodologies and the importance of human interaction in the learning process. There is a fear that excessive reliance on technology may lead to a loss of the personal touch and the nuanced understanding of language nuances and cultural contexts that are crucial for effective communication.

RESEARCH AND METHODOLOGIES

A "digital" generation has emerged in the twenty-first century, used to modern technology since their early years of contact with them. It is challenging to connect with this generation without using natural, multi media instruments. The real instruments that students use in their daily lives—computers and the Internet must be incorporated into the forms and techniques of instruction. The teacher's role should be that of an inspiration, a scientific advisor, and a guide to the various information structures that are available. Information and communication technology, or ICT, is predicated on the application of blended learning. The active integration of commonly used information and communication technologies into the educational process is associated with the usage of ICT tools. Language lessons are one example. The combination of traditional language teaching methods with distant learning (such as e-learning, m-learning, and blended learning) offers a range of instructional approaches that let you practice all language abilities through a variety of exercises and assignments, which is unquestionably what defines efficiency. The method of instructing and acquiring a foreign language, along with its appeal and quality. Using interactive foreign computer games to learn a language is one way to add variety to language sessions by adding learning components through enjoyment. These twelve resources are useful for teaching. A contemporary and adaptable method of teaching and learning is blended learning. Its foundation is the simultaneous integration and interlacing of two or more instructional modalities, such direct instruction and e-learning. This is how contemporary approaches to learning, such as using a multimedia application, typically online, and receiving assistance from a traditional instructor. The teacher sets the direction, acts as a motivator, and monitors student progress while the computer stimulates and accelerates learning. But without the teacher's experience, the entire process would not be possible, particularly in cases when e-learning approaches are incompatible with the objectives of education. A variety of instructional approaches are used in blended learning. Additionally, it makes use of a variety of information routes, depending on the students.

DISCUSSION.

The use of information technology in foreign language instruction, offering in-

sights into the current landscape and future directions of this rapidly evolving field:

- **Integration of Technology:** Discuss how technology has become an integral part of modern education, including foreign language instruction. Highlight the benefits of using technology, such as increased engagement, access to authentic resources, and opportunities for interactive learning.
- **Concerns about Overreliance:** Address concerns about overreliance on technology leading to a decrease in critical thinking skills, language proficiency, and personal interaction. Discuss how balance is necessary to ensure technology complements, rather than replaces, traditional teaching methods.
- **Access and Equity:** Consider how access to technology can be unequal among students, affecting their learning experiences. Discuss strategies to ensure all students have equal access to technology and how this can be integrated into foreign language instruction.
- **Privacy and Security:** Highlight concerns about the privacy and security of student data when using technology in the classroom. Discuss the importance of implementing strict privacy policies and security measures to protect student information.
- **Training and Professional Development:** Discuss the need for ongoing training and professional development for teachers to effectively integrate technology into their foreign language instruction. Highlight the importance of providing teachers with the necessary skills and knowledge to utilize technology effectively.

CONCLUSION.

In conclusion, the integration of cutting-edge methods and information technology in foreign language instruction represents a transformative shift in the field, offering both promising opportunities and significant challenges. While these advancements hold the potential to revolutionize language learning, providing learners with new avenues for engagement, practice, and cultural exchange, they also raise important concerns that must be addressed. One of the primary concerns is the issue of equitable access. While technology has the power to connect learners from around the world, it also has the potential to create a digital divide, where socioeconomic factors limit access to high-quality language instruction. Educators and policymakers must ensure that technology is accessible to all learners, regardless of their background or resources.

Privacy is another major concern associated with the use of technology in language instruction. As digital platforms collect vast amounts of data on learners, there is a risk that sensitive information could be compromised. Educators must take steps to protect learner privacy and ensure that data is used responsibly and ethically.

Furthermore, the rapid pace of technological advancement poses a challenge for educators, who must continually adapt their teaching methods to keep pace with new developments. This requires ongoing professional development and a willingness to experiment with new approaches. Despite these challenges, the integration of cutting-edge methods and technology in foreign language instruction has the potential to revolutionize the way we learn languages, making it more engaging, effective, and accessible than ever before. By addressing these concerns and harnessing the full potential of technology, we can create a more inclusive and effective language learning experience for all learners.

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IQTIDORLI O'QUVCHILARNI RIVOJLANTIRISHDA INDIVIDUAL TA'LIMNING RO'LI

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ANNOTATSIYA

Ushbu maqolada iqtidorli bolalar, bolalar aholisining alohida qismini tashkil qilganligi, bu esa individual ta'limni talab bo'lishi, bolalarda ijodkorlik, intellektual tashabbuskorlik, tanqidiy fikrlash, ijtimoiy mas'uliyat va fidokorona yetakchilik fazilatlarini rivojlantirishga ko'proq e'tibor qaratish lozimligi, erta va kech iqtidor tushunchasi, pedagoglarning iqtidorni shakllantirish bo'yicha olib brogan ishlari haqida fikrlar yuritiladi.

Kalit so'zlar: iqtidor, ijodkorlik, alohida talim, badiiy iqtidor, kech va erta iqtidor

ABSTRACT

In this article, gifted children make up a special part of the children's population, which requires individual education, paying more attention to the development of children's creativity, intellectual initiative, critical thinking, social responsibility and selfless leadership qualities. the necessity, the concept of early and late talent, the work of pedagogues on the formation of talent are discussed.

Keywords: talent, creativity, special education, artistic talent, late and early talent

KIRISH

Shaxsiyat ko'p qirrali, uning shakllanishi tashqi va ichki ko'plab omillar bilan belgilanadi. Ularning rivojlanishidagi har bir kishi asta-sekin murakkablashib borayotgan bosqichlarning ketma-ketligini boshdan kechiradi, ammo ularning har biri o'z tezligiga ega. Iqtidorli bolalar oddiy bolalardan farq qiladi, lekin ular bir-biridan farq qiladi. Iqtidor bir xil xususiyat emas, chunki ikkita bola bir xil emas, shuning

uchun ikkita iste'dod bir xil emas. Iste'dodning ta'rifi allaqachon unifikatsiyaga zid keladi, chunki bu ilgari hech qachon mavjud bo'lmagan yangi narsaning yaratilishi. Har bir iqtidorli bola o'ziga xos tarzda noyobdir. Shuning uchun, ma'lum bir o'quv dasturi umuman iqtidorli bolalarning xususiyatlarini ham, har bir kichik dahoning individualligini ham hisobga olishi kerak. Ular, ehtimol, oddiy tengdoshlaridan ham ko'proq, individual yondashuvga muhtoj.

Mavzuga oid adabiyotlar tahlili va tadqiqot metodologiyasi

Iqtidorli o'quvchilarni tarbiyalash va rivojlantirish bilan so'nggi yillarda pedagog olimlar izchil shug'ullanib kelmoqdalar. Xususan, pedagoglarni iqtidorli o'quvchilarni tarbiyalash va rivojlantirishga tayyorlash masalalari respublika olimlaridan N.Azizxodjaeva, M.Abdullajonova, N.Alimov, R.Djuraev, J.Yo'ldoshev, O'.Tolipov, Sh.Sharipov, N.Erkaboeva, F.Yuzlikaev, Sh.Mardonov, O.Musurmonova, S.Nishonova, N.Ortiqov, G.Ibragimovalarning islarida yoritilgan, ularda oliy ta'lim jarayonini pedagogik texnologiyalar asosida tashkil etish muammolari tadqiq etilgan. Shuningdek, iqtidorli o'quvchilarni ijtimoiylashtirish masalasi F.Isaev, R.Safarova, B.Xodjaev, N.Shiyanov, N.Egamberdieva, M.Quronov kabilar tomonidan tadqiq etilgan.

Bu har bir bolaga mustaqil izlanishlar bilan shug'ullanish va individual tanlangan yo'nalishda muvaffaqiyatga erishish imkoniyatini beradi. Bunday talablar bolalar pedagogik jarayonning sub'ekti bo'lganida ta'limni tashkil etishning kollektiv shakliga eng mos keladi. Bu juda oqlanadi, chunki iqtidorli bolalar o'qituvchisidan ko'ra aqlli bo'lib chiqishi mumkin va shuning uchun o'quv materiallarini qat'iy tartibga solish, tarbiyaviy ohang, konformistik qarorlar bu erda qabul qilinmaydi.

Iqtidorli bolalarga individual yondoshish texnologiyasi odatdagidan farq qilmaydi.

1. Bolaning rivojlanish darajasini, uning sifatini, qobiliyatini, shaxsiy xususiyatlarini aniqlang.
2. Uzoq va qisqa muddatli maqsadlar va ularga erishish yo'llarini belgilang.
3. Bolaning o'quv materiallari, ko'nikmalari va ko'nikmalarini rivojlantirishga sarflashi kerak bo'lgan vaqtni aniqlang.
4. Bolaning muvaffaqiyatini baholash usullarini aniqlang.

Tahlil va natijalar

Iqtidorli bolalarni o'qitishda asosiy narsa hali ham o'qituvchidir. Faqat shaxsiyat shaxsni tarbiyalashi mumkin va agar ikkinchisi allaqachon shunday bo'lsa, yosh daholarning o'qituvchisi nima bo'lishi kerak? Unga qanday fazilatlar xos bo'lishi kerak?

* O'qituvchi shaxsining asosiy tarkibiy qismi ijodkorlik, nostandart echimlar

qobiliyati, shakllar, usullar, o'qitish usullarining erkin o'zgarishi; nima uchun ularning mukammal bilimlari zarur.

* Kasbiy malaka. Hamma narsani bilish mumkin emas, lekin siz bunga intilishingiz kerak, siz qiziqadigan savolga javobni qaerdan topishni bilishingiz kerak. Iqtidorli bolalarga reproduktiv ta'lim, tayyor javoblar kerak emasligi, ularni haqiqatni izlashga qiziqtirish kerakligi vazifani osonlashtiradi.

* Boshqalarning tajribasi va ehtiyojlariga sezgirlik, sezgirlik, bu juda zaif va sezgir bo'lgan iqtidorli bolalar uchun alohida ahamiyatga ega.

* Ta'limni individuallashtirish qobiliyati. O'qituvchi o'z o'quvchilarining qobiliyatidagi individual xususiyatlarni ajrata olishi va shunga mos ravishda o'quv jarayonini o'zgartirishi kerak. Umuman guruhning imkoniyatlariga e'tibor qaratib, har bir bolaning xususiyatlarini hisobga oling. Guruh va har birining ehtiyojlarini o'quv jarayonining maqsadlari, usullari, shakllariga mobil ravishda o'zgartiring.

Umuman olganda, iqtidorli o'qituvchi juda g'ayrioddiy shaxs bo'lishi kerak va agar u iqtidorli bo'lmasa, unda qobiliyatlarni rivojlantirishning juda yuqori darajasi bo'lishi kerak.

Ko'rib turganingizdek, iqtidorli bolalarga individual yondoshish ularning ta'limining zaruriy qismidir. Ular hamma kabi emas, lekin bir guruhda ham ular bir hil emas, har birining o'ziga xos qobiliyatlari va rivojlanish darajasi, assimilyatsiya tezligi, moyilligi va qiziqishlari bor, lekin ular zaifroq va sezgirroq, shuning uchun individual yondashuv ular uchun ayniqsa muhimdir.

Shaxsiy ta'limda bolalar bilan o'zaro munosabatlarning individual modeliga yo'naltirilgan ijodkorlik, kasbiy kompetentsiyaga ega bo'lgan o'qituvchi muhim rol o'ynaydi.

Umumiy qobiliyat egalari yuqori intellektual imkoniyatlarga ega bo'lib, muammoning yoki biron-bir masalaning yechimini tezda topishi, faoliyatiga ijodiy yondashishi bilan ajralib turadi. Umumiy (aqliy) qobiliyat (har xil faoliyat turlariga nisbatan namoyon bo'ladi va ularning mahsuldorligining asosi bo'lib xizmat qiladi).

Aqliy faoliyat va o'zini o'zi boshqarish uning asosiy shartidir. Umumiy iste'dod nima bo'layotganini tushunish darajasini, faoliyatga motivatsion va xissiy jalb qilish chuqurligini, uning maqsadga muvofiqlik darajasini belgilaydi. Maxsus iste'dod (aniq faoliyatda namoyon bo'ladi va ma'lum sohalarga (she'r, musiqa, rasm, matematika, sport, etakchilik va ijtimoiy o'zaro ta'sir sohasidagi iste'dod - ijtimoiy iste'dod va boshqalar) nisbatan belgilanadi). Maxsus qobiliyat egalari - biron-bir aniq (masalan, matematika, musiqa, rasm chizish, shaxmat o'ynash, sport) faoliyat turiga qobiliyati bo'lgan va mana shu faoliyat bilan shug'ullanishni afzal ko'radilar. Iqtidorli bolalar bu umumiy va maxsus qobiliyatlarni o'zida mujassam etgan bolalardir.

Ular boshqa bolalardan quyidagi belgilari bilan ajralib turadilar: - qiziquvchanligi;
-doimo turli savollarga javob axtarishligi;
- nutqi, tafakkuri, xotirasining tez rivojlanishi;
-erta yoshdanoq musiqa, rasm chizish, kitob o'qish, kompyuter va kompyuter o'yinlariga, matematikaga qiziqishi;
- yuqori darajadagi bilish faolligi va o'quv faoliyati;
- zamonaviy kompyuter texnologiyasida maqsadga intiluvchanlik va originallik;
- tafakkurning unumdorligi [8].

Pedagogik nuqtai nazardan umumiy va maxsus qobiliyat yosh davrlarini inobatga olgan holda muhim jihatlarga bog'liq. Erta yosh davrlar -maktabgacha va kichik maktab yoshida iqtidor umumiy hamda universal qobiliyat sifatida ko'rilishi va rivojlanishi mumkin. Vaqt o'tishi bilan bu -umumiy qobiliyat o'ziga xos xususiyatlarga ega bo'lib ma'lum bir yo'nalishni belgilaydi. Ayni vaqtda bu iqtidor bola tomonidan qay darajada namoyon bo'layotganligiga e'tibor qaratish kerak bo'ladi. Aniq namoyon bo'lgan, ya'ni psixolog, pedagog, ota-onalar tomonidan e'tibor berilgan qobiliyat -aktual, atrofdagilar payqamaydigan qobiliyat –potentsial qobiliyat deyiladi [10.34].

Ko'pgina mashhur olimlar, bastakorlar, rassom va yozuvchilar (masalan, yosh V.A. Motsart, F. Galton, I. Mechnikov, K. Gauss, N. Vinner, G. Leybnits, V. Gyugo) erta yoshda o'zlarining qobiliyatlarini namoyon qilganlar. Va aksincha ko'p hollarda bolalikda hech qanday iqtidorga ega bo'lmagan bolalar yetuklik davrda muvaffaqiyatlarga erishishlari mumkin. Bu aqliy potentsialga ko'pincha atrofdagilar e'tibor bermasliklari mumkin. Tabiiyki, har bir holatda iqtidorni payqamaslikning sabablari turlicidir. Potentsial qobiliyat haqiqatdan ham ma'lum bir vaqtgacha namoyon bo'lmagandir. Balki, otaonalar pedagoglar va kattalar tomonidan bola qalbining nozik harakatlaridagi o'zgarishlarga yetarlicha ahamiyat berilmagandir, intuitiv holda buni payqamagandirlar yoki bilimlari yetmagandir. Yoki aksincha, bu narsalarni tushunmaganliklari sababli boladagi buyuk potentsial imkoniyatlarni sezmaganlar, va xatto-ki, bu ijodkorlikni, intellektual tashabbusni negativ xususiyat sifatida qabul qilganlar. Boshqa, xususiyatlarni esa qadrliroq deb hisoblaganlar, ya'ni, hammamizga shaxsiy tajribamizdan ma'lumki, tirishqoqlik, itoatkorlik, saranjom - sarishtalik kabi xislatlarni fikrlar originalligi, dadillik, harakatlardagi va mulohaza yuritishdagi mustaqillikdan ustun qo'yadigan ota-onalar, o'qituvchilar, oliy o'quv yurtlari professor o'qituvchilari, rahbarlar uchraydi.

Erta iqtidor . Erta iqtidorga misol "geeks" (ajoyib bola) - bular, qoida tariqasida, maktabgacha yoki boshlang'ich maktab yoshidagi bolalar, har qanday

faoliyat turida - musiqa, rasm chizish, matematika, she'riyat, raqs, qo'shiq aytish va hokazolarda ajoyib muvaffaqiyatga erishadilar. Bunday bolalar orasida alohida o'rinni intellektual geeks egallaydi. Ular erta (2-3 yoshdan) o'qish, yozish va hisoblashni o'zlashtirish bilan tavsiflanadi; kognitiv qobiliyatlarning yuqori rivojlanishi (yorqin xotira, mavhum fikrlashning yuqori darajasi va boshqalar); birinchi sinfning oxirigacha uch yillik o'quv dasturini o'zlashtirish; o'z ixtiyori bilan murakkab faoliyatni tanlash (masalan: besh yoshli bola o'z tarixi entsiklopediyasini tuzadi va hokazo).

Kech iqtidor. Iqtidorning keyingi yosh bosqichlarida ma'lum bir faoliyat turida namoyon bo'lishi. Yosh, iqtidorning namoyon bo'lishi va faoliyat sohasi o'rtasida bog'liqlik mavjud. Dastlabki iste'dod san'at sohasida, ayniqsa musiqada, biroz keyinroq - tasviriy san'at sohasida, keyinroq - fanda (ajoyib kashfiyotlar, yangi yo'nalishlar va tadqiqot usullarini yaratish shaklida) namoyon bo'ladi. bilimlarni egallash zarurati bilan bog'liq bo'lib, ularsiz buning iloji yo'q ilmiy kashfiyotlar.

Matematik iste'dod boshqalarga qaraganda ertaroq namoyon bo'ladi [33.55]. Bolalar iqtidorining belgilari: Qobiliyatlarni rivojlantirishning yuqori darajasi; Yuqori darajadagi o'rganish; Ijodiy ko'rinishlar (ijodkorlik); motivatsiya. Iqtidorli bolalar uchun o'quv dasturlari odatdagidan yuqori darajadagi fikrlash jarayonlarini rivojlantirish, psixologik va shaxsiy rivojlanish, ijodiy qobiliyatlarni yaxshilash va, albatta, bilim, ko'nikma va qobiliyatlarni yuqori darajada o'zlashtirishni ta'minlaydi.

Iqtidorli bola - bu munosabatlarning uyg'un kombinatsiyasi: kommunikativ, intellektual, axborot, xissiy va shaxsiy sifalarga ega. Bola munosabatlarining har qanday sohasiga e'tibor bermaslik uning rivojlanishining uyg'unligiga ta'sir qiladi. Yuqori intellekt yoki akademik qobiliyat, amaliyot va ilmiy tahlillar shuni ko'rsatadiki, nafaqat balog'at yoshida, balki maktabda o'qish jarayonida ham muvaffaqiyatga kafolat bermaydi. Shuning uchun didaktik konstruksiyalar iqtidorli bolaning shaxsiyatining birligi va murakkabligini tushunishdan kelib chiqishi juda muhimdir. Shu sababli, iqtidorli bolalar uchun ta'lim jarayoni maxsus ta'lim muhitini yaratishni talab qiladi.

1) iqtidorli bolalarning tabiiy moyilliklarini ochish va rivojlantirish vositasi bo'lib xizmat qilishi kerak (atrof-muhit ham mazmunan, ham faoliyat usullarida iloji boricha xilma-xil bo'lishi kerak);

2) iqtidorning situatsion turi bo'lgan bolalarga ijodiy harakat holatini boshdan kechirish imkonini beradigan vositaga aylanishi kerak (atrof-muhit ijodiy holatga kirishga yordam beradigan vaziyatlar bilan to'yingan bo'lishi kerak, ijro paytida ijobiy hissiy mustahkamlash majburiydir. vazifa);

3) tanlangan faoliyatga bo'lgan ehtiyojni qondirish vositasi, shaxsiy o'zini o'zi tasdiqlash vositasi, shaxsiy iqtidorli bolalar uchun umuminsoniy qadriyatlarni joriy

qilish vositasi bo'lishi kerak (atrof-muhit imkon qadar boy bo'lishi kerak). mavzu mazmuni va umuminsoniy qadriyatlar haqidagi axloqiy-axloqiy g'oyalar nuqtai nazaridan).

XULOSA VA TAKLIFLAR

Xulosa sifatida iqtidor haqidagi fikrlar ikki qutb o'rtasida bo'linadi: tabiat tomonidan qo'yilgan shart-sharoitlarning namoyon bo'lishi va ta'lim omillari ta'siri ostida hayot davomida yuqori darajadagi qobiliyatlarning rivojlanishi sifatida. Ikkala yondashuvni umumlashtirib, iqtidor – bu rivojlanish chegaralarini belgilaydigan, atrof-muhit ta'siriga duchor bo'lgan, shuningdek, ta'lim va tarbiya ta'siri ostida o'zgarib turadigan moyilliklar to'plami deb taxmin qilish mumkin.

Iqtidorli bolalarni o'qitishni tashkil etishning uchta guruhini ajratish mumkin: alohida, birgalikda-alohida va birgalikda o'qitish, ta'limni modernizatsiya qilishning bir nechta yondashuvlari – tezlashtirish, intensivlashtirish, boyitish, ta'limni tashkil etishning uchta shakli - guruh, jamoaviy va individual. O'qituvchi barcha mumkin bo'lgan usullarni o'zgartirib, butun guruhning imkoniyatlariga, shuningdek har bir bolaning manfaatlariga e'tibor qaratib, ishning maqbul shaklini topishi kerak.

Badiiy iqtidorli bolalarga nisbatan individual yondashuvning quyidagi psixologik va pedagogik shartlari ajratiladi:

* Bolaning atrof-muhitini uning qiziquvchanligini rivojlantirish, ijodiy faoliyatning namoyon bo'lishi va vizual harakatlarning rivojlanishi uchun sharoit yaratish uchun unga turli xil yangi narsalar va stimullar bilan boyitish.

* O'qituvchi tomonidan qulay muhit, xayrixohlikni ta'minlash, bolalarga faol savollar berish, original g'oyalarni ifoda etishni rag'batlantirish imkoniyatini berish. Muammolarni hal qilishda ijodiy yondashuvning shaxsiy misolidan foydalaning.

* Bolaning tashabbusini cheklamang, aniq ko'rsatmalar bermang, mustaqil harakat qilishga yordam bering. U uchun o'zi qila oladigan (yoki qilishni o'rganadigan) narsalarni qilmaslik.

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THE ROLE OF LEXICOGRAPHY IN LINGUISTICS

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ABSTRACT

This article examines the importance of lexicography within the field of linguistics today, analyzes the goals and functions of lexicography, and examines how it differs from lexicology. It highlights how lexicography serves as a valuable tool for language documentation, analysis, and preservation. Additionally, it underscores the indispensable nature of lexicography in linguistics, illustrating its essential role in language documentation, analysis, theory development, and the preservation of linguistic and cultural heritage. By comprehensively exploring the various facets of lexicography, this article highlights the mutually beneficial relationship between lexicography and linguistics, promoting a comprehensive understanding of the crucial role dictionaries play within the field.

Keywords: Lexicography, lexicology, dictionary, books, computer programs, theoretical lexicography, vocabulary, bilingual lexicography, bilingual dictionary

INTRODUCTION

Lexicography is a science that studies lexicons and is divided into two separate scientific disciplines. This is the art of creating dictionaries. Applied lexicography is the art or craft of compiling, writing, and editing dictionaries. Theoretical lexicography scientifically studies the semantic, orthographic, syntagmatic and paradigmatic features of the lexemes of the language lexicon (dictionary), develops theories of vocabulary components and structures that connect the information contained in the dictionary, uses certain types of users. determines information needs. situations and how users can best access information included in print and electronic dictionaries. This is sometimes called "metalexicography". Unlike lexicology, there is some disagreement about the definition of lexicology. Some use "lexicology" as a synonym for theoretical lexicography; others use it to mean the branch of linguistics that deals with the inventory of words in a particular language. A person dedicated to lexicography is called a lexicographer.

The main tasks of lexicography and the difference from lexicology
In general, lexicography focuses on the design, compilation, use, and evaluation of

general dictionaries, that is, dictionaries that describe language in general use. Such a dictionary is usually called a general purpose dictionary or a LGP (Language for General Purpose) dictionary. Specialized lexicography aims to design, compile, use and evaluate specialized dictionaries, that is, dictionaries devoted to a (relatively limited) set of linguistic and factual elements of one or more specialized fields of science, for example, legal lexicography. Such a dictionary is usually called a specialized dictionary or a language dictionary for specific purposes, and according to Nielsen 1994, specialized dictionaries are multi-field, single-field or sub-field dictionaries. Nowadays, it is widely recognized that lexicography is not a sub-branch of applied linguistics, but a unique scientific discipline, because the main research object of lexicography is the dictionary. Lexicography is the practice of creating books, computer programs, or databases that represent lexicographic work and are intended for public use. These include dictionaries and thesauri, which are common sources that provide various aspects of lexicology such as spelling, pronunciation, and meaning. Lexicographers are tasked with defining simple words as well as determining how compound or complex words or words with multiple meanings can be clearly explained. They also decide which words to keep, add or remove from the dictionary.

Practical lexicographic work involves several activities, and the compilation of well-prepared dictionaries requires careful consideration of all or some of the following aspects:

- profiling the intended users (ie, linguistic and non-linguistic competencies) and identifying their needs
- determine the communicative and cognitive functions of vocabulary
- selection and arrangement of vocabulary components
- choosing appropriate structures to represent information in the dictionary (ie, frame structure, distribution structure, macro structure, micro structure, and cross-reference structure)
- choosing words and affixes to systematize as entries
- choosing compounds, phrases and examples
- selecting lemma forms for each word or part of word to be lemmatized
- defining words
- organize definitions
- determine the pronunciation of words
- listing and assigning definitions and pronunciations for the dialect
- selection of equivalents in bilingual and multilingual dictionaries
- translation of phrases, expressions and examples in bilingual and multilingual dictionaries

-design the best way for users to access information in print and electronic dictionaries

One of the important goals of lexicography is to keep the lexicographic information costs of dictionary users as low as possible. Nielsen (2008) suggests relevant aspects that lexicographers should consider when creating dictionaries, as they all affect users' impressions and actual use of specific dictionaries.

Theoretical lexicography deals with the same aspects as lexicography, but aims to develop principles that will help improve the quality of future dictionaries, such as data access and the cost of lexicographic data. Several perspectives or branches of such academic dictionary research have been distinguished: "dictionary criticism" (or the evaluation of the quality of one or more dictionaries, for example through reviews (see Nielsen, 1999), "dictionary history" (or tracing dictionary traditions).type of dictionary or lexicography in a particular country or language), "dictionary typology" (or classification of different genres of reference, such as dictionary and encyclopedia, monolingual and bilingual vocabulary, general and technical or pedagogical vocabulary), "vocabulary structure" (or formatting different ways of presenting information in the dictionary), "vocabulary use" (or vocabulary monitoring the reference efforts and skills of its users) and "vocabulary IT" (or computer-assisted application of the process of dictionary compilation). One important issue is the status of "bilingual lexicography" or the construction and use of a bilingual dictionary in all its aspects.

CONCLUSION

In conclusion, today lexicography has become a big field, and mixing it with lexicology has proven to be a mistake in many ways. We can see that lexicography has now become one of the most important and necessary fields of linguistics, and it is gratifying that the research so far has not been in vain.

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THE ROLE OF THE LINGUISTIC PRAGMATIC ACCORDING TO LEARNING THE LANGUAGE

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ABSTRACT

The article provides how important the English language is for culture, as it brings creativity and unity. The English language has had a big impact on global culture because it is used in business, education, and communication all over the world. This has helped to spread literature, music, and media, bringing together different ideas and art. Also, English has borrowed many words and phrases from other languages, making its vocabulary more diverse. Furthermore, English being used globally has helped different cultures to understand each other better, making the world more connected and inclusive.

Keywords: creativity, big impact, spread literature, global culture, diverse, inclusive, connected

АННОТАЦИЯ

В статье показано, насколько важен английский язык для культуры, поскольку он несет творчество и единение. Английский язык оказал большое влияние на мировую культуру, поскольку он используется в бизнесе, образовании и общении по всему миру. Это помогло распространению литературы, музыки и средств массовой информации, объединяя различные идеи и искусство. Кроме того, английский язык заимствовал множество слов и фраз из других языков, что сделало его словарный запас более разнообразным. Более того, использование английского языка во всем мире помогло представителям разных культур лучше понимать друг друга, делая мир более взаимосвязанным и инклюзивным.

Ключевые слова: творчество, большое влияние, распространение литературы, глобальная культура, разнообразный, инклюзивный, связанный.

INTRODUCTION

The English language has achieved widespread global usage, with over 380 million people using it as their primary language and over 200 million as their secondary language. Additionally, there are approximately one billion people currently in the process of learning English. While traditionally associated with Western nations such as the US, Canada, and the UK, English has become a crucial tool for facilitating communication between individuals from diverse linguistic backgrounds due to globalization in economic and educational sectors. English language has a significant influence on global culture. With over 1.5 billion speakers worldwide, English is considered the lingua franca of our modern world, playing a crucial role in international communication. Its widespread usage has not only shaped the way we interact and connect with one another but has also greatly impacted various aspects of our daily lives. One of the major contributions of the English language to culture is through literature. English literature has a rich history, with iconic works from legendary writers such as William Shakespeare, Jane Austen, Charles Dickens, and Virginia Woolf. These literary works have not only entertained readers for centuries but have also provided insights into different time periods, cultures, and societal issues. In addition to literature, English has also influenced music, film, and television. Many popular songs are written and performed in English, making it a universal language for music enthusiasts worldwide. Hollywood, known as the entertainment capital of the world, produces a vast majority of films and TV shows in English, making it accessible to a global audience and influencing popular culture on a global scale. Moreover, the English language has played a crucial role in the spread of ideas and information. With the internet and social media dominating our daily lives, English has become the primary language of communication online. From news articles to academic research, a significant amount of information is shared and consumed in English, facilitating the exchange of knowledge and promoting global understanding. Overall, the contribution of the English language to culture cannot be understated. Its widespread usage has transcended borders and continents, connecting people from different backgrounds and enriching our understanding of the world. As English continues to evolve and adapt to our changing society, its impact on culture is sure to remain prominent for years to come. Although English was originally spoken in medieval England as a West Germanic language, it has now become a widely used global language. It is the primary language in many countries including the United Kingdom, the United States, Australia, Canada, Ireland, New Zealand, and some Caribbean nations. Additionally, English holds official or special status in nearly 70 countries. These statistics demonstrate the significant role that English plays as a global

language. Giddens (2000) states that globalization involves the sharing of knowledge and culture across the world due to instantaneous communications and simultaneous interactions. Initially seen as an economic phenomenon related to international trade and investment, globalization now encompasses technological, political, social, and cultural exchanges between nations and people. Also 85% of international organizations use English as one of their official languages, with French being used by less than 50%. Around one third of international organizations use only English, and 90% of Asian international organizations use English. Crystal (1997) stated that 85% of the world's international organizations use English for transnational communication. Additionally, English is used in 85% of major film productions and markets, and 90% of published academic articles in fields like linguistics are written in English. The increased use of the English language can be attributed to globalization in education, economics, and culture.

RESULTS AND DISCUSSION

Since the middle of the 20th century, there has been a big change in the global scientific community. Now, English has become the main language in some non-English speaking countries like France, Spain, and Germany. Adam Huttner-Koros says that there are many more academic papers published in English compared to their own languages, with a ratio as high as 40:1. This means that scientists who want to share their work globally need to publish in English and attend international conferences and workshops. Kumju Hwang's case study on Korean scientists living in the UK also shows that non-native English speakers use English to gain international recognition and reputation. Even in the realm of scientific publications, English holds a dominant position. In 1998, over 80% of all scientific journal articles indexed by Chemical Abstracts were exclusively written in English. Furthermore, nearly all the articles published in natural sciences in 1996 were in English, and by 1995, 90% of humanities publications were also in English. Despite English being spoken by only 5% of its native speakers worldwide, it is the common language used by 15% of its speakers globally. This widespread usage enables scientists to communicate and collaborate across regions. Given that the majority of scientific and technological literature is available in English, it is imperative for students and researchers worldwide to learn the language. It is widely recognized that English holds a dominant position in the global education sector. Learning English has become a necessity due to the prevalence of English-language textbooks and materials in higher education. Students, teachers, and researchers worldwide extensively use English as the primary medium of communication. The language is also the primary means through which education-

al information is stored, whether in printed books or electronic journals. With the rapidly evolving educational landscape, students can access resources from around the world through the internet.

CONCLUSION

In conclusion, the English language has undeniably played a significant role in shaping global culture. Its widespread usage in business, education, and communication has contributed to the spread of literature, music, and media, bringing together diverse ideas and art. Moreover, its impact on global culture is evident in its borrowing of words and phrases from other languages, making its vocabulary more diverse. English being used as a global language has also facilitated better understanding between different cultures, making the world more connected and inclusive. As English continues to evolve and adapt to our changing society, its influence on culture is likely to remain prominent for years to come.

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THE ROLE OF THE LINGUISTIC PRAGMATIC ACCORDING TO LEARNING THE LANGUAGE

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ABSTRACT

Pragmatics is the way we convey the meaning through the communication. The meaning includes verbal and non-Verbal elements and it varies according to the context, to the relationship between utterers, also to many other Social factors. Its dynamic growth makes English an international language that connects people all around the World. As a consequence, English can be regarded as the common focus of all English speakers who do not share a language or a culture. As a matter of fact, English is spoken in different settings and levels of intercommunication. As a result, speakers must know many pragmatic elements in order to avoid inaccuracies and misunderstandings during communication. Such a great usage of English language requires a pragmatic competence which will help all those who speak or learn English as a second language. Thomas defined pragmatic competence as "... the ability to analyze language in a conscious manner." (as cited in Holmes & Brown, 2007, p 524). Pragmatic competence refers to the ability to comprehend, construct utterances which are accurate and appropriate to the social and cultural circumstances where the communication occurs. Pragmatic competence should be a leading goal for all those who teach English as a second language, which simultaneously represents a challenging task as well.

Keywords: pragmatic competence, intercommunication, illocution, speech act.

АННОТАЦИЯ

Прагматика – это способ передачи смысла посредством общения. Значение включает вербальное и невербальное. Вербальные элементы варьируются в зависимости от контекста, отношений между говорящими, а также многих других факторов. Социальные факторы. Динамичный рост делает английский язык международным языком, который объединяет людей со всего

мира. Мир. Как следствие, английский язык можно рассматривать как предмет общего внимания всех говорящих по-английски, которые не разделяют Язык или культура. На самом деле, на английском языке говорят в разных условиях и на разных уровнях. Интеркоммуникация. В результате говорящие должны знать множество прагматических элементов, чтобы избежать неточностей и непонимание во время общения. Такое широкое использование английского языка требует прагматичного подхода. Компетентность, которая поможет всем, кто говорит или изучает английский как второй язык. Томас определил Прагматическая компетентность как «... способность сознательно анализировать язык». (цитируется по книге «Холмс и Браун», 2007, стр. 524). Прагматическая компетентность означает способность понимать и конструировать точные высказывания. И соответствует социальным и культурным обстоятельствам, в которых происходит общение. Прагматическая компетентность Это должно быть главной целью для всех, кто преподает английский как второй язык, который одновременно представляет собой тоже непростая задача.

Ключевые слова: прагматическая компетентность, интеркоммуникация, иллюкуция, речевой акт.

Introduction

Pragmatic is a branch of linguistics that studies about how language is used in communication, and how investigates meaning as context rather than as something abstract or ambiguous in communication. In studying pragmatics, a common problem is in speaking or communicating, the existence of pragmatics has not been known about its true meaning and purpose. Communication that is informative has a deep function of speaking activities. This is where pragmatics plays a role in knowing the meaning and intentions conveyed in the various communication processes that occur. Thus, as students who study linguistics as well as humans who communicate, it is important for us to know what pragmatics actually guides us in speaking or communicating well.

Practical mindfulness is the cognizant, intelligent, express information around pragmatics. It hence includes information of those rules and traditions basic suitable dialect utilize in specific communicative circumstances and on the portion of individuals of particular discourse communities. Taking after an instructive viewpoint, we bargain with practical mindfulness in connection to the build of communicative competence, and we consider inquire about on the part of mindfulness in down to business learning. To begin with, down to earth competence is presented as portion of the

generally system of communication. Moment, we raise the have to be center on pragmatics counting pragmalinguistic and sociopragmatic mindfulness. Third, a survey on investigate managing with learners' practical mindfulness is given. At last, a few future bearings inferring from the past subsections are briefly specified.

Result and discussion

Cross-cultural variation in the perception of impoliteness and Politeness and impoliteness in ethnic varieties.

An examination of cross-cultural variety within the discernment of lack of consideration was conducted based on 500 lack of consideration occasions detailed by understudies in Britain, China, Finland, Germany, and Turkey (Culpeper, Marti, Mei, Nevala, & Schauer, 2010). The expository system looked at affinity administration, covering various sorts of confront as well as sociality rights. An examination of contrasts between the geologically isolated information sets uncovered that the England-based information had a dominance of lack of consideration occasions in which quality confront was abused, while the China-based information had a dominance of occurrences where value rights were a bused – where gather values were prized more profoundly than individualistic ones. Building on prior investigate portraying down to earth highlights of Modern Zealand (NZ) English, and distinguishing ways in which neighborliness was communicated in NZ work environment conversation, Holmes, Marra, and Vine (2012) expanded the sociopragmatic examination of Modern Zealand English (NZE) in a few ways. Utilizing the hypothetical show that the analysts had created to analyze work environment interaction, they centered on intercultural intuitive between Ma^{ori} and Pa^{keha} (i.e., Kiwis of European plummet), and information from both Ma^{ori} and Pa^{keha} working environments to toss light on particular highlights of neighborliness in NZE working environment talk. For illustration, they inspected the esteem of libertarianism in NZ society, and investigated its inescapable influence on the ways in which respectfulness was interactionally accomplished totally different NZ communities of hone.

They at that point talked about how this related to the dimension of custom, embodying a few unmistakably NZ ways in which convention and familiarity were ordered in work environment interaction. The investigation outlined how these influences were show in little conversation, humor, assembly conventions, and expansion of the particular down to earth molecule eh to unused spaces. So the findings from the ponder recommended how Ma^{ori} ways of doing things were unpretentiously influencing Pa^{keha} standards and in this way contributing to the advancement of a particularly NZ set of values and down to business standards.

Conclusion

This article discusses practical mindfulness, which refers to the knowledge and understanding of appropriate language use in different communication situations. It is related to communicative competence and plays a role in practical learning. The article explores the importance of pragmatics, including both linguistic and socio-cultural aspects, and provides an overview of research on learners' practical mindfulness. The article concludes by mentioning future directions for further study. The study examined how different cultures perceive lack of consideration, using data from students in Britain, China, Finland, Germany, and Turkey. The analysis focused on how different cultures handle confrontations and social rights. Comparing the data from each country, it was found that in Britain, lack of consideration often involved disrespecting someone's dignity, while in China, it often involved violating collective values over individualistic ones. Holmes, Marra, and Vine (2012) conducted a study on the expression of hospitality in New Zealand workplace conversations, specifically focusing on the interactions between Maori and Pakeha (people of European descent). They found that the value of libertarianism in New Zealand society influenced the ways in which politeness and tradition were expressed in workplace interactions. The study revealed that Maori customs subtly influenced Pakeha norms, leading to the development of a unique set of values and practical standards in New Zealand.

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LESSONS WITH ADVANCED TECHNOLOGY AS AN ASSISTANT FOR THE TEACHING PROCESS

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ABSTRACT

Technology enhanced lessons are more interesting, sociable and modern. Nevertheless, traditional ways of teaching are still popular and have effects on lessons that teachers cannot give up them. Instead, as English teachers we should organize lessons in traditional way which involves new technological tools. So in this article, we tried to reveal the teaching methods which consist of both traditional and modern ways.

Keywords: vocabulary, embodiment, visual aids, songs, test, methods.

АННОТАЦИЯ

Уроки с углубленным изучением технологий более интересны, общительны и современны. Тем не менее, традиционные способы обучения по-прежнему популярны и оказывают такое влияние на уроки, что учителя не могут от них отказаться. Вместо этого, как преподаватели английского языка, мы должны организовывать уроки традиционным способом, используя новые технологические инструменты. Поэтому в этой статье мы попытались раскрыть методы обучения, которые состоят как из традиционных, так и из современных способов.

Ключевые слова: лексика, воплощение, наглядные пособия, песни, тест, методика.

INTRODUCTION

It is known that the effective use of technology during the lesson not only increases the quality of the lesson, but also creates the basis for conducting the lesson in a richer and more interesting way. The growing demand for foreign language teaching and learning around the world has led to interest in how information technology can help meet the needs of students to acquire cultural knowledge, expand authentic educational resources, and communicate with native speakers. In recent decades, there has been a sharp increase in interest in the use of information and

communication technologies in second language teaching, especially in strengthening reading and writing skills.

DISCUSSION

Information technology has become widespread for teaching materials and L2 (second) learning and they are video discs, pre-study self-help resources, CD-ROMs, conferencing or distance learning. learning systems, including the Internet. For example, acquiring students' vocabulary can be downloaded from many methods. It is known that vocabulary is the most important part of learning English. Memorizing new words is equally necessary for all language learners, so school teachers have to work every day to improve this skill of students, unlike other practices in the classroom.

METHODOLOGY

Accordingly, memorizing a new word requires all students to review the memorized words every day. Some students do this practice reluctantly. This country is defined by English language teachers in a wide variety of ways. For example, Alsalihi (2020; pp. 358-362) in order to memorize new words for his students:

1. Memorizing words based on pictures;
2. Memorizing words based on synonyms;
3. Organization of memorization through antonyms;
4. He used methods such as memorization through real equipment and achieved the results he expected.

Dana Shejbalova (2006; pp. 12-13) used methods of memorization based on "learning with definition", that is, memorization by giving a definition within the framework of one language.

In addition to these methods, the following effective methods were also used.

"Sing and remember" method

The essence of this method is that students remember new words by repeating them over and over in the song. In this case, the chorus of the song is chosen in harmony with new words, and the chorus is repeated three times in the composition of the song.

"... The wheels on the bus go

Round and round, Round and round,

Round and round, All through the town

1. Structure of the "Sing and Remember" method.

Result 1. Through this method, learners can pronounce new words without

difficulty, do not get bored and remember them in an easy way, besides, children who memorize this song can fully understand its meaning and remember it as a permanent memory.

Another advantage of this method is that students can do it independently, which in turn allows students to work on themselves. As M. Altun (2021; p. 228) noted:

"Using new generation technologies to provide students with a natural context for student independence, a context for student identity, new ways of using language, and students to create new opportunities for collaboration and interaction between teachers and students under these forms gives motivation. "Technology plays an important role in student development and has a significant impact on teaching methods."

As it was emphasized above, technological lessons develop self-study, that is, independent learning skills in students, and through this concept, our above thoughts find their confirmation.

One of the criteria for evaluating the knowledge, skills and abilities of schoolchildren is the test taking process. One of the main goals of the test is to check the knowledge that the students have mastered and the knowledge that they have not mastered. Dietel (2004) states:

Classroom tests help teachers clarify their educational goals. Developing pretests encourages teachers to develop a clear roadmap for learning that includes specific standards in place. Both classroom tests and state tests serve important purposes.

It seems that the test process is a traditional control method in the classroom and has a number of important aspects. In particular, according to Internet sources:

A foreign language teacher has many ways to monitor students' knowledge, skills, and abilities both in and out of the classroom. One of the forms of control in the modern education system is a test. The test has been widely used for many years at various levels of education: for tests, exams (including GIA), independent, tests, Olympiads, competitions, educational games. The main role of the test in teaching a foreign language is feedback (in a broad sense) and control (in a narrow sense), and the closer the test and the learning process are connected, the more effective and will be productive.

However, despite the fact that this method is considered to be effective, it causes fear, excitement and stress in some students.

Therefore, it is advisable to use ICT to make the test taking process interesting and effective.

"QT" - "Quick Test" method.

The QT method is based on the example of an open test with its name, and it was developed individually. This method is mainly carried out in the form of a presentation. Pupils give the test answer orally, and the correct answer is highlighted in "green" color on the next page of the presentation.

2.2 The working principle of the "quick test" method

Result 2. Apparently, this process is "think, search, find!" or he remembered shows like "Bilimdon". The TT method is considered characteristic in this aspect as well, and every student approaches the lesson responsibly. In addition, TT is an interesting method for students compared to regular tests and helps students to concentrate.

CONCLUSION

All in all, teaching methods should be conducted in effective ways whether in modern way or traditional way. As becoming teachers, we need to utilize both ways of teaching, so it had better organize lessons in cooperative form of teaching that include both forms.

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LEXICAL AND SEMANTIC CHANGES OF THE ENGLISH AND RUSSIAN LANGUAGES: COMPARATIVE ASPECT

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ABSTRACT

The article presents a brief comparative analysis of lexical and semantic changes taking place in contemporary English and Russian. The theoretical and methodological basis of the article consists of the concepts of solidarity, language purism and progressive ideas about language, which contradicts them as a dynamically developing entity. The analysis of the examples given in the article confirms that word formation and borrowing are the main ways to refill the lexical stock of languages, and information technologies lead to semantic changes. The article attempts to determine the nature of lexical and semantic changes, the result of their impact on the language system and the effectiveness of communication.

Keywords: language, lexical change, semantic change, communication, language barrier.

Language, being a complex system, never stands still; it, like its speakers, develops and lives. Over time, any language undergoes changes that can be either subtle or profound, positive or negative. The great German linguist Wilhelm von Humboldt wrote that “every language must be able to express everything, otherwise the people to which it belongs will not be able to go through all the stages of its development”. For this reason, the lexical-semantic structure of the English and Russian languages is going through a period of natural changes due to the development of various spheres of our life. Everything that happens in the language causes a mixed reaction in the scientific and educational environment of British and Russian society, the media and even in business circles.

The purpose of the article is to find answers to the questions: 1) What methods of generation or sources of emergence of new vocabulary prevail in English and Russian languages? 2) What makes British and Russian linguists, scientists, journalists, and teachers worry about changes taking place in the language? Answers to the ques-

tions posed can only be found based on scientific theories, as well as the results of linguistic research and authentic materials from the British and Russian media.

A language cannot remain unchanged if the speakers themselves and the world around them change. Proof of this is the fact that it is difficult to read in English the works of Shakespeare written in the 16th–17th centuries, and those written by A.S. Pushkin's lines: "Having become quiet, the servants trembled. Carrying boiling poison in his chest, the hetman locked himself in the room. Near the bed there in the darkness of the night", they are filled with words that are also difficult to perceive and understand even for native Russian speakers.

In both Russian and British society, the ideas of fixing language were and are being affirmed, as, for example, among the Slavophiles. Jonathan Swift in "Proposals for correcting, improving and consolidating the English language" in 1712 he spoke out sharply against all kinds of language changes and advocated fixing the language, prohibiting innovation, and preserving originality. On the contrary, the ideas of the expediency of the free formation of lexical neologisms (for example, D. Crystal, M. Kravtsov) emphasize that language changes are a natural process.

It is obvious that in the rapidly developing modern world, neither English nor Russian can remain unchanged monolithic languages, otherwise they will not be able to fulfill their main function - the function of effective communication.

The processes of lexical-semantic changes are active and noticeable in the Russian and English languages. You can understand their qualitative and quantitative side by turning to the theory of language change, the main idea of which is to consider four equally important problems of changes in language: problems of restrictions, transition, entry and value judgment.

Solving the problem of restrictions determines possible conditions for lexical transformations through constant scientific observation of real linguistic phenomena. Answers to transition questions allow us to understand how language changes, how the language system moves from one state to another, whether changes occur gradually or suddenly, whether they are regular or not, whether the change is global or exceptional. Value judgment provides a critical analysis of the impact of lexical changes on the language system and communication efficiency. The problem of the entry of new linguistic elements affects the linguistic system and the social environment, where changes occur.

Lexico-semantic changes that occur in any language cannot be spontaneous; they are always conditioned and arise in response to the needs of the nomination. The era of the Internet and modern technology has had the most powerful impact on languages and their evolution. New lexical units have appeared (and continue to appear),

and familiar words acquire new meanings and meanings.

The creation of new realities entailed an objective need for a meaningful (not free) nomination. In this situation, the English language used exclusively its own resources, without resorting to borrowing ready-made words from other languages, for example, words such as modem, cable TV, fax machines, computer, etc. appeared. In modern English, the following models of word formation are productive:

Abbr + Noun = Noun: T-shirt - tennis; B-ball – basketball; V-ball – volleyball.

Noun + Numeral = Noun: Catch 22 – trap, snare

Participle + Noun = Adjective: off-the-shelf – ready to eat

Noun + Particle -> Adjective: hands-on – practical

There are also more complex models, for example:

Noun + Prepositional Phrase + Noun = Noun: right – to – work law

The largest group consists of truncation neologisms and bullion words:

Doc = Doctor – doctor, doctor; work + alcoholic -> workaholic (workaholic) [4].

Bullion words are widely used in the media and advertising because... attract attention with their freshness, surprise and have a certain effect on the consumer.

Thus, we see that word formation is the main way of “production” of new lexical groups that replenish the English language. In addition, lexical units operating in the modern English-language Internet space acquire new meanings, expanding the boundaries of their semantic fields. The Internet space has become a place for the creation of new concepts that, out of context, require certain explanations.

You can verify the validity of this statement by considering the specific interpretation of some words and phrases taken from an article in the popular science section “Language” of the British newspaper “The Guardian” : e.g. Poke touching someone via Facebook - persistent but well-behaved flirting on the social network Facebook; 404 Error – stupidity; ROFL (rolling on the floor laughing) - rolling on the floor laughing, etc. The semantic connotation of the meanings of well-known words, such as bookmark, surf, spam, web, has changed; the prefix cyber is widely used as a word-forming element: cyber bullying – cyber violence; cyber loaf is a slacker who spends hours on the Internet, leaving his duties unfulfilled.

The main way of “producing” new lexical groups that have replenished and enriched the Russian language is borrowing. The range of new concepts and phenomena of Russian origin is limited. Therefore, borrowing an already existing nomination along with the borrowed concept and subject is considered simpler and more effective.

The dynamics of lexical-semantic connotations does not occur due to the process of formation of neologisms by one’s own linguistic means, as happens in English, but most often due to the means of a foreign language. The only exceptions are

those words that are formed by combining morphemes of both languages, for example snowshoeing (snowshoe + ing).

The Russian language takes into its composition a lot from English: word-educational means, for example, semi-free morphemes time-, show-, -gate, -maker, etc., direct lexical borrowings, for example, shopping, off-road, call-center, and even traditions, holidays, for example, Halloween, St. Valentine's Day, etc.

Borrowed words have an impact on the language: due to the fact that they contain foreign sounds, they can often violate the phonetic patterns of the borrowing language (many teenagers adopt intonation patterns of speech from English). The borrowing process does not end with phonetic changes; they move to another level - the grammatical one. For example, the absence of a case system in the English language contributes to the lack of inflection of numerals in the Russian language, for example, there is a tendency to pronounce '2018' as 'the year twenty - eighteen', rather than 'the year two thousand and eighteen'.

Analyticism, as a phenomenon not typical for the Russian language, increasingly reveals itself in words such as website, press release, business lunch, talk show, lions show. A new part of speech has also appeared in the Russian language - an analytical adjective, for example, khaki jacket, burgundy dress.

Increasingly, new words formed according to the principle of agglutination began to appear - "pasting" an English-language suffix, for example, snowshoeing competitions (snowshoe + ing), or "piling up" of prefixes and suffixes, for example, dedollarization.

Just like in the English language, the expansion and change of semantic connotations in the Russian language occurs in connection with the growing role of technology. Thus, words such as 'mail' (electronic), 'teapot' (inexperienced user), etc. acquired new meanings.

You can assess the nature of changes in language by turning to the theory of Yu.M. Lotman, according to which a language progresses if its core remains more productive, and not the periphery [7, p. 397], that is, the English language demonstrates the ability to satisfy the needs of communication at its own expense, and the Russian language tries to compensate for its internal weakening by resorting to borrowings.

An analysis of neologisms used by teenagers in Russian and English confirms the emergence of a cultural and linguistic barrier between generations. Many English-speaking parents do not understand the words 'fleck' (look good), 'bae' (1. before anyone else - in front of someone else, 2. an affectionate word derived from the famous

word babe (dear, cutie), 'fomo' (fear miss something important). Parents who speak Russian do not always understand what it means to go for a walk (from the English 'go'), 'soryan' (from the English 'sorry'), etc.

Unfortunately, the generation of the postmodern era denies all types of linguistic tradition, treats language carelessly, “breaks” language from the inside, which, on the one hand, contributes to the generation of neologisms, and on the other, creates language barriers and leads to a breakdown in communication.

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ДУХОВНОЕ НАСЛЕДИЕ, ОСТАВЛЕННОЕ ДЕЯТЕЛЯМИ ИСКУССТВА, РЕПРЕССИРОВАННЫХ В СОВЕТСКОЕ ВРЕМЯ

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АННОТАЦИЯ:

В данной статье анализируются материалы о представителях искусства, репрессированных в советское время, их трагическая судьба, меры, направленные на увековечение памяти жертв репрессий в годы независимости. Также обобщены сведения о вкладе наших предков в развитие узбекского музыкального кино, театрального искусства, о духовном наследии, оставленном ими.

Ключевые слова: просветитель, Джадид, культура, искусство, репрессии, “Великая резня”, Хафиз, созанда, статус, мастер-ученик, кино, фотограф, пьеса, театр, аллома, изгнание.

SPIRITUAL HERITAGE LEFT BY ART WORKERS REPRESSED IN SOVIET TIMES

ABSTRACT

This article analyzes materials such as representatives of art who were repressed during Soviet times, their tragic fate, and measures aimed at perpetuating the memory of victims of repression during the years of independence. Information about mature dargahs of Uzbek music and cinema, theatrical art, and the spiritual heritage left by them is also summarized.

Keywords: educator, Jadid, culture, art, repression, “The Great Massacre”, Hafiz, sozanda, status, master-student, cinema, photographer, pesa, theater, alloma, exile.

Из истории Узбекистана известно, что наша родина издавна чрезвычайно богата наукой, культурой, искусством, обычаями, традициями и ценностями. Наряду с этим, она также известна своими патриотами, просвещенными, самоотверженными великими людьми и героями страны.

В частности, в условиях несправедливого господствующего строя были убиты тысячи людей, которые мужественно боролись за будущее и

независимость Родины, за свободу народа, за обеспечение мирного и благополучного существования будущих поколений, отдавали свои жизни на эшафотах идеологических притеснений, имевших место в далёком прошлом. Задача сегодняшнего молодого поколения – увековечить память наших предков, подвергшихся гонениям и преследованиям, пыткам, изучить и пропагандировать их деятельность и духовное наследие, глубокое и объективное освещение истории того периода на основе архивных материалов, истории, газет и журналов, интернет-материалов.

В частности, в Указе Президента Республики Узбекистан Ш.М.Мирзиёева, от 8 октября 2020 года № Ф-5598 “О дополнительных мерах по дальнейшему изучению наследия жертв репрессий и увековечению их памяти”, говорится, что с 2001 года 31 августа, ежегодно отмечается День памяти жертв репрессий.

Также, в память о таких великих предках, как Махмудходжа Бехбуди, Абдулла Авлони, Исхак Хан Ибрат, Абдурауф Фитрат, Абдулхамид Чулпан, Абдулла Кадыри, несправедливо пострадавших в годы политических репрессий, были воздвигнуты великолепные скульптуры, созданы музеи, школы творчества, ведётся научно-исследовательская работа, направленная на выявление имён наших соотечественников, изучается и доводится до широкой общественности их наследие. [1].

Как известно, в своем обращении к представителям сферы образования, 29 сентября 2020 года, по случаю “Дня учителя и наставника”, глава государства отметил, что “третий Ренессанс” в нашей стране могли бы осуществить наши просветленные предки-джадиды в XX веке, они посвятили всю свою жизнь идее национального пробуждения, сосредоточившись на проблеме вывода страны из невежества и отсталости, мобилизуя все силы и возможности, чтобы молодежь страны стала образованной, просвещенной, на этом пути они пожертвовали своей жизнью [2].

Идеи просвещения наших предков, таких как Абдулла Авлони, Махмудходжа Бехбуди и Мунавваркари Абдурашидханов, проводимые в начале XX века в Туркестанском крае, усилия, направленные на то, чтобы сделать молодежь страны образованной, интеллигентной, сегодня получили особое признание и были награждены орденом “За большие заслуги”. [2].

В результате репрессивной политики советского правительства в 20-30-е годы XX века многие выдающиеся деятели науки, культуры, искусства, литературы нашей страны стали жертвами беспочвенных обвинений.

Подрастающее сегодня молодое поколение должно, в первую очередь,

знать историю своей Родины, понимать, какой суровый, опасный путь был пройден предками, делать выводы, ценить независимость и беречь оставленное ими богатое духовное наследие.

Национальная культура пережила тяжелую трагедию в 30-е годы. Усилилось нарушение прав человека. Зрелые интеллектуалы нации, такие как Абдулла Кадыри, Чулпан, Фитрат, Шокир Сулейман, Зия Саид, Эльбек, Гулам Зафари, Азамаб, Осман Насер, Касим Сорокин, были репрессированы, и наш народ надолго лишился возможности читать их произведения.

Самый трагический период в истории всех народов, проживавших на территории деспотического советского государства – 1937 год, запечатлен в памяти узбекского народа, как трагическая дата. Потому что в этом году были репрессированы такие ученые, как Абдулла Кадыри, Фитрат, Чулпан, государственные деятели, как Файзулла Ходжаев, Абдувахаб Муради, Саттор Джаб-бор, Гази Алим Юнусов. Они были старшими детьми узбекского народа, которые выросли после нескольких столетий застоя. Таким образом, только что сформировавшаяся и развивающаяся новая узбекская наука, техника, образование, литература и искусство подверглись глубокому упадку.

24 апреля 1937 года Фитрат первым из узбекской интеллигенции был арестован. Говоря об Абдурауфе Фитрате, в первую очередь следует отметить его многогранное творчество, и, в частности, изучение истории узбекской национальной музыки, а также ряд научных трактатов и произведений.

В исследовании истории узбекской национальной музыки работы Фитрата довольно значительны, в его работах и статьях, посвященных этому вопросу, изложены аналитические размышления об узбекской классической музыке, ее стилях и их отличиях от турецкой, арабской, персидской музыки, теории и основах “Музыки Востока”. [6]

Также Гулам Зафари – еще один из узбекских интеллектуалов, ставших жертвами репрессивной политики советского правительства 30-х годов. Г.Зафари занял достойное место в истории узбекского национального театра, театральной критики, музыкальной культуры, а также национальной литературы [5, с.19]. Родился в 1889 году в Ташкентской махалле Каттабог, относящейся к Беш-Агачской Дахе. Получил образование сначала в старой школе, затем в частной русской школе. С 1914 года вел актерскую и педагогическую деятельность в труппе “Турон” в Ташкенте.

Первая узбекская музыкальная драма-пьеса “Халима”. В 1920 году пьеса была поставлена в Ташкентском театре под руководством Зафари и с успехом шла на сценах других театров [3, с.86-87].

Гулам Зафари за это произведение был удостоен звания “основоположник узбекской музыкальной драмы”. Был несправедливо обвинен и репрессирован в рядах узбекских национальных просветителей. Эта пьеса Зафари не сходила со сцены даже в годы ссылки в Сибири. Пьеса была полностью снята со сцены в 1936 году после репрессий автора [5, Б.19].

Его вклад в развитие музыкальной культуры невероятно неоценим. С особым уважением к духовному наследию Гулама Зафари относились даже русскоязычные музыковеды, которые в свое время, работая в нашей стране, активно занимались изучением и пропагандой узбекского музыкального наследия.

Еще одним представителем узбекского искусства и культуры, пострадавшим от суровой репрессивной политики, является Мухиддин Кари Якубов.

Мухитдин Карикубов родился в 1896 году в Фергане. В 1923 году ему было присвоено звание первого народного Хафиза Туркестанской республики, а в 1936 году – народного артиста Узбекистана. За время своего руководства оперной студией Кари Якубов провел работу с десятками молодых талантов, наиболее талантливых представителей театрального и музыкального искусства из самых отдаленных уголков Узбекистана. Среди них были такие зрелые представители музыкального искусства Узбекистана, как Мухтар Ашрафи, Халима Насырова, Карим Закиров, Мутал Бурханов, Сулейман Юдаков, Талибжон Садыков, Боборахим Мирзаев.

Ко второй половине 40-х годов XX века, в период, когда продолжалась предвзятая политика советского правительства, то есть политика уничтожения произведений, репертуаров, творческой деятельности узбекской интеллигенции после Второй мировой войны, выдвигая ложные обвинения, М.Каракубов был репрессирован в 1947 году. Наиболее плодотворные, почти 10 лет своего творчества, он был вынужден провести в репрессиях, в плену. Он умер в феврале 1957 года.

Проводимая советской властью репрессивная политика, выдуманные ложные обвинения привели к необоснованным обвинениям, несправедливым жертвам многих тысяч узбекских мальчиков, деятелей науки, культуры, искусства, просвещения. Политика репрессий не обошла стороной не только поэтов, писателей, политических деятелей, но и представителей кино-и музыкального искусства. Одной из таких фигур является поэт, Хафиз, композитор Сафо Аллоберган Муганни, получивший прозвище “хорезмский Соловей”.

Сафо Муганни родился в 1882 году в Хиве. С юных лет он увлекался искусством и пел, играя на словах. Общение с известным поэтом эпохи Просвещения, музыковедом и композитором Камилем Хорезми оказало большое влияние на его дальнейшую творческую жизнь. [4]. Жизнь и деятельность Сафо Муганни после Хорезмской революции были связаны с областным театром. До конца жизни он работал в этом театре в качестве декоратора, Хафиза и композитора. Особенно велика его заслуга в том, что музыка, написанная и исполненная к спектаклям, поставленным на сцене Хорезмского театра, пользуется популярностью у народа.

В номере газеты “Солнце революции” от 10 ноября 1936 года были написаны такие слова о новых гранях таланта Сафо Муганни и важных сторонах его творческой жизни:

“Он был интернациональным артистом: знал несколько туркменских, таджикских, каракалпакских, азербайджанских, татарских, русских, уйгурских, турецких мелодий. Он очень хорошо разучивал мелодии, он умел играть на разных инструментах. Сила его таланта заключалась в том, что он за два с половиной месяца научился играть на предоставленном Файзуллой Ходжаевым баяне...”. [4].

Суранская репрессивная политика 1937 года не обошла стороной и Сафо Муганни: 28 ноября 1937 года Сафо Муганни также был заключен в тюрьму как “националист” и “контрреволюционер”, а 28 августа 1938 года ему было назначено 10 лет тюремного заключения. Поэт Хорезма Сафо Муганни умер в отдаленных районах, где отбывал тюремное заключение[4]. Еще один обладатель великого таланта – Худайберген Девонов. Он родился в 1879 году в семье Девоновых. С юных лет он получил хорошее образование в Хиве. Он овладел арабским языком, имел высокий интерес к литературе, а также практиковался в написании стихов.

Одним из первых наставников Худойбергана Девонова стал Вильгельм Пеннер, немец по происхождению, который и стал причиной его поступления в киноискусство.

1908 год можно назвать годом рождения узбекского кино. Отдельно стоит отметить, что Худойбергану Девонову удалось запечатлеть исторические минареты, мечети и исторические памятники, возведенные несколько веков назад. Х.Девонов стал первым фотографом и первым кинооператором Хивинского ханства. Большинство его работ были уничтожены, хотя сюжеты, изображения 1910, 1913, 1916 годов сохранились.

Эпоха не обошла стороной и Худойбергана Девонова. Талантливый,

просвещенный Худойберган Девонов, один из основоположников узбекского киноискусства, также стал жертвой политики репрессий. Он был отправлен в лагерь для политических заключенных в Янгиюль в 1938 году и умер в 1940 году. В 1958 году имя Худойбергана Девонина было реабилитировано [7].

Так, в результате проводимой советской властью репрессивной политики были уничтожены, среди прочих, яркие представители узбекского национального искусства. Сегодня проводится значительная работа по их увековечиванию.

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IKKINCHI JAHON URUSHI O‘ZBEKISTON VA O‘ZBEKISTON XALQI KO‘RSATGAN JASORATI

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ANNOTATSIYA

Maqolada ikkinchi jahon urushi O‘zbekiston va o‘zbekiston xalqi ko‘rsatgan jasorati haqida gap borgan

Kalit so‘zlar: O‘zbekiston SSR, Evokuatsiya, oziq-ovqat ta‘minoti, aholi, yetim bolalar, muammolar yechimi, chora-tadbir, oziq-ovqat taqsimoti.

МУЖЕСТВО, ПРОЯВЛЕННОЕ НАРОДОМ УЗБЕКИСТАНА ВО ВТОРОЙ МИРОВОЙ ВОЙНЕ

АННОТАЦИЯ

В статье говорится о подвиге, проявленном народом Узбекистана во время Второй мировой войны.

Ключевые слова: Узбекская ССР, эвакуация, продовольственное обеспечение, население, дети-сироты, решение проблем, меры, распределение продовольствия.

Dunyoda chuqur o‘zgarishlar sodir bo‘layotgan hozirgi davrda Yer yuzi- ping turli nuqtalarida millatlararo nizolarni keltirib chiqaruvchi ziddiyatlar saqlanib qolmoqda. Ushbu ziddiyatlarni bartaraf qilish, ularning oldini olish kishilik jamiyati tarixiy-tadrijiy rivojla- pishini ta‘minlashning muhim sharti bo‘lib qolmoqda. Bu amaldagi milliy siyosat modellarining mohiyati, ularning mafkuraviy asoslarni ilmiy-qiyosiy o‘rganishni dolzarb qilib qo‘ymoqda.

Millatlararo munosabatlarning ijtimoiy barqarorlik va rivojlanishga keng ta’sir o‘tkaza boshlashi global, mintaqaviy va hududiy geosiyosatda etnik omil rolining oshishiga olib keldi. —Bu hol, davlatning va mintaqaning xavfsizligiga taxdid solishi mumkin bo‘lgan etnik va millatlararo mojarolar kelib chiqqudek bo‘lsa, ularning oldini olish maqsadida mazkur jarayonlarni muntazam ravishda ijtimoiy taxdil etib

borishni zarur qilib qo'yadi". O'zbekiston aholisi ko'pmillatliligining o'sishi uzoq tarixga ega bo'lib, bu jarayonni asosan to'rt davrga bo'lish mumkin.

Birinchi davr chorizm istilosigacha bo'lgan asrlarni o'z ichiga qamrab oladi. Ko'pmillatlilik u asrdlarda sekinasta tashkil topgan.

Ma'lumki, O'rta Osiyoni zabt etgan Iskandar Zulqarnaynning safdan chiqqan minglab jangchilari O'rta Osiyoning qulay iqlimi va sharoitlarini ko'rib, shu yerda o'troq bo'lib qolib ketgan. Yurtimizning ko'pmillatliligi ayniqsa Buyuk ipak yo'lining ahamiyati oshishi bilan yanada o'sdi. Sharq bilan g'arbning muntazam aloqalarini ta'min etishga minglab kishilar o'z hayotlarini bag'ishladilar.

O'zbekiston aholisining ko'pmillatliligi o'sishining ikkinchi tarixiy pallasi O'rta Osiyoning Rossiya tomonidan bosib olinishi jarayoni va mustamlakachilik yillari bilan bog'liqdir. Istilo natijasida yurtimiz dunyoda hududi eng katta va aholisi eng ko'p millatli davlatning bir qismiga aylandi. Elimizga boyish, yengil hayot kechirish, yangi yerlarda o'ziga hususiy mulk orttirish tarafdorlari ming-minglab kela boshladilar. Natijada O'zbekistonning ko'pmillatlilik darajasi keskin o'zgara boshladi. 1897 yilda Rossiya Imperiyasi bo'yicha birinchi marta aholi ro'yxati o'tkazildi. Uning yiqqan ma'lumotlarini sinchiklab o'rganish shuni ko'rsatadiki, 1897 yilda Uzbekiston hududida yetmish turli millatlar va elatlar vakillari istiqomat qilgan ekanlar, Yurtimiz aholisi tarkibida turli millatlar va elatlar vakillari sonining o'sib borishi jarayonining uchinchi pallasi 1917 yil Oktyabr to'ntarishi va hokimiyatni bolsheviklar bosib olgandan keyin boshlanadi. Navbatdagi aholi ro'yxati 1959 yidda o'tkazildi. O'tgan o'ttiz uch yil (1926-1959) nihoyatda hayajonli voqealarga to'la bo'ddi. Ularning orasida eng dahshatlisi 1941-1945 yillardagi urush edi. Insoniyat tarixida hech bir urushda hech bir davlat 1418 kun davom etgan janglarda 27 million 343 ming jangchi, zobit va fuqarosidan judo bo'lgan emas. Bu urushga O'zbekistondan 1.433.230 kishi safarbar qilingan. Respublika aholisining umumiy soni 6,5 million bo'lgan, shulardan bolalar va keksalarni chiqarib tashlasak, bu raqam ikki baravar qisqaradi. Demak, 3,25 million yaroqpilardan yarmi ayollar - onalar ekanligini inobatga olsak, 1,6-1,7 million harbiy xizmat yoshidagi erkaklar qoladi. Xulosa shundan iboratki, O'zbekiston aholisining deyarli 22 foizi, harbiy xizmatga yaroqlilarining deyarli 90 foizi urushga yoki ishchi batalonlariga ketgan. Shulardan 263005 kishi halok bo'lgan, 32.670 kishi bedarak yo'qolgan, 60452 kishi nogiron bo'lib qaytgani. Bu urush ana shunday ayovsiz qirg'in bo'ddi.

O'zbekistonning o'zida 1959 yilda yerli bo'lmagan 104 millat va elat vakillari, shu jumladan, 1926 yilgacha O'zbekistonda birontasi ham bo'lmagan chechinlar, abazinlar, tuvalilar, buryatlar, chukchalar va boshqalar aholi tarkibida paydo bo'ldilar.

Ko'pmillatlilikning o'sishida 1926-1959 yillar O'zbekiston tarixida asosiy o'rinni egallaydi, desak ortiqcha bo'lmaydi. Shu davr ichida O'zbekistonda istiqomat qiluvchi xalqlar soni 91 dan 113 gacha yetdi, o'zbeklar O'zbekistonda 1959 yilda aholining 62,1 foizini, o'zbek emaslar esa 37,9 foizini tashkil qilar edilar O'zbek millatining ochiq ko'ngilliligi, mehmondo'stligi, bag'ri kengligi, har bir kishiga millatidan qat'iy nozar, —u ham xudo yaratgan inson deb yaxshi ko'z bilan qarashi nagi-jasida O'zbekistonda barcha yerli emas xalqlarning, shu jumladan ruslarning soni va salmog'i oshib bordi.

1959 yildan boshlab O'zbekistonda yerli aholining, shu jumladan, o'zbeklarning aholi tarkibidagi salmog'i astasekin o'sib bormoqda. Vuning sababi yerli bo'lmagan aholining soni kamayishida emas. Ularning soni yil sayin, ozgina bo'lsa-da, oshib bormoqqa. Yerli aholi salmog'i ortib borishining sababi bu aholi sonining Yevropaliklarga nisbatan tezroq o'sishidadir. Yevropalik aholida, shu jumladan, ruslarda, har bir oilada o'rta hisob bilan 2,5 farzand bor, o'zbeklarda va boshqa yerli xalqlarda esa har bir oilada 4-5 ta farzand bor. Natijada, masalan, O'zbekistondagi ruslarning soni 1959 yildagi 1.090 mingdan 1989 yilda 1.652 minggacha o'sdi, ya'ni 66 foizga ko'paydi. Xuddi shu davr ichida o'zbeklarning soni 6.015 mingdan 16.650 minggacha, ya'ni 275 foizga ko'paydi. Demak, o'zbeklarning soni ruslarnikiga nisbatan besh barobar ko'proq sur'at bilan o'sgan. Yuqorida sanab o'tilgan omillar ta'sirida 1989 yilga kelib O'zbekistonla ruslarning salmog'i 8,3 foizga, 2000 yilda 6,5 foizga tushib qoldi. 1991 yilda O'zbekiston mustaqil davlat deb e'lon qilingandan so'ng barcha sobiq respublikalarda jiddiy demofafik jarayonlar yuz berdi, shu jumladan rus aholinipg ma'lum qismi o'z ilk atani Rossiya federatsiyasiga qaytib ketishini lozim ko'rdi. O'zbekistondan ko'chib ketgan ruslarning soni va salmog'i boshqa sobiq respublikalarga nisbatan ancha oz bo'ldi; sababi shundaki, O'zbekiston rahbariyati va yerli aholi ruslarga qupollik, chiqishtirmaslik, g'araz ko'z bilan qarash hodisalariga yo'l qo'ymaydi. chunki ruslar asosan yaxshi mutaxassislar, O'zbekistonning sanoati, aloqasi, naqliyoti va boshqa sohalari uchun chin yurakdan mehnat qilishga tayyor kishilardir. Hatto shunday sharoitda ruslarning ma'lum qismi o'z ilk Vatanini qumsab, ona yurtiga qaytdi. Bu borada hozirgi aniq raqamlar chop etilgan emas. Shu soha bilan shug'ullanayotgan mugaxassislarning bildirishlaricha, 1991-1996 yillarda ko'chib ketganlarning ma'lum qismi qaytib kelgan. «Bizning – tojik, turkman, qirg'iz, qozoq va o'zbeklarning-tarixiy birligimiz, madaniy birligimiz, ma'naviy birligimiz, diniy birligimiz, bir so'z bilan aytganda chinakkam insoniy birligimiz haqida ko'a gapirishning xojati yo'q, -deb yozadi I.A.Karimov. - xalqlarimizning azaliy birligi va bi-biriga intilishi har bir uyda, har bir oilada, har bir qishloqda va har bir shaharda yaqqol seziladi»

Sayyoramizda o'zining betakror madaniy va ma'naviy qadriyatlarga ega bo'lgan 1600 dan ortiq etnik guruhlar yashaydi.

Ularning har biri o'ziga xos tarixga ega. Har biriga milliy g'urur xos. Bu tabiiy, albatta. Milliy o'zlikni anglash odamlarning o'ziga xos xususiyatlari va an'alarini saqlab qolish yo'lidagi tabiiy intilish, millatni saqlab qolishga qaratilgan ob'ektiv ehtiyojdir. Har qanday millat, miqdoridan qat'i nazar, insoniyatning boyligi hisoblanadi.

Ko'p millatlilik sharoitida millatlararo munosabatlarni takomillashtirmay, turli millat va elat vakillarining ijtimoiy jarayonlardagi to'laqonli ishtirokini ta'minlamay turib, jamiyat hayotining har tomonlama yangilanishini tasavvur qilib bo'lmaydi. Uzoq yillar davomida kishilar ongida shakllangan stereotiplar qayta ko'rib chiqilayotgan hozirgi davrda bu ayniqsa muhimdir. Qayd etilgan holat mustaqillikka erishgan O'zbekiston milliy siyosatining mazmun-mohiyatini har tomonlama va chuqur yoritib berishning zarurligini ko'rsatadi

Ta'lim tizimi va ommaviy axborot vositalarining sifatiy holati millatlararo munosabatlarning xarakterini ko'rsatuvchi muhim indikator va fuqarolarda mafkuraviy immunitetni shakllantirishning asosiy bo'g'ini hisoblanadi. Shu nuqtai nazardan qaraganda, milliy istiqlol g'oyasini ijtimoiy ongga singdirish, xalqlar o'rtasidagi do'sglikni mustahkamlashda ta'lim tizimi va ommaviy axborot vositalarinish o'rnini va rolini kuchaytirish bilan bog'liq masalalarni tadqiq etish mham nazariy, ham amaliy ahamiyat kasb etadi.

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TEACHING ENGLISH WITH THE HELP OF SPEAKING TO STUDENTS WITH THE ACCOMPANIMENT OF A GUIDE AND INTERPRETATION ACTIVITY

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ABSTRACT:

A guide and interpretation job depends on more speaking and more translating experience. That is why this way can be enjoyable and beneficial for students to learn English through the use of guided speaking and interpretation activities. This article includes some advice, techniques and skills for adding interpretive tasks, speaking exercises, and guides to English language training. By include speaking exercises, guides and interpretation tasks in your English language training, you may help students become more proficient speakers, develop their self-confidence while speaking in the language, and progress their general language proficiency. Fluency and competence can be gradually increased while simultaneously increasing the effectiveness and enjoyment of English language training when students participate in interactive and communicative activities.

Keywords: Guide, interpretation tasks, progress , fluency, competence, interactive and communicative activities .

АННОТАЦИЯ:

Работа гида и устного переводчика зависит от большего опыта устной речи и перевода на другие языки. Вот почему студентам может быть приятно и полезно изучать английский язык с помощью занятий по устной речи и устному переводу с гидом. В этой статье даются некоторые советы и техники по добавлению заданий на устный перевод, разговорных упражнений и руководств к обучению английскому языку. Включив разговорные упражнения, руководства и задания по устному переводу в свой курс обучения английскому языку, вы можете помочь студентам стать более опытными ораторами, развить их уверенность в себе во время общения на этом языке и улучшить их общее владение языком. Свободное владение английским языком и компетентность могут постепенно повышаться при одновременном повышении эффективности обучения английскому языку и получении удовольствия от него, когда учащиеся участвуют в интерактивных и коммуникативных мероприятиях.

Ключевые слова: гид, задания по устному переводу, прогресс, беглость, компетентность, интерактивные и коммуникативные мероприятия.

ANMERKUNG:

Ein Führungs- und Dolmetscherjob hängt von mehr Sprech- und Übersetzungserfahrung ab. Deshalb kann dieser Weg für die Schüler angenehm und vorteilhaft sein, Englisch durch geführte Sprech- und Dolmetschaktivitäten zu lernen. Dieser Artikel enthält einige Ratschläge und Techniken zum Hinzufügen von Interpretationsaufgaben, Sprechübungen und Anleitungen zum Englisch-Sprachtraining. Indem Sie Sprechübungen, Anleitungen und Dolmetschaufgaben in Ihr Englisch-Sprachtraining aufnehmen, können Sie den Schülern helfen, kompetentere Sprecher zu werden, ihr Selbstvertrauen beim Sprechen in der Sprache zu entwickeln und ihre allgemeinen Sprachkenntnisse zu verbessern. Sprachkompetenz und Kompetenz können schrittweise gesteigert werden, während gleichzeitig die Effektivität und der Spaß am Englischunterricht gesteigert werden, wenn die Schüler an interaktiven und kommunikativen Aktivitäten teilnehmen.

Schlüsselwörter: Anleitung, Dolmetschaufgaben, Fortschritt, Sprachgewandtheit, Kompetenz, interaktive und kommunikative Aktivitäten.

INTRODUCTION

It has been demonstrated that speaking activities significantly improve students' self-assurance and linguistic proficiency in English as a second language. When teaching English, speaking exercises can be a very effective strategy for keeping students' attention and improving their language skills. For English language learners, it is essential to select speaking exercises that match their proficiency level and learning objectives. In areas such as guide accompaniment and interpreting activities, translation and speaking skills can play an important role and enhance the skills of speaking freely and fluently in another language as a second or third language in different ways. We can develop our ability to speak by imitating actors or playing a role in a second language-qualified English.

It is possible to teach English comprehensively by incorporating speaking exercises with transcripts and interpretation tasks. Students' language proficiency and cultural awareness will both improve as a result. Teachers may help students think critically, speak confidently, and appreciate linguistic diversity by creating interesting and meaningful learning experiences. Teachers and experts teach in English, while students try to adapt to this situation and learn how to speak in English.

Teaching english with the help of speaking to students with the accompaniment of a guide and interpretation activity

In the subject of language instruction, using speech activity as a foundation can greatly boost students' confidence and linguistic proficiency. A comprehensive approach to language learning can be achieved by reproducing these speaking tasks using manuals and interpretative activities, which will enhance students' comprehension and engagement. Enhancing language proficiency is the cornerstone of subjects like guide and speaking interpretation exercises by increasing students' capacity for listening, understanding and speaking. Ensuring that instruction is successful also makes it simpler for students to pick up additional languages, which piques their interest.

It is crucial to choose speaking exercises for English language learners that are appropriate for their level of skill and learning goals. Engaging in activities like role-plays, debates, conversations, presentations, and storytelling can offer students a chance to hone their communication skills and experience speaking in real-world settings. These exercises may help to increase your level and all practices should control by your teachers. Absolutely, you can show your results this progress day by day. If you have got special schedule for this activity .

Effective Techniques for Teaching English Through Speaking Activities

- 1. Role-playing game scenarios:** These activities encourage students to act out real-world circumstances. Give you pointers and direction so you may properly handle conversations and hone your communication abilities. After that students ready to face to face for in any type of problems in his or her job.
- 2. Summarization Activities:** Assign students to summarize difficult English texts, articles, or conversations. This aids in the development of their understanding abilities and clear communication skills.
- 3. Cultural Interpretation:** Learn about minute cultural distinctions through interpretation tasks. By understanding idiomatic phrases, gestures, and social norms, students can improve their perception of language and cultural sensitivity.
- 4. Cross-Cultural Comparisons:** Give students tasks that include contrasting and comparing linguistic and cultural norms. Encouraging them to look into the ways that language in different places reflects cultural norms and social mores.
- 5. Feedback Time:** After speaking exercises, provide feedback sessions where students can get helpful advice and ideas on how to get better. Individualized feedback improves student learning outcomes and inspires them to become more proficient speakers. In addition, students can show their mistakes while, each exercises can open students' abilities.

Teachers can use speaking exercises that are reinforced by guides and interpreta-

tion tasks to construct dynamic classes that cater to the needs of students with different learning styles and competency levels. Multimedia resources, such as the internet, tangible materials, and audiovisual aides, can increase student engagement and provide context-relevant content for language practice. Peer collaboration, feedback exchange, and reflective conversations can all improve learning outcomes and foster a communicative environment for language acquisition.

Speaking exercises that include interpretation challenges might help students learn languages even more effectively. Interpretation activities challenge students to communicate meaning in English and comprehend it, which simultaneously enhances their speaking and listening skills. Before discussing or presenting their analysis to their peers, students may be required to evaluate a text, speech, image, or video clip, depending on the task. During speaking engagements, it is crucial to promote student participation. More natural and interactive conversations are facilitated when kids are encouraged to converse in pairs or small groups.

CONCLUSION

In conclusion, incorporating speaking activities, tutorials, and interpretation tasks into English language training can enhance student comprehension and facilitate the growth of essential communication abilities. By engaging their students in interactive and communicative activities, teachers can support language learners in acquiring new languages, promote fluency, and enhance their overall language abilities. Teaching in English language can help to students with accompaniment of guide and interpretation activity.

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WAYS TO IMPROVE COMMUNICATION SKILLS IN ENGLISH LANGUAGE

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ABSTRACT:

In this article, some analysts are analyzed by scientists regarding communication skills in English and other languages. However, email, social networking, and text messaging are becoming more and more vital forms of interpersonal communication. Thus, there is a greater chance of misunderstandings when there are more communications. Just consider social media's magnifying effect. With a few clicks, you may now declare something to hundreds or millions of individuals rather than just a small group of people. The globe is now more interconnected than it was even a few decades ago technology was not improved well which is why yet this connectivity also necessitates fluency in other languages. Whether English is your first language or you are learning it as a second language, we will discuss the importance of English communication skills in this post and offer advice on how to fulfill the demands of modern communication.

Keywords: International, globe, social media , tourism , communication , native speakers , practice , foreign language .

АННОТАЦИЯ:

В этой статье ученые анализируют некоторые аналитические данные относительно навыков общения на английском и других языках. Однако электронная почта, социальные сети и текстовые сообщения становятся все более важными формами межличностного общения. Таким образом, вероятность недопонимания возрастает при большем количестве сообщений. Просто подумайте об усиливающем эффекте социальных сетей. Несколькими щелчками мыши теперь вы можете объявить о чем-то сотням или миллионам людей, а не только небольшой группе людей. В настоящее время земной шар более взаимосвязан, чем это было даже несколько десятилетий назад, технологии не были хорошо усовершенствованы, и именно поэтому такая взаимосвязанность также требует свободного владения другими языками. Независимо от того, является ли английский вашим родным языком или вы

изучаете его как второй, в этой статье мы обсудим важность навыков общения на английском языке и дадим советы о том, как соответствовать требованиям современного общения.

Ключевые слова: международный , глобус , социальные сети , туризм , коммуникация , носители языка , практика , иностранный язык .

ANMERKUNG:

In diesem Artikel werden einige Analysten von Wissenschaftlern hinsichtlich Kommunikationsfähigkeiten in Englisch und anderen Sprachen analysiert. E-Mail, soziale Netzwerke und Textnachrichten werden jedoch immer wichtiger für die zwischenmenschliche Kommunikation. Daher besteht eine größere Wahrscheinlichkeit von Missverständnissen, wenn mehr Kommunikation stattfindet. Denken Sie nur an den Vergrößerungseffekt von Social Media. Mit ein paar Klicks können Sie jetzt Hunderten oder Millionen von Einzelpersonen etwas erklären, anstatt nur einer kleinen Gruppe von Menschen. Der Globus ist heute stärker vernetzt als noch vor einigen Jahrzehnten, die Technologie wurde nicht gut verbessert, weshalb diese Konnektivität auch die Beherrschung anderer Sprachen erfordert. Ob Englisch Ihre Muttersprache ist oder Sie es als Zweitsprache lernen, Wir werden in diesem Beitrag die Bedeutung englischer Kommunikationsfähigkeiten diskutieren und Ratschläge geben, wie Sie die Anforderungen moderner Kommunikation erfüllen können.

Schlüsselwörter: International, Globus, soziale Medien ,Tourismus, Kommunikation , Muttersprachler , Praxis , Fremdsprache .

INTRODUCTION

At this time, the English language plays an active role in our lives, as per our regular speaking language around the world. But many people have problems learning languages and speaking skills. Nowadays, English is the most common communication type of language. English is a lingua franca, or "bridge" language. It is frequently used as a common language to establish communication between speakers of different non-English languages when they meet. This explains why English is taught in many schools across the world and why many multinational companies formally require their staff to communicate in English wherever they work. If you want to search for information on the internet, you can show all the information in the English language. So, this language is common among local people and children. English is the most widely used language on the internet and is the common language of navigation for people like airline pilots and air traffic controllers. In fact that it is one of

the six official languages of the United Nations, which has 193 members.¹ English is used for 96 percent of science journal publications, making it the language of scientific research as well for instance: The New York Times and nature journal. According to some studies, mastering English communication skills is just as crucial to receiving a PhD as writing a thesis. In fact that, over 2 billion people speak English. English comes in third when it comes to native speakers, but it is the most popular language for language learners. In actuality, more people communicate in English as a second language than in their own native tongue.

Ways to improve speaking skills in English language

There are many ways to improve speaking skills with many programs on social media. In addition, you should use your feelings and emotion when you speak another languages like English. In the world the four modes of strong English communication and they are called native speakers. They have perfect experiments in reading, writing, speaking, and listening skills. At this time, you can check your English language level on any type of international exams like IELTS, TOEFL, SAT and others.

Simply engaging in as many discussions in English as you can and surrounding yourself with English-language media will help you enhance your conversational English. Watch English-language news shows. Try obtaining your news from BBC Learning English, which offers news broadcasts tailored to various English language proficiency levels, if the stories are moving too quickly. Take a listen to podcasts or radio shows that tell stories about various topics.

The top 7 ways improving communication skills in any languages:

Practice with a conversation partner ...

Record the conversations and find your mistake...

Practice with videos and music ...

Read loudly and look at the mirror ...

Focus on your pronunciation...

Learn sentences instead of words ...

Improving your listening skills ...

These types of skills can help you improve communication skills, including speaking skills and other skills in English. You are aware of how crucial it is to be able to easily convey your designs and thoughts in English. By concentrating on increasing your fluency, you can improve your communication. Mastering various sentence patterns to alter the meaning and tone of your communication is part of acquiring communication tactics and abilities.² For instance, switching around the order of

¹ 1.Lightbown, P., M. & Spada N. How languages are learned. Oxford: Oxford University Press. 1999. p.163.

² 2 .Harmer, J. The practice of English language teaching. London: Longman. 1991. p. 153.

your sentences can completely alter the tone of your speech and might even come out as impolite. It can show to communicate and describe your ideas clearly and precisely in English. Acquiring the language you require to foster trust and a stronger relationship with your clients will enable you to speak with them comfortably and confidently. This will raise your English proficiency while also equipping you with the abilities you need to communicate well in English and progressive influences in your career.

Explain some ways how to improve communication skills

Reduce your speaking skills

Even when you speak your mother tongue rather well, it can be difficult to speak English fluently and proficiently while speaking with others. It's imperative to speak more slowly or at a lower volume to get past this obstacle. In this manner, you may effectively communicate with your audience and convey the correct message. Additionally, maintaining focus while speaking quickly will give you ample time to consider your next words.

Practice with a conversation partner

Practice your verbal communication skills with a native English speaker or someone with a high competency level, if at all possible. If no one in your immediate network is available, you can always browse language exchange websites or hunt for online discussion partners. Working on your vocabulary and word identification with a companion like this might be beneficial. You can also enhance your written communication abilities by doing this.

Records with conversations

You are going to make mistakes when you are attempting to get better at speaking. To get around this, you could record your conversations. This enables you to hear the conversations that have been recorded and identify any errors you made when speaking. This aids in tracking your development and identifying areas for improvement. To identify areas for improvement, you can also keep a record of your written communication, such as emails and texts.

Practice with videos and music

Practice speaking English, you can watch English-language movies or listen to music. Watch movies in your mother language with readable English subtitles to hone your skills even more.

Read aloud

Try reading a book or newspaper aloud if you're a reader who prefers to read to talk. In this manner, you may recognize appropriate grammar and sentence structure and be aware of how you pronounce words. Reading aloud also enhances vocab-

ulary, comprehension, and information processing abilities. It can also assist you in strengthening your comprehension of written language.

Focus on pronunciation

It is possible to learn how to pronounce words correctly by using digital tools and online dictionaries. These technologically advanced online dictionaries and tools say words aloud to help you learn how to pronounce them correctly. Being able to pronounce words correctly guarantees that your audience will understand you and helps you convey the right information.

CONCLUSION

As a last point, we would like to emphasize that different people have naturally varying aptitudes for these skills. You probably know someone who is an excellent conversationalist in the language, answering your questions with astute observations and keen insights, and who never picks up a book or gets nervous when writing a simple cover letter. You also probably know the opposite of that person: the introvert who seems lost in conversation or whose mind wanders when others are speaking, but who reads a few novels each week or consistently produces well-written stories and articles. These methods are so effectively to speak faster and naturally in any language communication style.

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HOW TO TEACH READING SKILLS

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ABSTRACT

The most necessary seven strategies that we need to teach new readers easily and effectively and students will have get the summit of degree in reading, also four types to advance reading capacity and it has benefit for learning new language.

Keywords: a bucket of vocabulary, reading comprehension, foundational skills, reading loudly and repeating fluently, earlier knowledge, predicting, imaginary, summing up, intensive and extensive, skimming and scanning, teachers and mentors.

Teaching a pupil or a student is the most vital commitment in order to begin recognizing letters and sounds or some books which they begin to read. Reading is an important skill in our beginning of lifetime and there is no one do not want to read and understand the topic or the meaning of the words and also everyone have desire to begin and improve reading skills, so we need a help of teachers and tutors in order to develop such kind of ability. At the beginning, teachers should know how to teach students and some foundational skills like: a bucket of vocabulary, reading fluency, the meaning of the words, reading comprehension and so on. To teach the students Teachers should know how to train these skills and they must access the ability of students in order to make easy for students.

There have been some researches about story grammars and reading instruction by researcher who was Jill Fitzgerald Whaley (in journal The Reading Teacher in 1981). Jill Fitzgerald Whaley Investigators have presented own enthusiasm on story schema which is, one person's rational representation of story components and the approach these are appropriate to each other. Especially, the most vital feature of this study is that enhancement of story grammars in order to illustrate narrative parts and their interrelationship. There have been two findings of story grammar research have essential results for practicing in classroom. Initially, a person's knowledge of story components comes into view to assist understanding and memory of stories. Secondly, this knowledge will be more advanced during the time. Because older children and adults have well provided with complicated point of view of what compose a story than younger generation. It is likely to be that, we have a way in order to improve

children`s reading comprehension is to develop the growth of their knowledge of story components. (publisher Wiley, International Reading Association, The Reading Teacher page 762-771).

Here some strategies and methods how to educate and support the students in only improving reading and understanding.

Reading loud texts to students

If teachers read some books or topic loudly to students in classrooms they can help to comprehend, add new words and also enhance also listening skills. In addition, parents ought to do side by side with teachers at home if they want children to be best readers.

Providing students with opportunities

Students must be given time to read and discuss with friends or parents and also rewrite the text in order to have a rich knowledge. So students can have an opportunity to tell their own opinion based on topic, they can learn to listen to their peers in discussion also writing ability can be improved by reading.

Repeat the text for fluency

If students repeat one text regularly, they will learn to read without stopping (only see punctuation marks) and recognize how to pronounce the words. There is also has a chance to advance their confidence for themselves and the can make speech among people.

Using earlier knowledge of students

Every student has their own prior knowledge and opinion in learning reading. This can consist of personal experience, social and religious experience and mindset knowledge. By these experiences, students have an opportunity to be aware of knowledge of others and obtain some useful information in order to develop understanding.

Prediction

Before students read one text they have had prediction about how this text is going on. Each student have anticipation about actions and events and they predict before reading tis text will be about something, during the text continuity of actions, at the end they will comment based on their comprehension.

Visualizing

It is kind of imaginary that children can describe scenes on their mind, while they are reading story. Also teachers and parents are able to help to picture and show by how gestures or handshaking as well as it can help to readers in order to comprehend the actions of what going on. So they can feel with their emotions.

Sum up

After reading the book or the whole story in conclusion we need rethink the series of events and absolutely we can have some questions on our mind and we ought to answer these questions as we ensure the understanding of this book and text. It gives us to define our prospects about what we read.

Researchers are still trying to investigate the ways through two kinds of knowledge communicate together while the process of reading. Jeanne S Chall, a spokeswoman of the phonics method, is well-known for her going on struggle with a war between “those advocating phonics instruction (bottom-up processing) and those supporting whole language (top-down processing), that hinge in sections on instruction utilizing sight words.” (Abraham, 2002, p.1) Chall have an argument on “systematic direct teaching of decoding ought to be part of initial instruction” (Orasanu, 1986, p.114). Other bottom-up theorists included Gough (1972), LaBerge and Samuels (1974). Carrell and Eisterhold (1983) state that accessing appropriate content schemata rely initially on “the graphic display” which “must be somehow recreated by the reader as meaningful language” (p. 562). Therefore, readers can improve reading comprehension by enlarging their vocabulary lists and obtaining greater control over complicated syntactic structures. Contemporary insights believe that grammar facilitates learning and its proposals to learners should be through “contextualization of linguistic forms in situations of natural use” (Hedge, 2003, p.159)

Until we get the maturity we need to know our national language and how to read the words, sentences, texts in order to study other subjects and to be aware of the world. We cannot imagine our life without reading writing like this kind of skills. Not only ours, but we also should know other languages and reading of their books information, thus we need learn. To improve reading of foreign language learners we have two effective and efficient types to learn and both of these approaches are beneficial for students. They are called intensive and extensive reading methods: first method is reading deeply and learning the root of text or story in order to understand detailed information. Also it pays attention to grammar structure, coherence and cohesion, how used the vocabulary and it especially includes origin and essence of the piece of some text. On the other side, extensive reading is we can just read for fun. By this way we are able to learn new vocabularies slangs and a bit grammar that we have noticed. Students should need the meaning of each word or structure of grammar, we can be familiar with the text and have an opinion to talk about briefly as well readers have enjoyment and pleasure by reading book and they can learn something with easy way.

There are also two types to enhancing reading skills they are: skimming and scanning. Skimming play an important role to improve reading ability it is kind of

looking through the text and paying attention the main meaning of the text. Then students do not need to know or pronounce every word, but they just gaze and obtain the essential meaning. Second way of learning is scanning what can help to get some piece necessary information by reading quickly. Especially, it is useful in some kind of exams and control works because we may have some questions after we have read the entire text or story whether we can check the information is correct or incorrect based on the text.

Reading is the most vital ability that we need from our born to the death. Each individual has mentor to learn reading and also writing they are our teachers and parents who help us it is a quite an important from our childhood and while growing up for years and indeed the knowledge of ours increase with the same our age. Initially, we launch owns language and its reading then languages of countries and its reading. It may be challenging but we need no to stop on the same stage, so teachers, tutors and parents give helping hand to us. Therefore we should not afraid of encountering some difficulties and problems as well as the most practical strategies and types of reading skills above are there in order to support our knowledge of learning reading.

Reading is imperative for learning, so implanting a love of reading at an early age is the key that opens the door to lifelong learning. Reading loudly shows books as sources of enjoyment, entertaining, and exhilarating formative experiences for children to recall. Teenagers who value books are more motivated to read on their own and it is possible to continue to hold that ethics for the rest of their lives. Instilling a love of reading early gives a child a head start on expanding their vocabulary and building independence and self-confidence. It helps children learn to make sense not only of the world around them but also people, building social-emotional skills and of course, imagination.

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TA'LIMNI TASHKIL ETISH TURLARI VA SHAKLLARI

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Maktabgacha va boshlang'ich ta'limda xorijiy til (ingliz tili) yo'nalishi talabalari

Ilmiy rahbar: Boshlang'ich ta'lim nazariyasi kafedrası o'qituvchisi

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ANNOTATSIYA

Ushbu maqolada ta'lim to'g'risida xususan ta'limning shakllari, turlari, ma'ruza va seminar darslarining o'ziga xosliklari to'g'risida barafsil ma'lumot berib o'tilgan.

Kalit so'zlar: Ta'lim, seminar, ma'ruza

KIRISH

Ta'lim – [bilim](#) berish, malaka va ko'nikmalar hosil qilish jarayoni, [kishini](#) hayotga va mehnatga tayyorlashning asosiy vositasi. Ta'lim jarayonida ma'lumot olinadi va tarbiya amalga oshiriladi. Ta'lim tor ma'noda o'qitish tushunchasini anglatadi. Lekin u faqat turli tipdagi o'quv yurtlarida o'qitish jarayonini emas, oila, ishlab chiqarish. va boshqa sohalarda ma'lumot berish jarayonini ham bildiradi.

Ta'limning mazmuni va mohiyati jamiyatning moddiy va madaniy taraqqiyoti darajasi bilan belgilanadi. Ijtimoiy munosabatlar, umumiy ma'lumotga bo'lgan ehtiyoj, kishilarning kasbiy tayyorgarligiga, ta'lim haqidagi pedagogik g'oyalarga qarab kishilik jamiyati taraqqiyotining turli bosqichlarida Ta'limning mohiyati, metodi, tashkiliy shakllari o'zgarib brogan.

Ta'limning maqsadi obyektiv hayot talablariga muvofiq holda o'zgarib borgani kabi, ta'limning xarakteri, yo'nalishi ham uning maqsadiga muvofiq o'zgarib boradi. Ta'lim dialektik tarzda taraqqiy etib boradigan ichki ziddiyatlar jarayonidir. Ta'lim bilish qobiliyatlari, qistuyg'ular, idrok, shaxsni tarkib toptiruvchi kuchli omildir.

Ta'lim jamiyat qurilishining muhim muammolarini hal qilish – jamiyatning moddiy-texnika bazasini yaratish, ijtimoiy munosabatlarni tarkib toptirish, yangi kishini tarbiyalashga yordam beradi.

Ta'lim bu rivojlanishning asosi, mamlakatning tayanchi hisoblanadi. Ta'limni to'g'ri tashkil etish muhim. Dars jarayonida ma'ruza va seminar darslarini maroqli olib boorish kerak. Chunki hozir rivojlangan asr yoshlari internet tarmoqlaridan ko'plab ma'lumotlar olishadi. Darslarni avvalgi tartibda o'tish o'quvchilarni zerikti-

radi bu esa ta'lim sifatini tushuradi. Shuning uchun ham ma'ruza darslariga kreativ yondashish kerak, seminar darslarida o'quvchilarni o'zlarini erkin tutishlari va bilmini bemalol yetkazib berishi uchun qulay imkoniyatlar yaratib berish kerak.

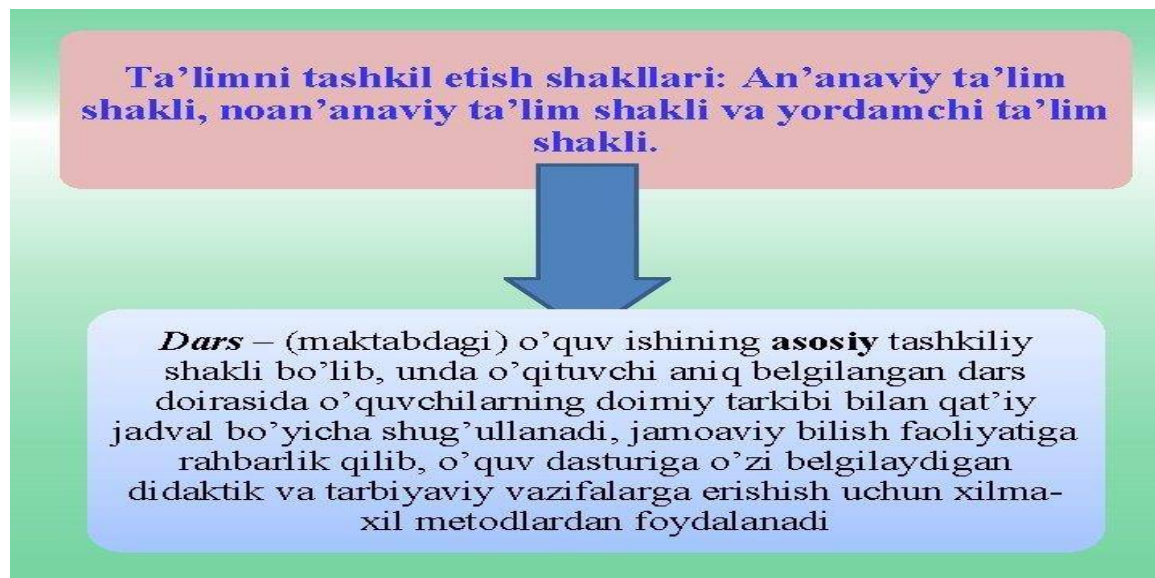
Ta'lim o'quvchining bilish qobiliyatini o'stiruvchi asosiy omildir. O'quvchilar qobiliyatini o'stirishga qaratilgan tizimlar muayyan didaktik qoidalar tarzida namoyon bo'ladi. Didaktik tamoyillarda ta'limning mazmuni va jarayonlariga qo'yilgan talablar belgilanadi (qarang [Didaktika](#)). Ta'limning maqsadi va vazifalari ijtimoiy tuzum, shuningdek muayyan o'quv yurtlari funksiyasiga muvofiq tarixan o'zgarib boradi. O'zbekiston Respublikasi Prezident Shavkat Mirziyoyev 2020 yil 23 sentabr kuni mazkur Qonunni imzolashi bilan, amalda bo'lgan 1997 yil 29 avgustdagi «Ta'lim to'g'risida»gi hamda «Kadrlar tayyorlash milliy dasturi to'g'risida»gi Qonunlar o'z kuchini yo'qotdi.

Mirzo Ulug'bek nomidagi O'zbekiston Milliy universitetining ARM majlislar zalida yangi tahrirda qabul qilingan "Ta'lim to'g'risida" gi qonun mazmun-mohiyatini universitet jamoasi va talaba-yoshlarga yetkazish maqsadida sohaning malakali mutaxassislari ishtirokida talaba-yoshlar bilan ochiq muloqot bo'lib o'tdi

Ta'limni tashkil etish shakli - bu o'qituvchi va o'quvchining belgilangan tartibda, muayyan maqsadga muvofiq ma'lum rejimda tashkil etiladigan o'quv-bilish faoliyatining tashqi ifodasidir. Ayni vaqtda ta'limning quyidagi shakllari ajratib ko'rsatiladi: individual, individual guruhli, sinf dars, leksiya seminar va sinfdan tashqari, auditoriyadan tashqari, maktabdan tashqari O'quvchilarni qamrab olishi, o'quvchilar faoliyatini tashkil etishi, jamoaviy va individual shakllarining nisbatlari, mustaqilligi darajasi va o'qish jarayoniga rahbarlik qilish xususiyatlari kabi belgilari-ga ko'ra quyidagi uch asosiy turga ajratiladi individual; sinf dars; ma'ruza seminar.

O'qituvchilar ma'ruza darslarini guruhlariga bo'lib turli xil o'yinlar tashkil etib o'tishlari mumkin. Ko'p hollarda seminar darslariga individual yondashiladi.

Ta'limni tashkil etish shakllari: An'anaviy ta'lim shakli, noan'anaviy ta'lim shakli va yordamchi ta'lim shakli. Dars – (maktabdagi) o'quv ishining asosiy tashkiliy shakli bo'lib, unda o'qituvchi aniq belgilangan dars doirasida o'quvchilarning doimiy tarkibi bilan qat'iy jadval bo'yicha shug'ullanadi, jamoaviy bilish faoliyatiga rahbarlik qilib, o'quv dasturiga o'zi belgilaydigan didaktik va tarbiyaviy vazifalarga erishish uchun xilmaxil metodlardan foydalanadi



1-rasm Ta'limni tashkil etish shakllari

MA'RUZA VA UNING O'ZIGA XOSLIKLARI

- 1) yo'naltiruvchi: talabalarni o'quv materialining asosiy jihatlariga e'tibor qaratishga imkon berish
- 2) axborot: o'qituvchi ma'ruza vaqtida muammoni, muammo bilan bog'liq asosiy dalil va xulosalar mohiyatini ochib beradi
- 3) metodologik: ma'ruza jarayonida muammoning falsafiy-nazariy asoslari namoyon etiladi
- 4) tarbiyalovchi: talabalarda tinglash, idrok etish, munozarada ishtirok etish madaniyatini shakllantirish
- 5) rivojlantiruvchi: talabalarda mantiqiy fikrlash, xulosalar chiqara olish qobiliyatini rivojlantirish

SEMINAR VA UNING O'ZIGA XOSLIKLARI

Seminar – bu o'qituvchini ta'lim oluvchilar bilan faol muloqotga kirishishiga yo'naltirilgan, nazariy bilimlarni amaliy faoliyatda amalga oshirish uchun zaruriy shart-sharoitni ta'minlovchi ta'limni tashkil etish shaklidir Seminar mashg'ulotiga tayyorgarlik ko'rish va o'tkazish:

1. Nima uchun? – Seminarni tashkil etishdan ko'zlangan maqsad.
2. Qanday tarzda? – Seminarni olib borish texnologiyasini ishlab chiqish.
3. Nimani muhokama qilish? – Seminarni olib borish vaqtida muhokama qilinadigan materiallar mazmuni.
4. Qanday omillarni hisobga olish zarur? – Seminarni tashkil etish jarayonida ma'lum omillarni hisobga olish.

Darsning turlari va tuzilishi Darsning quyidagi turlari mavjud:

1. Aralash (kombinatsion dars).

2. Yangi bilimlarni bayon qilish darsi.
3. O'rganilganlarini takrorlash va mustahkamlash darsi.
4. O'quvchilarning bilim, ko'nikma va malakalarini nazorat qilish darsi.
5. Laboratoriya darslari.
6. Amaliy darslar.

Amerikalik o'qituvchi va nashriyotchi William Chandler Bagley o'zining "Ta'lim jarayoni" (The educative process) kitobida dars turlarini quyidagicha bayon etadi.

1. Rivojlantirish darslari (The development lesson)
2. O'rganish darslari (Study lesson)
3. So'rov darslari (The recitation lesson)
4. Mashg'ulot darslari (The drill lesson)
5. Takrorlashya'niqaytako'ribchiqishdarslari (The review lesson)

6. Imtihon (tekshiruv) darslari. (The examination) Hozirgi kunda bularda 3 tasi yani rivojlantirish darslari, mashg'ulot darslari va ya'ni qayta ko'rib chiqish darslari asosiy qilib ko'rsatilgan.

Xulosaga kelsak, ta'lim juda muhim soha hisoblanadi u mamlakatning buguni, ertasi va kelajagidir. Ta'limni to'g'ri va mazmunli, maroqli tashkil etish muhim. Ma'ruza va seminar darslarini noodatiy tashkil etish metodlarini izlash juda muhim.

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THE IMPACT OF PROJECT-BASED LEARNING ON PUPILS

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ABSTRACT

With the development of science and technology, Problem-based Learning (PBL) has gradually attracted people's attention, which has become an important issue about how to enable students to develop more. This paper mainly analyzes the previous studies to illustrate the different effects of PBL model education on students, especially when being compared with traditional model education methods. This paper not only examines the effects of PBL, but also the underlying reasons of these effects. Results show that PBL positively impacts students compared with traditional education. Also, it can improve students' active thinking, hands-on, and teamwork cooperative ability. These positive effects can help students adapt to future work and project learning. Meanwhile, the reason for these positive effects is the change in PBL and traditional teaching methods.

Keywords: teamwork, methodological strategy, elementary school, project, motivation.

ANNOTATSIYA

Ilm-fan va texnologiyaning rivojlanishi bilan muammoli ta'lim (PBL) asta-sekin odamlarning e'tiborini tortdi, bu esa o'quvchilarning ko'proq rivojlanishiga imkon berish haqidagi muhim masalaga aylandi. Ushbu maqola asosan PBL modeli ta'limining talabalarga turli ta'sirini ko'rsatish uchun oldingi tadqiqotlarni tahlil qiladi, ayniqsa an'anaviy model ta'lim usullari bilan solishtirganda. Ushbu maqola nafaqat PBL ta'sirini, balki ushbu ta'sirlarning asosiy sabablarini ham o'rganadi. Natijalar shuni ko'rsatadiki, PBL an'anaviy ta'lim bilan solishtirganda talabalarga ijobiy ta'sir ko'rsatadi. Shuningdek, u talabalarning faol fikrlash, amaliy va jamoaviy hamkorlik qobiliyatini oshirishi mumkin. Ushbu ijobiy ta'sirlar talabalarga kelajakdagi ishlar va loyihalarni o'rganishga moslashishga yordam beradi. Ayni paytda, bu ijobiy ta'sirlarning sababi PBL va an'anaviy o'qitish usullarining o'zgarishidir.

Kalit so'zlar: jamoaviy ish, uslubiy strategiya, boshlang'ich maktab, loyiha, motivatsiya.

АННОТАЦИЯ

С развитием науки и техники проблемное обучение (PBL) постепенно привлекло внимание людей, что стало важным вопросом, позволяющим учащимся развиваться дальше. В этой статье в основном анализируются предыдущие исследования, чтобы показать различное влияние обучения по модели PBL на учащихся, особенно по сравнению с традиционными методами модельного обучения. В данной статье рассматриваются не только эффекты PBL, но и основные причины этих эффектов. Результаты показывают, что ПОО оказывает положительное влияние на учащихся по сравнению с традиционным образованием. Это также может улучшить активное мышление, практические навыки и навыки командной работы учащихся. Эти положительные эффекты помогают студентам адаптироваться к изучению будущих профессий и проектов. Между тем, причиной таких положительных эффектов является изменение ПОО и традиционных методов обучения.

Ключевые слова: командная работа, методическая стратегия, начальная школа, проект, мотивация.

INTRODUCTION

Project-based learning (PBL) is a challenging, creative, achievable, supported, long-term project in which a student, a group of students, or an entire class engages in an activity. Project-based learning is a methodological strategy. Teachers perform a series of tasks based on solving questions or problems. Project-based learning is an effective and interesting way of learning. There are students they acquire the competencies necessary for success in their lives. One of the most successful case studies of project-based learning (PBL) is the High Tech High school chain in San Diego, California. Founded in 2000 by Larry Rosenstock, High Tech High has become a popular model for implementing PBL. Schools in this network prioritize student-led, interdisciplinary projects that solve real-world problems. Project-based learning is a new trend in education, and we can't deny that it's effective. The understanding among various disciplines is relatively independent. PBL is to guide students to independent thinking so that students can integrate and apply knowledge of multiple subjects. To sum up, PBL is an education model based on projects. Compared with traditional education, PBL pays more attention to students instead of teachers. At the same time, PBL is more accessible for students to think actively and try their best to connect and use all their knowledge. This type of teaching is based primarily on the fact that the

student controls what he learns and, above all, that motivation does not decrease throughout the process. A student's eagerness to learn a subject makes him a learner of new knowledge.

For a project to be compatible with PBL, it must have 5 things:

Challenging: The project must require real thought to solve the problem.

creative: The project must have an open question with no. one correct answer. Students should be free (and encouraged) to express creativity and individuality in their projects.

Achievable: The project should be completed using what students should know from your class.

Supported: The project needs feedback on your way. There should be milestones for the project and you should use them to see and advise on what stage the project is at. Long duration: The project should be of sufficient complexity that it lasts for a reasonable period of time: from a few classes to an entire semester.

Teamwork Cooperative Ability Another essential impact of PBL on students is to develop students' teamwork cooperative ability. Since traditional education usually learns knowledge by reciting memory, it is difficult for students to

get the opportunity to exercise cooperation and communication skills. To a certain extent, this will result in students lacking the ability to work with others. From another perspective, in PBL, students will get more opportunities to try to cooperate with others. In the process of cooperation, students' teamwork cooperative ability will be exercised.

Purpose of the Study.

Why project-based learning?

1. It seriously works

If you think about it, you'll realize that you've been doing project-based learning your whole life.

Learning to walk is a project like making friends in elementary school, cooking your first meal, and figuring out what the hell it is.

In the meantime, if you can walk, have friends, cook obscure food, and know advanced principles of economics, you can thank your PBL for getting you there.

2. It's interesting.

Many of the reasons for these positive results are that children actively enjoy learning through PBL. It is impossible to force students to be interested in memorizing information in order to repeat it in the exam. Give them something fun and the motivation will take care of itself.

One of the advantages of project-based teaching is the interdisciplinary bal-

ance, and one project can have several solutions within different disciplines. Students mu-freely choose their own strategies and approaches in solving problems, it affects their broad outlook. Project-based learning is an effective and interesting way of learning. Competencies necessary for students to be successful in their lives they take their tensions deeper. A learner in project-based learning will be active rather than passive, the project will attract their hearts and minds and encourages finding solutions to real-life problems for the niche.

Conclusion.

In my opinion, such educational projects are different educational institutions for development and growth based on network forms of interaction between potential, because they are directly involved in the process of forming the international educational space affects, develops the level of global education and education to our universities to join the world market of services and compete successfully in it to help. This paper mainly provides a reference for other research on why PBL is superior to traditional education models and what impact PBL has on students. In addition, this paper helps provide ideas for more research on the advantages of PBL. However, this article also has limitations. It is mentioned in the report that some students may, for some reasons, such as wanting to work independently, not suitable for the existing PBL teaching method. In response to this question, research on PBL can focus on how to design PBL courses that can broadly help various levels of learning.

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GYOTE IJODIDA “FAUST” ASARINING O‘RNI

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xorijiy til va adabiyoti (ingliz tili) yo‘nalishi talabasi

ANNOTATSIYA:

Ushbu maqolada nemis adabiyoti durdonalaridan biri - Yohann Volfgang Gyotening “Faust” fojiiyasi va bu asarning tarjimaviy talqinlariga munosabat bildirgan tarjimonlarning fikri, shu bilan birgalikda tarjima ilmi va san’ati badiiy adabiyotimizda muhim o‘rin tutishi haqida so‘z boradi.

Kalit so‘z: Asarning yaratilishi, badiiy ijod, tarjima san’ati, badiiy til, mutaxassislar fikri, tarjimashunoslik.

Germaniyaning buyuk shoiri, atoqli mutafakkir va olim Gyote butun dunyoni hayratga solgan shaxslardan biridir. Gyotining ijodi bilan birinchi tanishuvim o‘smirlik davrimda qalbda ajib bir tuyg‘ularni uyg‘otgan “Faust” asari bo‘lgan. Doktor Faust haqida afsonalar juda ko‘p bo‘lgan. U teatr, spektakllarning qahramoni juda ko‘p mualliflar o‘z kitoblarida uning obraziga murojaat qilgan. Ammo Gyote qalamiga mansub hayotiy bilimlarning abadiy mavzusiga bag‘ishlangan Faust haqidagi drama dunyo adabiyotining eng qimmatbaho durdonalardan biridir. “Faust” eng mashhur asar bo‘lib, doktor Faust afsonasining eng mashhur variantini o‘z ichiga olgan falsafiy drama hisoblanadi. Gyote o‘z hayotining 60 yili davomida “Faust” g‘oyasi ustida ishlagan. Birinchi qism 1790-yillarda yozilgan, 1806- yilda tugatilgan, ikki yil o‘tib nashr etilgan va ijodkorning o‘zi tomonidan bir necha marta qayta bosilgan. Asarning ikkinchi qismini Gyote keksaygan yillarda yozgan. Bu qism shoir vafotidan keyin dunyo yuzini ko‘radi va bu asar ritmi, ohangdorligi tufayli “Faust” nemis she‘riyatining namunasidan biri bo‘lgan.

Badiiy tarjimaning hayotimizdagi o‘rni: Badiiy tarjimaning hayotimizdagi, tarbiyaviy, siyosiy g‘oyaviy va estetik ahamiyati, ma’rifatparvarlik roli yil sayin oshib bormoqda. Natijada ko‘plab asarlar o‘zbek tiliga tarjima qilindi. Shu asarlar ichida Gyotening asari ham bo‘lib badiiy tarjima adabiyotimizning go‘zal namunasidir. Tarjimonlik bo‘yicha ijodiy mahsulotlarning badiiy sifati va ilmiy saviyasini ko‘tarish yo‘lida ulkan amaliy tadbirlarni amalga oshirishga to‘g‘ri keladi. Filologiya fanlar doktori, keksa yozuvchi va mohir tarjimon Korney Chukovskiy o‘zining “Tarjima san’ati” nomli mashhur asariga quyidagi rus xalqi maqolini epigraf qilib olgan edi: “Tarjima xuddi xotinga o‘xshaydi: to‘g‘ri bo‘lsa – chiroyli emas,

chiroyli bo'lsa to'g'ri emas". Bu maqol tarjima san'atining siyosiy xususiyatini, uning zamiridagi mavjud ziddiyatni juda to'g'ri aks ettirgan, Shu tarzda tarjimonlarni chiroyli va sifatli tarjima qilishga undagan ijodkor. Bizningcha chiroyli va sifatli asar mukammal asar hisoblanadi. Shuni ham aytish joizki, rus adabiyoti tarjimachilik borasida ham jahonda eng yuqori pog'onada turuvchi adabiyotlardan biridir. Rus tarjimachiligi ko'p xalqlar uchun maktab bo'la oladigan tarixga ega. Xorijiy adiblarning asarlarini bevosita haqiqiy tilidan tarjima qilishga o'tish masalasini tezroq ijobiy hal qilish uchun jiddiy kurashish bilan bir qatorda, rus tili orqali tarjima qilish ishni yanada yaxshilash, bunday tarjimalar sifatini oshirish, ularni asl nusxaga tenglashtirishning samarali yo'llarini ham qidirib topish lozim. Ma'lumki, Y. Gyote, F.Shiller, H.Hayne, H.Mann, aka-uka Grimmlar kabi nemis shoir va yozuvchilarining asarlari ham ruscha tarjima tufayli o'zbek kitobxonlariga yetib kelgan. Shu tariqa aynan bir asarning turli xil tarjimalari bo'lishi, nafaqat o'sha asarning balki adibning ham jahon miqyosida tutgan o'rnini ko'rsatib beradi. "Faust" tragediyasi shu kabi asarlar sirasiga kirishini aytib o'tdik, bu asar shu kungacha 80 dan ortiq tilga tarjima qilinib kelinmoqda. Bu asarni ilk bor Erkin Vohidov o'zbek tiliga tarjima qilgan. Ammo bu asar tezda o'zbek tiliga tarjima qilinib qolmadi, negaki asliyat tilini bilmagan tarjimon tarjima uchun bu tragediyaning ruscha tarjimasini asos qilib oladi. Bu asarni Erkin Vohidovdan oldin Cho'lpon, Oybek, Maqsud Shayxzoda kabi ijodkorlarimiz ham o'zbek tiliga qisman o'girishgan, lekin Erkin Vohidov bu asarni to'liq o'zbek tiliga o'giran birinchi ijodkordir.

Tragediya syujeti: Asar muallif hayotining ko'plab ko'tarishlari va pasayishlari bilan bog'liq bo'lgan va u bilan uzoq vaqt birga bo'lmagan yoshlikdagi do'stlariga bag'ishlanishidan boshlanadi. Keyingi qismida esa teatr direktori, shoir va komik aktyor o'rtasida suhbat bo'lib o'tadi. Unda qahramonlar yuksak she'riyatning haqiqiy maqsadi, omma talablariga moslashtirish muammosini, muvaffaqiyat va mashhurlik bilan yuqori san'atning uyg'un kombinatsiyasiga qanday erishish mumkinligini muhokama qiladi. "Osmondagi prolog" qismida "osmon, yer, do'zax" muammosi rivojlanadi. Bu yerda asosiy qahramonlar: Xuso, Mefistofel, Arxangellar, Faust nomi ham birinchi marta esga olinadi. Zulmat egasi Mefistofel bilan suhbatda Xudo Faustni eng sodiq va ishonchli qulning namunasi sifatida keltiradi. Bunga javoban Mefistofel olimning asl mohiyatini ochib berish majburiyatini oladi va uning g'ayratini aslida harakatlari uchun mukofot olish istagi izohlaydi. Shunda Xudo Mefistofelga butun Yer yuzidagi lazzat va vasvasalar bilan Faustni sinab ko'rishga va o'zgaras sadoqatiga amin bo'lishga ruxsat beradi. Olim tun va kunni xafagarchilikda, o'zining fikrlaridan qiynalib o'tkazadi. Uzoq umri davomida Faust

ko'p narsalarni o'rganadi, ammo u barcha bilimlarga qaramay, "ahmoq bo'lib qolganini" tushunadi. Shogirdi Vagnerdan farqli o'laroq, Faust cheksiz sir – asrorlarga to'la inson ongi va ilmi – fan imkoniyatlari, tabiat va butun koinot oldida nochorligini tushunadi. Faust baxtsiz, chunki uning butun hayoti behuda edi va haqiqatni bilib olishga bo'lgan barcha urinishlari behuda ketadi. Ammo kunlarning birida qora it Mefistofel ko'rinadi va Faust oldida talaba kiyimida paydo bo'ladi. Vagnerdan farqli o'laroq, noma'lum mehmon ancha aqlli va idrokli edi. Faust bilan suhbatda u baxtsiz olimni qiynayotgan muammolarning tubiga to'xtaladi. Mefistofel odamning nochorligini va inson taqdirini mazah qiladi. Shu tariqa voqealar rivoji shiddatli va keskin davom etadi. Gyotening o'zi asarning sahnalarini "juda jiddiy hazillar" va "qiziqarli va har xil narsalar sodir bo'ladigan teatr, hayotga yaqin bo'ladi" deb ta'kidlagan. Farishtalar yaratilgan olamning shon – sharafiga kuylayotgan Mefistofel kuladi: u sayyoralarning uyg'unligi, Quyosh va oyning g'zalligi haqida o'ylamaydi, faqat odamlarning tashvishlari va azoblarini ko'radi. Uning fikricha, inson yaratilishi xatodir. Xudo va Mefistofel o'rtasidagi garovda shayton g'alaba qozonganida, uning g'alabasi shunchaki inson ruhini qo'lga kiritishdan ko'ra ko'proq narsani bildiradi: bu aslida insonning dunyoga uyg'unlashish imkonini rad etishni anglatadi. Faust, hozirgi zamon personaj misolida, inson taqdirini, o'z mavjudligining ma'nosini izlashga majburdir. "Qanday yashashim mumkin?"- Bu uning hayot asosini tashkil etadigan savol bo'ladi. Faust hayotning ma'nosini uchta sohada topishga harakat qiladi: sevgi, go'zallik, va ish. Ammo Faust ushbu yo'nalishlarda olib borgan barcha yutuqlarda ikki yoqlama belgilar paydo bo'laveradi. Birinchi bo'lib sevgi maydonini qarasak, Faust sevadi, ammo uning urinishi fojia, Margaritani yo'q qilish bilan tugaydi. Go'zallik sohasini Troyadan Yelenani izlash va olib kelish tajribasini aniqlaydi. Ammo, bu tajribada, mutlaq go'zallik abadiylik o'rtasidagi sintezga bo'lgan urinish muvaffaqiyatsiz yakunlanadi. Yelena yo'qoladi va ularning o'g'li halok bo'ladi. Balki u baxtini ishdan topar? Biroq, ish orqali kuch va mulkka ega bo'lish haqiqati tushkunlik va ohangdorlikka asoslangan, urush orqali amalga oshiriladi va zo'ravonlik, vayronagarchilik bilan birga keladi. Dengizdan yer tortib olishda esa Faust, xalqning farovon kelajagini taxmin qiladi, bu esa kekxa juftlik Filemon va Bavkidaning nohaq o'limi bilan yakunlanadi.

Xulosa qilib aytganda, Faustga achinamiz. Biz bunda bir kishining muammosini, dunyoni yaxshi tomonga o'zgartirmoqchi bo'lgan, ammo umidsizlikka uchragan olimning muammosini ko'rishimiz mumkin. Deyarli butun hayotini o'z foydasi uchun yoki bu shafqatsiz dunyoda qandaydir mavjud bo'lishga harakat qilish uchun emas, balki, uning atrofidagi dunyoni anglash, uni o'rganish va boshqalarning

baxti uchun o‘z kuchini sarflaydigan odamning muammosi ana shu edi. Lekin bir kuni qahramon hamma narsa behuda ekanligini anglab yetadi. Bu asar orqali inson o‘zini o‘zi tarbiyalaydi va ko‘p narsalarni anglaydi. Asarning syujeti orqali voqealar rivoji ajoyib tarzda ochib berilgan. Bu asarni o‘zbek tiliga tarjima qilingan nusxasi bilan boshqa tildagi nusxalari bilan qiyoslab o‘qish ham maqsadga muvofiq deb o‘ylaymiz. Negaki bu nusxalar orqali asarning qay daraja tarjima qilinganligiga e’tibor berib, tarjima asarlarni o‘qish va qiyoslashni o‘rgansa bo‘ladi.

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BOSHLANG'ICH SINF O'QUVCHILARINING BO'SH VAQTINI SAMARALI TASHKILLASHTIRISH USULLARI

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Maktabgacha va boshlang'ich ta'limda xorijiy til (ingliz tili) yo'nalishi talabalari

Ilmiy rahbar Boshlang'ich ta'lim nazariyasi kafedrası o'qituvchisi

Artikova Nargiz Shuxratovna

ANNOTATSIYA

Maqolada hozirgi kunda boshlang'ich ta'lim jarayonida amalga oshirilayotgan islohotlar, o'quvchilarining bo'sh vaqtini to'g'ri tashkil etish va ularning faolligini oshirish, bo'sh o'zlashtiruvchi o'quvchilarning o'z tengdoshlari qatoriga yetib olishga imkon yaratish va ularni qiziqishlarini hisobga olgan holda to'garaklarga jalb etish, o'quvchini psixologik va jismonan rivojlantirishga qaratilgan texnologiyalarni amaliyotga qo'llash tajribalari keltirilgan.

Kalit so'zlar: boshlang'ich ta'lim, islohot, bo'sh vaqt, o'quvchi, bo'sh o'zlashtiruvchi, psixologik, faollikni oshirish, jismonan rivojlantirish, texnologiya.

ABSTRACT

In this article, the reforms implemented in the process of primary education today, the proper organization of pupils' leisure time and increasing their activity, the opportunity for poorly performing pupils to catch up with their peers experiences of creating and involving them in circles taking into account their interests, applying technologies aimed at psychological and physical development of the pupil are presented.

Keywords: primary education, reformation, leisure time, pupil, poorly performing, psychological, increased activity, physical progress, technology.

Hozirgi kunda mamlakatimizda ta'lim tarbiya tizimining sifati va samaradorligini oshirish, maktabgacha ta'lim va boshlang'ich ta'limda zamonaviy bilim va malakalarni shakllantirish, ta'lim tizimi hamda ilm-fan sohasida yangi texnologiyalardan foydalangan holda o'quvchilarga bilim va ko'nikmalar berishga alohida e'tibor qaratilmoqda. PF-6108 "O'zbekistonning yangi taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari to'g'risidagi" farmoniga ko'ra:

-zamonaviy axborot-kommunikatsiya texnologiyalarini qo'llagan xolda ta'limni boshqarishni avtomatlashtirish va har tomonlama tahlil qilib borish tizimini yaratish,

elektron resurslar va masofaviy ta'limni yanada rivojlantirish, ta'lim oluvchilar o'rtasida IT-sohasidagi kasblarni ommalashtirish;

-ilm-fanni iqtisodiyotning asosiy harakatlantiruvchi kuchiga aylantirish, ilmiy tadqiqotlar ko'lamini kengaytirish, iqtidorli yosh olimlarning innovatsion faoliyatini rag'batlantirish, mavjud ilmiy tashkilotlar salohiyatini yanada mustahkamlash va rivojlantirish;

-ta'lim tizimiga yuqori samarali xalqaro amaliyotni joriy etish, respublika ta'lim tashkilotlarini nufuzli xalqaro reytinglarga kiritish bo'yicha tizimli ishlarni amalga oshirish.

Ushbu farmonga muvofiq amalga oshirilgan islohotlardan yana biri shuki, Xalq ta'limi vazirligi Axborot texnologiyalari va kommunikatsiyalarini rivojlantirish vazirligi hamda mahalliy ijroiya hokimiyati organlari bilan birgalikda 2022/2023 o'quv yilida o'quvchilar bilimni baholash jarayonini raqamlashtirish va shaffofligini ta'minlash maqsadida barcha umumta'lim muassasalari "Elektron kundalik" dasturiga o'tdi.

Shuningdek, O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tashabbusi va rahbarligida "2022 - 2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida" farmoni "Harakatlar strategiyasidan — Taraqqiyot strategiyasi sari" tamoyiliga asosan ishlab chiqilgan quyidagi yettita ustuvor yo'nalish asosida yoshlarning faolligini, tashabbusini qo'llab-quvvatlash, respublikaning olis hududlaridagi uyushmagan yoshlar orasidan iqtidorlilarni aniqlash, ularning bo'sh vaqtini samarali va tizimli tashkil etish yuzasidan yoshlar ma'naviyatini yuksaltirish va ularning bo'sh vaqtini mazmunli tashkil etish bo'yicha qabul qilingan "Besh tashabbus", Xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasi, 2019-yil 31-dekabrda qabul qilingan "Uzluksiz ma'naviy tarbiya" konsepsiyasi – bularning barchasi yoshlar ma'naviyatini yuksaltirish va milliy ongni shakllantirish uchun qilinayotgan ishlardir. Bu islohotlar fuqarolarning ijtimoiy faol bo'lishlari hamda ularning jamiyat boshqaruvida bevosita ishtirok etishlariga erishish ertangi taraqqiyotni ta'minlovchi muhim omil deya baholandi. Shu sababli, inson bo'sh vaqtini unumli va oqilona fodalanishi muhimdir. Bunda san'at, texnika, sport, tabiat bilan, shuningdek boshqa odamlar bilan muloqot qilish kabi ijodiy bajarishlar ko'zda tutiladi. Zamonaviy pedagogika nazariyasida insonning ma'naviy dunyo qarashini kengaytirishga alohida e'tibor berilib, uning asosiy tamoillari qiziqish tamoili va birgalikdagi faoliyat tamoili hisoblanadi.

"Bo'sh vaqt" so'zi erkin yoki qulay vaqt ma'nosi bilan Rossiyada XV asrning o'rtalarida ishlatilgan. Slavyan etimologiyasiga oid ilmiy adabiyotlarda, shuningdek, bir qator izohli lug'atlarda "bo'sh vaqt" so'zi juda keng talqin etiladi va maqsadga

erishish uchun yetarli vaqtni anglatadi.

Zamonaviy nazariya va amaliyotda “bo’sh vaqt” atamasi ko’pincha quyidagi ma’nolarda qo’llaniladi:

1) madaniyat va aql yuqori daraja bilan bog’liq tafakkur sifatida dam olish. Ushbu konsepsiyada dam olish odatda insonning biror narsa qiladigan samaradorligi nuqtayi nazaridan ko’rib chiqiladi;

2) faoliyat sifatida dam olish. Odatda ishlamaydigan faoliyat sifatida tavsiflanadi. Bo’sh vaqtning bu ta’rifi o’z-o’zini dolzarb qadriyatlarini o’z ichiga oladi;

3) bo’sh vaqtni tanlov vaqti sifatida tushunish. Bu vaqtdan turli yo’llar bilan foydalanish mumkin va u ish bilan bog’liq yoki unga bog’liq bo’lmagan faoliyatlar uchun foydalanish mumkin, ya’ni bo’sh vaqt inson o’z mas’uliyati bo’lmagan narsa bilan mashg’ul bo’lgan vaqt deb hisoblan

Bugungi kunda oilada ota ham ona ham o’z yumushlari bilan band bo’lib farzand tarbiyasiga yetarlicha vaqt ajratishmayapdi. Bu esa yoshlarning telefon va onlayn o’yinlarga bog’lanib qolishiga sabab bo’lmoqda. Bu yoshlarning bo’sh vaqtini behuda sarflashiga olib kelmoqda. Zamon shiddat bilan rivojlanib borayotgan bir vaqtda ota-onalari va o’qituvchidan ham bolalarning vaqtini to’g’ri taqsimlash va ularni komil inson bo’lib yetishishiga alohida e’tibor qaratishni talab etadi. Har bir o’qituvchidan boshlang’ich sinfdanoq o’quvchilarning qiziqishlarini to’g’ri aniqlay olishi, ularning qobiliyatlarini hisobga olib to’g’ri yo’nalish berishi talab etiladi. Ularni san’at, ta’biat, mehnat, sport kabi mashg’ulotlarga qiziqitirib kitobsevarlik ruhida tarbiyalash muhim hisoblanadi. Bilamizki har bir sinfdan ilg’or va bo’sh o’zlashtiruvchi o’quvchilar bo’ladi. Bo’sh o’zlashtiruvchi o’quvchilar bilan sinfdan tashqari qo’shimcha darslar olib borilishi maqsadga muvofiqdir. Bo’sh o’zlashtiruvchi o’quvchilarni faolligini oshirish va ularni aniqlash uchun o’qituvchi muntazam monitoring qilib borishi, o’quvchilarga qiynalayotgan fanidan qo’shimcha daftar tutdirishi, shuningdek o’quvchilarda bo’layotgan ijobiy o’zgarishlarni rag’batlantirib borishi muhimdir.

Ta’lim-tarbiya jarayoni markazida o’quvchi shaxsi turar ekan, o’qituvchi bolaning aqliy imkoniyati, qobiliyati va qiziqishlarini hisobga olishi zarur.

40-45 daqiqalik dars faqat faol o’quvchilarni qondira oladi. Har bir o’quvchining individual-psixik taraqqiyot yo’llarini chuqur bilish, bola qalbiga yo’l topa olish uchun boshlang’ich sinf fanlariga fanga oid qo’shimcha darslar tashkil qilish samarali natija beradi.

Fanga oid qo’shimcha dars o’quvchilar uchun quyidagicha tashkil qilinadi:

1. O’quvchining qiziqishiga qarab.

2. Bo'shliqlarni to'ldirish maqsadida
3. Bo'sh o'zlashtiruvchi bolalar uchun.
4. Iqtidorli o'quvchilar bilan ishlash maqsadida.

Xulosa qilib aytadigan bo'lsak, jamiyatimizda amalga oshirilayotgan islohotlarning barchasi samarali ta'lim tizimini tashkil etishga hamda yoshlarning bo'sh vaqtini samarali tashkil etishga qaratilgan. Boshlang'ich sinf o'quvchilarida esa bo'sh vaqtni shakllantirishda o'qituvchi va ota ona hamkorligi ustundir. Chunki bola maktabga chiqqanda o'yin bilan bog'liq faoliyati va qiziqishlari o'qishga va boshqa turli fanlarga o'zgarib boradi. Bolada konkret fikr va qiziqish orta boshlaydi. O'qituvchi o'z vaqtida bolaning qiziqishlarini aniqlay olishi uni qay darajada o'zlashtira olayotganidan habardor bo'lishi kerak. O'sish bilan birga boshlang'ich sinf o'quvchilarida rivojlanish va ilg'ab olish ham yuqori bo'ladi. Shu sababli ularni jismonan va psixik zo'rliqtirmagan holda sport ya'ni suzish, gimnastika, shaxmat yoki san'at, turli xil cholg'u asboblari chalish, rasm chizish, ingliz tili, mental arifmetika kabi to'garaklarga jalb etish ularning bo'sh vaqtini foydali va unumli o'tishiga olib keladi. Asosan, bunday to'garaklarni ko'pchiligida ilg'or o'quvchilar tashkil etadi.

O'zlashtirishi orqada bo'lgan yoki oilaviy sharoiti yomon bo'lgan o'quvchilar bilan o'qituvchining o'zi shug'ullanishi foydaliroqdir. Masalan, o'qish tezligida muammo bo'lgan o'quvchiga vaqtga qo'yib o'qitishlar orqali yoki ertakni aytib berishini so'rab rivojlantirish hamda uni o'z tengdoshlari qatoriga yetkazish mumkin. Shu tariqa o'quvchidagi bo'shliqlar to'ldirilib boriladi. Bunday o'quvchilarni kamchiligi uchun hammani oldida urushish yoki kamsitish umuman to'g'ri emas. Ularni tez-tez rag'batlantirilib turilishi o'zlariga bo'lgan ishonchni ortishiga olib keladi.

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CURRENT TRENDS IN THE FORMATION OF ENGLISH WORDS

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ABSTRACT

The given article is conditioned by the great interest to explain how words are formed and their use, along with the periods of origin and development of the word. An easy study of the word formation of English language, which is important in English literature, through the creative path of many scientists work, and at the same time a clear explanation about given topic.

Keywords: affixation, prefixation, lexical, root, free morpheme, suffixation, back-formation, conversion, clipping, word-derivation.

In spite of the fact that profitable word arrangement propensities in present-day English have been adequately examined by language specialists, modern words continually show up within the dialect, so there's a require for their think about and thought of their implies of creation. This point will be important as long as the dialect exists and creates. Lexical changes in modern English are still a productive field of investigation. Examining such changes uncover numerous patterns within the lexicology of English, the sorts of processes, which are, watched there, the inner association of the vocabulary. Lexical changes to tell us almost the typological choices accessible within the dialect and how they are utilized inventively by its speakers. Even if language experts have sufficiently studied the beneficial word arrangement tendencies in modern English, modern terms continue to appear in the dialect, necessitating careful consideration and a detailed understanding of their means of formation. For as long as the dialect persists and develops, this point will be crucial. Research on lexical changes in contemporary English is still fruitful. Analysing these alterations reveals a number of patterns in the English lexicon, processes that are observed there, the internal relationships between words. Lexical variations reveal nearly all of the typological options available in the dialect and demonstrate how its speakers creatively employ them. To shed light on these various viewpoints, the current study examines a representative sample of the lexical fabric that describes on going changes in English lexicology in the later part of the year (2020–2021) impacted by the prevalent coronavirus. The material below is a sample of how English is used in

modern society. It has been put together over the past year, mostly from lexicographical and print media sources as well as from sources in the spoken, print, and online media. Word Arrangement Handle, also known as Morphological Prepare, is a method by which new words are generated either by completely advancing the language or by changing already-existing terms. Modern words are created using a variety of word arrangement forms. All word arrangement patterns, however, essentially introduce either derivational or inflectional alterations. In this way, the two primary word arrangement techniques are induction and intonation, sometimes known as emphasis. From determination to the taking after extent, enunciation differs: Modifies a word to fit into one of the many different language categories, including case, individual, number, voice, tense, temperament, and perspective. alters the term lesson (also known as syntactic category, lexical course, frame lesson, and components of discourse). doesn't change a word's meaning. As an example: sophisticated to modernise (to produce modern). Among the principal word arrangement forms include, but are not restricted to.

Affixation. It might be a word arrangement handle in which an unused word is created by joining a join to a root (also known as a stem or base). A root could be an unbound morpheme, also known as a free morpheme, that appears by itself. On the other hand, an Join may be a bound morpheme which never happens by itself, but is continuously joined to a few free morpheme and can be either inflectional or derivational. An Inflectional fasten adjusts the form/grammatical category of a word, i.e., tense, person, number, sexual orientation, case, etc. For case: rodent → rats. Contrariwise, a derivational join alters the parts of discourse of the root, whereas taking off the syntactic category unaltered. In this way, there's a alter of meaning of the root. For illustration: type in → essayist. In English there are two sorts of affixations: Prefixation: In this morphological handle words are shaped by including an fasten to the front of a root. The sort of join utilized in this handle is alluded to as prefix. For case: un + clean → untidy. Suffixation: In this morphological prepare words are shaped by including an fasten to the conclusion of a root. The sort of fasten utilized in this handle is alluded to as postfix. For illustration: fear + less → fearless.

Conversion. This alludes to the alter of work or parts of discourse of a word without including an attach. Change is additionally called zero induction or invalid induction since the utilitarian alter is brought around by supplementing an invisible affix. Now and then it is additionally called utilitarian move. Regularly change is made from “noun to verb” and from “verb to noun”. Less habitually, transformation is additionally done from “adjective to verb” and “adjective to noun”. For instance: Thing to Verb: access email film name shape Verb to Noun: attack alert hope. Back-

formation may be a morphological prepare in which unused word is made by extricating attaches from another word. In this way, it is the invert of affixation, in which joins are included. Back-formation is additionally distinctive from clipping since it brings a alter within the parts of discourse or the word's meaning. For case: the thing addition has been back-formed into verb embed by expelling the addition ion. Clipping. As the title proposes, clipping is the word arrangement prepare in which a word is diminished to a shorter shape. With a sharp differentiate to back-formation, clipping keeps the initial word meaning intaglio. These words are exceptionally common in regular discourse. For occasion: lab is the clipped shape of research facility. Back-formation is a morphological process where a word is created by removing an attachment from another word, creating an unused term. In this sense, joins are included, making it the opposite of affixation. Back-formation differs from clipping in that it modifies the meaning of the word or the discourse segments. For example, by removing the addition ion, the item addition has been back-formed into a verb embed. As suggested by the term, clipping is a word arrangement technique where a word is truncated to a shorter form. The original word meaning is retained while clipping, with a clear distinction from back-formation. These are incredibly common words in everyday speech. For example, a lab is a research facility in the clipped shape.

MAJOR SORTS OF WORD-FORMATION. It is obvious that word-formation legitimate can bargain as it were with words which can be analyzed both basically and semantically. Basic words are closely associated with word-formation since they serve as the establishment of determined and compound words. Subsequently, words like customer, misjudge, sugar free, etc. make the subject matter of ponder in word-formation, whereas words like to devour, to get it, free are unessential to it.

Word-derivation. Speaking approximately word-derivation there can be recognized two ways of shaping modern words: affixation and conversion. Affixation is the arrangement of a modern word with the assistance of joins (joy, misprint). In spite of the fact that profitable word arrangement propensities in present-day English have been adequately examined by language specialists, modern words continually show up within the dialect, so there's a require for their think about and gritty thought of their implies of creation. This point will be important as long as the dialect exists and creates. Lexical changes in modern English are still a productive field of investigation. Examining such changes uncover numerous patterns within the lexicology of English, the sorts of processes, which are, watched there, the inner association of the vocabulary. Lexical changes to tell us almost the typological choices accessible within the dialect and how they are utilized inventively by its speakers. Even if language experts have sufficiently studied the beneficial word arrangement tendencies in

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To shed light on these various viewpoints, the current study examines a representative sample of the lexical fabric that describes ongoing changes in English lexicology in the later part of the year (2020–2021) impacted by the prevalent coronavirus. The material below is a sample of how English is used in modern society. It has been put together over the past year, mostly from lexicographical and print media sources as well as from sources in the spoken, print, and online media. Word Arrangement, also known as Morphological Prepare, is a method by which new words are generated either by completely advancing the language or by changing already-existing terms. Modern words are created using a variety of word arrangement forms. All word arrangement patterns, however, essentially introduce either derivational or inflectional alterations. In this way, the two primary word arrangement techniques are induction and intonation, sometimes known as emphasis. From determination to the taking after extent, enunciation differs: Deflection Origin generates different phrasal forms for the same word.

An Inflectional fasten adjusts the form grammatical category of a word, i.e., tense, person, number, sexual orientation, case, etc. For case: rodent → rats. Contrariwise, a derivational join alters the parts of discourse of the root, whereas taking off the syntactic category unaltered. In this way, there's a alter of meaning of the root. For illustration: type in → essayist.

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affixations:

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Affixation can be subdivided into suffixation and prefixation. In Advanced English suffixation is for the most part characteristic of things and descriptive words coining, whereas prefixation is generally commonplace of verb arrangement. This sort of word-formation bargains with the derivational structure of words: derivational bases, derivational joins and derivational designs. A derivational base is the portion of the word which sets up association with the lexical unit that propels the subordinate and decides its person lexical meaning portraying the distinction between words in one and the same subsidiary set. For case, the person lexical meaning of the words shopper, merchant, educator which indicate dynamic practitioners of the activity is displayed by the lexical meaning of the derivational bases: expend-, bargain-, teach-.

Derivational fastens are quick constituents of determined words in all parts of discourse. Derivational fastens are included to derivational bases. Attaches can be of two sorts: prefixes and suffixes. Prefixes stand some time recently a derivational base. They adjust the lexical meaning but seldom exchange a word into a diverse portion of discourse: listen (v) → catch (v), reasonable (adj) → unjustifiable (adj), president (n) → ex-president (n), etc. Suffixes stand after a derivational base. They more-

over adjust the lexical meaning but not fundamentally exchange a word into a diverse portion of discourse: ruler (n) → kingdom (n), book (n) → bookish (adj), fast (adj) → quickly (adv), etc.

A derivational design could be a normal significant course of action, which forces inflexible rules on the arrange and the nature of the derivational base and affixes that will be brought together to make a modern word. Designs are ordinarily spoken to in a generalized way in terms of routine images: little letters v, n, a, d which stand for parts of discourse: verbs, things, etc. Derivational designs are moreover known as auxiliary equations. Here are a few cases of derivational designs: n + -sf → N (companion + dispatch), v + -sf → N (sing + er), etc.

There's no agreement on the foremost profitable word-formation processes of the English dialect. Concurring to these considers, compounding and affixation proceed to be among the foremost profitable ones but, in later a long time, mixing conjointly clipping are getting to be increasingly critical for the arrangement of unused words.

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GERMANIYA DAVLATIDA O'QISHNING AFZALIKLARI VA NOQULAYLIKLARI

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Chirchiq davlat pedagogika universiteti 2-bosqich talabalari

ANNOTATSIYA

Ushbu maqolada Germaniyada ta'lim har doim xorijiy davlatlar orasida mashhur bo'lganligi haqida so'z boradi.. Ushbu mamlakatda talabalar orasida taxminan 12 foiz xorijiy talabalar bor. Bu butun dunyoda do'stlar orttirish, turli madaniyatlar, an'analar haqida juda ko'p qiziqarli narsalarni o'rganish uchun ajoyib imkoniyatdir. Chet elliklar u yerda hurmatga sazovor va hech qanday maxsus talablar qo'yilmaydi. Trening bugungi kunda eng zamonaviy va eng ilg'or texnologiyalar yordamida amalga oshiriladi. Shuning uchun ko'plab o'zbekistonliklar tibbiyot va muhandislik sohasidagi maxsus sohalarni o'rganish uchun u erga borishlari ajablanarli emas.

Kalit so'zlar: Germaniyada ta'lim, xorijiy davlatlar, Trening, tibbiyot va muhandislik sohasi, ilg'or texnologiyalar.

Germaniyada o'qish davomida talabalarga bir vaqtning o'zida pul topish, shuningdek, o'z mutaxassisligi bo'yicha amaliyot o'tash imkoniyati beriladi. Va kelajakda ular ushbu kompaniyalarda ishlashadi.. Germaniyada ta'lim nafaqat nemis, balki ingliz tilida ham o'tkazilishi mumkin. Bu ingliz tilini biladiganlar uchun juda yaxshi yangilik. Biroq, bu 180 million kishi haqida gapiradigan dunyodagi eng mashhur o'nta tillardan biri bo'lgan nemis tilini o'rganish kerak emas degani emas. Nemis tilini bilish siz uchun ko'p eshiklarni ochadi va do'stlarni topish osonroq bo'ladi. Germaniyada juda ko'p turli yo'nalishlar, 450 universitetlar va 17500 ta'lim dasturlari mavjud. Ta'lim ko'plab nemis universitetlarida bepul, chunki ular davlatdan mablag ' olishadi. Bundan tashqari, turar joy juda arzon, oziq-ovqat va kiyim-kechak ham juda arzon. Bundan tashqari, talabalar uchun imtiyozlar mavjud: siz talaba chiptasini ko'rsatishingiz va hovuzga, kinoga va boshqalarga chegirmalar olishingiz mumkin. Shahar va qishloqda kunduzi ham, kechasi ham erkin harakat qilishingiz mumkin.

Germaniyaning Toshkentdagi elchixonasi Germaniyada o'qish, o'qishga kirishga tayyorgarlik ko'rish, yoki Germaniya oliygohlariga hujjat topshirish uchun Visametric xizmat ko'rsatuvchisi bilan hamkorlik qiladi. Visametric Sizga arizangizni topshirishda yordam beradi va hujjatlarni elchixonaga yuboradi.

Elchixonada sizning arizangiz tekshiriladi va qaror qabul qilinadi. Visametric jarayon natijasiga ta'sir ko'rsata olmaydi va sizning arizangiz bo'yicha qaror qabul qilmaydi. Visametric odatda hujjatlarni tezroq topshirishga yordam beradi hamda kutish vaqtini qisqartiradi. Xizmat haqi 29,54 yevro. (viza bo'limining amaldagi ayribolshlash kursi bo'yicha so'mda to'lanadi). Visametric qabuliga yozilish bepul. Oldindan qabulga yozilish tizimi barcha mijozlar uchun ochiqdir. Xususan, sayyohlik agentliklari va boshqa vositachilik agentliklari tizimga alohida kirish imkoniga ega emaslar. Elchixona Visametric dan boshqa xizmat ko'rsatuvchi bilan ishlamaydi.

Arizaga ilova qilinadigan hujjatlar:

O'qish uchun

-Germaniyadagi oliy o'quv yurti/universiteti yoki kollejga o'qishga qabul qilinganlik haqida tasdiqnomalar

-O'zbekistondagi akademik natijalarni tasdiqlovchi hujjatlar, shahodatmona, diplomlar baholari ko'rsatilgan ilovalari bilan yoki,

-ishlayotgan bo'lsangiz, hozirgi ish beruvchidan ma'lumotnoma

ta'lim olib boriladigan chet tilini bilishingizni tasdiqlovchi hujjatlar (nemis tili uchun odatda DSH yoki TestDaF, ingliz tili uchun IELTS sertifikati)

O'qishga tayyorlanish uchun til kurslari

O'qishga tayyorlanish uchun til kursiga yozilganlik haqida tasdiqnomalar haftasiga kamida 18 dars soati (to'lov qilinganligi haqidagi tasdiqnomalar bilan), oliy bilim yurtida o'qish huquqini beruvchi tasdiqnomalar

Til maktabidan darslar bevosita talabani shaxsiy ishtirokida o'tkazilishi haqida tasdiqnomalar

O'zbekistondagi akademik natijalarni tasdiqlovchi hujjatlar, shahodatmona, diplomlar baholari ko'rsatilgan ilovalari bilan

ishlayotgan bo'lsangiz, hozirgi ish beruvchidan ma'lumotnoma

Tegishli bo'lsa: hozirga qadar ta'lim olib boriladigan chet tilini bilishingizni tasdiqlovchi hujjatlar (nemis tili uchun odatda DSH yoki TestDaF, ingliz tili uchun IELTS sertifikati)

akademik ta'lim va ish faoliyatingizni aks ettiruvchi jadval ko'rinishda tuzilgan tarjimai xol nemis tiliga tasdiqlangan tarjimasi bilan

arizachi tomonidan mustaqil yozilgan va shaxsan imzolangan, rejalashtirilgan o'qish haqida ma'lumotni aks ettiruvchi motivatsiya xati va uning nemis tiliga tasdiqlangan tarjimasi.

Germaniyada ta'lim boshqa mamlakatlarga qaraganda hayratlanarli darajada **arzon** ekanligi hech kimga sir emas. **2014-yil** oktyabr oyida chiqarilgan qarorga binoan, xalqaro talabalar mamlakat hududidagi davlat universitetlarida o'qish

uchun **hech qanday kontrakt** to‘lamasa ham bo‘ladi. Faqat ba’zi administrativ to‘lovlar to‘lashi kerak bo‘ladi. Ma’lumot o‘rnida aytib o‘tish kerakki, davlat universitetlarida o‘qish uchun ingliz tilida o‘qitiladigan kurslar sanoqli bo‘lganligi uchun ko‘p hollarda eng kamida B1 darajadagi nemis tilini bilish talab etiladi.

Germaniyada talabalar haftasiga maksimum **20 soat yoki yiliga 120 kun** yarim stavkada ishlashi mumkin bo‘ladi. Fakt o‘rnida aytib o‘tish joizki, talaba sifatida **520 yevrogacha soliq to‘lamasdan** ishlasa bo‘ladi, bu miqdordan oshib ketsa har oy maoshdan soliq uchun ushlab qolinadi. Har qanday sohada ish imkoniyatlari mavjud bo‘lib talabalar o‘zining yashash xarajatlarini qoplabgina qolmay, o‘qiyotgan sohalari bo‘yicha amaliyotda tajriba orttirish imkoniyatiga ham ega bo‘ladilar. Xalqaro talaba sifatida ishlashdan oldin barcha qonun- qoidalardan xabardor bo‘lishingiz tavsiya etiladi. Ushbu maqola orqali talaba sifatida ishlash bo‘yicha barcha savollarga javob olish mumkin. Turli xildagi to‘liq qoplanuvchi grantlarning mavjudligi;

Germaniyada barcha xarajatlarni qoplab beruvchi bir qancha mashhur grant dasturlari bilan tanishtirib chiqishga harakat qilamiz.

DAAD grant dasturlari Germaniyada magistraturada o‘qish uchun to‘liq moliyalashtiriluvchi (“fully funded”) stipendiya turi bo‘lib, bu grantni yutganlarga DAAD tomonidan barcha xarajatlar (aviachipta, sug‘urta va o‘qish xarajatlari) qoplab beriladi va oyiga 934 yevrodan 2 yil davomida stipendiya beriladi.

Germaniyada o‘qish uchun DAAD stipendiyalari:

- 1) DAAD: All disciplines — magistratura bosqichini istalgan yo‘nalishda o‘qish;
- 2) DAAD: ERP — iqtisodiyot va biznes boshqaruvi sohasi bo‘yicha magistratura bosqichida o‘qish;
- 3) DAAD: arxitektura yo‘nalishida magistratura va qisqa kurslarda o‘qish;
- 4) DAAD: Development-Related Postgraduate Courses (EPOS) — rivojlanayotgan mamlakatlar fuqarolari uchun 10 dan ortiq yo‘nalish doirasida magistratura va doktoranturada o‘qish;
- 5) DAAD: musiqa yo‘nalishi bo‘yicha magistraturada o‘qish;
- 6) DAAD: tasviriy san’at, dizayn, vizual aloqa va kino sohasi bo‘yicha magistratura va qisqa muddatli kurslarda o‘qish;
- 7) DAAD: ijro san’ati bo‘yicha magistratura bosqichida o‘qish yoki qisqa muddatli ta’lim olish.

DAAD grant dasturlari haqida batafsil ushbu maqolamiz orqali bilib olishingiz mumkin. **DAAD ERP** stipendiyasi g‘olibi Anvarjon Qo‘qonov bilan “DAAD Stipendiyasini qanday yutdim?” mavzusida tashkil qilgan suhbat bilan ham tanishib chiqishni tavsiya qilamiz.

Bu davlatda o'qish, bizning oliygohlarda o'qishdan farqi juda katta. Masalan: siz darsga borishingiz majburiy emas. Darsga bormasdan turib ham, o'rganishga ko'zingiz yetsa bo'lgani. Shunday bo'lsa ham, lekin leksiya va seminarlarni talabalar o'tkazib yubormaslikka harakat qilishadi. Sinf xonalari odatda to'la. Chunki professorlar juda kerakli ma'lumotlar va o'z tajribalaridan ham misollar keltirishadi. Bu narsalarni internet yoki kitobda topish amri mahol. Forma maslasi ham juda yaxshi yo'lga qo'yilgan. Aniqrog'i **sizdan hech kim forma talab qilmaydi**. O'zingizga qulay kiyimda kelaverasiz. Ayniqsa bu yoz oylarida juda qo'l keladi. Har xolda yozning jazirasida oq ko'ylak va bo'yinbog' taqib o'tirishning o'zi bo'lmaydi. Shaxsan men uchun eng katta yangilik bu dars jadvali bo'lgan. **Dars jadvalingizni o'zingiz tuzasiz**. Qaysi fanlarga qiziqsangiz marhamat, shu fanlarni tanlang va o'qing. Semestrda nechta fan tanlash ham o'zingizga bog'liq. O'qishni tugatib diplom olishingiz uchun yetarlicha fanlarni o'qib, kerakli ballni to'plasangiz bo'lgani. Qisqa qilib aytganda, sizni **hech kim hech narsaga majburlamaydi**. Hammasini o'z xoxishingiz bilan qilasiz. Mening fikrimcha bu juda yaxshi yo'l. Chunki odam bir narsani o'zi xoxlab qilsa, albatta bunda natija ham shunga yarasha bo'ladi.

Xulosa qilib aytganda, Germaniyada ta'lim eng yaxshi texnik mutaxassisliklar bo'yicha olib boriladi: muhandislar, quruvchilar, elektr muhandislari va boshqalar. Bunday mutaxassisliklar mashhur nemis institutlarida an'anaviy o'qitish an'alariga amal qiladi va kuchli o'qituvchilar tarkibiga ega. Ko'pgina nemis universitetlari Blona kreditini qayta kreditlash tizimidan foydalanadilar, bu esa boshqa davlatlardan kelgan abituriyentlarga o'z mamlakatlarida o'qishni boshlashlari va Germaniyada xuddi shu kasb bo'yicha yakunlashlariga imkon beradi.

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INGLIZ TILINI O‘QITISHDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH

Lazokat Xusniddinxon qizi Xasanxonova
Chirchiq davlat pedagogika universiteti talabasi

Ilmiy rahbar: Orasta Alisher qizi Hamraqulova
Fakultetlararo chet tillar kafedrası
Chirchiq davlat pedagogika universiteti

ANNOTATSIYA

Maqolada zamonaviy pedagogik texnologiyalardan foydalangan holda talabalarni ingliz tiliga o‘rgatishning yo‘llari haqida fikr yuritilgan. Asosiy e‘tibor tinglab tushunish, uyda mutolaa kilish kabi aspektlarga qaratilgan.

Kalit so‘zlar: aspekt, fantaziya, interaktiv, lingvistik qism, psixologik qism, metodik qism

Odatda, o‘qituvchi xorijiy tilni o‘rgatish, o‘qitish usulini o‘zi tanlaydi. O‘qitishning mazmuni deyarli o‘zgarmaydi, ammo uni talabalarga yetkazish usuli o‘zgarishi mumkin. O‘qitishning bir qancha usullari mavjud. Dars jarayonida quyidagi o‘qitish usullaridan foydalanish mumkin. Masalan:

Ma’ruza.

Misol keltirish.

Namoyish qilish.

Bahs-munozara.

Savol-javoblar.

Bu usullar talabalar bilan muloqot qilish, shuningdek, qo‘yilgan maqsadga yo‘naltirilgan fikrlarni yoritish usuli yoki shaklidir. O‘qituvchi muayyan vaziyat yoki dars uchun mos usulni tanlay bilishi kerak. O‘qitishning mos va samarali usulini tanlash uchun bir qancha omillarni hisobga olish zarur.

Talabalarning soni.

Muayyan vaziyat.

Usulning qo‘yilgan maqsadga mos kelishi.

Agar biror matn muhokama qilinsa, talabalarni kichik guruhlariga bo‘lib, jamoa yo‘li bilan bahs-munozara o‘tkazish maqsadga muvofiqdir. Bu usulda texnik vosita – audioyozuvlardan foydalanish mumkin. Usullarni qo‘llaganda vaqtni doimo hisobga olish zarur. Aqliy hujum (Brain storming) usuli. Ushbu usul talabalarning faol

ishtiroki hamda ularning bilim saviyalari darajasini namoyon qiladi. Bu talabalarni g'oyalar o'ylab topishga undaydi, erkin muloqotda bo'lish imkonini beradi va natijada ancha fikrlar to'planadi. O'qituvchi esa jarayon mobaynida nazoratchi hisoblanadi. Talabalarning g'oyalari unchalik muvaffaqiyatli bo'lmasa-da, o'qituvchi ularni tanqid qilishi mumkin emas. Aksincha, talabalarning ijodiy tafakkuri rag'batlantirib borilishi zarur. Dars tez berilgan javoblarni rag'batlantirish, ularni to'ldirish, talabalarni baholash bilan yakunlanadi.

Savol-javoblar va rasmlı o'yınlar (Discussion) usuli darslarni yanada mazmunli va qiziqarli o'tishga imkon beradi. Talaba xato qilishdan qo'rqmay, erkin o'z fikrini ayta olishi kerak. Bunday muhit darsda hosil qilinishi lozim. O'yin orqali o'qitishning texnologiyasida talabaning vazifalari quyidagılardan iborat:

1. Kutiladigan javoblar va e'tirozlarni o'ylash.
2. O'z bilimiga ishonish.

O'yinning ahamiyati shundaki, o'qituvchida talabalarni ular erkin holda faoliyat ko'rsatayotgan paytda kuzatish imkoniyati bo'ladi. Natijada talabalarning faolligi, fantaziyalari, ijodiy qobiliyatlari, ishchanliklari, jamoada o'zini tutishlari haqida ko'proq ma'lumotga ega bo'lish mumkin. Talabalar bir nechta guruhlarğa bo'linadilar. Guruhlarning har bir a'zosi o'z vazifalarini aniq bilishlari kerak. O'yinning vaqti cheklangan bo'lishi, u yakunlangach esa o'yin natijalari tahlil qilinishi lozim. O'yin orqali o'qitish texnologiyalari ham o'quv-tarbiyaviy jarayonda talabalarning chuqur bilim olishiga keng imkoniyatlar yaratib beradi. Ingliz tilini o'rgatishda talabalarni qiziqtirib o'qitish va bilimlarni to'liq o'zlashtirishlariga erishish zamonaviy pedagogik texnologiyalarning asosiy maqsadlaridan biri hisoblanadi.

Ingliz tilini o'qitish usullaridan yana biri – zamonaviy interaktiv usulidir. Usul mazmuniga ko'ra, darsda yangi grammatik mavzu e'lon qilinib, o'qituvchi uni turli yo'llar, ya'ni doskaga har xil chizmalar chizish, harakatlar bilan ko'rsatish, avvalgi o'tilgan mavzu bilan taqqoslash bilan tushuntirishi, mustahkamlovchi savollar bilan talabalarni fikrlashga jalb etishi lozim. Fonetik mashg'ulotlarda esa, asosan, audiomatndagi qisqa suhbatlar tinglanib, ushbu audiomatndagi suhbatga aynan mos bo'lgan, so'zlari tushirib qoldirilgan qog'ozdagi matn to'ldiriladi. Talabaga berilgan matn bilan audiomatndagi suhbat bir xil bo'ladi. Matn o'ta ziyraklik bilan tinglanib, yangi iboralarni yodda saqlab qolgandagina, talaba shartni muvaffaqiyatli bajarishi mumkin. Bunda tinglab tushunish orqali og'zaki nutq, ko'nikma va malakalar shakllanib boradi. Tinglab tushunish o'qish jarayoni bilan chambarchas bog'liqdir. Tinglovchi o'qigan so'zlarini yaxshi eslab qoladi va tinglaganida yaxshi tushunadi. Tinglab tushunishni o'rgatishning mazmunini G.V.Rogova uch qismga bo'ladi:

1. Lingvistik qism. Bunga til va nutq materiali kiradi.
2. Psixologik qism. Bu ovozli nutqni tinglash, tushunish malaka va ko'nikmasini hosil qilishdir.
3. Metodik qism. Tinglovchilarga tinglash usullarini o'rgatish hamda tinglab tushunish texnologiyasi orqali qonun-qoida, tamoyillar, metodlar, vositalar orqali o'rgatish amalga oshiriladi.

O'qitish jarayonida tinglab tushunish ustida ishlaganda, kundalik yangiliklar, tili o'rganilayotgan mamlakat xalqlari hayoti, madaniyati, tarixi haqida matnlarning bo'lishi tinglovchilarning qiziqishlarini yanada orttiradi. O'qituvchi tinglab tushunishni o'rgatayotganida, ya'ni tinglovchi notanish mazmundagi nutqni tinglaganida quyidagilarga e'tibor berishi zarur:

1. Ayrim so'zlarni, gaplarni, jummalarni tushunish (fragmenting comprehension).
2. Hamma dalil-fikrlarni to'liq tushunish (comprehension in details).
3. Asosiy dalil-fikrlarni yuzaki tushunish (overall comprehension).
4. Tanqidiy tushunish (critical comprehension).

O'qituvchi eshittirish uchun matn tanlaganida, tinglovchilarning yoshi, bilim darajasi, o'zlashtirishlarini hisobga olishi zarur. Misol uchun, biror notanish matn tanlanadi. Matndagi notanish so'zlar, iboralar matn sarlavhasi doskaga yoziladi. Matn yuzasidan savol-javoblar ham o'tkazilishi mumkin.

Keyingi uslub kichik grammatik testlarni topshirish bo'lib, u ikki guruhga bo'lingan holda olib boriladi. Birinchi guruh vakili biror (uyga vazifa qilib berilgan) so'zni o'zbek tilida aytadi. Ikkinchi guruh vakili doskaga chiqib, dastlab so'zning inglizcha tarjimasini aytadi, keyin so'zni harf va transkripsiyadagi shaklini yozib ko'rsatadi. Bu jarayon shu tariqa davom etadi. Dars nihoyasida doskada bexato yoza olgan talabalar rag'batlantiriladi. Shuni aytish joizki, o'qituvchi dars davomida vaqtni to'g'ri taqsimlay olishi; dars boshida o'tilgan mavzularni mustahkamlashi; har bir darsda yangi usullarni qo'llashi; har bir dars uchun mos tarqatma materiallardan foydalanishi maqsadga muvofiqdir.

Xulosa qilib aytganda, ingliz tilini o'qitish jarayonida pedagogik texnologiyalardan foydalanish talabalarning og'zaki nutq, tinglab tushunish, yozuv, o'qish ko'nikmalarini o'stirishga va erkin muloqot qilishlariga amaliy yordam beradi.

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HOW PSYCHOLOGY IN TEACHING ENGLISH IMPROVES STUDENTS' ABILITY TO EXPRESS THEMSELVES

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ABSTRACT

The aim of this thesis is to explore the role of psychology in teaching English and its impact on improving students' communication skills. It delves into various psychological theories and teaching methodologies that enhance language learning and communication abilities. By examining the interplay between psychology and language acquisition, this study seeks to provide insights into effective teaching practices that foster students' self-expression and fluency in English. The analysis draws on empirical research and educational psychology literature to offer practical recommendations for educators seeking to optimize language teaching methods and facilitate students' communication development.

Keywords: psychological principles, self-efficacy, cognitive

ANALYSIS

Effective communication is a fundamental skill in today's interconnected world, and the ability to express oneself fluently in English is increasingly valued in academic, professional, and social contexts. Understanding the psychological principles underlying language learning can significantly enhance teaching strategies and improve students' communication outcomes. Incorporating psychological concepts such as motivation, self-efficacy, and cognitive processes into English language instruction can create a supportive and empowering learning environment conducive to language acquisition and skill development.

Psychological theories such as social learning theory, cognitive psychology, and constructivism provide valuable insights into how students acquire language skills and how educators can facilitate this process. For example, incorporating cooperative learning activities, providing meaningful and relevant language input, and fostering a positive learning environment can all contribute to students' motivation and engagement in language learning. Additionally, understanding individual differences in learning styles and preferences can inform differentiated instruction tailored to meet students' needs and promote optimal language learning outcomes.

METHODS

1. Literature Review: A comprehensive review of psychological theories relevant to language learning and teaching, as well as empirical research on the effectiveness of various teaching methodologies in improving communication skills.

2. Case Studies: Examination of case studies and examples of language teaching practices that integrate psychological principles, highlighting successful approaches and best practices.

3. Survey and Interviews: Surveys and interviews with language teachers and students to gather insights into their experiences with psychology-based language teaching methods and their perceived impact on communication skills development.

CONCLUSION

Psychology plays a crucial role in enhancing communication skills through English language instruction. By incorporating psychological principles into teaching practices, educators can create a supportive and engaging learning environment that fosters students' language acquisition and self-expression. Through a deeper understanding of how psychology influences language learning, educators can tailor their teaching methods to meet the diverse needs of learners and promote more effective communication outcomes. Ultimately, integrating psychology into English language teaching holds great potential for empowering students to express themselves confidently and fluently in English, thereby enhancing their academic, professional, and social success.

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UTILIZING PSYCHOLOGICAL PRINCIPLES TO CUSTOMIZE ENGLISH INSTRUCTION FOR DIVERSE LEARNING STYLES

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ABSTRACT

This thesis explores the concept of tailored learning in English language instruction, focusing on the utilization of psychological principles to customize teaching methods according to diverse learning styles. By examining the intersection of psychology and education, this study aims to provide insights into effective strategies for accommodating individual differences in learning preferences and optimizing language learning outcomes. Through a synthesis of theoretical frameworks, empirical research, and practical applications, this thesis offers recommendations for educators seeking to tailor their English instruction to meet the unique needs of diverse learners.

Keywords: Tailored Learning, Psychological Principles, English Instruction, Diverse Learning Styles, Individual Differences

INTRODUCTION

English language instruction encompasses a diverse range of learners with varying learning styles, preferences, and abilities. In order to maximize the effectiveness of teaching methods and promote optimal learning outcomes, educators must consider the individual needs and characteristics of each student. Tailored learning, a pedagogical approach that customizes instruction according to learners' unique attributes, has emerged as a promising strategy for addressing the diverse needs of students in the English language classroom. By integrating psychological principles into teaching practices, educators can create personalized learning experiences that cater to different learning styles, enhance student engagement, and facilitate language acquisition.

ANALYSIS

1. Understanding Learning Styles: This section explores the concept of learning styles and the various frameworks used to categorize individual differences in learning preferences. Drawing on theories such as VARK (Visual, Auditory, Reading/Writing, Kinesthetic) and the Kolb Learning Style Inventory, it examines the implications of different learning styles for English language instruction and discusses

strategies for identifying and accommodating diverse learner needs.

2. Psychological Principles in Tailored Learning: Building on the foundation of learning styles, this section examines the role of psychological principles in tailoring English instruction to individual learners. It explores concepts such as cognitive processing, motivation, and self-regulation, discussing how educators can leverage these principles to design personalized learning experiences that optimize student engagement and promote language learning success.

3. Practical Applications of Tailored Learning: This section provides concrete examples of how tailored learning can be implemented in the English language classroom. It discusses instructional strategies such as differentiated instruction, project-based learning, and adaptive technology, highlighting their effectiveness in accommodating diverse learning styles and fostering student-centered learning environments.

METHODS

1. Literature Review: A comprehensive review of literature on tailored learning, learning styles, and psychological principles in education, synthesizing theoretical frameworks, empirical research findings, and practical applications.

2. Case Studies: Examination of case studies and examples of tailored learning practices in English language instruction, highlighting successful implementation strategies and outcomes.

3. Surveys and Interviews: Surveys and interviews with language teachers and students to gather insights into their experiences with tailored learning approaches, perceptions of effectiveness, and recommendations for improvement.

CONCLUSION

Tailored learning offers a promising approach to English language instruction that recognizes and accommodates the diverse needs of learners. By integrating psychological principles into teaching practices, educators can create personalized learning experiences that optimize student engagement, promote language learning success, and empower learners to achieve their full potential. Through ongoing research, collaboration, and reflection, educators can continue to refine their understanding and implementation of tailored learning strategies, ensuring that English instruction remains responsive to the needs of diverse learners in an ever-evolving educational landscape.

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THE ROLE OF PSYCHOLOGY IN ENGAGING ENGLISH LANGUAGE LEARNERS AND FOSTERING A POSITIVE LEARNING ENVIRONMENT

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ABSTRACT

This thesis explores the crucial role of psychology in enhancing motivation among English language learners (ELLs) and creating a positive learning environment conducive to language acquisition. By examining psychological theories and methodologies, this study aims to provide insights into effective strategies for engaging ELLs, promoting intrinsic motivation, and fostering a supportive classroom atmosphere. Drawing on empirical research and educational psychology literature, this thesis offers practical recommendations for educators seeking to optimize their teaching practices and maximize students' motivation and learning outcomes in English language education.

Keywords: Motivation, Psychology, English Language Learners, Positive Learning Environment, Engagement

INTRODUCTION

Motivation plays a pivotal role in language learning, influencing students' engagement, persistence, and success. For English language learners (ELLs), maintaining high levels of motivation is particularly crucial due to the challenges associated with acquiring a new language. The goal of this thesis is to explore how psychological principles can be leveraged to boost motivation among ELLs and cultivate a positive learning environment in the English language classroom. By examining theoretical frameworks, empirical research, and practical applications, this study aims to provide educators with effective strategies for engaging ELLs, enhancing their motivation, and promoting successful language acquisition.

ANALYSIS

1. Understanding Motivation in Language Learning: This section provides an overview of motivational theories and concepts relevant to language learning, including intrinsic and extrinsic motivation, self-determination theory, and the role of goal orientation. It explores how these theories can be applied to English language education and discusses the factors that influence motivation among ELLs, such as language proficiency, cultural background, and classroom environment.

2. Psychological Strategies for Motivating ELLs: Building on the theoretical framework established in the previous section, this part delves into practical strategies for boosting motivation among ELLs. It explores the use of authentic materials, goal setting, feedback, and autonomy-supportive teaching practices to promote intrinsic motivation and engagement in language learning. Additionally, it discusses the importance of creating a supportive and inclusive classroom climate that fosters students' sense of belonging and ownership of their learning.

3. Creating a Positive Learning Environment: This section focuses on the role of the learning environment in shaping students' motivation and learning outcomes. It discusses the importance of establishing clear expectations, providing meaningful learning experiences, and fostering positive teacher-student relationships. Furthermore, it examines the use of cooperative learning, peer collaboration, and cultural sensitivity to create an inclusive and supportive classroom culture that encourages risk-taking and exploration.

METHODS

1. Literature Review: A comprehensive review of literature on motivation in language learning, psychological theories, and practical strategies for engaging ELLs and fostering a positive learning environment.

2. Case Studies: Examination of case studies and examples of effective motivational practices in English language classrooms, highlighting successful implementation strategies and outcomes.

3. Surveys and Interviews: Surveys and interviews with language teachers and students to gather insights into their experiences with motivational strategies, perceptions of effectiveness, and recommendations for improvement.

CONCLUSION

Psychology offers valuable insights and practical strategies for boosting motivation among English language learners and creating a positive learning environment in the classroom. By understanding the psychological factors that influence motivation and learning, educators can design engaging and effective instructional practices that promote students' intrinsic motivation, engagement, and language acquisition. Through ongoing research, collaboration, and reflection, educators can continue to refine their understanding and implementation of motivational strategies, ensuring that English language education remains responsive to the diverse needs and experiences of ELLs in an ever-evolving educational landscape.

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INCORPORATING PSYCHOLOGICAL INSIGHTS TO PROMOTE CROSS-CULTURAL UNDERSTANDING IN ENGLISH LANGUAGE EDUCATION

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ABSTRACT

This thesis investigates the significance of cultural sensitivity in English language education and explores how psychological insights can be integrated to foster cross-cultural understanding among language learners. By examining the intersection of psychology and cultural competence, this study aims to provide educators with practical strategies for promoting cultural sensitivity and enhancing intercultural communication skills in the English language classroom. Drawing on theoretical frameworks, empirical research, and practical applications, this thesis offers recommendations for educators seeking to create inclusive learning environments that respect and celebrate cultural diversity.

Keywords: Cultural Sensitivity, Psychological Insights, Cross-Cultural Understanding, English Language Education, Intercultural Communication

INTRODUCTION

In today's globalized world, proficiency in English has become essential for communication across cultures. However, effective communication in English requires more than just language proficiency; it also necessitates cultural sensitivity and awareness. This thesis explores the importance of cultural sensitivity in English language education and examines how psychological insights can inform teaching practices aimed at promoting cross-cultural understanding. By understanding the psychological factors that influence intercultural communication, educators can design instructional strategies that foster empathy, respect, and appreciation for cultural diversity among language learners.

ANALYSIS

1. The Significance of Cultural Sensitivity in English Language Education: This section provides an overview of the importance of cultural sensitivity in language learning and intercultural communication. It discusses the impact of cultural differences on language use, communication styles, and social norms, emphasizing the need for language learners to develop cultural competence in addition to linguistic

proficiency. By examining the benefits of cultural sensitivity in promoting effective communication and reducing misunderstandings, this part highlights the value of incorporating cultural awareness into English language instruction.

2. Psychological Insights into Intercultural Communication: Building on the theoretical framework established in the previous section, this part delves into psychological insights relevant to intercultural communication. It explores concepts such as cultural intelligence, empathy, and perspective-taking, discussing how these psychological factors influence individuals' ability to navigate cultural differences and communicate effectively across cultures. By understanding the cognitive and affective processes involved in intercultural communication, educators can design instructional activities that promote cultural sensitivity and empathy among language learners.

3. Practical Strategies for Promoting Cultural Sensitivity: This section focuses on practical strategies that educators can implement to promote cultural sensitivity in the English language classroom. It discusses the use of authentic materials, multicultural literature, and real-world communication tasks to expose students to diverse cultural perspectives and experiences. Additionally, it explores the importance of creating a supportive and inclusive learning environment that values and respects cultural diversity, providing students with opportunities to engage in meaningful cross-cultural interactions and discussions.

METHODS

1. Literature Review: A comprehensive review of literature on cultural sensitivity, intercultural communication, and psychological insights relevant to English language education.

2. Case Studies: Examination of case studies and examples of effective instructional practices that promote cultural sensitivity in the English language classroom, highlighting successful implementation strategies and outcomes.

3. Surveys and Interviews: Surveys and interviews with language teachers and students to gather insights into their experiences with cultural sensitivity initiatives, perceptions of effectiveness, and recommendations for improvement.

CONCLUSION

Cultural sensitivity is essential for effective communication and collaboration in today's multicultural and multilingual world. By incorporating psychological insights into English language education, educators can foster cross-cultural understanding, empathy, and respect among language learners. Through the implementation of practical strategies and the creation of inclusive learning environments, educators can empower students to communicate effectively and confidently across cul-

tures, promoting mutual understanding and appreciation for cultural diversity. Moving forward, ongoing research, collaboration, and reflection will be essential for advancing our understanding of cultural sensitivity in language education and enhancing intercultural communication skills among language learners.

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USING PSYCHOLOGICAL APPROACHES TO ALLEVIATE STRESS AND IMPROVE ENGLISH LANGUAGE LEARNING OUTCOMES

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ABSTRACT

This thesis delves into the intricate relationship between anxiety and English language learning, proposing psychological approaches to mitigate stress and enhance learning outcomes. By synthesizing theoretical underpinnings, empirical evidence, and practical applications, this study offers educators actionable strategies to cultivate supportive learning environments conducive to English language acquisition. Through a comprehensive exploration of anxiety reduction techniques, this thesis aims to empower educators to address the challenges posed by anxiety and facilitate student well-being and success in language learning.

Keywords: Anxiety Reduction, Psychological Approaches, English Language Learning, Stress Alleviation, Learning Outcomes

INTRODUCTION

Anxiety is a prevalent obstacle encountered by language learners, hindering their ability to effectively engage with English language learning. This thesis endeavors to elucidate the profound impact of anxiety on language acquisition and explore psychological interventions to alleviate stress and optimize learning outcomes. By comprehensively understanding the multifaceted nature of anxiety and its ramifications in language learning, educators can tailor interventions to create supportive environments conducive to students' linguistic growth and well-being.

ANALYSIS

1. Understanding Anxiety in Language Learning: This section elucidates the intricate nuances of anxiety within the context of language acquisition. By delineating its root causes, manifestations, and repercussions, educators gain insights into the multifaceted nature of anxiety experienced by language learners. Various forms of anxiety, including communication apprehension, test anxiety, and fear of linguistic errors, are explored to underscore their detrimental effects on motivation, confidence, and performance in English language learning.

2. Psychological Approaches to Anxiety Reduction: Building upon the foundational understanding of anxiety, this segment delves into psychological methodologies aimed at ameliorating stress and anxiety in language learners. Through cognitive restructuring, relaxation techniques, mindfulness practices, and self-regulation strategies, educators can equip students with coping mechanisms to manage anxiety effectively. By fostering emotional resilience and self-awareness, these approaches empower learners to navigate the challenges of language acquisition with confidence and composure.

3. Practical Strategies for Anxiety Reduction: This section elucidates actionable strategies for educators to implement within the English language classroom to foster a supportive and nurturing learning environment. By cultivating rapport, setting clear expectations, and providing constructive feedback, educators can create a safe space for students to engage with English language learning without the burden of anxiety. Additionally, the integration of relaxation exercises, peer support networks, and culturally sensitive pedagogical approaches enhances students' well-being and fosters a sense of belonging and inclusivity.

METHODS

1. Literature Review: A comprehensive synthesis of existing literature on anxiety in language learning, psychological interventions, and effective strategies for creating supportive learning environments.

2. Case Studies: Examination of real-world case studies exemplifying successful implementation of anxiety reduction techniques in English language classrooms, highlighting best practices and outcomes.

3. Surveys and Interviews: Conducting surveys and interviews with language educators and learners to gather insights into their experiences with anxiety, perceptions of effective interventions, and recommendations for improvement.

CONCLUSION

Anxiety poses a formidable obstacle to English language learning, yet with strategic implementation of psychological approaches, educators can foster environments conducive to student well-being and linguistic growth. By comprehensively understanding the complexities of anxiety and its implications in language acquisition, educators can employ evidence-based interventions to alleviate stress and optimize learning outcomes. Through ongoing research, collaboration, and reflection, educators can refine their practices and cultivate inclusive learning environments where all students can thrive and succeed in English language learning.

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ENGLISH ROMANTICISM AND ITS DEVELOPMENT

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ABSTRACT:

One of the societal shifts that occurred in England was the period of time known as the Romantic period, and this article will provide you with some brief information about the emergence of the Romantic movement.

Keywords: Romantic Age, England, poets, romanticists.

INTRODUCTION

Romanticism is one of the most impactful turns in art history. It was a creative and intellectual development. It came out in Europe during the end of 18th century. Romanticists were writers, artists, or musician of the Romantic Age. In that time they were divided into two generation. Within the period from 1786 to 1830 two eras of Sentimental artists for all time influenced the nature of English dialect and writing. Usually, William Wordsworth and Samuel Taylor Coleridge, who wrote most of major works from 1786 to 1805, are regarded as the first generation of the English romantic poets. They are called 'passive writers' and also, "Lake poets". Because there was a Lake District, which was located in the north-west of England. The Lake District attracted the poets because industry had not yet invaded this part of the country. These poets had similar tastes in art and politics, they founded a literary circle. Its influence was felt on some other writers of the time [1]. George Gordon Byron, Percy Bysshe Shelley and John Keats are three poets who wrote their most important works between 1810 and 1824. They are considered the second group of English Romantic poets and called active writers.

Findings

Drama was not very popular during the Romantic Age. During that time, most of the plays were simple. They showed poor people as good and rich people as bad. Some famous Romantic poets wrote a type of play called closet drama. A poem written for reading rather than performing on stage. Shelley's sad story "The Cenci," Byron's "Manfred," and Coleridge's "Remorse" are well-known plays of this kind [2]. Byron, Keats and Percy Shelley all wrote for the stage, but with little success in England, with Shelley's The Cenci perhaps the best work produced, though that was not

played in a public theatre in England until a century after his death. Byron's plays, along with dramatizations of his poems and Scott's novels, were much more popular on the Continent, and especially in France, and through these versions, several were turned into operas, many still performed today. If contemporary poets had little success on the stage, the period was a legendary one for performances of Shakespeare, and went some way to restoring his original texts and removing the Augustan "improvements" to them. The greatest actor of the period, Edmund Kean, restored the tragic ending to King Lear [3].

During the romantic age, people wrote stories, reviews, and books. And in this time, the best writers were Jane Austen and Sir Walter Scott. Their books were very different from each other. Jane Austen wrote during a time when Romantic literature was very popular, but she was not influenced by it. She wrote stories about everyday family problems. Austen wrote about everyday life in small towns and in the famous city Bath where people went on vacation. She thought the novel was a form of art that needed a lot of attention and precision, more than anyone since Fielding. Discipline means following rules and being in control of your actions. The stories were easy to follow and realistic, but it took a lot of work for the author to make them that way. She showed her honesty as an artist by not giving up writing and editing her novels, even when it was unlikely that they would be published. The women in Austen's books like "Pride and Prejudice" and "Emma" are famous for being independent and smart. Her books, like "Mansfield Park" (1814) and "Persuasion" (1818), sound like real life. These new books don't have as much humor and don't seem as natural. In return, they have a more intricate depiction of characters, a more clever sarcasm, and a deeper, kinder attitude towards the people in her plays. Jane Austen thought that novels were a really important form of art. In "Northanger Abbey" (1818), she made fun of scary novels, and in her own writing she also criticized them. She replaced her smartly crafted lifelike and funny scenes. She wrote letters that showed she knew what she was doing and understood her own limitations. She wanted to keep doing things her own way, even though she might not be successful again. She believed that she would fail if she tried to do things differently. Her work feels like something from a Shakespeare play because she has total control of everything in her world. Even though the world she ruled was not very big. She is seen as more like neoclassical writers from the 1700s than like Romantic writers. Even though not many people knew about her when she was alive, Austen is now one of the most beloved English writers. She played an important role in creating the modern novel.

Sir Walter Scott wrote exciting stories. He was really well-liked when he was alive and now he's known as the first person to write historical novels. He liked old

England and Scotland and wrote many books set in those places because he was interested in the past and the Romantic time period. Scott is thought to be a perfect example of the Romantic Age [4].

CONCLUSION

Many writers were active during the romantic era in England. This time started with some well-known writers, like William Wordsworth and Samuel Taylor Coleridge and others. It stopped with the Sir Walter Scott's death, who was the member of the second generation of English romantics.

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INTEGRATING PSYCHOLOGY INTO ENGLISH TEACHING TO ENCOURAGE SELF-DIRECTED LEARNING AND INDEPENDENCE

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ABSTRACT

This thesis delves into the integration of psychological principles into English language teaching to foster learner autonomy, self-directed learning, and independence. By exploring the synergy between psychology and language education, this study aims to equip educators with effective strategies for cultivating autonomy in the English language classroom. Drawing upon theoretical frameworks, empirical research, and practical applications, this thesis provides insights and recommendations for educators striving to create supportive learning environments that empower students to take charge of their learning journey and attain language proficiency.

Keywords: Autonomy Promotion, Psychological Integration, English Teaching, Self-Directed Learning, Independence

INTRODUCTION

Autonomy stands as a cornerstone of effective language acquisition, enabling students to assume ownership of their learning process and exhibit independence in utilizing the English language. This thesis scrutinizes the significance of autonomy in English language teaching and explores the integration of psychological principles into pedagogical approaches to promote learner autonomy. By comprehending the determinants of autonomy and implementing corresponding strategies, educators can curate engaging and empowering learning experiences conducive to language acquisition and lifelong learning.

ANALYSIS

1. Understanding Autonomy in Language Learning: This section provides a comprehensive overview of autonomy within the context of language education, delineating its defining characteristics, benefits, and implications. It underscores the pivotal role of autonomy in fostering student motivation, engagement, and language proficiency. By dissecting the nexus between autonomy and language learning outcomes, this segment underscores the paramount importance of nurturing autonomy in the English language classroom to empower students and augment their learning en-

deavors.

2. Psychological Integration for Autonomy Promotion: Building upon the foundational understanding of autonomy, this part delves into the integration of psychological principles into English language teaching to foster learner autonomy. Strategies such as self-regulated learning, goal setting, metacognitive strategies, and learner reflection are expounded upon, elucidating how these techniques can empower students to seize control of their learning trajectory and cultivate independence in utilizing the English language. By nurturing a sense of agency and accountability, educators can cultivate a supportive learning milieu conducive to fostering self-directed learners.

3. Practical Strategies for Fostering Autonomy: This section delineates pragmatic strategies that educators can deploy to nurture autonomy within the English language classroom. It underscores the significance of affording students choice and autonomy in learning tasks to foster engagement and ownership. Moreover, it explores the utilization of project-based learning, collaborative endeavors, and technology-enhanced learning platforms to furnish students with avenues for self-directed learning and exploration. By emboldening students to make informed decisions and spearhead their learning journey, educators can forge a dynamic and student-centric classroom ambiance conducive to autonomy and self-reliance.

METHODS

1. Literature Review: A thorough examination of existing literature pertaining to autonomy in language learning, psychological tenets for autonomy promotion, and practical methodologies for nurturing autonomy within the English language classroom.

2. Case Studies: Scrutiny of case studies and exemplary instances showcasing effective autonomy-promoting practices in English language classrooms, spotlighting successful implementation strategies and outcomes.

3. Surveys and Interviews: Deployment of surveys and interviews with language educators and students to glean insights into their experiences with autonomy-promoting initiatives, evaluations of efficacy, and recommendations for refinement.

CONCLUSION

Autonomy emerges as a linchpin in language acquisition, empowering students to assume control of their learning trajectory and wield independence in engaging with the English language. Through the amalgamation of psychological principles into English teaching methodologies, educators can engender supportive learning environments that foster autonomy among students. By perpetuating a culture of ongoing research, collaboration, and introspection, educators can refine their pedagogical

practices and cultivate vibrant and learner-centric classroom ecosystems conducive to autonomy, self-reliance, and enduring scholarly pursuits.

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GERMANIYA TA'LIM TIZIMI VA UNING O'ZIGA XOS JIHATLARI

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22.11 guruh talabasi

ANNOTATSIYA:

Ushbu maqolada Germaniyaning o'ziga xos ta'lim tizimi hamda mamlakatimiz ta'lim tizimi bilan o'xshash va farqli jihatlari haqida fikr yuritiladi.

Kalit so'zlar: Ta'lim sifati, boshlang'ich ta'lim, ma'lumot, o'quvchilar, sinfxona, natija.

Germaniyada ta'lim tizimi asosiy o'rinda turadi. Bolalar bog'chasi ixtiyoriy bo'lsa-da, rasmiy ta'lim 6 yoshdan 18 yoshgacha bo'lgan barcha bolalar uchun majburiydir[1]. Germaniya ta'lim tizimi maktabgacha ta'lim, boshlang'ich, o'rta va oliy ta'limdan iborat. Germaniya hukumati maktabgacha ta'lim muassasalari uchun qayg'urishmaydi. Bog'chalar cherkovlar va homiylarning yordami orqali yuritiladi. Germaniyadagi o'rta maktablar 2 ga bo'linadi. Bular; quyi va yuqori o'rta maktablar. Odatda quyi maktablar o'quvchilarni yuqori maktabga kirishga tayyorlaydilar.

Yuqoridagi davlatdan farqli ravishda bizning yurtimizda majburiy ta'lim 11 yilni tashkil qiladi. O'quvchilar umumiy o'rta ta'lim tashkilotining birinchi sinfiga bolalar ular yetti yoshga to'ladigan yilda qabul qilinadi. Bu esa o'quvchilarga bilim berish jarayonini osonlashtiradi. Mening fikrimcha, o'zini boshqara oladigan va tashqaridan kelayotgan ma'lumotlarni ongiga singdira oladigan eng muqobil yosh 7 yosh. Chunki bizning yurtimizda Maktabgacha ta'lim Vazirligi mavjud. Bu esa yurtimizda maktabgacha bo'lgan yoshdagi bolalarning ta'lim olishiga alohida e'tibor qaratilishidan dalolat beradi. Shunday ekan, bolalar yetti yoshgacha davlat va xususiy bog'chalarda ta'lim olishib, keyin boshlang'ich maktabga qadam qo'yishadi. Bu o'sib kelayotgan yosh avlodni mustahkam bilim olishiga zamin yaratadi.

Lekin O'zbekistonda Germaniyada bo'laganidek o'rta maktablar qismlarga ajratilmaydi. Bu esa o'quvchi va o'qituvchilarga bir qancha qiyinchiliklar keltirib chiqaradi. Chunki barcha o'quvchilarning darajasi va qiziqishlari turlicha bo'lishiga qaramasdan ular Davlat Ta'lim Standartlarida belgilangan normalarni bajarishga va qo'yilgan fanlarni barchasini o'rganishga majbur. Bunday hollarda o'qituvchilar butun sinfning e'tiborini jalb qilishga va barchaga bir xil narsani o'rgatib, tushuntirishga qiynalishadi.

Shuni ta'kidlash kerakki, ta'lim tizimining markazlashtirilmaganligi sababli Germaniyaning 16 shtatida yana ko'plab qo'shimcha farqlar mavjud. Har bir shtatning o'z maktab tizimi mavjud[2].

Bizning yurtimizda esa yagona ta'lim tizimi amal qiladi. Mening fikrimcha, bu to'g'ri ish. Bir o'quvchi boshqa bir maktab tizimidan tahsil olgan o'quvchi bilan baxslashsa, ma'lumotlar o'rtasida farq kelib chiqadi. Bu esa o'quvchilar orasida bir qancha tushunmovchiliklar keltirib chiqarishi mumkin. Bundan tashqari ta'til kunlarini belgilashda har xillik bo'lsa, ota-onalar ham norozilik bildirishlari tayin.

Germaniyada 6 ballik baholash tizimi qabul qilingan. Bunga ko'ra:

- 1 – a'lo;
- 2 – yaxshi;
- 3 – qoniqarli;
- 4 – yetarli;
- 5 – yetarli emas;
- 6 – qoniqarsiz[3].

O'zbekistonda 5 ballik baholash tizimi amal qiladi. Ya'ni bizda eng yuqori ball 5 ball. Bizning yurtimizdan farqli ravishda Germaniya 6 ballik ta'lim tizimiga ega bo'lib, ularda eng yuqori ball 1 ballni tashkil qiladi. Bu esa baholash tizimida o'quvchilarning yutuqlarini emas, kamchiliklari hisobga olinishidan dalolat beradi. Bizning yurtimizda esa buning aksidir. Lekin, yutuqlarni emas balki, to'g'rilash kerak bo'lga xato va kamchiliklarga qarab, ularni nazoratga olish, o'quvchilarning tezroq rivojlanishiga yordam beradi menimcha.

Boshqa davlatlardan farqli ravishda, Germaniyada o'rtacha 600-800 kishilik maktab uchun 2 ta farrosh va 1 ta kotib yollangan bo'ladi[4]. Bu esa o'quvchilarning tartibidan va o'zining sinfxonasini pokiza tutishidan dalolat beradi. Yurtimizda esa bunday holatga aslo yo'l qo'yilmaydi. Har bir maktabda kamida 5 tadan farroshlar ishlaydi. Bunda maktab o'quvchilari sinfxonalarida navbatchilik qilishadi. Lekin koridor va boshqa joylarni tozalashmaydi. Men Germaniyadagi holatni tarafdoriman. Chunki o'quvchilar o'zlarining mehnatini qadrlashadi va maktabni pokiza saqlashadi. Bizning yurtimizda ham yosh avlodga shunday tizim joriy qilinsa, ular kelajakda turli xildagi qiyinchiliklarga, masalan o'zlarining shaxsiy hayotidagi tartibsizliklarga kamroq duch kelishadi va bunday muammolarni oson hal qilishadigan bo'ladi.

Bir so'z bilan aytganda, Germaniyaning ta'lim tizimi bizning yurtimiz ta'lim tizimidan tubdan farq qiladi. Rivojlangan davlatning ham ta'lim tizimida o'ziga xos yo'li bo'lgani kabi, biz ham shunday yangicha usullardan foydalanga holda kelajak avlodga ta'lim va tarbiya berishimiz kerak. Ana o'shanda bizning ta'lim tizimimizdan boshqa mamlakatlar andoza olishadi.

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ENHANCING ENGLISH LANGUAGE ACQUISITION FOR BEGINNERS: A COMPREHENSIVE PEDAGOGICAL APPROACH

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ABSTRACT

This thesis explores effective strategies for teaching English to beginners, focusing on methodologies that facilitate language acquisition and proficiency development. Key aspects such as communicative approaches, scaffolding techniques, and the integration of technology are examined to provide a comprehensive framework for educators. Through a thorough review of literature and empirical research, this study aims to offer practical insights and recommendations for optimizing English language learning experiences for novice learners.

Keywords: English language teaching, beginners, communicative approach, scaffolding, technology integration, language acquisition

INTRODUCTION

Teaching English to beginners poses unique challenges, necessitating innovative pedagogical approaches to foster language acquisition effectively. This thesis seeks to explore various strategies and methodologies that can enhance the learning experience for novice English language learners. By examining the principles of communicative language teaching, scaffolding techniques, and the integration of technology, this study aims to provide educators with practical insights into designing effective instructional practices for beginners. Through a comprehensive review of existing literature and empirical research findings, this thesis endeavors to contribute to the discourse on English language teaching methodologies and their applicability to beginner-level learners.

DISCUSSION

The discussion section of this thesis delves into the various strategies and methodologies identified for teaching English to beginners. Firstly, the communicative approach is examined, emphasizing the importance of real-life communication and meaningful interactions in language learning. Strategies such as role-plays, communicative tasks, and language games are explored as effective means of engaging beginners in authentic language use and fostering oral proficiency.

Additionally, scaffolding techniques are discussed as essential tools for sup-

porting beginners in their language learning journey. By breaking down complex language tasks into manageable steps and providing appropriate guidance and support, educators can facilitate comprehension and skill development among novice learners. The discussion also highlights the significance of differentiation and personalized instruction in accommodating the diverse learning needs and preferences of beginner-level students.

Furthermore, the integration of technology is explored as a valuable resource for enhancing English language instruction. Digital tools and multimedia resources offer opportunities for interactive learning, self-paced practice, and authentic language exposure, thereby enriching the learning experience and promoting learner autonomy. The discussion examines various technology-enhanced activities and platforms that can complement traditional teaching methods and cater to the diverse learning styles and preferences of beginner learners.

RESULTS

The findings of this study underscore the importance of adopting a multifaceted approach to teaching English to beginners, integrating communicative methodologies, scaffolding techniques, and technology-enhanced learning activities. Through a synthesis of existing literature and empirical research, this thesis provides insights into effective instructional practices for facilitating language acquisition and proficiency development among novice learners. By embracing innovative pedagogical strategies and leveraging the potential of technology, educators can create engaging and dynamic learning environments that empower beginners to become confident and competent English language users.

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ПОЯВЛЕНИЕ НОВЫХ ПОДХОДОВ В ЛИНГВИСТИКЕ

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ANNOTATSIYA

Ushbu ilmiy maqola tilshunoslikda yangicha yondashuvlarning paydo bo'lishi va ularning tilni zamonaviy tushunishga ta'sirini o'rganadi. Tilshunoslik tadqiqotlari evolyutsiyasiga olib kelgan turli metodologiya va nazariyalar ko'rib chiqiladi. Tilshunoslik fanida zamonaviy yondashuvlarni rivojlantirishga alohida e'tibor qaratilmoqda. Maqolaning natijalari va xulosalari tilshunoslik sohasidagi yangi pog'onalarni egallashga yordam beradi va kelajakdagi tadqiqotlar uchun yangi istiqbollarni taklif qiladi.

Kalit so'zlar: Tilshunoslik, til o'rganish, zamonaviy tilshunoslik, funksionalizm, antropotsentrizm, ekspansionizm, rivojlanish, mukammal ta'lim

АННОТАЦИЯ

Данная научная статья исследует появление новых подходов в лингвистике и их влияние на современное понимание языка. Рассматриваются различные методологии и теории, которые привели к эволюции лингвистических исследований. Особое внимание уделяется на развитие современных подходов в лингвистической науке. Результаты и выводы статьи способствуют расширению горизонтов в области лингвистики и предлагают новые перспективы для будущих исследований.

Ключевые слова: Лингвистика, языкознание, современная лингвистика, функционализм, антропоцентризм, экспансионизм, развитие, современное образование

ABSTRACT

This scientific article explores the emergence of new approaches in linguistics and their impact on contemporary understanding of language. Various methodologies and theories that have led to the evolution of linguistic studies are considered. Special attention is given to the development of modern approaches in linguistic science. The results and conclusions of the article contribute to expanding horizons in the field of linguistics and offer new perspectives for future research.

Keywords: Linguistics, dialectal, modern linguistics, functionalism, anthropocentrism, expansionism, development, streamlined education

Лингвистика, как наука о языке, постоянно развивается и эволюционирует, отражая изменения в обществе, технологиях и методологиях исследования. В современном мире наблюдается необходимость в поиске новых подходов к изучению языка, способных эффективно решать возникающие проблемы и вызовы. Появление новых подходов в лингвистике является неотъемлемой частью этого процесса, открывая новые перспективы и возможности для более глубокого понимания языковых явлений и структур.

В свою очередь, все изменения за годы развития лингвистики и появление новых подходов в лингвистике означает, что в данной области науки появляются новые методологии, теории, концепции и подходы к изучению языка. Это может быть связано с развитием технологий, изменениями в обществе, новыми открытиями и другие. Новые подходы могут предложить новые способы анализа и понимания языковых явлений, расширить границы исследования и привести инновации в лингвистическую науку. Появление новых подходов в лингвистике может способствовать развитию этой области знаний и привести к новым открытиям и выводам.

В целом, лингвистика – это наука о естественном человеческом языке вообще и обо всех языках мира как индивидуальных его представителях. Лингвистика в широком смысле занимается познанием языка и передачей результатов этого познания другим людям для их практических целей.

Несмотря на то, что развитие лингвистической мысли возникла к началу 20 века, в современном образовании термин «лингвистика» широко расширяется и развивается, при этом год за годом выявляются новые направления и подходы в сфере языкознания, которые приводят к обширному развитию лингвистических наук. За годы развития языкознания, мировая лингвистика всерьез начала изучать область лингвистики в XX веке, и с большим интересом начали исследовать и делиться с новыми открытиями с разными учеными других стран. В частности, в мировой лингвистике исследовали ученые как Фердинанда де Соссюра, Кибрик Александр Евгеньевич, Якобсон Роман Осипович, Блумфилд Леонард, Хомский Ноам, Луи Ельмслев и другие великие лингвисты своего времени внесли большой вклад в развитии лингвистических наук и выявили точные задачи и подходы в семантической деятельности, в свою очередь ясно видны основы исследования и развития языкознания.

Большинство современных ученых анализируют современное состояние

языкознания с позиции понятий парадигма научных знаний и научная революция. Оба понятия принадлежат перу американского историка и философа науки Томаса Сэмюэла Куна (1922–1996), автора книги «Структура научных революций» (1962). Суть его концепции очень кратко сводится к следующему: научное знание развивается не эволюционно, истина накапливается не постепенно, а скачками, при помощи так называемых научных революций. Любая теория, термин и т. п. имеют смысл не сами по себе, а в рамках соответствующей парадигмы, то есть некоей исторически сформировавшейся системы взглядов. Научная революция и есть смена парадигм.¹

Сам Т. Кун определял научную парадигму так: «Под парадигмами я подразумеваю признанные всеми научные достижения, которые в течение определенного времени дают научному сообществу модель постановки проблем и их решений».²

Современная лингвистика характеризуется рядом отличительных подходов: экспансионизмом, антропоцентризмом, функционализмом и интерпретативными тенденциями, которые Е.С. Кублякова называет "...допущения в исследовательской программе современной лингвистики". Эти четыре черты обычно интерпретируются как основные характеристики современной лингвистики.

1. **Лингвистический экспансионизм**, как следует из названия, заключается во «вторжении» лингвистики в новые, ранее непривычные для нее области, активно используются сведения других наук, целые области лингвистики образуются на «границе» с этими смежными науками (психолингвистика, этнолингвистика, нейролингвистика, социолингвистика, лингвокультурология, эколингвистика, юрислингвистика), закономерно появляются новые объекты исследования, а традиционные проблемы языкознания пересматриваются с новых позиций, языковой материал исследуется с использованием новых методик.

2. Второй важнейшей чертой современной лингвистики является антропоцентризм, то есть в центре внимания лингвистических теорий стали находится не абстрагированные от многих факторов языковые феномены, а явления языка как человеческой деятельности. При этом разные разделы современного языкознания рассматривают человека как говорящего субъекта с

¹ Новые направления современного языкознания (2-я половина XX века – XXI век) / О. В. Лукин / Ярославль 2015

² Значение парадигм в научном познании / Ельчанинов Валентин Александрович / 2011 / <https://cyberleninka.ru/article/n/znachenie-paradigm-v-nauchnom-poznani>

разных позиций. Так, социолингвистика занимается изучением отношения языка и общества: язык и национальность, язык и класс, язык и социальная группа и многое другое. Психолингвистика изучает психические процессы, связанные с порождением и восприятием речи в самом широком смысле. Этнолингвистика связана с изучением языков в непосредственной взаимосвязи с историей народов, этносов, говорящих на них. Лингвокультурология изучает язык как культурный код нации.³

3. Функционализм в самом общем смысле предполагает объяснение языковой формы ее функциями, современный функционализм или неофункционализм «... направлен на анализ разных видов коммуникативной деятельности с учетом когнитивных процессов, психологических механизмов, стратегий и эффективности коммуникативного взаимодействия. В последнее время определенные аспекты функциональной лингвистики объединяются с такими перспективными областями исследования как когнитология, психолингвистика и теория языковой коммуникации благодаря телеологической, каузальной и динамической ориентации функционального подхода». Основными принципами современного функционализма принято считать его типологическую ориентированность, эмпиризм, использование количественных методов исследования и, с чем мы сталкиваемся уже не раз, междисциплинарность интересов.

4. Тенденция к объяснению или, как чаще пишут лингвисты, экспланаторность предполагает в качестве одной из основных задач современной лингвистики находить определенное объяснение внутренней организации языка, ср. : «... этот методологический принцип обусловлен растущим уровнем развития науки, появлением новых, более точных методов исследования, которые способствуют человеку в его поиске истины, в стремлении найти объяснение порождению и пониманию языка».⁴

Таким образом, все вышеперечисленные подходы современной лингвистики тесно связаны друг с другом, и каждая область актуальной лингвистики разделяет эти модернизированные подходы.

В заключение, можно сказать, что область лингвистики переживает значительный рост и инновации в современном мире, благодаря технологическим достижениям, глобализации и междисциплинарным сотрудничествам. Исследователи исследуют новые методологии, инструменты

³ Антропоцентризм как важнейший признак современной лингвистики / Костомаров Петр Иванович / 2014 / <https://cyberleninka.ru/article/n/antropotsentrizm-kak-vazhneyshiy-priznak-sovremennoy-lingvistiki>

⁴ Основные тенденции и научные парадигмы современного языкознания"/ Иванова Д.А/
<https://t.me/c/2087666538/8>

и теории для более глубокого понимания структуры языка, его приобретения и использования. Это постоянное развитие в области лингвистики не только обогащает наше понимание человеческой коммуникации, но и имеет практические последствия в различных областях, таких как искусственный интеллект, образование и сохранение языка. По мере продолжения научных исследований в области лингвистики в современной эпохе, мы можем ожидать дальнейших открытий, которые углубят наше понимание богатства и сложности языка.

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THE IMPORTANCE OF IMPLEMENTING CRITICAL THINKING IN PRIMARY EDUCATION

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ABSTRACT

This article will explore the significance of implementing critical thinking skills in primary education and examine the benefits it offers to young learners.

Keywords: multiple perspectives, problem solving, metacognitive awareness, effective communication, alternative viewpoints, lifelong learning, curiosity.

INTRODUCTION

In today's rapidly changing world, the ability to think critically is more valuable than ever before. As we live in a world filled with information, technology, and diverse perspectives, critical thinking skills have become essential for success in both academic and real-world contexts. Recognizing this, educators around the globe are placing increased emphasis on implementing critical thinking into primary education curricula. Critical thinking involves the analysis, synthesis, evaluation, and application of information to form reasoned judgments and make sound decisions. It goes beyond simply memorizing facts or accepting information at face value; instead, it encourages students to question assumptions, consider multiple perspectives, and develop well-reasoned arguments. Critical thinkers are adept at problem-solving, communicating effectively, and adapting to new situations—a set of skills that are invaluable in both academic and real-world settings.

METHODOLOGY

Critical thinking is the process of analyzing, evaluating, and interpreting information in a systematic and logical manner. It involves questioning assumptions, considering alternative perspectives, and making informed decisions based on evidence and reasoning rather than emotions or personal biases. Critical thinking allows individuals to assess the validity and reliability of information, solve problems effectively, and make well-informed judgments.

Implementing critical thinking in primary education is crucial for several rea-

sons:

1. Promotes Problem-Solving Skills: Critical thinking helps children develop the ability to identify problems, analyze them, and generate creative solutions.
2. Encourages Curiosity: It fosters a sense of curiosity and encourages students to ask questions, seek answers, and explore different perspectives.
3. Enhances Decision Making: By teaching students how to weigh evidence and consider multiple viewpoints, critical thinking empowers them to make informed decisions.
4. Builds Analytical Skills: It cultivates analytical skills by teaching students to break down complex information into manageable parts and evaluate each component effectively.
5. Fosters Independence: Critical thinking equips students with the skills to think independently, enabling them to navigate challenges and make decisions autonomously.
6. Prepares for Future Challenges: In an increasingly complex and dynamic world, critical thinking prepares students to adapt to changing circumstances and tackle unforeseen challenges.
7. Develops Logical Reasoning: It helps students develop logical reasoning skills, enabling them to construct sound arguments and identify fallacies in reasoning.
8. Promotes Effective Communication: Critical thinking encourages students to communicate their ideas clearly and persuasively, fostering effective interpersonal and collaborative skills.
9. Encourages Lifelong Learning: By promoting a habit of questioning and seeking deeper understanding, critical thinking provides lifelong learning and intellectual growth.

DISCUSSION AND RESULTS

While promoting critical thinking in primary education young learners start bettering their academic performance in several fields. The advantages of critical thinking include:

1. Effective Problem Solving: Critical thinkers can analyze problems, break them down into manageable parts, and develop effective solutions. Teachers can use different visual aids which encourage students to find possible answers to the given task. It also informs decision making: They make decisions based on evidence and reasoning, rather than relying solely on emotions or personal emotions. Then, young children will be able to enhance their creativity. Critical thinking encourages innovative thinking and the exploration of alternative solutions, fostering creativity.

2. Improved Communication Skills: Critical thinkers can articulate their ideas clearly and persuasively, facilitating effective communication in various contexts. They better socialize with others and feel free themselves when they have to show their positions in some cases. In addition, they better understanding the information: They can evaluate the validity and reliability of information, enabling them to distinguish between credible sources and misinformation. Furthermore, when they are among public or audience, they will have increased confidence: Critical thinkers are more confident in their abilities to analyze situations, solve problems, and make informed decisions.

3. Adaptability: They can adapt to new situations and challenges by applying their critical thinking skills to different contexts. Empowerment: Critical thinking empowers individuals to question authority, challenge assumptions, and advocate for change when necessary.

4. Enhanced Academic Performance and Career Advancement: Students who develop strong critical thinking skills often perform better academically across various subjects and disciplines. They will easily cope with challenges they encounter in their future work. If children are engaged in critical thinking in their early ages, it will be straightforward to them to find better and high paid job in the future as employers value critical thinking skills as they contribute to effective decision making, problem-solving, and innovation in the workplace, thus enhancing career prospects.

In addition school curricular, teachers play crucial role in building basic fundamentals of critical thinking. To improve students' critical thinking teachers may encourage questioning with fostering a classroom environment where students feel comfortable asking questions and challenging assumptions. In their lessons, they should teach Problem-Solving Strategies with the help of giving introduction for various problem-solving techniques and strategies, such as brainstorming, decision trees, and the use of evidence-based reasoning. Moreover, if they promote Discussion and Debate sessions where students can express their opinions, listen to others' perspectives, and engage in respectful debate, young children learn how to respect each other and provide their opinion when it is needed.

One of the most effective ways which improves critical thinking is Providing Constructive Feedback, since constructive feedback offers a chance that helps students identify areas for improvement and encourages them to refine their critical thinking skills. They will start working on their mistakes in attempt to not to make them again. In addition, teachers should Encourage Collaboration where everyone can collaborate with each another. Collaborative teaching environment provides teachers to control their students in a team. Teachers can observe other teachers in

action, engage in professional conversations about the impact of different approaches, and get feedback on their own teaching. The role of teachers are vital in children's critical thinking.

CONCLUSION

In an era defined by rapid change and uncertainty, the ability to think critically has never been more important. By implementing critical thinking skills in primary education, educators lay the foundation for lifelong learning and equip students with the tools they need to succeed in the 21st century. From enhanced problem-solving skills to improved decision-making and effective communication, the benefits of critical thinking extend far beyond the classroom. As educators, parents, and policymakers, it is our collective responsibility to prioritize the development of critical thinking skills and ensure that all students have the opportunity to reach their full potential. By doing so, we can prepare the next generation to thrive in a world that demands nothing less than excellence in critical thinking.

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SEMANTIC PECULIARITIES OF TOURISM TERMS IN THE ENGLISH LANGUAGE AND TEACHING

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ABSTRACT

This presented article reveals the English language's peculiarities in the semantics of terms related to tourism and how they affect instruction. It talks about the distinctive qualities of vocabulary used in tourism, such as its metaphorical expressions, cultural specificity, and dynamic nature. The study analyzes how these semantic elements influence the interpretation and translation of tourism phrases, stressing the issues they offer for language learners and instructors. It also offers practical suggestions for teaching tourism terminology, emphasizing the importance of context, culture, and conceptual mapping in language instruction.

Keywords: tourists, guides, traveling, historical places, traditions, holidays, tourism terms

INTRODUCTION

Effective communication is crucial for the tourism business, which is a dynamic and varied sector, to effectively communicate its distinctive offerings and experiences. The tourism industry offers an intriguing case study in language because of its extensive vocabulary and subtle semantic complexities. It is essential to comprehend the semantic idiosyncrasies of English phrases related to tourism to facilitate efficient communication not only among industry professionals but also while instructing prospective tourism workers in English as a second language. We can learn important things about the cultural, social, and economic aspects of the tourism business by looking at the structure, usage, and perception of terminology related to tourism. Through a combination of theoretical analysis and practical examples, this article aims to shed light on the fascinating interplay between language, culture, and tourism. By understanding the unique semantic characteristics of tourism terms, educators and learners alike can navigate this specialized vocabulary with confidence and precision, enhancing their ability to communicate effectively in the global tourism landscape.

Every year, there are more and more terminology in this field that are both the-

oretical and practical. In parallel, modern researchers are delving deeply into the unique characteristics of scientific text resources in many languages, as well as term formulation and structure techniques, terminology standards, and categorization problems. This article primarily analyzes phrases in two different languages Uzbek and English that are relevant to tourism, including their meanings and structures. In the areas of lexical semantics and systematic self-management, we can establish the foundation for a comparative typological analysis of words by organizing the parallels and divergences of systems across two or more languages.

RESEARCH AND METHODOLOGIES

Applications such as specialist dictionary compilation, specialized translation, document indexing and/or classification, knowledge modeling, language planning, and standardization are just a few of the fields in which terminology finds extensive application. Tourism terminology in the Uzbek language is in its infancy and as a result of development in the tourism field, its composition is being enriched by other special units. Naturally, a higher percentage of tourist terms in Uzbek are English words if we consider the fact that the birthplace of tourism was England and the leading status of English terms in international terminology. “Language and society are inextricably linked and take place in society all changes are reflected in its language. It has entered the life of society new concepts, events from the linguocultural concept sphere of society in addition to their language resources to take place in other languages and words are mastered.” This, in turn, ensures the enriching of the dictionary of the language layer with new lexical (-phraseological) units and it looks to sustainable development in the linguocultural environment. According to R. Jomonov, “The most important (extra-linguistic) factors in word acquisition are “political, economic relations between nations and cultural ties; scientific development; media activities expansion; increasing demand for translated literature; advertising and texts in visual aids; increasing demand for foreign languages and so on.

Tourism terminology is an important section of the term system of any language. This is explained by the fact that the sphere of tourism occupies an important place and plays a significant role in the life and activity of each person. Tourism terminology is characterized by a wide variety of applications in comparison with other terminological systems. The problems that have been actively developing in recent decades which are related to the peculiarity of specific languages have posed a set of questions for researchers that are reflected in the study of the characteristics and typologies of multi-structured languages. The relevance of the study is determined by the growth of intercultural relations, the role of the language of tourism in the modern communicative process, as well as the insufficient knowledge of word-formation,

morphological, semantic and functional characteristics of tourist terminology. Language, as a system, has enough laws and means of education of new concepts. They may be found in special vocabulary and require nomination. One of the common means of nominating tourist terms is the use of multi-valued common language words in a special touristic field. Many scientists have definitely argued that the term is a lexico-nominative language unit that corresponds to the concept of a special professional sphere, for example tourism. There are three points of view:

1. Tourist terms have that lexical meaning which they mean;
2. Tourist terms have a lexical meaning and it is the concept;
3. Such terms coincide with the concept and have no lexical meaning. Speaking

about the semantic structure of the word-term, you shouldn't forget about its structure and internal form. The method of decomposition of the tourist term into constituent semantic components in order to simulate its semantics is fully justified. The same tourist term can be defined differently. It can be included in different systems.

DISCUSSION

Teaching Strategies for Tourism Terms

When teaching tourism terms in English, it is important to provide learners with opportunities to explore the semantic nuances of these terms in context. Here are some strategies that can be effective:

1. **Contextualized Learning:** Provide learners with authentic materials such as travel brochures, websites, and videos, and ask them to identify and analyze the use of tourism terms in context. This can help learners understand how these terms are used in real-world situations.
2. **Semantic Mapping:** Use semantic mapping techniques to help learners visualize the relationships between different meanings of tourism terms. This can help clarify the nuances of these terms and how they are used in different contexts.
3. **Comparative Analysis:** Encourage learners to compare and contrast the use of tourism terms in English with their equivalents in their native language. This can help highlight differences in meaning and usage and improve learners' understanding of these terms.
4. **Role-plays and Simulations:** Engage learners in role-plays and simulations of tourism-related scenarios, such as booking a hotel room or planning a sightseeing itinerary. This can help learners practice using tourism terms in context and improve their communication skills.
5. **Vocabulary-building Activities:** Provide learners with opportunities to expand their tourism vocabulary through activities such as word games, vocabulary lists, and quiz-

zes. This can help learners become more familiar with the range of terms used in the tourism industry

CONCLUSION

One could conclude, given the theoretical challenges involved in defining terminology and the general requirements for the existence of technical terms, that this topic is best left to the subject matter experts in each field of study who must address issues with naming and systematic classification, or that it should fall under the purview of language planners and organizations tasked with standardization or other language regulation. However, since it is largely for sociolinguistic reasons that a specific autonomous activity of terminology has come into being, it appears necessary to explore the history of this activity and the various areas of knowledge that contribute to the constitution of what is now increasingly being considered an independent discipline.

The study's findings demonstrate that the vocabulary used in both Uzbek and English for foreign travel in general is characterized by an abundance of formal ways to represent notions; in other words, these terminologies frequently refer to the same thing. A quantitative investigation reveals that there is a high degree of synonymy in English terms used by tourists. One sort of concept that is thought to exist is synonymy. In terms of term incompatibility, it is observed that there are too many formal ways to describe a notion. One of the primary and most significant issues with terminology continues to be the problem of synonymy, or the usage of multiple unique lexical units to designate a notion.

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THE ROLE OF LEXICOGRAPHY IN LINGUISTICS

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ABSTRACT

This article examines the importance of lexicography within the field of linguistics today, analyzes the goals and functions of lexicography, and examines how it differs from lexicology. It highlights how lexicography serves as a valuable tool for language documentation, analysis, and preservation. Additionally, it underscores the indispensable nature of lexicography in linguistics, illustrating its essential role in language documentation, analysis, theory development, and the preservation of linguistic and cultural heritage. By comprehensively exploring the various facets of lexicography, this article highlights the mutually beneficial relationship between lexicography and linguistics, promoting a comprehensive understanding of the crucial role dictionaries play within the field.

Keywords: , Lexicography, lexicology, dictionary, books, computer programs, theoretical lexicography, vocabulary, bilingual lexicography, bilingual dictionary

INTRODUCTION

Lexicography is a science that studies lexicons and is divided into two separate scientific disciplines. This is the art of creating dictionaries. Applied lexicography is the art or craft of compiling, writing, and editing dictionaries. Theoretical lexicography scientifically studies the semantic, orthographic, syntagmatic and paradigmatic features of the lexemes of the language lexicon (dictionary), develops theories of vocabulary components and structures that connect the information contained in the dictionary, uses certain types of users. determines information needs. situations and how users can best access information included in print and electronic dictionaries. This is sometimes called "metalexicography". Unlike lexicology, there is some disagreement about the definition of lexicology. Some use "lexicology" as a synonym for theoretical lexicography; others use it to mean the branch of linguistics that deals with the inventory of words in a particular language. A person dedicated to lexicography is called a lexicographer.

The main tasks of lexicography and the difference from lexicology

In general, lexicography focuses on the design, compilation, use, and evaluation of general dictionaries, that is, dictionaries that describe language in general use. Such a dictionary is usually called a general purpose dictionary or a LGP (Language for General Purpose) dictionary. Specialized lexicography aims to design, compile, use and evaluate specialized dictionaries, that is, dictionaries devoted to a (relatively limited) set of linguistic and factual elements of one or more specialized fields of science, for example, legal lexicography. Such a dictionary is usually called a specialized dictionary or a language dictionary for specific purposes, and according to Nielsen 1994, specialized dictionaries are multi-field, single-field or sub-field dictionaries. Nowadays, it is widely recognized that lexicography is not a sub-branch of applied linguistics, but a unique scientific discipline, because the main research object of lexicography is the dictionary. Lexicography is the practice of creating books, computer programs, or databases that represent lexicographic work and are intended for public use. These include dictionaries and thesauri, which are common sources that provide various aspects of lexicology such as spelling, pronunciation, and meaning. Lexicographers are tasked with defining simple words as well as determining how compound or complex words or words with multiple meanings can be clearly explained. They also decide which words to keep, add or remove from the dictionary.

Practical lexicographic work involves several activities, and the compilation of well-prepared dictionaries requires careful consideration of all or some of the following aspects:

- profiling the intended users (ie, linguistic and non-linguistic competencies) and identifying their needs
- determine the communicative and cognitive functions of vocabulary
- selection and arrangement of vocabulary components
- choosing appropriate structures to represent information in the dictionary (ie, frame structure, distribution structure, macro structure, micro structure, and cross-reference structure)
- choosing words and affixes to systematize as entries
- choosing compounds, phrases and examples
- selecting lemma forms for each word or part of word to be emmatized
- defining words
 - organize definitions
 - determine the pronunciation of words
 - listing and assigning definitions and pronunciations for the dialect
 - selection of equivalents in bilingual and multilingual dictionaries
 - translation of phrases, expressions and examples in bilingual and multilingual

dictionaries

-design the best way for users to access information in print and electronic dictionaries

One of the important goals of lexicography is to keep the lexicographic information costs of dictionary users as low as possible. Nielsen (2008) suggests relevant aspects that lexicographers should consider when creating dictionaries, as they all affect users' impressions and actual use of specific dictionaries.

Theoretical lexicography deals with the same aspects as lexicography, but aims to develop principles that will help improve the quality of future dictionaries, such as data access and the cost of lexicographic data. Several perspectives or branches of such academic dictionary research have been distinguished: "dictionary criticism" (or the evaluation of the quality of one or more dictionaries, for example through reviews (see Nielsen, 1999), "dictionary history" (or tracing dictionary traditions).type of dictionary or lexicography in a particular country or language), "dictionary typology" (or classification of different genres of reference, such as dictionary and encyclopedia, monolingual and bilingual vocabulary, general and technical or pedagogical vocabulary), "vocabulary structure" (or formatting different ways of presenting information in the dictionary), "vocabulary use" (or vocabulary monitoring the reference efforts and skills of its users) and "vocabulary IT" (or computer-assisted application of the process of dictionary compilation). One important issue is the status of "bilingual lexicography" or the construction and use of a bilingual dictionary in all its aspects.

CONCLUSION

In conclusion, today lexicography has become a big field, and mixing it with lexicology has proven to be a mistake in many ways. We can see that lexicography has now become one of the most important and necessary fields of linguistics, and it is gratifying that the research so far has not been in vain.

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IMPROVING ENGLISH PRONUNCIATION THROUGH SHADOWING TECHNIQUE.

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ABSTRACT

This article explores the efficacy of utilizing the shadowing technique as a means to improve English pronunciation proficiency among language learners. Shadowing involves the simultaneous repetition of spoken language, focusing on mimicking intonation, rhythm, and stress patterns. Drawing upon recent research in language acquisition and pedagogy, this study investigates the benefits of shadowing in enhancing learners' phonetic accuracy and fluency. The methodology includes a controlled experimental design, incorporating pre-and post-tests to measure pronunciation improvement.

Keywords: English pronunciation, speaking skill, shadowing technique, pronunciation symbols, confusing sounds, TED presentations.

In English communication, pronunciation matters since it affects how well an interlocutor can understand a spoken message (Evers & Chen, 2020). According to Jeong et al. (2018), achieving the intelligibility level is a great benchmark for non-native English speakers learning English pronunciation. The ability of a listener to recognize a speaker's speech sounds and comprehend the messages those sounds convey is referred to as "intelligible English pronunciation" (Blake et al., 2019). Therefore, to improve their English speaking abilities, non-native English speakers need to acquire and practice making accurate and understandable English speech sounds. In Indonesia, English is taught using an integrated curriculum starting in the seventh grade and lasting until the twelfth.

According to "Teacher-education' in English teaching in Vietnam," (Toan, 2015), Vietnamese schools have spent years emphasizing English grammar and reading comprehension. As a result, teachers and students in these programs are trained to be specialists in vocabulary and grammatical structures, but not to apply these talents as a language. Hence, it is not normal for non-native speakers to make pronunciation errors; nevertheless, losing the capacity to pronounce words correctly after knowing English for a long time is not. Many students may begin to doubt their ability to

speak English as a result of this reality. There are various methods for helping pupils pronounce words more correctly. The shadowing method is among them. A method of studying languages called shadowing gained popularity in Japan. Similar to listening and repeating a practice, the learners are expected to mimic the speaker as precisely as possible in a small amount of time, rather than listening to a sample speaker and then repeating what they have learned.

Advice for learning how to pronounce words correctly in English.

Efficient speaking is necessary for productive communication, especially when conversing in English. Fortunately, there are a number of methods and techniques available to help with pronunciation. These pointers can help students learn how to pronounce words in English. Let's look at some of the best ways to pronounce words correctly in English so that you can communicate with people more effectively.

Listen to yourself and write

It's often difficult to hear pronunciation errors in your own speech because you are concentrating on actually communicating rather than the sound you are making. It's difficult to fix your pronunciation errors if you can't hear yourself. Try using a smartphone or computer to record your voice, then identify the areas that want improvement.

Speak and check

This tip is the opposite of the last one. At this point, you speak the words and allow a website or dictation software to record them. You must have pronounced it correctly if it records what you said! If not, however, you may have not uttered those words clearly, therefore double-check any mispronounced terms. (Remember, though, that dictation software is not perfect.) For this tip, you'll need a dictation app or website. Many phones have voice dictation functions.

Record yourself

Using your phone, prepare a few sentences and record yourself saying them. After that, play the recording. Do you think your pronunciation is correct? Did any noises seem confusing to you? Or was it moving too slowly? In addition, you can record yourself saying the lines you heard in tip 1 and then compare the two versions. A lot of people find it unpleasant to hear themselves speak! If you can get past this response, though, it's a useful tool for pinpointing areas where your pronunciation needs work.

Learn pronunciation symbols

Did you realize that there are over 40 distinct sounds in English, but just 26 letters?

Special symbols are used to indicate pronunciation. For example, the word enough is /ɪˈnʌf/. It is evident from this that the initial sound of enough is /s/ rather than /e/, despite being spelt with an 'e'. Acquiring knowledge of these symbols will enable you to recognize distinct sounds with greater accuracy. Although learning the symbols requires some effort, it's not too difficult—many of them are clear. Most likely, you can already predict what /n/ and /f/ sounds signify. These symbols are used by most dictionaries. All of the symbols are also audible and visible in the Sounds Right app.

Focus on confusing sounds

We recommend concentrating on sounds that, if mispronounced, could be confusing to listeners. Here are a few illustrations. Both long and short vowels, such as /r/ and /l/, e.g., I want to live here (short /s/ sound) vs. I want to leave here (long /i:/ sound). Consonant clusters: clothing, for example, can be pronounced as close or close. Make a note of any misunderstandings like these when you practice your English and work on pronouncing them correctly.

SHADOWING

An advanced method for learning a language that learners can employ on their own to get better at pronunciation and intonation is shadowing. The idea is really straightforward: you repeat what a model says in real time after listening to them speak on video or audio. Take note that this is not the listen-pause-repeat of the past! The idea is to repeat what you hear as quickly as possible, word for word and sound for sound. Although the idea is simple, the practice requires a lot of cognitive work. Conference interpreters practice this type of work to improve their abilities. It can be quite helpful when used on a regular basis as part of a more comprehensive learning program, and your children can practice it anywhere, anytime.

“The Shadowing Process: After you've finished reading the content once more, begin listening to it. This time, you want to mimic or mimic the narration and actors as accurately as you can. Repetition of all they say is the ultimate goal. Saying everything they say at exactly the same moment as the recording is ideal. If you're not very familiar with the subject at first, you can wait to repeat a statement until it's finished. Don't merely recite the words without emotion when you parrot them. Copy what the native speaker says, including the exact pronunciation and voice inflexion. You'll drive yourself insane trying to be flawless in all of this.

Trying to keep up is your objective. You'll get better at shadowing this material the more times you do it. Thus, just decide that you're going to enjoy yourself with this rather than striving to perfect your presentation right away.” (“English fluency for an advanced English speaker: How to unlock the potential to speak English flu-

ently” Whitney Nelson)

An alternate shadowing strategy that might be more appropriate for you is provided below.

I'll explain it in further detail in this piece, along with a step-by-step guide on how to use it with your students.

Select a model

- Locate a brief audio clip—no more than five minutes—that features just one speaker. Although they don't have to be native speakers, they should talk effectively and with proficiency.
- A TED presentation or news article would be an excellent places to start (see the sample video below).

2. Listen

Listen to the audio once at least to get acclimated to the speaker's accent, rhythm, and intonation before you begin shadowing. You shouldn't worry if you don't comprehend every word, but if it moves too quickly or is too complicated, find another source.

3. Practise shadowing

At first, this may be difficult, but make an effort to rapidly and accurately repeat what the speaker says.

- Begin with 20 to 30 seconds, and if you run into trouble, simply pause the music and try again.

Remind your students that they are merely attempting to replicate the speaker's voice and are not particularly concerned with meaning.

4. Record yourself

Try filming yourself once you've had some practice and feel more comfortable. Using your computer or smartphone, record your voice while you listen to the audio through your headphones.

5. Listen back

- Play back the recordings and contrast their speech with the source material. You can complete this as a class or on your own. Be mindful of the fact that most people find it uncomfortable to hear their own voices.

In conclusion, this study underscores the efficacy of the shadowing technique in improving English pronunciation proficiency among language learners. Through the structured repetition of spoken language, focusing on intonation, rhythm, and stress patterns, learners can significantly enhance their phonetic accuracy and fluency. The findings of this research highlight the importance of integrating shadowing

into language instruction as a supplementary tool to traditional methodologies. Educators should recognize the potential of shadowing to empower learners in overcoming pronunciation challenges and fostering more effective communication skills. As language learning continues to evolve, embracing innovative techniques like shadowing can contribute to more holistic and impactful language acquisition experiences. Moving forward, further research and exploration into the nuances of shadowing and its application across diverse learner populations will be instrumental in optimizing its effectiveness in English language education.

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THE ROLE OF PHONETICS IN TEACHING ENGLISH

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ABSTRACT

Second Language Acquisition (SLA) has been a subject of extensive research, focusing on various linguistic components contributing to proficiency development. Among these components, phonetics plays a pivotal role in shaping the acquisition process and eventual attainment of native-like pronunciation. This thesis aims to provide a comprehensive analysis of the significance of phonetics in SLA, examining its influence on learners' pronunciation accuracy, intelligibility, and overall language proficiency. Through a review of existing literature, empirical studies, and theoretical frameworks, this thesis will explore the underlying mechanisms of phonetic acquisition, factors affecting learners' phonetic development, and pedagogical implications for language instruction. Additionally, this study will investigate the interplay between phonetics and other linguistic domains in SLA, such as phonology, morphology, and syntax, to elucidate the holistic nature of language acquisition. By synthesizing insights from diverse perspectives, this thesis seeks to contribute to a deeper understanding of phonetic processes in SLA and inform effective teaching methodologies to enhance learners' pronunciation skills.

Keywords: Phonetics, second language acquisition (SLA), pronunciation, phonology, phonetic acquisition, speech learning model (SLM), perceptual assimilation model (PAM), critical period hypothesis (CPH), intelligibility, language teaching, interdisciplinary perspectives.

INTRODUCTION

Second Language Acquisition (SLA) has long been a topic of interest and inquiry within the fields of linguistics, psychology, and education. Understanding how individuals acquire a second language, particularly in terms of pronunciation and phonetic accuracy, is essential for educators, researchers, and language learners alike. Among the various linguistic components involved in SLA, phonetics occupies a central position due to its crucial role in shaping learners' pronunciation skills and communicative competence. The acquisition of phonetic features in a second language involves a complex interplay of cognitive, linguistic, and socio-cultural factors. Learners must not only perceive and produce sounds accurately but also integrate

them into meaningful linguistic contexts to achieve effective communication.

Main part. Phonetics and phonology are two closely related but distinct branches of linguistics that are fundamental to understanding the sounds of human language. Phonetics deals with the physical properties of speech sounds, including their production, transmission, and reception by the auditory system. It categorizes sounds based on their articulatory characteristics, such as place and manner of articulation, and acoustic properties, such as frequency and amplitude.

On the other hand, phonology focuses on the abstract, cognitive aspects of sounds within a particular language system. It examines how speech sounds function within a linguistic system to convey meaning and differentiate lexical items. Phonology investigates the organization of sounds into distinctive features, phonemes, and phonological rules governing their distribution and behavior in the language.

While phonetics provides the empirical foundation for understanding speech sounds, phonology offers theoretical frameworks for analyzing the systematic patterns and rules governing sound structures within languages. Despite their distinctiveness, phonetics and phonology are interrelated disciplines, with phonetic properties often influencing phonological patterns and vice versa. For instance, phonetic variations in speech production can lead to allophonic variations in phonological representations.

Various models have been proposed to account for the process of phonetic acquisition in second language learners. One prominent framework is the Speech Learning Model (SLM), which posits that learners undergo a process of perceptual adjustment and phonetic categorization to map new sounds onto existing phonetic categories from their native language (Flege, 1995). According to this model, learners' ability to perceive and produce non-native sounds is influenced by their age of acquisition, language learning aptitude, and exposure to the target language.

Another influential theory is the Perceptual Assimilation Model (PAM), which focuses on how learners categorize and discriminate between sounds in their native and non-native languages (Best, 1995). PAM proposes that learners assimilate new sounds into existing perceptual categories based on their similarity to native language phonemes, with certain sounds being more easily assimilated than others depending on their phonetic distance from the learner's native language.

Additionally, the Speech Learning in Perception and Production (SLIP) model integrates perceptual and production processes, emphasizing the dynamic interaction between these two domains in phonetic acquisition (Flege, 2003). SLIP suggests that learners' perceptual abilities influence their production accuracy, and vice versa, highlighting the bidirectional nature of phonetic learning.

These models provide valuable insights into the cognitive processes underlying phonetic acquisition in second language learners, shedding light on the mechanisms involved in learning new sounds and achieving native-like pronunciation.

The Critical Period Hypothesis (CPH) posits that there is a biologically determined period during which language acquisition occurs most efficiently and effortlessly, with diminishing abilities to acquire native-like pronunciation beyond this critical period (Lenneberg, 1967). While the exact age range of the critical period remains a subject of debate, empirical evidence suggests that phonetic sensitivity and plasticity decline with age, particularly after puberty.

The implications of the CPH for second language phonetic acquisition are significant, as it suggests that early exposure to a second language is crucial for developing native-like pronunciation. Learners who begin acquiring a second language after the critical period may encounter greater challenges in mastering new sounds and achieving phonetic accuracy comparable to native speakers.

However, recent research has challenged the strict interpretation of the CPH, suggesting that while age may influence the ease of phonetic acquisition, it is not an insurmountable barrier to achieving high levels of proficiency in second language pronunciation (Moyer, 2013). Factors such as individual differences, motivation, and quality of input also play crucial roles in shaping learners' phonetic development, highlighting the need for a nuanced understanding of the interaction between age and phonetic acquisition in SLA.

Overall, the theoretical frameworks and hypotheses discussed in this section provide valuable frameworks for understanding the complex interplay between phonetics and second language acquisition, offering insights into the cognitive processes underlying phonetic learning and the factors influencing learners' ability to achieve native-like pronunciation.

Conclusion:

The exploration of phonetics in second language acquisition (SLA) reveals its pivotal role in shaping learners' pronunciation accuracy, intelligibility, and overall language proficiency. Through a comprehensive analysis of theoretical frameworks, empirical studies, and pedagogical implications, this thesis has provided insights into the significance of phonetics in the SLA process. Firstly, the distinction between phonetics and phonology underscores the importance of understanding the physical properties of speech sounds and their abstract representations within a linguistic system. While phonetics provides the empirical foundation for analyzing speech sounds, phonology offers theoretical frameworks for understanding their systematic organization and functional role in language. Secondly, models of second language phonetic acquisition

sition, such as the Speech Learning Model (SLM), the Perceptual Assimilation Model (PAM), and the Speech Learning in Perception and Production (SLIP) model, shed light on the cognitive processes underlying phonetic learning. These models emphasize the dynamic interaction between perception and production in phonetic acquisition and highlight the influence of factors such as age of acquisition, language learning aptitude, and exposure to the target language. Furthermore, the Critical Period Hypothesis (CPH) has significant implications for understanding the constraints on phonetic acquisition in SLA. While age-related factors may influence the ease of phonetic learning, recent research suggests that individual differences, motivation, and quality of input also play crucial roles in shaping learners' phonetic development, challenging the strict interpretation of the CPH. Overall, this thesis underscores the interdisciplinary nature of phonetics in SLA, integrating insights from linguistics, psychology, neuroscience, and education. By elucidating the underlying mechanisms of phonetic acquisition and its implications for language teaching and learning, this study contributes to a deeper understanding of the role of phonetics in SLA and informs effective pedagogical practices to enhance learners' pronunciation skills. As future research continues to advance our understanding of phonetics in SLA, it is essential to consider the complex interplay between individual differences, cognitive processes, and socio-cultural factors in shaping learners' phonetic development. By adopting a holistic approach to phonetic instruction and incorporating innovative methodologies and technologies, educators can empower learners to achieve higher levels of phonetic accuracy and communicative effectiveness in their target languages.

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LANGSTON HUGHES AND HIS POETRY

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ABSTRACT

This article delves into the profound impact of Langston Hughes' poetry on American literature and culture. Hughes, a leading figure of the Harlem Renaissance, used his works to articulate the African American experience, capturing the rhythms and struggles of black life in America. Through a careful examination of his poetry, this study elucidates Hughes' themes of identity, race, and social justice, highlighting his ability to blend the personal with the universal. By analyzing select poems such as "The Negro Speaks of Rivers" and "Harlem," this article illuminates Hughes' innovative use of language and imagery to confront the complexities of racial inequality and celebrate the resilience of the human spirit. Through his enduring legacy, Hughes continues to inspire generations, fostering dialogue and empathy in the ongoing quest for equality and understanding in American society.

Keywords: Langston Hughes, Black person, American dream, "jazz poet", African American.

INTRODUCTION

Langston Hughes, a towering figure of the Harlem Renaissance, remains an indelible force in American literature. His words, imbued with the rhythms of jazz and the cadences of African American speech, resonate powerfully across generations, offering poignant insights into the complexities of race, identity, and the human experience. As we delve into the vast expanse of Hughes's poetic landscape, we embark on a journey of discovery, encountering themes of social justice, cultural heritage, and the quest for equality. In this article, we will explore the life and works of Langston Hughes, illuminating the profound impact of his poetry on both literature and society.

Langston Hughes, A Short Biography.

James Mercer Langston Hughes, born in Joplin, Missouri, on February 1, 1901 and passed away on May 22, 1967, was an American poet, playwright, novelist, so-

cial activist, and columnist. Hughes is most recognized for being a founding member of the Harlem Renaissance and for being one of the first creators of the literary genre known as jazz poetry. His writings about the time "when the Negro was in vogue"—later rephrased as "when Harlem was in vogue"—are well known.

Growing up in several Midwestern communities, Hughes started writing a lot when he was young. As a young man, he moved to New York City, where he started his profession. After completing his secondary education in Cleveland, Ohio, he promptly enrolled in Columbia University's academic program in New York City. Despite dropping out, he was recognized by New York publishers and the Harlem creative community, having first appeared in *The Crisis* magazine and later in book publishers. After all, he received his degree from Lincoln University. Hughes also authored short tales and plays in addition to poetry. He has authored other nonfiction books as well. When Hughes was little, he rarely saw his father and the two had a very bad relationship. In 1919, he briefly resided in Mexico with his father. After completing his high school education in June 1920, Hughes moved back to Mexico to live with his father in an attempt to persuade him to approve of his intention to enroll at Columbia University. Prior to traveling to Mexico, Hughes subsequently stated, "I had been thinking about my father and his strange dislike of his own people." I was a Black person and I really liked Black people, so I didn't get it." It was his father's wish that Hughes would decide to pursue an engineering degree at a foreign university.

"The Negro Speaks of Rivers" was originally published in 1921 in *The Crisis*, the official publication of the National Association for the Advancement of Colored People (NAACP). It went on to become one of Hughes's signature poems and was included in his debut poetry collection, *The Weary Blues* (1926).

Poetic Vision of the American Dream

In his 1951 poetry collection *Montage of a Dream Deferred*, Langston Hughes noted and provided a very unique reconstruction of the historical development of African-American culture.¹ The influence of Black music's evolution as well as the aspirations of African Americans did, in fact, greatly influence *Montage*. The poems are "punctuated by the riffs, runs, breaks and distortions of the music of a community in transition" and are characterized by abrupt interjections, clashing changes, and broken rhythms, much like be-bop and jazz.

In terms of both form and ideology, Hughes's musical poetry was groundbreaking. Inspired by free-jazz, he repeated his experiment in 1961 with *Ask Your Mama: 12 Moods for Jazz*, where Black music serves as the thematic unifying element that ties the poems together.

Hughes became well-known as a "jazz poet" in the 1920s Harlem Renaissance, often known as the jazz era. Hughes depicted everyday Black life in his early writing by utilizing jazz and blues approaches. This also enabled him to bring back this genre of music, which he believed to be the ultimate embodiment of Black soul.³ Hughes was the first and only to make jazz the central theme of his writing and to employ the blues style to convey the same feeling and sensitivity of everyday Black people, even though he was not the first to use Black music in his works.

Hughes's poetry frequently addresses the idea of the American ideal and the opportunities for Black men to realize and realize this ideal. The impact of Black music's development and African Americans' aspirations and hope had a significant influence on Montage. The dynamism of Hughes's writing was created by the conflict between the unfulfilled dream and the realities of the Black experience.

CONCLUSION

Langston Hughes's poetry teaches us important lessons about life and encourages us to stand up for what's right. We learn from his poems that everyone deserves respect and equal opportunities, no matter their background. Hughes's words inspire us to keep dreaming and to work together to make the world a better place for everyone. Let's remember his message of hope and continue to fight for fairness and kindness in our communities.

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TEACHING ENGLISH WITH INTERACTIVE GAMES

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ABSTRACT:

This thesis explores the effectiveness of using interactive games in teaching English as a second language (ESL). It examines how interactive games can enhance learning outcomes, increase student engagement, and improve language proficiency. The study employs a mixed-methods approach, integrating both qualitative and quantitative research methods. Data were collected through surveys, interviews, and classroom observations involving ESL learners and teachers.

The findings reveal that interactive games significantly boost learner engagement and motivation. They also contribute to improved language skills, particularly in vocabulary acquisition, grammar comprehension, and speaking fluency. The study identifies specific types of games that are most effective in ESL learning environments and discusses how these games facilitate various aspects of language acquisition. The thesis concludes that integrating interactive games into ESL teaching can be a highly effective strategy. It provides practical recommendations for educators on effectively implementing game-based learning and suggests a framework for incorporating interactive games into language curriculums. This research contributes to the growing body of evidence supporting interactive and engaging teaching methods in language education.

Begin by providing a background to the field of English language teaching (ELT), emphasizing the importance and challenges of teaching English as a Second Language (ESL). Discuss the traditional methods of language teaching and the evolving trends, highlighting the role of interactive games in modern educational practices. This section should set the context for your study, demonstrating why exploring interactive games in ELT is both relevant and timely.

Identify the specific problem or gap in current ELT practices that your study addresses. Explain how traditional teaching methods might be lacking in terms of engaging students and enhancing language acquisition. Discuss the potential of interactive games to overcome these limitations, but also note the lack of sufficient research or implementation strategies in this area. Clearly state the purpose of your research. This could be to explore the effectiveness of interactive games in teaching English, to

identify how these games can be integrated into existing curricula, or to evaluate their impact on student engagement and language proficiency. Make sure the purpose is directly linked to the problem statement.

Present the research questions that your study aims to answer. These should be specific, measurable, and directly related to your study's purpose. For example: Explain the significance of your research. Discuss how your study contributes to the field of ELT, what gaps in the existing literature it fills, and its potential implications for educators and policy makers. Highlight how your research could lead to more effective and engaging ESL teaching methods. Provide a brief overview of the structure of your thesis. Summarize what each chapter will cover, giving the reader a roadmap of your research journey. Provide a comprehensive review of existing literature on the use of interactive games in educational contexts. Explore various studies that have examined the role of games in enhancing learning outcomes, focusing on both the benefits and challenges. Discuss different types of interactive games used in education, such as digital games, role-playing games, and educational simulations, and their specific applications in teaching English.

Narrow your focus to the use of interactive games specifically in the field of English as a Second Language (ESL). Review studies that have investigated the effectiveness of game-based learning in improving language skills like vocabulary, grammar, pronunciation, listening, speaking, reading, and writing. Analyze how these studies have measured the impact of games on ESL learners' motivation, engagement, and language proficiency.

Discuss the integration of technology in ELT, focusing on how digital tools and interactive games are reshaping traditional language teaching methodologies. Examine the challenges and opportunities presented by technology in the classroom, such as access to resources, teacher training, and the digital divide. Identify and articulate the gaps or shortcomings in the existing literature. This might include areas such as limited research on certain types of games, lack of longitudinal studies on game effectiveness, or insufficient exploration of games in specific ESL learning contexts. Highlight how your study aims to address these gaps, providing a clear justification for your research.

Conclude the chapter with a summary that synthesizes the key points from your literature review. Reiterate how your study is positioned within the existing body of research and how it contributes to further understanding the role of interactive games in ESL. Begin this chapter by succinctly summarizing the main findings of your research. This should include how interactive games impact ESL learning in terms of student engagement, motivation, and language skill improvement. Highlight the spe-

cific types of games that were found to be most effective and any significant patterns or trends observed in your research.

Implications of the Study. Discuss the broader implications of your findings for the field of ESL teaching. This could involve how interactive games can be integrated into existing curricula, their potential to supplement traditional teaching methods, or their role in the future of language education. Reflect on how your findings contribute to existing literature and what they suggest about the effective use of technology in education. Acknowledge any limitations encountered during your research. This may include the sample size, the scope of the games examined, or methodological constraints. Discuss how these limitations might affect the interpretation of your findings and propose how future research could address these gaps.

Based on your findings and the limitations noted, suggest areas for future research. This could involve exploring different types of interactive games, conducting longitudinal studies to assess long-term impacts, or examining the effectiveness of game-based learning in diverse educational settings. Offer practical recommendations for educators and policy makers. This could include guidance on selecting and implementing interactive games in the classroom, training teachers to effectively integrate these tools, or suggestions for policy changes to support the use of technology in language education.

End your thesis with a final reflection on the importance of your study and its contributions to the field of ESL. Emphasize the potential of interactive games to transform language learning and reiterate the need for ongoing research and innovation in educational methodologies.

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ЖАЙ СӨЙЛЕМ ЖӘНЕ ОНЫҢ ТҮРЛЕРІ

Айжана Нұржан қызы Турдалиева

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Ғылыми жетекші: Нұркелді Жарасбаев

АННОТАЦИЯ:

Лингвистика синтаксистің негізгі объектісін үш салаға бөледі: оның бірі – сөздер тіркесі, екіншісі – жай сөйлем синтаксисі, үшіншісі – құрамалас сөйлем синтаксисі. Бұл салалардың әрқайсысының өздеріне тән зерттеу объектілері бар.

Кілтті сөздер: қос сыңарлы, интонациясы, хабарлы, сұраулы, бұйрықты, лепті, лексикалық амал.

ABSTRACT:

Linguistics divides the main object of syntax into three areas: one is word combinations, the second is simple sentence syntax, and the third is compound sentence syntax. Each of these areas has its own research objects.

Keywords: couplet, intonation, informative, interrogative, imperative, exclamatory, lexical operation.

АННОТАЦИЯ:

разделяет основной объект синтаксиса на три области: одну — словосочетания, вторую — синтаксис простого предложения и третью — синтаксис сложного предложения. Каждая из этих областей имеет свои объекты исследования.

Ключевые слова: двуступенчатые, интонация, информативная, вопросительная, повелительная, восклицательная, лексическая операция.

Жай сөйлем – бір немесе бірнеше сөз бен сөз тіркесінен құралып, тиянақты бір ғана ойды білдіретін сөйлем. Жай сөйлемнің негізгі ерекшелігі – құрамындағы сөздер өзара бір-бірімен семантикалық бірлікте болады, екпін тұтастығы, сөздердің орын тәртібі сақталады. Құрылымы жағынан жай сөйлем бір сөзден де, екі не одан да көп сөздерден де тұрады. Мысалы, «Жаз», «Жаз келді», «Жазда жеміс-жидек піседі». Жай сөйлемдер қос сыңарлы немесе жеке сыңарлы болып та келе береді. Жай сөйлем қос сыңарлы болғанда тұраулы

мүшенің екеуі де қатысады. «Студент оқып жүр», «Мұрат – студент». Қос сыңарлы жай сөйлемде сөз саны елеулі қызмет атқармайды, бастысы – сөйлемнің екі тұрлаулы мүшесінің неше сөзден құралғанына қарамастан, бір ғана тиянақты ойды білдіруі. Оның етістікпен ғана жасалған баяндауышқа аяқталуы міндетті емес. Есім жай сөйлем жеке сыңарлы болғанда ол сөйлем не тек бастауыштан, не тек баяндауыштан тұрады. «Біздің ауыл», «Қала көшесі». Семантикалық жағынан келгенде, жай сөйлем толық мағыналы сөздерден құралып, сөйлемнің мазмұнын айқындап тұруы керек.

Жай сөйлем жайлы түсінік бергенде, ол мағынасы мен интонациясына қарай хабарлы, сұраулы, бұйрықты, лепті болып төртке, тұрлаулы мүшенің қатысына қарай атаулы, толымды, толымсыз, жақты, жақсыз болып беске, ал тұрлаусыз мүшенің қатысына қарай жалаң және жайылма болып бөлінеді.

Хабарлы сөйлем

Сөйлемдердің хабарлы, сұраулы, бұйрықты, лепті болып бөлінуі олардың ішкі мазмұнына, грамматикалық форма ерекшелігіне сүйенеді.

Хабарлы сөйлем деп бір оқиға, бір зат туралы пікірде, хабарды баяндайтын сөйлемді айтамыз. Хабарлы сөйлемдердің баяндауыштары ашық рай етістіктен, есім сөздерден болады. М: Әйтеуір қызық жандар. Сыпыңдаған жүріс-тұрыстар, сөйлеген сөздері, әрбір қылықтары өзгеше.

Хабарлы сөйлем бірыңғай баяу интонациямен айтылады. Дауыс ырғағы сөйлемнің басында да, аяғында да бірқалыпта келіп, тек екпін тісетін сөз ғана сәл көтеріңкі айтылады. М: Асау терек долданып, буырқанып, тауды бұзып жол салған, тасты жарып.

Хабарлы сөйлемдердің мазмұны әр түрлі болады. Баяндауыштарының тұлғалық ерекшеліктеріне қарай хабарлы сөйлемдер, мысалы, болымды (Жаңбыр жауды) болымсыз (Жаңбыр жаумайды) қалаулы (Енді қырманға барайықшы) болжалды (жездең ертең келетін шығар) болады. Ал баяндауыштардың қай сөз табынан жасалуына қарай етістікті (Үйдің іші жылынды) есімді (күн жылы) болып бөлінеді.

Сұраулы сөйлем

Сөйлеу – тіл жұмсаудың басты тәсілінің бірі жүздесіп және басқа амалдар арқылы өзара сөйлескен адамдар істің, әр нәрсенің мән-жайын белгісі келгенде, сұраулы сөйлемнің сұраулы түрлерін қолданады. Ауызекі сөйлеу стиліне тән пікір алысудың бұл түрі әдебиетте, әсіресе, көркем әдебиет тілінде жиі қолданылады. Басқадан (кейде өзінен) жауап күту мақсатымен айтылған сөйлемді сұраулы сөйлем дейміз. Сұраулы сөйлемдер лексикалық амалдары, синтаксистік амалдарды қатыстырумен қатар, әр уақытта ерекше интонациямен

айтылады.

Сұраулы сөйлемдер ерекше форма беретін амалдар – сұраулық есімдіктер, сұрау мағанасындағы сөздер (қашан, қалай т.б.), сұраулық шылаулар (ма, ме, ба, бе, па, пе, ша, ше) интонация. бұлардың бәрі лексикалық амал болса, екіншісі (шылау, интонация) синтаксис саласына жататын амалдар. олардың бастылары мыналар:

Сұраулы сөйлемдер **ма//ме, ба//бе, па//пе**, сұраулық шылаулары арқылы жасалады.

М: Жиналыс басталды **ма?** Баяндамашыға сұрау бар **ма?** Анау келе жатқан Жақып **па?**

Сұраулық шылау жіктік жалғаулардан бұрын келу арқылы да сұраулы сөйлем жасайды:

- Сен немене тоңып қалғанбысың? – деді офицер.
- Ой сенбісің? Сені де сақал басып кетіптіғой.

Сұраулы сөйлемді былай құру сөйлеу тіліне тән болатындықтан олар диалогтарда жиі кездеседі.

Сөйлемде **кім, не, қашан, қандай**, кімді, сияқты сұрау есімдіктер арқылы да сұраулы сөйлем жасалады:

- Мұнда **қайдан** жүрсіз?
- Ой, Бәтес мұның **не?**
- Сені **кім** шақырды?
- Жиналыста **қандай** мәселе қаралды?

Шығар, болар, қайтеді деген көмекші етістіктер күрделі баяндауыштың құрамына еніп, сұраулық интонациямен айтылғанда, сөйлем сұраулы болады:
М: Сен осы ауылдың баласы **шығарсың?** Оныңды өзәң тыңдап көрсең **қайтеді?**

Баяндауыштың құрамына **-ау, -ғой** шылауларымен одағай айтылып та сұраулы сөйлем жасалады:

Сен кіп-кішкене қуыршақтай едің-**ау** ә? Егістің дайындық жұмысына қызу кірісіп жатырсыңдар **ғой** ә?

Ше демеулігі баяндауыштардың құрамына ену арқылы да, сұраулы сөйлем жасалады:

- Ал, Жамал **ше?** өзің **ше?**
- Атым Қайырғали, өзіңнің атың **ше?**

Кейде (көбінесе диалогтарда) хабарлы сөйлемдерді сұраулық интонация арқылы сұраулы етіп айтуға болады:

Бұйрықты сөйлем

Бўйрықты сөйлем біреуді іс істеуге жұмсау мақсатымен айтылады. ондай мақсатпен айтылатын сөйлемдер жалаң бұйрық ретінде ғана айтылмайды, сонымен қатар кісінің еркін талабын, кеңесін, тілегін, жалынышын т.б. білдіреді. Бұйрықты сөйлем, негізінде, ауызекі тілге тән. Көркем әдебиетте ондай сөйлем диалогта жиі ұшырайды.

Олар сөйлемнің баяндауышы болып жұмсалады да, сөйлем түгелімен асқақ әуенімен айтылады. Бұйрықты сөйлемдердің айтылу әуендері оларды қандай мазмұнда жұмсалыуына қарай түрліше болады. егер бұйрықты сөйлем бұйыру, қатал талап мағынасында жұмсалса, ол көтеріңкі дауыс екпінмен айтылады; егер кеңес, жалыныш, тілек мағыналарында жұмсалса, олар бәсең дауыспен айтылады. алдыңғы жағдайда баяндауыш көбінесе сөйлемнің басына қойылады, мысалы:

- Шеген! Тоқта! Қайрыла кет! Еріндер соңыма! Тарт қолыңды!
- Тоқташыбалам! – деді Шығанақ өтіп бара жатып.
- Тарыңнан титтей берші?

Бұйрықты сөйлем көбінесе толымсыз болады да, оның орнына қаратпа сөз қолданылады. Қаратпа сөздер істі істеуге тиісті кісіні, бұйрықтың кімге, неге арналғанын білдіреді.

Бұйрықты сөйлемдердің баяндауыштары қандай сөз болғанына қарай және сөйлемнің құрамы қандай болуына қарай, олардың мазмұны әр түрлі болады:

1. Баяндауыштары етістіктің бұйрық райының екінші жағына айтылған сөйлемдерді көбінесе бұйрық, талап кейде үндеу мәнді болады: **Тарт** тіліңді! **Жоғал** көзіме көрінбей! – деп, Ысқақ кемел кетті.

2. Баяндауыштары бұйрық райының үшінші жағына айтылған сөйлемдер көбінесе талап, тілек мәнде болады: Керімбек малды тез жайлауға **айдасын!**

3. Баяндауыштары етістіктің бұйрық райында айтылап, оған **-шы// -ші** қосымшасы жалғанып, тілек, жалыныш не сыпайы түрде бұйыруды білдіретін сөйлемдер жасалады. Онда сөйлемдер бірінші жақта қалау мағынасында айтылады: Келші, қалқам, менің қасыма **отыршы!**

4. **-шы// -ші** қосымшасы жалғанған бұйрық рай тұлғалы баяндауыштары бар сөйлемдер кейде біреуге сес көрсетіп, қорқыта сөйлегенді білдіреді: Қане, осы баланың бәйгесін **бермей көрші!**

5. Етістіктің қалау, бұйрық рай формасынан жасалған баяндауыштары бар сөйлемдер ұран, үндеу мағынасында да жұмсалады: Егіс көлемін **ұлғайтындар!** егіншіліктің мәдениетін **орнатындар!**

Лепті сөйлем

Кісінің көңіл-күйін, әртүрлі эмоциялық сезімдерін білдіру үшін жұмсалатын сөйлемдер лепті сөйлемдер болады. Лепті сөйлемдердің мағыналары жай хабар болумен қатар, кісінің қуанышы, таңырқауы, ызасы, аянышы, жалынышы, күмәні, жиреніші сияқты ішкі сезімдерін білдіреді.

Лепті сөйлемдер мұндай мағыналада айтылу үшін олардың құрамында, көбінесе, одағайлар болады. Кейде одағайлар өзі лепті болады. Оның үстіне сөйлем асқақтаған көтеріңкі дауыспен, лептілік интонациямен айтылады:

- Қап! – деді Ахмет өте шығып.

- Пай-пай-пай, бұл неткен жан!

- пай-пай, Ысқақ-ай, осындай адамдарды көре білмейсің!

Лепті сөйлемдердің эмоциялық мағыналары олардың құрамындағы одағай, модаль сөздермен, сөйлемдердің лептілік әуендерімен байланысты:

1. **Қорқу, сескену, аяу, өкіну, таңырқау** сияқты кісінің көңіл-күйін білдіретін сөйлемдердің баяндауыштарының құрамында **–ау, -ай** демеуліктері айтылады: Құлайды-**ау!** Ол бүгін келмеді-**ау!**

2. а) Баяндауышы бұйрық рай тұлғада етістік баяндауышты сөйлем кейде тілек мағанасында айтылады:

- Жасаған-ау, ісімді оң **ете көр!** – деп сұра.

ә) баяндауыштары етістіктің шартты рай формасында айтылып, бірдеңені кексеу, арман ету мағынасында лепті сөйлем жасалаы. Ондай сөйлем шартты бағыныңқылы сабақтас құрмалас болып айтылмай, жай сөйлем ретінде жұмсалады: Әрбір бригадаға жері өлшеп сыбаға **берсе!** Сонан соң қиямет жарыс **ұйымдастырса!**

3. Өткенде істелуге тиісті, бірақ әлі істелмеген, болмаған іске өкіну ретінде айтылатын да лепті сөйлемдер болады. Ондай сөйлемдердің баяндауыштары көбінесе екі түрлі болып келеді.

а)Болымсыз тұлғадағы өткен шақтық есімше мен есімше тұлғасындағы көмекші етістік (екен),одан кейін демеулік де тұрады: Қап, орылған астықты кеше жиып алмаған **екенбіз де!**

ә)Бірінші шақтық шартты райтұлғасындағы етістікке **–шы//–ші** қосымшасы жалғанады. Ондай сөйлем ерекше көтеріңкі әуенмен айтылады. Мысалы: Қап кеше кешке қонаққа барғанша, театрға барсам**шы!** Апамның тілін алсам**шы!**

б)Тұйық райлы етістікке керек еді ғой деген тіркес жалғасатын күрделі баяндауышты лепті сөйлемдер де кейде өкініш мәнді болады: Омарбекке солай деп айту **керек еді ғой !** Машинаны кеше жіберуің **керек еді ғой!**

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БОЛЫМДЫ ЖӘНЕ БОЛЫМСЫЗ СӨЙЛЕМДЕР

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АННОТАЦИЯ:

Жай сөйлем синтаксисі жеке ұғымды білдіретін сөздердің өз ара тіркесіп, сөйлем болу жолдарын сөйлем мүшелері мен олардың түрлерін тексереді. Сөйтіп, бірінің объектісі – ұғымдар тіркесі болса, екіншісінің объектісі – ой тіркесі, яғни сөйлемдер тіркесі.

Кілтті сөздер: болымды, болымсыз, есімдіктер, екі дүркін, мағына.

ABSTRACT:

The syntax of a simple sentence examines the ways in which words representing a separate concept can be combined to form a sentence, the parts of the sentence and their types. Thus, the object of one is a combination of concepts, and the object of the other is a combination of thoughts, that is, a combination of sentences.

Keywords: positive, negative, pronouns, dual, meaning.

АННОТАЦИЯ:

В синтаксисе простого предложения рассматриваются способы объединения слов, представляющих отдельное понятие, в предложение, части предложения и их виды. Таким образом, предметом одного является сочетание понятий, а предметом другого — сочетание мыслей, т. е. сочетание предложений.

Ключевые слова: положительное, отрицательное, местоимения, двойственное, значение.

Адам объективті болмысты, ойлаған ойын хабарлауда сөйлемі болымды не болымсыз етіп құрайды. Мысалы: *Бүгін қар жауады* деген де, *бүгін қар жаумады* деген де өз кезінде шындық хабар болуы мүмкін. Бірақ сол хабардың бірінде ауа райының бізге таныс құбылысы болымды түрде айтылса, екіншісінде ол құбылыстың бүгін болмайтыны болымсыз түрде хабарланады. Хабарлы, сұраулы, бұйрықты, лепті сөйлемдердің қай-қайсы болса да осындай

екі түрлі синтаксистік құрылыстың бірінде айтылады.

Болымсыз сөйлем болымды арқылы жасалады және болымдының қарама-қарсы мағынасын білдіреді. Сөйлемнің болымды түрі – ойды айтудың негізгі формасы да, болымсыз түрі одан гөрі сирек қолданылатын қосымша формасы. Сонда болымсыз сөйлем арқылы объективті болмысты, ойлаған ойымызды жоққа шығарып қоймаймыз, айтылған ойға ерекше стильдік өң беріп, сөйлемді түрлендіріп, эмоциялы, экспрессивті етіп айтудың да тәсілі етеміз.

Алдымен болымсыз сөйлемдердің тұлғалық ерекшеліктерін санап өтейік:

- Болымсыз сөйлемдер –**ма// -ме...** тұлғалы болымсыз етістіктердің баяндауыш қызметінде, не баяндауыш құрамында жұмсалы арқылы жасалады:

- *Жамандатқыр, мынау бір ит екен, тіпті жүрмейді* (Б.Майлин). ...*Ол дәл осы жолы Ақмонтаққа тура қарай да алмады.* (М.Иманжанов).

2. Есім және есімшелі баяндауыштардың құрамында **емес** деген көмекші етістік жұмсалады:

- *Сен енді жас бала емессің. Поэзия – ажарлап құрған сөз тізбегі емес...* (Т.Нұртазин). Екеуі де мылтыққа жүгіргісі келеді, бірақ бірін-бірі **жіберетін емес** (С.Сейфуллин).

3. **Жоқ** сөзі баяндауыш қызметінде не күрделі баяндауыш құрамында айтылу арқылы да болымсыз сөйлем жасалады:

Тура биде туған жоқ, туғанды биде иман жоқ (Мақал). *Аспанда алақандай бұлт жоқ. Біздің атай... қабағы түксіп үндеген жоқ* (Т.Нұртазин). *Әлі ала көлеңке айыққан жоқ...* (М.Әуезов).

4. –**сыз, -сіз** тұлғалы сын есімдер баяндауыш қызметінде жұмсалғанда да сөйлемнің мазмұны болымсыз болады, мысалы: *сөзі түсініксіз, баласы ақылсыз, тауы қарсыз.*

5. Болымсыз сөйлем құрауға болымсыз есімдіктердің қатысы ерекше болады. Саны көп болғанмен (*ешкім, ештеңе, ешбір, ешқандай, ешқашан, ешқайсы, дәнеме, түк*), олардың қатысымен жасалатын болымсыз сөйлемдер жиі ұшырайды. Әдетте болымсыз есімдіктер сөйлемнің белгілі мүшесі қызметінде жұмсалады да, сол сөйлемнің баяндауышы қалай да болымсыздық тұлғаның бірінде жұмсалады. Сөйтіп, бір сөйлемде болымсыздық мағына екі дүркін айтылып, сөйлемнің сол мағынасы бекемделе түседі. Болымсыздық мағынаны одан да күшейте түсу керек болғанда, бір сөйлем ішінде екі (кейде одан да көп) есімдік айтылады. Мысалы:

- *Қане кімнің сұрауы бар! – деп мәжіліс ағасы екі үш қайырып сұраса да, ешкім үн шығармады.* - *Өзіміздің балалар зой, бұлар ешкімге айтпас.* – *Біз ешкімді ешқайда зорлап сайламаймыз* (Б.Майлин).

Кейбір сөйлемдердің тұлғасы болымды, мазмұны болымсыз ыңғайда да айтылады, мысалы: *оның үні өшті, оның жағы қарысты* (ол үндемеді д.м.), *неге көндім екен?* – (көнбеу керек еді д.м.)

Болымсыз тұлғалы сөйлемдер реті келгенде қорқу, күмәндану сияқты сезімді білдірудің де амалы болады:

Келіні шоқаң етіп сәлем етіп болып, аузын сылп еткізді:

- *Бәтір-ай сұмдық болмаса игі еді!... – деді. Қарымсақ... бір шарасын осы таппас па екен дегендей, жүгіріп Сараның үйіне барды* (Б.Майлин)

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GERMANIYANING TA'LIM SOHASI

O'g'iloy Usmonjon qizi Xoshimova

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ANOTATSIYA:

Ushbu maqola Germaniyaning ta'lim tizimi ya'ni ilm-fan haqidadir. Germaniyaning ta'lim tizimi maktabgacha ta'limdan boshlanadi va keyingi bosqichlarga bilim darajasiga, qiziqishiga ko'ra o'qishni davom ettirishadi. Ular Grundchule, Gesamtschule, Hauptschule, Realschule, Gymnasium kabi turli bosqichlarni o'z ichiga oladi. Olmonlarga xos temir intizom, birso'zlilik xislatlari ham aynan ta'lim dargohlarida shakllanishi alohida o'rinni egallaydi.

Kalit so'zlar: Grundchule, Gesamtschule, Hauptschule, Realschule, Gymnasium

KIRISH

Germaniya –Germaniya jahonga ilm fan o'choqlaridan biri bo'lib tanilgan. Bu mamlakat ildizi asrlarga borib taqaluvchi ilmiy maktablarni o'z ichiga oladi. Shuning Germaniya Gyote, Gegel, Betxoven, Nitshe, Eynshteyn singari olim va ijodkorlari bilan dunyoga ma'lum va mashhurdir. Xalqaro doirada e'tirof etilgan olmon ta'lim maktab va universitetlarda o'quvchilarning mustaqil fikri hamda keng dunyoqarash shakllanishiga alohida e'tibor beriladi. Ta'lim tizimiga tatbiq etilayotgan yangi usullar, so'nggi axborot texnologiyalaridan unumli foydalanmaganlarga esa juda qiyin. Dunyo bilan hamnafas bo'lishga oshiqayotgan jamiyatda bilimsiz o'z o'rniga ega bo'lish amri mahol. Olmonlarga xos temir intizom, birso'zlilik xislatlari ham aynan ta'lim dargohlarida shakllanadi. Ayni ta'lim sohasi dunyoga mashhur olimlar va shoirlarni jahonga yetishtirib berishda juda katta muhim rol o'ynaydi. Germaniyadagi maktab tizimi boshlang'ich va o'rta ta'limni, ya'ni boshlang'ich maktablarni (1-4/6-sinflar) va birinchi va ikkinchi o'rta maktablarni o'z ichiga oladi. Ikkinchisida turli qobiliyat darajasidagi o'quvchilar bir guruh bo'lib (Gesamtschule, 5–12-sinflar) yoki alohida (Hauptschule, 5–9-sinflar; Realschule, 5–10; Gymnasium, 5–12/13) o'qitiladi.

Maktabgacha ta'lim tizimi

Maktabgacha ta'lim ya'ni, bog'cha atamasi jahon ta'lim tizimida ham alohida o'rin egallaydi. Butun dunyo xalqlari orasida —bog'cha bu bolalarga o'yin va boshqa mashg'ulot turlari bilan qiziqtirib, ularni parvarishlaydigan va maktabga tayyorlay-

digan maskan deb hisoblanadi. Bog'cha tizimini dunyoda har xil tuzilishga ega. Shuningdek Germaniyada ham bog'cha tizimi o'z shakl – shamoyiliga ega. Germaniya davlatida ilk maktabgacha ta'lim muassasalari XVIII asrning oxirlarida Bavariya va Stasburg shaharlarida ota-onalarining har ikkisi ham ishlaydigan oilalarga yordam berish va bolalarni qarovsiz qoldirmaslik maqsadida tuzilgan. Bu jamoa nemis olimi Friedrix Frobel tomonidan 1840-yilda tuzilgan. Ushbu olim dunyo miqyosidagi kichik yoshdagi bolalarni tarbiyalashda o'z hissasini qo'shgan olimlardan biridir. Germaniya bog'chalarining ish soati ertalabki soat 7-00 dan kechki 17-00gacha. Bugungi kunda Germaniya ushbu tizimni eng yaxshi olib boradigan mamlakatlar qatorida yuqori o'rinni egallagan. Germaniyada maktabgacha ta'lim tizimining faoliyati va ularning rivojlanishini to'liq davlat o'z javobgarligiga olgan. Davlat eng birinchi o'rinda pedagog xodimlarning bilimi va mahoratiga asosiy e'tiborni qaratadi va har bir tarbiyachi-pedagog kamida 3 yil mutaxassislik bo'yicha ta'lim olgan bo'lishi talab etiladi

Boshlang'ich ta'lim

Boshlang'ich ta'lim Grundshule deb yuritiladi. Bolalar 5-6 yoshdan boshlang'ich maktabga qatnaydi. Boshlang'ich maktabda o'qish davri 4 yildan 6 yilgacha. Maktablarda birinchi, ikkinchi sinf davomida o'quvchilarga baho qo'yilmaydi. O'qituvchilar baho o'rniga bolaning individual, psixologik rivojlanish holati xususida hisobot tayyorlaydi. O'quvchilarga 3-sinf dan baho qo'yila boshlaydi. Germaniyada 6 ballik baholash tizimi qabul qilingan. Shu baholash tizimi bo'yicha boshqa maktab tizimlaridan farq qiladi. Bunga ko'ra,

- 1 – a'lo;
- 2 – yaxshi;
- 3 – qoniqarli;
- 4 – yetarli;
- 5 – yetarli emas;
- 6 – qoniqarsiz.

O'quvchilar fanlarni eng kamida "4"ga o'zlashtirishi kerak. Boshlang'ich bosqichda bolalarga matematika, nemis tili, tabiatshunoslik, musiqa, estetika fanlari o'tiladig. Germaniyada kamroq raqobatbardosh tizim mavjud, buning natijasida talabalar o'rtasida qo'rqitish darajasi past va muvaffaqiyatsizlikdan qo'rqmaydi, lekin Janubiy Koreya kabi OECD mamlakatlariga nisbatan o'ziga ishonch va umumiy baxt darajasi yuqori.

Maktablarning bir biridan farq qilishi

Germaniya ta'lim tizimining o'ziga xos xususiyati shundaki, o'quvchilar boshlang'ichni tugatgandayoq kelajak yo'lini aniqlab olishi zarur. Ana shunga asoslanib,

u bir necha turdagi maktabdan birida o'qishni davom ettiradi.

Boshlang'ich maktabdan keyin bolalar quyidagilardan biriga ajratiladi: Agar o'quvchilarning kelajakdagi maqsadlari kasb o'rganish bo'lsa, ular kasb-hunar kollejlarini tanlashlari kerak bo'ladi. Bu tizimning nomi Germaniyada Hauptschule deb nomlanadi. Hauptschule – bu hunar o'rganishga qaratilgan kasbiy yo'l. Odatda 10-sinfgacha boradi.

Realschule o'rta yo'nalish bo'lib, u yanada ilg'or texnik kasblarga qaratilgan bo'lib, odatda 10-sinfda tugaydi va kasb-hunar maktabida davom etadi. Bundan tashqari, qo'shimcha uch yil yoki undan ko'proq vaqt talab qilingan Fachabitur (kollej imtihoniga) o'tish imkoniyati mavjud.

Gimnaziya – bu kollejga tayyorgarlik bosqichi. Bolalar odatda Abitur, kollejga tayyorgarlik imtihonlari va diplom bilan bitiradilar. Ba'zi shtatlarda u 12-sinfga, boshqalari 13-sinfga boradi. Muayyan universitet dasturlariga tayyorgarlik ko'rish uchun ma'lum akademik yo'nalishlarda ixtisoslashish imkoniyati bilan, akademik natijalarga ko'proq e'tibor beriladi. Talabalar odatda Abitur uchun kamida uchta fanni tanlaydilar, lekin bular shtatlarga qarab farq qiladi.

XULOSA

Germaniya maktab tizimi oziga xos shakl-shamoyiliga ega. Ulardagi talim sohasi dunyo miqyosi bo'yicha tan olinadi. O'quvchilarning shaxsiy fikrini bildirishi va keng dunyo qarashini oshirishga qaratilgan tizimi o'quvchilarni o'ziga ishonchini va bilimga chanqoqligini oshiradi. Har bir o'quvchi o'z bilimi va qiziqishiga qarab turli xil tizimlarga bo'linishi ham diqqatga sazovordir.

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CHET TILI DARSLARIDA O'QUVCHILARNI MAQTASH VA TANQID QILISHDA ISHLATILADIGAN LEKSIK BIRLIKLAR

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ANNOTATSIYA

Ushbu maqola chet tili darslarida bo'lajak nemis tili fani o'qituvchilarining darslarda o'quvchilarni tanqid qilish va maqtashda ishlatadigan leksik so'zlari, gaplari o'rganilgan. Bundan tashqari, xatolar va ularni tuzatishda, xatolar turlari va unda ishlatiladigan leksik birliklar haqida ma'lumotlar misollar orqali yoritib berilgan.

Kalit so'zlar. Rag'batlantirish, tanqid, lug'at boyligi, psixolingvistika, lingvistik bilimlar bazasi, kombinatsiyaviy bilim

ABSTRACT

This article presents lexical words, sentences, and examples used by German language teachers in foreign language classes when criticizing and praising students. In addition, information about errors and lexical units used in their correction, types of errors and lexical units used in them, examples and sentences are explained.

Keywords: stimulation, criticism, vocabulary, psycholinguistics, linguistic knowledge base, combinational knowledge

O'qituvchining kasbiy leksika o'rganilgan adabiyotlarda chet tili darslarida o'quvchilarni maqtash va tanqid qilish leksikasi uch turga bo'linadi:

1. rag'batlantirish va tanqid qilish;
2. xatolar va ularni tuzatish;
3. intizom.

Rag'batlantirish va tanqid mavzusi leksikasi o'ziga xos xususiyatlarga ega bo'lib, ko'pgina o'qituvchilar talabalarni rag'batlantirishni ifodalash uchun bir nechta odatiy iboralardan foydalanadilar. Biz standart repertuarni kengaytirmoqchimiz. Haqiqiy maqtov san'ati esa o'quvchi faoliyatining muvaffaqiyatli tomonlarini bu yerda mumkin bo'lganidan ham ko'proq tabaqalashtirilgan tarzda ta'kidlashdadir.

O'qituvchi o'quvchining ishlarini kuzatadi, tinglaydi yoki diqqat bilan nazorat qiladi. To'g'ri javoblar/tushuntirishlar uchun o'qituvchi o'z maqtovini quyidagicha ifodalashi mumkin bo'ladi (1-jadval):

1-jadval.

Nemis, ingliz va o'zbek tillarida o'quvchilarni maqtash uchun qo'llanadigan leksika

Deutsch	English	Uzbek
Prima!	Fine!	A'lo!
Einwandfrei!	Flawless!	Benuqson!
Richtig, genau so	Right, exactly like that	To'g'ri, xuddi shunday
Die Antwort passt genau.	The answer fits exactly	Javob to'liq mos keladi.
Stimmt(Vollkommen)	True (Completely)	To'g'ri (to'liq)
Wunderbar!	Wonderful!	Ajoyib!
Ausgezeichnet!	Excellent!	Ajoyib!
Das ist eine hervorragende Antwort/mit Abstand die beste Antwort.	This is an excellent answer/by far the best answer.	Bu ajoyib javob/eng yaxshi javob.
Sehr gut! Das ist genau das, was ich hören wollte.	Very good! That's exactly what I wanted to hear.	Juda yaxshi! Men eshitishni xohlagan narsam aynan shu edi.
Du hast keinen(einzigen) Fehler gemacht		Sen umuman (bitta ham) xato qilmading
Ich sehe, du hast sehr fleißig gelernt. Das freut mich sehr.	I see that you have studied very hard. I am very pleased about that.	Ko'ryapmanki, sen juda tirishqoqlik bilan o'rganibsan, bundan juda mamnunman.
Ich finde, du hast da sehr klug argumentiert	I think you argued very cleverly.	Menimcha, sen juda aqli dalil keltirding.
Sie haben das sehr klar und schön formuliert.	You put it very clearly and beautifully	Siz buni juda aniq va chiroyli shakllantirdingiz.
Sie haben die Sache auf den Punkt gebracht	You got to the heart of the matter	Siz masalaning mohiyatiga yetib keldingiz.
Du hast dich sehr gut vorbereitet	You have prepared very well	Sen juda yaxshi tayyorgarlik ko'ribsan.

Dein Aufsatz hat mir sehr gefallen. Ich bin sehr zufrieden	I really liked your essay. I'm very satisfied.	Menga inshoing juda yoqdi. Men juda mamnunman.
Ich bin mit deinen Leistungen rundherum zufrieden.	I am completely satisfied with your services.	Men sening ishlaringdan to'liq mamnunman.

Xatolar va ularni tuzatishda ishlatiladigan leksik birliklar

Tanqid dalda beruvchi va rag'batlantiruvchi bo'ladimi yoki shunchaki tanbeh bo'ladimi, ko'pincha u qanday ohangda aytilganiga bog'liq.

«Mach dir nichts draus, so schlimm war das nicht, das kann schon mal schiefgehen.

«Xavotir olma, bu unchalik yomon bo'lmadi, hali buni to'g'rilash mumkin.

„Aber beim nächsten Mal klappt's dann hoffentlich besser.

Lekin umid qilamanki, u keyingi safar hammasi yanada yaxshiroq bo'ladi.

Pedagog tanqidlari quyidagi turlarda o'z ifodasini topadi:

• Unaufmerksamkeit	E'tiborsizlik
• Zerstreuung	Beparvolik
• mangelnde Konzentration	Konsentratsiyaning yetishmasligi
• Unkonzentriertheit	Diqqat-etiborsizlik
• Stören des Unterrichts	Darsga halal berish
• Schlichte Faulheit	Oddiy dangasalik
• Bequemlichkeit	Qulaylik
• Trägheit	Inertiya
• Nachlässigkeit	Beparvolik
• Aggressivität	Tajovuzkorlik
• mangelhaftes Sozialverhalten	Yomon ijtimoiy xulq-atvor
• fehlendes Verantwortungsbewusstsein	Mas'uliyat hissi yo'qligi
• Unordnung	Tartibsizlik

Ularini quyidagi jumlar orqali ifodalash mumkin bo'ladi:

Ich bin mit deiner Leistung gar nicht zufrieden- Ishingdan umuman qoniqmadim Das ist nicht so gut wie das letzte Mal- Bu avvalgidek yaxshi emas

Da hast dir nicht sehr viel Mühe gegeben- Sen juda ko'p harakat qilmabsan

Du musst deutlicher schreiben- Sen aniqroq yozishing kerak

Du bist in der letzten Zeit etwas faul gewesen, Gisa. Es wird Zeit, dass sich das

ändert- So‘nggi paytlarda biroz dangasa bo‘lding, Gisa. Buni o‘zgartirish vaqti keldi.

Xatolarni tahlil qilishda quyidagi xatolar turlari uchraydi:

➤ Rechtschreibfehler	Imlo xatolari
➤ Kommafehler,	Vergul xatosi,
➤ Aussprachefehler,	Talaffuz xatolari,
➤ Wortfehler,	So‘z xatolari
➤ Ausdrucksfehler,	Ifoda xatolari,
➤ Grammatikfehler,	Grammatik xatolar,
➤ Stilfehler	Uslubiy xatolar
➤ Flüchtigkeitsfehler,	Ehtiyotsizlik xatosi,
➤ Druckfehler,	Chop etish xatolari,
➤ Tippfehler	Yozish xatosi

Yozma tuzatishlar kiritishda talaba qaysi turdagi xatoliklarga yo‘l qo‘yganligini bilish foydali bo‘ladi, ayniqsa, ayrim turdagi xatolar tez-tez takrorlansa.

Xatolar haqida gapirish.

1. *Das kann man so nicht sagen. Siz buni shunday deya olmaysiz*
2. *Ein Deutscher würde das so nicht sagen. Nemis kishisi bunday demagan bo‘lardi.*
3. *Da hast du dich vertan, das muss anders heißen. Sen xato qilding, buni boshqa narsa deb atash kerak.*
4. *Ich bin nicht ganz damit einverstanden, Ich würde eher die Passivform verwenden. Men bunga to‘liq qo‘shilmayman, men majhul nisbatdan foydalanishni afzal ko‘raman*
5. *Kann mir jemand sagen, wie es richtig heißen muss. Kimdir menga to‘g‘ri nomi nima ekanligini ayta oladimi?*
6. *Da ist ein Wort falsch geschrieben. Bir so‘z noto‘g‘ri yozilgan.*
7. *Ich finde das missverständlich, was Sie da gesagt haben. Men Siz aytgan so‘zlarni noto‘g‘ri deb bilaman.*
8. *Du hast das Verb weggelassen. Sen fe‘lni tushirib qoldirding.*

Tartib – intizom. Intizomiy qiyinchiliklar odatda faqat maktab yoshidagi bolalarda yuzaga keladi. Bolalar darslarni shu qadar buzishi mumkinki, natijada o‘qituvchi mavzuni yaxshi o‘rgata olmaydi. Chunki qiziqish va o‘rganishga tayyor bo‘lgan bolalar ham bu buzilishlardan aziyat chekadi. Bundan tashqari, maktab nafaqat bilim berish, balki shaxsiyatning rivojlanishiga hissa qo‘shishi kerak. Shuning uchun ijtimoiy xulq-atvordagi jiddiy kamchiliklar noto‘g‘ri ish bilan bir xil

e'tiborga loyiqdir. Quyidagi jumlar ushbu mavzuga bag'ishlannagan:

I. Kech kelganda – uzr so'rash

1. *Warum kommst du zu spät / jetzt erst / erst zur zweiten Stunde? Nega / endi / faqat ikkinchi darsga kechikding?*
2. *Bist du mal wieder zu spät? Yana kechikdingmi?*
3. *Kannst du auch mal rechtzeitig kommen? Vaqtida kela olasanmi?*
4. *Was sagt man, wenn man zu spät kommen? Kech qolganda nima deyiladi?*
5. *Das ist das zweite mal in dieser Woche. Bu haftada ikkinchi marta.*

O'quvchining javoblari quyidagicha bo'lishi mumkin:

1. *Ich möchte mich entschuldigen. Bitte entschuldigen Sie mich. Men kechirim so'ramoqchiman. Kechirasiz.*
2. *Tut mir leid, dass ich zu spät bin. Kechirasiz, kechikdim.*
3. *Tut mir leid, ich habe verschlafen. Kechirasiz, uxlab qoldim.*

II. O'quvchilarni tinchlantirishda ishlatiladigan leksik birliklar:

1. *Etwas mehr Ruhe bitte, damit wir anfangen können. Boshlashimiz uchun biroz tinchlaning.*
2. *Könnte ich bitte etwas mehr Ruhe haben? Iltimos, biroz tinchlansak bo'ladimi?*
3. *Absolute Ruhe bitte, damit wir weiterarbeiten können! Ishni davom ettirishimiz uchun butunlay tinchlaning!*
4. *Ich warte darauf, dass hier endlich Ruhe ist! Bu yerda nihoyat jimlik bo'lishini kutayman!*
5. *Darf ich um Aufmerksamkeit für Lola bitten? Sie liest jetzt ihren Aufsatz vor. Lolaga diqqat-e'tiborimizni qaratamiz! Hozir u o'z inshosini o'qiydi.*

III. Taqiqlar, nasihatlar

1. *Das Mitbringen von Handys ist verboten. Uyali telefonlarni olib kirish taqiqlanadi.*
2. *Handys sind grundsätzlich abzuschalten. Mobil telefonlar doimo o'chirilgan bo'lishi kerak.*
3. *Das ist die letzte Warnung! Ich warne dich zum letzten Mal! Es reicht. Bu oxirgi ogohlantirish! Men seni oxirgi marta ogohlantiraman! Yetar.*
4. *Hör auf, mit dem Stuhl zu wackeln! Bu stulni silkitishni bas qiling!*
5. *Meine Geduld ist am Ende! Mening sabrim tugab boryapti!*

Yuqorida keltirilgan misollarni yana kengaytirish mumkin. Nemis tili fani o'qituvchilari mana shunday leksik birliklardan unumli foydalanib darslarni tashkil qilsa, o'ylanmizki, avvalo ularning so'z boyligi oshadi va o'quvchilarning ongiga birinchi darsdan nemischa muloqot qilish singib boradi. Agar o'qituvchi dars davomida o'zbekcha so'zlar ishlatsa, o'quvchilar ham o'qituvchining ham lug'at boyligi yoki gapirish ko'nikmasi rivojlanmay qolishiga sabab bo'lishi mumkin.

Muloqot qilish uchun, tushunish va tushuntira olish kerak, ushbu ikkita asosiy qismni to'ldirish uchun lingvistik bilimga ega bo'lish kerak. Leksika deganda biz odatda so'zlarning bosma ro'yxati mavjud bo'lgan kitobni tushunamiz. Boshqa tomondan, psixolingvistika ya'ni «lingvistik bilimlar bazasi» uzoq muddatli xotirada saqlangan" va kerakli vaqtda uni og'zaki nutqda foydalanib qo'llay bilish tushuniladi.

Xulosa shuki, har bir o'quvchi maktabni bitirguncha ikkita chet tilini ma'lum darajada o'rganib chiqishi lozimligi ta'kidlanar ekan, bunga malakali o'qituvchilarning nutqidagi leksik birliklarning qo'llanilishi jarayonga sezilarli ta'sir ko'rsatadi deb ishonamiz. Chunki nemis tilini o'rganishga bo'lgan qiziqishning kundan-kunga ortib borishi, yuqorida keltirilgan chet tili darslarida o'quvchilarni maqtash va tanqid qilishda ishlatiladigan leksik birliklarning muntazam qo'llanilishida, degan fikrdan ham yiroq emasmiz.

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BOSHLANG'ICH SINIF INGLIZ TILI O'QITUVCHISINING DARS ISHLANMALARINI TUZISH

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ANNOTATSIYA:

Mazkur maqola boshlang'ich sinflarda bolalarga ingliz tili tez oson o'qitishning samarali metodlari haqida atroflicha yoritilgan. Ushbu maqolada bolalarga ingliz tili o'rgatishning tarixi, qaysi davlat bog'liqligi xususida batafsil ma'lumot berilgan

Kalit so'zlar: boshlang'ich sinf, ingliz tili, bolalar, o'rgatish.

Kirish

Chet til ta'limida sifat va samaradorlikni ta'minlash maqsadida chet tillarni o'rgatish yoshini qisqartirish tajribasi ommalashib bormoqda. Bunga «the younger the better-early is better» mazmunidagi tushunchaning keng tarqalganligi sabab bo'ldi. Boshlang'ich ta'lim o'quv dasturiga ingliz tilini kiritish qarori quyidagi xulosalarga asoslanib ma'qullangan

Bugungi kunda boshlang'ich ta'limda ingliz tilini o'qitish metodikasi «(Inter)Cultural Awareness», «Language Awareness» va «Humanity» ta'lim konsepsiyalari asosida rivojlantirilmoqda. Aynan boshlang'ich ta'limdan ingliz tilini o'qitish juda ham foydali va ahamiyatli masalan, kichik yoshdagi bolalar yaxshiroq va osonroq o'rganishadi, uzoqroq o'rganish davri maktab ta'limi yakuniga qadar malakalarning yuqoriroq darajada egallanishiga olib keladi. Chet til, xususan, ingliz tilini kichik yoshdan o'rganish va o'rgatish ham o'z tarixiga ega. Kichik yoshdan ingliz tili o'rganish va o'rgatish dastlab yuqori tabaqa 7 oilalarda tajriba qilingan bo'lsa (Anna-and-the-King-of-Siam), 1950 - yillarda AQSH va Yevropa mamlakatlarida ommaviy tus oldi va o'n yil ichida «Foreign Language in Elementary School» dasturi asosida

ta'lim oluvchi o'quvchilar soni bir millionga yetdi. Fransiya, Shvetsiya va Gollandiyada esa 1950-yillar o'rtalarida «English without a book» dasturi asosida ingliz tili 3-sinfidan o'qitila boshlangan.

O'zbekistonda «Humanity» (Shaxsga yo'naltirilgan) konsepsiyasi qabul qilingan va unga muvofiq boshlang'ich ingliz tili ta'limida o'quvchiga ta'lim jarayoni va madaniyatlararo kommunikatsiya (muloqot)ning markaziy sub'yekti maqomi beriladi, uning qiziqish va ehtiyojlariga ustuvor ahamiyat qaratiladi. Ingliz tilida nutqiy faoliyat yuritish o'quvchi shaxsini shakllantirishga yo'naltiriladi, ya'ni o'rganilayotgan til sohibi yaratgan madaniy merosni o'zlashtirishga erishiladi. Tinglab tushunish, gapirish, o'qish, yozuv jarayonida o'quvchi oldin egallagan ijtimoiy, madaniy, lisoniy, emotsional tajribasini boyitadi.

Language Awareness» – konsepsiyasi «Holistic approach» nomi bilan ham ataladi va u ingliz tilini yangi bilimlarni egallash vositasi sifatida o'zlashtirilishi lozimligini targ'ib etadi. Ya'ni boshlang'ich ingliz tili ta'limining maqsadi ingliz tili vositasida hayot haqidagi yangi bilimlarni o'zlashtirishdir. Lekin M.Villiams va R.Bednlar Vigotskiyning nutq rivojlanish ontogenezi haqidagi nazariyasini «Holistic approach» deb nomlashni ma'qul ko'rishgan. Ularning taxminicha, Vigotskiy o'rganilishi lozim bo'lgan bilimni kichik qismlarga ajratib, malaka va Williams M, ko'nikmalar sifatida taqdim etish fikrini ma'qullamagan bo'lardi. Sababi Vigotskiy har qanday o'rganiladigan qismning asosini mazmun tashkil etishi lozimligini uqtiradi. Ushbu xulosa ta'sirida Yevropa mamlakatlari, Qo'shma Shtatlar va ingliz tili ikkinchi davlat tili bo'lgan mamlakatlarda CLIL (Content and Language Integrated Learning) yondashuvi ommalashmoqda

Ilmiy manbalarda boshlang'ich ta'limda xorijiy tillarni o'qitish konsepsiyalari va bir necha o'nlab tamoyil (printsip)larni olg'a surilgan. Masalan, Yevropa Ittifoqining Ta'lim va madaniyat tadqiqotlar dasturi doirasida 2005-2006 yillarda bajarilgan «Good Practice and Main Principles» mavzusidagi loyiha doirasida bajarilgan ilmiy tadqiqotda boshlang'ich 12 xorijiy tillarni o'qitishning asosiy tamoyillari muhimlik mezoni asosida quyidagi tartibda umumlashtirilgan:

- 1) mazmunli kontekst va o'quvchi yoshiga mos mavzu tanlash (didaktik);
- 2) ingliz tili o'rganishga ijobiy yondashish(pedagogik);
- 3) xolistik o'rganish (metodologik);
- 4) ingliz tili amaliy mashg'ulotlarida o'quvchilarning yoshga oid psixologik va jismoniy yetuklik darajalarini to'liq inobatga olish (psixolingvistik);
- 5) o'quvchilarni o'zgalarga nisbatan bag'rikenglik va turli qadriyatlarni hurmat qilish ruhida tarbiyalash (pedagogik);
- 6) vizual yondashuvga ustuvor ahamiyat bergan holda boshqa nutq analizator-

larining to'liq ishtirokida o'rganish (psixologik masalalarni metodologiyaga tatbiq etish);

7) ingliz tili o'rganishga motivatsiya uyg'otish (ichki turtkini qo'zg'atish) (psixolingvistik);

8) shaxsga yo'naltirilgan ta'lim, o'quvchining o'ziga xos xususiyatlarini hisobga olish (pedagogik);

9) nutq hosil qilinishi uchun tinglab tushunish mashqlariga ustuvor ahamiyat qaratish (didaktik);

10) mashg'ulotlarni imkon qadar o'rganilayotgan chet tilda tashkil etish (pedagogik);

11) o'quvchilarning ingliz tilidagi o'rganish strategiyalari va usullarini hisobga olish (didaktik).

Boshlang'ich sinflarda ingliz tili o'qitishning pedagogik tamoyillari o'zbek va rus tilidagi ilmiy manbalarda dadidaktik tamoyil sifatida mufassal bayon etilgan. Lekin xorijiy adabiyotlarda pedagogik tamoyil alohida tadqiq etiladi. Biz pedagogik tamoyillarni umumlashtirishda uch tildagi ilmiy manbalardan foydalandik.

1. O'sib kelayotgan avlodni har tomonlama kamolotga yetkazish. Ingliz tili vositasida o'zlashtiriladigan axborot va ingliz tili o'rganish mobaynida olinadigan aqliy va nutqiy ko'nikma hamda malakalar o'quvchilarni tarbiyalaydi.

2. O'quvchilarni o'rganilayotgan tildan foydalanishga rag'batlantirish.

3. O'quvchilarning individual xususiyatlarini e'tiborga olish.

4. O'quvchilarni atrofdagilarga nisbatan bag'rikenglik va turli qadriyatlarga hurmat ruhida tarbiyalash.

5. Darslarda bilimlarning mustaqil fahmlab o'rganilishi uchun optimal vaziyat yaratish.

6. O'quvchilarda o'zlashtirish ko'rsatkichlarini mustaqil va o'zaro aniqlab borish malaka va ko'nikmalarini shakllantirish.

7. O'quvchilarga o'z bilimlarini o'rganilayotgan tilda namoyon qilish imkoniyatini yaratish.

8. Darslarni kompetensiyalar egallanishiga mo'ljallangan integrativ yondashuv asosida tashkil etish

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THE SECOND WORLD WAR IN AMERICAN LITERATURE

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ABSTRACT

This article explores the profound impact of the Second World War on American literature, tracing its influence through various literary genres and examining how authors grappled with the complexities of war, patriotism, trauma, and identity. From iconic works like Joseph Heller's "Catch-22" to lesser-known gems such as Ralph Ellison's "Invisible Man," the literature of this era reflects the diverse experiences of soldiers, civilians, and marginalized communities. Through a combination of close textual analysis and historical context, this article sheds light on the enduring legacy of the war in shaping American literary consciousness and cultural memory.

Keywords: The Second World War, Arthur Marwick , Social change, Cultural Change , Gore Vidal ,

INTRODUCTION

The Second World War stands as one of the most significant events in human history, reshaping societies, economies, and global politics. Its impact reverberated far beyond the battlefield, permeating every aspect of life, including the realm of literature. In the United States, the war inspired a rich tapestry of literary works that captured the complexities of the era and its aftermath. From the fervent patriotism of propaganda to the haunting reflections of veterans, American literature of the period reflects a nation grappling with the realities of war, sacrifice, and resilience.

This article delves into the profound influence of the Second World War on American literature, exploring how writers across genres responded to the tumultuous events of the time. Through an examination of key works and themes, we seek to uncover the ways in which authors wrestled with questions of morality, identity, and human experience in the shadow of global conflict. From the visceral horrors of combat to the quieter struggles of those left behind, these literary representations offer insights into the complexities of war and its enduring impact on American society.

By analyzing the diverse voices and perspectives present in the literature of the Second World War, we aim to shed light on the multifaceted nature of the American experience during this transformative period. Through close readings and contextual analysis, we will trace the evolution of themes such as heroism, trauma, and the search for meaning amidst chaos. Ultimately, this exploration seeks to illuminate the enduring relevance of these literary works, reminding us of the power of storytelling to capture the essence of human triumph and tragedy in times of conflict.

Social and Cultural Change

According to Arthur Marwick (1936–2006), a prominent perspective on the societal ramifications of the Second World War, total war had far-reaching impacts that extended beyond the evident bad effects of casualties, devastation, and displacement. In addition, they put social institutions to the test and brought about "progressive" social changes as a result of the necessity to mobilize the entire economy and society for the war effort. Since then, the study of how war affects society has grown significantly, with a great deal of research focusing on the social, cultural, political, and economic effects of the Second World War. Marwick also stated that both world wars saw more women employed in a broader range of jobs, and that after 1945, women would have greater options and a more equal status in society. Certainly, many women found the war liberating. They served in the military services and worked in government offices, fields, and factories, as well as Hitler's bunker and Churchill's underground Cabinet War Rooms. Hitler's pilot, Hanna Reitsch (1912–1979), piloted the last plane into and out of Berlin, when Soviet troops were already present. Women were granted the right to vote in Britain and Germany following World War I, as well as general declarations of equal citizenship in France and Italy in 1945 and 1946. Some historians have questioned whether the war experience transformed women's positions in postwar society, and whether many women desired such a change.

American literature

Gore Vidal was one of the first authors to come out of World War II. He drew on his experiences as a naval commander in the Aleutian Islands for his first book, *Williwaw* (1946). After his second book, *In a Yellow Wood*, was published the following year, he found himself "very much on view with the other young lions of the second postwar generation." It was an unexpected bestseller. The media was curious as to whether we would also be "lost." Several of these "young lions" were highlighted in the magazine *Life*, which included a seductive full-page photo of Truman Capote. According to Vidal, "thus began his career as a celebrity." Vidal was 20; he was 21. In his 1995 book, he reflected, "In those days, works of literature were often pop-

ular—something no longer possible."

When Vidal relocated to Paris in the late 1940s, he slept at the hotel where Sartre and de Beauvoir hosted parties after being chased out of the Café Flore by throngs of admiring visitors.

Literature's increasing global renown matched its growing appeal in the United States. Not only was Great Britain's oppression and the continent's literary publishing industry destroyed, but European refugees fleeing Nazism also contributed to New York's status as the midcentury cultural hotbed. The Soviet Union's refugees would soon arrive.

CONCLUSION

In conclusion, the literature of the Second World War serves as a poignant testament to the enduring impact of this global conflict on American society and culture. Through a diverse array of voices and perspectives, authors grappled with the complexities of war, offering insights into the human experience in times of crisis. As we reflect on the legacy of the Second World War in American literature, it becomes evident that these works are more than mere historical artifacts—they are timeless reminders of the enduring human spirit. Through their words, authors have captured the essence of courage, compassion, and perseverance, inspiring generations to confront the challenges of their own time with similar resolve.

Ultimately, the literature of the Second World War stands as a testament to the enduring power of storytelling to shape our understanding of the past, present, and future. As we continue to navigate the complexities of our own era, may we draw inspiration from the voices of the past, finding strength in the words of those who dared to confront the darkness and emerge with a renewed sense of hope and humanity.

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WOMEN-WRITERS IN ENGLISH LITERATURE

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ABSTRACT

This article delves into the rich tapestry of women's contributions to English literature throughout history. Through a comprehensive examination of prominent figures such as Agatha Christie, Jane Austen, Charlotte Bronte, Emily Dickinson, Emily Brontë, Mary Shelley, George Eliot, Margaret Atwood, and many others, it explores the diverse themes, styles, and impacts of their works. By analyzing the societal contexts in which these women wrote and the unique perspectives they brought to their storytelling, this article aims to shed light on the often-overlooked role of women in shaping the literary landscape. From Austen's incisive social critiques to Woolf's experimental narrative techniques, from Bronte's exploration of passion and identity to Shelley's pioneering foray into science fiction, each writer's voice resonates with its own distinct power and relevance. Through this exploration, the article seeks to celebrate the enduring influence of women writers and inspire further study and appreciation of their invaluable contributions to English literature.

Keywords: Women-writers, Agatha Christie, Jane Austen, Feminist Awakening, Emily Dickinson.

INTRODUCTION

English literature, with its illustrious history spanning centuries, has been primarily defined and celebrated through the lens of male authors. However, this narrative overlooks a crucial aspect of literary evolution: the profound and enduring contributions of women writers. From the subtle wit of Jane Austen to the radical experimentation of Virginia Woolf, women have played a pivotal role in shaping the literary landscape, challenging societal norms, and illuminating the human experience through their works. Despite facing systemic barriers and societal constraints, women writers have persisted, carving out spaces for their voices to be heard and their stories to be told. In this article, we embark on a journey to uncover the diverse voices and perspectives of women writers in English literature, exploring the themes, styles, and

impacts of their works. Through a comprehensive examination of key figures and their seminal contributions, we aim to unveil the richness and complexity of women's literary endeavors, ultimately highlighting their indispensable role in the ongoing narrative of English literature. The study of women's English-language writing has been characterized in a number of ways. It has been described as the field of writing by women and the literary category that includes writing by women about the discriminatory experiences they have had in society because of their gender. Their experiences have differed according to their social class, race, sexual orientation, and the area and sociopolitical climate in which they were living.

Agatha Christie (1890 - 1976)

Dame Agatha Christie is a detective mystery writer whose novels have sold over two billion copies worldwide, making her the best-selling fiction author of all time according to Guinness World Records. In addition to being the author of the longest-running drama in the West End, *The Mousetrap*, which has been performed since 1952, she is well known for creating the fictitious detectives Hercule Poirot and Miss Marple. Even on our list of classic authors to read, Christie's books are still well-liked by aficionados of detective fiction, and many of them have been adapted for television and film.

Jane Austen (1775 - 1817)

Jane Austen was a pioneering female writer who produced works that scrutinized and questioned the British landed nobility. Austen's plots highlighted women's dependence on marriage or women seeking financial security.

Since many of Austen's writings were thus published under pseudonyms, her lifelong notoriety was little. Her six full-length novels were rarely out of print, and her stature as a writer increased significantly after her passing. Her books have also been adapted into a variety of films, each of which has been accompanied by a number of critical studies and anthologies.

Among Jane Austen's well-known works are:

Sense and Sensibility (1811): Originally published under pseudonym by "A Lady," this novel chronicles the coming-of-age experiences of Elinor and Marianne Dashwood as they must leave their family estate and move in with their widowed mother.

Pride and Prejudice (1813): Elizabeth Bennet, the protagonist of the book, discovers the consequences of making snap decisions and the distinction between genuine virtue and appearances of goodness.

Emma (1815) is a comedy of manners that focuses on marriage, age, and social standing while portraying the worries of refined ladies in Georgian-Regency England.

Jane Austen's Feminist Awakening

Jane Austen is a significant author in the annals of English literature. She possessed a unique political perspective and a sensitive understanding of reality, and she took a keen interest in the issues that face women today and reflected them in her writing. She tried to challenge traditional wisdom by opposing patriarchy, pursuing social equality with males, and holding unique opinions about society and love. Jane Austen was the first person to awaken women's consciousness and was a superb representative of feminism at the time. She looked at the nature of people from the viewpoint of "man" herself. Her art concentrates on the notion that, as "human beings," women and men are completely equal. In her books, Jane Austen did not alter the stereotype of women as "vases"; rather, she presented them as intelligent, attractive, and mature, just like men.

CONCLUSION

In conclusion, our exploration of women writers in English literature has revealed a vibrant tapestry of creativity, resilience, and innovation. From the Regency era to the modern day, women have defied societal expectations and patriarchal constraints to produce works of enduring relevance and profound insight. Through their novels, poetry, essays, and plays, they have offered unique perspectives on love, identity, power, and social justice, enriching the literary canon in the process. However, our journey also underscores the persistent challenges and barriers faced by women writers, from limited access to education and publishing opportunities to enduring stereotypes and biases. As we celebrate the achievements of Jane Austen, Virginia Woolf, Emily Brontë, Mary Shelley, Toni Morrison, George Eliot, Margaret Atwood, and countless others, we must also acknowledge the ongoing need for greater recognition, support, and inclusivity within the literary community. By amplifying the voices of women writers, embracing diverse narratives, and challenging gendered expectations, we can ensure that English literature continues to evolve, reflect, and inspire for generations to come.

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HUMOR AND SATIRE IN WILLIAM SHAKESPEARE'S COMEDIES

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ABSTRACT

Shakespeare's comedies are renowned for their witty dialogue, intricate plots, and subtle social commentary. This paper examines the role of humor and satire in Shakespeare's comedies, focusing on how these elements are employed to entertain audiences while also offering commentary on the societal norms and values of the time. Through a close analysis of select comedies such as "A Midsummer Night's Dream," "Twelfth Night," and "Much Ado About Nothing," this study explores how Shakespeare uses humor to challenge conventions, subvert expectations, and highlight the absurdities of human behavior. By delving into the linguistic devices, character interactions, and thematic motifs present in these works, this paper aims to shed light on the multifaceted nature of humor and satire in Shakespeare's comedic canon and its enduring relevance in contemporary society.

Keywords: William Shakespeare, Shakespearean comedies, humor, happy ending.

INTRODUCTION

William Shakespeare, an English poet and playwright who lived from 1564 to 1616, is recognized as the best writer in the English language and the greatest dramatist in history. About 38 plays, 154 sonnets, two lengthy narrative poems, two epitaphs on a man named John Combe, one epitaph on Elias James, and many more poems make up his surviving works, which also include several collaborative pieces. More plays by him than by any other author have been presented, and they have been translated into every major language spoken today.

Shakespeare's tragedies are perhaps his most well-known works. He wrote the majority of his tragedies between 1601 and 1608, a span of seven years.

In this study, we will delve into several of Shakespeare's comedies, exploring

how humor and satire are employed to not only entertain but also to challenge societal conventions and norms. By examining the linguistic devices, character dynamics, and thematic motifs within these works, we aim to uncover the nuanced ways in which Shakespeare uses comedy as a vehicle for social commentary. Ultimately, this investigation seeks to illuminate the enduring significance of humor and satire in Shakespeare's comedies and their continued resonance in contemporary society. In this study, we will delve into several of Shakespeare's comedies, exploring how humor and satire are employed to not only entertain but also to challenge societal conventions and norms. By examining the linguistic devices, character dynamics, and thematic motifs within these works, we aim to uncover the nuanced ways in which Shakespeare uses comedy as a vehicle for social commentary. Ultimately, this investigation seeks to illuminate the enduring significance of humor and satire in Shakespeare's comedies and their continued resonance in contemporary society. In this study, we will delve into several of Shakespeare's comedies, exploring how humor and satire are employed to not only entertain but also to challenge societal conventions and norms. By examining the linguistic devices, character dynamics, and thematic motifs within these works, we aim to uncover the nuanced ways in which Shakespeare uses comedy as a vehicle for social commentary. Ultimately, this investigation seeks to illuminate the enduring significance of humor and satire in Shakespeare's comedies and their continued resonance in contemporary society.

What Is Shakespearean Comedy?

Shakespearean comedies are a particular kind of romantic comedy where the characters usually get married at the conclusion of the narrative. These comedies are popular among viewers because they are humorous and frequently lighthearted. Shakespearean comedies can have a variety of stories, but they frequently revolve on miscommunications or mistaken identities that provide for loads of humor and a joyful conclusion. Shakespeare's comedies are identifiable by their characters, storyline, and structure. It is evident that the structural design of Shakespearean comedies is the same, with a fundamental storyline serving as the foundation for the play. For instance, a fundamental characteristic of all comedies is their reliance on the way their stories conclude. Shakespeare's comedies may be distinguished from one another, though, as some are categorized as romantic comedies and others as comedic dramas. In comedic theater, a location where the real and the imaginary collide, character roles are inverted, and identities are misplaced or forgotten is a common motif. This location might be shown as a feast or festival, or it could be seen as a place cut off from the rest of society—like the woods in *A Midsummer Night's Dream*.

7 Characteristics of Shakespearean Comedy

There are several key characteristics that are often seen in Shakespearean comedies. Some of them are given below:

1. Love
2. Marriage
3. Mistaken identify
4. Pun or wordplay
5. Humour
6. Buffoonery
7. Happy ending

Humour in Shakespearean comedy

A play is not a comedy if it has no humor. It would be referred to be a tragedy instead. Shakespearean comedy therefore incorporates humor heavily, much like other comedies do. Shakespeare is the master of using a variety of techniques in his plays to elicit strong laughter and enjoyment. He uses sarcasm, ironies, masquerades, lewd jokes, puns, and mistaken identity to create humor. It is important to remember that Shakespeare used humor to make us laugh at human foolishness rather than harbor animosity toward it. Rather of taking aim at human stupidity, he used humor as a form of subdued sarcasm.

Happy ending in Shakespearean comedy.

Shakespearean comedies typically conclude happily, with the main characters marrying their love interests. This is perhaps because marriage was viewed as the inevitable conclusion of many relationships in Shakespeare's day. In addition, two people getting together was often considered a reason to celebrate.

Conclusion

In conclusion, the comedies of William Shakespeare stand as enduring monuments to the power of humor and satire in both entertainment and social commentary. Through his skillful manipulation of language, character, and plot, Shakespeare crafted comedies that continue to captivate audiences across generations. From the playful romantic antics of "Twelfth Night" to the biting wit of "The Merchant of Venice," Shakespeare's comedies offer a rich tapestry of laughter and insight into the human condition.

Throughout this study, we have explored how Shakespeare utilizes humor and satire to not only entertain but also to critique the societal norms and values of his time. By subverting expectations, challenging conventions, and highlighting the absurdities of human behavior, Shakespeare invites audiences to reflect on the complexities of the world around them. Moreover, his comedies remind us of the enduring power of laughter to unite, provoke thought, and inspire change.

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WALTER SCOTT IS A HISTORICAL NOVELIST IN ENGLISH LITERATURE

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ABSTRACT:

A History of English Romanticism in the Nineteenth Century, which was first published in 1926, presents the major literary and artistic innovations of the Romantic movement in accordance with a definition of "Romanticism" that is frequently disregarded and ignored but is particularly pertinent when examining the English Romantic spirit, which is associated with the popular and Christian literature of the Middle Ages. The author rephrases the major contributions made by English poets, such as Scott, Coleridge, and Keats, in the context of their revival of specific themes and leitmotifs that distinctly define the Romantic movement.

Keywords: drama, dialogue, portrait, historical novel.

АННОТАЦИЯ:

История английского романтизма в девятнадцатом веке, впервые опубликованная в 1926 году, представляет основные литературные и художественные новшества романтического движения в соответствии с определением «романтизма», которое часто игнорируется и игнорируется, но которое особенно актуально при изучении Английский романтический дух, который связан с популярной и христианской литературой Средневековья. Автор перефразирует основные вклады английских поэтов, таких как Скотт, Кольридж и Китс, в контексте возрождения ими конкретных тем и лейтмотивов, которые отчетливо определяют романтическое движение.

Ключевые слова: драма, диалог, портрет, исторический роман.

ANNOTATSIYA

Birinchi marta 1926-yilda nashr etilgan "O'n to'qqizinchi asrda ingliz romantizmi tarixi"-romantizmning asosiy adabiy va badiiy yangiliklarini "romantizm" ta'rifi-ga muvofiq taqdim etadi, bu ko'pincha e'tiborga olinmaydi, biroq uni o'rganishda, ayniqsa, juda muhimdir. O'rta asrlarning Xristian adabiyotida uning mashhurligi bi-

lan bog'liq bo'lgan ingliz romantik ruhi ham bor. Muallif Skott, Kolerij va Keats kabi ingliz shoirlari qo'shgan asosiy hissalarini romantik harakatni aniq belgilaydigan o'ziga xos mavzular va leytmotiv(qisqa nota)larni jonlantirish kontekstida ko'rsatib o'tadi.

Kalit so'zlar:drama,dialog, portret, tarixiy roman

Sir Walter Scott was a Scottish writer, historian, and politician. Born in Edinburgh in 1771, Sir Walter Scott was a writer and barrister best known for his Waverley Series of books. As a small child, Scott was sent to live with his Aunt Jenny and family, and he quickly developed an interest in tales of Scottish Border skirmishes. Walter Scott (1771–1832) wrote a historical fiction titled Waverley; or, 'Tis Sixty Years Since. Scott, who was already well-known for his poetry, decided to publish Waverley anonymously in 1814 as his first work of prose. It is frequently recognized as one of the earliest Western historical fiction works. The original title of Walter Scott's "Memoirs" was "Memoir of the Early Life of Sir Walter Scott, Written by Himself.

Many of his novels and narrative poems are still regarded as classics of romantic literature, and he is generally credited as the inventor of the historical fiction genre. Walter Scott was a historical novelist, which means he wrote stories that were set in the past. Most often, he wrote about Scottish history. His stories are filled with kings, queens, castles and courts, together with some of the most dramatic, gruesome, and important events ever to have taken place in Scotland. Scott became an instant best seller with historical narrative poems like The Lay of the Last Minstrel (1805), followed by The Lady of the Lake (1810), Rokeby (1813), and The Lord of the Isles (1815).

Walter Scott elevated literature that has long placed enduring pearls in the poetic crown of every country where letters are valued to the stature of the philosophy of history. He brought poetry into intimate contact with the familiarity of the lowest people, and he brought the marvelous and the true—the two aspects of the times—together with drama, dialogue, portrait, scenery, and description. He also brought it to life with the spirit of the past.

Scottish author, historian, and politician Sir Walter Scott. His narrative poems and novels continue to be considered romantic literature masterpieces, and he is widely acknowledged as the creator of the historical fiction subgenre. Walter Scott wrote historical novels, which are narratives with a historical setting. He wrote about Scottish history most of the time. His tales are replete with castles, courts, monarchs, and some of the most horrific, dramatic, and significant Scottish events ever recor-

ded. With historical narrative poems such as *The Lay of the Last Minstrel* (1805), Scott shot to fame. He was then followed by *The Lady of the Lake* (1810), *Rokeby* (1813), and *The Lord of the Isles* (1815).

Scotland's national identity was shaped in large part by Scott during the 19th century, and his influence may still be seen today. His method of placing stories in well-known historical contexts and fusing fictional and real-life characters proven to be extremely well-liked by readers. Literary works in the historical fiction category are set in the past. Historical fiction attempts to be as authentic as possible by capturing societal mores, manners, customs, and traditions of the era.

In conclusion, one of the various literary subgenres that exists is historical fiction. The fact that the story is set in the past and that every aspect of it follows the accepted conventions of the time is by far its most significant aspect. Historical fiction genres Romance in history. These are historical romances, much as the name would suggest. Historical fiction with a biographical element. Some people find historical fiction that is biographical unsettling. historical sagas or epics; alternate histories; historical adventures or mysteries; etc. We can comprehend historical events by reading about them. We can be moved by historical fiction by reading about the events. We keep looking for meaning and comprehension even after we are aware of the facts.

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MAKTABGACHA YOSHDAGI BOLALARGA CHET TILINI O'RGATISHNING SAMARALI USULLARI

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ANNOTATSIYA:

Kichik yoshdagi bolalarga chet tilini o'rgatish pedagogdan o'ziga yarasha mas'uliyat va mahoratni talab qiladi. Bugungi kunda maktabgacha yoshda bo'lgan bolalarga chet tilini o'rgatish mobaynida turli xildagi samarali usullardan foydalana bilish asosiy masalaga aylangan.

Kalit so'zlar: xorijiy til, pedagog, samaradorlik, bolalar, usullar, qiziqarli o'yinlar, didaktik materiallar.

ABSTRACT:

Teaching a foreign language to children requires appropriate responsibility and skill from the teacher. Today the ability using various effective methods during teaching a foreign language to preschoolers has become the main issue.

Keywords: foreign language, pedagogue, efficiency, children, methods, interesting games, didactic materials.

O'zbekiston Respublikasi Prezidentining 2019-yil 8-maydagi PQ-4312-son qarori 1-ilovaga ko'ra "O'zbekiston Respublikasining maktabgacha ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi"ni yanada rivojlantirishning eng muhim yo'nalishlaridan biri maktabgacha ta'limni rivojlantirish - ta'lim jarayoniga zamonaviy pedagogika va axborot-kommunikatsiya texnologiyalarini (AKT) keng joriy etish va buning uchun amalga oshirilishi kerak bo'lgan ustuvor vazifalar belgilab berilgan [1].

Bugungi kunda chet tillarini bilish kasbiy ta'limning ajralmas qismlardan biriga aylanib bormoqda. Bu ham maktabgacha ta'lim jarayonini e'tibordan chetda qoldirmadi. Yoshlar tarbiyasida chet tillarini o'rgatishning ahamiyati sezilarli dara-

jada oshdi. Hozirgi kunda maktabgacha ta'limga qaratilayotgan e'tibor davlatning ijtimoiy, iqtisodiy va ma'naviy rivojlanishini anglatadi. Yoshlarimizning zamonaviy va har tomonlama yetuk kadrlar bo'lib voyaga yetishi uchun barcha sharoit yaratilgan. Shuningdek, biz yorug' kelajagimizni qurish uchun samarali va sifatli bilimga ega bo'lishimiz zarur. Bu erda biz chet tillarini o'rganish va o'rgatishni kuchaytirishimiz, malaka almashish dasturlari orqali chet tillarini o'rgatishimiz va ko'plab usullarni qo'llashimiz kerak.

Tadqiqotlarning amaliyoti yurtimizda olib borilmoqda. Jumladan, maktabgacha ta'lim tizimini yanada takomillashtirish, moddiy-texnik bazasini mustahkamlash, maktabgacha ta'lim muassasalari tarmog'ini kengaytirish, malakali pedagog kadrlar bilan ta'minlash, bolalarni maktab ta'limiga tayyorlash darajasini tubdan oshirish, zamonaviy maktabgacha ta'lim muassasalarini joriy etish uchun shart-sharoitlar yaratilmoqda. O'quv jarayonidagi ta'lim dasturlari va texnologiyalari bolalarning axloqiy, estetik va jismoniy rivojlanishi uchun zarur hisoblanadi [2].

Yoshlarimiz ta'lim va tarbiyasining birinchi bosqichi maktabgacha ta'limdir. Bolalarni ongli va bilimli qilib tarbiyalashda maktabgacha ta'lim muassasalari muhim o'rin tutadi. Yosh avlodga ta'lim berishda kattalardan farqli ravishda zamonaviy usullardan foydalanish zarur. Bolalar o'rtasidagi musobaqalar juda muhim. Chunki bolalarda sog'lom raqobatni yoshligidan shakllantirish kerak. Bolalarning tilga qiziqishi shu yo'l bilan ham ortishi mumkin. Xitoyliklarning fikricha, barcha inson manfaatlari raqobat orqali keladi. Buni shu yo'l orqali atrof-muhitni o'rganishga, raqobat orqali raqiblarini bilishga o'rganadigan bolalar timsolida ko'rishimiz mumkin. Bolalar, berilgan vaziyatni tushunish va o'yinlarda g'alaba qozonish orqali osonroq o'rganadilar. Bu orqali o'rgangan ma'lumotlarini mustahkamlaydilar. Bir tomondan, tilda ifodalangan mazmun bolalar hayoti, boshqa tomondan esa bolalar bilan olib boriladigan muloqot kundalik hayotimiz bilan bog'liq bo'lishi kerak. Biz taklif qilayotgan tadbirlar yoki vazifalar qiziqarli va muhim bo'lishi kerak. Har bir bolani chet tilini o'rganish jarayonida harakat qilishga undash zarur hisoblanadi. Bolalar tezda o'rganadilar, lekin tezda unutishadi. Shuning uchun nutqni bir necha marta takrorlash, bir mavzu bo'yicha o'yinlar yoki tarqatma materiallar orqali darslar tashkil qilish bolalarni o'rganayotgan narsalarini eslab qolishiga yordam beradi. Takrorlash chet tilini o'rgatishning ajralmas qismi bo'lishi kerak. Bolalarga chet tilini muvaffaqiyatli o'rgatish o'qituvchidan turli xildagi usullardan foydalanishni talab qiladi. Yana bir misol, bolalarga ingliz tilini o'rgatishda "listening", ya'ni eshittirishlar qilish va bu bolaga qanday ta'sir qilishini kuzatish kerak. Agar bu eshittirishlar ularga tushunarsiz bo'lsa, unda osonroqlarini tanlay bilish kerak. Masalan, turli xildagi qo'shiqlar bolalarni ham raqsga tushib, ham kuylashiga yordam beradi.

Statistik ma'lumotlarga ko'ra, yarim soatdan ko'proq vaqt davomida bolalarning e'tiborini jalb qilish mumkin emas. 20 daqiqa yoki yarim soat o'tgach, bola avtomatik ravishda chalg'iydi. Shuning uchun bolalarni o'yin orqali o'qitish usuli ham juda samarali. Misol uchun, agar bolalarga rasmlar berilsa va inglizcha nomlarini topsa, qiziqarli bo'ladi. Buning uchun bizga hayvonlarning rasmlari bo'lgan kartalar yoki varaqlar kerak. O'qituvchi hayvonlarning nomlarini aytishga yordam beradi. Aksariyat bolalarda ko'rgan narsalarini eslab qolish qobiliyati yaxshi rivojlanganligi sababli, bu usul juda samarali bo'lishi mumkin.

Kattalardan asosiy farqi shundaki, bolalar ingliz tilini o'qimaydilar, o'rganadilar, o'ynaydilar. Ya'ni, ular o'qitiladi albatta, lekin ular bunday deb o'ylamaydilar. Bu yoshda ularni biror narsani o'rganishga majburlash befoйда - bolalarda beixtiyor yodlash ustunlik qiladi, ya'ni ijobiy his-tuyg'ular zarur. Va agar o'yinlarda bo'lmasa, ularni qayerdan olish kerak? [3]. Yosh bolalarga chet tilini samarali o'rgatishning yana bir usuli - bu rolly o'yin. O'qituvchi ba'zi ma'lumotlarni, masalan, hayvonlar yoki qushlarning nomlarini o'rgatishda bolalarga rol o'ynatishi yoki uni sahnalashtirishi kerak. Masalan: bir o'quvchi itning vovillashini, mushukning miyovlashini va sherning na'rasini ko'rsatsa, boshqa o'quvchi bu tovushlar qaysi hayvonga tegishli ekanligini bilib, uning inglizcha nomini aytishi kerak [4].

Yana bir samarali usul bolalarning qiziqishlaridan kelib chiqqan holda ular o'ynaydigan narsalardan foydalanib o'rgatishdir. Ma'lumki, ota-onalar farzandlar uchun zarur bo'lgan birinchi raqamli insonlardir. Shuning uchun ular birinchi navbatda ularning ta'lim olishi uchun javobgardirlar. Biror narsaga qiziqish uyg'otish, ma'lum bir yo'nalishga boshlash katta ahamiyatga ega. Bola hamma narsadan ko'ra o'z o'yinchog'i yoki kitobiga qiziqadi deylik va bola yangi so'z yoki atamani o'rganayotganda, unga yoqadigan narsa o'sha sevimli o'yinchoq orqali o'rgatilsa, bu so'z ham o'rinchoqqa qo'shib sevimli va yoddan chiqmas so'zga aylanadi.

Xulosa qilib shuni aytish kerakki, bolalar hayotda qilayotgan ishlari va o'yinlari asosida ularning kundalik hayotiga qiziqishadi. Demak, yo'nalishni kundalik ishlarga bog'lab o'rgatish pedagogning mas'uliyatiga, qiziqtirish esa mahoratga bog'liq. Bolalarda til o'rganishga qiziqish uyg'ota olish o'qituvchidan yuksak malaka va mahorat talab qiladi. Bundan tashqari, kichik yoshdagi o'quvchilarning qiziqish va qobiliyatini hisobga olgan holda tashkil etilgan darslar bolalarning ko'proq bilim olishiga, o'qituvchilarning samarali ishlashiga yordam beradi.

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DARSLARNI DIFFERENSIATSIYALASH USULI ORQALI TASHKILLASHTIRISH

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ANNOTATSIYA

Ushbu maqolada darslarni differenziatsiyalash texnologiyalari orqali tashkillashtirish usullari va afzalliklari haqida fikr yuritiladi. Bundan tashqari darslarni differenziatsiyalash texnologiyalari orqali samarali olib borishga oid savollar ko'rib chiqiladi va takliflar keltiriladi.

Kalit so'zlar: Differenziatsiyalash texnologiyasi, shaxsga yo'naltirilgan ta'lim, o'quv jarayoni, pedagogik mahorat.

ORGANIZATION OF LESSONS BY THE METHOD OF DIFFERENTIATION

ABSTRACT

This article discusses the methods and benefits of organizing lessons through differentiation technologies. In addition, questions related to the effective conduct of lessons through differentiation technologies are considered and suggestions are made.

Keywords: Differentiation technology, person-oriented education, educational process, pedagogical skill.

Bugungi kunda zamonaviy hayotni ilm-ma'rifat va ta'limning taraqqiyotisiz tasavvur etib bo'lmaydi. Jahonning yetakchi davlatlarida ta'limni rivojlantirish birinchi galdagi vazifa sifatida belgilanishi ham bejiz emas. Negaki, mamlakatning kelgusi ravnaqi aynan shu sohada qo'lga kiritgan yutuqlari bilan chambarchas bog'liqdir. Mamlakatimizda keyingi yillarda yoshlarning intellektual va ijodiy salohiyatini rivojlantirish, buning uchun zarur shart-sharoit yaratishga e'tibor yanada kuchaytirilmoqda. Zero, yurtimizning kelgusidagi jadal taraqqiyoti kelajagimiz egalari bo'lgan yosh avlodning ma'naviy yetukligiga bog'liq. Hozirgi vaqtda

mamlakatimizda jahon ta'lim sohasiga kirib borishga mo'ljallangan yangi ta'lim tizimining shakllanish jarayoni kechmoqda. Ushbu davr o'quv-tarbiya jarayonining pedagogik nazariya va amaliyotida jiddiy o'zgarishlar bilan kechmoqda: o'qitishning mazmuni o'zgaryapti, bilim berish jarayoniga boshqa yondashuv taklif etilyapti, boshqacha munosabatlar va o'zini tutish tamoyillari shakllanyapti. Bularning barchasini bizning davrimiz – XXI asr – yangi texnologiyalar va insonlar o'rtasidagi yangicha munosabatlar asri taqozo etmoqda. Shular qatoriga albatta darslarni differentsiatsiyalash texnologiyalari orqali o'rgatish ham kiradi. O'qitishning zamonaviy texnologiyalarini qo'llash, o'qitish jarayonini yagona shaklga keltirish va yuqori samaradorlikka erishishga imkon yaratadi. Endi differentsiatsiyalash texnologiyalarning nima uchun bugungi kunda dolzarb bo'lib borayotganligi, nima uchun mazkur texnologiyalar ta'limning hozirgi kuni, kelajagi bo'lib qolganligi hamda ularning mohiyati haqida qisqacha to'xtalamiz.

Differentsiatsiyalash texnologiyalari shaxsga yo'naltirilgan ta'lim texnologiyalari bilan chambarchas bog'liq hisoblanadi. Differentsiatsiya insonning fazilatlarini, uning qiziqishlari, moyilligini o'rganishga qaratilgan. Differentsial yondashuvda o'rganuvchilar aql-idrok, xulq-atvor, munosabatlar va yetakchi fazilatlarining shakllanish darajasidagi o'xshashlik asosida guruhlanadi. Ushbu ishning samaradorligi pedagogik kasbiylik va o'qituvchining mahorati, uning shaxsiyatini o'rganish va shu bilan birga u har doim individual ekanligini eslash qobiliyati, faqat ma'lum bir kishiga xos bo'lgan va uni boshqa odamlardan ajratib turadigan jismoniy va psixologik xususiyatlarning o'ziga xos kombinatsiyasi bilan bog'liqdir. Ularni hisobga olgan holda o'qituvchi har bir o'quvchining shaxsiga tarbiyaviy ta'sir o'tkazish usullari va shakllarini belgilaydi. Bularning barchasi o'qituvchidan nafaqat pedagogik bilimlarni, balki psixologiya, fiziologiya, diagnostika asosida ta'limning gumanistik texnologiyasini ham talab qiladi.

Differentsiatsiyalash texnologiyalari ta'rifi uning sub'ektlarining xususiyatlarini hisobga olish zarurligini ta'kidlaganligi sababli, o'qituvchi uchun bolalarni farqlash muammosi dolzarb bo'lib qoladi.

An'anaga ko'ra, differentsiatsiya «ko'proq-kam» yondashuviga asoslangan bo'lib, unda o'rganuvchilarga taklif qilinadigan material miqdori oshiriladi yoki kamaytiriladi. «Kuchli» o'quvchilar topshiriqni ko'proq qabul qiladi, «zaif» o'quvchilar esa kamroq. Differentsiatsiya muammosini bunday hal qilish muammoning o'zini olib tashlamaydi va qobiliyatli bolalarning rivojlanishida kechikishlariga olib keladi va orqada qolganlar ta'lim muammolarini hal qilishda duch kelgan qiyinchiliklarni bartaraf eta olmaydi.

O'quvchi shaxsini rivojlantirish, uning o'z taqdirini o'zi belgilashi va o'zini o'zi

anglashi uchun qulay pedagogik shart-sharoitlarni yaratishda quyidagi farqlash texnologiyasi yordam berdi.

Keling, farqlash usullarini umumlashtiramiz:

1. Ta'lim vazifalari mazmunini farqlash:

- ijodkorlik darajasi bo'yicha;
- qiyinchilik darajasiga ko'ra;
- hajmi bo'yicha.

2. Darsda bolalar faoliyatini tashkil etishning turli usullaridan foydalanish, shu bilan birga vazifalarning mazmuni va ish farqlanadi:

- o'rganuvchilarning mustaqillik darajasiga ko'ra;
- o'rganuvchilarga yordam ko'rsatish darajasi va xususiyati bo'yicha;
- o'quv faoliyatining tabiatiga ko'ra.

Differensial ish turlicha tashkil etiladi. Ko'pincha, muvaffaqiyat darajasi past va o'rganish darajasi past bo'lgan (maktab namunasi bo'yicha) birinchi darajali vazifalarni bajargan o'rganuvchilar dars davomida ko'rib chiqilgan namunaga asoslangan ko'nikma va vazifalarning bir qismi bo'lgan individual topshiriqlarni mashq qiladilar. O'rtacha va yuqori darajadagi muvaffaqiyat va o'rganish darajasi bo'lgan o'rganuvchilar - ijodiy (murakkab) vazifalarni bajaradilar.

Ko'pgina o'qituvchilar bolalarning sinfdagi ko'rsatmalarga muvofiq qat'iy ishlashi kerak degan fikrda. Biroq, bunday texnika ishni faqat xato va chekinishlarsiz bajarishga imkon beradi, lekin bilish jarayonlarini shakllantirmaydi va o'quvchini rivojlantirmaydi, mustaqillik, tashabbuskorlik kabi fazilatlarni tarbiyalamaydi. Talabalarda ijodiy qobiliyatlar amaliy faoliyatda rivojlanadi. O'qituvchi tomonidan qo'yilgan vazifa bolalarni echimlarni izlashga undashi kerak. Ba'zi o'qituvchilar darslarni differensiatsiyalash ko'p kuch va vaqt sarflaydi, alohida materiallar va qo'llanmalar kerak deb hisoblaydi. Bu shuni anglatadiki, differensiallashtirish usullari sezilarli darajada qo'shimcha harakatlarni talab qilmaydi. Masalan biror bir topshiriqni quyidagicha shakllantirish mumkin:

1) o'zingizning orzuingizdagi maktabni tasvirlab bering;

2) o'zingizning orzuingizdagi maktabni tasvirlab bering. Quyidagi jihatlarga e'tibor bering: maktab binosi, sinf xonalari, darslar, tanaffuslar;

3) o'zingizning orzuingizdagi maktabni tasvirlab bering. Quyidagi jihatlarga e'tibor bering: maktab binosi, sinf xonalari, darslar, tanaffuslar. Quyidagi jumladan foydalanishingiz mumkin: mening maktabim..., mening sevimli darsim shunday..., maktab sinf xonalari...

Ushbu misol o'qitishda differensiatsiyalashning amaliy misolidir. Bir xil mavzu va

differnsiatsiyalashgan vazifalar: ochiq topshiriq, yarim ochiq topshiriq va yopiq topshiriq ko'rinishida. Asosiysi, bu kabi metodlarni o'qituvchi sifatida hech qanday qo'shimcha kuch sarflamasdan amalga oshirish mumkin.

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CHET TILLARNI O'QITISH METODIKASIDA INNOVATSION YONDASHUVLAR VA AXBOROT TEXNOLOGIYALARINI QO'LLASH MASALALARI

Zarnigor Farhodjon qizi Sherqo'ziyeva
FarDU talabasi

ANNOTATSIYA:

Ushbu maqolada chet tilini o'qitish metodikasida qo'llanilayotgan zamonaviy metod turlari va ulardan foydalanish xususida so'z boradi. Ushbu qo'llanma Chet tillarini o'qitishda axborot texnologiyalarning qulayliklari va unga bo'lgan ehtiyojlarni (ingliz tili misolida) til o'rganishda texnologiyalarning ahamiyati, texnologiyaga bo'lgan ehtiyoj, innovatsion usullarda maktab, oliy ta'limlarda yangicha yondashuv va ta'lim sohasini zamonbob tarzida olib borish hamda mazkur metodlarni qo'llash borasida fikr-mulohazalar keltirilgan.

Kalit so'zlar: Tafakkur-verbal, interferensiya, transpozitsiya, lingafon, innovatsion yondashuv, zamonaviy axborot,

ABSTRACT:

This article talks about the types of modern methods used in foreign language teaching methodology and their use. This guide describes the convenience and needs of information technology in teaching foreign languages (in the example of English), the importance of technology in language learning, the need for technology, schools in innovative ways, a new approach and education in higher education. Opinions on conducting the field in a modern way and applying these methods are given.

Keywords: Thought-verbal, interference, transposition, language, innovative approach, modern information,

KIRISH

Mamlakatimiz mustaqillikka erishganidan so'ng, istiqlolning ilk yillaridanoq O'zbekiston demokratik hayot qurishga kirishdi. Iqtisodiyot ham muhim ahamiyat kasb etdi. Amalga oshirilgan islohatlar salmog'i yildan yilga kerak bo'lsa kundan kunga ortdi. Faqat tub islohatlar emas balki boshqa javhalarda jumldan ta'lim tizimida ko'plab o'zgarishlar sodir bo'ldi. Ayniqsa chet tillarini o'rgatishga qiziqish oshdi va yoshlar uchun ko'plab sharoitlar yaratilib berildi berildi. Bundan asosiy maqsad yoshlarning bilim saviyasini oshirish, chet tiliga bo'lgan qiziqishiniyanada oshirish. Birinchi prezidentimiz Islom Karimov aytganlaridek, "Hozirgi paytda xorijiy tillarni

o'rgatishga yurtimizda katta ahamiyat berilmoqda. O'qituvchi bu jarayonda shaxsning rivojlanish, shakllanishi, bilim olishi va tarbiyalanishiga sharoit yaratadi va shu bilan bir qatorda boshqaruvchilik, yo'naltiruvchilik funksiyasini bajaradi. Ta'lim jarayonida o'quvchi asosiy figuraga aylanadi. Shuning uchun oliy o'quv yurtlari va fakultetlarida malakali kasb egalarini tayyorlashda zamonaviy o'qitish metodlari, interaktiv metodlar, innovatsion texnologiyalarning o'rni va ro'li benihoya kattadir. Pedagogik texnologiya va pedagogik mahoratiga oid bilim, tajriba va interaktiv metodlar o'quvchitalabalarining bilimli, yetuk malakaga ega bo'lishlarini ta'minlaydi.

Muhokama va natijalar:

Chet tillarini o'rganish azaldan mavjud emas. Tarixga nazar tashlar ekanmiz; chet tillarini (ingliz, rus, ispan, fransuz, nemis) tillarini o'rganish mustaqillik yillaridan so'ng unga talab kuchaya boshlagan. Hozirgi kunda chet tiliga mamlakatimizda ahamiyat juda kuchli respublikamizda G'arbiy Yevropa (ingliz, ispan, nemis, fransuz) tillari va Sharq (arab, turk, urdu, fors, xitoy, hind) tillari o'qitilmoqda. Ular ta'lim muassasalarining o'quv rejalaridan o'rin olgan. Chet tili muallimi axborot texnologiyalarini bilishi va uning metodika fani yutuqlarini puxta o'zlashtirish orqali o'quvchining to'plagan til tajribasi me'yori aniq bilishga va uni yanada takomillashtirishga erishadi. Mamlakatimiz mustaqillikka erishgach, chet tillarini o'rganishga bo'lgan talab va qiziqish oshdi. O'quvchi-yoshlar uchun ko'plab imkoniyatlar yaratib berildi. Ta'lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanish hamda, ta'lim jarayoniga zamonaviy innovatsion texnologiyalarini olib kirish orqali ta'lim sifati va samaradorligini oshirilmoqda. Xususan, chet tilini o'rganishda bunday axborot-kommunikatsion texnologiyalardan foydalanishning bir qancha afzalliklari mavjud. Til o'rganish va o'qitishda innovatsion texnologiyalar kata ahamiyatga ega. Texnologik vositalardan foydalanish chet tili o'rganishning har bir aspectida (reading, writing, listening, speaking) qo'l keladi. Masalan, tinglab tushunish uchun, albatta kompyuter, player, CD diskarsiz bu jarayonni amalga oshirish mumkin emas. Tinglab tushunish til o'rganishning eng muhim qismlaridan biridir. Bunda o'quvchi bir vaqtning 165 o'zida so'zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so'z boyligi va uning ma'nolariga e'tibor berishi talab qilinadi. Ta'lim jarayonida zamonaviy texnologiyalardan foydalanishda o'quvchilar ham axborot - kommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalana olishi muhim omil hisoblanadi. Chet tilini zamonaviy texnologiyalardan foydalanib o'rgatish va o'rganish eng samador usullardan biridir. Bu jarayonda, jumladan: kompyuterlardan foydalanganda o'quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko'rishi ham eshitishi mumkin; — chet tilidagi radio eshitirishlar va televideniadagi dasturlarni eshitish va tomosha qilish mumkin; — ancha

an'anaviy usul hisoblanadigan magnitafon va cassetalardan foydalanish; — CD pleyerlardan foydalanish mumkin. Bu texnik vositalardan foydalanish o'quvchilarning chet tilini o'rganishlari jarayonini qiziqarliroq va samaraliroq bo'lishini ta'minlaydi. Ma'lumki, darsning turli xil o'yinlar asosida o'tilishi o'quvchilarning imkoniyatlarini namoyish etish, diqqatni jamlash, bilim va ko'nikmalarini oshirish va kuchli bo'lishlarini ta'minlaydi.

Chet tilini o'rgatishda o'rganuvchining salohiyat va darajasi yoshidan kelib chiqqan holda bosqichma bosqich o'rgatish yaxshi natija beradi. Bunda o'quvchilar 1. boshlang'ich bosqichda o'qitish, 2 o'rta bosqichda o'qitish, 3 yuqori bosqichda o'qitish asosida guruhlarga bo'linadi. Har bir bosqich uchun o'qituvchi tomondan maxsus faol dastur ishlab chiqiladi. Ta'limning faol usullari nafaqat o'quv jarayonida o'quvchilarni faol fikrlashga va amaliy faoliyatga undashga yordam beradi, balki ijobiy o'qitish motivatsiyasini shakllantirishga, ijodiy qobiliyatlarni ochib berish va rivojlantirishga yordam beradi, o'quv materialini yuqori samaradorlik bilan o'zlashtirishga yordam beradi. Darsning har bir bosqichi uchun nafaqat o'qituvchi, balki o'quvchilar uchun ham samarali bo'lgan faol metodlardan foydalanish kerak. Ularning ba'zilari bilan tanishib chiqishingizni maslahat beraman, deyarli barcha texnikalar harakatchan ekanligini va nafaqat chet tili darslarida, balki boshqa o'quv fanlarida ham qo'llanilishi mumkinligini ta'kidlamogchiman. 1. Tashkiliy bosqich. "Karusel" ("Merry Go Round") Ushbu texnika xayoliy fikrlash, xotiradan foydalanishga imkon beradi. Birinchi talaba o'qituvchidan kartani oladi va shu so'z bilan assotsiatsiyalarni nomlaydi. Karta o'qituvchiga qaytguncha zanjir bo'ylab uzatiladi. Har bir talaba o'z fikrlarini tez sur'atlarda ifoda etish imkoniyatiga ega. Ushbu bosqichda talabalar o'tgan materialni "eslab qolishadi". Gapirish qobiliyatini rivojlantirish uchun dars davomida "Intellectual isinish" tamoyilidan foydalanish mumkin.

Xulosa

Demak, o'quvchilarning til tajribasi chet til o'rganishga g'ov bo'lishi (salbiy ta'sir — interferensiya) yoki yordam berishi (ijobiy ta'sir — transpozitsiya) kuza-tiladi. Xulosa qilib aytganda, hozirgi kunda axborot texnologiyalar chet tillarini ahamiyati transpozitsiya ya'ni ijobiy taraflari juda ko'p, faqat internetdan to'g'ri foydalanish va undan dars samarasini oshirishda zaruriyat tug'iladi. Interferensiya ya'ni salbiy jihatini olib qaraydigan bo'lsak, ustozlar o'quvchilarga qaraganda, innovatsion texnologiyani ulardan yaxshiroq bilish lozim. Sababi shundaki, o'quvchilarga to'g'ri yo'nalishda ta'lim berish lozim. Ingliz tili darslarida innovatsion usullarni qo'llash natijasida o'quvchilarning mantiqiy fikrlash qobiliyatlari rivojlanadi, nutqi ravonlashadi, tez va to'g'ri javob berish malakasi shakllanadi. Bunday usullar va o'yinlar o'quvchida bilimga ishtiyoq uyg'otadi. O'quvchi darslarga puxta hozirlik

ko'rishga intiladi. Bu esa o'quvchilarni ta'lim jarayonining sub'yektlariga aylantiradi. Chet tilini o'qitish jarayonida turli xil jadvallardan foydalanishning ham samarasi yuqoridir. Ta'lim jarayonida jadvallardan foydalanib, o'quvchilar ma'lum bir grammatik qoidani, masalan, zamonlardan foydalanib gaplar tuzish, yangi so'zlarni joylashtirib chiqishi mumkin. Chet tilini o'rganishga ehtiyoj yuqori bo'lgan bir davrda, ta'lim jarayonida zamonaviy axborot texnologiyalaridan, innovatsion ta'lim texnologiyalaridan unumli foydalanish bu jarayonni samarali bo'lishiga olib keldi. Innovatsion ta'lim texnologiyalarning samaradorligi ularning ta'lim jarayonida to'g'ri va unumli foydalanilganidadir.

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THE HISTORY OF WORD

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ABSTRACT

This article is about origin and use of the word. Word is a small unit of a language and it has meaning. Despite the fact that language speakers often have an intuitive grasp of what a word is, there is no consensus among linguists on its definition and numerous attempts to find specific criteria of the concept remain controversial[1]. Different standards have been proposed, depending on the theoretical background and descriptive context; these do not converge on a single definition[2]. Some specific definitions of the term "word" are employed to convey its different meanings at different levels of description, for example based on phonological, grammatical or orthographic basis. Others suggest that the concept is simply a convention used in everyday situations.[3]

Keywords: etymology, lexicology, morpheme, orthography, grammar.

INTRODUCTION

The concept of "word" is distinguished from that of a morpheme, which is the smallest unit of language that has a meaning, even if it cannot stand on its own. Words are made out of at least one morpheme. Morphemes can also be joined to create other words in a process of morphological derivation. In English and many other languages, the morphemes that make up a word generally include at least one root (such as "rock", "god", "type", "writ", "can", "not") and possibly some affixes ("-s", "un-", "-ly", "-ness"). Words with more than one root ("[type][writ]er", "[cow][boy]s", "[tele][graph]ically") are called compound words. In turn, words are combined to form other elements of language, such as phrases ("a red rock", "put up with"), clauses ("I threw a rock"), and sentences ("I threw a rock, but missed"). In many languages, the notion of what constitutes a "word" may be learned as part of learning the writing system.[4] This is the case for the English language, and for most

languages that are written with alphabets derived from the ancient Latin or Greek alphabets. In English orthography, the letter sequences "rock", "god", "write", "with", "the", and "not" are considered to be single-morpheme words, whereas "rocks", "ungodliness", "typewriter", and "cannot" are words composed of two or more morphemes ("rock"+"s", "un"+"god"+"li"+"ness", "type"+"writ"+"er", and "can"+"not").

Literature analysis and methodology

Since the beginning of the study of linguistics, numerous attempts at defining what a word is have been made, with many different criteria. However, no satisfying definition has yet been found to apply to all languages and at all levels of linguistic analysis. It is, however, possible to find consistent definitions of "word" at different levels of description. These include definitions on the phonetic and phonological level, that it is the smallest segment of sound that can be theoretically isolated by word accent and boundary markers; on the orthographic level as a segment indicated by blank spaces in writing or print; on the basis of morphology as the basic element of grammatical paradigms like inflection, different from word-forms; within semantics as the smallest and relatively independent carrier of meaning in a lexicon; and syntactically, as the smallest permutable and substitutable unit of a sentence. In some languages, these different types of words coincide and one can analyze, for example, a "phonological word" as essentially the same as "grammatical word". However, in other languages they may correspond to elements of different size. Much of the difficulty stems from the euro centric bias, as languages from outside of Europe may not follow the intuitions of European scholars. Some of the criteria developed for "word" can only be applicable to languages of broadly European synthetic structure. Because of this unclear status, some linguists propose avoiding the term "word" altogether, instead focusing on better defined terms such as morphemes.[5] Dictionaries categorize a language's lexicon into individually listed forms called lemmas. These can be taken as an indication of what constitutes a "word" in the opinion of the writers of that language. This written form of a word constitutes a lexeme. The most appropriate means of measuring the length of a word is by counting its syllables or morphemes. When a word has multiple definitions or multiple senses, it may result in confusion in a debate or discussion. The concept of "word" is distinguished from that of a morpheme, which is the smallest unit of language that has a meaning, even if it cannot stand on its own. Words are made out of at least one morpheme. Morphemes can also be joined to create other words in a process of morphological derivation. In English and many other languages, the morphemes that make up a word generally include at least one root (such as "rock", "god", "type", "writ", "can", "not") and possibly some affixes ("-s", "un-", "-ly", "-ness"). Words with more than one root ("[ty-

pe][writ]er", "[cow][boy]s", "[tele][graph]ically") are called compound words. In turn, words are combined to form other elements of language, such as phrases ("a red rock", "put up with"), clauses ("I threw a rock"), and sentences ("I threw a rock, but missed").

In many languages, the notion of what constitutes a "word" may be learned as part of learning the writing system. This is the case for the English language, and for most languages that are written with alphabets derived from the ancient Latin or Greek alphabets. In English orthography, the letter sequences "rock", "god", "write", "with", "the", and "not" are considered to be single-morpheme words, whereas "rocks", "ungodliness", "typewriter", and "cannot" are words composed of two or more morphemes ("rock"+"s", "un"+"god"+"li"+"ness", "type"+"writ"+"er", and "can"+"not"). changed, the meaning of the word also changes. Speakers of a language also usually associate a specific meaning with a word and not a single morpheme. For example, when asked to talk about untruthfulness they rarely focus on the meaning of morphemes such as -th or -ness.

According to Leonard Bloomfield introduced the concept of "Minimal Free Forms" in 1928. Words are thought of as the smallest meaningful unit of speech that can stand by themselves. This correlates phonemes (units of sound) to lexemes (units of meaning). However, some written words are not minimal free forms as they make no sense by themselves (for example, the/of). Some semanticists have put forward a theory of so-called semantic primitives or semantic primes, indefinable words representing fundamental concepts that are intuitively meaningful. According to this theory, semantic primes serve as the basis for describing the meaning, without circularity, of other words and their associated conceptual denotations.[6]

In the Minimalist school of theoretical syntax, words (also called lexical items in the literature) are construed as "bundles" of linguistic features that are united into a structure with form and meaning. For example, the word "koalas" has semantic features (it denotes real-world objects, koalas), category features (it is a noun), number features (it is plural and must agree with verbs, pronouns, and demonstratives in its domain), phonological features (it is pronounced a certain way), etc.

In languages with a literary tradition, the question of what is considered a single word is influenced by orthography. Word separators, typically spaces and punctuation marks are common in modern orthography of languages using alphabetic scripts, but these are a relatively modern development in the history of writing. In character encoding, word segmentation depends on which characters are defined as word dividers. In English orthography, compound expressions may contain spaces. For example, ice cream, air raid shelter and get up each are generally considered to

consist of more than one word (as each of the components are free forms, with the possible exception of *get*), and so is *no one*, but the similarly compounded *someone* and *nobody* are considered single words. Sometimes, languages which are close grammatically will consider the same order of words in different ways. For example, reflexive verbs in the French infinitive are separate from their respective particle, e.g. *se laver* ("to wash oneself"), whereas in Portuguese they are hyphenated, e.g. *lavar-se*, and in Spanish they are joined, e.g. *lavarse*. Not all languages delimit words expressly. Mandarin Chinese is a highly analytic language with few inflectional affixes, making it unnecessary to delimit words orthographically. However, there are many multiple-morpheme compounds in Mandarin, as well as a variety of bound morphemes that make it difficult to clearly determine what constitutes a word.[7] Japanese uses orthographic cues to delimit words, such as switching between *kanji* (characters borrowed from Chinese writing) and the two *kana* syllabaries. This is a fairly soft rule, because content words can also be written in *hiragana* for effect, though if done extensively spaces are typically added to maintain legibility. Vietnamese orthography, although using the Latin alphabet, delimits monosyllabic morphemes rather than words.

Discussion and results

Words are the fundamental units of language, serving as vehicles for communication and expression. Throughout history, humans have developed intricate systems of language to convey thoughts, emotions, and ideas. Understanding the properties and dynamics of words is essential for comprehending language structure and usage. One key aspect of words is their morphology, which encompasses their structure and formation. Words can be classified based on their morphological properties, such as their roots, prefixes, suffixes, and inflectional patterns. This classification helps linguists analyze the internal structure of words and identify patterns across different languages.

Another crucial dimension of words is their semantics—the meanings they convey. Words are not just arbitrary symbols; they carry rich semantic content that allows speakers to communicate effectively. Semantic analysis involves examining how words represent concepts, relate to one another through synonymy, antonym, and hyponymy, and contribute to the overall meaning of sentences and texts.

Words also play a vital role in syntax, governing the arrangement of words in sentences and phrases. Syntax dictates the grammatical rules that govern how words combine to form meaningful utterances. Studying the syntactic properties of words helps linguists understand sentence structure and grammatical relations within a language. Furthermore, words exhibit various syntactic functions, such as serving as

nouns, verbs, adjectives, adverbs, conjunctions, and prepositions. These syntactic roles determine how words interact with one another within sentences and contribute to the overall grammatical structure of language.

In our study, we conducted a comprehensive analysis of words across different linguistic dimensions. We examined the morphological, semantic, and syntactic properties of a diverse set of words in English. Our results revealed several interesting findings:

1. Morphological Analysis: We identified common morphological patterns in English words, such as the prevalence of prefixes (e.g., un-, dis-), suffixes (e.g., -tion, -ment), and root words. We also observed variations in word formation processes, including derivation, compounding, and inflection.

2. Semantic Analysis: Our semantic analysis uncovered the diverse range of meanings associated with English words. We found that words can have multiple senses and semantic relationships with other words, such as synonymy, antonym, and polysemy. Additionally, we explored the semantic features that characterize different word categories, such as the abstractness of nouns and the dynamic nature of verbs.

3. Syntactic Analysis: We investigated the syntactic functions of words in English sentences, including their roles as subjects, objects, predicates, and modifiers. Our analysis highlighted the syntactic flexibility of certain words, such as adjectives that can function as nouns (e.g., "the poor"), and the syntactic constraints that govern word order and agreement within sentences. Overall, our study provides valuable insights into the intricate properties and dynamics of words in language. By examining words from morphological, semantic, and syntactic perspectives, we gain a deeper understanding of how language works and how words contribute to linguistic structure and communication.

Conclusion

In summation, the intricacies of language underscore the profound impact words have on shaping our world. They bridge cultures, express emotions, and convey knowledge. However, with this influence comes the imperative to wield words conscientiously, mindful of their potential to inspire, enlighten, and unite. Through thoughtful communication, we can harness the transformative power of words to foster empathy, understanding, and positive change in our shared human experience.

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UNLOCKING ACADEMIC SUCCESS: UNDERSTANDING THE SIGNIFICANCE AND STRATEGIES OF STUDENT ASSESMENT

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ABSTRACT

This article delves into the pivotal realm of student assessment, shedding light on its definition, paramount importance for both students and teachers, and effective strategies for implementation. It elucidates the intricate connection between student assessment and academic success, emphasizing the need for instructors at all levels to strategically evaluate the learning process. Additionally, the article explores the nuances distinguishing assessment from traditional grading methods, offering insights into fostering a comprehensive approach to gauging student performance.

Keywords: academic success, evaluating, grading, analysis, learning process, reliable feedback, summative assessment, formative assessment, educational measurement.

INTRODUCTION

Undoubtedly, education holds a crucial role in shaping children's ideas, habits, attitudes, interests, and values, aiming to cultivate individuals with well-rounded personalities. This involves fostering aesthetic richness, cultural understanding, emotional stability, mental alertness, moral uprightness, physical strength, social efficiency, spiritual enlightenment, vocational self-sufficiency, and international liberalism. Hence, teachers need a range of skills to craft lessons aligned with these objectives. This involves accurately evaluating students and motivating them toward their future aspirations.

This article aims to analyze the importance and provide some methods to improve teacher's ideas on assessing.

What is assessment and its importance In their handbook for course-based review and assessment, Martha L. A. Stassen et al. define assessment as “the systematic collection and analysis of information to improve student learning.” (Stassen et al., 2001, pg. 5) Assessment in education doesn't have a singular role. Instead, it offers information that serves various purposes for different individuals. Many stakeholders are interested in school activities, each requiring specific information tailored to their needs. Teachers aim to enhance student learning through thoughtful planning and implementation, often aligned with curriculum guidelines. Assessment is an integral component of this teaching and learning context. Its fundamental role lies within the classroom, closely linked to teaching and learning. Teach-

ers must monitor students' learning progress, acknowledge their achievements, and addressing difficulties. Only with a clear understanding of students' learning profiles can teachers effectively support their success.

Not just educators but students as well require an understanding of their academic performance. It is important for students to have access to reliable feedback on their progress so that they can comprehend and adapt their learning accordingly. Students who are highly motivated and who are aware of how they learn are more likely to succeed (William, 2011). Thus, it is worthwhile to impart students with the ability to monitor and modify their own learning. By instilling self-awareness in students, we empower them to take ownership of their learning and motivate them to put in the required effort. This approach highlights the significant role assessment can play in education, although it is ideal for teachers to manage and facilitate this process within the classroom.

Forms and purposes of assessing students' progress

Assessment is a comprehensive concept that can be examined from various perspectives, including its role in instruction. When it comes to instruction, formative assessment serves the purpose of offering feedback throughout the learning journey, while summative assessment serves the purpose of making a final evaluation at the conclusion of the learning process.

When people think of types of assessment, they usually think about formative and summative, but these categories relate only to the purpose of the assessment. Assessment can be categorized on the basis of seven dimensions:

1. Method of development
2. Nature of the task
3. Instructional purpose
4. Level of formality
5. Grading standard
6. Type of item
7. Type of scoring

In contemporary education, there is a prevailing view that formative assessment serves as "assessment FOR learning" as it provides valuable information to both teachers and students, aiding their understanding and progress. On the other hand, summative assessment is seen as an "assessment OF learning" as it communicates the performance of teachers and students to stakeholders such as parents, administrators, and public officials. These terms serve to classify assessments based on their intended instructional purposes

Formative assessment involves employing a range of informal techniques such as student conversations, class interactions, questioning, daily assignments, observation, interviews, conferences, and graphic organizers. It also includes more formal techniques like quizzes, performance assessments, and portfolio assessments. The purpose of formative assessment is to monitor student progress and adjust instruction accordingly (Ataya, 2007). Unlike summative assessments, many formative assessments are not graded. Instead, they

serve as feedback tools to help students enhance their work before the final summative evaluation. To illustrate, when football coaches conduct practices to prepare for a significant game on Friday night, their assessment of the players' performance is considered formative. On the other hand, the score displayed on the scoreboard at the end of the game, and all the accompanying statistics are considered final or summative.

In college, many educators took a course on educational measurement, where they learned basic statistical concepts like mean, median, and mode for grading purposes. At that time, they considered assessment, evaluation, testing, grading, and measurement to be largely synonymous. However, it was unforeseen that education reform in the twenty-first century would emphasize the analysis of assessment data to enhance student achievement. Present-day teachers need to develop assessment literacy in order to grasp the comprehensive nature of assessment preparation and practice. According to Stiggins, Arter, and Chappuis (2004), teachers should possess the ability to create accurate assessment tools and utilize assessment responses to make informed decisions. Teachers must acquire the knowledge and skills required to monitor students' progress in attaining learning standards. Erkens (2009, p.14) explains that teachers should ask relevant questions, analyze the responses, identify where learners currently stand, and then work towards guiding them to where they need to be. This is achieved through dynamic and interactive instruction, appropriate feedback, and strategies that actively involve learners in the decision-making process. The ultimate objective is for all students to achieve mastery of the expected learning outcomes.

Understanding the distinction between summative and formative assessment is crucial, as it reflects the purpose of assessment rather than the specific approach used. The classification of assessment methods as either summative or formative depends on how educators employ them in practice.

Approaches in student assessment

1. Peer assessment

Peer assessment is a form of collaborative learning strategy in which students assess the work of their fellow classmates and receive evaluations of their own work from peers. This aspect of assessment is deeply rooted in theoretical frameworks related to active learning and the principles of adult education. Peer assessment gives learners ownership of learning and focuses on the process of learning as students are able to “share with one another the experiences that they have undertaken.” (Brown and Knight, 1994, pg. 52) This type of method provides students with opportunities to engage in critical thinking by examining multiple perspectives, providing constructive feedback, reflecting on their own work, and actively participating in the evaluation process. These experiences cultivate their abilities to analyze, evaluate, and think critically, which are essential skills for academic success and lifelong learning.

2. Presentations

Presentations are a common form of assessment used in student evaluations. They involve students delivering a structured and organized oral presentation on a particular topic

or project to an audience, which can include their peers, instructors, or other evaluators. Presentations serve multiple purposes in student assessment. They allow students to demonstrate their understanding of a subject, communicate their ideas effectively, showcase their research or project findings, develop their public speaking skills, and engage with their audience. Rather than grading the presentations, they can be used as an assessment tool to determine students' level of understanding.

3. Portfolio

The portfolio method of assessment is an approach that involves collecting, organizing, and evaluating a collection of student work over a period of time. Instead of relying on a single assessment event, such as an exam or a project, the portfolio method provides a comprehensive view of a student's progress, skills, and achievements across multiple assignments and activities. The primary purpose of using portfolios as an assessment tool is to provide a holistic view of a student's learning and development as well as frequent mistakes. It allows students to showcase their best work and demonstrate their growth, progress, and mastery of specific skills or learning outcomes.

DISCUSSION AND RESULTS

Outcomes and possible difficulties while using methods given above are open to discuss. For instance, peer assessment method, this can increase student engagement in the learning process. Students often become more invested when they have an active role in evaluating the work of their peers. It can also foster a sense of ownership and responsibility for their own learning.

Different Perspectives: Peer assessment provides students with the opportunity to receive feedback and evaluations from their peers, who may bring different perspectives and insights. This can offer a valuable alternative viewpoint and contribute to a more comprehensive assessment of their work

However, in peer assessment, there may be disparities in the level of effort and engagement among students. Some students may provide more thoughtful evaluations, while others may not take the task seriously or may not possess the necessary skills for effective assessment. Furthermore, students may not have the same level of expertise as instructors when evaluating their peers' work. They may struggle to provide comprehensive and accurate feedback, particularly in complex or specialized subjects. Training and calibration exercises can help mitigate this challenge.

What should be done to prevent challenges as teacher?

Assessments ought to be:

- Valid: measures what it is supposed to measure, at the appropriate level, in the appropriate domains.
- Fair: is non-discriminatory and matches expectations.
- Transparent: processes and documentation, including assessment briefing and marking criteria, are clear.

- Reliable: assessment is accurate, consistent and repeatable.
- Feasible: assessment is practicable in terms of time, resources and student numbers.
- Educational impact: assessment results in learning what is important and is authentic and worthwhile.

CONCLUSION

In conclusion, this article underscores the paramount importance of valid assessment within lessons for teachers. It has delved into various forms and purposes of assessing students' progress, distinguishing between formative and summative assessment. By providing concrete examples and discussing their applications, the article has illuminated practical methods for effective assessment. Recognizing that assessment is not merely a tool for evaluation but a dynamic process that informs teaching strategies, the article emphasizes its integral role in shaping a conducive learning environment. As educators navigate the diverse landscape of assessments, understanding their nuances and aligning them with pedagogical goals becomes key to fostering a truly enriching educational experience for both teachers and students alike.

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TRANSLATION PROBLEMS IN ORAL SPEECH

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ABSTRACT

The article highlights the problems of translation studies in oral speech and discusses them in detail. The role and importance of translation from English to Uzbek is discussed today.

Keywords: meaning, translation methods, correct and effective delivery.

INTRODUCTION

Today shows that it is impossible to imagine our lives without modern technologies. They have become part of the twenty-first century. Knowing, understanding and using the main part of these technologies requires knowledge of the world language. The reason is that their manuals and programs are also written in English. That is why accurate and high-quality translation from English is important. This makes the work of translators somewhat difficult, because when translating scientific and technical terms, first of all, great attention should be paid to the meaning from a scientific and technical point of view. The most important thing is to have skills. Correct and effective translation is not visible only in this case. Perhaps it is appropriate to consider problems and shortcomings in fiction, grammar and oral speech. We can meet different manifestations of translation problems in different situations: in grammar, in oral speech, in the translation of artistic and scientific works. One of the actual problems that we will consider today is about translation problems in oral speech.

In the process of translation, the translator must have a deep understanding of the control and artistic features of literary creation, pay special attention to the quality of the characters in the work. That is why the reportrayal of such bright characters as Sultanmurad, Arslanqul, Zayniddin, Majididdin, Tuvgonbek in the novel "Navoi" required the author to study the life and work of the great thinker, the poet's life as a researcher and puts the same requirements to the translator also. After all, it is natural that Navoi's image cannot be embodied to other people without feeling his identity. Importantly, the differences between cultures require the translator to have a deep

linguistic knowledge as well as an awareness of the cultures of the peoples. For example, Uzbek cultural norms are undoubtedly different from American culture. Some words or sentences found in our national works create a pragmatic situation in the text that is unique to our nation. In order to understand these subtleties, it is necessary to be a representative of the Uzbek nation. For example, the only word "Borakallo!". As can be seen from our example, even if the creator does not give any information about who said the word, his gender, age, the reader will easily understand that the author of the sentence is an older man. It is the real art of the translator to convey the same situation to a foreign reader. "Barakallo, bu yerdagi ishlardan aql hurkadi!" "Well, well! Local affairs can come in horror"

Or consider another example:

"-Faqirning ostonasini ne maqsad bilan so'radi kimyogar."

In this example, there is the word "faqir", which does not mean poor, but the first person pronoun (I), which reflects Uzbek humility. The translator must convey this situation to the reader in the following sense:

-Why have you come to my place? – he asked slowly but with an unsatisfied tone.

In addition to the above, there are synonyms, phraseological combinations, proverbs in the novel that enrich his style, and finding an alternative to them shows how rich the translator's vocabulary should be. However, it should also be noted that in some cases the translator uses lexical repetition instead of synonymous means.

M. Hakimov notes that lexical repetition is used to maintain consistency and that the phenomenon is clearly visible in the sentences within a paragraph. E. A. According to Referovskaya, the use of a certain word in a series of sentences makes it a central element of the sentence, and thus draws the attention of both the listener and the speaker to that word. In addition, through it, the sentences are interconnected.

Proof of our opinion can be seen in the following examples:

"Mana u bir zum qotib boshini ushladi-oq salla qip-qizil qonga bo'yaldi. Olo-mon hayqirib chuvvos solarkan, yarador amaldor daraxtlar orasida g'oyib bo'ldi...-Ajab voqealar bo'lmoqda. Xalqning haqiqat talab qilgan ovoizidan butun Hirot larzada,- shavq bilan dedi Sultonmurod...- Uluska ne yomonlik qilibmiz?-beparvolik bilan so'radi To'g'onbek."

As can be seen in the given example, synonymous words such as crowd, people, nation were used. However, the translation process used not the synonymous means, but the lexical repetition technique mentioned above:

"Here he paused for a moment and grabbed his head,-his white turban was drowned in blood. The people broke cries of joy; he was wounded, managed to hide

behind trees...-There is an extraordinary thing going on outside. The people demand justice, their voices are shaking entire Herat...- Sultonmurod said excitedly...What have I done wrong to the people?-Togonbek asked quietly.”

While translating Oybek's Navoi, in the process we come across the author's artistic interpretation of issues such as a just king and people, Navoi and people, Navoi and war, Navoi and the fate of culture, Navoi and the unity of peoples. In this case, we are tasked to try to embody the image of Navoi to foreigners through the image of the poet, promoting the socio-philosophical views that are important for his contemporaries and exemplary for future generations.

We know that historical works are often written in poetic form. However, many works have been translated from verse to prose. Prose translation has its own difficulties, as does poetic translation. Often in poetic translation we come across the idea that the choice of a word, its length or brevity, every vowel and consonant in its composition plays a decisive role. However, prose translation also has its own complexities, as can be seen from the above examples, in the process of translation, the words are consistent in meaning and style; it is necessary to replace each other, to find alternative expressions, to create special syntactic devices.

Sometimes in translating a work, the translator has to work with three or more languages instead of two. In particular, in “Navoi” we find poems in the Persian-Tajik language;

Hech kasro nazdi dud naguzoshti,
In du shohi gov gar har doshti.

As can be seen from the example given, this situation doubles our task. Now the translator is required to work only in Uzbek and English:

If a donkey had ox's horns,
In would not let anybody come close to it.
We can see that it is translated into Uzbek as follows:
Agar eshakni xo'kiz kabi shohlari bo'lsa,
Hech kim unga yaqinlashmasligi kerak edi.

It is known that in the past the works of Uzbek writers were translated into Russian. Oybek's novel “Navoi” is the first experiment to be translated directly into English. The content of the work is translated correctly in all respects, but in some places there are inaccuracies, deviations from the original. As we compared the original and translated version of this novel, we witnessed a violation of national identity in some parts of the translation. For example, the original: “Mana bunda biri katta sallali boshini uzliksiz chayqab, ko'zlarini chirt yumgan holda g'o'ng'ilab Arabiyotni yodlaydi” (p.3). In the translation: “Here one could also see one of them with his

book on his knees learning by heart the book called “Arabiyot” with his eyes closed”. The words “katta sallali boshini uzluksiz chayqab” (constantly shaking his head in a big turban) in the above sentence have been dropped in the language of translation and the meaning has changed or in fact “chuchitilgan moy va qovirilgan go'sht hidi dimoqlariga urildi” (the smell of smoked butter and fried meat has hit the palate.) (P. 11) The meaning of the sentence has completely changed in the language of translation.

If we translate the phrase "They all heated the oil and fried meat" back into Uzbek, it means: “Ular hammasi moyni qizdirdilar va go'shtni qovurdilar”.

Or in the original: “Do'st yorlar yig'ilishib chag'ir ichib musiqa va raqslar bilan tong ottiradilar.” (p. 11)

In the translation: “They gathered together with their friends and drunk alcohol, listened to music and watched dances: in short they had a good time,” given as.

The word "chag'ir" in the above example is translated into the language as "alcohol", the national meaning of which is lost in English. In addition to the original: “Uzoq kengashdan so'ng biron ma'qul chora topilmagach yog'ochday qotgan, junsiz, taqir po'stakda xujra to'rida o'tirgan Aloiddin Mashxadiy kichgina gavdasi bilan yengilgina qo'zg'alib uzun pechi osilgan katta sallali boshini chayqadi” in the language of translation: “After a long discussion they could not find any solution and then Aloiddin Mashxadiy who was sitting on the top of the room moved and shook his head.” (p. 11).

In the above sentence, the words “Yog'ochday qotgan junsiz taqir po'stakda va kichkina gavdasi bilan yengilgina, uzun pechi osilgan katta sallali” are not reflected in the translation and the national meaning is lost.

In the original text: “Agar qasida shoiri bo'lsam edi, hoqon ibn hoqon Sulton Husayin Boyqaro hazratlariga bir bemisl qasida yozib, janobi oliydan shoxona sarpolar olar edim, chunki ayni vaqti: ikki hafta muqaddam ul janobning muborak boshlariga Xumoyun qushi qo'ndi, ko'ngillari barqaror bo'ldi. Usharoga saxovatning yetti darvozasini ochishlariga aminmen” sentence translation: “If I were a poet of ode I would write an ode to Sultan Husain Boyqaro and would get royal clothes and praises, because two weeks ago he was appointed as a king and he calmed down a lot. I am completely sure that he will praise and respect poets now”.

Comparing the Uzbek and English texts, the words “Hoqon ibn hoqon hazratlariga, ul janobning muborak boshlariga Xumoyun qushi qo'ndi” are not reflected in the translated language, and the Uzbek sense of respect and nationality in the original speech is lost.

Or in fact: "Butun Hirot hasratda uyg'ondi" is translated as "All Herat woke up in

the mountains" and the content has completely changed.

From the above points, it can be understood that correct translation is very important to convey it correctly to the listener. If the translator does not give in to emotions during the work process, if he expresses a personal opinion or opinion in the wrong sense, it will damage the correct and clear delivery of the translation. This requires full skill and knowledge from the translator.

In oral speech, we can also see that: when we speak English, we need to know the correctness of what we say. The reason is that some words that exist in the Uzbek language are not found in the English language. But there are words that are used in its meaning. The same is important for explaining words.

At this point, it should be noted that the difference between oral and written speech in translation is: "in oral translation, compared to written translation, you need to have a high level of knowledge of the English language, to have sufficient skills, and also to speak fluently that is, you must be able to pronounce correctly, use notation correctly [Solijonov Juraali Kamoljonovich]. In addition to the above point, your responsibility to your audience is huge. Because of this, you are required to simultaneously listen and analyze it in your head to deliver it correctly. This requires you to think deeply. In addition, before using oral speech, it is necessary to know well written speech. Because this is the first step in the field of translation. When it comes to translation, you need to have sufficient skills in translation techniques and be able to think critically. If you are translating in an artistic style, you should express artistry, creativity, and also skillfully use lexical and grammatical changes to make the translation artistic: change the order of words, so replacement of parts (inversion), causal relationships, etc. If it is in scientific style, you are required to translate using scientific terms based on facts, with scientific examples. Translation is not copying, especially in the field of art, it is appropriate for the translator to be creative with his aesthetics, to artistically express the story of the work you are translating, as well as the life of its author.

CONCLUSION

Interpretation plays a very important role today. For example, foreign businessmen and politicians of different countries work in different countries, and therefore they use translation during their work. In this article, we have provided some examples of problems encountered in interpreting. We bring this through:

1. We defined the translation of the concept;
2. We defined the difference between written and oral translation;
3. We identified the problems of oral translation.

The best part of translation is art, the work of a talented, highly skilled professional.

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WAYS TO IMPROVE COMMUNICATION SKILLS IN THE GERMAN LANGUAGE

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ABSTRACT

Speaking a foreign language is one of life's most challenging aspects. We use more media, including the internet and movies of all kinds, when we are learning a foreign language, particularly when speaking it. It's simple to obtain German media, such as movies or novels, online. There are practically no restrictions on how much you may learn. You can increase your vocabulary, get better at reading, and even get better at listening and another important skill. This article includes communication techniques, such as how to speak like a native.

Keywords: Native speakers, practice, shadowing, subtitles, accents, international access.

The replacement language, which is widely spoken around the world, is the German language. To get additional depth, character and tone, many people aspire to acquire a second language. The inability to speak German has opened up some doors for career growth in a number of sectors. Getting acquainted with German language classes in a education centers are the ideal way to begin studying the language. The replacement language, which is widely spoken around the world, is German. German is the substitute broadly communicated in language on the globe that is why the majority of radical people are expressing interest in learning German since it serves as a good indicator of future developments. In addition, the inability to speak German has opened up some doors for career growth in a number of sectors like this circumstance influences your salary or earning high amount of money. Modular action words are those that facilitate the expression of probability, permission, and commitment. Since the German alphabet has the same letters as the English alphabet, you will immediately be completely lost in the language. However, you can convey a wide range of ideas with ease if you can read the language together with its construction and often used action words. If you know English language little bit while you do not face some problems reading letters and learning parts in English language.

Ways to improve communication skills in the german language

Gaining proficiency in German can be challenging, particularly if your current

level is only an A1. But if you practice often and employ the right technique, you can make great progress. Here are some useful hints to help you become more fluent in German in daily situations. Learning languages periods we undergo different challenges but we give up learning languages.

German language exposure, consistent practice, and dedication will all help you become more fluent in the language. Immersion in the language, practice with native speakers, mimicking and repeating, expanding your vocabulary, participating in language exchanges, signing up for conversation classes, recording and analyzing yourself, and overcoming fear are all effective ways to improve your spoken German.

Being fluent and confident in conversation requires improving your German language skills. There are some helpful strategies that can help you become more fluent in spoken German, regardless of your current skill level. At this time, I am going to give some information about communication skills in German language:

Record and Assess Yourself: One useful method for self-evaluation is to record your monologues or chats in German. Once you've listened to your recordings again, take note of any areas that want work, such as your usage of vocabulary, grammar or pronunciation. You can monitor your development over time and make focused changes to improve your German language study through self-evaluation.

With native speakers, practice your German: Having conversations with German native speakers is one of the best methods to improve your German language skills. If you live in another country like European cities, take advantage of every chance to practice your basic German, whether it's with the waiter at your local coffee shop, the salesperson in the bakery, or the cashier at the grocery. Do not worry about the dialect; most European local people understand your situation and will be happy to convert to their language High German if they find out you're not a native speaker.

Watching German TV shows & movies: German language television Watching movies and TV series with subtitles is another excellent way to improve your German. Pick out your best movies and TV shows, and if you can, switch on the German subtitles. You may see the German words in addition to listening them, which can help you understand and listening skills in German language this part what is being said more easily. You might try practicing your pronunciation by saying back what you see on the screen as your language proficiency increases.

Use language learning apps: Additionally, you can improve your German speaking skills by using language-learning programs like Duolingo app. These apps, which often include speaking exercises, let you work on your pronunciation and speaking abilities. Talk aloud and wear headphones to make the most of them. You

can converse with app and this app can check up your grammar mistake and pronunciation. In recent years, many people have been using these types of apps.

Listening to authentic German talks through genuine material is one of the finest methods to prepare for a real discussion. It's possible to immediately learn new vocabulary terms and phrases from native speakers. For example, listening to a podcast facilitates the process of acquiring intonation. In a similar vein, seeing movies gives you a close-up look at standard German body language and facial emotions for a range of scenarios and conversation topics.

These types of collections like shorts of YouTube videos are great resources for actual German conversations. The interviewers journey across Germany, seeing different locations and topics while asking insightful questions to strangers they come across in the street. English translations can be found beneath the German captions in the videos. They also offer a website where you can download these movies podcasts with transcripts. These types of tips are checked by scientists. These tips are profitable for each type of learners and levels when you are learning foreign languages.

In conclusion, improving your German speaking skills requires consistent practice and commitment. Prioritize building a strong foundation in German vocabulary and grammar. You should also practice speaking with native speakers whenever you can. Using a variety of resources, including books, TV shows, movies, articles, and applications, to help you learn a language. With perseverance and diligence, you can improve your speaking skills and become proficient in German. These methods are so effectively to speak faster and naturally in any language communication style. If you have a special outline, when can you get good result. But this result depends on high energy and these types of useful methods. All parts are related your daily process and daily practice. After that you can watch your results.

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CURRENT ISSUES OF USING TRADITIONAL AND ELECTRONIC DICTIONARY COMPILATION

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ABSTRACT

The article describes about the positive and negative aspects of using a traditional dictionary and an electronic dictionary. The dynamics of the need for an electronic dictionary in applied linguistics is growing. The demand for the formation of certain concepts increases in them. This serves the correct use of word forms in the target language, especially in the process of learning foreign languages. Also, the article describes the process of dividing dictionaries into separate fields and converting them into an electronic dictionary.

Keywords: electronic, concepts, target language, process, dividing dictionaries.

INTRODUCTION

Although electronic dictionaries are very popular among users although, among scientists, the design of this lexicographic product. There is no single point of view, no single approach. Otherwise in other words, to create electronic dictionaries containing unique technical solutions stages are described in more detail, and in most cases it is known to build a dictionary not a theory, but implemented through an existing software shell. Attention It is important to note that vocabulary building requirements come before very important steps. In particular, the creation of any dictionary should begin with the analytical stage. This the real situation in the field of lexicographic products in a certain field and analyzing the necessary needs of users, creating a new vocabulary determining relevance and expediency, choosing its parameters covers the process of studying influencing factors. Factors affecting vocabulary parameters and the process of its creation there are lexicographic and external factors, in which the first factor if it is related to meeting the needs of dictionary users, the second factor to create a dictionary project based on real conditions requires.

MATERIALS AND METHODS

International scientific online conference Lexicographic factors are users, the nature of user activity, information needs of users, as well as information seeking and perception includes needs related to features. External factors resources, requirements of the parties providing these resources, public restrictions related to information media. At this point, it is worth mentioning the subject area of the dictionary being created social order to choose, level of subject competence of the compiler, access to materials, specific features of the chosen field are serious can affect. Analysis of the data obtained at the initial stage of vocabulary creation on the basis (that is, at the conceptual stage) of developing the general concept of the dictionary will be released. To determine the type and purpose of the dictionary, lexicographic materials descriptive principles, design functions, macro and microstructure, composition materials for (primary sources, printed lexicographic works, nomenclature codes, author's developments, etc.) selection works are carried out. Lexicographic parameters are universal in nature and depend on the type of dictionary have certain characteristics and their meanings that are not of a certain language characterized by its own characteristics. Lexicographic in dictionaries the number of parameters varies from one to several tens, and these changes not only with the target orientation of the dictionary, but also with its user orientation is also determined. [1.]

Literature review

The most important problems of modern lexicography are related to: 1) selection of lexical units; 2) location of selected lexical units; 3) adjusting the record; 4) selection and arrangement of word meanings; 5) definition of meanings; 6) visual material. The problem of choosing lexical units. Selection of lexical units to add to dictionaries is one of the first problems facing the lexicographer. For this, the lexicographer considers the following: a) what type of lexical units are selected for inclusion; b) the number of these elements; c) what can be selected and what can be deleted in the dictionary; d) which form the dictionary should reflect, spoken or written, or both; e) whether the dictionary should contain obsolete units, technical terms, dialectics, colloquialisms, etc. The choice of different answer options from these ones depends on the type of dictionary, the purpose of the compilers (compiler), the future user of the dictionary, the size of the dictionary, the linguistic understanding of the dictionary compilers, and some other considerations. For example, Longman's Dictionary of Modern English (second ed. 1987), aims to provide advanced students and teachers of English with relevant information about the basic vocabulary of modern international English. Therefore, this dictionary contains about 56,000 words and phrases, including scientific and technical language, business and computer terms, literary words,

informal and idiomatic usage. It mainly covers the main varieties of American and British English. Every time lexicographers release a new edition of Longman's Dictionary of Modern English (fifth edition, 2009), their goal is always the same: what can they do to make the dictionary better for English? Inclusive units can be taken from other vocabularies or from reading material or speaking. For example, Britain in the New Oxford Dictionary of English national corpus is widely used. (A corpus is a collection of language data collected for linguistic analysis). Location of lexical units. There are two ways of presenting records in alphabetical order and cluster type, that is, the included units are divided into types based on one or another principle. For example, in synonym books, words are placed in synonym sets, and its main member acts as the head word of the entry. [2.]

DISCUSSION AND RESULTS

English online dictionaries allow you to translate a word when there is an Internet connection. In most cases, they are free and constantly updated. These include Lingvo, Multitran, Cambridge Dictionaries, Urbanictionary, Google translate, Translator.

The online dictionary of Lingvo has the widest coverage and is the leading one to date. In periodical publications and literature, you can see examples of how words are used. The downside is that the site is much slower. Multitran – if you don't know how to write a word, enter its sound version in the search field. The translator does the rest. He searches for the nearest words that exist in his memory, and with a high probability finds the right word. You can hear the transcription and audio of each word in Cambridge dictionaries. There are both versions-both British and American versions. Sound quality allows you to hear and remember words correctly. Urbanictionary is a dictionary of the English language. Here, interpretation and translation are created by regular users. This dictionary is useful when you need to interpret not only words but also entire phrases. All information here is in English only. [3.]

CONCLUSION

The electronic dictionary is gradually finding its place, replacing the printed past tense. Therefore, the development of optimal, universal electronic dictionaries in use is the most important task of modern computer lexicography. The same electronic lexicographic form allows you to combine the results of research aimed at creating different dictionaries in the near future. Computer search engine features include 1) structure and semantics of various language units; 2) cognitive aspect; 3) dynamic; 4) functional; 5) allows you to demonstrate the speech potential in the process of various

language units and other activities. At the same time, it takes into account the reader's interests and needs. Electronic dictionaries save time, improve learning efficiency, help you remember translations of words, allow you to work independently without the help of a teacher. [4.]

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DIE NIBELUNGEN

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ANMERKUNG:

Das Nibelungenlied ist ein mittelalterliches deutsches Epos, das die tragische Geschichte des Drachentöters Siegfried, seiner Heirat mit Kriemhild und den darauffolgenden verräterischen Ereignissen wie Verrat, Rache und dem Untergang des burgundischen Königreichs erzählt. Die Geschichte hat ihre Wurzeln in der germanischen und nordischen Mythologie und thematisiert Heldentum, Liebe und die Folgen von Gier und Macht.

Schlüsselwörter: Dragon-slayer, Siegfried, Kriemhild, Burgundian kingdom, Betrayal, Revenge, Germanic mythology, Norse mythology, Epic poem.

Die Nibelungen bezeichnen ein sagenumwobenes Volk der germanischen und nordischen Mythologie. In einem breiteren Kontext wird es oft mit dem Nibelungenlied in Verbindung gebracht, einem mittelalterlichen deutschen Epos, das die tragischen Ereignisse um Charaktere wie Siegfried, Kriemhild und das burgundische Königreich erzählt. Der Begriff kann auch den von einem Drachen bewachten Schatz und die verschiedenen mythischen Elemente umfassen, die mit der epischen Erzählung verknüpft sind.

Siegfrieds Heldentaten: Siegfried, der Drachentöter und Held, spielt mit seinen legendären Taten eine zentrale Rolle im Epos.

Drachenschatz: Siegfried erwirbt den Nibelungenschatz, indem er einen Drachen tötet, was zum zentralen Konflikt der Geschichte führt.

Hochzeit von Siegfried und Kriemhild: Die Vereinigung von Siegfried und Kriemhild bereitet in der Erzählung sowohl die Bühne für Freude als auch für Tragödie.

Verrat und Rache: Die Geschichte beginnt mit Verrat, insbesondere unter Beteiligung von Hagen, was zu einem Kreislauf aus Rache und tragischen Folgen führt.

Kriemhilds Rache: Kriemhild sinnt auf Rache für das ihr angetane Unrecht, was zu einer Reihe von Konflikten und letztendlich zum Untergang des burgundischen Königreichs führt.

Legendäre Schwerter: Bemerkenswerte Schwerter wie Balmung und Nibe-

lung kommen ins Spiel und haben symbolische und mythische Bedeutung.

Der Untergang des Burgundischen Königreichs: Das Epos gipfelt im tragischen Untergang des Burgundischen Königreichs aufgrund einer Reihe von Verrat und Rache.

Wir wissen nicht, wer der Autor des Nibelungenliedes ist. Zuvor wurde vermutet, dass es sich bei ihm um den Minnesänger Heinrich von Ofterdingen handelte; aber diese Annahme entbehrt jeder Grundlage. Jetzt glauben sie, dass die aktuelle Ausgabe des Nibelungenliedes dem Minnesänger Kührenberger gehört; dass die Materialien dafür teils volkstümliche Überlieferungen waren, teils die Geschichte von Maester Konrad von Tassau, die die Legende über den Tod der burgundischen Dynastie in lateinischer Sprache nacherzählte; dass er diese Materialien in Strophen übersetzte, deren Form er selbst erfunden hatte, und sich erlaubte, sie ganz frei umzugestalten.

Die Nibelungen sind eine germanische heroische und mythische Tradition, die oft mit dem Epos „Nibelungenlied“ in Verbindung gebracht wird. Es umfasst Themen wie Heldentum, Tragödie und die Kämpfe zwischen Göttern und Sterblichen. Der Begriff ist auch mit dem legendären Schatz der Nibelungen verbunden und schafft einen reichen kulturellen und literarischen Kontext in der germanischen Folklore.

Die Nibelungen sind sagenhafte Hüter von Schätzen. Es ist aber auch ein Eigenname. Seine antike Bedeutung: Lebewesen, die im Unterreich lebten, Miniaturzwerg, ist dem Autor des „Nibelungenliedes“ offenbar nicht mehr klar. Die Nibelungen erscheinen im ersten Teil des Liedes in Gestalt mächtiger Krieger. Im zweiten Teil wird der Begriff auf die Burgunder übertragen.

Die Nibelungen beziehen sich sowohl auf ein episches Gedicht namens „Nibelungenlied“ als auch auf den legendären Schatz, den es enthält. Das in Mittelhochdeutsch verfasste Gedicht erzählt die tragische Geschichte des Drachentöters Siegfried und seine Verbindung zum burgundischen Königshaus. Das Nibelungenlied ist ein Schlüsselstück der germanischen Mythologie und Literatur und spiegelt Themen wie Heldentum, Verrat und Schicksal wider. Eine zentrale Rolle in der Erzählung spielt der Nibelungenschatz, der oft mit einem Fluch verbunden ist.

Siegfried, Figur aus der Heldenliteratur des alten germanischen Volkes. Er erscheint sowohl in der deutschen als auch in der altnordischen Literatur, obwohl die Versionen seiner Geschichten, die von diesen beiden Zweigen der germanischen Tradition erzählt werden, nicht immer übereinstimmen. Er spielt eine Rolle in der Geschichte von Brunhild, in der er stirbt, aber in anderen Geschichten ist er die Hauptfigur und triumphiert. Allen Versionen gemeinsam ist seine herausragende Stärke und

sein Mut.

Der tapfere Siegfried stirbt wegen Unsinn, oder besser gesagt, wegen des Streits einer Frau. Brunhild und Kriemhild streiten darüber, wer von ihnen die wahre Königin ist. Der böse Hagen verspricht Rache für Brunhilds Beleidigung und tötet Siegfried auf heimtückische Weise. Obwohl der Held im Blut des Drachen Fafnir badete und unverwundbar wurde, steckte in diesem Moment ein Blatt zwischen seinen Schultern und König Hagen schlug in den Rücken. Die untröstliche Kriemhild verspricht, sich an dem Schurken zu rächen. Die Witwe schenkt ihren Brüdern die berühmten Nibelungenschätze, die sie von ihrem Mann geschenkt bekommen hat, und der böse Hagen versteckt sie auf dem Grund des Rheins.

„Das Rheingold“ ist eine Oper von Richard Wagner, der Prolog („Vorabend“) des Zyklus „Der Ring des Nibelungen“. Die Musik zu „Das Rheingold“ entstand zwischen November 1853 und Mai 1854.

Karren voller Gold auf dem Grund des Rheins: Der Nibelungenschatz ist der berühmteste Schatz der deutschen Geschichte. Und auch heute noch inspiriert es Künstler, Dichter und Abenteurer. Hagen, ein Vasall des burgundischen Königs Günther, schickt mit Gold beladene Karren aus Worms, der burgundischen Hauptstadt, an einen unbekannten Ort am Rhein. Dies ist der Schatz des legendären Nibelungenkönigs, den Hagen erhielt, indem er Siegfried, den Helden, der den Drachen besiegte, tötete. Hagen ertränkte das Gold im Rhein. So wird es im berühmten deutschen Epos „Das Lied der Nibelungen“ erzählt.

Auch Anna Mühlherr, Professorin für Germanistik an der Universität Tübingen, glaubt, dass „Das Nibelungenlied“ kein Märchen ist. Doch das Wertvollste ist für sie die Erzählung selbst, die den Aufstieg und Fall von Dynastien erklärt. „Die Leute mussten verstehen, dass es besser ist, nicht an den Schatz heranzukommen“, erklärt sie. Der Professor ist sich sicher, dass der Schatz auf die Macht des Königs hinweist.

Die Idee, die Arroganz für ein ganzheitliches (mythisches) Bewusstsein zu bekämpfen, wird zu einem Aufruf, sein Leben einer edlen Sache, einer moralischen und ethischen Einstellung, zu widmen. Sie definierte das Wertesystem und fand seine Verkörperung im „Lied der Nibelungen“.

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THE ROLE OF SPECIAL APPS IN LEARNING ENGLISH LANGUAGE

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ABSTRACT

This article contains analyzes and opinions about the importance of learning foreign languages and teaching English using applications. Discusses different attitudes which help English languages learners by using technologies to increase their learning skills. The effective use of new technologies improves learners language learning skills.

Keywords: Learning, Technology, Apps, English language.

АННОТАЦИЯ:

В этой статье содержится анализ и мнения о важности изучения иностранных языков и преподавания английского языка с использованием приложений. Обсуждаются различные подходы, которые помогают изучающим английский язык с помощью технологий улучшить свои навыки обучения. Эффективное использование новых технологий улучшает навыки изучения языка учащимися.

Ключевые слова: обучение, технологии, приложения, английский язык.

ANMERKUNG:

Dieser Artikel enthält Analysen und Meinungen über die Bedeutung des Erlernens von Fremdsprachen und des Unterrichtens von Englisch mithilfe von Anwendungen. Erörtert verschiedene Einstellungen, die Englischlernern helfen, indem sie Technologien nutzen, um ihre Lernfähigkeiten zu verbessern. Der effektive Einsatz neuer Technologien verbessert die Sprachlernfähigkeiten der Lernenden.

Schlüsselwörter: Lernen, Technologie, Apps, englische Sprache.

Introduction

Language is a vital part of human connection. Although all species have their ways of communicating, humans are the only ones that have mastered cognitive lan-

guage communication. Language allows us to share our ideas, thoughts, and feelings with others. Speaking a foreign language increases professional opportunities, helps to establish a real connection with the native speakers of that language and allows you to learn more about different places, cultures and ways of life.

Why is English the world language?

English is widely used around the world in computers and all other technological equipment. For this reason, the English language is dominant in the world of science as well. Since science and technology play a huge role in our lives today, it is not possible for English to lose its importance in the future. The English language is currently the third most spoken language in the world and is taught in more than 118 countries. English is a widely spoken language throughout the world. It is frequently used as an international commercial or diplomatic language. It is the language of science, aviation, computers, diplomacy and tourism. But it is above all the language of international communication, the media and the Internet.

Technologies

About 90.93% of the human population uses mobile phones, and over 85.74% of them are smartphone users. These figures show that much of the world's population prefers smartphones over regular mobile phones, and the reason for this is rather simple: the convenience of apps. . Moreover, the use of gadgets will greatly facilitate the activity of the teacher, since the app is able to automatically analyze the progress of the student's knowledge level, which in turn will save a lot of time for the teacher. Mobile apps also have the function of individually adapting algorithms for selecting topics for study and selecting those types of activity that are most suitable for the student. Another important feature of specialized language mobile apps is their personalization. Since the mobile phone is an indispensable part of their daily life for today's youth, it is ideal as a channel for delivering various notifications and reminders for completing educational tasks. An interesting aspect of mobile applications is also the availability of various opportunities for additional motivation of students to perform the necessary educational tasks. Applications can be used in various ways: both in English classes and for independent work of students; as mandatory components of the course, and additional use at will; as an auxiliary element of the topic or completely independent study of it, etc

Today, one of the greatest advances in technology is the invention of mobile applications. Once you start using an application, it will automatically learn how to use it They can keep you busy all day and are so much fun to use. Everybody wants correct entertainment! Well, just like anything else, you can also make use of this feature on your mobile phone. With mobile applications, smart devices can be turned

into a private educational institution. Educational apps can be found in all areas, from language learning to cooking skills, from coding to learning an instrument.

Language learning apps are a great way to make traveling abroad a smoother experience. These apps encourage travelers to speak like a local by utilizing current expressions and phrases. Another important feature is an extensive library of stories. Learning games are a great way to engage children and make the process fun. Many language learning apps are designed to be extremely convenient and easy to use. This is due in part to the fact that they can be used whenever a learner has spare minutes. Short bursts of activity are an excellent way to build exposure to the target language and develop core vocabulary, reading comprehension, and listening skills. Another benefit of language learning apps is the ability to receive peer-reviewed feedback from native speakers. This feature is beneficial because native speakers will give you feedback based on how you use the language. It also improves your conversational skills, since you'll have the opportunity to learn from other native speakers. Some apps even allow users to submit their own writing samples for peer review. The native speakers can also comment on your writing and give you constructive criticism.

English Learning Apps

Language learning apps have been especially disruptive. No other type of educational apps is used as often as they are. Today, apps like Duolingo and Babbel have more than 100 million active users, with their numbers increasing by the day (Google Play Store, 2019). They offer courses in languages from Spanish to Hawaiian and are no longer limited to vocabulary teaching only. There are several great apps for learning English, including:

1. **Duolingo:** Offers a gamified approach to learning vocabulary, grammar, and pronunciation.
2. **Rosetta Stone:** Provides immersive language learning with interactive lessons and speech recognition technology.
3. **Babbel:** Focuses on practical conversation skills through interactive exercises and real-life dialogues.
4. **Memrise:** Utilizes spaced repetition and mnemonic techniques to help learners memorize vocabulary effectively.
5. **FluentU:** Uses authentic English videos, like movie trailers and music videos, to improve listening comprehension and vocabulary.
6. **HelloTalk:** Connects language learners with native speakers for language exchange and conversation practice.
7. **BBC Learning English:** Offers a wide range of multimedia resources, including audio and video lessons, quizzes, and news articles.

8. **Anki:** A flashcard app that allows users to create custom decks for vocabulary and grammar practice.

9. **Busuu:** Provides personalized language courses with feedback from native speakers.

10. **EnglishClass101:** Offers audio and video lessons for learners of all levels, with a focus on practical language skills.

I have also used this program and I really like it. One advantage of the Duolingo app is its accessibility, offering users the opportunity to learn languages anytime, anywhere, using their smartphones or computers. This flexibility allows for consistent practice and integration of language learning into daily routines, ultimately leading to more efficient and effective language acquisition. The app provides a structured curriculum that gradually introduces new vocabulary and grammar concepts, ensuring users build a solid foundation in their chosen language. Duolingo offers a variety of interactive exercises, including listening comprehension, speaking, reading, and writing exercises, catering to different learning styles and reinforcing language skills effectively. Users can join language clubs and interact with other learners, participate in discussions, and compete with friends, fostering a sense of community and collaboration in the learning process. Furthermore, I know about one app which is called BIGO live. In this app people can live broadcast their life moments, show their talents and receive virtual gifts from supporters but I like the fact that this program allows you to directly communicate with people from another country and that it improves the speaking skills of language learners.

CONCLUSION

In conclusion, mobile applications have become an essential part of modern society, transforming the way we work, communicate, and interact with the world around us and also language learning apps are available on smartphones and tablets, making it easy to learn on the go. You can access lessons and practice exercises whenever and wherever you choose.

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THE APPROACHES OF TEACHING ENGLISH WITH SPEAKING

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ABSTRACT:

This annotation provides an overview of various approaches to teaching English speaking skills. Effective language instruction emphasizes the development of speaking abilities as a crucial component of language acquisition. The discussed approaches encompass both traditional and modern methods, aiming to enhance learners' oral communication skills in English.

Keywords: significance, considerable, facilitate, oral, prioritize, fluency-focused, thought-provoking, enhances

АННОТАЦИЯ:

В этой аннотации представлен обзор различных подходов к обучению навыкам разговорной речи на английском языке. Эффективное обучение языку подчеркивает развитие разговорных способностей как важнейшего компонента овладения языком. Обсуждаемые подходы охватывают как традиционные, так и современные методы, направленные на улучшение навыков устного общения учащихся на английском языке.

Ключевые слова: значимость, значительный, облегчение, устный, расстановка приоритетов, беглость, заставляющая задуматься, усиливает

ANNOTATSIYA:

Ushbu izoh ingliz tilida so'zlashuv ko'nikmalarini o'rgatishning turli yondashuvlari haqida umumiy ma'lumot beradi. Tilni samarali o'rgatish nutq qobiliyatini rivojlantirishni tilni o'zlashtirishning muhim tarkibiy qismi sifatida ta'kidlaydi. Muhokama qilingan yondashuvlar o'quvchilarning ingliz tilida og'zaki muloqot ko'nikmalarini oshirishga qaratilgan an'anaviy va zamonaviy usullarni o'z ichiga oladi.

Kalit so'zlar: ahamiyatli, sezilarli, osonlashtirmoq, og'zaki, ustuvor, ravonlikka yo'naltirilgan, o'ylantiruvchi, kuchaytiradi

INTRODUCTION

In the realm of English language education, cultivating strong speaking skills is essential for learners to communicate effectively and confidently in real-life situa-

tions. Traditional language teaching methods often focused on grammar and vocabulary acquisition, neglecting the development of speaking abilities. However, modern approaches have recognized the significance of integrating speaking skills into English language instruction.

Teaching English as a second language has evolved significantly over the years, with educators constantly seeking innovative methods to enhance language acquisition and proficiency. One particular area of focus that has gained considerable attention is the teaching of English through speaking. Recognizing the vital role of oral communication in language learning, educators have developed diverse approaches and strategies to help learners develop their speaking skills effectively. In this article, we will explore some of the key approaches used in teaching English with a focus on speaking, delving into their benefits, challenges, and potential outcomes. Whether you're an English language learner, an aspiring English teacher, or simply interested in the field of language education, this article will provide valuable insights into the various techniques employed in teaching English through speaking, highlighting their impact on language acquisition and fluency.

The approaches of teaching English with speaking

"The approaches of teaching English with speaking" refers to the various methods and strategies employed by educators to facilitate the development of students' oral communication skills in the English language. These approaches prioritize the use of spoken language as a means of language acquisition and focus on providing learners with ample opportunities to practice and improve their speaking abilities.

The approaches of teaching English with speaking typically involve interactive and communicative activities that encourage students to engage in meaningful conversations, discussions, role-plays, and other speaking tasks. The goal is to create a classroom environment that mirrors real-life communication situations, where students actively use English to convey their thoughts, ideas, and opinions.

The discussed approaches encompass both traditional and modern methods, aiming to enhance learners' oral communication skills in English.

1. Communicative Language Teaching (CLT):

CLT is an approach that emphasizes the use of language in real-life communication situations. It encourages interaction and meaningful communication among students. In a CLT classroom, speaking activities such as role-plays, discussions, and debates are commonly used to provide students with opportunities to practice and improve their speaking skills.

2. Task-based Learning:

This approach involves designing activities or tasks that require students to use Eng-

lish to achieve a specific goal. Tasks can be real-world situations that students may encounter, such as ordering food in a restaurant or giving directions. By engaging in these tasks, students are motivated to communicate in English and develop their speaking abilities.

3. Fluency-focused Activities:

Fluency activities aim to develop students' ability to speak English without hesitation and with ease. These activities focus on promoting automaticity and fluency rather than accuracy. Examples include timed speaking exercises, impromptu speeches, and rapid question-and-answer sessions.

Here are some examples of interactive classroom activities that can be used to teach English with a focus on speaking skills:

1. Role-plays:

Divide students into pairs or small groups and assign them specific roles or scenarios. For example, students can act out a restaurant conversation, job interviews, or customer service interactions. Role-plays encourage students to use English in realistic situations, promoting speaking fluency and communication skills.

Discussions and debates:

Choose thought-provoking topics or current issues for students to discuss or debate. Encourage them to express their opinions, support their arguments, and engage in respectful dialogue. This activity not only enhances speaking skills but also develops critical thinking and persuasive communication abilities.

2. Information gaps:

Create activities where students have different pieces of information and need to exchange information to complete a task. For example, provide students with incomplete maps or diagrams and ask them to give directions or describe missing details to their partners. This activity promotes information exchange and collaborative speaking.

In my view, the approaches to teaching English with a focus on speaking skills have proven to be highly effective in fostering language proficiency and communicative competence among learners. By placing speaking at the forefront of language instruction, educators have recognized the importance of equipping students with the ability to express themselves fluently and confidently in real-life situations.

Furthermore, the use of technology has revolutionized the teaching of English speaking skills. Online platforms, language learning applications, and virtual classrooms have made it possible to engage students in interactive speaking activities, even outside the traditional classroom setting. These technological tools provide learners with a wide range of resources, such as audio and video materials, pronunciation practice,

and opportunities for real-time communication with native speakers, thereby enhancing their speaking proficiency.

CONCLUSION

It is important to acknowledge that the success of these approaches relies heavily on the role of the teacher. Educators need to create a supportive and stimulating learning environment that encourages students to take risks, practice speaking, and receive constructive feedback. By adopting a learner-centered approach and employing various instructional strategies, teachers can cater to the diverse needs and learning styles of their students, thus maximizing their speaking potential.

In conclusion, the approaches to teaching English with a focus on speaking have proven to be highly effective in developing students' oral proficiency and communication skills. By incorporating the communicative approach, task-based learning, and leveraging technology, educators can create dynamic and interactive learning experiences that prepare learners for real-world language use. With the teacher as a facilitator and guide, students can confidently navigate the complexities of spoken English and become effective communicators in an increasingly interconnected world

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PROBLEMATIK INNOVATIVER ANSÄTZE UND ANWENDUNG VON INFORMATIONSTECHNOLOGIEN IN DER METHODIK DES FREMDSPRACHENUNTERRICHTS

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ANNOTATION:

Der Autor analysiert die Integration innovativer Ansätze und Informationstechnologien im Fremdsprachenunterricht, um die Lehrmethodik zu verbessern und zukünftige Forschung zu fördern. Er betont die Vorteile des gezielten Einsatzes von Informationstechnologien und stützt sich auf relevante Strategien und Forschungsergebnisse.

Schlüsselwörter: Digitale Bildung, Technologieintegration, Fremdsprachendidaktik, Lehrkompetenz, E-Learning, digitale Ungleichheit, Datenschutz in der Bildung.

ABSTRACT:

The author analyzes the integration of innovative approaches and information technologies in foreign language teaching to enhance teaching methodology and promote future research. They emphasize the benefits of targeted use of information technologies, relying on relevant strategies and research findings.

Keywords: Digital education, integration of technology, foreign language didactics, teaching competence, e-learning, digital inequality, data protection in education.

Die Problematik innovativer Ansätze und die Anwendung von Informationstechnologien in der Methodik des Fremdsprachenunterrichts sind in der heutigen digitalen Ära von zentraler Bedeutung. Durch die Integration digitaler Technologien wie E-Learning-Plattformen und interaktiver Lehrmittel in die Fremdsprachendidaktik eröffnen sich neue Möglichkeiten für den Unterricht. Digitale Bildung bietet zahlreiche Lernmöglichkeiten für interaktives Lernen, personalisierte Lernmaterialien und verbesserte Kommunikation. Durch den Einsatz digitaler Medien und Werkzeuge können Lernende aktiv in den Lernprozess integriert werden und ihre Sprachkenntnisse auf vielfältige Weise weiterentwickeln. Jedoch sind Lehrkräfte mit Herausforderungen konfrontiert, darunter die Entwicklung von Lehrkompetenzen für den effek-

tiven Einsatz digitaler Werkzeuge, die Bewältigung digitaler Ungleichheiten unter den Lernenden sowie die Sicherstellung des Datenschutzes in der Bildung. Diese Thematik erfordert eine fundierte Auseinandersetzung, um einen erfolgreichen und verantwortungsbewussten Einsatz von Informationstechnologien im Fremdsprachenunterricht zu gewährleisten. Des Weiteren erfordert die Integration von Technologie in den Fremdsprachenunterricht eine sorgfältige Lernplanung und Infrastruktur. Eine zuverlässige technische Ausstattung, wie Computer, Tablets oder interaktive Whiteboards, wird benötigt, um zu gewährleisten, dass die digitalen Ressourcen einwandfrei funktionieren. Schulen und Bildungseinrichtungen müssen die notwendigen Ressourcen haben, um allen Lernenden, unabhängig von ihrer sozioökonomischen Herkunft, den Zugang zur Technologie zu erleichtern.

Eine angemessene Ausbildung der Lehrer ist ebenfalls von großer Bedeutung. Lehrkräfte sollen über die erforderlichen Kenntnisse und Fähigkeiten verfügen, um digitale Werkzeuge und Ressourcen effektiv in den Unterricht einzubinden. Es ist wichtig, ihnen Fortbildungen und Schulungen anzubieten, um ihre digitale Kompetenz zu entwickeln und ihnen pädagogische Strategien zu vermitteln, die für eine sinnvolle Nutzung der Technologie unerlässlich sind.

Die Auswahl und Bewertung von digitalen Lernmaterialien stellen eine Herausforderung dar. Es existiert eine Vielzahl an Online-Ressourcen, Apps und Lernplattformen. Allerdings sind nicht alle von hoher Qualität und pädagogisch sinnvoll. Daher ist es wichtig, dass Lehrkräfte in der Lage sind, geeignete Materialien auszuwählen und kritisch zu bewerten, um den Lernenden eine optimale Lernerfahrung zu bieten.

Im Zusammenhang mit den digitalen Innovationen befindet sich die Didaktik des Fremdsprachenunterrichts in einem ständigen Wandel. Lehrkräfte müssen kontinuierlich ihre Lehrkompetenzen im Umgang mit digitalen Werkzeugen und Ressourcen verbessern. Fort- und Weiterbildungen spielen dabei eine entscheidende Rolle, um den Lehrkräften die erforderlichen Fähigkeiten und Kenntnisse zu vermitteln, um digitale Technologien effektiv in den Unterricht zu integrieren. Digitale Tools müssen effektiv im Unterricht eingesetzt werden. Lehrkräfte müssen befähigt werden, interaktive Lernumgebungen zu schaffen, die Lernenden eine aktive Rolle ermöglichen. Durch den Einsatz von Online-Übungen, Simulationen, multimedialen Materialien und virtuellen Kommunikationsplattformen können Lernende ihre Sprachkenntnisse in authentischen Situationen anwenden und verbessern. Die Fähigkeit von Lehrkräften, digitale Lernmaterialien zu erstellen oder auszuwählen, ist ein weiterer wichtiger Aspekt. Es gibt eine Vielzahl von Online-Ressourcen, Anwendungen und Plattformen, die Lehrkräfte nutzen können, um den Unterricht interessanter und an-

sprechender zu gestalten. Lehrkräfte sollen in der Lage sein, diese Materialien kritisch zu bewerten und sie entsprechend den Bedürfnissen ihrer Lernenden einzusetzen.

Zudem muss die Lehrperson das Lernen der Auszubildenden unterstützen und begleiten können. Der Einsatz digitaler Werkzeuge ermöglicht es den Lehrkräften, den Lernfortschritt der Lernenden zu verfolgen, individuelles Feedback zu geben und auf die Bedürfnisse der Lernenden einzugehen. Dies erfordert ein hohes Maß an pädagogischem Geschick und die Fähigkeit, die richtigen digitalen Werkzeuge für verschiedene Unterrichtsszenarien auszuwählen. Um Lehrkräfte bei der Entwicklung ihrer Lehrkompetenzen im Umgang mit digitalen Innovationen im Fremdsprachenunterricht zu unterstützen, sollen gezielte Fortbildungsprogramme und Unterstützungsmaßnahmen angeboten werden. Diese Programme sollen Schulungen, Workshops und Ressourcen umfassen, die den Lehrkräften helfen, ihre Fähigkeiten im Einsatz von Technologie im Unterricht weiterzuentwickeln. Eine enge Zusammenarbeit zwischen Bildungsinstitutionen, bildungspolitischen Entscheidungsträgern und Technologieexperten ist dabei entscheidend, um die Lehrkräfte in ihrer Entwicklung zu unterstützen und sicherzustellen, dass die Lernenden von den neuen Möglichkeiten bestmöglich profitieren können.

Ein weiterer wichtiger Aspekt ist der Datenschutz im Fremdsprachenunterricht. Lehrkräfte müssen sicherstellen, dass die Privatsphäre der Lernenden bei der Nutzung von E-Learning-Plattformen und digitalen Werkzeugen geschützt wird. Es ist wichtig, klare Richtlinien und Verfahren für den Datenschutz in Bildungseinrichtungen zu haben und deren Einhaltung zu überwachen. Lehrkräfte sollen die Schülerinnen und Schüler umfassend über den Umgang mit persönlichen Daten im digitalen Raum aufklären und sie ermutigen, bewusste Entscheidungen über die Weitergabe ihrer Informationen zu treffen. Bei der Auswahl von digitalen Ressourcen und Plattformen ist es von großer Bedeutung, den Datenschutz zu berücksichtigen und sorgfältig zu prüfen, welche Informationen von den Lernenden erfasst werden und wie sie verwendet werden. Bildungsinstitutionen können durch die Berücksichtigung von digitaler Ungleichheit und Datenschutz im Fremdsprachenunterricht sicherstellen, dass der Einsatz von E-Learning die Chancengleichheit fördert und die Privatsphäre der Lernenden respektiert wird. Eine verantwortungsvolle und sichere Nutzung von digitalen Technologien im Unterricht wird durch die Verankerung dieser Themen in der Lehrerfortbildung und in schulinternen Richtlinien und Strategien gewährleistet.

Zusammenfassend ergibt sich, dass die Nutzung von Technologie im Fremdsprachenunterricht viele Möglichkeiten für ein interessanteres und effektiveres Lernen bietet. Lehrkräfte sollen über die erforderlichen Fähigkeiten verfügen und konti-

nuierlich weitergebildet werden, um dies optimal umzusetzen. Schulen müssen sicherstellen, dass alle Schülerinnen und Schüler Zugang zur Technologie haben und ihre Privatsphäre geschützt wird.

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ANALYSIS OF CONDITIONAL SENTENCES IN THE FRAMEWORK PRESUPPOSITION

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ABSTRACT:

In this article, we analyzed conditionals in terms of presupposition framework both in Uzbek and English Languages. There are two approaches in studying presupposition, semantic and pragmatic presupposition. It is based on the aspect of logic and pragmatics respectively. Additionally, presupposition is a special thing in pragmatics. The thing that makes presupposition special is that various respects in which the behavior of presupposition sharply differs from other aspects of meaning. Presupposition is expressed differently in various languages. It is based on using closeness and relationships as the social distance between the speaker and the hearer. We were certain about it, through our analysis of two different cultures' very famous books Harry Potter and O'tkan Kunlar.

Keywords: conditional sentences, presupposition, framework, aspect, semantic presupposition, pragmatic presupposition, factive, non- factive, existential.

АННОТАЦИЯ:

В этой статье мы проанализировали кондиционалы с точки зрения структуры пресуппозиций как в узбекском, так и в английском языках. Существует два подхода к изучению пресуппозиции: семантическая и прагматическая пресуппозиция. Он основан на аспекте логики и прагматики соответственно. Кроме того, пресуппозиция – это особая вещь в прагматике. Особенность пресуппозиции заключается в том, что ее поведение в различных аспектах резко отличается от других аспектов значения. Пресуппозиция в разных языках выражается по-разному. Он основан на использовании близости и отношений как социальной дистанции между говорящим и слушающим. Мы были в этом уверены, проанализировав очень известные книги двух разных культур «Гарри Поттер» и «Откан Кунлар».

Ключевые слова: условные предложения, пресуппозиция, рамка, аспект, семантическая предпосылка, прагматическая пресуппозиция, фактивный, нефактивный, экзистенциальный.

INTRODUCTION

In many books' discussion, the concept of presupposition is treated as a relationship between two propositions. Moreover, Werth (1993) elaborates basic properties of presupposition as being embedded in referring phrases and temporal clauses, being constant even in their negated counterparts, and determining the accuracy of the assumption of a sentence. That's the assumption of a sentence is true only when the presupposition is true¹. Furthermore, Yule points out that presupposition is generally described as constancy under negation. It means that a presupposition of a statement will remain constant even when that statement is negated.

- a. Everybody knows that John has got married.
- b. >> John has got married.
- c. Everybody doesn't know that John has got married.
- d. >> John has got married².

As the example explains, sentence (a) and its negated counterpart (c) both presuppose the same meaning (b) and (d).

Theoretical basis:

There are two approaches in studying presupposition, semantic and pragmatic presupposition. It is based on the aspect of logic and pragmatics respectively. Furthermore, Grundy highlights the accommodated beliefs necessary for an utterance to make sense are known as semantic presuppositions while the accommodation needed for an utterance to be appropriate are known as pragmatic presuppositions. Presupposition has long been used as a property of language to shape the audience's ideology. Using presupposition triggers, the author or speaker may subject to the reader's or listener's interpretation of facts and events, establishing either a favorable or unfavorable bias throughout the text. Presupposition deals with implicit meanings conveyed by the speaker through the use of particular words. There are six types of presupposition or presupposition triggers³. Those are existential, factive, lexical, structural, non-factive, and counter-factual.

Examples below are types of presupposition or triggering elements taken from Yule.

- Existential presupposition is the assumption of the existence of the entities named by the speaker. It is signed by the use of noun phrases and possessive construction.

¹ Zare, J., Abbaspour, E., & Nia, M. R. Presupposition trigger- a comparative analysis of broadcast news discourse. *International Journal of Linguistics*, 4(3) pp. 734-743. Retrieved from [http://dx.doi.org/10.5296/ijl.v4i3.2002\(2012\)](http://dx.doi.org/10.5296/ijl.v4i3.2002(2012)).

² Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

³ Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

For example: *The teacher taught Math - there is a teacher*

Andy is a professor - there is a professor/ Andy is an old man

- Factive presupposition is the assumption that something is true due to the presence of some as "know", "realize", "be glad", "be sorry", "regret", "aware", "odd".

For example: *She didn't realize he was ill - she was ill*

We regret telling him - we told him.

- Non-factive presupposition is an assumption referred to something that is not true.

For example: *I dreamed that I was rich - I was not rich.*

We imagined we were in Hawaii - we were not in Hawaii.

Discussion and results:

Moreover, let us analyze Conditional clauses in the framework of other presupposition examples taken from the book, "Harry Potter":

Context: The Dursley family had everything they wanted. They had a son. However, they had a secret that they always were afraid of and their greatest secret was that somebody would discover it.

Writer: *"They did not think they could bear it if anyone found about the Potters"*

a) *Everyone knows the Potters, but does not know that Mrs. Potter was Mrs. Dursley's sister.*

b) *The Dursleys know they cannot bear if everyone finds about the Potters.*

Presupposition triggers: "think", "anyone".

Presupposition type: *Factive*

Context: Professor McGonagall is very nervous, and she heard some rumours about returning of You - Know - Who (Voldemort). Thus, she is talking with Professor Dumbledore about it. But Professor Dumbledore is very calm about it. In addition to this, he thinks it is not anymore logical no to pronounce his name as Voldemort but You- Know-Who.

Dumbledore: *"It all gets so confusing if we keep saying "You- Know- Who". I have never seen any reason to be frightened of saying Voldemort's name."*

a) *Professor McGonagall and Professor Dumbledore know who is You - Know- Who. They both know it is Voldemort;*

b) *Everyone knows You- Know- Who;*

c) *Professor McGonagall knows that Professor Dumbledore is not afraid of saying his name as Voldemort;*

Presupposition triggers: "confuse", "say", and "be frightened", "You- Know-

Who;

Presupposition type: *Factive and Existential*;

Now, let us analyze other examples of presupposition in Uzbek language also.

Context: Kumush's mother want to take her daughter back to home as she was very upset with living her husband's second wife. There were often rumors and fights between Kumush and the second wife Zaynab. But Kumush did not want to go back to her home in Kokand.

Kumush: "*Agar Zaynab manga kundashlik qilabersa, kuyavingiz uning javo-bini bermakchi...*" (*If Zaynab does something bad for me again, your son in law is going to divorce with her*)

a) *Everyone in her house knows that Zaynab is always rude with Kumush*

b) *Kumush's mother knows who is Zaynab;*

Presupposition type: *Factual and relative*

Context: O'zbek oyim and Kumush went into their room after dinner with Otabek's family. O'zbek oyim was very upset that her daughter was very far away from her. And told about it to Kumush:

O'zbek oyim: "*Agar qo'limdan kelsa achib va yonib turg'an yuragimni senga ochib ko'rsatar edim*". (*If I could, I would open my heart and show you how it is torturing*)

a) *Both O'zbek oyim and Kumush know that it is impossible;*

b) *Kumush knows that her mother is very sad;*

Presupposition type: counter factual – it is impossible to open your heart and show it.

So, based on the analysis above, we can note that, in the book of Harry Potter every type of presupposition structure can be seen while, it is mostly factual or counter- factual presupposition type observed in the book of O'tkan Kunlar.

CONCLUSION

While doing the analysis we found out that, politeness categories in conditional sentences are more less than presupposition in English, while, it is very different with Uzbek. For both analysis we chose the same books, Harry Potter and O'tkan Kunlar. There are a lot of examples of conditional clauses, however, a few of them were used to show respect in the book of Harry Potter. Presupposition category is commonly found in O'tkan Kunlar by Abdulla Qodiriy. So, we came to the the conclusion that presupposition is mostly expressed by conditional sentences.

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THE CURRICULUM OF PRESCHOOL EDUCATION IN FOREIGN COUNTRIES

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ANNOTATSIYA:

Ushbu maqolada turli xorijiy mamlakatlardagi maktabgacha ta'lim o'quv dasturlarining har tomonlama qiyosiy tahlili keltirilgan. Erta bolalik davridagi ta'limning ahamiyati uzluksiz ta'lim va aqliy rivojlanishning nuhim asosi sifatida keng e'tirof etilgan. Shunday qilib, xorijiy maktabgacha ta'lim tizimlarida qo'llaniladigan o'quv dasturlari dizayni va yondashuvlarini o'rganish turli madaniy va ijtimoiy-iqtisodiy kontekstlarda erda bolalik ta'lim dasturlarini takomillashtirish uchun muhim ahamiyatga ega bo'lishi mumkin.

Kalit so'zlar: o'quv dasturi, savodxonlik, kichik bolalar, istiqbol, ijtimoiy ko'nikmalar, hissiy rivojlanish.

ANNOTATION:

This paper presents a comprehensive comparative analysis of preschool education curricula in different foreign countries. The importance of early childhood education has been widely recognized as a crucial foundation for lifelong learning and development. As such, exploring the curriculum designs and approaches employed in foreign preschool education systems can provide valuable insights for improving early childhood education programs in diverse cultural and socioeconomic contexts.

Keywords: curriculum, literacy, yōchien, perspective, social skills, emotional development.

The comparative analysis focuses on a range of key aspects, including the philosophical foundations of preschool education, curricular goals and objectives, instructional methodologies, subject areas and learning areas covered assessment practices, and the integration of technology and play-based learning. By examining the curriculum frameworks of foreign countries, this study seeks to identify commonali-

ties and differences in preschool education practices, as well as to highlight innovative approaches that may offer valuable lessons for educators and policymakers.

Furthermore, the study synthesizes the emergent trends and innovative practices in preschool education curricula, including the incorporation of interdisciplinary learning, emphasis on social-emotional development, integration of multicultural perspectives, and the promotion of inquiry-based and experiential learning [1]. Preschool education programs vary greatly across countries, as they are influenced by cultural, social, and educational norms specific to each region. Here is an overview of the preschool education curriculum in a few foreign countries:

In the United States, preschool education is not mandatory, but it is widely available. The curriculum focuses on the early development of key skills such as language, cognitive development, social interaction, and physical abilities. Preschools often use a play-based and child-centered approach to learning, where children engage in various activities that promote their overall development. The curriculum may include early literacy, numeracy, science, art, music, and physical education, with a strong emphasis on social and emotional learning.

Schooling in China has seen significant development in recent years. The curriculum aims to cultivate children's comprehensive development, focusing on the physical, moral, intellectual, aesthetic, and labor education. Key areas of focus often include language development, mathematics, art, music, and physical activities. The curriculum also emphasizes the development of social skills, such as teamwork and communication, and may integrate Chinese cultural elements and values into the learning experience. In China's class 10 pupils attend the lesson [3]. Interestingly, it's extremely beneficial way to teach children in an effective way. According to statistics, if the number of students is few, they can learn better.

Education in Japan, known as *yōchien*, focuses on nurturing children's social and emotional development, as well as their physical and cognitive abilities. The curriculum includes activities that promote respect for others, collaboration, and responsibility. In addition to basic academics such as language, mathematics, and science, preschools in Japan often incorporate cultural education, including traditional arts, music, and celebration of seasonal events. Japan's kindergarten mainly pay attention to develop basic human qualities as they consider youth needed to enhance their personality and behavior [4]. Through media, people can see Japan pupil's attitude and how to educate children in proper way.

In Australia, pedagogy, also known as kindergartens, is a vital part of the early childhood education system. The curriculum is guided by the Early Years Learning Framework (EYLF), which emphasizes play-based learning and recognizes the im-

portance of communication, social skills, emotional development, and cognitive growth. The curriculum incorporates a holistic approach to children's learning, focusing on their identity, connection with their world, well-being, and active involvement in learning.

Overall, the comparative analysis of preschool education curricula in foreign countries offer a valuable contribution to the field of early childhood education by shedding light on the diverse approaches, innovative practices, and emergent trends that can inform the development of effective and responsive curriculum frameworks for young learners. The findings presented in this paper hold the potential to inspire collaboration, dialogue, and mutual learning among educators and policymakers across different cultural and national contexts, ultimately contributing to the advancement of high-quality preschool education on a global scale.

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THE IMPORTANCE OF MOTIVATION IN LEARNING

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ABSTRACT:

In this article describes the role of motivation in order to helps the learner to concentrate on what he/she is doing, and thereby gain satisfaction.

Keywords: motivation, deficiency, adolescence, enthusiastic, incentives.

Motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist in the task. [1;722]

Bakar added that motivation reflects in students' choices of learning tasks, the time and effort they devote to them, their persistence on learning tasks, and in coping with the obstacles they encounter in the learning process. According to Luthans, motivation is a process which starts with physiological or psychological deficiency or need that activates a behavior or drive which is aimed at a goal or incentives. This is why motivation is refer to as "the reasons underlying behavior" [3;712].

Learners assign various meanings and attitudes to academic activities— personal meanings and attitudes that arouse and direct their energies in different ways. These associated energizing and directing effects are referred to as motivation or sometimes motivation to learn. [2;233]

Learning the motivation of students in education is important. A learner learns best when he/she recognizes the need and develops the desire to learn. This is through motivation. Motivation stimulates learners to think, concentrate, and learn effectively. Bakar stated that motivation increases the performance of learning. Learning is an active process requiring a participative role. It influences the rate of learning, the retention of information, and the desire to learn. ii. Motivation increases the speed of work that a learner is putting to achieve a goal. In education, motivation is a factor of high or low points of the goal. [1;732]

When not well-motivated, a learner learns very little with difficulty as he/she sees no need to learn. Therefore, motivation provides the effort and energy that a learner needs to achieve the task. It brings the learner to the proper frame of mind for learning. It concentrates the attention and energy of a person on the activity or

knowledge to be learned.

Motivation determines whether a student will pursue a task (even a difficult one) with enthusiasm or a lackluster attitude. iii. Motivation is a significantly important factor for academic learning and achievement across childhood through adolescence [3;711].

Motivation is one of the prime tasks of teaching. The instructor should ensure that it is built in every lesson presentation. Motivation should be started during the introduction of the lesson to ensure the learners' interest and to direct attention to what is to be learned. It should not stop at the introduction stage but be continued throughout the entire lesson presentation.

The motivation of learning activities helps the learner to concentrate on what he/she is doing, and thereby gain satisfaction.

Continuous motivation is needed to help learners concentrate on the lessons to be learned. If an individual is motivated, he/she will exude some form of satisfaction. This helps in the self development of the learner.

Motivation directs learners' behavior toward particular goals. It determines the specific goals toward which learners strive; thus, it affects the choices students make. For example, whether to enroll in an art class or science, whether to attend a school football game during the week or complete an assignment that is due the next day.

Motivation increases the initiation and persistence of learning activities. It increases students' time on task and is also an important factor affecting their learning and achievement.

Motivation enhances cognitive processing. It actually affects what and how information is processed, because motivated students are more likely to pay attention and try to understand the material instead of simply going through the motions of learning in a superficial manner. [4;165]

Motivation determines what consequences are reinforcing and punishing. For example, students with a high level of motivation for classroom achievement and high GPAs are reinforced by receiving a grade of 'A' and they'll feel punished if they receive a grade of "F"

The motivation of learners is essential for their academic success in school. Motivation has been related to the amount of intellectual energy typically used in learning activities, and this led to a belief that motivation could be seen as a stable characteristic of the learner, on a par with personality.

Motivation can be influenced by some factors. These factors include needs, interest, enjoyment, the social life of students, the teacher, the teaching method used, and the learning environment.

Motivation is important because it stimulates and energizes the learners to think, concentrate, and learn effectively. In improving students' motivation, the teacher must pay attention to some factors. These include setting a clear goal, showing the need for the lesson, arousing and maintaining learners' interest in the lesson, and increasing chances of success among others.

Finally, if the teacher can apply all the motivational strategies used in the teaching-learning process, it is possible that learners will be energized and enthusiastic to reach the learning goal.

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GESCHICHTE VON DEUTSCHLAND

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ABSTRACT

Dieser Artikel bietet einen Überblick über die wichtigsten Ereignisse und Entwicklungen in der deutschen Geschichte. Die deutsche Geschichte ist geprägt von politischen, kulturellen und gesellschaftlichen Veränderungen über Jahrhunderte hinweg. Vom Heiligen Römischen Reich bis zur heutigen Bundesrepublik Deutschland hat das Land eine komplexe Vergangenheit.

Stichwort: Stichwort: Deutsche Geschichte, Heiliges Römisches Reich, Reformation, Nationalsozialismus, Europäische Union, wirtschaftliche Macht, europäische Integration, Sicherheitspolitik, Forschung, Kultur.

Die Geschichte Deutschlands ist geprägt von einer reichen und komplexen Vergangenheit, die sich über Jahrhunderte erstreckt. Von den Anfängen des Heiligen Römischen Reiches bis zur heutigen Bundesrepublik Deutschland hat das Land zahlreiche politische, kulturelle und gesellschaftliche Veränderungen erlebt. Eines der bedeutendsten Kapitel in der deutschen Geschichte ist das Heilige Römische Reich, das im 10. Jahrhundert entstand und bis ins 19. Jahrhundert Bestand hatte. Das Reich war geprägt von einer politischen Struktur, die aus verschiedenen Territorien und Fürstentümern bestand. In dieser Zeit entstanden auch die Hanse, ein Bündnis von Handelsstädten, das den Handel in Europa maßgeblich beeinflusste. Im 16. Jahrhundert führte die Reformation zu tiefgreifenden Veränderungen in Deutschland. Der Mönch Martin Luther veröffentlichte seine 95 Thesen gegen den Missbrauch des Ablasshandels und löste damit die Spaltung der katholischen Kirche aus. Die Reformation führte zur Entstehung verschiedener protestantischer Konfessionen und hatte weitreichende Auswirkungen auf die religiöse und politische Landschaft Europas.

Die Geschichte Deutschlands im 19. Jahrhundert war von politischen Umbrüchen und der Suche nach nationaler Einheit geprägt. Nach den Napoleonischen Kriegen und dem Wiener Kongress wurde das Deutsche Kaiserreich gegründet. Unter der Führung von Otto von Bismarck wurde Deutschland zu einer wirtschaftlichen und politischen Großmacht in Europa. Das frühe 20. Jahrhundert war von zwei Weltkrie-

gen und politischen Turbulenzen geprägt. Der Erste Weltkrieg führte zur Niederlage Deutschlands und zum Zusammenbruch des Kaiserreichs. In der Weimarer Republik erlebte Deutschland eine Zeit der politischen Instabilität und sozialen Unruhen, die schließlich zur Machtübernahme der Nationalsozialisten unter Adolf Hitler führten. Die Zeit des Nationalsozialismus von 1933 bis 1945 war eine der dunkelsten Perioden in der deutschen Geschichte. Unter der Herrschaft der Nationalsozialisten wurden Millionen von Menschen Opfer von Verfolgung, Zwangsarbeit und Völkermord. Der Zweite Weltkrieg führte zur Zerstörung großer Teile Deutschlands und endete schließlich mit der Niederlage der Nationalsozialisten. Nach dem Krieg wurde Deutschland in zwei Teile geteilt: die Bundesrepublik Deutschland (BRD) im Westen und die Deutsche Demokratische Republik (DDR) im Osten. Die Teilung Deutschlands dauerte bis zur Wiedervereinigung im Jahr 1990. Seitdem ist Deutschland eine föderale Republik und hat sich zu einer der führenden Wirtschaftsmächte und politischen Akteure in Europa entwickelt. Die deutsche Geschichte ist geprägt von Höhen und Tiefen, von politischen Veränderungen und gesellschaftlichen Umbrüchen. Die Auseinandersetzung mit der Vergangenheit und die Bewahrung des kulturellen Erbes sind wichtige Aspekte der deutschen Identität. Deutschland hat aus seiner Geschichte gelernt und strebt heute nach Versöhnung, Frieden und einer gemeinsamen europäischen Zukunft.

Deutschland spielt eine bedeutende Rolle in der europäischen Politik und ist eine der führenden politischen und wirtschaftlichen Kräfte in Europa. Als größte Volkswirtschaft und bevölkerungsreichstes Land der Europäischen Union hat Deutschland erheblichen Einfluss auf politische Entscheidungen und die Gestaltung der europäischen Integration. Deutschland ist ein Gründungsmitglied der Europäischen Union (EU) und hat seit ihrer Gründung eine aktive Rolle bei der Förderung der europäischen Integration gespielt. Das Land hat sich für eine vertiefte wirtschaftliche und politische Zusammenarbeit innerhalb der EU eingesetzt und hat maßgeblich zur Schaffung des Euro als gemeinsamer Währung beigetragen. Als wirtschaftliche Macht spielt Deutschland eine zentrale Rolle bei der Förderung von wirtschaftlichem Wachstum und Stabilität in Europa. Deutsche Unternehmen sind in vielen Branchen führend und exportieren ihre Produkte in alle Teile Europas. Deutschland setzt sich für eine starke gemeinsame Wirtschafts- und Währungspolitik ein, um die wirtschaftliche Zusammenarbeit in der EU zu stärken. Darüber hinaus ist Deutschland ein wichtiger Akteur in der europäischen Sicherheits- und Verteidigungspolitik. Als NATO-Mitglied beteiligt sich Deutschland an internationalen Friedensmissionen und trägt zur Sicherheit in Europa bei. Deutschland setzt sich auch für eine engere Zusammenarbeit der EU-Mitgliedstaaten in Verteidigungsfragen ein und unterstützt die

Stärkung der Europäischen Verteidigungsunion. In der Europäischen Union nimmt Deutschland eine Schlüsselrolle bei der Gestaltung von Politikbereichen wie Klimaschutz, Umwelt, Energie und Migration ein. Das Land setzt sich für ambitionierte Klimaziele ein und hat sich verpflichtet, bis 2050 klimaneutral zu sein. Deutschland engagiert sich auch in der Bewältigung der Migrationsherausforderungen und setzt sich für eine gemeinsame europäische Migrations- und Asylpolitik ein.

Deutschland spielt auch eine wichtige Rolle bei der Förderung der europäischen Zusammenarbeit in den Bereichen Bildung, Forschung und Kultur. Das Land unterstützt den Austausch von Studierenden und Forschern innerhalb Europas und fördert kulturelle Projekte zur Stärkung des europäischen Zusammenhalts. Es ist wichtig anzumerken, dass Deutschland seine Rolle in der europäischen Politik im Rahmen der EU ausübt und eng mit anderen EU-Mitgliedstaaten zusammenarbeitet. Entscheidungen werden in der Regel durch Konsens und Zusammenarbeit getroffen, wobei Deutschland aufgrund seiner Größe und wirtschaftlichen Stärke einflussreich ist. Insgesamt spielt Deutschland eine maßgebliche Rolle in der europäischen Politik und setzt sich für eine starke und handlungsfähige Europäische Union ein. Das Land strebt eine enge Zusammenarbeit mit anderen EU-Mitgliedstaaten an, um gemeinsame Herausforderungen anzugehen und eine friedliche, wohlhabende und nachhaltige Zukunft für Europa zu gestalten. Nachkriegszeit und Kalter Krieg (1945-1990): Nach dem Zweiten Weltkrieg wurde Deutschland von den Alliierten besetzt, und eine umfangreiche Entnazifizierung und Demokratisierung fanden statt. In der Bundesrepublik Deutschland (BRD) wurde eine parlamentarische Demokratie etabliert, während die Deutsche Demokratische Republik (DDR) unter sowjetischem Einfluss zu einem sozialistischen Staat wurde. Deutschland war ein zentraler Schauplatz des Kalten Krieges, der Spannungen zwischen Ost und West zur Folge hatte. Die BRD wurde zu einem Mitglied der NATO, während die DDR dem Warschauer Pakt beitrug. Fall der Berliner Mauer und deutsche Wiedervereinigung (1989-1990): Der November 1989 markierte einen historischen Wendepunkt in der deutschen Geschichte, als die Berliner Mauer fiel und die Grenzen zwischen Ost und West geöffnet wurden. Die friedliche Revolution in der DDR führte zur Wiedervereinigung Deutschlands am 3. Oktober 1990. Die Wiedervereinigung brachte große wirtschaftliche und soziale Herausforderungen mit sich, da die Unterschiede zwischen Ost und West überwunden werden mussten. Europäische Integration und die Rolle Deutschlands: Deutschland hat seit der Wiedervereinigung eine aktive Rolle in der Europäischen Union (EU) übernommen. Es hat sich als eine der treibenden Kräfte für die europäische Integration positioniert und spielt eine wichtige Rolle in der Gestaltung der EU-Politik. Deutschland ist auch wirtschaftlich stark und hat eine führende Rolle in der Exportindustrie,

insbesondere im Automobilsektor, eingenommen. Migration und Multikulturalismus: In den letzten Jahrzehnten hat Deutschland einen bedeutenden Zustrom von Einwanderern erlebt. Die Migration aus verschiedenen Teilen der Welt hat zu einer zunehmend multikulturellen Gesellschaft geführt. Dies hat zu Debatten und Herausforderungen im Zusammenhang mit Integration, kultureller Vielfalt und Identität geführt. Erinnerungskultur und Vergangenheitsbewältigung: Die Auseinandersetzung mit der nationalsozialistischen Vergangenheit und den Verbrechen des Holocausts bleibt ein zentrales Thema in der deutschen Geschichte. Deutschland hat sich bemüht, eine Erinnerungskultur zu etablieren, die die Verantwortung für die Vergangenheit anerkennt und Lehren für die Gegenwart und die Zukunft zieht. Gedenkstätten, Museen und Bildungsprogramme spielen eine wichtige Rolle bei der Vermittlung dieser Geschichte.

Die Geschichte von Deutschland ist reich an bedeutenden Ereignissen, politischen Umbrüchen und kulturellen Entwicklungen. Von den Anfängen des Heiligen Römischen Reiches über die turbulenten Zeiten des 20. Jahrhunderts bis hin zur heutigen Rolle Deutschlands als führende europäische Macht ist es eine Geschichte, die von Höhen und Tiefen geprägt ist. Das Studium der Geschichte Deutschlands ermöglicht ein tieferes Verständnis der heutigen politischen, wirtschaftlichen und kulturellen Landschaft des Landes. Ostpolitik und Entspannungspolitik (1969-1989): In den 1970er Jahren verfolgte die Bundesrepublik Deutschland unter der Führung von Bundeskanzler Willy Brandt eine Politik der Annäherung und Entspannung gegenüber den osteuropäischen Staaten. Diese Politik, bekannt als Ostpolitik, zielte darauf ab, die Beziehungen zu den Ländern des Warschauer Pakts zu verbessern und eine Zusammenarbeit auf politischer, wirtschaftlicher und kultureller Ebene zu fördern. Die Ostpolitik trug zur Entspannung des Kalten Krieges bei und ebnete den Weg für die spätere Wiedervereinigung. Kulturelle und intellektuelle Beiträge: Deutschland hat im Laufe der Jahrhunderte eine reiche kulturelle und intellektuelle Tradition hervorgebracht. Es war das Zentrum der Romantik, die von Schriftstellern wie Johann Wolfgang von Goethe und Friedrich Schiller geprägt wurde. Die deutsche Philosophie hatte bedeutende Denker wie Immanuel Kant, Georg Wilhelm Friedrich Hegel und Friedrich Nietzsche hervorgebracht. In der Kunstwelt haben deutsche Künstler wie Albrecht Dürer, Caspar David Friedrich und Gerhard Richter internationale Anerkennung gefunden. Die deutsche Wirtschaft: Die deutsche Wirtschaft hat eine bemerkenswerte Entwicklung durchgemacht und ist heute eine der größten und leistungsfähigsten der Welt. Insbesondere in den Bereichen Automobilbau, Maschinenbau und Chemieindustrie ist Deutschland führend. Das Land ist für seine hochwertigen Produkte, innovative Technologien und effiziente Arbeitsweise bekannt. Die

deutsche Wirtschaft spielt eine entscheidende Rolle in der Europäischen Union und auf dem globalen Markt. Soziale und politische Herausforderungen: Deutschland steht auch vor sozialen und politischen Herausforderungen. Die Integration von Einwanderern und Flüchtlingen, die Bekämpfung des Rechtsextremismus und die Bewältigung sozialer Ungleichheiten sind wichtige Themen, mit denen das Land konfrontiert ist. Der politische Diskurs und die öffentliche Debatte in Deutschland spiegeln diese Herausforderungen wider und suchen nach Lösungen, um eine inklusive und gerechte Gesellschaft aufzubauen. Deutsche Einheit und ihre Auswirkungen: Obwohl die Wiedervereinigung Deutschlands vor mehr als drei Jahrzehnten stattfand, sind die Auswirkungen immer noch spürbar. Die Integration der ehemaligen DDR in die Bundesrepublik war ein langwieriger Prozess, der wirtschaftliche, soziale und kulturelle Unterschiede mit sich brachte. Die deutsche Einheit hat auch Europas politische Landkarte verändert und Deutschland zu einem noch bedeutenderen Akteur auf internationaler Bühne gemacht.

Die Geschichte Deutschlands ist eine faszinierende Reise durch Jahrhunderte politischer, kultureller und sozialer Entwicklungen. Vom Heiligen Römischen Reich über die Wiedervereinigung bis zur heutigen Rolle Deutschlands in Europa und der Welt hat das Land eine reiche und komplexe Geschichte. Das Verständnis dieser Geschichte ermöglicht es uns, die heutigen Herausforderungen und Chancen in Deutschland besser zu verstehen und die Zukunft des Landes mitzugestalten.

Education System: Germany is known for its strong education system. It has a dual education system that combines classroom learning with practical training, providing students with vocational skills. The country is also home to many prestigious universities and research institutions, making it a popular destination for international students seeking higher education.

Renewable Energy Transition: Germany has been at the forefront of the renewable energy transition. In the early 2000s, the government implemented policies and incentives to promote the use of renewable energy sources such as wind, solar, and biomass. This has led to a significant increase in renewable energy production and a reduction in greenhouse gas emissions.

Autobahn and Automotive Industry: Germany is famous for its extensive Autobahn network, which spans thousands of kilometers and allows for high-speed travel. The country is also home to some of the world's leading automotive manufacturers, including Volkswagen, BMW, and Mercedes-Benz. The automotive industry plays a crucial role in the German economy. Oktoberfest: Oktoberfest is a world-renowned festival held annually in Munich, Bavaria. It is the world's largest Volksfest (beer festival and traveling funfair) and attracts millions of visitors from around

the globe. The festival features traditional Bavarian music, food, beer, and lively festivities.

German Cuisine: German cuisine is diverse and known for its hearty and flavorful dishes. Some popular German foods include bratwurst (sausages), sauerkraut (fermented cabbage), pretzels, schnitzel (breaded meat cutlets), and various types of bread and pastries. Germany is also famous for its beer, with a rich brewing tradition and a wide variety of beer styles.

Cultural Contributions: Germany has made significant contributions to various fields of arts and sciences. It has produced influential composers such as Johann Sebastian Bach, Ludwig van Beethoven, and Richard Wagner. German literature has also produced renowned writers like Johann Wolfgang von Goethe, Thomas Mann, and Hermann Hesse. In addition, German scientists and inventors have made groundbreaking contributions, including Albert Einstein, Max Planck, and Johannes Gutenberg. **Christmas Markets:** Germany is known for its enchanting Christmas markets, which are held in cities and towns across the country during the Advent season. These markets feature beautifully decorated stalls selling crafts, gifts, food, and drinks. Visitors can enjoy the festive atmosphere, listen to Christmas music, and indulge in seasonal treats like glühwein (mulled wine) and gingerbread. Germany's rich history, vibrant culture, technological advancements, and contributions to various fields make it a fascinating and influential country. Exploring its diverse heritage and contemporary achievements provides a deeper understanding of Germany's global significance.

Healthcare System: Germany has a highly regarded healthcare system that provides comprehensive coverage for its citizens. It operates on a dual system of statutory health insurance and private health insurance. The system is known for its quality of care, accessibility, and emphasis on preventive medicine. **Social Welfare:** Germany has a strong social welfare system aimed at providing support and assistance to its citizens. It includes programs such as unemployment benefits, social security, public housing, and healthcare subsidies. The social welfare system helps ensure a basic standard of living for all residents. **Environmental Stewardship:** Germany is committed to environmental protection and sustainability. It has implemented rigorous environmental regulations, invested in renewable energy sources, and promoted recycling and waste reduction. The country is also a leader in green technologies and initiatives. **Sports and Football:** Football (soccer) is the most popular sport in Germany, and the country has a strong football culture. The national team has a successful history, having won the FIFA World Cup multiple times. The top professional football league in Germany, the Bundesliga, is highly competitive and attracts a large fan base. **Film Industry:** Germany has a rich history in the film industry, known for both

its artistic and commercial productions. German cinema has produced influential directors such as Fritz Lang, Rainer Werner Fassbinder, and Wim Wenders. The Berlin International Film Festival (Berlinale) is one of the world's leading film festivals, showcasing a wide range of international films. Technological Innovation: Germany is known for its technological innovation and engineering prowess. It is home to numerous global technology companies and has made significant contributions to fields such as automotive engineering, machinery, pharmaceuticals, and information technology. The country places a strong emphasis on research and development. Cultural Festivals: Germany hosts a variety of cultural festivals throughout the year. The Berlinale mentioned earlier attracts film enthusiasts from around the world, while the Cologne Carnival in Cologne is a vibrant celebration filled with parades and costumes. The Wagner Festival in Bayreuth is renowned for its performances of Richard Wagner's operas, and the Karneval der Kulturen in Berlin showcases the city's multicultural diversity. UNESCO World Heritage Sites: Germany is home to numerous UNESCO World Heritage Sites, including historical landmarks, natural landscapes, and cultural sites. Some notable examples include the Cologne Cathedral, the Historic Centre of Dresden, the Würzburg Residence, the Wadden Sea, and the Classical Weimar ensemble. Germany's diverse cultural heritage, commitment to social welfare, technological advancements, and love for sports and the arts make it a fascinating country to explore. Its contributions to various fields and its dedication to sustainability and quality of life have established it as a global leader in many aspects.

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AYRIM XORIJIY DAVLATLAR MAKTABGACHA TA'LIM TIZIMIDA IN- GLIZ TILI O'RGATISH METODIKASI

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ANNOTATSIYA:

Ushbu maqolada ayrim rivojlangan davlatlar maktabgacha ta'lim tizimida ingliz tilini o'rgatish metod va dasturlari to'g'risida ma'lumotlar berilgan. Maqola nega aynan maktabgacha yoshdagi bolalar ingliz tilini o'rganish sabab va maqsadlarini tahlil etib bu borada o'rganilgan ma'lumotlarni taqdim etadi.

Kalit so'zlar: o'quv dasturi, savodxonlik, kichik bolalar maktabgacha ta'lim, metod, bolalar, xorijiy davlatlar

ANNOTATION:

In this article, there are facts about the methods and programs of learning English in the preschool education system of developed countries. The article also provides information about the reasons and goals of preschool children learning English

Keywords: curriculum, literacy, perspective, social skills, preschool education, foreign countries, children

So'nggi bir-necha yil ichida chet-tilini o'rganish kundalik zaruriyatlarga aylandi. Chet tillari ichida ingliz tilini Oliy ta'lim, maktablarda balki bog'chalarda ham o'rgatish majburiy qilib belgilandi. Bundan ko'rinib turibdiki, til o'rgatish va o'rganish ta'lim dasturining asosiy vazifalaridandir. Tilni aynan bog'cha yoshidan o'rgatish bu yoshdagi bolalarning til o'rganish va yodida qolish qobiliyati yuqori bo'ladi va bu yoshdagi bolalar (3-5) ko'proq yodlagan va ko'rgan narsalari esidan umuman chiqmaydi. Maktab yoshida til o'rganishga ishtiyoq va xohishi oshishida ham o'z ta'sirini ko'rsatadi.

Endi esa til o'rgatish metodika va dasturlarini bir-necha xorijiy davlatlar maktabgacha ta'lim tizimida ko'rib chiqamiz. Xitoyda tarbiyachilardan mahoratli bo'lish talab etiladi turli xil sohalarida masalan ular bir vaqtning o'zida rasm chizish,

aktyorlik mahorati, psixologiyadan ham xabardor bo'lish kerak. Bu esa bolalarga chet tilini bolalarga turli xil usullardan foydalanib o'rgatishga zamin yaratadi. Xitoy tajribasida jumboq o'yinlardan foydalanish ham tilni yaxshi o'zlashtirishda yordam berishini isbotlangan. Agarda chet tilini dars emas, balki o'yin shakliga keltirsak kichik yoshdagi bolalarning qiziqishini yanada orttiradi. Shu bilan birgalikda ularning aktivlik darajasini ham oshiradi. Mavzu asosida o'yin yaratish ham tarbiyachining kreativligiga bog'liq. Misol uchun tarbiyachi "Qopda nima bor" degan o'yinni bolalar bilan o'ynashi mumkin. Xonadagi kichik buyumlarni xaltachaga solib, bolalarga birma-bir olishiga ruxsat beradi va bolalar bu buyumlar nomini ingliz tilida aytib berishadi. Masalan quyidagi savolni bersa bo'ladi: "is it a banana (an apple, an orange ?)". Bunda tarbiyachi baholashga kirishadi va eng ko'p bal to'plagan guruh yoki bolani taqdirlaydi. Shu bilan birga bolalarning qiziqishi o'sib boradi. Bolalar o'rtasida musobaqa judayam muhim, sababi bolalar yoshligidan raqobat tuyg'usini shakllantirib borish kerak bo'ladi. Ana shundagina har bir bolada motivatsiya tilga bo'lgan qiziqish uyg'onadi. Xitoylik insonning barcha qiziqishlari raqobat orqali keladi deb fikr yuritishadi. Buni bolalar timsolida ham ko'rishimiz mumkin, ularda u yo'l orqali jamlikni, raqobat orqali raqibini bilishni atrofni o'rganishni o'rgatadi. Bundan tashqari xitoy ta'lim tizimida multimedia ham muhimdir, ular til o'rgatishga kerak bo'lgan barcha zamonaviy texnologiyalar bilan ta'minlangan. Xitoy ta'limida tarbiyachining kreativ bo'lishi talab qilingani kabi xona ham shunga mos va xos bo'lishi kerakdir. Ingliz muhiti yaratilishi orqali bolalarning xuddi shu atmosferasini his qilish imkonini beradi.

Yaponiya maktabgacha ta'lim tizimiga e'tibor qaratadigan bo'lsak, Yaponiya asosan bolalar bilan uning psixologiyasi, aqliy faoliyati, qiziqishi asosida individual shug'ullanishni yoqlaydi. Yaponiya ta'lim tizimida insoniy fazilatlarini rivojlanish, qadriyatlar bundan tashqari bolalarga til o'rgatishda o'zlari ishlab chiqqan 4ta muhim o'qish, yozish, tinglash, gapirishni o'z ichiga olgan o'quv dasturlari asosida o'qitiladi. Ular uchun eng muhimi yoshga mos texnologiyalardan foydalanishdir, bu o'z navbatida tilni pog'onama-pog'ona o'rganishni ta'minlaydi[1].

Koreya maktabgacha ta'limiga nazar soladigan bo'lsak, Koreyada ingliz tili ikkinchi ba'zi bir joylarida esa asosiy til sifatida qaraladi shu sababdan ularda bog'cha yoshidan bolalarga ingliz tilini o'rgatish muhim hisoblanadi. Koreya ta'limida ham xuddi shu tinglash, o'qish, yozish, gapirish orqali o'rgatiladi. Koreya ta'lim tizimini ko'rib chiqar ekanmiz, shuni amalda isbotini ko'rish mumkinki, har bir bola oddiy ijtimoiy hayotda yashash va ishlash uchun ham ingliz tili o'rganishning ahamiyati katta va zarurdir. Shu sababdan ham ularda bunga e'tibor va talab kuchli hisoblanadi. Bu o'z navbatida maktabgacha ta'lim tizimida ham o'z aksini topadi

bog'cha davri ham ijtimoiy hayotga kirish bosqichi deyish mumkin[3].

Bundan tashqari dunyoning eng rivojlangan davlatlar maktabgacha ta'lim tizimini tahlil qilar ekanmiz o'z-o'zidan ko'rinib turibdiki, ingliz tilini eng ommabop va samarali o'rgatish usuli bu-o'yin. Ya'ni bolalar o'yin orqali o'rgangan narsalari ko'proq esida qoladi. Bugungi kunda ingliz tili o'qituvchilari Amerika Qo'shma Shtatlar, Angliya pedagog va tarbiyachilari tajribasiga asoslangan, quyidagi innovatsion metodlardan foydalanishmoqda:

Quvnoq topishmoqlar (Merry riddles) bolalarga topishmoqlar o'rgatish. Ingliz tilini o'rgatishda muhim ahamiyatga ega, ular o'zlariga notanish so'zlarni o'rganadilar. "Chigil yozdi" (Warm-up exercises) bolalarni darsga bo'lgan qiziqish va energiyasini oshirishga yordam beradi. "Pantomime" bu usul bolalarga qiyin mavzularni yaxshiroq tushinishiga yordam beradi. Misol uchun mavzu (Jobs) yoki (Animals) bo'lsa bolalar bir-birlariga xatti-harakat orqali tushuntirishga harakat qilishadi mavzuga aloqador yangi so'zlarni. Rolli o'yinlar (Acting characters) bu usul darsning barcha tiplarida qo'llanishi mumkin. "Rasmlar so'zlaganda" (When pictures speak) usuli ancha qulay bo'lib, ingliz tili o'rgatishda, bolalarning og'zaki nutqini rivojlantirishda yordam beradi, buning uchun bolalarga kartochkalar tarqatiladi va hamma bolalar bir vaqtda darsga qatnashishadi va bu o'z navbatida vaqtni tejaydi.[2]

So'z o'rnini top o'yinida so'zlarning o'rnini almashtirilib qo'yiladi hamda so'zlarni o'z o'rniga to'g'ri qo'yish orqali gap yoki mavzuga aloqador birmalar hosil qilinadi. "To'plam" o'yini ma'lum bir mavzu asosida bolalarning olgan bilimlarini mustahkamlash maqsadida o'tkaziladi. O'yin qatorlar musobaqasi yoki kichik guruhlar ishlash shaklini tashkil etadi. Masalan belgini bildirilgan so'zni topingdeb, guruhlariga topshiriq beriladi. Berilgan vaqt ichida qaysi guruh ko'p topa olsa g'olib bo'ladi. Yana bir samarali usul bu til o'rgatishda multfilmlardan foydalanish. Bolalar chet tilini o'rganish mobaynida multfilmdagi gaplarni tushunmasa ham, multfilmdagi qahramonlarning harakatlari orqali ular qilayotgan so'zlarni tushunishga harakat qiladi. Bu esa bolalar uchun til o'rganishda qiziq va samarali yo'l hisoblanadi[5]

Yuqorida ko'rib chiqilgan fikr va mulohazalardan ko'rinib turibdiki, har bir rivojlangan davlatlarda ingliz tiliga bo'lgan e'tibor juda katta bunga esa aynan bog'cha yoshidan o'qitilishi ham yaqqol misoldir.

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TEACHING ENGLISH WITH THE HELP OF INTERACTIVE GAMES IN SECONDARY SCHOOLS

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ABSTRACT

The integration of interactive games in English language teaching has gained significant attention in recent years. This abstract explores the benefits and effectiveness of utilizing interactive games as a pedagogical tool to enhance English language acquisition among learners. In traditional language classrooms, students often encounter challenges such as lack of engagement, limited practice opportunities, and reduced motivation. Interactive games offer a solution to address these issues by providing an immersive and engaging learning environment that fosters active participation and enjoyment. This abstract reviews various types of interactive games that can be employed in English language teaching, including computer-based games, mobile applications, and classroom-based activities. Moreover, this abstract highlights the advantages of incorporating interactive games in English language classrooms. Firstly, games encourage experiential learning, allowing students to apply language concepts in a practical context. Secondly, games promote collaborative learning, enabling students to interact and communicate with their peers in English. Furthermore, this abstract discusses the implications of using interactive games in English language teaching. Teachers can act as facilitators, guiding students' gameplay and fostering meaningful discussions related to language learning. It also emphasizes the importance of selecting appropriate games that align with the learning objectives, age group, and proficiency levels of the students.

Keywords: interactive games, secondary schools, teaching, types of games.

English language learning plays a crucial role in today's globalized world. To enhance the effectiveness of English language instruction in secondary schools, the integration of interactive games can be a valuable tool. This thesis explores the benefits and impact of using interactive games as an instructional method in teaching English to secondary school students. The importance of interactive learning are engaging and motivating students, Interactive games capture students' attention and foster ac-

tive participation, making the learning process more enjoyable and engaging. Enhancing language acquisition, interactive games provide opportunities for students to practice and apply English language skills in a meaningful context, leading to enhanced language acquisition. Promoting critical thinking and problem-solving games often require students to think critically, make decisions and solve problems, thus developing their cognitive abilities alongside language skills. Advantages of interactive games in English language Instruction: Vocabulary expansion: Language games can introduce and reinforce vocabulary in an interactive and memorable way, improving students' vocabulary retention. Grammar reinforcement: Games provide a platform for students to practice grammar rules and structures through interactive and contextualized exercises. Speaking and listening skills development: Interactive games encourage communication and collaboration, enabling students to improve their speaking and listening skills through meaningful interactions. Cultural awareness: Language games can incorporate cultural elements, helping students gain a deeper understanding of English-speaking cultures and fostering intercultural competence. Implementation strategies: Game selection and adaptation: Teachers should choose games that align with the learning objectives and language proficiency levels of their students. They can also adapt existing games or create new ones to suit specific linguistic and cultural contexts. Integration into lesson plans: Interactive games should be integrated into the overall lesson plans, with clear objectives and alignment with the curriculum. They can be used as warm-up activities, reinforcement exercises, or as a means of assessing students' progress. Technology integration: Utilizing technology tools, such as educational apps, online platforms, or interactive whiteboards, can enhance the effectiveness of interactive games and provide additional resources for language learning. Considerations and challenges: Teacher training and support: Teachers should receive training and support to effectively incorporate interactive games into their teaching practice, including understanding game mechanics, adapting games to learning objectives, and managing classroom dynamics during game play. Assessment and evaluation: Methods for assessing students' performance during game-based learning should be developed to ensure accurate evaluation of language proficiency and progress.³ Access to technology: Schools should ensure access to necessary technology resources to implement interactive games effectively, taking into account potential limitations or disparities among students. Interactive games can make the learning process enjoyable, motivating students to actively participate and practice their English skills. Here are some ideas for incorporating interactive games into English lessons: Vocabulary games: Use word puzzles, crossword puzzles, or word association games to reinforce vocabulary acquisition. Online platforms and

mobile apps can provide a wide range of interactive vocabulary games. Grammar games: Create grammar quizzes, interactive grammar exercises, or grammar-based board games to help students grasp grammatical concepts. For example, you can design a game where students have to identify correct tenses or sentence structures. Role-playing games: Engage students in role-playing activities where they can practice real-life English conversations. You can assign different roles and scenarios, such as ordering food at a restaurant or booking a hotel room. This helps students develop their speaking and listening skills. Spelling and pronunciation games: Use spelling bees, pronunciation contests, or phonetic games to improve spelling and pronunciation. Online resources and interactive tools can assist in conducting such activities. Reading comprehension games: Develop interactive reading activities like comprehension quizzes, jigsaw reading, or interactive story-based games. These games encourage students to read actively and understand the context. Listening games: Utilize audio clips, songs, or podcasts to create listening games. Students can participate in listening exercises and answer questions based on what they heard. Interactive quizzes: Implement online platforms or classroom response systems to conduct interactive quizzes. Students can answer questions using individual devices, and their responses can be instantly displayed and discussed. Language apps and gamified learning platforms: Explore language learning apps and gamified platforms that offer interactive English lessons. These platforms often include interactive games, progress tracking, and rewards to keep students motivated. Gamification: Gamification is an approach that involves incorporating game elements, such as points, levels, badges, and leaderboards, into the learning process. By gamifying English lessons, students can earn rewards, track their progress, and compete with their peers, which boosts their motivation and engagement. Digital games: Take advantage of digital games and online resources specifically designed for English language learning. There are numerous websites, apps, and educational platforms that offer interactive games covering various language skills, including vocabulary, grammar, reading, listening, and speaking. These games often provide immediate feedback, making the learning experience more effective.¹ Team-based games: Foster collaboration and teamwork by organizing team-based games. Divide the class into groups and assign them different tasks or challenges that require using English skills. For example, you can have a game where teams compete to create the most grammatically correct sentences within a given time limit.¹² Game-based assessments: Instead of traditional quizzes and tests, consider implementing game-based assessments. These assessments can be in the form of interactive quizzes, puzzles, or even digital escape rooms where students need to solve language-related challenges to progress. Game-based assessments make evaluation

more engaging and can provide a more comprehensive understanding of students' language proficiency. Board games and card games: Traditional board games and card games can be adapted or created from scratch to focus on English learning. For example, you can modify popular board games like Scrabble or Taboo to reinforce vocabulary, spelling, or speaking skills. Card games like "Go Fish" or "Memory" can be adapted to practice specific language structures or vocabulary categories. Interactive whiteboards and smart devices: Utilize interactive whiteboards or smart devices in the classroom to enhance the gaming experience. Students can interact directly with the board or use apps and educational tools on tablets or smartphones. These technologies enable a more immersive and interactive learning environment. Peer-to-peer games: Encourage students to create their own English language games and share them with their classmates. This promotes creativity, critical thinking, and collaboration among students. It also allows them to take ownership of their learning and reinforces their understanding of the language concepts they incorporate into their games. Remember to provide clear instructions, establish rules, and facilitate discussions after the games to consolidate learning and address any questions or misconceptions. Regularly assess the effectiveness of the games and make adjustments as needed to ensure they align with the learning objectives and support students' language development. Additionally, ensure that the games cater to different learning styles and abilities, promoting inclusivity and active participation among all students. Integrating interactive games into English language instruction in secondary schools offers numerous benefits, including increased student engagement, improved language acquisition, and the development of critical thinking skills. By carefully selecting and incorporating interactive games into lesson plans, teachers can create a dynamic and immersive learning environment that enhances students' English language proficiency and fosters their enthusiasm for learning. However, it is essential to address challenges such as teacher training, assessment methods, and access to technology to ensure successful implementation.

In conclusion, these games are designed to encompass various language skills such as vocabulary building, grammar practice, listening comprehension, and speaking fluency. Additionally, games provide immediate feedback, allowing learners to assess their progress and identify areas for improvement. Integrating interactive games into English language teaching offers numerous advantages in terms of engagement, practice opportunities, and motivation. By creating an interactive and stimulating learning environment, teachers can effectively enhance students' language skills and foster a positive language learning experience.

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GERMANIYA BO'YLAB SAYOHAT

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ANNOTATSIYA:

Germaniya dunyoning rivojlangan davlatlaridan biri bo'lib, dunyoda o'zining siyosiy va iqtisodiy mavqeyiga ega. Uning o'ziga xos iqlimi, sanoati, iqtisodi, tarixi va tarixiy obidalar mavjud. Ushbu maqolada Germaniya haqida yanada ko'proq ma'lumotlar beriladi.

Kalit so'zlar: Berlin, shtat, iqlim, ekologiya, ko'priklar, shahar, daryo va kanallar, avtomobil markalari, bosma kitob va jurnallar, qadimiy obidalar, akademiya, davlat tili

Germaniya— Markaziy Yevropadagi davlat bo'lib, Shimoliy Boltiq dengizi sohillarida joylashgan. Poytaxti — Berlin shahri. Germaniya ma'muriy jihatdan 16 shtatga, shtatlar okruglarga, okruglar tumanlarga, tumanlar jamoalarga bo'linadi. 1990-yil 3-oktyabrga o'z mustaqilligiga erishgan[1].

Iqlimi mo'tadil va sernam bo'lib, qish odatda juda past haroratga ega, ya'ni -15°C dan 0°C atrofida. Yozi esa aksincha salqin, 20°C - 26°C darajada. Ekologik jihatdan dunyoda yetakchi o'rinlardan birini egallagan Germaniya turistik shahar hisoblanadi. Aholisining qariyb 10 tasidan 8 tasida velosiped bor, ular hattoki qishda ham velosipedda shahar bo'ylab sayohat qilishni yoqtirishadi. Bu har tomonlama qulay bo'lib, birinchi navbatda, insonlar salomatligi, qolaversa, ularning sog'lom turmush tarziga rioya etishlari, shuningdek, atmosferaga zararli gazlar chiqishining va ekologiya zaharlanishining oldini olishda muhim omildir. Bundan tashqari, Germaniyada har bir uyning 3 tadan axlat qutisi bo'lib, har bir shaharchada ko'plab yashil nuqtalar mavjud.

Berlin-Germaniyaning poytaxti va eng yirik shaharlaridan biri hisoblanadi. Bu shahar Shpre daryosi Xafel daryosiga quyiladigan yerda, Shimoliy va Boltiq dengizlariga chiqiladigan kanallar bo'yida joylashgan. Berlinda 1700 ta ko'priklar mavjud. Hatto suvda joylashgan shahar Venetsiyadagidan ham ko'p. Birgina Berlin ko'prigi bir necha daryolar va kanallar ustidan o'tkazilgan bo'lib, uning umumiy uzunligi 180 kilometrni tashkil etadi.

Davlat tili nemis tili bo'lishiga qaramasdan aholisining deyarli yarmi ingliz

tilini mukammal darajada biladi. Dunyoda 180 millionga yaqin kishi nemis tilida gaplashadi. Yevropa Ittifoqida 90 million odam nemis tili asosiy til deb biladi. Nemis tiliga aloqador ajoyib ma'lumotlardan biri bu- nemis tilidagi eng uzun so'z 80 ta harfdan iborat ekanligidir.

Ko'p sohalarda birinchilikka harakat qilayotgan Germaniya tarixda ilk bor bosma kitoblarni nashrdan chiqargan. 1663-yilda ilk marotaba birinchi bosma kitoblar kitobxonlar qo'lga yetib borgan. Hozirgi kunda ham Germaniya eng ko'p kitob bosib chiqaradigan mamlakat bo'lib, yiliga 93 ming kitob dunyo yuzini ko'radi.

Shuningdek, Mercedes-Benz, Audi, BMW, Porsche avtomobil markalari ham aynan Germaniyaga tegishli bo'lib, avtomobil eksporti bo'yicha ham yetakchi o'rinlarda ekanligi hech kimga sir emas.

Germaniya poytaxti hisoblangan Berlin mamlakatning iqtisodiy va siyosiy markazi hisoblanadi. Qolaversa, Berlin Yevropaning yirik sanoat markazlaridan biridir. Berlinda yirik bank va kredit muassasalari joylashgan. Berlin mamlakatning eng yirik transport yo'llari tuguni, bir necha vokzal va aeroportlar bor.

Shaharda o'rta asr yodgorliklaridan gotika uslubiga xos Mariyenkirxe va Klosterkirxe cherkovlari (XIII-XIV asrlar), barokko uslubidagi Nemis tarixi muzeyi (1695—1706), Brandenburg darvozasi (1788—1791), klassitsizm uslubidagi opera teatri, drama teatri (1819—1821) hozirgacha saqlanib qolgan. Shaharda ko'plab zamonaviy savdo-sotiq binolari, saroy, uy-joylar barpo etilgan. Metropoliten qurilgan. Shuningdek, Yevropa Kino akademiyasi, Germaniya Fanlar akademiyasi, A.Gumboldt nomidagi universitet (1809) va maxsus o'quv yurtlar ham aynan Berlin shahrida joylashgan. Madaniy-maishiy muassasalar: teatrlar, muzeylar, kutubxonalar, milliy galereya kabi yirik binolar juda ko'p. Bundan tashqari, Berlinda 1936-yilda 11-Olimpiada o'yinlari bo'lib o'tgan [2].

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INNOVATIVE APPROACHES TO LANGUAGE TEACHING: CULTIVATING CREATIVITY IN EDUCATION

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ABSTRACT:

This article explores innovative methodologies in language teaching that foster creativity, engagement, and cultural understanding among students. Drawing inspiration from renowned thinkers like Thomas Edison and ancient philosophers like Plato and Aristotle, the article emphasizes the importance of adopting creative approaches to education. It delves into the diverse functions of role-playing games in language instruction and examines the Direct Method's emphasis on immersive, experiential learning. Furthermore, the article highlights the role of entertainment, including movies, music, and podcasts, in enhancing language acquisition. By integrating digital resources, promoting intercultural awareness, and nurturing critical thinking skills, educators can create dynamic learning environments that empower students to excel in language learning and beyond.

Keywords: Language teaching, Creativity, Innovative methodologies, Role-playing games, Direct Method, Entertainment, Immersive learning, Intercultural awareness, Digital resources, Critical thinking.

INTRODUCTION

"To teach is to sow the seeds of knowledge into the center of the student's mind." This profound statement encapsulates the essence of education - a journey of imparting knowledge, fostering creativity, and nurturing growth. In today's dynamic educational landscape, where traditional methods meet the evolving needs of learners, embracing creativity in teaching becomes paramount. Thomas Edison once remarked, "Genius is one percent inspiration, ninety-nine percent effort," highlighting the importance of innovative approaches to education.

A creative teacher embodies a spirit of constant learning and adaptation. They transcend conventional boundaries, striving to connect with students on a personal

level. Gone are the days of monotonous lectures; modern educators understand the significance of engaging students through interactive and stimulating methodologies.

Since time immemorial, games have captured the imagination of humanity. From the philosophical musings of Plato to contemporary educational practices, the role of games in intellectual development remains indisputable[1]. Aristotle extolled the benefits of wordplay and puns, recognizing their profound impact on cognitive faculties. Morrie van Ments further delineated the diverse functions of role-playing games, from communication to introspection, underscoring their pedagogical significance.

Main part

In the realm of foreign language teaching, creativity emerges as a cornerstone of effective pedagogy. The arduous task of teaching and learning a new language demands innovative strategies to captivate and inspire learners. Recognizing the challenge, educators employ a plethora of creative tools to enrich the language learning experience[2].

Entertainment serves as a powerful conduit for language acquisition. Immersing students in a linguistic milieu through movies, music, and podcasts fosters a deep connection with the target language and culture. Leveraging streaming platforms like Netflix and Hulu, teachers encourage students to explore foreign films, enhancing their linguistic proficiency while enjoying captivating narratives. Similarly, incorporating music into language lessons cultivates vocabulary expansion and comprehension of nuanced linguistic structures. Podcasts offer a convenient and immersive medium for language learning, blending entertainment with educational content.

The Direct Method, inspired by natural language acquisition, revolutionizes language teaching by prioritizing oral communication and comprehension. Drawing parallels with childhood language acquisition, this approach emphasizes experiential learning and spontaneous language use. Through activities such as role-playing and dialogues, students engage in authentic linguistic exchanges, facilitating the internalization of language patterns[7].

The benefits of innovative language teaching extend beyond linguistic competence. By integrating digital resources and fostering intercultural awareness, educators equip students with essential skills for navigating a globalized world. Moreover, creativity in teaching nurtures critical thinking, metacognition, and intercultural competence, preparing students to thrive in diverse contexts.

Movies and TV Shows: Immersing students in foreign language films and TV shows provides a rich linguistic and cultural experience. Teachers can select media

that aligns with students' proficiency levels and interests. For beginners, animated films or sitcoms with simple dialogues can be beneficial, while advanced learners may benefit from watching acclaimed foreign films with subtitles. Class discussions, comprehension activities, and vocabulary exercises can accompany film screenings to reinforce learning objectives.

Music: Music transcends linguistic barriers and offers a unique avenue for language acquisition. Teachers can incorporate songs in the target language into lesson plans to enhance vocabulary retention and pronunciation skills. Lyrics serve as authentic language samples, exposing students to colloquial expressions and cultural nuances. Activities such as lyric analysis, karaoke sessions, and songwriting can make language learning enjoyable and memorable.

Podcasts: Podcasts cater to diverse learning preferences and enable students to engage with authentic language content at their own pace. Language learning podcasts feature structured lessons, authentic conversations, and interactive exercises designed to improve listening comprehension and conversational skills. Teachers can recommend podcasts tailored to students' proficiency levels and learning objectives, fostering autonomous learning and self-directed study habits.

The Direct Method: Rooted in the principles of natural language acquisition, the Direct Method emphasizes oral communication and immersion in the target language. Classroom activities focus on real-life scenarios, role-plays, and communicative tasks that mirror authentic language use. Through guided conversations, students develop fluency, confidence, and intercultural competence[9]. Error correction is done in a supportive and constructive manner, fostering a positive learning environment.

Digital Resources and New Technologies: The integration of digital tools and technology-enhanced learning platforms enhances the effectiveness and accessibility of language instruction. Interactive multimedia resources, language learning apps, and virtual reality simulations offer engaging and immersive learning experiences. Teachers can leverage online communication tools, such as video conferencing and discussion forums, to facilitate collaborative learning and cultural exchange among students worldwide.

Intercultural Awareness and Global Competence: Language learning extends beyond linguistic proficiency to encompass intercultural understanding and global citizenship. By exploring diverse cultures, traditions, and perspectives, students develop empathy, tolerance, and respect for cultural diversity. Cross-cultural communication skills are honed through authentic interactions and collaborative projects that promote intercultural dialogue and mutual understanding[4].

Creativity and Critical Thinking: Creative teaching methodologies stimulate students' imagination, curiosity, and critical thinking skills. Project-based learning, storytelling, and experiential activities encourage students to explore language in meaningful contexts and apply their knowledge in real-world scenarios. By fostering creativity and autonomy, teachers empower students to become lifelong learners and effective communicators in multilingual environments.

Incorporating these innovative approaches into language teaching fosters a dynamic and engaging learning environment where students are motivated to actively participate and pursue language proficiency with enthusiasm and confidence.

CONCLUSION

In conclusion, the pursuit of innovative approaches to language teaching heralds a paradigm shift in education. By embracing creativity, educators ignite the spark of curiosity and empower students to embark on a transformative journey of learning and discovery. As we navigate the complexities of language acquisition, let us harness the power of imagination to sculpt a future where every learner finds joy and fulfillment in the pursuit of knowledge.

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EDUCATION SYSTEM OF UNITED KINGDOM AND UZBEKISTAN

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ANNOTATION

This article provide information about differences and similarities of United Kingdom and Uzbekistan education system. You can see a big difference between the two countries. The education system of United Kingdom and Scotland(which is part of the United Kingdom)is more developed than Uzbekistan. While reading article, you may understand what education is important part of our life. I hope, you may take information about how to control and work education system in schools, colleges and so on.

Keywords: education, schools, universities, knowledge, languages, uniform, timetable.

АННОТАЦИЯ

В этой статье представлена информация о различиях и сходствах систем образования Соединенного Королевства и Узбекистана. Вы можете увидеть большую разницу между двумя странами. Система образования Соединенного Королевства и Шотландии (которая является частью Соединенного Королевства) более развита, чем в Узбекистане. Читая статью, вы можете понять, что образование является важной частью нашей жизни. Я надеюсь, что вы можете получить информацию о том, как управлять и работать с системой образования в школах, колледжах и так далее.

Ключевые слова: образование, школы, вузы, знание, языки, форма, расписание.

ANNOTATSIYA

Ushbu maqolada buyuk Britaniya va O'zbekiston ta'lim tizimlarining farqlari

va o'xshashliklari haqida ma'lumot berilgan. Ikki mamlakat o'rtasida katta farqni ko'rishingiz mumkin. Birlashgan Qirollik va Shotlandiyaning ta'lim tizimi (Buyuk Britaniyaning bir qismi) O'zbekistonga qaraganda ancha rivojlangan. Maqolani o'qiyotganda, ta'lim hayotimizning muhim qismi ekanligini tushunishingiz mumkin. Umid qilamanki, siz maktablarda, kollejlarda va hokazolarda ta'lim tizimini qanday boshqarish va ular bilan ishlash haqida ma'lumot olishingiz mumkin.

Kalit so'zlar: ta'lim, maktablar, universitetlar, bilim, tillar, shakl, jadval.

Introduction

What is education? Education is both the act of teaching knowledge to others or the act of receiving knowledge from someone else. The real education is a journey from converting the human being in to being human. Education is not only what we learn in school, college or university. Everything we learn in life is also education. Education help us to get knowledge, information, experience and also it can help you improve in your career and your personal growth. It helps you take the right decisions in life.

I will explain and give information about difference and similarities United Kingdom and Uzbekistan education system in my article. As we know, United Kingdom is made up of England, Scotland, Wales and Northern Ireland. The education system of England, Wales, Scotland and Northern Ireland have continued to diversify in recent years. Scotland has it's own qualification framework. While the system in England, Wales and Northern Ireland share some similarities. If I begin United Kingdom education system, The United Kingdom education system is worldwide reputed for its high quality and standards. The education system in the United Kingdom is divided into four main parts. They are primary education, secondary education, further education and higher education. Traditionally pr-school begins at the age of 2-3. Children in the United Kingdom have to legally attend primary and secondary education which begin from 5 years old until the student is 16 years old. The primary school include from 5 to 11 years old. The school week runs from Monday to Friday. Normally school day start between 8:00 and 9:00 ends between 15:00 and 16:00. Primary schools may also have afternoon breaks. Some schools have a shorter day on Friday. Children focus on the core subjects of math, science or literacy. Pupils between 12 and 16 years are legally required to attend a secondary school. Pupils learn all subjects this stages. Pupils also should learn at least one foreign language. This stages of compulsory education is called "lower secondary". After finished lower secondary, pupils may choose to start work or vocational training. Or they can go on collage or sixth form, when 16 to 18 years old prepare for university. When it comes

to higher education, higher education is third level education after leave school. It takes place at universities or collages.

Methodology

Studying higher education can also help you to develop skills and qualities that employers value, for example as problem solving or communication skills. It can also help you to have career for future. There are 164 universities in United Kingdom. 14 United Kingdom universities are among the top 100 educational institutions in the world. Moreover, students usually enter higher education from 18 years old, and can study a different type of vocational and academic qualifications. Higher education often begin with a three-year bachelor degree. Higher education gives you the chance to learn a subjects which you are interested in and can boost your career prospects. The cost of higher education can vary depending on where you study. Higher education qualification include: diplomas, bachelor degree, foundation degree, post- graduate degree, doctoral degrees.

Furthermore, when it comes to England education system, England also has a tradition of independent school(some of which call themselves public schools)and home education. Some of parents may choose to educate their children at home. The England educational system is divided into primary, secondary and higher education. Pupils are required to start school at the age of five. Compulsory education lasts until the age of sixteen. Most pupils transfer from primary to secondary education at the age of eleven. Then students may continue their secondary study at the age of 11 years old, also they remain there until 18 years old. Then they move higher education from 18 years old. As well, Independent or private or public primary schools in England usually doesn't have entrance exams for new pupils, although sometimes it is necessary to go through an assessment. For the majority of secondary school a child will have to have 11+exams.School uniform are worn in over 90% of secondary school in England. Parents are required to purchase uniform for their children.

On the other hand, Education is a most important part of society and Scotland is a nation where a fist-class, world-leading education is accessible to all. Scotland is home to an education sector with a long and proud history and a future on innovation. Scotland has free education to all children living in Scotland. Scotland's schools provides knowledge, skills and attributes for learning and life to all nursery, primary and secondary schooling between the ages of 3-18.In Scotland, there is a wide range of top universities and colleges. However, Scottish education can be unique from other countries, with different meaning for "university", "college" and "school". They were the first country in the world to provide universal education open to both boys and girls, as early as the 17th century.

Discussion and results

Children complete seven year of education at primary school (from P1 to P2) and a further six year at secondary school (from S1 to S6). There is a five level of education. Early stage-pr-school and P1, First level up to the end of P4, second level up to the end of P7, third and fourth level from S1 to S3, senior level S4 to S6, college and so on.

Pupils remain at primary school for seven years. Then aged eleven or twelve, they begin school for a compulsory four year with the following two year being optional. Students move into higher education at the age of 17 (rather than 18). Scotland is also home to four “ancient universities”. There are 15 universities and three other higher education institutions in Scotland. The school year covers three terms and lasts at least 190 days (38 weeks). The school year usually starts in the second or third week of August. Also some educational schools have a short break in mid-February. Furthermore, the school day usually runs from about 9am until about

3:30-4:00pm, from Monday to Friday, although some schools close at lunchtime on Friday.

Wales is a small country that is part of the United Kingdom and the island of Great Britain. The Welsh school system is relatively small. Education is compulsory in Wales from the age of 5 to 16, but 98% of children begin their education as 4-years-old and 80% continue beyond 16. Most parents choosing to educate through school-based provision, however, enroll their children in the reception year in September of that school year. The period of compulsory education is divided into four stages. Vocational education is available for students in post-compulsory education and students may take a combination of academic and vocational courses. Children usually enter primary school at the age four, enter secondary school at the age eleven and take their GCSEs at age of 16. After that, they have the option of staying at school to study A-level or enrolling in further education. From the age of 18, they may study at university. Also, in fact that for all school in Wales, including schools where Welsh is not the principle language, the study of the Wales language is compulsory until age sixteen. I should say that education for children between the ages of 5 and 16 is compulsory in Wales attending school is not. A small proportion of children in Wales are home schooled. If you are aged between 16 and 18 you usually won't have to pay tuition fees. If you are over 19 you might need to pay tuition fees. Some FE colleges offer free or discounted tuition to: learner from low income families, disabled learner, learner on benefits. Children may be able to receive help with the cost of childcare while they are studying. They should contact with their school and college about this. The typical first degree offered at Welsh universities is the

bachelor's degree, usually taking three years to complete full-time. Also some institutions offer an undergraduate master's degree as a first degree, typically lasting four years. And some universities offer a vocationally based foundation degree, typically two years in length.

The education system in Northern Ireland differs from other systems that are available in the United Kingdom, but is most similar to the Welsh system. While the school year in Northern Ireland also start in September. Pupils who is 5-16 must be in full time education. The department of education is responsible for the administration of pr-school, primary and post-primary education in Northern Ireland. Most of the pupils continue on after post-primary to further education and third-level education. Children begin primary school between the ages of 4 and 11. At the ages of 11 and 12 pupils transfer to secondary education and follow the national curriculum. Public funded secondary education is provided in secondary schools or grammar schools.

All pupils learn a broad base of subjects which include geography, English, mathematics, physical, science education, also, as well as, music and modern languages on entering secondary education. At the age of 16 pupils sit their GCSE examination which also marks the end of compulsory education. There are three universities, two university colleges and agricultural college in Northern Ireland. The Northern Ireland is based on the national curriculum used in England and Wales, but with no sates. Children are assessed every year through teacher assessments, and formal results are reported to their parents at the end of years 4 and 7.

Half term holiday may be less than a week long, and most Northern Ireland schools do not have a half term holiday at all in the summer term. The Christmas and easter holidays are often less than two weeks but summer holidays usually last for whole of july and august. All children between the age of four and 16 are entitled to a free school place. Also, the majority of schools are grant-aided, although there are around 10 independent school in Northern Ireland.

According to official sources, about 60 % of Uzbekistan's population is covered under the system of education, pupils should study from 11 to 9 years of compulsory education for boys and girls. Pr-school training begins from 3 to 6 years old. General secondary education begins from 6 to 15 years old. Secondary education is divided into two stages. The first stage consists of 9 years of compulsory schooling with the same program all over Uzbekistan. The second stage covers education and vocational training after nine years. Most of the pupil study general secondary education while staying in school for 10 and 11 grades. Also, there is a choice of between 2 to 3 years of upper education at general and vocational schools. The former gives a certificate of completed secondary education and the opportunity to apply university,

the letter diploma of specialized secondary education, through a network of secondary vocational institution.

According to the National program for personal training higher education is based on the secondary specialized education (academic lyceum), vocational specialized education (professional college) and includes 2 level: a bachelor's degree level and master's degree level. Approximately 80 % of pupils will go to professional colleges upon completion of the mandatory 9 years in general secondary education. After that, they may continue their study 2 year in academic lyceums or colleges. Pupils after finishing there with certificate or diploma, they may enter to the university after passing specialized exam.

Bachelor's degree level is a basic higher education providing fundamental and applied knowledge in 4 years. After graduating bachelor with diploma, they may start professional own work. The master's degree level is higher education with

fundamental and applied knowledge in concentrate field in during 2 years. I should say that only students who have finished bachelor's degree, they may apply for the corresponding master's course.

Moreover, there is a presidential school in Uzbekistan. The presidential school is a specialized public educational institution whose activities are aimed at identifying and educating talented children through the use of advanced technologies in the educational process, also support and encourage gifted youth in order to develop generation. The presidential school's goal is that to prepare the future leaders and students of the nation who will win international Olympiads and competitions and apply the best universities in the world. They are training leaders who can compete on the world stage. 14 presidential school will be established in Uzbekistan. Now, there are presidential schools in Tashkent, Khiva, Nukus and Namangan.

Conclusion

As you can see, both United Kingdom and Uzbekistan have some difference and similarities on their education system. The education system of Wales, Northern Ireland and England have some same part, but Scotland has own education framework. It is not same with United Kingdom. For example, in United Kingdom, the pre-school begins at the age of 2-3. However, in Uzbekistan, the pre-school training begins 3-6 years old. Also, the UK's pupils study from Monday to Friday. When it comes to Uzbekistan, pupils study from Monday to Sunday. In UK, lessons start at 8:00 or 9:00am but in Uzbekistan, lessons usually begin 8:00am. What's more, after graduating UK's colleges you take diploma and degree, you may find reasonably well-paid employment in the professions. In Uzbekistan, after graduating a college, you only take diploma. It is difficult to find well-paid job. In order to work high salary you

should graduate university.

All in all, as you can see, there are big differences between United Kingdom and Uzbekistan education system. But there are some similar points, like both UK's and Uzbekistan's pupils should wear uniform at school. Nowadays, we may see, Uzbekistan is also making great progress in the education system.

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EXPLORING METHODS OF TEACHING ENGLISH

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ANNOTATION

This article provides an in-depth exploration of various methodologies employed in the teaching of English as a second or foreign language. It examines traditional approaches alongside contemporary innovations, highlighting their theoretical foundations, practical applications, and implications for language teaching pedagogy. The article begins by discussing Communicative Language Teaching, which prioritizes meaningful communication and interaction in language learning. It explores how it fosters communicative competence through authentic tasks and real-life simulations, emphasizing the integration of language skills and learner-centered activities.

Keywords: innovation, pedagogue-technologist, method, knowledge, skill, creative, classification, innovation, objective.

АННОТАЦИЯ

В этой статье подробно рассматриваются различные методологии, используемые в преподавании английского языка как второго или иностранного. В ней рассматриваются традиционные подходы наряду с современными инновациями, освещаются их теоретические основы, практическое применение и последствия для педагогики преподавания языка. Статья начинается с обсуждения коммуникативного обучения языку, которое ставит во главу угла содержательное общение и взаимодействие при изучении языка. В нем исследуется, как развивать коммуникативную компетентность с помощью аутентичных заданий и симуляций реальной жизни, подчеркивая интеграцию языковых навыков и деятельности, ориентированной на учащегося.

Ключевые слова: инновация, педагог-технолог, метод, знание, навык, креативность, классификация, инновация, цель.

ANNOTATSIYA

Ushbu maqola ingliz tilini ikkinchi yoki chet tili sifatida o'qitishda qo'llaniladigan turli metodologiyalarni chuqur o'rganishni ta'minlaydi. U zamonaviy innovatsiyalar bilan bir qatorda an'anaviy yondashuvlarni o'rganib chiqadi, ularning nazariy asoslari, amaliy qo'llanmalari va tillarni o'qitish pedagogikasiga ta'sirini ta'kidlaydi. Maqola kommunikativ tilni o'qitishni muhokama qilishdan boshlanadi, bu til o'rganishda mazmunli muloqot va o'zaro ta'sirga ustuvor ahamiyat beradi. Bu til qobiliyatlari va o'quvchilarga yo'naltirilgan faoliyatning integratsiyasini ta'kidlab, haqiqiy vazifalar va hayotiy simulyatsiyalar orqali kommunikativ kompetentsiyani qanday tarbiyalashini o'rganadi.

Kalit so'zlar: innovatsiya, pedagog-texnolog, metod, bilim, mahorat, ijodiy, tasniflash, innovatsiya, maqsad.

Introduction

Advanced experiences of pedagogy and achievements in education putting it into practice is one of the important conditions of today. Now great experiences that a teacher can use during his career base has been formed and it is getting richer day by day. But that's it despite these experiences by teachers and future professionals their assimilation is realized with some difficulty [1-4]. The teacher position in creating best practices and sharing them among colleagues is especially important in popularization. The teacher is a new advanced pedagogy and how effective it is in putting the experience into practice should pay attention to that. Innovation of the teacher's practical activity The focus is on applying the achievements achieved as a result of theoretical pedagogical research enables implementation. These are the results of such studies for popularization, it is necessary to introduce them to the general public. Such giving quick advice by experts in the field of news, a special seminar and conducting training, speaking at conferences, to future pedagogues and conveying to other representatives of pedagogy by presenting a series of lectures possible [5-9]

Methodology

At this point, a question arises: "Advanced pedagogical ideas and technologies who are the agents and propagandists of the general public?". Separately study of the experience of a pedagogue or an educational institution, higher education in popularization professors and teachers of institutions, working in universities mature pedagogues play an important role in this process. The reason for this can be interpreted as follows:

- the author of the innovation is a certain pedagogical idea or perspective of innovation cannot give a necessary and accurate assessment about;

- advanced pedagogues are always about popularizing their ideas they don't think. The reason is that the novelty requires extra time and labor of the pedagogue does;

- the idea is always scientifically and methodologically by its creator insufficient justification;

- the authors of their innovations and ways of putting them into practice related to the individual characteristics of themselves and their colleagues they face obstacles;

- not only the promotion and popularization of pedagogical innovations, but also making corrections to the quality of pedagogues based on the professional of future teachers the task of enriching knowledge and skills is also assigned to the creative team;

- systematic selection of innovations, monitoring, innovative ideas, the tasks of evaluating technologies and enriching work experiences of higher educational institutions is the responsibility of the members of the creative team.

The author of the innovative idea is an activity aimed at practical application does not participate in management [10-14]. This approach is an innovative pedagogue creates a basis for expanding its capabilities and directing it to a specific goal. The powers of the founder of innovative pedagogy and popularizer are thus one focused on a point and directed to a certain goal. Pedagogical innovations has its own dimensions. Pedagogical innovations of the future teacher consists of the following dimensions that form creative activity: how new the innovative methods are; its optimality; how effective give; possibility of application in mass experiment and so on. Innovative methods the main measure is their novelty, the results of scientific research and advanced pedagogy is on par with experiences. For this reason, what is the real essence of innovation for teachers who want to work in the innovative process it is important to understand [15-17].

Discussion

If the experiment is new for one teacher, another and for this method may not be new. Moreover, for future pedagogues the level of innovation of the same method can be different. He took these into account future pedagogues and teachers working in the educational system based on their need for innovative creative activity should be approached.

It helps to develop the creative functions of future pedagogues innovative methods are manifested in several forms according to the level of novelty: absolute degree; local-absolute degree; conditional degree; subjective level. Innovative mass application of pedagogical innovations and their evaluation is interpreted as a criteri-

on. This is mainly the technical support of the educational process and related to the uniqueness of the teacher's activity [18].

Creative application of pedagogical innovations in mass pedagogical experiments individual teachers appear at the initial stage of their work. These innovations have been tested and objectively evaluated is available for public use [19]. Widely popular, positive using innovative methods to achieve results it is desirable to develop the creative functions of future teachers will be.

Diagnosis aimed at learning the innovative activity of the teacher methods are also diverse. The teacher uses diagnostic methods shows the strong aspects of its activity [20]. That's why the future arming teachers with modern methods of diagnosis is a requirement. Taking into account the professional needs and desires of future teachers to form work and continuous development of professional-pedagogical ethics in them it is necessary to carry out directed full-fledged purposeful activities.

The result

Each pedagogue in learning based on diagnosis of pedagogical innovations positive, developing situations as well as negative manifestations in his experience it should not be forgotten that it is necessary to take into account the existence A young pedagogue is at the educational institution for effective functioning of the positive and existing in his work experience negative aspects are required to be clearly demonstrated on the basis of diagnosis. Innovative diagnostic methods used to study the processes are as follows it is necessary to clearly convey to the minds of future teachers that it consists of.

- pedagogical needs, interests of future teachers, individually systematic study of important directions, in which teachers identification of difficulties encountered in the activity and the possibilities of their elimination;

- ideas that serve to satisfy their interests and needs, search for concepts and advanced pedagogical practices and higher pedagogical education putting into practice;

- mastering and applying pedagogical innovations by future teachers identifying the uniqueness of the process and their various manifestations, in this demonstrating, illustrating, holding open classes, working on new resources, a wide range of work, such as organizing lectures, participating in experimental work such as usage. To study pedagogical innovations on the basis of diagnosis it is recommended to carry out directed practical work in several stages. Questionnaire questions from prospective teachers at the initial stage examination of received answers, organization of individual interviews and questionnaire confirmation of the information in the answers to the questions, based on the results of the diagnosis analysis of the obtained

data [21]. At this stage, the results of the first stage on the basis of which it is directed to increase the professional and pedagogical qualification of the future teacher events are planned and ways of their implementation are shown. This the work carried out at the stage is completed and repeated diagnosis is carried out. This is it to receive intermediate and final results of the future teacher in the process will be directed. An in-depth analysis of changes in student activity in the group will be done. As a result, professional skills of future teachers, with the diagnosis of skills and experience and the methods of their diagnosis arming and professional pedagogical education process based on innovative ideas reconstruction allows effective development of creative activity of students. As a result, future teachers are encouraged to engage in creative activities, there is an opportunity to encourage initiative [22].

The creative pedagogical activity of the teacher helps to shape the human mind, behavior, most importantly, a positive solution to the tasks assigned to create a generation of well-rounded people is the process of doing. Also, the planned educational goal is easily realized and the expected result will be achieved faster. That is;

- the role and tasks of the teacher in the system of innovative educational technology are clear must be determined;
- teacher new professional position - "teacher-technologist", - "pedagogist-technologist" should be raised to the level;
- "teacher-technologist" must have special knowledge, skills, qualifications;
- the prestige and potential of the "teacher-technologist" among the pedagogical team concrete measures to ensure the increase, moral and material interest must be implemented.

Teachers in training for the development of the quality of education in the course of the lesson the use of innovative technologies will definitely give effective results.

In conclusion, it can be said that a high level of general professional culture, social activity, independent thinking, ability to solve one's tasks without difficulty today to educate mature professionals with the ability our pedagogic teachers use modern and innovative pedagogical technologies their use is the main factor of increasing the quality and efficiency of education they should understand that, and that this is what the times demand.

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EFFECTIVE WAYS TO TEACH ENGLISH LANGUAGE TO CHILDREN

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ANNOTATION

This article is about how to get young children interested in English and how to teach them English. It also provides some information on how to use games that are child-specific and appropriate to the curriculum, and how to keep them from getting bored. At the same time this article is written about the demand for English in Uzbekistan, development of this language, making it compulsory for every class in schools. At the same time, it is written about how to teach English to young children, how to make them interested, how to conduct the lesson process. It also talks about modern methods, games, learning from various multimedia, and the development of English language and comprehension skills in young children.

Keywords: modern methods, vocabulary, grammatic, cartoons, songs, didactic plays, active learning.

АННОТАЦИЯ

Эта статья о том, как заинтересовать маленьких детей английским языком и как обучать их английскому языку. В ней также содержится некоторая информация о том, как использовать игры, ориентированные на ребенка и соответствующие учебной программе, и как не дать им заскучать. В то же время эта статья написана о спросе на английский язык в Узбекистане, развитии этого языка, введении его обязательного для каждого класса в школах. В то же время, в ней написано о том, как преподавать английский маленьким детям, как заинтересовать их, как вести процесс урока. В нем также рассказывается о современных методах, играх, обучении с использованием различных мультимедийных средств, а также о развитии английского языка и навыков понимания у маленьких детей.

Ключевые слова: современные методы, словарный запас, грамматика, мультфильмы, песни, дидактические игры, активное обучение.

ANNOTATSIYA

Ushbu maqola yosh bolalarni ingliz tiliga qanday qiziqtirish va ularga ingliz tilini qanday o'rgatish haqida. Shuningdek, u bolalarga xos va o'quv dasturiga mos o'yinlardan qanday foydalanish va ularni zeriktirmaslik haqida ba'zi ma'lumotlarni taqdim etadi. Shu bilan birga, ushbu maqola O'zbekistonda ingliz tiliga bo'lgan talab, ushbu tilni rivojlantirish, uni maktablarning har bir sinfi uchun majburiy qilish haqida yozilgan. Shu bilan birga, yosh bolalarga ingliz tilini qanday o'rgatish, ularni qanday qiziqtirish, dars jarayonini qanday o'tkazish haqida yozilgan. Shuningdek, unda zamonaviy usullar, o'yinlar, turli multimediyalardan o'rganish, yosh bolalarda ingliz tili va tushunish ko'nikmalarini rivojlantirish haqida so'z boradi.

Kalit so'zlar: zamonaviy usullar, lug'at, grammatika, multfilmlar, qo'shiqlar, didaktik o'yinlar, faol o'rganish.

Introduction

After the Republic of Uzbekistan gained independence, great attention was paid to learning foreign languages. In particular, our first president, Islam Karimov, on December 10, 2012, "On the further improvement of the system of learning foreign languages" and the introduction of continuous teaching of foreign languages to the first grades from 2013-2014 can prove this.

Today, the ability to know foreign languages is becoming one of the integral parts of our life. Due to the high rate of cooperation with foreign partners among specialists in various fields, their demand for language learning is high. In modern society, foreign languages are becoming an important component of professional education. People learn such knowledge first in kindergarten and school, and later in institutes, various educational courses or independently.

Methodology

It is known that learning a language is a difficult and patient process. Also, today, language learning and the demand for it are increasing year by year. Therefore, the role of multimedia in teaching students a foreign language is important. Seeing people interacting with each other through multimedia, colorful videos and animations help students learn the language faster and better.

The process of learning a language can include several stages. For instance, acquiring vocabulary, grammar, pronunciation and cultural understanding. First, students get to know the new language through listening and speaking, and then they gradually move on to reading and writing. At this point, it should be mentioned that after gradually adapting to the language, students move on to dealing with vocabulary

and grammar topics. For young children, it is recommended to adapt the language through short cartoons and songs.

We know that a young child is one of the wonderful wonders of nature, the owner of a delicate and innocent soul. They can be a little hard to please and make friends with. This is because their brains are developing now, and working with young children, getting them interested in something, and imparting simple concepts and knowledge also requires a lot of work and skill from the teacher. In order to educate children, not to tire them, not to get bored and not to extinguish their passion for language, instead of writing grammar topics, various big stories and rules, it is necessary to teach the lesson with various short games and interesting cartoons. Even if children do not understand the words and sentences in the cartoon, they can understand them by their actions. This will help them to think and speed up their thinking.

One more thing should be mentioned, that is, according to scientists, children have a good memory and they have the ability to memorize quickly and easily compared to adults. Simple observations of young children and playing various games also reveal the rapid development of their memory. Children learn a lot of poetry and fairy tales are relatively easy for them.

There can be didactic games for primary classes. The game form of education has spread widely in world pedagogy. In pedagogical literature, the use of such games is often called “active learning” because it activates the learning process and makes it interesting. It is necessary to use such activating games in the process of teaching elementary school students, because the main activity of first grade students during their preschool years was the game. Therefore, it will be very difficult for them to learn immediately. Game exercises used during the lesson make this process more interesting and enjoyable, create a cheerful, hard-working mood in children, help overcome difficulties encountered in the learning process, create positive emotions.

According to V.A. Sukhomlinsky, play is of special importance in children's lives. Because the world opens up to children in the game, the creative abilities of the individual are revealed. Without them, there is no complete mental development. The form of transition from game to study is a didactic game, which is inextricably linked with the game form of learning organization. Didactic games are a type of games with rules specially created by a pedagogic school for teaching and educating children. They help children to overcome the problems they face in the learning process, but at the same time, the educational and developmental effects of play activities are manifested in them.

Another way to make the lesson interesting for children is to engage, that is, to

create a visual and realistic connection to the lesson for children. This method helps children memorize words and increases their imagination. Children should be taught the language through more active games, because they remember faster and their interest in the language increases.

At the same time, one activity with children should not exceed 10 minutes. Because they get bored quickly. If we want to teach a song or a story, we need to show it with actions, because it makes the lesson understandable, interesting, and children learn through practical and physical actions. It is even better to teach them to use actions to memorize English names of animals, that is, how animals move and how they make sounds. This method is useful for children, because they remember and memorize very quickly, and the lesson is very interesting.

We can also quote John's University professor Rita Dunn, who said, "If a child won't learn the way, you have to teach the way the child will." In a word, in order for our talented young people to develop into mature experts in their field, they should first of all know a foreign language, especially English. For this reason, the introduction of technologists and the provision of teaching methods that meet the requirements of the time are the urgent tasks of pedagogues. At the same time, the interest of our youth, who have economic, political, cultural and educational relations with the world, is increasing in the life, culture, traditions and language of our people. The role of foreign languages, especially English, in the development of these relations is immeasurable.

In conclusion, working with children is fun and challenging. First of all, you need to make friends with them, and in order not to make them bored of learning the language, you need to conduct various games, play competitions, show cartoons in English, and give them gifts to encourage them, so that they will be more ambitious and interested.

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CURRENT ISSUES OF LEXICOGRAPHY: THEORY AND PRACTICE OF TRADITIONAL AND ELECTRONIC DICTIONARY CONSTRUCTION

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ANNOTATION

Lexicographers are increasingly acknowledging the vast potential of electronic dictionaries. This article focuses on the emerging field of computer lexicography, which centers around the development of electronic dictionaries. The article discusses the benefits of these dictionaries in contrast to traditional paper dictionaries, and provides a concise overview of various electronic dictionary options.

Furthermore, the article highlights the importance of developing analytical skills in students during the study of the English language. It emphasizes that electronic dictionaries can play a significant role in this process by providing students with instant access to definitions, synonyms, antonyms, and other linguistic information. This not only helps students improve their vocabulary and comprehension but also encourages critical thinking and problem-solving skills.

The article also addresses the specific needs of children learning phonetics. It suggests that effective strategies and methods should be employed to teach phonetics to children, as it forms the foundation of language learning. Electronic dictionaries can be a valuable tool in this regard, offering interactive features such as pronunciation guides, audio samples, and visual aids to help children grasp phonetic concepts more easily.

ANNOTATSIYA

Leksikograflar elektron lug'atlarning ulkan imkoniyatlarini tobora ko'proq tan olishmoqda. Ushbu maqola rivojlanayotgan sohaga qaratilgan kompyuter leksikografiyasi, elektron lug'atlarni ishlab chiqish atrofida joylashgan. Maqolada an'anaviy qog'oz lug'atlardan farqli o'laroq ushbu lug'atlarning afzalliklari muhokama qilinadi va turli xil elektron lug'at variantlari haqida qisqacha ma'lumot beriladi.

Bundan tashqari, maqolada ingliz tilini o'rganish jarayonida talabalarda tahliliy

ko'nikmalarni rivojlantirish muhimligi ta'kidlangan. Talabalarga ta'riflar, sinonimlar, antonimlar va boshqa lingvistik ma'lumotlarga tezkor kirish imkoniyatini berish orqali elektron lug'atlar ushbu jarayonda muhim rol o'ynashi mumkinligini ta'kidlaydi. Bu nafaqat o'quvchilarga so'z boyligi va tushunchalarini yaxshilashga yordam beradi, balki tanqidiy fikrlash va muammolarni hal qilish ko'nikmalarini rag'batlantiradi.

Maqolada fonetikani o'rganayotgan bolalarning o'ziga xos ehtiyojlari ham ko'rib chiqilgan. Bu bolalarga fonetikani o'rgatish uchun samarali strategiya va usullardan foydalanish kerakligini taklif qiladi, chunki bu til o'rganishning asosini tashkil etadi. Elektron lug'atlar bu borada qimmatli vosita bo'lishi mumkin, bolalarga fonetik tushunchalarni osonroq tushunishga yordam beradigan talaffuz qo'llanmalari, audio namunalar va ko'rgazmali qurollar kabi interaktiv xususiyatlarni taklif etadi.

АННОТАЦИЯ

Лексикографы все чаще признают огромный потенциал электронных словарей. Эта статья посвящена развивающейся области компьютерной лексикографии, которая сосредоточена вокруг разработки электронных словарей. В статье обсуждаются преимущества этих словарей по сравнению с традиционными бумажными словарями, а также дается краткий обзор различных вариантов электронных словарей.

Кроме того, в статье подчеркивается важность развития аналитических навыков у учащихся во время изучения английского языка. Подчеркивается, что электронные словари могут сыграть значительную роль в этом процессе, предоставляя учащимся мгновенный доступ к определениям, синонимам, антонимам и другой лингвистической информации. Это не только помогает студентам улучшить свой словарный запас и понимание, но и развивает критическое мышление и навыки решения проблем.

В статье также рассматриваются конкретные потребности детей, изучающих фонетику. Предполагается, что для обучения детей фонетике следует использовать эффективные стратегии и методы, поскольку она формирует основу изучения языка. Электронные словари могут быть ценным инструментом в этом отношении, предлагая интерактивные функции, такие как руководства по произношению, аудиосэмплы и наглядные пособия, помогающие детям легче усваивать фонетические понятия.

Introduction

Lexicography is a science of dictionary-compiling. Modern English lexicography appeared in the 15th century. In this period time English-Latin dictionary were in existence. The first dictionary of English language was published in 1755 by

Samuel Johnson, in which he gave the origin of word and examples from the works of the best writers.

Another major milestone is the New English Dictionary of Oxford English Dictionary. It was written from 1888 up to 1928. It covers the vocabulary of English with a full historical evidence. It has 13 volumes and a supplement containing neologism (new words)

Methodology

Modern lexicography has greatly expanded and strengthened computer tools for creating and using dictionaries. This branch of applied linguistics is called computer lexicography. As we mentioned above, in this article we will consider the positive and negative aspects of electronic and traditional dictionaries. The dynamics of the need for an electronic dictionary in practical linguists is growing. This is especially useful for the correct use of word forms in the reference language in the process of learning foreign languages. Today, translators are switching to electronic dictionaries in their work processes.

Translators and lexicographers face challenges of accurate translation and adequate representation of a variety of linguistic concepts. [1]

There are several types of dictionaries, of which the translation dictionary is widely used. The first dictionaries appeared in the form of paper, and they contained several advantages and disadvantages. Now let's talk about the disadvantages of paper dictionaries:

- Low speed quality
- Not updated frequently
- Paper dictionaries are large in size and inconvenient to carry

Advantages of paper dictionaries

- Based on reliable sources of information compiled by experts
- Better for the eyes
- Using the book gives a good mood to humanity.

As there are two sides to everything, electronic dictionaries have enough disadvantages in their use in the educational system. One of them is the need for a certain device and the need for an Internet communication system to use electronic dictionaries. At present, unfortunately, the fact that Internet networks are not spread over the entire territory of our country and the slight lack of speed creates enough shortcomings in the field. One of the last disadvantages of today's main topic is harming our health. This damage is particularly damaging to our eyes. That's why some parents prefer that their children use paper dictionaries rather than electronic dictionaries when learning a certain language.

The development of interactive and personalized dictionaries to meet the needs of modern users.[2]

In contemporary lexicography, the convergence of traditional methodologies with emerging digital technologies has sparked a dynamic landscape of challenges and opportunities. The synthesis of theory and practice in both traditional and electronic dictionaries unveils a myriad of current issues that shape the field.

Firstly, the advent of electronic dictionaries has revolutionized the way lexical data is collected, analyzed, and disseminated. Online platforms and digital resources offer unprecedented accessibility and interactivity, enabling lexicographers to incorporate diverse linguistic corpora and real-time language usage data. However, this digital shift poses challenges regarding data integrity, copyright, and the preservation of linguistic heritage in the digital age.

Secondly, the role of theory in lexicography remains pivotal in guiding dictionary compilation, semantic analysis, and user-oriented design. The integration of linguistic theories, such as corpus linguistics and cognitive semantics, enhances the accuracy and relevance of lexical entries, accommodating the multifaceted nature of language usage across different contexts and domains. Nonetheless, theoretical frameworks must adapt to the evolving needs of users and the complexities of linguistic variation, necessitating ongoing interdisciplinary collaboration and theoretical innovation.

Moreover, the emergence of multilingualism and globalization underscores the importance of cross-linguistic and cross-cultural perspectives in dictionary development. Multilingual dictionaries and translation tools bridge linguistic barriers, facilitating communication and cultural exchange in an interconnected world. Yet, the harmonization of linguistic diversity and the maintenance of linguistic equity remain pressing concerns, requiring inclusive lexicographic practices that reflect the richness of global linguistic repertoires.

In conclusion, every good thing has its opposite effect. To sum up it is challenging to imagine our study or work without lexicography, because any schoolchild, student and even an experienced teacher, those activities are closely related to learning or teaching a language, constantly needs the best dictionary that can always help in any situation time. The main issue is that lexicography should be introduced and developed by lexicographers.

The study of current issues in lexicography illuminates the dynamic interplay between theory and practice, tradition and innovation, in shaping the landscape of dictionary-making. By addressing these challenges with creativity, critical thinking, and technological advancement, lexicographers can enrich the quality and accessibility

ty of dictionaries, thereby empowering language users worldwide in their quest for knowledge and communication.

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CURRENT ISSUES OF MODERN ENGLISH LEXICOGRAPHY

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ANNOTATION

This article provides an overview of the contemporary challenges and developments within the field of modern English lexicography. It explores the intersection of theory and practice, traditional methodologies, and emerging trends in lexicographical research. Modern English lexicography faces a plethora of challenges amid the ever-evolving landscape of language use and technology. This annotation delves into key issues such as: Digital Transformation: The advent of digital technologies has revolutionized the way lexicographers collect, analyze, and present lexical data. The annotation discusses the impact of electronic dictionaries, corpus linguistics, and computational tools on modern lexicography, highlighting opportunities for enhanced accessibility and data-driven insights.

Semantic Analysis and Representation: With the increasing complexity of language usage, lexicographers grapple with the task of accurately capturing the nuanced meanings and semantic relations of English words. This section explores theoretical frameworks and computational models employed in modern lexicography to address semantic challenges and ensure the relevance and precision of lexical entries. Multilingualism and Globalization: In an interconnected world characterized by linguistic diversity, the annotation examines the role of modern English dictionaries in facilitating cross-linguistic communication and cultural exchange. It discusses strategies for creating inclusive and culturally sensitive dictionaries that cater to the needs of diverse language users while promoting linguistic equity and understanding.

The basis of scientific research is dedicated to the problems of creating a dictionary, their solution, and issues such as their meeting in Uzbek lexicography are covered. It is devoted to discussions of the difficult task of developing the main corpus of popular dictionaries in the study of their structural types.

Keywords: lexicography, dictionaries, word meaning, descriptive material,

compilers, frequency of meaning use.

АННОТАЦИЯ

В этой статье представлен обзор современных проблем и разработок в области современной английской лексикографии. В ней исследуется пересечение теории и практики, традиционных методологий и новых тенденций в лексикографических исследованиях. Современная английская лексикография сталкивается с множеством проблем в условиях постоянно меняющегося ландшафта использования языка и технологий. В этой аннотации рассматриваются такие ключевые вопросы, как: Цифровая трансформация: Появление цифровых технологий произвело революцию в способах сбора, анализа и представления лексических данных лексикографами. В аннотации обсуждается влияние электронных словарей, корпусной лингвистики и вычислительных инструментов на современную лексикографию, подчеркиваются возможности повышения доступности и понимания на основе данных.

Семантический анализ и репрезентация: С ростом сложности использования языка лексикографы сталкиваются с задачей точного улавливания нюансов значений и семантических отношений английских слов. В этом разделе исследуются теоретические основы и вычислительные модели, используемые в современной лексикографии для решения семантических задач и обеспечения актуальности и точности лексических записей. Многоязычие и глобализация: Во взаимосвязанном мире, характеризующемся языковым разнообразием, в аннотации рассматривается роль современных словарей английского языка в содействии межъязыковой коммуникации и культурному обмену. В нем обсуждаются стратегии создания инклюзивных и учитывающих культурные особенности словарей, которые удовлетворяют потребности различных языковых пользователей, способствуя при этом лингвистическому равенству и взаимопониманию. Основа научного исследования посвящена проблемам создания словаря, их решению, а также освещаются такие вопросы, как их соответствие узбекской лексикографии. Оно посвящено обсуждению сложной задачи разработки основного корпуса популярных словарей при изучении их структурных типов.

Ключевые слова: лексикография, словари, значение слова, описательный материал, составители, частота употребления значения.

ANNOTATSIYA

Ushbu maqolada zamonaviy ingliz leksikografiyasi sohasidagi zamonaviy muammolar va o'zgarishlar haqida umumiy ma'lumot berilgan. Bu nazariya va amaliyotning kesishishi, an'anaviy metodologiyalar va leksikografik tadqiqotlarda paydo bo'lgan tendentsiyalarni o'rganadi. Zamonaviy ingliz leksikografiyasi tildan foydalanish va texnologiyaning tobora rivojlanib borayotgan manzarasi sharoitida ko'plab qiyinchiliklarga duch kelmoqda. Ushbu izoh quyidagi kabi asosiy masalalarni ko'rib chiqadi: raqamli transformatsiya: raqamli texnologiyalarning paydo bo'lishi leksikograflarning leksik ma'lumotlarni to'plash, tahlil qilish va taqdim etish usulini inqilob qildi. Izohda elektron lug'atlar, korpus tilshunosligi va hisoblash vositalarining zamonaviy leksikografiyaga ta'siri muhokama qilinadi, bu esa kirish imkoniyati va ma'lumotlarga asoslangan tushunchalarni kengaytirish imkoniyatlarini ta'kidlaydi.

Semantik tahlil va vakillik: tildan foydalanishning murakkabligi oshib borishi bilan leksikograflar inglizcha so'zlarning nozik ma'nolari va semantik munosabatlarni aniq ushlash vazifasi bilan kurashadilar. Ushbu bo'lim semantik muammolarni hal qilish va leksik yozuvlarning dolzarbligi va aniqligini ta'minlash uchun zamonaviy leksikografiyada qo'llaniladigan nazariy asoslar va hisoblash modellarini o'rganadi. Ko'p tillilik va globalashuv: lingvistik xilma-xillik bilan ajralib turadigan o'zaro bog'liq dunyoda izoh zamonaviy ingliz lug'atlarining tillararo aloqa va madaniy almashinuvni osonlashtirishdagi rolini o'rganadi. Unda lingvistik tenglik va tushunishni targ'ib qilishda turli xil til foydalanuvchilari ehtiyojlarini qondiradigan inklyuziv va madaniy jihatdan sezgir lug'atlarni yaratish strategiyalari muhokama qilinadi.

Ilmiy tadqiqotlarning asosi lug'at yaratish muammolari, ularni hal etish masalalariga bag'ishlangan bo'lib, ularning o'zbek leksikografiyasida uchrashi kabi masalalar yoritilgan. U mashhur lug'atlarning asosiy korpusini ularning tarkibiy turlarini o'rganishda rivojlantirishning qiyin vazifasini muhokama qilishga bag'ishlangan.

Kalit so'zlar: leksikografiya, lug'atlar, so'z ma'nosi, tavsiflovchi material, kompilyatorlar, ma'nodan foydalanish chastotasi.

INTRODUCTION

The field of theoretical and practical principles of lexicography is called lexicography (from the Greek lexion - dictionary and grapho - to write). Experts who create dictionaries are called lexicographers. The task of lexicography is to develop the principles and methodology of creating a dictionary, to organize the work of lexicographers, to create card files that will be the basis for creating a dictionary, to systematize them and to save them.

Methodology

The problems of modern lexicography are related to: 1) selection of lexical

units; 2) location of selected lexical units; 3) adjusting the recording; 4) selection and arrangement of word meanings; 5) definition of meanings; 6) visual material. The problem of choosing lexical units. Selection of lexical units for inclusion in dictionaries is one of the first problems faced by the lexicographer. For this, the lexicographer takes into account the following; a) what types of lexical units are selected for inclusion; b) the number of these elements; c) what can be selected and what can be deleted in the dictionary; d) which form the dictionary should reflect, spoken or written, or both; e) the dictionary should contain obsolete units, technical terms, dialectisms, colloquialisms, etc.

The choice of different answer options from these options depends on the type of dictionary, the purpose of the compilers, the future user of the dictionary, the size of the dictionary, the linguistic understanding of the dictionary compilers, and some other considerations. For example, Longman's Dictionary of Modern English (2nd ed. 1987), a basic dictionary of modern international English for teachers of aims to provide relevant information about the basic vocabulary of the English language.

Therefore, this dictionary contains about 56,000 words and phrases, including scientific and technical language, business and computer terms, literary words, informal and idiomatic usage. It is mainly American and. Covers the main varieties of British English. Every time lexicographers release a new edition of the Longman Dictionary of Modern English (fifth edition- 2009), their goal. is always the same: what can they do with the dictionary for a higher level of English support?

Inclusive units can be taken from other dictionaries or from reading material or spoken language. For example, the New Oxford Dictionary of English uses the British National Corpus extensively. (A corpus is a collection of language data collected for linguistic analysis.)

Location of lexical units. There are 2 types of record presentation, alphabetical and clustered; that is, the included units are divided into types based on one or another principle. For example, in synonym books, words are placed in synonym sets, and its main member acts as the head word of the entry. Entries, such as some general explanatory and translation dictionaries, can be grouped into word families with the same root. The main rates are given as the main entries appearing in alphabetical order, while the words and phrases of the word are given as suffixes or in the same entry done in alphabetical order.

Record setting. The most complex type of entry in general explanatory and translation dictionaries of the synchronous type. In such dictionaries, the entry usually shows the following information: accepted spelling and pronunciation; grammatical features, including the part of speech of each person, whether nouns are countable

or not, transitive-intransitive verbs, and grammatical forms; types of meaning; illustrative examples; phraseology; etymology; sometimes synonyms and antonyms.

RESULTS AND DISCUSSION

The same type of dictionary can choose other settings of the standard entry: they can omit some elements or add others, choose a different order of location or a different way of presenting the same information. For advanced learners, compare the entries in Macmillan's Dictionary of English and Longman's Dictionary of Modern English.

Macmillan	Longman
excel/iksel/verb(intransitive) to do something extremely well: We aim to give every student the opportunity to excel.	Excel verb past tense and past participle excelled, present participle excelling I (intransitive, not in progressive) to do something very well, or much better than most people
excel in/at: Robbie had always excelled at sport.	excel at/in: Rick has always excelled at foreign

Visual material. Descriptive materials depend on the type of dictionary and the purpose set by the compilers (compiler). They can describe the first and last known occurrences of the input word, successive changes in its meaning, as well as graphic and phonetic forms, typical word combinations; they place words in context to determine their meaning and usage. Illustrative examples can be taken from various sources, for example, classical or modern literature, or compiled by the compilers themselves.

In conclusion, the problems of lexicology still exist today, but the solution depends on the approach of the lexicographer. Dictionary definitions should give an idea of the truth expressed by the word and should be free from ambiguity. When describing a word in a dictionary, the compiler must reveal the true semantic properties of the word under its lexical meaning. Therefore, the interpretation of the lexical meaning of the word remains one of the most important theoretical issues of modern lexicography.

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DEVELOPING GRAMMAR SKILLS THROUGH GAMES AND EXERCISES

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ANNOTATION

In modern foreign language teaching, more and more attention is paid not only to the development of vocabulary and conversational skills, but also to the development of grammatical competencies. Excellent command of grammar is an important element of the successful use of a foreign language, therefore, methods aimed at its assimilation are becoming more and more popular.

Games and exercises are an effective way to develop students' grammar skills. While traditional techniques can be boring and tedious, playful approaches to learning grammar can make the process more interesting and engaging for students. In this article, we will look at various types of games and exercises that can help develop grammar skills in students of all ages.

Keywords: Game techniques, games, exercises, grammar, game integration, practice, skills.

АННОТАЦИЯ

В современном обучении иностранным языкам все больше внимания уделяется не только освоению лексики и разговорным навыкам, но и развитию грамматических компетенций. Отличное владение грамматикой является важным элементом успешного использования иностранного языка, поэтому методики, направленные на ее усвоение, становятся все более популярными.

Игры и упражнения представляют собой эффективный способ развития навыков грамматики у учащихся. В то время как традиционные методики могут быть скучными и утомительными, игровые подходы к изучению грамматики могут сделать процесс более интересным и привлекательным для студентов. В данной статье мы рассмотрим различные виды игр и упражнений, которые могут помочь в развитии грамматических навыков у учащихся всех возрастов.

Ключевые слова: Игровые методики, игры, упражнения, грамматика, интеграция игр, практика, навыки.

ANNOTATSIYA

Xorijiy tillarni zamonaviy o'qitishda nafaqat lug'at va nutq ko'nikmalarini rivojlantirishga, balki grammatik kompetentsiyalarni rivojlantirishga ham ko'proq e'tibor qaratilmoqda. Grammatikani mukammal bilish chet tilidan muvaffaqiyatli foydalanishning muhim elementidir, shuning uchun uni o'zlashtirishga qaratilgan usullar tobora ommalashib bormoqda.

O'yinlar va mashqlar o'quvchilarda grammatika ko'nikmalarini rivojlantirishning samarali usuli hisoblanadi. An'anaviy usullar zerikarli va zerikarli bo'lishi mumkin bo'lsa-da, grammatikani o'rganishga o'yin yondashuvlari jarayonni talabalar uchun yanada qiziqarli va jozibali qilishi mumkin. Ushbu maqolada biz har qanday yoshdagi o'quvchilarda grammatik ko'nikmalarni rivojlantirishga yordam beradigan turli xil o'yinlar va mashqlarni ko'rib chiqamiz.

Kalit so'zlar: o'yin texnikasi, o'yinlar, mashqlar, grammatika, o'yin integratsiyasi, amaliyot, ko'nikmalar.

Introduction

The importance of grammatical skills in language learning is undeniable, as they provide the basis for proper communication. Grammar helps to structure and organize information, allowing you to avoid misunderstandings and mistakes in communication. The development of grammatical skills through games and exercises contributes to more effective language acquisition, as it supports the interest and motivation of students. In addition, the use of games and exercises creates a pleasant atmosphere in the classroom, which contributes to a more successful adaptation to new information.

Methodology

Game techniques for improving grammatical skills are an effective tool in language learning. A variety of games, such as crosswords, puzzles and board games, contribute to the consolidation of knowledge about the correct use of tenses and forms of words. Game exercises create an atmosphere of cooperation and competition, motivating students to actively apply their knowledge of grammar. At the same time, games make the learning process more exciting and help to avoid monotony in learning a language.

Developing grammar skills through exercises and practice

Developing grammatical skills through exercises and practice is an effective

learning method. Games, exercises and various tasks contribute to the consolidation of knowledge about the correct use of tenses, prepositions, articles and other grammatical constructions. At the same time, students not only learn to apply grammar correctly, but also develop communication skills through active communication in a foreign language. It is important to create interesting situations for grammar practice in order to encourage students to study actively.

Effective grammar learning strategies through games

Effective grammar learning strategies through games. Using games in the learning process is one of the effective strategies for developing grammar skills. The game approach allows students to be encouraged to actively participate, increases their motivation and interest in the material being studied. A variety of linguistic games, such as "Grammar Relay Race", "Grammar Dictation" or "Grammar Lottery", contribute to improving the understanding of grammatical structures and the correct use of language forms. In addition, the use of games allows you to create an atmosphere of cooperation and mutual assistance, which contributes to more effective learning of grammatical skills.

The integration of games and exercises to develop grammatical skills in language learning can be especially useful for children and beginners to learn a language. The game approach makes the learning process more exciting and motivating, which contributes to a deeper assimilation of the material. Thanks to the games, students can more organically apply the studied grammatical constructions in real situations.

Games allow you to stimulate interest in learning grammar, making the learning process more exciting and memorable. Exercises, in turn, help to consolidate knowledge and put it into practice. The use of a variety of games such as crosswords, linguistic games or role-playing games, as well as systematic grammar exercises, contributes to deeper language acquisition. This approach not only helps students improve their grammar skills, but also creates a positive atmosphere in the classroom.

Encouraging students to use language in different contexts also plays an important role in their language development. The practice of communicating on various topics, holding discussions and playing role-playing situations contributes not only to improving communication skills, but also to the development of vocabulary and understanding of the cultural characteristics of the language. In addition, the use of authentic materials such as films, music, and literature also contributes to deeper language acquisition and understanding of its context.

Conclusion

Developing grammar skills through games and exercises plays an important

role in language learning. This allows students not only to improve their grammatical knowledge, but also to develop communication skills and creative thinking. Games and exercises help to make the process of learning grammar more fun and effective, as they allow students to immerse themselves in the language environment and apply their knowledge in practice. Thus, the development of grammar skills through games and exercises is an important component of language learning.

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EFFECTIVE STRATEGIES AND TECHNIQUES FOR TEACHING PHONETICS TO CHILDREN

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ANNOTATION

Teaching phonetics to children is a fundamental aspect of early education that lays the groundwork for language and reading skills. Employing effective strategies and techniques is essential in engaging children and helping them develop strong phonetic skills. This article will explore various strategies and practical approaches for teaching phonetics to children, including multisensory techniques, phonemic awareness activities, letter-sound correspondence, word families and rhyming, reading aloud, contextual learning, regular practice, individualized instruction, and positive reinforcement.

Keywords: Rhyming games, multisensory, letter sound, letter formation, phoneme manipulation, phonetic awareness, phonetic story time.

АННОТАЦИЯ

Обучение детей фонетике является фундаментальным аспектом раннего образования, который закладывает основу для развития языковых навыков и навыков чтения. Использование эффективных стратегий и техник имеет важное значение для вовлечения детей и оказания им помощи в развитии сильных фонетических навыков. В этой статье будут рассмотрены различные стратегии и практические подходы к обучению фонетике детей, включая мультисенсорные техники, занятия по осознанию фонематики, соответствие букв и звуков, семейства слов и рифмовку, чтение вслух, контекстное обучение, регулярную практику, индивидуальное обучение и позитивное подкрепление.

Ключевые слова: рифмованные игры, мульти сенсорика, буквенный звук, буквообразование, фонематические манипуляции, фонематическая осведомленность, время фонетического рассказа.

ANNATATSIYA

Bolalarga fonetikani o'rgatish erta ta'limning asosiy jihati bo'lib, til va o'qish qobiliyatlari uchun zamin yaratadi. Samarali strategiya va usullardan foydalanish bolalarni jalb qilish va ularga kuchli fonetik ko'nikmalarni rivojlantirishga yordam berish uchun juda muhimdir. Ushbu maqolada bolalarga fonetikani o'rgatishning turli strategiyalari va amaliy yondashuvlari, jumladan multisensor texnikasi, fonemik xabardorlik faoliyati, harf-tovush yozishmalari, so'z oilalari va qofiya, ovoz chiqarib o'qish, kontekstual o'rganish, muntazam amaliyot, individual o'qitish va ijobiy mustahkamlash o'rganiladi.

Kalit so'zlar: qofiyali o'yinlar, multisensor, harf tovushi, harf shakllanishi, fonemik manipulyatsiya, fonemik xabardorlik, fonetik hikoya vaqti.

Introduction

Using games and entertainment to teach phonetics can be very effective. For example, games in which children have to find words starting with a certain sound will help them develop sound recognition skills and associate sound with a letter or letter combination. Using songs and rhymes helps children memorize and repeat sounds and sound combinations. Singing songs with pronounced sounds and rhymes helps to develop phonemic awareness and articulation. The use of multimedia materials such as audio and video recordings allows children to listen and observe the correct pronunciation of sounds and words. It also helps them understand the connection between sounds and letters. Developing phonemic awareness is a key aspect of phonetics education. This includes the ability to recognize and distinguish sounds in words. To do this, you can use games, tasks for auditory recognition and segmentation of sounds in words.

Methodology

Multisensory Techniques

Letter Sound Cards: Use colorful letter sound cards that depict the letter and a corresponding image to help children associate the letter with its sound.

Sandpaper Letters: Create tactile letters using sandpaper to allow children to trace the shape of the letter while simultaneously saying its sound.

Sandpaper Letters: Create tactile letters using sandpaper to allow children to trace the shape of the letter while simultaneously saying its sound.

Letter Formation Activities: Engage children in activities that involve forming letters using playdough, finger painting, or writing in sand to reinforce letter-sound associations through kinesthetic experiences.

Multisensory techniques engage children through visual, auditory, and kines-

thetic modalities, catering to various learning styles and enhancing retention of phonetic concepts.

Phonemic Awareness Activities

Rhyming Games: Encourage children to identify words that rhyme and create their own rhyming words, fostering an understanding of sound patterns.

Segmenting and Blending Sounds: Engage children in activities where they break down words into individual phonemes (segmenting) and then blend the sounds together to form the complete word (blending).

Phoneme Manipulation: Challenge children to substitute, add, or delete specific sounds in words to create new words, developing their phonemic manipulation skills.

Phonemic awareness activities help children recognize and manipulate individual sounds in words, laying a strong foundation for reading and spelling.

Letter-Sound Correspondence

Mnemonic Devices: Use mnemonic phrases or songs to help children remember the sounds associated with each letter. For example, "A says /a/ as in apple."

Letter Sound Association Games: Play games where children match letters to objects or words that start with the corresponding sound. For instance, matching the letter 'B' to a picture of a ball.

Teaching letter-sound correspondence provides children with the building blocks for decoding and encoding words, promoting early reading and spelling skills.

Word Families and Rhyming

Activities and Approaches:

Word Family Flip Books: Create flip books that feature common word families (e.g., -at, -an, -it) and encourage children to flip through the books to create new words within each family.

Rhyming Word Puzzles: Provide puzzles where children match rhyming words, reinforcing their understanding of phonetic patterns and sound similarities.

Exploring word families and rhyming enhances children's phonetic awareness and supports their ability to recognize common patterns in words.

Reading Aloud and Contextual Learning

Practical Incorporation:

Phonetic Story time: Read books with repetitive sounds or rhyming patterns aloud to children, emphasizing the sounds of letters and the blending of sounds to form words.

Environmental Print: Point out and discuss environmental print (e.g., signs, labels) to help children recognize and apply phonetic concepts in real-life contexts.

Reading aloud and contextual learning foster children's ability to apply phonetic skills

in meaningful ways, reinforcing their understanding of letter-sound relationships.

Regular Practice and Positive Reinforcement

Implementation Tips:

Phonetic Worksheets: Provide regular worksheets and exercises that allow children to practice phonetic skills, such as matching letters to their sounds or completing word families.

Praise and Encouragement: Offer positive reinforcement and praise when children demonstrate progress in their phonetic abilities, fostering confidence and motivation.

Regular practice and positive reinforcement are crucial in consolidating children's phonetic skills and maintaining their enthusiasm for learning.

Individualized Instruction

Tailoring to Children's Needs:

Assessment and Differentiation: Assess children's phonetic abilities and tailor instruction to address individual strengths and areas for improvement.

Small Group Activities: Conduct small group activities that target specific phonetic skills based on children's learning levels, providing personalized support.

Individualized instruction acknowledges the diverse learning needs of children, ensuring that each child receives the necessary support to develop phonetic proficiency.

Incorporating Interactive Phonics Games

Engaging Activities:

Phonics Apps and Online Games: Integrate interactive phonics games and educational apps that make learning phonetics engaging and enjoyable for children. Examples include games that involve matching letters to their sounds, blending sounds to form words, and identifying rhyming words.

Board Games: Utilize phonics board games that require children to move their game piece to a specific letter or word based on the sound they hear.

Outdoor Activities: Create outdoor scavenger hunts where children search for objects that start with specific sounds, reinforcing their understanding of letter-sound associations in a dynamic setting.

Incorporating interactive phonics games adds a dynamic and enjoyable dimension to phonetics lessons, motivating children to actively participate in their learning.

In conclusion, employing effective strategies and techniques for teaching phonetics to children is essential in fostering their language and reading development. By incorporating multisensory techniques, phonemic awareness activities, letter-sound correspondence, word families and rhyming, reading aloud, contextual learning, regular practice, individualized instruction, and positive reinforcement, educators can create engaging and supportive learning environments that promote strong phonetic

skills in children. These foundational skills serve as a springboard for their literacy journey and academic success.

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TA'LIM VA AXBOROT TIZIMIDA ZAMONAVIY TEXNIKA VA O'QITISH USULLARINI QO'LLASH

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ANNOTATSIYA

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Kalit so'zlar: sun'iy intellekt, texnologiya, alternative, innavatsion, uyali aloqa, axborot resurs markazi, texnika, internet.

ANNOTATION

This article reflects on effective work for the student youth and illustrating some of the shortcomings and pros in the modern teaching system with sufficient examples. In addition, the ability to distribute the free time of the stones in the mountains and tips on this are also given. At present, it is no exaggeration to say that all the processes of obtaining science have developed and are taking shape with the help of artificial intelligence. It is also known that cases of student boredom in adolescence are not a secret for anyone, since the process of interest in science is too much and traditional teaching methods are used in the course of some lessons. In the technological age, the use of methods of simply memorizing and repeating facts to the words that are difficult to understand on Evergreen whiteboards or, of course, cannot give

the learner encouragement.

Keywords: artificial intelligence, technology, alternative, innovative, cellular, information resource center, technology, internet.

АННОТАЦИЯ

В данной статье отражено, как эффективно работать с учащейся молодежью и на достаточном количестве примеров проиллюстрировать некоторые недостатки и плюсы современной системы обучения. Также были даны советы, Как правильно распределить свободное время для камней. Не будет преувеличением сказать, что в настоящее время все процессы получения знаний развиваются и формируются с помощью искусственного интеллекта. Также известно, что процесс заинтересованности в науке у учащихся, находящихся в подростковом возрасте, весьма проблематичен, а случаи скуки у учащихся не секрет, так как в процессе некоторых занятий используются традиционные методы обучения. В век технологий вечнозеленые доски или использование методов простого запоминания фактов, которые трудно понять, до слов, не обязательно может вдохновить учащегося.

Ключевые слова: искусственный интеллект, технологии, альтернатива, инновации, мобильная связь, Центр информационных ресурсов, Интернет.

KIRISH

Mana asrlar davomida insoniyat aqliga singdira olmagan hodisalar bilan yuzma-yuz keladi va ularni tahlil qilishga ulgurmasdan turibq yangicha innovatsion g'oyalar dunyo ahlini lol ettirishni davom etmoqda. Kundalik hayotimizning asosiy vaqtini texnologik omillar allaqachon egallab olishga ulgurdi va biz buni rad eta olmaydigan darajada turmushimizni muhim qismiga aylandi. Birgina uyali aloqa orqali biz bugun ko'p narsalarga qodir bo'lmoqdamiz. Bularga misol qilib, axborot va texnologiyalarning o'qishimizdagi yoki ilm-fandagi o'rnini olsak. Biz axborot resurs markazlaridan bugungi kunda tashrifimizsiz ham elektron shakldagi kitoblarni yuklab olish imkoniyatiga egamiz. Turgan manzilimizdan ancha uzoqda joylashgan makonlarning yangiliklarini ham bemalol qiyinchiliklarsiz bilishimiz mumkin. Iloji boricha raqamli texnologiyalarning ta'sirini kamaytirishni qo'lga olmasak, fuqarolarning shaxsiyatini ham tez orada sun'iy intellekt alternativlashtirib olish ehtimoli yo'q emas. Birgina ishlab chiqarish jarayonidagi insoniyat omilining mehnatini texnikaning xizmatidan olayotgan foyda bilan taqqoslashning o'zi yetarli. Vaholanki, bugungi zamonda ko'plab odamlar ishsizlik bilan kurashishmoqda, biroq bilishmaydiki, ularni robota-texnika omillari ishsiz qilib qo'yganini. Albatta, sun'iy intellekt qattiq tanqid

va e'tirozga emas, balki qarsaklarga loyiqdir. Chunki raqamli texnologiyalar hali internet rivojlanmasidan turib insoniyat ongi bilan yaratilgan ekanligi hech kimga sir emas. Lekin hozirgi paytda bu kabi intellektlar yoshlar va o'rta yoshlilar orasida ish hamda o'qish sifatini pasaytirishga ham xizmat qilmoqda. Vaholanki, "elektron pochta-yu ijtimoiy tamoqlar, qo'yingki, barcha aloqa vositalari diqqatimiz, e'tiborimiz va vaqtimizning o'g'risiga aylandi".

Metodologiya

Tarix bizga ibrat maktabi bo'la oladigan olimlarning kushandasi va ko'zgidir, desak mubolag'a bo'lmaydi. Unda kashfiyotchilarning qanday holatda yangi innovatsiyalar qilgani yoki bu jarayonlarga qay holda vaqt ajrata olgani hayratga loyiq. Ular ilm olish jarayonida ularni chalg'ituvchi omillarni yo'q qilishga va ulardan holi joyda ishlashga harakat qilishgan. Ko'plab qo'lyozmalar va bitiklar, millionlab jiddiy ixtirolarga sabab bo'lgan teoriyalar qoldirib ketishga ham muvofiq bo'lishgan. Xo'sh, ularning vaqtini sarflash tizimi biznikidan qanday farq qiladiki, biz oddiygina kitob varaqlashga ham ba'zan vaqt ajrata olmay qolamiz. Albatta, bunga sababni izlash qiyin emas, birgina ijtimoiy tarmoqdagi xabarning o'zi sizning dars qilish uchun yig'ilgan e'tiboringizni yo'q qila olish kuchiga ega. Bundan kelib chiqadiki, an'anaviy ishlash metodi hozirgi kunda bizga juda qo'l keladi. Gap isboti bilan deganidek, samaradorlik sirlarini birma-bir ta'kidlab o'tsam.

Birinchi uslub. Keng ko'lamda qo'llanib kelinadigan minimalistik g'oyalarga tayanish. Ya'ni bu nimani anglatishini birgalikda ko'zdan kechirib chiqsak, birgina ish stolingizning ustini ortiqcha, xayolingizni oladigan narsalardan ozod qilish yoki dars xonangizni sizga dars qilishga qulay va uyali vositalardan holi shaklga keltirish.

Ikkinchi uslub. Qaysi vositalar sizga fikringizni ish jarayonida bezovta qilyotganini aniqlashtirgan holda bu detallardan voz kechish. Ayni damlarda dars yoki ish vaqtlarida insoniyat tafakkurini faqatgina birgina uyali aloqa yoki u yerdagi ijtimoiy tarmoqlarda keladigan xabarlar talabalar yoki ishchilarning ongini ish vaqti zaharlamoqda. Samaradorligi kam bo'lgan ishning tag negizida, albatta, sun'iy intellektning bir bo'lagi bor.

Uchinchi va eng so'nggi uslublar bu sizga qulay bo'lgan sharoitda ishlash. Bu holatlar har xil bo'ladi. Ba'zilar sokinlikni, ba'zi shaxslar klassik musiqa ostida ishlashni afzal bilishadi. Bunday holatni siz ham individual shaklda ishlash jarayonida aniqlashga urinib ko'rsangiz samaradorlikka, albatta, tirgak bo'la oladi.

E'tibor berganmisiz, biz yashab kelayotgan jamiyatda keskin o'zgarishlarni, innovatsion g'oyalarni va hech kimnikiga o'xshamgan dunyo qarashlarni insonlar sovuqqonlik bilan qabul qilishni boshlashdi. Bundan 200 yil yoki 100 yil orqaga nazar tashlasak, buning aksi ekanligini va ana shu e'tibor, shuhratga erishilgan yangili-

klar hozirda hayotimizning yarmiga aylanib qolganini anglab yetamiz.

Misol tariqasida oddiy uyali aloqani olsak, hozirda kunlik harakatlarimiz bu vositasiz o'tmasligini hamda ongimiz real voqelikdan ko'ra ana shu kichik ekran ortidagi soxtalikka bog'lanib qolganini hech ham rad eta olmaymiz. Ilm-fan asrlar davomida bashariyatni rivojlanishga va yangicha yashashga ruhlantirdi va hozir ham shu sababli bilim olishga bo'lgan xohishlar soni ortib bormoqda. Tarix Yunonistonning sivilizatsiyasidan tortib, sun'iy intellektning insoniyat ongini zabt etishini ham boshdan kechirdi. Odamzot shunday mavjudot unga yashashning o'zi kifoya bo'la olmaydi, u umrini oddiy emas juda yaxshi o'tkazgisi keladi. Shu talabchanlik tufayli ilm olish yanada ommalashdi. Oddiygina yashash joyimizning strukturasiga nazar tashlasak, uyning va uydagi har bir detalning joylashish va ko'rinish belgilari yillar davomida o'zgarib kelmoqda. Tosh davrlardagi g'orlar insoniyatning aqliy rivojlanishi natijasida taxtali uylarga yoki toshli mustahkam qal'alarga aylandi. Renessans davridagi yangi zabt etilgan yerlar, turpoqning zarrasidan tortib samoning quyoshigacha bo'lgan tadqiqotlarning bari o'rganishning to'xtovsiz ekanligini isboti sanaladi. Bundan kelib chiqadiki, jamiyat va hokimiyat rivojlanishi uchun ham aynan ilm kerak, texnika yoki sun'iy intellekt emas.

Vizualizatsiya yoki demonstrativ g'oyalar asosida ishlash, o'rganish va o'rgatish esa hozirgi zamonning asosiy talab va istaklaridan biri bo'lib kelmoqda. Birgina kimyo sohasida tajribalarni ko'rish va uning natijasini tubdan tekshirish uchun elektron doskalar va dars jarayonida zamonaviy gadjetlar kerak bo'ladi. Bu orqali o'quvchi va o'qituvchi bir darsning o'zida ham tajriba o'tkaza oladi, ham uning jarayonlarini vizual holatda ko'rish imkoniyatiga ega bo'ladi. O'rganishlar va tajribalar shuni ko'rsatadiki, ilm olishda o'rgatish uchun ishlatilgan texnika, asosan, o'rganish uchun ishlatilayotganidan ko'ra ko'proq foyda keltiradi.

Yuqorida aytib o'tilganidek, sun'iy oqim tizimining sizni dars qilishga sho'ng'iyotganingizda to'fon kabi kelishi va bor diqqatingizni buzishi bunga yorqin tahlildir. Siz doimiy ravishda aktiv bo'lgan ijtimoiy tarmoqlar esa sizning hayotingizni yuksaklikka olib chiqib bera olmaydi, albatta. Keling, Kel Nyuportning shu harakatlar haqida "Diqqat" kitobida keltirilgan fikriga nazar tashlaylik: "Vimeo bosh direktori Kerri Treynor elektron pochta qancha vaqt tura olishi mumkinligi haqidagi savolga shunday javob beradi: "Shanba kunlari elektron pochta qaramayman, ha, deyarli qaramayman ko'pincha kunduzi... aytmoqchimanki, kelgan xatlarni o'qiymen, lekin doim ham javob yozmayman". .

Xo'sh, endi aytingchi, olim va professorlar ish jarayonida sizga fan o'rgatish uchun ishlatgan sun'iy intellekt bilan sizning dars qilish alternativ sifatida ishlatadiganidan farq qiladimi? Javobingiz tasdiqlash bo'lgan holatda, siz bugundan ijtimoiy

tarmoqlardagi tashrifni kamaytirib, axborot resurslar markaziga e'tiboringizni yo'naltiring.

XULOSA

Bundan kelib chiqadiki, siz samarali ish qilishga qattiq bel bog'lagan bo'lsangiz, vaqtinchalik doimiy uyali aloqalar va diqqatingizni jamlashga halaqit beradigan vositalardan voz kechishingiz kerak bo'ladi. Nega aynan uyali aloqani yoki ijtmoiy tarmoqlarni ta'kidlab o'tish kerakligini esa bir nechta sabablari bor. Bulardan bittasi, oliy ta'limda dars beradigan va millionlab talabalarni ustozlari sanaladigan mashhurlar ham hozirda yangi chiqqan ilovalarni va ulardan foydalanishni to'laqonli bilishmaydi, ammo ularga bu bilmaslik halaqit bermaydi yoki ularning bilim va saviya darajasini sustlashtirib qo'ymaydi. Aksincha bu bilmaslik natijasida ular o'zining qimmatli vaqtlarini kitob o'qish hamda ishiga kerakli ma'lumotlarni ko'rib chiqish orqali o'tkazadilar va shu yordamida ishidagi, darsidagi samaradorlikni oshiradilar.

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АННОТАЦИЯ

В данной статье отражено, как эффективно работать с учащейся молодежью и на достаточном количестве примеров проиллюстрировать некоторые недостатки и плюсы современной системы обучения. Также были даны советы, Как правильно распределить свободное время для камней. Не будет преувеличением сказать, что в настоящее время все процессы получения знаний развиваются и формируются с помощью искусственного интеллекта. Также известно, что процесс заинтересованности в науке у учащихся, находящихся в подростковом возрасте, весьма проблематичен, а случаи скуки у учащихся не секрет, так как в процессе некоторых занятий используются традиционные методы обучения. В век технологий вечнозеленые доски или использование методов простого запоминания фактов, которые трудно понять, до слов, не обязательно может вдохновить учащегося.

Ключевые слова: искусственный интеллект, технологии, альтернатива, инновации, мобильная связь, Центр информационных ресурсов, Интернет.

KIRISH

Mana asrlar davomida insoniyat aqliga singdira olmagan hodisalar bilan yuzma-yuz keladi va ularni tahlil qilishga ulgurmasdan turibq yangicha innovatsion g'oyalar dunyo ahlini lol ettirishni davom etmoqda. Kundalik hayotimizning asosiy vaqtini texnologik omillar allaqachon egallab olishga ulgurdi va biz buni rad eta olmaydigan darajada turmushimizni muhim qismiga aylandi. Birgina uyali aloqa orqali biz bugun ko'p narsalarga qodir bo'lmoqdamiz. Bularga misol qilib, axborot va texnologiyalarning o'qishimizdagi yoki ilm-fandagi o'rnini olsak. Biz axborot resurs markazlaridan bugungi kunda tashrifimizsiz ham elektron shakldagi kitoblarni yuklab olish imkoniyatiga egamiz. Turgan manzilimizdan ancha uzoqda joylashgan makonlarning yangiliklarini ham bemalol qiyinchiliklarsiz bilishimiz mumkin. Iloji boricha raqamli texnologiyalarning ta'sirini kamaytirishni qo'lga olmasak, fuqarolarning shaxsiyatini ham tez orada sun'iy intellekt alternativlashtirib olish ehtimoli yo'q emas. Birgina ishlab chiqarish jarayonidagi insoniyat omilining mehnatini texnikaning xizmatidan olayotgan foyda bilan taqqoslashning o'zi yetarli. Vaholanki, bugungi zamonda ko'plab odamlar ishsizlik bilan kurashishmoqda, biroq bilishmaydiki, ularni robota-texnika omillari ishsiz qilib qo'yganini. Albatta, sun'iy intellekt qattiq tanqid

va e'tirozga emas, balki qarsaklarga loyiqdir. Chunki raqamli texnologiyalar hali internet rivojlanmasidan turib insoniyat ongi bilan yaratilgan ekanligi hech kimga sir emas. Lekin hozirgi paytda bu kabi intellektlar yoshlar va o'rta yoshlilar orasida ish hamda o'qish sifatini pasaytirishga ham xizmat qilmoqda. Vaholanki, "elektron pochta-yu ijtimoiy tamoqlar, qo'yingki, barcha aloqa vositalari diqqatimiz, e'tiborimiz va vaqtimizning o'g'risiga aylandi".

Metodologiya

Tarix bizga ibrat maktabi bo'la oladigan olimlarning kushandasi va ko'zgidir, desak mubolag'a bo'lmaydi. Unda kashfiyotchilarning qanday holatda yangi innovatsiyalar qilgani yoki bu jarayonlarga qay holda vaqt ajrata olgani hayratga loyiq. Ular ilm olish jarayonida ularni chalg'ituvchi omillarni yo'q qilishga va ulardan holi joyda ishlashga harakat qilishgan. Ko'plab qo'lyozmalar va bitiklar, millionlab jiddiy ixtirolarga sabab bo'lgan teoriyalar qoldirib ketishga ham muvofiq bo'lishgan. Xo'sh, ularning vaqtini sarflash tizimi biznikidan qanday farq qiladiki, biz oddiygina kitob varaqlashga ham ba'zan vaqt ajrata olmay qolamiz. Albatta, bunga sababni izlash qiyin emas, birgina ijtimoiy tarmoqdagi xabarning o'zi sizning dars qilish uchun yig'ilgan e'tiboringizni yo'q qila olish kuchiga ega. Bundan kelib chiqadiki, an'anaviy ishlash metodi hozirgi kunda bizga juda qo'l keladi. Gap isboti bilan deganidek, samaradorlik sirlarini birma-bir ta'kidlab o'tsam.

Birinchi uslub. Keng ko'lamda qo'llanib kelinadigan minimalistik g'oyalarga tayanish. Ya'ni bu nimani anglatishini birgalikda ko'zdan kechirib chiqsak, birgina ish stolingizning ustini ortiqcha, xayolingizni oladigan narsalardan ozod qilish yoki dars xonangizni sizga dars qilishga qulay va uyali vositalardan holi shaklga keltirish.

Ikkinchi uslub. Qaysi vositalar sizga fikringizni ish jarayonida bezovta qilyotganini aniqlashtirgan holda bu detallardan voz kechish. Ayni damlarda dars yoki ish vaqtlarida insoniyat tafakkurini faqatgina birgina uyali aloqa yoki u yerdagi ijtimoiy tarmoqlarda keladigan xabarlar talabalar yoki ishchilarning ongini ish vaqti zaharlamoqda. Samaradorligi kam bo'lgan ishning tag negizida, albatta, sun'iy intellektning bir bo'lagi bor.

Uchinchi va eng so'nggi uslublar bu sizga qulay bo'lgan sharoitda ishlash. Bu holatlar har xil bo'ladi. Ba'zilar sokinlikni, ba'zi shaxslar klassik musiqa ostida ishlashni afzal bilishadi. Bunday holatni siz ham individual shaklda ishlash jarayonida aniqlashga urinib ko'rsangiz samaradorlikka, albatta, tirgak bo'la oladi.

E'tibor berganmisiz, biz yashab kelayotgan jamiyatda keskin o'zgarishlarni, innovatsion g'oyalarni va hech kimnikiga o'xshamgan dunyo qarashlarni insonlar sovuqqonlik bilan qabul qilishni boshlashdi. Bundan 200 yil yoki 100 yil orqaga nazar tashlasak, buning aksi ekanligini va ana shu e'tibor, shuhratga erishilgan yangili-

klar hozirda hayotimizning yarmiga aylanib qolganini anglab yetamiz.

Misol tariqasida oddiy uyali aloqani olsak, hozirda kunlik harakatlarimiz bu vositasiz o'tmasligini hamda ongimiz real voqelikdan ko'ra ana shu kichik ekran ortidagi soxtalikka bog'lanib qolganini hech ham rad eta olmaymiz. Ilm-fan asrlar davomida bashariyatni rivojlanishga va yangicha yashashga ruhlantirdi va hozir ham shu sababli bilim olishga bo'lgan xohishlar soni ortib bormoqda. Tarix Yunonistonning sivilizatsiyasidan tortib, sun'iy intellektning insoniyat ongini zabt etishini ham boshdan kechirdi. Odamzot shunday mavjudot unga yashashning o'zi kifoya bo'la olmaydi, u umrini oddiy emas juda yaxshi o'tkazgisi keladi. Shu talabchanlik tufayli ilm olish yanada ommalashdi. Oddiygina yashash joyimizning strukturasiga nazar tashlasak, uyning va uydagi har bir detalning joylashish va ko'rinish belgilari yillar davomida o'zgarib kelmoqda. Tosh davrlardagi g'orlar insoniyatning aqliy rivojlanishi natijasida taxtali uylarga yoki toshli mustahkam qal'alarga aylandi. Renessans davridagi yangi zabt etilgan yerlar, turpoqning zarrasidan tortib samoning quyoshigacha bo'lgan tadqiqotlarning bari o'rganishning to'xtovsiz ekanligini isboti sanaladi. Bundan kelib chiqadiki, jamiyat va hokimiyat rivojlanishi uchun ham aynan ilm kerak, texnika yoki sun'iy intellekt emas.

Vizualizatsiya yoki demonstrativ g'oyalar asosida ishlash, o'rganish va o'rgatish esa hozirgi zamonning asosiy talab va istaklaridan biri bo'lib kelmoqda. Birgina kimyo sohasida tajribalarni ko'rish va uning natijasini tubdan tekshirish uchun elektron doskalar va dars jarayonida zamonaviy gadjetlar kerak bo'ladi. Bu orqali o'quvchi va o'qituvchi bir darsning o'zida ham tajriba o'tkaza oladi, ham uning jarayonlarini vizual holatda ko'rish imkoniyatiga ega bo'ladi. O'rganishlar va tajribalar shuni ko'rsatadiki, ilm olishda o'rgatish uchun ishlatilgan texnika, asosan, o'rganish uchun ishlatilayotganidan ko'ra ko'proq foyda keltiradi.

Yuqorida aytib o'tilganidek, sun'iy oqim tizimining sizni dars qilishga sho'ng'iyotganingizda to'fon kabi kelishi va bor diqqatingizni buzishi bunga yorqin tahlildir. Siz doimiy ravishda aktiv bo'lgan ijtimoiy tarmoqlar esa sizning hayotingizni yuksaklikka olib chiqib bera olmaydi, albatta. Keling, Kel Nyuportning shu harakatlar haqida "Diqqat" kitobida keltirilgan fikriga nazar tashlaylik: "Vimeo bosh direktori Kerri Treynor elektron pochta qancha vaqt tura olishi mumkinligi haqidagi savolga shunday javob beradi: "Shanba kunlari elektron pochta qaramayman, ha, deyarli qaramayman ko'pincha kunduzi... aytmoqchimanki, kelgan xatlarni o'qiymen, lekin doim ham javob yozmayman". .

Xo'sh, endi aytingchi, olim va professorlar ish jarayonida sizga fan o'rgatish uchun ishlatgan sun'iy intellekt bilan sizning dars qilish alternativ sifatida ishlatadiganidan farq qiladimi? Javobingiz tasdiqlash bo'lgan holatda, siz bugundan ijtimoiy

tarmoqlardagi tashrifni kamaytirib, axborot resurslar markaziga e'tiboringizni yo'naltiring.

XULOSA

Bundan kelib chiqadiki, siz samarali ish qilishga qattiq bel bog'lagan bo'lsangiz, vaqtinchalik doimiy uyali aloqalar va diqqatingizni jamlashga halaqit beradigan vositalardan voz kechishingiz kerak bo'ladi. Nega aynan uyali aloqani yoki ijtmoiy tarmoqlarni ta'kidlab o'tish kerakligini esa bir nechta sabablari bor. Bulardan bittasi, oliy ta'limda dars beradigan va millionlab talabalarni ustozlari sanaladigan mashhurlar ham hozirda yangi chiqqan ilovalarni va ulardan foydalanishni to'laqonli bilishmaydi, ammo ularga bu bilmaslik halaqit bermaydi yoki ularning bilim va saviya darajasini sustlashtirib qo'ymaydi. Aksincha bu bilmaslik natijasida ular o'zining qimmatli vaqtlarini kitob o'qish hamda ishiga kerakli ma'lumotlarni ko'rib chiqish orqali o'tkazadilar va shu yordamida ishidagi, darsidagi samaradorlikni oshiradilar.

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THE ROLE OF INNOVATIVE APPROACHES AND INFORMATION TECHNOLOGY IN TEACHING FOREIGN LANGUAGE

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ANNOTATION

This article talks about the process and methods of education through foreign languages, the method of teaching foreign languages, the method of studying the activity of the teacher and the student, including the methodology of foreign language teaching, the types of modern methods and the methods used in foreign language teaching and their use.

In addition, this article also talks about the important role of information technology in teaching foreign languages. In particular, the advantages of conducting lessons using information technologies are considered. In general, opinions were expressed about the effectiveness of new methods of learning a foreign language using games and innovative technologies. You can also see that the role of information technology is clearly expressed in the stages of learning a foreign language. At each stage, ideas are expressed about the possibility of improving skills using information resources and technologies. Conducting lessons using modern technologies in the course of the lesson will definitely give an effective result.

Keywords: methodology, innovation, foreign language, communication, skills, competence, didactic.

АННОТАЦИЯ

В этой статье рассказывается о процессе и методах обучения с помощью иностранных языков, методике преподавания иностранных языков, методе изучения деятельности преподавателя и студента, включая методику преподавания иностранного языка, типах современных методов и методик, используемых в преподавании иностранного языка, и их использовании.

Кроме того, в этой статье также рассказывается о важной роли информационных технологий в обучении иностранным языкам. В частности,

рассматриваются преимущества проведения уроков с использованием информационных технологий. В целом были высказаны мнения об эффективности новых методов изучения иностранного языка с использованием игр и инновационных технологий. Вы также можете видеть, что роль информационных технологий четко выражена на этапах изучения иностранного языка. На каждом этапе высказываются идеи о возможности совершенствования навыков с использованием информационных ресурсов и технологий. Проведение уроков с использованием современных технологий в ходе урока обязательно даст эффективный результат.

Ключевые слова: методика, инновация, иностранный язык, коммуникация, навыки, компетентность, дидактика.

ANNOTATSIYA

Ushbu maqolada chet tillari orqali o'qitish jarayoni va usullari, chet tillarini o'qitish usuli, o'qituvchi va talaba faoliyatini o'rganish usuli, shu jumladan chet tillarini o'qitish metodikasi, zamonaviy usullarning turlari va chet tillarini o'qitishda qo'llaniladigan usullar va ulardan foydalanish haqida so'z boradi.

Bundan tashqari, ushbu maqolada chet tillarini o'qitishda axborot texnologiyalarining muhim o'rni haqida ham so'z boradi. Xususan, axborot texnologiyalaridan foydalangan holda darslarni o'tkazishning afzalliklari ko'rib chiqiladi. Umuman olganda, o'yinlar va innovatsion texnologiyalardan foydalangan holda chet tilini o'rganishning yangi usullarining samaradorligi to'g'risida fikrlar bildirildi. Shuningdek, axborot texnologiyalarining roli chet tilini o'rganish bosqichlarida aniq ifodalanganligini ko'rishingiz mumkin. Har bir bosqichda axborot resurslari va texnologiyalaridan foydalangan holda ko'nikmalarni takomillashtirish imkoniyatlari to'g'risida fikrlar bildiriladi. Dars jarayonida zamonaviy texnologiyalardan foydalangan holda darslarni o'tkazish, albatta, samarali natija beradi.

Kalit so'zlar: metodologiya, innovatsiya, chet tili, muloqot, ko'nikmalar, kompetentsiya, didaktika.

INTRODUCTION

After our country gained independence, Uzbekistan began to build a democratic life from the first years of independence. Economy, education, and information technologies have become important. The weight of the implemented reforms grew not only from year to year, but even from day to day. Not only fundamental reforms, but also significant changes in other areas, including the education system and the information technology system. Interest in teaching and learning foreign languages

has increased. Due to the fact that information technologies are developing day by day, their perfect study and their effective use significantly contribute to the development of our country, and this has been identified as a great opportunity and task for young people. The main goal of this is to increase the level of knowledge of young people and increase their interest in foreign languages and information technologies. As our first president Islam Karimov said, “Currently, teaching foreign languages is given great importance in our country. There is no need to overestimate the importance of perfect knowledge of foreign languages for our people, who are building their great future in solidarity and cooperation with our foreign partners, for our countries, which are striving to take their rightful place in the world community.” In particular, as a continuation of these ideas, the Presidential Decision “On further improvement of the system of teaching foreign languages” was adopted on December 10, 2012. This decision further expanded the possibilities of learning foreign languages. Today, the demand for foreign language is increasing sharply. (Scientific Journal of the Ministry of Public Education 2019. 53) Delivering each subject to students using new innovative pedagogical technologies is one of the main requirements of today’s education. In the process of conducting foreign language classes, it is required to use advanced pedagogical technologies, interactive innovative methods, communicative and informational tool.

Methodology

Currently, a lot of work is being done not only on foreign language teaching, but also on finding new methods of teaching and learning in all subjects and testing them in practice. This is one of the most important problems that must be solved in order to improve the educational process today. If before, teaching a foreign language was considered to be the study of this language system, then in the following years, the important goal of teaching became to develop the foreign language speech of its students. It should be mentioned that these goals in learning a foreign language are not set by themselves or by other people or individuals, but are closely related to the changes in the sciences of linguistics and psychology and the social development of society. For example: Let’s take the audiolingual method.

The emergence of this method was influenced by the changes in linguistics, that is, the structural flow. It includes the following factors.

- Teaching a foreign language should begin with teaching oral speech.
- Language learning is carried out on the basis of speech samples of various structures.
- Exercises should also be language-based exercises that require multiple repetitions of language material.

- The selection of grammatical patterns and lexis should depend on the results of comparing the native language with the foreign language.

- Pronunciation requires a lot of attention.

The main disadvantage of this method is the large number of mechanical exercises and the small number of actual speech exercises. The founders of this method were Methodist scientists Ch. Friz and R. Lodo. For example: Ch. Friz: says that the main content of the initial stage should be the study of structures. It is desirable that the formation of grammar skills should be based on this. (Sha. Alimov 2017, p. 2)

Educational technologies are effective use of modern information technologies in the educational process. It also provides for improving the quality and efficiency of education by introducing modern innovative technologies in the educational process. In particular, there are several advantages of using such information and communication technologies in learning foreign languages. The use of technological tools is useful in every aspect of foreign language learning (teaching, writing, listening and speaking). For example, in order to listen and understand, of course, this process cannot be carried out without a computer, player, CD discs. Listening comprehension is one of the most important parts of language learning. At the same time, the reader is required to pay attention to the speaker's pronunciation, adherence to grammatical rules, vocabulary and its meanings. An important factor in the use of modern technologies in the educational process is that teachers know and use information and communication technologies well. Teaching and learning a foreign language using modern technologies is one of the most effective ways. In this process, including:

- when using computers, the student can watch and listen to foreign language videos, demonstrations, dialogues, movies and cartoons;

- you can listen to and watch foreign language radio broadcasts and television programs;

- using a tape recorder and cassette tape, which is considered a more traditional method;

- CD players can be used. The use of these technical tools makes the process of learning a foreign language more interesting and effective for students.

Bringing modern communication technologies into the educational process is the most important issue, purposeful and correct, effective use of them, increasing the student's interest in a foreign language and increasing the effectiveness of education. Through this, the opportunity to use innovative technologies of education will be created and the demand will increase.

Today, there are several different methods of innovative educational technolo-

gies. If they use wide and different methods to cover the topic in the lessons, the efficiency of the lesson will be high, and the increase of students' interest in the lesson will be ensured. It is intended to increase the effectiveness of education by bringing innovations into the educational process and implementing them. The use of various role-playing, action games in the teaching of foreign language classes increases interest in the lesson and in language learning. By having students work in pairs or small groups, it helps students communicate with others.

The use of graphic organizers in the educational process is considered one of the most important tools in managing the topic and delivering it to students. It is also possible to use several different graphic organizers to cover the same topic. When teaching a foreign language, it is appropriate to explain new words and grammatical rules related to the topic using graphic organizers. These are also easier to remember if they are provided through graphic organizers.

In the process of education, especially in the process of teaching a foreign language, students can use different tables to learn a certain grammatical rule, for example, to make sentences using tenses, to place new words, and this will be more effective.

CONCLUSION

Effective use of modern information technologies and innovative educational technologies in educational processes in a time when the need to learn a foreign language is high makes this process effective.

The effectiveness of innovative educational technologies depends on their correct and efficient use in the educational process.

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UNDERSTANDING DYSLEXIA: SPECIAL EDUCATION STRATEGIES FOR CHILDREN

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ANNOTATION

This article provides an overview of special education strategies tailored to the unique needs of children with dyslexia. Dyslexia, a neurodevelopmental disorder affecting word recognition, spelling, and decoding abilities, poses significant challenges to academic success and social well-being. The article explores evidence-based approaches aimed at supporting children with dyslexia in various educational settings.

The article begins by discussing the importance of early identification and intervention for children with dyslexia, emphasizing the need for comprehensive assessments to identify specific learning profiles and individualized needs. It highlights the role of multi sensory instruction, structured literacy programs, and assistive technologies in promoting phonological awareness, decoding skills, and reading fluency among students with dyslexia.

Furthermore, the article addresses the importance of accommodations and modifications in the classroom, such as extended time for assignments, preferential seating, and access to alternative text formats. It emphasizes the value of creating inclusive learning environments that celebrate students' strengths and provide opportunities for social-emotional support and skill development.

Keywords: Dyslexia, decoding, processors, multi sensory activities, boost confidence

АННОТАЦИЯ

В этой статье представлен обзор стратегий специального образования, адаптированных к уникальным потребностям детей с дислексией. Дислексия, расстройство развития нервной системы, влияющее на способности к распознаванию слов, правописанию и декодированию, создает значительные

проблемы для академического успеха и социального благополучия. В статье исследуются научно обоснованные подходы, направленные на поддержку детей с дислексией в различных образовательных учреждениях.

Статья начинается с обсуждения важности раннего выявления и вмешательства для детей с дислексией, подчеркивая необходимость всесторонних оценок для выявления конкретных профилей обучения и индивидуальных потребностей. В нем подчеркивается роль мультисенсорного обучения, структурированных программ обучения грамоте и вспомогательных технологий в развитии фонологической осведомленности, навыков декодирования и беглого чтения среди учащихся с дислексией.

Кроме того, в статье рассматривается важность приспособлений и модификаций в классе, таких как увеличение времени для выполнения заданий, льготные места и доступ к альтернативным текстовым форматам. В статье подчеркивается ценность создания инклюзивной среды обучения, которая учитывает сильные стороны учащихся и предоставляет возможности для социально-эмоциональной поддержки и развития навыков.

Ключевые слова: дислексия, декодирование, процессоры, мультисенсорная активность, повышение уверенности

ANNOTATSIYA

Ushbu maqolada disleksiya bilan og'rigan bolalarning noyob ehtiyojlariga moslashtirilgan maxsus ta'lim strategiyalari haqida umumiy ma'lumot berilgan. Disleksiya, so'zlarni aniqlash, imlo va dekodlash qobiliyatlariga ta'sir qiluvchi neyrorivojlanish buzilishi akademik muvaffaqiyat va ijtimoiy farovonlik uchun muhim muammolarni keltirib chiqaradi. Maqolada disleksiya bo'lgan bolalarni turli ta'lim sharoitlarida qo'llab-quvvatlashga qaratilgan dalillarga asoslangan yondashuvlar o'rganilgan.

Maqola disleksiya bo'lgan bolalarni erta aniqlash va aralashuvning muhimligini muhokama qilish bilan boshlanadi, aniq o'quv profillari va individual ehtiyojlarni aniqlash uchun har tomonlama baholash zarurligini ta'kidlaydi. Bu rolini ta'kidlaydi multisensorli o'qitish, tuzilgan savodxonlik dasturlari va yordamchi texnologiyalar targ'ib qilishda fonologik xabardorlik, dekodlash qobiliatlari va o'qish ravonligi disleksiya bilan og'rigan talabalar orasida.

Bundan tashqari, maqolada topshiriqlar uchun kengaytirilgan vaqt, imtiyozli o'tirish va muqobil matn formatlariga kirish kabi sinfdagi turar joy va modifikatsiyalarning ahamiyati ko'rib chiqilgan. Bu talabalarning kuchli tomonlarini nishonlaydigan va ijtimoiy-emotsional qo'llab-quvvatlash va ko'nikmalarni rivojlantirish

uchun imkoniyatlar yaratadigan inklyuziv o'quv muhitini yaratish muhimligini ta'kidlaydi.

Kalit so'zlar: disleksiya, dekodlash, protsessorlar, multisensorli faoliyat, ishonchni oshirish

INTRODUCTION

Dyslexia is a neuron developmental disorder characterized by difficulties with accurate and fluent word recognition, spelling, and decoding abilities. It affects individuals across various age groups, but early identification and intervention are crucial for mitigating its impact on children's academic and social development. In this article, we explore special education strategies tailored to the unique needs of children with dyslexia, focusing on effective instructional approaches, assistive technologies, and supportive interventions.

One of the most effective strategies for teaching children with dyslexia is multi sensory instruction, which engages multiple senses (such as sight, sound, and touch) to enhance learning. Educators can use tactile materials, visual aids, and auditory cues to reinforce phonemic awareness, letter-sound correspondence, and decoding skills. For example, the Orton-Gillingham approach combines tactile-kinesthetic techniques with explicit, systematic instruction to help children with dyslexia develop phonological awareness and decoding proficiency.

METHODOLOGY

Significance of collaboration among educators, parents, and related professionals in implementing effective intervention strategies and monitoring students' progress over time. The role of Individualized Education Plans (IEPs) and 504 Plans in formalizing accommodations and modifications based on students' specific needs and goals.

Comprehensive overview of special education strategies for children with dyslexia, highlighting the importance of evidence-based practices, personalized interventions, and collaborative support systems in fostering academic achievement and positive outcomes for students with dyslexia.

Structured literacy programs provide systematic, sequential instruction in phonics, phonological awareness, and decoding strategies. These programs break down language concepts into manageable components and scaffold learning through explicit teaching and guided practice. Examples include the Wilson Reading System, Lindamood-Bell programs, and the Barton Reading & Spelling System, which offer structured, evidence-based interventions tailored to the needs of students with dyslexia.

Assistive technologies can empower children with dyslexia to access and engage with written material more effectively. Text-to-speech software, such as Read&Write and Kurzweil 3000, converts written text into spoken language, providing auditory support for reading comprehension. Speech recognition software enables students to dictate their ideas and thoughts, circumventing difficulties with spelling and handwriting. Additionally, specialized fonts like Dyslexia and Open Dyslexic optimize readability by incorporating features that alleviate visual distortions commonly experienced by individuals with dyslexia.

Educators can implement accommodations and modifications to support the diverse learning needs of students with dyslexia in the classroom. These may include extended time for reading and writing tasks, preferential seating to minimize distractions, and access to audio books or alternative text formats. Simplifying instructions, breaking tasks into smaller steps, and providing visual organizers or graphic organizers can help scaffold learning and enhance comprehension for students with dyslexia. Individualized Education Plans (IEPs) and 504 Plans can formalize accommodations and modifications based on students' specific needs and goals.

Beyond academic interventions, children with dyslexia may benefit from social-emotional support to address feelings of frustration, low self-esteem, and anxiety related to their learning difficulties. Creating a supportive and inclusive classroom environment that celebrates individual strengths and fosters resilience can promote a positive mindset and self-advocacy skills. Peer support groups, social skills training, and counseling services can provide opportunities for children with dyslexia to connect with peers, build confidence, and develop coping strategies for overcoming challenges.

In conclusion, educating and supporting children with dyslexia requires a comprehensive, multidisciplinary approach that addresses their unique learning profiles, strengths, and challenges. By implementing evidence-based instructional strategies, leveraging assistive technologies, and providing social-emotional support, educators and parents can empower children with dyslexia to thrive academically and personally, unlocking their full potential and fostering a lifelong love of learning.

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THE EFFECT OF LEARNING A SECOND LANGUAGE AT AN EARLY STAGE

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ANNOTATION

Bilingualism is a common practice in education, the workplace, and society around the globe, offering social-emotional and cognitive advantages. The educational system in the United States is separate and specifically designed for English-speaking monolinguals. Particularly in the primary educational institutions. Research indicates that brain growth positively affects cognitive and social-emotional learning during this early period of development, thus districts should work to close the gap left by the absence of second language instruction in the primary schools. The goal of this in-service project is to help elementary school districts better grasp the reasons why learning a second language will help students develop their cognitive and social-emotional skills. In order to accomplish the adoption of second language learning in primary schools, scope and sequence as well as the communication of research-based knowledge will be crucial components of this in-service. Key performance metrics for the in-service program will be ongoing assessments. Less emphasis on learning second languages will be advantageous. Student body through healthy social-emotional learning and impacting their mental development.

Keywords: bilingual, cognitive learning, second language learning, social and emotional learning.

АННОТАЦИЯ

Двуязычие является распространенной практикой в образовании, на рабочем месте и в обществе по всему миру, предлагая социально-эмоциональные и когнитивные преимущества. Система образования в Соединенных Штатах является отдельной и специально разработана для англоязычных монолингвов. Особенно в начальных учебных заведениях. Исследования показывают, что рост мозга положительно влияет на

когнитивное и социально-эмоциональное обучение в этот ранний период развития, поэтому районам следует работать над устранением разрыва, возникшего из-за отсутствия преподавания второго языка в начальных школах. Цель этого проекта без отрыва от производства - помочь округам начальных школ лучше понять причины, по которым изучение второго языка поможет учащимся развить свои когнитивные и социально-эмоциональные навыки. Для внедрения изучения второго языка в начальных школах важнейшими компонентами этой программы без отрыва от производства будут объем и последовательность, а также передача знаний, основанных на научных исследованиях. Ключевыми показателями эффективности программы без отрыва от производства будут текущие оценки. Будет выгодно уделять меньше внимания изучению вторых языков. Учащихся посредством здорового социально-эмоционального обучения и воздействия на их умственное развитие.

Ключевые слова: двуязычие, когнитивное обучение, изучение второго языка, социальное и эмоциональное обучение.

ANNOTATSIYA

Ikki tillilik butun dunyo bo'ylab ta'lim, ish joyi va jamiyatda keng tarqalgan amaliyot bo'lib, ijtimoiy-emotsional va kognitiv afzalliklarni taklif etadi. Qo'shma Shtatlardagi ta'lim tizimi alohida va ingliz tilida so'zlashadigan bir tilli tillar uchun maxsus ishlab chiqilgan. Xususan, boshlang'ich ta'lim muassasalarida. Tadqiqotlar shuni ko'rsatadiki, miya o'sishi rivojlanishning dastlabki davrida kognitiv va ijtimoiy-emotsional ta'limga ijobiy ta'sir qiladi, shuning uchun tumanlar boshlang'ich maktablarda ikkinchi tilni o'qitishning yo'qligi bilan bog'liq bo'shliqni yopish uchun ishlashi kerak. Ushbu xizmat ko'rsatish loyihasining maqsadi boshlang'ich maktab tumanlariga ikkinchi tilni o'rganish o'quvchilarning bilim va ijtimoiy-emotsional ko'nikmalarini rivojlantirishga yordam beradigan sabablarni yaxshiroq tushunishga yordam berishdir. Boshlang'ich maktablarda ikkinchi tilni o'rganishni qabul qilishni amalga oshirish uchun tadqiqot doirasi va ketma-ketligi hamda tadqiqotga asoslangan bilimlarning aloqasi ushbu xizmatning muhim tarkibiy qismlari bo'ladi. Xizmat dasturi uchun asosiy ishlash ko'rsatkichlari doimiy baholash bo'ladi. Ikkinchi tillarni o'rganishga kamroq e'tibor berish foydali bo'ladi. Sog'lom ijtimoiy-emotsional o'rganish va ularning aqliy rivojlanishiga ta'sir qilish orqali talabalar jamoasi.

Kalit so'zlar: ikki tilli, kognitiv o'rganish, ikkinchi tilni o'rganish, ijtimoiy va hissiy o'rganish.

METHODOLOGY

Learning a new language is rewarding at any age, but children benefit from learning another language at a very young age. Research studies particularly support starting bilingual education at the preschool level. Very young children are quick to learn and pick up a new language. There are also many benefits children can reap when they learn a second language. A number of research studies have shown that children who learned a second language at a young age demonstrated cognitive advantages, such as increased problem-solving skills and creativity.

Most scientists in this field currently share this point of view and believe that early exposure to a language is the only way for children to learn a language, perhaps even a native one. Most scientists in this field currently share this point of view and believe that early exposure to a language is the only way for children to learn a language, perhaps even a native one. They have well-proven abilities or character traits that will make it easier for them to learn a language through gestures and facial expressions, they are able to easily understand the language. Each of these stages helps them understand the meanings of unfamiliar words and expressions. They will find great use for this early knowledge in the future. This continues to be an important component of communication. The willingness of children to learn the language is indicated in one of the books entitled "Teaching English in primary schools" in this way.

They can use language very creatively. They are able to learn indirectly better than directly. They find the lesson fun and enjoyable. They have a very good imagination. They are free to communicate

Children are simply capable of this. While learning a language is an enriching experience for all ages specially children have the most to gain from the adventure. As children are always discovering new things and trying to learn. They are considered superior language learners. Where to According to Dr. Curtiss who is Professor of Linguistics, who studies the way children learn languages notes that it does not seem to matter how many languages we seem to throw to the children's way, they have a very great power to learn it. They can learn as many spoken languages as you can allow them to hear systematically and regularly at the same time. Children just have this capacity. They can develop several languages at the same time. It has a positive effect on intellectual growth. We can list the advantages in this way:

Enriches and enhances a child's mental development

Leaves students with more flexibility in thinking

Improves a child's understanding of his/her native language

Opens the door to other cultures and helps a child understand and appreciate people from other countries

Increases job opportunities in many careers where knowing another language.

Young brains are hardwired to learn language naturally because they have a flexible wiring. Even though adults learn through a formal first language system and study specific grammar rules, children can acquire native-like fluency with the same ease as they learned to walk. Language acquisition is most effective in the early years. Multilingual exposure is a great method to strengthen and stretch certain brain muscles, according to studies on the impact of bilingualism on kids. Bilingualism can be explained in this context. This word can be used to describe an instance where two languages are used by a single speaker, a community of speakers, or speakers of different languages converse with each other. When children learn two or more languages during their primary school years, they develop a greater comprehension of language. They gain more practice with language processing, especially when they learn to read in both languages. They can compare and contrast the way in which their two languages arrange reality. In fact, many modern studies show that children can develop greater flexibility in their thinking by processing information through two distinct languages. Bilingualism thus demonstrates the importance and value of the early learning of a language. Brown suggests that the development of a learner's speech muscles may play an even more important role in achieving native sounding pronunciation. Because human speech involves hundreds of muscles, a child's muscular plasticity provides advantages over an adult learner, similar to the way most great athletes begin their training at an early age. The importance and usefulness of learning a language at an early age can be seen in the case of Bilingualism. According to Brown the development of learners' speech muscles may be a more important factor in achieving native pronunciation. As human speech is composed of hundreds of muscles, children have the advantage over adults when it comes to muscle plasticity as in some great athletes who start their training at an early age.

CONCLUSION

Learning another language actually brings a lot of benefits. Knowing another language enriches our personal life and opens up a number of new opportunities thanks to our connection with us. With people of different cultures and nationalities. Thus, we can say that language is a tool used to transform cultures. We can also use language to explore ourselves or a new culture. Language allows us to get acquainted with the patterns of a new lifestyle and other cultures, which makes our life bright and beautiful by communicating with people from different parts of the world. We

get to know new worlds of ideas, traditions and habits by getting to know the culture of another culture. This will help us understand international events, open our minds and prospects so that we can become citizens of this country and the world. By understanding new cultures, a good opportunity is created for sharing, cooperation and mutual benefit. Although it is not possible to visualize differences in ethnic and cultural values through language, here the language retains the history and traditions of the people. Thus, cultural understanding can be achieved through such internal knowledge.

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DEVELOPING LEARNERS' READING SKILLS VIA GRAPHIC ORGANIZERS

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ANNOTATION

This article explores the use of graphic organizers as a method for developing reading skills in learners. The author discusses the benefits of using graphic organizers, such as improving comprehension, organizing information, and facilitating critical thinking. The article also provides examples of different types of graphic organizers that can be used in the classroom and offers practical strategies for implementing them effectively. Overall, the article offers a valuable resource for educators interested in using graphic organizers to support the development of their students' reading skills.

Keywords: Graphic organizers, Vocabulary Expansion, Sequencing and Summarization, Integration with Technology, visual framework

АННОТАЦИЯ

В этой статье рассматривается использование графических органайзеров как метода развития навыков чтения у учащихся. Автор обсуждает преимущества использования графических органайзеров, такие как улучшение понимания, систематизация информации и содействие критическому мышлению. В статье также приводятся примеры различных типов графических органайзеров, которые можно использовать в классе, и предлагаются практические стратегии их эффективного применения. В целом, статья представляет собой ценный ресурс для преподавателей, заинтересованных в использовании графических органайзеров для поддержки развития навыков чтения у своих студентов.

Ключевые слова: Графические органайзеры, расширение словарного запаса, упорядочивание и обобщение, интеграция с технологиями, визуальная структура

ANNOTATSIYA

Ushbu maqola grafik organizatorlardan o'quvchilarda o'qish ko'nikmalarini rivojlantirish usuli sifatida foydalanishni o'rganadi. Muallif grafik organizatorlardan foydalanishning tushunishni yaxshilash, ma'lumotni tartibga solish va tanqidiy fikrlashni osonlashtirish kabi afzalliklarini muhokama qiladi. Maqolada, shuningdek, sinfda ishlatilishi mumkin bo'lgan har xil turdagi grafik tashkilotchilarga misollar keltirilgan va ularni samarali amalga oshirishning amaliy strategiyalari keltirilgan. Umuman olganda, maqola o'quvchilarning o'qish ko'nikmalarini rivojlantirishni qo'llab-quvvatlash uchun grafik tashkilotchilardan foydalanishga qiziqqan o'qituvchilar uchun qimmatli manbani taqdim etadi.

Kalit so'zlar: grafik tashkilotchilar, so'z boyligini kengaytirish, ketma-ketlik va umumlashtirish, texnologiya bilan integratsiya, vizual asos

INTRODUCTION

In this article, we will delve into the use of graphic organizers as a valuable tool for enhancing learners' reading skills. The ability to comprehend and critically analyze text is an essential aspect of education, and graphic organizers offer a practical and effective method for scaffolding students' reading abilities. We will explore the benefits of using graphic organizers in the classroom, such as improving comprehension and information organization. Additionally, we will provide insights into various types of graphic organizers that can be utilized to support reading skills development, along with practical strategies for their implementation. By the end of this paper, educators will have gained valuable knowledge and resources for incorporating graphic organizers into their teaching practices to help students strengthen their reading skills.

METHODOLOGY

Reading is a fundamental skill that serves as a cornerstone for learning and personal development. When it comes to enhancing reading skills, educators are constantly seeking innovative methods to engage learners and improve their comprehension. One powerful tool that has gained recognition for its effectiveness in supporting reading skill development is the use of graphic organizers.

Understanding Graphic Organizers

Graphic organizers are visual tools that aid in organizing and representing information. They can take various forms, including charts, diagrams, timelines, and concept maps. When applied to reading activities, graphic organizers provide a structured framework for learners to analyze and comprehend textual information in a more accessible and organized manner. By visually representing the relationships

between ideas, characters, events, and concepts, graphic organizers help learners make connections and understand the material more thoroughly.

Benefits of Graphic Organizers in Developing Reading Skills

1. Comprehension Boost

Graphic organizers facilitate the organization and categorization of information from texts, resulting in improved comprehension. By visually mapping out story elements, character traits, cause and effect relationships, and other literary components, learners can better understand the underlying structure of a narrative.

2. Critical Thinking Enhancement

Through the use of graphic organizers, learners are encouraged to think critically about the content they are reading. By prompting students to analyze, compare, and contrast different aspects of a text, graphic organizers foster deeper engagement with the material and encourage active thinking processes.

3. Vocabulary Expansion

Graphic organizers can help learners to grasp new vocabulary words in context. By using graphic organizers to map out the relationships between unfamiliar terms and their associations within a text, students can develop a richer understanding of language usage and expand their vocabulary more effectively.

4. Sequencing and Summarization

One key aspect of reading comprehension involves understanding the sequence of events within a narrative and being able to summarize key points. Graphic organizers provide learners with a visual framework for tracking the chronological order of events and for distilling the main ideas from a text.

5. Differentiated Learning

Graphic organizers can be tailored to suit the diverse learning styles and needs of individual students. Educators can use a variety of graphic organizer formats to support visual, auditory, and kinesthetic learners, providing a versatile tool for accommodating diverse learning preferences.

Implementation Strategies

1. Pre-Reading Activities

Before diving into a text, teachers can introduce a graphic organizer related to the upcoming material, setting the stage for what students can expect to encounter. This approach primes learners for the content and helps them focus on key elements from the outset.

2. During Reading Activities

As students engage with the text, instructors can provide graphic organizers that prompt learners to analyze characters, plot developments, and key themes as they

progress through the material, fostering deeper engagement and comprehension.

3. Post-Reading Activities

Following the completion of a reading assignment, students can use graphic organizers to summarize the material, discuss their interpretations, and compare and contrast different elements of the text. This reinforces their understanding and encourages critical thinking.

4. Integration with Technology

Utilizing digital graphic organizer tools or software platforms can enhance the accessibility and versatility of graphic organizers, allowing for interactive and collaborative learning experiences, particularly in virtual or blended learning environments.

CONCLUSION

Graphic organizers provide a valuable framework for developing learners' reading skills, enhancing comprehension, critical thinking, vocabulary acquisition, and overall engagement with textual material. By incorporating these visual tools into reading activities, educators can empower students to become more proficient and confident readers, equipping them for academic success and lifelong learning. As technology continues to evolve, the integration of digital graphic organizers offers even greater potential for enriching reading experiences in the modern educational landscape.

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ADVANTAGES OF DISTANCE LEARNING ENGLISH FOR STUDENTS

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ANNOTATION

Distance learning, also known as online education, has several advantages for students. This article aims to explore the benefits of distance learning, including its flexibility, accessibility, and cost-effectiveness. It discusses how students can pursue their education from anywhere, at their own pace, and without the need to relocate or commute to a physical campus. Additionally, the article highlights the diverse range of courses and programs available through distance learning, providing students with the opportunity to explore their academic interests and engage in global learning communities. Moreover, it addresses the utilization of digital resources and multimedia tools, which enhance the learning experience and create a dynamic educational environment. The article aims to provide students with a comprehensive understanding of the advantages of distance learning and its potential to shape the future of education.

АННОТАЦИЯ

Дистанционное обучение, также известное как онлайн-образование, имеет ряд преимуществ для студентов. Цель данной статьи - изучить преимущества дистанционного обучения, включая его гибкость, доступность и экономическую эффективность. В нем обсуждается, как студенты могут продолжать свое образование из любого места, в своем собственном темпе и без необходимости переезжать в физический кампус. Кроме того, в статье подчеркивается разнообразие курсов и программ, доступных посредством дистанционного обучения, что предоставляет студентам возможность исследовать свои академические интересы и участвовать в глобальных учебных сообществах. Кроме того, в нем рассматривается использование цифровых ресурсов и мультимедийных инструментов, которые улучшают процесс обучения и создают динамичную образовательную среду. Аннотация

направлена на то, чтобы дать студентам всестороннее представление о преимуществах дистанционного обучения и его потенциале для формирования будущего образования.

ANNOTATSIYA

Masofaviy ta'lim, shuningdek, onlayn ta'lim sifatida ham tanilgan, talabalar uchun bir qancha afzalliklarga ega. Ushbu maqolada masofaviy ta'limning afzalliklarini, shu jumladan uning moslashuvchanligi, qulayligi va iqtisodiy samaradorligini o'rganishga qaratilgan. Bu talabalar joydan ularning ta'lim ta'qib qanday muhokama, o'z suratini, va jismoniy yotoqxonasida ko'chib yoki borib muhtoj holda. Bundan tashqari, ushbu maqolada masofaviy o'qitish orqali mavjud bo'lgan turli xil kurslar va dasturlarni ta'kidlab, talabalarga akademik qiziqishlarini o'rganish va global ta'lim jamoalarida qatnashish imkoniyatini beradi. Bundan tashqari, u o'quv tajribasini yaxshilaydigan va dinamik ta'lim muhitini yaratadigan raqamli resurslar va multimedia vositalaridan foydalanishga qaratilgan. Izoh talabalarga masofaviy ta'limning afzalliklari va uning ta'lim kelajagini shakllantirish imkoniyatlari to'g'risida har tomonlama tushuncha berishga qaratilgan.

Introduction

In recent years, the landscape of education has undergone a significant transformation with the rise of distance learning. This shift has been particularly evident in the realm of English education, where students are reaping numerous benefits from engaging in online learning platforms. Let's explore some of the key advantages that distance learning offers to students pursuing English education.

One of the most apparent advantages of distance learning is its flexibility. Students have the freedom to schedule their study sessions according to their convenience. This flexibility is especially beneficial for those juggling other commitments such as work or family responsibilities. Whether it's early morning or late at night, learners can access course materials and participate in discussions without being tied to a traditional classroom schedule.

Methodology

Distance learning has broken down barriers to education by making English courses accessible to a broader range of students. Geographical location is no longer a hindrance, as learners from different parts of the world can enroll in online English programs offered by prestigious institutions. This accessibility promotes diversity and fosters a global learning community where students can interact with peers from diverse backgrounds, enhancing their cultural awareness and communication skills.

Online platforms often utilize advanced technology to deliver personalized learning experiences. Through adaptive learning algorithms, students can receive tai-

lored content and assignments based on their individual strengths and areas for improvement. This personalized approach not only enhances learning outcomes but also keeps students motivated and engaged throughout their English language journey.

Distance learning can be a more cost-effective option for many students. Without the need to commute or relocate for studies, learners can save on transportation, accommodation, and other related expenses. Additionally, online courses may have lower tuition fees or offer flexible payment plans, making quality English education more affordable and accessible to a wider population.

Digital platforms provide access to a wealth of learning resources that complement traditional teaching methods. From interactive multimedia materials to online libraries and educational apps, students have a plethora of tools at their fingertips to enhance their language proficiency, reading comprehension, writing skills, and more. These resources also encourage self-directed learning and empower students to explore diverse topics within the realm of English studies.

Engaging in distance learning equips students with valuable technological skills that are increasingly essential in today's digital age. By navigating online learning platforms, collaborating virtually with peers, and utilizing digital tools for assignments and projects, students not only improve their English proficiency but also develop competencies that are transferable to various academic and professional settings.

Balancing work, personal life, and education can be challenging, but distance learning offers a solution. Many students opt for online English programs because they can pursue higher education without disrupting their careers or sacrificing family time. This work-life-learning balance contributes to overall well-being and allows individuals to achieve their educational goals at their own pace.

Distance learning English has become increasingly popular among students, and for good reason. With the advancement of technology, the internet has made it possible for students to learn English from the comfort of their own homes. There are several advantages to distance learning English for students, which make it an attractive option for many.

Result and discussion

Students can access their learning materials and complete assignments at their own pace and at a time that suits them. This is particularly beneficial for students who have other commitments such as work or family responsibilities, as it allows them to fit their English studies around their schedule.

Another advantage of distance learning English is the accessibility it provides. Students from all over the world can enroll in English courses offered by reputable

institutions without having to travel abroad. This means that students who may not have had the opportunity to study English in a traditional classroom setting can now access high-quality learning materials and instruction from anywhere in the world.

Distance learning English also allows students to tailor their learning experience to their individual needs. With a wide range of courses and resources available online, students can choose to focus on specific aspects of the English language that they want to improve, such as grammar, pronunciation, or vocabulary. This personalized approach to learning can help students make significant progress in their language skills.

Furthermore, distance learning English can be a cost-effective option for students. Without the need to pay for travel, accommodation, and other expenses associated with studying abroad, students can save money while still receiving quality English instruction. Additionally, many online English courses offer flexible payment options, making it more affordable for students to access the learning materials they need.

Distance learning English can provide a comfortable and low-pressure learning environment for students. Some students may feel self-conscious or anxious in a traditional classroom setting, and studying from home can help alleviate these feelings. This can create a more relaxed and enjoyable learning experience, allowing students to focus on their studies and make the most of their learning opportunities.

In conclusion, the advantages of distance learning in English education are vast and impactful. From flexibility and accessibility to personalized learning experiences and cost-effectiveness, online platforms empower students to excel in their language skills while accommodating their diverse needs and lifestyles. As technology continues to evolve, the future of distance learning holds even more promise for students seeking quality education in English and beyond.

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INNOVATIVE STRATEGIES AND ADVANCEMENTS IN ORTHOGRAPHIC IMPROVEMENT

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ANNOTATION

This article discusses the importance of improving English orthographies, which are standardized systems of writing and spelling. It highlights the historical evolution of English orthography, current challenges faced, and innovative strategies for enhancement. The article emphasizes the significance of phonetic transparency, technological integration, linguistic research, and global perspectives in orthographic development. Case studies and best practices are also explored, showcasing initiatives and projects contributing to effective orthographic teaching and learning.

The article provides a broad overview of the topic, covering historical context, current challenges, innovations, case studies, and best practices in English orthographic improvement.

Keywords: orthographies, technological integration, innovative strategies, phonics-based apps, current Challenges and Innovations

ANNOTATSIYA

Ushbu maqolada yozuv va imloning standartlashtirilgan tizimlari bo'lgan ingliz orfografiyasini takomillashtirishning ahamiyati muhokama qilinadi. Bu ingliz orfografiyasining tarixiy evolyutsiyasini, duch keladigan dolzarb muammolarni va takomillashtirishning innovatsion strategiyalarini ta'kidlaydi. Maqolada fonetik shaffoflik, texnologik integratsiya, lingvistik tadqiqotlar va orfografik rivojlanishdagi global istiqbollarning ahamiyati ta'kidlangan. Amaliy tadqiqotlar va eng yaxshi amaliyotlar ham o'rganilib, samarali orfografik o'qitish va o'rganishga hissa qo'shadigan tashabbuslar va loyihalarni namoyish etadi.

Maqolada tarixiy kontekst, dolzarb muammolar, innovatsiyalar, amaliy tadqiqotlar va ingliz orfografik takomillashtirishdagi eng yaxshi amaliyotlarni qamrab olgan mavzu haqida keng ma'lumot berilgan.

Kalit so'zlar: orfografiyalar, texnologik integratsiya, innovatsion strategiyalar, fonikaga asoslangan ilovalar, dolzarb muammolar va innovatsiyalar

АННОТАЦИЯ

В этой статье обсуждается важность совершенствования английской орфографии, которая представляет собой стандартизированные системы написания и правописания. В ней освещается историческая эволюция английской орфографии, текущие проблемы, с которыми приходится сталкиваться, и инновационные стратегии улучшения. В статье подчеркивается важность фонетической прозрачности, технологической интеграции, лингвистических исследований и глобальных перспектив в развитии орфографии. Также рассматриваются тематические исследования и лучшие практики, демонстрирующие инициативы и проекты, способствующие эффективному преподаванию орфографии.

В статье представлен широкий обзор темы, охватывающий исторический контекст, текущие проблемы, инновации, тематические исследования и лучшие практики улучшения орфографии английского языка.

Ключевые слова: орфографии, технологическая интеграция, инновационные стратегии, приложения на основе акустики, текущие проблемы и инновации

INTRODUCTION

In the realm of linguistics and education, the development and refinement of language systems play a crucial role in fostering effective communication and literacy skills. One area of particular importance is the improvement of orthographies, which are the standardized systems of writing and spelling in a language. In this article, we delve into the significance of enhancing English orthographies and explore various strategies and advancements in this domain.

Innovative strategies and advancements in orthographic improvement are then explored in detail. These include the integration of technology in education, such as interactive spelling tools, phonics-based apps, and digital learning platforms. Additionally, the article discusses the importance of collaborative research efforts in linguistics and psycholinguistics, which contribute valuable insights into orthographic processing and language acquisition.

Methodology

Importance of Orthographic Improvement

Orthographic systems serve as the foundation of written communication, facilitat-

ing clarity, consistency, and comprehension. A well-designed orthography not only aids in accurate spelling and pronunciation but also supports literacy acquisition and language learning. For English, a language with complex phonetic patterns and historical influences, refining its orthographic rules and conventions is vital for learners and users worldwide.

Historical Context and Evolution: English orthography has evolved over centuries, influenced by various factors such as phonetic changes, linguistic borrowings, and standardization efforts. The transition from Old English to Middle English and eventually Modern English brought about significant shifts in spelling conventions. However, inconsistencies and irregularities persist, posing challenges for learners and native speakers alike.

Current Challenges and Innovations: **Phonetic Transparency:** One key focus in orthographic improvement is enhancing phonetic transparency, aligning spelling with pronunciation. Phonetically consistent spelling rules can aid learners in decoding words accurately and improve overall literacy rates.

Technology Integration: Advancements in technology, particularly in digital platforms and educational software, offer innovative solutions for teaching and learning orthographic skills. Interactive tools, spell-checkers, and phonics-based apps can supplement traditional methods and provide personalized learning experiences.

Ongoing research in linguistics and psycholinguistics contributes valuable insights into orthographic processing, spelling development, and language acquisition. Evidence-based practices derived from such studies inform pedagogical approaches and policy decisions. As English continues to be a global lingua franca, considerations for international variations and dialectal differences in spelling are pertinent. Balancing standardization with inclusive and linguistic diversity remains a key challenge in orthographic development.

Case Studies and Best Practices: Several initiatives and projects worldwide exemplify effective strategies for advancing English orthographies:

The Simplified Spelling Society: Advocating for simplified and phonetically consistent spelling reforms, this organization promotes practical solutions to enhance literacy and reduce spelling difficulties.

Companies and institutions develop interactive spelling games, virtual tutors, and adaptive learning systems that cater to individual needs and reinforce orthographic skills.

RESULTS

Collaborations between educators, linguists, and technology experts result in

evidence-based interventions and instructional materials for effective orthographic teaching and learning.

CONCLUSION

In conclusion, the ongoing efforts to enhance English orthographies are integral to promoting literacy, language proficiency, and effective communication in today's globalized world. By embracing innovation, research-backed practices, and collaborative approaches, we can contribute to a more accessible and inclusive linguistic environment for all learners and users of the English language.

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INTEGRATING GLOBAL ISSUES IN THE CREATIVE ENGLISH LANGUAGE CLASSROOM

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ABSTRACT

In today's interconnected world, educators face the challenge of preparing students not only to excel academically but also to become informed and responsible global citizens. Integrating global issues into the English language classroom provides a unique opportunity to engage students in meaningful discussions, promote critical thinking, and foster empathy and cultural understanding. This article explores the benefits and strategies of integrating global issues in the creative English language classroom.

Keywords: Integration, global, debate, issue, strategies, cultural exchange, virtual integration, collaboration

ANNOTATSIYA

Bugungi bog'langan dunyoda o'qituvchilar talabalarni nafaqat akademik jihatdan ustun bo'lishga, balki xabardor va mas'uliyatli global fuqarolar bo'lishga tayyorlash muammosiga duch kelishmoqda. Global muammolarni ingliz tili sinfiga kiritish talabalarni mazmunli munozaralarga jalb qilish, tanqidiy fikrlashni rivojlantirish, hamdardlik va madaniy tushunishni rivojlantirish uchun noyob imkoniyat yaratadi. Ushbu maqola ijodiy ingliz tilida global muammolarni birlashtirishning afzalliklari va strategiyalarini o'rganadi sinf xonasi.

Kalit so'zlar: integratsiya, global, munozara, muammo, strategiyalar, madaniy almashinuv, virtual integratsiya, hamkorlik

АННОТАЦИЯ

В современном взаимосвязанном мире перед преподавателями стоит задача подготовить студентов не только к тому, чтобы они преуспели в учебе, но и стали информированными и ответственными гражданами мира.

Включение глобальных проблем в учебный процесс по английскому языку предоставляет уникальную возможность вовлечь студентов в содержательные дискуссии, развить критическое мышление, а также способствовать эмпатии и культурному взаимопониманию. В этой статье исследуются преимущества и стратегии интеграции глобальных проблем на занятиях по творческому английскому языку.

Ключевые слова: интеграция, глобальный, дискуссия, проблема, стратегии, культурный обмен, виртуальная интеграция, сотрудничество

INTRODUCTION

Benefits of Integrating Global Issues Cultural Awareness: By discussing global issues, students gain insights into different cultures, traditions, and perspectives. This promotes cultural awareness and helps students develop empathy and respect for diversity.

Global issues often require critical analysis and problem-solving skills. Engaging students in discussions about these topics encourages them to think critically, evaluate information, and form well-supported opinions. Discussing complex global issues provides opportunities for students to expand their vocabulary, practice expressing opinions and arguments, and improve their overall language proficiency. Connecting language learning to real-world issues makes learning more meaningful and relevant to students' lives. It also prepares them to navigate global challenges in the future.

Methodology

Select global issues that are relevant to students' lives and align with curriculum goals. Topics like climate change, human rights, globalization, and cultural diversity can spark engaging discussions. Incorporate authentic materials such as news articles, videos, and interviews related to global issues. This exposes students to real-world language use and fosters discussion on current events. Engage students in project-based learning activities where they research, analyze, and present findings on a global issue. This promotes collaboration, critical thinking, and creativity.

Debate and Discussion: Organize debates or structured discussions on global issues, encouraging students to present arguments, listen to opposing views, and engage in respectful dialogue. **Creative Writing and Art:** Encourage students to express their thoughts and emotions about global issues through creative writing, poetry, art, or multimedia projects. This allows for personal reflection and creative expression.

Facilitate cultural exchanges or virtual interactions with students from different countries or backgrounds. This provides firsthand exposure to diverse perspec-

tives and promotes cross-cultural understanding. Incorporate reflective activities where students analyze their own cultural biases, perspectives, and reactions to global issues. This self-awareness enhances empathy and intercultural competence. Books like "Global education in the elementary classroom" by Barton and Lee provide practical strategies and resources specifically geared towards integrating global issues into classroom activities across different age groups [7]. An evidence-based approach" edited by Jacobsen explores innovative teaching methods that can be adapted to incorporate global issues effectively, fostering creativity and engagement among students [8].

Kumaravadivelu's work on cultural globalization and language education offers theoretical insights into how language teaching can address global issues and promote intercultural understanding in the classroom [9].

Linse's book on practical English language teaching for young learners includes creative activities and lesson ideas that can be modified to introduce global issues in an age-appropriate and engaging manner [10].

Integrating Climate Change in the Classroom

For example, integrating the topic of climate change in the English language classroom can be highly effective. Students can read articles or watch videos about climate-related issues, discuss the impact on different communities globally, write essays or poems expressing their concerns, participate in debates on environmental policies, and collaborate on eco-friendly projects.

CONCLUSION

Integrating global issues in the creative English language classroom offers numerous benefits for students' holistic development. It enhances language skills, fosters critical thinking and cultural awareness, and prepares students to navigate a complex and interconnected world. By implementing strategies such as project-based learning, debates, and creative expression, educators can create engaging and meaningful learning experiences that empower students to become informed global citizens.

Through these efforts, the English language classroom becomes a space not only for language acquisition but also for exploring and understanding the diverse and interconnected issues that shape our world today.

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EFFECTIVE STRATEGIES FOR TEACHING SPEAKING SKILLS TO ENGLISH LEARNERS

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ANNOTATION

Teaching speaking skills to English learners is a crucial aspect of language education that requires thoughtful planning and effective strategies. As educators strive to create engaging and interactive learning environments, they must employ techniques that promote fluency, accuracy, and confidence in spoken English. This article explores proven strategies and best practices for teaching speaking to English learners, drawing insights from research and expert recommendations.

Importance of Teaching Speaking Skills. The ability to communicate orally is fundamental for English learners as it enables them to participate actively in academic, social, and professional settings. Developing speaking proficiency not only enhances language acquisition but also boosts learners' confidence and overall communication skills.

Keywords: teaching strategies, authentic materials, role-plays, technology tools, multifaceted approach

ANNOTATSIYA

Ingliz tilini o'rganuvchilarga nutq ko'nikmalarini o'rgatish til ta'limining hal qiluvchi jihati bo'lib, puxta rejalashtirish va samarali strategiyalarni talab qiladi. O'qituvchilar jalb va interaktiv ta'lim muhitlar yaratish uchun harakat qilib, ular ravon targ'ib metodlarni ish kerak, aniqligi, og'zaki ingliz va ishonch. Ushbu maqola ingliz tilini o'rganuvchilarga gapirishni o'rgatish, tadqiqot va ekspert tavsiyalaridan tushunchalarni olish uchun tasdiqlangan strategiyalar va eng yaxshi amaliyotlarni o'rganadi.

Nutq qobiliyatlarini o'rgatishning ahamiyati. Og'zaki muloqot qilish qobiliyati ingliz tilini o'rganuvchilar uchun asosiy hisoblanadi, chunki bu ularga akademik, ijtimoiy va professional sharoitlarda faol ishtirok etish imkonini beradi. Nutqni rivojlantirish nafaqat tilni o'rganishni yaxshilaydi, balki o'quvchilarning ishonchini va

umumiy mulohot qobiliyatini oshiradi.

Kalit so'zlar: o'qitish strategiyalari, haqiqiy materiallar, rolly o'yinlar, texnologiya vositalari, ko'p qirrali yondashuv

АННОТАЦИЯ

Обучение разговорным навыкам изучающих английский язык является важнейшим аспектом языкового образования, который требует продуманного планирования и эффективных стратегий. Поскольку преподаватели стремятся создать привлекательную и интерактивную среду обучения, они должны использовать методы, способствующие беглости, точности и уверенности в разговорном английском. В этой статье рассматриваются проверенные стратегии и лучшие практики обучения разговорной речи изучающих английский язык, опираясь на результаты исследований и рекомендации экспертов.

Важность обучения разговорным навыкам. Умение общаться устно имеет фундаментальное значение для изучающих английский язык, поскольку позволяет им активно участвовать в академической, социальной и профессиональной жизни. Развитие навыков разговорной речи не только улучшает усвоение языка, но и повышает уверенность учащихся и общие коммуникативные навыки.

Ключевые слова: стратегии обучения, аутентичные материалы, ролевые игры, технологические инструменты, многогранный подход

INTRODUCTION

Effective teaching strategies play a vital role in facilitating this process. Encourage authentic conversations in the classroom by creating opportunities for students to engage in meaningful dialogues. This can include pair or group discussions, role-plays, and real-life simulations that reflect everyday communication scenarios. Implement structured speaking activities such as debates, presentations, and interviews. These tasks help students organize their thoughts, express opinions coherently, and practice speaking in formal or informal contexts. Focus on teaching relevant vocabulary and language functions necessary for effective communication. Provide opportunities for students to learn and practice expressions for agreeing, disagreeing, expressing preferences, giving opinions, and asking for clarification.

Pay attention to pronunciation and intonation patterns. Incorporate pronunciation drills, listening exercises, and model conversations to improve students' clarity and fluency in spoken English. Offer constructive feedback and correction during

speaking activities. Encourage peer feedback and self-assessment to promote continuous improvement. Emphasize both accuracy and fluency in communication. Explore cultural aspects of language use during speaking lessons. Discuss cultural nuances, nonverbal communication cues, and appropriate language use in different contexts to enhance students' intercultural competence.

Utilize technology tools such as audio recordings, video conferencing, and language learning apps to enhance speaking practice. Virtual speaking platforms can provide additional opportunities for authentic communication and interaction.

METHODOLOGY

Incorporate interactive games and activities that encourage speaking practice in a fun and engaging way. Games like "Taboo," "20 Questions," or role-playing scenarios can motivate students to communicate spontaneously and creatively.

Assign collaborative projects that require students to work together and present their ideas orally. This could involve group discussions, debates, creating presentations, or even organizing a classroom event where students need to interact and communicate effectively with each other.

Introduce authentic materials such as podcasts, TED Talks, news articles, or videos that are relevant to students' interests and age level. Create tasks and discussions around these materials to promote authentic language use and critical thinking skills.

Provide scaffolded speaking tasks that gradually increase in complexity. Start with simple tasks like describing a picture or recounting a personal experience and then progress to more challenging tasks like giving a persuasive speech or participating in a panel discussion.

Model effective speaking strategies and communication techniques for students. Demonstrate good speaking habits such as maintaining eye contact, using appropriate body language, and speaking clearly and confidently. Encourage students to imitate these behaviors in their own speaking practice.

Recognize and accommodate the diverse needs and proficiency levels of English learners. Offer differentiated instruction by providing additional support for struggling students and challenging tasks for advanced learners. Small group activities or peer tutoring can also be effective in addressing individual learning needs.

Create opportunities for students to make real-world connections through speaking activities. For example, invite guest speakers or organize field trips where students can interact with native speakers or engage in authentic communication outside the classroom.

RESULTS

By integrating these additional strategies and resources into speaking lessons, educators can create a dynamic and comprehensive learning experience that fosters effective communication skills among English learners. Tailoring activities to promote interaction, collaboration, and real-world application helps students develop the confidence and fluency needed for successful oral communication in English.

CONCLUSION

Teaching speaking skills to English learners requires a multifaceted approach that integrates authentic communication, structured activities, vocabulary development, pronunciation practice, cultural awareness, and technology-enhanced learning. By implementing these strategies and drawing on established pedagogical principles, educators can create dynamic and engaging speaking lessons that empower students to become confident and proficient speakers of English. Effective speaking instruction not only supports language acquisition but also prepares learners for successful communication in diverse personal and professional by integrating these additional strategies and resources into speaking lessons, educators can create a dynamic and comprehensive learning experience that fosters effective communication skills among English learners. Tailoring activities to promote interaction, collaboration, and real-world application helps students develop the confidence and fluency needed for successful oral communication in English.on texts.

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HOW TO TEACH VOCABULARY IN FUN AND EFFECTIVE WAYS

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ABSTRACT

This article discusses various engaging and effective strategies for teaching vocabulary to language learners. The author emphasizes the importance of making vocabulary learning enjoyable and memorable for students. The strategies presented include contextual learning, word games and activities, visual aids and multimedia, vocabulary journals, real-world connections, role-playing and drama, and word of the day/week routines. Each strategy is supported by educational research and references, providing credibility to the suggested approaches. Educators and language teachers can benefit from these creative methods to enhance students' vocabulary acquisition, retention, and usage in meaningful contexts.

Keywords: vocabulary, word games, multimedia, visual aids, journals, activities

АННОТАЦИЯ

В этой статье обсуждаются различные увлекательные и эффективные стратегии обучения лексике изучающих язык. Автор подчеркивает важность того, чтобы изучение лексики было приятным и запоминающимся для учащихся. Представленные стратегии включают контекстное обучение, словесные игры и мероприятия, наглядные пособия и мультимедиа, словарные журналы, общение в реальном мире, ролевые игры и драматургию, а также программы "Слово дня /недели". Каждая стратегия подкреплена образовательными исследованиями и ссылками, что обеспечивает доверие к предлагаемым подходам. Педагоги и преподаватели иностранных языков могут воспользоваться этими творческими методами для улучшения усвоения, удержания и использования учащимися словарного запаса в значимых контекстах.

Ключевые слова: словарный запас, словесные игры, мультимедиа,

наглядные пособия, журналы, мероприятия

ANNOTATSIYA

Ushbu maqolada til o'rganuvchilarga so'z boyligini o'rgatishning turli qiziqarli va samarali strategiyalari muhokama qilinadi. Muallif so'z boyligini o'rganishni talabalar uchun yoqimli va esda qolarli qilish muhimligini ta'kidlaydi. Taqdim etilgan strategiyalarga kontekstli o'rganish, so'z o'yinlari va tadbirlar, ko'rgazmali qurollar va multimedia, lug'at jurnallari, haqiqiy dunyo aloqalari, rol o'ynash va drama va kun/hafta tartiblari kiradi. Har bir strategiya ta'lim tadqiqotlari va ma'lumotnomalar bilan qo'llab-quvvatlanadi va tavsiya etilgan yondashuvlarga ishonchni ta'minlaydi. O'qituvchilar va til o'qituvchilari ushbu ijodiy usullardan o'quvchilarning so'z boyligini o'zlashtirish, saqlash va mazmunli kontekstda foydalanishni yaxshilash uchun foydalanishlari mumkin.

Kalit so'zlar: lug'at, so'z o'yinlari, multimedia, ko'rgazmali qurollar, jurnallar, tadbirlar

Introduction

Vocabulary acquisition is a crucial aspect of language learning, enabling individuals to express themselves more precisely and comprehend complex texts. However, teaching vocabulary can sometimes be perceived as dull or tedious. To address this challenge, educators can employ fun and effective strategies that engage students and enhance their retention and usage of new words. This article explores various creative methods to teach vocabulary in enjoyable and impactful ways.

Methodology

One of the most effective ways to teach vocabulary is through contextual learning. Provide students with meaningful contexts such as stories, articles, or videos where new words are naturally embedded. This approach helps students grasp the meaning of words organically and improves their ability to infer meaning from context, a valuable skill in language acquisition [1].

Word Games and Activities:

Integrating word games and activities into lessons can make vocabulary learning enjoyable and interactive. Popular games like crossword puzzles, word searches, and vocabulary bingo not only reinforce word meanings but also stimulate students' cognitive abilities [2]. Additionally, games promote collaboration and friendly competition among students, fostering a positive learning environment.

Visual Aids and Multimedia:

Visual aids such as flashcards, illustrations, and multimedia presentations can

greatly enhance vocabulary instruction. Pairing words with relevant images or videos helps create strong associations in students' minds, making it easier for them to remember and use new vocabulary in context [3]. Tools like digital flashcard apps or interactive whiteboards can further enhance the visual learning experience.

Vocabulary Journals and Logs:

Encourage students to maintain vocabulary journals or logs where they can record new words along with their meanings, usage examples, and personal reflections. This practice not only reinforces vocabulary retention but also encourages students to actively engage with the words beyond rote memorization. Teachers can review these journals periodically and provide feedback to reinforce learning.

Real-World Connections:

Make vocabulary learning relevant to students' lives by connecting new words to real-world contexts and experiences. For example, incorporate vocabulary related to hobbies, current events, or career fields of interest to your students. When learners see the practical application of words in their daily lives, they are more motivated to learn and retain them. Engage students in role-playing activities or drama exercises where they can use new vocabulary in simulated real-life scenarios. This not only enhances their language skills but also boosts their confidence in using unfamiliar words in context [4]. Encourage creativity and improvisation during these activities to make them more enjoyable and effective.

Word of the Day/Week:

Introduce a "word of the day" or "word of the week" routine where students explore and learn a new word each day or week. Encourage them to use the word in conversations, writing assignments, or classroom discussions. This consistent exposure to diverse vocabulary builds a rich language repertoire over time.

CONCLUSION

Teaching vocabulary can be transformed into a fun and effective experience by employing a variety of engaging strategies. By integrating contextual learning, word games, visual aids, real-world connections, and interactive activities, educators can enhance students' vocabulary acquisition and retention while fostering a positive attitude towards learning. By making vocabulary learning enjoyable, teachers empower students to become more confident and proficient communicators in their target language.

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XORIJIY TILLARNI O'QITISHNING RAQAMLI TA'LIM TEXNOLOGIYALARI

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ANNOTATSIYA

Bugungi globallashuv zamoniga kelib, xorijiy tillarni o'rgatish hamda o'rganishda samarali texnologiyalar ishlab chiqilmoqda. Xorijiy tillarni qulay va sifatli o'rganishda raqamli ta'lim texnologiyalari qo'l keladi. Hozirgi paytda ta'lim muassasalarida xorijiy tillarni o'qitishga bo'lgan talab ortib bormoqda. Ushbu maqolada, yoshlarni ta'limga bo'lgan ehtiyojlarini qondirish, sifatli ta'lim ko'rsatkichini oshirish, ta'lim va fanda texnologiyalarning rivojlanish ahamiyati, dars samaradorligini oshirishda raqamli texnologiyalarning ahamiyati to'g'risida ma'lumotlar bayon qilindi.

Kalit so'zlar: elektron darsliklar, o'qitish metodikasi, masofaviy ta'lim, video qo'llanmalar, kompyuter texnologiyalari, xorijiy tillar.

ABSTRACT

In today's era of globalization, effective technologies are being developed for teaching and learning foreign languages. Digital educational technologies are useful for convenient and high-quality learning of foreign languages. The demand is increasing. In this article, there is information about meeting the needs of young people for education, increasing the quality of education, the importance of technology development in education and science, and the importance of digital technologies in improving the effectiveness of lessons.

Keywords: electronic textbooks, teaching methodology, distance education, video guides, computer technologies, foreign languages.

АННОТАЦИЯ

В современную эпоху глобализации разрабатываются эффективные технологии преподавания и изучения иностранных языков. Цифровые

образовательные технологии полезны для удобного и качественного изучения иностранных языков. Спрос увеличивается. В данной статье представлена информация об удовлетворении потребностей молодежи в образовании, повышении качества образования, значении развития технологий в образовании и науке, а также о значении цифровых технологий в повышении эффективности уроков.

Ключевые слова: электронные учебники, методика обучения, дистанционное образование, видеогиды, компьютерные технологии, иностранные языки.

KIRISH

Bugungi kunda ta'lim muassasalarida xorijiy tillarni o'qitishda raqamli texnologiyalarning ko'pligi hamda sifatiligi o'quv jarayonidagi xilma-xillikni ta'minlaydi va foydalilik darajasini oshiradi. Shu bilan bir qatorda ta'lim tizimiga yangi g'oya va loyihalarni tatbiq etishda yordam beradi. Raqamli texnologiyalar o'qitish tizimiga ijobiy ta'sir ko'rsatadi. O'qituvchi hamda professorlar auditoriyalarda 50 yoki 150 talabaga emas, balki bir vaqtning o'zida minglab talabalarga dars berish imkonini yaratadi. Yangi axborot texnologiyalarini ishlab chiqish, ularni sifat darajasiga ahamiyat qaratish hamda ma'lumotlarning aniqligiga ishonch hosil qilish va uni ta'lim tizimiga tatbiq qilish bugungi kunning ajralmas qismi bo'lib bormoqda. Axborot tizimidagi asosiy muammolarni aniqlagan holda hal etish, ta'limda ko'zlangan maqsadga erishish asosiy yo'nalish etib belgilangan. Zamonamizda har bir soha vakillaridan faoliyat jarayonida chet tillarini bilish muhim ahamiyat kasb etmoqda. Xorijiy tillar dunyoda yaxlit nuqtai nazarni rivojlantirishga, turli madaniyat va xalqlar o'rtasida oson muloqot o'rnatish imkoniyatini yaratib beradi.

Internet-muloqotning o'ziga xos xususiyatli tizim bo'lib, chet tillarini o'rgatishda yuzma-yuz muloqot o'rnini bosa olmasligi mumkin, lekin media vositalari orqali ta'lim tizimini sezilarli darajada o'rnini bosadi. Raqamli resurslar orqali xorijiy tillarni o'rganish talaba-yoshlarda tilga bo'lgan qiziqishni yanada ortiradi, dunyoqarashini kengaytirib, fikrlash doirasini boyitadi. Va buning natijasida tilni samarali o'rganishga yordam beradi.

Yangi avlod tomonidan ingliz tili hamda boshqa chet tillarini o'rganishda katta ishtiyoq borligi ma'lum. Afsuski, o'quv darsliklarida raqamli texnologiyalarga hali yetarlicha e'tibor qaratilgani yo'q. O'quv jarayonida shunday yoshlarni ta'lim tizimiga jalb qilish uchun o'quv metodikasi tubdan yangilanib, ishlab chiqilishi kerak.

Elektron o'quv jarayonida ta'lim texnologiyalarini amalga oshirish metodikasi

ikkita. Birinchisi: sinxron o'qitish vositalari hisoblanadi. Bunga misol qilib: suhbat auditoriyalari, zamonaviy doskalar, videokonferensiyalarni keltirish mumkin. Ikkinchisi esa: asinxron metodikasi. Elektron pochta, forumlar, ijtimoiy tarmoqlar, video hamda audio eshittirishlar yaqqol misol bo'la oladi.

Tarmoq aloqalari orqali asinxron metodikasi foydalanuvchilariga vaqt va joydan qat'iy nazar, o'zlariga qulay paytda forum, dialog hamda konferensiyalarda qatnashish imkonini yaratadi. Lekin bu metodikalarda ma'lumotlarni uzatishda ijobiy taraflari bilan bir qatorda salbiy taraflari ham mavjud.

Rivojlangan mamlakatlarning ta'lim muassasalarida zamonaviy axborot texnologiyalari, multimedialar, zamonaviy darslik hamda o'quv qo'llanmalar, audio va video materiallar, zamonaviy doskalar bilan ta'minlanganligini ko'rishimiz mumkin. Bu orqali fanga, xorijiy tillarni o'rganishga bo'lgan ishtiyoqni oshiradi.

Ta'limdagi texnologiyalarning o'ziga xos jihati shundaki, ta'lim tizimini ishlab chiqib, amalga oshiradi. Hamda tizimdagi maqsadlarga erishish imkoniyatini yaratadi. Ta'lim tizimining maqsad va vazifalari shunday amalga oshirilishi kerakki, jamiyatdagi o'quv dasturlari bilan birgalikda o'quv jarayonidagi maqsad va vazifalarga uzviy bog'liq bo'lishi lozim.

O'quv jarayonida xorijiy tillarni o'qitishda zamonaviy texnologiyalarni qo'llash masofaviy ta'limning yordami bilan chet tillarini o'qitishdagi kompyuter texnologiyalari, o'rganuvchilarning individual yoki guruh bilan bajarilgan ishlarini tashkil qilishga hamda kompyuter nazoratini o'rnatishga yordam beradi.

Zamonaviy elektron darslar mutlaqo o'rganuvchini o'ziga jalb qilishi kerak. O'qituvchi tizim hamda zamon bilan hamnafas bo'lishi darkor. Iloji bo'lsa, zamondan bir qadam oldinda bo'lishi talab etiladi. Ushbu talablarni amalga oshirishda ta'lim tizimida zamonaviy raqamli texnologiyalar talab etiladi.

Murakkab o'quv jarayonida talabalarni ongiga yangi o'quv materiallarni joylashda, ta'lim tizimi samaradorligini oshirishda ta'lim texnologiyalaridan foydalanish muhim. Bu orqali ularda keng fikr yurita olish qobiliyatini kengaytirish mumkin.

Xulosa

Kompyuter texnologiyalari orqali xorijiy tillarni o'rganish yanada samarali bo'lishi mumkin. Video va audio qo'llanmalar orqali ularda o'qish, gapirish, yozish hamda tinglash ko'nikmalarini rivojlantirish mumkin. Xorijiy tilni masofaviy muhitda turli onlayn platformalarda o'rganishga mo'ljallangan materiallar oson topilib, tezda o'rganishga yordam berishi mumkin. Materiallarning xususiyatlarini tushuntiruvchi uslubiy ko'rsatmalar o'rganuvchi uchun juda muhim hisoblanadi. Bu ko'rsatmalar matn va o'quv material orasidagi bog'liqlikni ta'minlaydi.

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O'QUVCHILARNI CHET TILLARIGA QIZIQTIRISH VA DARSDA VAQTINI MAZMUNLI O'TKAZISH.

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ANNOTATSIYA:

Ushbu maqola o'quvchilar chet tili darslari jarayonida zerikib qolmasliklari uchun har-xil metod va o'yinlar haqida bo'ladi. O'quvchi darsga yaxshi qatnashishi uchun nimalarga e'tibor berishimiz kerak? Dars vaqtida turli xil metodlardan foydalanish bizga nima uchun kerak? Chet tilini o'rganishda turli xil metodlar samara beradimi?

Kalit so'zlar: Bingo, sonlar, kubik o'yini, shaxs –son olmoshlari, 1=men, 2=sen, 3=u, 4=biz, 5=sizlar, 6=ular

ABSTRACT

This article will talk about various methods and games so that students do not get bored during foreign language lessons. What should we pay attention to in order for the student to participate well in class? Why do we need to use different methods during the lesson? Are different methods effective in learning a foreign language?

Keywords: Bingo, numbers, cube game, person-number pronouns, 1=I, 2=you, 3=he, 4=we, 5=you, 6=they

АННОТАЦИЯ:

В этой статье пойдет речь о различных методах и играх, чтобы ученики не скучали на уроках иностранного языка. На что следует обратить внимание, чтобы ученик хорошо участвовал в уроке? Почему на уроке необходимо использовать разные методы? Эффективны ли разные методы при изучении иностранного языка?

Ключевые слова: Бинго, числа, игра в кубик, местоимения человеко-числа, 1=я, 2=ты, 3=он, 4=мы, 5=вы, 6=они.

KIRISH

Hozirgi kunda chet tilini o'rganishga talab ko'paymoqda. Mamlakatimizda har yili ilm-fanning bir nechta yo'nalishi tanlab olinib, alohida e'tibor bilan rivojlan-

tirilmoqda. Bu yil fizika va chet tillari ana shunday ustuvor sohalar etib belgilangan.

MUHOKAMA VA NATIJALAR

O'zbekistonning ochiqlik siyosati, dunyo bozoriga faol kirib borayotgani, barcha sohalarda xalqaro hamkorlik kengayayotgani xorijiy tillarni bilishga ehtiyojni oshirmoqda. Shu sababdan o'quvchilarga chet tillarini o'rganishda ularni zeriktirmaslik va chet tiliga bo'lgan qiziqishlarini orttirish uchun har –xil o'yinlar mavjud. Shulardan biri Bingo.

Bingo – bu sonlar variant. 1- 40 gacha sonlar kartasi tayyorlangan bo'ladi. O'yinda o'quvchi o'zi hohlagan 9 ta sonni katakchalarga yozib oladi, o'qituvchi sonlarni birin-ketin aytadi. O'qituvchi sonni aytayotgan paytda o'quvchi o'zi yozgan sonni ustidan chizib chiqadi. O'yin jarayonida o'quvchi yozgan sonlardan 3 tasini birlashtirganda 1 ta to'g'ri chiziq paydo bo'lsa, u holda o'quvchi bingo deb o'zi yozgan sonlarni chet tilida aytadi, o'qituvchi esa bu sonlarni tekshirib oladi. Bu o'yin o'quvchining sonlarni qay darajada bilishini ko'rsatadi. Bu o'yin orqali o'quvchilar zerikmaydilar va sonlarni yaxshi bilib oladilar.

Yana bitta o'yin kubik o'yini, o'quvchilar 4 ta yoki 5 tadan guruhlariga bo'linadi. O'quvchilar kubiklardan kubik soniga qarab shaxs- sonlarga gaplar tuziladi. Har bir guruhlariga 1 tadan kubik beriladi. Guruhga bo'linish ham o'zgacha bir o'yin bilan o'tkaziladi. Bu o'yin qanday bo'ladi? O'qituvchi mashhur asar qahramonlarini kartochkaga yozib oladi va har bir o'quvchi o'ziga kartochka tanlaydi va shu tariqa guruhlariga bo'liniladi. Har bir o'quvchi kubikni aylantiradi va yonidagi o'quvchi bu aytgan gaplarni yozib boradi. Agar 1 soni tushsa, men deb boshlangan gaplar tuziladi. (Misol uchun: men bugun maktabga bordim deb gap tuzadi) 2 soni tushsa, sen deb boshlangan gaplar tuzishadi. 3 soni tushsa u deb boshlangan gap tuziladi. 4 soni tushsa biz deb boshlangan gap va 6 soni tushsa siz deb boshlangan gap tuziladi. Bu o'yin o'quvchilarni zeriktirmaslikka va chet tilini o'ranishdagi qiziqishini yanada orttiradi. O'yin shu tariqa davom ettiriladi va o'quvchilarga vazifani bajarishlari uchun ma'lum vaqt beriladi. Men o'ylaymanki, bu o'yin o'quvchilarni chet tilini o'rganishdagi qizig'ishini orttiradi.

XULOSA

Chet tillarni o'rganish kishilik jamiyatida juda muhim o'rin tutgan. Zero,til mu-loqot vositasidir.Chet tillarni o'rganish insonni har tomonlama barkamol va yetuk shaxs bo'lib rivojlanishida, bundan tashqari biror bir chet tilini o'rganish insonga jamiyatda o'z o'rnini topishida ya'ni, duyo hamjamiyati rivojlanishi bilan tanishib borishi bilan bir qatorda, ishlash va o'qishi uchun ham keng yo'llarni ochadi.

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XORIJIY TILLARNI O`RGATISHDA MAKTAB O`QUVCHILARIGA QO`LLANILADIGAN METODLAR

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ANNOTATSIYA

Hozirgi kunda xorijiy tilni o`rganish avj olgan. Yoshlikdan xorijiy tilga talab kuchaymoqda. Tilni mukammal o`rganish zaruriyat darajasiga chiqdi. Qanday qilib tilni oson o`rganish va o`rgatish mumkin? Ushbu maqolada keltirilgan fikrlar va xulosalar orqali bu metodning qanchalar foydali ekanligini ochib berdim va siz ham dars jarayonida yoki to`garaklarda ushbu metoddan foydalanishingiz mumkin.

**Kalit so`zlar:** Hallo, Wie geht es dir? metod, „O`xshatish“ metodi, „Zanjir“ metodi, „Qo`shningni top“ o`yini.

ABSTRACT

Nowadays, learning a foreign language is booming. The demand for a foreign language is increasing from a young age. Perfect learning of the language has reached the level of necessity. How to learn and teach the language easily? Through the opinions and conclusions presented in this article, I have revealed how useful this method is, and you can also use this method in the course of the lesson or in circles.

Key words: Hallo, Wie geht es dir? method, "Similation" method, "Chain" method, "Find your neighbor" game.

АННОТАЦИЯ:

В настоящее время изучение иностранного языка находится на подъеме. Спрос на иностранный язык возрастает с раннего возраста. Совершенное изучение языка достигло уровня необходимости. Как легко выучить и преподавать язык? Благодаря мнениям и выводам, представленным в этой статье, я раскрыл, насколько полезен этот метод, и вы также можете использовать этот метод в ходе урока или в кружках.

Ключевые слова: Hallo, Wie geht es dir? метод, метод «Моделирование», метод «Цепочка», игра «Найди соседа».

Kirish. Xorijiy tilni o'rgatish tugul o'rganish juda ham mushkul. Chunki bu ona tilimiz emas, xorijiy tilni o'rganishda bizga lug'atlar, tarjimalar kerak bo'ladi va albatta o'zimiz o'rganayotgan tildagi turli xil multfilmlar ham til o'rganishimizda yordam beradi. Biz o'quvchilarga metodika qo'llar ekanmiz, ularning yoshiga ham e'tibor berishimiz zarur.

Muhokama va natijalar. Misol uchun ushbu metodimiz „Hallo, Wie geht es dir?“ deb nomlanadi. Bu metodni ko'proq boshlang'ich sinflarimiz uchun qo'llasak bo'ladi. Bunda o'quvchilar partalardan tashqariga chiqib, qator bo'lib turishadi. O'qituvchi pozitiv qo'shiq ostida turli xildagi so'zlarni aytib harakatlar ko'rsatadi. O'quvchilar esa o'qituvchining so'zlarini, harakatlarini qaytarishadi. Bu metod o'qituvchiga ham o'quvchilarga ham pozitiv kayfiyat ulashadi. Va buni ko'proq darsdan charchagan vaqtda qo'llasak charchoqlar chiqib, darsga qiziqish yanada ortadi.

“O'xshatish” metodi bu she'r yodlashda ham yangi xorijiy tildagi so'zlarni yodlashda ham ijobiy natija olib keladi. Bu metodimiz qanday bo'ladi? O'qituvchi dars jarayonida bimalol qo'llasa bo'ladi. Masalan: quyidagi so'zni tabiatga o'xshatishimiz mumkin. Ammo qanday? flüstern-shivirlamoq, shamol bo'lganda daraxtlar tebranadi va har xil tovushlar chiqa boshlaydi. Xuddi shu kabi o'xshatishlar orqali yangi so'zlarni yod olishimiz mumkin. Bu metodni shaxsan o'zim ham amalda qo'llab ko'rganman va buning natijasi ijobiy bo'lgan.

Keyingi metodimiz “Zanjir” deb nomlanadi. Bunda o'qituvchi so'zlarni bir-biriga bog'lab aytadi ya'ni o'quvchilarda tasavvurni shakllantiradi. Bu qanday bo'ladi? Misollar bilan tushuntiramiz, bizga quyidagi so'zlar kerak bo'ladi: die Kette-zanjir, die Taube-kabutar, der Spiegel-oina. Endi ushbu so'zlar orqali tasavvur qilamiz, kabutar zanjirni oynaning oldidan olib uchib ketdi. Ushbu so'zlar bir-biriga bog'lanib „Zanjir“ o'yinini tashkil qiladi. Ko'rib turibmizki, mana shu “Zanjir” metodi orqali, qanchadan qancha so'zlarni bog'lab zanjir qilib, xorijiy tildagi yangi so'zlarni yod olishimiz mumkin.

“Qo'shningni top” o'yinini qo'llasak ham bo'ladi. Ushbu o'yinda sinf o'quvchilari 2 guruhga bo'linadi. Birinchi guruhga jumlar beriladi. Ikkinchi guruhga javoblar tarqatiladi. Birinchi guruhdan bir o'quvchi turib, jumlaning o'qiydi shu jumlagi mos ravishda 2 guruhdan bir o'quvchi javobini o'qiydi. Javob to'g'ri yoki noto'g'ri ekanini savol bergan o'quvchi izohlaydi. Bu jarayonni o'qituvchi kuzatib turadi va o'quvchilarni baholab beradi. Bu o'yin 1 daqiqaga mo'ljallangan.

Xulosa. Xulosa qilib shuni aytish mumkinki, ko'p metodlardan foydalanish o'quvchilarda tilga bo'lgan qiziqishni oshiradi va il o'rganish jarayonini

osonlashtiradi.

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CHET TILINI O'RGANISHDA METODLARNING O'RNI

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ANNOTATSIYA:

Maqolada chet tillarni o'qitishda innovatsion yondashuvlar va metodlarning foydalo jihatlari haqida fikr yuritiladi. Shuningdek til o'qitish jarayonini tushunarli va qiziqarli o'tqazish va "Eslab qol" metodining qo'llanilishi va afzalliklari haqida ma'lumotlar beriladi.

Kalit so'zlar: Chet tillar, metodlar, innovatsion yondashuvlar, "Eslab qol", grammatika, jadval.

ABSTRACT:

The article discusses the useful aspects of innovative approaches and methods in teaching foreign languages. Also, information is provided on the use and benefits of the "Remember" method, making the language teaching process understandable and interesting.

Keywords: Foreign languages, methods, innovative approaches, "Remember", grammar, table.

АННОТАЦИЯ:

В статье рассматриваются полезные стороны инновационных подходов и методов обучения иностранным языкам. Также представлена информация об использовании и преимуществах метода «Запомни», делающего процесс обучения языку понятным и интересным.

Ключевые слова: Иностранные языки, методы, инновационные подходы, «Запомни», грамматика, таблица.

KIRISH

Til o'rganish kishilik jamiyatida muhim ahamiyatga ega. Kishilar o'rtasida mu-loqot vositasi bo'lgan tilni atrof-muhitda ya'ni oilada, do'stlar davrasida, jamoatchilik yoki jamoa holatida amaliy egallash mumkin. Tilga oid nazariy bilimlar esa kitoblar o'qish orqali o'rganiladi. Mamlakatimiz jadal rivojlanishda davom etmoqda. Xalqaro munosabatlar rivojlangan zamonimizda, ko'p tillilik muhim ahamiyatga ega. Yur-

timizda tahsil olayotgan o'quvchi va talabalar odatda uch tilda gaplashadilar. Bular quyidagilar hisoblanadi: ona tili, ikkinchi til va chet tili. Ona tili ma'naviy shakllanishdagi millat tilidir. Ikkinchi til esa qardosh xalqlar tili deb qaraladi.

Chet tili – bu xorijiy ya'ni o'zga mamlakat tilidir. [1,1] Yurtimizdagi ta'lim muassasalarida 'arb tillari va Sharq tillari o'qitilib kelinmoqda. Ushbu tillarni o'rganish maktab darsliklaridan boshlanadi. Xorijiy tillarni o'rganish yurtimiz salohiyati va dunyo yuzini ko'rish uchun muhim ahamiyat kasb etadi.

MUHOKAMA VA NATIJALAR

Chet tillarni o'qitishda metodlar, yangi innovatsion yondashuvlarning o'rni katta. Turli xil texnologiyalar va zamonaviy o'qitish tizimlaridan foydalanish o'quvchilarda o'zlashtirishni oshiradi. Chet tilini o'rganishda o'quvchilarning bilim salohiyat darajasini bosqichma- bosqich shakllantirib borish yaxshi samara beradi. Shu o'rinda nemis metodisti E. Ottoning so'zlarini keltirishlik o'rinli deb hisobladim: "Agar kimki metodikani san'at deb hisoblar ekan, u fan nazariyasini amalda qo'llash bilan qorishtirib yuboradi". [2,4] O'quvchilarni birinchi boshlang'ich, ikkinchi o'rta va uchinchi yuqori bosqichlarga bo'lgan holatda, har bir guruh uchun maxsus dastur ishlab chiqilsa darsning qiziqarliligini bundan tashqari natijani ham oshirish mumkin. Bunday holatda dars o'tilganda hech bir o'quvchi chetda qolmaydi, amaliyotda qo'llash uchun imkon yaratiladi va motivatsiya bag'ishlaydi. Dars jarayonida qo'llaniluvchi har bir metod ustoz uchun ham o'quvchi uchun ham tushunarli va sodda tuzilish kerak. Misol uchun "Eslab qol" metodini olaylik. Ushbu metod maktab o'quvchilari orasida juda mashhur metod va o'quvchilarga rasmlil kartalar tarqatiladi. O'quvchi suratda ko'rsatilgan narsa nomini topishi va eslab qolishi zarur. O'yinda birinchi karta o'qituvchiga yetib kelgunicha davom etadi. Ushbu metod xotirani kuchaytirishga, gapirish qobiliyatini rivojlantirishga katta yordam beradi. [3,1] Bizga ma'lumki til o'sib boruvchi jarayon va bunda metodlar, innovatsion yondashuvlar, har xil texnologiyalar har bir chet tili o'qituvchisi uchun muhimdir.

XULOSA

Xulosa qilib aytganda, chet tili darslarida turli xil metodlarni qo'llash natijasida o'quvchilarning mantiqiy fikrlash qoliyati oshadi, nutqi rivojlanadi, tez va to'g'ri javob berishga o'raganadi. Ko'p metodlardan foydalanish o'quvchilarda tilga bo'lgan qiziqishni oshiradi. Bizga ma'lumki, grammatika chet tilining asosi hisoblanadi. Grammatikani jadval yordamida o'rganish yuqori natija beradi. Masalan: rodlarni jadval shaklida o'zlashtirish ancha qulay va samarali. Chet tilidagi har bir metod ta'lim tizimida keskin burilish yasaydi va ushbu metodlarni o'rgangan holatda har bir

chet tili o'qituvchisi darslarda qo'llashini so'rab qolgan bo'lardim. Darhaqiqat tilning oxiri yo'q, shu sababli kishilik jamiyatining asosi bo'lmish tilni asrab avaylashimiz lozim.

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SEMIOTIKA–TILSHUNOSLIKNING BIR BO'LIMI SIFATIDA

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ANNOTATSIYA:

Ushbu maqolada quyidagilar haqida fikr yuritiladi: Semiotika o'zi qanday bo'lim? U bizga aslida nima uchun kerak? Semiotik belgilar va birliklarning hozirgi hayotimizdagi o'rni, ikon nima, indeks nima, symbol qanday semiotik belgi ekanligi haqida tushuntirib, ma'lumotlar berib o'tiladi.

Kalit so'zlar: semiotika, ikon, indeks, symbol, ramz, belgi, tushuncha, tilshunoslik va boshqalar.

ABSTRACT:

This article discusses the following: What kind of department is semiotics? Why do we really need it? The role of semiotic signs and units in our current life, what an icon is, what an index is, and what kind of semiotic sign a symbol is, are explained and given information.

Keywords: semiotics, icon, index, symbol, sign, concept, linguistics, etc.

АННОТАЦИЯ:

В данной статье рассматриваются следующие вопросы: Что это за отдел семиотики? Зачем нам это действительно нужно? Объясняется и дается информация о роли семиотических знаков и единиц в нашей современной жизни, что такое значок, что такое индекс и каким семиотическим знаком является символ.

Ключевые слова: семиотика, икона, индекс, символ, знак, концепт, лингвистика и др.

KIRISH

Semiotika nemis tili tilshunosligi va boshqa Yevropa mamlakatlari tilshunosligiga yaqinda kirib kelgan tushuncha hisoblanadi. Semiotika - yunoncha “*semeiotikos*” so'zidan olingan bo'lib, “*belgilar haqidagi ta'limot*” degan ma'noni anglatadi. Semiotikaning “belgilar haqidagi fan” sifatida tilga olinishi dastlab amerikalik man-

tiqshunos Ch.S. Pirs va shvetsariyalik tilshunos F. de Sossyur asarlarida qayd etilgan. Bu tushuncha uchun Ch.S. Pirs “Semiotika” terminini, F. de Sossyur esa “Semiologiya” terminini qo’llagan. Keyinchalik semiotika g’oyasi amerikalik faylasuf Ch.U. Morris tomonidan rivojlantirilgan. Bir qancha yevropa olimlari ham semiotikaning rivojiga o’z hissalarini qo’shganlar. Semiotika - bu bir belgilarni o’rganuvchi bo’lim bo’lib, u bugungi kunda tilshunoslik fani olimlari tomonidan uch xil turga ajratilgan: ikon, indeks va symbol.

MUHOKAMA VA NATIJALAR

Ikon – yunoncha “*eikon*” so’zidan olingan bo’lib, “*tasvir, obraz*” degan ma’nolarni anglatadi. U muayyan matnlardagi shakl va mazmunning dialektik birligi sifatida namoyon bo’ladi. Ikon o’zi shartli ravishda aloqador bo’lgan narsa haqida muayyan jamiyat vakillariga xabar beradi. Masalan, o’tgan asrlardagi qabila bo’lib yashovchi odamlarning o’ziga yarasha jamoa tili bo’lgan. Ular qandaydir rasm yoki belgilarni chizish orqali o’zlarini xavfdan asraganlar. Bir qabilada yashovchi aholining ishoralarini boshqa qabila aholisi tushunmagan. Bu orqali ular o’zlarini tashqi dushmanlardan himoya qilishgan. Yoki hozirgi yashayotgan davrimizni oladigan bo’lsak, tibbiyot sohasida o’qiydiganlar yoki bitirganlar ushbu sohadagi belgi va yoki tushunchalarni oddiy aholi tushunmaydi. Nafaqat oddiy aholi, balki boshqa sohada ta’lim olayotganlar ham ularning nima demoqchi ekanligini bilolmaydi. Ikonga boshqa bir misol: *ko’chalardagi yo’l harakatidan to’g’ri foydalanishimiz uchun qo’yilgan belgilar; dorixonalarni tez topa olishimiz uchun qo’yilgan plyus belgilari; shifoxonalarning borligini ifodalash uchun qadahning ichiga zahrini to’kayotgan ilon belgisi va shunga o’xshash bir qancha belgilar.*

Indeks – lotincha “*index*” so’zidan olingan bo’lib, “*ko’rsatkich, ro’yxat*” ma’nolarini ifodalaydi [1]. Indeks – bu shartli, harfli yoki raqamli ifodalar tizimi. Masalan, *nashriyot indeksi, pochta indeksi, oziq-ovqat mollari, dorilarning chiqarilgan vaqti va saqlash muddatlarini ifodalaydigan indekslar va boshqalar.* Indeks yana statistikada va yoki matematikada ham bor. Statistik indekslar muayyan davrda iqtisodiy miqdorlar, iqtisodiy va ijtimoiy jarayonlar parametrlari o’zgarishlarini nisbiy ko’rinishda tasvirlagan. Matematik indekslar esa ifodalarni bir-biridan farq qilishi uchun ularning yoniga yozib qo’yiladigan son yoki harflardir.

Symbol – yunoncha “*symbolon*” so’zidan olingan bo’lib, “*belgi, ramz, timsol*” ma’nolarini bildiradi. Ushbu tushuncha XIX asr oxiri va XX asr boshlarida dastlab Fransiyada, keyin esa Yevropaning boshqa mamlakatlarida paydo bo’lgan. Symbol – bu nimadir orqali qandaydir bir boshqa tushunchani ifodalash hisoblanadi. Masalan, *oq kaptarlar – tinchligimizning ramzi, hoj- Xristian dinining ramzi, yurak belgisi –*

sevgi, muhabbat ramzi, sariq atirgul – do'stlik ramzi, yarimoy yoki yulduz – Islom dini ramzi va shunga o'xshash boshqa ramz va belgilar.

XULOSA

Ushbu belgilar hayotimizda tez-tez uchrab turadi, ularni hamma deyarli har kuni ko'radi. Bu belgi va ramzlar dunyoyimizda katta ahamiyatga ega desak mubohlag'a qilmagan bo'lamiz. Ya'ni, masalan deylik ikon, indeks va symbol tushunchalari yo'q, biz yo'ldan o'tayotgan yongan qizil chiroqlar ham yo'q, u holda avtohalokatlarning oldini qanday olamiz? Yoki bo'lmasa, biz iste'mol qiladigan oziq-ovqatlarimizda saqlash muddati yo'q deylik, qanday sog'ligimizni saqlab qola olamiz? Davlatlarning o'ziga tegishli ramzlari yo'q, u holda biz uni mustaqil mamlakat ekanligini qayerdan bilamiz? Bilolmaymiz, to'g'rimi? Demak, tilshunoslikning semiotika bo'limi ushbu vaziyatlarda bizga juda katta ko'makdosh bo'lar ekan.

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EFFECTIVE METHODS OF TEACHING GRAMMAR IN ENGLISH LESSONS

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ABSTRACT

This article explores effective methods of teaching grammar in English lessons, emphasizing research-supported strategies to enhance language learning outcomes. It discusses the importance of contextualized learning, where grammar rules are taught within meaningful language contexts to improve understanding and retention. The article also highlights the use of communicative activities to engage students in using grammar authentically and the concept of scaffolded instruction to provide structured support as learners acquire new grammar concepts. Additionally, it mentions the integration of technology as a valuable tool for creating interactive and personalized grammar learning experiences. Overall, the article provides practical insights and references to guide educators in delivering engaging and effective grammar instruction in English language lessons.

Keywords: Grammar, contextualized learning, communicative activities, scaffolded instruction, incorporating technology, integration with content-based instruction

АННОТАЦИЯ

В этой статье рассматриваются эффективные методы преподавания грамматики на уроках английского языка, особое внимание уделяется научно обоснованным стратегиям улучшения результатов изучения языка. В ней обсуждается важность контекстуального обучения, при котором грамматические правила преподаются в значимом языковом контексте для улучшения понимания и запоминания. В статье также освещается использование коммуникативных действий для привлечения учащихся к правильному использованию грамматики и концепция структурированного обучения для обеспечения структурированной поддержки по мере того, как учащиеся осваивают новые грамматические понятия. Кроме того, в статье

упоминается интеграция технологий как ценный инструмент для создания интерактивного и персонализированного процесса изучения грамматики. В целом, в статье приводятся практические рекомендации и ссылки, которые помогут преподавателям обеспечить увлекательное и эффективное изучение грамматики на уроках английского языка.

Ключевые слова: Грамматика, контекстуализированное обучение, коммуникативная деятельность, структурированное обучение, инкорпорирующая технология, интеграция с обучением, основанным на содержании.

ANNOTATSIYA

Ushbu maqola ingliz tili darslarida grammatikani o'qitishning samarali usullarini o'rganib, til o'rganish natijalarini yaxshilash bo'yicha tadqiqotlar tomonidan qo'llab-quvvatlanadigan strategiyalarni ta'kidlaydi. Unda grammatik qoidalar tushunish va saqlashni yaxshilash uchun mazmunli til sharoitida o'qitiladigan kontekstual ta'limning ahamiyati muhokama qilinadi. Maqolada, shuningdek, o'quvchilarni grammatikadan haqiqiy foydalanishga jalb qilish uchun kommunikativ faoliyatdan foydalanish va o'quvchilar yangi grammatik tushunchalarni o'zlashtirganda tizimli qo'llab-quvvatlash uchun iskala ko'rsatmalari tushunchasi ta'kidlangan. Bundan tashqari, u interfaol va shaxsiylashtirilgan grammatikani o'rganish tajribalarini yaratish uchun qimmatli vosita sifatida texnologiyaning integratsiyasini eslatib o'tadi. Umuman olganda, maqolada o'qituvchilarga ingliz tili darslarida qiziqarli va samarali grammatika bo'yicha ko'rsatmalar berish uchun amaliy tushunchalar va havolalar keltirilgan.

Kalit so'zlar: grammatika, kontekstualashtirilgan ta'lim, kommunikativ faoliyat, texnologiyani o'z ichiga olgan, tarkibga asoslangan ko'rsatma bilan integratsiya

INTRODUCTION

Teaching grammar in English lessons is essential for learners to understand the structure and rules of the language. However, it can be a challenging task for educators to make grammar lessons engaging and effective. In this article, we will explore some effective methods of teaching grammar in English lessons, supported by references from educational research.

METHODOLOGY

Contextualized Learning:

One of the most effective methods of teaching grammar is through contextual-

ized learning. This approach involves teaching grammar rules in the context of meaningful and authentic language use. According to Larsen-Freeman and Anderson [1], contextualized learning helps students understand how grammar functions in real-life situations, making it more memorable and applicable.

Educators can use authentic texts, such as newspapers, literature excerpts, or multimedia resources, to teach grammar points. For example, instead of teaching passive voice in isolation, teachers can present a news article where passive constructions are used naturally. This approach helps students grasp the grammatical concept while also improving their overall language comprehension.

Communicative Activities:

Integrating communicative activities into grammar lessons is another effective strategy. Communicative activities focus on meaningful interaction and use of language in real communication situations. As stated by Thornbury [2], communicative activities promote active engagement and application of grammar rules in speaking and writing.

Examples of communicative activities include role-plays, debates, information gaps, and problem-solving tasks. For teaching verb tenses, educators can design a role-play activity where students act out past experiences using past tense forms. This not only reinforces grammar but also enhances students' speaking and listening skills.

Scaffolded Instruction:

Scaffolded instruction is a pedagogical approach that provides structured support to learners as they acquire new knowledge and skills (Vygotsky, 1978) [3]. In the context of teaching grammar, scaffolding can involve gradual progression from simple to complex grammar structures.

Educators can start with explicit teaching of basic grammar concepts, followed by guided practice activities. As students gain proficiency, they can engage in more challenging tasks, such as writing compositions or analyzing complex sentences. This approach ensures that learners build a solid foundation in grammar before tackling advanced language tasks.

Incorporating Technology:

Technology can be a valuable tool in teaching grammar, offering interactive and multimedia resources to enhance learning experiences. Interactive grammar websites, educational apps, and digital quizzes provide instant feedback and personalized practice opportunities for students.

Educators can use online platforms to create grammar exercises, interactive games, and multimedia presentations that cater to different learning styles. For instance, a grammar quiz app can offer adaptive questions based on students' perfor-

mance, allowing them to practice at their own pace.

RESULTS AND DISCUSSION

Effective grammar instruction takes into account the diverse learning needs and preferences of students. Employing differentiated instruction techniques allows teachers to tailor their approach based on students' language proficiency levels, learning styles, and interests. For example, providing varied activities such as visual aids, hands-on tasks, group discussions, and individualized practice can cater to different learner preferences and enhance engagement.

Providing constructive feedback and implementing targeted error correction strategies are crucial for improving students' grammar skills. Instead of simply pointing out mistakes, teachers can use techniques such as peer editing, guided error correction activities, and focused grammar drills to help students recognize and correct their errors. This approach fosters a positive learning environment where students learn from their mistakes and actively work towards improving their grammar accuracy.

Integration with Content-Based Instruction:

Integrating grammar instruction with content-based lessons enhances students' understanding and application of grammar in authentic contexts. By linking grammar lessons to topics related to science, history, literature, or current events, teachers can create meaningful connections that reinforce language skills while expanding students' knowledge in other subject areas. This interdisciplinary approach encourages deeper comprehension and long-term retention of grammar concepts.

Effective grammar instruction goes beyond rote memorization of rules; it encourages students to use language actively in meaningful communication. Teachers can facilitate language production through speaking and writing activities that require students to apply grammar rules in real-life situations. Encouraging discussions, debates, storytelling, and creative writing prompts fosters language fluency and reinforces grammar concepts in context.

Ongoing assessment and timely feedback play a crucial role in monitoring students' progress and guiding their learning journey. Formative assessments, quizzes, performance tasks, and self-assessment tools can be used to gauge students' understanding of grammar concepts at different stages. Providing specific and constructive feedback helps students identify areas for improvement and motivates them to actively engage in learning grammar.

CONCLUSION

Effective teaching of grammar in English lessons requires a combination of strategies that promote contextualized learning, active engagement, scaffolding, and technological integration. By implementing these methods supported by research-based practices, educators can create meaningful and impactful grammar lessons that enhance students' language proficiency and communication skills.

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USING METAPHORS IN ENGLISH LITERATURE

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ABSTRACT:

This article is about the use of metaphors in English literature. In the course of this research, the concept of metaphor and its methods used in English literature were analyzed. Metaphors have their own meaning in literature, and it makes sense to consider them as the heart of the literary genre.

Metaphor is a powerful tool in literature allowing writers to create vivid and evocative images, to convey complex ideas and emotions and to reflect cultural and social values. Conceptual metaphor theory provides a framework for understanding how metaphors shape our understanding of the world and how they are used in literature to convey meaning and emotion.

Keywords: metaphors, English literature, metaphors, English literature, William Shakespeare publications, conceptual metaphors, criticisms metaphors.

INTRODUCTION:

Metaphor has a high degree of accuracy and charm of cuteness, its clever use in speech. Metaphors can be used to express events, mood or just an idea. The term metaphor is a complex concept. Because from ancient antiquity until the present time, this science has attracted the attention of not only linguists, but also literary scholars. It should also be emphasized that metaphor is approached functionally in the process of analysis. Because on the one hand, it helps the writer or poet to express his feelings and deliver the work in a meaningful and beautiful way, and on the other hand, it helps the reader to understand and imagine the presented

work more t helps the reader to understand and imagine the presented work more easily, or easily, or draw a conclusion by feeling them in himself will help. It can be seen from this that the subtlety of It can be seen from this that the subtlety of metaphor in sharia and artistic creation in general is incomparable.

The main part:

Since the emergence of the concept of metaphor, over Since the emergence of the concept of metaphor, over the past two and a half the past two and a half thousand years, a lot of research has been carried out on this subject. The word or phrase that came . The word or phrase that came from the Greek language is used in a metaphorical sense based on similarity or simile, and the word or phrase used in such a sense is a metaphor or metaphor. For example: the use of the word ear in the meaning of the ear of a pot.pot. If we focus on the opinions of literary scholars, John Stephen defined metaphor as follows: Metaphor is a literary concept that uses a specific feature of another object to explain something or an action. For example: your hair is the sun in the morning. In this sentence, since the hair is golden in color, the author describes it not exactly like the sun, but like the sun.

In a metaphor, the sentence is not translated literally. It is possible to understand the idea by comparison.

One of the most famous metaphors in English Literature belongs to William Shakespeare: "All the "All the world's a stage and all the men and a stage and all the men and women merely players women merely players.

In this metaphor, Shakespeare compared the world around us to a stage, and compared people to this metaphor, Shakespeare compared the world around us to a stage, and compared people to actors playing roles on this stage. Shakespeare is famous for awakening thoughts and feelings in the reader's mind in his works, allowing to understand the depth of the image he wants to use. the image he wants to use. Conceptual metaphor theory, first proposed by George Lakoff and Mark Johnson in the Mark Johnson in the 1980s,is a 1980s,is a framework for understanding how language and thought are and thought are interconnected. It interconnected. It proposes that proposes that we use we use metaphors to understand abstract concepts and experiences in to understand abstract concepts and experiences in terms of more concrete, embodied terms of more concrete, embodied experiences. For examples, we might use the metaphor "love is a journey" to understand the metaphor "love is a journey" to understand the experiences of falling in love or "argument is war" to describe is war" to describe a disagreement. Metaphors a disagreement. Metaphors are not just are not just linguistic expressions, but mental structures expressions, but mental structures that shape our understanding of concepts

and that shape our understanding of concepts and experiences. They are thought to be grounded in our bodily experiences and perceptions of the world and are shaped by cultural and social factors.

Conceptual metaphor theory has important applications in literary theory. Conceptual metaphor theory has important applications in literary analysis, allowing us to analyze the use of metaphor in character development, plot development and theme development. In character development metaphors can be used to convey a character's personality, emotions and motivations. For example, in Emily Brontë's *Wuthering Heights*, the metaphor of the moors is used to convey the wild and passionate nature of the character Heathcliff.

In plot development metaphors can be used to create suspense to foreshadow events and to convey the underlying themes of the story. For example, F. Scott Fitzgerald's *The Great Gatsby*, the metaphor of the green light across the bay is used to symbolize Gatsby's longing for and the past and his attainable dream of winning back his lost love.

In theme development, metaphors can be used to convey the underlying ideas and values of the story and to reflect cultural and social norms. For example, in Jane Austen's *Pride and Prejudice* the metaphor of the marriage market is used to reflect the social pressures and expectations placed on women in 19th century England.

Previous research on conceptual metaphors in literature has focused on analyzing use of metaphors in specific works or games as well as on exploring cultural and historical contexts of metaphor use. For example, Lakoff and Johnson analyzed the use of the metaphor "argument is war" in political discourse while Steen analyzed the use of metaphor in Shakespeare's plays. More recently, scholars have focused on the role of metaphor in shaping cultural identity and political discourse.

Some scholars have argued that conceptual metaphor

theory may not be sufficient for analyzing the rich and complex language and literary works. Mark Tumer suggests that literary language should be analyzed in terms of “blends” which involve the integration of multiple conceptual domains to create a new complex meaning.

Critics have also highlighted the potential limitations of conceptual metaphor theory in accounting for the complexities of literary language. For example, some have argued that conceptual metaphor theory may not be able to account for the unique features of individual works or authors or the specific historical and cultural contexts in which they were created.

Despite these criticisms, conceptual metaphor theory remains a valuable framework for analyzing the use of metaphor in literature works and has contributed to our perception of the world. However, it is important to use it in conjunction with other approaches and to be aware of its potential limitations.

In another famous work of the English writer William Shakespeare, "Romeo and Juliet", Shakespeare once again proves that he is incomparable in his use of metaphors “But soft, what eight through yonder window breaks? It is the east and Juliet is the sun”!! Romeo, who is standing on the porch, looks through the window and sees Juliet. Despite the fact that it is half the night, Romeo can see Juliet's dazzling beauty. It is at this moment that Romeo compares her face to the sun, and the darkness of the night to the opaque glass. But the sun's rays still shine in this situation. The writer is trying to explain how beautiful Juliet is in the mind of the reader.

John Green also describes the sunset in an artistic image, compares the sun to a baby that does not want to sleep, and skillfully explains to the readers that it is still light despite the fact that it is half past eight "The sun was eight" "The sun was a toddler insistently refusing to go to bed: It was past eight thirty: It was past eight thirty and still and still eight". It seems that the day is finally coming to night, and the setting of the sun is likened to the whims of a young child. In this, the writer wants to explain how eagerly the hero of the work is

waiting for the night to come.

CONCLUSION

As can be seen from the above examples, metaphors play an important role in making the events in the works of art more vivid and attractive.

It is possible to describe the events in the work with the literal meanings of the words, but to what extent it is understood is the main problem.

Correctly used metaphors add to the spirit of the work. Especially in prose works, metaphors are significantly visible to the observer. The reason is that the development of the story in the prose work is more and more impressive to the reader, and it was considered the most important source for considered the most important source for describing the idea embodied in the imagination of the writer. That is why the metaphor in literature is incomparable.

Metaphors, which come to literature, are used equally in any genre of literature (prose, poetry, comedy, etc.). In conclusion, metaphors are one of the main tools of fiction.

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MILLIY RUH IFODASIDA BADIY DETALNING O'RNI (O'LMAS UMARBEOV HIKOYALARI ASOSIDA)

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ANNOTATSIYA

Ushbu maqolada badiiy detal, uning turlari hamda uning nasriy asarlarda milliy ruhni ifodalashdagi o'rni yozuvchi O'lmas Umarbekov hikoyalari misolida ochib berilgan.

Kalit so'zlar: Badiiy detal, milliy ruh, obraz, "Shirinsoy oqshomlari", "Hayot qo'shig'i", "Yo'lda" hikoyalari, badiiy ifoda, badiiy talqin, badiiy mahorat.

ABSTRACT

In this article, the artistic detail, its types and its role in the expression of the national spirit in prose works are revealed on the example of the stories of the writer Olmas Umarbekov.

Keywords: Artistic detail, national spirit, image, "Shirinsoy evenings", "Song of Life", "On the way" stories, artistic expression, artistic interpretation, artistic skills.

Badiiy asar mazmunini boyitishda, voqealar ta'sirchanligini oshirishda badiiy detallar muhim rol o'ynaydi. Detallar voqelikni yaratish vositasi bo'lish barobarida, tasvirlanayotgan narsa-hodisa yoxud holatni konkretlashtiradi, hissiy idrok etish mumkin bo'lgan tarzda gavdalantiradi. "Hayotni tipiklashtirishda, uni badiiy ifodalashda, qahramon xarakteri qirralarini ochishda, asar g'oyasini ifodalashda, uning emotsional ta'sir kuchini oshirishda badiiy detallar katta rol o'ynaydi. Detal, odatda, lo'nda, aniq, yorqin va obrazli bo'lib, asosan, tasvir obyektini sintezlashtirib ko'rsatishga xizmat qiladi. Qisqa-yu sermazmunlikka erishish - badiiy detalning xarakterli xususiyatidir" [3. 74].

Bizga ma'lumki, badiiy adabiyotning uchta muhim xususiyati mavjud: umuminsoniylik, individuallik va milliylik. Ushbu xususiyatlarni badiiy asar bag'ridan topa olsakgina, uni chinakam o'lmas asar maqomiga loyiq deya olamiz. Badiiy ijod namunalarining har birining tadqiqida ham shu mezonlarga tayaniladi. Xoh nazmda, xoh nasrda bo'lsin milliy ruhdan to'yingan tafakkur tarzi muhim ahamiyatga egadir. Zero, ijodkor o'zi mansub millatni boshqa elatlardan farqlovchi xususiyatini ko'rsatib

beradigan asosiy belgi – bu milliy ruhdir. Shuning uchun ham O‘zbekiston xalq shoiri, O‘zbekiston Qahramoni A.Oripov shunday ta’kidlaydi: “Xalqning o‘lmas ruhiyatini, qadriyatlarini, milliy o‘ziga xosligini va nihoyat bebaho til boyligini mujassam eta olgan haqiqiy ijod namunalorigina yashashga haqli” [5.2].

Yozuvchi O‘lmas Umarbekov ijodi, xususan, hikoyalarida ham milliy ruh badiiy obraz, milliy urf-odatlar va qadriyatlarimiz badiiy detallar vositasida yuksak mahorat bilan ifodalangan.

O‘zbek nasri hamda dramaturgiyasi taraqqiyotida yozuvchi O‘lmas Umarbekovning xizmatlari beqiyos. Adib asarlari ifoda yo‘sinining betakrorligi, badiiy tasvir uslubining o‘ziga xosligi bilan ajralib turadi. Qolaversa, adib asarlari milliy ruhning kuchliligi jihatidan ham alohida e’tiborni tortadi. Buni adib haqida bildirilgan iliq fikrlardan ham bilib olishimiz mumkin: “Abdulla Qahhor O‘lmas Umarbekovning dastlabki hikoyalaridan biri “Boboyong‘oq“ni yoshlar ijodidagi jiddiy yutuq sifatida baholadi va yozuvchining kelajagiga katta ishonch bildirganinini ta’kidladi” [1.2]. Ko‘rinib turibdiki, adib dastlabki hikoyalaridanoq milliy ruh ifodasiga alohida e’tibor qaratgan. Ya’ni hikoyaning nomlanishidanoq unda milliylik ifodasini sezish mumkin.

Bu borada tadqiqotchi G.Sattorovanning “90-yillar o‘zbek hikoyachiligida milliy xarakter muammosi” nomli nomzodlik dissertatsiyasida o‘z ifodasini topgan: “O‘lmas Umarbekovning ayni sho‘ro davrida yaratilgan ko‘plab hikoyalarida har qanday tuzumda ham milliy tabiatni yo‘qotmagan badiiy obrazlar talaygina” [2.76], degan fikrlari e’tiborga molik. Jumladan, yozuvchi qalamiga mansub “Mehr”, “Dutor”, “Mehmondorchilik”, “Isiriq”, “Oqsoqol”, “Hotamtoy” hikoyalari sarlavhasida ham milliylik masalasiga alohida e’tibor berilgan. Ya’ni o‘zbek xalqi uchun nihoyatda katta ahamiyatga ega bo‘lgan “mehr”, o‘zbeklar yurtida qadrlanadigan “oqsoqol”, millatning eng namunali fazilatlaridan biri sifatida e’tirof etiladigan “mehmondostlik”, kishilarning ishonch-e’tiqodi, qadriyatlarida alohida ahamiyatga ega bo‘lgan “isiriq”, “hotamtoylik” kabi tushunchalar haqida so‘z borganligi hikoyalar sarlavhasidanoq anglashilib turadi.

Ijodkor hikoyalarining betakrorligini ta’minlashda badiiy detallarning o‘rni katta. Ijodkor milliy ruhni ifoda etishga xizmat qiladigan detallardan unumli foydalanган. Ularni o‘z o‘rnida qo‘llay olgan. Jumladan, adibning “Yo‘lda” hikoyasi qahramonlarining poyezddagi suhbat *choyxovlik* ustida kechadi. Hikoya qahramoni o‘z tar‘rifi bilan aytganda, *piyoladan bug‘ chiqib turmasa, choy ichganday bo‘lmaydigan* haqiqiy o‘zbek kishisi [4.39]. Yoki bo‘lmasa, xuddi shu to‘plamdan o‘rin olgan “Husn” nomli hikoyada asar Mapirat (Mag‘firat)ning onasi tomonidan hikoya qilinar ekan, tug‘ilganida chap oyog‘ida nuqsoni bilan tug‘ilgan qahramonning onasi farzandining shu tufayli o‘rtoqlariga qo‘shilmay, odamovi bo‘lib qolganiga achinadi,

ichi yonadi, Parvardigorga nola qiladi:

“– E, Xudo! - deyman zardam qaynab. – Uni shundoq yaratgandan ko‘ra ko‘zimni ko‘r qilsang bo‘lmasmidi?!” [4.57]

Bizdek bolajon xalq onasigina farzandi uchun shu qadar izzat chekadi, yonib-kuyadi.

O‘zbek xalqini bejizga bolajon deyishmaydi, oilam, bolam-chaqam deb umri o‘tadi, topganini farzandiga ilinadi, nabira orzusidagi bobojon-u buvijonlarning orzu-havaslari esa cheksiz, danagidan mag‘zi shirin deb bejizga aytishmagan axir. Ushbu hikoyaning bosh qahramoni bo‘lmish aya ham dastlab o‘z farzandi, uning taqdiri, kelajagi uchun qayg‘urgan bo‘lsa, qizi katta hayotda o‘z munosib o‘rniga ega bo‘lganidan so‘ng farzandining farzandini bag‘riga olishni xohlay boshlaydi:

“– Bolam, – dedim sekin, qachongacha yolg‘iz yurasan? Sherzod akangning hurmatini qilib, shuncha yurding, yetar. Meni ham o‘yla. Bir oyog‘im yerda bo‘lsa, bir oyog‘im go‘rda, nevara ko‘rsam degan niyatim bor” [4.62].

Biror xalqning, millatning milliy qiyofasi, turmushini tasvirlash zarurati tug‘ilganda, uning insonlari, o‘y-fikrlari, xarakteri, kiyimlari-yu cholg‘u asboblari, shu bilan bir qaorda milliy taomlarini aytib o‘tish joiz. O‘zbek xalqi azal-azaldan juda mehmondo‘st xalq, uyiga mehmon kelgudek bo‘lsa, jonidan bo‘lak barcha narsani dasturxoniga to‘kadi. Jumladan, o‘zbek milliy taomi bo‘lmish palov ko‘proq to‘y-marakalarda, tadbir-marosimlarda, mehmon kelganda tayyorlanadi. Bu taniqli taomni tayyorlash orqali mehmonning naqadar aziz ekanligi, hurmati yana bir bor ko‘rsatib beriladi. Adibning ushbu to‘plamidan o‘rin olgan aksariyat hikoyalarida ham ushbu tasvirning guvohi bo‘lishimiz mumkin.

“– Bugun osh qilsak?

– Ha, tinchlikmi o‘zi?

– Tinchlig-u, lekin brigadamizga ikkita yangi odam keldi. Yuvsak bo‘lardi. Ish-dan keyin, albatta.

Nima ham derdim? Xo‘p dedim. Hatto yigitlarning ziyrakligidan xursand ham bo‘ldim. Gap, albatta, oshda emas, ikkita yangi odamga bo‘lgan hurmatda” [4.52].

Yoki “Boboyong‘oq” hikoyasi bosh qahramoni G‘ulomqodir ota ham yolg‘izligi sababli haftaning olti kuni ham choyxonaga chiqib ketib, yarim kechada uyiga qaytishni odat qilgan. “Faqat yakshanba kunlari hech qayoqqa bormay, uyda bo‘lardi. Internatda o‘qiyotgan nevarasi, o‘n to‘rt yoshga endi qadam qo‘ygan Mamadalini kutib osh damlab o‘tirardi. Mamadali ham buvasiga o‘xshab palovni yaxshi ko‘radi” [4.63].

Adib qalamiga mansub hikoyalaridagi atlas poyandoz, o‘ynoqi yalla, dutor, as-kiya, oshxo‘rlik, marg‘ilon do‘ppi, tanbur, chirmanda, qo‘lbola osh, uzun atlas

ko'ylak, qora mayiz va ko'k choy kabi detallar, qahramonlarning milliy qiyofasini yaratishda qo'llangan *mehmondo'st, kamgap, uyatchan, umrida yig'lamagan odam* kabi ifodalar, *kampirini nikoh kuni go'shangada ko'rish* singari yana bir qator milliy qadriyatlarda millatning qiyofasi ochib berilgan deya olamiz. Bunday misollarni adibning boshqa hikoyalarida ham juda ko'plab uchratishimiz mumkin.

O'lmas Umarbekov hikoyalarining sevib o'qilishining sababi ham shunda: ularda o'z aksini topgan milliy ruh orqali millat hayotining kechagi va yangi kuniga xos tafakkur tarzi, ma'naviy qiyofasi o'z ifodasini topgan.

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TEACHING ENGLISH WITH GAMES TO YOUNG LEARNERS

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ABSTRACT:

This abstract presents an innovative approach to teaching English to young learners through the use of educational games. By integrating games into the language learning process, educators can create a stimulating and interactive environment that promotes language acquisition while fostering a positive and enjoyable learning experience. This abstract highlights the benefits of incorporating games into English language instruction for young learners. Firstly, games provide an opportunity for learners to practice and reinforce language skills in a context that is both fun and engaging. Through gameplay, children can enhance their vocabulary, grammar, pronunciation, and listening comprehension skills in an authentic and meaningful way.

Keywords: English language, games, young learners, skills, interactive.

Teaching English as a second language to young learners can be a challenging task, as traditional instructional methods may not always capture their attention and maintain their engagement. Teaching English to young learners through games is an effective and engaging way to promote language learning. Games can make the learning process fun, interactive, and memorable for children, helping them develop their vocabulary, grammar, listening, speaking, and reading skills. Here are some game ideas and tips for teaching English to young learners: Flashcard Games: Use flashcards to teach vocabulary words. Play games like Memory, where children match pairs of cards with the corresponding word and picture. You can also play "What's Missing?" where you show a set of flashcards, remove one, and have children guess which one is missing.

Simon Says: This classic game can be adapted for language learning. Give instructions using English vocabulary and phrases, such as "Simon says touch your nose" or "Simon says jump three times." This game helps children practice listening skills and follow instructions. Board Games: Incorporate English into popular board

games like Snakes and Ladders or Bingo. Create customized game boards with vocabulary words or sentences. Children can practice speaking English as they play and move around the board. Charades: Use gestures and actions to act out vocabulary words or phrases. Children can take turns acting out and guessing the words. This game encourages creativity, vocabulary recall, and communication skills. Word Chain: Start with a word, and each child adds a word that starts with the last letter of the previous word. For example, if the starting word is "cat," the next word could be "tree," and so on. This game helps with vocabulary expansion and spelling. Storytelling Games: Encourage children to create stories using English words and phrases. You can provide them with a few picture cards or objects as prompts. Each child adds a sentence or part of the story, creating a collaborative and interactive storytelling experience. Online Learning Platforms: Utilize interactive online platforms designed specifically for teaching English to young learners. Websites and apps offer a variety of games, quizzes, and activities that make language learning enjoyable and engaging. Tips for teaching English with games:

Keep the games simple, age-appropriate, and relevant to the children's interests. Provide clear instructions and demonstrate the game before starting. Incorporate repetition and review to reinforce language concepts. Offer praise and encouragement to motivate children. Use a variety of games to cater to different learning styles and preferences. Ensure a positive and inclusive learning environment where all children can participate. Games provide an interactive and enjoyable learning experience, allowing children to practice their English in a relaxed and supportive environment. Here are again some tips and game ideas for teaching English to young learners. Choose age-appropriate games: Select games that are suitable for the age and language proficiency level of your students. Young learners have different interests and attention spans, so it's important to tailor the games accordingly. Incorporate movement: Young children often have lots of energy, so incorporating movement into games can help keep them engaged. Games that involve physical activity, such as Simon Says or the Hokey Pokey, can be great for teaching vocabulary and simple phrases. Use flashcards: Flashcards are versatile teaching tools that can be used in various games. You can play memory games, matching games, or even create a scavenger hunt where children have to find and identify the flashcards you've hidden around the classroom. Sing songs: Music is a powerful tool for language acquisition. Teach children English songs with catchy tunes and repetitive lyrics. Singing songs helps children practice pronunciation, vocabulary, and sentence structures. Board games: Board games are excellent for teaching vocabulary, turn-taking, and following instructions. You can create your own board games or modify existing ones to in-

clude English language components. For example, students can answer questions or perform language tasks to move forward on the board. Storytelling and role-playing: Encourage children to use their imagination and language skills through storytelling and role-playing games. Provide them with prompts or pictures to inspire their stories, or let them act out different scenarios using English vocabulary and phrases. Word and spelling games: Play word games like "I Spy" or "Hangman" to reinforce vocabulary and spelling. These games can be adapted to suit different language levels and abilities. You can also use word puzzles, such as crossword puzzles or word searches, to make learning new words more enjoyable. Technology-based games: Utilize educational apps, interactive websites, or language learning software specifically designed for young learners. Many of these resources offer engaging games that can supplement your classroom activities and provide additional practice. Remember to create a positive and encouraging atmosphere during game-based learning. Provide clear instructions, offer praise and rewards, and ensure that all students have an opportunity to participate.

In conclusion, by incorporating games into your English teaching curriculum, you can make language learning enjoyable and foster a love for the English language in young learners. Games should be used as a supplement to a well-rounded English language curriculum. Combine games with other activities like songs, stories, and hands-on projects to create a comprehensive learning experience for young learners.

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ALISHER NAVOIY ASARLARIDA KOMIL INSON MASALASI

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ANNOTATSIYA:

Ushbu maqolada O‘rta asrlarda Sharq olamida yashab ijod etgan buyuk alloma va mutafakkir bo‘lmish Alisher Navoiyning falsafiy qarashlari yoritib berilgan. Uning asarlaridagi komil inson tarbiyasi va kamoloti haqidagi qarashlari aks etgan. .

Kalit so‘zlar: komil inson, tarbiya, axloq, bilim, adolat, ma‘rifat, muhabbat.

ABSTRACT

This article highlights the philosophical views of Alisher Navoi, a great scholar and thinker who lived and worked in the Middle Ages in the Eastern world. His works reflect his views on the education and perfection of a perfect human being.

Keywords: perfect person, education, decency, knowledge, justice, morals, love.

АННОТАЦИЯ:

В данной статье освещены философские взгляды Алишера Навои, великого учёного и мыслителя, жившего и творившего в средние века в восточном мире. Его работы отражают его взгляды на образование и совершенствование совершенного человека.

Ключевые слова: совершенный человек, образование, мораль, знание, справедливость, просвещение, любовь.

O‘rta Osiyodan yetishib chiqqan buyuk shaxslar ichida o‘zining boy badiiy-estetik merosi bilan kelajak avlodlarga noyob asarlar qoldirgan davlat arbobi, mutafakkir Alisher Navoiyni tanimagan inson bo‘lmasa kerak. Alisher Navoiy bizlarga boy adabiy - ilmiy meros qoldirgan. U o‘z xulqi, axloqi va bilimi bilan oddiy xalq uchun jamiyat hayotidagi turli ijtimoiy nohaqlik hamda adolatsizliklarga qarshi kurashdi hamda o‘z asarlarida ifodaladi. Hazrat Navoiy asarlarida falsafiy axloq, xulq-odob qoidalari, insonparvarlik va odamiylik, nafsni tiyish, adolat va ma‘rifat, tabiatni sevishtirish va e‘zozlash, ta‘lim-tarbiya to‘g‘risidagi g‘oyalarni ilgari surgan. Bu g‘oyalar uning g‘azallarida, ruboiylarida, dostonlarida o‘z aksini topadi.

Alisher Navoiyning hayot va ijod yo‘lini o‘rganish bugungi kunda muhim omil hisoblanib, u har safar yangicha bir yondashuv bilan amalga oshmoqda. Alisher

Navoiy asarlaridagi komil inson g'oyasini bugungi kundagi ahamiyatini tahlil qilish va uni yoritish masalasi muhim o'rin egallaydi. Uning tabiat haqidagi qarashlarida tabiat va ekologiya toza va ozodaligi insonlarga quvonch, shodlik, ayniqsa, sog'lik ato etishi haqidagi fikrlarni ilgari surgan. Bu esa Navoiyning yaratgan asarlari jumladan, "Xamsa"ning dostonlarida kengroq yoritilgan [1]. Navoiyning badiiy-estetik qarashlari yoshlarni milliy g'oya ruhida tarbiyalashga qaratilgan falsafiy dunyoqarash bilan uyg'unlashgan. Uning asarlarida aks etgan qahramonlarning obrazlari yoshlarni Vatanga muhabbat, yorga sadoqat, yurtga sodiq, o'z kasbiga mas'uliyatli qilib tarbiyalashni ko'zda tutadi. Alisher Navoiy inson mohiyatini uning ijtimoiy faoliyatida - jamiyatga foydali kasb bilan shug'ullanishi, xalqqa manfaati tegishi, odamlarning og'irini yengil qilishida, deb biladi. Quyidagi ikki misrada buning isboti keltirilgan bo'lib, xalq g'amini o'z g'amidek bilmaydigan odamni odam qatoriga qo'shmasligi bejiz emas.

Odamiy ersang, demagil odami

Onikim, yo 'q xalq g'amidin g'ami.

Alisher Navoiy o'z nafsiga qul bo'lgan insonlarni qattiq tanqid ostiga olgan va qoralagan. Bunday insonlar birov tushgan kulfatga beparvo bo'ladi, o'zidan boshqalarga yaxshilikni ravo ko'rmaydi va har doim o'zi haqida qayg'uradi. Bunday insonlardan yaxshilik kutub bo'lmasligini ta'kidlaydi. Navoiy o'z qarashlarida odamlarni yomon hislatlardan yiroq bo'lishga undab, aks holda uning oqibatlari ayanchli bo'lishini o'z asarlari orqali ochib bergan. Navoiyning g'azallari inson qalbiga sodda, ravon va mayin musiqa singari kirib boradi [2].

Navoiy inson ma'naviy dunyosini boyitish uchun avvalo, o'zini anglashi zarur deb hisoblaydi va inson o'zini anglashi uchun quyidagilarga bo'ysinishi lozim deb ta'kidlaydi:

- nafsiy quvvatlarni ma'naviy quvvatlarga bo'ysindirishi;
- ilm olishi va hunar egallashi;
- ilm, hunar, mol-dunyasini ezgulikka yo'naltirishi;
- ko'nglini insondagi go'zallik bilan boy ettirishi.

Navoiy jamiyatda har tomonlama yetuk komil insonni tarbiyalash har bir davrning dolzarb masalasi ekanligini isbotlar bilan ko'rsatib o'tgan. U o'z asarlarida komil insonni kamol toptirishda falsafiy dunyoqarashga alohida e'tibor qaratadi. Komil inson to'g'risidagi g'oyalarning takomillashuvi, uning qanday bo'lishi, xarakteri, ilm-fan, madaniyat, ma'naviy-axloqiy muhit, ijtimoiy taraqqiyot rivojiga bog'liq bo'lib Navoiyning "Xamsa"sida o'zgacha yondashuv orqali yoritilgan[3]. "Xamsa"ning dostonlarida Navoiyni qarashlarida aks etgan yoshlarning bir-birlariga yetishish yo'lidagi boshidan o'tkazgan og'ir zahmatlari ifodalaniladi. Masalan, "Layli

va Majnun”, “Farhod va Shirin” kabi dostonlaridagi qiyofalar keyingi davrlarda yaratilgan sharq rivoyatlari bilan uygʻunlashgan boʻlib, bu dostonlar orqali kishiga hayotda duchor boʻladigan qiyinchiliklar va ularni yengib oʻtish choralari haqidagi koʻnikmalar berilgan. Navoiy yaratgan qahramonlarning ichki his-tuygʻulari va kechinmalari badiiy-estetik qiyofalar jamiyatdagi ijtimoiy tuzum va xalqning ogʻir hayoti bilan bogʻlab yoritilgan. Dostonlarda muhabbat va ezgulik, doʻstlik va hamjihatlikning birlashib yovuzlikka qarshi chiqishi, jamiyatda adolat va donolikning tantana qilishi masalalari aks etgan. Majoziy qiyofalarda dunyolar goʻzallikka, kamolotga olib boruvchi milliy gʻoyalari, maʼnaviy olamning serqirra jihatlari falsafiy tadqiq etilgan.

Navoiy oʻz davrining mashhur davlat arbobi boʻlishi bilan bir vaqtda u buyuk mutafakkir ham edi. Shoir siyosat, davlat qonunlariga oid maxsus asarlar ham yozgan boʻlib, Turonda siyosiy-huquqiy taʼlimotlarning rivojlanishini yangi pogʻonaga koʻtargan shaxsdir. Uning qoldirgan merosi biz yoshlar uchun zarurligi yaratgan asarlaridagi falsafiy qarashlar orqali anglab yetishimiz mumkin. Navoiyning fikricha, insonning goʻzalligi uning tili orqali namoyon boʻladi. Insonda til boʻlmaganda u oʻlikdan farqlanmasligi, shu tilgina insonga tiriklik baxsh etishi va shu orqali ezgulik, adolat yoʻliga kirishi haqida aytib oʻtgan [4].

Alisher Navoiy oʻz asarlarida inson koʻngli ulugʻ neʼmat deya eʼtirof etgan. Biror koʻnglida kemtigi bor insonni koʻnglini koʻtarish goʻyo bir bora haj safariga borishdek amalga tengligini aytib oʻtgan:

*Kimki bir koʻngli buzugʻning xotirin shod aylagay,
Oncha borkim, Kaʼba vayron boʻlsa, obod aylagay.
Kaʼbaki, olamning oʻlub qiblasi,
Qadri yoʻq onchakim, koʻngul kaʼbasi.*

Bu satrlar orqali Navoiy koʻngilni ulugʻlashni tasavvufiy anʼanalarga muvofiq tarzda fikr yuritadi. Koʻngilning dunyoning bor narsalaridan ustun qoʻyilishi sababi shundaki, tasavvuf olamida Allohdan keyingi oʻrinda koʻngil turadi. Biz Kaʼbani Allohning uyi deymiz aslida esa u har bir inson koʻnglida joylashgan. Negaki insonni yaratgan zot, uning koʻnglini ham yaratuvchisidir. Bu orqali Navoiy oddiy xalqni tushunish, ularga yordam berishni yuqori amaldorlarga majoziy maʼnoda yetkazishga harakat qilgan. U nafaqat asarlarida balki, oʻz amallari bilan oʻzgalarga oʻrnak boʻlgan. Uning asosiy fikri oddiy xalq turmush tarzining yaxshilanishi va ilmiy boʻlishiga qaratilgan. Navoiy oʻzining faoliyati davomida butun kuch-gʻayratini xalqqa, el-yurtga xizmat qiladigan inshootlar bunyod etishga qaratgan. Xalq uchun koʻprik va sugʻorish inshootlari, shifoxonalar, hammomlar, bogʻ va koʻshklar, kutubxonalar, madrasa va masjidlar barpo qilish yoʻlida jonbozlik koʻrsatgan. Oʻz

hisobidan oddiy xalq uchun bu amallarni bajargan [5] .

O'zbekistonda amalga oshirilayotgan ijtimoiy sohadagi islohotlardan ko'zlangan maqsad Navoiy va boshqa mutafakkirlarning har tomonlama yetuk komil insonni tarbiyalash borasidagi axloqiy sifatlarga alohida e'tibor berilmoqda. Jamiyatimizda yoshlarning ma'naviy ongini o'stirish va axloqiy kamolot darajasini yuksaltirish uchun keng imkoniyat va sharoitlar yaratilgan. Davlatimiz rahbari o'zining ma'ruzalarida doimiy ravishda yoshlarning ertangi kunini Navoiy ijodi bilan uyg'unligi borasida so'z yuritadilar. Shavkat Mirziyoyev ta'kidlaganidek, "Bugungi kunda shiddat bilan o'zgarib borayotgan hayot oldimizga qo'yayotgan bir-biridan murakkab va muhim masalalarni hal qilish haqida o'ylar ekanmiz, ularning yechimi aynan ta'lim-tarbiya bilan yoshlarning dunyoqarashini zamonaviy bilim, yuksak ma'naviyat va ma'rifat asosida shakllantirish bilan bog'liq ekaniga yana bir bor ishonch hosil qilamiz". Yoshlarning ma'naviy-axloqiy sifatlarini oshirishga e'tiborni kuchaytirish, yosh avlodni madaniyat, san'at, jismoniy tarbiya va sportga keng jalb etishda Navoiy asarlarining o'rni beqiyosdir.

Alisher Navoiyning bizga qoldirgan merosi ko'plab olimlar tadqiqotlarining katta va muhim obyekti hisoblanadi. Navoiyning oliyjanob g'oyalari va ilhombaxsh asarlari tinchlik va xalqlararo hamkorlikni mustahkamlashga yordam bermoqda. Uning falsafiy qarashlarida aks etgan g'oyalar umuminsoniy qadriyatlarni asrab-avaylash uchun muhim muhim omil hisoblanadi [6].

Xulosa qilib aytganda biz Alisher Navoiyni o'z davrining yetuk komil insoni deya atay olamiz. U yaratgan har bir asari insonni yaxshi xulqlar tomon yetaklaydi. Falsafiy teran fikrlar bilan sug'orilgan asarlaridan insoniyatning bahramand bo'lishi, xalq dardini ochib berishi barchamizni ogohlikka, ezgulik yo'lida adolat bilan yashashga, mehnat qilishga chorlaydi. Alisher Navoiyning hayoti davomida qilgan ishlari, davlat arbobi sifatidagi faoliyati, xalqning turmushini yaxshilashga va savodli bo'lishiga undashi, turli xil savobli va xayrli ishlari tahsinga sazovordir. Hozirgi davrimizga esa xuddi Navoiy singari komillikka erishgan insonni tarbiyalash eng muhim vazifa sanaladi. Bunda hazrati Navoiyning asarlarini o'z zamonimizga talqin qilgan holda yosh avlodni tarbiyalash, ularga ilm olish va uni o'zgalar bilan baham ko'rishni o'rgatishimiz kerak. Yoshlikda olingan bilim toshga o'yilgan naqsh kabidir. Ularni bilim olish va hunar egallashga o'rgatib borsak, kelgusi hayotida bu amallar qo'l kelishini anglatishimiz darkor. Birinchi prezidentimiz I. A. Karimov Alisher Navoiy haqida quyidagi fikrlarni aytib o'tgan: "Navoiy hazratlarining tom ma'noda xalqparvar shaxs bo'lgani, uning o'lmas g'oyalari bugungi kunlarimiz uchun ham bag'oyat hamohang va ibratli ekani, ayniqsa, ahamiyatlidir". Navoiyning go'zal satrlari mana, oradan besh yarim asr o'tibdi hamki, millionlab odamlar qalbini hayajon-

ga solib kelmoqda. Chinakam asar hech qachon o'lmaydi, zamon va makon tanlamaydi, qaysi davrda bo'lmasinki o'z ahamiyatini yo'qotmaydi. Har gal bu asarlarni o'qiganda Navoiyni buyuk va oliyjanob qalb sohibi ekanligini anglaymiz. U o'zi yaratgan har bir asari voqealari orqali xalqni rostgo'ylik, sahovatlilik, kamtarlik, nafsga bo'ysunmaslik, muloyimlik kabi ko'plab yaxshi fazilatlarga chorlaydi.

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BOSHLANG‘ICH SINIF O‘QUVCHILARINING INGLIZ TILI BO‘YICHA LEKSIKOGRAFIYA KO‘NIKMASINI SHAKLLANTIRISH METODIKASI

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ANNOTATSIYA:

Maqolada boshlang‘ich sinf o‘quvchilarining Ingliz tili bo‘yicha leksikografiya ko‘nikmalarini shakllantirish metodikasi to‘g‘risida fikr yuritilgan va mualliflarning mazkur masala bo‘yicha yondashuvlari taqdim etilgan.

Kalit so‘zlar: leksikografiya, boshlang‘ich, o‘quvchi, ingliz tili, ko‘nikma, shakllantirish, tajriba, metodika.

АННОТАЦИЯ:

В статье рассматривается методика формирования навыков лексикографии у учащихся начальных классов на английском языке и представлены подходы авторов к этому вопросу.

Ключевые слова: лексикография, начальный, ученик, английский язык, навык, формирование, опыт, методика.

ABSTRACT:

The article analyzes the role of linguistic didactics in the development of speech of elementary school students and presents the approaches of the authors.

Keywords: linguistic didactics, beginner, student, speech, knowledge, skill, skill, experience.

“O‘zbekiston-2030” strategiyasini “Yoshlar va biznesni qo‘llab-quvvatlash yili”da amalga oshirishga doir Davlat dasturida boshlang‘ich sinf o‘quvchilarining til o‘rganish ko‘nikmasini hozirgi zamon talablari asosida tarkib toptirish va bunda tajribadan o‘tgan metodikalarga tayanish vazifalari qo‘yilgan[1]. Shu jihatdan boshlang‘ich sinf o‘quvchilarining Ingliz tili bo‘yicha leksikografiya ko‘nikmasini shakllantirish metodikasidan oqilona foydalanish dolzarb bo‘lib turibdi. Bu o‘rinda e’tiboringizni ana shu masalaning tahliliga tortamiz.

Leksikografiya metodikasi mazmuni. Muayyan tilni o‘rganish jarayonida uning so‘z boyligi va so‘zlarning yozilish asoslari bo‘yicha ta’limni amalga oshirish leksikografiya mazmunini tashkil qiladi[2]. Shu ma’noda leksikografiya vositasida

o'quvchilarning so'zlarni to'g'ri yozilishi va ularni aniq talaffuz qilish qoidalari bilan qurollantirish birlamchi vazifalardan hisoblanadi.

Leksikografiya vositasida muayyan tilning so'zlarini yozilishi qoidalarini o'zlashtirish shu tilni o'rganishdagi tayanchlardan biridir. Shu jihatdan misol uchun, Ingliz tili so'zlarining yozilish qoidalarini o'rganish va uning vositasida yozma nutqni tarkib toptirish muhim ahamiyatga egadir. Bu borada Buyuk Britaniya va Amerika Qo'shma Shtatlarining amaliy tilshunoslik metodikasidan foydalangan holda individual va milliy yondashuvlarni tarkib toptirish dolzarb bo'lib turganligini eslatib o'tish joiz.

Boshlang'ich sinf o'quvchilarining Ingliz tili bo'yicha leksikografik ko'nikmalarini tarkib toptirish. Ingliz tilida so'zlarning yozilishi, ularning talaffuzi va ma'no qatlami nisbatan murakkab hisoblanadi. Chunki bunda so'zning talaffuziga ko'ra yozilishiga amal qilinmaydi. Shu jihatdan mazkur masalada quyidagi metodikaga tayanish maqsadga muvofiq bo'ladi:

1) Ingliz tili so'zlarining yozilishining jonli nutq leksikasi vositasida o'rganishga e'tibor berish;

2) Ingliz tili so'zlarining yozilishi qoidalari va ularning yozma ifodalanishini hamda og'zaki nutqda talaffuz etilishini uyg'un o'rgatish;

3) Ingliz tili so'zlarining leksik qatlamlaridagi ma'no ko'lamining rang-barangligini hisobga olgan holda boshlang'ich sinf o'quvchilari nutqi faoliyatda ko'p qo'llaydigan so'zlar vositasiga alohida e'tibor berish;

4) leksikografiyaning yozma va og'zaki nutq talaffuzidagi farqliklarini boshlang'ich sinf o'quvchilari tushunadigan hamda idrok eta oladigan shaklda o'qitish.

Bunday metodika asosanish boshlang'ich sinf o'quvchilarining Ingliz tili leksikografiyasi qoidalarini o'zlashtirishida amaliy ahamiyat kasb etadi. Bugungi kunda an'anaviy grammatik qoidalarni yodlatish metodikasining amaliy samaradorligi kam bo'layotganligini hisobga olgan holda, Ingliz tili mashg'ulotlarining grammatik darslari o'quvchilarning so'z boyligi asosida amalga oshirilishi maqsadga muvofiq bo'ladi. Shu jihatdan bunda leksikografiyaning ko'p so'zlar bilan ta'lim oluvchilarni qurollantirish asoslariga e'tibor berish kutilgan samarani beradi. Boshlang'ich sinf o'quvchilarining Ingliz tili bo'yicha so'z boyligini rivojlantirib borishning asosiy tayanchlaridan biri ularning ko'proq so'zlashga o'rgatishdir.

Boshlang'ich sinf o'quvchilarining Ingliz tili bo'yicha leksikografik ko'nikmalarini tarkib toptirish shakllari. Bugungi kunda umumiy o'rta ta'lim maktablari til o'rganish va bilim asoslarini kutilgan darajada o'zlashtirishga

yo'naltirilgan tarzda jihozlanayotganligi muhim imkoniyatlarni beradi[3]. Shu jihatdan boshlang'ich sinf o'quvchilarining Ingliz tili bo'yicha leksikografik ko'nikmalarini tarkib toptirishda quyidagi amaliy shakllardan foydalanish maqsadga muvofiq bo'ladi:

- 1) mazkur fan bo'yicha amaliy mashg'ulotlarni lingvistik sinflarda o'tkazish va bu mashg'ulotlarda o'quvchilarning mustaqil shug'ullanishiga e'tibor berish;
- 2) boshlang'ich sinf o'quvchilarining xususiyatlariga mos bo'lgan nasriy asarlarni taqdim etib borish va ular bo'yicha o'quvchilarning kollektivumlarini o'tkazish;
- 3) imkon qadar haftalik ta'lim jarayonida boshlang'ich sinf o'quvchilarini o'zaro ingliz tilida so'zlashuvini yo'lga qo'yish va bunda o'quvchilarning o'zlari mansub bo'lgan guruhlar vositasida oqilona foydalanish;
- 4) Ingliz tili bo'yicha boshlang'ich sinf o'quvchilarini bayon, ma'lumotnoma, tahlil va fikr-mulohazalarini yozishga o'rgatish hamda uni ko'nikma darajasiga olib chiqish;
- 5) Boshlang'ich sinf o'quvchilarini leksik, ya'ni so'zlar tahlili ustida ishlashga o'rgatish.

Bunday metodikaga asoslanish boshlang'ich sinf o'quvchilarining Ingliz tili bo'yicha leksikografik ko'nikmalarini talab darajasida tarkib toptirish imkonini beradi[4]. Shu jihatdan bu borada ingliz tili o'qituvchilarining faol bo'lishi va har bir o'quvchilar guruhi bilan individual ishlash metodikasiga tayanishi maqsadga muvofiq bo'ladi. Boshlang'ich sinf o'quvchilariga noan'anaviy yondashuvlar asosida leksikografik ko'nikmalarini taqdim etish ularning qiziqishini ta'minlaydi va so'z ustida ishlash ko'nikmasini rivojlantiradi.

Diqqat qilinsa, boshlang'ich sinf o'quvchilarining Ingliz tili bo'yicha leksikografik ko'nikmalarini tarkib toptirish shakllari rang-barangdir. Shu sababli bunday shakllardan foydalanishda ularning eng qulay va samarali turlariga e'tibor berish kutilgan samarani beradi.

Leksikografiya boshlang'ich sinf o'quvchilarining yozma nutqini kutilgan darajada tarkib toptiruvchi muhim omildir. Shu sababli bu borada o'quvchilarning o'z fikrlarini yozma ifodlay olish ko'nikmasini tarkib toptirish va yozgan matnlarini tahlil qilishga o'rgatish maqsadga muvofiq bo'ladi. Kuzatishlar shuni ko'rsatadiki, ko'p hollarda o'quvchilar og'zika nutq ko'nikmasiga ega hisoblanadi, lekin yozma nutq masalasida murakkablikka duch keladi. Shu sababli bu borada leksikografiya amaliyotining turli shakllaridan foydalanish boshlang'ich sinf o'quvchilarining yozma nutqlarini talab darajasida shakllantirish imkonini beradi.

Shunday qilib boshlang'ich sinf o'quvchilarining Ingliz tili bo'yicha leksikografik ko'nikmalarini tarkib toptirish muhim xususiyatlarga ega. Bu borada

yangi avlod ilmiy-metodik ishlanmalarni yaratish dolzarb bo‘lib turganligini eslatib o‘tish joiz.

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BOSHLANG‘ICH SINIF O‘QUVCHILARINING NUTQINI RIVOJLANTIRISHDA LINGVODIDAKTIKANING O‘RNI

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ANNOTATSIYA:

Maqolada boshlang‘ich sinf o‘quvchilarining nutqini rivojlantirishda lingvodidaktikaning o‘rni masalasi tahlil qilingan va mualliflarning yondashuvlari taqdim etilgan.

Kalit so‘zlar: lingvodidaktika, boshlang‘ich, o‘quvchi, nutq, bilim, malaka, ko‘nikma, tajriba.

АННОТАЦИЯ:

В статье анализируется роль лингводидактики в развитии речи учащихся младших классов и представлены подходы авторов.

Ключевые слова: лингводидактика, начинающий, студент, речь, знания, умение, умение, опыт.

ABSTRACT:

The article analyzes the role of linguistic didactics in the development of speech of elementary school students and presents the approaches of the authors.

Keywords: linguistic didactics, beginner, student, speech, knowledge, skill, skill, experience.

“O‘zbekiston-2030” strategiyasida qo‘yilgan sifatli ta’limni amalga oshirish jarayonida boshlang‘ich sinf o‘quvchilarining til madaniyatini kutilgan darajada tarkib toptirish ham muhim o‘rin tutadi [1]. Shu jihatdan boshlang‘ich ta’lim jarayonida o‘quvchilarning ona tili va ingliz tili bo‘yicha nutqini rivojlantirishda lingvodidaktikaning o‘rni masalasini idrok etish maqsadga muvofiq bo‘ladi. Mazkur o‘rinda ana shu masalaning tahliliga e’tiboringizni tortamiz.

Nutqini rivojlantirishda lingvodidaktikaning ahamiyati. Lingvodidaktika – bu til ta’limini amalga oshirishda tayaniladigan o‘qitish nazariyasi va amaliyotidir[2]. Shu jihatdan lingvodidaktika boshlang‘ich sinf o‘quvchilarining til ko‘nikmasi va ularning nutqini rivojlantirishda muhim o‘rin tutadi. Bunda lingvodidaktika so‘z lug‘ati boyligini to‘g‘ri o‘zlashtirish, so‘zlarning talaffuzini talab darajasida o‘rganish

va yozma hamda ogʻzaki nutq malakasini egallashda taʼlimiy, metodik hamda amaliy tayanchlarni beradi. Shu sababli keyingi paytlarda mamlakatimizda Lingvodidaktika oʻquv fanining tarkib topa boshlaganligi va uning vositasida boshlangʻich sinf oʻquvchilarining nutqini rivojlantirish metodikalarini ishlab chiqish dolzarb boʻlib turganligini alohida taʼkidlash lozim.

Lingvopedagogikaga doir Fransiya, Germaniya, Buyuk Britaniya va Rossiya Federatsiyasi taʼlim muassasalarining oʻziga xos tajribalari mavjud ekanligini eslatib oʻtish kerak[3]. Bu tajribalarda eng avvalo zaruriy ogʻzaki nutqni shakllantirilib, keyin yozma nutqni shakllantirish jarayonida til qoidalari bilan qurollantiriladi va asosiy eʼtibor til oʻrganuvchilarning nutqini rivojlantirishga qaratiladi. Shu jihatdan bunday tajribalardan foydalanish maqsadga muvofiq boʻladi.

Nutqni rivojlantirishda ona tili lingvodidaktikasining oʻrni. Boshlangʻich sinf oʻquvchilarida nutqni rivojlantirishning eng muhim asoslaridan biri Ona tili qoidalarini chuqur oʻzlashtirish hamda uning nutqi meʼyorlarini oʻzlashtirishdan iborat. Bu borada lingvodidaktikaning quyidagi imkoniyatlaridan foydalanish maqsadga muvofiq boʻladi:

- 1) Ona tili soʻz boyligining eng muhim tarkibini oʻzlashtirish va bunda adabiy til meʼyorlariga amal qilish koʻnikmasini egallash;
- 2) Ona tili darslarida lingvopedagogikaning amaliyotdan nazariyaga tamoyillariga asosan mashgʻulotlarni amalga oshirish;
- 3) Ona tili mashgʻulotlari vositasida eng avvalo boshlangʻich sinf oʻquvchilarining ogʻzaki nutqini shakllantirish va keyin ularning yozma nutqini tarkib toptirish jarayonida til qoidalari va meʼyorlarini oʻzlashtirishga erishish;
- 4) Ona tili mashgʻulotlarining nisbatan koʻp vaqt birligini amaliy mashgʻulotlar va treninglar shaklida oʻtkazishni birlamchi bilish.

Mazkur mashgʻulotlar jarayonida 4 K modeli boʻyicha boshlangʻich sinf oʻquvchilarining kollabaratsiya va kommunikatsiya, yaʼni taʼlim muhiti sharoitidan oqilona foydalanish va jamoa boʻlib ishlash koʻnikmalarini tarkib toptiriga tayanish maqsadga muvofiq boʻladi. Chunki boshlangʻich sinf oʻquvchilari jamoa boʻlib ishlash jarayonida Ona tili meʼyorlari asosida nutqni rivojlantirish imkoniyatlariga ega boʻladi. Bunda ayniqsa ularning soʻzlarni talaffuz qilish koʻnikmasining talab darajasida tarkib topishi kutilgan samarani beradi. Shu sababli boshlangʻich sinf oʻquvchilarining Ona tili boʻyicha nutqini rivojlantirishda amaliy mashgʻulotlar imkoniyatlariga tayanish kutilgan samarani beradi.

Nutqini rivojlantirishda ingliz tili lingvodidaktikasining oʻrni. Boshlangʻich sinf oʻquvchilari Ingliz tili oʻquv fani vositasida mazkur til koʻnikmalarini oʻzlashtirishi eng muhim mashgʻulotlar jarayonidan biri hisoblanadi.

Boshlang'ich ta'limda Ingliz tili o'quv fanini o'qitishda eng avvalo o'quvchilarning yozma nutqini talab darajasida tarkib toptirish va shu asosda ularning og'zaki nutq malakalarini yuzaga keltirish muhim yondashuv hisoblanadi. Shu jihatdan bu borada lingvodidaktikaning quyidagi shakllaridan oqilona foydalanish maqsadga muvofiq bo'ladi:

1) Ingliz tili mashg'ulotlarini o'quv texnik jihozlari bilan ta'minlangan sinflarda amalga oshirish va bunda boshlang'ich sinf o'quvchilarining mustaqil harakat vositasida mazkur tilni o'zlashtirishini yo'lga qo'yish;

2) Ingliz tili talaffuzini o'rganish jarayonida yozma nutqni shakllantirishga tayanish va boshlang'ich sinf o'quvchilarini chiroyli yozma va og'zaki nutq ko'nikmasi bilan qurollantirish;

3) talaffuz ko'nikmalarini o'zlashtirishda boshlang'ich sinf o'quvchilarining yosh, jismoniy, ruhiy va estetik imkoniyatlarini hisobga olgan holda lingvodidaktik o'yinlar tashkil qilish;

4) lingvodidaktik o'yinlarni tashkil qilishda boshlang'ich sinf o'quvchilarining nisbatan o'zaro aloqa, bir-biridan o'rganish va talaffuz me'yorlarini birgalikda o'zlashtirish metodikasiga asoslanish.

Mazkur metodikaga asoslanish boshlang'ich sinf o'quvchilarining Ingliz tili nutqini rivojlantirishda muhim omillarni beradi. Bunda ayniqsa lingvodidaktik o'yinlarning ahamiyati yuksak ekanligini eslatib o'tish joiz[4]. Shu ma'noda boshlang'ich sinf o'quvchilarining Ingliz tili bo'yicha nutqini rivojlantirishda tajribali boshlang'ich sinf o'qituvchilarining individual metodikalaridan ham foydalanish maqsadga muvofiq bo'ladi. Bundan tashqari, haftaning muayyan kunlarini Ingliz tilida so'zlashish kuni sifatida belgilash lingvodidaktikaning muhim shakllaridan biri bo'lib, uning natijasida boshlang'ich sinf o'quvchilarining nutq rivojlanishi va yozma hamda og'zaki nutqning malakaga aylanish jarayoni kechadi.

E'tibor berilsa, boshlang'ich sinf o'quvchilarining Ona tili va Ingliz tili bo'yicha nutqlarini rivojlantirishning muhim lingvodidaktik imkoniyatlari mavjud. Bunday imkoniyatlarda boshlang'ich sinf o'quvchilarining amaliy harakatlari, lingvodidaktik o'yinlar vositasida nutqiy ko'nikmalarni o'zlashtirishi va bir-birlaridan o'zaro o'rganishi kabilar muhim ahamiyatga ega.

Shunday qilib boshlang'ich sinf o'quvchilarining nutqini rivojlantirishda lingvodidaktikaning imkoniyatlaridan foydalanish kutilgan samarani beradi. Shu jihatdan bu borada quyidagilarni amalga oshirish dolzarb bo'lib turganligini eslatib o'tish joiz:

a) boshlang'ich sinf o'quvchilarining Ona tili bo'yicha nutqini rivojlantiruvchi lingvodidaktik o'yinlar va ulardan foydalanish metodikasini ishlab chiqish;

b) boshlang'ich sinf o'quvchilarining Ingliz tili bo'yicha nutqini rivojlantiruvchi lingvodidaktik o'yinlar va ulardan foydalanish metodikasini ishlab chiqish;

v) bo'lajak o'qituvchilarning haftalik amaliyot davrida lingvodidaktik ko'nikmalarini tarkib toptirish.

Bularning barchasi boshlang'ich sinf o'quvchilarining nutqini rivojlantirishda muhim imkoniyatlarni beradi. Shu sababli bu borada ilmiy-metodik ishlanmalarni yaratish dolzarb bo'lib turganligini eslatib o'tish joiz.

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BOSHLANG‘ICH SINIF O‘QUVCHILARINING MUSTAQIL TA’LIM KO‘NIKMALARINI RIVOJLANTIRISHDA LINGVODIDAKTIKANING IMKONIYATLARI

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ANNOTATSIYA:

Maqolada boshlang‘ich sinf o‘quvchilarining mustaqil ta’lim ko‘nikmalarini lingvodidaktikaning imkoniyatlaridan foydalanish masalalari to‘g‘risida fikr yuritilgan va mualliflarning yondashuvlari taqdim qilingan.

Kalit so‘zlar: boshlang‘ich, mustaqil, ta’lim, o‘quvchi, ko‘nikma, lingvodidaktika, bilim, tajriba.

АННОТАЦИЯ:

В статье рассматриваются вопросы использования возможностей лингводидактики навыков самостоятельного обучения учащихся младших классов и представлены подходы авторов.

Ключевые слова: новичок, самостоятельный, образование, обучающийся, навык, лингводидактика, знания, опыт.

ABSTRACT:

The article discusses the issues of using the possibilities of linguodidactics of independent learning skills of elementary school students and presents the approaches of the authors.

Keywords: beginner, independent, education, learner, skill, linguistic didactics, knowledge, experience.

“O‘zbekiston-2030” strategiyasini “Yoshlar va biznesni qo‘llab-quvvatlash yili”da amalga oshirishga doir Davlat dasturida boshlang‘ich sinf o‘quvchilarining ko‘nikmalarini zamonaviy talablar asosida rivojlantirish va ulardan foydalanish metodikalarini ishlab chiqish vazifalari qo‘yilib, amalga oshirilmoqda[1]. Mazkur o‘rinda ana shu masalaning boshlang‘ich sinf o‘quvchilarining mustaqil ta’lim ko‘nikmalarini rivojlantirishda lingvodidaktikaning imkoniyatlaridan foydalanish masalasi tahliliga e‘tiboringizni tortamiz.

Lingvodidaktikaning boshlang‘ich sinf o‘quvchilari ko‘nikmalarini

shakllantirishdagi xususiyatlari. Lingvodidaktika Ona tili va xorijiy tillar vositasida ta'lim oluvchilarning til ko'nikmalari hamda o'qish malakalarini shakllantiruvchi jarayondir[2]. Shu jihatdan lingvodidaktika boshlang'ich sinf o'quvchilari ko'nikmalarini shakllantirishda quyidagi xususiyatlari bilan muhim imkoniyatlarni berishini eslatib o'tish joiz:

- 1) boshlang'ich sinf o'quvchilarining til o'rganish va til savodxonligidan foydalanish ko'nikmasini ta'lim va tarbiya uyg'unligi vositasida shakllantirish;
- 2) boshlang'ich sinf o'quvchilarining o'qish va tushunish savodxonligidan foydalanish ko'nikmasini bilim va malaka uyg'unligi vositasida shakllantirish;
- 3) boshlang'ich sinf o'quvchilarining ona tili imkoniyatlaridan foydalangan holda xorijiy tillarni o'zlashtirish ko'nikmalarini shakllantirish;
- 4) boshlang'ich sinf o'quvchilarining til madaniyati qoidalariga rioya qilish ko'nikmalarini shakllantirish.

Lingvodidaktika mana shunday imkoniyatlari bilan ona tili va xorijiy til vositasida boshlang'ich sinf o'quvchilarining til savodxonligi, til madaniyatiga amal qilish va tillarni o'rganishda odob qoidalariga rioya qilish ko'nikmalarini tarkib toptirishi bilan muhim ta'limiy-tarbiyaviy asos hisoblanadi. Shu sababli bunday imkoniyatlardan foydalangan holda boshlang'ich sinf o'quvchilarining ko'nikmalarini kutilgan darajada tarkib toptirish bu boradagi imkoniyatlarni kengayishiga xizmat qiladi[3].

Boshlang'ich sinf o'quvchilarining mustaqil ta'lim ko'nikmalarini tarkib toptirishda lingvodidaktika imkoniyatlaridan foydalanish. Boshlang'ich sinf o'quvchilarining mustaqil ta'lim ko'nikmalari – bu ularning bilim asoslarini chuqur o'zlashtirish hamda o'zlashtirganlaridan amaliy faoliyatda foydalanish ko'nikmalari majmuidir[4]. Shu jihatdan boshlang'ich sinf o'quvchilarining mustaqil ta'lim ko'nikmalarini tarkib toptirishda lingvodidaktikaning quyidagi imkoniyatlaridan foydalanish kutilgan samarani beradi:

- 1) boshlang'ich sinf o'quvchilarining ona tili ko'nikmasini tarkib toptirish bilan ularning mustaqil fikrlash va mustaqil harakat qilish ko'nikmalarini rivojlantirish;
- 2) boshlang'ich sinf o'quvchilarining xorijiy tillarni o'rganish ko'nikmasini rivojlantirish bilan ularni mustaqil faoliyatga tayyorlik ko'nikmalarini rivojlantirish;
- 3) til odobi ko'nikmasi vositasida boshlang'ich sinf o'quvchilarining mustaqil ta'lim asosida ularning amaliy faoliyat ko'nikmalarini rivojlantirish;
- 4) xorijiy tillarni o'zlashtirish ko'nikmasi vositasida boshlang'ich sinf o'quvchilarining mustaqil ta'lim asosida ta'limning keyingi turlariga tayyorlik ko'nikmalarini rivojlantirish.

Bu imkoniyatlar boshlang'ich sinf o'quvchilarining mustaqil ta'lim asosida til

odobi, til o'rganish yondashuvi, mustaqil va amaliy faoliyatlarga tayyorlik ko'nikmalarini kutilgan darajada tarkib toptirish omillarini beradi. Chunki lingvodidaktika mustaqil ta'limning til va faoliyat bilan bog'liq bo'lgan odoblari vositasida boshlang'ich sinf o'quvchilarini faoliyatga tayyorlashning keng imkoniyatlariga egadir. Shu sababli xorijiy mamlakatlarda, jumladan, Rossiya Federatsiyasi boshlang'ich ta'lim bosqichida lingvodidaktika imkoniyatlari vositasida o'quvchilarning til madaniyati hamda mustaqil faoliyat ko'nikmalarini rivojlantirish bilan ularni faoliyatga tayyorlash mexanizmlaridan oqilona foydalanilib kelinayotganligini eslatib o'tish joiz. Bu kabi tajribalar mamlakatimiz boshlang'ich ta'limiga ham joriy etilishi o'quvchilarning mustaqil ta'lim faoliyati ko'nikmasini bugungi kun talablari asosida rivojlantirish jarayonini kuchaytirishga xizmat qiladi.

Boshlang'ich sinf o'quvchilarining mustaqil ta'lim ko'nikmalarini shakllantirishda lingvodidaktika imkoniyatlaridan foydalanish shakllari. Boshlang'ich sinf o'quvchilarining mustaqil ta'lim ko'nikmalari bevosita amaliy faoliyat bilan bog'langanligi muhim xususiyatlardan hisoblanadi. Shu sababli ularning mustaqil ta'lim ko'nikmalarini shakllantirishda lingvodidaktika imkoniyatlaridan quyidagi shakllarda foydalanish maqsadga muvofiq bo'ladi:

1) qo'shimcha ta'lim vositasida mustaqil ta'limning til imkoniyatlarini shakllantirish va boshlang'ich sinf o'quvchilarini til o'rganish hamda til odobiga rioya qilish ko'nikmalarini tarkib toptirish;

2) individual ta'lim vositasida boshlang'ich sinf o'quvchilarining mustaqil ta'lim ko'nikmasida odobga rioya qilish va o'zlashtirgan bilimlaridan mustaqil foydalanish ko'nikmalarini shakllantirish;

3) qisqa muddatli mashg'ulotlar vositasida boshlang'ich sinf o'quvchilarining mustaqil faoliyat ko'nikmasida til madaniyati va faoliyat amaliyoti ko'nikmalarini yuzaga keltirish;

4) to'garaklar mashg'ulotlari vositasida boshlang'ich sinf o'quvchilari mustaqil ta'lim faoliyatini ravon fikrlash, o'z fikrini yetkazib berish, jamoatchilik joylarida nutqiy madaniyat bilan namuna bo'lish va murakkab sharoitlarda individual amaliy faoliyatga tayangan holda o'zligini saqlab qolish ko'nikmalari bilan boyitish.

E'tibor berilsa, lingvodidaktikaning tajribadan o'tgan bu shakllari boshlang'ich sinf o'quvchilari mustaqil faoliyat ko'nikmasini turli imkoniyatlar va vositalar bilan boyitish xususiyatlariga egadir. Shu sababli mazkur shakllardan foydalangan holda boshlang'ich sinf o'quvchilarida mustaqil faoliyat jarayonida til odobi hamda ahloq qoidalariga rioya qilish malakalarini kutilgan darajada tarkib toptirish mumkin. Mazkur masalada o'ziga xos lingvodidaktik metodikalarni o'zlashtirish maqsadga muvofiq bo'ladi.

Shunday qilib boshlang'ich sinf o'quvchilarining mustaqil ta'lim faoliyat ko'nikmasini shakllantirish va rivojlantirishda lingvodidaktikaning imkoniyatlari hamda shakllaridan foydalanish maqsadga muvofiq bo'ladi. Bunda ayniqsa, mustaqil faoliyat ko'nikmasining til odobi va umumiy axloq qoidalari bilan boyitilishi muhim imkoniyatlardir. Shu jihatdan mazkur masalalarning ilmiy-metodik asoslari bilan oliy pedagogik ta'lim jarayonida bo'lajak boshlang'ich sinf o'qituvchilarini qurollantirish eng muhim amaliy pedagogik vazifalar tarkibiga kiradi. Buning uchun bo'lajak boshlang'ich sinf o'qituvchilarining individual tashabbuskorlik imkoniyatlaridan foydalangan holda lingvopedagogik shakllardan foydalanishni yo'lga qo'yish maqsadga muvofiq bo'ladi.

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BOSHLANG'ICH SINF O'QUVCHILARINI O'QITISH UCHUN FOYDALI TEXNIKALAR

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ANNOTATSIYA:

Bugungi globallashgan va rivojlangan davlatimizda yoshlarni samarali yo'llar yordamida bilim olishga ko'maklashish va ularga foydali, qiziqarli dars metodlari va texnikalari bilan ulashish eng oliy maqsadlarimizdan biri hisoblanmoqda. Maqola bu texnikalar yordamida yosh izlanuvchilarga ko'proq bilim va ko'nikmalarni taqdim etishdan iborat.

Kalit so'zlar: televizor, qo'shiqlar, og'zaki taqdimotlar, yozma taqdimotlar, Doktor Shnayder, lug'at, grammatika va dialoglar;

ABSTRACT:

In today's globalized and developed country, it is considered one of our highest goals to help young people to learn in effective ways and to share with them useful and interesting teaching methods and techniques. The article aims to provide more knowledge and skills to young researchers using these techniques.

Keywords: television, songs, oral presentations, written presentations, Dr. Schneider, vocabulary, grammar and dialogues;

Bugungi kunda, dunyo jihatidan olib qarasak, ko'pchilik o'z kelajaklariga befarq emas va shu sababli ular samarali, shuningdek, kerakli bilim va saboqlarga ega bo'lishni xohlaydi. Bu shiddat bilan rivojlanib borayotgan dunyoda bolalarga ingliz tilini yoshligidanoq o'rgatish juda muhim hisoblanadi. Ingliz tilini bilish ular uchun kelajakda ko'plab imkoniyatlarni qo'lga kiritishga yordam beradi va bu ularning kelajakdagi kasblarida bebaho o'rinni egallaydi. Biroq, bolalarga ingliz tilini o'rgatish oson ish emas. Agarda biz buni qanday o'rgatish usullarini bilsak, biz uchun uning hech qanday qiyinchiligi yo'q. Kattalar bilan solishtirganda, bolalar ko'proq qiziqarliroq, qisqaroq o'yin va mashg'ulotlar bilan rivojlanishning muayyan bosqichlariga ko'ra tilni o'rganishadi. Bolalarga ingliz tilini o'rgatishning kaliti tilni o'zlashtirish tamoyillarini tushuntirish va ularni bolalarni o'rganishga undaydigan usullarda qo'llashdir. Bolalar dunyosi o'ynaydi va taqlid qiladi. Shuning uchun bu toifaga o'qituvchilar o'qitishning eng yaxshi va foydali usullarini kiritishlari va ularni rivojlantirish uchun mashqlar berishlari kerak. Ayniqsa, mamlakatimizda so'nggi yillarda ko'plab o'quvchilar yangi tillarni o'rganishga qiziqishmoqda. Ushbu maqolani o'qish davomida siz yangi o'quvchilarni ishtiyoq bilan o'rganishi uchun foydali va samarali usullarni o'rganishingiz mumkin.

Interfaol darslarni tashkil etish boshlang'ich sinf uchun bilim, ko'nikma, malakani qiziqib o'rganishlari uchun imkoniyat yaratsa, o'qituvchining tajribasi oshib borishida ko'mak beradi. Boshlang'ich sinflarda interfaol darslarni tashkil etish o'z o'rnida juda samarali. Masalan, darsda ko'zlangan maqsadga erishishda, o'quvchilar diqqatini bir joyga jamlashda, ularni darsga qiziqishini oshirish va faollikka undashda katta ahamiyat kasb etadi. Bunda biz "Muzyorar" metodidan yoki mavzuga oid birorta sozdan foydalanishimiz mumkin. Misol uchun uchburchakni olib qaraylik. Biz yashayotgan olamda nimlar uchburchak yoki to'rtburchak shaklda? desak ular birin ketin javob bera boshlaydi. Uylar, mashinalar, tomlarning tepasi kabi javoblarni berishi mumkin. Biz bu mashqlar orqali o'quvchilarni diqqatini jamlash bilan birga atrof-muhitga bolgan munosabatini ham bilib olamiz [1].

Internet orqali o'qitish (televizor, kompyuter va boshqa internet tarmog'iga ulangan jihozlar). Dunyo bo'ylab ko'plab o'qituvchilar talabalar va maktab o'quvcilariga jonli muhit yaratadigan va tezkor tasavvur qilishlariga yordam beradigan muhitni intrnet tarmoqlari yordamida yaritib berishga harakat qilishmoqda. Va bu o'z samarasini yuqori darajada ko'rsatib kelmoqda. Chunki inson eshitganidan ko'ra ko'proq ko'rgan narsalariga ishonadi va uzoqroq muddatga eslab qoladi.

Sinfdagi darslarga asoslangan testlar va viktorinalar. Bunday qiziqarli va foydali mashg'ulotlar ingliz tilini o'rganuvchilarning lug'at, grammatika va sintaksis kabi tilning asosiy elementlarini tushunishlarini rivojlantiradi va ustozlar bu kabi

mashg'ulotlardan o'quvchilarni baholash uchun ham foydalanishadi. Bu testlar o'quvchilarga o'z bilim va ko'nikmalarini namoyish etish imkoniyatini beradi, shuningdek, o'quvchilarning muvaffaqiyati haqida o'qituvchiga fikr bildiradi. Sinfda o'tkaziladigan testlarga misol tariqasida ko'p tanlovli savollar, qisqa javobli savollar va insho savollari kiradi. Hozirda ta'lim metodlarini takomillashtirish sohasidagi asosiy yo'nalishlardan biri interfaol ta'lim va tarbiya usullarini joriy qilishdan iborat. Barcha fan o'qituvchilari dars mashg'ulotlari jarayonida interfaol usullardan borgan sari kengroq foydalanmoqdalar. Interfaol usullarni qo'llash natijasida o'quvchilarning mustaqil fikrlash, tahlil qilish, xulosalar chiqarish, o'z fikrini bayon qilish, uni asoslagan holda himoya qila bilish, sog'lom muloqot, munozara, bahs olib borish ko'nikmalari shakllanib, rivojlanib boradi [2].

Yozma va og'zaki taqdimotlar. Yozma va og'zaki taqdimotlar ingliz tilini o'rganuvchilar uchun muhim ko'nikmalardir. Ushbu ko'nikmalar ularning umumiy tilni bilish darajasini baholashning muhim qismidir. O'quvchilarni yozma tuzilmalarini tuzishi, tegishli grammatika va lug'atdan foydalanishi hamda o'z fikrlarini samarali bayon etish qobiliyatini o'lchaydigan rubrikalar yordamida baholash mumkin. Og'zaki taqdimotlar o'quvchilarning aniq so'zlash, tegishli grammatika va lug'atdan foydalanish va o'z fikrlarini samarali yetkazish qobiliyatini rivojlanishiga katta yordam beradi.

Darslarni qo'shiqlar yordamida o'tish. Har bir ingliz tilini o'rganuvchi talaba hech bo'lmaganda bitta klassik "Jingle" qo'shig'i bilan tanish. Ha, Q dan keyin qaysi harf kelishini eslatish uchun ABC larga murojaat qilamiz. Garchi qo'shiq biroz ko'proq miya quvvatini talab qilsa-da, u ingliz tilida so'zlashuvchilarga ularning barcha alifbo ehtiyojlari uchun qulay mos holda yozuvlar nuqtasini taqdim etadi. Lug'at, grammatika va dialoglarni jozibali ohanglarga aylantirish-yosh o'quvchilarga ingliz tilini o'rgatishning ajoyib usullaridan biridir. Mashg'ulotlar jarayonida talim oluvchilarning har qanday faoliyatlarini standart talablar asosida nazorat qilish, ular tomonidan bildirilayotgan fikrlarni baholashga yol qoymaydi. Agarda ularning fikr (goya)lari baholanib, boriladigan bolsa, talim oluvchilar oz diqqatlarini, shaxsiy fikrlarini himoya qilishga qaratadilar, oqibatda ular yangi fikrlarni ilgari surmaydilar. Mazkur metodni qo'llashdan asosiy maqsad talim oluvchilarni muammo xususida keng va chuqur fikr yuritishga rag'batlantirish ekanligini etibordan chetda qoldirmagan holda ularning faoliyatlarini baholab borishning har qanday usulidan voz kechish maqsadga muvofiqdir [3].

Yangi lug'atni tasvirlash uchun ko'rgazmali diagrammalar yarating. Bosh, elka, tizza va oyoq barmoqlari yordamidagi o'yin mashg'ulotini o'quvchilar bilan dars davomida bajarish lug'at ro'yxatiga yangi so'z yozishdan ko'ra ancha o-

sondir. O'quvchilar o'rganayotgan yangi so'zlarni ko'rinishini o'zlashtirib olish bilan birga, rasmlarga rang berish va hatto unga yangicha fikrlar qo'shishdan zavqlanishlari mumkin.

Ajratish, tagiga chizish va aylana o'tkazish – bu o'quvchilarlar ma'lumot parchalarini eslab qolish uchun foydalanadigan va juda keng tarqalgan hiylalardir. Ko'rgazmali diagrammalar yaratish yordamida kichkintoylar ingliz tilining qanday ko'rinishini tasavvur qila boshlaydilar. Qo'shimcha sifatida aytadigan bo'lsak, bu kabi qiziqarli va foydali metodikalar yordamida o'quvchilarning bilim sifati sezilarli darajada oshadi va ommaga yaqqol namoyon bo'ladi

Bilim olishni madaniyatni o'rganish bilan bog'lang.

Ko'pgina tadqiqotlar shuni ko'rsatadiki, o'quvchilarning uy madaniyati va boshlang'ich bilimlari akademik muhitga kiritilganda yaxshiroq ishlaydi. Agar bolalar va ularning oilalari sinfda vakillik va hurmatga sazovor bo'lsa, ular faol va muvaffaqiyatli bo'lishi darajasi yuqoriroq. O'quvchilarga xavfsiz muhitda o'zlarini ifoda etish va bir-biridan o'rganish imkonini berish ham butun sinf, ayniqsa, o'quvchilar uchun ajoyib ijtimoiy-emotsional o'rganish imkoniyatidir. O'qituvchilar o'z amaliyotlarida quyidagi taktikalarni qo'llashni o'ylashlari kerak: Talabalarigizning kelib chiqishi bilan tanishish Ularning hayoti bilan bog'langan misollardan foydalanish Talabalarning madaniyatini san'at, musiqa va adabiyot bilan ifodalash. Talabalarni turli xil vositalarda hikoya qilishini rag'batlantirish: rasm, she'r, tasviriy san'at, drama, insho va boshqalar. Talabalardan o'z hayotlari haqida oddiy, stresssiz usullarda, ularni baham ko'rishga majburlamasdan gapirish va yozishni so'rang Talabalarga ona tili va tarjima ilovalaridan foydalanishga ruxsat bering

Doktor Shnayderning ta'kidlashicha, ba'zi o'qituvchilar, xususan, o'rta maktab o'qituvchilari o'zlarining jadvallarida shu tarzda kunlik almashish uchun yetarli joy bo'lmasligi mumkin. "Buni haftada bir marta 15 daqiqa qilish haqida o'ylab ko'ring", deydi u. "Bu o'quv vaqtini olib tashlasa ham, siz undan shunchalik ko'p narsani olasizki, menimcha sarflagan vaqtingiz bunga arziydi." Takrorlash til o'rganishdagi muvaffaqiyat hisoblanarkan, til o'rganish dasturlar o'rganilgan mavzularni mustahkamlagani va o'quvchilarga ingliz tilini o'z shaklida qo'llay olishga imkon berganligi sababli eng kerakli ajoyib vositadir[4].

Xulosa qilib aytsak, ilovalardan foydalanishninig juda oson va qulayligi ularndan sinf tashqarisida ham ichkarida ham foydalanishga imkon beradi. Garchand ilovalar interaktiv va yaxshi rejalashtirilgan dasturlarni o'rnini bosolmasada, bunday ilovalardan darsda foydalanish istalgan ingliz tili o'rganish kursi uchun darsning muhim qo'shimcha qismi bo'la oladi. Aytish mumkinki bunday til o'rganish dasturlari ta'lim rivojlanishi bilan birga ko'payib bormoqda.

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EFFECTIVE METHODS AND TECHNIQUES OF TEACHING ENGLISH AT THE INITIAL STAGE

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ABSTRACT

This article explores effective methods and techniques for teaching English to beginners. Beginning language learners require engaging and interactive approaches to language instruction that promote comprehension, retention, and confidence in using English. Key strategies include Total Physical Response (TPR), CLIL method (Content and Language Integrated Learning or subject-language integrated learning), visual aids, storytelling, role-playing, games and activities, dialogues and conversations, grammar instruction within context, peer interaction, and a multisensory approach. By tailoring lessons to students' interests and abilities, providing ample practice opportunities, and fostering a supportive learning environment, educators can effectively facilitate language acquisition at the initial stage.

Keywords: language instruction, initial stage, Total Physical Response (TPR), CLIL, visual aids, conversational practice, peer interaction, language acquisition

May 6, 2021 a videoconference on measures to improve the system of teaching foreign languages was held under the chairmanship of the President Shavkat Mirziyoyev. At the conference «It is time to create a new system of teaching foreign languages in our country, which will become a solid foundation for the future. Since we set ourselves the goal of building a competitive state, from now on the graduates of schools, lyceums, colleges and universities must be fluent in at least two foreign languages. This strict requirement should become the main criterion for the work of the director of each educational institution», Shavkat Mirziyoyev said.[1]

After that, the Uzbekistan education system in teaching English has undergone a huge number of changes. Every teacher understands perfectly well that it is necessary to constantly look for such pedagogical technologies that could interest students and motivate them to study the subject.

The technology of active teaching methods (AMO technology) effectively solves the tasks set for education, and English language lessons in primary school are no exception.[2]

Let's look at some of them, the most common and most often used in foreign language lessons:

- group and pair work creates favorable conditions for the inclusion of all students in active work in the lesson. When organizing work in pairs and groups, each student thinks and has the opportunity to express his opinion. In groups, children learn from each other in the process of educational discussion and educational dialogue. It is especially important that the group form of work makes it possible to implement an individual approach in conditions of mass education, to organize the interaction of children to identify their individual abilities and needs;

- problem situations, in order to get out of which the student needs to make a decision and find an answer, and, in turn, for this he is forced to form new knowledge himself with the help of the teacher and other students, based on other people's professional experience, logic and common sense.

- business games are aimed at developing certain recipes for effective educational and professional activities. Games are an integral part of the life of schoolchildren; they have the opportunity to relieve unpleasant or forbidden experiences and embarrassment for the student's personality. The game should easily attract the child's unstable attention to the material, give new knowledge, and force him to think.

- the round table allows you to consolidate previously acquired knowledge, fill in missing information, develop problem-solving skills, and teach a culture of discussion. Along with the active exchange of knowledge, students develop professional skills to express thoughts, argue their ideas, justify proposed solutions and defend their beliefs. It is very important that the table is truly round, that the teacher is also a member of the general circle, that the conversation takes place "eye to eye," this will help students behave more openly and relaxed. It is interesting to have an object in the group (toy, key, rod, etc.) that the student must hold at the moment when he answers.

- the project method is a comprehensive teaching method that allows you to individualize the educational process, allowing the student to exercise independence in planning, organizing and monitoring their activities. Already in elementary school, children are involved in the development, implementation and presentation of a project.

The CLIL method (Content and Language Integrated Learning or subject-language integrated learning) has recently become increasingly popular in teaching English. Simply put, CLIL is the study in English (or another foreign language) of all or sev-

eral subjects of the school curriculum - this could be the world around us, drawing, history, geography, social studies, mathematics, chemistry, biology, literature and even physical education.[3]

The TPR method is memorizing new words or phrases using gestures or following teacher commands. For example, for the word ball - ball, children pretend to make a gesture as if playing with a ball, for the word pen - pen - they pretend to write with an imaginary pen, etc. Indeed, children remember English words and phrases much better when they study supported by gestures. After all, visual-figurative thinking predominates among schoolchildren.[4]

Thus, the use of active learning methods in the classroom ensures a high level of student interest, their cognitive and creative activity, guarantees the creation of a situation of success for each student, which helps turn learning into a rich, high-quality, effective and psychologically comfortable process not only for students, but also for teachers.

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MODERN METHODS AND INFORMATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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ABSTRACT

The article talks about the current attention to foreign languages the beginning of a new stage in the teaching of foreign languages and the use of advanced pedagogical technologies, innovative methods in the course of foreign languages lesson.

Keywords: foreign language, innovatsion, methodology, information and communication, interactive, method, skills

INTRODUCTION

In today's technological age, science is growing rapidly. Delivering each subject to students using new innovative pedagogical technologies is one of the main requirements of today's education. It is worth noting that after the adoption of the decision of the first President of the Republic of Uzbekistan Islam Abdug'aniyevich Karimov dated December 13, 2012 PQ 1875, attention to teaching and learning foreign languages in our country increased. The use of advanced pedagogical technologies, innovative interactive methods, and communicative and informational tools is required during the course of foreign language classes. In our republic, new methods and requirements have been developed in accordance with the European Framework of Reference for Foreign Language Teaching and Evaluation of Knowledge and Skills of Foreign Language Teachers. The science of teaching is enlightened by the science of methodology. The word "methodike" is Greek and means "a set of methods of doing something according to the purpose". According to Professor Mikhail Vasilievich Lyakhovitsky, the methodology of foreign language teaching is a science that researches the goals, content, means of education, as well as the methods of education using a foreign language.

LITERATURE AND ANALYSIS

Knowledge of languages, especially multilingualism, is of great importance in our time when international relations are on the rise. Pupils and students studying in our country usually learn three languages. These languages are referred to by special names. These are: mother tongue, second language and foreign language. The mother tongue is the first language that plays a special role in the formation of thinking. When talking about the second language, it is considered as the language of brothers and sisters of other nationalities. A foreign language is the language of a foreign country. Western European languages and Eastern languages are taught in our republic. They are included in the curricula of educational institutions. By carefully mastering the achievements of the methodical science, the foreign language teacher will be able to clearly understand the standard of language experience of the student and improve it further. The foreign language teaching method is the set of activities of the teacher and the student that ensures the achievement of the practical, general educational, educational and developmental goals of foreign language teaching, understood.

DISCUSSION AND RESULTS

It is intended to increase the quality and efficiency of education by introducing modern innovative technologies into the educational process. In particular, there are several advantages of such information and communication technologies in learning a foreign language. The role of modern technologies in language learning and teaching is incomparable. The use of technological tools comes in handy in every aspect of foreign language learning. For example, in order to listen and understand, of course, this process cannot be carried out without a computer, player, CD, disks. Listening comprehension is one of the most important parts of language learning. At the same time, the reader is required to pay attention to the speaker's pronunciation, adherence to grammatical rules, vocabulary and its meanings. It is the most important issue to bring modern communication technologies into the educational process, to use them purposefully and correctly, to increase the student's interest in a foreign language, and to increase the effectiveness of teaching. Through this, it becomes possible to use innovative technologies of education and the demand increases. One of the most effective approaches to teaching a foreign language is the use of information and communication technologies, the method of language teaching in distance education. Computer technology, especially the Internet, offers a wide range of opportunities for language learning. Nowadays, teaching through interactive games is becoming a tradition in schools. The use of game technology increases the student's interest in the

lesson, helps them to behave more freely, to concentrate and, most importantly, to increase the effectiveness of the lesson. Lessons are held in our country using the experiences of foreign pedagogues.

- "Merry Riddles" (Merry Riddles) Teaching riddles to students is important in teaching English.
- " Warm-up exercises " using various games in the classroom to make students interested in the lesson.
- In the "Hoy ball" game, students form a circle and pass the ball to each other, saying one of the new words. Participants will be removed from the game if they do not repeat what each other said, if they are repeated or if they are unable to say a word. In this way, the game is continued.
- "Roll play" in which the students will have to show a situation or situation in the form of a scene.

Teaching and learning a foreign language using modern technologies is more effective. Using computers, students can view foreign language knowledge, cartoons, videos and use CD players for listening. In addition, they can record and repeat new words on the phone's dictaphone and language teaching programs from computers and phones also help to learn a language.

CONCLUSION

In conclusion, it should be said that innovative methods are an integral part of the modernization of the entire system. Learning a foreign language is a multifaceted education and in this process a person experiences complex psychological changes. In particular, the process of comparing the native language with a foreign language is created. It is effective to learn a foreign language by comparing the native language with the use of modern pedagogical technologies. Teaching a foreign language requires knowledge of its methodology. The use of computers determines the success of the entire educational process. In addition, the success of each lesson in education largely depends on the correct organization of the training. Effective use of modern information technologies and innovative educational technologies in the educational process at a time when the need to learn a foreign language is high makes this process effective.

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THE IMPORTANCE OF USING INTERACTIVE ACTIVITIES IN LANGUAGE TEACHING

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ABSTRACT:

In today's quickly changing world it is highly important to alter new ways of engaging students in lesson through different methods and activities to reach better results. This article demonstrates the importance of interactive tasks in teaching learners.

Keywords: interactive games, cognitive abilities, social skills, positive outcomes, creative approach.

INTRODUCTION

There is a widespread opinion that learning process should be free from fun, which means fun and games cannot help students to possess greater results on their studies. But is totally biased idea as it is definitely possible to learn language and have fun simultaneously. One of the best ways of practicing it considered to be interactive games. We all totally believe that understanding and learning language is hard and can be frustrating to follow. But through well-chosen interactive games students not only have a break but also, they are able to have opportunity to practice their language skills.

Interactive activities are educational or recreational exercises that require active participation from the individuals involved. These activities typically involve direct engagement and interaction with the content, materials, or other participants, rather than passive observation or listening. Interactive activities can include games, simulations, discussions, group projects, hands-on experiments, and other forms of experiential learning that encourage collaboration, critical thinking, problem-solving, and engagement. They are often used in classrooms, workshops, team-building exercises, and training programs to enhance learning and retention by promoting active involvement and participation.

METHODOLOGY

Engaging in games can significantly boost your cognitive abilities as you learn, enhancing skills like problem-solving, memory, focus, mental quickness, and language proficiency. It is important to choose games that align with the learning environment. Su Kim stresses the various advantages of incorporating games into the classroom:

Games are advantageous and efficient for enhancing vocabulary acquisition in various ways. They offer a refreshing break from traditional language instruction. Primarily, games promote a sense of enjoyment and relaxation for students, facilitating the retention of new vocabulary. Additionally, the competitive nature of games maintains student engagement and encourages active involvement in learning. Furthermore, vocabulary games introduce real-life situations into the classroom, enhancing the flexible and communicative use of English.

Games can be used in a range of ways, such as a quick review or a concluding activity to reinforce the lesson. They can also serve as a means to practice a new language in small groups or pairs, introduce new vocabulary or concepts, or provide guidance for writing essays. Games offer flexibility in adjusting the pace of the lesson while engaging students in interactive learning.

In addition, games can resist the burden or fear of making mistakes in front of our friends or colleagues (we have all felt this way before) and make the learning process smoother and more efficient.

Games can be tied up with individualize instruction, which definitely aid pupils to become more self-confident and independent thinkers.

Games play an important role in eliminating students' stress and anxiety, which improves their language acquisition. Pupils indeed memorize information better and faster when they learn in a relaxed state. Games can add to the concept of such an atmosphere games are considered to be the most important way to have pupils revise linguistic concepts that they have already learned and been exposed to.

Games enhance language learning by providing motivation and interaction, leading to faster and more effective knowledge acquisition compared to other methods. The competitive nature of games encourages student participation and learning, as they naturally strive to win. In addition to being enjoyable, games facilitate language acquisition, prompting students to use the language to communicate effectively. Games also create a relaxed atmosphere that reduces anxiety, helping students remember information more efficiently. By engaging all language skills within a single activity, games can boost learners' achievement, improving test scores, communication abilities, vocabulary knowledge, and overall language skills. C. Riedle

underscores the benefits of using games in the classroom to cater to the needs of modern students and enhance their desire to learn, ultimately leading to improved academic outcomes.

DISCUSSION AND RESULTS.

Some authors argue that language games should be positioned as a central component of foreign language teaching programs rather than being considered peripheral. They emphasize that games, in addition to being enjoyable, have specific goals and are governed by rules. S. M. Silvers, author of "Games for the Classroom and English Speaking Club," asserts that many teachers view games as tools to prevent monotonous repetition in lessons and to fill time. He highlights the importance of creating a relaxed environment where authentic learning can occur, allowing learners to apply the target language they have been exposed to and practiced. According to Greenall's definition, games can arouse positive competition among students engaged in language activities. The widespread acceptance of using games in foreign language classrooms is evident in the numerous benefits they offer learners. Experienced writers have emphasized the educational value of games.

Games are seen as one of the most important components in EFL classrooms. They include activities which have goals and rules at the same time fun. Hadfield (1990; Quoted in Deesri, 2002) describes games as "an activity with rules, a goal and an element of fun." Foreign language learning games can be considered as a framework to provide a meaningful context for language acquisition. Constantinescu (2012) points that learners can improve their understanding of written and oral English through games. Games assist learn words and structures in a context using correct pronunciation and spelling. Games play a crucial role in the language learning classrooms despite the fact that great number of teachers are not aware of it as a learning strategy. However; it has lots of benefits to the learning process of the learners. Firstly; games prevent the lesson to be ordinary and boring. Conversely, they create a successful and positive classroom environment where students and their learning are central.

Effectiveness of interactive educational games

Calderón and Ruiz (2015) conducted a comprehensive review of the literature, revealing that 53 studies focused on evaluating the effectiveness of various educational games between November 2013 and April 2015. In comparison, the health and wellness sector utilized 18 games, while the professional learning and training domain utilized 20 games. Their analysis showed that 60% of the studies in higher education settings explored the efficacy of educational games, whereas only 40% examined their impact in primary or secondary school settings. This suggests that edu-

cators in higher education are more inclined to integrate educational games with traditional teaching methods to enhance student learning, demonstrating a creative approach to enriching the learning experience.

In addition, students can receive feedback/results immediately to get answers, instead of receiving delayed feedback from traditional assessment methods (e.g., tests and examinations). Moreover, some educational gamification may help to reduce limitations, including time and place, as portable devices can enable students to study and/or learn anytime and anywhere. These user-friendly tools can make difficult subjects easier to understand and memorize (Hanus and Fox, 2015) In other words, with the use of educational games, the learning process is considered to be more interesting (Calliari, 1991) motivating (Sun-Lin and Chiou, 2019) achieving knowledge retention (Gros, 2007) increasing attention (Prensky, 2003), and can even enhance peer communication and social skills (Liao et al., 2011).

CONCLUSION

A discussion of interactive games and learning should consider not only the solo activity of a person playing game but also the social environment in which game occurs. So interactive games are considered to be social activity. According to the researches, games help students to improve social skill ever before and helps them to meet new friends by having firmer bonds.

In conclusion, interactive games are considered to be the most important part of learning process as it possesses abundant positive benefits including development of social skill, elimination of stress and boredom during lesson and easy and effective learning acquisition. Interactive activities provide a hands-on and engaging approach to vocabulary acquisition, leading to improved retention, understanding, and application of new words. By incorporating interactive activities into language learning programs, educators can enhance vocabulary acquisition and create a more engaging and effective learning experience for students.

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HOW TO TEACH CHILDREN WITH ADHD (ATTENTION DEFICIT HYPERACTIVITY DISORDER)

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ABSTRACT

Learning Differences (Disabilities) have become a popular topic among psychologists and educators in recent decades. The reasoning for this reflects the known learning problems that many pupils confront. This discussion focuses on the need to ensure that every student, regardless of unique learning styles and skills, has a successful and manageable educational experience. An enormous amount of effort has been put into effectively exploring a little-known area in order to better define learning differences like dyslexia, known as a reading disability, ADHD (Attention Deficit Hyperactivity Disorder), dysphasia, which is a speech and language disorder, dyscalculia, which is a math disability, and many more. This study focuses on improving the ESL teaching process and making foreign language acquisition successful and possible for all students. This research investigates the method of teaching English to kids who struggle with language acquisition because of their attention deficit and hyperactivity disorder issues.

Keywords: disorder, ADHD, methods, EFL, learning styles, hyperactive, speech and listening impairments, interactive, communicative.

INTRODUCTION.

One of the most often identified and studied disorder among children globally is Attention Deficit Hyperactivity Disorder (ADHD). Kids' experiences in the public school system, whether positive or negative, will impact their academic trajectory, the amount of time they spend managing the classroom, and the school counselors and other supporting staff members' concerns.

The Diagnostic and Statistical Manual of Mental Disorders defines ADHD as a diagnosis made based on a recurring pattern of three main symptoms: hyperactivity, impulsivity, and inattention. Six or more of the nine symptoms of inattention, which include losing items, becoming easily distracted, forgetting things frequently, and

failing to pay attention to details or sustain attention throughout tasks or activities, are required for a diagnosis of inattention. ADHD-related behaviors include fidgeting with hands or feet and wriggling in the seat, having trouble staying seated, blurting, not following instructions, being disorganized, jumping from one activity to another, not finishing a task, not paying attention to details, misplacing necessities, having trouble listening without being distracted or interrupted, and having trouble delaying gratification (American Psychiatric Association, 1994). When placed under rigorous supervision or given lots of reinforcement, a youngster with ADHD may be able to concentrate. Concentration is also frequently exhibited in unfamiliar settings or during one-on-one communication. While some of these behaviors may occasionally be seen in other kids, children with ADHD experience more frequent and severe symptoms than other kids their age.

Similarly, co-occurring psychiatric illnesses are far more common in children with ADHD. Anxiety or mood disorders ranged from 13 to 51 percent across studies, according to Burt, Krueger, McGue, & Iacono (2001). Thus, how teachers handle those issues of their students has a significant impact on the learning and behavioral development of children with ADHD in the classroom.

METHODOLOGY.

For students with ADHD, learning a second language typically presents challenges. According to Cantwell, over 50% of them suffer from various language and speech impairments brought on by problems with the central nervous system. Swanson acknowledged that an impairment or underdevelopment of the front lobe of the brain, which controls the majority of language processes, is the fundamental cause of the ADHD problem. According to some research, which is by Witton in 1998, a working memory deficiency in children with ADHD can impact their language skills.

Three strategies are employed by teachers who are successful in teaching students with ADHD. They start by determining the child's particular needs. For instance, the teacher ascertains the why, how, and when the youngster exhibits impulsivity, hyperactivity, and inattention. Next, based on the requirements of the child, the teacher chooses several instructional strategies related to academic instruction, behavioral interventions, and classroom accommodations. Lastly, the instructor blends these practices with the learning activities offered to the other students in the class to create an individualized educational program (IEP) or other customized plan. In conclusion, the three-pronged approach is as follows:

Analyze the child's unique requirements and assets. Examine the special learning requirements and assets of a student with ADHD in the class. Use offi-

cial diagnostic tests and unofficial classroom observations to take into account the child's academic and behavioral needs while collaborating with a multidisciplinary team and the child's parents. Learning style inventories are one type of assessment that can be used to identify a child's strengths and help teachers improve on those skills. In the assessment, it is important to take into account the environments and situations in which difficult behaviors take place.

Decide on suitable teaching strategies. Choose the teaching strategies that will best address the child's indicated behavioral and academic needs. Choose activities that capture the child's interest, are age-appropriate, and correspond with the subject matter.

Include acceptable procedures in an IEP for kids getting special education assistance. An IEP should be developed in collaboration with parents and other educators. It should include annual goals, special education-related services, and any additional aids and services required to meet those goals. Consider how to combine the educational activities chosen for the ADHD child with those given to the other students in your class.

Since every child with ADHD is unique, it's critical to remember that no one educational approach, practice, or environment will work best for every child. Children with ADHD absorb a lot of information in the classroom; they see a lot of static and dynamic objects, colors, symbols, and characters, and they hear a lot of various sounds. Furthermore, because their sensory receptors are always active, kids could touch or fidget with anything that comes into their hands and grabs their interest. Their minds become disorganized when they take in too much information, not because they see or hear things more than other students do, but rather because they are unable to filter out the unimportant information from the irrelevant. Their inability to concentrate on the sounds long enough to identify them appears to be affecting their Language Acquisition Device (LAD), a term proposed by Naom Chomsky (2000) indicating that its principal job is to distill language sounds from non-linguistic ones.

Mapou (2009) asserts that *listening comprehension issues* are caused by "a weak span for auditory-verbal information" in people with ADHD. A youngster with ADHD may first pay attention to what is being said, but after a short while, it seems as though they are drawn to something else that piques their interest more. Even when a youngster with ADHD pays attention to the teacher's words, he may frequently only be able to pick up on one or two minor details that capture his attention, regardless of how significant they are to the overall lesson. He then begins to concentrate on the one smaller fraction of the material that is taught without understanding or applying the topic's essential concepts, which inevitably leads to an inadequate re-

sult. An ADHD child will, nevertheless, be more likely to understand the important language information to be taught if the input is improved, for instance, if the key vocabulary or grammar phenomena are presented in an engaging way and are reinforced multiple times. Instead of using the same linguistic material over and over again, multiple sources should be used for even higher input augmentation. The development of sophisticated human abilities, including language, is clearly a multisensory process requiring the cooperation of all senses, as Stockman notes (2009). An ADHD learner is therefore more likely to gain from the lecture if there are more connections and attention-grabbing stimuli offered. When learning a new word, for example, a child should hear the word, see its spelling and the picture that represents its meaning, see and touch the object that this word denotes (if possible), and receive several examples to help them understand its function in a sentence and, ideally, in a real-world setting.

Michael Kuczala and Traci Lengel offer some broad suggestions for delivering efficient voice input in instruction in their book "The Kinesthetic Classroom: Teaching and learning Through Movement" (2010, p. 18). These recommendations, in my opinion, can also be successfully used to support language learning:

- *Identify a pattern*
- *Establish links*
- *Cultivate a personal interest*
- *Relate it to past knowledge*
- *Become emotionally involved*
- *Practice it*

With ADHD children in attendance, it is crucial how an ESL teacher instructs the class. Instructions must to be clear, concise, and specific. The teacher must have all of the students' attention before delivering them. Giving written instructions in addition to auditory instructions is beneficial, as long as you remember to offer one instruction at a time. You should gently reiterate the directions to the child if he still refuses to work. Even after that, a teacher might need to ask the student to repeat the directions and confirm that they have been fully understood. Children with ADHD may frequently misunderstand or disregard instructions since they were just not paying careful attention to them.

It also should be remembered that *reading comprehension* is particularly difficult for these learners when it comes to the English language. Reading in this language is not simple. In spoken speech, there are 44 distinct sounds in English that are represented by the 26 letters. Depending on their surroundings—neighboring letters and sounds—and their placement within a word, the same letters can be read in dif-

ferent ways. Not to mention the fact that there are many exceptions to a large number of reading norms. Even though the disorder causes a lot of challenges, many traits that children with ADHD have—like being impulsive, energetic, stimulating, creative, and "the life of the party"—can be seen as benefits because they aren't always present in children without the disorder. As a result, an ESL teacher can make use of these qualities to their advantage while designing classes, which will improve student engagement and effectiveness.

For example, an ADHD student might exhibit surprisingly focused attention, be productive, and be a very successful learner when engaged in highly engaging interactive activities that require creativity, a lot of movement, and involvement. In addition to succeeding in the solo task, the student gains confidence, receives recognition from his classmates, and motivates everyone with his vivacity and excitement. One can experience a range of feelings, including enthusiasm and even anger when listening to a child with ADHD talk because they are unable to fully communicate their views. Such individuals are frequently difficult to interrupt, but they also have a tendency to jump in and start answering questions before the other person has finished. Additionally, a compensation mechanism is evident in action, as there are numerous gestures, movements, and sounds used to make up for the lack of vocabulary and explain the thoughts being represented. Young children with ADHD frequently speak in an illegible manner and make numerous mistakes in their speech, which is made worse by their inability to stop speaking as quickly as their classmates without ADHD can and correct themselves, according to Renz, 2003.

DISCUSSION AND RESULTS

These symptoms (or traits) worsen when studying a second language since a foreign language's vocabulary and grammar skills are typically far less extensive than that of the native tongue. Additionally, rational mental organization and coherent speech are challenging for ADHD children, particularly when asked to explain or describe anything in detail (answers requiring the use of sophisticated language or more than one or two phrases). Students with ADHD frequently talk louder than the other kids and don't know how to adjust the volume of their voice.

One of the main language acquisition *problems is writing*, thus for students with ADHD, this is probably one of their largest learning obstacles. Many of them end up writing in the same way that they read or hear as a result of the impacted input, which is to say, in the same way that they interpret and process written and spoken words. While writing, they do the same errors as while reading: they misspell words and letters, or they jot down what they hear without understanding or applying proper syntax and spelling. This frequently leads to the omission of significant por-

tions of text.

These examples show that the four language skills frequently provide different difficulties for these kinds of students. Whatever the problem, for the SLA process to be successful, ESL and EFL students in elementary and secondary schools typically need to concentrate on all of them.

According to Philippa Greathead's essay on "Language Disorders and Attention Deficit Hyperactivity Disorder," one of the main learning issues that children with ADHD face is their ignorance of their own learning preferences. Since they don't create their own learning techniques, it is the teacher's responsibility to identify the kids' strengths and establish which learning styles work best together to support their academic progress.

While the TPR technique generally enhances the enjoyment and satisfaction of language learning, it is crucial to avoid overusing it in one's teaching practice. ADHD kids are drawn to novelty easily, but they can also grow bored swiftly if the same activities are done over and over again. Research has shown that the TPR approach, when combined with a variety of other language teaching strategies, is quite effective in helping ADHD students make progress. It can also be used as a warm-up or a transitional activity during a lesson.

Galeb Gattegno developed the Silent Way approach in the early 1970s as an educational paradigm predicated on the cognitive aspects of learning. He views language as "a substitute for experience" (Gattegno, 1972, p. 8) and notes that a person learning a second language "cannot learn another language in the same way because of what he now knows." A significant portion of his work is devoted to the issues surrounding language acquisition (Gattegno, 1972, p. 11).

The Silent Way approach helps kids develop the critical abilities of self-awareness and self-correction, which are lacking in the majority of ADHD students. Even if they know how to finish the task correctly, they find it difficult to assess their output in daily situations. Rather than applying this knowledge as frequently as other students might, they frequently behave quickly and impulsively. SW uses solely physical objects, such as rods, colorful charts, and hands (fingers), to make self-correction visible and palpable, making it easier and more manageable for ADHD learners. It is not necessary for a SW teacher to point out students' grammatical or pronunciation mistakes. Instead, he or she could indicate a specific color on the Sound Chart or point to a rod that represents a word, sound, or morpheme and poses the issue in the utterance, urging students to fix the errors on their own. A teacher may decide to enlist the assistance of other students in order to help the student repeat the correct version as a follow-up if the student is still unsure or unable to identify the

problem. All children in the classroom benefit from this since it helps to enhance the attention, cooperation, and awareness of learners, and it is especially important for those with ADHD.

One aspect of the Communicative Approach to language learning that is thought to be a logical outgrowth of it is Task-Based Language Teaching (TBLT). This method's central tenet is based on the idea that deliberate engagement in non-linguistic activities (or tasks) can lead to the learning of a foreign language. Learning a language is a byproduct of engaging in meaningful, authentic communication. The primary tools of this approach are tasks (Richards, 2001), which move the emphasis of language acquisition from the structure of the language to its actual application. This methodology's "learning by doing" or experiential learning keeps pupils interested in working toward a specific objective. When they do tasks that initially appear unrelated to the language learning objective, they acquire the target language in a derivative manner.

ADHD students typically like video games even more than their peers, especially those that require them to move around a lot. It allows individuals to let go of their excess energy, take a vacation from their study schedule, and even maintain their attention on their learning objective for a lot longer. Playing games also helps them become more interactive, which promotes teamwork and communication. Due to their natural ability to focus on visually appealing content, the majority of ADHD kids are also excellent visual learners. This is why teaching English to students with ADHD can benefit greatly from the use of various visual aids, such as posters, flashcards, mind maps, films, objects, and photographs.

- Vocabulary activities:

Action Verbs – based on the TPR method.

“Simon Says” – Vocabulary Review (based on the TPR method)

“Chase The Fly Away!” (Vocabulary Review)-based on the TPR method.

- Grammar activities:

“Family members” (grammar and vocabulary activity) - based on The Silent Way Method.

Getting Words Together (A Task-Based Activity)

Rod Battleship. Prepositions Review. (Based on the TBI).

- Discourse Activities:

Colors - based on TBI.

Family Members and Colors (review), (a Task-Based activity).

Getting to Know One Another

CONCLUSION.

The instructional methods described in this guide have been shown to be effective in teaching youngsters with ADHD. That being said, it should be highlighted once more how beneficial these methods are for all kids. A successful approach to teaching children with ADHD consists of three key elements: classroom adjustments, behavioral treatments, and academic education. Teachers can help children with ADHD behave better and perform better academically by using strategies from these three areas into their regular classroom management and instruction procedures. Teachers will improve the learning environment for all children by doing this.

When teaching students with learning difficulties, there is no need for us teachers in the field of TESOL to feel helpless or irritated. Actually, we truly achieve our teaching objective and ensure that every student has a successful and pleasurable learning experience by concentrating on the needs of these learners. The idea that teaching is hampered or hindered in any way by the presence of ADHD and other pupils whose learning styles necessitate the adoption of unconventional approaches and strategies should be rejected. To empower those to unleash their innate powers and make positive, fulfilling changes in our environment, we need go deeper, utilize them as a wellspring of inspiration, creativity, and imagination.

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USING MONTESSORI METHOD FOR PRIMARY PUPILS AT SCHOOLS

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ABSTRACT

This article defines teaching Montessori Method, offers teaching styles used by primary school instructors, and discusses about fundamentals of the Montessori Method.

Keywords: teaching style, Montessor Method, mixed-age classrooms, problem-solving skills,

INTRODUCTION

We are always looking for new and efficient teaching strategies that support learner-centered learning and develop critical thinking abilities. As many of us are aware, Dr. Maria Montessori developed the educational philosophy known as the Montessori Method, which places an emphasis on a student's intrinsic psychological growth, independence, and freedom within reasonable bounds.

However, how is this relevant to teaching English to speakers of other languages? It turns out that there are a lot of advantages for both teachers and students when applying the Montessori approach in an ESL classroom.

The Montessori approach prioritizes student autonomy over teacher control over learning. This method encourages pupils to be self-reliant and gives them the freedom to direct their own learning. Allowing ESL students to pursue their own interests and learn at their own pace will probably increase their motivation and level of engagement with the language.

The Montessori Method also places a strong emphasis on experiential, hands-on learning. For ESL students, who might lack the language ability to verbally communicate their thoughts and feelings, this method is especially helpful. By offering tangible educational opportunities, such arithmetic manipulative or narrative exercises, these pupils can enhance their language proficiency without experiencing anxiety or dissatisfaction.

The utilization of mixed-age classrooms is a crucial aspect of the Montessori

system. A diversity of ages and skill levels are accommodated in Montessori classrooms rather than assigning pupils to age-based groups. As a result, regardless of language ability, students may benefit from and support one another in a more encouraging learning atmosphere.

The Montessori approach also honors each student's unique learning path. With their potential to struggle with language and cultural barriers, ESL students can benefit most from this tailored learning approach. In order to assist students feel more included, respected, and supported in the classroom, teachers should adapt their teachings to each student's unique learning style and pace.

METHODOLOGY

As a parent, the Montessori Method has undoubtedly been mentioned numerous times in connection with kindergarten or school for your offspring. One of the most common topics of lively parent discussions is the Montessori technique. Even on routine strolls across the city, one can come across signs announcing the use of the Montessori Method in instruction at a particular establishment.

It makes sense that this approach to education is gaining popularity in the UK, where an increasing number of parents are choosing to either implement the Montessori Method at home or send their kids to kindergartens and schools where it is taught. It is worthwhile to become a little more knowledgeable about the available possibilities before making such a significant decision as which educational path to choose for your child. We present the Montessori Method for this reason.

Learn the ins and outs of the Montessori Method, including its creator and proponents. Find more about the teaching strategies employed in Montessori education and what other parents think are the benefits and drawbacks of this approach. Additionally, you can implement the Montessori Method at home to help your child learn English and explore the world. Examine the steps involved!

The Montessori Method also places a strong emphasis on the social and emotional development of children. Through mixed-age classrooms, children have the opportunity to interact and learn from their peers, fostering a sense of community, cooperation, and empathy. Teachers in the Montessori approach serve as guides, offering support and encouragement while respecting the individuality and unique needs of each child.

Numerous studies have highlighted the positive outcomes associated with the Montessori Method. Children who have experienced Montessori education have been found to demonstrate higher levels of academic achievement, creativity, problem-solving skills, and social competence. They also tend to exhibit greater independence,

self-confidence, and a love for lifelong learning.

However, it is important to note that the Montessori Method is not without its critiques. Some argue that the emphasis on individualized learning may not adequately prepare children for the realities of a more structured and standardized education system. Additionally, the Montessori approach requires highly trained teachers who are knowledgeable in child development and the specific implementation of the method.

What is the method of Montessori?

Maria Montessori, an Italian physician, was the one who created and implemented the Montessori technique initially. The Montessori Method, a comprehensive curriculum, was developed as a result of her meticulous observation of the child's development from a medical perspective and her innovative approach to teaching, which bases instruction on the scientific observation of children.

The Montessori Method has been in use for more than a century in many nations, including the United Kingdom. Even some of the method's detractors acknowledge that some of its answers are antiquated and unsuited to 21st-century classrooms. Nonetheless, proponents of the approach emphasize its universal components, which can be effectively applied in contemporary.

The fundamental tenet of the Montessori Method is that every child is unique and should grow in accordance with their own development plans. These plans document the child's unique aptitudes, competencies, and talents, all of which help the youngster learn more successfully and independently in the future.

RESULTS AND DISCUSSION

Maria Montessori believed that a love, humanitarianism, and tolerance-filled pedagogy should permeate education, particularly in the preschool and early school years. The kid always comes first, and play and the individual gathering of different experiences by the child are the fundamental forms of learning. The Montessori approach facilitates a smooth transition from work and learning activities to play and vice versa. This approach caters to the child's interests and satisfies his or her curiosity while also stimulating it. Professionals concur that these components help the child succeed in the future.

Furthermore, nurturing should always consider the natural laws of development, natural reflexes, and natural inclinations present in the behavior of all living things, in line with the ideals upheld by Marta Montessori. Thus, learning and mastering one's environment through one's emotions and instincts in addition to one's intellect is emphasized in the Montessori Method. The important thing to remember is

that if a child's upbringing follows their normal developmental path, they will feel compelled to learn things on their own.

So what kind of kids are Montessorian students? They are working hard on their assignments and aiming for autonomy. They begin to have trust in their own skills and view the world with assurance. Youngsters who are taught the Montessori Method are accountable, compassionate, eager to lend a hand, and highly motivated to participate in charitable endeavors. Nothing is impossible for them, and they have an abundance of patience. Montessori kids are, after all, kids who understand and can communicate the ideals of honor and respect to one another. These kids are just happy and adaptable!

Fundamentals of the Montessori Method

The inventor of the Montessori Method developed a set of precise principles upon which it is built. The following pedagogical guidelines must be adhered to when using the Montessori Method of instruction:

The concept of free choice states that children determine the topic of their activities, the pace and duration of their learning, and the level of difficulty within a prepared setting. The child is also in charge of selecting a potential coworker.

The idea of free choice of materials states that kids are allowed to choose anything they want to work with as long as it's always available in the room.

The students work wherever they choose as long as the teacher's acceptable boundaries and organizational options permit it. This is known as the free choice of workspace principle.

The youngster has the liberty to choose their own working hours, according to the idea of free will.

The idea of free choice in work format: kids choose the subject matter on their own, work when it suits them, and work as long as it interests and fulfills them.

The order principle states that each object in the class has a place and should be returned to its original location.

The concept of limitation states that kids are not the teacher's partners and are not allowed to do as they like. Every aspect of the group's existence is constrained.

The idea of isolating challenges is that every tool a child uses is meant to help them with a single, targeted topic. Children who focus on sizes do not work on colors at the same time since those tasks require a different kind of material.

The concept of transfer states that knowledge, abilities, and skills acquired from working with the material are transmitted by the child to the surroundings.

The concept of "own action and repetition" states that children grow in line with a plan that is based on their unique needs, interests, and physical and intellectual capacities. It's okay if a child needs to repeat an activity more than once.

The self-control principle: kids are capable of figuring out on their own whether a task was completed correctly or incorrectly, where a mistake might have happened, and how to correct it.

CONCLUSION

In conclusion, the Montessori Method is a highly influential and widely recognized educational approach that emphasizes the holistic development of children. Developed by Dr. Maria Montessori, this method is grounded in the belief that children possess a natural curiosity and desire to learn. By creating an environment that fosters independence, self-discipline, and hands-on exploration, the Montessori Method aims to cultivate a lifelong love for learning.

One key aspect of the Montessori Method is the emphasis on individualized and self-paced learning. Children are given the freedom to choose their activities and work at their own pace, allowing them to develop a sense of autonomy and a deeper understanding of their own strengths and weaknesses. This approach encourages intrinsic motivation and a sense of ownership over their education.

Another fundamental principle of the Montessori Method is the use of specially designed materials and learning environments. These materials are carefully crafted to promote sensory exploration, develop fine motor skills, and encourage abstract thinking. The prepared environment in a Montessori classroom is structured to provide a balance between order and freedom, allowing children to engage in purposeful activities that promote concentration, coordination, and cognitive development.

Overall, the Montessori Method has had a significant impact on early childhood education, inspiring numerous educators and schools worldwide. Its focus on child-centered learning, hands-on exploration, and holistic development continues to resonate with parents and educators seeking alternatives to traditional educational models. By providing children with a solid foundation of academic, social, and emotional skills, the Montessori Method has the potential to shape the future generation into lifelong learners and compassionate individuals capable of making meaningful contributions to society.

The Montessori Method can be an excellent way to enhance and personalize ESL instruction. By prioritizing independent, hands-on learning, mixed-age classrooms, and individualized lesson plans, educators can foster a supportive and inclusive classroom environment that empowers students to succeed in their learning jour-

ney.

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THE EFFICIENCY OF TASK-BASED LANGUAGE INSTRUCTION IN RAISING PUPILS' SPEAKING PROFICIENCY

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ABSTRACT

This study aims to find out the effectiveness of Task-Based English Teaching (TBLT) to improve college students' speaking skills. Teaching speaking is considered to be difficult as there are various factors involved, both from the teachers' part and the students' as well. TBLT uses authentic sources of teaching materials with tasks as the essence of the teaching instructions.

Practice has shown that low-level proficiency students have problems expressing themselves using accurate, fluent and even simple sentences. This is reflected in their final oral exams. Hesitation to speak English might be because students have underdeveloped speaking skills as they do not use the language in real-life situations. For this reason students need extensive help and exposure to the English language. Task-based language teaching is an approach seeking to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning (Larsen Freeman 2000:114). The paper elaborates and analyzes the effectiveness of the task-based learning approach on the development of students speaking skills in academic settings.

Keywords: language teaching, task-based approach, speaking skills, Critical Thinking, Speaking proficiency,

INTRODUCTION

Task-Based Language Instruction (TBLI) has gained significant attention in language teaching as an effective approach to develop pupils' speaking proficiency. This article delves into the efficiency of TBLI in enhancing pupils' speaking skills. Speaking proficiency plays a vital role in effective communication; yet traditional language instruction often falls short in adequately addressing this aspect. By exploring the theoretical foundations, research findings, and practical implications of TBLI,

this article aims to highlight its potential in raising pupils' speaking proficiency and promoting authentic language use.

Speaking has a specific function in any type of language instruction. Teachers and language researchers used to prioritise written language above spoken language since studying speaking was more difficult. Speaking became part of teaching, learning, and assessment around two decades ago. However, the focus was not on the development of spoken discourse. (Cater & Nunan, 2001).

METHODOLOGY

Task-Based Language Instruction (TBLI) is an instructional approach that places emphasis on engaging learners in authentic, real-life tasks to facilitate language learning. Unlike traditional methods that focus primarily on grammar and vocabulary, TBLI aims to provide learners with meaningful opportunities to communicate and use the language in purposeful contexts. Task-based learning is an excellent way to get students engaged and using English. That, plus the collaborative element, builds confidence in language and social situations. It's also been shown to align with how we learn a language.

Task-Based Learning (TBL) is all about your students creating, producing, or designing something in class... it could be anything... anything at all. TBL includes the 21st Century skills of Communication, Collaboration, Creativity, and Critical Thinking (4C's) and can also be described as a short interactive assignment that results in a finished product.

The Task part of Task-Based Learning has been (more or less) defined by linguistic scholars as:

- things people do in everyday life (Long, 1985).
- a goal-oriented activity that leads to an outcome or result (Willis, 1996).
- a completed work plan which can be assessed (Ellis, 2003).

What kind of activity is a task?

In 2007, Jane Willis and her husband Dave Willis came up with the following criteria in their book *Doing Task-Based Teaching* (pp. 12-14) which can be used to discern a task:

- Will the activity engage learners' interest?
- Is there a primary focus on meaning?
- Is there a goal or an outcome?
- Is success judged in terms of the result?
- Is completion a priority?
- Does the activity relate to real-world activities?

If your answer is yes to all the questions, you can be sure that the classroom ac-

tivity you have in mind is task-like.

TBL is an approach to teaching that was originally used by second or foreign-language teachers. It is an approach that stems from Communicative Language Teaching (CLT) – a language teacher methodology – which emerged in the 1970s.

Language teachers originally adopted Task-Based Learning for a variety of reasons with the most important being the desire to make their classrooms more student-centered, communicative, and collaborative by incorporating more interactive tasks.

Task-Based Learning (TBL) is also known as Task-Based Language Teaching (TBLT) and Task-Based Instruction (TBI). Its principal focus is on the completion of meaningful tasks. Such tasks can include creating a poster, producing a newsletter, video, or pamphlet, or designing a map of the school or neighborhood.

The TBL formula includes the following stages:

Pre-task; The teacher introduces the topic and gives students clear instructions and guidelines on what they will be doing during the three-part task cycle (below). This phase will give students a clear understanding of what will be expected of them and include any important knowledge or details they need to know.

This is also a good time to lead into the task by brainstorming or asking questions about the topic. Teachers can also get students ready for the task by presenting an example of the task or introducing a picture, audio, or video which will be useful in completing the task.

Task; Students get ready to do the task. Students are given what they need to complete the task (handouts and written instructions) and are assigned to work in pairs or small groups while the teacher monitors and offers encouragement when necessary. The teacher's role is typically limited to one of a coach, guide, and facilitator.

Plan; Students work on the task in pairs or small groups and prepare to report or present their results or product. They make important decisions about their presentation and assign each person in the group with a part of the task to present, so everyone takes responsibility during the report stage. The group rehearses its presentation. The teacher walks around, helps if needed, and takes notes on anything that needs to be addressed after the presentations.

Report/Present; Students present their findings to the class in the form of a presentation. The rest of the class listens to the reports and writes down feedback which will be given to the presenters after all reports have been heard. The class can also ask questions or provide some quick oral feedback after each presentation. The teacher also gives feedback on the content as well. Students vote on the best presentation, report, or product.

After presenting their completed task, others in the class can offer constructive feedback.

RESULTS AND DISCUSSION

Speaking proficiency holds immense importance in language learning as it enables learners to express themselves fluently, accurately, and confidently. It is the primary means of communication in real-life situations, and neglecting its development can hinder learners' overall language skills. Enhancing speaking proficiency empowers learners to engage in effective oral communication, actively participate in social interactions, and express their thoughts and ideas with clarity.

TBLI aligns with various theoretical perspectives that emphasize the importance of meaningful communication and authentic language use in language learning. Sociocultural theory underscores the role of social interaction and collaborative learning in language development. Constructivism highlights the active construction of knowledge through meaningful tasks, and the interactionist approach underscores the significance of communication in language acquisition. TBLI integrates these perspectives by providing learners with opportunities to engage in purposeful tasks that promote authentic language use and interaction.

A growing body of research supports the efficiency of TBLI in raising pupils' speaking proficiency. Studies have consistently shown that TBLI positively impacts learners' fluency, accuracy, complexity, and confidence in speaking. By engaging in authentic tasks, learners are motivated to use the language in meaningful contexts, leading to improved speaking abilities. Research also indicates that TBLI promotes learner autonomy, as learners take ownership of their learning process and actively participate in task completion.

Implementing TBLI in language classrooms requires careful planning and task design. Teachers should select tasks that are relevant, authentic, and aligned with learners' interests and needs. Tasks should provide opportunities for learners to engage in meaningful communication, collaborate with peers, and receive constructive feedback. The role of the teacher is crucial in facilitating TBLI. They create a supportive learning environment, provide guidance, and scaffold learners' language development. Teachers can also incorporate technology, authentic materials, and real-life situations to enhance the authenticity of tasks.

Assessing speaking proficiency within a TBLI framework requires a comprehensive approach. Formative assessment strategies, such as observations, self-assessment, and peer feedback, can provide valuable insights into learners' progress. Teachers can also design assessment tasks that simulate real-life communication situ-

ations, enabling learners to demonstrate their speaking skills authentically. Assessments should focus on both fluency and accuracy, considering factors such as pronunciation, vocabulary use, grammatical accuracy, and coherence.

CONCLUSION

Task-Based Language Instruction (TBLI) has demonstrated to be an effective method for increasing students' speaking skills. By incorporating actual exercises and meaningful conversation into language training, TBLI enables students to improve their speaking abilities and interact in real-world situations. The theoretical foundations, empirical data, and practical implementation tactics addressed in this article demonstrate TBLI's potential for developing genuine language usage and speaking skill. As educators continue to investigate novel ways to language education, TBLI emerges as a potent instrument for providing students with the speaking abilities required for effective communication in the modern world.

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MASTERING PHRASAL VERBS: STRATEGIES FOR RETENTION AND ACTIVE USAGE

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ABSTRACT

This article discusses how to learn and teach phrasal verbs in English language, the importance of using phrasal verbs in learning process and to indicate some acceptable methods of learning by heart phrasal verbs in teaching and learning process of English language.

Keywords: preschool, circumstance, native speakers, ESL learners, particle, context and non-speaker.

INTRODUCTION

Nowadays, everyone can believe that English is an essential language and usage of communicating with other nations over the globe. Without any doubt, younger and older generation are tend to learn English as a second language so that it is suggested that even in preschool and primary in educational circumstance. Yet, teaching phrasal verbs and the correct usage of them in English communication is challenging and ineffective in English as a second language. Except from native nations, using of phrasal verbs can be found difficult to use and communicate with each other in non-native countries, especially people who learn English as a second language.

Phrasal verbs are verbs that have a distinct meaning that cannot be deduced from the meaning of the words that make them up. Furthermore, phrasal verbs are not commonly used in Uzbek. Phrasal verbs, however, constitute an essential component of the English language's lexicon and are fundamental to its past, present, and culture. Since phrasal verbs are crucial to verbal communication in English, native English speakers utilize them frequently and spontaneously in their speech. Phrasal verbs are said to enhance speech and communication in linguistic studies. Therefore, mastering the use of phrasal verbs is essential to communicating in English like a native speaker. But it's not as simple as one might think to understand phrasal verbs and how to use them correctly. When speaking in the English language, EFL/ESL students and learners typically struggle to comprehend the meaning of phrasal verbs and to use

them correctly and effectively. In contrast to native English speakers, who employ phrasal verbs almost daily and subconsciously, most English language learners, particularly those for whom Uzbek is their first language, find using them to be exceedingly challenging and uncomfortable. Learning the meaning and usage of phrasal verbs—which are frequently used in the English language should be considered a crucial component of learning the language as a second or foreign language.

METHODOLOGY

Despite this, most English second/foreign language learning classrooms and materials find phrasal verbs to be uninclined. Such an essential component of everyday vocabulary and an important aspect of the English language is rarely discussed in ESL/EFL environments. This is the rationale behind the research paper, which aims to highlight the significance of phrasal verbs by elucidating the need for phrasal verb comprehension and usage in ESL/EFL educational systems. The purpose of this essay is to emphasize how important it is to use English phrasal in order to communicate in English like a native or native speaker.

This study offers explanations for why, in contrast to colleagues who speak native English, students in ESL/EFL classrooms lack this crucial language competency. This paper explains potential explanations for the absence of phrasal verbs and provides a list of reasons why ESL/EFL learners struggle with understanding phrasal verbs, their meaning, and their ability to use them confidently in speech. Here, recommendations have been made in the hopes of achieving a clear analysis of the root causes of this issue and potential fixes to the mentioned challenge.

Phrasal verbs are abundantly used by native English speakers in both formal and informal communication. Phrasal verbs are highly important and are considered a basic part of the English language. There are more than 5,000 different phrasal verbs used in English.

However, it is necessary to explain what is meant by "phrasal verbs". First of all, phrasal verbs are verbs which are composed of both a verb and a particle. For example, the phrasal verb "look up" is a phrasal verb which has the verb "look" and the particle "up" as its constituent words. Similarly, the phrasal verb "get through" consists of the verb "get" and the particle "through" as its component parts also.

RESULTS AND DISCUSSION

ESL/EFL students and learners, of different backgrounds, are found incapable of using phrasal verbs. Non-native speakers, unlike natives, lack the ability to use

phrasal verbs effectively and also lack the ability to understand their meaning. This is considered a problem in non-native speakers' knowledge and proficiency of the English language and a gap in English language learning attempts. One possible explanation to the fact that ESL/EFL students and learners lack the ability to comprehend the meaning of phrasal verbs and are incapable of using them in communication is due to the fact that phrasal verbs in English language carry a meaning that is different from the meaning of the constituent words of a phrasal verb. As such, learners must know the meaning of the phrasal verb as one whole unit and not to be inferred by analyzing the meaning of its words (verb/particle) separately.

Therefore, the phrasal verb "look up" is composed of the verb "look" which means "to see" and the particle "up" which is the opposite of "down". For example, the phrasal verb "look up" carries a meaning as one whole unit and not separable meanings of its constituents. The phrasal verb "look up" may mean "search for information in a book or computer" as in the sentence "I will look up for the meaning of this word in the dictionary. The phrasal verb "look up" may also mean "visiting someone you have not visited for a long period" as in the example "I will look her up next time I am in Egypt". The phrasal verb "look up" may have a third different meaning which differs according to the context it is used in.

This phrasal verb also, for instance, mean that "things are improving" as when saying "things seem to be looking up" carrying an non-ordinary meaning which is "things seem to be improving or getting better."

Phrasal verbs are used in both written and spoken English and are part of everyday vocabulary, especially common native and native-like communication. Native English speakers do not do without phrasal verbs when speaking and communicating in typical, day to day, communicative situations and settings. Nevertheless, in formal communicative situations, usually a phrasal verb could be replaced by a single verb which carries the same meaning of a phrasal verb. So, for instance, the sentence "I got up at 8 o'clock" consists of the phrasal verb "got up" which could be replaced by the single word "rose" as in "I rose at 8 o'clock" and, therefore, sounds more formal and technical.

You can teach phrasal verbs in three main ways.

- 1) by topic, 2) by verb, or 3) by particle.

Learn them in context

Using the most common phrasal verbs arranged by subject, you can teach by topic. If the subject is work, for instance, you would compile the most often used phrasal verbs related to work. The important thing is that they can be remembered in context, regardless of the verb tenses or particles they use. Phrasal verbs "clock in" and "clock

out" describe when you begin and end work, but they don't use the word "work."

Learn by verb

Some people prefer to learn phrasal verbs by verb, say all them starting with the word 'work'. Work out, for example, can refer to being at the gym or it can mean to figure something out.

Learning phrasal verbs by the particle is probably the hardest way of doing it because all of the phrasal verbs end with the same preposition or adverb. Jump in, dine in, fly in, set in, etc., but there are students who prefer learning them in this way.

Group them by particle (up, off, out, away, etc.)

Instead of grouping them by verb, organizing phrasal verbs by particle can help you make relevant connections between them. That's because the particles have tendencies, and if you understand these tendencies, it'll make learning phrasal verbs a bit easier.

So, you might be wondering: "What's a particle?"

Each phrasal verb is composed of a verb and a particle. Let's look at the phrasal verb sell out as an example: *Verb + particle (Sell out)*

The particle **out** can signify a few things. For example, we tend to use it when there is no more of something. So if you go to the bakery and you find out that they sold all their bread, you can say,

"They sold out of bread." or "They're out of bread."

Out can also imply that something stopped existing, ended or disappeared. To illustrate, let's look at a couple of examples with the phrasal verb **go out**:

"If you don't add wood, the fire will go out."

Which means: If you don't add wood, the fire will *stop burning*.

"There was a storm last night, and the power went out in the whole city."

Which means: There was a storm last night, and the power *stopped working* in the whole city.

So do you see why understanding the particles and their possible meanings are so important? This will take time and practice because out has many different tendencies, but it's definitely worth your time and effort. It will at least give you an idea of what the phrasal verb could mean.

CONCLUSION

In conclusion, mastering phrasal verbs is a crucial aspect of English language proficiency. By understanding the structure, meaning, and usage patterns of phrasal verbs, learners can significantly enhance their communication skills and fluency. This article has explored various teaching themes for phrasal verb instruction, highlighting

the importance of contextualization, retention strategies, and analysis of particle meanings.

By contextualizing phrasal verbs within real-life scenarios, learners can better grasp their usage and develop a deeper understanding of their meaning. Incorporating mnemonic devices and interactive activities can aid in retention and active usage of phrasal verbs, allowing learners to apply them confidently in their conversations and writing. Additionally, analyzing particle meanings and usage patterns helps learners decipher new phrasal verbs and use them appropriately.

Teaching phrasal verbs should be a dynamic and engaging process, involving authentic materials, practical exercises, and ongoing practice opportunities. With dedication and consistent effort, learners can unlock the hidden power of phrasal verbs, gaining a valuable tool for expressing themselves naturally and fluently in English. So, let's embrace the challenge of phrasal verb learning and empower learners to confidently navigate the rich linguistic landscape of the English language.

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WOMAN WRITERS IN ENGLISH LITERATURE

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ABSTRACT

It is through this article that every reader will have a keen understanding of famous and great woman writers in English literature.

Keywords: poem, literature, history, known, gender, based on, role, authors, die, books, introduction, world, explore.

INTRODUCTION

Literature has evolved over time in a variety of ways. Characters and themes change to fit the time period. Perspective on a writer's emotional condition is offered by attitudes and literary tactics, frequently as a consequence of external influences. There may be a shift in the format from formal to informal.

Research materials and methodology

The language used in literary works has changed the most over time. Every era has its own unique language system. The study of linguistics shows how these changes happen, frequently gradually over time, as a result of diction choices and social use, including dialect shifts, the prominence of slang and colloquialisms, and the adoption of new terms. Books provide as a map of those shifts. The great female authors of English literature use language in their works that reflects the artistic and social inclinations of their respective eras. Though the subjects in the writings of modern and post-modern writers like Alice Munro and Anne Carson may be similar to those of Victorian and Romantic writers like Emily Bronte and Mary Wollstonecraft, the stylistic elements are very different.

Alice Munro

Through her short stories, Alice Munro shares her opinions about women's roles in society, the past, and relationships. In particular, her story "Boys and Girls" centers on a girl who is attempting to break free from the expectations placed on her by her father and gain his recognition as an equal. "My father and I walk gradually down a long, shabby sort of street...in Tuppertown, an old town on Lake Huron," Munro writes, describing the expansive rural landscapes and straightforward personalities he writes about (Munro, 2006, p. 2778). Her stories' vocabulary reflects this

environment as well as the 20th century, especially the 1930s, which is the time period she writes about.

Anne Carson

The intriguing poetry "The Glass Essay" by Carson explores relationships and self-discovery. Regarding her relationships with her father, mother, and ex-lover, Carson provides insight. She uses introspection to assess herself as well as rich images to show the reader various aspects of her personality rendered in "nudes"—a metaphorical art form. "Nude 1...alone on a hill...stands into...a hard wind slanting from the north," writes Carson. Long ruffles and shredded flesh sever the woman's body...leaving a nerve, blood, and muscle exposed column that is calling silently through a lipless mouth (Carson, 2013, 218-225). Carson's writing skillfully combines quotes from the past with contemporary words. Carson's and other post-modern poetry sometimes feature storylines broken up with text or quotations, giving the piece a fragmented feel (Niedecker, n.d.). The language used in Carson's private inner monologue stands in stark contrast to the Victorian formality of Bronte's *Wuthering Heights* passages.

Bronte Emily

Emily Bronte had a rather alone existence. Her well-known book "*Wuthering Heights*" offers intriguing perspectives on relationships and self-motivation in spite of this solitary way of living. Two characters each provide their own perspectives to the story, which is told from their point of view. The narrative explores themes of love, hate, envy, and socioeconomic status that were prevalent in the Victorian era. In "*Wuthering Heights*," formal language is combined with descriptive elements that highlight societal class discrimination. For example, the sentence "Mr. Heathcliff forms a singular contrast to his abode and style of living" highlights this prejudice. In appearance, he resembles a dark-skinned gypsy, but in terms of attire and manners, he is as much of a gentleman as many country squires: he is very slovenly (Bronte, 1847, ch. 1). Great works from the past affected writers in the future, like Anne Carson.

Mary Wollstonecraft

Poverty and harshness dominated Mary Wollstonecraft's life. A fierce advocate for feminism, political equality, and girls' education, Wollstonecraft was also a feminist. In "*A Vindication of the Rights of Woman*," she made a strong case for women, urging them to see their own value, confront oppressors, and reject social norms that compelled them to be subservient and narrow-minded. The work's language is so well-written that it reads like a letter. It is a strong article that presents Wollstonecraft's views on oppression along with solutions to those issues. Her language is so-

phisticated, with statements like "the pretty superlatives, dropping glibly from the tongue, vitiate the taste and create a kind of sickly delicacy that turns away from simple unadorned truth" (Wollstonecraft, 2006, p. 1461) despite the work's evident motivation. The work by Wollstonecraft served as a catalyst for the feminist movement and opened doors for other female writers.

RESULTS AND DISCUSSION

Literary devices can be found in works of Romantic, Victorian, Modern, and Post-Modern literature. The intensity of the images can change. The graphic representation of post-modernism may differ significantly from the sweetness of Victoriana. The harsh surroundings of Wuthering Heights was portrayed by Bronte through the use of storm and wind; Carson's wind tears the flesh from the bone, exposing it. Wind is used in a very different way. While both Carson and Bronte employ wind to convey turbulence and hardship, Carson's depiction is much more vivid than Bronte's stormy scenario. Munro's artwork has a less vivid portrayal of rustic appeal. "She wears a good dress...a summer hat of white straw, pushed down on the side of her head...she walks serenely like a lady...past the housewives in loose beltless dresses torn under the arms," the author writes of the girl accompanying her mother on their way to the grocery store. This portrays the mother's dissatisfaction with her social standing (Munro, 2006, p. 2780). Writing has always been shaped by social expectations. Many writers and artists write for readership, even though they strive to push the boundaries. The social stigma that came with being a woman in those days followed female writers of the Romantic and Victorian eras. Since it was believed that women were not intellectual, these writers had to challenge this misconception while still producing works that readers could identify with.

CONCLUSION

Literature evolves with time. The earliest literary works, like Homer and Hesiod, presented mythological and creationist concepts. These foundational masterpieces were built upon by every age. Writing about the world, relationships, and life aims to enlighten readers. The reasons behind the varying representations of each age are explained by this quest for understanding. Life is not static. Findings are made, language and diction in society change, social classes change, access to education increases, and women's role in society changes from that of caregiver to equal member. Wollstonecraft's feminist writings were influenced by romanticism, and she writes in a style that is accessible to ordinary women despite its formality and complexity.

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ENGLISH ROMANTICISM AND ITS DEVELOPMENT

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ABSTRACT

It is through this article that every reader will have a keen understanding of English romanticism and its development also article aims an overview on the whole romantic period.

Keywords: poem, literature, history, known, emotion, passion, critique, idealization, an awe of nature, the purity of childhood, glorification, sublime, supernatural elements.

INTRODUCTION

This article goes into great length on the beginnings of the romantic era, how it developed, the poets who contributed to its glory, the biographies of these poets, and the specifics of the romantic poetry that dominated this time period. The close of the eighteenth century marked the beginning of the romantic age, which lasted until the 1930s in the nineteenth. The neoclassical era, which saw the rise in popularity of classical poetry among readers thanks to writers like Alexander Pope, was succeeded by the romantic era. Romantic poetry made intense use of elements like imagination, emotion, and nature. There were many writers who composed romantic poetry during this time, but only the lives and works of the four major poets—William Wordsworth, Samuel Coleridge, John Keats, and P. B. Shelley—are covered in this article. The earliest romantic period influencers were Wordsworth and Coleridge. People will learn even the smallest details about the romantic era from this article. Primary traits include its celebration of nature's magnificent or awe-inspiring forces, its exaltation of personality and emotion, its defiance of convention and reason, and its incorporation of spiritual and supernatural components.

Research materials and methodology

According to academics, the release of William Wordsworth and Samuel Taylor Coleridge's Lyrical Ballads marked the start of the Romantic Era. One of the earliest poetry collections to depart from the Neoclassical Period's more formal poetic style was this one. Instead, poets of the day wrote in terms that the common person could comprehend. This helped convey human emotion as well. Wordsworth wrote mostly on the natural world. He believed it may offer a source of spiritual under-

standing and mental purification. Wordsworth is best known for his poem "The Solitary Reaper." This poem honors the beauty of music and demonstrates Wordsworth's belief that poetry required a full expression of feeling. The Prelude, a semi-autobiographical conversation poem that spans Wordsworth's whole life, is his best work. Wordsworth and Coleridge most frequently wrote in the literary genre of conversational verse. The latter wrote a sequence of eight poems that explored larger concepts of nature and morality while adhering to the conventions of the genre. With a lot of the content based on the author's life, this blank verse poetry is incredibly private and personal. Wordsworth and Coleridge were close friends who frequently inspired one another. Coleridge led a more chaotic life than Wordsworth, who was far more contemplative and serene. Only one of his three great works, The Rime of the Ancient Mariner (1798), is finished. The voyage and experiences of a sailor are described in this poem. Due to a mystical curse, the sailor can only return home when he learns to value the surrounding wildlife and environment. Because of his past transgressions, he is compelled to tour the planet telling his story. Christabel (1816) and Kubla Khan (1816) are his other two extended form poems. Coleridge claims that after reading a work about the Chinese ruler Kublai Khan, he had a dream while high on opium that inspired him to write the poem Kubla Khan. He never managed to complete the task. In Christabel, the main character meets Geraldine, a stranger who approaches her and requests assistance. Christabel finds her and brings her home, ignoring the paranormal indications, but it seems the stranger is not like the others. Coleridge intended for the poem to have five parts, but he was only able to complete two. Romanticism's core themes are the exaltation of nature and the celebration of the individual. To be more precise, Romantics celebrate the individuality of the human spirit, which they believe is mirrored in and inextricably linked to the wild, unbridledness of nature. Because of this, the Romantics disapproved of civilization and its emphasis on reason, empiricism, and contemporary advancement. The term "romanticism" in literature describes a literary trend that mostly originated in England and America in the late 18th and early 19th century. With its emphasis on reason and logic, the movement arose as a rejection of the ideals and methods of the Age of Enlightenment. The Industrial Revolution, which the Romantics believed was bad for the human soul and spirit because it kept people in crowded, chaotic cities instead of in the seclusion and spiritual fulfillment of the countryside, also gave rise to Romanticism. Around the close of the 18th century, a literary, artistic, and intellectual movement known as romanticism emerged throughout Europe. Academics believe that the Lyrical Ballads published by William Wordsworth and Samuel Coleridge in 1798 marked the start of the movement in England, and that Queen Victoria's corona-

tion in 1837 marked its conclusion. In other English-speaking countries, romanticism emerged later; in the US, it did so about 1820. Due to the rapid rise of densely populated industrial centers and the depopulation of rural areas, England saw significant social transformation throughout the Romantic era (1798–1832). Two factors contributed to the mass migration of people in England: the Industrial Revolution, which created jobs "in the factories and mills, operated by machines driven by steam-power," and the Agricultural Revolution, which involved enclosures that forced laborers and their families off the land.

RESULTS AND DISCUSSION

Romanticism was in fact a response against the scientific rationality of nature as well as against the aristocratic social and political standards of the Age of Enlightenment. However, it may also be understood as a backlash against the Industrial Revolution. Many Romantic figures of this era also drew significant political inspiration from the French Revolution. Romanticism was characterized by the following attitudes: a greater appreciation of nature's beauty; an overall exaltation of emotion over reason and the senses over intellect; a turning inward and a closer look at the human personality and its moods and mental potentialities; an obsession with the genius, the hero, and the exceptional figure in general, with an emphasis on their inner struggles and passions; a stress on imagination as a doorway to transcendent experience and spiritual truth; a new understanding of the artist as an incredibly unique creator, whose creative spirit is more significant than rigorous obedience to formal norms and established processes; a fixation on folk culture, national origins, and ethnic groups of the medieval period; as well as a penchant for the strange, the remote, the enigmatic, the bizarre, the occult, the monstrous, the ill, and even the demonic.

Romanticism is an attitude or intellectual orientation that was prevalent in many Western civilizational works from the late 18th to the mid-19th century in the fields of literature, painting, music, architecture, criticism, and history. Romanticism can be understood as a rejection of the idealization, rationality, harmony, order, and serenity that characterized late 18th-century Neoclassicism in particular as well as classicism in general. It was also, in part, a protest to the Enlightenment, against the rationality and broad physical materialism of the eighteenth century. Romanticism, which spanned roughly 1805 to the 1830s, was characterized by a revival of national originalism and a quickening of cultural nationalism.

CONCLUSION

This was demonstrated by the gathering and replication of indigenous folklore,

poetry and ballads, folk dance and music, and even works by medieval and Renaissance artists that had previously been disregarded. Sir Walter Scott, widely regarded as the father of the historical fiction, channeled the resurgence of interest in the past into creative writing. Lord Byron, Percy Bysshe Shelley, and John Keats's poetry had achieved the pinnacle of English Romantic poetry at around the same period.

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WILLIAM SHAKESPEAR'S LEGACY IN XXI CENTURY

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ABSTRACT

It is through this article that every reader will have a keen understanding of William Shakespear's legacy in XXI century.

Keywords: "cold blooded", utilized, "good riddance", rising action, climax, power, greed, legacy, unforgettable plays, novels, songs, tropes.

INTRODUCTION

"That someone could see the revolution of the times and read the book of fate" Isy Platt talks on Shakespeare's relevance and influence on contemporary art and society. Shakespeare appears to have the gift of eternal youth, despite the fact that he is almost 450 years old. It is estimated that 410 Shakespeare plays are produced year worldwide, so there is nearly always a performance going on at any given moment. Eighty percent of Britons have seen or read his plays. By themselves, these figures show the Bard's widespread appeal, enduring popularity, and fervent consumption. His writings have improved our understanding of history, added to the English language, and impacted the manner of writing of both his contemporaries and their successors.

Research materials and methodology

What, though, is the reason for the global cultural fixation on Shakespeare that we share? And why, given the stark differences in racial and gender roles in his plays, are they still so extensively read and performed? We can start our investigation into the causes of the influence and legacy left by his works by examining a few productions that have been produced worldwide over the past century or so. Shakespeare's plays have been staged more and more in recent years, with an increasing number of companies attempting to replicate the original staging, whether through setting (The Globe in London and the RSC's Swan Theatre in Stratford-upon-Avon, for example), costume, music, casting, or audience interaction with the ensemble. Twelfth Night, which starred Mark Rylance as Olivia and had its London debut at Middle Temple Hall in 2002 before receiving a revival at The Globe in 2012, was one production that accomplished all of the aforementioned tasks. These shows, which are referred to as "original pieces," aim to mimic the techniques and performing style of the original

Shakespearean company. The products of meticulous research into many aspects of Elizabethan and Jacobean theatre are productions that make provocative links between the politics of the past and present, despite avoiding controversy with an all-male cast. Shakespeare's plays have always had a contentious connection with race. More recently, changes in the scholarly discourse surrounding his plays have sparked discussions about how representations of politics, religion, ethnography, and identity might have a greater contemporary resonance. According to actor Hugh Quarshie, who most recently played the title character at the RSC, the history of Othello on stage reveals just as much about the societies in which it is performed as it does about the text. The focus of more recent productions, like the one at the National Theatre and Quarshie's, has shifted from racial relations to the play's tragedy—which is the result of jealousy. It has been said that the 1939 Harlem production of Macbeth, with its creative transposition and success in advancing African-American theater, is a diversity landmark. The 750-person cast, which was made up entirely of black actors, was assembled by the female-led Federal Theatre Project and performed for fully integrated audiences across the nation during a period when Jim Crow laws institutionalized the disenfranchisement of the black community in the United States. The chance for struggling and unemployed Black performers to play recognized roles took place about thirty years before the American Civil Rights Movement, and it greatly advanced the public conversation on racial equality. Women often contribute less than 17% of the conversation in Shakespeare's plays. Many modern performances have either blind cast the roles or gender-swapped them, bringing fresh gender dynamics from the source text onto the stage in an effort to narrow this enormous gap. The play's examination of parental connections was changed when Glenda Jackson played King Lear on Broadway; Lear's rejection of Cordelia in the play's opening scene was interpreted as a rejection of the daughter for deviating from her mother's ideal of womanhood. Moreover, gender roles are flipped when Hamlet is played, a role that is just as important for a younger male actor to play as Lear is for an older one. The text's initial criticisms of the father-son bond and the Danish kingdom's masculine hierarchy are refuted. This does not, however, distort the Prince of Denmark's essential qualities or confine the discussion to gender relations. Maxine Peake's staging at the Royal Exchange in Manchester did not reverse Ophelia's gender, in contrast to Michelle Terry's staging, which did. As a result, the play also examined internalized and implicit homophobia through Laertes' defense of his sister and Hamlet's rejection of Ophelia. Using a women's jail as a framing device, the all-female trilogy of plays performed at the Donmar Warehouse illustrated the benefits of gender-swapped productions.

RESULTS AND DISCUSSION

The text's initial criticisms of the father-son bond and the Danish kingdom's masculine hierarchy are refuted. This does not, however, distort the Prince of Denmark's essential qualities or confine the discussion to gender relations. Maxine Peake's staging at the Royal Exchange in Manchester did not reverse Ophelia's gender, in contrast to Michelle Terry's staging, which did. As a result, the play also examined internalized and implicit homophobia through Laertes' defense of his sister and Hamlet's rejection of Ophelia. Using a women's jail as a framing device, the all-female trilogy of plays performed at the Donmar Warehouse illustrated the benefits of gender-swapped productions. A varied team of actors was assembled by director Phyllida Lloyd to portray female prisoners performing a Shakespearean play. Each actor played a character who played a character, creating a multifaceted final product. Henry IV has one of the most poignant scenes where the prisoner portraying Rosie, a recovering heroin addict who is about to be released on parole, shares Hal's redemptive narrative. Falstaff, who doubles as Hal's heroin supplier, receives Hal's final rejection, much as Rosie does from her previous life. Shakespearean framing techniques can open up the text to fresh interpretations that support contemporary resonance, as evidenced by the way the play's and the production's worlds are layered. Shakespeare plays have been staged more often over the world in the 20th and 21st centuries. In Lithuania, one of the longest-running Hamlet plays in history was utilized to spread political ideals that struck a chord with a populace that had just recently been freed from Soviet rule. Because of the similarities between China's theatrical culture and legacy and the complexity of Shakespeare's works, Shakespeare is regularly translated into Mandarin in China. His plays have been translated into more than a hundred languages. There are many different and elusive explanations behind this. It has been suggested that Shakespeare's works were a part of the cultural exchange between Britain and Europe during the Renaissance; Shakespeare was required reading in schools during the height of British colonialism in India; George Washington even used a famous quote from Prospero—who was also Ariel's captor—in a polemic against British colonialism. The writings have been transformed into new formats, contexts, and ideas in each of these locations as well as others; the Bard's international beginnings as the poet of the British Empire have changed throughout time to assume new national significance. Shakespearean stagings have occasionally "gone wrong," hitting the wrong notes with both critics and audiences. The most recent Macbeth performance at the National Theatre drew criticism for its basic flaws. The play's main theme of feudal hierarchies could not be reconciled with the play's transposition from medieval Scotland to a post-apocalyptic world with collapsing order.

This made Macbeth's violation of this hierarchy by killing King Duncan look foolish. By looking at this, we can see that while Shakespeare is flexible, there are limits to what can be done; the production was erratic, changing some aspects but not others, with unsatisfactory results. Shakespeare's plays are given a modern resonance because his texts act as blank canvases that fresh ideas that might not have been considered can find a home in. "I think you are only really qualified to talk about Shakespeare at the moment in time in which you are engaging with him actively, that moment in time when you can hold his iambic mirror up to nature and gain a whole new perspective about the times in which you live," writes Leaphia Darko in a blog post for Shakespeare's Globe. Although it comes from a particularly white, masculine, Elizabethan perspective, it yet has a pulse on the whole human condition.

CONCLUSION

Shakespeare is well-known, as was previously noted, and his popularity brings audiences to the theater since they generally know what to expect when the lights go down and Romeo and Juliet's prologue starts to play. The goal of every production is for the directors, actors, producers, designers, and other team members to surprise the audience and add something fresh. Creative teams are now far more prepared to take chances and delve deeper into the texts, whether it's to provide criticism or just uncover something that was previously unknown.

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DEVELOPING STUDENTS' LISTENING SKILLS

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ABSTRACT

The article discusses the peculiarities and differences of the social intelligence of different groups of children going to a comprehensive school and to a special musical boarding school. Particular attention is paid to gender differences in the realization of socio psychological abilities, which are a part of social intelligence. The author comes to the conclusion that between the two groups there are differences in social circle and the ways of communication, behaviour analysis, the expression of empathy, self control.

Keywords: social intelligence; empathy; self control; non verbal behaviour, verbal communication; adaptation.

ANNOTATSIYA

Maqola chet tilini o'rganishning boshlang'ich bosqichida tilshunos talabalarning tinglash ko'nikmalarini oshirish masalalariga bag'ishlangan. Ushbu ko'nikmalarni egallashga va talabalarda yuqori darajadagi kommunikativ kompetentsiyani shakllantirishga yordam beradigan texnikalar taklif etiladi. Ingliz nutqini tushunishga qaratilgan strategiyalarga alohida e'tibor beriladi.

Tayanch so'z: tinglash qobiliyati; samarali muloqot; kommunikativ qobiliyat; fonologik xabardorlik; muvaffaqiyatli o'rganish; faol tinglash.

INTRODUCTION

Effective listening skills are essential for academic success and lifelong learning. Whether in the classroom, workplace, or everyday interactions, the ability to listen attentively and comprehend information is a valuable skill that students need to cultivate. However, developing strong listening skills requires intentional practice and guidance. In this article, we will explore the importance of developing students' listening skills and discuss strategies educators can use to help students become more proficient listeners.

Listening is the ability to receive and accurately interpret messages in the pro-

cess of communication. Listening is the key to effective communication. The communication process will be doomed to failure without the ability to effectively listen to the message and understand it. A good listener will try to hear not only what is being said, but also what remains unsaid or only partially voiced.¹

From the very first lessons, a student should understand that how well he hears and understands the speaker has a significant impact on the effectiveness of his communication in a foreign language and the quality of his relationships with other people, for example:

- I listen to get information;
- I listen to understand;
- I listen for pleasure;
- I listen to learn something.

In fact, most people, even following all the rules, are not able to remember 100% of the information. Research shows that only 25 to 50% of the information we hear can be used. In fact, most people, even following all the rules, are not able to remember 100% of the information. Research shows that only 25 to 50% of the information we hear can be remembered. This means that when we talk to our students, supervisor, colleagues for minutes, they pay attention to less than half of the conversation. If we receive instructions or new information, we do not hear the entire message. What to do if important information is not perceived? It is obvious that by improving and refining listening skills, we increase the effectiveness of communication. This is an integral part of successful mastery of a foreign language and the formation of communicative competence among linguist students. Moreover, this makes it possible to avoid misunderstandings, misunderstandings and even conflict situations in the communication process, especially in a foreign language.

Effective listening in real communication involves observing body language, as it is quite common to notice discrepancies between verbal messages and non-verbal ones.

For example, if someone tells you that they are happy with their life, but through clenched teeth or with tears in their eyes, you must consider that verbal and non-verbal messages are in conflict; the person may not be saying what he actually experiences or feels. In fact. Good communication skills require a high level of self-awareness.

Improving one's listening skills in a foreign language depends on the level of development of students' phonological competence, which includes not only the cor-

¹ Listening Skills, Th [Electronic resource]. URL: http://www.skillsyouneed.com/ips/listening_skills.html (date of access: 07/15/2016).

rection of the pronunciation of English sounds, but also the formation of listening skills, the correct use of their speech organs to reproduce the sounds of the English language and intonation. One of the most difficult tasks is understanding a native English speaker. To solve this problem, it is necessary to pay special attention to phonetic phenomena typical for spoken English: positional length of vowels; strong and weak forms; reduction (for example, the phrase “We have come for the books” is much easier to hear and understand [wi: hav kam fo: sam boks] than [wi:v kam fo sm buks]); elision [him im]; assimilation [les fai leffai]; growing [wod ju: laik... wugu lark...], etc. Language begins with hearing. When we hear a sound, we try to repeat it, and even if we cannot achieve perfect pronunciation identical to a native speaker, we can definitely achieve a good sound and understand the interlocutor. By following certain strategies, the student will be able to gain maximum benefit and get optimal results from practical training at the very beginning. Here are examples of some strategies aimed at understanding English speech.

Phonetic strategies

1. First, try to forget about the meaning of the words, listen to their sound, pay attention to the sound of the same sound throughout the entire listening, concentrate on it.
2. Try to catch the difference between the sound you are training and something similar to it in your native language, feel this difference and say out loud the words with the sound you are training.
3. Listen carefully and pronounce words and sentences out loud, and not silently, so that a false impression is not created about the quality of our sound.
4. Don't forget that words that are pronounced the same can have completely different spellings (threw and through). At the same time, identical letters or letter combinations in words do not always produce the same sound (the combination of letters “ough” in “through” [Oru:] “though” [0ou]) is pronounced differently in different words. It is necessary to develop auditory skills.
5. Imagine the sound before you say it, try to visualize how you are going to pronounce it.
6. Practice pronouncing new sounds and distinguishing them, remember that you are teaching your speech organs to move in new ways and using new muscles that were not involved in the work when pronouncing the sounds of your native language. It is necessary to practice daily.

Phonological strategies

1. It is important to pronounce words clearly and avoid phonological errors that distort statements (Are you fond of working here? / Are you fond of walking here?).

meaning.

2. Listen and imitate, listen not only to individual sounds, but pay attention to pauses, the movement of the speaker's voice up or down, his intonation. This is no less important than pronouncing sounds. The next stage is to practice "active listening" and learn global detailed listening, those. to develop the ability to perceive and retain in memory not only the essence, but also the details of information. This involves not only a conscious effort to hear individual words, but, more importantly, an attempt to understand the meaning of the complete message. During live communication, special attention is paid to the communication partner. Thinking over counterarguments occurs at the end of the statement. To develop this skill, work is carried out in static, dynamic and variational pairs.² The most effective, in our opinion, is the work of students in a dynamic pair, since this type of activity involves changing partners "diagonally and vertically," as well as in a variation pair, in which the work is carried out "in a chain." Working in a static pair with a permanent partner makes the task easier, and concentration weakens.

To successfully solve communicative problems in intercultural communication, it is important to be able to respond with an adequate response and show attention to the interlocutor, but for most students studying a foreign language, the main problem of live communication is that English speech must be processed in real time. The inability to pause or repeat the process of live communication leads to "losing the thread" of dialogue or discussion and the impossibility of adequate speech behavior with an English-speaking speech partner.

To develop listening skills, it is necessary to use authentic material in the classroom that corresponds to the level of language proficiency, relevant to the topics being studied and vocabulary. The presence of a recording optimizes the work process, as it makes it possible to process information an unlimited number of times. The use of audiovisualization techniques will allow you to better understand the content of authentic audiovisual materials and at the same time improve skills in various types of foreign language speech activity, including listening. It is recommended to use these techniques in the practice of teaching listening skills, paying attention to the methodological tools and material posted on the Randall's ESL Cyber Listening Lab website.³ This resource will help improve listening skills both in practical classes and as part of students' independent work. The material is arranged in accordance with the didactic principles "from particular to whole", "from simple to complex", from

² Granitskaya A. S. Teach to think and act. Adaptive system of education at school: book. for the teacher, M.: Education, 1991, 173 p.

³ ESL Cyber Listening Lab [Electronic resource]: <http://www.esl lab. com index.htm> (access date: 07/15/2016).

segmental to supersegmental level. It should be noted the complex nature of the resource, in which the formation of basic language and speech strategies is carried out in a complex, but at the same time the dominant place is given to exercises and tasks aimed at developing listening skills.

Thus, the formation of his communicative competence largely depends on the development of a student's speech ability to understand speech by ear, since this skill serves as the basis for mastering a foreign language and is the key to effective intercultural communication.

CONCLUSION

In conclusion, developing students' listening skills is a multifaceted process that requires active engagement, practice, and support. By incorporating a variety of strategies such as providing clear instructions, utilizing diverse listening materials, and fostering a positive learning environment, educators can empower students to become more effective listeners. By equipping students with strong listening skills, we not only enhance their academic success but also prepare them for success in future endeavors, where effective communication and understanding are paramount. As educators, let us continue to prioritize the development of listening skills to empower our students to thrive in an increasingly interconnected and information-rich world.

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NEMIS EPOSI “NIBELUNGLAR QO‘SHIG‘I” VA UNING VUJUDGA KELISHI

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ANNOTATSIYA

Nemis xalqi boy adabiy anʼanaga ega boʻlib, oʻz tarixini doston va hikoyalar orqali avlodidan-avlodga oʻtkazib keladi. Ushbu maqola muhim nemis dostoni "Nibelungenlied" va uning tarixiy bosqichlariga qaratilgan.

Kalit soʻzlar: doston, tarix, folklor, Burgundiya, “Nibelungs qoʻshigʻi”, feodal xulq-atvori

Barchamizga maʼlumki, barcha dunyo mamlakatlarining tillari, ayniqsa adabiyoti bir-biri bilan qadim-qadimlardan beri uzviy bogʻlangan va asrlar davomida bu bogʻliqlik davlatlar oʻrtasidagi aloqalarning paydo boʻlishi va rivojlanishiga sababchi boʻlgan. Bugungi kunda oʻzbek adabiyotining boshqa davlatlar bilan aloqalari tobora yuksalib taraqqiy etmoqda. Shulardan biri Yevropaning har tomonlama rivojlangan davlatlaridan biri boʻlgan Germaniya davlati hisoblanadi. Bunga misol qilib, ham oʻzbek, ham nemis tillarida paydo boʻlayotgan yangi lugʻatlarni olishimiz mumkin. Shu oʻrinda, nemis epic turiga toʻxtalib oʻtish oʻrinli boʻladi. Oʻn uchinchi asr boshlarida, Avstriyada Tuna daryosining atroflariga noʻmalum ruhoniylar bir necha asrlar davomida nemis xalqlarining ogʻizdan ogʻizga oʻtgan ertaklari va dostonlarini toʻplash maqsadida sayohatga chiqadi. Keyinchalik, qadimgi Islandiya qoʻlyozmalarida ham xuddi shunga oʻxshash xalq ogʻzaki ijodi namunalari topilgan. Shu tariqa, bizning davrimizgacha “Nibelungenlied”, yaʼni “Nibelunglar qoʻshigʻi” dostoni yetib keldi va oʻrta asrlarda nemis epikasi kirib keldi. Bugungi kunda eng tanikliq epik turga mansub nemis dostoni “Nibelunglar qoʻshigʻi” oʻrta asrlarda mashhur boʻlgan. Doston deyarli 800 yil avval yozilgan boʻlib, hozirgacha 35 qismdan iborat qoʻlyozma nusxalari saqlanib qolgan va bu dostonning keng jozibadorligini taʼminlaydi. “Nibelunglar qoʻshigʻi” dostoni 2 qismdan iborat. Birinchi qism yosh shahzoda Zigfridning qahramonliklari, Burgundiya malikasi Kriemhilda bilan uchrashuvidan boshlanib, Burgundiyalik vassal Hagen tomonidan Zigfridning oʻldirilishi bilan tugaydi.

"Nibelunglar qo'shig'i" fojeaviy yakunga ega doston hisoblanadi. Unda yovuzlik, yaxshilik va yer yuzida go'zallikni poymol etuvchilar faol rol o'ynaydi. Eposda

niderlandiyalik shahzoda Zigfrid ezgulik urug'ini sepuvchi qahramon sifatida gavalantiriladi va u xoinlik qurboni bo'ladi. Mardlikda tengsiz, hatto ajdarni o'ldirib uning qonida cho'milgan, Nibelunglar xazinasiga ham ega chiqqan Zigfrid Burgundiya qiroli Gyunterning singlisi Krimhildaning go'zaligidan xabar topgach, u sohibjamol malikaning qalbini zabt etishga oshiqadi va Vorms shahriga yo'l oladi. Ayni o'sha vaqtda Qirol Gyunter ham uzoq Islandiyaning go'zal malikasi Brunhildaga oshiq va uni qalliqlikka olish niyatida yurar edi. Zigfriedning Krimhildaga oshiqligi va uning qo'lini so'rab kelishi Gyunter uchun ayni muddao bo'ladi. Chunki Brunhilda faqatgina go'zallik sohibasi bo'lib qolmay, balki tengsiz qudratga ega jangchi ham edi. U o'zini musobaqalarda yenga olgan odamgagina turmushga chiqishini aytgan, lekin juda ko'plab shahzodalar-u qirollar bu shartni bajara olishmasdi. Dostonda Brunhildaning g'ayrioddiy kuchi haqida alohida ta'kidlab o'tilgan. Ayniqsa, muallif uning har bir qurolining vazni va ta'siriga alohida urg'u bergan: "her armor is carried by four men (437); her sharp lance is made of half a ton of metal, and three men carry it with great difficulty (441-443)." Ya'ni, uning zirhlarni to'rt kishi olib yurgan; uning o'tkir nayzasi yarim tonna metallardan yasalgan va uni 3 kishi juda katta qiyinchilik bilan ko'tarib yurgan. Yoshligida ajdarhoni o'ldirib, uning qonida cho'milganligi boisidan tengsiz kuchga ega bo'lgan, shu bilan bir vaqtda Nibelunglar qirolini o'ldirib, undan ko'rinmas qiluvchi qalpoqchani olib qo'ygan Zigfridgina bu shartni bajara olishini Gyunter va uning sodiq vassali Hagen yaxshi bilar edi. Shu sababli, bundan foydalanib qolishmoqchi bo'lishadi va Zigfried ham Krimxilda uchun ularning shartiga rozi bo'ladi. Ular Islandiyaga yo'lga chiqishadi va bir yil davomida harbiy musobaqalarda qatnashib, Gyunterning o'rniga Zigfrid musobaqaga kirishib Brunhildani kurashda yengadi. Zigfrid Brunhildani nikoh kechasida ham yengadi: ya'ni uning qizlik kamarini va uzugini yechib olishga muyassar bo'lib, uni Gyunterga topshiradi. Kelishuvga ko'ra, Zigfriedning xizmatlari evaziga Gyunter singlisi Krimxildani unga xotinlikka topshiradi va o'zi u bilan qonlari bilan ont ichib og'a-ini tutinishadi. Oradan yillar o'tadi. Kelin-kuyovlar baxtiga qirolichalarning janjali raxna soladi. Oxir-oqibat, buyuk qirol oilasi fojeaviy yakunga yuz tutadi. Kunlardan bir kun Brunhilda va Krimhilda o'z erlarining nimaga qodirliklari haqida bahslashib qolishadi. Krimhilda jahl ustida Brunhildaga uning birinchi nikoh kechasida sodir bo'lgan voqeaning sirini oshkor etadi va buning dalili sifatida qizlik kamarini hamda uzukni ko'rsatadi. Brunhilda alamdanda nafasi tiqiladi. Uning nazarida, bu sharmandalikni qonli qasosgina yuvishi mumkin edi. Burgund qirolichasining sha'nini himoya qilib, yovuz Hagen chiqadi. Hagen Krimhildaning ishonchidan foydalanib, Zigfriedning nozik joyini, ya'ni u ajdarho qonida cho'milgan vaqtda, lipa daraxtining bargi tushib, qon tegmay qolgan joyini bilib oladi. Hagen va Gyunter atayin ov uyushtirishadi va ov vaqtida

Hagen Zigfridni xoinlarga xos o'ldiradi, Krimhildadan Zigfrid tomonidan bir vaqtlar topilgan Nibelunglar xazinasini tortib olinishi va uni Reyn daryosiga cho'ktirilishi bevani xunlar qiroli Etselga turmushga chiqishigacha olib boradi. Judolikka va taqdirga tan bergan odamdek Krimhilda o'z akasini o'ldirishni buyuradi, yarador Hagen boshini o'zi tanasidan judo qiladi. Krimhildaning yovuzligi Etselni ham daxshatga soladi va uning o'zini ham o'ldirtiradi.

Xulosa qilib aytadigan bo'lsam, "Nibelunglar qo'shig'i"da ritsar romanlaridan farqli o'laroq, feodal munosabatlar emas, o'rta asrlardagi haqqoniylik, dunyoning nayrang, makr-hiyla, qonli qasos, o'z shon-shuhrati uchun kurash va yovuzlikdan iborat ekanligi ko'ratiladi. Zigfrid va Krimhilda mana shunday yovuzlikning dostonidagi ramzi bo'lgan Hagen von Trope sababli o'sha davr qurboni bo'lganlar.

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THE IMPORTANCE OF EDUCATIONAL TECHNOLOGIES IN THE DEVELOPMENT OF DISCOURSE COMPETENCE OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

This paper addresses the issue of secondary school students' discourse skills development through new modern information and communication technologies (ICT).

Keywords: Secondary school, discourse, discourse competence, communication technologies

АННОТАЦИЯ

В данной статье рассматривается проблема развития дискурсивных навыков учащихся средних школ посредством новых современных информационно-коммуникационных технологий (ИКТ).

Ключевые слова: Средняя школа, дискурс, дискурсивная компетентность, коммуникативные технологии

ANNOTASIYA

Ushbu maqolada yangi zamonaviy axborot-kommunikatsiya texnologiyalari (AKT) orqali umumta'lim maktablari o'quvchilarining nutqiy ko'nikmalarini rivojlantirish masalasi ko'rib chiqiladi

Kalit so'zlar: O'rta maktab, nutq, nutq kompetensiyasi, kommunikatsiya texnologiyalari

INTRODUCTION

In the current era of rapid development, science and technology are advancing swiftly, bringing progress across various domains, especially in scientific fields. Utilizing new innovative technologies to teach students every subject has become a fundamental aspect of modern education. In today's globalized world, it's hard to envision life without the Internet.

Modern Technologies for Better Language Education

Efficiently utilizing the internet is pivotal for language acquisition, facilitating

interaction with native speakers and offering writing practice through emails (Belz & Thorne, 2006). The integration of modern communication technologies, including Information and Communication Technologies (ICT), in education not only redefines the learning process but also streamlines it, as highlighted by researchers (Robert, 2010; Sysoyev, 2013; Sysoyev & Evstigneev, 2009, 2010, 2011). This approach not only enhances the quality of foreign language education but also optimizes time and effort for both educators and learners (Warschauer & Kern, 2000). Through purposeful incorporation of ICT, education can become more dynamic and engaging, fostering students' interest in foreign languages and ultimately leading to more effective teaching methodologies.

Navigating Discourse: Essential Components of Communicative Language Education

Emphasizing both fluency and accuracy in English speaking skills is essential in education. While traditional methods often focused solely on fluency through memorization, modern approaches, such as communicative language teaching, prioritize understanding meaning. As English becomes more globally prevalent, the need for innovative teaching methods grows to enhance communicative competence among learners, facilitating effective communication among diverse participants.

In contemporary language education, discourse competence stands out as a fundamental aspect of communicative proficiency, as noted by language experts (Brown, 2000). It takes center stage in modern teaching methods, integrating real-world applications into lesson plans. Experts stress that discourse extends beyond mere grammar and vocabulary (Bachman, 1990), emphasizing the importance of understanding language in its cultural and societal contexts. However, learners often grapple with differences in text organization between their native language and the one they're studying, leading to uncertainties and challenges in comprehension (Gass & Selinker, 2008).

Discourse is formed based on specific organizational rules, shaping various topics. According to the Council of Europe, discourse competence refers to a learner's ability to organize sentences coherently and cohesively to produce meaningful texts. This involves ordering sentences based on topic focus, time sequence, and cause and effect. It also includes structuring discourses in terms of thematic organization, logical order, style, register, coherence, cohesion, and rhetorical effectiveness.

Cohesion and coherence are fundamental aspects of discourse competence, fostering the development of learners' listening, speaking, reading, and writing skills.

Utilizing Technology for Advanced Discourse Mastery in Speaking Methods

Technology has become an additional tool for teaching in enhancing their students' speaking competence. The utilization of technology in teaching speaking has become an essential practice particularly in teaching English as a foreign language (Hong, 2006). It stated that computer-mediated communication in teaching pronunciation and conversation is initially focused to improve students' oral performance. Speech laboratory is also of great importance in teaching speaking and speech articulation along with many technological tools of today.

In addition, video applications for conferencing are also considered an essential computer-mediated communication tool in promoting speaking fluency and accuracy. It caters to social interaction purposes and it serves as oral reinforcement of both language fluency, accuracy, and course contents outside of classroom settings. Moreover, by engaging students in diverse communicative contexts through technology, educators can foster the development of discourse competence, encompassing the ability to engage in coherent, cohesive, and effective discourse across various communicative settings (Hong, 2006).

In like manner, digital storytelling is one powerful technology tool for teaching speaking. It integrates computer technologies and the art of storytelling in which graphic designs such as texts, images, and audio are combined making it into a creative media of storytelling. More so, digital storytelling in the classroom has enhanced and developed students in English speaking skills for it allows students to story-tell using their own words and voice. Cartoons on television and other digital platforms also enhance students' speaking skill. Cartoons provide audio and visuals, to attract attention, therefore, develop students' motivation towards the learning of speaking.

CONCLUSION

The integration of educational technologies in teaching English has shown significant benefits, promoting collaboration between teachers and students and fostering active student involvement. These innovative methods aid in the development of students' logical thinking, speech fluency, and quick response abilities. By igniting enthusiasm for learning and encouraging thorough preparation, students become active participants in the educational process. As the educational system aims to cultivate independent and well-rounded individuals, future educators must effectively incorporate these technologies. Developing communicative competence is a gradual process that requires critical thinking, reflection, and innovation, all of which are facilitated by the discussed technologies.

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METHODS FOR INSTRUCTING YOUNG LEARNERS IN WRITING

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ABSTRACT

This article discusses potential approaches to use in practice when teaching English to young learners with a focus on writing. The authors endeavored to present evidence supporting the efficacy of various approaches to writing instruction. They mentioned There are two techniques for teaching writing that are beneficial: copying and dictating.

Keywords: pattern, teaching, teacher, letters, sentences, and words.

The foundational ideas of methodological principles should serve as a precise way to shape and enhance teaching writing skills, student involvement, and visualization. Learners can write letters, words, and sentences in the target language if they comprehend what they write. language more effectively. Penmanship instruction should be done in steps. You may utilize special cards for that. The cards has the letters inscribed on one side. There is a word on the other side where this letter appears.

The teacher shows his pupils how to write the letter He has access to the whiteboard. Every time the teacher writes a letter on the whiteboard, he first explains how the letter is produced, and then he writes the word. His students attempt to mimic his hand movements by copying them, making similar gestures, gazing at the chalkboard while holding their pens in the air. Students are instructed to compose the term in their exercise books after writing the initial letter. He visits the classrooms as the students are writing, observing their work and helping those who require assistance. Students are instructed to practice writing the letter and the word at home since habits are created and strengthened via action [1. 56].

The teacher should keep in mind that students are instructed to write only those English alphabet letters that actually cause other students difficulty. He should also demonstrate how to write the letters a, c, and e to the students rather of asking them

to write two or three lines of these letters at a time like some educators occasionally do, at home. They most likely overlook the fact that learning the name of each letter and the sound it represents is more difficult than writing. When teaching spelling, teachers should examine the challenges associated with spelling in English and provide students with strategies for overcoming these challenges. For that reason, the following exercises could be recommended.

Replicating. The purpose of this exercise is to provide the students a chance to practice speaking and hearing what they have learned. Writing does this because the hand muscles are now used to support the ear, the eye, and the muscles that are the tongue and throat nerves. The word's "look" and "feel" are employed to aid in recall. For the same reason that copying works well for phrase patterns and sentence patterns to aid in memory, students shouldn't be required to write anything during the first two years of school that they don't already fully understand through speech and reading. After fully understanding a new word, phrase, or sentence structure, copying is a good way to practice it. It is possible to copy at home as well as in class. It is necessary to provide extra work to students when they are copying at home to prevent from carrying out the task in a mechanical manner [2.67].

The tasks listed below could be recommended:

- Emphasize a letter that corresponds to a particular sound or a letter combination.
- Highlight a specific grammar point.
- Highlight specific words that, for instance, show the names of school supplies.

The extra effort required of the student to reproduce exercises or texts forces him to focus on the pronunciation and meaning of the words. This type of copying helps to guarantee that the content will be preserved. It needs to be used widely in the junior and in the stages in between.

Dictation -Writing exercises like this one require far more skill than copying. According to certain methodologists, it should never be administered as an exam to inexperienced students. It is a way to correct what is already understood, not a challenge where the instructor must solve the student. The teacher's division by division of each sentence pattern is ingrained in the students' minds through the useful practice of dictation, which develops the ear, hand, and eye.

There are many different types of dictation and methods for conducting them.

- Visual dictation.
- The purpose of dictation exercise is to help students consolidate language skills and get ready for spelling exams. writing phrases using a predetermined format. The fact

that students select the words they will use themselves makes this type of writing assignment more challenging.

The following workouts could be recommended:

- Replacement: Nick's sister exists. Instead of using a sister, the students should utilize different words.
- Finishing: How many people are in the room? He arrived after hours due to...
- Extension: Ann brought some flowers. Students are supposed to describe the flowers with an adjective. writing responses to questions that are posed.
- The inquiry aids the student in understanding the term as well as the pattern needed to get the answer.

Students who have had enough writing practice can make progress in their foreign language writing. This preparation should always be done verbally, with the exception of the senior stage, when it can be completed independently from books because writing does not necessarily need to come before oral questioning at this point. Given that writing is an effective way to learn Students studying foreign languages should write at home as well as in class. For this, they require: (1) an exercise book for class and homework, which the teacher routinely gathers to correct errors and assign grades to students' work in the exercise books; and (2) a test notebook, which the teacher maintains in the classroom and distributes to the students for tests and corrections.

Instructors should make an effort to stay away from becoming bogged down by concerns about curriculum content and give students enough time to study a text thoroughly so they may get the most learning out of this one, carefully selected, excellent work of literature. As numerous Teachers shouldn't feel obligated to slavishly read through a work in class, especially when it comes to novels meant for elementary school kids. This is just not practical. Rather, they ought to concentrate on essential passages, which are the ones that are presented to kids during classes [2. 79].

CONCLUSION

Maintaining narrative continuity can be ensured by summarizing the events of the chapters that are not read or by letting kids read them on their own. This means that educators must be well-versed in the material and carefully select the passages they use. instructing on how to One of the most crucial lifelong skills that teachers teach their students is how to write well. When instructing students in writing, teachers need to make sure they choose the resources and auxiliary materials that will best support their writing development as well as help them learn how to write.

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THE DIRECT METHOD: AN EXCELLENT WAY TO TEACH ORAL LANGUAGE

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ABSTRACT

Oral language has a significant part in politics and journalism when describing individuals, occupations, and activities to nations other than the one in which the learner or the government is involved. spoken competence in a subject you demonstrate ability or proficiency in it also plays a fundamental part in foreign languages. Oral ability depends on the communication technique used. This study focuses on getting students to talk to each other about the goal or outcome that the teacher is attempting to accomplish in the classroom. The benefit of using the Direct Method to teach students how to communicate in the target language is the main emphasis of this study.

Keywords: Target language, communication, speech, direct method

INTRODUCTION

Without translating into the original tongue, the Direct Method should be immediately related to the target language. The objective is to give language learners a practically helpful understanding of the exchange of ideas. It's good to mention something in order to comprehend the conversation. Since a language is best taught actively in the classroom, teachers are expected to use the target language in class rather than translating the lesson materials. Instead of explaining, the teacher should associate the meaning through illustration and movement. This time, grammatical principles are introduced to students studying the specific subject through example and demonstration. This approach involves both student-teacher and student-student interactions. This approach pays close attention to proper pronunciation and teaches new vocabulary by using terms that are already familiar.

The majority of people speak this language, and learning it in the classroom is be-

neficial. The Direct Method, often known as the Natural Method, is a widely used technique that allows the students are asked to perform a specific task that provides them with the chance to share or exchange information with someone in a foreign language using written symbols or a collection of sounds. The Natural Method, which is used to communication on a daily basis, also concentrates question-and-answer sessions on teaching language.

Rivers show that students always understand to communicate language by listening and also the speaking a good way that depend speech with best action (Rivers, 1968). A major role of the teacher effect the activities of the class because teacher student relation is directly related in skills process that's why they depend upon interaction of learner-learner. On the other hand the student role is less passive that they do not take action than Grammar- Translation Method. The role of teacher student are the learning teaching process.

One benefit of using the direct method

- ★ the expressive power of the motions.
- ★ An interest in the relationship between words and meaning in the English language.
- ★ Include everyone participating in the activity
- ★ The Direct Method can rely on workers from low to high class.

The drawbacks of the direct technique

- Disregard the methodical writing that is completed according to a set plan in a thorough and effective manner.
- The Direct Method is quite costly due to its impact on the expensive aids. aids.
- That approach is beneficial in the initial stages. It is performing poorly in the upper classes.

Guidelines for Oral Language Instruction

- Not talk so quickly.
- Not talk too slowly.
- Not use excessive volume when speaking.
- Never got in the way.
- Not using the books at all.
- Never say anything in a single word.

The Straightforward Approach, An effective way to begin teaching oral language The Direct Method assists pupils in comprehending language that facilitates language ease of use. Languages that rely on sentence construction for interpersonal communication rather than for the terms that aid in the pupils' understanding of the previous discourse (Vietor 1882). The finest method of instruction for imparting ski-

lls, specific knowledge, and classroom communication language is the direct method, which has an influence on the target language. Through the Direct Method's activities, which consistently provide engaging and captivating content that draws attention to the acquisition of foreign language skills. When teachers employ a direct approach, pupils can understand it more quickly since it improves their communication abilities.

The Direct Method, which challenges teachers who don't speak English like native speakers (Richards and Rodgers, 2007). With the success of the Direct Method, which influences teachers' capacity to perform tasks efficiently, pupils who would not otherwise have the opportunity to language proficiency unless teachers impart native-like abilities. An excellent and prosperous teacher of the Direct Method requires linguistic skills, mental and physical stamina, strength, imagination (the capacity to conjure up images or thoughts in your head of things that excite you), abilities, and good health. In order to effectively teach, it must be resourceful in the manner that it uses body language and emotion to counteract verbal feelings of physical or mental exhaustion.

According to Larsen-Freeman (2000), language is essential for expressing speech, which is the act of speaking. Students are also involved in using the target language through classroom activities.

A feature of the direct method

- ★ The approach to teaching grammar is inductive.
- ★ Spoken in English.
- ★ The impact of the Q&A period.
- ★ The idea of instruction and vocabulary.
- ★ Graphical resources.

Direct Method Techniques

- ★ Reading out loud so that others can hear you.
- ★ The question and answer period.
- ★ Voice
- ★ Complete the unfilled exercise.
- ★ Self-correction by students
- ★ Verbal exchange.
- ★ Language proficiency (reading, speaking, and listening)

CONCLUSION

Instructors always value the opinions shared by their students. The best and most significant role in the process of learning is the acquisition of a skill or a certain sort of knowledge foreign language learning procedure. Establishing an optimal

communication environment for students to participate in a certain task involves speaking the target language while simultaneously enhancing the task's worth, appeal, and appeal. Teachers should be aware of how to apply the direct technique so that children' language development might be positively impacted. The Direct Method is an efficient way for teachers to use the English language in the classroom.

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DIFFICULTIES ECOUNTERED IN TEACHING GENERAL SECONDARY EDUCATION STUDENTS TO SPEAK

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ABSTRACT

This study looked at the obstacles and difficulties secondary school English language teachers confront. The purpose of this research study is to determine the resources that are available for teaching English at the secondary level, to learn about the challenges that secondary school English language teachers face, and to investigate the pedagogy that secondary school English language teachers use. The descriptive survey research was used in the study. 120 English language instructors were chosen at random from 60 schools to participate in the study's sampling.

Keywords: Teaching, English Language, Secondary Teachers, Problems

English is recognized as one of the most important languages in the world. There are several reasons why English is important. One of the reasons is that many countries have English as their first language. English is the national language of 104 countries. English is used for travel and business even in countries where it is not the official language. For these purposes, English is used in most countries. English is the main corporate dialect. English is the primary language of the United Nations. English is the main language used by airlines and airports. Speaking English is a requirement for all flight attendants who operate worldwide. There are other types of English, such as American, British, and Canadian English. Dialects are variations in the native tongue spoken by the people living there. People could have a preferred phrase that they use in one context but not in another for a certain item. For example, in Britain, the building housing a movie theater is called a cinema. In America, it's called a theater. This is just a different way of saying the same thing. The English phrases "theater" and "cinema," which can both be used to refer to a place where movies are shown, are suitable. It's important to remember that learning any style of English is helpful. There's no better translation into English. There are only unique ones.

According to some, English is the language with the greatest importance in the world and has both communicative and educational value. As the "Lingua Franca" of

all nations or the language used for the convenience of the world, it is one of the most widely spoken languages in use today. The majority of the world's knowledge is thought to be preserved in English. "The biggest proportion of inhabitants in the entire globe is proficient in English for historical, political, and economic reasons." (Doctor K. T. Bhatia). The majority of software and computer operating systems are now written in English thanks to the IT Revolution. English is well known for its expressiveness as well as for its extensive and varied literature.

Some claim that English is the most significant language in the world, having educational and communicative significance. It is one of the most commonly spoken languages in use today and is referred to as the "Lingua Franca" of all nations or the language used for global convenience. It is believed that most of the world's information has been retained in English. "The biggest proportion of inhabitants in the entire globe is proficient in English for historical, political, and economic reasons." (Bhatia, Doctor K. T.). Because of the IT Revolution, most software and computer operating systems are now written in English. English literature is renowned for its breadth and diversity, as well as for its expressiveness.

Australian poet Peter Porter provided the following in a welcome poem for a global conference that was published in the Times Literary Supplement on February 28:

Through language, a kid can explore the far past, understand the present, and go into the next stage of development." As the British Empire grew, English became the dominant language for information, knowledge, and communication. In many Asian and African countries, English has supplanted other languages as the official language. For historical, political, and economic reasons, the majority of people on the planet speak or read English; nevertheless, it's also probable that some of its universal appeal stems from the qualities and features that it possesses natively. That's what Wren C.L. (1977) says. Wren C.L. (1977) listed the following as the essential characteristics of the English language:

A. The remarkable flexibility and openness of heterogeneity—the different ease and openness with which it has taken in knowledge from all across the world and blended it to create new aspects of its own.

B. Its clarity and inflexion make it convenient to see how the words in a phrase relate to one another.

C. In languages whose word forms are retained according to their relationship to the meaning of the phrase, the order of terms is usually quite constant. In place of the flexibility offered by the hierarchy of inflexions is a secured word arrangement based on the sentence's objective. These qualities have contributed to English's ex-

pansion as a world language.

In Indian minds, speaking English implies intelligence, diversity of culture, and higher education [Supriya Bhandari]. India's vast diversity of racial backgrounds and ethnicities makes language learning a whole different experience. The nation's administration decided on a three-language system, with English being one of the dialects since it offers a workable solution to the linguistic variety of the nation. The relevance of English in the present life of any Indian and the country's educational system can only be ascertained after examining the role that English has previously played in India.

The early 1800s is when this educational system initially emerged. In 1835, Lord Macaulay gave a speech in favor of English education. He made a point of saying that he wanted to create a class of people who were English in morals, taste, opinion, and intellect but Indian in blood and color. Physician K. T. Bhatia Thus, he introduced English as the new medium of instruction in India. And over time, English progressively replaced Hindi as the official language of administration in India. India's linguistic states allowed it to blend in with Indian administration quite rapidly. Many people took advantage of the opportunity to learn English because, during British rule, it was the language of instruction in India.

When Lord Harding proclaimed in 1844 that businesses would favor persons who had obtained an education from English schools, the impending educational agenda was further established. Due to the intense interest that a select group of prominent educators and social reformers showed in English instruction, this language quickly became quite popular. As a result, English became increasingly prominent as a language of teaching, while traditional Indian languages were relegated to the background.

The Status of English Prior to Independence

English held sway over the dialect. It functioned as the language of the courts and the administration. It functioned as the community's taught classes' common language. Prior to independence, English was the main medium of instruction in India's elite universities. English was given pride of place in the high school and college curricula. The saying that was popular at the time was, "The time devoted to English was time provided to exceptional education."

English position upon independence.

Following India's independence, attempts were made to designate Hindi as the official language of the nation instead of English. Nonetheless, there were differences of opinion among the important leaders of the day. Both Tagore and Mahatma Gandhi emphasized the importance of mother tongue as the ideal medium of learning. Vi-

sionary leaders like the first prime minister, Pandit Jawaharlal Nehru, and the first minister of education, Maulana Abdul Kalam Azad, felt that eliminating English would be akin to "throwing out the baby with the bath water" and seriously damage the work of over a century after India gained independence from the British Empire in 1947 [Dr. K. T. Bhatia].

English's current place in the school curriculum.

Despite the necessity of maintaining English instruction, English cannot hold the same place in the curriculum and national administrative structures as it did in pre-Independence India. English can no longer hold the position of the country's lingua franca. That position must and will be held by an Indian language. After 15 years, Hindi was to take over as the official language of the Union of India, as per the 1950 constitution that was passed by India. The states in southern India vehemently disagreed. The outcome was the passage of an Act of Parliament in 1963 recognizing English as an Associate official language. The Kothari Commission (1964–1966) made explicit the position that is covered in English in the educational curriculum. It was based on their recommendations that the majority of Indian states developed their curricula.

The analysis concludes with a summary of the most significant obstacles and difficulties teachers have when instructing English language learners in the classroom. Teachers typically struggle with the students' native tongue; if the pupils come from a diverse background, it can be particularly challenging to teach them English. There aren't enough tools to support the teaching and learning process, like visual and audio aids. There aren't enough qualified instructors to guide students toward particular communication competences and talents. The biggest issue is that pupils speak in their native tongues in the classroom and that English is taught as a topic rather than a language.

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XITOIY TILIDA TERMINLAR VA ULARNING XUSUSIYATLARI

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ANNOTATSIYA:

Ushbu maqolada xitoy tilida terminlar qanday paydo boʻlganligi, ularning kelib chiqish tarixi va hozirgi kungacha bosib oʻtgan taraqqiyot bosqichlari, shuningdek, xitoy tilidagi terminlarning boshqa tillardagi terminlardan farqlari va oʻziga xos xususiyatlari oʻrganilgan.

Kalit soʻzlar: termin, terminologiya, Konfutsiy, zamonaviy xitoy tili, neologizm, lugʻat, morfema, komponent.

Qadimdan fan va texnika sohasida misli koʻrilmagan choʻqqilarni zabt etgan Xitoy sivilizatsiyasi obyektini, xoh u konkret narsa boʻladimi, xoh mavhum boʻladimi, uni toʻgʻri nomlash zaruriyatini his qilgan.

Maʼlumki, tarixiy jamiyat tili oʻz-oʻzidan shakllanadi. Xitoy madaniyatining narsalarning toʻgʻri izlashi Xitoy falsafiy tafakkuri xazinalari – Konfutsiy (孔子 kǒngzǐ miloddan avvalgi 6-asr), Xun-szi (荀子 Xúnzi miloddan avvalgi 4-3-asrlar), Gongsun Long (公孙龙 gōngsūn lóng (miloddan avvalgi 4-3 asrlar)) va boshqa antik davr mutafakkirlari asarlarida dalolat beradi. Bu donishmandlarning asarlarida asl va yorqin, mohiyatan ijodiy gʻoyalar mavjud boʻlib, ular zamonaviy xitoy terminologiyasining kelib chiqishiga xizmat qilgan. Zamonaviy Xitoy sivilizatsiyasining qadimiy terminologik anʼanalari haqida gapirish bugungi kunda juda muhimdir. Masalan, Konfutsiy hayotligida uning shogirdlari tomonidan tuzila boshlagan “Lun Yuy” (论语) kanonik matnining “Zi Lu” bobi, XIII hukmning 3-bobida shunday deyiladi: “Ustoz javob berdi: Mohiyatga mos kelmaydigan ismlarni tartiblashdan boshlash kerak!... Agar nomlar mohiyatga mos kelmasa, unda. soʻzlar notoʻgʻri. Agar soʻz nomaqbul boʻlsa, amal yaxshi boʻlmaydi”.

Konfutsiy xitoy tilining birinchi falsafiy, ijtimoiy-siyosiy terminologiyasini yaratuvchisi edi. Konfutsiy falsafiy, ijtimoiy-siyosiy atamalarni tartibga solish va ularni xitoy madaniyatiga moslashtirishni Xitoy davlati faoliyatining ustuvor yoʻnalishlari qatoriga kiritgan.

Qadimgi risolalarga murojaat qilish va ularni tahlil qilish tadqiqotchilarga xitoy

tilida atama yaratishning kelib chiqishini ko'rish, qadimgi xitoy tilida bu jarayonning xususiyatlari va usullarini tushunish imkonini beradi. Konfutsiy, Xun szu, Gongsun Long va boshqa antik faylasuflar xitoy mantiqiy-falsafiy tiliga asos solganlar, xitoy tilida ilk falsafiy terminologiyani yaratganlar, ontologik, antropologik, sotsial-epistemologik tushunchalarni tushunishga yaqinlashganlar. terminologiya va umuman xitoy tilining mantiqiy-semantik asoslarini yaratganlar.

Xitoy terminologiyasi nisbatan yosh ilmiy fandir. Uning shakllanishi Xitoyning qadimgi terminologik an'analarga muvofiq amalga oshiriladi. U qadimgi mutafakkirlarning xitoy terminologiyasining maqsadi haqidagi tajribasini davom ettiradi va ijodiy rivojlantiradi.

Shu bilan birga, zamonaviy terminologiya nuqtai nazaridan buning chuqur falsafiy ma'nosi va uning dolzarbligi yaqqol ko'zga tashlanadi. Bu zamonaviy terminologlarning mashhur iborasi bilan bir qatorda: "Terminologiyasiz bilim yo'q" (没有术语就没有知识 méi yǒu shù yǔ jiù méi yǒu zhī shì) turadi.

Ilmiy-texnik terminologiyani ishlab chiqish va tartibga solishning dastlabki bosqichida faqat otlar (名词 míngcí) tanlab olingan va tartiblangan. Shuning uchun terminologik so'zlarning nomi otlar bilan bog'langan. Xitoy tilida "termin" so'zi 术语 shù yǔ mavjuddir. Xitoy tilidagi terminologik lug'atning asosiy tarkibi otlar va ular asosida qurilgan iboralar bilan ifodalanadi.

Xitoy terminologiyasining hozirgi rivojlanish bosqichi uning dunyoshunoslikka integratsiyalashuvi bilan tavsiflanadi. Xitoy terminologiyasida jahonning yetakchi terminologik maktablarining eng yangi uslublari va yutuqlaridan foydalaniladi. So'nggi yillarda Xitoy terminologiyasi an'analarni, shuningdek, Xitoyda va xorijda zamonaviy terminologik tadqiqotlar natijalarini hisobga olgan holda zamonaviy Xitoyning terminologik faoliyatining asosiy vazifalari belgilandi.

Xitoylik terminologlar uchun ham, xitoy terminologiyasining xorijiy tadqiqotchilari uchun ham terminologiya obyektini xitoy nuqtai nazaridan o'rganish kerak, ya'ni xitoy tilining o'ziga xos xususiyatlari nuqtai nazaridan o'rganish muhimdir. Muayyan kontseptsianing nominatsiya birligini tanlash xitoylik terminolog tomonidan xitoy tili me'yorlariga muvofiq amalga oshiriladi. Shu bilan birga, ushbu birlikni bevosita o'rganish ham Xitoy tadqiqot an'analarga, ham xorijiy terminologiya nazariyasiga asoslanishi kerak. Shu sababli, turli madaniyat va tillarning terminologlari yagona kategorik kontseptual apparatni ishlab chiqishda, albatta, kelishuvga kelishlari kerak.

Terminologiya leksikologiya doirasida vujudga kelgan ilmiy fandir. Terminologiyaning predmeti atamalar va terminologik tizimlardir. Terminologiya

usullari ko‘p jihatdan leksikologiya usullari bilan mos keladi [5; 32].

Xitoy tilining iqtisodiy terminologiyasi eng kam o‘rganilgan sohalardan biridir; umuman muammoga bag‘ishlangan asarlar soni kam. Tanlangan mavzuning dolzarbligi, bir tomondan, uning shubhasiz umumiy nazariy va amaliy ahamiyati, ikkinchi tomondan, uning xitoy tilida rivojlanmaganligi bilan belgilanadi. Leksikologik tadqiqotlarda atamalar odatda maxsus qo‘llanish sohasining so‘zlari va so‘z birikmalari sifatida qaraladi.

Zamonaviy xitoy tilida atamalarni quyidagilarga bo‘lish mumkin:

- Oddiy terminlar;
- Murakkab terminlar;
- O‘zlashgan terminlar .

Tilshunos olimlar ta’kidlaganidek, oddiy atamalarga faqat bitta iyeroglifdan tashkil topgan va ma’noli leksemalarga bo‘lib bo‘lmaydigan atamalar kiradi. Ushbu atamalar guruhiga xitoy tilining fonetik o‘zlashtirilishi ham kiradi, chunki bu iyerogliflar ularga ma’no qo‘ymaslik uchun emas, balki o‘xshash tovushni yaratish uchun tanlangan. Masalan:

三星 sānxīng – Samsung;

芒果 mángguǒ – mango;

柠檬 níngméng - limon;

咖啡 kāfēi - kofe;

茶 chá – choy.

Xitoy tilidan o‘zlashgan lug‘atlar soni nisbatan kichik. Faqat ingliz tilidan o‘zlashtirilgan lug‘at xitoy tiliga shevalar orqali kirib boradi. Shuningdek, yapon tilidan ko‘plab o‘zlashgan so‘zlar mavjud bo‘lib, ular boshqa so‘zlar bilan qo‘shilish orqali adabiy tilga ham kiradi.

Xitoy tadqiqotchisi Shi Yuvey o‘zining “Xitoy lug‘atida o‘zlashgan so‘zlar” asarida XX asrda xitoy tilidagi xorijiy so‘zlar soni haqida quyidagi ma’lumotlarni keltirgan. 1989-yilda o‘zlashtirilgan lug‘atlar soni - 1,11%, 1994 yilda - 0,85% ni tashkil etdi. Statistik ma’lumotlardan ko‘rinib turibdiki, o‘zlashtirilgan so‘zlar lug‘ati xitoy tiliga doimiy ravishda kiritiladi. Bunda xitoy tiliga neologizmlar orqali kirib kelgan so‘zlar asosiy o‘rinda turadi. Shu o‘rinda xitoy tilshunosligida neologizmga berilgan ta’rifni ham ko‘rib ketish kerak.

Xitoy tilshunosligida neologizm atamasining ta’riflari ko‘p, lekin eng keng tarqalganlari Van Tekun, Diao Yanbin va Yao Xanmin tomonidan berilgan uchta ta’rifdir :

“为了适应社会生活的变革和科学文化发展的需要，利 用已有的构词材

料，按照汉语的构词规律新创造出来的词和语。新词语是指一个新创造的或从其他语言中，从本民族语言的方言词、古语词和行业语种借用过来的词语，也指一个产生了新语义、新用法的固有词”。

Neologizmlar — ijtimoiy hayotdagi o‘zgarishlar, fan va madaniyat taraqqiyoti natijasida til nominatsiyasiga bo‘lgan ehtiyojni qondirish uchun xitoy tilining me‘yoriy so‘z yasash modellariga ko‘ra mavjud til materiali asosida yaratilgan yangi so‘z va iboralar, boshqa tillardan o‘zlashgan so‘zlar, xitoy tili shevalaridagi so‘zlar, qadimgi xitoy tili so‘zlari, argon va jargonlar, yangi ma’no va yangi qo‘llanish usullarini olgan so‘zlar.

“新词语包括两种形式：一种是以往汉语中没有的，新时期里随着新生事物、新概念、新制度的产生而产生的词语；一种是以往汉语中有的，但是在新时期的语言交际中增加了新的义项，并且该义项以较高的频率被使用的词语” [6; 10]。

Neologizmlar ikki guruh so‘zlarni o‘z ichiga oladi: birinchi guruhga avval xitoy tilida bo‘lmagan, so‘nggi paytlarda voqelikning yangi obyektlari, yangi tushunchalar va boshqalar paydo bo‘lishi natijasida paydo bo‘lgan so‘zlar kiradi; ikkinchisiga – xitoy tilida qadim zamonlardan beri mavjud bo‘lgan, lekin oxirgi paytlarda lisoniy muloqot jarayonida yangi ma’no kasb etgan va bu yangi ma’nolarda yetarlicha tez-tez ishlatilayotgan so‘zlar kiradi.

“新词语包括如下三类：从未出现过的；建国前虽然存在，但在建国后几乎已经消失了，而在最近几年又醒目的涌现出来的；几十年来一直存在着，但最近几年却以过去从未有过的意义高频率出现的” [7; 221]。

Neologizmlar uch guruh so‘zlarni o‘z ichiga oladi:

- ✓ avval xitoy tilida bo‘lmagan so‘zlar;
- ✓ 1949-yilda XXR tashkil topgunga qadar mavjud bo‘lgan, lekin XXR tashkil topganidan keyin qo‘llanishdan chiqib ketgan va keyingi paytlarda yana qo‘llanilgan so‘zlar;
- ✓ xitoy tilida uzoq vaqtdan beri mavjud bo‘lgan, lekin yaqinda yangi ma’no kasb etgan va bu yangi ma’nolarda yetarlicha tez-tez ishlatilayotgan so‘zlar.

Bu ta’riflardan ko‘rinib turibdiki, neologizmlar odatda umumiy faol lug‘at tarkibiga hali kirmagan, tilda mustahkamlanmagan, yangiligi so‘zlovchilar tomonidan seziladigan yangi so‘zlarni o‘z ichiga oladi [4; 74].

Yana bir ahamiyatli tadqiqot Yan Ven tomonidan o‘tkazildi, u 2000 yil davomida xitoy tilidan olingan lug‘atning tez o‘sishini qayd etdi. Bundan tashqari, muallif xorijiy lug‘atning to‘rtta guruhini aniqladi:

- fan va texnika sohasidagi o‘zlashgan so‘zlar - 45,38%;
- siyosat va iqtisod sohasidagi o‘zlashgan so‘zlar – 17,93%;
- madaniyat va sport sohasidagi o‘zlashgan so‘zlar - 6,42%;
- kundalik hayotda qo‘llaniladigan o‘zlashgan so‘zlar - 29,81% .

Yuqoridagi ma’lumotlardan ko‘rinib turibdiki, asosiy qatlam fan va texnikaning jadal rivojlanishi bilan bevosita bog‘liq bo‘lgan ilmiy-texnik sohadagi o‘zlashmalardir.

Fonetik o‘zlashmalarning ko‘p qismi maxsus ilmiy va texnik terminologiyaga to‘g‘ri keladi. Masalan:

麦克风 màikèfēng- mikrofon so‘zi, tovushni kuchaytiruvchi qurilma;

太阳系 tàiyángxì - quyosh tizimi va boshqalar.

O‘z navbatida, qo‘shma xitoy atamalari o‘zak morfemalardan iborat. Masalan:

短路测试 duǎnlùcèshì– qisqa tutashuv sinovi, 短路 “qisqa tutashuv” +测试 “sinov, test”.

Xitoy tilining hosila atamalari murakkab va sodda komponentlardan iborat, ya’ni ular asosan ko‘p komponentli atamalardir. Masalan:

止咳药粉 zhǐkēyàofěn — yo‘tal kukuni, 止咳药 “yo‘talga qarshi dori” va 粉 “kukun”.

V.F. Shichko xitoy tilining lug‘atini hisobga olib, tilda murakkab terminlar va terminologik so‘z birikmalari mavjudligini qayd etadi. Bundan tashqari, muallif bu tushunchalar orasidagi farq juda nisbiy ekanligini ta’kidlaydi .

Demak, xitoycha atamalarning tuzilishini ko‘rib chiqsak, oddiy atamalarni, murakkab atamalarni, hosila atamalarni ajratib ko‘rsatish mumkin. Oddiy atamalar guruhiga tovush jihatidan xitoy tilining lug‘atiga kirib kelgan chet el so‘ziga yaqin bo‘lgan fonetik o‘zlashmalar kiradi. Xitoylik olim Yan Ven tomonidan olib borilgan tadqiqot natijalariga asoslanib, shuni ta’kidlash kerakki, xitoy tilidagi eng ko‘p o‘zlashgan so‘zlar ilmiy va texnik lug‘atga to‘g‘ri keladi. Qo‘shma terminlar o‘zak morfemalardan iborat bo‘lib, ular bir necha leksemalardan tashkil topgan terminlardir. Xitoy tilining hosila terminlari esa murakkab va sodda komponentlardan iborat bo‘lib, ular ko‘p komponentli atamalardir.

Ushbu tadqiqot A.L.Semenas tomonidan taklif qilingan atamalarning shakllanishi tasnifiga asoslanadi.

A.L. Semenasing ta’kidlashicha, xitoy tilida so‘z yasashning quyidagi usullari mavjud:

- ❖ qo‘shish
- ❖ affiksatsiya

- ❖ qisqartirish
- ❖ boshqa tillardan oʻzlashtirish .

Leksik komplekslarning soʻz yasash tarkibi, eng avvalo, komponentlarning grammatik xarakteristikasi boʻlib, ular oʻrtasida mavjud boʻlgan bogʻlanish turini ham oʻz ichiga oladi.

Qoʻshimchaning komponentlari oʻzining grammatik xususiyatiga koʻra substantiv ot, feʼl, sifat, sifatchilik, sifat boʻlishi mumkin. Leksik majmua komponentlari oʻrtasida besh xil grammatik bogʻlanish mavjud:

- birinchisi atributivdir, birinchi komponent ikkinchisini aniqlasa, ular orasida umumiy munosabatlar mavjud;
- ikkinchisi, komponentlar teng boʻlganda, kopulativdir;
- uchinchisi, ogʻzaki-maqсадli boʻlib, birinchi komponent ikkinchi nominal komponentga qaratilgan harakatni bildirsa;
- toʻrtinchisi - ogʻzaki-natijali, ikkinchi komponent birinchi komponent bilan ifodalangan harakat natijasini bildirganda;
- beshinchisi subyekt-predikativ boʻlib, birinchi komponent subyektni, ikkinchi komponent esa uning harakat yoki holatini bildiradi.

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GERMANIYA BAYRAMLARI

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ANNOTATSIYA

Bu maqola Germaniyadagi turli xil bayramlar haqida ma'lumot beradi. Ular ichida diniy bayramlar, xalqaro bayramlar va milliy bayramlar kiritilgan. Maqolada Weihnachten, Oktoberfest, Karneval, Neujahr (Yangi yil) kabi mashhur bayramlarning qanday o'tkazilishi haqida ma'lumotlar keltirilgan.

Kalit so'zlar: Germaniyadagi bayramlar, an'anaviy, xalqaro, diniy, Karneval, Oktoberfest, Weihnachten, Neujahr, Einheit.

Germaniyadagi bayramlar, mamlakatning ko'plab tarixiy, diniy va madaniy ta'sirlari bilan bog'liqdir. Ular Germaniyadagi ijtimoiy hayotning zarur qismini tashkil etadi va xalqaro turmushga xos taqdirlanadi. Bu maqolada, Germaniyadagi eng mashhur bayramlar va ularning asosiy xususiyatlari haqida suhbat qilinadi. Bu bayramlar mamlakatni va uning madaniyatini muhim jumlari sifatida e'tirof etiladi va insonlarning, mamlakatning o'ziga xos odatlarini, ta'riflarini va qadimiy marosimlarni o'rganishda muhim ahamiyat ko'rsatadi. Bayramlar Germaniyadagi aholining umumiy turmush tarzi, insonlarning o'zaro munosabatlari, oila vazifalari va milliy xususiyatlari bilan bog'liqdir. Maqolada bu haqda ma'lumot beriladi va bayramlarda o'tkaziladigan asosiy marosimlar va ibodatlar ko'rsatiladi.

Germaniyadagi bayramlar mamlakatning madaniyatini ko'rsatib beradi va o'zaro munosabatlarni kuchaytirishga yordam beradi. Ular O'zbekiston bo'ylab turlicha o'zaro munosabatlarga egadir. Germaniyadagi an'anaviy bayramlar mamlakatning qadimgi madaniyatining bir qismidir. Bayramlar jamiyatni qo'llab-quvvatlash va o'zaro munosabatlarni o'rniga o'rnatishga asos soladi. Bundan tashqari, ularga mamlakat bo'ylab tarqalgan joylashuvi yoki ma'laka tufayli jiddiy moliyaviy va iqtisodiy oqibatlarga ega bo'lishadi. Germaniyadagi bayramlar, mamlakatning xalqaro ommaviy munosabatlari va ijtimoiy qatnashchilikni ta'kidlash uchun eng muhim vositalardan biridir.

Germaniyadagi bayramlar: Madaniyat va An'analar

Germaniya, bog'bonchilik va mukofotlar bilan bog'liq an'anaviy bayramlari bilan katta ahamiyatga ega. Bu mamlakatda qadimiy bayramlar, xalqaro bayramlar va diniy bayramlar mavjud.

1. Weihnachten (Rojdetsvo)

Weihnachten yoki Rojdestvo — bu Germaniyadagi eng mashhur diniy bayram. Bu bayram 24-25-dekabr kuni o'tgan Rojga taqdim etiladi. Ushbu bayramda odamlar oilalari bilan uchrashuvlar o'tkazadi, ularni bir-birlariga tuyg'usi va sevgisini ifodalab berishadi.

2. Oktoberfest

Oktoberfest — bu München shahridagi katta xalqaro mashhur bayramdir. Bu jarayon 19-asrning oxiridan boshlab, boshqa imkoniyatlar bilan bog'liqlik, tadbirlar va uyushtirishlar bilan nishonlanadi. Bu bayramda besh milliondan ortiq inson bo'lib, biror bir muallifning biror narsasini o'ziga yaxshi o'zlashtiradi.

3. Karneval

Karneval yoki Fasching — bu Germaniyadagi eng katta shirinlik va saboq bayramlaridan biri. Bu bayram fevral oyining oxirida yoki martning boshida o'tkaziladi. Bundan tashqari, odatda masqarabozlar, kostyumlardagi tanqidchilar sizni kuldiradi. Bu xalqaro xafvsizlik, taraqqiyot va jangga bog'liq sahnalar va ayni damda tinchlik, va shunga o'xshash sahna ko'rinishlari qo'yiladi.

4. Neujahr (Yangi yil)

Yangi yil (Neujahr) bayrami 1-yanvarda o'tkaziladi va bu O'zbekistonda ham nishonlanadi, odamlar yangi yilni doimo oilaviy kutib oladilar. Bayram ko'pchilik bilan va keng joyda o'tkaziladi: mehmonlar, konsertlar, o'yinlar va ko'p yaqin insonlar va qiziqarli tadbirlar bilan.

5. Tag der Deutschen Einheit (Germaniyadagi Yakuniy Kuni)

Tag der Deutschen Einheit, Germaniyadagi bir-biriga bir kunga saylanuvchi bayram, ikkinchi jahon urushidan keyingi 1990-yilda Germaniyani qo'shilishidan so'ng har yil 3-oktabrda o'tkaziladi. Bu bayram mamlakat bo'ylab mashhur bo'lgan va Germaniyada birlikni qo'llab-quvvatlashning aks ettirishini orqaga qaytaradi.

Ostern (Paskha): Bu bayram Hristiyanlar tomonidan Paskha kunida nishonlanadi va Germaniyadagi diniy bayramlar orasida muhim o'rin egallaydi. Ular Paskha yani to'yxonada o'tkazadilar, qiziqchi va san'atkorlar bilan birga.

Christi Himmelfahrt (Isa Masihning Osmondan Chiqishi): Bu bayram may oyidagi Trinita kuniga mos keladi va Isa Masihning osmondan chiqishiga bag'ishlanadi. Bu bayramda ibodatlar, samolyotlar uchichi va boshqa tadbirlar o'tkaziladi.

Mariä Himmelfahrt (Mariyaning Osmondan Chiqishi): Bu bayram Avgust

oyidagi Mariyaning osmondan chiqishi bayramiga bag'ishlangan. Bu diniy bayramda Katolik va Protestant jamiyatida Mariya bag'ishlovlar va ibodatlar o'tkaziladi.

Allerheiligen (Barcha Yozuvchilarning bayrami): Bu diniy bayram noyabr oyining 1-kuniga to'g'ri keladi va Katoliklar tomonidan "barcha yozganlar bayrami" deb atalgan. Bu kuni shoir va yozuvchilarni xotirlashadi.

Reformationstag (Islomga qarshi bayram): Bu bayram 31-oktabrda o'tkaziladi va M. Luther matbuotning boshlanishi bilan bog'liqdir. Bu kunning ahamiyati Reformatsiya davrida kuchli o'zgarishlar to'g'risida o'ylab ko'rish uchun muhimdir.

Silvester (Sylvester kun): Bu bayram yangi yilga kirishda bayramlashtirish uchun o'tkaziladi va 31-dekabrda o'tkaziladi. Ular katta joylarda, konsertlarda va yangi yilga kirish ibodatlari bilan boshlanadi.

Bu bayramlar ham Germaniyadagi madaniyat va diniy tarixning muhim qismlarini namoyish etadi va mamlakatdagi aholining o'zaro munosabatlarini kuchaytirishda muhim ro'l o'ynaydi.

Pfingsten (Pentekost): Bu diniy bayram Paskha to'g'risida o'tkaziladi va yilning Oq yili deb taniladi. Bu bayramda yillarning Ruhi sifatida atalgan Paraklit yoki Quyoshning o'q o'lchami 49 kun o'tgach boshlanadi.

Erntedankfest (Yer Hasad bayrami): Bu Yerga hasad bayrami oktyabr oyida o'tkaziladi va Germaniyadagi kishilarga mamlakatdagi ekinlar uchun rahmat bildirish uchun o'tkaziladi. Ular ekinlar, mevalar va sabzavotlarni yetishtirishadi.

Martinstag (Martin kun): Bu bayram noyabr oyida o'tkaziladi va u kichkin-toylar va yosh o'quvchilar tomonidan sevimli bayram hisoblanadi. Martinstag yordamida turmush qurish, yordam, va xayriya bilan bog'liq qadrlash o'rganiladi.

Walpurgisnacht (Valpurgis Kuni): Bu bayram may oyining o'n birinchi kunida o'tkaziladi va g'aroyiblik, manfaat uchun uyg'unlik bilan qadrlanadi. Bu kuni, shirin tilaklar ko'ngilni eritadi va yangi yilni, omadli yilni birgalikda boshlaydi.

Bu bayramlar Germaniyada aholi tomonidan o'zaro sevimli va uning madaniyat va tarixiga boy hissa qo'shgan marosimlar sifatida qadrlanadi. Bu tadbirlar Germaniyadagi ijtimoiy, diniy va madaniy yaxlitlarini ko'rsatish uchun muhimdir.

Shuningdek, Germaniyada Xitoy yangi yili, Ramazon, Paskha, Sukkot va hokazo kabi turli milliy va diniy bayramlar qutlanadi. Bu bayramlar mamlakatning anana va madaniyatning yaxshi bir jildini namoyish etadi va insonlarning birligini ta'minlaydi.

Germaniyadagi bayramlar, mamlakatning butunligini qadrlash va uning o'ziga xos atmosferasini ko'rsatish uchun ajoyib imkoniyatlar beradi. Bu bayramlar, insonlarning bir-birlari bilan birgalikni qo'llash, meroslarini yaxshilash va o'zaro munosabatlarni kuchaytirish uchun muhim imkoniyatlar beradi.

NATIJA

Umuman olganda, Germaniyadagi bayramlar mamlakatning madaniyatini ifodalaydigan ahamiyatli voqeadir. Ular, insonlar o'rtasida birgalik va do'stlikni ta'kidlaydigan muhim an'analar va tadbirlar bo'lib, jamiyatni birlashtirish, xalqaro munosabatlarni kuchaytirish va mamlakatning birligini ta'minlashda katta rol o'ynaydi. Bayramlar, insonlarning tarixiy yodgorliklarini qadrlash, madaniy meroslarini saqlash va mamlakat xususiyatlarini namoyish etish uchun zarur asosiy vositalardir. Bundan tashqari, ularga O'zbekiston va boshqa mamlakatlar bilan diplomatik va iqtisodiy munosabatlar o'rniga o'rnatishda ham katta ahamiyat beriladi. Germaniyadagi bayramlar, mamlakatning ijtimoiy va madaniy hayotini ta'minlashda katta ahamiyatga ega bo'lib, uning o'ziga xos kimligini namoyish etishda muhim bir rol o'ynaydi.

XULOSA

Bu maqola Germaniyadagi turli xil bayramlarni ta'riflaydi va ularning mamlakatdagi ahamiyatini o'rgatadi. Maqola, Weihnachten (Rojdestvo), Oktoberfest, Karneval, Neujahr (Yangi yil) va Tag der Deutschen Einheit (Germaniyadagi Yakuniy Kuni) kabi eng mashhur bayramlarni qisqacha o'z ichiga oladi. Ular haqida ma'lumotlar beriladi, ularning tarixiy, madaniy va ijtimoiy ahamiyati ta'riflanadi. Maqolada, bayramlar mamlakatning madaniyatini ko'rsatib berish, o'zaro munosabatlarni kuchaytirish va mamlakatning birligini ta'minlashda o'ynagan rolini ta'kidlaydi. Ular mamlakat bo'ylab turizmni oshirish, diplomatik va iqtisodiy munosabatlarni o'rnatishda ham katta ahamiyatga ega bo'lib, Germaniyadagi ijtimoiy va madaniy hayotning muhim qismi hisoblanadi.

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O'ZBEKISTONDA MADANIY TURIZMNING RIVOJLANISHI

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ANNOTATSIYA:

Madaniy turizm tarixiy, madaniy yoki geografik diqqatga sazovor joylarga tashriflarni o'z ichiga olishi bilan boshqa turizm yo'nalishidan ajralib turadi. Madaniy turizm turizmning eng ommaviy turi hisoblanadi. Bunday sayohatlarning asosiy maqsadi turistik diqqatga sazovor joylar tarixi, arxitektura, san'at yodgorliklari; tabiiy va etnik xususiyatlar; xalqing tarixiy va zamonaviy hayoti va etnografik madaniyati xalq hunarmandchiligi bilan tanishishdan iboratdir.

Kalit so'zlar: Madaniy turizm, tarix, milliy urf-odatlar, festival, marosimlar.

DEVELOPMENT OF CULTURAL TOURISM IN UZBEKISTAN

ABSTRACT

Cultural tourism is distinguished from other tourism by its emergence of visits to historical, cultural or geographical attractions. Cultural tourism is the most sporting type of tourism. The purpose of these is to attract tourist attention to the history, architecture, art monuments of travel places; natural and ethnic production; historical and modern life and ethnographic culture of the people consists of getting acquainted with folk crafts.

Keywords: Cultural tourism, history, national traditions, festival, ceremonies.

INTRODUCTION

The term "cultural tourism" appeared relatively recently - in the 80s of the 20th century and originated from the phenomenon called "heritage tourism", which for many reasons has been very popular all over the world since the 70s of the 20th century. Since then, we have interpreted cultural heritage as historical, military, literary, artistic, and although the term "cultural tourism" includes visiting all attractions, it is more artistic heritage (art, architecture) can be seen to be related to. Today, tourism is one of the largest high-income and most dynamic sectors of the economy, therefore, for many years, tourism has been considered as a sector that stimulates the local

economy, affects the quality and standard of living of the country's population. In accordance with the Decree of the President of the Republic of Uzbekistan dated August 13, 2020 No. PF-5781 "On measures to further develop the tourism sector in the Republic of Uzbekistan", improving the quality of tourist services by the ministries and agencies of the Republic of Uzbekistan, tourism Measures to be taken to increase the number of foreign tourists coming to the republic, to actively promote national tourist products abroad and to increase the number of foreign tourists. Today, the rapid development of international tourism is observed throughout the world, so the use of cultural and natural resources of the host countries is increasing. Tourists' natural interest in peoples from different parts of the world is one of the strongest tourist motives. The number of tourism with cultural and educational goals is increasing. A new understanding of culture in the development of society and the realization of the need to preserve cultural diversity in the world expands cultural tourism as a source of regional development, as well as its impact on the social and cultural sphere, ecology, foreign economic activity and international relations. The reason for this is that in the modern world, tourism is mainly changing from an economic phenomenon to a phenomenon of social and cultural order. The need to study and develop the field of cultural tourism is necessary to understand the important role of cultural and educational activities for a person, to know the specific features of history, religion, traditions, lifestyle and style, in general, the culture of other peoples. we know that it is based on the recognition of the need to create conditions for the realization of cultural needs. A better understanding of these aspects of human life is formed as a result of direct communication with cultural tourism. In particular, prospects for the development of national tourism help to increase the position of the tourism industry in Uzbekistan in the world market.

Main Body. It is no secret that Uzbekistan has its own rich cultural and historical heritage, unique architecture and art. Ancient historical monuments of Tashkent, Samarkand, Bukhara, Shahrisabz, Khiva, Urganch, Termiz, Karakalpakstan are the main foundation of historical and educational tourism in Uzbekistan. A trip to the oldest cities of our country, which attracts with its unique architecture, monuments of cultural heritage, ancient shops and workshops of craftsmen, will undoubtedly leave every traveler with bright and unforgettable impressions. In the economic literature, issues related to historical and cultural tourism have been studied by a number of scientists and various definitions have been given.

Dutch researcher Richard Greg defines historical-cultural tourism as "people who travel to cultural, interesting places far from their usual place of residence in order to gather new information and experiences to satisfy their cultural needs."

Russian expert Y.V. Kolotova defines historical-cultural tourism as "the potential of the socio-cultural environment, which includes all the possibilities of the country, connected with the traditions and customs, the characteristics of the household."

I.T. Frolova, on the other hand, looks at historical cultural tourism as a factor and tool that brings people closer to each other on a global scale, and its development is interdependent and complementary to three:

- 1) enrichment of knowledge about culture and cultural heritage
- 2) protection and restoration of culture,
- 3) believes that it consists of directions such as communication of cultures.

In the scientific works of scientists and researchers of our country I. Tokhliyev, R. Amriddinova, Sh. Roziyev, O. Khamidov, N. Ibadullayev, F. Aziztoyeva, B. Mamatov and others, many issues related to the theoretical and practical aspects of the development of tourism highlighted, but due to the fact that some issues related to the development of historical and cultural tourism have not been sufficiently studied, some problems remain relevant even today.

Traditions and holidays associated with the seasons. In the middle of the 19th century, ancient and traditional holidays, traditions and holidays related to the era and people were enriched with the spirit and meaning. They can be divided into several groups:

- 1) Conversations and parties held in the winter season;
- 2) Spring rites, i.e. Nowruz, horn oils, twin release, tulip or red flower bouquet, footing, etc.;
- 3) Summer rituals - melon sally, chaymomo;
- 4) Autumn rites - rites such as harvesting, summoning the wind and the grapevine.

Traditions and rituals that take place in each season have great educational value. Among them, gossips and feasts are among the traditions held in the winter season. gathered in one's house. It was not a simple chatter around the table, but the unwritten laws of nobility and cronyism. The party consisted of a relationship of education and discipline in the literal sense. The head of the party was elected aga bii, and it was managed by him until the end of the winter season. Issues related to the family problems of the family members, the help of the family members to solve them, and similar problems were conducted by the great-grandmother of the party based on a certain plan. A clear decision was made on the practical solution of the problems. Party-mates would not leave each other alone in any difficult days, would help him get out of a difficult situation when faced with financial difficulties, would share his pain and know each other. In our nation, the Navruz holiday was particularly cheerful

and full of charm, solemnity and kindness about 40% of tourists traveling around the world use cultural tourism. After several changes in Uzbekistan in recent years, cultural tourism has begun to receive a lot of attention. We all know that 60% of tourists visiting Uzbekistan come to cultural, historical places and monuments. If we pay attention to the countries with developed cultural tourism in the last 10 years, Italy, Spain, Greece, USA and others. Cultural tourism in Uzbekistan not only allows visitors to get acquainted with the country's rich cultural heritage, but also allows them to enjoy and participate in rural life.

CONCLUSION

One of the important advantages of historical cultural tourism over other types of recreation is that it is in demand all year round, and its significant difference is that it is not seasonal. This tour is relevant at any time of the year, because tourists can make excursions to visit museums, historical monuments and sights of the country. My suggestion is:

- Organization of cultural events such as international exhibitions, conferences, festivals to present the historical heritage of the country in the world tourist market;
- By significantly increasing the role of archaeological monuments in the field of historical and cultural tourism, bringing them to the brand level among foreign and local tourists;
- Quality organization of excursion services by qualified specialists to increase the visit of foreign tourists to historical and cultural objects;
- To promote the activity of tourist information centers related to historical and cultural tourism, to make wide use of scientific and popular information from radio, television and Internet networks.

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THE ROLE OF TRANSLATION IN PRESERVING LITERARY NUANCES: A CASE STUDY OF UZBEK, ENGLISH, AND RUSSIAN LITERARY WORKS

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ABSTRACT:

This article explores the pivotal role of translation in preserving the intricate nuances of literary works, with a focus on Uzbek, English, and Russian literature. Through a comparative analysis of poetry and prose, it highlights the challenges faced by translators in capturing cultural references, linguistic subtleties, and stylistic elements inherent in original texts. By examining the interplay between language, culture, and translation, this study underscores the importance of preserving the authenticity and richness of literary heritage across diverse linguistic landscapes.

Keywords: Translation, Literary Nuances, Uzbek Literature, English Literature, Russian Literature, Cultural References, Linguistic Subtleties, Comparative Analysis, Cross-Cultural Communication, Authenticity, Language Preservation.

INTRODUCTION

In the vast tapestry of global literature, translation serves as the bridge connecting diverse cultures and languages, enabling the transmission of ideas, emotions, and nuances across borders. Yet, beyond the mere transference of words from one language to another, translation plays a pivotal role in preserving the intricate subtleties and cultural nuances inherent in literary works. This article delves into the significance of translation in maintaining the essence of literary nuances, with a focus on a comparative analysis of Uzbek, English, and Russian literary texts.

Literature, as an art form, encompasses a rich array of linguistic elements, ranging from metaphors and idiomatic expressions to cultural references and wordplay. These nuances are deeply embedded within the fabric of a language, reflecting its unique cultural heritage and societal norms. When literary works are translated, the challenge lies not only in conveying the literal meaning of the text but also in capturing its un-

derlying nuances and stylistic flourishes.

Literary analysis and methodology

Uzbek literature, with its rich heritage stretching back centuries, offers a fascinating lens through which to explore the complexities of translation. Rooted in Central Asian culture, Uzbek literature embodies a distinct blend of Persian, Turkic, and Arabic influences, characterized by its poetic imagery and lyrical prose. Translating Uzbek literary works into languages such as English and Russian presents translators with the formidable task of bridging linguistic and cultural gaps while preserving the essence of the original text [1].

One of the key challenges in translating Uzbek literature lies in capturing the intricacies of its poetic language. Uzbek poetry, renowned for its use of metaphor and symbolism, often relies on cultural references and historical allusions that may be unfamiliar to non-native speakers[3]. A skilled translator must navigate these cultural nuances adeptly, employing creative strategies to convey the richness of the original text without sacrificing its authenticity.

Consider, for instance, the poetry of renowned Uzbek poet Hamid Olimjon. In his works, Olimjon masterfully weaves together themes of love, nature, and spirituality, drawing on Uzbek folklore and Sufi traditions to create evocative imagery. Translating Olimjon's poetry into English or Russian requires more than just linguistic proficiency—it demands a deep understanding of Uzbek culture and literary tradition. A translator must carefully select words and phrases that capture the essence of Olimjon's imagery while resonating with readers from different cultural backgrounds.

Furthermore, the role of translation in preserving literary nuances extends beyond the realm of poetry to encompass prose fiction as well. Uzbek novels and short stories, with their vivid portrayals of everyday life and societal issues, offer valuable insights into Uzbek culture and identity. When translated into English or Russian, these literary works provide readers with a window into the complexities of Uzbek society, shedding light on themes such as family dynamics, tradition versus modernity, and the impact of historical events[2].

In the context of comparative analysis, examining translations of Uzbek literary works into English and Russian offers valuable insights into the interplay between language, culture, and translation. Each translation represents a unique interpretation of the original text, shaped by the translator's linguistic background, cultural perspective, and stylistic preferences. By comparing multiple translations of the same work, scholars and readers alike can gain a deeper appreciation for the nuances of language and the art of translation.

Russian literature, with its rich literary tradition spanning centuries, provides an interesting contrast to Uzbek literature. From the works of Tolstoy and Dostoevsky to contemporary authors like Tatyana Tolstaya and Ludmila Ulitskaya, Russian literature encompasses a diverse range of styles and themes. Translating Russian literary works into English or Uzbek presents its own set of challenges, including the nuances of Russian syntax and the cultural specificities embedded within the text. Similarly, English literature, with its global influence and linguistic versatility, offers a wealth of material for comparative analysis[4]. From the plays of Shakespeare to the novels of Charles Dickens and Virginia Woolf, English literature reflects the rich tapestry of British culture and history. Translating English literary works into Uzbek or Russian requires careful attention to linguistic nuances and cultural references, ensuring that the essence of the original text is preserved in translation.

CONCLUSION

In conclusion, the role of translation in preserving literary nuances is indispensable in facilitating cross-cultural communication and fostering mutual understanding. Through the careful selection of words, the adept handling of cultural references, and the thoughtful consideration of stylistic elements, translators play a crucial role in ensuring that the essence of literary works transcends linguistic boundaries. By studying the translation of Uzbek, English, and Russian literary texts, we gain valuable insights into the complexities of language and the enduring power of literature to unite diverse cultures.

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THE SECOND WAR IN ENGLISH LITERATURE

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ABSTRACT

The Second World War had a profound effect on American society, culture, and the canon of literature. This article highlights the significant books "Catch-22" by Joseph Heller and "The Naked and the Dead" by Norman Mailer, in addition to other literary works that illustrate the effects of the war and look at how American writers dealt with it. The hilarious movie "Catch-22" shows how absurd war is and how it affects soldiers, while "The Naked and the Dead" gives a graphic description of what it's like to battle. These novels fit within a wider literary movement in America where authors of many genres investigated themes of trauma, resiliency, and the social transformations brought about by the war. Poets like Robert Lowell and Randall Jarrell discussed how the war affected society and the lives of individual soldiers, and playwrights like Tennessee Williams and Arthur Miller included themes of war into their works. This article shows how writers successfully captured the complexity of human experiences during times of conflict, having a lasting influence on both literature and historical understanding. It does this by studying the range of American writing influenced by the Second World War.

INTRODUCTION

The American society, culture, and literary canon were significantly impacted by the Second World War. The war and its aftermath had a profound impact on American writers, resulting in a substantial body of work that captures people's experiences during this turbulent time in history.

Findings

Joseph Heller's "Catch-22" is among the most renowned pieces of American literature to come out of the Second World War. This 1961 satirical novel chronicles the exploits of B-25 bombardier Yossarian of the U.S. Army Air Force when he is serving in Italy. The book is renowned for its dark humour and criticism of the absurdity of human existence, bureaucracy, and war. "Catch-22" effectively conveys the existential dilemmas and despair that many soldiers went through throughout the conflict.

"The Naked and the Dead" by Norman Mailer is another significant piece of American literature that captures the effects of World War II. This 1948 book chronicles the combat experiences of a platoon of US Army men in the Pacific Theatre. Mailer's book delves into issues of power struggles, cruelty, and how war dehumanises soldiers. Considered a masterpiece of war literature, "The Naked and the Dead" provides a graphic depiction of the horrors of conflict.

Apart from these novels, a plethora of American literary works across multiple genres were impacted by the Second World War. Numerous poets, including Randall Jarrell and Robert Lowell, wrote on the war's effects on society and the lives of the individual soldiers. Dramatists like Tennessee Williams and Arthur Miller have also included themes of pain, war, and resiliency in their plays.

CONCLUSION

All things considered, the Second World War profoundly influenced American literature, influencing the subjects, writing styles, and storylines of many authors. American writers have delved into the intricacies of battle, trauma, bravery, and human resiliency in their writings, providing readers with a more comprehensive comprehension of the conflict's significant effects on both people and society at large. Readers are still drawn to Second World War literature because it demonstrates the persistent ability of narrative to convey the complexity of human experiences in times of unpredictability and conflict.

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OPTIMISM OF WILLIAM SHAKESPEARE'S TRAGEDIES

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ABSTRACT

When it comes to William Shakespeare's tragedies, one can find elements of optimism amid the inherently tragic themes. While the tragedies themselves often revolve around themes of betrayal, loss, and death, there are certain aspects that can be interpreted as optimistic and this article provides information about them.

Keywords: Courage, compassion, empathy, tragedy, unfortunate incident, fate, doomed hero, suffering

ANNOTATSIYA

Uilyam Shekspirning fojialari haqida gap ketganda, tabiatan fojiali mavzular orasida optimizm elementlarini topish mumkin. Fojialarning o'zi ko'pincha xiyonat, yo'qotish va o'lim mavzulari atrofida aylansa-da, optimistik deb talqin qilinishi mumkin bo'lgan ba'zi jihatlar mavjud va bu maqola ular haqida ma'lumot beradi.

Kalit so'zlar: Bardoshlilik, rahm-shavqat, hamdardlik, tragediya, baxtsiz hodi-sa, mojaro, fojiali qahramon, azob chekmoq.

INTRODUCTION

William Shakespeare's tragic works represent a harmonious fusion of Aristotelian principles and Senecan influences, imbued with a rich tapestry of poetic sensibilities and profound experiences. Critics have often described his tragedies as poignant narratives of empathy, where the central figure endures immense suffering. Across his body of work, certain recurrent themes and motifs resonate consistently: the inexorable hand of fate shaping destinies, the clash of forces engendering internal and external conflict, the inherent frailty of the tragic hero, moments of levity through comic interludes, the interjection of supernatural elements heightening the dramatic tension, the deft utilization of irony to underscore thematic nuances, the notion of poetic justice imbuing the narrative with moral resonance, the cathartic release of emotions through profound moments of purification, and the transformative evolution of characters amidst the crucible of adversity. These enduring features collectively illuminate Shakespeare's tragedies as masterpieces that delve into the essence of human

experience, inviting readers and audiences alike to contemplate the complexities of existence and the profound depths of the human soul.

MAIN PART

The consensus among scholars is that William Shakespeare authored a total of 37 plays. Conventionally, Shakespeare's dramatic works have been categorized into three distinct genres: comedies, histories, and tragedies. These plays encompass the entire oeuvre of the esteemed playwright and are structured across four distinct periods corresponding to stages in his literary career. Each of these periods delineates a pivotal phase in Shakespeare's artistic evolution, showcasing the progression and maturation of his craft over time.

Throughout the third period of his literary career (1601-1608), William Shakespeare composed his renowned tragedies ("Hamlet," "Troilus and Cressida," "Othello," "King Lear," "Macbeth," "Timon of Athens," "Antony and Cleopatra," "Coriolanus"), cementing his status as an immortal figure in the realm of literature. Within this period, each play, with the exception of "Pericles," showcases Shakespeare's profound contemplation of the darker aspects of human existence. Even the two comedies from this era, "All's Well That Ends Well" and "Measure for Measure," veer towards disquietude rather than mirth, prompting their classification as "problem" comedies or "bitter" comedies. "Pericles," on the other hand, marks Shakespeare's foray into the realm of romance, characterized by a predominantly serious undertone but concluding with a felicitous resolution.

Characteristics of Shakespearean Tragedy...

A tragedy is a theatrical work wherein a sequence of events culminates in the ruin of the principal character, known as the tragic hero. The narrative unfolds towards a catastrophic conclusion, typically resulting in the demise of the hero and often impacting several other characters.

Tragic Hero:

In tragedy, the focal point is the tragic hero, typically a figure of elevated status, who confronts their downfall with nobility. This figure embodies a prevalent archetype in dramatic works. Central to the narrative is the tragic flaw, an inherent mistake in judgment or a character weakness, often exemplified in the form of hubris. The tragic hero eventually acknowledges this flaw and its repercussions, albeit when it is beyond rectification. This self-awareness contributes to the hero's moral redemption. Notwithstanding the tragic flaw, the tragic hero's character is often imbued with redeeming qualities that evoke empathy or garner support from the audience.

The ultimate catastrophe in a tragedy arises directly from the tragic hero's in-

herent flaw, rather than being a random occurrence or mere coincidence. This principle underscores the deliberate causality within the narrative structure. The tragic hero typically embodies a relatable "human" character, serving as a mirror for the audience's own complexities and struggles, fostering a sense of connection and empathy. Moreover, the tragic hero commonly experiences dashed expectations or thwarted aspirations, adding depth to their characterization and contributing to the unfolding tragedy.

In the realm of William Shakespeare's tragic works, amidst their intrinsic themes of betrayal, bereavement, and mortality, discernible threads of optimism can be identified. Despite the predominant focus on sorrowful motifs, there exist elements within these tragedies that offer potential for a positive interpretation.

1. Catharsis: Shakespeare's tragedies often provide a sense of catharsis for the audience. Through the experience of witnessing the tragic events unfold on stage, viewers are able to release pent-up emotions and gain a deeper understanding of the human condition.

2. Redemption: Some of Shakespeare's tragic characters experience moments of redemption before their ultimate downfall. These moments of realization or acceptance can be seen as hopeful or optimistic in the midst of tragedy.

3. Resilience: Despite facing overwhelming challenges, some characters in Shakespeare's tragedies display remarkable resilience and courage. This resilience can be viewed as an optimistic portrayal of the human spirit's ability to endure adversity.

4. Learning and Growth: Shakespeare's tragedies often highlight the importance of learning from mistakes and personal growth. Characters may undergo profound transformations through their experiences, suggesting that there is potential for positive change even in the face of tragedy.

5. Love and Compassion: Themes of love, loyalty, and compassion can be found in Shakespeare's tragedies, offering a counterbalance to the darker aspects of the narrative. These themes emphasize the power of human connection and empathy in the face of tragedy.

In essence, while Shakespeare's tragedies are known for their tragic endings and explorations of human suffering, they also contain elements of optimism that speak to the resilience, redemption, and growth of the human spirit.

CONCLUSION

Generally, Shakespearean tragedy delves into the tumultuous existence and deeds of its central figure. A.C. Bradley outlines the structure of Shakespearean trag-

edy as comprising three essential components: exposition, conflict, and catastrophe. While Shakespeare adhered to the Aristotelian model, his unique craftsmanship infuses his tragedies with grandeur and depth. A recurring feature across his tragic works is the inevitable demise of the hero, characterized by profound emotional and spiritual torment. In the hero's narrative journey, death often serves not as a punitive measure but as a release. Shakespeare's creative pinnacle, marked by his greatest tragedies, emerged during the third phase of his literary career. Reflecting on his initial literary phase, encompassing the composition of twenty-six sonnets and seven plays from 1585 to 1594, we witness the influences of various writers converging to shape Shakespeare's distinct path to becoming a revered and accomplished literary figure, distinguished by his innovative techniques.

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INCREASING READING SKILLS OF YOUNG LEARNERS

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ABSTRACT

The development of reading skills from an early age to a knowledgeable person is very important for the reading skills of students. This article provides an explanation of the development of the reading skills in English for primary school students and the methods related to it.

Keywords: moral education, speech fluency, unfamiliar words, content, expressive, student, interesting books.

ANNOTATSIYA

O'quvchi yoshlarni yoshligidan kitobxon, bilimdon bo'lib rivojlanishi, ulardagi o'qish ko'nikmasiga chambarchas bog'liq. Ushbu maqolada boshlang'ich sinf ingliz tilidagi o'qish ko'nikmasini rivojlantirish va unga doir metodlar yoritib berilgan.

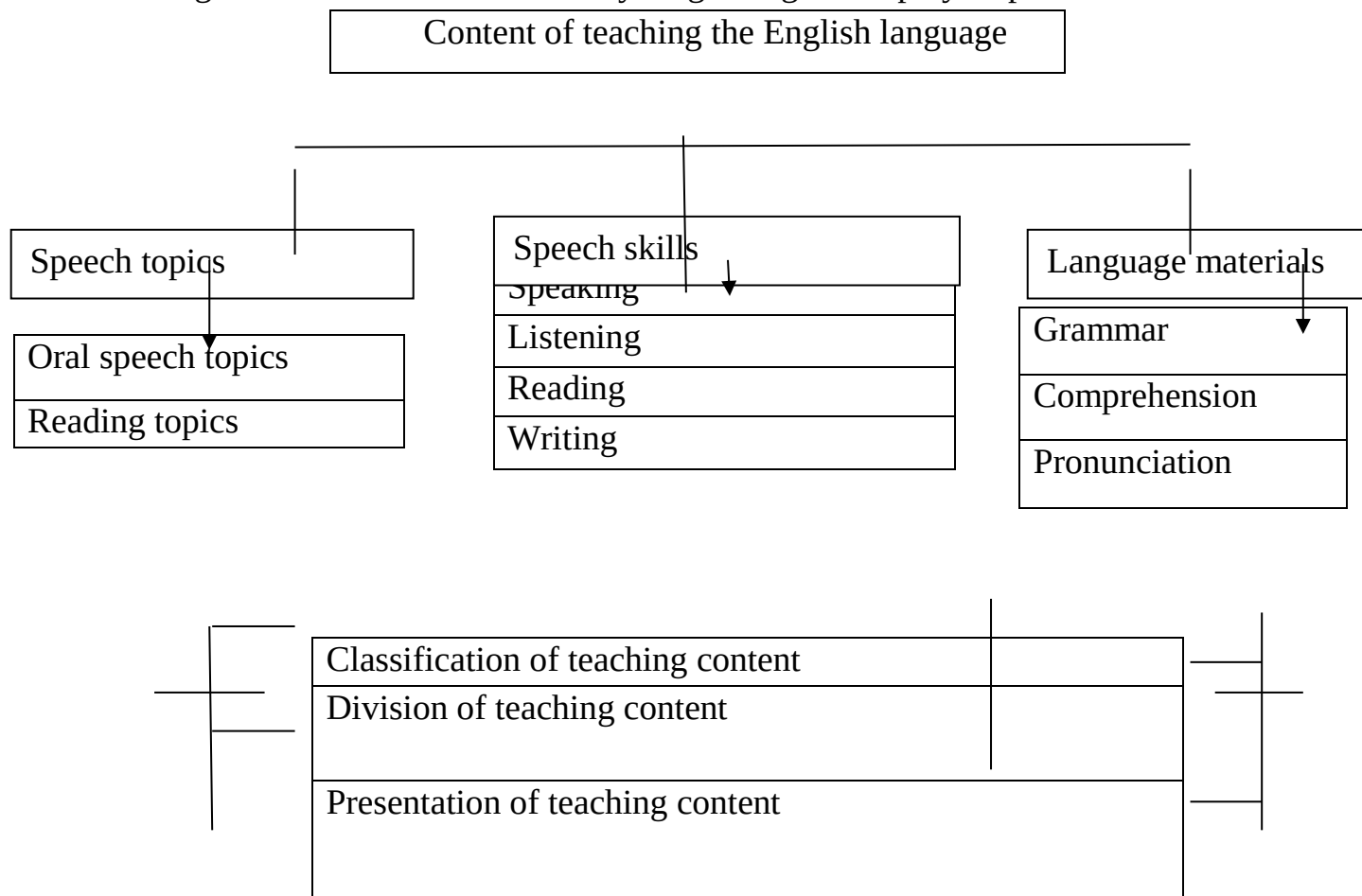
Kalitso'zlar: inson tarbiyasi, nutq ravonligi, notanishso'zlar, ma'no-mazmun, ifodali, kitobxon, qiziqarli kitoblar.

INTRODUCTION

Nowadays reading, like sleeping, eating, and working, is becoming an important spiritual means for people. The importance of reading in human education is very significant, mainly through reading books and textbooks in foreign languages, reading news in the press, learning about the history, traditions, and culture of the country they are learning the language of, and getting acquainted with the way of life. It is known that language helps people to communicate, get to know each other closely, and respect each other.

MAIN PART

Young learners as ESL are certainly taught English step by step.



The diagram outlines components of English language instruction as detailed in Jamal Jalolov's book on foreign language teaching methodology.

In reality, some difficulties may arise during the learning process among students. These could include issues such as lack of vocabulary proficiency, challenges in reading words correctly, difficulties in translating and understanding words, and incorrect selection of resources. In order to find solutions to such problems, teachers are required to select appropriate sources based on the age and level of knowledge of students, provide students with words related to these sources, and correct students' mistakes in a timely manner during the teaching process.

From this, if we take the teaching method in speech skills, it is required to develop all skills through other skills, such as listening, speaking with other students who are learning, reading the text completely after reading it, answering subsequent questions, writing, writing tasks and exercises. In their reading process, it is necessary to pay attention to reading fluently and correctly with attention.

Various stories, texts, literature, and didactic materials are used to develop the read-

ing skills of primary school students. Detailed reading can be done in 3 ways: individually, as a roller driver or as a group. Of course, this process depends on the teacher and the teaching tool.

Currently, in order to improve the reading skills of primary school students, correct, error-free and fast reading processes are being implemented.

	1 st stage	2 nd stage
1 st grade	15-20 words	20-25 words
2 nd grade	35-45 words	45-55 words
3 rd grade	55-65 words	65-75 words
4 th grade	75-85 words	85-95 words

Above, according to the state education standard, how many words a student should read in 1 minute has been emphasized.

It is necessary that the reading process in primary school students does not last a long time. The reason why their acceptance criteria are limited. After this time, their interest and attention are monitored. As follows, recommendations have been highlighted for reading skill.

It is necessary not to translate the whole text into the mother tongue, but to provide written translations to enable students to work with dictionaries while reading the text. - Before and after reading the text, attention should be paid to tasks and exercises in the process of reading the content.

- Reading with intonation, in conjunction with unfamiliar words, requires familiarization with the meaning of the words.

- Finally, summarizing the information read is necessary.

The benefits of reading skills for primary school students include:

Improving their cognitive abilities

Increasing their knowledge of reading, writing, listening, speaking, and vocabulary skills

Sharpening memory

Improving comprehension

Helping to be a bibliophile person

Children developing their reading skills benefit from exposure to a variety of texts such as stories, poems, fables, literary texts, and excerpts. These types of texts are suitable for their age and abilities and help them enhance their reading comprehension.

What is reading comprehension?

Reading comprehension is the ability to understand and integrate written text with prior knowledge. It relies on word reading and language comprehension, involving skills like phonology, syntax, semantics, and pragmatics. Key skills for efficient reading comprehension include knowing word meanings, understanding words in context, following passage organization, drawing inferences, identifying main ideas, asking and answering questions, visualizing text, recalling prior knowledge, recognizing confusion or attention issues, understanding literary devices, grasping the writer's purpose and point of view, and interpreting situational mood conveyed in the text.

Classroom procedures for reading comprehension include promoting silent reading, avoiding reading aloud by students, and providing guidance on how to approach a new text. Silent reading is encouraged to allow students to develop efficient reading strategies and avoid the impression that all texts should be read at the same speed. When reading silently, efficient readers do not follow each word sequentially but skip, backtrack, or move forward as needed. Reading aloud can hinder the development of these strategies.

To help students approach a new text, teachers can suggest the following procedure:

- a) Consider the text as a whole by looking at its title, accompanying visuals, paragraphs, typeface, and make initial guesses about the content, authorship, target audience, publication context, etc.
- b) Skim through the text initially to verify if your initial hypotheses were correct. Summarize this information to better understand the overall content.

By following these procedures and encouraging silent reading, teachers can support students in developing effective reading skills and comprehension strategies.

CONCLUSION

It is possible to say in conclusion that reading is not only among the skills in English language, but also a very important activity in human life. This process provides students with great opportunities from an intellectual and aesthetic point of view. The lesson plans need to be designed in such a way that not only enhances the interest of children in learning English but also develops their interest in reading books in their native language. It is essential to use attractive and interesting illustrated books and stories for today's children and to give them assignments for reading outside of class.

In collaboration with a teacher, it is necessary to implement effective teaching methods in a structured manner, addressing any weaknesses in students, and ensuring

that the lessons are engaging and not overly time-consuming.

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HUMOR AND SATIRES IN WILLIAM SHAKESPEAR'S COMEDIES

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ABSTRACT

This article examines the use of humor and satire in Shakespeare's comedies, exploring how these elements contribute to the comedic effect and social critique found in his works. It highlights examples of wordplay, mistaken identity, social critique, comical characters, and bawdy humor in plays such as 'Much Ado about Nothing', 'Twelfth Night', 'As you like it', 'Hamlet', 'A Midsummer Night's Dream', and 'The Merry Wives of Windsor'. The article emphasizes Shakespeare's ability to engage audiences through witty dialogue, comedic situation, and clever social commentary, making his comedies timeless in their appeal.

Keywords: comedies, comedic situations, bawdy humor, satirical elements, mistaken identities, exaggerated gestures, humorous confusion, love, women roles .

INTRODUCTION

Shakespeare's comedies are largely composed of humour and satire, which serve to both amuse the audience and provide insightful societal critique. Shakespeare skillfully employs humour and satire to expose the oddities of life, challenge society standards, and mock human faults through his sharp language, brilliant wordplay, and hilarious situations. This article will delve into the various forms of humor that Shakespeare employed in his comedies, as well as the satirical elements he incorporated to highlight specific social and cultural conventions of his time. Shakespeare wrote comedies that both the intelligent members of the nobility and the common people could enjoy, from mistaken identities to bawdy humor.

Shakespeare's comedies are largely composed of humour and satire, which serve to both amuse the audience and provide insightful societal critique. Shakespeare skillfully employs humour and satire to expose the oddities of life, challenge society standards, and mock human faults through his sharp language, brilliant wordplay, and hilarious situations.

Shakespeare employs wordplay and puns to great effect as one of his comedic devices. His plays are full of hilarious puns, double entendres, and deft wordplay that make the audience laugh out loud. For instance, in "As You Like It," Touchstone, a

character, makes fun of the artificiality of courtly life by contrasting the pretentiousness of the court with Arden's natural environment using witty puns. These language-based.

Shakespeare's plays mostly employ wordplay puns as a source of humour. His characters are linguistically skilled, using sharp wordplay that frequently results in humorous double entendres. These witty exchanges not only showcase the linguistic prowess of the characters but also serve as a source of amusement for the audience. For example, there is a lot of bawdy humor in his 'A Midsummer Night's Dream' as seen by the double entendres. In it, Titania says, 'Come, sit thee down upon this flowery bed. What, wilt thou here be starved in the cold night?' as Bottom has a donkey's head transformed on him. One can take the word 'bed' literally or as a euphemism for sexual activity.

Another comedic technique employed by Shakespeare is the use of slapstick humor. Physical comedy and exaggerated gestures, such as falls, slaps, and chases, are frequently used to generate laughter. These comedic moments often occur during chaotic or farcical scenes, adding a light-hearted and entertaining element to the plays.

In addition to humor, Shakespeare's comedies frequently contain satirical elements that offer a commentary on the social and cultural norms of his time. Shakespeare carefully criticized society structures, hierarchical connections, and common prejudices that were present during the Elizabethan era using satire. By exposing the flaws and follies of his character, he sought to entertain while also challenging the status quo. He crafts enduringly funny characters, such as the clever coward Falstaff in 'Henry IV' and the foolish old advisor Polonius in 'Hamlet'. These characters offer social critique and comedic relief.

The use of mistaken identities is another key aspect of Shakespearean comedies that contributes to the humorous and satirical tone. Characters often find themselves in comically absurd situations due to misunderstandings or disguised identities. These instances of mistaken identity not only create humorous confusion but also provide opportunities for social commentary and critique. As an example, Viola poses as a guy in 'Twelfth Night', which causes humorous complexity and identity confusion. The story is driven by this humorous premise, which also examines issues of appearance, gender and cross-dressing.

Shakespearean comedies get complex when it comes to gender. Shakespeare's tragedies include women who have very little power and who are frequently mistreated or ignored by males. Though there are a few exceptions, such as Lady Macbeth, women in tragedies typically experience oppression and helplessness.

Shakespeare thought it particularly humorous that a boy was dressing like a girl and acting like a boy, especially since his casts were entirely male and the female roles were portrayed by young boys. This also makes for a great deal of humorous romantic blunders, such as men and women falling in love with attractive males who are actually women without realising it.

Furthermore, Shakespeare's comedies often explore the theme of love, romance, and marriage. Robert Shaughnessy's "The Routledge Guide to William Shakespeare" provides insightful discussion and analysis on the theme of love in Shakespeare's plays. Robert says: "Love in Shakespeare's comedies often challenges societal expectations and conventions, breaking barriers of gender roles and social class". Shakespeare skillfully incorporates humor to depict the complexities and absurdities of these relationships, showcasing the follies of those in love. Through satirical portrayals of courtship and marriage, he sheds light on the unrealistic expectations and societal pressures placed upon individuals. Such as in 'As You Like It', the Princess Rosalind's intelligence and wit shine through as she disguises herself as a boy. Her humorous conversation with Orlando is a delightful reflection on the norms of female roles in courtship and love, as well as an exploration of the nature of love and identity.

Usually, comedy is the opposite. Like Rosalind in "As You Like It," Viola in "Twelfth Night," Helena and Hermia in "A Midsummer Night's Dream," and many other female characters, women possess a great deal of power and are often smarter, more likeable, or three-dimensional than their male counterparts. Although some critics argue that "The Taming of the Shrew" is meant to be parody, the play's sexist themes frequently confound reviewers, and Kate's final monologue—in which she begs women to surrender to their husbands—is frequently performed with a wink. As a general rule, the action in comedies is typically dominated by women, while the action in tragedies tends to be more male-oriented.

CONCLUSION

Overall, Shakespeare's comedies are a masterclass in weaving humor and satire to create a delightful theatrical experience. He delivers incisive societal critique while entertaining audiences with witty wordplay, memorable characters, and funny situations. Through the lens of humor, his comedies explore the complexity of love, question authority, and highlight societal problems. Shakespeare's eternal genius lies in his ability to both make us laugh and encourage critical thought about the world we live in.

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COMPREHENSIVE GUIDE TO ENHANCING ENGLISH WRITING SKILLS

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ABSTRACT

The process of enhancing one's writing skills in English is multifaceted, involving various aspects such as key components, improvement strategies, and the significance of continuous practice. This guide also explores the early stages of writing development, the influence of education, the impact of technology, and the role of cultural and societal factors.

Keywords: global language, writing development, grammar, vocabulary, reading, revision, logical progression.

Writing is a fundamental skill that is pivotal for communication, education, and professional success. Effective communication is the foundation of success in both personal and professional contexts. Writing in English, a global language, carries substantial importance across various sectors such as business, academia, and technology. Proficient writing skills empower individuals to deliver their messages lucidly and persuasively, fostering improved understanding and engagement with their audience. Furthermore, robust writing abilities are vital for academic success, as they are central to crafting essays, research papers, and other scholarly communications. The journey to proficient writing skills in English involves mastering several key elements that contribute to the overall quality of written expression. These elements include: 1. Grammar and Syntax:

Mastery of grammar rules and syntax is not just about knowing the rules of a language. It's about understanding how the structure of a language works. This knowledge is vital for constructing coherent and error-free sentences and paragraphs. It allows us to communicate our thoughts and ideas clearly and effectively. Without a solid grasp of grammar and syntax, our language could be misunderstood or misinterpreted. Furthermore, it enhances our writing skills, making our text more readable and engaging. It's the backbone of effective communication, whether spoken or written.

The power of language lies in its richness and depth. Expanding one's vocabu-

lary is akin to providing an artist with a larger palette of colors. It allows for more nuanced expression, precise descriptions, and the ability to convey complex ideas with clarity. Understanding the appropriate word choice for different contexts is equally important. It's not just about knowing a lot of words, but also about knowing when and how to use them. This knowledge can greatly enhance the effectiveness of communication, making it more impactful and engaging. It can help avoid misunderstandings, convey thoughts more accurately, and make the text more enjoyable to read. In essence, a broad vocabulary and wise word choice are indispensable tools for effective written communication. They can transform simple messages into powerful narratives and mundane descriptions into vivid imagery. Therefore, investing time in learning new words and understanding their usage in different contexts is highly beneficial. It's like sharpening your linguistic tools before embarking on the journey of written communication. The result is a clear, impactful, and captivating writing that resonates with the readers and leaves a lasting impression. (Expanding one's vocabulary and understanding the appropriate word selection for different contexts enhances the clarity and impact of written communication.)

Effective writing is akin to constructing a building. It requires a solid foundation, a well-planned structure, and a clear purpose. The foundation is the central thesis or argument, which must be strong and compelling. The structure is the organization of ideas, which should follow a logical progression. This includes a clear introduction that sets the context, a body that elaborates on the main points, and a conclusion that reinforces the thesis. Each section must be carefully crafted to bolster the central argument. Just as a building's strength lies in its structure, the power of a piece of writing lies in its organization. A well-structured piece guides the reader through the argument, making the message clear and persuasive. It also enhances readability, making the text more engaging and easier to understand. Therefore, mastering the art of organizing ideas and structuring them effectively is crucial for impactful writing. It's not just about what you say, but also how you say it. With a well-organized structure, even complex ideas can be conveyed with clarity and precision, making your writing more effective and influential.

Clarity and brevity in writing are like the lens and focus of a camera. They bring the subject into sharp relief, making it easy for the reader to understand and appreciate. Clarity ensures that the ideas are expressed in a way that is easy to comprehend, eliminating ambiguity and confusion. Brevity, on the other hand, ensures that the message is delivered succinctly, without unnecessary verbosity or redundancy. This is crucial for engaging readers and sustaining their interest. In an age of information overload, readers value content that gets to the point quickly and clearly. A

clear and concise piece of writing can convey a wealth of information in a few well-chosen words, making a lasting impression on the reader. It's about saying more with less, and doing so in a way that resonates with the reader. Therefore, developing the capacity to express ideas with clarity and brevity is not just a writing skill, but a powerful tool for effective communication. It's like learning to take a perfect photograph that captures the essence of the subject in a single frame. The result is a piece of writing that is not only informative and engaging, but also memorable and impactful. So, strive for clarity and brevity in your writing, and watch your words come alive in the minds of your readers

Editing and revision are the unsung heroes of the writing process. They are the final, critical steps that transform a rough draft into a polished piece of work. Editing involves scrutinizing the text for errors, inconsistencies, and areas of improvement. It's like a quality check that ensures the writing is free from grammatical, punctuation, and spelling errors. Revision, on the other hand, is a deeper, more holistic process. It involves rethinking, reshaping, and refining the content to enhance its coherence, clarity, and overall impact. It's about looking at the big picture and ensuring that all the parts fit together seamlessly. Both editing and revision require a keen eye for detail, a critical mind, and a willingness to make tough decisions. They are not just about fixing errors, but also about enhancing the overall quality of the writing. They can transform a good piece of writing into a great one, making it more engaging, persuasive, and impactful. Therefore, never underestimate the power of editing and revision. They are the final touches that can make your writing shine and leave a lasting impression on the reader. So, always make time for editing and revision in your writing process. It's the secret ingredient that can take your writing to the next level.

Several approaches can be adopted to enhance writing skills in English. These include: Extensive Reading: Engaging in extensive reading, which involves immersing oneself in a wide array of literature, articles, and other written materials, is a powerful tool for language development. It exposes the reader to diverse vocabulary, thereby expanding their lexical knowledge. For instance, reading a historical novel might introduce words related to a specific era, while a scientific article could familiarize the reader with technical jargon. Additionally, exposure to various writing styles and structures enhances one's understanding of sentence construction and grammar. Reading an op-ed piece in a newspaper, for example, can illustrate persuasive writing, while a mystery novel can demonstrate narrative tension building. Thus, extensive reading not only enriches language skills but also fosters a deeper appreciation for the written word. Vocabulary and Word Choice: The expansion of one's vocabulary and the understanding of appropriate word selection for different contexts

are crucial for enhancing the clarity and impact of written communication. A rich vocabulary allows for precise expression of thoughts and ideas. For example, using the word 'elated' instead of 'happy' can convey a higher degree of happiness. Similarly, understanding the context is key to choosing the right words. In a formal report, one might use 'commence' instead of 'start', while in a casual conversation, 'start' would be more appropriate. Thus, a broad vocabulary and contextual understanding not only improve the clarity of communication but also make it more engaging and impactful.

Soliciting Feedback: The practice of soliciting feedback is a vital part of improving writing quality. Constructive criticism from peers, educators, or professional editors can provide invaluable insights into how one's work can be enhanced. For instance, a peer might point out a confusing sentence structure, an educator could suggest a more compelling way to present an argument, or a professional editor might highlight grammatical errors. This feedback can help identify areas of strength and weakness, enabling the writer to refine their skills. Therefore, actively seeking and incorporating feedback is a key strategy for anyone looking to elevate their writing to the next level.

Studying Grammar and Style Guides: Gaining a thorough understanding of grammar rules and familiarizing oneself with different writing styles is a fundamental step towards enhancing the quality of written work. For instance, studying grammar guides like "The Elements of Style" can help writers avoid common grammatical errors and improve sentence construction. Similarly, exploring style guides like the "Chicago Manual of Style" or the "AP Stylebook" can provide insights into the conventions of different writing formats, be it academic, journalistic, or creative writing. This knowledge not only boosts the writer's credibility but also ensures their work is clear, coherent, and engaging.

Using Writing Prompts: Writing prompts serve as a valuable tool for stimulating creativity and overcoming writer's block. They provide a starting point that can spark ideas and inspire writers to explore new themes or perspectives. For example, a prompt like "Describe a world where water is the most precious commodity" could lead to a thought-provoking dystopian story, while "Write a letter to your future self" might result in a deeply personal reflection. By challenging writers to think outside the box, prompts can help cultivate creativity, improve writing skills, and make the writing process more enjoyable and productive.

To conclude, the development of writing skills in English is a dynamic and complex process, influenced by a combination of educational, technological, and societal factors. Early literacy activities lay the groundwork, while ongoing education, feedback, and exposure to diverse writing experiences shape individuals into proficient writers. Understanding these facets is crucial for educators, policymakers, and individuals seeking to enhance their writing capabilities in the English language.

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THE STRUCTURAL CLASSIFICATION OF PHRASEOLOGICAL UNITS.

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ANNOTATION:

Understanding phraseology is crucial in any language or culture and is a key area of linguistics that focuses on fixed word combinations with specific meanings. The study of English phraseology has experienced rapid growth in recent decades. This article aims at learning and analyzing the structural classification of English and Uzbek phraseological units and usage of these phraseological units in different spheres.

Keywords: structural classification, verbal phraseological units, phraseological fusions, idiomaticity, noun phraseologisms, phrasemes, phraseological combinations.

Phraseological units play a crucial role in language comprehension and production, yet their structural diversity poses challenges for classification and analysis. By categorizing phraseological units based on their internal structure, this classification system provides insights into the organization and functioning of these linguistic phenomena across different languages and contexts. Phraseological units, also known as multiword expressions or fixed expressions, encompass a wide range of lexical and grammatical structures that convey specific meanings beyond the sum of their individual parts. B. Altenberg defines phraseology as a fuzzy part of a language. It embraces the conventional rather than the productive or rule-governed side of language, involving various kinds of composite units and ``pre-patterned`` expressions such as idioms, fixed phrases, and collocations``(1;p.65)

Understanding the structural properties of phraseological units is essential for linguistic analysis, language teaching, and natural language processing tasks such as machine translation and text generation. Phraseological units can be used in different spheres in daily life, for example in military, health and management. In the following we discuss and analyze the different usage spheres of phraseological units.

1. Health- to be taken bad, fit as a fiddle, to be on the mend
2. Management – call the shots, run a tight ship, open-door policy
3. Relationship and emotions – falling head over heels, butterflies in your stomach
4. Sports and fitness –go the extra mile, hit the ground running

- 5.Travel and tourism – catch some rays, hit the road
- 6.Work and business – think outside the box, put all your eggs in one basket
- 7.Military – boots on the ground, on the front line

Although phraseological units are used in different kind of spheres in daily life, they are divided into some types according to the ways they are formed, according to the degree of motivation of their meaning, according to the structure, according to their part of speech.

In this article, structural classification of phraseological units is analysed deeply. Firstly, Professor A.I.Smirtinskiy introduced structural classification of phraseological units comparing them with words. He classified phraseological units as highly idiomatic set expressions functioning as word equivalents, and characterized by their semantic and grammatical unity.(2;2021). He suggested 3 groups of phraseological units:

Traditional phrases

Phraseological combinations

Idioms.

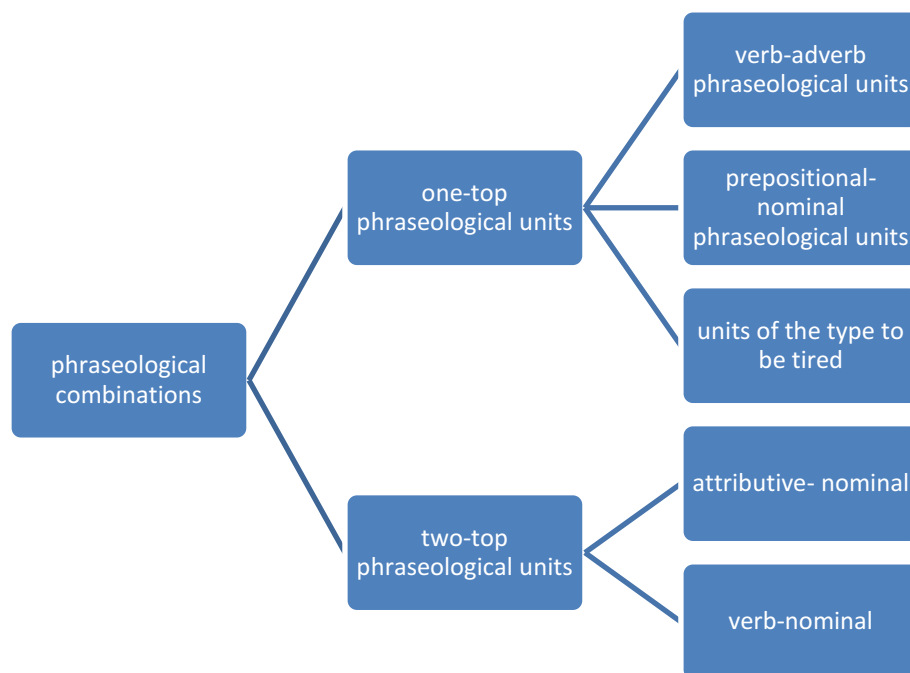
For traditional phrases *nice distinction, rough sketch* can be taken as examples.

Only the second group, phraseological combinations, was given a detailed analysis. According to this group, they are divided into 2 groups:

One-top phraseological units

Two-top phraseological units. (3;p.34.)

The first group, one- top phraseological units, which were compared with derived words, there is only one root morpheme in derived words. One-top phraseological units are also divided into three groups.



Verb-adverb phraseological units are fixed combinations of a verb and an adverb that have a specific meaning and can't be easily changed or separated without losing their original sense. These units are commonly used in languages to express certain actions, events in an idiomatic way. For example, ***give up, break down, drop in, look for.***

Phraseological units of the type *to be tired*. This group has a structure similar to the passive voice, but in this group different prepositions are used. In the passive voice, only ``by`` or ``with`` are used, but in this one we can see ``of``, ``in``, ``at`` and other prepositions. For example, ***to be aware of, be band of God, to be Greek to someone.***

Prepositional-nominal phraseological units are combinations of a preposition and a noun that function as a single unit to convey a specific meaning. These units often have idiomatic or fixed expressions that may not be easily understood by interpreting the individual words separately. For example: ***on the nose (exactly), on easy street (in wealth), under the weather (not in good health).***

The second group, two-top phraseological units are also divided into some groups:

Attributive-nominal: white elephant (something that is expensive), red tape (excessive bureaucracy), grey matter (highly intelligent), windy city (Chicago).

In verb-nominal phraseological units mainly verb is the grammar centre of the units, while in many cases noun is the semantic centre. For example: ***fall in love, to take place.***

Phraseological repetitions: ups and downs (good and bad times), rough and ready (simple but good enough).

The last group suggested by A.I.Smirtinskiy is idioms which are the group of words established by usage as having a meaning not deducible from those of the individual words, and they are often used to convey a figurative or non-literal meaning. M.Davies defined idioms as ``an obstacle to word-by-word translation``. (4; p,68). Other authors like D. Crystal defined idioms as `` a term used in grammar and lexicology to refer to a sequence of words which is semantically and often syntactically restricted so that they function as a single unit`` in his book Dictionary of linguistics and phonetics. (5; 2003)

As idioms have idiomaticity of the whole word-group, they are distinguished from phrases. ``The difference between phrases and idioms is based on semantic relationship without accepting the structural approach, and the demarcation line between the two groups seems rather subjective`` (6;102-103 p). Arnold.I and Koonin.A.V also investigated and learned idioms, they classified idioms into some groups. Arnold classifies idioms based on syntactic structure or parts of speech into seven kinds, such as verbal, nominal, adverbial, prepositional, conjunctive, adjectival, interjectional idioms(7;p.172). However, Koonin.A.V divides idioms into four types according to their functional perspective.

Nominative idioms

Nominative-communicative idioms

Interjectional idioms

Communicative idioms. (8;p.140)

es of idioms	mple	ning
ninative idioms	d letter day	very important day
ninative-communicative idioms	nake waves	cause wide impact on a group
rjectional idioms	stuffed	away

Like other phraseological units, idioms also depict cultural insights, help to show expressiveness and emotional feelings.

Semantic classification of phraseological units always help to improve understanding, helps to categorize phraseological units based on their meaning, making it easier for learners. Understanding the meanings and nuances of different phraseological units can enhance learners` ability to communicate effectively in a foreign language.

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ISSUES OF INNOVATIVE APPROACHES AND APPLICATION OF INFORMATION TECHNOLOGIES IN THE METHODOLOGY OF TEACHING FOREIGN LANGUAGES

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ABSTRACT

This article reveals different types of approaches and methods which help to organize the lessons effectively. Moreover, it shows recent information about technologies and their benefits.

Keywords: Cooperative learning, Thinking-based learning, Project based learning, innovation, communication.

ANNOTATSIYA

Ushbu maqolada darslarni samarali tashkil etishga yordam beradigan turli xil yondashuvlar va usullar ochib berilgan. Bundan tashqari, u texnologiyalar va ularning afzalliklari haqida so'nggi ma'lumotlarni ko'rsatadi.

Kalit so'zlar: hamkorlikda o'rganish, fikrlashga asoslangan ta'lim, loyihaga asoslangan ta'lim, innovatsiya, muloqot.

АННОТАЦИЯ

В этой статье раскрываются различные подходы и методы, которые помогают эффективно организовать уроки. Более того, он показывает свежую информацию о технологиях и их преимуществах.

Ключевые слова: Кооперативное обучение, Обучение, основанное на мышлении, Обучение, основанное на проектах, инновации, коммуникация.

In the early years following its independence, Uzbekistan started to establish a democratic way of life. The economy held significant importance as well. Year by year, the enacted reforms gained more weight. Numerous systemic changes occurred, including not only basic reforms but also changes in other areas of education. Particu-

larly, there is now more interest in teaching foreign languages, and favorable circumstances have been established for youth. The major objective of this is to raise youths' awareness and pique their curiosity in learning foreign languages.

Learning foreign languages is a priority of education policy in our country in order to be recognized as a direction, to improve the training process of future English language teachers, to systematically increase the quality and level of teaching foreign languages, to master the requirements for graduates that meet national and world standards. Decision No. PQ-5117 of the President of the Republic of Uzbekistan dated May 19, 2021 "On measures to bring the activity of popularizing the study of foreign languages in the Republic of Uzbekistan to a qualitatively new level", as well as the Ministers of the Republic of Uzbekistan In order to effectively implement measures to popularize the study of foreign languages in accordance with the decisions of the Cabinet dated January 19, 2022 No. 34 "On additional measures to improve the study of foreign languages" in this direction, the goal was to attract qualified pedagogues and increase the interest of the population in learning foreign languages.

There are so many ways, approaches and methods that are used to organise the lesson effectively. Firstly, I mention about 'Cooperative learning'. The goal of the educational strategy known as cooperative learning is to divide classroom activities into academic and social learning opportunities. Cooperative learning is a concept that goes much beyond simply placing students in groups; it has been called "structuring positive interdependence." In order to achieve academic goals, students must collaborate in groups to perform activities. Students studying cooperatively can benefit from one other's resources and talents (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.), in contrast to individual learning, which might be competitive in nature. In addition, the teacher's job description shifts from providing instruction to helping pupils learn. When the organization succeeds, everyone wins. Successful cooperative learning activities are described as intellectually challenging, creative, open-ended, and requiring higher-order thinking skills by Ross and Smyth.

The next style is 'Think-based learning'. Using cutting-edge approaches that improve student learning is becoming more and more important in the modern educational setting. Think-Based Learning is one educational approach that's worth being aware of since it places a strong emphasis on logical reasoning, problem-solving, and critical thinking.

There are various ways in which Thinking-Based Learning is different from other teaching approaches. These are outlined below:

Concentration on thinking: TBL fosters critical and reflective thinking, the so-

lution of challenging problems, and the development of both creative and analytical thinking abilities in pupils, in contrast to more conventional approaches that place greater emphasis on memory and knowledge acquisition.

Collaborative learning: TBL encourages teamwork, idea sharing, and effective communication with others, whereas other approaches place a greater emphasis on solo effort and self-study.

Transferability: Thinking-Based Learning aims to foster critical thinking and problem-solving abilities that can be used in a variety of settings and circumstances, going beyond the mere acquisition of knowledge and memorizing of concepts.

Turning to ‘Project-based learning’. Project-based learning (PBL) or project-based instruction is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world.

Project-based learning is more than just “doing a project,” in the way you might remember from your own school days. As the Buck Institute for Education (BIE) explains, with PBL, students “investigate and respond to an authentic, engaging, and complex problem or challenge” with deep and sustained attention.¹ ArchForKids, an organization that provides STEAM programs for young learners, puts it even more succinctly: PBL is “learning by doing.”

Through interesting projects centered around issues and obstacles they would encounter in the real world, students can gain knowledge and skills through project-based learning (PBL), also known as project-based instruction.

There's more to project-based learning than just "doing a project," as you may recall from your own school days. PBL allows students to "investigate and respond to an authentic, engaging, and complex problem or challenge" with sustained attention, according to the Buck Institute for Education (BIE).¹ PBL is "learning by doing," as the charity ArchForKids, which offers STEAM programs for young learners, puts it even more plainly.

While project definitions and parameters may differ between educational institutions and PBL is sometimes confused with "experiential learning" or "discovery learning," the essence of John Dewey's instrumentalism is evident in the features of project-based learning.

These seven traits⁶ make up the PBL model in its entirety:

focuses on a large, open-ended question, challenge, or issue that the student must investigate, address, or somehow resolve;

brings into consideration the knowledge, comprehension, and skills that pupils should have for academic work;

Inquiry-based, creates questions as it aids kids in finding solutions, and ignites innate curiosity employs a variety of 21st-century abilities, including critical thinking, communication, teamwork, and creativity.

Builds student choice into the process;

Provides opportunities for feedback and revision of the plan and the project, just like in real life;

Requires students to present their problems, research process, methods, and results, just as scientific research or real-world projects must stand before peer review and constructive criticism;

The basis of the use of game technology is that it activates the student and constitutes an accelerating activity. According to psychologists, it is playful psychological mechanisms of activity, self-expression of the individual, in life finding a stable place, self-management, realizing one's potential relies on the fundamental needs of growth. Common to any game adopted educational principles and tactics should be included. Training for educational games subjects should be taken as a basis. During the games, the student goes to a regular lesson he is more interested in this training and works freely. It should be noted that the game is, first of all, a method of teaching. Students are playful they participate in classes with interest, strive to win, the teacher through them also provides education to the student. The student plays and speaks in English He believes that he can listen, understand, and write.

New methods and requirements for foreign language teaching in the country have been developed in accordance with the Recommendations of the European Framework for Assessment of Knowledge and Skills of Foreign Language Teachers (CEFR). According to him, textbooks have been created for students of secondary schools and vocational colleges. In accordance with these requirements, classrooms are equipped with stands and new information and communication technologies. The demand for learning a foreign language is growing day by day. Foreign language science is divided into four aspects (reading, reading, listening comprehension and speaking), each of which provides specific concepts and skills. Educational technology is the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a com-

puter, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, 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. Teaching and learning a foreign language using modern technology is one of the most effective ways

The use of these tools will make the process of learning a foreign language more interesting and effective for students. Today, interactive games are becoming a tradition in schools. It is well known that a variety of games help students demonstrate their abilities, focus, increase their knowledge and skills, and become stronger. The basics of using gaming technology is an activity that activates and accelerates the learner. According to psychologists, the psychological mechanisms of playful activity are based on the fundamental needs of the individual to express themselves, to find a stable place in life, to self-manage, to realize their potential.² At the heart of any game should be the generally accepted principles and tactics of education. Learning games should be based on the subjects. During the games, the student is more interested in this activity than in a normal lesson and works more comfortably. It should be noted that the game is, first of all, a way of teaching. Students are interested in playful lessons, they strive to win, and the teacher uses them to educate the student.

The goal of learning a foreign language in higher education at the present stage is to master students' communicative competences that will allow them to realize their knowledge, skills, and abilities to solve specific communicative tasks in real life situations. Training is managed not through grammar, but is directed by communicative intentions (intentions). The student is in the center of learning. Language plane: the dominance of language production over language correctness, correctness, mistakes are made. Language becomes a means of communication.). The ICT is an interactive and collaborative medium that allows the creation of text and activities that can easily be shared in public which helps students discover the language they are learning and its use. There are a number of online courses, educational platforms and software programs which assist learning and teaching foreign languages. In this regard, foreign language teachers of today should be ready to provide their students with the opportunity to learn using technology in the

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ADVANTAGES AND DISADVANTAGES OF USING MODERN METHODS IN TEACHING ENGLISH

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ANNOTATION:

This article is devoted to identify problems of teaching process connected with modern methods in English and determine significance of using them.

Keywords: modern methods, problems, effectiveness, acquisition, teaching, interaction, aspect, ability, foreign language.

Language came into life as a means of communication. When we speak about teaching a foreign language, we should talk about some different teaching interactive methods of EFL and their useful activities for teaching speaking, writing, listening and reading skills. Since, Uzbekistan became an Independent Republic, the government sets up a great deal of attention on learning and teaching foreign languages. On December 10, 2012 our first President of the Republic of Uzbekistan Islam Karimov signed a decree "On measures to further improve foreign language learning system" 1⁹ "The main objective of all our reforms in the field of education is individual. Therefore, the task of education, the task of raising up a new generation capable of national renaissance will remain the prerogative of the state and constitute a priority. For this, the power of foreign languages also must work in new generation's mind..." the first President of our government said. Therefore, new approaches in the system of education also influenced on the learning and teaching of foreign languages, as language is the major factor of person's development. Today's language classrooms are vastly different from that of the mid to late- 20th century. The focus on language education in the 21st century is no longer on grammar, memorization, and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the globe. Traditional notions of education are giving way to newer, more innovative ways of thinking about how we learn, teach, and acquire knowledge. Currently, the reasons for learning and teaching English is

spreading through the world as well as in all fields. Gaining knowledge and consolidating the English language generates essential outcomes mostly in the development of educational system, politics and building commercial relationships with other countries. Obviously, we address various modern methods in order to learn or teach English effectively as well as easily. So we should know ways and strategies how to utilize these methods and with what approaches we can upgrade the process of practicing with English. In fact, new methods play a profound role in improving students' acquisition of foreign language efficiently. So, how does these methods affect the quality of foreign language awareness? What kind of strong and weak points does it have? Are teachers utilizing appropriate methods and how do they affect teaching or learning system?

As we know, from the past time most teachers use traditional approaches by outlining the topic in structured ways by giving their own instructions to the students and students have no new information outside the lessons. By this way, students have few opportunities to experience or apply new knowledge in real life situations. This is known as a teacher-centered approach. It is believed that so as to avoid insufficient methods or approaches, innovative methods are considered to be the most significant aspect in showing students' abilities in several skills such as speaking, reading, writing, listening, critical thinking and guessing by characterizing as employing a student-centered approach. For this purpose, currently modern teachers utilize contemporary interactive approaches such as Communicative Language Teaching (CLT), Project Based Learning (PBL), Task Based Learning (TBL), Total Physical Response (TPR), Grammar Translation Learning (GTL) and so on. But when it comes to the use of the above mentioned methods it requires us to be very attentive. However, some teachers put these approaches into practice not taking their capacities, ages and levels into consideration in the learning process. Take an example of the CLT method, the most commonly acknowledged approach must be used to teach adults, so it is not necessarily appropriate for teaching children especially in overcrowded classrooms attentively. TPR method is aimed to teach children owing to its advantages for children's obtaining lessons smoothly while they experience or fulfill physical actions. On the other hand, the content of teaching or learning should comprise of not only their ages or levels, but also learners' learning styles such as visual, audial, kinesthetic and others. Perhaps the most important and most complex of the policy decisions impacting on the classroom concerns the pedagogic approach recommended by governments for teaching English to young learners. As scientists notes, governments intervene in approaches to language teaching when there is a perceived problem in current teaching methods. A change in approach is often seen as panacea, with little

or no consideration for the complex factors involved in what is often a radical change. Thus, in response to the perceived global demand for communication in English, and to the persistence of the grammar-translation method in secondary schools, the new primary English curriculum in South Korea, in line with many other countries, has emphasized communicative competence.

A more recent development has been the promotion in some countries, such as South Korea, China and Taiwan, of technological support and multi-media packages, in the belief that these can go some way towards compensating for the lack of qualified teachers or their low language proficiency. According to a report that the South Korean teacher in their study used a package centered on a video which modelled all the language, together with a course book and teacher's manual which gave a detailed guide to implementation. describe it as "a complete kit, usable by teachers with limited English". A number of other writers have also argued that such resources can offer much support to teachers although there is evidence that materials alone may have little or no effect on changing teaching practices, unless adequate training is also offered. In conclusion, at present time, because of developing educational system in most countries every foreign language learner is engaged in learning English language as a second language for different purposes such as for specific, academic and occupational purposes and as we know they have various capacities in learning or practicing something. Furthermore, we should have a tendency as well as abilities for choosing appropriate methods, techniques, materials and so on while we are transferring our knowledge to English or any foreign language learners.

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MAKTABGACHA TA'LIMDAGI MUAMMOLAR VA ULARNING YECHIMLARI

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ANNOTATSIYA

Ushbu maqola maktabgacha ta'lim muammolari va ularning yechimlariga bag'ishlanadi. Maqolada maktabgacha ta'limga qaratilayotgan e'tibor va berilayotgan imkoniyatlar ham yoritiladi.

Kalit so'zlar: maktabgacha ta'lim, kadrlar yetishmovchiligi, qog'ozbozlik, ta'lim tizimi, islohotlar, muammolar, yechimlar.

ABSTRACT

This article is devoted to the problems of preschool education and their solutions. The article highlights the attention paid to preschool education and the opportunities provided.

Keywords: preschool education, lack of personnel, paperwork, education system, reforms, problems, solutions.

KIRISH

Hozirgi kunga kelib "Maktabgacha ta'lim tizimi" da turli islohotlar olib borilmoqda. Sohadagi yangiliklar va islohotlarni turli jabhalarda kuzatishimiz mumkin. Masalan, 2018-yilning sentabr oyidan joriy etilgan maktabgacha ta'lim dasturi davlat talablariga asoslangan bo'lib, respublikadagi barcha maktabgacha ta'lim muassasalari yangi dastur bilan tanishtirildi. Dastur talablari o'zida jamlagan hujjatlar barcha maktabgacha ta'lim muassasalariga yetkazildi. Bundan tashqari, shu yillarda yurtimizda maktabgacha ta'lim sohasiga avvalgiga qaraganda juda katta e'tibor qaratilmoqda.

Asosiy qism

Muhtaram Prezidentimizning "Vatanimizning ertangi kuni, faravonligi farzandlarimiz qanday inson bo'lib kamolga yetishi bilan bog'liq. Bizning asosiy vaziri-

famiz- yoshlarning o'z salohiyatini namoyon qilishi uchun zarur shart- sharoitlar yaratishlardan iborat" – degan so'zlari har bir pedagoglarga bo'lgan ishonchni va mas'uliyatni yuklaydi. Balki yosh avlodlarni ham ilhomlantiradi. Hozigi kunda muhtaram Prezidentimiz tashabbuslari bilan maktabgacha ta'lim muassasalari binolarini qurish va qayta rekonstruksiya qilish borasida juda katta sa'y-harakatlar yo'lga qo'yilmoqda. Bu esa bolalarning erkin ta'lim olishlari uchun qulay sharoit yaratishdir. Shunga qaramay, maktabgacha ta'limda bir qator muammolarga duch kelmoqdamiz, masalan:

Kadrlar yetishmovchiligi:

Shu kunga qadar bir qator tajribali va yaxshi kadrlar past ish haqi sabab bu kasbni tark etishgan. Shu sababdan Prezidentning pedagoglarning maoshini oshirishga doir qarori chiqqan. Agrippina Shinning so'zlariga ko'ra, o'tgan 27 yil mobaynida maktabgacha ta'lim tizimidagi tarbiyachilar va xodimlarining ta'rif stavkasi biror marta oshirilmagan. 2018 yilning mart oyida "Maktabgacha ta'lim vazirligi" birinchi marta pedagoglarning bazaviy tarif stavkalarini 30 foizga oshirish taklifi bilan chiqdi. Shu maqsadda chekka hududlarda maktabgacha ta'limda malakali kadrlar bilan ta'minlash, ta'lim sifatini yaxshilash bo'yicha alohida dasturlar amalga oshirilmoqda. Shu o'rinda malakali kadrlar yetishmovchiligi mavjud bo'lgan chekka qishloqlarning hududlaridagi maktabgacha ta'limning tarbiyachilarini jalb qilish va shu orqali ulardagi ta'lim sifatini oshirish yo'lidagi qadamlaridan biridir.

Yechimi

Hozirda maktabgacha ta'limni moddiy rag'batlantirish masalalari ko'rib chiqilmoqda. Masalan, eng yaxshi tarbiyachi, eng yaxshi mudira, eng yaxshi defektolog kabi tanlovlar g'oliblariga 5-15 minimal oklad shaklida rag'batlantirish rejalashtirilmoqda. Bundan tashqari, 6 yoshli bolalarni ta'limga qamrab olish bo'yicha qaror loyihasi mavjud. Maktabgacha ta'lim vazirligi 6 yoshli bolalar bilan ishlovchi tarbiyachilarga o'qituvchi maqomini berish taklifi bilan chiqmoqda. Shunday ekan, tabiiyki, ayni damda Xalq ta'limi vazirligida tatbiq etilayotgan imtiyozlar kelgusida ularga ham tegishli bo'lishi ko'zda tutilmoqda. Shuningdek, qo'shimcha xizmatlarga talabgor bo'lgan kishilar uchun to'lov asosidagi qo'imcha xizmatlar yo'lga qo'yiladi. Zero 414-sonli qarorda nafaqat davlat, balki byudjetdan tashqari faoliyatni ham rivojlantirish kerakligi haqida so'z yuritiladi. Mablag'lar maktabgacha ta'lim muassasalari hisobiga tushadi, bu ularning mustaqil faoliyati, ularning huquqi, pedagogik tarkib ularni nimaga sarflashni o'zi hal qiladi.

Qog'ozbozlik:

Sir emaski, yaqin kunlarga Maktabgacha ta'lim muassasalaridagi pedagoglar ko'plab hujjat turlarini to'ldirishlariga to'g'ri kelgan. Vaqti kelganda,

qog'ozbozlik sabab bolalarga yetarlicha e'tibor qaratilmagan. Chunki rahbariyat talabini o'z vaqtida bajarmaslik yaxshilikka olib kelmasligini yaxshi bilishgan. Ko'plab yaxshi kadrlar aynan shu qog'ozbozlik sabab ham sevimli kasblaridan voz kechishgan.

Yechimi

Va nihoyat, 2018-yilning 15-iyulida maktabgacha ta'lim muassasalarida qog'ozbozlikni qisqartirishga oid qaror qabul qilindi. Unga ko'ra, ilgari pedagoglar 9 ta hujjat turini yuritgan bo'lsa, endi ularning soni 4 tagacha qisqartirildi. Amalga oshirilayotgan barcha islohotlar amalda o'z ifodasini topishi maqsadga muvofiqdir. Bularning barchasi maktabgacha ta'lim muassasalari tarbiyalanuvchilari sifatli ta'lim olishi va barkamol voyaga yetishlaridagi ilk poydevor mustahkam bo'lishi uchundir.

Shuni aytishimiz joizki, maktabgacha ta'lim tizimida qilganimizdan ko'ra, qilishimiz zarur bo'lgan ustuvor vazifalar turibdi. Maktabgacha ta'lim tizimini yanada takomillashtirish va maktabgacha ta'lim tashkilotlarini kengaytirish masalasini olg'a surishimiz joiz. Ushbu tashkilotlarda malakali pedagog kadrlar bilan ta'minlash va bolalarni har tomonlama intellektual, ma'naviy va jismoniy rivojlanishi uchun zamonaviy ta'lim dasturlarini yaratish lozim.

XULOSA

Xulosa qilib aytishimiz mumkinki, kundan-kunga maktabgacha ta'lim sifatini yaxshilash uchun olib borilayotgan islohotlar ko'zni quvontiradi. Biroq, yuzaga kelayotgan ayrim muammolarni hal qilish orqali ta'lim tizimi yanada yaxshilanadi. Shunday ekan, vatanimizning kelajagi biz yoshlar va bolalarning qo'lida ekan, kelajagimiz uchun befarq bo'lmaslik lozim.

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LITERARY AND NON LITERARY FORMAL SPEECH IN THE ENGLISH LANGUAGE.

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ABSTRACT:

From the late nineteenth century critics have regularly labeled certain compositions as 'literature', but the criteria for the definition have not always been made explicit. Criteria, implicit and explicit, vary. In definition of literature it could be consider the three areas; function, form and content. With criteria of function, form and content, the modern reader/researcher may locate a composition on a spectrum from least to most self-conscious communication. An awareness of the relative place of communicated words lifts the issue of defining literature from a sterile debate to an act of engagement. The most important activity in receiving a work as literary, and in appreciating a literature, is focusing on Language and its maneuver as widely as possible both in literary and in non-literary writings. Formalism is the first school which regularly put focus on language and its structures of the literary work for distinguishing from non-literary ones. This paper trace the formalism methods for understanding the difference between literary text and non-literary and in the end come to exact definition of literature.

Keywords: implicit, awareness, maneuver, distinguishing, sterile, engagement.

АННОТАЦИЯ

С конца девятнадцатого века критики регулярно называли определенные произведения «литературными», но критерии определения не всегда были четко сформулированы. Критерии, скрытые и явные, различаются. При определении литературы можно рассмотреть три области; функция, форма и содержание. Используя критерии функции, формы и содержания, современный читатель/исследователь может расположить произведение в диапазоне от наименее до наиболее осознанного общения. Осознание относительного места передаваемых слов превращает проблему определения литературы из бесплодной дискуссии в акт взаимодействия. Самым важным действием в

восприятии произведения как литературного и в оценке литературы является как можно более широкое сосредоточение внимания на языке и его маневрировании как в литературных, так и в нелитературных произведениях. Формализм — первая школа, которая регулярно уделяет внимание языку и его структурам литературного произведения, чтобы отличить его от нелитературного. В данной статье прослеживаются формальные методы понимания различия между художественным текстом и нелитературным и в конечном итоге приходят к точному определению литературы.

Ключевые слова: произведение, диапазоне, формализм, маневрирования.

INTRODUCTION

In the grand theater of life, where narratives intertwine and destinies unfold, there exists a moment of profound significance - the introduction. Like the opening notes of a symphony, the introduction sets the tone, establishes the mood, and beckons the audience to embark on a journey of exploration and discovery. It is a portal through which we step into uncharted territories, a gateway to new experiences, and a bridge connecting hearts and minds. An introduction is more than a simple formality; it is an opportunity to establish rapport, to create a welcoming atmosphere, and to initiate dialogue. It serves as a window into the essence of who we are, offering glimpses of our personality, our interests, and our intentions. Through the act of introduction, we extend a hand of friendship, a gesture of respect, and an invitation to engage in the rich tapestry of human interaction. So, let us embark on this journey of discovery and connection with hearts open and minds receptive. May the art of introduction guide us towards deeper connections, shared understanding, and enduring relationships. Thank you for joining us in celebrating the transformative power of the simple yet profound act of introduction.

RESULTS AND DISCUSSION

In the tapestry of knowledge, where threads of inquiry and discovery weave a pattern of insight and understanding, there exists a pivotal moment - the unveiling of results and the ensuing discussion. Like a phoenix rising from the ashes, the results breathe life into our hypotheses, illuminate the pathways of our research, and beckon us to delve deeper into the mysteries of the unknown. Today, as we gather to dissect the implications of our findings and engage in dialogue that transcends the boundaries of disciplines and perspectives, let us remember the sacred duty we bear as seekers of truth and champions of reason. The discussion, with its ebbs and flows, its diverging paths and converging horizons, is a testament to our collective quest for enlighten-

ment, for progress, and for the advancement of society as a whole. Good afternoon, esteemed colleagues and distinguished guests. Today, we come together to unpack the implications of our results and engage in a thoughtful discussion that promises to deepen our understanding, refine our methodologies, and chart the course for future exploration. The phase of results and discussion in any endeavor marks a critical juncture where insights are refined, conclusions are drawn, and the groundwork is laid for further inquiry and innovation. Results, the tangible outcomes of our endeavors, serve as pillars upon which we construct our edifice of knowledge. They provide us with concrete data, empirical evidence, and measurable outcomes that anchor our research in the realm of reality. The subsequent discussion, a forum for interpretation, analysis, and critique, allows us to contextualize our findings, unearth underlying patterns, and consider the broader implications of our work. As we embark on this journey of exploration and analysis, let us approach the results and discussion phase with rigor, with intellectual rigor, and with a spirit of collegiality and collaboration. Let us engage in a dialogue that transcends disciplinary boundaries, that embraces diversity of thought, and that fosters a culture of intellectual exchange and mutual respect. Together, let us seize this opportunity to shed light on the shadows of uncertainty, to unravel the complexities of our findings, and to unveil new insights that shape the landscape of knowledge and propel us towards a future rich in discovery and innovation. Thank you for your presence here today as we traverse the terrain of results and discussion, united in our quest for truth and enlightenment.

CONCLUSION

As the final curtain draws near, and the echoes of our journey reverberate through the halls of time, we find ourselves at the threshold of conclusion. Like the last chapter of a cherished novel, the conclusion holds within it the essence of our endeavors, the lessons learned, and the promise of new beginnings. It is a moment of profound reflection, a time to pause, to savor the fruits of our labor, and to bid farewell to the familiar landscapes we have traversed. In the tapestry of our collective exploration, the conclusion stands as a beacon of light, guiding us towards closure, resolution, and understanding. It is here, in the twilight of our quest, that we come face to face with the legacy of our efforts, the impact of our contributions, and the legacy we leave behind. The conclusion is not just an endpoint but a new beginning, a springboard into the uncharted waters of future endeavors, where the seeds of our past actions blossom into a garden of promise and possibility. In the mosaic of conclusion, let us find solace in the wisdom gained, strength in the challenges overcome, and inspiration in the potential that lies ahead. For in the act of concluding our jour-

ney, we not only honor the past but also ignite the flame of possibility that illuminates the road ahead. Thank you for joining us on this odyssey of discovery and growth, as we bid adieu to the familiar and embrace the unknown with courage and grace. In the spirit of the conclusion, let us embrace the lessons learned, the friendships forged, and the insights gained as we navigate the terrain of our shared journey. Let us carry forward the wisdom gleaned from our collective efforts, the bonds of camaraderie nurtured through collaboration, and the spirit of innovation that propels us towards new horizons. As we bid adieu to this chapter of our collective endeavor, let us do so with gratitude, with optimism, and with a renewed sense of purpose and determination. May the conclusion of our journey serve as a springboard into a future rich in possibility, discovery, and growth. Thank you for your presence here today as we celebrate the power of conclusion and embark on the next chapter of our shared quest for knowledge and excellence.

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CHET TILLARNI O'QITISH METODIKASIDA INNOVATSION YONDASHUVLAR VA AXBOROT TEXNOLOGIYALARINI QO'LLASH MASALALARI.

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ANNOTATSIYA:

Ushbu maqolada chet tillarini o'qitishga innovatsion yondoshuvlarni asoslash, axborot texnologiyalaridan foydalanish bilan talaba, o'quvchilar orasida chet tilini bilish qobiliyati, ko'nikma va malakasini oshirishda qanday materiallardan foydalaniash haqida so'z boradi. Oliy o'quv yurtlarida mutaxassislarni kasbiy tayyorlash jarayonida bilim, ko'nikma va malakalarni sifatli o'zlashtirishga, talabalarning aqliy faoliyatini rivojlantirishga, malakasini aniqlashga qaratilgan o'qitishning innovatsion shakl va usullarini qo'llashga alohida e'tibor qaratish lozimligi, hamda o'quvchilarni o'qitish uchun tayyorlanadigan materiallarni qaysi dasturiy vositalar yordamida tayyorlash mumkinligi va samaradorligi belgilangan..

Kalit so'zlar: innovatsiya, kasbiy tayyorgarlik, qobiliyatlar, ko'nikmalar, ta'lim, o'qitish, axborot, metod, axborot texnologiyalari, o'rgatuvchidasturlar, ilg'or texnologiyalar, tillarni o'qitish

KIRISH

Hozirgi kunda jamiyatda chet tillarini yuqori darajada bilishdan manfaatdor bo'lgan turli sohalaridagi mutaxassislarni kasbiy tayyorlashning muhim tarkibiy qismiga aylanmoqda. Chunki muammolarni muvaffaqiyatli hal qilish va kasbiy o'sishga ta'sir qiladigan masalalar hozirgi kunda taraqqiy etmoqda va ko'p sohalarida xorijiy hamkorlar bilan aloqalarni yo'lga qo'yish zarurati paydo bo'ldi. Maktab oliy o'quv yurtlarida, malaka oshirish kurslarida yoki mustaqil ravishda chet tilini o'rganishga yordam beradigan asosiy bilimlar to'plamini beradigan dasturlar ishlab chiqilmoqda. Shuningdek bugungi kunda turli darajadagi til bilimiga ega bo'lgan odamlar uchun katta o'quv materiallari to'plami ham mavjud. Ushbu dasturlar va to'plamlarning muvaffaqiyati va yutug'i qo'llaydigan o'qituvchining malakasiga bog'liq. Bundan tashqari axborot texnologiyalar va zamonaviy o'qitish usullaridan foydalanish qobiliyati yangi materialni tez tushunishga

yordam beradi. Bu esa jamiyatda kreativ, malakali va raqobatbardosh bitiruvchilarni tayyorlash, ularga chet tillarini sifatli o'qitish tufayli madaniyatlararo muloqot va hamkorlikda, til harakatchanligi ijtimoiy va iqtisodiy masalalarni yechishga qodir ekanligini ko'rishimiz mumkin.

Asosiy qism

Oliy ta'lim muassasalarida Internet, audio-video komplekslar, multimediali o'quv kompyuter dasturlari kabi yangi axborot texnologiyalaridan keng foydalanilmoqda. Ushbu texnologiyalarning barchasi o'quvchilarning ijodiy rivojlanishiga qo'shimcha imkoniyatlar yaratishga yordam beradi, ularning qiziqishini oshiradi va tadqiqot ishiga qiziqishini oshiradi. Bundan tashqari, ko'pgina didaktik vazifalarni samarali imkoniyatlarni beradi:

- o'qish qobiliyatini oshirish;
- zamonaviy xorijiy so'zlar bilan lug'atni kengaytirish;
- monologik va dialogik nutq malakalarini oshirish;
- internetdagi materiallarni muhokama qilish;
- hamma uchun qiziqarli bo'lgan muammolarni muhokama qilishda chet tili faoliyatiga barqaror motivatsiyani shakllantirish.

Kompyuterlar, internet-resurslar, maxsus o'quv multimedia dasturlari, shuningdek, zamonaviy texnik jihozlar kabi zamonaviy texnologiyalardan foydalanish o'quv jarayonini optimallashtirish imkonini bermoqda. Innovatsion texnologiyalardan foydalanishning afzalliklari quyidagilardan iborat:

- jonli muloqot jarayonida faol ishtirok etish orqali talabalar va o'qituvchilarning ishtiyiqi va ishtiyogini oshirish, tilni o'rganishdagi hamkorlik, o'zaro ta'sir va muloqot tufayli tilni o'zlashtirish imkoniyatlari ortib bormoqda;
- turli xil o'qitish usullari va ehtiyojlariga ko'ra o'qitish uchun katta imkoniyatlar kesh talabasi;
- ishdan qoniqish, natija har bir bo'limdan keyin ko'rinadi;
- o'quvchi shaxsini o'z-o'zini tarbiyalash, topish, qidirish, baholash va tahlil qilish ko'nikmalari orqali tegishli ma'lumotlar;
- o'quv jarayonini oqilona tashkil etish imkonini beruvchi o'quv jarayonini faollashtirish
- jarayon, ham darsda, ham talabalarning mustaqil ishi sharoitida
- o'quvchilar va o'qituvchilarning muloqot qobiliyatlarini kasbiy rivojlantirish. Shunday qilib, innovatsion texnologiyalar o'qitish jarayonini sezilarli darajada boyitadi va diversifikatsiya qiladi. Shuningdek biz quyidagi dasturlar orqali ingliz tilini o'qitish bo'yicha elektron darsliklarni ishlab chiqishimiz mumkin:

Adobe Flash (avvalgiMacromedia Flash yoki oddiy Flash) -Adobe Systems kompaniyasidan veb-ilovalar yoki multimediali prezentatsiyalar yaratish uchun mo'ljallangan multimediali platforma, bannerlar, animatsiyalar, o'yinlar yaratish, veb-

sahifalarda video va audio ijro etish uchun ishlatiladi. 1986-yilda ushbu texnologiyadan foydalangan holda Fantavision dasturi chiqarildi. 1996-yilda FutureWave Macromedia tomonidan sotib olindi, uniFutureSplash Animatori Flash deb o'zgartirdi. Bu nom 2005-yilda Macromedia Adobe tomonidan sotib olinganidan keyin, Macromedia Flash rasman Adobe Flash deb nomlangan.

Prezi - bu PowerPoint kabi an'anaviy slaydlar yaratish dasturlariga muqobil sifatida foydalanish mumkin bo'lgan taqdimot vositasi. Slaydlar o'rniga Prezi bitta katta qsim foydalanadi, bu bizga qsimlarning turli qismlarini siljitish va kattalashtirish hamda u erda keltirilgan g'oyalarni ta'kidlashga imkon beradi. Prezi matn, rasm va videolardan foydalanishni qo'llab-quvvatlaydi, shuningdek, yangi foydalanuvchilarning interfeysga ko'nikishiga yordam beradigan shablonlar to'plamini taqdim etadi.

CourseLab - bu elektron kurslarni ishlab chiqish dasturi va keng ko'lamli o'quv vazifalarini amalga oshirish vositasi. CourseLab dasturiy mahsuloti foydalanish qulayligiga qaratilgan. Kursni tez ishlab chiqish uchun ob'ektlar, "nima ko'rsangiz, o'sha olasiz" (WYSIWYG) tamoyili, har qanday interaktivlikni yaratish uchun tayyor echimlar.

iSpring - dastur o'quv materiallarini tizimlashtirish, ularni raqamli formatga o'tkazish, test topshiriqlarini yaratish, korporativ treninglar va xodimlarni o'qitish uchun mo'ljallangan. iSpring Suite sizga PowerPoint-da eLearning kurslarini yaratish va keyin ularni veb-formatda saqlash imkonini beradi. iSpring Suite-da ishlab chiqilgan materiallarni har qanday qurilmada ko'rish mumkin: kompyuterlar, noutbuklar, planshetlar, iPad, iPhone, Android va Windows qurilmalari

AutoPlay Media Studio - dasturi yordamida tez dasturiy ta'minot ishlab chiqishni va'da qiladi. Bu menyular va avtomatik ijro etuvchi CD / DVD / USB utilitalaridan tortib o'yinlar va interaktiv multimedia ilovalarigacha-veb operatsiyalari, ma'lumotlar bazasi ulanishlari, video oqimlari va boshqalarni yaratish uchun juda mos keladi.

XULOSA

Ushbu maqolada keltirilgan dasturlar orqali biz samarali va innovatsion tarzda darslarni tashkil etrishimiz, talabalarning o'zlashtirish ko'nikmalarini, qobiliyatlarini patensillashtirishim mumkin. Shuningdek, biz bu o'quv dasturlar orqali bir necha pedagogik maqsadlarni amalga oshirishimiz mumkin:

1. O'quv materiallarini ko'rsatish: o'quvchiga ma'lum shaklda tartiblangan matnli, grafik, audio va video materiallar havola qilinadi. Ushbu ko'rinishdagi dasturlar ko'rgazmali, shu bilan birga kompyuterlashtirilgan ma'ruza va elektron matnli qo'llanmalar deb yuritiladi;
2. Test va diagnostika qilish: o'quvchining xatti-xarakati aniqlanishi uchun tekshiruvdan o'tkaziladi. O'quvchi xatti-xarakati tushunchasi ostida uning joriy bilimining chuqurligi, malaka va ko'nikma hosil qilish darajasi tushinilishi lozim;

3. Mashqlarni bajarish: o'quvchi biror ish bajarish jarayonida bilim, malaka va ko'nikma hosil qilinadi. Bu jarayonda o'quvchi chegaralangan vaqtda tekshiriladi va qo'yilgan maqsadga yetganligi darajasi aniqlanadi;

4. O'qitish: o'quvchi o'quv dasturi boshqaruvi ostida ma'lum fan sohasi bo'yicha bilim va ko'nikma hosil qiladi, shu asnoda dastur o'z zimmasiga o'quv materialini namoyish qilish, uni egallanish darajasini nazorat qilish va o'quvchi hatolarini diagnostika qilish.

Biz bu maqsadlarga erishar ekanmiz talaba yoshlarda bilimni tez va samarali tarzda shakllanishini ko'rishimiz mumkin. Natijada biz til darajamiz oshkani sari bizning boshqa ma'lumotlarni o'rganishga bo'lgan qobiliyatimiz, bilimimiz ortadi, shu asosida biz mamlakatimizning iqtisodiy va siyosiy rivojlanishiga, dunyo mamlakatlari orasida o'z mavqeini yanada mustahkamlashinishiga hissamizni qo'sha olamioz desak mubolag'a bo'lmaydi.

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XALQ OG‘ZAKI IJODINI RIVOJLANTIRISHIDA AN‘ANA VA UDUMLA- RINING AHAMIYATI

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ANNOTATSIYA:

Ushbu maqolada xalq og‘zaki ijodini rivojlantirishda to‘y va marakalardagi o‘ziga xos an‘ana tusiga kirgan urf-odatlarining ahamiyati haqida so‘z boradi.

Kalit so‘zlar : to‘y marosimlar, aza marosimi, beshik to‘y marosimi, to‘qqiz tovoq marosimi, sarp hamda sut puli

O‘zbek xalqi o‘ziga xos urf-odatlar hamda an‘analarga boy xalqdir. Bu udumlar hududiy chegaralangan hamda chegaralanmaganligiga ko‘ra farqlidir. Chegaralangan odatlar shu hudud aholisining etimologik kelib chiqishi bilan bevosita bog‘liqdir. O‘zbekistonning barcha hududlarida to‘y va aza marosimi bor, lekin uni insonlar hududiy an‘anasiga bog‘liq holda nishonlashadilar. Bu esa xalqimizning leksik boyligini yanada rivojlantirish bilan bir qatorda rang-barangligini ham ta‘minlaydi. Shu jumladan Navoiy viloyati ham. Navoiy eng yosh viloyat bo‘lishiga qaramasdan undagi udumlar boshqa viloyat odatlaridan farqlidir. Ayniqsa, marosimlarda o‘ziga xos tarzda aytishuvlar, qutlovlar va laparlari bir-biridan go‘zal hamda serma‘no ko‘lamga ega.

“Marosim arab tilidagi “marsum” so‘zidan olingan bo‘lib, 1-chizilgan; 2-rasm qilingan; 3-odat bo‘lgan ma’nolarini anglatadi. Har bir inson umri davomida turli maqsadlarda uyushtirilgan va xalq orasida odat tusiga kirgan marosimlarda ishtirok etadi. Ular to‘ylardan, yig‘inlardan, ma‘rakalardan iborat bo‘lishi mumkin. Ayni paytda, butun xalq qatnashadigan bayramlarni ham marosimlar qatoriga qo‘sha olamiz.”

Navoiyda to‘ygacha o‘tkaziladigan marosimlar. Inson borki, uning nasli davom etadi. Odamzod borki, o‘zlariga juft topib hayotini to‘ldirishadi. Ikki yosh bir-biriga ko‘ngil qo‘yishsa, ularni ham sha‘riy, ham qonuniy tomondan nikohlashadi. Shu to‘y marosimigacha Navoiyda o‘ziga xos an‘analar amalga oshiriladi. Bo‘lajak kelinning uyi-ga qizning qo‘lini so‘rash uchun, asosan, ayol kishilar hamda qizni yigitga tavsiya etgan ayol boshchiligida boriladi. Tomonlar rozi bo‘lishsa, ular o‘rtasida dasturxon almashtiriladi. Ya‘ni sovchilikka kelgan kishilarning olib kelgan tovoq dasturxoni ochilib, ichidagi narsalar olinib, o‘rniga qiz tomondan yangi dasturxonlik narsalari solinadi. Tomonlar kelishib olishganidan so‘ng bichuv, hayitlik, unashtiruv marosimlari o‘tkazilgandan so‘ng to‘y kuni ochiqilanadi. Bichuv — bu bo‘lajak kelinga sarp qilinib, ularni kelin-

ning uyiga tashlab ketish marosimi. Ha aytgancha, Xatirchi tumanida bu sarpolarni tiktirish uchun ma'lum miqdorda pul ham beriladi. Kelinning to'shanchi ya'ni ko'rpa - to'shaklari qudalar orasida teng taqsimlanadi. Har ikki tomon ham ko'rpa to'shaklarini qo'lida qavishadi. Bu uchun esa qo'shnilar hamda qarindoshlar yordamga kelishadi. Xatirchida bu marosim— "Ko'rpa hashar" deb yuritiladi. Bichuv marosimidan so'ng kelin o'z dugonalari hamda do'stlarini holva o'tirishiga chaqiradi(tushunib turganingdek bizda qizning to'yi bo'layotgani holva marosimi hamda holva bilan bildiriladi). Qiz dugonalari bilan qolganda esa uning sarposi yoyilib, qizlar orasida talash bo'ladi. Hayitlik marosimi— Xatirchi tumanida unashtirilgan qiz va yigitning uyiga qudalar ularning to'ylari bo'lguncha har hayit ayyomida dasturxon hamda sovg'alar bilan borishadi. Bu sovg'alar orasida albatta xina hamda kelinning dugonalari uchun tuhfarlar ham joy olgan bo'ladi.

Unashtirish (Xatirchida buni non sindirish ham deyishadi) marosimida to'y uchun soliq solinadi, ya'ni kelin tomondagi to'y uchun ma'lum miqdorda kerakli narsalar beriladi. Agar kelin Xatirchi tumanining o'zidan hamda o'qishga kirmagan bo'lsa, unga beriladigan sut puli (bizda buni qalin puli ham deyishadi) miqdori juda oz beriladi. Hozirgi kun hisobiga ko'ra 1 milliondan oshiq. Ko'rib turganingizdek bu pul uni deyarli hech narsasini qoplamaydi. Agar bo'lajak kelin o'qigan bo'lsa unga beriladigan pul ham oshiqroq bo'ladi. Agarda bo'lajak kelin Navoiyning boshqa tumanlari yoki boshqa viloyatdan bo'lsa Xatirchilik kuyov kelin tomonning odatiga ko'ra sut puli beradi. Unashtirish marosimida to'y kuni belgilanadi. To'y kuni ikki tomonda ham ertalab nahorgi osh qilinib, kelganlarni mehmon qilishadi. Kelin kuyov tomon kelguncha qo'shni xonadonda dugonalari bilan kuyovning kelishini kutadi. Kuyov tomon karnay-surnay ovozlari bilan ko'chaning boshidan o'yin - kulgu qilib kelishadi. Qudalar ularni kutib olish uchun chiqishadi. Kuyov tomondan kelgan ayollar uchun shakar choy damlashadi. Choyga esa kelgan mehmonlar pul berishadi. Kuyov hamda uning do'stlari kuyov hamda kelin uchun mo'ljallangan chimildiqning ichida o'tirishadi va ular uchun to'qqiz tovoq marosimi uyushtiriladi. Bu marosim, asosan, Navoiyga yoki Xatirchiga xos. Birinchi bo'lib tovoqda to'sh go'shti olib kiriladi va buni olib kirish jaroyoni juda antiqa. Ya'ni go'shtni olib kirishda kelinning yangasi irillaydi. Hamda kelib kuyovga o'z qo'li bilan yedirtiradi. Kuyov go'shtni bir marotaba tishlab qolganini jo'ralari uchun mo'ljallangan dasturxonga qo'yadi. Undan so'ng esa kelin yanganing tovog'i uchun kuyov jo'ralar pul berishadi. Agar kelin yanga berilgan pulga rozi bo'lsa, indamasdan chiqib ketadi, berilgan pul yangani qoniqtirmasa yana qo'shishlarini talab qiladi. Shundan keyin esa chimildiqqa tuxum olib kirishadi. Tuxumni kelinning chaqqongina yangasi olib kiradi, chunki unga yuklatilgan vazifa qiyin, ya'ni uni olib kirish jarayonida yanga tovuqqa o'xshash ovoz chiqaradi, aniqrog'i, qo'qulaydi(to'g'ri bu sizga g'alati tuyilishi mumkin, ammo bizda bu odat tusiga kirgan). Agarda kuyov jo'ralari yaxshi bo'lsa xo'p-xo'p, lekin sho'xroq bo'lsa

yangaga qiyin bo'ladi. Chunki uning ovozi tovuqnikiga o'xshamaguncha uni qaytaraverishadi. Tuxum kuyovning qo'njiga solinadi. Bu ularga ko'p farzand tilash uchun qilindi. So'ng yana tanish holat, tovoq uchun pul tashlashishadi. Undan keyin kim nima atagan bo'lsa, shuni olib kirishadi va ular ham kuyovning do'stlari uchun atalgan dasturxonga tashlashadi. Bu uchun ham pul yig'iladi. Kelin tomon dasturxonni to'ldirishganidan so'ng dasturxon yig'ilib, kuyov jo'ralari uchun beriladi. Bu dasturxon to'y tugaganidan so'ng biror do'stining uyida ochilib, do'stlar bilan baham ko'riladi. To'qqiz tovoq marosimi tugaganidan so'ng kelinni olib kelish uchun kuyovning yangalari borishadi. Kelinning dugonalari kelin o'tirgan xonani eshigini bekitib turishadi. Dugonalarining qo'liga yetarlicha pul berilib, rozi qilishgandan so'ng xonaning eshigi ochiladi. Dugonalar kelinning boshida paranji ko'tarishib, yor-yor, o'lan aytib uni o'z uyiga olib borishadi:

Tog'da toychoq kishnaydi-yoo, ot bo'ldim deb
Yor-yor-eee, ot bo'ldim deb,
Uyda kelin yig'laydi-yo, yot bo'ldim deb,
Yor-yor-aaa ha, yot bo'ldim deb...
Undan so'ng o'lan aytiladi:
Hay-hay o'lan, jon o'lan-o, o'lanchi qiz
Vadasida turolgan-o ho, vafoli qiz...

Kelin kuyovning oldiga, ya'ni qizning uyidagi chimildiqqa olib boriladi. Kelinni olib kelishgani uchun paranji ustiga yana kuyov tomon pul tashlashadi. Endi kelin va kuyov o'rtasida urf - odatlar o'tkaziladi. Chimildiqqa ikki kampir yotqizilib, tush ko'rish degan an'ana bo'ladi. Tush har bir to'yda bir xil, ya'ni kelin kuyov baxtli bo'lishi bilan tugaydigan hamda ramziy obrazlar ishtirokida ularning hayotida ro'y beradigan yaxshi kunlar haqida bo'ladi. Keyin esa chimildiqdan ikkita sham uch marta aylantiriladi. Aylantirish davomida "Kelin kuyovdan aylasin, kuyov kelindan aylasin" degan so'zlar takrorlanadi. Shundan keyin kelin-kuyov ko'zguga qarashadi. Chimildiqni kuyov yig'ib oladi hamda o'z uyiga olib ketadi. Kelin esa o'zi turgan xonani ko'ylagi bilan teskari qilib supuradi. Shundan so'ng kelin o'z yaqinlari bilan xayrlashib, ota uyini tark etadi. Endi to'y kuyovnikida davom etadi. Kelin bilan kelgan dugonalari uchun kuyovnikida to'qqiz tovoq tortiladi. Ammo bu to'qqiz tovoq kelinning uyidagi singari bo'lmaydi. Shunchaki olib kelib dasturxon tuzashadi, xolos. Kelin kelishi bilan kelin salom marosimi boshlanadi. Kelin salomda birinchi bo'lib qarindoshlardan qaynona ko'rishgani chiqadi hamda uning qo'yniga surpa beradi. Bu endi ro'zg'orim sizniki degan ma'noni anglatadi. Kelin salomda faqat kuyovning qarindoshlari o'zining olib kelgan tuhfalari orqali kelin bilan ko'rishishadi. Bizning odat bo'yicha kelinning oldiga ro'zg'or uchun kerakli narsalar qo'yiladi. Bu udum tugaganidan so'ng kelin dugonalari bilan kechki to'yga tayyorlandi. To'y nihoyasiga yetganidan so'ng to'yning keyingi kun-

ida kelinning uyidan taom keladi va bu 3 kun davom etadi. Chimildiq uzilganidan keyin kelinning qarindoshlari tuhfa bilan kuyovning uyiga borishadi. Darvoqe, bizda kelinga berilgan xonalarni kelin tomon mebel-anjom bilan to'ldirishadi. Shu bilan to'y marosimimiz o'z nihoyasiga yetadi.

Beshik to'y marosimi.

Har bir oila o'zidan davomchi qoldirishni niyat qiladi. Niyati amalga oshganlar esa buni ko'tarinki kayfiyat va dabdaba bilan nishonlashadi. Navoiyda bola tug'ilishi bilan u uchun chilla saqlanadi. Kech kirganidan so'ng uydan chiqish va uyga kirish taqiqlanadi. Bolani kichik chillasi, ya'ni yigirma kunligi chiqmagunicha bolani uydagilaridan boshqa hech kimga ko'rsatilmaydi. Kichik chilla chiqqanidan keyin qo'ni-qo'shni ko'rgani chiqishadi, lekin shunda ham bola ko'chaga olib chiqilmaydi. Katta chilla, ya'ni qirq kun o'tganidan keyin bola ko'chaga chiqishi mumkin. Bizning odat bo'yicha kelinning bolaga beshik to'y asosan chillasi chiqqan go'dakka hamda ko'p hollarda katta farzandga olib boriladi. To'ydagi sarpolar ham katta to'ydan qolishmaydi. Kelinning uyidagilari tomonidan dasturxonlik (ma'lum bir miqdorda go'sht, guruh, non, shirinliklar) kuyovning uyiga jo'natiladi. Endi sarpo qilish kerak. Kelin uchun boshdan oyoq sarpo, kuyov uchun ham bosh-oyoq kiyim qilindi. Qaynona uchun bir kiyimlik mato va ro'mol, kuyovning opa-singlisi uchun ham shunday, kuyovning aka-ukasi uchun esa bittadan kiyim, qaynotasi uchun esa chopon hamda qalpoq qilinadi. Go'dakka esa juda ko'p kiyim - kechak, o'yinchoq, beshik, belanchak kabi narsalar olinadi. Beshik to'y ham kuy-navolar jo'rligida o'tkaziladi. Shu bilan beshik to'y ham tugaydi.

Aza marosimi. Aza bu — Ayollarning mayyit chiqqan uyda yig'i bilan o'tkaziladigan motam marosimi. Xatirchi tumanida aza ham juda antiqa tarzda o'tkaziladi. Inson bu dunyodan ko'z yumganidan so'ng uning ustidagi hamma amallar diniy tarzda amalga oshirildi. Farqli xususiyati esa mayin o'zining uyidan aynan o'zining xonasidagi derazadan chiqariladi. Tobut derazaga sig'magan tarzda derazadan o'lik chiqadi" degan xunuk ibora ham paydo bo'lgan. Aza bo'lgan uyga qo'ni-qo'shni, qon-qarindoshlar tomonidan ovqatlar chiqaradi. Mayitning kiyimlarining hammasi yuviladi, garchi ular toza bo'lsa ham. Aza xonadoniga deyarli har kuni odamlar taziya bildirish uchun tashrif buyurishadi. Xulosa qilib aytganda, urf-odatlar inson hayotining ajralmas bo'lagidir. Lekin marosim va ma'rakalarda xarajatlarni kamaytirish hamda diniy tomonlama qilish to'g'ri bo'lar edi.

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WOMEN WRITERS IN ENGLISH LITERATURE

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ABSTRACT

Women writers in English literature have played a pivotal role in shaping the literary landscape with their diverse voices and thought-provoking works. Despite historical challenges and societal barriers, women have made enduring contributions to various genres, themes, and movements. This article provides an overview of the significant impact of women writers in English literature, highlighting their resilience, creativity, and influence. The historical perspective acknowledges the obstacles women writers faced, including limited access to education and publishing platforms. Despite these constraints, notable women writers such as Jane Austen, Virginia Woolf, Emily Dickinson, and Charlotte Bronte have emerged as influential figures who challenged conventions and broke new ground in literature.

Keywords: English women writers, Charlotte Bronte, Jane Austen, Virginia Woolf, Mary Shelly, Agatha Christie, 19th century gender restrictions.

INTRODUCTION

The emergence of female novelists began in the 18th century, but it wasn't until the mid-19th century that their literary works became prominent. Elaine Showalter termed the 19th century as the era dominated by female novelists, citing Jane Austen, Charlotte Bronte, and George Eliot as pivotal figures who answered questions about women's aptitude for fiction. Women writers faced formidable challenges with limited education and career options, leading many to turn to novel writing as a form of escape from a male-dominated society. These writers employed various literary devices to address social issues, including women's oppression, using novels as a powerful tool to raise awareness about 19th-century gender restrictions. Despite facing societal barriers, women writers resisted through their narratives' plots, characterizations, and styles. Male incumbents in the literary world, such as novelists, editors, and publishers, felt threatened by the rising presence of women writers. The theme of gender dynamics and societal change is evident in the battle of the sexes portrayed by both male and female writers, symbolizing a significant shift in public discourse. Women's literature not only offers role models but is also a platform for individual women to assert their identities, chal-

lenging the traditional male-dominated perspectives present in literature.

The main part

Women writers have explored a wide range of themes in their works, from love and identity to social issues and feminist discourse. Their unique writing styles and perspectives have enriched the literary canon, offering fresh insights and nuanced portrayals of the human experience. Feminist literature, championed by women writers like Mary Wollstonecraft and Simone de Beauvoir, has sparked conversations about gender equality, women's rights, and empowerment. Their contributions have been instrumental in advancing feminist discourse and highlighting issues of gender discrimination and societal norms. In contemporary times, women writers continue to shape English literature with their distinct voices and narratives. Writers such as J.K. Rowling, Zadie Smith, Chimamanda Ngozi Adichie, and Margaret Atwood are celebrated for their impactful storytelling and contributions to modern literature. Efforts to recognize and amplify the voices of women writers are evident in literary circles, with a focus on inclusivity and diversity. By celebrating the achievements of women writers and promoting their representation in the literary world, English literature continues to evolve and reflect a more inclusive and representative narrative landscape.

Famous women writers in English literature are:

Jane Austen (1775 - 1817) was among the pioneering female writers who offered insightful commentary on the British landed gentry. Her writing delved into plots exploring women's dependence on marriage or their quest for financial stability. Due to the anonymity of many of Austen's publications during her lifetime, she did not achieve significant recognition during her own era. However, posthumously, her reputation as a writer grew substantially, with her six novels remaining consistently popular and influential. Numerous film adaptations of her works have been produced, accompanied by a variety of critical essays and anthologies.

Mary Shelley (1797 - 1851) is renowned as a prominent figure in the realm of Gothic fiction and an early contributor to science fiction. Notably, she also made significant editorial contributions, predominantly working on the literary works of her husband, the Romantic poet and philosopher, Robert Bysshe Shelley. Coming from a lineage of intellectual parents—political philosopher William Godwin and feminist activist Mary Wollstonecraft—Shelley's upbringing was marked by the loss of her mother at a young age, leaving her upbringing in the hands of her father. Raised with an unconventional yet intellectually stimulating education steeped in anarchist ideologies, Shelley married early and dedicated much of her life to supporting her husband's creative endeavors while also cultivating her own talent for fiction writing.

Emily Bronte (1818 - 1848) was a prominent female writer of the Victorian era, celebrated for her singular novel, *Wuthering Heights*—an enduring classic often recom-

mended for student reading lists. Employing the pseudonym Ellis Bell, Bronte was not only known for her compelling novel but also for her extensive poetic creations, deemed remarkable then and lauded as genius both in her time and today. A significant publication in the Bronte sisters' literary legacy was the collaborative work "Poems by Curer, Ellis, and Acton Bell," a collection of poems released under their respective pen names, showcasing their collective talent and creativity.

Charlotte Bronte (1816 - 1855), the sister of Emily Bronte, achieved renown for her literary works, particularly the novel "Jane Eyre" published in 1847. Despite facing a rejection of her first novel "The Professor" by publishers, it was "Jane Eyre" that garnered critical acclaim and established itself as a seminal work in the annals of British literature.

Agatha Christie (1890 - 1976) is acclaimed as a distinguished detective crime novelist, holding the title as the best-selling fiction writer according to the Guinness World Records, with over two billion copies of her novels sold globally. Renowned for creating the iconic detectives Hercule Poirot and Miss Marple, Christie's play "The Mousetrap" holds the record as the longest-running play in the West End since 1952. With a steadfast fan base in detective fiction circles, Christie's works continue to captivate readers, earning her a spot on the list of classic authors to explore. Many of her intriguing plots have been adapted into successful TV and film productions, maintaining her lasting influence in the realm of mystery literature.

Virginia Woolf (1882 - 1941) was a renowned English writer of the early 20th century, revered as one of the foremost modernist authors of her time. Woolf not only addressed the societal injustices faced by women in the early 1900s but also experimented with and incorporated various literary techniques that have become integral to contemporary creative writing. A trailblazer in utilizing the stream of consciousness narrative device, Woolf showcased her innovative storytelling approach in notable works such as "A Room of One's Own." Under the guidance of her father, Woolf commenced her professional writing career in 1900 and later relocated to the vibrant Bloomsbury district of London, where she played a significant role in the establishment of the influential Bloomsbury Group.

Renowned women in literature are esteemed female writers who, despite encountering diverse challenges and difficulties, proceeded to create remarkable literary works that continue to captivate readers globally. These timeless books remain significant in contemporary times as they delve into enduring themes that hold relevance and resonance with audiences today. Notable figures like Jane Austen, Emily Bronte, Charlotte Bronte, Agatha Christie, among many others, exemplify the enduring impact of women authors in the literary world.

CONCLUSION

In conclusion, women writers in English literature have left an indelible mark on the literary world, elevating storytelling with their distinctive voices and invaluable perspectives. Through their works, female authors have navigated societal barriers, challenged norms, and transcended boundaries to create compelling narratives that resonate across time and culture. Their contributions not only enrich the literary canon but also serve as a testament to the power of storytelling in advocating for change, fostering empathy, and amplifying diverse voices.

As we reflect on the legacy of women writers in English literature, it becomes evident that their creativity, resilience, and unwavering commitment to their craft have shaped narratives that inspire, provoke thought, and illuminate the human experience. By celebrating and supporting women writers, we acknowledge their vital role in enriching our literary heritage and fostering a more inclusive and equitable literary landscape. Moving forward, continued recognition and exploration of the works of women writers in English literature are essential to honoring their contributions and ensuring their enduring legacy in the world of letters.

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THE SECOND WORLD WAR IN AMERICAN LITERATURE.

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ABSTRACT

The article deals about American writers and their works , writing how novels and poets and how themes. The 1920s and 1930s saw a new maturity and rich diversity in American literature. But their works were released after 1945. We introduce Frost, Eliot, Wallace Stevens, Marianne Moore , E.E.Cummings , William Carlos Williams, Gwendolyn Brooks and another writers. Following the war, notable new playwrights, poets, and novelists came to prominence. We may see information about war, military mindset, military rule, the bombing of Hiroshima and etc in American writers' works

Keywords: The second world war, American literature, writers, novels, poets

INTRODUCTION

The interwar period was referred to as the "second flowering" of American writing by literary historian Malcolm Cowley. The 1920s and 1930s saw a new maturity and rich diversity in American literature, and important works by a number of influential authors from those years were released after 1945. Not quite at their prewar level, but nonetheless notable fiction was produced by Faulkner, Hemingway, Steinbeck, and Katherine Anne Porter; significant poetry was published by Frost, Eliot, Wallace Stevens, Marianne Moore, E.E. Cummings, William Carlos Williams, and Gwendolyn Brooks. Long Day's Journey into Night, Eugene O'Neill's most renowned drama, was released posthumously in 1956. Robert Penn Warren was a prominent writer of poetry, criticism, and fiction both before and after World War II. His 1947 Pulitzer Prize-winning novel All the King's Men is regarded as one of the best American political novels. Mary McCarthy rose to prominence as an author and social satirist. Henry Miller's work was important

when it first came out in the United States in the 1960s, mostly due to its honest examination of sexuality. However, its casual, picaresque, almost autobiographical style also worked well with literature written after the 1960s. Following the war, notable new playwrights, poets, and novelists came to prominence. In truth, there was a slow changing of the guard.

Not only had a new generation emerged from the conflict, but it also had a very distinct ethnic, geographical, and social makeup from the one that had come before it. Younger writers included African Americans, who had just come out of slavery, children of immigrants, many of whom were Jews, and finally women, who would speak with a new voice with the emergence of feminism. Some of the most talked-about writers of the postwar era were gay or bisexual, despite the conservative and even conformist social climate. These writers included Tennessee Williams, Truman Capote, Paul Bowles, Gore Vidal, and James Baldwin; their dark themes and avant-garde writing techniques paved the way for Beat writers like Allen Ginsberg, William S. Burroughs, and Jack Kerouac.

In response to the cultural fallout from World War II—particularly the horrors of technology—two separate groups of novelists emerged. The Young Lions (1948) by Irwin Shaw and *The Naked and the Dead* (1948) by Norman Mailer were both realistic combat stories, but Mailer's work also explored fascist thought and a power preoccupation as aspects of the military mindset. James Jones, who gathered an incredible amount of meticulously collected information, chronicled the human cost of the war in an ambitious trilogy (*From Here to Eternity* [1951], *The Thin Red Line* [1962], and *Whistle* [1978]) that focused on outcasts who refused to submit to military rule. The bombing of Hiroshima and the actual possibility of human extinction deeply unsettled younger novelists, who felt that the rules of realism were insufficient to convey the horrific consequences of the war. Joseph Heller combined a feeling of Kafkaesque dread with surreal dark comedy to mock the military mindset in *Catch-22* (1961). The 1994 follow-up *Closing Time* was a memorial service for the World War II generation. In *Slaughterhouse-Five* (1969), Kurt Vonnegut, Jr. combined grim fantasy with numb, loopy humor to chronicle the Allied firebombing of Dresden, Germany. Later, Tim O'Brien used this technique masterfully to depict the Vietnam War, which seemed to be a surreal conflict in and of itself, in *Going After Cacciato* (1978) and the collection of short stories *The Things They Carried* (1990). The cultural effects of World War II, particularly the horrors of technology, prompted two different groups of novelists to respond.

In addition to being realistic combat books, Norman Mailer's *The Naked and the Dead* (1948) and Irwin Shaw's *The Young Lions* (1948) both explored fascist thought and a power fixation as aspects of the military mindset. With an ambitious trilogy (*From Here to Eternity* [1951], *The Thin Red Line* [1962], and *Whistle* [1978]) that focused on loners who refused to submit to military discipline, James Jones, gathering an astounding amount of meticulously observed detail, recorded the war's human cost. The bombing of Hiroshima and the actual possibility of human extinction deeply unsettled younger novelists, who felt that the rules of realism were insufficient to convey the horrific consequences of the war. Joseph Heller combined a feeling of Kafkaesque dread with surreal dark comedy to mock the military mindset in *Catch-22* (1961). The 1994 follow-up *Closing Time* was a memorial service for the World War II generation. In *Slaughterhouse-Five* (1969), Kurt Vonnegut, Jr. combined grim fantasy with numb, loopy humor to chronicle the Allied firebombing of Dresden, Germany. Later, Tim O'Brien used this technique masterfully to depict the Vietnam War, which looked to be a surreal struggle in and of itself, in *Going After Cacciato* (1978) and the collection of short stories *The Things They Carried* (1990).

The atomic bomb contributed to the rise in black humor and absurdist imagination among American writers. Many believed that the naturalistic method was unable to convey the fast-paced and utterly unbelievable nature of modern life. A very self-aware fiction began to emerge, one that exposed its own literary devices, questioned the nature of representation, and frequently mocked or imitated previous works of fiction rather than actual social events. This new "meta fiction" was greatly influenced by the works of Argentine author Jorge Luis Borges and Russian author Vladimir Nabokov. After obtaining U.S. citizenship in 1945, Nabokov wrote a body of masterfully composed fiction that stood out for its inventive language and formal style. His best English-language books, *Lolita* (1955), *Pnin* (1957), and *Pale Fire* (1962), are very intimate and emotionally charged despite their artificiality. His most successful English-language novels, such as *Lolita* (1955), *Pnin* (1957), and *Pale Fire* (1962), are intensely personal works with a powerful emotional undercurrent, despite their artificiality.

In a significant 1967 article titled "The Literature of Exhaustion," John Barth identified himself an American student of Nabokov and Borges. Barth defined his own writing as "novels which imitate the form of the novel, by an author who imitates the role of Author" after rejecting realism as a "used up" tradition. In actuali-

ty, Barth's first two novels, *The Floating Opera* (1956) and *The End of the Road* (1958), were partially realistic in nature. However, in his more ambitious later works, such as *The Sot-Weed Factor* (1960), Greek and Christian myths in *Giles Goat-Boy* (1966), and the epistolary novel in *LETTERS* (1979), he simultaneously parodied and imitated conventional forms. In a similar vein, Donald Barthelme parodied Freudian fiction in *The Dead Father* (1975) and fairy tales in *Snow White* (1967). The most popular works of Barthelme were his parodies and short stories that somberly mocked modern fashions; these were most effective when included in *Unspeakable Practices, Unnatural Acts* (1968), *City Life* (1970), and *Guilty Pleasures* (1974).

The most prominent American practitioner of the absurdist story came to be Thomas Pynchon. His books and stories were intricately written blends of imagination from comic books, historical details, and mistrust of the counterculture. Pynchon developed intricate “conspiracies” in *V.* (1963), *The Crying of Lot 49* (1966), and *Gravity's Rainbow* (1973) by using paranoia as a structuring device and a mental tool. Pynchon's fiction was predicated on the idea that entropy—the breakdown of moral and physical energy—was inevitable. Paul Auster and Don De Lillo, among other writers, were influenced by Pynchon's style in the future. William S. Burroughs, forgoing storyline and cohesive characterization in *The Naked Lunch* (1959) and subsequent books, employed the consciousness of a heroin addict to paint a horrifying picture of the contemporary world. Black humor and the absurdist fable were also widely used by Vonnegut, Terry Southern, and John Hawkes.

The Beat characters in Jack Kerouac's *On the Road* (1957), *The Dharma Bums* (1958), *Desolation Angels* (1965), and *Visions of Cody* (1972); the young Rabbit Angstrom in John Updike's *Rabbit, Run* (1960) and *Rabbit Redux* (1971); Holden Caulfield in J.D. Salinger's *The Catcher in the Rye* (1951); and the unsettling madman in Richard Yates's potent novel of suburban life, *Revolutionary Road* (1961), were among the other significant portraits of outsider figures.

Even if authors like Barth, Barthelme, and Pynchon disapproved of the novel's conventional role as a social mirror, many modern novelists were hesitant to give up Social Realism, which they explored in far more intimate ways. Saul Bellow drew into the buoyant, manic energy and picaresque structure of dark humor in books like *The Victim* (1947), *The Adventures of Augie March* (1953), *Herzog* (1964), *Mr. Sammler's Planet* (1970), and *Humboldt's Gift* (1975), all the while

declaring the necessity of "being human." Although Bellow was one of the few modern writers who truly capture the squalor of urban life, his main characters disapproved of the "Wasteland outlook" he identified with modernism. Modes:

A spiritual vision, derived from sources as diverse as Judaism, Transcendentalism, and Rudolph Steiner's cultish theosophy, found its way into Bellow's later novels, but he also wrote darker fictions such as the novella *Seize the Day* (1956), a study in failure and blocked emotion that was perhaps his best work. With the publication of *Ravelstein* (2000), his fictional portrait of the scholar-writer Allan Bloom, and of *Collected Stories* (2001), Bellow was acclaimed as a portraitist and a poet of memory. Though writers such as Barth, Barthelme, and Pynchon rejected the novel's traditional function as a mirror reflecting society, a significant number of contemporary novelists were reluctant to abandon Social Realism, which they pursued in much more personal terms. In novels such as *The Victim* (1947), *The Adventures of Augie March* (1953), *Herzog* (1964), *Mr. Sammler's Planet* (1970), and *Humboldt's Gift* (1975), Saul Bellow tapped into the buoyant, manic energy and picaresque structure of black humor while proclaiming the necessity of "being human." Though few contemporary writers saw the ugliness of urban life more clearly than Bellow, his central characters rejected the "Wasteland outlook" that he associated with Modernism. A spiritual vision, derived from sources as diverse as Judaism, Transcendentalism, and Rudolph Steiner's cultish theosophy, found its way into Bellow's later novels, but he also wrote darker fictions such as the novella *Seize the Day* (1956), a study in failure and blocked emotion that was perhaps his best work. With the publication of *Ravelstein* (2000), his fictional portrait of the scholar-writer Allan Bloom, and of *Collected Stories* (2001), Bellow was acclaimed as a portraitist and a poet of memory. Later novels by Bellow included a spiritual vision that he drew from sources as diverse as Transcendentalism, Judaism, and Rudolph Steiner's cultish theosophy. However, Bellow also wrote darker fiction, such as the 1956 novella *Seize the Day*, which is arguably his best work and is a study in failure and blocked emotion. Bellow gained recognition as a portraitist and memory poet following the publication of *Collected Stories* (2001) and *Ravelstein* (2000), his fictional portrayal of the scholar-writer Allan Bloom.

Four other notable Jewish authors, Philip Roth, Grace Paley, Bernard Malamud, and Isaac Bashevis Singer, also approached the human situation with forgiveness and humor. Malamud's volumes of short stories, *The Magic Barrel*

(1958) and *Idiots First* (1963), showcased his exceptional talent for dark humor and Hawthornean fable. Impressive works of fiction, his first three novels were *The Natural* (1952), *The Assistant* (1957), and *A New Life* (1961); *The Assistant* possessed the dark moral depth of his best pieces. Paley's stories merged a cynical knowledge of the ironies of progressive politics and family life with an unconventional, whimsically poetic style. The comic stand-up routine *Portnoy's Complaint* (1969), which featured savage satire and sexual high jinks about ethnic stereotypes, is perhaps Roth's most well-known work. Although Roth's most famous works are the outrageous satire and sexual high jinks of *Portnoy's Complaint* (1969), a hilarious stand-up routine about ethnic stereotypes, his later novels, particularly *The Ghost Writer* (1979), *The Anatomy Lesson* (1983), and, most importantly, *The Counterlife* (1987), may be his most enduring contributions. Like several of his later works, such as *Operation Shylock* (1993) and *My Life as a Man* (1974), *The Counterlife* cleverly explores the boundary between fiction and autobiography. His harsh, purposefully provocative 1995 novel *Sabbath's Theater*, which tells the tale of a self-destructive artist, is his best work from later on. With his trilogy on American history from the 20th century—*American Pastoral* (1997), *I Married a Communist* (1998), and *The Human Stain* (2000)—and his counter-historical novel *The Plot Against America* (2004), which tells the story of the rise of fascism in the US during World War II, Roth gained new readers by returning to realism without sacrificing his previous self-absorption. The Yiddish-language stories authored by the Polish-born Singer earned him the 1978 Nobel Prize in Literature. (See also the literature in Yiddish.) From fantastical stories about angels and demons, they developed into realistic fictions set in the Upper West Side of New York City, frequently focusing on the haunting lives of Holocaust survivors. These pieces demonstrated his status as one of the greatest storytellers of the contemporary era.

Another master writer, John Cheever, was longtime editor of *The New Yorker* magazine and wrote novels and short tales that included a cast of unforgettable eccentrics. In the calm years following World War II, he captured the fears of suburbanites and upper-class New Yorkers. The focus of the works of J.D. Salinger, Richard Yates, and John Updike was the sexual and moral confusion of the American middle class. Updike also explored this theme in his *Rabbit* series, which consists of four novels: *Rabbit, Run* (1960) to *Rabbit at Rest* (1990), *Couples* (1968), and *Too Far to Go* (1979). These stories tell of the quiet breakdown of a

civilized marriage, a theme he returned to in his retrospective Villages (2004). Hubert Selby, Jr. (Last Exit to Brooklyn, 1964) and Nelson Algren (The Man with the Golden Arm, 1949) on the other hand, brutally and candidly captured urban life of the lower class. In a similar vein, City of Night (1963) starred John Rechy as the metropolitan homosexual subculture in America. Cheever himself addressed homosexuality in his jail novel Falconer (1977) and much more openly in his personal journals, which were released posthumously in 1991, as literary and societal mores were liberalized.

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THE IMPACT OF THE MORPHOLOGY AND ITS FUNCTION

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ABSTRACT

This article about the impact of the morphology and its function. Morphology (Greek “morphe” - form, “logos” - science, word) is a section of grammar in which words are studied as parts of speech. This means that morphology studies the general meanings and changes of words.

Keywords: morpheme, logos, morphology, speech, meaning, word, form, grammar

ANNOTATSIYA

Ushbu maqola morfologiya va uning funksyalari haqida. Morfologiya (yunoncha “morfe” – shakl, “logos” – fan, soʻz) – grammatikaning boʻlimi boʻlib, unda soʻzlar nutq boʻlagi sifatida oʻrganiladi. Demak, morfologiya soʻzlarning umumiy maʼnolari va oʻzgarishlarini oʻrganadi.

Kalit soʻzlar: morfema, logos, nutq, soʻz, maʼno, grammatika, morfologiya

INTRODUCTION

So, what is the function of morphology? It presents a level of analysis separate from but interacting with phonetics (sounds), phonology (the system of sounds that make meaningful differences), syntax, semantics, discourse, pragmatics, etc. Morphology helped us recognize, describe, explain, and predict how human language is organized in meaningful chunks even within the internal structure of what we think of as “single” words.

Morphology also analyzes how words behave as parts of speech, and how they may be inflected to express grammatical categories including number, tense, and aspect. Concepts such as productivity are concerned with how speak-

ers create words in specific contexts, which evolves over the history of a language.

RESULTS AND DISCUSSION

The human mind is programmed to produce hundreds and millions of words, phrases, and clauses; unlimited and unsaid ideas, and novel sentences “language creates unreal worlds and allows us to talk about non-existing things” Even a child might utter a sentence that has never said before. Yet, it is seeming impossible for a person to understand, generate, and use the function of each word because, apart from the words that a person knows and are stored in his/her mental lexicon, there might be words that have never been heard before by the same person. Language is a subject and is on a process of continuous Change Resources and Information. science, the term morphology has come to be used to refer to the branch of biology which studies the form and structure of plants and animals. Linguistically, morphology deals with morphemes and how they operate in the structure of words. Further in this regard, the term morphology consists of two word elements, morph- which means ‘form’ and –ology which means ‘the study of’. It appeared in the 19th century for the first time. It provides a level of analysis that is distinct from, but combined with, phonetics (sounds) phonology (the system of sounds that make meaningful distinctions), syntax, semantics, discourse, pragmatics, etc.

Morphology has helped us identify, describe, explain, and predict that what we humans think of as simple words are also fragmented in their internal structure.

Types of morphology

There are two types of morphological relations: inflectional and derivational. When an inflectional affix is added to a stem word, a new form of the stem word is produced. When a derivational affix is added to a stem word, a new word with new meaning is produced. Affixes, such as prefixes and suffixes, are bound morphemes, and are different from free morphemes. Free morphemes are lexical units, and when two free morphemes are put together, a compound word is produced.

Examples

The following are examples of English morphology:

The following are examples of English morphology:

1. "Jumps" is composed of the stem word "jump" and inflectional suffix "-s"
 2. "Unhappy" is composed of the stem word "happy" and the derivational prefix "un"
 3. "Constitutional" is composed of the stem word "constitute", the inflectional noun suffix "-ion", and the inflectional adjective suffix "-al"
- A morphology tree is used to illustrate the workings of morphology and morphological relations.

CONCLUSION

The basic fields of linguistics broadly focus on language structure at different "scales". Morphology is considered to operate at a scale larger than phonology, which investigates the categories of speech sounds that are distinguished within a spoken language, and thus may constitute the difference between a morpheme and another. Conversely, syntax is concerned with the next-largest scale, and studies how words in turn form phrases and sentences. Morphological typology is a distinct field that categorizes languages based on the morphological features they exhibit.

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KICHIK MAKTAB YOSHIDAGI BOLALARGA CHET TILI O'QITISH METODIKASI

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ANNOTATIYA

Ushbu maqolada kichik maktab yoshidagi bolalarga ingliz tilini o'rgatish usullari va yangi metodikalari haqida ma'lumot berilgan. Kichik yoshdagi bolalarni o'yinlar orqali tilga bo'lgan qiziqishini uyg'otish haqida bir qancha fikrlar keltirib o'tilgan.

Kalit so'zlar: ingliz tili, metodika, o'qitish, o'yinlar, ko'nikma, malaka, mult-film.

METHODOLOGY OF TEACHING FOREIGN LANGUAGE TO CHILDREN OF JUNIOR SCHOOL

ABSTRACT

This article provides information about the theory and new methods of teaching English to primary school age. A number of ideas have been put forward to stimulate the interest of young children in language through games.

Keywords: English language, method, teaching, games, skill, qualification

KIRISH

Yurtimizda mustaqillikka erishganimizdan beri chet tillarini o'rganishga katta e'tibor berib kelinmoqda. Xususan, ingliz tiliga bo'lgan talab va qiziqishlar kun sayin ortmoqda. Chet tili nafaqat universitetlarda balki ko'plab maktab va maktabgacha ta'lim muassasalarida ham ta'limning majburiy tarkibiy qismiga aylandi. Til

o'rganish qancha erta boshlansa, shuncha til o'rganish ko'nikmasini egallash darajasi ortadi. Bolalarga til o'rganishga bo'lgan tabiiy moyillik, kattalarga qaraganda kuchli xotira hamda bo'sh vaqtning ko'p ekanligi buning asosiy sabablaridandir.

Kichik maktab yoshdagi bolalarga til o'rgatish bosim va majburiyat bilan emas, balki bolalar uchun qiziqarli va ular qabul qilishiga oson olib borilishi lozim va u bir necha foydali usullardan foydalanib dars o'tishni talab qiladi. Quyida mana shunday usullarni bir nechtasini ko'rib chiqamiz.

Touch your body (tanangizni ushlang) – Bu tezkor o'yin hisoblanadi. Ammo o'quvchilarga o'ylash uchun biroz vaqt ketadi. Bu o'yin birgalikda o'ynashni talab qiladi, ya'ni boshqa o'quvchilar bilan bir guruh hosil qilib guruh sifatida qatnashishadi. O'yinga hakamlik qilib turgan o'qituvchi o'zi xohlagan biror bir tana a'zosini (touch your hand, leg, hair) ya'ni qo'lingizni, oyog'ingizni yoki sochingizni ushlang deb ta'kidlab turadi. Bu jarayonda boshqa tana a'zosini ushlagan bola o'yinni tark etadi. Shu tariqa o'yin yakunlanib, g'olib esa tobora aniqlashib boradi. Shuni ta'kidlash kerakki, barcha jarayonlar ingliz tilida olib boriladi.

Pictionary game – Ko'pchilik ingliz tilida so'zlashuvchilar pictionary game ya'ni rasm chizish o'yini bilan yaxshi tanish. Rasm chizish uchun siz oddiy yoki oq magnit doskadan foydalanishingiz mumkin. Sinfni 2 ta guruhga ajratib oling va har bir jamoa uchun doskadan bittadan jadval chizing. Chunki siz jamoani to'plagan ballarini shu yerga qayd etib borasiz. Jumladan, bir kishi doskaga chiqadi va ko'pgina teskari o'girilgan so'zlardan bittasini tanlaydi. Va shu so'zni doskaga chizib beradi. Shuningdek, bu suratlarni boshqalar topishi kerak bo'ladi. So'zni birinchi bo'lib to'g'ri topgan jamoaga 10 balldan beriladi. Yuqori to'plagan jamoa ishtirokchilari **Pictionary game** yorlig'i bilan taqdirlanadi. Bu esa bolalarning kundalik daftarlaridan ham joy oladi.

The gardener rabbit ya'ni bu bog'bon quyon deb atalgan yangi metod. Bu metod yorqinligi bilan har qanday bolani o'ziga jalb qiladi. A3 formatdagi qog'ozga ekin maydonidagi quyonni rasmini chizing. Va o'rtacha shaklda sabzilar yasab orqasiga mavzuga oid savollarni yozing. Keyin sabzilarni ekin maydoniga ilib chiqing. Sóngra (help the rabbit pick carrots) quyonga sabzilarni terishda yordamlashing deb ayting. Bolalar bittadan doskaga chiqib sabzi ortidagi savollarga javob beradi va sabzilarni quyonning bósh savatiga solishni boshlaydi. Bu mavzuni yanada yaxshi mustahkamlashga yordam beradi.

O'yin faoliyatining psixologik mexanizmlari shaxsni o'zini namoyon qilish, hayotdagi o'rnini egallash, o'zini to'g'ri boshqarish, o'z imkoniyatlarini amalga oshirishdan iborat asosiy imkoniyatni beradi. O'quv faoliyatining asosiy matni bu o'quv bilish motivatsiyasi esa tarbiyalanuvchida o'z tanlagan qiziqishi sanaladi. Pedagogik

maqsadda foydalanilayotgan o'yinlar o'yin texnologiyalari deb ataladi.

O'yinli texnologiyalar – ijtimoiy tarbiyalarni o'zlashtirishning barcha ko'rinishlari: bilim, ko'nikma, malaka hamda hissiy baholovchi faoliyat jarayonini hosil qilishga yo'naltirilgan shartli o'quv vaziyatlarini ifodolovchi shaxsga yo'naltirilgan ta'lim (pedagogik texnologiya) turlaridan hisoblanadi.

O'yin shunday faoliyatki uning natijasigagina emas, balki jarayonning o'zi ham bolaga zavq bag'ishlaydi. O'yin faoliyati ijod uchun imkon beradi, his-tuyg'ularni kuchaytiradi. Quyida maktabgacha ta'lim tashkilotlarida qo'llaniladigan o'yinli texnologiyalarning maqsadlarini keltiramiz.

1 Didaktik o'yin – dunyoqarashni kengaytirish bilimni amaliyotda qo'llash ma'lum ko'nikma va malakalarni shakllantirish.

2 Tarbiyaviy – ta'lim oluvchida mustaqillikni va irodani tarbiyalash, ma'lum munosabatlar, axloqiy-estetik qadriyatlarni shakllantirish, hamkorlik va jamoa bilan birlashish tuyg'ularini tarbiyalash.

3 Rivojlantiruvchi – diqqat, xotira, tafakkur, taqqoslash ko'nikmalari, empatiya, refleksiya optimal yechimlarni izlab topish ko'nikmalar o'quv faoliyatiga nisbatan motivatsiyani rivojlantirish.

4 Ijtimoiylashtirish – ta'lim oluvchi ongiga jamiyatda qabul qilingan axloqiy me'yorlarni, milliy va umuminsoniy qadriyatlarni singdirish, muhitga moslashish, o'z-o'zini boshqarish muloqotga o'rgatuvchi psixoterapevtik ta'sir.

Umumiy o'rta ta'lim maktablarining 1-9 sinflari uchun chet tillar fanlaridan o'quv dasturi O'zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrda "chet tillarni o'rganish tizimini yanada takomillashtirish chora tadbirlari to'g'risida" gi PQ-1875 - sonli qarorida 2013-2014 o'quv yilidan boshlab respublikaning barcha hududida chet tillarni asosan, ingliz tilini o'rganish umumta'lim maktablarining birinchi sinfidan o'yin tarzidagi darslar va og'zaki nutq darslari shaklida, ikkinchi sinfdan boshlab esa alifbo, o'qish va grammatikani o'zlashtirishdan bosqichma-bosqich boshlanadi deb belgilab qo'yilgan.

Multfilmlar. Kichik maktab yoshdagi bolalarga chet tilini o'qitishda eng samarali usullardan biri bu multfilmlardan foydalanishdir. Bu bolalarni darsga bo'lgan ishtiyoqini orttiradi va zerikib qilishini oldini oladi. Hozirgi kunda mamlakatimizda barcha maktablar multimedialar bilan ta'minlangan. Kichik bolalar multfilmlarni ko'rish jarayonida bir qancha so'zlar ma'nosini tushunmasada, multfilm qahramonlarining harakatlariga qarab tushunishga harakat qiladi. Multimedialar orqali o'qitish o'qituvchiga katta imkoniyatlarini beradi. Bolalar uchun ingliz tilidagi qo'shiqlardan boshlab she'r va videoroliklardan foydalana oladi. Bu darsni zerikarli bo'lishini oldini oladi va darsni samarali bo'lishini ta'minlaydi



XULOSA

Xulosa qilib aytadigan bo'lsak, boshlang'ich ta'lim tashkilotlarining o'qituvchilarida kichik yoshdagi bolalarni darsga qiziqтира olish ko'nikmasi bo'lishi kerak. Kichik yoshdagi bolalarga ingliz tilini o'rgatishning o'ziga xos xususiyatlari mavjud. Bunga dars davomida mavzuga oid qiziqarli o'yinlar tashkil etishni misol qilish mumkin.

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BOLALARNI TEJAMKORLIKKA, ISHBILARMONLIKKA O'RGATISH.

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Maktabgacha va boshlang'ich ta'limda xorijiy til (ingliz tili)
yo'nalishi 2-kurs talabasi

Ilmiy rahbar Boshlang'ich ta'lim nazaruyasi kafedrası o'qituvchisi

Nargiz Shuxratovna Artikova

ANNOTATSIYA:

Ushbu maqola muhtaram Prezidentimiz Shavkat Miramonovich Mirziyoyevning yoshlarga ko'rsatayotgan siyosati, yuksak e'tibor va g'amxo'rliqi, istiqboli asosida tayyorlangan. Maqsad – bolani nafaqat aqlan, ham jismonan tarbiyalashda faol ishtirok etishga, balki bog'cha yoshidanoq mustaqil hayotga, chuqur tuyg'uga ega bo'lgan aqlli, iqtisodli, ma'suliyatli, yetuk bilimli inson bo'lib yetishishga o'rgatishdir.

Kalit so'zlar: Tejamkorlik, ishbilarmonlik, iqtisod, maktabgacha ta'lim, boshlang'ich ta'lim, tarbiyachilar, o'qituvchilar, bolalar, maktab, bog'cha, darslar, mashg'ulotlar, axloq, tarbiya.

Mamlakatimiz mustaqilikka erishgan 1991-yil 31-avgustdan e'tiboran mamlakatda kichik va o'rta biznesga keng yo'l ochib berilishi natijasida bu borada yoshlar bilimni oshirishga ham alohida e'tibor qaratildi. Maktab va oliy ta'lim tizimlarida biznes, raqobat, bankrot, ulush, foyda va ziyon kabi terminlar darsliklarda paydo bo'ldi.

2016-yil muhtaram Prezidentimiz Shavkat Miramonovich Mirziyoyev hokimiyat tepasiga kelgandan keyin moliya va iqtisodiyotni aniqroq qilib aytganda, iqtisodiy tarbiyani bolalar bog'chasidan boshlash kerak degan tashabbusni ilgari surdi. Shu bois davlat va xususiy nashriyotlarda iqtisodiyot sohasi bo'yicha fan arboblari va olimlarining yosh bolalarga mo'ljallangan iqtisodiy saboqlar mavzusida ko'plab o'quv qo'llanmalari chop etildi.

Hatto mazkur yo'nalishda oliygoh magistrantlari ilmiy izlanishlar olib borib bolalar psixologiyasidan kelib chiqqan holda iqtisodiy tarbiya bilim va ko'nikmalarini shakllantirish borasida fan nomzodlik dissertatsiyalarini yoqlab ko'plab ibratli o'quv qo'llanmalari chop etishdi. Zero, tejamkorlik va ishbilarmonlik sir-sinoatlarini chuqur egallagan bolalar hayotda tez o'z o'rnini topa olishadi. Ota-ona, ustoz-murabbiylar,

rahbar va yoshi kattalar qancha madaniyatli, tarbiyali, tejamkor isrofgarchiliklarni yoqlamaydigan bo'lsa shu jamiyat va muhitda o'sayotgan bola shaxsi ham shunchalik tarbiyali bo'lib yetishadi. O'z xatti-harakatlarimiz bilan ularga yaxshi ibrat va namuna bo'lishimiz bugungi kunning dolzarb masalasi hisoblanadi. Rivojlanib borayotgan mamlakatimizda islohotlarni amalga oshirish, bozor munosabatlarini shakllantirish masalalarida muvaffaqiyatga erishish eng avvalo ko'p jihatdan iqtisodiy ta'limga bog'liqdir. Kishilarda iqtisodiy tafakkurni shakllantirmasdan turib, chuqur o'zgarishlarni amalga oshirib bo'lmaydi. Bolalarga maktab va oila sharoitida iqtisodiy tarbiya berish muammosi ko'pdan buyon pedagogikaning asosiy muammolari-dan biri bo'lib kelmoqda. Bozor iqtisodiyotiga o'tilayotgan bir paytda yoshlarda iqtisodiy tafakkurni tarbiyalash ayniqsa muhimdir.

Avvalo, iqtisodiy tarbiya haqida mukammal tushunchaga ega bo'lmoq darkor. Iqtisodiy tarbiya o'quvchilarda tejamkorlik, mehnatsevarlik, tashabbuskorlik, ishbilarmonlik, iqtisodiy hisob-kitob va ayni shu kabilar haqida fikrlay olish qobiliyatini kamol toptirishdir. Iqtisodiy tarbiya mazmuni Sharq mutafakkirlari tomonidan muntazam boyitib kelindi. Chunonchi, Muhammad Ibn Muso al-Xorazmiy matematika fani inson hayotida asosiy o'rin tutishini alohida ta'kidlaydi. Uning fikricha, kishi hisob ilmini bilishi va o'z ishiga pishiq bo'lishi kerak. Shunda u o'z mehnatining natijalarini o'lchovlar orqali aniqlay olishi mumkin. Abu Nasr al-Farobiy insonga yashash uchun juda ko'p narsalar kerakligi va ularni vujudga keltirish yo'lida boshqa shaxslarga murojaat qilishni e'tirof etadi. Bu o'rinda olim iqtisodiy aloqa zaruriyatini ko'rsatib o'tgan edi. Darhaqiqat, iqtisodiy aloqa o'rnatish uchun odamlar, davlatlar, jamiyatlar integratsiya yo'lida harakat qiladilar.

Hozirgi paytda bu fikr nechog'lik to'g'ri ekanligini Yevropa amaliyoti misolida ko'rib turibmiz. Iqtisodiy integratsiya davlatlarga faqat boylik keltiryapti. Al-Farobiy "Baxt-saodatga erishuv haqida" asarida shunday yozadi: "Inson o'z mablag'ini sarflashni bilishi kerak. Pul sarflashda qizg'anchilik qilish xasislikka olib keladi. Pul-larni rejasiz ishlatilishi esa insonni beboshlikka yetaklaydi". Ko'rinib turibdiki, O'tmish mutafakkirlari maktab va oila sharoitlarida bolalarni iqtisodiy tafakkurini kengaytirish, ularni hamkorlikka, ishbilarmonlikka, iqtisodiy hisob-kitobga o'rgatishni hayotiy tajriba asosida amalga oshirish lozimligiga e'tibor qaratganlar. Bolaga iqtisodiy tarbiya berish oiladan boshlanadi. Har bir kishi bug'doy, guruch, mevalarni saqlash yo'llarini bilishi kerak. Ota-ona ne'matlarini uvol qilish gunohligini farzandiga yoshligidanoq nasihat yo'li bilan o'rgatadi. Ibn Sino bolalarni hayotga tayyorlash uchun ularga hunar o'rgatish lozim deb ko'rsatadi. Inson hunarni puxta o'rganishi shart.

Chunki, hunar unga kelajakda ro'zg'or tebratish uchun kerak. Bu shunday olib

borilishi kerakki, u o'z mehnatining natijalarini ko'ra bilsin. Shundagina bola o'z imkoniyatidan to'g'ri yoki noto'g'ri foydalanayotganini his qila oladi. Hunar egallash yoshlarni mustaqilikka o'rgatadi. Bu jarayonda bola hisob-kitob qilishni ham o'rganadi, ishbilarmonlik va tashabbuskorlik xususiyatlariga ega bo'ladi. Farzand oilada ota-ona tajribalari ta'sirida tarbiya ko'radi. Ota-ona har qadam, har nafasda bolaga saboq beradi:

- Asbobni ishlatgach, darhol o'rniga, yopiq joyga olib qo'y. U yomg'ir emas, shudring tegsa ham zanglaydi, o'tmaslashib qoladi.

- Tovoningni to'g'ri bos, poyabzalning poshnasi yeyilmasin...

- Suvning bir tomchisi ham aziz. Uni qadrla...

- Nonning uvoli turmushga, qog'ozning uvoli obro'ga putur yetkazadi.

- Uvoqni ko'rdingmi, ko'zingga surt, qog'oz parchasini chetga olib qo'y...

Mazmuni olamcha bo'lgan bu o'gitlar ota-onalar tomonidan farzandlar ongiga singdirilayotgani xasislik alomatlari emas, balki turmush tajribasining durdona xulosasi, tejamkorlikka undashdir. Tejamkorlik tarbiyasi axloqiy tarbiyaning hisob-kitob bilan yashashga o'rgatadigan muhim sohasi sanaladi. Ishlab chiqarish korxonasidami, ro'zg'ordami, tabiat bag'ridami, qayerda bo'lmasin, tejalgan ne'mat katta ijtimoiy ahamiyatga ega bo'ladi. Insonlardagi tejamkorlik fazilati oila yoki davlatning moddiy qudratini mustahkamlashdan tashqari, ularda turmush kechirish me'yoriga amal qilish malakasini ham shakllantiradi.

Vaqt – inson ixtiyoridagi bebaho xazina. Nafaqat dunyoni o'rganish va o'zgartirishga, shaxsiy manfaati va el-yurt xizmatiga, mehnat samaradorligini oshirish va mahsulot tannarixini arzonlashtirishga sarf etish xususiyatini har bir kishida shakllanishi muhim fazilatdir. Saxiylik yuksak darajadagi ijobiy fazilatdir. Shu bilan birga, saxiylik, tejamkorlik ruhi bilan sug'orilmog'i kerak. Yoshlarga daromad hajmini belgilash va harajatning me'yorini barqarorlashtirish, boshqacha aytganda, ne'mat yaratish va uni tasarruf etish rejasini ishlab chiqish va unga qat'iy amal qilish ko'nikmasini shakllantirish darkor. Qiymati qay darajada bo'lishidan qat'iy nazar, narsani egasidan so'rab yoki rozi qilib olish, omonatni ehtiyotlab ishlatish va qaytarish halollik belgidir.

Yoshlarga nimani, qachon, nima uchun va qay darajada asrash lozimligi, tejashning mohiyati va usullarini to'g'ri anglatish tejamkorlik tarbiyasining maqsadi hisoblanadi. Bu maqsadning to'laqonli amalga oshishi ota-onalar, o'qituvchilar, tarbiyachilar, rahbarlar, jamoatchilikning faolligiga bog'liq. Tejamkorlik tarbiyasining mazmuni, ta'sirchanligi va samarasi bilan bolalar dastlab o'z oilalarida tanishadilar. Ota-onaning hal qiluvchi roli ana shu tanishuvidan boshlab yuzaga chiqadi va sekin-asta kuchaya bordi. Namuna ko'rsatish, ishontirish, nasihat qilish,

maslahat berish yo'li bilan farzandlarni tejamkor bo'lishga undash, ular faoliyatini doimo nazorat qilib borish, lozim bo'lsa, isrofgarchilik qilganlari uchun jazolash ota-onalarning tarbiyalay olish mahoratlariga bog'liq. Tarbiyaviy ta'sir tarbiyalanuvchi shaxsida qisqa muddatli, uzoq muddatli, beqaror yoki doimiy ta'sir ko'rsatishi mumkin. Ta'sir qanchalik to'g'ri, asosli va kuchli bo'lsa, farzandlarda tejamkorlik fazilati shu qadar mustahkam shakllanadi. Ota-onalar hovli va xonadonlarni tartibga solish, ovqat pishirish, kir yuvish va kiyim-kechakni yamash, ro'zg'or asboblari va uydagi jihozlarini ta'mirlash sohasida bolalar mehnatini tashkil etadilar. Bunda ota-ona yumishlarini bolalarga ularning jismoniy, aqliy, ruhiy imkoniyatlarini hisobga olgan holda topshirishlari kerak. Ishni topshirish bilan cheklanmay, bola uni qanday bajarayotganini nazorat qilib turish, lozim bo'lsa, maslahat, ko'mak berishi, ruhlantirib turishi maqsadga muvofiqdir. Bola mustaqil topshiriqni bajarish jarayonida rejadagi ishni uddalash uchun sarf etiladigan xomashyo, mablag' vaqt - kuchini aniqlash, kerakli uskunalarni tayyorlash, sozlash malakalarini egallab boradi. Matbuot, radio, televediniya xabarlari, o'qituvchilar, tarbiyachilar tomonidan berilgan tejamkorlikka oid ma'lumotlar, ota-onalar hamda keksalarning bu to'g'risidagi maslahatlari, tanbeh-lari ham bolalarda mazkur tushunchaning kengayishiga ijobiy ta'sir etadi.

Maktab sharoitida iqtisodiy tarbiyaning xilma-xil vazifalari bir nechta fan bo'yicha darslarda amalga oshiriladi. O'zbekiston davlatining moddiy va ma'naviy o'sish iqtisodiy qonuniyati bilan o'quvchilar tabiiy fanlarga oid darslarda tanishadilar.

Jamiyatshunoslik darslarida bolalar xalq farovonligini yuqori darajaga ko'tarish uchun qanday iqtisodiy vazifalarini bajarilishi lozimligini o'rganadilar. O'quvchilarda iqtisod borasida ijodiy fikr yuritishni shakllantirishda darslarda va darsdan tashqari mashg'ulotlardan unumli foydalanish mumkin. O'quvchilarni nechog'lik iqtisodiy tarbiya topganliklari o'quvchilar tomonidan kuzatib borishi kerak. Tejamkorlik, ijodkorlik, ma'suliyat hissi tashabbuskorlik, ishbilarmonlik, hisob-kitob mohirligi o'quvchilar iqtisodiy tarbiyadan qanday saboq olayotganliklarini ko'rsatuvchi muhim mezondir.

Jamiyat taraqqiyotidagi har qanday o'zgrishlar, yangiliklar, ayniqsa, insoniyat rivojiga katta turtki beradigan jarayonlar, kashfiyotlar o'z-o'zidan yuz beramaydi. Buning uchun, avvalo, asriy an'analar, tegishli shart-sharoit, tafakkur maktabi, madaniy-ma'naviy muhit mavjud bo'lmog'i kerak. Biz ko'p masalalarda g'arb va sharq falasufalarining fikrlari bilan, ayniqsa, individualism, egoism, qarashlarini ilohiylashtirish bilan kelishmasligimiz mumkin. Lekin ularni hisobga olishimiz, keraklisi e'tirof, keraksizini inkor etishimiz zarur. Chuqur manbaviy va har tomonlama zamonaviy ilmiy falsafiy usul va prinsplar asosida o'rganish, tadqiq etish, ayniqsa,

qadimgi va hozirgi sharq falsafasi ixtisosligi bo'yicha mutaxassislar tayyorlash imkoniyatlarini ham ochib berdi. Aslini olganda, xalqimizning aqliy boyliklarini, jahon fani va madaniyatining eng yaxshi yutuqlarini o'ziga singdirib oladigan yangi avlodni kamol toptirish... shu asosdagina millatning ongli vatanparvar birligi ruhini vujudga keltirish mumkin. Shuning uchun biz bugungi kunda sharq falsafasi vakili Abu Nasr Farobiy qarashlarini o'rganishni o'zimizga maqsad qilib oldik.

Umuman olganda jamiyat rivoji uchun falsafa ilmi o'ziga xos ravishda xizmat qiladi. Uni shakllantirishda esa g'arb va sharq faylasuflarining o'zni beqiyosdir. "Bu murakkab dunyoning azaliy va abadiy muammolari, shu bilan birga har bir davrning dolzarb masalalariga har tomonlama asosli ilmiy javoblar topilgan. Taqdirdagina ma'naviyat olimi yangi ma'no-mazmun bilan boyib boradi. Boshqacha aytganda, har bir ilmiy yangilik, yaratilgan kashfiyot – bu yangicha fikr va dunyoqarashga turtki beradi, ma'naviyatining shakllanishga o'ziga xos ta'sir o'tkazadi. Shu nuqtai nazaridan qaraganda, zaminimizda yashab o'tgan buyuk allomalarimiz, mutafakkir bobolarimizning ibratli hayoti va faoliyati, bemsiz ilmiy-ijodiy kashfiyotlari bugun ham jahon ahlini hayratga solayotganini g'urur bilan ta'kidlash lozim.

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WOMEN-WRITERS IN ENGLISH LITERATURE

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ABSTRACT

The academic field of women's writing is a distinct subfield of literary studies that is founded on the idea that women's experiences have historically been influenced their gender, making women writers by definition a group deserving of independent investigation:

It is acceptable to argue that women writers have a significant role in both contemporary and historical English literature. It wouldn't be incorrect to argue that English women authors have made a significant enough impression on the literary world in every genre, including romance and poetry.

Keywords: Women, Literature, Victorian era, Write, Book, Work, Period, Novel, Social, Bronte, English,

INTRODUCTION

The role of women in literature flourished during the Victorian era because it was during this period that women began to seek their rights and social equality. women write works to earn a living, change society, and most importantly, women write to fight for their rights. many women decided to publish their work to solve their problems in writing. As a result, Feminism started to gain momentum out of the frustration women faced with the openly unfair and worsening social and political situation („I Take Up My Pen “). Some of more popular female novelists of this time include Charlotte Bronte and George Eliot.

ANALYSIS

In order to guarantee that their writings would be accorded the same respect as those written by men, many women of the Victorian era published their works anonymously or under false names. All of the Bronte sisters used gender-ambiguous pseudonyms, which gave female novelists the confidence to construct characters in any way they pleased without worrying that their gender would be disparaged or that their work would not be regarded seriously. In addition, the New Women were intelligent,

independent, educated, and self-sufficient. Important societal reforms that improved women's rights, redefined gender roles, and overthrew masculine superemacy were made possible in large part by this ideology. Novels about New Women typically centered on strong-willed female protagonists and expressed discontent with the Victorian era's treatment of women in marriage and society at large. They work to improve the relationships between the sexes, encourage women's professional goals, and reinterpret the role of women in marriage and other social conventions. One of the most well-known authors of Realistic Victorian fiction, Charlotta Bronte wrote most of her books under the alias "currer Bell," which was gender neutral. Strong, independent-minded heroines with strong moral convictions were among Bronte's creations.

Charlotta Bronte Charlotte Brontë's works were originally published under the pen name Currer Bell at the time of the author's understanding of the small intricacies of the society ability and through the use of attractive words specific to women in the text it was predicted that the creator was a woman. The environment and social environment in which he grew up the process made Charlotte Brontë an advocate for women in fiction. Adiba of the government for democracy and the dignity of women a feminist who fought for her contribution in politics, economics and other fields is a writer. Most of his works are devoted to women's equality can be confirmed based on personal experience. In addition, in the example of the novel "Jane Eyre", the writer's position in society embodies an aspiring and experienced woman. The work gained great fame and its author joined the ranks of famous English realist writers. Jane Eyre is undoubtedly Charlotte Brontë's best literary work.

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TALABALARGA INGLIZ TILINI O'QITISH METODIKASI

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ANNOTATSIYA

Mazkur maqolada so'nggi yillarda ta'lim sohasidagi amalga oshirilgan islohotlar, xorijiy tillarni o'rgatish bilan bog'liq ijtimoiy zarurat, rasmiy va norasmiy til o'rganish markazlari faoliyati tahlil qilinadi. Xorijiy tajribalar asosida oliy ta'lim tizimida chet tillarni o'rgatish bilan bog'liq mualliflik metodikalariga izoh berib o'tiladi.

Kalit so'zlar: chet tili, axborot-kommunikativ texnologiyalar, rasmiy ta'lim, norasmiy ta'lim, til portfellari, gipnopediya, «Silent way», «Totalphysical response», «Sugesto pedia», Pimslerning til o'rgatish metodi, Ilona Davidovanning ekspress metodi.

Ta'lim sohasidagi amalga oshirilgan islohotlar jarayonining o'ziga xos bo'g'ini sifatida chet tillarni mamlakat yoshlariga o'rgatish kun tartibidagi dolzarb vazifalar sirasiga kirdi. Bu masalalarni yechishda, bir tomondan, qardosh xalqlar vakillari va respublikada yashayotgan xalqlarning tillarini o'qitishni saqlab qolish, ularni kuchaytirish va kengaytirish, ikkinchidan esa, juda katta qiziqish uyg'otgan xorijiy tillarni, xususan G'arb va Sharq xalqlari tillarini o'qitishni kuchaytirish yo'lidan borilmoqda. O'zbekistonda ta'lim tizimi yetti tilda olib boriladi. Ular: o'zbek, rus, qaraqalpoq, qozoq, kirg'iz, tojik, turkman tillari. Qariyb 90 foiz maktablarda o'qish o'zbek tilida olib boriladi. Mamlakatimizda 5,5 foiz maktablarda o'qish – rus tilida, 2,5 % – qaraqalpoq tilida, 2 foiz – tojik tilida, 0,4 % – kirg'iz tilida, 0,2 foiz – turkman tilida olib boriladi. Ta'lim jarayoni shunday qurilganki, o'quvchilar o'z ona tili bilan birgalikda, bir necha boshqa chet tillarini o'rganish imkoniyatiga ham egadirlar. Shuning uchun keng aholi qatlamlari ichida o'z ona tilidan tashqari, rus tili va bir necha xorij tillarini bilganlar soni kundan kun ko'payib bormoqda.

Ingliz tilini o'qitish va bu tilni keng miqyoda o'rganilishi mazkur tilni jaxon ilm-fani, iqtisodiyoti, madaniyatida yetakchi bo'lgan muloqot vositasiga egalik qilishni anglatadi. Shu nuqtai nazardan, ushbu tilni o'qitishda zamonaviy ta'lim metodlarini qo'llanilishi dolzarbdur. [2] Binobarin, O'zbekiston Respublikasi Prezidentining 2021 yil 19 mayda «O'zbekiston Respublikasida xorijiy tillarni

o'rganishni ommalashtirishni sifat jihatidan yangi bosqichga olib chiqish chora tadbirlari to'g'risida»gi qarori [1] bizning mamlakatimizda ham bu borada ishlar yangi bosqichga ko'tarilganini hamda jamiyatimizni dunyo hamjamiyatiga integratsiyalashuvi sari izchil odimlayotganini anglatadi.

Umuman olganda, zamonaviy ta'lim va til o'rgatish metodlarini qo'llash zamonaviy ingliz tilini o'qitish metodikasining sezilarli rivojlanishini anglatadi. Darhaqiqat, zamonaviy metodlar asosida ingliz tilini tezkor (intensiv) o'qitish talabalarning o'qituvchilar bilan ijobiy aloqalarini kuchaytiradi va ingliz tilini o'rganishni rag'batlantirish xususiyatlarini ham o'zida namoyoni eta oladi. Ingliz tilini tezkor (intensiv) o'qitishda zamonaviy texnologiyalardan foydalanish ingliz tilini o'qitish bilan bevosita bog'liq bo'lgan va kerakli maqsadlarga erishishga olib keladigan usullar, vositalar, materiallar, moslamalar, tizimlar va strategiyalarning innovatsion qo'llanilishini o'z ichiga oladi.

Shu bilan birga, mamlakatda rasmiy ta'lim tizimi bilan birgalikda respublikaning barcha hududlarida norasmiy va noformal xorijiy tillarni o'qitish, ularda o'quvchilarni chet tillari bo'yicha testlar topshirishga tayyorlash, yoki o'quvchilarning til malakasini o'stirish markazlari ko'plab ochildi va ular keng faoliyat olib bormoqda. Shuningdek, ko'pchilik xorijiy davlatlarning elchixonalari qoshida ham til o'qitish markazlari ochilgan bo'lib, ular istak bildirganlarni o'z mamlakati tiliga o'qita boshladi. Mana shunday til markazlari Germaniyaning DAAD, Koreyaning KOIKA, Yaponiyaning JICA, Isroilning MASHAW, Hindiston madaniyat markazi, AQShning EDUCATIONAL EXCHANGE PROGRAM, Buyuk Britaniyaning BRITISH COUNCIL kabi tashkilotlari, ularda tashkil qilingan resurs markazlar, madaniyat markazlari, kutubxonalar, internet materiallari, tyutorlik xizmatlari, stajirovkalar va xorijiy ellarga tanlov asosida o'qishga yuborish xizmatlari, shuningdek Xitoy, Fransiya va boshqa davlatlar elchixonalarida tashkil qilingan til markazlari faoliyat olib bormoqda. Elchixonalar tarkibida tillar bo'yicha turli tanlovlar, xorijiy stajirovkalar o'tkazish an'anaga aylangan.

Xorij tajribalarini o'rganish mobaynida oliy ta'lim tizimida o'qituvchilar tomonidan chet tillarni o'rgatish borasida bir qancha metodikalar yaratilgan. Shulardan biri – "Til portfellari" deb nomlanadi.

Til portfellari. 2010-2011 yillarda tahsil oluvchilarning chet tillarni o'zlashtirishlariga qulaylik tug'dirish maqsadida maxsus til portfellari metodikasi Yevroittifoq amaliyotiga kiritilgan edi. Hozirda mana shunday til portfellari keng rivoj topmoqda. Ya'ni, har bir o'quvchining xorijiy til bo'yicha o'qigan va ishlab chiqqan materiallari mazkur portfelga jamlanadi. Bu til portfellarining eng muhim jihati shundaki, o'quvchi mustaqil ravishda o'zining til bilish dinamikasini kuzatib

borishi, zarur o‘rinlarda til bilish malakasini kuchaytirish zarurligi anglash imkoniyati tug‘iladi. Til portfellari keyinchalik o‘quvchining mustaqil o‘quv vositasiga aylana boradi hamda uning o‘qish va ta’lim olish jarayoniga bevosita aloqadorligi, manfaatdorligini ta’minlovchi bosh unsurga aylanadi.

Gipnopediya (qadimgi grek – ὑπνοϋς uyqu va παιδεία o‘qitmoq so‘zlaridan olingan) tabiiy uyqu sharoitida ma’lum bir axborotlarni miyaga yetkazish va uzatish metodikasi. Axborotlarni uzatish biror bir shaxs, yoki magnit lentasi orqali yuboriladi [5]. Gipnopediyaga nisbatan ikki qarama-qarshi munosabat mavjud. Bir tomondan, ba’zi olimlar uning imkoniyatlariga juda ishonmasdan, shubha bilan qaraydilar. Ikkinchi turdagi olimlar esa, gipnopediya axborot texnologiyalari rivoji bilan axborot uzatishning eng maqbul, kam xarj, sifatli va samarali usuli bo‘lib qolishiga komil ishonch bildiradilar. Biroq bugungi kunda gipnopediyaning keng va turli predmetlarni o‘qitishdagi o‘rni haqida gapirishga hali erta. Aslida uyquda ma’lum bir axborotlarni uxlayotgan odam tafakkuri va xotirasiga uzatish amaliyoti qadimdan mavjud bo‘lgan. Masalan, qadimga yogalar va faqirlar Hindistonda, lebashlar Efiopiyada, shuningdek, budda monaxlari bu usulni ko‘p qo‘llaganlar. Zamonaviy ilmda esa usulni birinchi bor 1923 yilda AQShda D.A.Finney tomonidan Pensakoladagi dengiz maktabida qo‘llaganligi haqidagi axborotlar rasmiy gazetalarda saqlanib qolgan. Sobiq Sovet Ittifoqida bu usul bilan maxsus shug‘ullanishgan. Shu bois, 1936 yilda A.M.Svyadosh amaliy tajribalar o‘tkazgan. Gipnopediyaga nisbatan so‘nggi eng yirik qiziqishlardan biri o‘tgan asrning 50- 60 yillarida paydo bo‘ldi. Gipnopediya tarafdorlaridan biri kievlik olim Leonid Bliznichenko ingliz tilidagi so‘zlarni eslab qolishda gipnopediyaning imkoniyatlarini tahlil qilib chiqqan. Bu masalada ko‘proq e’tibor xorijiy til fonetikasiga, ya’ni, to‘g‘ri talaffuz qilish imkoniyatlariga qaratilgan. Kiev Oliy muhandislik radiotexnik bilim yurtida tashkil qilingan tajriba-sinov ishlari asosida talabalarda ingliz tili fonetikasi bo‘yicha muammolar bo‘lmagan va o‘quvchilar leksikasini o‘rganish va xotirada saqlab qolishga juda tez va yengil o‘rganganlar. Gipnopediyaga bo‘lgan zamonaviy baho shundan ibratki, uning usullarini chet tilini bir boshdan va tamomila o‘rganishda mazkur metodni qo‘llab bo‘lmaydi, biroq tafakkur osti va xotira bilan bog‘liq ravishda mazkur metodikani qo‘shimcha usul sifatida qo‘llash mumkin. Ya’ni, gipnopediya xorijiy tillarni shunchaki o‘rgatuvchi metod emas, balki xorijiy tilni o‘rganishda uning tovushlar va leksik qatlamini bilish, qabul qilishni yengillashtiruvchi usul sanaladi.

Olib borilgan izlanishlar va tajribalar natijasiga ko‘ra "Silent way" (jimlik metodi) o‘tgan asrning 60-yillarida vujudga kelgan. Bu usulda xorijiy tilga tabiiy imkoniyat sifatida qaraladi. Chunki har bir insonda barcha tillarga bo‘lgan til o‘rganish qobiliyati mavjud bo‘ladi. Til o‘rganish qobiliyati insonlarda tabiiy ravishda mavjud

bo'ladi. Shunga ko'ra, agar inson xorijiy tilni o'rganmoqchi bo'lsa, unga halaqit bermaslik, balki unga shartsharoit yaratib berish zarur bo'ladi. Shu bois, mazkur metod tarafdorlari fikri bo'yicha chet tili o'qituvchisi o'quvchining imkoniyatlarini ro'yobga chiqarishga shart-sharoit yaratishi darkor, bilaks o'quvchini boshqarishi emas. Mazkur metod bo'yicha o'quvchining uzoq vaqt "jim" o'tirishiga imkon yaratiladi. U o'zi gapirib ketmagunicha, undan gapirish talab etilmaydi. Bu go'daklarning o'z ona tilida gapirib ketishi shart-sharoitiga o'xshab ketadi. Chunki go'daklar ham garchi birovlarining barcha gaplarini tushunsalar ham uzoq vaqt o'zlari gapirmaydilar. Shu bilan birga, o'qituvchi ham gapirmaydi. Balki so'zlarning turli simvollarini ko'rsatish orqali til boyligi ko'paytiriladi. Simvollar keyinchalik so'zlar bilan uzviy bog'liqlikda xotirada saqlanib qoladi.

"Total-physical response" (jismoniy jihatdan axborotga nisbatan ta'sir ko'rsatish metodi). Mazkur metodning talabiga binoan bolaning shuuridan o'zidan o'tkazilmagan har qanday axborot xotirada saqlanib qolmaydi. Shu bois ham xorijiy tilni o'rganish uchun til axborotini inson o'z shuuridan o'tkazishi lozim. Shunga ko'ra, avval talaba yetarli hajmdagi xorijiy til bo'yicha axborotlar bilan qurollantiriladi. Keyin, qariyb yigirma soat talaba faqat berilgan axborotlar majmuasidan iborat xorijiy til materialini muntazam eshitib boradi. Shundan so'nggina, talabadan olingan axborotlarga nisbatan jismoniy javob berish talab etiladi. Javob berish tana harakatlari orqali kechadi. Masalan, "Stand up!" deyilganda talabalar turadi, "Sit down!" deyilganda talabalar o'tiradi. Binobarin, uzoq vaqt talaba avval eshitib, keyin o'z harakatlari orqali axborotni o'zlashtirib olganidan so'nggina mana shu axborot bilan faol munosabatlar o'rnatiladi. Mazkur metodda talabalar keyinchalik nafaqat o'qituvchi bilan, balki faol tarzida o'zaro ham keng muloqotga kirishadilar.

"Suggestopedia" – xorijiy til materialiga chuqur kirib borish metodi. Mazkur metod o'tgan asrning 70-yillaridan keng tarqala boshladi. Mazkur metod tarafdorlarining fikriga ko'ra, inson har qanday boshqa xorijiy tilni o'rganishi mumkin. Agar u mana shu til o'rganish jarayonida boshqa odamga aylansa. Ya'ni, guruhdagi barcha talabalar o'zlariga yangi, xorijiy til mamlakatiga doir ismlarini qabul qiladilar, o'zlari uchun yangi biografiyalarni o'ylab chiqaradilar. Yangi til mamlakatida yashashni fantaziya qila boshlaydilar. Shu bois, talabalarda illyuziya, ya'ni yangi mamlakatda yashayotgan yangi inson qiyofasi vujudga keltiriladi. Bu yangi mamlakatda gapirish, yashash lozim, gapirishni esa o'rganish darkor. Bu yaratilgan erkinlik sharoitida talabalarining til o'rganish imkoniyatlari juda kengayadi, ular erkin muloqotga kirishganidan so'ng esa, o'z kuchlariga ishonch bir necha barobar ortadi.

Pimslerning til o'rgatish metodi (Pol Pimsler) asosiy to'rt kategoriyadan iborat bo'lgan tizimga asoslanadi. Ular – antitsipatsiya, tizimlangan interval takrorlar, so'z

yadrosi va cheklangan ta'lim. Antitsipatsiya asosida o'quvchi xorijiy til materialini bir vaqtning o'ziga ham ko'radi, ham eshitadi, ham talaffuz qilishga o'rganadi, ham o'z xotirasida uni jonlantirishga urinadi. Mazkur metod asosidagi darsliklar Pimsleur Language Programs markazi tomonidan ishlab chiqilib Simon & Schuster nashriyoti tomonidan nashr qilinadi. Har bir dars 30 minutlik kassetada jamlangan audio-darsdan iborat. Bugungi kunda mazkur metod asosida turli kommunikatsion ishlanmalar keng ko'lamda ishlatiladi. Ular ichida audio va video kassetalar, internetga joylangan ochiq darslar, SD diskalar mavjud. Pimslerning metodi ko'pchilik zamonaviy metodlar kabi ko'proq xorijiy tilda so'zlashish va muloqot qilishga o'rgatadi, lekin o'quvchi diqqatini xorijiy tilda yozish va o'qish malakalariga yo'naltirmaydi.

Ilona Davidovanning ekspress metodi. Mazkur metod Rossiyada 1990- yillardagi ijtimoiy hayotda hozirjavoblik bilan yaratilgan metodlardan biri sanaladi. Unda kassetalar, ya'ni, audio yozuvlarni eshitish asosida til malakalari shakllantiriladi. Ularda turli mavzularga oid til materiallari eshitish uchun taqdim etiladi. Hozirda mana shunday materiallarning yangi axborot texnologiyalari asosida ham eshitish, ham talaffuz etishga asoslangan analoglari ishlab chiqilgan. Bunda takrorlash asosida xorijiy til materiallarini muntazam eshitish til malakalarining ma'lum darajada shakllanishiga olib keladi. Bu metod ko'proq xorijiy til leksikasi darajasini oshirishni istagan o'quvchilar uchun mos keladi.

Tahlillardan ma'lum bo'ldiki, xorijiy tillarni o'qitish jarayonini mutlaqo zamonaviy omilsiz tashkil etib bo'lmaydi. Shu sababli xorijdagi samarali metodikalarni o'rganish va shu asosda o'qituvchining innovatsion pedagogik faoliyatini milliy qadriyatlarga tayangan holda tashkil etish muhim ahamiyat kasb etadi. Shu bilan birga, xorijiy tillarni o'rganishni tashkil qilishning amaldagi tizimini tahlil etish shuni ko'rsatmoqdaki, ta'lim standartlari, o'quv dasturlari va darsliklar zamon talablariga, xususan, ilg'or axborot va media-texnologiyalardan foydalanish borasidagi talabga to'liq javob bermayapti. Ta'lim asosan an'anaviy uslublarda olib borilmoqda. Ta'lim tizimining barcha bosqichlarida chet tillarni uzluksiz o'rganishni tashkil qilish, shuningdek, o'qituvchilar malakasini uzluksiz oshirish hamda ta'lim jarayonini zamonaviy o'quv-uslubiy materiallar bilan ta'minlashni har tomonlama takomillashtirish taqozo etiladi.

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TEACHING FOREIGN LANGUAGES IN UZBEKISTAN PROCESSES (ENGLISH FOR EXAMPLE)

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ANNOTATSIYA

Mamlakatimizda xorijiy tillarni o'rganishga va o'rgatishga bo'lgan e'tibor tobora ortib bormoqda. Bu borada hukumat faol islohotlar amalga oshirmoqda. Nodavlat ta'lim muassasalarida ham xorijiy tillarni, ayniqsa, ingliz tilini o'rgatish ishlari jadallashgan. Bu borada xorijiy tashkilotlar bilan hamkorlik aloqalari yo'lga qo'yilgan. Maqolada aynan shu masalalar yoritib beriladi.

Kalit so'zlar. Qaror, ingliz tili, xalqaro hamkorlik, "El-yurt umid", ta'lim, o'quv markazlar, universitetlar, maktab, o'quvchi

ABSTRACT

In Uzbekistan, the attention to learning and teaching foreign languages is increasing more and more. In this regard, the government is actively implementing reforms. Teaching of foreign languages, especially English, has accelerated in non-state educational institutions. In this regard, intensive cooperation relations have been established with foreign organizations. The article will cover these issues.

Keywords. Decision, English language, international cooperation, "El-yurt umidi", education, educational centers, universities, school, student

INTRODUCTION

Uzbekistan's policy of openness, its active entry into the world market, and the expansion of international cooperation in all fields increase the need to know foreign languages. Because all state and private organizations in our country are directly involved in integration processes with foreign partners. In this regard, the English language has a great place. President Shavkat Mirziyayev, who understands this well, pays special attention to the development of this field in order to teach foreign languages more widely and train highly qualified personal in our country. Especially, the

English language is becoming more relevant than ever. The decision to give a number of benefits to those who have a C1 language certificate, in particular, to give 50% of their monthly salary as an additional bonus, serves to further increase the enthusiasm of young people to learn foreign languages. In addition, the state covers the costs of language proficiency tests, which increases the interest in language learning.

METHODOLOGY

Resolution of the President of the Republic of Uzbekistan dated 19.05.2021 No. PQ-5117[1] "On measures to bring the popularization of learning foreign languages to a qualitatively new level in the Republic of Uzbekistan", "Learning foreign languages" Resolution No. 312[2] of the Cabinet of Ministers of the Republic of Uzbekistan dated 19.05.2021 "On measures to effectively organize the popularization of learning" is a law that ensures the teaching of foreign languages in our country and the availability of appropriate indicators in this regard. documents. We can see the analytical expressions of the work carried out within these documents in the scientific works and scientific articles of several scientists. As an example, it is enough to show the scientific activities of some scientists and scholars such as Zakhida Sharobiddinova Tursinova. Various internet sites, in particular, khabar.uz and uza.uz , provide detailed information about the work being done in Malaga in our country regarding the English language. In addition to the above analytical sources, a number of other articles and websites were used in the article through the method of analysis and synthesis.

RESULTS

Teaching in a foreign language is conducted in about 30 higher educational institutions in our country. In comparison, this indicator was only 7 in 2016. The number of graduates who received an international language certificate has increased 10 times in the last 3 years. Several hundred students were awarded scholarships for studying at prestigious foreign universities through the "El-Yurt Umidi" fund. This is 5 times more than in previous years. However, the situation on the ground is not compatible with the intended big plans. In particular, more than 2,000 foreign language teacher positions remain vacant in the education system. The quality of foreign language teaching in 1,400 schools is completely unsatisfactory. Only 4% of teachers in this system have national and international language certificates. There are no teachers with such a certificate in the cities of Khanabad and Kuvasoi, Zafarabad, Mirishkor, Tortkol, Sherabad and Uzun districts. 49 percent of foreign language teachers in schools could not pass the test.

Analysis and discussion

The time has come to establish a new system for teaching foreign languages in our country, which will be a solid foundation for the future. Since we have set ourselves the goal of building a competitive country, from now on, graduates of schools, lyceums, colleges and universities must have a perfect knowledge of at least 2 foreign languages. This strict requirement should become the main criterion for the activity of the head of every educational institution, - said Shavkat Mirziyayev. It was announced that the Agency for Popularization of Foreign Language Learning will be established under the Cabinet of Ministers. This Agency introduces effective teaching methods, programs and textbooks in the educational system and helps to master foreign languages perfectly. Based on the needs of educational institutions, sectors and regions, organizes the teaching of at least 10 foreign languages. Also, together with the ministry, the office and other employers, it develops and implements methods that provide the opportunity to fully implement the professional activities of employees in foreign languages, adapting them to the conditions. One of its main tasks is to create professional translation methods from the state language to foreign languages and from foreign languages to the state language. The agency also maintains a foreign language proficiency rating. Develops qualification requirements and evaluation criteria for foreign language teachers and assigns qualification categories. In a word, through the "kindergarten - school - higher education - enterprise" chain, the Agency provides methods, recommendations and textbooks suitable for all layers of the population with Tashkent State Universities of World Languages and Oriental Studies, Samarkand Institute of Foreign Languages. in a row, one university in each region is designated as a base institution for foreign languages[3].

Active cooperation with foreign experts is being carried out in order to teach foreign languages in a wider scope and in different age groups in our country. In particular, in 2020, Sherzod Shermatov, the former minister of the Ministry of Public Education of Uzbekistan, and Rachel Eiland, the director of the British Council's representative office in Uzbekistan, signed a letter of agreement[4] on the action plan of the project aimed at further improving the teaching of the English language. According to this project, teachers from different countries exchange experience, new methods and strategies. In fact, in order to determine the level of English language knowledge of schoolchildren in our country, it was decided to use the APTIS system[5], which is a member of 150 countries. In 2020, Minister of Public Education Sherzod Shermatov and President of EF Education First Karl-Johann Westring signed a memorandum of understanding. In particular, the parties plan to establish cooperation and conduct several trainings in the field of English language teaching to assess

the knowledge of students, teachers and anyone else. Within the framework of the document, EF Education First expressed its readiness to make a direct investment of 60 million dollars to support educational programs for the development of the English language in Uzbekistan[6].

The government pays a lot of attention to learning and teaching foreign languages. Also, the demand for learning English among different age groups of the population, especially among young people and teenagers, is increasing and their number is increasing year by year. This increases the importance of educational centers specializing in the English language. Undoubtedly, educational centers play an important role in the development of the English language in the country. Unlike schools, such institutions mainly specialize in preparing for international exam systems such as (IELTS, CEFR, TOEFL, CAE) and thereby directing students to national and foreign universities. Leading educational centers in our country such as "Everest learning center", "Topmson education", "Internation LC", "Registon educational center", "Englishzone LC" are actively preparing young students for the English language. These educational centers have international English teachers (those who have CELTA certificate), as well as famous and highly qualified teachers such as Bekzod Mirakhmedov, Khurshid Urakov, Barno Askarova, with IELTS band score 8.5 and 9. teachers are actively teaching English to young people.

CONCLUSION

Thorough study of foreign languages is very important for the future of our country's youth. For this reason, the interest and demand for this field in our country is increasing day by day. It is another gratifying fact that the President and the government are at the beginning of such good works. Among foreign languages, there is a special interest and desire for English. Learning this language is the most important part of modern professions. For this reason, the most demanding field in our country today is learning the English language.

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5. [Xalq ta'limi vazirligi Britaniya Kengashi bilan yangi loyiha doirasida hamkorlik qiladi \(xabar.uz\)](#)
6. [Uzbekistan's Public Education Ministry and EF Education First sign MoU \(uza.uz\)](#)

KICHIK YOSHDAGI BOLALARNING XORIJIY TIL O`RGANISH USULLARI

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ANOTATSIYA:

Ushbu maqolada ingliz tilini kichik yoshdagi bolalarga va boshlang`ich sinf o`quvchilariga qiziqarli va interaktiv yondashuv asosida o`qitish yoritiladi. Bunga qo`shimcha tarzda ,o`rgatish jarayonida qo`llaniladigan turli metod va o`yinlar haqida ma`lumot beriladi.

**Kalit so`zlar:** yondashuv,interfaol metodlar, raqobatbardosh, malaka, metodika, zamonaviy ta`lim.

ABSTRACT:

This article covers the teaching of English to young children and elementary school students based on an interesting and interactive approach. In addition, information is provided about various methods and games used in the teaching process

Keywords: approach, interactive methods, competitive, qualification, methodology, modern education

Rivojlanib borayotgan zamonda xorijiy tillarni bilish, ularni muloqotda va fan-texnika doirasida qo`llay olish asosiy talablardan hisoblanmoqda.Bu esa chet tillarini bolalarga kichik yoshdan o`rgatishni zaruratga aylantirmoqda.Bu borada esa katta kuch va mehnat talab qilinishi hech kimga sir emas.Bolalarga chet tillarini o`rgatishda maxsus yondashuv va professional metodlar talab qilinadi.Olimlar tomonidan aniqlanishicha, 6 yoshdan 8 yoshgacha bo`lgan maktab o`quvchilarida 5 yoshdan 6 yoshgacha bo`lgan maktabgacha yoshdagi bolalarga nisbatan moslashishning past psixofiziologik holati qayd etildi. Bundan xulosa shundaki, maktabgacha yoshdan boshlang`ich maktab yoshiga o`tishda, bir turdagi yuklarda aniqlangan bolalarning psixofiziologik reaktivligining o`ziga xos xususiyatlari boshqa testlarni

o`tkazishda saqlab qoladi.

Avvallari chet tilini bilish faqat ba'zi maxsus sohalarda talab qilingan bo'lsa, endilikda esa kamida bitta xorijiy tilni bilish zaruratga aylanmoqda. Kichik yoshdagi va boshlang'ich sinflardagi bolalarga xorijiy tillarni o`rgatish quyidagi maqsadlarni qamrab oladi:

- kichik yoshdagi bolalarga xorijiy tildagi ilk muloqot ko`nikmalarini shakllantirish;

- maqsadlarga erishishda, hayotiy o`zaro muloqot holatida fikrni va emotsiyalarini tushuntirish uchun xorijiy tildan foydalanishdan foydalanish malakasi;

- xorijiy tillarga nisbatan bolalar ongida ijobiy munosabat uyg`otish ;

- chet mamlakatlar madaniyatiga qiziqishni shakllantirish.

Xorijiy tilni o`rganish uchun kichik yoshdan o`rganish muhim bo`lishining sabablaridan biri, o`quvchi qancha yosh bo'lsa, shuncha lug`at boyligi ham kam bo`ladi. Bolalarda muloqot qobiliyati kattalarning muloqot qobiliatlari kabi emas. Bu holatdan shuni tushunish mumkinki, xorijiy tilni o`rganganda, ona tili va xorijiy til o`rtasidagi katta farqni unchalik sezmaydi va bolaning muvaffaqiyatga erishish imkoniyatlari ko`proq bo`ladi. Kichik yoshdagi bolalarga chet tillarini o`qitish bir qadar mushkul ish. Agar bollar passiv tashkil etilgan, zerikarli darslarga qatnashishsa bu ularda tilga bo`lgan yoqtirmalik va ba'zi hollarda nafrat tuyg`usini ham uyg`otishi mumkin. Kichik yoshdagi va boshlang'ich sinf bolalari bilan faqatgina professional mutaxassis ishlashi zarur. kichik yoshda ingliz tilini o`rganish bolada nutqiy kompetensiyani ham shakllantirib boradi, bu holat esa ingliz tilini o`rganishning ilk bosqichida quyidagi xususiyatlarni qamrab oladi:

- fonetik jihatdan takrorlash va talaffuz qobiliyatini bosqichma-bosqich shakllantirish;

- inglizcha lug`at boyligini o`rganish va faollashtirish;

- kichik miqdordagi oddiy grammatik qurilmalarni o`zlashtirish, izchil bayon etish qobiliyatini shakllantirish.

Xorijiy tilni o`rgatish motivatsiyani talab qiladi. Kichik yoshdagi bolada esa xorijiy tilga nisbatan pozitiv psixologik munosabatni yaratish zarur va bu motivatsiyani shakllantirish usularidan biri o`yin o`ynash hisoblanadi. O`yin bu ham ko`ngilochar dam olish daqiqasi va qiziqarli darsni tashkil etish usulidir. Ta'lim jarayonidagi o`yinlar quyidagi turlarga bo`linadi: vaziyatli, badiiy, raqobatbardosh, ritmik-musiqiy va boshqalar.

Vaziyatli bu bir necha sabablarga ko'ra aloqa muloqot vaziyatini aks ettiradigan rol o`ynash o'yinlari hisoblanadi. Rolli o'yinlar -bu kichik yoshdagi bolalarning muayyan rollarni o`ynashi, hayotiy vaziyatlardagi o'yin faoliyati, masalan: ustoz va

o`quvchi, bemoq-shifokor, qo`shiqchi-muxlis va boshqalar.

Raqobatbardosh savodxonlikni va lug`at boyligini o`stirishga xizmat qiluvchi o'yinlarni qamrab oladi. Bu turdagi o'yinlar g`olibi tilni yaxshi biluvchi bola sanaladi. Bu turli xil krossvordlar, labirintlar, lisoniy vazifalar aks etgan o'yinlar.

Ritmik-musiqiy o'yinlarda bolalarga audio hikoya ertaklar qo'yib eshittiriladi. Bu o'yin turlari bolalarda kayfiyatni ko'tarishga va til o'rganish jarayonidagi muvaffaqiyatlarga sababchi bo'ladi.

Xulosa qilsak, kichik yoshdagi bolalarga va boshlang'ich sinf o`quvchilariga ingliz tili darslarini tashkil etishda interfaol o'yin va metodlardan foydalanish zarur. Har bir metod til o'rganish jarayonida ancha samarali bo'ladi. Ingliz tili o'rgatishda bolalarning yoshiga va shaxs xususiyatiga xos kitoblar, ko'rgazmalar, har xil audiomatnli ertaklar, hikoyalar, turli xil o'yinlar, suhbatlar, krossvordlardan foydalanish o`quv jarayonini yanada samarali bo'lishiga xizmat qiladi.

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BOSHLANG‘ICH SINFLARDA INGLIZ TILI O‘QITISHNING YOSHGA OID XUSUSIYATLARI

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ANNOTATSIYA

Mazkur maqolada boshlang‘ich sinflardagi yoki kichik yoshdagi bolalarga ingliz tilini tez va oson o‘qitishning yoshga oid xususiyatlari haqida atroflicha hamda tushunarli qilib yoritilgan.

Kalit so‘zlar: bilish jarayonlari, tafakkur, diqqat, qisqa (uzoq) muddatli xotira, egosentrik nutq, ko‘rgazmalilik, analizator, turg‘un birikma, muloqot modellari

KIRISH

XXI asr – intellektual avlod asrining kichik maktab yoshidagi o‘quvchilarga xos bo‘lgan xarakterli jihatlari ko‘p. Bugungi davr bolalari qobiliyat, zehn-zakovat, tirishqoqlik borasida ustunlik qilishadi. Ya‘ni bolalar juda erta yoshdan intellektual imkoniyatlarini to‘liq ishga solishga intilishadi va o‘zlariga nisbatan kuchli e‘tibor talab qilishadi, atrofdagi olamni tezroq anglashga urinishadi. Kichik maktab yoshidagi bugungi davr(indigo) bolalari o‘zlarining giperfaolliги va o‘ta ta‘sirchanliklari bilan o‘tgan asrdagi tengdoshlaridan farq qilishadi. Bunday giperfaollik natijasida bolalar kinestetik, tez toliqadigan va diqqatni jamlab, ma‘lum nuqtada uzoq saqlab tura olmaydigan bo‘lib qolishgan. Bugungi davr bolalari tug‘ma o‘tkir zehn sohiblari bo‘lib, ular axborot olishga juda o‘ch. Agarda ularning axborot qabul qilishga kuchli ehtiyojlari vaqtida qondirilmasa, ular injiq va jahldor bo‘lib qolishadi. Axborotga o‘chlik televizor va kompyuter qarshisida ko‘p o‘tirilishi natijasida shakllangan. Ayniqsa, reklamalar dinamik va zich axborot taqdim etish xususiyati bilan bolalar e‘tiborini ko‘p tortadi. Bugungi davr bolalarida uzoq muddatli xotira qisqa muddatli xotiraga nisbatan mustaxkamroq bo‘ladi. Bunday layoqat bolalarga kompyuter texnologiyalari asridagi yuqori axborot tezligi oqimida ortda qolib ketmasliklari va katta miqdordagi axborotni operativ qabul qilib uni tez fursatda qayta ishlashlari uchun inom etilgan.

TADQIQOT MATERIALLARI VA METODOLOGIYASI

Zamonaviy metodik adabiyotlarda boshlang‘ich sinf o‘quvchilarini nimani qila olmasliklariga emas, balki nima qila olishlari mumkinligiga e‘tibor qaratish tavsiya

etiladi. Boshlang'ich sinf o'quvchilarining ingliz tilini o'rganishdagi asosiy ustunligi ular mazkur predmetni o'rganishda ikkilanmaydilar, ya'ni ularda jur'at yuqori bo'lib, mavjud ijtimoiy nutq vaziyatlarida obro'sizlanib qolishdan cho'chishmaydi. Ular ingliz tilini muvaffaqiyatli o'rganish uchun yaxshi shakllangan instinktlar, til tajribalari va o'zlariga xos xarakterli xususiyatlarga ega. Masalan, 1-2 sinf o'quvchilari:

- til qonuniyatlarini bilmasalar-da, undan foydalana olishadigan;
- xato qilishdan cho'chimaydigan va ular ustida ishlashga tayyor;
- ona tilidagi intonatsiya turlaridan to'g'ri foydalana oladigan;
- imo-ishoralar, yuz ifodalari va qo'l harakatlarni to'g'ri talqin qilish ko'nikmasi shakllangan;
- so'z ma'nosini to'liq tushunmasalar-da, u kasb etadigan mazmunni yaxshi fahmlab oladigan;
- chegaralangan miqdordagi leksik zaxiradan kreativ (ijodiy) foydalana oladigan, tashabbusli nutq hosil qila oladigan, suhbatlashishni yaxshi ko'radigan;
- serg'ayrat, harakatchan, ishonuvchan, tasavvuri boy, ta'sirchan, maqtovsuyar, quvnoq va har bir mashg'ulotdan zavq olish usullarini topa oladigan;
- o'zgalar nutqiga taqlid qiluvchan;
- diqqatni ma'lum nuqtada uzoq muddat ushlab tura olmaydigan, qisqa muddatli xotiraga ega, egosentrik nutqi yaxshi rivojlangan;
- ayni paytda o'zlari bajarayotgan, bajargan yoki ko'rgan va eshitgan narsalari haqida gapira oladigan;
- til materialini yaxlit o'zlashtirishni afzal ko'radigan bo'lishadi.

1-2 sinf o'quvchilarini 3-4 sinf o'quvchilaridan farqlash mumkin. 3-4 sinf o'quvchilari 1-2 sinf o'quvchilariga nisbatan psixologik va fiziologik jihatdan yetukroq bo'lishadi. 1-2 sinf o'quvchilari ko'proq yolg'iz o'ynashni yoqtirishadi va o'z narsalarini boshqalar bilan baham ko'rishni istashmaydi. 3-4 sinf o'quvchilari esa jamoaviy o'yinlarda faol ishtirok etishni yoqtirishadi va ularda egoizim susaya boshlaydi (jadvalga qarang)

1-2 sinf o'quvchilarining 3-4 sinf o'quvchilaridan farqlanishi :

I-II sinf o'quvchilari	III-IV sinf o'quvchilari
Xotiraga suyanishadi	Tahlilga suyanishadi
Gapirish va tinglab tushunishga diqqatliroq	O'qish va yozishga diqqatliroq
Topshiriqning faqat bir aspektiga e'tibor qaratishadi	Topshiriqning turli aspektlariga e'tibor qaratishadi
O'rganayotgan va rivojlanayotganlikla-	O'rganayotgan va rivojlanayotganliklar-

rini ko'rsatib berish imkoniyatlari chegaralangan, o'rgangan narsalarini amaliyotda qo'llay olishmaydi	ni namoyon etish ko'nikmalari yaxshi rivojlangan, o'rgangan narsalarini amalda qo'llay olishadi
Do'stona munosabatlar tasodifiy va mustahkam emas	Do'stona munosabatlar o'zaro ishonch, qo'llab-quvvatlash va o'xshash qiziqishlarga asoslanadi
Emotsiyani nazorat qila olishmaydi	Emotsiyani nazorat qila olishadi
Yuqori motivatsiya	Motivatsiyaning susaygan darajalari
O'zi haqida ijobiy fikrlaydi, o'rganishga optimistik yondashadi	O'zi haqidagi atrofdagilarning fikri bilan qiziqadi, o'zini tengqurlari bilan taqqoslaydi va pozitivlik susaya boshlaydi
Til haqida kam tushunchaga ega, ona tili kompetensiyasi yuqori emas	Til haqida ma'lum tushunchaga ega, ona tili kompetensiyasi rivojlanish bosqichida
Mantiqiy xotiradan ko'ra ko'rsatmaliiharakatli xotira ustun rivojlanadi.	So'z mantiq xotirasi va ma'nosini tushunib eslab qolish salmog'i ortib boradi. Xotirani ongli boshqarib, eslab qolish, esga tushirish, esda saqlash jarayonlari faoliyatini ma'lum maqsadga muvofiqlashtira oladi.
Til materialining ichki bog'lanishiga ahamiyat bermay, ma'nosiga tushunmay quruq eslab qoladilar.	Reproduksiya mexanizmi, ya'ni jumla va mazmunni o'zgarishsiz qayta qo'llash (reproduksiya) odati shakllangan bo'ladi.
Rivojlanishning yaqqol operatsiyalar davrida bo'lishadi	Ob'yektning tashqi ko'rinishi o'zgarsada, uning xususiyati o'zgarmasligini anglashadi, ya'ni «intelktual revolyusiya».
Uzunlik o'lchov birliklarini o'zlashtirishda qiynaladilar. Ular uzunlik o'lchovining asosiy belgisi – uning uzunligini ajratishni bilmaydilar.	Ko'p tushunchalarni, chunonchi, baland-past, uzoq-yaqin, kam-ko'p va hokazolarni avvalgi voqelikdagi narsa va hodisalar o'rtasidagi fazoviy munosabatlarni bevosita idrok qilish asosida o'zlashtiradilar
2-3 minut mobaynida diqqat bilan tin-	4-5 minut mobaynida diqqat bilan tin-

glay oladi	glay oladi.

Kichik maktab yoshidagi o'quvchilarga ingliz tili o'rgatishda ko'rgazmalilikdan keng foydalaniladi. Bu tadbirlar, birinchidan, bolalar faolligini oshirsa, ikkinchidan, materialni mantiqiy jihatdan o'zlashtirishga, uni tahlil etish, mavhumlashtirish va umumlashtirishga to'sqinlik qiladi. Ko'rgazmalilikning haddan ziyon oshib ketishi unga asoslangan dinamik stereotip paydo bo'lish xavfini vujudga keltiradi. Ko'rgazmalilikka berilib ketilishi natijasida o'quvchi asosiy maqsaddan uzoqlashadi, ichki muhim belgilarga emas, tashqi belgilarga e'tibor berishga odatlanib qoladi. Ma'lumki, axborotning xotirada mustahkam saqlanib qolinishi uni qabul qilishda ishtirok etadigan analizatorlarga ham bog'liq. Masalan, tinglab qabul qilingan axborot, ko'rib qabul qilingan axborotga nisbatan xotirada mustahkamroq saqlanadi. Chunki axborotni tinglash jarayonida o'quvchi diqqatni jamlashga ko'proq kuch sarflaydi. Ya'ni eshitish a'zolari faoliyati ko'rish a'zolari faoliyatidan 16 barobar ko'p asab tolalarining harakatlanishini talab etadi. Tinglab tushunish jarayonida toliqish koeffitsiyenti 176 foizga ortadi. Tinglab tushunishda ko'p quvvat sarflanishi til materialini mustahkam va mukammal o'zlashtirilishini ta'minlaydi. Ayrim holatlarda boshlang'ich sinf o'quvchilarida «disleksiya», ya'ni b, d kabi harflarni, sheep - ship, man - men kabi o'xshash so'zlarni farqlay olmaslik yoki so'z tarkibidagi o'xshash harflar o'rnini almashtirib o'qish holatlari uchraydi. Ba'zi o'quvchilar chap va o'ngni, turli geometrik shakllarni ham farqlay olmaydilar. Bunday o'quvchilar ona tilini o'zlashtirishda ham qiyinchiliklarga duch kelishadi. Boshlang'ich sinf o'quvchilarida bir turdagi mashg'ulot bilan ishchanlik faoliyati 10 minutdan oshmaydi. O'quvchilarda ishchanlik pasayayotganligi sezilgan dastlabki onlardayoq faoliyat turi o'zgartirilishi, ya'ni harakatli o'yinlarga o'tilishi lozim

Ingliz tili o'rganishda xotirani mustahkamlashning «linkword» metodi ishlab chiqilgan. Linkword – atamasi ingliz tilida ona tilidagi ma'nosi va talaffuzi o'xshash so'zlarni anglatadi. Bu metod ingliz tilini o'rganishda fransuz yoki ispan tilida so'zlashuvchi o'quvchilar uchun ko'proq mos keladi. Bizning fikrimizcha, uni milliy maktablarga ham joriy qilish mumkin. Masalan tomato, lemon, zebra, giraffe, sport, tennis, computer, doctor kabi so'zlarni o'zbek o'quvchilar oson eslab qolsalar, talaffuz jihatdan yaqin bo'lgan duck, dish, men (o'rdak, idish, men) kabi so'zlar ham oson yod olinadi. Jonli muloqot jarayonida taqdim etilgan nutq namunasini tushunish va eslab qolish oson. Masalan, eshikni yoki sumkasini ochishga qiynalayotgan bolaga, «Look, I'll open the door for you», deya ko'mak berilganida, bola nutqni tushunadi va ushbu namunani yodda saqlaydi. Sog'lom bola 10-15 detsibel (eshitish birligi) tovushni payqay oladi. Masalan, barglar to'kilayotganda 20, sekin ovozda

soʻzlashilganda 20-30, oʻrtacha suhbat jarayonida 30-35, telefonga ulangan naushnik (quloqchin)da esa 120 detsibel tovush hosil boʻladi. 90 detsibeldan yuqori tovush eshitish, bolaning asab tizimlariga zararli

XULOSA

Maqolamiz yakuniga xulosa yasaydigan boʻlsak, muloqot modellarini oʻrgatish kommunikativ kompetensiyaning muvaffaqiyatli egallanishida yuqori samara beradi. Shuningdek, oʻquvchi nutqining ingliz tilidagi nutqqa taxminiy yaqinlashtirishga erishish, uning xato qilib qoʻyishdan xavfsirashi, toʻgʻri ayta olish/olmaslikdan xavotirlanishi kabi psixologik toʻsiqlarni yengishi uchun katta yoʻl ochildi, erkin gapirish va bamaylixtir kommunikatsiya va interaksiyaga kirishish imkoniyati yaratildi. Ingliz tili oʻqitish metodikasining didaktik tamoyiliga muvofiq mashgʻulotlarda barcha nutq analizatorlarining toʻliq ishtiroki til materialini xotirada mustahkam qolishini taʼminlaydi.

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INGLIZ TILINI O'RGANISHDA INTERAKTIV ZAMONAVIY INNOVATSION USULLARDAN FOYDALANISH

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ANNOTATSIYA

Ushbu maqolada O'zbekiston Respublikasida chet tillariga berilgan katta ahamiyat hamda ularni o'rganish uchun zarur bo'lgan innovatsion texnologiyalar yoritilgan.

Kalit so'zlar: Chet tili, o'yin, innovatsion texnologiya, texnologik vositalar, usullar, metodlar.

Mamlakatimiz mustaqillikka erishgandan so'ng, chet tillarini o'rgatishga qiziqish oshdi va yoshlar uchun ko'plab imkoniyatlar yaratib berildi. Birinchi prezidentimiz Islom Karimov aytganlaridek, "Hozirgi paytda xorijiy tillarni o'rgatishga yurtimizda katta ahamiyat berilmoqda. Bu ham albatta, bejiz emas. Bugun jahon hamjamiyati o'ziga munosib o'rin egallashga intilayotgan mamlakatlarimiz uchun, chet ellik sheriklarimiz bilan hamjihatlikda, hamkorlikda o'z buyuk kelajagini qurayotgan xalqimiz uchun xorijiy tillarni mukammal bilishning ahamiyatini baholashning hojati yo'qdir". Ushbu fikrlarning mantiqiy davomi sifatida 2012 yil 10 dekabrda qabul qilingan "Chet tillarini" o'rgatish tizimini yanada takomillashtirish chora tadbirlari to'g'risida"gi Prezident Qarori chet tillarini o'rganish imkoniyatlarini kengaytirdi.

Respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umumevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko'ra umumta'lim maktablari va kasb-hunar kollejlari o'quvchilari uchun darsliklar yaratildi. Ushbu talablarga mos ravishda o'quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan ji-hozlandi. Chet tili o'rganishga bo'lgan talab ham kundan kunga oshib bormoqda. Chet tili fani to'rt aspectga (o'qish, yoish, tinglab tushunish va gapirish) bo'linib, ularning har biri bo'yicha alohida tushuncha va ko'nikmalar berilmoqda. Ta'lim texnologiyalari, bu ta'lim jarayonida zamonaviy axborot texnologiyalaridan unumli

foydalanishdir. Shuningdek, ta'lim jarayoniga zamonaviy innavatsion texnologiyalarini olib kirish orqali ta'lim sifati va samaradorligini oshirishni nazarda tutadi. Xususan, chet tilini o'rganishda bunday axborotkommunikatsion texnologiyalardan foydalanishning bir qancha afzalliklari mavjuddir. Til o'rganish va o'qitishda zamonaviy texnologiyaning roli beqiyosdir. Texnologik vositalardan foydalanish chet tili o'rganishning har bir aspect (o'qish, yoish, tinglab tushunish va gapirish)ida qo'l keladi. Masalan, tinglab tushunish uchun, albatta kompyuter, player, CD diskarsiz bu jarayonni amalga oshirish mumkin emas. Tinglab tushunish til o'rganishning eng muhim qismlaridan biridir. Bunda o'quvchi bir paytning o'zida so'zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so'z boyligi va uning ma'nolariga e'tibor berishi talab qilinadi. Ta'lim jarayonida zamonaviy texnologiyalardan foydalanishda o'quvchilar ham axborot — kommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalana olishi muhim omil hisoblanadi. Chet tilini zamonaviy texnologiyalardan foydalanib o'rgatish va o'rganish eng samador usullardan biridir.

Bu jarayonda, jumladan:

- kompyuterlardan foydalanganda o'quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko'rishi ham eshitishi mumkin;
- chet tilidagi radio eshittirishlar va televideniedagi dasturlarni eshitish va tomosha qilish mumkin;
- ancha an'anaviy usul hisoblanadigan magnitafon va cassetalardan foydalanish;
- CD pleyerlardan foydalanish mumkin. Bu texnik vositalardan foydalanish o'quvchilarning chet tilini o'rganishlari jarayonini qiziarliroq va samaraliroq bo'lishini ta'minlaydi

Bugungi kunda maktablarda interfaol o'yinlar orqali dars o'tish an'anaga aylanib bormoqda. Ma'lumki, darsning turli xil o'yinlar asosida o'tilishi o'quvchilarning imkoniyatlarini namoyish etish, diqqatni jamlash, bilim va ko'nikmalarini oshirish va kuchli bo'lishlarini ta'minlaydi.

O'yin texnologiyasidan foydalanishning asosini o'quvchini faollashtiruvchi va jadallashtiruvchi faoliyat tashkil etadi. Psixologlarning ta'kidlashlaricha, o'yinli faoliyatning psixologik mexanizmlari shaxsning o'zini namoyon qilish, hayotda barqaror o'rnini topish, o'zini o'zi boshqarish, o'z imkoniyatlarini amalga oshirishning fundamental ehtiyojlariga tayanadi. Har qanday o'yin zamirida umumiy qabul qilingan ta'lim prinsiplari, taktikasi yotishi kerak. O'quv o'yinlariga o'quv predmetlari asos qilib olinishi kerak. O'yinlar jarayonida o'quvchi oddiy darsga qaraganda bu mashg'ulotga qiziqibroq yondashadi va bemalol faoliyat ko'rsatadi. Ta'kidlash lozimki, o'yin eng avallo, o'qitishning bir usulidir. O'quvchilar o'yinli darslarga

qiziqib qatnashadilar, g'alaba qozonishga intiladilar, o'qituvchi ular orqali o'quvchiga ta'lim-tarbiya ham beradi. O'quvchi inglizcha o'yin o'ynab, gapira olarkanman, tinglab tushuna olarkanman, yoza olarkanman, deb ishonadi, qiziqadi.

Biz bilamizki, hozirgi ta'lim jarayonida o'quvchi sub'ekt bo'lishi lozim. Bunda ko'proq interfaol metodlarga e'tiborni qaratish ta'lim samaradorligini oshiradi. Ingliz tili darslariga qo'yilgan eng muhim talablardan biri talabalarni mustaqil fikrlashga o'rgatishdir. Bugungi kunda ingliz tili o'qituvchilari Amerika Qo'shma Statlari, Angliya pedagoglari tajribasiga tayangan holda quyidagi innovatsion metodlardan foydalanib kelishmoqda:

– “Muammoli vaziyat yechimi” (Creative Problem Solving) bu usulni qo'llash uchun hikoyaning boshlanishi o'qib beriladi qanday yakun topishi o'quvchilar, talabalar hukmiga havola qilinadi;

– “Quvnoq topishmoqlar” (Merry Riddles) o'quvchilarga topishmoqlar o'rgatish Ingliz tilini o'rgatishda muhim ahamiyatga ega, ular o'zlariga notanish bo'lgan so'zlarni o'rganadilar va o'ylab topishmoq javobini topadilar;

– “Tezkor javob” (Quick answers) o'tilgan dars samaradorligini oshirishda yordam beradi;

– “Chigil yozdi” (“Warm-up exercises”) o'quvchilarni darsga qiziqtirish uchun sinfda har xil o'yinlardan foydalanish

– “Pantomima” (pantomime) bu usul juda qiyin mavzular tushuntirilishi kerak bo'lgan darsda yoki yozma mashqlar bajarilib, talabalar charchagan paytda foydalanilsa bo'ladi;

– “Hikoya zanjiri” (a chain story) usuli o'quvchilarning og'zaki nutqini o'stirishda yordam beradi;

– “Rolli o'yinlar” (Acting characters) bu usul darsning barcha tiplarida qo'llanilishi mumkin. Hunarga o'rgatish uchun “Interpreter”, “Translator”, “Writer”, “Poet” kabi kasbdagi kishilar darsda ishtirok etishib o'quvchilar bilan suhbatlashishlari mumkin;

– “Allomalar yig'ini” (Thinkers meeting) U.Shekspir, A.Navoiy, R.Burns kabi shoirlar va yozuvchilarni “taklif qilish” mumkin. Bunday paytda ular aytib ketgan hikmatli so'zlardan darsda foydalanish yoshlarni komil inson bo'lib tarbiyalanishiga yordam beradi;

– “Rasmlar so'zlaganda” (When pictures speak) usuli ancha qulay bo'lib, ingliz tilini o'rgatishda, talaba, o'quvchilarning og'zaki nutqini rivojlantirishda yordam beradi, buning uchun mavzuga oid rasmlardan foydalanish lozim;

– Kviz kartochkalari (quiz cards) o'quvchilarning soniga qarab kartochkalar tarqatiladi va hamma talabalar bir vaqtda darsda ishtirok etish imkonini beradi bu esa

vaqtni tejaydi

Ko'rib chiqqanimizdek, har bir innovatsion texnologiya o'ziga xos afzallik jihatlari egadir. Bunday usullarning barchasida o'qituvchi va o'quvchi o'rtasidagi hamkorlik, o'quvchining ta'lim jarayonidagi faol harakati ko'zda tutiladi.

Xulosa qilib aytganda, Ingliz tili darslarida innovatsion usullarni qo'llash natijasida o'quvchilarning mantiqiy fikrlash qobiliyatlari rivojlanadi, nutqi ravonlashadi, tez va to'g'ri javob berish malakasi shakllanadi. Bunday usullar o'quvchida bilimga ishtiyoq uyg'otadi. O'quvchi darslarga puxta hozirlik ko'rishga intiladi. Bu esa o'quvchilarni ta'lim jarayonining faol sub'yektlariga aylantiradi.

Ta'lim tizimi o'z oldiga erkin fikrlovchi, barkamol, yetuk shaxsni tarbiyalashni vazifa qilib qo'yar ekan, kelgusida biz bo'lajak o'qituvchilar innovatsion texnologiyalardan samarali foydalanish yo'llarini yanada mukammalroq ishlab chiqshimiz bilan o'z xissamizni qo'shishimiz mumkin.

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BOSHLANG'ICH TA'LIM JARAYONIDA CHET TILI DARSLARINI SAMARALI TASHKIL ETISH

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xorijiy til(ingliz tili) yo'nalishi talabalari

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ANNOTATSIYA

Ushbu maqolada xususan boshlang'ich ta'limda chet tillarini o'qitish jarayonini samarali tashkil qilish va bolalar uchun qiziqarli metodlar va zamonaviy texnologiyalardan foydalangan holda dars jarayonini olib borish, shuningdek yurtimizda ta'lim samaradorligini oshirishga yo'naltirilgan metodik usullar haqida so'z yuritiladi.

Kalit so'zlar: Boshlang'ich ta'lim, zamonaviy texnologiyalar, metodikalar, chet tillari, usul, interaktiv o'yin, ta'lim.

ABSTRACT

In particular, this article talks about the effective organization of the process of teaching foreign languages in primary education and conducting the lesson process using interesting methods and modern technologies for children, as well as methodical methods aimed at increasing the effectiveness of education in our country.

Keywords: Primary education, modern technologies, methods, foreign languages, method, interactive game, education.

KIRISH

Hozirgi kunda chet tillarini o'rganish zamon talabiga aylanmoqda va har bir soha vakillaridan ingliz tilini bilish qobiliyati talab qilinmoqda. Shuningdek, har bir davlat fuqarolari orasida ham jahon tili darajasiga chiqayotgan ingliz tili tobora ommalashib bormoqda. Hozirda til o'rganayotganlar qiyinchiliklarga duch kelishmaydi, negaki zamonaviy texnologiyalar rivojlangan bir davrda til o'rganish uchun barcha shart-sharoitlar yaratilgan. Xususan, bizning yurtimizda ham ta'lim sohasiga chuqur e'tibor qaratilgan, shuningdek chet tillarini o'qitish bo'yicha ham ko'plab islohotlar amalga oshirilmoqda va o'z samarasini bermoqda. Misol qilib aytishimiz mumkinki, oldinlari ingliz tilini 5-sinf dan boshlab o'qitilar edi, hozirda nafaqat bosh-

lang'ich sinf o'quvchilaridan, balki maktabgacha ta'lim tizimidan boshlab turli xil oson va qiziqarli mashg'ulotlar orqali ingliz tili bolalarga o'rgatib kelinmoqda. Chunki ayni shu davrda bolalarning ma'lumot qabul qilish va har bir o'rganayotgan ma'lumotlarini umri davomida xotiralarida saqlab qolishadi. Boshlang'ich ta'lim o'quvchilarini o'qitishda o'qituvchining metodikasi ham muhim rol o'ynaydi, chunki o'quvchilarni darsga qiziqтира olishi va osonlashtirilgan tarzda turli metodlardan foydalanib darslarni samarali olib borishi kerak.

Asosiy qism

Kichik maktab yoshdagi bolalarga chet tillarini o'rgatish juda muhim jarayon va ularning dunyoqarashi kengayishida, o'zaro aloqalarini rivojlanishida yordam beradi. Bu yoshdagi bolalarga uncha qiyin bo'lmagan oddiy so'zlar, turli metod va interaktiv o'yinlar orqali o'rgatiladi. Bu yoshda bolalar yoshlariga mos audiolar, multfilmlar, videoroliklar va rang-barang ko'rgazmali qurollardan foydalanib, ko'proq eshitish, ko'rish va tinglash qobiliyatlaridan foydalangan holda dars jarayonini olib borish samarali usul hisoblanadi. Maktablarda aniq programma asosida yaratilgan darsliklar mavjud bo'lib, shu darsliklar asosida har bir o'qituvchi dars jarayoniga kreativ yondashgan holda, faqat nazariy bilim beribgina qolmay, o'rgangan ma'lumotlarini amalda qo'llash orqali o'quvchilarning chet tilini o'rganish qiziqarliroq va samaraliroq bo'lishini ta'minlaydi. Shuningdek, bolalarga so'zlarni shunchaki yodlatibgina qolmasdan, shu so'zlar foydalanib gaplar tuzish, interaktiv o'yinlar va guruhlar o'rtasida musobaqalar tashkil qilish ham samarali usul hisoblanadi.

Maktab yoshidagi bolalarga chet tilini o'rgatishda quyidagi metodlardan foydalanish mumkin:

1. Tillar bilan bog'liq qiziqishlarni o'zida olish: Bolalarni kelgusi tillarni o'rganishga tortish uchun ularning qiziqishlariga muvofiq vositalar va dasturlar tayyorlash muhimdir. Misol uchun, ularning yoqtirgan multfilmlari yoki qo'llanmalar orqali tillarni o'rgatish oson bo'ladi.

2. Turli komponentlardan foydalanish: Audio, vizual va o'qish mexanizmlaridan foydalanish. Bu bolalarga turli o'quv usullari orqali tillarni o'rganishlarida yetuk yordam beradi.

3. Chet tillarini o'rganishni amaliyotga o'tkazish: Chet tillarini o'rganishni amaliyotga o'tkazish (suhbatlashish, yozish, tinglash va gaplashish) jarayonida umumiy so'zlarni oson yodlash va mustaqil gaplashishni rag'batlantirish yuqori darajada muhim.

Yuqoridagi metodlardan foydalanilsa, har bir o'quvchi chet tillarini yanada qiziqish va boy energiya bilan o'rganishi shubhasizdir.

XULOSA

Xulosa qilib aytganda, Chet tillarini o'rgatishga ehtiyoj yuqori bo'lgan bir davrda ta'lim jarayonida zamonaviy metodlardan, innovatsion ta'lim texnologiyalaridan unumli foydalanish bu jarayonni tez va samarali bo'lishiga olib keladi. Bu jarayonga har bir pedagog o'qituvchilar mas'uliyat bilan yondashishi va yoshlarga chet tillarini o'rgatish orqali kelajakda yaxshi kadrlar tayyorlashga o'z hissasini qo'shishi juda muhim hisoblanadi.

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XITOIY VA O'ZBEK TILLARIDAGI DEHQONCHILIKKA OID MAROSIMLAR LEKSIKASI

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ANNOTATSIYA

Maqolada xitoy va o‘zbek tillarida dehqonchilik sohasiga oid marosimlar leksikasi tahlil qilingan. Har ikki davlatda keng nishonlanadigan “Hosil bayrami” ahamiyati yoritib berilgan. Shuningdek, “Hosil bayrami”ning dehqonchilik bilan bog‘liqligi, insoniyatga ta’siri ajoyib tasvirlangan.

Tayanch iboralar: 中秋节, 月饼, Mehrgon bayrami, dehqonchilik, tengkunlik, uyg‘unlik.

Xitoyning muhim an'anaviy festivallaridan biri sifatida “Hosil bayrami” 中秋节 har doim keng jamoatchilik tomonidan qadrlangan va sevilgan. Ushbu bayram nafaqat oilaviy totuvlik, birlashish va baxtning ramzi, balki qishloq xo'jaligi hosili bilan chambarchas bog'liq. Qishloqlarda “Hosil bayrami” 中秋节 hosilni nishonlash va yerga shukronalik qilish uchun katta bayramdir. Biz ushbu ilmiy ishda “Hosil bayrami” 中秋节 va dehqonchilik o'rtasidagi munosabatlarni o'rganamiz. “Hosil bayrami” 中秋节 qadimgi oy bayramidan kelib chiqqan. Odamlar yaxshi ob-havo va mo'l-ko'l donlar uchun oyga sig'inib ibodat qilishgan. An'anaviy xitoy madaniyatida oy hosilning ramzi sifatida qabul qilinadi, shuning uchun “Hosil bayrami” 中秋节 qishloq xo'jaligi hosili bilan chuqur bog'liqdir. Vaqt o'tishi bilan “Hosil bayrami” 中秋节 bir oyga sig'inish festivalidan asta-sekin oyga sig'inish, oyni qadrlash, uchrashish, o'yin-kulgi va boshqa tadbirlarni o'z ichiga olgan keng qamrovli festivalga aylandi.

Qishloq joylarda odamlar “Hosil bayrami” 中秋节 kunlarida hosilni nishonlash uchun bir qator tadbirlarni amalga oshiradilar. Jumladan, quritilgan maydon guruchga to‘lib, qishloq yoshlari, bolalari sholi atrofida qo‘shiq kuylab, raqsga tushib, hosildan xursandligini izhor etishadi. Kelgusi yilda mo'l hosil olish uchun tutatqi yoqib, ibodat qilib tadbirlar ham o‘tkazishadi. Bu tadbirlarda dehqonlarning yerga, tabiatga hurmati, shukronaligi to‘la namoyon bo‘ladi. “Hosil

bayrami” 中秋节 va qishloq xo‘jaligi o‘rtasidagi bog‘liqlik nafaqat hosilni nishonlash, balki an‘anaviy urf-odatlarining uyg‘unlashuvida ham namoyon bo‘ladi. Masalan, bayramdagi oyni qadrlash tadbirlarida odamlar oy shirinliklari 月饼ni tatib ko‘rishadi, gul chiroqlardan bahramand bo‘lishadi. Bu urf-odatlar nafaqat an‘anaviy madaniyatni aks ettiradi, balki qishloq xo‘jaligi bilan ham chambarchas bog‘liqdir. An‘anaviy bayram taomi sifatida oy shirinliklari 月饼qishloq xo‘jaligiga tegishli bo‘lgan glyutinli guruch va kunjut urug‘lari kabi ingredientlardan tayyorlanadi.

“Hosil bayrami” 中秋节ning qishloq xo‘jaligiga ta’siri ko‘p qirrali. Bu odamlarning qishloq xo‘jaligidan mo‘l hosil olishga bo‘lgan umid va umidlarini mustahkamlaydi. Kuz o‘rtalarida o‘tkaziladigan bayramda odamlarning yerga, tabiatga bo‘lgan hayrat va shukronaliklarini turli tadbirlar orqali izhor etishi, shubhasiz, aholining qishloq xo‘jaligi mahsulotlariga e‘tibori va g‘amxo‘rligini oshiradi. “Hosil bayrami” 中秋节 ham an‘anaviy dehqonchilik madaniyatini meros qilib olish va rivojlantirishga yordam beradi. Ushbu bayram davomida odamlar nafaqat hosilni nishonlaydilar, balki qishloq xo‘jaligini rivojlantirish uchun doimiy madaniy yordam va ma‘naviy quvvat beradigan turli an‘anaviy urf-odatlar orqali dehqonchilik madaniyatini meros qilib oladi va targ‘ib qiladi.

Jamiyatning uzluksiz rivojlanishi bilan qishloq xo‘jaligining merosxo‘rligi va rivojlanishi va “Hosil bayrami” 中秋节 madaniyati ayniqsa muhimdir. Davlat qishloq xo‘jaligi va qishloq xo‘jaligini rivojlantirishni qo‘llab-quvvatlashni kuchaytirishi, dehqonlarning turmush darajasi va farovonligini oshirishi, shu bilan birga, an‘anaviy madaniyatni muhofaza qilish va meros qilib olishga e‘tibor qaratishi zarur. Qishloq xo‘jaligi va “Hosil bayrami” 中秋节 madaniyati va uning konnotativ qiymati o‘rtasidagi munosabatlarga ko‘proq odamlarga tushunish va e‘tibor berishga imkon berish orqali qishloq xo‘jaligi va madaniyatning muvofiqlashtirilgan rivojlanishini yaxshiroq targ‘ib qilish mumkin, shunda qishloq xo‘jaligi madaniyati va “Hosil bayrami” 中秋节 an‘anaviy urf-odatlari yangi urf-odatlarni yoyishi mumkin. Zamonaviy jamiyatda hayotiylik, shu bilan qishloq xo‘jaligini uning rivojlanishiga ko‘proq turtki va qo‘llab-quvvatlashni ta‘minlaydi. Bir so‘z bilan aytganda, o‘rim-yig‘im timsoli bo‘lgan “Hosil bayrami” 中秋节 odamlarda yerga, tabiatga hurmat va shukronalik hissini uyg‘otadi, shuningdek, odamlarning oila birlashuvi, an‘anaviy madaniyatga bo‘lgan e‘tibori va merosxo‘rligini aks ettiradi. Ushbu ajoyib kunda xitoyliklar “Hosil bayrami” 中秋节ni birgalikda nishonlab, hosil quvonchini his qilib va yaxshi kelajakka umid qilishadi. Yangi yilda ham yaxshi ertangi kunni yaratish uchun astoydil mehnat qilishda davom etishadi.

“Hosil bayrami” 中秋节 mamlakatda an‘anaviy bayram sifatida har yili oila

a'zolarining birga yig'ilish vaqti hisoblanadi. Biroq "Hosil bayrami" 中秋节 mamlakat qishloq xo'jaligini rivojlantirish bilan ham chambarchas bog'liq. Barchamizga ma'lumki, bazida "Hosil bayrami" 中秋节 kuzgi tengkunlik kuniga to'g'ri keladi. O'tmishda kuzgi tengkunlik quyosh atamasi bo'lsa-da, ko'pchilik bunga unchalik ahamiyat bermagan. Ammo qishloq aholisi uchun bu juda muhim, chunki u qishloq xo'jaligining rivojlanishiga ta'sir qiladi va "Hosil bayrami" 中秋节 va kuzgi tengkunlik o'rtasidagi munosabatlar qishloq xo'jaligining rivojlanishiga ham ta'sir qiladi. Qadim zamonlarda mamlakatdada "Hosil bayrami" 中秋节 va kuzgi tengkunlik bir kunga to'g'ri kelganini ko'pchilik bilmasligi mumkin, ammo hozir turli sabablarga ko'ra, "Hosil bayrami" 中秋节 va kuzgi tengkunlik bir kunda emas. Mamlakatda kuzgi tengkunlik har yili taxminan 22 dan 24 sentyabrgacha bo'ladi "Hosil bayrami" 中秋节 kabisa yili bo'ladimi yoki yo'qligi sababli aniqlanmaydi, shuning uchun ba'zida "Hosil bayrami" kuzgi tengkunlikdan oldin yoki keyin paydo bo'lishi mumkin.

Ammo buni ilmiy nuqtai nazardan tushuntiradigan bo'lsak, buni amalga oshirish mumkin. Kuzning o'rtalarida o'tkaziladigan bu bayramda yer va oy o'rtasidagi masofa nisbatan yaqinroq bo'ladi. Tabiiyki, oy tomonidan ishlab chiqarilgan energiya yerga katta ta'sir ko'rsatadi. Ayni paytda ko'plab qishloq hududlarida ekinlar yetishtirishning muhim davrida "Hosi bayrami" 中秋节 kuzgi tengkunlik davriga to'g'ri kelsa, demak, ob-havo tez orada salqinlashadi. Kuzning bevaqt sovishi qurib ketishiga ma'lum darajada ta'sir qiladi. Shudingdek, donning hosildorligiga ta'sir qiladi va ba'zi ekinlar uchun yorug'lik va yorug'likning to'planishiga yordam bermaydi. Qolaversa, qishloqlarda "Kuzgi kun tengligi kirsas, yer tillaga to'ladi" ("秋分一到 大地都充满了黄金") degan naql bor. Bu jumla bu yil "Hosi bayrami" 中秋节 bilan kuzgi tengkunlik bir kunga to'g'ri kelsa, demak hosil mo'l bo'lishining belgisidir. Bundan tashqari, agar "Hosi bayrami" 中秋节 kuzgi tengkunlikdan keyin bo'lsa, bu yil yaxshiroq. "Hosi bayrami" 中秋节da oy yerga nisbatan yaqinroq bo'lsa, Oy kelgan tortishish kuchiga ega bo'ladi. Ekinlarning o'sishiga ta'siri nisbatan kichik. Oxirgi paytlarda ob-havo unchalik tez sovimagani, bu esa ekinlarning yaxshi yorug'lik va harorat sharoitlariga ega bo'lishini ta'minlaydi. Agar "Hosi bayrami" 中秋节 kuzgi tengkunlikdan oldin sodir bo'lsa, bu hodisa yaqqol namoyon bo'ladi. Harorat juda oshib ketishi yoki keskin pasayib ketishi kuzatiladi. Ko'pchilik odamlar o'zlarini juda noqulay his qilishadi, shuning uchun har bir kishi bunday ob-havoga katta e'tibor berishi kerak. Garchi ba'zi qishloq maqollarida qishloq xo'jaligi taraqqiyoti, bayramlar va quyosh atamalari o'rtasidagi

bog'liqlik aks etgan bo'lsa-da, biz buni ilmiy nuqtai nazardan tushuntirishimiz kerak.

Hosil bayrami nafaqat xitoylarning, balki azal-azaldan o'zbek xalqining va boshqa O'rta Osiyo xalqlarining yig'im-terim ishlarini tugallanish munosabati bilan nishonlanib kelinayotgan an'anaviy bayrami ham hisoblanadi.

Mehrjon, Mehrgon — kuzgi teng kunlikda kuz bayrami sifatida o'tkazilgan bayram. Miloddan avvalgi 1 ming yillik boshida bunday kuzgi bayramlar turli joylarda, masalan, Eronda va boshqa joylarda Mehrgon, ko'hna Xorazmda — Chiriruj, Sug'-dda esa Nimsarda nomi bilan mashhur bo'lgan. O'rta yerlarda Mehrgon muhim bayramlardan biri sifatida nishonlanib kelingan. Ba'zi mamlakatlarda Mehrgon davlatning rasmiy bayrami sifatida o'tkazilgan. Shu maqsadda davlat xazinasidan mablag' ajratilgan, sovg'alar tarqatilgan, yurtga osh berilgan, sayillar, musobaqalar, tomoshalar uyushtirilgan. Mehrgon qadimiy dehqonchilik madaniyati bilan bog'liq bayramdir. Musulmon ulamolari bu bayramni zardushtiylikka daxldor udumlar deb, o'tkazilishiga qarshilik ko'rsatishgan. Shu boisdan bo'lsa kerak, Mehrgon bayramini nishonlash asta-sekin to'xtagan. 20-asrning 90-yillaridan Mehrgon bayrami dastlab Tojikistonda, so'ng O'zbekistonda qayta nishonlana boshlandi.

Hosil bayrami — qishloq xo'jaligi xodimlarining an'anaviy bayrami hisoblanadi. O'zbekistonda 1972-yilgacha bu bayram "Paxta bayrami" deb atalgan. Xo'jaliklar, tumanlar, viloyatlar miqyosida o'tkaziladi. Ko'pgina joylarda Hosil bayrami kech kuzda qishloq xo'jaligi ekinlari hosili yig'im-terimi tamomlanishiga qarab nishonlanadi. Bayram kunlari ko'rgazmalar, qishloq xo'jaligi mahsulotlari yarmarkalari o'tkaziladi; badiiy va sport o'yinlari, ot sporti musobaqalari, ommaviy sayillar uyushtiriladi. Mehnatkashlarga mukofotlar topshiriladi. Hosil bayramida qishloq xo'jaligi xodimlari bilan birga shahar va qishloq aholilari, keng jamoatchilik ham ishtirok etadi.

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TEACHING ADJECTIVES TO PRIMARY SCHOOL PUPILS THROUGH INTERACTIVE GAMES

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ABSTRACT

Teaching English to primary school pupils can be a rewarding yet challenging endeavor. Engaging young learners and fostering their language development requires innovative and interactive approaches. Among these approaches, incorporating games into the curriculum has emerged as a highly effective method. This essay explores the significance of using interactive games in teaching English to primary school pupils and discusses various game-based strategies that educators can employ to enhance language learning outcomes.

Keywords: methodology, primary school, English language, educators.

Interactive games offer numerous benefits in the language learning process for primary school pupils. Firstly, games create a dynamic and enjoyable learning environment, fostering intrinsic motivation and active participation among students. By integrating playfulness into the classroom, educators can capture students' attention and maintain their interest throughout the lesson. Additionally, interactive games promote collaborative learning experiences, encouraging peer interaction and communication in English. Through cooperative gameplay, students engage in meaningful social interactions, practicing language skills in authentic contexts.

Moreover, games provide opportunities for experiential learning, allowing students to apply language concepts in practical scenarios. Whether through role-playing, problem-solving, or storytelling activities, games facilitate hands-on exploration of vocabulary, grammar, and language structures. This experiential learning approach enhances retention and comprehension as students actively engage with the language. Furthermore, games promote cognitive development by stimulating critical thinking, decision-making, and problem-solving skills. As students navigate challenges and make strategic choices within game contexts, they develop linguistic and cognitive

flexibility, essential for language acquisition.

Educators can implement various game-based strategies to effectively teach English to primary school pupils. One approach is to integrate language learning objectives into classic games such as Bingo, Scrabble, or Charades. For instance, in Word Bingo, students match spoken words to written ones on their game cards, reinforcing vocabulary recognition and spelling skills. Similarly, Scrabble encourages students to form English words using letter tiles, promoting literacy and word formation abilities.

Another strategy involves using digital platforms and educational apps to gamify language learning. Interactive software and online games offer engaging activities tailored to different language proficiency levels. Platforms like Kahoot! and Quizizz allow teachers to create quizzes and challenges that assess students' understanding of English concepts in a playful manner. Additionally, language learning apps like Duolingo incorporate gamification elements such as rewards, levels, and progress tracking to motivate students and reinforce learning.

Furthermore, educators can design custom-made games that align with specific language learning objectives and classroom themes. For instance, a storytelling circle activity encourages students to collaboratively create narratives using English vocabulary and grammar structures. By building on each other's ideas, students practice oral communication skills while expanding their linguistic repertoire. Similarly, role-playing games provide immersive contexts for students to practice language functions such as greetings, requests, and descriptions in realistic scenarios.

In conclusion, incorporating interactive games into English language instruction for primary school pupils offers a wealth of benefits for both educators and students. By leveraging the inherent enjoyment and engagement of gameplay, teachers can create vibrant learning environments that promote language acquisition and fluency. Through collaborative, experiential, and gamified activities, students develop essential language skills while having fun. As educators continue to explore innovative pedagogical approaches, the integration of interactive games stands out as a valuable strategy for enhancing language learning outcomes in primary school classrooms.

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HUMOR AND SATIRA IN SHAKESPEARE'S WORKS

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ABSTRACT

Typically, Shakespeare's plays are classified into categories such as Comedy, History, Roman, and Tragedy. Comedies by Shakespeare are known for their humor, wit, and intricate wordplay. They often feature disguises, mistaken identities, and complex plots with elaborate resolutions that can be hard to follow.

Keywords: Shakespeare, Comedy, Christian, Antony and Cleopatra, miracle, comedy.

Trying to categorize Shakespeare's comedy plays as a unified group is challenging due to their distinctiveness. The neatly tied-up conclusions in most of Shakespeare's comedies hint at the diverse themes they explore. In "The Merchant of Venice," for instance, love and relationships take center stage. The play features the typical Shakespearean element of two couples. While one woman masquerades as a man, the other faces a distressing situation—being a young Jewish woman lured away from her father by a superficial Christian. The play concludes with all the lovers coming together, rejoicing in their love and favorable outcomes. However, this resolution comes at the price of completely disrupting a man's life.

In "The Merchant of Venice," Shylock, the Jewish character, endures severe consequences for his mistake, losing everything important to him, including his religious freedom. The play almost feels like a fusion of two narratives—a comedic structure intertwined with a personal tragedy. The comedic framework serves to intensify the somber elements, creating a profound and dark narrative.

Similarly, in "Twelfth Night," there is a theme of a man facing humiliation from a disdainful in-group. Just like in "The Merchant of Venice," his suffering is easily dismissed in the artificially contrived comic resolution. Each of Shakespeare's comedies, no matter how vibrant and joyful they may seem, contains a hint of darkness within. "Much Ado About Nothing," much like "Antony and Cleopatra" (which has a tragic structure but comedic elements), is a remarkable example of Shake-

Shakespeare's creative genius. He skillfully combines an ancient mythological love story with a contemporary one, crafting a humorous play where light and dark elements playfully dance around each other like clouds and sunshine on a breezy day. The narrative teeters on the edge of disaster, only to be saved by a cleverly constructed resolution in the end.

Shakespeare's comedies defy easy categorization, as they encompass a wide range of human experiences including sadness, joy, poignancy, tragedy, comedy, darkness, and lightness. The following are the plays generally considered to be Shakespearean comedies: "All's Well That Ends Well," "The Comedy of Errors," "As You Like It," "Cymbeline," "Love's Labour's Lost," "Measure for Measure," "Sir Thomas Moore," "The Merry Wives of Windsor," "The Merchant of Venice," "A Midsummer Night's Dream," "Twelfth Night," and "Two Gentlemen of Verona." Additionally, some other types of Shakespearean plays include history plays, lost plays, masque plays, morality plays, problem plays, Roman plays, romance plays, tragedy plays, and tragicomedy plays. For more humorous content related to Shakespeare, you can explore the funniest Shakespeare quotes, best Shakespeare puns, Shakespeare's best dirty jokes and innuendos, Shakespeare memes, and the origins of comedy plays.

Early Greek comedy was quite different from the serious and dignified nature of tragedy. Aristophanes, a prominent figure in comedy, incorporated various forms of humor, ranging from slapstick to satire and literary parody. Unlike tragedy, which drew on traditional myths and legends, comedy writers used their imagination to create original plots. The primary focus of early comedy was political and social satire. As time passed, comedy evolved to emphasize family dynamics, particularly relationships and the complexities of love. This universal theme has endured through the ages, transcending different cultures and time periods. From ancient Greece to Roman civilization, through the Renaissance in Europe and into modern times, the influence of Greek comedy can be seen in various forms of entertainment such as films and television shows.

In conclusion, both Shakespearean comedies and early Greek comedy share a common focus on human nature and the complexities of relationships, using humor and wit to engage audiences while also exploring deeper themes and moral questions. Their enduring influence on literature, theater, and entertainment highlights the timeless appeal of comedic storytelling that resonates with audiences across cultures and time periods.

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WILLIAM SHAKESPEARE'S LEGACY IN 21 CENTURY

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ABSTRACT

In this article, the importance of the literary heritage of the great English playwright William Shakespeare and The role of Shakespeare in world literature, the scientific and artistic value of his works, the fact that his tragedies contain moral issues of great importance both for the Middle Ages and for the present time, and the connection with the culture of the Renaissance period interprets about his arrival.

Keywords: dramatic, Shakespeare, comedies, tragedy, play, Hamlet'', „Otello''

INTRODUCTION

William Shakespeare is a prominent representative of English literature and a famous playwright who created rare literary sources in the Middle Ages. Shakespeare's literary heritage consists of poetry and drama. "Venus and Adonis" and "Lucretia" epics about Roman history, which he wrote on the basis of a mythological plot in his youth, were warmly welcomed. These works showed that Shakespeare's "Sonnets" written in 1592-1600 were in close contact with the culture of the Renaissance. The publication dates of Shakespeare's works correspond to the time when they were neither written nor staged. There were times when Shakespeare first wrote parts 2-3 of his works consisting of several parts, and then part 1. That is why literary experts prefer to study Shakespeare's dramaturgical works in 4 periods.

Literary review

In the 1st period of Shakespeare's dramatic work, in addition to the epic, the first tragedy ("Titus Andronicus") and comedies ("The Comedy of Errors", "The Temptation of the Maiden"), "Henry VI" (part 2, 1590), "Henry VI" (3rd part, 1591), "Henry VI" (1st part, 1592), "Richard III" (1593) wrote the first chronicles. In the 2nd period, "Richard II" (1595), a "near-tragedy chronicle", "Henry IV" (Part 1, 1597), "Henry IV" (Part 2, 1598) and (1594), "A Midsummer Night's Dream", " He wrote

the romantic comedies "Merchant of Venice" (1596) and the tragedy "Romeo and Juliet" (1595). His famous comedies, such as "Commotion from Nowhere" (1598), "Twelfth Night" (1600), were also published during this period. The masterpieces of the playwright are "Julius Caesar" (1599), "Hamlet" (1601), "Othello" (1604), "King Lear" (1605), "Macbeth" (1606), "Antony and Cleopatra", "Coriolanus". Tragedies like "(1607) constitute the 3rd period of Shakespeare's work. The chronicle "Henry VIII" (1613), "The Winter's Tale" (1611), "The Tempest" (1612) are the products of Shakespeare's late works.

The quality that illuminates all of Shakespeare's work is the image of high moral and spiritual problems. "Romeo and Juliet" is lyrical, "Julius Caesar" is political, "Hamlet" is an intellectual tragedy, and "Othello" is a tragedy of passions, but at the heart of them lie moral issues that are of great importance both for medieval works and for the present time. If the dramatic conflict described in works such as "Julius Caesar", "Hamlet", "Macbeth", "Romeo and Juliet" allowed the characters to know themselves and realize their spiritual strength, then the mind of lost characters such as Othello and Lear is inevitable only when a tragedy occurs, only when doom approaches does it become radiant. Nevertheless, each of them and the heroes of Shakespeare's works in general are mostly strong and courageous people with a strong character, a well-formed mind and moral views, a watchful eye on reality. Shakespeare also created great works of art in the genres of comedy and tragicomedy. The theme of love that overcomes all obstacles is at the center of his comedies full of adventure, imbued with the romance of the Renaissance, depicting scenes of rural life. As in Shakespeare's tragedies, the speech of the characters in his comedies is full of sharp and deep thoughts, jokes and jokes. Shakespeare had a great influence on the development of theater art. His tragedies are among the masterpieces of world literature. Shakespeare's works are still alive today. Despite all his hard work and fame, William Shakespeare did not receive any awards or diplomas...

DISCUSSION AND RESULTS

Shakespeare raised the issues of his time to the level of high socio-philosophical generalizations of events and characters. It represented the exchange of historical conflicts and socio-economic formations that took place over the centuries. „Hamlet” is Shakespeare's longest play and one of the most powerful and influential tragedies in English literature. The play has been retold and changed many times. Hamlet is one of the most famous plays of Shakespeare's lifetime and is still one of the author's most performed works.

The discovery of Shakespeare by the Uzbek audience began in 1935 - with the staging of the tragedy "Hamlet" at the Hamza Drama Theater (now the Uzbek National Academic Drama Theater). After that, Shakespeare's "Othello", "Romeo and Juliet", "Julius Caesar", "King Lear", "Coriolanus", "Two Boys from Verona", "The Casting of the Maiden", "Strange Horses on a Midsummer Night" were performed in Uzbek and Russian theaters in Uzbekistan, such works were staged with great success. Writers and translators such as Gafur Ghulam, Yashin, Uygun, Shaikhzada, Turob Tola, Q. Mirmuhamedov took part in the translation of Shakespeare's works. In recent years, Jamal Kamal directly translated Shakespeare's works from English into Uzbek. The translation of "Hamlet" written by Cho'lpon is a prime example of Uzbek translation art. Despite the fact that Shakespeare's greatest works were written based on other books, Shakespeare's creativity and imagery were the reason why his works were able to retain their influence. The tragedy "Othello" is a tragedy that depicts the bitter fate of human emotions and relationships, dealing with various themes such as racism, love, jealousy, betrayal, revenge and regret, which are timeless and different from each other, and are still performed on professional theater stages today. It is one of the main works on display and has served as a source for many operas, films and literary works.

CONCLUSION

William Shakespeare was named "the most famous Englishman of the Millennium" in a recent survey of the British public. According to UNESCO, Shakespeare is the most translated and published author in world literature. This once again proves that Shakespeare's works will remain our eternal spiritual companions. And this incomparable creation will shine and shine like a bright torch that illuminates the high destinations of spirituality for all generations. He encourages people to appreciate good feelings, to get rid of vices, and to live as real people. Nowadays, the name of William Shakespeare and his priceless works are a great heritage for literature lovers and readers. Many of his royal works continue to amaze readers all over the world even after centuries. All the works of the great writer will serve as examples of high creativity for the next generation.

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THE WORDS AND WORD COMBINATION OF THE ENGLISH LANGUAGE

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ANNOTATION

This article will talk about the words and word combination of the english language. So, the English language is a vast and diverse collection of words and word combinations that have evolved over centuries. English is known for its extensive vocabulary, which has been shaped by various factors like historical events, cultural influences, technological advancements, and more.

Keywords: etymology, words, word combinations, language, sound ,speech, grammatic

АННОТАЦИЯ

В этой статье пойдет речь о словах и словосочетаниях английского языка. Итак, английский язык представляет собой обширную и разнообразную коллекцию слов и словосочетаний, которые развивались на протяжении веков. Английский известен своим обширным словарным запасом, который сформировался под воздействием различных факторов, таких как исторические события, культурные влияния, технологические достижения и многое другое.

Ключевые слова: этимология , слова, словосочетания , язык, звук , речь , грамматика.

INTRODUCTION

A word is a speech unit that serves to mean, show and to express something. The most important language unit that has its own sound shell, serves to name things, processes, persons, signs and quantities, properties, actions and states, communication and relations, has an independent lexical meaning, and is also used in various grammatical meanings and tasks. ; the building material of the sentence.

Word combination syntactically and semantically integrated unit characters, in which the choice of one of the components is made according to the meaning, and

the choice of the second depends on the choice of the first. A lexical compound, like some words, can be an extended part of speech (syntactic group), but it can become an independent sentence in the context of speech when it has the characteristics of a sentence or one of these features. A phrase is an event between a word and a sentence, on the one hand, and a phrase is one of the nominative means of language, which forms a whole, lexically extended noun. Word combinations, like some words, can be an extended part of speech (syntactic group), but once they have the characteristics of a sentence or any of these characters, they can become an independent sentence in the context of speech.

RESULTS AND DISCUSSION

- **Vast Vocabulary:** The English language boasts one of the largest vocabularies of any language, with estimates ranging from 170,000 to more than a million words. This vast lexical resource allows for precise expression and nuanced communication.
- **Word Origins:** English is a language with diverse roots, borrowing words from Latin, French, Germanic languages, and more. This linguistic melting pot has contributed to the richness and complexity of the English vocabulary.
- **Neologisms and Evolution:** English is a dynamic language that constantly evolves. Neologisms, or newly coined words and word combinations, emerge to reflect societal changes, technological advancements, and cultural trends. For example, "selfie," "binge-watch," and "emoji" are modern additions to the lexicon.
- **Wordplay and Creativity:** English speakers enjoy playing with words and creating inventive word combinations. This creativity is evident in puns, portmanteau words (like "brunch" from breakfast + lunch), and literary devices that enhance language aesthetics.

CONCLUSION

Exploring the words and word combinations of the English language unveils a tapestry of linguistic richness, historical influences, and creative expressions. From ancient roots to modern neologisms, English continues to evolve, adapt, and reflect the ever-changing world around us.

- **Historical Depth:** English draws from a myriad of sources, blending Latin, Germanic, French, and more, creating a mosaic of vocabulary that tells the story of cultural exchange and linguistic evolution.
- **Innovative Spirit:** The English language is not static but dynamic, with speakers continually inventing, adapting, and reshaping words and expressions to capture new concepts, technologies, and social phenomena.

- Creative Play: Wordplay, puns, portmanteaus, and literary devices showcase the creative spirit of English speakers, infusing language with humor, depth, and nuance.

- Expression and Communication: At its core, the English language serves as a tool for expression, communication, and connection, enabling individuals to share ideas, emotions, stories, and experiences. In delving into the words and word combinations of the English language, we appreciate not just the vocabulary itself but the cultural, social, and historical contexts that shape language use and perception. Language is a living entity that embodies the essence of human creativity, diversity, and evolution. As we navigate the endless possibilities of words and their combinations in English, we celebrate the beauty and complexity of language—a boundless realm where expression knows no bounds. So, whether you're crafting a witty pun, reveling in the beauty of poetry, or simply engaging in everyday conversations, remember the power and magic that words hold. The English language, with its words and combinations, invites us to explore, connect, and celebrate the art of communication in all its forms. If you ever find yourself pondering the depths of language again or seeking new linguistic adventures, know that the world of words is always ready to enchant and inspire!

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SPEECH CORPORA IN TEACHING ENGLISH AS A SECOND LANGUAGE

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ABSTRACT

This thesis examines the innovative applications of speech corpora in English language teaching, focusing on how advances in technology and linguistic research have reshaped pedagogical approaches. By analyzing the impact of speech corpora on language proficiency, pronunciation accuracy, listening skills, discourse analysis, and personalized learning experiences. Also, it aims to unravel the transformative potential of incorporating speech corpora into English language instruction. Furthermore, the thesis aspires to offer practical recommendations for harnessing the full potential of speech corpora to promote effective language learning, enhance communicative competence, and adapt to the evolving needs of English language learners in diverse educational contexts.

Keywords: speech corpora, innovative applications, speech recognition and natural language processing, cognitive science, accessibility

The use of speech corpora in teaching English as a second language (ESL) has gained increased attention and importance in recent years. Speech corpora, which are collections of spoken language data that are representative of a particular language or dialect, have proven to be valuable resources for language learning and teaching. This paper aims to explore the role of speech corpora in ESL pedagogy, focusing on their use as a tool for improving learners' listening and speaking skills.

The advent of speech corpora has opened up a plethora of innovative applications across diverse fields, revolutionizing the way we interact with and analyze spoken language data.¹ Speech corpora, which comprise large collections of spoken language samples, have transcended traditional linguistic research and educational settings to find applications in fields such as speech recognition, natural language processing, artificial intelligence, psychology, and healthcare. With the help of the current thesis, we would like to explore the innovations of speech corpora in teaching

¹ Aijmer, K. (2009). *Corpora and language teaching*. Amsterdam: John Benjamins.

English, encompassing its impact on language proficiency, pronunciation accuracy, listening skills, discourse analysis, and personalized learning experiences.

The significance of speech corpora in language teaching lies in their ability to provide learners with authentic and natural language input. By exposing learners to real-life language use through recordings of native speakers, speech corpora offer a more holistic and contextually rich learning experience compared to traditional textbooks and printed material. This exposure to natural language helps ESL learners develop better pronunciation, intonation, and voice modulation, ultimately enhancing their oral communication skills.

In terms of **language and dialectology studies**, speech corpora have provided linguists and dialectologists with invaluable resources to study regional variations, language evolution, and sociolinguistic patterns. By compiling diverse speech samples from different geographic locations and demographic groups, researchers can analyze phonetic, lexical, and syntactic features to unravel the subtleties of language variation and change. This has implications for preserving linguistic diversity, understanding language contact and diffusion, and documenting endangered languages. Moreover, speech corpora contribute to the development of dialect identification systems, language revitalization efforts, and cross-cultural communication studies.

In the realm of **psycholinguistics and cognitive science**, speech corpora have proven to be indispensable for studying language acquisition, processing, and cognitive mechanisms underlying speech perception. Researchers leverage speech corpora to investigate speech segmentation, prosody comprehension, lexical access, and syntactic parsing, shedding light on the intricate interplay between language and cognition.² Furthermore, longitudinal speech corpora aid in tracking language development in children, uncovering milestones in language acquisition, and examining the impact of environmental factors on linguistic behavior.

Speech corpora have also made significant strides in the domain of **healthcare and accessibility**. These resources have been instrumental in developing speech-based diagnostic and therapeutic tools, such as speech recognition systems for medical transcriptions, voice-controlled assistive technologies for individuals with disabilities, and speech rehabilitation applications for individuals with speech disorders. Moreover, speech corpora empower researchers to investigate linguistic markers of cognitive decline, neurological disorders, and emotional states, contributing to advancements in early detection and intervention for various conditions. Medical professionals and researchers can use speech corpora to analyze speech patterns and charac-

² Flowerdew, J. (1993). Concordancing as a tool in course design. *System*, 21(3), 231–243

teristics to detect health problems. For instance, analyzing changes in vocal characteristics such as pitch, rhythm, and intensity can help identify speech impairments, neurological disorders, or even early signs of diseases like *Parkinson's or Alzheimer's*.³ By comparing speech data from healthy individuals and patients, researchers can further explore patterns and develop diagnostic tools that aid in early detection and prevention.

In the realm of **education and language learning**, speech corpora have revolutionized the pedagogical landscape by providing authentic spoken language data for language instruction and assessment. Educators leverage speech corpora to develop interactive language learning materials, pronunciation training tools, and automated speaking assessments, providing learners with immersive and personalized language learning experiences.⁴ Additionally, speech corpora enable instructors to create tailored language resources for specific proficiency levels, learning objectives, and cultural contexts, fostering a dynamic and engaging learning environment. Speech corpora can provide a vast amount of diverse spoken language data that can be used to train learners in pronunciations, intonations, and other aspects of language learning. By exposing learners to a wide range of authentic speech samples, they can develop better speech recognition and production skills. Furthermore, the availability of speech corpora in multiple languages and dialects offers opportunities for effective cross-linguistic comparisons and learning strategies.⁵

Overall, the integration of speech corpora in ESL teaching offers a promising avenue for enhancing the quality and effectiveness of language instruction. By providing learners with authentic language input, personalized learning experiences, and opportunities for research and assessment, speech corpora play a crucial role in empowering ESL learners to develop their oral communication skills and achieve language proficiency. This paper will further explore the applications and implications of speech corpora in ESL pedagogy, with a focus on their potential to transform language teaching and learning in the digital age.

The multifaceted impact of speech corpora underscores their pivotal role in shaping the future of language-related research, technological innovation, and human communication, propelling us toward a more connected, inclusive, and linguistically diverse world.

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THE SECOND WORLD WAR IN AMERICAN LITERATURE

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ABSTRACT

Post-World War II American literature was marked by a number of significant developments and changes. The war had a profound impact on American society and culture, and this was reflected in the literature of the time. Post-World War II American literature is characterized by a variety of themes and styles. One of the most significant developments of this period was the emergence of the Beat Generation, a group of writers who rejected mainstream American culture and sought to explore new forms of expression. The Beat writers, such as Jack Kerouac and Allen Ginsberg, often wrote about experiences of drugs, sexuality, and spirituality, and their work had a significant influence on later writers and artists. Another important trend in post-World War II American literature was the rise of the Civil Rights Movement, which inspired a wave of African American writers who sought to explore themes of identity, oppression, and resistance. Toni Morrison, James Baldwin, and Ralph Ellison are some of the most notable writers of this period, and their work remains influential today. Post-World War II American literature was also marked by a growing sense of disillusionment with the American Dream, as writers began to question the values and ideals of mainstream society. This trend can be seen in the work of authors such as J.D. Salinger and Kurt Vonnegut, who portrayed characters who were alienated from mainstream society and struggled to find meaning in their lives. [1]

Keywords: Post-world war II, American literature, beat generation, modernist writers.

INTRODUCTION

The Post-World War II era in American literature was characterized by a sense of disillusionment and skepticism towards traditional values and institutions. The trauma and devastation of the war had left a deep impact on the collective psyche of Americans, and this was reflected in the literature of the time. One of the most signif-

icant literary movements of the post-war era was the Beat Generation, which emerged in the 1950s. The Beat writers rejected mainstream values and celebrated non-conformity, experimentation, and spontaneity. Their works often explored themes of alienation, self-discovery, and the search for meaning in a world that seemed devoid of it. Prominent writers associated with the Beat Generation include Jack Kerouac, Allen Ginsberg, and William S. Burroughs. Another important literary movement of the post-war era was the confessional poetry movement, which emerged in the late 1950s and early 1960s. This movement was characterized by poets who wrote deeply personal and often autobiographical works that explored themes of love, loss, and mental illness. Prominent poets associated with the confessional poetry movement include Sylvia Plath, Robert Lowell, and Anne Sexton. In addition to these movements, there were also many writers who explored the impact of the war on American society and culture. For example, Joseph Heller's *Catch-22* satirized the absurdity of war and military bureaucracy, while Kurt Vonnegut's *Slaughterhouse-Five* explored the psychological trauma of war and the nature of time. Overall, the post-World War II era in American literature was marked by a rejection of traditional values and institutions, a focus on personal experience and self-expression, and an exploration of the impact of war on individuals and society. [2]

Literature review

All aspects of American life after World War II were affected to a greater or lesser extent by the Cold War political climate during the years after the war. What might be surprising to many, however, is that literature and culture were among the aspects of American life that were *most* affected by the Cold War. This fact should not really be surprising, though. A cold war is a cultural war, and the principal American goal in the Cold War was to convince the rest of the world that the American way of life was superior to the Soviet way of life. Meanwhile, one of the most important strategies in this effort was a multi-pronged attempt to demonstrate that the art and literature of the West (and especially of the United States) was more complex and sophisticated than the art and literature of the Soviet Union. The problem with this effort, of course, was that the United States had never given much priority to art and literature prior to the Cold War, preferring to think of itself as a practical, can-do nation that could solve material problems (and defeat enemies) with science, engineering, hard work, and ingenuity. Art and literature, on the other hand, were typically treated as marginal luxuries in American society. The increased emphasis on art and literature in the United States that came with the Cold War led, not only to an increase in literary and artistic production (often aided with subsidies from the U.S. government), but also to an increased emphasis on education in the arts and humani-

ties. This emphasis, among other things, led to precipitous increases in enrollments in these areas in American universities and triggered a severe understaffing in humanities faculties across the U.S. It takes many years to train a new professor, so it was not a simple matter of ramping up hiring. American universities had to find new and more efficient stop-gap ways to teach things such as literature while new professors were being trained, so that classes could be larger and many of them could be taught by graduate students who were not yet fully qualified to be professors. [3]

DISCUSSION AND RESULTS

World War II touched virtually every part of American life, even things so simple as the food people ate, the films they watched, and the music they listened to. The war, especially the effort of the Allies to win it, was the subject of songs, movies, comic books, novels, artwork, comedy routines every conceivable form of entertainment and culture. Moreover, in many cases these works and their creators were actually part of the war effort. Writers, illustrators, cartoonists, filmmakers, and other artists used their skills to keep the public informed about the war and persuade people to cooperate with the government's [Home Front](#) programs-like scrap drives and rationing. In short, World War II and the popular culture of that era are interconnected; the story of one cannot be fully told without the story of the other. The prospect of another world war began creeping into the American imagination even before the attack on Pearl Harbor. [4]

CONCLUSION

In conclusion, American art experienced enormous changes throughout the history. Until the 1940s, it was under the pressure of European styles. However, the Second World War changed the balances and caused the birth of a pure American art, Abstract Expressionism which is away from old traditional genres. Influenced by the “zeitgeist” of the American society, their sub-conscious feelings, social experiences, psychological conditions, each artist developed their distinguished styles. To reflect the effects of war and criticize it, they followed different methods of applying paint. First Generation of Abstract Expressionists including Jackson Pollock, Willem de Kooning, Mark Rothko and Barnett Newman used either thick layers of paint, broad fields of color or straight lines to form their works. Their paintings were carrying hard brush strokes since they felt the effects of the war more intensely in the forties. On the other hand, the Second Generation artists, Joan Mitchell and Helen Frankenthaler reflected the after math atmosphere with their softer lines, symbolic usage of colors, and shapes. Sub-conscious feelings, existentialist philosophy, alienation, dis-

tortion, escape of reality, dehumanization, loss of sense of faith, reaction, absurdity and ambiguity were the main subjects of all these already mentioned artists of Abstract Expressionism. Toward the end of 1950s, American art of Abstract Expressionism began to lose its effectiveness. [5]

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BUGUNGI KUNDA OLIY TA'LIM MUASSASALARI TALABALARI MUSTAQIL TA'LIM OLIISH ORQALI TA'LIM SAMARADORLIGINI OSHIRISH KO'NIKMALARI

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ANNOTATSIYA:

Talabalarning mustaqil ta'lim faoliyatini tashkil qilishda alohida yondashuvni amalga oshirish muhim ahamiyatga ega, bunda shaxsiy yondashuv, ko'pincha, taklif etilgan vazifalar mazmuni orqali tanlov asosida amalga oshiriladi. Ushbu maqolada muallif tomonidan bugungi kunda oliy ta'lim muassasalari talabalari mustaqil ta'lim olish orqali ta'lim samaradorligini oshirish, ularning bilish qobiliyatlarini rivojlantirish borasida fikr yuritilgan.

Kalit so'zlar: mustaqil ta'lim, mustaqil faoliyat, mustaqil ish, oliy ta'lim, natija, analiz, tajriba, ta'lim tizimi, uzluksizlik, talaba.

MODERN UNIVERSITY STUDENTS HAVE THE SKILLS TO INCREASE THE EFFECTIVENESS OF EDUCATION THROUGH INDEPENDENT LEARNING

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ABSTRACT:

It is important to implement a special approach in the organization of independent educational activities of students, in which the personal approach is often carried out on the basis of selection through the content of the proposed tasks. In this article, the author reflects on the improvement of educational efficiency and the development of cognitive abilities of students of higher educational institutions today through independent education.

Keywords: independent education, independent activity, independent work, higher education, result, analysis, experience, educational system, continuity, student.

KIRISH

Jahon ta'lim sohasidagi rivojlanish tendensiyalari axborotlashgan jamiyatda o'qitishning zamonaviy tizimini kengroq joriy etish va ularning samaradorligini yanada oshirishning dolzarbligini ko'rsatmoqda. Yevropa mamlakatlariga xos global ta'lim muhitini shakllantirishga ilmiy yondashuvlar shuni ko'rsatadiki, ta'limning uzluksizligi va amaliy yo'nalganligini ta'minlash, mustaqil ta'lim olish, ijodiy rivojlanishga yo'naltirish, o'qitishning yangi formatlarini faol rivojlantirishda zamonaviy ta'lim tizimini yaratish va ulardan foydalanish mexanizmlarini takomillashtirish alohida ahamiyat kasb etmoqda.

Rivojlangan davlatlar ta'lim tizimining asosiy talablaridan biri zamon talablariga javob bera oladigan, har tomonlama yetuk, raqobatbardosh, qo'yilgan muammoni mustaqil hal qilish layoqatiga ega, o'z ustida ijodiy ishlab boradigan mutaxassislar tayyorlashdir. Bu xususiyatlarga ega bo'lgan kadrlarni tayyorlashda mustaqil ish tayyorlash alohida o'rin tutadi, chunki axborot va bilimlar doirasi jadal sur'atlar bilan rivojlanib borayotgan hozirgi kunda hamma ma'lumotlarni faqat dars mashg'ulotlarida berib bo'lmaydi.

Qo'yilgan muammo va vazifalar bo'yicha ma'lum yechimga kelish hamda uning optimal variantini tanlash uchun kerakli bo'lgan mustaqil fikrlash ko'nikmasi mustaqil ijodiy ishlash jarayonida shakllanadi va mustahkamlanib boradi. Yuqori malakali kadrlar tayyorlashning muhim omillaridan biri – bu ta'lim sifati va samaradorligini oshirishdir. Ta'lim sifati va samaradorligini oshirishda o'qitishning zamonaviy usullari, shakl va vositalari, muammoli o'qitish, xususan, mustaqil ishning noan'anaviy metodlari ham muhim o'rin egallaydi. Zamonaviy ta'lim jarayoni bu talabalarga faqat bilim berish, ularda fikrlash qobiliyatini rivojlantirish, olingan bilimlardan foydalanish bo'yicha o'quv ko'nikmalarini shakllantirishdan iborat bo'lmay, balki ularga mustaqil bilimlarni qidirib topish, o'zlashtirish shakllari, usullari, vositalarini o'rgatishdan iborat.

O'quv faoliyati metodi sifatida mustaqil ta'lim hozirgi davrda shaxsning zarur turini shakllantirish vositasidir. Mustaqil ta'lim jarayonida o'qitishning maqsadi-ob'ektiv voqelikni yetarli darajada aks ettiruvchi faoliyat ko'rsatuvchi o'z-o'zini rivojlantiruvchi bog'lanishlar tizimini shakllantirish har bir talabaning shaxsiy maqsadiga aylanadi.

Dinamik tizimni shakllantirish ishlari har bir talabaning ongida bajarilishi kerak va uni hech kim bajara olmaydi. Lekin bu ish o'ta murakkab va talabadan ko'p

energiya talab qiladi. Shuning uchun uning muvaffaqiyati o'qituvchining malakali yordamini talab qiladi.

Uning mazmuni va tuzilishida talabaning bilish mustaqilligini, didaktik maqsadlarni mustaqil hal etish zaruratini shakllantirishga qaratilgan tobora murakkab vazifalar tizimidir.

Mustaqil ta'lim jarayonida mustaqil ish ta'lim vositasi va o'qitish shakli hamda ilmiy bilim sifatida didaktik ziddiyat shakllari va vositalari qo'yilgan.

Bu ikki tomonning to'liq birligiga erishish har bir mustaqil ish aniq bilish vazifasini shakllantiradigan bo'lsa, u holda o'rganish asosan o'zining rivojlantiruvchi va o'rgatish vazifalarini yo'qotadi.

Vazifani hal etish o'qituvchiga talabaning o'quv jarayonini maqsadga muvofiq boshqarish va kerakli nazoratni amalga oshirish imkonini beradi.

Mustaqil ta'limni biz shunday ta'lim vositasi deb hisoblaymiz:

- ❖ didaktik tizimga mos keladi;
- ❖ O'qituvchining bilimdan bilimgacha bo'lgan harakatining har bir bosqichida bilim vazifalarining muayyan auditoriyaini hal qilish uchun zarur bilim, ko'nikma va malakalar hajmi va darajasini shakllantiradi va shunga mos ravishda aqliy faoliyatning past darajasidan yuqori darajalariga o'tadi;
- ❖ talabalarning bilim mustaqilligi va faoliyatiga psixologik munosabatni rivojlantiradi;
- ❖ talabalar o'zlari tomonidan amalga oshiriladi,
- ❖ o'quv jarayonida individual yondashuvni amalga oshirish imkonini beradi.

O'quv jarayonida mustaqil ta'lim faoliyatni faollashtirish vositasi vazifasini bajaradi va quyidagi vazifalarni bajaradi:

- Mustaqil ta'lim ijodiy bilimlarni ongli o'zlashtirish, chuqurlashtirish va kengaytirish uchun yordam beradi;
- Mavzuni ijodiy o'rganish bo'yicha mavjud ko'nikmalar takomillashtiriladi va yangilari ishlab chiqiladi,
- Talabaning mustaqil harakatlari muayyan fanning ilmiy bilish usullarini anglaydi, ijodiy bilishning zarur ko'nikmalarini egallaydi.

Bu o'quv bilimlarining eng boshlang'ich bosqichi bo'lib, unda tafakkur va bilimlar dastlabki munosabatga kirishadi. Bu holda talabalarning faolligi past bo'lib, bilim mustaqilligi faqat eng past darajada – qayta ishlab mustaqillik darajasida shakllanishi mumkin. Ilgari egallangan bilimlarni tanlab aktallashtirish zarur bo'lgan vaziyatlarda tafakkur va bilimlarning o'zaro bog'liqlik darajasi yuqori bo'ladi.

Bunday hollarda barcha mavjud bilimlardan kelib chiqib, talaba aynan shu bilimlarni, shuningdek, bir qator individual yuksak rivojlangan, lekin u tomonidan amalga oshiriladigan tor ko'nikmalarni masalalar yechish jarayonida amalga oshiriladigan harakatlar ketma-ketligi va yo'l-yo'riqlariga muvofiq amalga oshiradi. Darhaqiqat, talaba topshiriq va bilimlarni o'zaro bog'laydi, topshiriq shart-sharoitlarini tahlil qiladi, muayyan bilimning potensial imkoniyatlarini muammoni hal yetish usuli sifatida ochib beradi, bu esa uning faolligini yuqori darajada ta'minlaydi.

Topshiriq shartlarining, uning talablari va bilimlarining mos kelishi kognitiv ziddiyatni ochib bersa, talaba tomonidan anglash ilmiy haqiqatni izlashga "jalb etish samarasi" bo'lsa, talabaning faolligi yanada ortadi. Faoliyatning bu darajasi faqat muammoli vaziyatlar yaratish va olingan muammolarni hal qilish sharoitidagina mumkin. Bunday holatda talabaning tanqidiy tafakkuri mahsuldor bo'lib, odatda, mavzu ichi va mavzulararo bog'lanishlarga asoslangan bilimlarni keng Kross-tizimga o'tkazish bilan birga olib boriladi. Shu bilan birga, bilim mustaqilligi yuqori darajalarda (qisman-izlanish va ijodiy mustaqillik) talabalarning bilish faoliyatini muvaffaqiyatli shakllantirish, bir faoliyatning ikkinchisi bilan almashinishining alohida sharti sifatida shakllanadi. Bu esa talabalarning bilim va bilish faoliyati usullarini o'zlashtirishining reproduktivligi va ijodiy xususiyatiga asoslanadi. Real ta'lim jarayonida bilish faoliyatining bu komponentlari o'rtasidagi munosabatlar dialektikasi juda murakkabdir. U bilish ob'ektidan ham, sub'ekt nerv sistemasining psixofiziologik xususiyatlaridan ham kelib chiqadi, bu esa faoliyat jarayonlarida psixofiziologik funksiyalarning almashinishini o'zgarishini nazarda tutadi. Bu tamoyilning buzilishi talabalarda salbiy ruhiy holatlarning paydo bo'lishiga olib keladi, bu ularning ishlashiga va bilimlarining sifatiga ta'sir qiladi.

Shu bilan birga, bir qator nashrlar mustaqil ta'limning o'ziga xos xususiyatlarini aniqlashga harakat qilib, uning o'quv jarayonini aktivlashtirishdagi katta roldan kelib chiqadi. Tadqiqotchilar mustaqil ta'limning o'ziga xos xususiyatlarini harakatlantiruvchi kuchlar deb biladilar va unda talabalarning o'z motivlari harakat qiladi [1, 3]. O'quv, ijtimoiy va mehnat faoliyatining turli turlarida mustaqillikni shaxs sifati sifatida shakllantirish masalasini hisobga olib, ular talabalarning o'z faoliyatining ulkan rolini ta'kidlaydilar.

Mustaqil ta'lim quyidagi vazifalarni hal etishga hissa qo'shadigan ko'p o'lchovli hodisa sifatida qaraladi: bilim o'zlashtirishning ongi va kuchini oshirish; har bir mavzu dasturiga muvofiq ko'nikma va malakalarni shakllantirish va turli manbalardan mustaqil bilim olish, ularni chuqur tushunish va tizimga kiritish; olingan bilim, ko'nikma va malakalarni hayotda qo'llash muammosini hal qilish, ijtimoiy

foydali ish-sanoat va ichki; talabalarning bilish qobiliyatlarini rivojlantirish, kuzatish, inkvizitivlik, mantiqiy fikrlash, bilim olishda ijodiy faollik va boshqalar.; aqliy va jismoniy mehnat madaniyatini shakllantirish; maqsadga yerishishda mustaqillikni tarbiyalash; samarali mustaqil ishlash ko'nikmalarini shakllantirish.

Talabalarning mustaqil ta'lim bilish faoliyatining asosiy vazifasi hisoblanadi. Uni auditoriya-amaliy mashg'ulotlarda tashkil etish mustaqil ishlarning har xil turlari va turlaridan foydalanib amalga oshiriladi.

Talabalarning mustaqil ta'limi-axborot olishga, bilim va tajribani shakllantirishga qaratilgan ongli faoliyatdir. Uni to'g'ri tashkil etish o'qituvchi ishining natijasi va talabalar muvaffaqiyatiga bevosita ta'sir ko'rsatadi. O'qituvchining bu faoliyatni tashkil etish va boshqarish qobiliyati uning pedagogik mahoratining asosiy ko'rsatkichlaridan biridir. Har bir talabaning qobiliyatlari va ularning imkoniyatlaridan kelib chiqqan holda, o'qituvchi o'qitishning shunday usullari, metodlari va texnologiyalarini tanlay olishi kerakki, bu belgilangan ta'lim-tarbiya maqsadlariga erishish imkonini beradi. Guruxda ayrim talabalar doimo faol, tez va qiziqish bilan o'qituvchining har qanday bilim va vazifalarini bajaradilar, boshqalari yesa o'qitishga inert va befarq bo'ladilar.

Nima uchun? Dunyoning yetakchi o'qituvchilari o'quv jarayonini shunday tashkil etish mumkinki, barcha talabalarning bilim qiziqishi va faolligi yuqori bo'ladi. Buning uchun faoliyatda, eng avvalo, o'qitishda rivojlanadigan va shakllanadigan bilishga qiziqishni shakllantirish lozim. Bilish qiziqishlarini shakllantirish shu imkoniyatni beradigan o'quv predmetlarining mazmuni orqali hamda talabalarning mustakil ishlashlarni tashkil etish orqali yuzaga keladi. Shuning uchun o'quv materialining mazmunini puxta tanlash, ilmiy bilimlar tarkibidagi boyliklarni ko'rsatish juda muhimdir. Hayratlanish-bilishga kuchli rag'bat, uning birlamchi elementidir. Qiziquvchanlik bilish jarayonini boshqaradi, qiziquvchanlik qiziquvchanlikni hosil qiladi. Ijobiy his-tuyg'ular va kuchli irodali harakatlar faol bilishning kelib chiqishida. Kognitiv qiziqish va qiziquvchanlik bilimlarni faol egallash, qiziqtirgan savollarga faol javob topish va tajriba orttirishning psixofiziologik jarayonlarini o'z ichiga oladi. Aqliy va amaliy o'quv-bilish jarayoni esa qanchalik faol bo'lsa, uning natijasi shunchalik samarali bo'ladi.

Mustaqil ta'limni faollashtirish tamoyillari bugungi kunda dinamik, intensiv, maksimal darajada mustaqil, samarali pedagogik usul va texnologiyalarga asoslangan ta'lim jarayonining o'ziga xos xususiyatlarini hisobga olgan holda belgilanishi lozim. Bugungi kunda eng dolzarbi talabaning o'quv faoliyatidagi shaxsiy mavqeiga asoslanganlardir. Mustaqil ishlarni tashkil etishning turli shakllari, talabalarning mustaqilligini rivojlanishiga ta'sir yetuvchi o'qitish usullari va metodlarini izlab

topish o'qituvchining asosiy vazifalaridan biridir. Muayyan tarbiya usullarini tanlashda unumli natijaga intilish kerak.

Mustaqil ta'limni faollashtirish usullarini tanlash dars turi, uning ta'limiy va rivojlantiruvchi maqsad va vazifalari hamda dars mazmuniga ham bog'liq. Rag'batlantirish usullari guruhi katta kichik guruhlarga bo'linadi.

Mustaqil ta'lim haqida so'z yuritar yekanmiz, demak: talabani unga bo'lgan qiziqishi va istagi, topshiriqlarni bajarishga tayyorligi va ongi, shaxsiy saviyasini oshirish istagi, tizimli o'rganish. Lekin bilish faoliyati mustaqilliksiz mumkin emas. Bilish faoliyati va mustaqillik bir-biridan ajralmasdir, faol talabalar odatda mustaqildirlar; talabani o'z-o'zini faolligi pastligi uni boshqalarga qaram qiladi va mustaqillikdan mahrum qiladi.

Talabalar faoliyatini boshqarish an'anaviy ravishda faollashtirish deb ataladi. Mustaqil ish talabalarni baquvvat, maqsadga muvofiq o'qishga, passiv va stereotipik faoliyatni yengishga, aqliy ishda pasayish va turg'unlikka undashning doimiy davom etadigan jarayoni sifatida belgilanadi. Faollashtirishdan asosiy maqsad-talabalar faolligini shakllantirish, ta'lim jarayoni sifatini oshirishdir. Institutimizdagi pedagogik amaliyotimizda talabalarning bilish faoliyatini faollashtirish uchun turli usullardan foydalanamiz. Ular orasida asosiylari xilma-xil shakl, metod va o'qitish vositalari, yuzaga keladigan vaziyatlarda ularning faolligi va mustaqilligini rag'batlantiruvchi shunday birikmalarni tanlashdir. Eng katta faollashtirish ta'siri talabalar o'zlari shakllantirish va munozara va munozaralarda ishtirok o'z fikrlarini himoya kerak bo'lgan vaziyatlarda tomonidan beriladi; savollar berish, baholash va ularning do'stlari javob ko'rib; auditoriyada o'zaro tekshirishlar davomida mutaxassis sifatida harakat; mustaqil ravishda auditoriyadan tashqari ishlar uchun mumkin bo'lgan vazifani tanlash; o'z-o'zini baholash va shaxsiy yutuqlari tahlil o'tkazish; bilim muammolarga bir necha mumkin bo'lgan yechimlar topish; professional muammolarni hal qilish uchun turli yo'llarini izlang.

Talabalarning o'quv jarayonida mustaqil ta'limni faollashtirish talabani shaxsiy sifatlarini hisobga olishda muvaffaqiyatli davom etadi, bu esa birinchi pedagogik shart sifatida belgilanishi mumkin. Bu pedagogik shartning samaradorligi ta'lim jarayonida turli tarbiyaviy vazifalardan foydalanish orqali ta'minlanadi, bu esa talabalarning individual xususiyatlariga tayanish imkonini beradi.

Qaysi sohada bo'lmasin bilimlarni mustaqil ravishda egallashga intilish – talaba faoliyatining ta'lim muassasasidagi eng ajralib turadigan xususiyati, mustaqil o'qib, bilim orttirish asosi hisoblanadi. Ta'lim tizimida mustaqil bilim olish, nazorat qilish mustaqil ta'lim olishning asosiy omillaridan biri hisoblanadi. Mustaqil bilim olishda avvalo, talabalarda mustaqil ishlashga, erkin, ijodiy faoliyat yuritishga va eng

asosiysi mustaqil fikrlashga ehtiyojni shakllantirish lozim. Umuman olganda, fanning o'quv-uslubiy jihatdan qo'llab-quvvatlanishi, oliy o'quv yurtining o'quv jarayoniga raqamli ta'lim resurslarini joriy etishaloqida o'quv ta'limini rivojlantirishga, talabalarni mustaqil yo'naltirishga imkoniyat yaratadi va oliy ta'lim muassasalari o'quv jarayonlarida talabalar mustaqil ta'limining ulushini oshirish zarur.

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TEACHING ENGLISH IN PRESCHOOL EDUCATIONAL INSTITUTIONS USING GAMES

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ABSTRACT:

The article under discussion deals with the English language teaching through games. The authors believe that there are different ways to encourage children to be active, but the most effective are playing games which develop creativity and curiosity. Nowadays, games are an integral part of English language learning. One of the advantages of the games is that all Preschool children work simultaneously. Participation in the games develops the ability to cooperate, to compete without aggression, to be able to lose, to take responsibility. And Preschool children, who want to play, will certainly want to improve their knowledge of a foreign language.

Keywords: Play, English, music, dictionary, methods, dancing, cartoon, motivate, effective, creative, cooperative, advantage, at the same time, ability.

MAKTABGACHA TA'LIM MUASSASALARIDA O'YINLAR YORDAMIDA INGLIZ TILINI O'RGATISH

ANNOTATSIYA:

Muhokama qilinayotgan maqola ingliz tilini o'yinlar orqali o'rgatish bilan bog'liq. Mualliflarning fikricha, bolalarni faollikka undashning turli yo'llari bor, lekin eng samaralisi ijodkorlik va qiziqishni rivojlantiruvchi o'yinlardir. Hozirgi vaqtda o'yinlar ingliz tilini o'rganishning ajralmas qismidir. O'yinlarning afzalliklaridan biri shundaki, barcha maktabgacha yoshdagi bolalar bir vaqtning o'zida ishlaydi. O'yinlarda ishtirok etish hamkorlik qilish, tajovuzkorliksiz raqobatlash, mag'lub bo'lish, mas'uliyatni o'z zimmasiga olish qobiliyatini rivojlantiradi. O'ynashni xohlaydigan maktabgacha yoshdagi bolalar esa, albatta, chet tili bo'yicha bilimlarini oshirishni xohlashadi.

Kalit so'zlar: O'yin, ingliz tili, musiqa, lug'at, usullar, raqs, multfilm, motivatsiya, samarali, ijodiy, hamkorlik, afzallik, ayni paytda, qobiliyat.

ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ С ПОМОЩЬЮ ИГР

АННОТАЦИЯ:

В обсуждаемой статье речь идет об обучении английскому языку посредством игр. Авторы считают, что существуют разные способы стимулирования активности детей, но наиболее эффективными являются игры, развивающие творческие способности и любознательность. Сегодня игры являются неотъемлемой частью изучения английского языка. Одним из преимуществ игр является то, что все дошкольники работают одновременно. Участие в играх развивает умение сотрудничать, соревноваться без агрессии, уметь проигрывать, брать на себя ответственность. А дети дошкольного возраста, желающие играть, непременно захотят улучшить свои знания иностранного языка.

Ключевые слова: Игра, английский язык, музыка, словарь, методы, танцы, мультфильм, мотивация, эффективный, творческий, кооперативный, преимущество, в то же время, способность.

INTRODUCTION

In recent years, the age limit for starting to teach English has been getting shorter and shorter. It is known that the possibilities of learning a foreign language at an early age are truly incomparable. Even K. D. Ushinsky wrote: "A child learns a foreign language in a few months more than we can learn in a few years." The main goal of education and upbringing in the modern educational program is to form a well-rounded person. Teaching a foreign language to children of preschool age is important in the formation of such a personality. The main goal of teaching foreign languages is the personal development of the child through the subject, i.e. to adapt to the multilingual and multicultural situation in the modern world is to create favorable conditions for introducing him to the world of a new language.

There are various ways to encourage children to be active, but the most effective ones are playing games which develop creativity and curiosity. Nowadays, games are an integral part of English language teaching. A Belgian businessman who watched the children studying grammar while playing, said: "It isn't silly at all", thus expressing surprise that a game can be fun and serious at the same time. Games con-

tribute to intensive language practice. They can be used at the beginning of a lesson or at the end to stimulate, reduce tension after a test, to change activities in a lesson. It is important that the games bring joy and help to train language phenomena. One of the advantages of games is that all students work at the same time. Participation in games develops the ability to cooperate, to compete without aggression, to be able to lose, to take responsibility. Games known to learners from their life experience in their native language acquire special significance. The application of games is an effective way of repeating linguistic phenomena. In general, students love games that have an element of luck, because it adds passion for the game. Games with an element of luck include guessing games, games with dice and cards [2]. Most games are competitive in nature, and the winner can be one person or team. Using team and group games helps to reduce the pressure of the competition on one person. With these principles in mind - luck and skill, competition and cooperation, and surprise - which are the basis of all games - a teacher can turn an exercise from a textbook into a game. The use of different games helps to entice children to a foreign language, creates conditions for success in language learning. And students who want to play are sure to want to improve their foreign language skills.

Preschool children should not be taught English; on the contrary, they should play various games in English. Imagine that you want to teach English, but the child does not understand it. In such a situation, you will have to teach children English through games. Because every kindergarten student likes interesting games more than studying.

Parents sometimes complain that their preschool child can describe a picture in English, correctly choose the sentences in the task, but not translate. How, they ask to fix it ... And what is there to fix? If he describes and chooses correctly, he will understand what he is talking about. And the fact that he does not translate into Russian means that his language is formed naturally, and in the future, if the training is built correctly, the child will not translate from Russian to English, but will immediately compose a statement in English.

The place of games in a lesson and the time allocated to a game depend on a number of factors of students' preparation, the material being studied, the goals and conditions of the lesson, etc. For example, if a game is used as a training exercise in the initial fixation, it can be given 20-25 minutes of the lesson. In the future, the same game can be played by repeating the material already passed. The same game can be used at different stages of the lesson. It is necessary to remember that at all attractiveness and efficiency of games it is necessary to observe sense of proportion, otherwise they will tire students and will lose freshness of emotional influence. It is possible to

carry out text listening games without pictures, drawings, pre-arranged questions, text items, etc., these are games for the development of auditory memory. The teacher reads the text at a normal pace and those playing listen. After listening to the text, the teacher suggests writing down words that each participant in the game has remembered. The teacher then reads the text again and gives the task to write down groups of words and memorized phrases.

Preschoolers and younger students have a limited attention span. They cannot do the same thing for long. Frequent change of activity is one of the conditions of successful lessons. Calculating everything is simple - we add 5 minutes to the child's age - this is the time of the child's maximum concentration. These are. 5-6 year olds can do the same for about 10 minutes. It doesn't work the other way around: if kids are bored with what they're doing, it's hard to calm them down.

Therefore, children in the class have time to do many different things: read poetry, color, sing, dance, play, watch cartoons. And all this is not a waste of time, as it seems from the outside, but elements of the lesson. Dance is not just to dance, but to use again, to better memorize words and grammatical patterns. When coloring, children follow the teacher's commands, that is, they develop listening skills and repeat the learned vocabulary - colors, names of objects in the picture, etc. Educational cartoons are also not superfluous. They are short (2-5 minutes), they also repeat learned vocabulary and grammar, and help children relax when they are tired of an active game or a difficult task.

There are different methods of teaching English to children, they are situational, competitive, rhythmic-musical and artistic types.

Situational - includes role-playing games that simulate situations of communication in a specific situation. They, in turn, are divided into games of a reproductive nature, in which children repeat the usual dialogue, apply it to a specific situation, and improvisational games that require changing different models.

Competitive- includes most of the games that contribute to the assimilation of vocabulary and grammar. The one who knows the language material better is the winner. These are all kinds of crossword puzzles, auctions, lotto, board games, command execution, and more.

Rhythm music games are all types of traditional games such as round dances, songs and dances with a choice of partners, which help not only to acquire communication skills, but also to improve the phonetic and rhythmic-melodic aspects of speech. in the spirit of language.

Artistic or creative games are activities on the border between play and artistic creativity, a path for a child through play. They, in turn, can be divided into

dramatization (staging small scenes in English), visual games.

It is important to work with games to bring positive emotions and benefits, and also to serve as an effective incentive when learners' interest or motivation in learning a foreign language starts to diminish. The use of games in foreign language lessons helps the teacher to deepen the personal potential of each student, his positive personal qualities (diligence, activity, independence, initiative, ability to work in collaboration, etc.), to preserve and strengthen learning motivation [5].

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BOSHLANG'ICH SINFLARDA INGLIZ TILINI O'QITISH

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ANNOTATSIYA:

Ushbu maqolada aynan nima uchun boshlang'ich ta'limda ingliz tili o'qitilishi, boshlang'ich ta'limda ingliz tili o'qitish konsepsiyalari, usullari va tamoyili to'g'risida to'liq ma'lumot berib o'tilgan. Yana maqolada boshlang'ich sinflarda ingliz tilini o'qitish davomida qo'llash mumkin bo'lgan metod va texnologiyalar haqida so'z boradi. Ma'lumki, darsning turli xil o'yinlar asosida o'tilishi o'quvchilarning darslarga puxta tayyorlanishi, bilim olishga ishtiyoqi oshishida, malaka va ko'nikmalari shakllanishida yordam beradi.

Kalit so'zlar: konsepsiya, ingliz tili, nutq, ta'lim, usul, tamoyil. metod, interaktiv. "verbalizatsiya", "korrelatsiya", "Quiz show".

TEACHING ENGLISH IN PRIMARY CLASSES

ANNOTATION:

In this article, information was provided about the methods and results of teaching English in education, the decisions, methods and results of English language in education. Also, the article talks about methods and technology that can be applied to learning English in auxiliary classes. It is known that conducting lessons on the basis of various games can help the students to prepare thoroughly for the lessons, with the help of their passion for learning, skills and a lot of help.

Keywords: keywords: concept, English language, speech, education, method, principle. Method, interactive. "verbalization", "correlation", "Quiz show".

KIRISH

Ilmiy manbalarda boshlang'ich ta'limda xorijiy tillarni o'qitish konsepsiyalari va bir necha o'nlab tamoyil (printsip)larni olg'a surilgan. Til o'rganish aqliy faoliyat bo'lganligi tufayli uning psixologik asoslari mavjud. Aqliy faoliyat ruhshunoslikda

ilmiy jihatdan tekshiriladi. Shu munosabat bilan ingliz tili o'qitishning psixologik tamoyillarini tadqiq etish ehtiyoji tug'iladi. Ilmiy manbalarda ingliz tili o'qitishning ikkita psixologik tamoyillari ishlab chiqilgan. Psixologik tamoyillar «verbalizatsiya» (o'zga til amalda faqat og'zaki nutq orqali o'rganiladi) va «korrelatsiya» (ingliz tili materialining muayyan chegarasi aniqlanadi, birinchi galda nutq malakalarini hosil qilish uchun mo'ljallangan til birliklari majmuyi shakllanadi) nomlarini olgan. Ingliz tili o'qitishning tilshunoslik asoslari birmuncha tadqiq etilganligiga qaramay, metodika fanida ingliz tili o'qitishning lingvistik tamoyillari masalasiga kam e'tibor qaratilgan. Ta'lim tizimidagi boshqa fanlardan ingliz tilining farqi bir paytning o'zida, uning ham ta'lim maqsadi, ham ta'lim vositasi ekanligida namoyon bo'ladi. Ingliz tilida nutqiy malakalar (tinglab tushunish, gapirish, o'qish, yozuv)ni egallash ta'limdan ko'zlanadigan maqsad bo'lishi bilan birga, o'rganilayotgan til yangi va foydali axborot olish, yetkazish vositasi maqomini ham oladi. Boshlang'ich ta'limdan ingliz tilini o'qitish juda ham foydali hisoblanadi. Masalan inson til o'rgansa uning dunyoqarashi kengayadi. Yuqori sinfga o'tkanida murakkab fanlarni o'zlashtirishga qiynalmaydi, bir tilni yoshligidan mukammal o'rgangan odam boshqa tilni o'rganishi oson bo'ladi xotirasi ham mustahkam bo'ladi.

Chet tilni muloqot vositasi sifatida o'zlashtirish uchun tabiiy muhit mavjud. Chunki birinchidan, vaqt cheklanmagan, ikkinchidan, jonli nutq vaziyatlarida axborotning to'g'ri talqin etilishini ta'minlovchi omillar mavjud, uchinchidan, o'rganilayotgan chet tilda muloqot qilinayotganturli ijtimoiy vaziyatlarga tushib qolish kuchli ehtiyoj va yuqori motivatsiyaga sabab bo'ladi, to'rtinchidan, o'rganilayotgan chet tilda e'tibor shaklga emas, mazmunga qaratiladi, ingliz tili jonli muloqotda tajribada sinab ko'rib, mustaqil fahmlab o'rganiladi. Eng asosiysi, fikr ifodalashga shaxsiy tashabbus ko'rsatiladi. Shu sababdan, tabiiy ta'lim sharoitida ingliz tili o'zlashtiriladi. Yoshligida til o'rganilsa diqqat e'tibor uning mazmuniga qaratiladi bu esa yanada yaxshiroq o'rganish uchun asos bo'ladi.

Sun'iy muhitdagi ta'lim sharoitida esa ingliz tili o'rganiladi. Ya'ni boshlang'ich ta'limda ingliz tili o'qitish metodikasida til o'zlashtirish va til o'rganish atamallari farqlanadi. «Ingliz tili o'rganish» metodik termini ushbu tilda gapirish, tinglab tushunish, o'qish va yozuv ko'nikma va malakalarining egallanishi ma'nosini ifodalaydi.

Ta'lim sharoiti tushunchalardan kelib chiqib zamonaviy metodikada kichik maktab yoshida ingliz tilini tabiiy muhitda o'zlashtirish va uni maktab sharoitid o'rganilishining ob'yektiv qonuniyatlarini ilmiy jihatdan asoslovchi nazariyalar ishlab chiqilgan. Bolalarni yoshligidan til o'rganishga bo'lgan qiziqishini oshirish mumkin. Masalan, turli xildagi qiziqarli o'yinlar uyushtirish kerak. O'qituvchi

qanchalik interaktiv yondashsa o'rganish samaradorligi shunchalik ortadi. Quyida bolalarni til o'rganishga bo'lgan qiziqishini oshirish usullari, metodlari to'g'risida batafsil yoritib berilgan.

Ingliz tilini o'zlashtirish va o'rganish nazariyalari

Nazariyalar	Mutanosiblik	Tillararo
Qiyoslash mezon	Ingliz tili o'zlashtirish	Ingliz tili o'rganish
Mavqeyi	Qardosh xalq tili, qo'shni davlat tili, ikkinchi til	Chet til
Maqomi	SHaxsning ijtimoiylashuvi, tabiiy nutq vaziyatlarida muloqot va ayrim o'quv predmetlarini o'rganish vositasi	Ta'lim maqsadi va vositasi, o'qitish vositasi, ta'lim jarayonida muloqot vositasi
Motivatsiya	Ichki motivatsiya	Tashqi motivatsiya
Tashabbus	Jonli nutq vaziyatlarida to'satdan paydo bo'lgan fikrni ifodalashga shaxsiy tashabbus ko'rsatiladi	Rejalashtirilgan maxsus ssenariy asosida fikr ifodalash usullari o'qituvchi undovi bilan mashq qilinadi
Kompetensiyalar	Pragmatik kompetensiya sezilarli darajada yuqori o'zlashtiriladi	Kompetensiyalar teng o'rganiladi

Xitoy ixtirochilaridan biri Masru Ibuka mashhur “ Uchdan keyin juda kech” kitobida yozganidek, “... bolaning miyasi cheksiz miqdordagi ma'lumotlarga ega bo'lishi mumkin...” Yana shunga e'tibor qaratish kerakki, 6-7 yoshdagi bolalar ma'lumotlar ma'nosini tushunib emas, mexanik yodlaydi. Shuning uchun ingliz tilini o'rganayotgan boshlang'ich sinf o'quvchilariga darslarni grammatika mavzularini o'rgatishdan boshlamaslik zarur. Aks holda ularning dastlabki qadamiyoq muvaffaqiyatsiz boshlanish ehtimoli katta bo'ladi. Misol uchun, bu jarayon bolalarning charchashi va til o'rganishga bo'lgan qiziqishi susayishiga olib kelishi mumkin. Boshlang'ich sinfdagi bolalarga ingliz tilini o'qitish mas'uliyatli vazifa hisoblanadi. Shu sababli boshlang'ich sinflarga ingliz tilini qiziqarli va samarali o'rgatish uchun quyidagi innovatsion metodlardan foydalanish mumkin: ♣Tayyorlangan dars materiallari:

O'quvchilar ingliz tilini o'rganishda innovatsion metodlarga asoslangan holda tayyorlangan dars materiallaridan foydalanishlari mumkin. Bu materiallar interaktiv o'yinlar, video darsliklar, onlayn resurslar va boshqa multimedia vositalaridan iborat bo'lishi mumkin.

♣Kreativ o'yinlar va mashqlar: O'quvchining qiziqishlarini yanada oshirish uchun turli xil o'yinlar orqali dars o'tish mumkin. Misol uchun, “Simon says” yoki “ Find the hidden objects” kabi o'yinlar orqali o'quvchilar ingliz tilini amaliyotda o'rgana oladilar.

♣Birlashgan taqiqlovchi faoliyat: O'quvchilar ingliz tilini amaliyotda

qo'llashdan zavqlanadigan taqiqlovchi faoliyatga qatnashishi uchun birlashgan taqiqlovchi mashqlar ishlatilishi mumkin. Masalan, bir nechta o'quvchilar bir-biriga savollar berib, javob berishni talab qiladigan "Quiz Show" tuzish mumkin.

♣ Texnikaviy vositalardan foydalanish: Innovatsion metodlardan biri hammasi biri texnikaviy vositalardan foydalanishdir. O'quvchilar interaktiv darsliklar, onlayn lug'atlar va tarjimonlar, mobil ilovalar va boshqa texnikaviy vositalardan foydalanib, o'zlarining ingliz tilini o'rganishini osonlashtirishlari mumkin. ♣ Kommunikativlik va amaliyot: O'quvchilar ingliz tilini o'rganishda innovatsion metodlardan foydalangan holda kommunikativlikni rivojlantirishga ham e'tibor berish kerak.

Hozirgi zamonaviy davrda sinf mashg'ulotlarini ijodkorona yondashuvlar asosida ko'ramiz. Pedagog- o'qituvchilarning bilimi, qobiliyati, mahoratlarini aniqlashda dars mashg'ulotlarigi yondashilgan tamoyil-prinsiplar yoki tanlagan usulining samaradorligi mashg'ulot yakuni va o'quvchilarning dars davomida erishilgan ko'rsatgichlari asosida belgilanadi.

Xulosa qilarkanmiz, ingliz tili darslarida innovatsion usullarni qo'llash davomida o'quvchilarning mantiqiy fikrlash qobiliyatlari bilan birgalikda nutqi ham rivojlanadi. Ta'lim tizimi o'z oldiga barkamol va yetuk shaxsni tarbiyalashni maqsad qilib qo'ygan ekan, kelgusida biz bo'lajak o'qituvchilar yanada mukammalroq metodlar ustida ishlash orqali o'z hissamizni qo'shishimiz mumkin

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DIFFICULTIES AND PROBLEMS IN LEARNING FOREIGN LANGUAGES

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ABSTRACT:

Through this article, the author would like to highlights common problems and difficulties encountered in language learning. In today's developed world, investing in the state through language and developing tourism through it, increasing the enthusiasm of young people to learn is one of the highest points of development. At the same time, the reason for some of the difficulties that may arise in this process is that there are many mistakes, and of course, each of them has its own solution. We will find a solution to such problems through this article.

Keywords: Beginning, hesitation, grammar, mother tongue, rules, pronunciation, consistent, vocabulary.

CHET TILLARNI O'RGANISHDAGI QIYINCHILIKLAR VA MUAMMOLAR

ANNOTASIYA:

Ushbu maqola orqali muallif til o'rganishda uchraydigan umumiy muammolar va qiyinchiliklarni ta'kidlagan. Bugungi rivojlangan dunyoda til orqali davlatga sarmoya kiritish va u orqali turizmni rivojlantirish, yoshlarning bilim olishga ishtiyoqini oshirish taraqqiyotning eng yuqori nuqtalaridan biridir. Shu bilan birga, bu jarayonda yuzaga kelishi mumkin bo'lgan ba'zi qiyinchiliklarning sababi shundaki, xatolar ko'p va ularning har birining o'ziga xos echimi bor, albatta. Biz ushbu maqola orqali ana shunday muammolarning yechimini topamiz.

Kalit so'zlar: Boshlanish, ikkilanish, grammatika, ona tili, qoidalar, talaffuz, izchil, lug'at.

Learning from beginning. The initial stages of learning a new language can

be particularly daunting for many individuals. Starting with mastering the alphabet poses a significant challenge for some, followed by tackling basic greetings and everyday phrases. This hurdle becomes even more formidable when the new language is vastly different from one's native tongue. It is crucial to maintain focus and perseverance during this phase, despite the difficulties. Remember that overcoming these obstacles will not only enhance your language skills but also contribute to personal growth. Envision the day when you will confidently converse with native speakers as motivation to push through the challenges.

Hesitation in speaking. One common challenge in learning a new language is the reluctance to engage with native speakers due to fear of making mistakes and feeling embarrassed. However, it is important to remember that native speakers typically appreciate and support efforts to learn their language. They are usually encouraging and willing to help learners improve by providing corrections and explanations. Just learn tutors, who are native speakers themselves, offer a convenient opportunity to practice and enhance foreign language skills from the comfort of your own home.

Problem with grammar. While grammar may not be the most essential aspect of learning a new language, it still holds significance. It is beneficial to have access to grammar resources and seek assistance when needed to fully grasp the rules. Every language has its complexities in grammar, so it is okay if you initially struggle to comprehend certain aspects. Patience and consistent practice are key to overcoming these challenges.

Thinking in another language. A lot of people think in their mother tongue when they start learning a new language. They tend to translate words in their head right away, which, of course, takes time. However, by doing this, they get more and more confused. Every language speaks for itself, no matter how similar you think your mother tongue is with the language you're learning. I suggest you try not to translate directly. Think in the language you are learning, no matter how many words or phrases you know. Learning foreign languages is a challenging and intricate process that presents difficulties for learners of all ages, including young children, schoolchildren, and university students. English and Uzbek, for example, belong to different language families, leading to phonetic, lexical, and grammatical challenges for language learners. Some common difficulties include:

- Many students struggle with pronouncing the sounds [th] and [ð] due to the absence of these interdental sounds in the Uzbek language.

- Pronouncing the English [r] sound differently from the Uzbek r poses a challenge for students.
- The pronunciation of sounds [t, d] varies between the two languages, making it difficult for some learners.
- The [w] sound is absent in Uzbek, causing confusion with the similar [v] sound in the language.

Staying consistent. Learning a language is a long-term commitment, similar to an endurance race. Success in language learning depends on persistence and dedication over time. The more effort you invest in learning a language, the more proficient you will become. However, maintaining consistency in language learning can be challenging, especially when balancing other commitments. When you are not immersed in a foreign country, learning a new language requires intentional effort and may involve sacrificing other activities or priorities in your life.

Poor vocabulary. Interacting with native speakers can present a challenge in learning a new language due to the issue of limited vocabulary. The vast array of new words and expressions can be difficult to remember and apply in conversation. This is why it is advised to engage in conversations with native speakers, as it provides an opportunity to practice using new words and phrases regularly, familiarize one with synonyms, and enhance vocabulary retention. Additionally, immersing oneself in various forms of media such as newspapers, blogs, movies, TV shows, and radio broadcasts in the target language can also aid in language learning.

In conclusion, a significant barrier to learning a new language is your mindset. If you view the language as difficult and doubt your ability to succeed even with hard work, your brain may not put in enough effort. It's important to maintain a positive attitude and believe in yourself. Learning a foreign language is considered one of the most challenging tasks for the brain due to the significant effort required to navigate complex linguistic structures and adapt to thinking in a different language. Additionally, mastering a foreign language demands time, dedication, and hard work.

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ИННОВАЦИОННЫЙ ПОДХОД К ОБУЧЕНИЮ ИНОСТРАННЫХ ЯЗЫКОВ

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АННОТАЦИЯ:

В данной статье описываются процесс и методы обучения иностранному языку, наука преподавания иностранного языка, метод обучения иностранному языку, в том числе метод изучения деятельности учителей и учащихся, а также методы, используемые при обучении иностранному языку. Рассказывается о видах современных методов и их использовании.

Ключевые слова: методика, инновация, иностранный язык, общение, умения, компетентность, дидактика.

INNOVATIVE APPROACH TO TEACHING FOREIGN LANGUAGES

ABSTRACT:

This article describes the process and methods of teaching a foreign language, the science of teaching a foreign language, the method of teaching a foreign language, including the method of studying the activities of teachers and students, as well as the methods used in teaching a foreign language. The types of modern methods and their use are described.

Keywords: methodology, innovation, foreign language, communication, skills, competence, didactics.

ВВЕДЕНИЕ

Сегодня основное внимание уделяется студенту и его личности. Поэтому основная цель современного учителя - это выбор методов и форм организации учебной деятельности, оптимально соответствующих поставленной цели личностного развития обучающихся. В последние годы все чаще поднимается вопрос использования новых информационных технологий в школах. Это не только новые технические средства, но и новые формы и методы обучения, но-

вый подход к образовательному процессу. Основная цель обучения иностранным языкам – формирование коммуникативной культуры школьников и развивать, обучать практическому владению иностранным языком.

Обсуждение и результаты

Задача преподавателя – практическое овладение языком каждым учеником. Создать условия для проявления каждым учеником своей активности и творчества заключается в выборе таких методов обучения, которые позволяют. Задача преподавателя – активизировать познавательную деятельность ученика в процессе обучения иностранным языкам. Совместное обучение, проектная методология, использование новых информационных технологий. Интернет, современные педагогические технологии как ресурсы личности в образовательном процессе и целенаправленный подход помогают реализовать и обеспечить индивидуализацию и дифференциацию обучения с учетом способностей детей, их уровня обучения.[1] Формы работы с компьютерными обучающими программами на уроках иностранного языка включают: изучение лексики; попрактиковаться в произношении; обучение диалогической и монологической речи; написать; развитие грамматических навыков. Возможности использования ресурсов Интернета огромны. Глобальный Интернет обеспечивает условия для студентов и преподавателей, находящихся в любой точке мира, для получения всей необходимой информации: страноведческих материалов, новостей молодежи, статей из газет и журналов и другие. С помощью интернета на занятиях по английскому языку можно решить ряд дидактических задач: навыки чтения с использованием материалов глобальной сети информирование навыков; улучшение писательской способности школьников; пополнение словарного запаса учащихся; формирование мотивации студентов к изучению английского языка. Кроме того, эта работа является кругозором школьников. Расширение с участием коллег из англоязычных стран устанавливает и поддерживает деловые связи.[3] Он направлен на организацию возможностей Интернет-технологий. Студенты могут принимать участие в онлайн-тестах, викторинах, конкурсах, олимпиадах, переписываться со сверстниками из других стран, общаться в чате, участвовать в видеоконференциях.

Компьютерные технологии используются на кафедре в двух направлениях: использование. Интернет широко используется как источник дополнительных материалов для преподавателя при подготовке к занятию, написанию учебных пособий. Материалы могут распечатываться и использоваться в ходе традиционного занятия. Тем самым пользователь Интернета получает доступ к актуальной и аутентичной информации, которую трудно отобрать из других

источников. Так, например, кафедра широко использует текстовой материал, а также инструкции к лекарственным препаратам из закрытых американских и немецких источников, на пользование которыми было получено специальное разрешение. Это повышает интерес обучающихся, усиливает их мотивацию к изучению языка.

ЗАКЛЮЧЕНИЕ

В заключение можно сказать, что применение инновационных методов на занятиях по английскому языку развивает навыки логического мышления учащихся, их речь становится беглой, формируется умение давать быстрые и правильные ответы. Такие методы и игры прививают читателю страсть к знаниям. Студент полностью готов к урокам, стремится увидеть, это превращает студентов в субъектов образовательного процесса. Высока также эффективность использования различных таблиц в процессе обучения иностранному языку. Используя таблицы в учебном процессе, учащиеся могут усвоить определенное грамматическое правило, например, составлять предложения с использованием времен, расставлять новые слова. В мире, где существует большая потребность в изучении иностранного языка, современные информационные технологии, инновационное эффективное использование образовательных технологий сделало этот процесс эффективным. Эффективность инновационных образовательных технологий в образовательном процессе при правильном и эффективном использовании.

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TYPES OF EVALUATIVE ADJECTIVES IN ENGLISH AND UZBEK

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ABSTRACT

The focus of this article is the aesthetic category of evaluative adjectives by the degrees of two separate languages' morphologies. The way Eastern and Western linguists see adjectives differ significantly. Thus, we have attempted to highlight some similar and dissimilar attributes of adjectives in two languages.

Keywords: Languages, evaluative adjectives, comparisons, components, lexicology.

INTRODUCTION

The evaluation is a universal category since the concepts of "good" and "bad" exist in all languages. It should be remembered that appraisal is a subjective way of expressing how important things and events are of the world for our lives and activities; in other words, evaluation is a mental act that leads to the subject's relationship with the object under evaluation in order to ascertain the object's significance to the subject and its value for life. A unique framework with several required and optional components is what defines evaluation. This article is devoted to the study of linguistic expressions of evaluative conceptualization and evaluative categorization, that is, to the study of the specific features of the expression of evaluative concepts in language based on the mechanisms of formation of evaluative meanings. The second category of words refers only to the assessment of the object, including its descriptive characteristics. This class includes adjectives like good, bad, excellent. At the same time, E.M. Wolf emphasizes that the evaluative nature of language sentences is primarily associated with the signs of good, bad (good, bad), that is, with the class of general evaluative adjectives. Common values of good and bad are not descriptive in nature. According to J. R. Searle, they do not exist in space and time by themselves, but arise from the individual. They could not be classified as independent realities like trees and animals, otherwise they were part of the external world. Undoubtedly, this class of word units is characterized by the presence of more evaluative semantic features.

METHODS AND RESULTS

It is possible to distinguish between the evaluation's subject, object, basis, and character. A person (or society) that expresses an assessment of a subject's worth is the object of evaluation. One goal of the study is to advance our understanding of aes-

thetic communication, which is the process by which agents attempt to communicate ideas and information regarding aesthetic issues to other people. We'll be concentrating on how to employ beautiful adjectives in aesthetic communication. Despite the fact that scholars studying the semantics of adjectives. While scholars specializing in adjective semantics have created intricate theories concerning gradable adjectives, they have generally refrained from examining aesthetic adjectives, which are the category of adjectives that are essential in conveying aesthetic judgments (such as "delicious," "ugly," "inedible" and "tasty"). In both English and Uzbek languages the adjective qualifies or modifies a substance:

English		Uzbek	
a	red	apple	qizil olma
a	clever	student	aqlli talaba
a	new	building	yangi bino
red	pepper	qizil	qalampir
In	the	languages	compared
the	grammatical	category	of the degrees of comparison and typical stem building morphemes:

English adjectives: **a-** (amoral), **ab-** (abnormal), **demi-** (demi season), **di-** (diatomic), **dia-** (diachronic), **extra-** (extraordinary), **il-/im- /in-/ir-** (illegal), immature, inadmissible, irrespective), **post-** (post- free), **pre-** (prechristian), **un-** (unpleasant), - **able/ible** (valuable, flexible), **-al**(natural), **-an/- ean /- ian** (American, Mediterranean, cyclopedian), **-ant** (disputant), **-ary** (revolutionary), **-ate** (elaborate) **-ed** (talented), **-en** (silken), **-esque**(grotesque), **-fold** (twofold), **-ful** (careful), **-ic** (syllabic), **-ish** (bluish), **-ive** (impulsive), **-less** (homeless), **-like** (childlike), **-ly** (tigerly), **-most** (heedmost), **-tory / -ory** (explanatory, modulatory), **-ous** (furious), **-some** (lonesome), **-y** (shady), **-ical** (logical). Uzbek adjectives: **ba-** (badavlat), **be-** (beg'am), **bo-** (boadab), **no-** (noaniq), **bad-** (badnafs), **-li** (kuchli), **-siz** (kuchsiz), **-gi, -ki, -qi** (tunggi, chillaki, tashqi), **-dagi** (ruldagi), **-chan, / -chang** (ishchan, ko'ylakchang), **-chil** (epchil), **iy-** (nazariy), **-simon** (odamsimon), **-ik, / -iq, -uq** (egik, qiyshiq, quruq), **-ma** (ezma), **-qoq / - g'oq** (tarqoq, toyg'oq), **-choq, / -chiq**(erinchoq, qizg'anchiq), **-kir, / -qir** (o'tkir, chopqir), **-g'on** (bilag'on), **-iv** (intensiv), **-ik** (demokratik), **-al** (aktual). In English and Uzbek the adjective usually forms combinations with: **The adjective as a predicative** Eng.: The book was **interesting**. Uzb.: Kitob **qiziqarli** edi. According to their structure English and Uzbek adjectives may be:

- 1. simple:** Eng.: red, good, hot, cold, slow Uzb: qizil, yaxshi, issiq, sovuq, sekin
- 2. derivative:** Eng.: passive, talented, social, snowy Uzb.: noaktiv, talantli, kirishimli, qorli
- 3. compound:** Eng.: big-eyed, deaf-mute, eagle-eyed, never-ending Uzb.: xushbo'y, vatanparvar, uchburchakli, odamsimon On the base of their meaning adjectives are grouped into qualitative and relative classes. Qualitative adjectives express the property of nouns by means of special

words denoting: **opinion, colour, size, shape or physical quality, taste, smell, age, origin, material, qualifier/purpose** etc. Eng.: good, wide, small, thin, thick, fat, clever, green, blue, red, little, big, dry, pale, glad, happy, hot, sick, ill, long, fluent, blunt, sharp, high, small, right, wrong. Uzb.: katta, keng, sariq, semiz, qari, tez, teng, tentak, tekis, tetik, tik, tinch, tirik, **tortinchiq, achchiq, sassiq, shirin, mazali, bemaza, iflos, yorug'**. **Qualitative adjectives are characterized by the following common features.**

2. Qualitative adjectives have the degrees of comparison: English sweet- sweeter –sweetest, High- higher –higher, Happy –happier-happiest. Uzbek keng kengroq-eng keng, Qora- qoraroq –eng qora. Relative adjectives express properties characterizing an object through its reference to another object. Eng.: excessive, frontless, Indian, individual, fundamental, risky, homeless, floppy, gold, silky, mental etc. Uzb.: tushunarli, tuganmas, tashlandiq, temirbeton, temirday, so'zsiz, terma, taqlidiy, tekin, ijodiy, subutli, sevinchli etc. Relative adjectives differ according to their meaning.

Furthermore, modern semantic theories of adjectives have received little attention from philosophical aestheticians, despite the fact that they have devoted a great deal of attention to aesthetic adjectives. We see our effort as an initial attempt to close these gaps. This study presents four experiments that investigate the context-sensitivity of aesthetic adjectives' application criteria, one component of how aesthetic adjectives often work. Because, aesthetic adjectives are seen to act differently, our results pose a prima facie empirical challenge to a widespread difference between relative and absolute gradable adjectives. The term is derived from the ancient Greek aesthesis, which means sensation or perception, knowledge acquired through sensory experience. On the other hand, this particular use of language is much more evident in the field of literature; in poetry, for example, literary verbal structures are used intensively to convey a multiplicity of meanings. Our results thus, also constitute a prima facie vindication of some philosophical aestheticians' contention that aesthetic adjectives constitute a particularly interesting segment of natural language, even if the boundaries of this segment turns out to be different from what they had in mind.

CONCLUSION

In conclusion, the theoretical significance of the work is that the first the conclusions made in the chapter are based on the study of the linguistic aspect of the assessment category. is a clear contribution added. Semantic structure of evaluative words and sentences description of characteristics, variety of expression of assessment the interaction of the methods of some of the sentence semantics help to solve their problems, establish inter-level relations in the language gives. 1 We understand the assessment as positive or negative. In his native language the speaker's attitude towards an object beyond language, since it is the subject expresses an object relation, to which the subject of assessment by linguistic means provides value or anti-value. The estimated value is through different language units expressed, they are

phonetic, lexical, grammatical, graphic levels, related forms a single value reasoning. In the process of analysis, each it is necessary to take into account the level assessment. One or another conceptual to identify similar features in objects the choice of the basis allows you to choose the appropriate principles and mechanisms for their unification defines Knowledge of these principles and mechanisms is also about the categorical format it is considered an integral part of general knowledge, since it is a special format of knowledge it can be said about, if it is not only meaningful, but also specific differences. reveals. Specificity in its structural structure, that is, its own meaningfulness and structural typology. Thus, in the dynamic aspect, the categorization process (a given category-correlation), it is established between subject thoughts and a specific category whether it repeats conceptual connections or establishes new ones is always known relies on features or a specific image.

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HISTORY OF LEXICOGRAPHY AND ITS CURRENT ISSUES

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ANNOTATION

This article provides basic and general information about lexicography. In addition, information about the history of English lexicography and its periods is given, and the names of dictionaries from this period are also given. You can also get information about the most important and topical issues of lexicography from this article.

Keywords: dictionary, lexicography, lexicographer, periods of English lexicography, current issues.

АННОТАЦИЯ

В этой статье приводятся основные и обобщающие сведения о лексикографии. Кроме того, приводится информация об истории английской лексикографии и ее периодах, а также названия словарей, относящихся к этому периоду. Вы также можете почерпнуть информацию о наиболее важных и актуальных вопросах лексикографии из этой статьи.

Ключевые слова: словарь, лексикография, лексикограф, периоды развития английской лексикографии, актуальные проблемы.

ANNOTATSIYA

Ushbu maqolada leksikografiya haqida asosiy va umumiy ma'lumotlar keltirilgan. Bundan tashqari, ingliz leksikografiyasi tarixi va uning davrlari haqida ma'lumot berilgan va bu davrdagi lug'atlarning nomlari ham berilgan. Shuningdek, ushbu maqoladan leksikografiyaning eng muhim va dolzarb masalalari haqida ma'lumot olishingiz mumkin.

Kalit so'zlar: lug'at, leksikografiya, leksikograf, ingliz leksikografiyasi davrlari, dolzarb masalalar.

INTRODUCTION

The field of theoretical and practical principles of dictionary construction is called lexicography (Greek-lexicon-dictionary and grapho-write). Experts who compile dictionaries are called lexicographers. The tasks of lexicography include the development of the principles and methodology of dictionary compilation, the organization of the work of lexicographers, the creation and systematization of card files that serve as the basis for dictionary compilation. There are also the following definitions of lexicography: Practical lexicography performs a number of socially important tasks along with creating dictionaries, studies one's own and foreign languages; description and standardization of mother tongue; the scientific study of the lexicon of a particular language and other lexicography as a work of dictionary compilation arose as a result of the need to know the meaning of this or that incomprehensible word in the early stages of the development of writing in various nations.

Therefore, we can consider lexicography as a dictionary in general. Vocabulary, appropriate and purposeful use of it is of great importance in expanding human knowledge, increasing vocabulary and expressing thoughts correctly and fluently. The second half of the 20th century At the beginning of the 11th century, the demand for studying Uzbek and English dictionaries and solving problems in them increased. At the same time, dictionaries have their own merits and demerits. I.R. Galperin says, "A lexicography must be all-inclusive, living in a language that has not lost its power and value and its ability to be used in speech, as well as be able to reflect all the new things that have been born in recent times that have become viable and stable."

METHODOLOGY

In fact, a dictionary was created to know and learn the meaning of words. In this line, it should be mentioned that Uzbek and English lexicography has its own history. We can divide the development history of English lexicography into several periods. The first period is called "glossarization". This stage is mainly characterized by a simple approach to describing the lexical order of the language. The reason for this is that only arbitrarily selected words are described, the interpretation of the meanings of these words is superficial and unscientific, the dictionaries do not provide information about the grammatical and lexical properties of lexical units, and the text does not provide examples that reflect the use of the word. There are also dicPromptuari-um Parvulorum ("Treasure of Youth"), Ortus Vocabulorum ("Words Garden"), Alvearie ("Honey bee's nest") , Alvearie ("Honey bee's nest"). It is no exaggeration to call the second period in the history of English lexicography the period of "difficult word dictionaries". Because the unique approach of this period can be attributed to

the fact that dictionary compilers wanted to include only lexical units that were considered difficult to understand in their works, and did not pay attention to words used in everyday life or gave very short definitions that did not differ from each other in the dictionary. Examples of dictionaries of this period can also be given. For example: by Robert Caudry written A Table Alphabetical, John Ballokar's An English Expositor, Henry "English Dictionary" by Cockram, "The New World of English" by Edward Phillip Words". The third period in English lexicography can be described as the "pre-scientific or prescriptive" period. The main approach of this period was that the lexicographers had one desire, that is, to establish a certain standard in the spelling, pronunciation, and usage of words. Lexicographers tried to provide more complete information about the word, and therefore the definitions of the words had a more detailed structure than the dictionaries of the previous period. The words used in the speech are quoted from the literature. We can cite some examples of dictionaries of this period. For example: Samuel Johnson's "A Dictionary of English Language", Noah Webster's "An American Dictionary of English Language" dictionary and others. The modern period in the development of English lexicography can be called "scientific or historical" because it is based on the following concepts:

1) creating dictionaries based on the historical principle;

2) to replace the principle of the normative framework established in the compilation of dictionaries with a systematic descriptive approach. The dictionary that most fully embodies these concepts is the Oxford English Dictionary, which is considered the pearl of English lexicography. Peter Marc Rogé's thesaurus was the first scientifically structured ideographic dictionary and contains six main semantic categories. In the 1930s, linguists, lexicographers, and as a result of the effective cooperation of experts in the field of pedagogy, the first successful educational dictionaries were created for foreigners learning English according to the methodology of teaching English as a foreign language. Recently, in the lexicography of the English language, language phenomena have a direct cultural aspect dependently reflect, thereby the influence of culture on the formation of language the descriptive approach is becoming clear. These dictionaries include Longman English Dictionary of Language and Culture, Macmillan Dictionary.

The most urgent problems of lexicography are related to the selection of the main words, the arrangement and arrangement of word combinations, the principles of meaning, and the semantic and functional classification of words. But as the number of dictionaries and their types increase, these problems will find their solution.

The most important problems of modern lexicography are as follows depends on:

1) selection of lexical units; 2) location of selected lexical units; 3) adjusting the rec-

ord; 4) selection and arrangement of word meanings; 5) definition of meanings; 6) visual material.

The problem of choosing lexical units. This problem is the first problem before the lexicographer to add to the Dictionaries. Of this for the lexicographer takes into account: a) what type of lexicon to include units are selected; b) the number of these elements; c) choose what and what in the dictionary can be deleted; d) which form the dictionary should reflect, spoken or written, or both; e) obsolete units, technical terms, dialectisms, colloquialisms in the dictionary and whether there should be others. Longman's Dictionary of Modern English (2nd ed. 1987), for advanced students of English and aims to provide teachers with relevant information about the basic vocabulary of modern international English. Therefore, this dictionary is a scientific and technical language, business and computer terms, literary words, informal and idiomatic usage contains about 56,000 words and phrases. It mainly covers the main varieties of American and British English.

Location of lexical units. There are two ways of presenting records, alphabetically and cluster type, and the included units are divided into types based on one or another principle. For example, in synonym books, words are arranged in synonym sets, and its main member acts as the head word of the entry does.

Record setting: This is the most complex type of access in general explanatory dictionaries of the synchronous type. In such dictionaries, the entry usually contains the following information shows: accepted spelling and pronunciation; grammatical features, however, each the part of speech of an input word, whether nouns are countable or not, transitive/intransitive verbs and grammatical forms; types of meaning; illustrative examples; phraseology; etymology; sometimes synonyms and antonyms.

DISCUSSION AND RESULTS

Selection and arrangement of word meanings. Place the meanings of the words there are three general methods, which are as follows: a) in historical order, that is, in the sequence of their historical development; b) in empirical or real order, that is, in accordance with the frequency of their use, first with the most common meaning; c) in a logical order, that is, according to their logical connection. In different dictionaries, the problem of arrangement is solved differently. For example, the general principle of meaning in the New Oxford English Dictionary is that a word has at least one main meaning and several additional meanings can be attached. As noted by the authors of the dictionary, the main meanings are modern represents the common, central use of the word in Standard English. It is accepted as the dominant meaning by native speakers. In most dictionaries, the meanings are usually arranged by frequency of

use, although sometimes the primary meaning comes first, if that is the origin if it is considered necessary for the correct understanding of (additional) meanings.

Definition of meanings: The meaning of words can be determined in different ways: a) using only linguistic definitions related to words as speech material. They are used in most records; b) with the help of encyclopedic definitions related to things that are the names of words; c) using synonymous words and phrases; d) using references.

The choice of a definition of one or another type, as a rule, depends on the nature of the word, it usually depends on which part of the word it belongs to and the purpose and size of the dictionary.

Encyclopedic definitions, for example, are specific to nouns, especially nouns and terms. They play a very important role in unabridged dictionaries. Synonyms are often verbs and used to determine qualities. In short dictionaries they are usually to save space is used. Cross-references are used to identify some abbreviations and variant forms.

Visual material: The presentation of visual materials depends on the type of vocabulary and depends on the purpose of the compilers (compiler). They are the introduction word the first and last known events, the sequence in its meaning changes, including graphic and phonetic forms, common words and combinations can describe; they context to determine the meaning and usage of words places illustrative examples can also be taken from various other sources, such as classical or modern literature, or the compilers themselves may create.

CONCLUSION

It is known that lexical units and phraseological units are linguistic units that make up the vocabulary of each language. That is why it is important for us to study this field, that is, lexicography. Also, the history of lexicography has its place. Because when we study the history of lexicography, we can see that its research did not stop in one place and that lexicographic sources are not similar to each other. As a result of the cooperation of experts and lexicographers in the field of teaching methods of English languages, it leads to the emergence of new types of dictionaries.

Also, the problems of lexicography are encountered even today, but its solution depends on the approach of the lexicographer. Dictionary definitions should give an idea of the truth expressed by the word and should be free from ambiguity.

Nevertheless, the interpretation of the lexical meaning of the word is still one of the most important theoretical issues of modern lexicography and semasiology.

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UNLOCKING THE MAGIC OF TEACHING ENGLISH TO YOUNG CHILDREN

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ABSTRACT:

Teaching English to young children can be an enchanting journey filled with excitement, curiosity, and boundless potential. Engaging young learners in language acquisition requires a blend of creativity, patience, and effective teaching strategies. In this article, we will explore various techniques and approaches to make the process both enjoyable and effective.

Keywords: Effectively, methods, practice, flashcard, interactive, creativity, patience, flexibility, research, pedagogical approaches.

To begin with we studied several scientists works who work on this sphere. Dr. Ur, with a background in linguistics and education, has authored numerous books and articles on language teaching methodology, including strategies for teaching English to children. Catherine Snow, a leading expert in language and literacy development, researched encompasses early childhood education, language acquisition, and literacy instruction, providing insights into effective practices for teaching English to young learners. [1] Fred Genesee is known for his research in bilingualism and language development. His work includes studies on the acquisition of English as a second language by young children and effective instructional approaches for language learners. [2] Jim Cummins renowned for his research on language development and bilingual education. He has explored the cognitive and linguistic factors influencing language learning, offering valuable insights into effective pedagogical approaches for young English language learners. Lily Wong Fillmore is a distinguished scholar in language and literacy development. His research encompasses language acquisition, bilingual education, and literacy instruction, shedding light on effective strategies for teaching English to young children from diverse linguistic backgrounds. [3] Marianne

Celce-Murcia is a prominent linguist and educator, has published extensively on language teaching methodology, curriculum development, and materials design, including approaches tailored to young learners. [4]

These researchers, among others, have contributed valuable insights and knowledge to the field of teaching English to young learners, informing pedagogical practices and guiding educators in their efforts to support children's language development.

Studying these scientists works we introduced useful tips how to teach English effectively to young learners. They are as follows:

To foster a welcoming and playful atmosphere to stimulate children's interest in learning English will create a Fun and Interactive Environment.

- Using colorful visuals, toys, songs, and games make language learning enjoyable. - To incorporate storytelling sessions where children can actively participate and immerse themselves in the language.

- Utilize Total Physical Response (TPR): TPR is a method where language is taught through physical movement and action. Encourage children to act out vocabulary words and phrases, enhancing their comprehension and retention. Make use of gestures, miming, and role-playing to reinforce language concepts in a dynamic way.

In order to introduce Basic Vocabulary teacher should start with simple and commonly used words that are relevant to children's daily lives. Another effective way is teaching vocabulary through real-life objects, flashcards, and interactive activities and repeat and reinforce words regularly to help children internalize them. Incorporate Songs and Rhymes: Music and rhythm are powerful tools for language acquisition in young children. We advise to use catchy songs and rhymes to introduce new vocabulary, grammar structures, and pronunciation. Encourage children to sing along and participate in rhythmic activities to enhance their language skills.

Practice Through Play: Integrate language learning into everyday playtime activities. Encourage children to engage in imaginative play scenarios where they can use English naturally. Provide opportunities for cooperative games and activities that promote language interaction among peers.

Offer Positive Reinforcement: Praise and encourage children's efforts, regardless of their language proficiency level. Use positive reinforcement techniques such as stickers, praise, and rewards to motivate children to participate and learn. Create a supportive and nurturing environment where children feel confident to explore and experiment with English.

Be Flexible and Adapt: Recognize that each child learns at their own pace and in their unique way. Be flexible in your teaching approach, adapting activities and

strategies to suit individual learning styles and preferences. Stay attuned to children's interests and feedback, adjusting lesson plans accordingly to maintain engagement.

Conclusion: Teaching English to young children is a rewarding experience that requires a blend of creativity, patience, and flexibility. By creating a fun and interactive environment, incorporating innovative teaching methods, and nurturing children's natural curiosity, educators can inspire a lifelong love for language learning. With the right guidance and encouragement, young learners can embark on a magical journey of exploration and discovery as they unlock the wonders of the English language.

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TEACHING ELEMENTARY SCHOOL STUDENTS TO PREPARE HOME- WORK INDEPENDENTLY

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ABSTRACT

Teaching young generation has been essential issue through centuries. Many scientists worked on the problem and created methods, games and techniques that help primary students to learn better. In this article we discussed how to teach young children to do their home task independently, what problems they may face up while learning and how to solve them.

Keywords: challenge, innovative methods, primary, encourage, organize, feedback, skills, rules, expectations, independent.

In the article that was written by G‘ulomova X. outlined the methodology of reading in primary school should be used as a method of literary education, the method of reading in primary school should be taught as a preparatory subject for a systematic course of teaching literature, the methodology of future primary school studied the experience of others, who can take an independent conscious approach to the content of literary education and its teaching. It is also said that they will be able to consciously analyze the results of their activities and draw the right conclusions. [1] In the article “Use of modern innovative methods in teaching primary school students” which was written by Akmal Izamov, provided information on the use of modern innovative methods and their types in teaching primary school students and also talked about their importance today. [3]

Young learners can face a variety of psychological and physical problems when it comes to doing homework. Some common ones include: Lack of motivation - children may struggle with finding the motivation to complete their homework, especially if they find the tasks boring or challenging; difficulty concentrating - young learners may have trouble focusing on their homework due to distractions at home or difficulty sustaining attention; procrastination - putting off homework until the last

minute can lead to stress and poor-quality work; perfectionism - some children may be perfectionists and become overly stressed about completing their homework perfectly, which can lead to anxiety and avoidance; fatigue - after a long day at school, children may feel tired and lack the energy to complete their homework assignments; learning disabilities - conditions such as dyslexia, or processing disorders can make it difficult for children to complete homework tasks effectively; physical discomfort - poor ergonomics or uncomfortable workspaces can lead to physical discomfort while doing homework, such as back or neck pain; family stressors - home environments that are chaotic or stressful can make it challenging for children to focus on their homework.

Addressing these issues often involves creating a supportive environment, establishing routines, providing appropriate resources and support, and addressing any underlying learning or psychological difficulties through interventions such as therapy or educational accommodations. Teaching young children to do homework independently can be a gradual process that involves fostering responsibility, building skills, and providing support. Here are some strategies teachers can implement to help young learners develop independence with homework:

- Establish Clear Expectations: Clearly communicate homework expectations to pupils and their parents/guardians. Explain the purpose of homework, the specific tasks to be completed, and any guidelines or deadlines.

- Start Small and Gradually Increase Complexity: Begin with simple homework assignments that are manageable for young children. As students demonstrate proficiency and confidence, gradually increase the complexity and length of assignments.

- Provide Explicit Instructions: Break down homework tasks into clear, step-by-step instructions that are easy for young children to understand. Model how to complete each task and provide examples as needed.

- Foster a Positive Homework Environment: Create a supportive and conducive environment for homework completion. Ensure students have access to necessary materials, such as pencils, paper, and reference materials. Minimize distractions and provide a quiet, organized workspace.

- Teach Organization and Time Management Skills: Help students develop organizational skills by teaching them how to keep track of homework assignments, materials, and deadlines. Encourage the use of planners or calendars to schedule homework and other activities.

- Encourage Self-Monitoring and Reflection: Teach students to monitor their own progress and reflect on their learning. Encourage them to check their work for errors, ask questions when they need clarification, and seek help when necessary.

- Offer Guidance and Support: Be available to provide guidance and support as students work on their homework. Offer assistance, answer questions, and provide feedback to help students stay on track and overcome challenges.
- Promote Independence and Responsibility: Encourage students to take ownership of their homework and be responsible for completing it independently. Reinforce the importance of effort, perseverance, and personal responsibility.
- Celebrate Progress and Success: Acknowledge and celebrate students' efforts and achievements with homework. Offer praise and positive reinforcement to encourage continued growth and development.
- By implementing these strategies, teachers can help young children develop the skills and confidence they need to successfully complete homework independently.

When parents teach their children using different methods or rules than what the teacher employs, it can create challenges in the learning process. In such situations teachers can use some strategies to address this situation: Foster open communication with parents to understand their teaching methods and expectations; share your own teaching strategies and goals for the child's learning, collaboratively discuss how to best support the pupil's academic progress; consistency is key for young learners; try to align teaching methods and expectations between home and school as much as possible; clearly communicate classroom rules and expectations to both students and parents to create a cohesive learning environment; clearly communicate your teaching methods, rules, and expectations to students and parents at the beginning of the school year or semester; provide written guidelines or handouts outlining classroom procedures and expectations for homework, behavior, and learning activities; organize parent workshops or provide resources to help parents understand your teaching methods and how they can support their child's learning at home; offer tips and suggestions for reinforcing classroom learning through activities and practice at home; recognize that each child learns differently and may benefit from a variety of teaching methods; be flexible in your approach and adapt your teaching strategies to meet the individual needs and learning styles of your students. Encourage students to communicate with both parents and teachers about their learning experiences and any challenges they may encounter. Foster a supportive environment where students feel comfortable seeking help and clarification from both home and school. Keep the focus on the child's learning and academic progress rather than on differences in teaching methods between home and school. Collaborate with parents to set learning goals and monitor progress towards achieving them. Consider attending professional development workshops or courses focused on parent-teacher communication and collaboration. Learn effective strategies for working with parents to support student

learning and address any challenges that may arise.

By maintaining open communication, establishing consistency, and focusing on the child's learning goals, teachers can effectively navigate differences in teaching methods between home and school to create a supportive learning environment for their students.

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KRISTOFER MARLONING “KARP DIEM SHE’RIYATI”

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ANNOTATSIYA

Ushbu maqolada Kristofer Marlning hayotiy faoliyati va Karp Diem she'riyati haqida so'z yuritiladi. Marlning o'ynagan tragediyalarining fojiali tasvirlanganligi, haqida gap boradi. Bunda Karp Diem she'riyatida muhabbat, yoshlik, cho'ponning hayotini uyg'unligi, tinchligi va soddaligi tasvirlangan.

Kalit so'zlar: Cho'pon, dramaturg, tragediya, asarlari, fojia.

Kristofer Marlou 1564-yil 26-fevralda tavallud topgan. Marlou ingliz shoiri va dramaturgi edi. 14 yoshida Marlou Qirol maktabida stipendiya asosida o'qigan va ikki yildan so'ng Kembrijdagi Korpus Kristi kollejida talaba bo'lgan, u erda ham stipendiya orqali o'qigan va 1584-yilda San'at bakalavri darajasini olgan. Marlo maktabda o'qiganida lotin tilini o'zlashtirgan, Ovidiy asarlarini o'qigan va tarjima qilgan. U Kembrij universiteti tamomlagandan so'ng u bakalavir darajasini keyin esa magister darajasini oladi. 1587-yilda Londonga ko'chib o'tadi. U yerda aktyor bo'lib ishlaganidan so'ng, dramaturgiya bilan shug'ullanadi. Marlning birinchi tragediyasi "Buyuk Temir" edi. Temirning sahnadagi hayotini ko'rsatishga mo'ljallangan edi. U 1592-yilda "Doktor Faustning fojiali tarixi" spektaklida sehrar va olim obrazini ko'rsatib dinga qarshi chiqadi. «Maltalik yahudiy» (1588), «Parijdagi qonxo'rlik» (1593) temperaturagediyalarida mol-dunyo va hokimiyatga erishish yo'lida insoniylik qiyofasini yo'qotgan shaxslar fojiasi tasvirlangan. Shekspirning dastlabki («Genrix VI», «Tit Andronik») pyesalari M. bilan hamkorlikda yozilgan, deb taxmin qilinadi. Tragediya janrini yangi boskichga ko'targan.

Kristofer Marlning “O‘z sevgisiga ehtirosli cho‘pon” asaridagi asosiy mavzular: go‘zallik, umid va tabiat she‘rdagi asosiy mavzulardir. Shoir o‘zining qadrdoniga chinakam muhabbatini izhor etadi. U tasvirlagan sevgi quvnoqlik, quvonch va hayajonni taqdim etadi. Biroq, so‘zlarni tanlash, u butun umrini sevgan odam bilan tabiat qo‘ynida o‘tkazishga umid qilishini anglatadi. Bu she‘r muhabbat, ma‘sumlik, yoshlik, she‘riyat bayramidir. Cho‘ponlarning an‘naviy qiyofasi ularning begunoh,

begʻubor sharoitda yashashga oʻrganib qolganligi boʻlganligi sababli, bunday choʻponlik sheʼrlaridan maqsad choʻpon hayotining uygʻunligi, tinchligi va soddaligini ideallashtirishdir. «Oʻz sevgisiga ehtirosli choʻpon» - jozibali sheʼr. Unda maʼruzachi oʻz tinglovchisini mamlakatga kelishiga va uning mahbubi boʻlishga ishonitirishga harakat qiladi. Maʼruzachi oʻz fikrini ular qishloqda birgalikda bahramand boʻladigan hashamatlarga asoslanib, uni bir vaqtning oʻzida shahvoniy va begʻubor boʻlgan zavq maskani deb taʼriflaydi. Uygʻonish davrida Angliyaga olib kelingan yangi adabiyot turlari orasida Carpe diem sheʼriyati ham bor edi. Carpe diem lotincha “kunni egallash (foydalanish)” degan maʼnoni anglatadi va bu sheʼriyatda vaqtning tez oʻtishi va yoshlikning oʻtkinchiligi haqida soʻz boradi. Odatda bunday sheʼrning soʻzlovchisi yosh yigit boʻladi va u yosh ayolni hali yosh va jozibali vaqtda hayot va sevgidan foydalanishga undagan.

U odatiy oʻlchagich va ritm uchun koʻpincha oʻquv maqsadlarida ishlatiladi Carpe diem mavzusi, «Men bilan yashang va mening sevgim boʻling» liniyasi 1941 yilgi film uchun ilhom manbai boʻlgan Men bilan jonli keling, shuningdek, qoʻshiq Men bilan jonli keling tomonidan kuylangan Toni Skotti 1967 yilgi filmda Qoʻgʻirchoqlar vodiysi. Bu ham uchinchi edi Libeslyeder Polkas taxminiy xayoliy bastakor tomonidan yozilgan «Aralash xor va pianino besh qoʻli» uchun P. D. Q. Bax (Piter Shikele) va tomonidan bajarilgan Swarthmore kolleji xori 1980 yilda. Tugʻilgan kunlik Madrigallarda (1995) Jon Rutter Marlo soʻzlarini tenorlar va basslarga berib, ikkala sheʼrni ham, ayollar Roleining javobini, erkaklar esa ayollarning ustidan qoʻshiq kuylashni, savolni va javobni bir-birlarini tinglamagan ikki kishiga hissiyotni oʻzgartirib berdilar. Sheʼr 1930-yillarning uslubidagi belanchak qoʻshigʻi soʻzlariga moslashtirildi Steysi Kent 1995 yildagi filmdagi tantanali balda Uilyam Shekspir»s Richard III. Sheʼrdan soʻzlarni chizish uchun boshqa qoʻshiqlar Namoz zanjiri Qoʻshiq Antarktida (1996) shu nomdagi albomdan va Haqiqiy seshanba kuni payvandlash Qoʻshiq Bu pastga tushsin ularning albomidan Oxirgi boʻri (2011). 2015 yilda Qirollik Shekspir kompaniyasi qoʻshiqning bir nusxasini ishlab chiqarishda ishlatgan (oxirida oʻrnatilgan) Birinchi jahon urushi) ning Hech narsa haqida juda koʻp narsa, nomi ostida Sevgi mehnatining yutugʻi, Baltasar (Garri Uoller) personaji ijro etgan va butun aktyorlar tomonidan kuylangan.

Uygʻonish davrida Angliyaga olib kelingan yangi adabiyot turlari orasida Carpe diem sheʼriyati ham bor edi. Carpe diem lotincha “kunni egallash (foydalanish)” degan maʼnoni anglatadi va bu sheʼriyatda vaqtning tez oʻtishi va yoshlikning oʻtkinchiligi haqida soʻz boradi. Odatda bunday sheʼrning soʻzlovchisi yosh yigit boʻladi va u yosh ayolni hali yosh va jozibali vaqtda hayot va sevgidan foydalanishga undagan. Carpe diem mavzusi, Uygʻonish davrida Angliyada katta shuhrat

qozongan, lotin tilida she'rlar yozgan Horace va boshqa Rim shoirlariga borib taqaladi. Buning sabablari o'sha paytda umr ko'rish qisqaroq bo'lganligi bilan izohlanadi. Erkaklar va ayollarni o'zlarining eng yaxshi chog'larida kasallik, baxtsiz hodisa, urush va jallodning boltasi tufayli o'ldirishdi. Ingliz mualliflarining biograflari buni shunday tasvirlaydilar. Bu erda Cho'pon o'z sevgisini bo'rttirilgan va chorvachilik hayoti ko'rsatilgan suratlar bilan vasvasaga soladi. Ushbu she'r ko'plab javoblarni va ko'plab parodiyalarni keltirib chiqardi. Marloning «O'z sevgisiga ehtirosli cho'pon» she'ri - bu carpe-diem an'alariga mos keladigan she'r, chunki muallif qishloqni romantikaga aylantiradi, u nimfani u bilan birga yashashga jalb qilishga harakat qilgan. «O'z sevgisiga ehtirosli cho'pon» birinchi qatori «Kel men bilan yasha va mening sevgim bo'l» she'ri ingliz shoiri Kristofer Marlo tomonidan yozilgan. Bu sevgi haqidagi mashhur cho'pon she'ri bo'lib, birinchi marta shoir vafotidan olti yil o'tgach, 1599-yilda nashr etilgan. She'r Valter Rolining «Cho'ponga nimfning javobi» deb nomlangan «javob» mavzusi edi.

Kristofer Marloning «O'z sevgisiga ehtirosli cho'pon» asari cho'pon o'z sevgilisi u bilan yashashga rozi bo'lsa, unga yaratmoqchi bo'lgan hayotni tasvirlaydi. She'r so'zlovchining o'z sevgilisidan kelib, u bilan abadiy birga bo'lishini so'rashi bilan boshlanadi. Agar u bu oddiy ishni qilsa, ular dunyo taqdim etayotgan barcha quvonchlarni his qilishlari mumkin. Ular hayotdagi eng yaxshi narsalarga ega bo'lishadi. U ular nafaqat sevgilarida baxtli bo'lishlarini, balki u uchun eng yoqimli narsalarni yaratishini ta'kidlashda davom etadi. U yangi yashash joyidagi gullardan shlyapa va palto kabi kiyimlarni yasashda foydalanadi. Cho'pon o'z qo'zilarining junidan ko'ylagini tikishda ham foydalanadi. U aniq ishonadi, bu kiyim-kechak buyumlari, sevgisi bilan birga, uni u bilan yashashga undash uchun etarli bo'ladi.

Asarning oxiriga kelib, u uning taklifini qabul qiladimi yoki yo'qmi, aniq emas, lekin u bu uning o'ziga bog'liqligini tushunganga o'xshaydi. U qo'lidan kelganini qildi va uning javobini kutmoqda. «O'z sevgisiga ehtirosli cho'pon» she'r bo'lib, unda cho'pon o'zi sevgan ayolni u bilan yashashni iltimos qiladi. Agar u shunday qilsa, u unga malika kabi munosabatda bo'lishga va'da beradi.

Xulosa qilib aytganda, Kristofer Marloning hayoti davomida ijro etgan tragediyalarida asarning sahnadagi hayotini ko'rsatib beradi. Uning " Parijdagi qonxo'rlik "tragediyasida mol- u dunyo va hokimiyatga erishish yo'lida insoniylik qiyofasini yo'qotgan shaxslar tasvirlanadi. Uning hayoti davomida o'ynagan rollari juda ham mashhur. Uning hayotiy faoliyatini hammaga o'rganishini tavsiya beraman.

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ПОВЫШЕНИЯ КАЧЕСТВА ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В ШКОЛАХ УЗБЕКИСТАНА ЧЕРЕЗ ТРАНСФОРМАЦИЮ МЕТОДИК ПРЕПОДАВАНИЯ

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АННОТАЦИЯ:

Обучение иностранным языкам в школах Узбекистана – это важное направление в образовательной системе страны, которое играет ключевую роль в подготовке кадров с конкурентоспособными навыками на мировом рынке труда. Однако, несмотря на значительные усилия, существует ряд проблем, затрагивающих использование зарубежного опыта и инновационных технологий для повышения качества обучения иностранным языкам в школах Узбекистана. Настоящая статья посвящена теме основным проблемам по внедрению сингапурской методике и предложит возможные пути их решения.

Ключевые слова: традиционный метод обучения, грамматико-трансформационный метод, индуктивный метод, дедуктивный метод, мягкие навыки, коммуникативный метод, затылочная модель, игровая технология, геймификация,

Важно отметить, что одной из основных проблем является недостаточное использование современных методик и технологий в процессе обучения иностранным языкам в государственных школах нашей страны. В узбекских школах часто преобладают традиционные методы преподавания, такие как чтение учебника, диктанты и механическое запоминание слов и грамматики. Это ограничивает возможности учеников развивать мягкие навыки при общении и применять знания на практике.

Этот аспект представляет собой одну из ключевых проблем, с которой сталкиваются школы Узбекистана в области обучения иностранным языкам. Вместо того чтобы активно внедрять современные методики обучения и инновационные технологии, многие учебные заведения остаются приземленными в своём подходе, ограничиваясь традиционными методами

преподавания.

Отсутствие интерактивности является продолжением вышеуказанной проблемы в учебном процессе. Традиционные методы, такие как лекции, конспекты и просто чтение из учебников, не способствуют активному вовлечению учеников в процесс обучения. Это может привести к утрате интереса со стороны учеников и снижению эффективности обучения. Не секрет что большее количество учителей придерживаются стандартных подходов к обучению, не исследуя и не внедряя новые методики, которые могли бы быть более эффективными для конкретной группы учеников или определенных языковых навыков. Существует множество методик преподавания иностранных языков, каждая из которых имеет свои особенности и принципы. Вот некоторые из наиболее распространенных методик в преподавании иностранным языкам:

Грамматико-трансформационный метод подчеркивает изучение грамматики и структур языка. Ученики изучают грамматические правила и практикуют их применение через упражнения и конструктивные задания [1]. Этим методом пользуются практически основная часть преподавателей. Если даже придерживаться этой методике, то трансформируя дедуктивный подход на индуктивный, у учащихся будет возможность оперировать языком генерируя своё критическое мышление, тем самым улучшая обучение практикой.

Дедукция и индукция - два основных мыслительных процесса, которые мы используем для обработки любой информации. Индуктивный метод считается очень эффективным при обучении английскому языку как второму [2]. Сократ, величайший из всех учителей, не отвечал на вопросы своих учеников на прямую. Он пользовался индуктивным методом. Он задавал вопросы, которые направляли внимание учеников на основные аспекты явления, о котором он спрашивал. Затем, с помощью направленных и наводящих вопросов, он заставлял своих учеников самостоятельно находить ответы на свои вопросы [3].

Основной целью **коммуникативного метода** - развитие навыков общения на иностранном языке. Уроки ориентированы на реальные ситуации общения, игры, диалоги и обсуждения, чтобы стимулировать учеников к активному использованию языка [4]. Совместная работа в группе или команде может повысить мотивацию учеников, так как они чувствуют поддержку и взаимное влияние друг на друга. Это может помочь им преодолеть сложности и достичь лучших результатов в учёбе. Ещё одним плюсом работы в командах это обмен своими знаниями, опытом и культурными особенностями, что способствует расширению их кругозора и пониманию многообразия

мировоззрений. Организация работ по методу групповые и командные работы способствуют развитию учеников коммуникативных навыков на иностранном языке. Ученики вынуждены общаться друг с другом, обсуждать идеи, выражать свои мысли и убеждения, что помогает им улучшить свои навыки устной и письменной речи. Расстановка парт должна способствовать беспрепятственной работе команд. Так как методы обучения меняются с течением времени, они тесно связаны с социальным, культурным и технологическим развитием. В этом случае затылочная модель расстановки парт в классах сводит коммуникативный метод в пассивный режим.

Так как современный ребёнок уже родился «гаджетом», то обучать его методами XIX века было бы смешно. В данном случае предлагается колоссальный метод обучения через игры и развлечения для обучения языку, который помогает сделать уроки более интересными и привлекательными, а также способствует более глубокому усвоению материала. Метод обучения через игры, также известный как игровой метод обучения или **геймификация**, представляет собой эффективную стратегию в области образования [5]. Этот метод использует игры и игровые элементы для обучения и развития учащихся. По наблюдениям ведущих специалистов было обнаружено, что игры зачастую мотивируют учеников и делают учебный процесс более увлекательным и интересным. Ученики более охотно участвуют в уроках и активно взаимодействуют с учебным материалом, когда они представлены в форме игры. Игры предоставляют ученикам возможность практиковать новые языковые навыки в реальных ситуациях, что помогает им усвоить материал более эффективно. Учащиеся активно взаимодействуют друг с другом и с учителем, применяя свои знания на практике. Кроме того, через игры ученики развивают широкий спектр навыков, включая коммуникацию, сотрудничество, стратегическое мышление, креативность, проблемное мышление, аналитические способности и многое другое. Эти навыки часто оказываются ключевыми в современном мире.

Это лишь небольшой обзор различных методик преподавания иностранных языков. Каждая из них имеет свои преимущества и может быть эффективной в зависимости от конкретных целей, потребностей и особенностей учеников.

Сущность проблемы сводится к недостаточному использованию технологий. В настоящее время доступны множество инновационных технологий, которые могут значительно обогатить образовательный процесс. Это могут быть онлайн-ресурсы, онлайн платформы, мобильные приложения

для изучения языка, интерактивные доски и т. д. Однако вопрос в том, что используют ли эти возможности или вообще внедряют ли их в учебный процесс школы. Необходимо подчеркнуть, что ограниченный доступ к ресурсам нередко являются причиной этих ограничений доступа к современным образовательным ресурсам из-за финансовых или технических проблем. Это делает невозможным использование многих современных методик и технологий, которые могли бы значительно улучшить качество обучения иностранным языкам.

Для решения данной проблемы необходимо активно поощрять учителей к использованию современных методик и технологий, предоставлять им доступ к необходимым образовательным ресурсам и обеспечивать соответствующую поддержку и обучение. Только таким образом можно создать стимул для изменения подходов к обучению и повысить эффективность образовательного процесса в целом.

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LANGSTON XYUZ VA UNING SHE'RIYATI

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ANNOTATSIYA

Ushbu maqolada Langston Xyuz va uning she'riyati haqida so'z yuritiladi. Langston Xyuzning hayotiy faoliyati va asarlaridagi munosabatlar. Uning asarlarida tasvirlanish onfo- amerikaliklar va ularning xilma-xil madaniyati uchun faxr hisoblanadi. Uning asarlarida ko'proq qiynalgan ezilgan qora tanlilarning hayoti aks etadi. U umri davomida qora tanlilarni kulgili va fojiali hayotini o'z asarlarida aks ettiradi.

Kalit so'zlar: Qora tanlilar, qiynalgan, fojiasi, hayoti, she'riyati, asarlari.

Langston Xyuz 1901-yil 1-fevralda Missouri shtatining Joblin shahrida tug'ilgan degan ma'lumotlar uchraydi. U amerikalik shoir, jamoat arbobi, yozuvchi dramaturg va kolonist. Jazz shariyati deb ataladigan adabiy oqimning novatorlardan biri Xyuz Garlem uyg'onish davrining yetakchisi sifatida tanilgan. U Linkoln universitetini tamomlagan. She'rlar bilan birga Xyuz pyesalar va hikoyalar yozgan. U qora tanlilarning nufuzli gazetasi The Chicago Defenderlar maqolalar yozish bilan shug'ullangan. Langston Xyuz butun umri davomida ezilgan qarovsiz qolgan qora tanlilar bilan tanishdi. U o'zining asarlarida qora tanlilarni ulug'laydi. 1940-yilgi "The Big Sea" (Kattadengiz) autobiografiyasida u shunday deydi: Buvim bilan uzoq bilan uzoq vaqt yolg'iz va o'yin kulgisiz hayot kechirdim. Keyin hayotimga kitoblar kirib keldi, kitoblar va ularda tasvirlangan ajoyib dunyodan boshqa hech narsaga ishonmaydigan bo'ldim- unda odamlar azob cheksa ham, Kansazdagi kabi qisqa so'zlar bilan emas go'zal tilda azob chekishardi degan go'zal jummalarni aytib o'tadi.

Xyuzning birinchi hikoyalar to'plami 1934-yilda "The Ways of White Folks" nomi bilan nashr etilgan. Bu hikoyalar oq va qora tanlilar o'rtasidagi kulgili va fojiali munosabatlarini ochib bergan. U romanlar, hikoyalar, pyesalar, she'rlar, operalar, es-selar va bolalar uchun asarlar yozgan. U romanlar, pyesalar, operalar, she'rlar va bolalar uchun asarlar yozgan. Yaqin do'sti, yozuvchi Arma Bontemps hamda homiysi Karl van Vextenning daldasi bilan "The big Sea" va "I wonder as I Nander" nomli ikki jildlik autobiografiyasini yozdi, shuningdek bir qancha badiiy asarlarni ingliz

tiliga tarjima qildi. Xyuz 1926-yil Nilter Bynner bakalavriat she'riyati mukofatini qo'lga kiritgan. Xyuz 1967- yil 22- mayda Nyu - work shahridagi Stuyvesant poliklinikasida 66-yoshida prostata sarotoni bilan bog'liq qorin bo'shlig'idagi operatsiyadan keyingi asoratlar tufayli vafot etdi. Uning xotirasiga 1979-yili Virjiniya shtatining Restan shahrida Langston Xyuz o'rta maktabi tashkil etildi. Langston Hughes tomonidan "Katta dengizdan" o'tish. Bir shoir, romanshunos va dramaturg Langston Xyuz Harlem Uyg'onishining eng muhim shaxslaridan edi. Uning otobiografiyasidan keyingi bobda Hughes 1924-yillarda Nyu-Yorkda yashovchi oqsoqollar uchun Harlemning sayyohlik joyiga aylanganini tasvirlaydi.

Negro Vogueta bo'lganida The Big Sea'dan * Langston Hughes tomonidan Oq xalqlar Harlemga yaqinlasha boshladilar. Bir necha yillar davomida ular qimmatbaho paxta klubini Lenox avenyusida to'ldirdilar. Lekin men hech qachon yo'q edim, chunki paxta klubi gangsterlar uchun Jim Crow klubi va oq tanli oqsoqollar edi. Ular Bojangle singari mashhur bo'lmaguncha, ular Negro homiyligida samimiyatga ega emas edilar. Shunday qilib, Harlem Negroes Paxta klubiga yoqmasdi va hech qachon Jim Crow siyosatini o'zlarining zulmatli jamoalarining qalbida qadrlashdi. Odatdagidek, oddiy zanjilar, quyosh botganidan so'ng, quyosh botganidan so'ng, oqshomlar oqimining oqimi kabi, avvalgi rangli odamlar kulib va qo'shiq aytadigan kichkina kabare va barlarni suv bosib, hozirgi paytda begona kishilarga o'tirib, Negro mushtariylariga qarashli eng yaxshi rishtalar jadvallari - hayvonot bog'ida hayvonli hayvonlarni o'xshash. Negroes: "Biz shahar markaziga o'tira olmaymiz va sizning klublarda o'tirib, qarashga tayyormiz, siz hatto klublarimizga ham bermaysiz." Ammo ular buni baland ovoz bilan aytmadilar - zanjilar deyarli oq odamlarga qo'pol munosabatda emaslar. Shunday qilib, minglab oqsoqollar tun bo'yi tungacha Harlemga kelishdi, negrolar ularni u erda ko'rishni yaxshi ko'rar edilar va butun Harlemliklar uylarda uylarini tark etishga chaqirishganda, quyosh botguncha quyoshda raqsga tushish va raqsga tushirishga ishonishdi, chunki aksariyat oqlar kabare emas, uylar. Harman klublarining egalari, oq patronaj suvidan zavqlangan, mashhur Paxta klubining uslubidan so'ng o'zlarining irqiy kamsitilishiga qarshi katta xato qildi. Biroq, ularning aksariyati biznesni yo'qotib, kattalashdi, chunki ular Nyu-York shahar markazidagi Harlemning diqqatga sazovor joylarining katta qismini rangli xaridorlarni tomosha qilish uchun yotqizganlarini anglamadilar.

Kichikroq klublar, albatta, kattakon kvadratchalar yoki Dyuk Ellingtonning odatdagidek uyushtirgan Cotton Club kabi nomlar guruhiga ega emasdi, shuning uchun qora boqimasdan ular hech qanday qiziqarli emas edi. Kichik klublardan ba'zilari, Gladys Bentli kabi mashhur kishilarga ega edi. U mashhur bo'lganidan so'ng, maxsus yozma materiallar va beg'araz g'ayrioddiylikni oldi. Ikkita uch

marotaba ajoyib yillar davomida miss Bentli o'tirardi va butun tun bo'yi katta piyanoni o'ynatib turdi-da, kechqurungacha tong otgungacha, "St. yozuvlar orasidagi oromgohda, bir qo'shiqdan ikkinchisiga o'tadi, kuchli va doimiy o'rmon ritmini urishadi.

Miss Bentli musiqiy energiyaning ajoyib ko'rgazmasi - katta, qorong'i, erkaklar ayol, uning oyoqlari erga zarba berib, barmoqlari klaviaturani yutib yubordi - o'z ritmi bilan jonlantirilgan Afrika haykaltaroshlarining ajoyib qismi. Lekin u o'ynagan joy juda yaxshi tanilgan bo'lsa, u qo'shiqchi bilan qo'shiq kuylashni boshlagan, yulduzga aylangan, keyinroq shahar markaziga ko'chib o'tgan va endi Gollivudda. Ayolning eski sehrli va pianino, tun va marom borligi yo'qoldi. Lekin hamma narsa, bir tomonlama yoki boshqasi ketadi. 20-yillar o'tib ketgan va Harlemdagi tungi hayotda juda yaxshi narsalar quyoshda qor kabi g'oyib bo'lgan - chunki u savdo-sotiqning shahar markazida rejalashtirilgan, shuning uchun ham zerikarli bo'lgan. Langston Hughes tomonidan tanlangan asarlar

Oq xalqlarning yo'llari , fantastika (1934)

Gaitining imperatori (1936)

Katta dengiz , tarjimai hol (1940)

Oddiy tilda gapiradi , badiiy (1950)

Men yurganimdek ajoyib , tarjimai hol (1956)

Langston Hughesning qisqa hikoyalari (1996)

Katta dengiz Langston Hughes tomonidan 1940 yilda

Knopf tomonidan chop etilgan va Hill va Wang tomonidan qayta nashr etilgan.

Xulosa qilib aytganda, Langston Xyuz hayoti davomida qora tanlilarni orasida ulg'ayadi. Asarlarida asosan qora tanlilarning hayoti fojiali va kulgili munosabatlarini aks ettirgan. U asarlarida qora tanlilarni ulug'laydi. Qora tanlilarni urfodatlarini ulug'lashni irqidan g'ururlanish tuyg'usini unga buvisi Meri Paterson sindiradi. Shuning uchun Langston Xyuz asarida qarovsiz qolgan qora tanlilarni aks ettiradi. Menga Langston Xyuzning ijodi juda ham qiziqarli va ajoyib ekan juda ham yoqdi. Sizlarga ham amerikalik Langston Xyuz hayoti faoliyatini o'rganishni tavsiya beraman. Men o'rgangan va yoritgan "Katta dengiz" asarini o'qishni tavsiya etaman

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BEN JONSON'S "THE ALCHEMIST" CHARACTERS

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ABSTRACT

This article provides a concise analysis of the characters in Ben Jonson's play "The Alchemist." Set in Jacobean London, the play satirizes alchemy and human folly through characters like the cunning Subtle, the credulous Lovewit, and the ambitious Dapper, Druggier, and Face. Through examining their personalities and interactions, the study reveals themes of deception and greed. Jonson's use of distinct character types and comedic techniques entertains while critiquing societal corruption. This analysis offers insights into Jonson's craftsmanship and enduring social commentary in early modern drama.

Ben Jonson's "The Alchemist" is a classic Jacobean drama that uses satire to condemn the moral deterioration and societal avarice of its period. This abstract examines how Jonson satirises the church, law, and nobility throughout the play, as well as greed and its corrupting effects. This abstract shows Jonson's brilliant reflection on human nature and the hazards of uncontrolled ambition through characters, story, and language. The ancient cautionary tale "The Alchemist" encourages audiences to consider the dangers of wealth and moral compromise.

Keywords: greed, satire, moral degradation, corruption, human nature, ambition, social hierarchy, duplicity, wealth, integrity, cautionary tale.

INTRODUCTION

Ben Jonson's "The Alchemist" is a Jacobean drama classic known for its humour, satire, and social commentary. The early 17th-century play condemns Jonson's England's moral decline and avarice. Jonson shows human stupidity and the hazards of unbridled ambition through colourful characters and a convoluted narrative. This introduction lays the stage for an in-depth analysis of "The Alchemist," examining how Jonson uses satire to condemn society, greed, and human behaviour. As we explore "The Alchemist," we travel through time and space and ponder on the human condition in ways that are relevant today.

Findings

Ben Jonson's "The Alchemist" critique of Jacobean England's social systems

and moral failings is sharp and complex. Jonson mocks the public's gullibility and superstition through Subtle, a false alchemist, showing how easily people may be manipulated by charlatans. Jonson also mocks religious and legal hypocrisy with characters like Ananias and Tribulation Wholesome, who are readily duped by Subtle. Jonson shows society's moral bankruptcy by contrasting these institutions' lofty goals with their officials' low objectives.

Greed and Moral Corruption: "The Alchemist" explores the negative impact of greed on individuals and society. Jonson shows Subtle, Face, and Dol Common's obsession with riches. Each character deceives, manipulates, and exploits others to get money, showing the moral depravity that comes with materialism. Jonson's depiction of avarice warns against prioritising worldly wealth over morality.

While focusing on individual vices, "The Alchemist" also addresses social inequality and the quest of social development. Lovewit, the housemaster, and Dapper, a gullible customer, symbolise various social classes with contrasting goals and weaknesses. Jonson tackles the conflict between appearance and reality as characters take on different personas to navigate society. Jonson shows how status is arbitrary and how far people will go to rise in society through these encounters.

Language and Style: Jonson's "The Alchemist" features wit, wordplay, and complicated verse. Puns, double entendres, and smart repartee enhance the play's comedy and satire. Jonson's language entertains and prompts thought about the play's subjects. Jonson uses language and style to provoke a discussion on human behaviour and societal factors.

Conclusion: Ben Jonson's "The Alchemist" remains a classic, captivating audiences with its wit, humour, and profound human truths. The play critiques Jacobean society and inspires meditation on universal topics through its biting satire, greed investigation, and social commentary. As we explore Jonson's world, we are reminded of his work's lasting importance and literature's ability to expose human complexity.

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WILLIAM SHAKESPEARE'S "OTHELLO" TRAGEDY

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ABSTRACT

This article offers a succinct examination of William Shakespeare's tragedy "Othello." Set against the backdrop of Venice and Cyprus, the play delves into themes of jealousy, betrayal, and racial prejudice. The abstract delves into the complex characters of Othello, the noble Moor; Desdemona, his virtuous wife; and Iago, the manipulative ensign. Through the interplay of these characters, Shakespeare explores the destructive power of jealousy and the tragic consequences it brings. Additionally, the study highlights Shakespeare's masterful use of language and dramatic techniques to evoke empathy and insight into human nature. By analyzing the characters and themes of "Othello," this article sheds light on Shakespeare's enduring relevance and his profound exploration of human emotions and relationships.

Keywords: Othello, tragedy, manipulation, jealousy, iago, desdemona, character dynamics, psychological exploration, human nature

INTRODUCTION

Shakespeare's tragedy Othello explores human nature's complexity, including manipulation and jealousy, that endure. In a society with ethnic tensions and power dynamics, the play depicts the tragic downfall of Othello, a revered Moorish commander corrupted by his ensign, Iago. In the story, Shakespeare masterfully shows how manipulation and envy destroy trust and reveal human depravity.

This introduction takes us inside Othello's characters' heads as they manage ambition, envy, and betrayal. We examine Shakespeare's rich language and imagery to reveal the tragic narrative's driving forces and Othello's eternal themes. We find universal truths in the play's pages, from Iago's planned schemes to Othello's jealousy, inspiring meditation on human relationships and the fragility of the human psyche. As we explore Othello's intricate storyline, we see lives disintegrate and illusions break, revealing human weakness in the face of deception and envy. We explore Shakespeare's Othello's lasting significance as a profound study on the darker side of human nature.

THE RESULTS

Shakespeare depicts a world in Othello where deception is a powerful tool, especially by the clever Iago. Iago uses soliloquies and sophisticated manipulations to sow doubt and mistrust in Othello's mind, manipulating his anxieties. Iago's deception draws the spectator into his plot to bring down those around him. Shakespeare's portrayal of manipulation shows how easily trust can be broken and how dreadful the repercussions are when dishonesty rules.

In "The Poison of Jealousy," jealousy drives character behaviours and shapes the story. Iago's insinuations fuel Othello's jealousy, clouding his judgement and making him mistrust Desdemona's fidelity. The drama explores Othello's inner turmoil as jealousy erodes his willpower. Roderigo and Emilia also succumb to jealousy, showing its pervasiveness and destructive effects.

The Tragic Unraveling: Othello's tragedy involves manipulation and jealousy, leading to disastrous results. Othello's lunacy is typified by reckless decisions spurred by his emotions, ending in the death of his beloved wife Desdemona. The drama reaches its tragic climax when Othello realises his betrayal and the irreparable damage caused by his jealousy-fueled wrath. Shakespeare's depiction of Othello's tragic downfall shows human fragility and the dangers of basic impulses.

Human Nature Reflections:

Othello explores human nature, revealing the intricacies of the human psyche and the fragility of human connections. Through the perspective of conclusion. Finally, William Shakespeare's Othello shows how manipulation and jealousy shape human experience. Shakespeare explores human nature and its destructive impulses in Othello and its ensemble of characters. The drama warns against ambition, envy, and betrayal.

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GERMANIYADA TA'LIM TIZIMI

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ANNOTATSIYA

Har bir mamlakatning o'ziga xos ta'lim tizimi bo'lganidek Germaniyaning ham o'z ta'lim tizimi mavjud. Germaniya Jahon ilm-fani va madaniyati o'choqlaridan biridir. Ushbu maqolada ta'lim tizimi va muassasalari haqida to'xtalib o'tiladi.

Kalit so'zlar: Ilm-fan, jahon, ta'lim tizimi, Germaniya, mamlakatlar, taraqqiy, oliy ta'lim, maktab, baholash tizimi, universitet, talaba,

Germaniya ta'lim tizimi va uning 5ta oltin qoidasi:

Tanlash imkoniyati

Bepul va majburiy ta'lim

Tafakkur ustaxonasi

Fikrlayapmanmi, demak yashayapman.

Aslzodalar orzu qilgan universitet.

Ilmi va madaniyati rivojlangan va alohida mavqega ega bo'lgan mamlakat bu Germaniya davlatidir. Birinchi navbatda, Germaniyada Nemis tilida gaplashadigan har bir kishi uchun bepuldir. Bu mamlakat ildizi asrlarga borib taqaluvchi ilmiy maktablarni Gyote, Gegel, Betxoven, Nishte, Eynshteyn singari olim va ijodkorlari bilan taniqlidir. Xalqaro toifada e'tirof etilgan olomon ta'lim dargohlarida mustaqil fikr hamda keng dunyoqarash shakllanishiga alohida e'tibor beriladi. Ta'lim tizimiga tadbiq etilayotgan yangi usullar, eng so'nggi va zamonaviy axborot texnologiyalaridan unumli foydalanmaganlarga esa juda qiyin. Taraqqiyot manzili sari oshiqayotgan jamiyatda bilimsiz kishi o'z o'rniga ega bo'lishi amri mahol. Darvoqe, olomonlarga xos temir intizom, birso'zlilik xislatlari ham aynan manashu ta'lim dargohlarida shakllanadi. Germaniyada Maktab ta'lim tizimi quyidagi bosqichlarga bo'linadi:

Boshlang'ich (primarstufel)

O'rta (sekundarstufel))

Yuqori (sekundarstufel 1)

O'quvchilar fanlarni eng kamida "4"ga o'zlashtirishi kerak. Boshlang'ich

bosqichda bolalarga matematika, nemis tili, tabiatshunoslik, musiqa, estetika fanlari o'qitiladi. Boshqa mamlakatlarga qaraganda eng farqli tomoni shundaki ko'plab davlatlarda 5 ballik baholash tizimi bo'lsa, Germaniyada "6"ballik baholash tizimi qabul qilingan. Ya'ni;

1-a'lo

2-yaxshi

3-qoniqarli

4-yetarli emas

5-yetarli emas

6-qoniqarsiz.

Tanlash imkoniyati: Olmon tizimining o'ziga xos xususiyati shundaki, o'quvchilar boshlang'ichni tugatgandayoq kelajak yo'lini aniqlab olishi zarur. Ana shunga asoslanib, u bir necha turdagi maktabdan birida o'qishni davom ettiradi ya'ni bular

Asosiy maktab

Real maktab

Gimnaziya.

Bizning baholash tizimning teskari shakli. Germaniyada ham xuddi bizning yurtimizdagidek majburiy va bepul. Bepul Oliy ta'lim olish imkoniyati boshqa mamlakatlarga qaraganda Germaniyada ushbu imkon ko'proq. Bugungi kunda Germaniyada ta'lim sifati dunyodagi eng yuqori ko'rsatgichlarga egadir. Xususan, Germaniyaning eng qadimiy Universiteti – Geidelberg 1386-yilda tashkil etilgan bo'lib, bu mamlakatning ta'lim tizimini shakllanishiga yetarli vaqt o'tganligidan dalolat beradi. Germaniyaning Oliy ta'lim tizimiga to'xtalsak: Nodavlat jamg'armalar va hukumat grantlari asosida chet elda kelgan talabalar Nemis universitetlarida bemalol o'qishlari mumkin. Universitetlarda bakalavr bosqichi to'rt yarim yilgacha, magistratura esa bir yildan to'rt yilgacha, doktorantura esa ikki yildan besh yilgacha davom etadi. Odatda, bakalavriat va magistratura talabalari o'qish yakunida davlat imtixonini topshiradi va dissertatsiya himoya qiladi. Talaba o'qish uchun qishki yoki yozgi o'quv mavsumini tanlash huquqiga ega. Germaniya Geydelberg, Kyoln, Frayburg, Tyubingen va qadimiy universitetlar vatani hsioblanadi. Chet ellik talabalar Germaniyadagi 300dan ortiq Universitetlaridan birida ixtisosliklardan birini tanlashi mumkin. Germaniyalik fuqarolari va chet ellik talabalar uchun talabalik to'lovi yiliga 300 yevrodan 1000yevrogacha to'lanadi. Mamlakat taraqqiy etishi va rivojlanishi uchun ta'lim tizimi a'lo darajada rivojlangan bo'lishi kerak va bu xususiyat Germaniyaga xosdir.

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“UTOPIA” BY SIR THOMAS MORE AND INTERESTING FACTS ABOUT IT

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ABSTRACT

This article provides a succinct analysis of Thomas More’s “Utopia” examining its historical context, central themes, and relevance to modern readers. It explores how More critiques societal norms through an idealized island society, emphasizing principles of communal ownership and religious tolerance. The article also addresses the tension between utopian ideals and human nature’s complexities, offering insights into contemporary debates on governance and social

Keywords: Utopia, Sir Thomas more, renaissance europe, political philosophy, speculative fiction, humanism, christian ethics, socio-political context, ideal society, social equality

INTRODUCTION

Sir Thomas More’s “Utopia” stands as a seminal work in the realm of political philosophy and speculative fiction. Published in the early 16th century, this imaginative narrative presents an ideal society on an island where communal living, social equality, and justice prevail. However, beneath its surface lies a tapestry of thought-provoking ideas and paradoxes that continue to intrigue scholars and readers alike. In this thesis, we embark on a journey to unravel the layers of “Utopia,” examining its historical context, philosophical implications, and contemporary relevance.

Contextualizing Utopia

This chapter provides a historical backdrop to Sir Thomas More’s “Utopia,” exploring the socio-political milieu of Renaissance Europe and More’s own role within it. We delve into the influences that shaped More’s utopian vision, including humanism, Christian ethics, and political upheaval. By examining the text in its historical context, we gain a deeper understanding of the issues and debates that informed More’s critique of contemporary society and his aspirations for a better world.

Philosophical Foundations

In this chapter, we delve into the philosophical underpinnings of “Utopia,” ex-

ploring the concept of utopia itself and its roots in ancient and medieval thought. We analyze More's engagement with Platonic and Aristotelian philosophy, as well as his critique of the prevailing socio-economic order. Through close reading and textual analysis, we examine the ways in which More grapples with questions of justice, power, and the common good, laying the groundwork for his utopian vision.

Social Structure and Governance

This chapter focuses on the social structure and governance of More's utopian society, examining its unique institutions, laws, and customs. We explore the principles of communal living, equality, and citizenship that underpin Utopian society, as well as the role of education, labor, and religion in shaping individual and collective life. By scrutinizing the strengths and weaknesses of Utopian governance, we uncover the tensions between idealism and realism that animate More's narrative.

Critique and Interpretation

In this final chapter, we engage with critical interpretations of "Utopia" from diverse scholarly perspectives. We examine the ways in which More's work has been read, interpreted, and appropriated over the centuries, tracing its influence on political thought, literature, and popular culture. Drawing on contemporary debates and theoretical frameworks, we assess the enduring relevance of "Utopia" for understanding and critiquing utopian visions in the modern world.

CONCLUSION

In conclusion, our thesis offers a comprehensive analysis of Sir Thomas More's "Utopia," shedding light on its historical significance, philosophical complexity, and enduring relevance. By unpacking the text's themes, contradictions, and interpretations, we hope to contribute to a deeper appreciation of More's utopian vision and its implications for imagining alternative futures. Ultimately, "Utopia" challenges us to question the status quo, envision new possibilities, and strive for a more just and equitable society.

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“PARADISE LOST” BY JOHN MILTON THAT SHOCKED HIS CONTEMPORARIES

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ABSTRACT

This article offers a succinct examination of John Milton’s epic poem “Paradise Lost,” exploring its historical context, central themes, and enduring relevance. It delves into Milton’s portrayal of the fall of man, the complexity of characters like Satan, and the exploration of themes such as sin and redemption. Through a concise lens, it invites readers to engage with the timeless questions posed by Milton’s masterpiece and its implications for understanding human nature and the eternal struggle between good and evil.

Keywords: John Milton “Paradise lost”, writer, book, English, Christopher,

INTRODUCTION

John Milton is English writer, pamphleteer, and student of history, considered the foremost critical English creator after William Shakespeare. John Milton was born 1608 on 9 the December. Milton’s fatherly granddad, Richard, was a staunch Roman Catholic who removed his child John, the poet’s father, from the family domestic in Oxfordshire for perusing an English (i.e., Protestant) Book of scriptures. Expelled and excluded, Milton’s father built up in London a commerce as a scrivener, planning records for lawful exchanges. He was too a moneylender, and he arranged with leasers to organize for advances on sake of his clients. He and his spouse, Sara Jeffrey, whose father was a dealer tailor, had three children who survived their early a long time: Anne, the most seasoned, taken after by John and Christopher. In spite of the fact that Christopher got to be a legal counselor, a Royalist, and maybe a Roman Catholic, he kept up all through his life a agreeable relationship with his more seasoned brother. After the Stuart government was reestablished in 1660, Christopher, among others, may have mediating to anticipate the execution of his brother . Milton is best known for Paradise lost, broadly respected as the most noteworthy epic lyric in English. At the side Paradise regained and Samson Agonistes, it affirms Miltons notoriety as one of the most noteworthy English artists.

Paradise lost

Milton's Paradise lost was written in the style of the classic epic describing the Bible story of Adam and Eve's fall from grace in the Garden of Eden .The story learns the characters' personalities and motivations. Milton's,, representation of the Devil as the snake in the Garden of Eden offers political view and calls into question Catholic religious beliefs. One particular quote that tie in the political plight of King Charles I and authority in England was offered by the snake. Hath God then said that of the fruit off all these trees ye shall not eat, Yet lords declare off all in earth or air. Milton's ,, Paradise lost '' presents an allegory of society. He presents the characters relating to the political difficulties brought about by the extreme authority of King Charles His story presents societal questions that readers can relate to 17th century England

CONCLUSION

John Milton, lay the groundwork for the Post-Renaissance aesthetic in his works. Milton had an even higher conception of the public function of the poet than Johnson did "Paradise lost" offers an interpretation of Biblical passages. Milton uses this story to call attention details of faith for readers to consider. John Milton left an indelible mark on the world with his rare works, especially Paradise Lost brought him the most popularity.

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HERMAN HESSE AND SIDHATHA GAUTAMA

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ABSTRACT:

Herman Hesse, in his "Siddhartha", reflects Buddhist thought, trying to find the purpose of humanity, and the economy of the path to the goal of man. Siddhartha Gautama, on the other hand, was famous as a Buddha and his ideology and other innovations can be taken into account. Their relationship, concepts of thought, and consideration of finding a person's purpose can be important and logical. This article covers the life and work of Herman Hesse, the role of Sidhatha Gautama in literature.

Keywords: image, interpretation, character, Buddhism, artistic interpretation, literary languages, creativity.

ГЕРМАН ГЕССЕ И СИДДХАРТХА ГАУТАМА

АННОТАЦИЯ

Германа Гессе, в "Сиддхартхе" буддийские мысли отражают попытку найти цель человечества и путь к достижению цели человека. Сиддхартха Гаутама, с другой стороны, был известен как Будда, и его идеологии и другие нововведения можно принять во внимание. Их взгляды на то, как они взаимодействуют, идеи мышления и поиск цели человека, могут быть важными и логичными. В этой статье рассказывается о жизни и творчестве Германа Гессе, о роли творчества Сидхаты Гаутамы в литературе.

Ключевые слова: образ, интерпретация, характер, буддизм, художественная интерпретация, литературные языки, творчество.

HERMAN HESSE VA SIDHATHA GAUTAMA.

ANNOTATSIYA:

Herman Hesse, "Siddhartha" asarida Buddhalik fikrlar, insoniyatning maqsadini topishga harakat qilishni va insonning maqsadiga erishish yo'li xo'jaligini aks ettiradi. Siddhartha Gautama esa Buddha sifatida mashhur bo'lgan va uning mafkuralarini va o'zga yangiliklarini inobatga olish mumkin. Ularning o'zaro munosabatlari, fikr

tushunchalari va insonning maqsadini topishga doir ko'rib chiqishlari muhim va mantiqiy bo'lishi mumkin. Ushbu maqolada Herman Hessening hayoti va ijodi, Sidhatha Gautama asarining adabiyotda tutgan o'rni haqida so'z olib boriladi.

Kalit so'zlar: obraz, tarjimonlik, xarakter, buddizm, badiiy talqin, adabiy til-lar, ijodkorlik.

KIRISH QISM

O'tayotgan yilning har bir kuni qutlug' tarix. XX asrning so'nggi yigirma bir yilligidagi o'z istiqboliga, xurriyatiga, istiqboliga erishgan ona O'zbekiston bu tarixning bir lahzasini bobolardan meros sha'ni va shavkatiga loyiq biron voqealar ila bezayotir. Shu jumladan tarjima sohasida ham munosib ishlar qilinmoqda.

Xo'sh badiiy tarjima o'zi nima ?

Badiiy ijod xillaridan biri bo'lib, bu ijod jarayonida bir tildagi asar boshqa tilda beriladi , go'yo qayta ijod qilinadi. Tarjima bir tilda mavjud kitobni boshqa tildan ko'chirish undan nusxa ko'chirish emas balki muayyan tildan yaratilgan san'at asarini bo'lak tilda shu ikkinchi tilning leksik grammatik va badiiy ifodalash vositalari asosida qayta yaratish va tiklash demakdir.

Tarjima adabiy estetik hodisa so'z san'ati, tarjimon esa ijodkordir. Shuning uchun ham badiiy tarjima yuksak estetik did, badiiy mahorat talab qiluvchi ijodkor qo'li bilan yaratiladigan san'at asaridir. Har bir yangi tarjima yangi san'at asari degan so'z. Milliy tillarning boyishi mushtarak so'z termin iboralarning tug'ilishi, asta - sekin umuminsoniy lug'atning tarkib topishida ham milliy madaniyatlar va milliy adabiyotlarning bir-biriga o'zaro ta'sir qilish jarayonida ularda mushtarak ijtimoiy, siyosiy adabiy estetik qonuniyatlarning paydo bo'lishida ham tarjima katta rol o'ynaydi. Tarjima badiiy asar muallifi yaratgan xarakterning barcha belgilanishi yoxud tuban maqsadlarni aks ettiradimi, muqaddas yoki jirkanch niyatlardan darak beradimi baribir obrazga xos bo'lgan mayda- chuyda detallargacha hammasini to'g'ri va to'la to'kis tiklash lozim. Tarjima- sermuammo san'at deyilishi bejiz emas albatta. Chunki badiiy obrazning xatto biron zig'irday xususiyatlarini tashlab ketish yoki yo'qotish uning noto'g'ri talqin qilinishi yo bo'lmasa soxta tasvirlanishiga sabab bo'lishi mumkin. Mamlakatimizda adabiyot va san'atning tez suratlar bilan ravnaq topishi jumladan tarjimon va tarjimonshunoslar oldiga yangidan-yangi vazifalarni ko'ndalang qilib qo'yadi. Qardosh xalqlar adabiyotining gullab-yashnashi munosabati bilan badiiy so'z ustalarining eng yaxshi asarlaridan kitobxonni bahramand qilish ehtiyoji oshib bormoqda. Katta tarjimachilik dargohida yuksak tarjima mahorati namunalari yaratildi. Vilyam Shekspir , Jyul Vern, Jorj Sminson Agata Kristi, Onore de Balzak, Mark Tven, Ernst Hemminguey, Platon, Gomer, Aristotel, Sofokl kabi adib

va olimlarning asarlari juda ko'plab tarjima qilingan. Shu jumladan bu qalam sohiblarining asarlari madaniy dunyoning qariyb barcha taraqqiy etgan adabiy tillariga tarjima qilingan. Xilma-xil uslublari ko'p janrlari va turlicha adabiy an'analar asosida jahon tarjima maktabi barpo etilmoqda. Tarjima ishining nechog'lik keng ko'lamda qo'yilganligini o'zbek tilidan chet tiliga, chet tilidan o'zbek tiliga o'girilgan kitoblar soni yildan yilga ortib borayotganidan ham bilib olish mumkin. O'zbek tilidan nemis tiliga bir qancha asarlar tarjima qilingan.

Hermann Hesse XX asrning eng yirik namoyondalaridan biridir. Yozuvchi shoir, rassom, prozanavis, publitsist, tanqidchi, faylasuf, jamoat arbobi. Hermann Hesse Gyote, Geyne, Shiller, Lessing, Tomas Mannlar singari jahon adabiyoti badiiy tafakkur taraqqiyotining buyuk siymolari qatorida turadi. U jahon adabiyotida ijtimoiy, falsafiy hamda badiiy-estetik tafakkur kamolotiga barkamol hissa qo'shgan san'atkorlardan biri sifatida katta etibor qozondi. Hermann Hesse butun umri davomida izlanishda bo'ldi. U 1946-yilda ulkan ijodiy merosi, adabiyot sohasidagi xizmatlari uchun sharaflı Nobel mukofotiga sazovor bo'ldi. Shu yilning o'zida unga Gyote mukofoti, 1955 yilda esa nemis kitob sotuvchilar tomonidan ta'sis etilgan „Tinchlik“ mukofoti berildi, bir yildan keyin „Hermann Hesse“ nomli mukofot ta'sis etildi. Milliy adabiyotlarning taraqqiyoti ularning birbiri va jahon adabiyoti bilan aloqalari mustaqillik davriga kelib chuqur xalqaro moxiyat kasb etdi. Bu borada jahon adabiyoti katta tajribaga egaligi isbot talab qilmaydigan haqiqatdir. Buyuk olmon adibi I.V.Gyote o'z kotibi Ekkermanga yozgan maktubida o'rinli qayd etganidek "Biz fransuzlarning, inglizlarning va boshqa xalqlar adabiyotlarini bilishimiz yaxshi, bundan faqatgina jahon adabiyoti foyda ko'radi, chunki adabiyotlarning o'zaro bog'liqligi zanjir yanglig'dir, zotan zanjirning bir bo'lagi bo'lmasa, orada uzilish paydo bo'ladi". Adabiy aloqalarning muxim komponenti xisoblanmish badiiy tarjima adabiy ta'sir va adabiyotlar mundarijasini boyitish hamda kengaytirishda muxim omil hisoblanadi. Tarjima tufayli buyuk so'z ustalari o'zlari yaratgan san'at asarlari bilan faqat o'z xalqlarigina hushnud etib qolmasdan, balki boshqa millatlarning huzuriga ham tashrif buyuradilar. Ana shunday so'z ustalaridan biri, Germaniyaning sevimli farzandi Hermann Hessening "Peter Kaminsend", "Demian", "Siddixartxa", «Cho'l bo'risi» "Marjonlar o'yini" kabi asarlari jahon adabiyotining boyligiga aylandi. Uning hayotligidayoq asarlari jahonning ko'plab tillariga tarjima qilindi. O'zining 40-50 yoshlarida Hermann Hessechalik ijodi gullab yashnagan, san'at cho'qqisiga erishgan ijodkorni nemis adabiyoti tarixida topish mushkul. Amerika va Osiyoda millionlab kitobxonlarga ega. Germaniyada Hermann Hessening asarlari nashri 1979 yilga kelib, 5 Million nusxaga yetdi. "Zurkamp" nashriyoti har oy Hermann Hesse asarlarining 30 000 nusxada nashrdan chiqaradi. Hermann Hesse o'sib

kelayotgan avlod uchun ulkan ta'sir kuchiga ega. Asar bosh qahramoni Siddhartha ma'rifatni izlab topish uchun zohid bo'lgan obraz. U Haqqa yetishmoq ilinjida moddiyatdan uzilgan saman. Asar mutlaqo buddaviylik dinining, umuman, bir dinning targ'ibiga asoslanmagan. Aksincha, turfa yo'llarning bir manzilga - Haq yo'liga elt-mog'idan ogoh etadi. Bu yo'lda unga Govindadek hamkor-u hamrohlar yo'ldosh bo'lishadi... Siddharthaning Kamala bilan ishqiy munosabatlari ham asar g'oyasini boyitgan... «Siddhartha» ruhiy mukammallikka ega, maqsadi-yu maslagida og'ishmay, qoqilmay chin hayotga erishmoqchi bo'lganlar uchun qo'llanma. «Siddhartha» e'tiqoddan adashmaslik, yagona g'oya, sobitqadamlilikdan "men"ga yetishmoqlik uchun yo'llovchi kitobdir. Siddhartha Gautamaning hayoti, Buddamiz deb atalgan shaxs, afsonalar va afsona bilan qoplangan. Ko'pgina tarixchilar bunday odam borligiga ishonishsa-da, biz u haqda juda oz narsa bilamiz. "Standart" tarjimai holi vaqt o'tishi bilan paydo bo'lgan. Asosan, miloddan avvalgi 2 asrda Atsvaghoşa tomonidan yozilgan epik she'r "Buddhakarita" tomonidan katta darajada yakunlandi. Kelajak Buddha, Siddhartha Gautama, miloddan avvalgi 5-VI-asrda Lumbinida (Nepalning zamonaviy kuni) tug'ilgan. Siddhartha - "maqsadni amalga oshirgan kishi" degan ma'nolarni anglatadigan Sanskritcha ism va Gautama - bu oila nomi. Uning otasi, shoh Suddxoda Shakiya (yoki Sakya) deb nomlangan katta klanning lideri edi. Eng qadimgi matnlardan u merosxo'r bo'lganmi yoki qabila boshlig'i bo'lganmi, aniq emas. Bundan tashqari, u ushbu maqomga saylangan bo'lishi mumkin. Suddxoda ikkita opa-singilga, Mayya va Pajapati Gotamiga uylangan. Ular bugungi kunda Shimoliy Hindistonda bo'lgan Koliya shaxrining boshqa klanlaridan malika deb ay-tishadi. Maya Siddharthaning onasi edi va u tug'ilganidan ko'p o'tmay vafot etgan yagona bolasi edi. Keyinchalik, birinchi Budist chinisi bo'lgan Pajapati, Siddhartha'yi o'z holiga keltirdi. Shahzod Siddhartha va uning oilasi barcha hisoblarga ko'ra, Kshatriya jangchilar va zodagonlarining kastasiga kirgan. Siddharthaning eng taniqli qarindoshlari orasida uning otasi Ananda o'g'li, amakivachchasi Ananda ham bor edi. Keyinchalik Ananda Buddaning shogirdi va shaxsiy xizmatchisi bo'lib xizmat qiladi. Siddhartha'dan ancha yosh bo'lishiga qaramay, ular bir-birlarini bolalikda tanimas edilar.

XULOSA

Hesse asarlari insonning maqsadini topish, erkakona harakatlarni o'rgatish, va ma'noga ega bo'lishning o'rnini ustida turganini ko'rsatadi. Siddhartha Gautama esa to'g'ri yo'l topish, yomonliklardan ozod bo'lish, va insoniyatning oziq-ovqatlariga mos ravishda yashash bo'yicha mafkurasi ustida turadi. Ular o'zlarining asarlarida hamma qo'lladilarning o'rniga, o'zi qo'lladilarning qarashlarini qo'llaydi. Herman Hesse va

Siddhartha Gautama fikrlari, kitoblarida izohlagan maydonlar orqali ko'rish uchun qiziqarli va o'rgatuvchi bo'ladi, shuningdek, ularning fikrlarining ta'siri va muammolari o'zgaruvchan va o'zgarmas bo'lishi mumkin.

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ICHKI EMIGRATSIYA: AVTORLAR MAVZULAR, ASARLAR.

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ABSTRACT

Germaniyadagi Milliy sotsializm mafkurasi millatchilik va irqchilik qarashlarini o'z ichiga olgan siyosiy harakatni namoyish etdi. Adolf Gitler nomi ko'pincha milliy sotsializm tushunchasi bilan bog'liq. Gitler tomonidan o'rnatilgan diktatura uning partiyasi a'zolari tomonidan qo'llab-quvvatlandi Milliy Sotsialistik nemis ishchilar partiyasi (NSDAP). Diktatura deganda zo'ravonlik va zulm orqali amalga oshiriladigan cheklanmagan boshqaruv shakli tushuniladi. Ushbu maqoladanemis tili adabiyotida yozuvchilarning ichki emigratsada tutgan o'rni haqida bayon etiladi.

Kalit so'zlar: ichki emigratsiya, senzura, surgun, tenzura,

KIRISH

Milliy sotsialistlarning siyosati ikkinchi Jahon urushi (1939-1945) bilan yakunlandi. Ushbu urushda Milliy sotsialistlar muntazam ravishda olti milliondan ortiq yahudiylarni, shuningdek, lo'lilar va Sinti, gomoseksuallar va siyosiy mahbuslarni o'ldirdilar. Ko'plab mualliflar bu vaqt ichida Germaniyada qolishga qaror qilishdi, garchi ular milliy sotsializmni rad etishgan. Ular milliy sotsializmga bilvosita qarshilik ko'rsatdilar yoki o'zlarini siyosiy jihatdan ifoda etmadilar. Ushbu mualliflarning asarlari ichki emigratsiya adabiy davriga tayinlangan. Quyida emigratsiya tushunchasining ta'rifi, shuningdek, ichki emigratsiya adabiy davrining ta'rifi berilgan: "Emigratsiya" so'zi lotincha emigratio so'zidan olingan va "emigratsiya" deb tarjima qilingan. Emigratsiya atamasi boshqa mamlakatga emigratsiyani anglatadi. Aksincha, "ichki emigratsiya" atamasi Germaniyada Milliy sotsializm davrida (1933 – 1945) yashagan, ammo milliy sotsializm va uning qadriyatlarini rad etgan mualliflar va rassomlarning munosabatini anglatadi. "Ichki emigratsiya" atamasi ichki makonga chekinishni va bir vaqtning o'zida tashqi siyosiy va ijtimoiy sharoitlardan chiqib ketishni yoki ularga qarshilik ko'rsatishni anglatadi.

Ta'rifga ko'ra, ichki emigratsiya nemis adabiyotining davri sifatida tushuniladi. U Germaniyadagi Milliy sotsializm davrini, ya'ni 1933 yildan 1945 yilgacha bo'lgan davrni qamrab oladi. Milliy sotsializm davrida san'at va adabiyot qattiq nazorat ostida bo'lgan va tanqidchilar ta'qib qilingan. Ichki emigratsiya mualliflari Milliy Sotsialis-

tik mafkurani rad etishdi, ammo Milliy sotsializm davrida Germaniyani tark etishmadi. O'zlarini tanqidiy ifoda eta olish uchun ular o'z asarlarida Milliy sotsializm tanqidini shifrladilar. Shu bilan bir qatorda, ular o'z asarlarida siyosiy masalalarni hal qilmaganlar.

Surgun adabiyoti va qon-tuproq adabiyotidan demarkatsiya

O'z asarlari bilan faol qarshilik ko'rsatgan yoki hukumatni tanqid qilgan mualliflar uchun Milliy sotsializm davrida hayot uchun katta xavf bor edi: ular quvg'in qilingan, qamalgan va o'ldirilgan. Ko'plab mualliflar Germaniyadan qochib, chet el surgunidan boshpana izlashdi. "Surgun" so'zi lotincha exilium so'zidan olingan bo'lib, "surgun qilingan", "surgun qilingan" yoki "chet elda qolish" deb tarjima qilinadi. Surgun muallif o'z vatanidagi siyosiy yoki diniy ta'qiblar va kamsitishlar tufayli tashrif buyurishi kerak bo'lgan chet eldagi yangi boshpana joyini anglatadi. 1933 yildan 1945 yilgacha surgunda yaratilgan nemis mualliflarining asarlari surgun adabiyotining nemis adabiy davriga berilgan. Surgunda bo'lgan mualliflarning aksariyati milliy sotsializm haqida ma'lumot berish va ogohlantirishning umumiy maqsadini ko'zladilar.

Shunday qilib, ichki emigratsiya va surgun adabiyoti vaqt o'tishi bilan bir-biriga parallel ravishda ishlaydi. Ichki emigratsiya va surgun adabiyotiga parallel ravishda o'tgan yana bir davr-bu qon va tuproq adabiyoti. Qon va tuproq adabiyoti deganda milliy Sotsialistik mafkurani targ'ib qilgan va tarqatgan mualliflarning asarlari tushuniladi. Qon va tuproq adabiyoti birinchi navbatda targ'ibot vositasi sifatida, ya'ni milliy sotsializm qadriyatlarini muntazam ravishda tarqatish uchun, jamiyatga Milliy sotsializm foydasiga ta'sir o'tkazish uchun ishlatilgan. Boshqa narsalar qatorida, Milliy sotsializm mafkurasiga ma'lum odamlar guruhlarining pastligini nazarda tutadigan ijtimoiy Darvinizm kiradi.

Xususan, antisemitizm, ya'ni yahudiy millatiga mansub odamlarga dushmanlik katta mafkuraviy rol o'ynadi. Shu bilan birga, ayrim odamlar guruhlarining devalvatsiyasi Milliy Sotsialistik mafkuraga ko'ra, ideal sariq va ko'k ko'zli odamlardan iborat bo'lgan "oriy irqi" ni qadrlash bilan birga keldi. Ichki emigratsiyaning adabiy davrini yangi ob'ektivlikning adabiy davrlari va tr o'rtasidagi vaqt bo'yicha tasniflash mumkin. Mmerliteratur. Ichki emigratsiya va surgun adabiyotiga parallel ravishda o'tgan yana bir davr-bu qon va tuproq adabiyoti. Qon va tuproq adabiyoti deganda milliy Sotsialistik mafkurani targ'ib qilgan va tarqatgan mualliflarning asarlari tushuniladi. Qon va tuproq adabiyoti birinchi navbatda targ'ibot vositasi sifatida, ya'ni milliy sotsializm qadriyatlarini muntazam ravishda tarqatish uchun, jamiyatga Milliy sotsializm foydasiga ta'sir o'tkazish uchun ishlatilgan. Boshqa narsalar qatorida, Milliy sotsializm mafkurasiga ma'lum odamlar guruhlarining pastligini nazarda tu-

tadigan ijtimoiy Darvinizm kiradi. Germaniyadagi fashistlar rejimi davridagi hodi-sani anglatadi, bu erda fashistlar mafkurasi va tsenzurasiga qarshi bo'lgan yozuvchilar va ziyolilar mamlakatda qolishni tanladilar, ammo jamoat nutqidan voz kechdilar. Ushbu chekinish passiv qarshilikning bir shakli bo'lib, bu rassomlarga rejim bilan to'g'ridan-to'g'ri qarama-qarshilikdan qochib, ijodiy ishlarini davom ettirishga imkon berdi.

Adabiyotda nemislarning ichki emigratsiyasi yozuvchilarning asarlarida aks etadi Ernst J Dikkatsnger, Stefan Jorjva Tomas Mann, o'zlarining noroziliklarini ochiq siyosiy tanqidga emas, balki allegorik va ramziy til orqali ifoda etganlar. Ushbu yozuvchilar o'zlarining adabiy mahoratlaridan o'z fikrlarini etkazish va rejimni bilvosita, ko'pincha metafora va nozik tashbehlar orqali tanqid qilish uchun foydalan-ganlar. Nemislarning adabiyotdagi ichki emigratsiyasining eng ko'zga ko'ringan namunalaridan biri Tomas Manning romanidir "Mario va sehr-gar," bu erda Mann mavzularni o'rganadi totalitarizm va shaxsiy erkinlikni yo'qotish xayoliy Italiya sha-harchasida joylashgan hikoya orqali. O'z hikoyasini Germaniyadan tashqarida o'rnat-ish orqali Mann to'g'ridan-to'g'ri tsenzuradan xavfsiz masofani saqlab, vatanidagi siy-osiy vaziyatni hal qila oldi.

Xuddi shunday, Ernst J Roksakkerning "marmar qoyalar ustida" romanida to-talitar rejimning hokimiyatga ko'tarilishi va shaxs erkinligi va jamoaviy itoatkorlik o'r-tasidagi ziddiyatni tasvirlash uchun allegorik elementlardan foydalaniladi. Jünger ish tsenzura yoki quvg'in olib kelishi mumkin, deb aniq ma'lumotnomalar qochish esa Rossiya rejimi bir qarashlari sifatida xizmat qiladi.

Milliy sotsializm davri nemis adabiyoti tarixida muhim rol o'ynaydi. Ushbu qorong'u davrda ko'plab yozuvchilar va ziyolilar ichki emigratsiya deb ataladigan joydan boshpana topdilar. Bu rejimga ochiq qarshilik ko'rsatishdan iborat bo'lmagan qarshilikning bir shakli edi, aksincha jamoat sohasidan chekinish va voqealar oldida to'xtab qolishdan iborat edi. Ernst J Dikkatsnger, o'sha davrning taniqli yozuvchisi, ichki emigratsiyaning etakchi shaxslaridan biri edi. U rejimni targ'ib qilish xizmatida yozishdan bosh tortdi, o'z asarlarida satrlar orasida topilishi mumkin bo'lgan yanada nozik xabarlarni etkazishni afzal ko'r-di. Dikkatsngerning asarlari ko'pincha fashistlar hukmronligi ostidagi zulm va tsenzuraga ishora qiluvchi allegoriya sifatida talqin qi-lingan.

Ichki emigratsiyaning yana bir taniqli vakili Stefan Jorjva edi. U tsenzura bosimi va rejim tahdidi ostida yozgan, ammo uning asarlari chuqur melankoliya va inson ruhiyatining nozik tuyg'usi bilan ajralib turardi. Jorjvaning lirikasida bu vaqt ichida ko'plab nemislarning umidsizligi va umidsizligi aks etgan.

Tomaning eri, garchi surgunda bo'lsa ham, ichki emigratsiyaning bir qismi deb

hisoblanishi mumkin, chunki u o'z asarlarida jismonan uzoq bo'lsa-da, Vatanining muammolari va qarama-qarshiliklari bilan intensiv shug'ullangan. Mannning asarlari nemis jamiyati va uning bo'linishiga olib kelgan siyosiy o'zgarishlarni chuqur tahlil qilish bilan ajralib turardi. Nemislarning adabiyotdagi ichki emigratsiyasi Milliy Sotsialistik rejimga madaniy qarshilikka muhim hissa qo'shgan murakkab va ko'p qirrali harakat edi. Cheklovlar va tsenzura tahdidiga qaramay, yozuvchilar o'z asarlari bilan nozik tanqid qilishga va qarshilik ruhini saqlab qolishga muvaffaq bo'lishdi.

XULOSA

Umuman olganda, adabiyotdagi nemis ichki emigratsiyasi zolim siyosiy rejimlarga duch kelgan yozuvchilarning chidamliligi va ijodini namoyish etadi. Ushbu mualliflar allegoriya, ramziylik va nozik tanqidni qo'llash orqali o'zlarining badiiy yaxlitligini saqlab qolishdi va avtoritarizmga qarshi intellektual qarshiliklarini davom ettirishdi va qiyinchiliklarga qarshi jasorat va bo'ysunmaslik merosini qoldirishdi.

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CHRISTOPHER MARLOW AND "TAMBURLAINE THE GREAT"

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ABSTRACT:

Christopher Marlowe, a prominent playwright of the Elizabethan era, made significant contributions to English literature with his masterpiece "Tamburlaine the Great." This play, set against the backdrop of conquest and power, explores themes of ambition and the human condition. Marlowe's skillful use of language and dramatic techniques captivates audiences, while his portrayal of the titular character, Tamburlaine, offers insight into the complexities of leadership and authority. Through an analysis of Marlowe's work, one gains a deeper understanding of Renaissance drama and its enduring impact on the literary landscape. "Tamburlaine the Great" stands as a testament to Marlowe's enduring influence and remains a cornerstone of English theatrical tradition.

Keywords: prominent playwright, human condition, unrhymed iambic pentameter, blank verse, renaissance, protagonist, playwrights, atheist, immense power, morality play.

Foremost, Marlowe's plays are impactful and forceful; although he did not possess the same depth and profundity as Shakespeare, who admired and imitated him, it is important to acknowledge that Marlowe essentially created the era of Elizabethan Drama. His initial significant play, "Tamburlaine the Great," was unlike anything previously witnessed on stage, a lively production featuring a confident and imposing man who overthrew kingdoms and conquered a large portion of Asia in the 14th century. "Tamburlaine" was also the first publicly performed play to be written in unrhymed iambic pentameter blank verse which, primarily due to the success of this play, became the standard for English drama as long as English playwrights wrote in verse.

Christopher Marlowe, an English playwright, poet, and translator during the Elizabethan era, was highly regarded as the leading tragedian of his time. His influence on William Shakespeare, who was born in the same year as Marlowe, was significant, as Shakespeare went on to become the most prominent playwright of the

Elizabethan era following Marlowe's mysterious death. Marlowe's plays were notable for their use of blank verse and their ambitious main characters. His first play to be performed on the regular stage in London was Tamburlaine the Great, which tells the story of Tamburlaine, a shepherd who becomes a powerful warlord. This play, written in blank verse, is considered one of the earliest English plays of its kind and is often seen as the start of the mature phase of Elizabethan theatre, along with Thomas Kyd's *The Spanish Tragedy*. Tamburlaine was well-received and was followed by *Tamburlaine the Great, Part II*.

The play is often associated with Renaissance humanism, which celebrated the potential of human beings. Tamburlaine's desire for immense power raises important religious questions as he assumes the role of the "scourge of God" (a title originally given to Attila the Hun). Some readers have connected this attitude with the fact that Marlowe was accused of being an atheist. Others have focused on the play's anti-Muslim theme, particularly in a scene where the main character burns the Qur'an. In his article "Christian Underscoring in *Tamburlaine the Great, Part II*," Jeff Dailey suggests that Marlowe's work is influenced by traditional medieval morality plays, regardless of whether or not he was an atheist, and that religious elements and allegorical methods are present in his work. So then Marlowe portrayed Tamburlaine's character in a similar way to how early Humanist Renaissance historians viewed him, as a typical Renaissance Hero. In Marlowe's play, like in *Faustus*, the main focus is on showcasing the protagonist's exceptional power to control his own fate. This is evident in Tamburlaine's ability to rise above his humble beginnings and achieve the highest status. This transformation of character, or "identity shift," is symbolized by a change in attire, going from rags to armor and from a shepherd to a noble leader.

The play has long been criticized for many times in that period. Some critics viewed the play within the convention of the old "morality play" [1], whereas others viewed it is a typical "Renaissance tragedy play" [2]. Latter criticism, however, focused on the play's strong rhetorical effect and its magnificent poetical images. Modern criticism, however, has focused on the different contexts of the play. The protagonist's contradictory attitudes and characteristics may also complicate any attempt of interpretation. Many critics and audiences view Tamburlaine's character in different ways. Some critics, such as Roy Battenhouse, argues that they meant to "condemn him", while others claim that "we are invited to admire him"[3]. There are other critics who rather leave it to the audience how to view the protagonist's character.

Each of these interpretations of the play focuses on a specific aspect. Some

critical approaches emphasize the play's aesthetic and artistic qualities, while others highlight its underlying political and religious implications. Consequently, the characterization of the protagonist, whether as a hero or a villain, depends on the interpretation of the play, which can be seen as either a moral tale or a subtle political and religious allegorical satire. However, the play itself is intricate and cannot be easily categorized within a specific literary genre. This complexity arises from the various intricacies embedded within the play. To fully comprehend the multiple facets of the protagonist, one must consider and reconcile the different, and sometimes conflicting, interpretations of the play. However, even though the play suggests that the main character exercises his free will, it also raises doubts about the limitations on this freedom. The main character's eventual death may signify the end of his boundless desire for power. In this way, the play explores contentious theological and philosophical topics like the Freedom of Will and Predestination.

In conclusion, Christopher Marlowe is a prominent figure in Elizabethan literature, making a lasting impression with his masterpiece, "Tamburlaine the Great." In this play, Marlowe explores ambition, power dynamics, and the human mind, presenting a captivating story that remains relevant through the ages. His inventive language and portrayal of complex characters provide deep understanding of human nature, solidifying his reputation as an innovative playwright of great importance. Marlowe's contributions to English literature continue to be influential, proving his lasting impact on the theater tradition.

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ENLIGHTENMENT PHILOSOPHY AND ITS REFLECTION IN ENGLISH LITERATURE

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ABSTRACT.

Enlightenment philosophy, a movement that swept across Europe in the 17th and 18th centuries, profoundly influenced English literature of the time and continues to shape literary discourse today. This article explores the core tenets of Enlightenment philosophy, such as reason, empiricism, and individualism, and examines their reflection in English literary works. Through analysis of key literary figures and their works, this article highlights how Enlightenment ideas manifested in literature, shaping themes, characters, and narrative structures. From the rationalism of Alexander Pope to the social commentary of Jonathan Swift, Enlightenment ideals permeated English literature, challenging traditional beliefs and paving the way for modern and philosophical thought.

Keywords: Enlightenment philosophy, English literature, reason, empiricism, individualism, rationalism, social commentary, Alexander Pope, Jonathan Swift, philosophical orientation, bourgeoisie.

The aim of the article is to get acquainted with literature of the Enlightenment, an in-depth analysis of the philosophical views of the enlighteners of that period. At the same time, it is important to analyze the works of enlighteners, to shed light on the main ideas in them, and to study the knowledge about the impact of these works on the present. The period of national awakening was a time for the development of scientific, philosophical and social thought. At the heart of this intellectual movement lies the ideas of rationalism (the philosophical orientation that is the basis of reason and human behavior) and free thinking. Literature and art play an important role in enlightenment efforts. Enlighteners have been involved in the education and development of the community and in the development of high emotions.

Enlightenment literature, known for its opposition to feudalism, was influ-

enced by the philosophical and political ideas of the bourgeoisie. The bourgeoisie, who were actively fighting against feudalism, embraced a progressive mindset and utilized the support of the masses. In relation to this, E. Khudoyberdiyev, a literary scholar, emphasizes the significance of intelligence as the driving force behind enlightenment.[1] The aesthetic views of Enlightenment literature were valued in that they served the educational value of art in the interests of the reconstruction of society. Eighteenth-century writers created enlightened political-philosophical novels, philosophical narratives, and dramatic works of political-moral character. Enlightenment writers saw literature as a tool for the ideological struggle of an emerging new class. Their positive protagonists were civic courage, hard work and initiative, as well as an exaggeration of the idea of generosity. A particular approach to the subject in this literature would be in line with the requirements of that historical period, the views being sought to rebuild the world. Although the Enlightenment movement does not appear in a uniform, revolutionary, and consistent manner in Western European countries, it has one thing in common for progressive literature, which is its anti-feudal nature. The great representatives of Enlightenment literature in England were the novelists Daniel Defoe, Jonathan Swift, Samuel Richardson, Henry Fielding, the popular poet Robert Burns, and others. Enlightenment literature believes that social life can be reformed primarily through the education of students. That is why in the examples of enlightenment literature there is often an open ideological struggle between the protagonists. Lyric poetry, that is, poetry, continuing the traditions of the Renaissance and Classicism, is enriched with many new works and Enlightenment ideas. Enlightenment literature often served as a platform for social critique and political commentary. Writers such as Jonathan Swift and Alexander Pope used satire and irony to skewer the injustices and hypocrisies of their society, challenging conventional wisdom and calling for reform. Swift's "Gulliver's Travels," for example, serves as a biting indictment of human folly and political corruption, using the fantastical journey of Lemuel Gulliver to expose the absurdities of 18th-century England. Poet Alexander Pope, who is known for his critical works that sharply condemned the evils of society, was invaluable in this regard. For his great services in eighteenth-century English poetry, Alexander Pope's name is revered in English literature. He is an English poet known for his poems, essays and critical works. His steadfast view was that he was a staunch supporter of ethical and aesthetic values. He strongly condemns the evils of society. The strangeness and perfection of pop poetry was such that its bitter irony against its enemies in poetry and politics made it an invincible person and a high position in society.

English literature has experienced a unique period of growth and development

throughout its long history. One of the significant aspects of literature is its ability to address important social issues of the time and shape public opinion on those matters. The English bourgeois revolutions of the 17th and 18th centuries brought about the downfall of the medieval order and dealt a blow to the feudal system that had been in power for over a thousand years. Absolute monarchy was also overthrown in England, making it the first European country to embrace capitalist development. During the 17th century, the prevailing literary trend in Western Europe was blood classicism, but in the 18th century, it was replaced by Enlightenment literature, specifically Enlightenment realism. Scholars argue that the Enlightenment is a philosophical, social, and moral concept that forms the foundation of a new worldview. The core idea behind this new ideology is that the human mind has the power to change the world. Enlightenment literature believes that societal progress can be achieved primarily through the education of individuals, particularly students. As a result, examples of Enlightenment literature often depict an open ideological struggle between the main characters.

In conclusion, English literature has played a crucial role in reflecting and shaping the societal changes throughout history. The period of the English bourgeois revolutions in the 17th and 18th centuries marked a significant transition from the medieval order to the embrace of capitalist development and the downfall of absolute monarchy. This era saw a shift in literary trends from classical forms to Enlightenment literature, characterized by its emphasis on reason, progress, and the power of the human mind to effect change. Overall, English literature during the Enlightenment era not only reflected the spirit of the times but also actively contributed to shaping public opinion and advancing social change. Its legacy continues to resonate in contemporary discourse, highlighting the enduring relevance of literature as a medium for exploring and addressing important social issues.

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SIR THOMAS MORE AND THE HUMANISM IN THE RENAISSANCE

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ABSTRACT:

Sir Thomas More, an influential figure in the Renaissance, had a significant impact on both politics and ideas through his renowned work, "Utopia." Inspired by Humanism, More's portrayal of an ideal society in "Utopia" reflects his deep engagement with the intellectual trends of his time. As a humanist philosopher, More aimed to harmonize individual aspirations with societal needs, advocating for principles like justice, equality, and human well-being. By examining More's vision in "Utopia" and its alignment with Humanist principles, we can delve into the intricate relationship between philosophy, politics, and the human experience during the Renaissance, offering insights that remain relevant and thought-provoking in today's world.

Keywords: Utopia, renaissance, humanism, humanist, Sir Thomas More, New Humanists, naturalism, human beings.

Humanism is a literary and philosophical perspective that focuses on the importance of humanity. 'Humanism is a philosophy that believes in mankind's ability to achieve happiness and fulfillment without the need for religion'[1]. It emerged during the Renaissance when writers and thinkers shifted their attention from accepting traditional values to studying the humanities, including the literature of ancient Greece and Rome, as well as the Bible. Renaissance Humanists were primarily interested in the people and events of the present world, rather than the natural or supernatural realms that scientists and religious thinkers focused on. They rejected the medieval belief that life on earth was merely a preparation for the afterlife, instead emphasizing the potential achievements of humanity in the present. Renaissance humanists envisioned a perfect and civilized life in the here and now, achieved through intellectual and cultural advancements.

Sir Thomas More's deep understanding of human nature and his groundbreaking work, "Utopia," provide lasting proof of the impact of Humanism during the

Renaissance. By presenting an ideal society in "Utopia," More not only challenged the prevailing norms of his time but also expressed a vision that continues to inspire contemplation and discussion in modern society. More's unwavering commitment to Humanist principles such as reason, fairness, and the pursuit of the common good serves as a prime example of how Humanism can transform both individuals and societies. Sir Thomas More, a saint, was the son of Sir John More, a judge in the King's Bench. Born in London, More received his education at St. Anthony's school in Thread needle Street and later at Canterbury Hall, Oxford[3]. As was customary at the time, before attending university, More was taken into the household of Cardinal Morton as a page, where he was trained in the ways of high society. Morton, a warrior and politician who played a role in placing King Henry VIII on the throne, eventually became a wealthy and influential nobleman, as well as Cardinal, Archbishop of Canterbury, and Chancellor to the King. In the first book of Utopia, there is a favorable portrayal of Morton as a wise, pious, and kind man. Whether or not Morton truly deserved this reputation, he recognized the potential for greatness in More and arranged for him to attend Oxford. More achieved great success in the field of law and rose to the highest level of achievement as a lawyer, but he did not abandon his humanistic studies. He was known to be a cheerful companion and firmly believed in Aristotle's doctrine that life, in all its aspects, is good.

In Utopia, More observes a world filled with various flaws and corruption. He imagines how wonderful it would be if perfection could be achieved instantly, without the struggles and disappointments of imperfect individuals in an imperfect world. More criticizes war, dishonesty between nations, excessive ambition in rulers, wasteful military practices, unemployment, theft, homelessness, the destruction of agriculture, population decline and its consequences for men, women, and children, neglect of the poor, filth, disease, famine, exposure, and cruel governance.

Humanism is not a fixed set of ideas, but rather a mindset or approach. It is not a strict method to follow, but rather a suggested path to take. Since the Renaissance, the term has been used in various ways, but it consistently emphasizes the importance of humanity. It recognizes the significance of both the natural world (science) and the spiritual world (religion) in relation to people[4]. The study of classics is seen as a way to understand and appreciate human values and culture. Great individuals are regarded as examples of what can be achieved by all people. English humanism thrived in two phases: initially, it was primarily an intellectual movement that originated in the 15th century and reached its peak through the contributions of Sir Thomas More, Sir Thomas Elyot, and Roger Ascham. The second phase was a poetic revolution spearheaded by Sir Philip Sidney and William Shakespeare. Also Irving

Babbitt and Paul Elmer More promoted a form of humanism in America during the early 1900s[5]. This movement, known as the New Humanists, rejected the focus on nature and literature found in Romanticism and Naturalism. Instead, they called for a return to a Classical approach centered on the humanities. According to the New Humanists, human beings should be seen as subject to a higher moral code, and their true humanity is best measured by their potential rather than their circumstances.

In conclusion, Sir Thomas More's "Utopia" is a perfect representation of Renaissance humanism, capturing the era's focus on critical thinking, bettering society, and seeking knowledge. By presenting an ideal society, More not only criticizes the shortcomings of his own time but also promotes humanistic principles like fairness, education, and fairness. The text demonstrates the Renaissance belief in the power of human reason and societal advancement, showing how literature and philosophy were used as means for intellectual exploration and transforming society during this crucial historical period.

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THE REFLECTION OF HEROISM IN THE NOVELS OF ERNEST HEMINGWAY

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ABSTRACT

This article talks about the reflection of heroism in the works of Ernest Hemingway, the condemnation of war, the feelings of humanity in the works of the artist, the works that introduced him to the world, and his famous work "The Old Man and the Sea".

Keywords: Hemingway's works, "The Old Man and the Sea", the reflection of heroism, humanity.

INTRODUCTION

American world famous writer. Nobel Prize laureate (1954). In 1917, he started working as a journalist-reporter in Kansas City. Participant of World War I (1914-18). Hemingway lived in Paris until 1928, and in Cuba in 1939-60. Hemingway's works include themes of love, war, travel, wilderness, and loss. His participation in the First World War later led to the creation of his immortal works depicting real war events vividly. In Hemingway's works, the initial journalistic observation is replaced by analytical, comparative considerations and observations. He condemns any kind of war, focusing on the suffering of mankind. Through the image of ordinary people, he expresses the disastrous consequences of standing alone in the struggle for human rights and freedom.

LITERARY REVIEW

The first book of stories is "In our time" (1924). The novels "The Sun Rises" (1926, published in English as "Fiesta"), "A Farewell to Arms!" (1929) deal with the unimaginable absurdities of war, human rights, encroachment on free will, and at the same time, all evils of human courage, dignity and love, superiority over forces is clearly expressed. Depression can be observed in Hemingway's work in the first half of the 1930s. During this period, the writer tries to reconsider his way of life, to de-

termine certain directions of his creativity. As a result, the collection of stories "Death in the Afternoon" (1932), "Green Hills of Africa" (1935), "No Flag to the Winner" (1933) will see the world. Hemingway's creative growth is evident in the stories "The Horn of the Ox", "The Happiness of Francis Macomber", "The Snows of Kilimanjaro" (1936), and the novel "The Desolation and the Absence" (1937). In 1931-39, Hemingway participated in the national liberation struggle of the Spanish people as a military correspondent. During these years, several of his essays and reports, the novel "Mourning Call" (1940) were published. The heroes of these works fight against fascism for the sake of people's freedom, they deeply feel that they are responsible for the fate of humanity, they suffer together with people, and they look for ways to escape from danger. After the Second World War, a new era began in Hemingway's work. However, the novels "Dangerous Summer" and "Islands in the Ocean" created during this period are artistically more empty works than their predecessors. But after a certain period of time, Hemingway created works capable of revealing the current situation in society by researching the human psyche. Hemingway's highly artistic novel "On the banks of the river, in the shade of the trees" (1950), and the short story "The Old Man and the Sea" (1952) brought great fame to Hemingway. In the 20th century, Hemingway created a characteristic style based on strict objectivity, which later writers from the American continent would often refer to this style.

DISCUSSION AND RESULTS

Ernest Hemingway wrote the famous "The Old Man and the Sea" in 1952 in the Bahamas at the age of 51. Even when the disease threatened the writer's life, he created unique images through this work. The work was completed in two months. Even if the characters are depicted through simple images, there are traces of the reality of life. So, the work is Hemingway's famous work written at the end of his life. It tells the story of the life of old Santiago, a Cuban fisherman. It should be said that the work "The Old Man and the Sea" is primarily about the feeling of trust and, of course, hope, which a person always relies on. In the main character of the work, we can see the character who lives based on his experience and tries not to lose his faith. Let's talk a little about the plot of the work. An old man named Santiago lives in a small fishing village in Cuba. And he was engaged in fishing. He had been at sea for 84 days, but he had no prey. Manolin is a boy who fishes with an old man. His parents considered the old man unlucky and ordered him to board another boat. But the boy loved Santiago very much. So, this time the old man trusts his luck and goes to the sea. First, our hero catches a small tuna fish. Then a very big fish is caught on the hook. A huge fish starts pulling the boat away. The old man is upset that Manolin is

not with him, the boy's help is needed at such times. Thus, the old man has a long "battle" with the fish. Hope and faith will not leave him even for a moment. Although Santiago lacks outward success, his faith and hope keep him going. In the work, the writer describes the connection between man and nature, and the constant struggle of humanity. The short story is one of his works in which these aspects are clearly visible. A student who is faced with such a struggle does not suffer from the failure of the work involuntarily, but the confidence of a person in the future inspires him.

CONCLUSION

Hemingway's works are related to man and nature, struggle and heroism, spiritual strength and loneliness, the glory of failure. The work "The Old Man and the Sea" is considered the peak of the author's works written on this topic. That is why each of us can find ourselves in his works. Even though the central theme of the work is failure, he continues to fight to the end despite his failure. This, in turn, gives glory to Jesus. Hemingway says "I wrote this work about an ordinary boy, an ordinary old man, an ordinary sea." We can also witness that the writer's illumination of the events, embodiment of the characters, the manifestation of the mental state of the characters through their words, and the revelation of the human qualities of mankind through simple images have a great philosophical content.

This story shows how much a person can have tenacious, generous, generous and extremely original views in his life, work, work, worlds of thought. While reading the work, one can understand that a human child may face many difficulties on the way to achieving his goals, but, like the book's hero, Santiago, he can overcome such difficulties with stubbornness and achieve his goal.

So, in this work, Ernest Hemingway was able to describe in a unique way the greatness of a person, his will and fortitude, his determination.

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THE SEMANTIC AND EVOLUTION OF ADJECTIVE

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ABSTRACT

Why do we use language? this is a topic that was widely researched in the world. With the help of language we express our sadness, happiness, disappointment. So what makes our speech more attractive ? yeah definitely by using adjectives and semantics. For describing how amazed we were when we went to the zoo , we always tend to use adjectives and semantics. It also used in novels mostly, it means they play an integral role in any texts.

Keywords: usage, adjective, novels, linguistics, speech, linguistic skills, play, structure, vocabulary.

ANNOTATSIYA

Nima uchun biz tildan foydalanamiz? bu dunyoda keng o'rganilgan mavzu. Til yordamida biz qayg'u, baxt, umidsizlikni ifodalaymiz. Xo'sh, nima bizning nutqimizni yanada jozibali qiladi? ha, albatta, sifatlar va semantikadan foydalangan holda. Hayvonot bog'iga borganimizda qanday hayratga tushganimizni tasvirlash uchun biz doimo sifatlar va semantikalaridan foydalanamiz. U asosan romanlarda qo'llaniladi, bu ularning har qanday matnda ajralmas rol o'ynashini anglatadi.

Kalit so'zlar: qo'llanish, sifat, romanlar, tilshunoslik, nutq, lingvistik mahorat, o'yin, tuzilish, lug'at.

INTRODUCTION

First of all let's find out what is semantic. Semantic is a sub-discipline of linguistics which studies the "meaning". Semantic learns a word as an element of speech it also includes how it is negotiated by speakers and listeners of language. "Destination" and "last stop" the meanings are the same , but students who study semantics analyze their meaning in every shade. Semantics is divided in seven categories : conceptual, connotative, stylistic, affective, reflected, collocative and thematic.

Conceptual semantics refers to the abstract behind the concepts associated with words (literal meaning of the word) for example the word cat literally means cat. Love: The conceptual meaning of "love" refers to a deep affection, strong emotional attachment, or care for someone or something. Conceptual Semantics is a thoroughly mentalist theory of meaning, language, and thought (Miller and Johnson-Laird, 1976; Jackendoff, 1983, 1987a, 1990, 2002, 2012; Pustejovsky, 1995; Pinker, 2007; plus closely related work broadly in the Cognitive Grammar tradition by Lakoff, 1987; Langacker, 1987; Talmy, 2000; and many others). The theory represents a fundamental break from traditional formal semantics, and it has consequences not only for philosophy of language, but also for philosophy of mind, metaphysics, and possibly even ethics. The present chapter sketches a few of the many issues treated within this theoretical worldview, in the hope of capturing the spirit of the enterprise.

Connotative this is a sub-discipline of semantics which studies the associations that are emotionally and socially connected with word. As supposed in this text connotations literally studies the emotion which appears while pronouncing a certain word or collocation. For example The word "old" has an intrinsically neutral connotation. Sometimes people use the word as an insult, but at its core, it's simply meant to suggest the fact that something is aged. Two positive connotations for the word "old" are "vintage" and "matured." "Vintage" and "matured" connote positive associations, like "vintage records" and "matured cheese." «Two negative connotations for the word "old" are "antiquated" and "decrepit." "Antiquated" and "decrepit" connote negative association, like "antiquated ideals" and "decrepit houses.»

Stylistic another category of semantics while connotative ones are connected with emotion, stylistic relies on document-level; features. Stylistic category is mostly used science-related atmosphere. Stylistic meaning, For example, 'she died', she expired, 'she left for her heavenly aboard' - in these three sentences the same meaning has been expressed in different styles. Similarity certain words have their stylistic meaning like 'home'. Here home, house or the residence has the same meaning.

Affective semantics includes personal point of view. It is related to the emotional or attitudinal associations of words and expressions. It encompasses the feelings, sentiments, or emotional nuances that words can convey. Example: Let us consider the word "fire" and its affective meaning: The word "fire" can carry various affective meanings based on context. In some contexts, it might evoke positive emotions like warmth, coziness, and comfort when associated with a fireplace in a cozy setting. However, in other contexts, it can have negative affective meanings, such as fear, destruction, and danger, when associated with a raging forest or house fire. In this example, the affective meaning of "fire" is influenced by people's emotional associations with different situations involving fire. It can

convey positive and negative emotions, demonstrating how affective meaning can vary depending on context and personal experiences.

Reflective is category of semantics that learns hidden meaning of words. In 19th centuries this type of semantics was commonly used in literature because everything was controlled by the government so, writers used this type of semantics for explaining their own ideas to readers. For example

Adjectives

Adjectives describe or modify—that is, they limit or restrict the meaning of—nouns and pronouns. They may name qualities of all kinds: huge, red, angry, tremendous, unique, rare, etc. mostly adjectives come before a noun. Sometimes adjectives may come with a linking word, this type of adjective is called **predicate** for example “the building is huge”, “today was an amazing day”. As supposed before we use adjectives mostly when we are describing smell, qualities, and feelings.

Comparative

When we want to compare two things (adjective) we can form this by adding suffixes “er”, “or”, “ier” if it ends with “y”. for more longer words like beautiful, atmospheric we use “more” or “less”.

For example:

1. you are prettier than her
2. This café is cozier
3. this cat is cuter than the previous

With “more”, “less”

1. the car which my mum bought yesterday were more comfortable than our previous one.
2. You are less beautiful when you are angry.
3. Everything becomes more enjoyable when I am with you.

Superlative

Superlative adjectives are used to indicate that something has the most or least of a specific quality. They're typically preceded by the definite article “the” and usually formed by adding the suffix “-est” (or “-st” if the word ends in the letter “e”). For two-syllable words that end in “y,” the “y” is replaced with “-iest.”

Superlative adjectives can also be formed by adding “most” or “least” before an adjective that has not been modified. The “most” form is typically used for words with two or Etymology

See also: Part of speech § History, and Noun § History

Adjective comes from Latin *nōmen adiectivum*, [2] a calque of Ancient Greek: ἐπίθετον ὄνομα (surname), romanized: *epítheton ónoma*, lit. 'additional noun'

(whence also English epithet).[3][4] In the grammatical tradition of Latin and Greek, because adjectives were inflected for gender, number, and case like nouns (a process called declension), they were considered a type of noun. The words that are today typically called nouns were then called substantive nouns (*nōmen substantivum*).[5] The terms noun substantive and noun adjective were formerly used in English but are now obsolete.[1]

Types of use

Depending on the language, an adjective can precede a corresponding noun on a prepositive basis or it can follow a corresponding noun on a postpositive basis. Structural, contextual, and style considerations can impinge on the pre-or post-position of an adjective in a given instance of its occurrence. In English, occurrences of adjectives generally can be classified into one of three categories:

Prepositive adjectives, which are also known as "attributive adjectives", occur on an antecedent basis within a noun phrase.[6] For example: "I put my happy kids into the car", wherein happy occurs on an antecedent basis within the my happy kids noun phrase, and therefore functions in a prepositive adjective.

Postpositive adjectives can occur: (a) immediately subsequent to a noun within a noun phrase, e.g. "The only room available cost twice what we expected"; (b) as linked via a copula or other linking mechanism subsequent to a corresponding noun or pronoun; for example: "My kids are happy", wherein happy is a predicate adjective[6] (see also: Predicative expression, Subject complement); or (c) as an appositive adjective within a noun phrase, e.g. "My kids, [who are] happy to go for a drive, are in the back seat."

Nominalized adjectives, which function as nouns. One way this happens is by eliding a noun from an adjective-noun noun phrase, whose remnant thus is a nominalization. In the sentence, "I read two books to them; he preferred the sad book, but she preferred the happy", happy is a nominalized adjective, short for "happy one" or "happy book". Another way this happens is in phrases like "out with the old, in with the new", where "the old" means "that which is old" or "all that is old", and similarly with "the new". In such cases, the adjective may function as a mass noun (as in the preceding example). In English, it may also function as a plural count noun denoting a collective group, as in "The meek shall inherit the Earth", where "the meek" means "those who are meek" or "all who are meek". more syllables, while the "least" form is used for all adjectives.

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LANGSTON HUGHES'S LIFE AND THE IMPORTANCE OF HIS POETRY IN ENGLISH LITERATURE

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ANNOTATION

This article highlights the life and work of Langston Hughes and the influence of his poetry on English literature and the attitude of Langston's work in America. In addition, important information about Langston, why he chose to write, the writer's popularity. The works that led to his creation and specific information about the type of popular poetry for Langston are also given.

Keywords: Langston Hughes, poetry, literature, information, jazz, poet, publishing, research, stories, workers, invention, works, positive, happy.

ANNOTATSIYA

Ushbu maqolada Langston Hughesning hayoti va ijodi hamda uning she'riyatining ingliz adabiyotiga ko'rsatgan ta'siri va Langstonning asarlariga Amerikada ko'rsatilgan munosabat yorqin aks ettirilgan. Bulardan tashqari Langston haqidagi muhim ma'lumotlar, nima uchun yozuvchilikni tanlagani, yozuvchining mashhur bo'lishiga sabab bo'lgan asarlari va Langston uchun mashhur she'riyat turiga doir aniq ma'lumotlar ham keltirilgan.

Kalit so'zlar: Langston Hughes, she'riyat, adabiyot, ma'lumot, jazz, shoir, nashriyot, tadqiqot, hikoyalar, ishchilar, ixtiro, ishlar, ijobiy, baxtli.

АННОТАЦИЯ

В этой статье освещаются жизнь и творчество Лэнгстона Хьюза, а также влияние его поэзии на английскую литературу и отношение к творчеству Лэнгстона в Америке. Кроме того, важная информация о Лэнгстоне, почему он решил писать, популярности писателя. также приведены его творение и конкретные сведения о популярном в Лангштоне типе шариага.

Ключевые слова: Лэнгстон Хьюз, поэзия, литература, информация,

джаз, поэт, издательское дело, исследования, рассказы, рабочие, изобретения, произведения, позитив, счастье.

INTRODUCTION

Langston Hughes, a towering figure in the landscape of American literature, was more than just a poet; he was a chronicler of the African American experience, a visionary whose words transcended boundaries of race and class. Born in Joplin, Missouri in 1902, Hughes's life unfolded against the backdrop of a tumultuous era marked by racial segregation, economic disparity, and cultural upheaval. Despite facing numerous obstacles, Hughes rose to become one of the most influential voices of the Harlem Renaissance, a cultural and artistic movement that celebrated African American heritage and identity.

Hughes's poetry resonates with themes of resilience, identity, and the quest for social justice. His verses pulsate with the rhythms of jazz and blues, reflecting the vibrancy of Harlem's streets and the struggles of its inhabitants. Through his poetry, Hughes confronted the harsh realities of discrimination and inequality, while also celebrating the beauty and strength of African American culture.

The main thesis

The importance of Hughes's poetry in English literature cannot be overstated. He challenged prevailing notions of what constituted 'literary' language, infusing his work with the cadences of everyday speech and the music of the streets. In doing so, he gave voice to the marginalized and the oppressed, offering a powerful counter-narrative to the dominant literary canon.

Hughes's influence extends far beyond his own lifetime. His poems continue to be studied and celebrated for their profound insight into the human condition and their timeless relevance. Through his evocative imagery and unflinching honesty, Hughes invites readers to confront uncomfortable truths and to imagine a world where justice and equality are not just ideals, but realities to be fought for and achieved.

According to some sources, American poet Langston was born on February 1, 1901 in Joplin, Missouri, USA. He wrote in English.

Hughes' childhood was spent in several Midwestern cities while he began his creative career in New York. After graduating from school, he entered the university. Unfortunately, due to several reasons, he had to drop out. The writer is lucky and receives offers from many publishing houses in New York. At first, he works for Crisis magazine, then works for several other publishing houses. The family and childhood of Langston Hughes. Hughes, like many other American

writers, came from a Jewish family. Sources mention that he was Jewish, but later research revealed that he was not related to Jews. Hughes spends most of his childhood with his grandmother, and from that time he developed an interest in literature. But after the death of his grandmother, a big change occurs in his life. After the term, he lives with his mother again, because his mother was married again. Like all children of that time, the writer's childhood was full of many difficulties.

In his stories and poems, Langston wanted to reflect the true culture of his people and their sufferings. At the same time, he wanted to express the interest of English people in classical music through his poems in his own language. That's why he was interested in becoming a writer since childhood. He mainly wrote novels, short stories, plays. The writer mostly avoided other topics in his works and paid more attention to describing the happy days and hardships of black workers and giving solutions to them.

The writer created more in prose and poetry and the artistic art that became popular is jazz. Langston made unprecedented inventions in this direction. He became the founder for the development of jazz art.

Langston's honors and prizes.

Hughes has been awarded many different prizes for his attractive, unique work, and his contribution to the development of English literature.

1.1926: Hughes won the Witter Bynner Undergraduate Poetry Prize.

2.1935: Hughes was awarded a Guggenheim Fellowship, which allowed him to travel to Spain and Russian.

3.1941: Hughes was awarded a fellowship from the Rosenwald Fund.

4.1943: Lincoln University awarded Hughes an honorary Litt.

Results and discussion

Hughes's significance in English literature lies in his ability to challenge conventional literary norms by embracing the language and experiences of the marginalized. His verses continue to resonate today, offering poignant reflections on the human condition and advocating for social change.

In a world still grappling with issues of race, equality, and justice, Hughes's poetry serves as a timeless reminder of the power of art to inspire empathy, provoke thought, and fuel activism. As we engage with his work, we are reminded of the ongoing relevance of his message and the imperative to continue the fight for a more equitable and inclusive society.

CONCLUSION

Langston Hughes's life and poetry stand as a testament to the enduring power

of art to provoke change and inspire hope. His unwavering commitment to social justice and his unapologetic celebration of African American culture have left an indelible mark on English literature and the broader cultural landscape. Through his verses, Hughes challenged the status quo, demanding recognition and respect for the voices too often silenced by prejudice and discrimination. As we reflect on Hughes's legacy, we are reminded of the transformative potential of literature to transcend boundaries and foster empathy and understanding. His poetry continues to speak to readers across generations, offering solace to the oppressed and courage to those who dare to dream of a more just and inclusive world.

In the face of ongoing struggles for equality and justice, Langston Hughes's words remain a beacon of hope, reminding us of the power of art to inspire change and ignite the flames of social progress. As we carry forward his legacy, let us continue to draw strength from his poetry and strive to build a future where all voices are heard and all people are valued.

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THE ROLE OF WOMEN WRITERS IN ENGLISH LITERATURE

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ANNOTATION

The importance of women writers in English literature has changed significantly for the better over time. This article presents information about women writers who broke down several barriers to women in the history of English literature and contributed to the development of literature with their distinctive works. At the same time, the article also reflects how the unique voice and vision of the first female writer in English literature and the most famous female writer caused a significant rise in literature.

Keywords: women writers, literature, article, female, problems, work, information, famous, gender, poet, novels, barriers.

ANNOTATSIYA

Ingliz adabiyotida ayol yozuvchilarning ahamiyati vaqt o'tishi bilan sezilarli darajada yaxshi tarafga o'zgarib bordi. Ushbu maqolada ingliz adabiyot tarixida ayollarga nisbatan bo'lgan bir qancha to'siqlarni olib tashlagan va o'zining ajralib turadigan ijodi bilan adabiyot rivojlanishiga o'z hissasini qo'shgan ayol yozuvchilar haqida ma'lumotlar keltiriladi. Shu bilan birgalikda maqolada ingliz adabiyotidagi birinchi ayol yozuvchi hamda eng mashhur ayol yozuvchining betakror ovozi va qarashlari bilan adabiyotni sezilarli darajada ko'tarilishiga sabab bo'lishi ham aks ettirilgan.

Kalit so'zlar: ayol yozuvchilar, adabiyot, maqola, ayol, muammolar, ish, ma'lumot, mashhur, jins, shoir, romanlar, to'siqlar.

АННОТАЦИЯ

Значение женщин-писателей в английской литературе с течением времени значительно изменилось в лучшую сторону. В этой статье женщина, которая сломала несколько барьеров против женщин в истории английской литературы и внесла свой вклад в развитие литературы своими выдающимися работами.

.предоставляется информация об авторах. В то же время в статье также отражен тот факт, что первая писательница в английской литературе и самая известная писательница своим уникальным голосом и видением вызвали значительный подъем в литературе.

Ключевые слова: женщины-писатели, литература, статья, женщина, проблемы, работа, информация, знаменитость, пол, поэт, романы, барьеры.

INTRODUCTION

It is known in history that there were not enough facilities for women writers to create freely and effectively, and they faced many difficulties and obstacles in the way of spreading their voices to the whole world and recognition of their works, nevertheless, women writers in century who they opposed the traditional norms and brought new modern views to the first place among the people. In addition, women writers did not limit themselves to a few directions and studied various topics and genres, from domestic life and relationships, to discipline problems and political activism. They have made an impact and ensured that women's voices are heard and glorified in the world.

METHODOLOGY

At first, it was very difficult for female writers to show the equality of women among the public. Through their works, they studied the experiences, struggles and victories of women, and shed light on issues such as gender inequality and society's expectations. Women writers used their works as tools for advocacy and social change. At the same time, in his works, women's rights, racial equality, environmental protection and other important social issues are also discussed. Below is information about the creative activity of Aphra Behn, Jane Austen, The Bronte sisters (Charlotte, Emily, and Anne), Elizabeth Cleghorn Gaskell, among the first and most famous writers in English literature.

According to sources, Aphra Behn was born in Harbledown in 1640. Aphra Behn was the first English writer. He is famous in English literature as a dramatist, poet and writer of great fiction. Behn's life has not been fully clarified because he wanted his origins to remain a mystery. Behn was very intelligent and talented, so he was recruited into the secret service by King Charles II of the Netherlands. Later, due to economic problems in his life, he began to create. His early works were created as tragic comedies due to the inconveniences of his life. One of Behn's most economically beneficial works is "The Rover", which consists of two parts and was published in 1977-1981. Rover describes the adventures of a small group of English cavalry in

Madrid and Naples during the exile of Charles II.

Behn also tried to highlight gender equality and other themes in her works. For example, her short novel *Oroonoko* tells the story of an African slave prince. His engagement with the themes of slavery, race and gender, as well as his influence on the development of the English novel, can be felt.

Behn wrote more freely than other women poets and thus remains one of the most famous poets in English literature.

The Brontës sisters' contributions to English literature have had a lasting impact and their works are still widely read and studied today.

Three sisters Currer, Ellis, and Acton Bell are born in Thornton, Yorkshire. Their mother dies early and the girls are taken care of by their aunt Elizabeth. Three sisters work in different places at different times. All of them have been interested in writing stories since they were young. In 1846, the sisters published a collection of poems at their own expense, in which they used the pseudonyms Charlotte, Emily, and Anne for the first time. All of the Brontës went on to produce collections of plays and poems that achieved varying degrees of popularity. The works of the sisters reflect the spiritual experiences of women and try to provide at least a partial solution to the topical issues of that time.

The seventeenth and eighteenth centuries were the heyday of religious, historical, sporting, Irish, and comedic novels in English literature. One of the famous writers of that time was Elizabeth Leghorn Gaskell. She was born in Chelsea, London in 1810. Elizabeth was a famous English writer and author of several short stories, known for her sympathetic characters who faced social and moral problems. Gaskell's literary career began with the publication of her first novel, *Mary Barton*, in 1848. The novel explores the harsh realities of industrial life in Manchester in the early 19th century and deals with issues such as poverty, class conflict and social injustice. "Mary Barton" noted Gaskell as a writer with a keen social conscience and a gift for depicting the lives of ordinary people.

One of Gaskell's most famous works is *North and South* (1854), which focuses on the conflict between industrial progress and traditional values in the fictional town of Milton. The novel tells the story of Margaret Hale, a young woman from a rural south of England who moves to the industrial north and encounters the struggles of the working class.

In addition to his novels, Gaskell also wrote many short stories, novels, and non-fiction. Elizabeth Gaskell died on November 12, 1865 in Hampshire, England.

RESULTS AND DISCUSSION

Historical Context: Women's participation in literature was often restricted in earlier centuries. For example, during the Elizabethan era, women were generally not allowed to perform on stage, leading to the use of male actors for female roles in plays. The 18th and 19th centuries saw some progress with the rise of female novelists like Jane Austen, the Brontë sisters, and George Eliot, who wrote under male pseudonyms to overcome gender bias.

Challenges and Persistence: Women writers faced various challenges, such as limited publishing opportunities, criticism for addressing taboo subjects, and expectations to conform to traditional gender roles. Despite these obstacles, many women persisted and produced groundbreaking works that challenged social norms and explored complex human experiences.

Feminist Literature: The feminist movement of the 20th century played a crucial role in highlighting women's voices in literature. Writers like Virginia Woolf, Sylvia Plath, Toni Morrison, and Maya Angelou addressed themes of gender inequality, identity, and empowerment in their works, influencing generations of readers and writers.

Diverse Perspectives: Women writers have brought diverse perspectives to English literature, enriching the literary landscape with narratives that reflect the experiences of women from different backgrounds, cultures, and identities. This diversity has expanded the scope of literary themes and styles, fostering greater inclusivity and representation.

CONCLUSION

The first English writers broke the creative barrier before them, and at the same time provided an opportunity for lovers of literature to enjoy the works of women writers. The first English writers broke the barriers of creative activity before them, and at the same time gave literary lovers the opportunity to enjoy the works of women writers. , inspired aspiring writers as well. Their works resonated with audiences for generations and created a sense of community among readers.

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THE DEVELOPMENT OF GRAMMATICAL MEANS OF EXPRESSING MODALITY IN THE ENGLISH LANGUAGE

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ABSTRACT

This article provides a comprehensive overview of the historical development of grammatical means used to express modality in the English language. It traces the evolution of modal verbs, auxiliary constructions, and adverbs from Old English through Middle English to Modern English. The article discusses the linguistic shifts that led to the establishment of modal auxiliaries and their functions in conveying various modalities such as necessity, possibility, ability, and permission. Furthermore, it explores how modal expressions have expanded beyond modal verbs to include adverbs and phrases, offering a nuanced perspective on how English speakers convey attitudes, opinions, and assessments of certainty.

The article concludes by highlighting contemporary trends and variations in modal usage, showcasing the dynamic nature of English as a living language that continues to evolve in response to cultural, social, and technological changes. Overall, this article serves as a valuable resource for understanding the historical and grammatical complexities of modality in English.

АННОТАЦИЯ

В этой статье представлен всесторонний обзор исторического развития грамматических средств, используемых для выражения модальности в английском языке. В ней прослеживается эволюция модальных глаголов, вспомогательных конструкций и наречий от древнеанглийского через среднеанглийский к современному английскому. В статье рассматриваются лингвистические сдвиги, которые привели к появлению модальных вспомогательных слов и их функций при передаче различных модальностей, таких как необходимость, возможность, умение и разрешение. Кроме того, в нем исследуется, как модальные выражения вышли за рамки модальных

глаголов и включают в себя наречия и словосочетания, предлагая более детальный взгляд на то, как носители английского языка передают установки, мнения и оценки определенности.

В заключение статьи освещаются современные тенденции и вариации в употреблении модальных слов, демонстрирующие динамичную природу английского языка как живого, который продолжает развиваться в ответ на культурные, социальные и технологические изменения. В целом, эта статья служит ценным источником для понимания исторических и грамматических сложностей модальности в английском языке.

ANNOTATSIYA

Ushbu maqolada ingliz tilida modallikni ifodalash uchun ishlatiladigan grammatik vositalarning tarixiy rivojlanishi haqida to'liq ma'lumot berilgan. Bu modal fe'llar, yordamchi konstruktsiyalar va zarflarning evolyutsiyasini izlaydi qadimgi ingliz orqali O'rta ingliz ga zamonaviy ingliz tili. Maqolada modal yordamchilarning o'rnatilishiga olib kelgan lingvistik siljishlar va ularning zarurat, imkoniyat, qobiliyat va ruxsat kabi turli xil usullarni etkazishdagi vazifalari muhokama qilinadi. Bundan tashqari, u modal iboralar modal fe'llardan tashqari qo'shimchalar va iboralarni qo'shish uchun qanday kengayganligini o'rganadi va ingliz tilida so'zlashuvchilarning munosabat, fikr va ishonchni qanday baholashi haqida nozik nuqtai nazarni taklif qiladi.

Maqola modal foydalanishning zamonaviy tendentsiyalari va o'zgarishlarini ta'kidlab, madaniy, ijtimoiy va texnologik o'zgarishlarga javoban rivojlanishda davom etayotgan tirik til sifatida ingliz tilining dinamik tabiatini namoyish etish bilan yakunlanadi. Umuman olganda, ushbu maqola ingliz tilidagi modallikning tarixiy va grammatik murakkabliklarini tushunish uchun qimmatli manba bo'lib xizmat qiladi.

METHODOLOGY

The development of grammatical means of expressing modality in the English language is a fascinating journey through linguistic history, reflecting shifts in cultural norms, communication needs, and the evolution of the language itself. Modality refers to the way speakers or writers convey their attitudes, opinions, or assessments of certainty, possibility, necessity, or ability within their statements. Over time, English has developed a variety of grammatical tools to express modality, ranging from modal verbs to auxiliary constructions and adverbs.

Old English, spoken from around the 5th to the 12th century, had rudimentary ways of expressing modality. Modal concepts were often conveyed through the use of

mood inflections on verbs, such as subjunctive forms. For example, in Old English, the verb "willan" (to want) and "cunnan" (to know) were used to express modality alongside mood inflections.

During the Middle English period (11th to 15th century), modal verbs as we know them today began to take shape. Verbs like "shall," "will," "can," "may," and "must" started to be used to express modality more explicitly. For instance, "Ic wille" (I will) evolved into "I will" or "I shall," indicating future intent or obligation.

Expansion of Modal Verb Usage: Early Modern English

In Early Modern English (15th to 17th century), modal verbs became more firmly established in the language. Their meanings and nuances evolved, allowing for finer distinctions in expressing modality. For example, "shall" came to be associated with future events and obligations ("I shall go"), while "will" denoted willingness or intent ("I will help").

Modal auxiliaries are a distinctive feature of English grammar that emerged during this period. These verbs, including "can," "could," "may," "might," "must," "shall," "should," "will," "would," and "ought to," work alongside the main verb to convey modality. Each modal auxiliary has its own range of meanings, such as "can" for ability, "may" for permission or possibility, "must" for necessity or strong probability, and so on.

In Modern English, which began around the 17th century and continues to the present day, modal verbs and constructions have continued to evolve. There have been subtle shifts in usage and meaning, influenced by factors such as language contact, technological advancements, and cultural changes.

Modal Expressions Beyond Modal Verbs

Besides modal verbs, English employs other grammatical structures and lexical items to convey modality. These include adverbs like "perhaps," "possibly," "probably," and "certainly," as well as phrases such as "it is possible that," "it seems that," and "it must be noted that." These elements provide additional layers of nuance and precision in expressing modality.

Contemporary Trends and Variations

In contemporary English, the use of modal verbs and expressions continues to adapt to various contexts and registers. For instance, in informal speech, modal verbs like "gonna" (going to) and "wanna" (want to) are common for expressing intention or desire. Additionally, digital communication and global interactions have led to the incorporation of modal expressions from other languages and cultures into English.

In conclusion, the development of grammatical means of expressing modality in the English language showcases the dynamic nature of linguistic evolution. From Old

English's rudimentary mood inflections to Modern English's rich array of modal verbs, auxiliaries, adverbs, and phrases, English has continually adapted to meet the communicative needs of its speakers, offering a nuanced and versatile framework for expressing attitudes, beliefs, and possibilities.

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SOURCES OF REPLENISHMENT OF THE ENGLISH VOCABULARY AT THE PRESENT STAGE

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ABSTRACT

The article highlights the impact of technological advancements on language, emphasizing the creation of specialized vocabulary related to digital domains and how English continuously incorporates words from different languages, showcasing linguistic diversity and cultural exchange.

This article explores how language evolves through popular culture, including slang, catchphrases, and references from media, reflecting societal trends and influences. Also it examines the role of globalization in expanding English vocabulary, emphasizing the language's status as a global lingua franca and its adoption of terms from diverse cultures.

Keywords: Loanwords from other languages, technology and innovation, popular culture and media, celebrity and entertainment impact.

АННОТАЦИЯ

В статье освещается влияние технологических достижений на язык, особое внимание уделяется созданию специализированной лексики, связанной с цифровыми областями, и тому, как английский язык постоянно включает в себя слова из разных языков, демонстрируя языковое разнообразие и культурный обмен.

В этой статье исследуется, как язык развивается под влиянием популярной культуры, включая сленг, крылатые фразы и ссылки из средств массовой информации, отражающие социальные тенденции и влияния. Также в нем рассматривается роль глобализации в расширении словарного запаса английского языка, подчеркивается статус языка как глобального лингва-франка и заимствование им терминов из различных культур.

Ключевые слова: Заимствования из других языков, технологии и инновации, массовая культура и СМИ, влияние знаменитостей и развлечений.

ANNOTATSIYA

Maqolada texnologik yutuqlarning tilga ta'siri ta'kidlanib, raqamli domenlar bilan bog'liq ixtisoslashtirilgan lug'at yaratilishini va ingliz tilida turli tillardagi so'zlarni qanday qilib doimiy ravishda birlashtirishi, lingvistik xilma-xillik va madaniy almashinuvni namoyish etadi.

Ushbu maqolada til ommaviy madaniyat, jumladan, jargon, iboralar va ommaviy axborot vositalarining ijtimoiy tendentsiyalar va ta'sirlarni aks ettiruvchi murojaatlari orqali qanday rivojlanishi o'rganiladi. Shuningdek, u globallashuvning ingliz tilidagi so'z boyligini kengaytirishdagi rolini o'rganib chiqadi va tilning global lingua franca maqomini va uning turli madaniyatlardan atamalarini qabul qilishini ta'kidlaydi.

Kalit so'zlar: Boshqa tillardan qarz so'zlari, texnologiya va innovatsiyalar, ommaviy madaniyat va ommaviy axborot vositalari, mashhurlar va ko'ngilochar ta'sir.

INTRODUCTION

The English language is constantly evolving, with new words being added to its vocabulary regularly. These additions come from various sources, reflecting the dynamic nature of language and the cultural, technological, and societal changes occurring globally. In this article, we will explore the sources of replenishment of the English vocabulary in the present era, highlighting key factors and examples to illustrate the ongoing evolution of the language.

METHODOLOGY

Loanwords from Other Languages: One significant source of new vocabulary in English is loanwords borrowed from other languages. English has a rich history of absorbing words from languages such as Latin, Greek, French, and more recently, languages like Japanese, Hindi, and Spanish. For example, words like "entrepreneur" (French), "karaoke" (Japanese), and "bungalow" (Hindi) have become integrated into everyday English usage.

Technology and Innovation: The rapid advancements in technology and the emergence of new concepts have led to the creation of specialized vocabulary in English. Terms related to computers, the internet, social media, and digital communication have proliferated in recent decades. Examples include "algorithm," "blog," "tweet," and "emoji," reflecting the digital age's influence on language.

Popular Culture and Media: Popular culture, including music, films, television, and social trends, contributes significantly to the English vocabulary. Slang

terms, catchphrases, and references from pop culture often find their way into everyday language usage. For instance, phrases like "binge-watching," "FOMO" (fear of missing out), and "selfie" have gained widespread acceptance due to their popularity in media and social discourse.

Celebrity and Entertainment Impact: Celebrities, influencers, and entertainment personalities contribute to language evolution through coined phrases, catchwords, and memes that resonate with audiences and enter common parlance.

Different regions and subcultures within English-speaking communities develop their own slang, idioms, and expressions influenced by local customs, music scenes, and social dynamics.

Globalization and Multiculturalism: The inter connectedness of the modern world through globalization has led to increased cultural exchange and linguistic borrowing. English, as a global lingua franca, constantly incorporates words and expressions from diverse cultures and languages. Food terms like "sushi" (Japanese), "taco" (Spanish), and "falafel" (Arabic) are examples of vocabulary enriched through global interactions. English's status as a global language results in constant interactions with other languages and cultures, leading to vocabulary enrichment. Globalization facilitates the exchange of ideas, products, and experiences across borders, contributing to the adoption of words from diverse languages.

Artistic and Literary Exchanges: Globalization fosters artistic and literary exchanges, leading to the adoption of terms from world literature, art movements, and cultural expressions. For instance, terms like "haiku" (Japanese poetry form) and "feng shui" (Chinese philosophy of spatial arrangement) have entered English vocabulary.

Scientific and Academic Fields: Specialized fields such as science, medicine, and academia contribute technical terminology and jargon to the English lexicon. New discoveries, inventions, and research findings necessitate the creation of precise vocabulary to describe complex concepts. Words like "genome," "nanotechnology," and "climate change" reflect the ongoing dialogue and advancements in these domains. Scientific and academic disciplines develop specialized terminology to describe concepts, phenomena, methodologies, and theories unique to their domains. These terms often require precision and accuracy in communication within the respective fields. Interdisciplinary research and collaborations lead to the transfer of vocabulary across different fields. For example, terms like "bio informatics" combine elements of biology and computer science, reflecting the intersection of these disciplines.

Scientific and academic vocabularies also evolve to address ethical considera-

tions, social issues, and emerging debates. Terms related to sustainability, bioethics, artificial intelligence ethics, and social justice enter mainstream discourse as societal awareness and priorities shift.

CONCLUSION

The English language continues to evolve and expand, drawing from a variety of sources to replenish its vocabulary. Loanwords from other languages, technological innovations, popular culture influences, globalization, and academic developments all play pivotal roles in shaping the language landscape. This constant influx of new words reflects not only linguistic evolution but also the diverse and interconnected nature of contemporary society.

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THE PRAGMASTILISTIC ASPECT OF TRANSLATING PHRASEOLOGICAL UNITS IN MEDIA TEXTS

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ANNOTATION

This article explores the pragmastilistic aspect of translating phraseological units in media texts, emphasizing the intricate balance between preserving meaning and adapting expression in different linguistic and cultural contexts.

In the realm of translation studies, the translation of phraseological units in media texts presents a unique challenge that goes beyond mere linguistic equivalence. The process delves into the pragmatic and stylistic dimensions of language, requiring translators to navigate cultural nuances, contextual meanings, and communicative intents.

АННОТАЦИЯ

В данной статье исследуется прагма-стилистический аспект перевода фразеологизмов в медиатекстах, подчеркивается сложный баланс между сохранением смысла и адаптацией выражения в различных языковых и культурных контекстах.

В области переводоведения перевод фразеологических единиц в медиатекстах представляет собой уникальную задачу, выходящую за рамки простой лингвистической эквивалентности. Этот процесс затрагивает прагматические и стилистические аспекты языка, требуя от переводчиков умения ориентироваться в культурных нюансах, контекстуальных значениях и коммуникативных намерениях.

ANNOTATSIYA

Ushbu maqola media matnlarida frazeologik birliklarni tarjima qilishning pragma stilistik tomonini o'rganib chiqadi, turli lingvistik va madaniy kontekstlarda ma'noni saqlash va ifodani moslashtirish o'rtasidagi murakkab muvozanatni ta'kidlay-

di.

Tarjimashunoslik sohasida media matnlaridagi frazeologik birliklarning tarjimasini shunchaki lingvistik ekvivalentlikdan tashqariga chiqadigan noyob qiyinchilik tug'diradi. Jarayon tilning pragmatik va stilistik o'lchovlarini o'rganadi, tarjimonlardan madaniy nuanslar, kontekstual ma'nolar va kommunikativ niyatlarda harakat qilishni talab qiladi.

INTRODUCTION

Phraseological units, also known as multi-word expressions or fixed expressions, are recurrent combinations of words that convey a specific meaning different from the literal interpretation of their individual parts. These units include idioms, collocations, proverbs, and set phrases, among others. In media texts, they play a crucial role in shaping style, tone, and cultural references, making their accurate translation pivotal for maintaining the intended impact on the target audience.

Methodology

Pragmatic Challenges

The pragmatic aspect of translating phraseological units pertains to the contextual and situational factors influencing their interpretation and usage. Cultural references, social conventions, and speaker intentions all contribute to the pragmatic layer of meaning embedded in these units. When translating media texts, especially across languages and cultures, translators must consider:

Cultural Equivalence:

Phraseological units often carry culturally specific connotations that may not have direct equivalents in other languages. Translators must find culturally appropriate expressions or provide explanations to convey the intended meaning without losing the cultural essence. Idioms, for example, are often deeply rooted in cultural contexts and may not have direct equivalents in other languages. Consider the English idiom "to kill two birds with one stone." Translating this into a language with a different cultural background might require a different metaphor or expression that conveys the same idea of accomplishing multiple tasks efficiently.

Moreover, idiomatic expressions in one language may carry positive or neutral connotations but could be offensive or inappropriate in another language. Translators must navigate these cultural sensitivities while maintaining the essence and impact of the original phraseological unit.

Pragmatic Function:

Different phraseological units serve various pragmatic functions, such as expressing emotions, creating imagery, or conveying social norms. Translators need to un-

derstand these functions and ensure the target language version maintains the same pragmatic impact as the source text.

Translators must consider the intended pragmatic function of each unit in the source text and find equivalent expressions or constructions that serve similar functions in the target language.

Additionally, context plays a crucial role in interpreting and translating phraseological units. A humorous phrase in one context may lose its humor or relevance when directly translated into another language. Translators must analyze the context of usage and adapt the translation to maintain the intended effect on the audience.

Audience Awareness:

Translating for media involves understanding the target audience's linguistic preferences, cultural background, and expectations. In marketing or advertising texts, for instance, catchy slogans or brand-specific phrases are often used as phraseological units. Translators need to ensure these units resonate with the target audience while maintaining brand identity and message consistency.

Moreover, linguistic appropriateness plays a vital role in translating phraseological units. Formal expressions used in news reporting may require different translations compared to colloquial or slang expressions used in entertainment media. Adapting the language register and tone to match the target audience's expectations enhances the text's relevance and impact.

Stylistic Adaptation:

Beyond preserving pragmatic meaning, translating phraseological units in media texts requires stylistic finesse. Style encompasses linguistic choices, rhetorical devices, and creative expressions that contribute to the text's overall tone and impact. In the context of translation, maintaining stylistic coherence while accommodating cultural and linguistic differences involves.

For example, translating a pun in a headline or a witty remark in a dialogue requires finding alternative expressions or word choices that maintain the humor or cleverness of the original text. This creative adaptation involves linguistic creativity, cultural sensitivity, and a deep understanding of both source and target languages.

Creative Rendering: Translators often employ creative strategies such as localization, paraphrasing, or using target language equivalents with similar stylistic effects to ensure the translated text retains its intended style and tone.

Register and Tone: Media texts vary in register and tone based on genre, audience, and purpose. Translators must match the register of phraseological units to the overall tone of the text, whether it's formal, informal, humorous, or dramatic.

Consistency and Flow: Translating phraseological units seamlessly within the

text enhances readability and maintains the narrative flow. Consistent use of stylistic elements throughout the translation contributes to a cohesive and engaging media experience.

CONCLUSION

The pragmatilistic aspect of translating phraseological units in media texts underscores the complexity and artistry involved in achieving linguistic and cultural harmony. Translators act as cultural mediators, balancing fidelity to the source text's meaning with creative adaptation to suit the target audience's linguistic and stylistic expectations. By mastering this delicate balance, translators play a vital role in ensuring effective cross-cultural communication and preserving the richness of expression in media discourse.

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EXPLORING TYPES OF LEXICAL AND GRAMMATICAL TRANSFORMATIONS IN FICTION AND JOURNALISM TRANSLATION

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ANNOTATION

This article delves into the intricate process of translating fiction and journalism, highlighting the various lexical and grammatical transformations encountered in these genres. It identifies key challenges such as idiomatic expressions, cultural references, narrative styles, and technical terminology, offering strategies for effective translation. The article emphasizes the importance of maintaining accuracy, cultural authenticity, and stylistic nuances while bridging linguistic gaps. It provides insights into the complexities faced by translators and underscores the role of collaboration, research, and meticulous revision in achieving high-quality translations.

АННОТАЦИЯ

В этой статье рассматривается сложный процесс перевода художественной литературы и журналистики, освещаются различные лексические и грамматические трансформации, с которыми сталкиваются эти жанры. В ней определяются ключевые проблемы, такие как идиоматические выражения, культурные отсылки, стили повествования и техническая терминология, и предлагаются стратегии эффективного перевода. В статье подчеркивается важность сохранения точности, культурной аутентичности и стилистических нюансов при устранении языковых пробелов. В ней рассказывается о сложностях, с которыми сталкиваются переводчики, и подчеркивается роль сотрудничества, исследований и тщательной доработки в достижении высокого качества перевода.

ANNOTATSIYA

Ushbu maqola badiiy va jurnalistikani tarjima qilishning murakkab jarayoniga kirib, ushbu janrlarda uchraydigan turli xil leksik va grammatik o'zgarishlarni ta'kid-

laydi. U idiomatik iboralar, madaniy ma'lumotnomalar, hikoya uslublari va texnik terminologiya kabi asosiy muammolarni aniqlaydi va samarali tarjima strategiyasini taklif qiladi. Maqolada lingvistik bo'shliqlarni bartaraf etishda aniqlik, madaniy haqiqiylik va uslubiy nuanslarni saqlash muhimligi ta'kidlangan. Bu tarjimonlar duch keladigan murakkabliklar haqida tushuncha beradi va yuqori sifatli tarjimalarga erishishda hamkorlik, tadqiqot va sinchkovlik bilan qayta ko'rib chiqishning rolini ta'kidlaydi.

INTRODUCTION

Translation is a complex art that goes beyond merely replacing words from one language to another. It involves understanding cultural nuances, stylistic choices, and the context of the text being translated. When it comes to translating fiction and journalism, there are distinct challenges and strategies, including various lexical and grammatical transformations.

Overall, the annotation summarizes the scope and significance of the topic, guiding readers through the nuanced world of literary and journalistic translation.

METHODOLOGY

Fiction Translation

Idiomatic Expressions and Cultural References:

Fiction often contains idiomatic expressions and cultural references that may not have direct equivalents in the target language. Translators need to choose between literal translation, adaptation, or finding an equivalent expression that captures the intended meaning while resonating with the target audience.

Tone and Style:

Translating the tone and style of the author is crucial in conveying the atmosphere of the story. This includes maintaining the author's voice, humor, irony, or suspense, which may require creative linguistic choices.

Character Names and Titles:

Names of characters, places, and titles of books or chapters may need adaptation to suit the linguistic and cultural context of the target audience. This can involve preserving phonetic similarity or translating the meaning behind names and titles.

Narrative Perspective:

Fiction works may employ different narrative perspectives such as first-person, third-person omniscient, or unreliable narrators. Translators must handle pronouns, verb tenses, and narrative styles to maintain the original narrative structure and viewpoint.

Linguistic Register and Dialects:

Characters in fiction may speak in different registers or dialects. Translators must accurately convey these linguistic variations while ensuring readability and authenticity in the target language.

Journalism Translation

Factual Accuracy and Clarity:

Journalism demands precise and accurate translation to maintain the integrity of information. Translators must ensure that facts, figures, and quotes are faithfully rendered without altering the original meaning.

Headlines and Captions:

Headlines, captions, and taglines in journalism often contain wordplay, puns, or cultural references. Translators must balance between literal translation and conveying the intended impact of these elements.

Tense and Reporting Styles:

News articles may use different tenses (past, present, future) based on the reporting style and time sensitivity. Translators need to adapt tense usage while considering cultural norms in news reporting.

Bias and Sensitivity:

Translating journalism involves navigating biases, political nuances, and sensitive topics. Translators must remain neutral and reflect the tone of the original piece without introducing personal biases or misinterpretations.

Legal and Technical Terms:

Journalistic texts often contain legal, technical, or industry-specific terminology. Translators need expertise in these domains to ensure accurate and comprehensible translations.

Common Challenges and Strategies

Cultural Equivalents: Finding cultural equivalents for expressions, humor, and metaphors is crucial in both fiction and journalism translation.

Style Adaptation: Adapting the writing style to resonate with the target audience without losing the essence of the original text requires linguistic finesse.

Collaboration and Research: Translators often collaborate with authors, editors, or subject matter experts to ensure accuracy and cultural authenticity.

Revision and Proofreading: Thorough revision and proofreading are essential to catch nuances, errors, or discrepancies in the translated text.

In conclusion, translating fiction and journalism involves navigating a myriad of lexical and grammatical transformations while preserving the essence, style, and accuracy of the original text. Translators play a vital role in bridging linguistic and cultural

gaps, making literary and journalistic works accessible to global audiences while honoring the integrity of the source material.

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INVESTIGATING THE ROLE OF MULTIMODAL TEXTS IN IMPROVING READING SKILLS AND ENGAGEMENT IN ENGLISH LITERATURE STUDIES

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ANNOTATION

This article explores the benefits of integrating multimodal literacy into English language teaching practice. Multimodal literacy refers to the ability to understand and create meaning using multiple modes of communication, such as visual, auditory, and digital technologies. The purpose of the study is to investigate how student engagement and learning outcomes can be improved in English classes that include multimodal approaches.

Drawing on recent educational research and theory, this article explores the theoretical foundations of multimodal literacy and its impact on language acquisition. The study uses a qualitative approach that includes classroom observations, interviews, and student feedback to collect data and understand the effectiveness of multimodal literacy strategies. The findings contribute to the understanding of innovative teaching methods that promote student engagement, critical thinking, and communication skills in English language learning contexts.

Keywords: Multimodal literacy, English teaching practices, Student engagement, Learning outcomes, Digital technologies.

АННОТАЦИЯ

В этой статье рассматриваются преимущества интеграции мультимодальной грамотности в практику преподавания английского языка. Мультимодальная грамотность - это способность понимать и создавать смыслы, используя различные способы коммуникации, такие как визуальные, аудиальные и цифровые технологии. Цель исследования - изучить, как можно улучшить вовлеченность учащихся и результаты обучения на занятиях по английскому языку, которые включают мультимодальные подходы.

Опираясь на последние исследования и теорию в области образования, в этой статье рассматриваются теоретические основы мультимодальной грамотности и ее влияние на овладение языком. В исследовании используется качественный подход, который включает в себя наблюдения в классе, интервью и отзывы учащихся для сбора данных и понимания эффективности мультимодальных стратегий повышения грамотности. Полученные результаты способствуют пониманию инновационных методов обучения, которые способствуют вовлечению учащихся, развитию критического мышления и коммуникативных навыков в контексте изучения английского языка.

Ключевые слова: Мультимодальная грамотность, практика преподавания английского языка, вовлеченность студентов, результаты обучения, цифровые технологии.

ANNOTATSIYA

Ushbu maqola multimodal savodxonlikni ingliz tilini o'qitish amaliyotiga integratsiyalashning afzalliklarini o'rganadi. Multimodal savodxonlik vizual, eshitish va raqamli texnologiyalar kabi bir nechta aloqa usullaridan foydalangan holda ma'noni tushunish va yaratish qobiliyatini anglatadi. Tadqiqotning maqsadi multimodal yondashuvlarni o'z ichiga olgan ingliz tili darslarida talabalarining faolligi va ta'lim natijalarini qanday yaxshilash mumkinligini o'rganishdir. So'nggi ta'lim tadqiqotlari va nazariyasiga tayangan holda, ushbu maqola multimodal savodxonlikning nazariy asoslarini va uning tilni o'zlashtirishga ta'sirini o'rganadi.

Tadqiqot ma'lumotlarni to'plash va multimodal savodxonlik strategiyalarining samaradorligini tushunish uchun sinfda kuzatishlar, intervyular va talabalarining fikr-mulohazalarini o'z ichiga olgan sifatli yondashuvdan foydalanadi. Topilmalar ingliz tilini o'rganish kontekstlarida o'quvchilarning faolligini, tanqidiy fikrlashni va muhoqot ko'nikmalarini rivojlantirishga yordam beruvchi innovatsion o'qitish usullarini tushunishga yordam beradi.

Kalit so'zlar: Multimodal savodxonlik, Ingliz tilini o'qitish amaliyoti, Talabalarining faolligi, O'quv natijalari, Raqamli texnologiyalar

INTRODUCTION

In the realm of contemporary education, the infusion of multimodal texts has gained considerable traction, presenting educators and students with an array of fresh avenues to delve into and comprehend literary works. Multimodal texts, amalgamating visual, auditory, spatial, and linguistic elements, have emerged as potent instruments for augmenting reading skills and fostering activity within the sphere of Eng-

lish literature studies. This essay embarks on a comprehensive exploration of the multifaceted role of multimodal texts in literature education, delving into their profound impact on reading comprehension, critical analysis, and student engagement.

METHODOLOGY

Understanding the Nuances of Multimodal Texts

Multimodal texts represent a paradigm shift from traditional literary formats, embracing a diverse range of media and communication modalities. From graphic novels and digital poetry to interactive websites and multimedia presentations, multimodal texts offer an expansive canvas of sensory experiences that captivate readers on myriad levels. By seamlessly integrating images, sounds, videos, and text, multimodal texts construct immersive environments that beckon readers to explore, interpret, and interact with the content in dynamic and multifarious ways.

Heightening Reading Proficiency through Multimodal Texts

A primary advantage of multimodal texts lies in their efficacy in enhancing reading proficiency among students. Catering to diverse learning styles and modalities, multimodal texts resonate with a broad spectrum of readers' needs and preferences. Visual learners, for instance, may find resonance in the incorporation of images and graphics to reinforce pivotal concepts and themes, whereas auditory learners may gravitate towards audio recordings or podcasts juxtaposed with written text. Furthermore, the interactive facets such as hyperlinks, annotations, and simulations stimulate active reading and nurture critical thinking skills as readers navigate through the text and actively engage with its substance.

Deconstructing Multimodal Literary Works

Multimodal literary works present a distinctive set of challenges and opportunities for analysis, necessitating readers to navigate the intricate interplay of disparate modes of communication. Graphic novels, for instance, amalgamate visual and textual elements to elucidate narrative threads, character development, and thematic undercurrents. Digital poetry ventures into the realm of typography, layout, and animation to evoke visceral emotion and profound meaning. Interactive fiction beckons readers to partake in the storytelling process, enabling them to shape the narrative trajectory through their choices and interactions. Through a rigorous analysis of multimodal texts, students can cultivate a profound comprehension of literary techniques, stylistic nuances, and socio-cultural contexts.

Navigating Challenges and Contemplations

While the allure of multimodal texts is undeniable, they simultaneously pose a gamut of challenges for both educators and students alike. Technical glitches, such as

compatibility issues, accessibility hurdles, and bandwidth constraints, may impede the seamless integration of multimodal texts into the educational milieu. Moreover, deciphering the intricate interplay of diverse modes and discerning their connotative implications necessitate adept critical literacy skills, which may not be universally ingrained. Consequently, educators are tasked with the onus of furnishing requisite guidance and support to empower students in their adept engagement with multimodal texts.

RESULTS AND DISCUSSION

The integration of multimodal texts into English literature pedagogy holds profound ramifications for both teaching and learning. By embracing multimodality, educators can foster a more inclusive and vibrant learning ecosystem that caters to the heterogeneous needs and proclivities of students. Additionally, by seamlessly integrating multimodal texts into the curriculum, educators can equip students with the quintessential digital literacy skills imperative for navigating the exigencies of the 21st-century professional landscape. As the educational landscape continues to evolve, it becomes imperative for educators to continually explore innovative strategies to seamlessly assimilate multimodal texts into literature education, thereby ensuring that students are adeptly equipped to navigate the multifaceted digital realm.

In summation, the pivotal role of multimodal texts in enhancing reading skills and catalyzing activity within English literature studies is incontrovertible. By amalgamating diverse modes of communication, multimodal texts offer a rich tapestry of engagement, interpretation, and analysis. Although they pose challenges such as technical impediments and critical literacy requisites, the myriad benefits of integrating multimodal texts into literature education far outweigh the constraints. Looking ahead, it behooves educators to wholeheartedly embrace the ethos of multimodality and relentlessly explore innovative methodologies to embed multimodal texts within the curriculum, thereby equipping students with the indispensable skills requisite for navigating the increasingly complex digital terrain.

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EXPLORING NATURE'S MAJESTY IN JOHN MILTON'S LITERARY UNIVERSE

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ABSTRACT

This article delves into the intricate representations of nature in the works of John Milton, focusing on his seminal pieces such as "Paradise Lost," "L'Allegro," "Il Penseroso," "Paradise Regained," and "Samson Agonistes." It highlights Milton's deep engagement with the natural world, showcasing how he utilizes nature as a multifaceted literary device to convey philosophical, theological, and moral themes. The article discusses Milton's use of vivid imagery, allegorical elements, and thematic contrasts to underscore the significance of nature in shaping human destiny and spiritual discourse. Overall, it provides a comprehensive analysis of Milton's nuanced portrayal of nature, inviting readers to explore the profound connections between literature, philosophy, and the natural environment within Milton's literary universe.

АННОТАЦИЯ

В этой статье мы исследуем сложные образы природы в произведениях Джона Мильтона, уделяя особое внимание его основополагающим произведениям, таким как "Потерянный рай", "Аллегро", "Иль Пенсерозо", "Обретенный рай" и "Самсон Агонист". В нем подчеркивается глубокая связь Мильтона с миром природы, демонстрируется, как он использует природу в качестве многогранного литературного средства для передачи философских, теологических и моральных тем. В статье обсуждается использование Мильтоном ярких образов, аллегорических элементов и тематических контрастов, чтобы подчеркнуть значение природы в формировании человеческой судьбы и духовного дискурса. В целом, книга содержит всесторонний анализ тонкого изображения природы Мильтоном, приглашая читателей исследовать глубокие связи между литературой, философией и природной средой в литературной вселенной Мильтона.

ANNOTATSIYA

Ushbu maqola Jon Miltonning "Yo'qolgan Jannat", "L'Allegro", "Il Penseroso", "Tiklangan Jannat" va "Samson Agonistes" kabi seminal qismlariga bag'ishlangan asarlaridagi tabiatning murakkab tasvirlarini o'rganadi. Bu Miltonning tabiat dunyosi bilan chuqur aloqasini ta'kidlab, tabiatni falsafiy, diniy va axloqiy mavzularni etkazish uchun ko'p qirrali adabiy vosita sifatida qanday ishlatishini namoyish etadi. Maqolada Miltonning tabiatning inson taqdiri va ma'naviy nutqini shakllantirishdagi ahamiyatini ta'kidlash uchun yorqin tasvirlar, allegorik elementlar va tematik qarama-qarshiliklardan foydalanishi muhokama qilinadi. Umuman olganda, u Miltonning tabiatning nozik tasvirini har tomonlama tahlil qiladi va o'quvchilarni Miltonning adabiy olamidagi adabiyot, falsafa va tabiiy muhit o'rtasidagi chuqur aloqalarni o'rganishga taklif qiladi.

INTRODUCTION

John Milton, renowned for his epic poem "Paradise Lost," is also celebrated for his profound representations of nature throughout his works. Born in 1608, Milton lived during a time of immense scientific and philosophical evolution, which deeply influenced his poetic vision. His meticulous exploration of nature's beauty, power, and symbolism enriches his writings, creating a tapestry that reflects both the physical and metaphysical aspects of the natural world.

The main thesis

Milton's engagement with nature is evident from his early poems such as "L'Allegro" and "Il Penseroso." In "L'Allegro," he paints a vivid picture of the joys found in rural life, celebrating the "jocund" morning and the delights of the countryside. The poem's imagery captures the vibrant essence of nature, from the "broomy hill" to the "bosom'd vale," invoking a sense of pastoral bliss and harmony.

On the contrary, "Il Penseroso" delves into a more contemplative mood, where nature serves as a source of solace and inspiration for the introspective mind. Milton's portrayal of the night, with its "star-aspangled" sky and whispering winds, embodies a profound connection between the human soul and the natural world, highlighting the therapeutic and transformative power of nature's beauty.

Milton's magnum opus, "Paradise Lost," intricately weaves nature into its narrative, employing rich descriptions and allegorical elements. The depiction of Eden, with its "verdurous wall of Paradise," lush gardens, and bountiful vegetation, reflects a utopian vision of nature's abundance and purity. Through the characters of Adam and Eve, Milton explores humanity's relationship with the natural world, emphasizing

themes of stewardship, temptation, and the consequences of hubris.

Central to Milton's portrayal of nature in "Paradise Lost" is the character of Satan, whose fall from grace parallels the corruption of the natural order. The contrast between the pristine beauty of Eden and the desolate landscapes of Hell underscores the moral and spiritual dimensions of nature in Milton's cosmology. Nature becomes a mirror of human virtue and vice, intertwined with themes of free will, redemption, and divine justice.

RESULTS AND DISCUSSION

Milton's later works, such as "Paradise Regained" and "Samson Agonistes," continue to explore nature's significance within the context of human destiny and moral agency. "Paradise Regained" shifts the focus to the desert wilderness, where Jesus confronts temptation, highlighting the symbolic contrast between barrenness and spiritual resilience. In "Samson Agonistes," nature serves as a backdrop to Samson's tragic fate, echoing themes of strength, downfall, and eventual redemption.

Overall, John Milton's representation of nature transcends mere description; it becomes a narrative device through which he explores profound philosophical and theological questions. His reverence for nature's grandeur, its cyclical rhythms, and its enduring mysteries permeate his works, inviting readers to contemplate the interconnectedness of humanity, divinity, and the natural world. Through Milton's eloquent verses, nature emerges not only as a setting but as a dynamic force that shapes characters, themes, and the very fabric of his literary universe. His works demonstrate a keen observation of natural phenomena, from the changing seasons to the intricacies of landscapes, imbuing his poetry with a sense of realism and depth. Milton's treatment of nature in his literary works continues to fascinate readers and scholars alike, inviting ongoing interpretations and analyses that delve into the profound interplay between nature, humanity, and spirituality within his poetic universe.

CONCLUSION

John Milton's exploration of nature goes beyond mere description; it reflects his broader philosophical and theological worldview. His understanding of nature as a reflection of divine order, human virtue, and moral agency is deeply rooted in Renaissance and Christian thought. Milton's engagement with nature also mirrors contemporary debates on science, religion, and the human condition during the 17th century, showcasing his intellectual engagement with the cultural milieu of his time.

Scholars have noted the influence of Milton's blindness on his poetic vision, suggesting that his heightened sensory awareness of sounds, textures, and scents in-

fluenced his rich descriptions of nature. This adds another layer of complexity to his portrayal of the natural world, showcasing how personal experiences and physical limitations can shape artistic expression.

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ARCHAISMS IN THE WORKS OF WILLIAM SHAKESPEARE AND OSCAR WILDE

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ANNOTATION

This article provides a comprehensive analysis of how archaisms are utilized in the literary works of William Shakespeare and Oscar Wilde. It offers a clear overview of the significance of archaic language forms in enhancing the richness and complexity of literature, drawing examples from specific texts to illustrate the authors' distinct approaches. The article's structured format and detailed explanations make it a valuable resource for scholars, students, and enthusiasts of English literature interested in the stylistic nuances of these iconic writers.

Keywords: Archaisms, William Shakespeare, Oscar Wilde, English literature, Language evolution, Characterization, Thematic depth, Literary analysis, Historical context, Stylistic techniques.

АННОТАЦИЯ

В этой статье представлен всесторонний анализ того, как архаизмы используются в литературных произведениях Уильяма Шекспира и Оскара Уайльда. В ней дается четкое представление о значении архаичных языковых форм для повышения богатства и сложности литературы, приводятся примеры из конкретных текстов, иллюстрирующие различные подходы авторов. Структурированный формат статьи и подробные пояснения делают ее ценным источником для ученых, студентов и энтузиастов английской литературы, интересующихся стилистическими нюансами этих культовых писателей.

Ключевые слова: Архаизмы, Уильям Шекспир, Оскар Уайльд, английская литература, Эволюция языка, Характеристика, Тематическая глубина, Литературный анализ, Исторический контекст, Стилистические приемы.

ANNOTATSIYA

Ushbu maqolada Uilyam Shekspir va Oskar Uayldning adabiy asarlarida arxaizmlardan qanday foydalanish haqida keng qamrovli tahlil berilgan. Unda arxaik til shakllarining adabiyotning boyligi va murakkabligini oshirishdagi ahamiyati haqida aniq ma'lumot berilgan, mualliflarning o'ziga xos yondashuvlarini ko'rsatish uchun aniq matnlardan misollar keltirilgan. Maqolaning tuzilgan formati va batafsil tushuntirishlari uni ushbu taniqli yozuvchilarning uslubiy nuanslariga qiziqqan olimlar, talabalar va ingliz adabiyoti ixlosmandlari uchun qimmatli manbaga aylantiradi.

Kalit so'zlar: Arxaizmlar, Uilyam Shekspir, Oskar Uayld, ingliz adabiyoti, til evolyutsiyasi, xarakterlash, tematik chuqurlik, adabiy tahlil, tarixiy kontekst, stilistik metodlar.

INTRODUCTION

Language is a living entity, constantly evolving and adapting to the needs of its speakers. However, within the vast realm of literature, certain writers choose to employ archaisms, which are words or phrases that have fallen out of common usage but are retained for stylistic or historical reasons. Two renowned figures in literature who skillfully incorporated archaisms into their works are William Shakespeare and Oscar Wilde. Despite writing in different eras, both Shakespeare and Wilde used archaisms to enrich their language and add depth to their characters and themes.

The main thesis

William Shakespeare, often regarded as the greatest playwright in the English language, wrote during the late 16th and early 17th centuries. His works are filled with archaisms that reflect the language of his time, giving his plays a timeless quality while also presenting linguistic challenges for modern readers and performers. One notable archaism found in Shakespeare's works is the use of "thou" and "thee" as singular forms of the pronoun "you," which were common in Early Modern English but have since largely fallen out of everyday speech. For example, in "Romeo and Juliet," Romeo declares, "But, soft! What light through yonder window breaks? It is the east, and Juliet is the sun. Arise, fair sun, and kill the envious moon, Who is already sick and pale with grief." Here, the use of "thou" and "thee" adds a sense of intimacy and emotional depth to Romeo's impassioned soliloquy.

Similarly, Oscar Wilde, a prominent playwright, poet, and novelist of the late 19th century, also employed archaisms in his works to create a sense of elegance and sophistication. Wilde's writing style is characterized by wit, satire, and a keen awareness of social norms, and his use of archaisms contributes to the overall charm of his works. One example can be found in "The Importance of Being Earnest," where

characters often use formal and somewhat outdated language to convey humor and irony. In one scene, Lady Bracknell famously declares, "To lose one parent, Mr. Worthing, may be regarded as a misfortune; to lose both looks like carelessness." The use of "may be regarded" instead of a more contemporary phrase adds a touch of formality and theatricality to Lady Bracknell's dialogue, highlighting Wilde's skill in blending archaisms with modern wit.

Both Shakespeare and Wilde demonstrate how archaisms can be effectively utilized to enhance the texture and richness of language in literature. By incorporating these older linguistic forms, they not only pay homage to earlier periods of English but also create works that resonate with readers and audiences across generations. These archaisms serve as bridges between the past and the present, reminding us of the enduring power and beauty of language in all its historical richness.

William Shakespeare's use of archaisms goes beyond mere linguistic flourish; it becomes a tool for characterization and thematic depth. In Shakespearean plays, characters from different social classes often speak in distinct ways, with higher-status characters using more formal and archaic language. For instance, in "Hamlet," the titular character uses archaisms such as "thou" and "thy" in his soliloquies, reflecting his introspective and philosophical nature. In contrast, characters like the gravedigger in the same play speak in a more colloquial and earthy manner, showcasing Shakespeare's mastery in using language to differentiate characters and their backgrounds.

DISCUSSION AND RESULTS

Moreover, Shakespeare's archaisms extend to vocabulary that has evolved or disappeared over time. Words like "anon" (meaning soon or shortly), "wherefore" (meaning why), and "prithee" (meaning I pray thee or please) are sprinkled throughout his works, adding poetic rhythm and depth to his dialogue. These archaic words often require contextual understanding or footnotes for modern readers, highlighting the evolving nature of language and the need for historical and literary interpretation.

Moving to Oscar Wilde, his use of archaisms reflects his fascination with the aesthetics of language and the manners of Victorian society. Wilde's characters often engage in witty banter and intellectual repartee, and his choice of archaic language contributes to the satirical tone of his works. For instance, in "The Picture of Dorian Gray," Wilde employs archaisms such as "prate" (meaning talk foolishly or at tedious length) and "fain" (meaning gladly or willingly) to create a sense of artificiality and decadence in the dialogue, mirroring the superficiality of the characters' lives.

Wilde's plays, such as "The Importance of Being Earnest," are replete with ar-

chaic expressions and formal language, reflecting the conventions of Victorian society while also subverting them through wit and irony. Characters like Alger-non Moncrieff and Gwendolyn Fairfax revel in linguistic gamesmanship, using archaisms and paradoxical statements to highlight the absurdity of social norms and expectations.

In conclusion, both William Shakespeare and Oscar Wilde skillfully employed archaisms in their works, albeit in different historical and stylistic contexts. Shakespeare's archaisms contribute to character depth and thematic resonance, while Wilde's archaisms serve as tools for satire and social commentary. Through their use of archaic language, these literary giants left an indelible mark on English literature, showcasing the enduring power of language to evoke emotion, provoke thought, and transcend temporal boundaries.

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BOLALARNING SO‘ZI VA TILINI RIVOJLANTIRISHDA QO‘LLANILGAN USULLAR

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ANNOTATSIYA

Bolalar bog'chasida ta'lim va tarbiya jarayonida tovush bilan bog'liq mashqlar kompleks tarzda amalga oshirilishi to'g'risida.

Kalit so'zlar: so'z, mashq, nutq, sahna, tovush, o'yin.

1. Sahna o'yinlari. Uning davomida kerakli tovushga qarab so'z va gaplar bir necha marta ishlatiladi. Bolalar gapirayotganda har bir belgini takrorlaydilar.

2. Dasturda ko'rsatilgan asarlardan til o'rganish uchun zarur bo'lgan baytlarni olish va ulardan foydalanish. Bayt qaysi ertak yoki she'rdan olinganligini so'rash va javobini olish orqali til rivojlanishidan olingan bilimlarni mustahkamlaydi va takrorlaydi.

3. So'zning tovush tomonini aniq mashq qilish uchun qisqa hikoya va ertaklarni o'qish mumkin.

4. Rassomlarning yozib olingan ovozi va ifodali ovozini tinglash.

5. Didaktik mashqlarni bajarish. "Ajoyib cho'ntak" "Nima o'zgardi?" har bir tovush bilan bog'liq rasmlarni guruhlash uchun stol o'yinlaridan foydalanish.

6. Topishmoq, maqol, chalg'ituvchi so'zlar aytish orqali kerakli tovushni mustahkamlash.

Bunday ishlarga yoshlikdan boshlab kirishilsa, natijasi yaxshi bo'ladi.

Bolalar bog'chasida ta'lim va tarbiya jarayonida tovush bilan bog'liq mashqlar kompleks tarzda amalga oshiriladi. Qo'shiq o'qish harakati musiqa sadosi bilan bolaning his-tuyg'ulariga ta'sir etsa, til o'stirishda o'qilgan ertak, birinchi navbatda, bolaning ongi va bilimni kengaytirsam, ikkinchidan, bolaning tilni o'zlashtirishiga yordam beradi.

Avloddan-avlodga o'tib kelayotgan ertaklar, maqollar, topishmoqlar bolalar tilini rivojlantirishda hal qiluvchi o'rin tutadi. Turli o'yinlar va mashqlar bolaning tiliga katta ta'sir ko'rsatadi. Masalan: "Kuz ranglari" ertagini o'yin – mashq qilib olib kelyapman.

"Bolalar meva terish uchun bog'ga boradilar. Har kimning qo'lida savat bor. To'qayga kelsalar, bir sigir bor ekan. Sigir bolalarni ko'rib "mou-mu-mu" deb salom beradi. Keyin "qaerga ketyapsizlar?" deydi.

- Bolalar: - Biz o'rmonda rezavor mevalarni teramiz

U javob beradi.

U o'rmonga keldi va daraxt shoxida o'tirgan o'rmonchini ko'rdi. O'rmonchi bolalar bilan salomlashadi. Shundan so'ng chumchuqlar "shik-shik" degan tovush chiqaradi. Qarg'a "qor qor" deydi. Hatto kakuk ham "kukuk – kukuk" deyishdan tortinmaydi.

Qushlar va hayvonlar bolalarni bunday o'rmonda uchratishadi. "Kuz rangi" ertaki mazmuni asosida o'tkaziladigan o'yin – mashqdan maqsad bolalarni ertak mazmuniga jalb qilish, tovushlarni aniq talaffuz qilishga o'rgatishdir. Bolalarga ertaklardan tashqari adabiy asarlarni o'qib berash va ertak mazmunini so'rash kerakdir. Masalan: "Ikki do'st va qari tilanchi" hikoyasini o'qib, hikoya mazmunini so'rash orqali "Venn diagrammasi" usulidan foydalansak bolalarga Aldan va Sauran obrazlarini solishtirsak juda ham zo'r bo'ladi.

Qadim zamonlardan buyon o'ziga xos xususiyatlari bilan mashhur bo'lgan xalqning ezgu fikrlari badiiy jamlanmasi ham maqol va matallar orqali taqdim etilgan.

Qozoq maqollarida, asosan, vatanparvarlik, hamjihatlik, birdamlik, odob-axloq, mehr-oqibat kabi tushunchalar mavjud.

Bolaning tilini rivojlantirishda topishmoqlar katta rol o'ynaydi. Har bir o'quv faoliyati mavzusiga ko'ra topishmoq aytishdan boshlagan ham yaxshi.

Xalq ijodi orasida bolani to'g'ri va aniq gapirishga o'rgatuvchi, til o'rgatishga moyil janr adashtiradi. Bu alohida tovushlarni almashtirmasdan, so'zlarni to'g'ri talaffuz qilishni o'rgatadi.

Xulosa qilib aytganda, bolalarning ona tilidagi tovushlarni aniq talaffuz qilishi, to'g'ri gapira olishiga bog'chadagi tarbiya katta ta'sir ko'rsatadi.

Zamonaviy talablar asosida o'qish ta'lim jarayonini tashkil etish, ya'ni har bir bolani shaxs sifatida qabul qilish, maktabgacha yoshdagi bolalarni adabiy meros bilan singdirish orqali tarbiyalash tarbiyachining vazifasidir. Atrofdagi dunyoni, tabiatni kuzatish va tushuntirish, lug'atga doimo yangi so'zlarni qo'shish kerak deb hisoblayman. Yuqorida qayd etilgan imkoniyatlarga ko'ra, bolalarning nutqiy qobiliyatini chuqurlashtirish, ijodiy qobiliyatlarini rivojlantirish, o'z hikoyalariga yo'naltirish, til boyligini, so'z boyligini rivojlantirish zarur. Pedagogning maqsadi bolani xuddi o'zimiznikiday sevish, bilganlarimizni ularning ongiga singdirish, ularga yetkazishdir. Ana shu maqsad yo'lida tinmay mehnat qilish bizning burchimizdir.

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BOLA BOGCHASIDA BOLA TILINI RIVOJLANTIRISHNING AHAMIYATI

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ANNOTATSIYA

Turli nutq uslublaridagi bolalarning tasviriyl hikoyalari, shuningdek, lingvistik (metaforalar, o'xshatishlar, epitetlar, muqobil foydalanish) nutq san'ati ularning o'ziga xosligini ochib berishli to'g'risida.

Kalit so'zlar: so'z, mashq, nutq, uslub.

Bolalar dialogda xalq so'zlarini ifodalay oladilar, asar mazmuni va fikrini mustaqil ifodalaydilar. Bolalar muallifning nutq san'atidan foydalanishlari va nutq uslubini mashq qilishlari kerak. Ularga sheriklari tomonidan aytilgan hikoyalarni tinglash, mazmunini tushunish, adabiy qahramonlarni nomlash o'rgatiladi.

Tabiat hodisalaridagi haqiqatni tasvirlashda so'zlarni to'g'ri qo'llash, kattalar yordamida ma'lum narsaga mos belgilar topish, to'g'ri tasvirlash, suhbatda fikrni yetkazishni o'rganish kerak.

Turli nutq uslublaridagi bolalarning tasviriyl hikoyalari, shuningdek, lingvistik (metaforalar, o'xshatishlar, epitetlar, muqobil foydalanish) nutq san'ati ularning o'ziga xosligini ochib berishi kerak. Ular o'yinchoqlar yordamida va rasmlarga qarab hikoyalar tuzadilar. Bolaning o'zi yaratgan hikoyada janrning asosiy xususiyatini topa olish qobiliyatida. Adabiy asarlarning syujeti va uslubining xususiyatlari (hikoyani to'liq aytib berish). Ertaklardagi yaxshilikning g'alabasi, sehr haqida, qahramonlarni boshqa narsaga aylantirish va ertak tuzishni o'rganish

Bu yoshda bolalar ishni qiziqish bilan tinglaydilar va hikoyalarni o'zgartira oladilar. Bolalarning ijodiy qobiliyatlaridan kelib chiqadigan ertaklariga e'tibor qaratish, ularni tengdoshlarining ertaklarini tinglashga moslash, qiyinchilik tug'dirgan vaziyatga yordam qo'lini cho'zish, to'g'ri bo'lmagan joyda tuzatishlar kiritish zarur.

Bolaning tilni rivojlantirish ishining asosiy mazmuni so'zning umumiy ma'nosini o'zlashtirish, fikrlash qobiliyatini rivojlantirish, o'z fikrini erkin ifoda etish, atrof-muhit va tevarak-atrofdagi odamlar bilan erkin muloqot qilish, nutq qobiliyatini shakllantirishga qaratilgandir.

Til madaniyatini egallash bolaning bolaligidanoq anglanib, asta-sekin kamolotga yetadigan davrdir. Agar shunday bo'lsa, bolaning tilini rivojlantirish ishlari oiladan, bog'chadan tizimli ravishda olib borilishi kerak.

Bolalar bog'chasida til muloqotining eng muhim shakli og'zaki o'rganishdir. U bog'langan so'zlar tufayli amalga oshiriladi. So'zning talaffuzi bolaning tili va aqliy rivojlanishi bilan birga keladi.

Yoshlar tarbiyasida badiiy adabiyotning o'rnini juda katta. Bu yosh avlod ongini uyg'otuvchi, aql-zakovatini kamol toptiruvchi, insonparvarlik odob-axloqini tarbiyalovchi hayotiy darslikdir.

Maktabgacha yoshdagi bolalarga adabiy merosni singdirish orqali tarbiyalash o'qituvchilarning burchidir. Ertak, she'r – qofiya va topishmoqlar, maqol va topishmoqlarni puxta o'qib, aytib berish ularning so'z boyligini boyitibgina qolmay, bolaning ongini rivojlantirishga ham ta'sir qiladi. Bolaning odobli shaxs bo'lib yetishishida og'zaki adabiyot va badiiy adabiyotning beqiyos ta'siri borligini bilamiz. Zero, bola kitobdagi yaxshi qahramonlarga taqlid qiladi, odam bo'lishga intiladi, erkalikka, mehnatkashlikka intilib ulg'ayadi.

Maktabgacha yoshdagi bolaning tili moslashuvchan, shuning uchun bolalar bilan turli xil mashqlar o'tkaziladi. Bolalarning yoshiga qarab, guruhlarning kattalashishi bilan til tovushlarini o'rganish bo'yicha ish turlari asta-sekin murakkablashadi. Bolalar bog'chasida ta'lim va tarbiya jarayonida tovush bilan bog'liq mashqlar kompleks tarzda amalga oshiriladi.

Bolalarga she'r va qofiyalar nafaqat o'quv mashg'ulotlarida, balki qo'shiq aytish, jismoniy tarbiya mashg'ulotlarida, shuningdek, bo'sh vaqtlarda ham o'rgatiladi.

Bog'chada bolalarning yoshiga mos badiiy asarlarni aytib berish, o'qilgan asarlar mazmuni, rasmlarga qarab hikoya qilish, ertak o'qish, maqol, matal, olmoshlar o'rgatish kabi mashg'ulotlar orqali bola tilini rivojlantirish mumkin.

Maktabgacha tarbiya ishlari tizimli olib borishni talab qiladi. Hozirda xalq pedagogikasi asosida bola tarbiyasi ona tili orqali amalga oshirilayotgani ma'lum. Maktabgacha yoshdagi bolani ona tilida aniq, tizimli, boshqalarga tushunarli, ifodali ritm bilan uyg'un gapirishga, so'zlarning tovush tarkibini to'g'ri etkazishga o'rgatish kerak.

Har bir bolaning tilini o'rganib, uning o'ziga xos xususiyatlarini o'zlashtirgandan so'ng, o'qituvchi ta'lim jarayonining tegishli daqiqalarida tovushlarni to'g'ri talaffuz qilish uchun mashqlarni tashkil qiladi.

So'zning tovush tomonini o'rganish

- bolaning tilini o'rganish va qaysi tovushlarni talaffuz qila olmasligini aniqlash;
- artikulyar apparatni tayyorlash davri
- so'z, gap, she'r, topishmoq, topishmoq va o'rganish tovushlarini aytish.

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O'ZBEK TILINING RIVOJLANISH BOSQICHLARI

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ANNOTATSIYA:

Ushbu maqola o'zbek tilining tarixiy taraqqiyoti va rivojlanish bosqichlari haqida.

Kalit so'zlar: Qadimgi turkiy til, eski turkiy til, hozirgi o'zbek adabiy tili, o'z qatlam, o'zlashma qatlam.

ANNOTATION:

This article is about the historical development and development stages of the Uzbek language

Keywords: Ancient Turkic language, Old Turkic language, modern Uzbek literary language, own layer, self-contained layer.

АННОТАЦИЯ:

В данной статье речь идет об историческом и развитии этапах развития узбекского языка.

Ключевые слова: древнетюркский язык, древнетюркский язык, современный узбекский литературный язык, собственный слой, самостоятельный слой.

O'zbek xalqining tarixi uzoq o'tmishga borib taqaladi. Tarixdan ma'lumki, xalqimiz asrlar davomida boshqa xalqlar bilan iqtisodiy, siyosiy va madaniy aloqalar olib borgan. Vatanimiz hududidan Buyuk ipak yo'lining o'tganligi ham boshqa xalqlar bilan aloqalar olib borishga yana bir sabab bo'lgan. Albatta bu aloqalar o'zbek tiliga, uning rivojlanishiga ma'lum darajada o'z ta'sirini ko'rsatgan. O'zaro ta'sir tilning bir qator bo'limlariga, jumladan, fonetika, leksika va grammatikada yaqqol aks etadi. Hozirgi o'zbek adabiy tilining bir qator ildizlari bor. Hozirgi o'zbek adabiy tilining rivojlanish bosqichlari, tarixiy taraqqiyoti bir qator o'zbek tilshunos olimlari tomonidan o'rganilgan. Izlanishlar sabab tilimizning rivojlanish bosqichlari bir necha davrlarga bo'lindi:

- Eng qadimgi turkiy til- VII asrgacha bo'lgan davr
- Qadimgi turkiy til- VI-XI asrlar

- Eski turkiy til- XI-XIII asrlar
- Eski o‘zbek adabiy tili- XIV-XIX asrlar
- Yangi o‘zbek adabiy tili- XIX asrning oxiri- XX asrning boshlari.

O‘zbek tili ana shunday tarixiy ildizlarning o‘tib chiqib, XX asrning 30- yillarida Hozirgi o‘zbek adabiy tili shakliga kirgan. Tilshunos olim H. Jamolxonovning ma‘lumot berishicha “O‘zbek adabiy tilini davrlashtirishga oid manbalarda o‘zbek adabiy tili XIX -XX asrlarda yoki XX asrning 20-30 yillarida shakllangan” degan qarashlar mavjud. Turkologiya va o‘zbek tilshunosligida o‘zbek tilining tarixini boshqacharoq davrlashtirish holatlari ham uchraydi. Bir guruh tilshunos olimlarimiz O‘zbek tiling rivojlanish tarixini uch bosqichga bo‘lish mumkin deb qarashadi:

- Qadimgi turkiy til- V-XI asrlar
- Qadimgi o‘zbek tili- XI-XIX asrlar
- Hozirgi (zamonaviy) o‘zbek tili XX asrda shakllana boshlagan.

Qadimgi turkiy til V-XI asrlarni o‘z ichiga oladi. Turklar Sirdaryo, Amudaryo va Zarafshon qirg‘oqlari bo‘ylab hind-eron qabilari aholisini asta-sekin chiqarib yuborishgan. O‘sha davr aloqa vositasi qadimgi turkiy til bo‘lib, uning asosida keyinchalik ko‘plab Osiyo tillari paydo bo‘lgan. Hozirgi barcha turkiy tillaro‘zbek, uyg‘ur, ozarbayjon, usmonli turk, tatar, yoqut va boshqalar uchun qadimgi turkiy til umumiy til (bobo til) sanaladi. Qadimgi o‘zbek tili bosqichi XI-XIX asrlarga to‘g‘ri keladi. Shu vaqt ichida o‘zbek tili qo‘shni xalqlar tillari ta‘sirida, harbiy yurishlar ta‘sirida boshqa xalqlardan so‘zlar kirib kelishi sababli rivojlanadi. Tilimizning shakllanishiga adabiy tilimiz asosini yaratgan shoir, mutafakkir Alisher Navoiyning hissasi katta. Alisher Navoiy yaratgan adabiy til shakli XIX asrning oxiriga qadar saqlanib, o‘zgarishsiz foydalanib kelingan. Hozirgi ya‘ni zamonaviy o‘zbek tili XX asrda shakllana boshlandi. Butun O‘zbekiston aholisi tomonidan tan olingan Farg‘ona lahjasi uning asosini tashkil etadi. O‘zbek tiling taraqqiyot bosqichlarini o‘rganish, ko‘zdan kechirish qadimgi turkiy tildan hozirgi o‘zbek adabiy tiligacha bo‘lgan li-soniy taraqqiyot dinamikasini kuzatish, hozirgi o‘zbek adabiy tilining qadimgi turkiy, eski turkiy va eski o‘zbek adabiy tilidan farqlarini aniqlash imkonini beradi. O‘zbek xalqi qardosh bo‘lmagan tojiklar bilan qadimdan aloqada bo‘lgan. Shuningdek, tarixiy sabablar bilan bog‘liq holda arablar, ruslar bilan ham aloqa o‘rnatgan. Hozirgi davrga kelib bir qancha xorijiy davlatlar bilan do‘stona aloqalar o‘rnatgan. Bular o‘zbek tilining leksikasida ko‘plab so‘zlarning o‘zlashishiga, tilimizning boyishiga sabab bo‘lmoqda. Hozirgi o‘zbek adabiy tili leksikasi tarixiy jihatdan 2 qatlamga ajratiladi:

1. O‘z qatlam

- Umum turkiy so‘zlar

- Sof O‘zbekcha so‘zlar

2. O‘zlashgan qatlam

- Fors-tojik tilidan o‘zlashgan so‘zlar
- Arab tilidan o‘zlashgan so‘zlar

• Ruscha-internatsional so‘zlar Tilimiz tarixi, taraqqiyot bosqichlarini o‘rganish bizga tilimizning boshqa tillardan farqli jihatlarini, shakllanishini o‘rgatadi. Shu bilan birga, tilimizda uchrab turadigan g‘aliz so‘zlarni va kamchiliklarni ham bartaraf bo‘lishiga yo‘l ochadi. Bundan tashqari, tilimizga boshqa tillarning ta’sirida putur yetishini oldini oladi.

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THE ROLE OF JANE AUSTEN IN ENGLISH LITERATURE

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ABSTRACT

This article delves into the contributions of women writers in English literature and how their writing reflects their lives, struggles, and styles. It examines the various circumstances that influenced their writing, including economic, social, and political factors. The paper aims to go beyond simply analyzing individual texts and instead challenges existing conventions and extends debates about authors, genres, and theoretical viewpoints within a wider cultural and intellectual context.

Keywords: feminine issues, struggles, marriage, social factors, political factors, styles

Gender roles have played a significant role in human societies, with males often enjoying privileged status while females are subordinate and defined in relation to men. Both patriarchy and imperialism have imposed different forms of domination, leading women to express their experiences under male oppression. Women have pushed against this dominance, defining boundaries related to community, class, and race and expressing their dissatisfaction with male attitudes through their literary works.

The representation of feminine issues by women writers is influenced by their economic status, education, social environment, and attitudes towards tradition and independence. Despite the advancements made by feminist theories and women's writings, many women still face inequality, violence, and injustice. This underscores the urgent need for new scholarly research to challenge gender norms, reconsider past identities, and pave the way for a more equitable future for both men and women.

Jane Austen was an English novelist famous for her six novels that subtly analyze and criticize the British landed gentry in the late 18th century. Austen's stories frequently delve into the idea of women relying on marriage for social status and financial stability. Her works serve as a critique of the sentimental novels popular in

the late 18th century and mark the shift towards realistic storytelling in the 19th century. Austen's skillful blend of social commentary, realism, and sharp wit has garnered her praise from critics and experts.

Jane Austen was born in the village of Steventon in Hampshire, where her father, Reverend George Austen, served as the rector. She was the second daughter in a family of eight children, with her closest companion being her elder sister, Cassandra, whom she never married nor did Jane. Their father, a scholarly man, instilled a love of learning in his children, while their mother, Cassandra (formerly Leigh), was known for her quick wit and storytelling. Acting was a favorite pastime in the Austen household, providing a lively and nurturing environment for Jane's writing. Her social connections expanded beyond Steventon through friendships and family ties among the minor gentry and clergy, which she would draw upon for the settings and characters in her novels.

Similar to many female writers of her time, Austen chose to publish her books anonymously due to societal expectations that women primarily focus on being wives and mothers. Writing was seen as a secondary activity for women, and those who pursued it full-time were considered to be compromising their femininity. To maintain this perception, books by women were often published anonymously to suggest that the female author was only writing as a part-time endeavor rather than seeking recognition as a prominent writer.

While residing in Chawton, Austen released four successful novels. With the assistance of her brother Henry, Thomas Egerton agreed to publish *Sense and Sensibility*. Unlike *Pride and Prejudice*, most of Austen's works, including this one, were published "on commission". This meant that the author took on the financial risk, with publishers covering the initial publication costs and then deducting expenses from book sales, leaving the author with a 10% commission. If a book didn't earn back its costs, the author would have to cover the deficit. On the other hand, the alternative to commission was selling the copyright, where the author would receive a single payment from the publisher up front, as happened with *Pride and Prejudice* [2].

Positive reviews led to the novel becoming popular with young aristocrats, causing the edition to sell out by mid-1813. Unlike other novels of the time, Austen's works were published in larger editions due to the small size of the novel-reading public and high costs of production. Most novels were typically printed in editions of 500 copies or less to minimize risks to both the publisher and author. Even successful titles were initially issued in limited copies, with additional printings only done if demand persisted.

Austen's novels highlight the importance of marriage for women in securing their social and economic status, unlike the more serious nature of novels in the 19th century. Critics note that Austen's focus is more on humor and wit in her characters rather than deep psychological exploration. Her belief in comedy as a saving grace in life is evident in her work. Austen stands out as the first woman to write great comedic novels, following in the footsteps of Samuel Johnson's advice to write stories that bring laughter.

Austen utilized humor in her works to delve into the independence of women and relationships between genders. Through her comedic lens, she sought to highlight the positive aspects of life while infusing it with a moral sense, creating a unique artistic dynamic. Critic Robert Polhemus suggests that Austen's ability to balance reverence and ridicule in her writing showcases her deep passion for both, revealing the complexities of her mind and vision as she navigates the tension between satire and a moral compass. Austen downplayed her illness, referring to it as "bile" and rheumatism [3]. As her condition worsened, she found it hard to walk and lacked energy; by mid-April, she was bedridden. In May, her siblings Cassandra and Henry took her to Winchester for treatment. At that point, she was in excruciating pain and was ready for death.

At the age of 41, Austen passed away in Winchester on 18 July 1817. Her brother Henry used his connections in the clergy to secure her burial in Winchester Cathedral's north aisle. Her brother James crafted an epitaph that lauds her character, wishes for her salvation, and acknowledges her remarkable intellectual gifts, yet it does not specifically highlight her accomplishments as an author. In 2013, the Royal Mail in the UK celebrated the 200th anniversary of the publication of *Pride and Prejudice* by featuring Austen's works on a series of postage stamps. Austen also appeared on the Bank of England's £10 note starting in 2017, replacing Charles Darwin. Additionally, a statue of Jane Austen was unveiled in Basingstoke, Hampshire in July 2017, marking the 200th anniversary of her passing.

In conclusion, Jane Austen's contributions to literature as a woman writer are immeasurable. Her novels remain beloved classics, cherished for their insight into human nature, their humor, and their enduring relevance. Austen's unique voice continues to inspire readers and writers alike, ensuring her place among the greatest literary figures of all time. Through her keen observations and sharp wit, Jane Austen crafted stories that continue to resonate with readers today. Her portrayal of strong, intelligent female characters challenged the conventions of her era and paved the way for future generations of women writers. Austen's legacy as a trailblazer in the world of literature is secure, and her influence can be seen in the countless authors who ha-

ve been inspired by her work.

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SHAKESPEARE IN THE 21st CENTURY

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ABSTRACT:

Discussing Shakespeare can be a daunting task as his literary creations are so vast and encompassing. It is difficult to fully capture the essence of Shakespeare's works using just one approach because his writings are like a universe in themselves, with many aspects remaining unexplored. His imaginative genius continues to influence and inspire us today, as his creations reflect human life in its truest form. This paper seeks to explore the relevance of Shakespeare's works in contemporary society, examining how his writings resonate in fields such as human nature, psychology, politics, and relationships, as well as in theaters, films, and other forms of creative expression in the 21st century. Ultimately, the paper aims to address the question of how Shakespeare's thoughts and ideas continue to resonate in today's world.

Keywords: Relevance, timeless, significance, age, generation

William Shakespeare, an esteemed English playwright, poet, and actor, is considered one of the greatest writers in the English language and the premier dramatist globally. Born in 1564 in Stratford-upon-Avon, he created a wide-ranging body of work comprising 39 plays, 154 sonnets, and two lengthy narrative poems. His plays are renowned for their intricate characters, vibrant language, and exploration of timeless subjects such as love, power, envy, and deceit. Notable works like "Romeo and Juliet," "Hamlet," "Macbeth," "Othello," and "King Lear" stand as some of his most celebrated contributions.

Shakespeare's enduring impact on literature and culture is substantial, with his works being performed and analyzed worldwide. Even centuries after his passing in 1616, his legacy remains strong, with his plays beloved for their enduring appeal and enduring themes.

"Shakespeare's every character is a real human being who has nothing abstract about them but appears to be taken bodily from everyday life, warts and all," wrote

Vissarion Belinsky, a prominent 19th century Russian literary critic and theorist, in his article "Hamlet"[1]. Shakespeare's plays feature protagonists like Hamlet, Othello, Macbeth, and King Lear who grapple with their own thoughts, leading them towards madness and self-destruction. The plays are rich with various emotions such as humor, love, betrayal, anger, deceit, generosity, envy, conflicts, and murder. Through his work, Shakespeare vividly portrays different aspects of human nature that are timeless. Thomas Jefferson once pointed out that reading King Lear can instill a stronger sense of filial duty in a person than all the ethical and religious texts ever written [2].

Literature plays a crucial role in the success of theatre performances. Shakespearean dramas continue to be popular even in today's era, inspiring Hollywood and Bollywood to adapt his themes. Films like Haider, Maqbool, and Omkara rework the plots of Hamlet, Macbeth, and Othello, showcasing the enduring influence of Shakespeare's genius. Modern adaptations of 'Comedy of Errors' with a contemporary twist also appeal to a wide audience, proving the timeless relevance of Shakespeare's work in the world of cinema. The story of 'Romeo and Juliet' has influenced Bollywood love stories where two families are enemies, preventing the lovers from being together. Villainous characters in these films are reminiscent of Shakespeare's cruel antagonists [3]. The malicious character Iago can also be seen in Indian soap operas, where female characters resent the success of the protagonists and scheme to ruin their relationships through deceit and miscommunication.

Shakespeare is credited with creating numerous terms and phrases that are widely used today. While there is some debate surrounding their origins, these words and expressions have become popular worldwide. For example, the phrase 'Catch a Cold' comes from Shakespeare's play Cymbeline, and the term 'Break the Ice' was first used in The Taming of the Shrew with the original line reading, "And if you break the ice, and do this feat, achieve the elder, set the younger free." Additionally, Shakespeare coined the word 'Obscene' to describe something tasteless in his play Love's Labor Lost.

Shakespeare uses the term "green eyed Monster" to depict envy in Othello. We often use the expression "Green with Envy" to illustrate jealousy [4]. Shakespeare's talent for creating new phrases has given us a wealth of popular sayings like "Vanished into thin air", "stood on ceremony", "a laughing stock", "laughing yourself into stiches" and "slept not one wink". In his comedic works like Much Ado about Nothing and The Tempest, Shakespeare showcases his knack for sharp insults such as "I do desire we may be better strangers" and "More of your conversation would infect my brain". Barbara Gaines, a theatre director in Chicago, discusses the political rele-

vance of Shakespeare's Julius Caesar. She mentions the parallels between ancient Rome and modern conflicts like Vietnam and the Korean War, emphasizing that the power struggles and political dynamics are still relevant today. Marjorie Garber, another Shakespeare scholar, also acknowledges the political significance of the play, noting that it is often studied in the context of political theory, business, and leadership. She highlights how Julius Caesar speaks to the modern world, reflecting current political scenarios and the complexities of modern history and politics. In essence, both scholars agree that Julius Caesar continues to resonate with contemporary audiences, offering insights into the modern condition.

In conclusion, despite the challenges posed by his use of old English words, Shakespeare's works still feel relevant and fresh in our modern age. His masterpieces continue to inspire various fields of art and offer insights into familiar themes and concerns. Shakespeare's characters, themes, and stories provide meaning for all age groups, touching on issues like class, racism, betrayal, the status of women in society, crime, death, and contemporary issues. Even for non-English speakers, Shakespeare's ideas remain appealing and relevant, resonating with different aspects of our lives.

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EXPLORING BLACK IDENTITY, CONSCIOUSNESSES AND ASPIRATIONS THROUGH THE POETRY OF LANGSTON HUGHES.

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ABSTRACT:

Langston Hughes aimed to reflect the rich oral traditions of Black culture in his poetry to express his unique Black identity and aspirations. He emphasized the importance of embracing one's racial heritage and fostering cultural pride without any sense of self-hatred, uniting people of African descent worldwide. To achieve this, Hughes delved into themes of Black life and consciousness, incorporating the rhythms of Jazz and Blues into his revolutionary poetry. He utilized stanza forms inspired by Black music and incorporated everyday Black speech in his work, steering clear of perpetuating stereotypes.

Keywords: Black identity, difficulties, dreams, consciousness

АННОТАЦИЯ:

Лэнгстон Хьюз стремился отразить в своей поэзии богатые устные традиции черной культуры, чтобы выразить свою уникальную чернокожую идентичность и стремления. Он подчеркнул важность принятия своего расового наследия и воспитания культурной гордости без всякого чувства ненависти к себе, объединяя людей африканского происхождения во всем мире. Чтобы добиться этого, Хьюз углубился в темы жизни и сознания чернокожих, включив ритмы джаза и блюза в свою революционную поэзию. Он использовал формы строф, вдохновленные черной музыкой, и включал повседневную черную речь в свои работы, избегая увековечивания стереотипов.

Ключевые слова: Черная идентичность, трудности, мечты, сознание.

Lengston Xyuz o'zining noyob qora tanliligi va intilishlarini ifodalash uchun she'riyatida qora tanli madaniyatning boy og'zaki an'alarini aks ettirishni maqsad qilgan. U o'z irqiy merosini qabul qilish va o'z-o'zidan nafratlanish tuyg'usisiz ma-

daniy g'ururni tarbiyalash, butun dunyo bo'ylab afrikalik odamlarni birlashtirish muhimligini ta'kidladi. Bunga erishish uchun Xyuz o'zining inqilobiy she'riyatida jazz va blyuz ritmlarini qo'shib, qora tanlilarning hayoti va ongiga oid mavzularni o'rgandi. U qora tanli musiqadan ilhomlangan stanza shakllaridan foydalangan va o'z ishiga har kungi qora tanli nutqni qo'shgan, bu esa doimiy stereotiplardan voz kechgan.

Kalit so'zlar: Qora o'zlik, qiyinchiliklar, orzular, ong

Langston Hughes, a prominent African-American writer during the Harlem Renaissance in the 1920s, aimed to reflect the rich oral traditions and cultural identity of Black communities through his poetry. Influenced by various sources such as The Bible, W. E. B. Du Bois, and Walt Whitman, Hughes delved into themes of Black life and consciousness, portraying the realities of everyday Black people and offering insightful perspectives on racial dynamics in America. He brought innovation to Black literature by infusing Jazz and Blues rhythms into his poetry, often using stanza forms inspired by Black secular music, particularly the Blues. He avoided reinforcing stereotypes by incorporating the everyday language of Black speech [1]. His poems, characterized by rhythmic language, have been adapted into musical compositions, all of which helped him express the philosophy, dreams, and inner consciousness of the Black community.

During the 1920s, Hughes discussed the significant challenges that Black artists faced if they wished to create art that reflected their race. He also shared his personal struggles in writing what he referred to as "Negro" poetry in his well-known essay "The Negro Artist and the Racial Mountain" [2]. Young black artists are determined to express their unique identity proudly, regardless of the opinions of white people. They recognize the beauty in their dark skin, along with any perceived flaws. Their creative expressions reflect their inner strength and independence, unaffected by the reactions of others.

Langston Hughes was given the title of "the bard of Harlem" for his groundbreaking work in Black writing and his representation of the racial concerns of the Harlem Renaissance. By the 1930s, his work had paved the way for the extreme cultural nationalism of the 1960s. In his poem "Harlem" or "A Dream Deferred," Hughes vividly portrays the disillusionment and despair experienced by Black people when their long-held dreams are destroyed. The dream of the Black community symbolizes their aspirations for freedom, equality, prosperity, and economic advancement. Through this poem, Hughes delves into the consequences of a dream that is delayed or unfulfilled.

What happens to a dream deferred?

*Does it dry up
Like a raisin in the sun?
Or fester like a sore-
And then run ?
Or does it explode?[3]*

Langston Hughes was given the title of "the bard of Harlem" for his groundbreaking work in Black writing and his representation of the racial concerns of the Harlem Renaissance. By the 1930s, his work had paved the way for the extreme cultural nationalism of the 1960s. In his poem "Harlem" or "A Dream Deferred," Hughes vividly portrays the disillusionment and despair experienced by Black people when their long-held dreams are destroyed. The dream of the Black community symbolizes their aspirations for freedom, equality, prosperity, and economic advancement. Through this poem, Hughes delves into the consequences of a dream that is delayed or unfulfilled.

*Well, son, I'll tell you:
Life for me aint been no crystal stair.
It's had tacks in it,
And splinters,*

The Black man has cherished all the American rivers as dearly as those in his native Africa, blending into American culture and the global community. This fusion has helped shape the identity of Black souls, akin to the profound depths of those mighty rivers. Hughes celebrates the rich Black, Afro-American culture in a song of praise, highlighting its enduring nature much like the world's great rivers. Through his poetry, Hughes is seen as a poet of the people, striving to educate both the audience and the artist by bringing the concept of Black aesthetics to life, as seen in the poem "My People."

*The night is beautiful,
So the faces of my people.
The stars are beautiful,
So the eyes of my people
Beautiful, also, is the sun.
Beautiful, also, are the souls of my people [4].*

All in all, Langston Hughes, an important figure in the Harlem Renaissance, was an influential poet, playwright, and novelist known for capturing the experiences of African Americans and delving into themes of identity, racism, and social injustices in his works. His impactful writing still connects with audiences and cements his position as a key voice in American literature.

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"SHAKESPEARE'S ENDURING INFLUENCE: EXPLORING HIS IMPACT ON 21ST CENTURY CULTURE AND LITERATURE"

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ABSTRACT

Despite being over 450 years old, Shakespeare's plays have a timeless quality that continues to captivate audiences. A large majority of Britons have either seen or read his plays, and there are approximately 410 annual productions of Shakespeare plays worldwide, ensuring that there is almost always a performance happening at any given time. These numbers alone demonstrate the widespread influence and enduring popularity of the Bard. His works have not only shaped our understanding of history, but have also greatly contributed to the English language and influenced the writing styles of his contemporaries and subsequent generations.

Keywords: human circumstance, Shakespeare's legacy, original pieces, Elizabethan and Jacobean Theater, countrywide communicate, racial equality

INTRODUCTION

In the twenty first century, the undying works of William Shakespeare hold to resonate deeply throughout numerous components of tradition and literature. Despite being centuries old, Shakespeare's impact stays palpable in present day society, together along with his themes, characters, and language nevertheless inspiring endless adaptations, interpretations, and innovative works. From movie and tv to literature and theater, Shakespeare's legacy endures, serving as a wealthy supply of suggestion and mirrored image at the human circumstance in present day ever-evolving world. This advent will delve into the multifaceted approaches wherein Shakespeare's impact persists and shapes current tradition, imparting perception into the iconic relevance of his contributions to the literary canon.

Main part

In recent years, there has been a growing trend of productions attempting to recreate the original staging of Shakespeare's plays. This includes replicating the settings of The Globe in London and the RSC's Swan Theatre in Stratford-upon-Avon, as well as paying attention to costumes, music, casting, and audience interaction. One

notable example of such a production is *Twelfth Night*, featuring Mark Rylance as Olivia, which premiered at Middle Temple Hall in London in 2002 and was later revived at The Globe in 2012. These productions, often referred to as "original pieces," aim to recreate the performance style and practices of the first company that performed Shakespeare's works. While they may face controversy due to their all-male casting, these productions result from extensive research into various aspects of Elizabethan and Jacobean Theater, and they create thought-provoking connections between the politics of the past and present. In recent times, there has been a growing trend of productions attempting to recreate the original staging of Shakespeare's plays. This includes replicating the setting, such as The Globe in London and the RSC's Swan Theatre in Stratford-upon-Avon, as well as the costumes, music, casting, and audience interaction with the ensemble. One notable example of such a production is *Twelfth Night*, featuring Mark Rylance as Olivia, which premiered at Middle Temple Hall in London in 2002 and was later revived at The Globe in 2012. These types of productions are often referred to as "original pieces" and aim to replicate the performance style and practices of the first company that performed Shakespeare's works. Despite facing controversy due to their all-male casting, these productions result in thought-provoking connections between the politics of the past and present, thanks to meticulous research into various aspects of Elizabethan and Jacobean theatre. Shakespeare's performs have usually had a complex dating with race, and current shifts in scholarship on his works has spread out debate approximately how depictions of ethnography, politics, faith and identification can resonate greater powerfully whilst regarded thru a present-day lens. The records of *Othello* on stage as argued through actor Hugh Quarshie, who performed the titular function currently on the RSC finds as plenty approximately the societies wherein it's miles staged because it does approximately the textual content itself. More current productions along with Quarshie's and the maximum current on the National Theatre drew the emphasis far from race relations, emphasizing how the play's tragedy is that of the outcomes of jealousy. The staging of *Macbeth* in Harlem in 1939 has been defined as a range landmark in its progressive transposition and achievement in selling African-American theatre. Organized through the female-led Federal Theatre Project with the 750-sturdy forged made up absolutely of black actors. Taking area almost thirty years earlier than the American Civil Rights Movement, unemployed and suffering black actors being given the possibility to play hooked up roles drastically superior the countrywide communicate on racial equality. On common in Shakespeare's plays, girls have much less than 17% of the dialogue. William Shakespeare and 21st-Century Culture, Politics, and Leadership examines problems, challenges, and crises

in our current global via the lens of William Shakespeare's plays, one of the best-known, maximum admired and frequently debatable authors of the final half-millennium.

CONCLUSION

William Shakespeare's have an impact on within side the twenty first century is profound and far-reaching, transcending time and cultural boundaries. His works retain to captivate audiences and creators alike, serving as a wellspring of concept for literature, film, theater, and beyond. Shakespeare's exploration of undying topics inclusive of love, strength, ambition, and the human circumstance resonates deeply in modern day society, presenting treasured insights and sparking thought-frightening conversations. As we navigate the complexities of the cutting-edge world, Shakespeare's enduring legacy reminds us of the long-lasting strength of storytelling and the universality of the human experience. Through ongoing adaptations, reinterpretations, and scholarly analyses, Shakespeare's have an impact on will surely retain to form and improve our cultural panorama for generations to come.

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INGLIZ TILIDA “MEHR” KONSEPTI QATNASHGAN MAQOLLARNING SEMANTIK TAHLILI

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ANNOTATSIYA

Ushbu maqolada biz ba'zi maqollarni diqqat bilan ko'rib chiqamiz, yashirin ma'nolarni va ular nimani taklif qilayotganini tushunishga harakat qilamiz. Bu orqali biz ingliz tilida so'zlashuvchi jamiyatlarda mehr-oqibat qanchalik muhimligini aniqlaymiz. Biz mehribonlik qanday qilib narsalarni yaxshi tomonga o'zgartirishi mumkinligini va nima uchun bu har doim muhimligini tushuntiramiz.

Kalit so'zlar: mehr, semantik tahlil, konspet, lug'atlar, ma'nolar, maqollar.

SEMANTIC ANALYSIS OF PROVERBS WITH THE CONCEPT OF "KIND- NESS" IN ENGLISH

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ANNOTATION

In this article, we'll look closely at some proverbs, trying to understand the hidden meanings and what they suggest. By doing this, we want to show how important kindness is in English-speaking societies. We'll explain how kindness can really change things for the better and why it's always important.

Keywords: kindness, semantic analysis, concept, dictionaries, meanings, proverbs.

INTRODUCTION

The concept refers to an abstract idea or mental representation that underlies the meaning of linguistic expressions. Concepts play a central role in understanding how language functions as a system for communication and how language interacts with thought and cognition. Kindness is a wonderful quality that people admire all around the world. It's something that's been talked about for a long time, and in English, we have lots of sayings that show how important kindness is. These wise sayings

help us understand just how special kindness is and why it matters so much. Let's explore some of these sayings to see what they really mean and what they tell us about kindness.¹

To determine the conceptual component of the above linguocultural concepts, we need to turn to explanatory dictionaries. Lexicography represents a word in the totality of all its properties, so a dictionary turns out to be a unique and indispensable language guide, an essential tool for scientific research. The dictionary, as a unique object of scientific work of linguists, occupies a special place in the formation of the culture of a member of society². It is no coincidence that one of the factors allowing one to judge the culture of a nation is the presence of an academic explanatory dictionary of the literary language". The linguocultural concept "Kindness" in phraseological units is represented by the following components: "kindness", "kind", "good", "good name", "virtue", "mercy", "well", "true"; The study also presents a group of phraseological units where the concept is presented implicitly. Wordsmyth Dictionary Thesaurus gives the following definitions of the English lexeme "kindness": the quality of being kind; a generous or charitable act. Cambridge International Dictionary of English also offers two definitions of the English lexeme "kindness": the quality of being kind; a kind action. Longman Dictionary of Contemporary English gives the following definitions of the English lexeme "kindness": kind behavior towards someone; a kind action. The Penguin Concise English Dictionary: the quality of being kind; kind act; benevolent or obliging action.

Main part

1. *"Kill them with kindness."* This proverb suggests responding to hostility or negativity with kindness and generosity instead of retaliation. It implies that being excessively kind might disarm or overcome adversaries. The proverb highlights the power of kindness as a tool for resolving conflicts and winning people over. It implies that kindness can be a form of strength, capable of overcoming hostility or negativity.
2. *"No act of kindness, no matter how small, is ever wasted."* This proverb emphasizes the significance of even the smallest acts of kindness. It suggests that any act of kindness, regardless of its scale or impact, holds value and serves a purpose. This proverb underscores the inherent worth of kindness, regardless of its magnitude. It conveys the idea that kindness is meaningful in itself and has a ripple effect, influencing others positively.

¹ Hasan, R. Ways of saying, ways of meaning Text. / R. Hasan // The semiotics of culture and language. London: Pinter, 1984. - Vol.1. - P. 88

² Cuyckens, H. Towards an Empirical Lexical Semantics Text. / H.Cuyckens, D.Sandra, S.Rice // Human Contact Through Language and Linguistics; edited by B. Smieja, M.Tasch. Bern: Peter Lang, 1997. - P. 35-54

3. *"Kindness is the language which the deaf can hear and the blind can see."* This proverb suggests that kindness transcends barriers of communication and perception. It implies that acts of kindness are universally understood and appreciated, regardless of one's ability to hear or see. The proverb emphasizes the universality and accessibility of kindness. It implies that kindness is a form of communication that resonates with all individuals, irrespective of their sensory abilities.

4. *"A kind word is like a Spring day."* This proverb likens a kind word to the rejuvenating effect of a beautiful Spring day. It suggests that a simple act of kindness can bring warmth, happiness, and renewal to someone's life. By comparing kindness to the pleasantness of Spring, the proverb highlights its uplifting and revitalizing nature. It conveys the idea that kindness has the power to brighten someone's day and bring joy and comfort.

5. *"Kind hearts are more than coronets."* This proverb implies that possessing a kind and compassionate nature is more valuable than holding prestigious titles or positions of authority. It suggests that genuine kindness surpasses worldly distinctions and honors. By contrasting kindness with social status (coronets, which symbolize nobility or rank), the proverb underscores the inherent worth of kindness. It conveys the message that acts of kindness reflect true nobility of character, transcending materialistic pursuits³.

Conclusion

In the collection of good qualities that people have, kindness stands out as a very important one. It's like a bright thread that runs through the language and culture of English-speaking people. By looking at old sayings, we've learned a lot about kindness and how special it is. These sayings show us that kindness can make a big difference, is something everyone can understand, and will always be important. As we deal with the challenges of life today, let's remember the lessons from these wise sayings. Kindness isn't just something good to have, it's a key idea for making societies work well and keeping people happy.

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TEACHING ENGLISH TO STUDENTS WITH A USE OF MODERN DEVICES AND INTEGRATION

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ABSTRACT

In today's digital age, the integration of devices and technology in educational settings has revolutionized the way English language teaching is approached. Devices such as smartphones, tablets, laptops, and interactive whiteboards offer a plethora of opportunities to engage learners, personalize instruction, and create dynamic language learning experiences. This article explores how educators are harnessing the power of devices to enhance English language education and empower students to develop proficiency and fluency in the language. This article highlights a variety of potential benefits of technology integration in English language learning that the learners can maximize in order to improve their level of English proficiency. Some challenges do not hinder the learners of English to not use technology as a part of their learning.

Keywords: activities, effective ways, approaches, quizzes, online teaching, methods, devices, tools.

INTRODUCTION

Devices serve as powerful tools for creating interactive learning experiences that cater to diverse learning styles and preferences. Interactive whiteboards allow educators to deliver multimedia-rich lessons, engage students through interactive activities, and create visually stimulating content that reinforces language concepts. By incorporating interactive elements into lessons, educators can increase student engagement and participation, leading to more effective language acquisition. Devices enable collaborative learning experiences that promote communication, collaboration, and critical thinking skills among English language learners. Online platforms, communication tools, and collaborative software facilitate group projects, peer-to-peer feedback, and real-time interaction among students. By encouraging collaborative learning, educators help students develop their language skills in authentic, communicative contexts and foster a sense of community and engagement within the classroom. One of the key benefits of using devices in English language education is the ability to personalize instruction based on individual student needs and preferences.

Adaptive learning platforms, language learning apps, and online resources offer personalized learning paths, immediate feedback, and targeted language practice activities. By tailoring instruction to meet the specific needs of learners, educators can enhance student motivation, facilitate skill development, and promote autonomy in the language learning process. Language learning apps and tools have become invaluable resources for English language educators seeking to enhance student engagement and facilitate language practice outside the classroom. Apps for vocabulary building, grammar practice, listening comprehension, and pronunciation help reinforce language skills in a fun and interactive way. Additionally, tools such as language translation apps, language exchange platforms, and virtual language tutors provide students with additional support and opportunities for language practice beyond the confines of the classroom. By incorporating devices into English language instruction, educators help students develop essential digital literacy and 21st-century skills that are vital for success in today's interconnected world. Through exposure to digital tools, online resources, and multimedia content, students not only enhance their language proficiency but also develop critical thinking, creativity, communication, and collaboration skills that are essential in navigating the digital landscape and global communication networks.

LITERATURE REVIEW

In present education, technology is seen to be an effective means of assisting the process of learning in digital era (Ahmadi, Citation2017; Ahmani, Citation2019) that is becoming a global trend (Zhang & Yu, Citation2021). It is the era when our live is surrounded by technology. Additionally, Mohamad et al. (Citation2020) stated that the 21st-century is mostly filled by Generation Z learners using Information and communication technology (ICT) for their learning. Born in the age of digital era, these generations are usually proficient in using and playing the social media activities since they don't want to miss the latest popular information. These generations or is called as the net-generations (Tapscott, Citation2009) are identified as multi-tasking digital generations since they are able to do different things at the same time such as chatting to friends, checking email, replying email, listening to music, talking on the phone, answering message, having a discussion on Zoom with friends while doing school homework (Bromley, Citation2010). However, in this circumstance, the incoming information is not conducive for students when they are learning or when they are doing school tasks. Students are frequently distracted with constant online activities which sometimes result in incomplete assignments (Adams, Citation2007). This indicates that the users of technology have to be wise in working with the tech-

nology they are operating otherwise they gain unexpected results.

It is often to find that today's language classroom is equipped with technology (American Council on the Teaching of Foreign Languages, Citation2018) such as internet, computer, multi-media technology, smart board, Liquid Crystal Display (LCD), sound system and amplifier as well as communication facilities that are used to support and enhance the process of learning (Richard, Citation2015). Regardless of what people say about technology, it must be now accepted that the use of technology in modern education by modern society is a need, otherwise we will be left behind. The world continuously develops more global and technology helps us to connect to more developed knowledge, science, and information that in turn it can be used as a media of teaching and learning improvement (Zhao, Citation2015). Technology provides so many features on educational menus that enable the learners of English to have new experiences the learners do not find from conventional education (Eady & Lockyer, Citation2013). It is difficult not to say that technology is very much a part of language learning. This applies almost in all level of education starting from early education through adult education (British Council, Citation2013). Moreover, Gibbs (Citation1994) and Mafuraga (Citation2017) added that modern education in the world engages actively in the use of technology in the process of teaching and learning. Since technology is becoming an integral part of the process of learning (Eady & Lockyer, Citation2013), it is necessary to prepare future teachers of English with some trainings of how technology can be integrated effectively in the classroom (Habibi et al., Citation2019). Gibbs (Citation1994) emphasized that technologies are much more than computers. Ammanni and Aparanjani (Citation2016) noted that technologies can also involve the internet, webinar, video chat, Skype, voice call, some applications, laptops, Light Emitting Diode (LED), LCD, remotes as well as some Mobile Apps. Since technology provides thousands resources and materials to the learners of the English language (Bull & Ma, Citation2001), learners need to be encouraged to actively use the resources available using technological tools (İlter, Citation2015).

Some studies have shown the positive impacts as well as benefits of integrating technology in language teaching and learning (Eaton, Citation2010; Gilakjani, Citation2014; J J. Harmer, Citation2001; Rintaningrum, Citation2019). Introducing technology in language teaching and learning provides great opportunities for both students and teachers to learn something new and to have to experiences (Merzifonluoğlu & Gonulal, Citation2018). Rintaningrum and Aldous (Citation2016) found that the learners of English find it easier to learn English when they have some technological facilities at home. Moreover, with the assistance of technology, the

learners of the English language are able to find many authentic materials (Larsen-Freeman & Anderson, Citation2011) that are useful for learners to improve their language competence (Clements & Sarama, Citation2003) and cooperative learning (Jeremy Harmer, Citation2007; D. W. Johnson et al., Citation2014) as well as to improve positive attitude towards learning (Gordon et al., Citation2011). Rintaningrum (Citation2016) emphasized that technological tools can be used to assist in maintaining the ability to speak in English in a setting where English is not widely used as well as during the outbreak (Ying et al., Citation2021). Moreover, one of the reasons why the learners of English find it difficult to learn listening is due to lack of facilities in terms of technological tools that is believed to have some roles to improve listening comprehension ability (Rintaningrum & R, Citation2018).

Technology in the form of multi-media is able to improve students' learning motivation and attention (Passey et al., Citation2004; Shyamlee & Phil, Citation2012) and promotes autonomy to enhance students' performance in the EFL classroom (Azmi, Citation2017; Kreutz & Rhodin, Citation2016; Tapscott (Citation2009). Moreover, integration technology in English language classroom improves students' motivation, confidence (Ghavifekr et al., Citation2016) and students' interest in learning foreign language (Elvi, Citation2017). J. Harmer (Citation2001) added that motivation is critical for school success., Kirkwood and Price (Citation2016) found that integrating technology in the classroom is able to improve the use of technology for teaching and learning and to improve the learning of foreign language skills through technology (Altun, Citation2015). Furthermore, Shyamlee and Phil (Citation2012) noted the positive impact of technology on the learning process consistent with the ongoing efficacy of the teacher role. Therefore, the use of technology in the classroom is recommended because the use of technology in the classroom can improve cognitive skills and abilities (Santhosh & Meenakshi, Citation2015).

RESEARCH METHODOLOGY

This study investigates the potential benefits and challenges of integrating technology in learning English. Some studies have examined the benefits and difficulties of using technology in education as well as in learning, and not much focus on the integration of technology in learning English, particularly, in Indonesia. The study explores new insights on the benefits that the users can gain from integrating technology in language learning. Therefore, it is necessary to focus study on integrating technology in English language learning, in particular in Indonesia, and what indicated that Western movies were one of the media that could be used to learn English. Students could watch the movies together in the class. Some movies or DVDs

provided sub-titles that students could use to learn the written-language input as well as oral language at the same time. Students could read the sub-titles provided. At the same time students could practise their listening skills. Sometimes, students were unaware of opportunities to rehearse or practice their skills or speeches to improve both their listening and speaking skills. (Lecturer 7)

This statement indicates that the function of watching Western movies or DVDs is not only for entertainment but also for learning English. Two respondents reported that opportunities to use technology help the learners of English to be more familiar how technology can be used and be operated. The more frequently the learners use technology to learn English, the more familiar the learners with some menus available in technology.

How can challenges in integrating technology in English language teaching and learning be overcome?

The adoption of digital transformation in education in general, and in English language teaching and learning in particular, cannot be avoided. This transformation is not shocking news since the advancement of technological tools in reality causes a shift in some teaching and learning activities. Although the COVID-19 pandemic has forced people to integrate technology in their working activities, this is only an acceleration in digital transformation that changes people's mind sets and practices that have started a long time ago. Modern education requires some adoption of new technology and makes students as well as teachers integral to their demand. In addition to some benefits and challenges in integrating technology in English language teaching and learning, there are some barriers that need to be addressed. This section explains how challenges in technology integration in teaching and learning of English can be overcome. Table 3 provides information concerning strategies that can be used to overcome challenges in using technology in teaching and learning of English.

CONCLUSION

In conclusion, it is clear that some efforts in modernizing traditional methods of teaching English have been advanced by integrating technology in English language teaching and learning. Technology in industrial era has given several impacts in some aspects of life including in the field of education, in general, and the learning of English as a foreign language, in particular. The advancement of technological tools causes a shift in some learning activities. When dependency on textbook is not enough to address students' need, technology is coming to address the advancement of modern education.

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THE FOCUSING ON ENGLISH LANGUAGE LEARNERS WITH LEARNING DISABILITIES

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ABSTRACT

Students with learning disabilities often have difficulty with language. This difficulty takes many forms. They might have trouble understanding what you say. This article will make some suggestions for making your classroom more inviting for all students who have difficulties with language.

Keywords: Disabilities, auditory problems, concept, difficulty processing sounds, receptive language difficulties, attaching words to concepts, tone of voice, sound dull.

ANNOTATSIYA

O'rganishda nuqsoni bo'lgan talabalar ko'pincha tilni bilishda qiyinchiliklarga duch kelishadi. Bu qiyinchilik ko'p shakllarni oladi. Ular sizning gaplaringizni tushinishda qiynalishi mumkin. Ushbu maqolada tilni bilishda qiynalayotgan barcha talabalar uchun darsni yanada jozibali qilish bo'yicha ba'zi takliflar beriladi.

Kalit so'zlar: Nogironlik, eshitish muammolari, konsepsiya, tushuncha, tovushlarni qayta ishlash qiyinligi, qabul qiluvchi tilda qiyinchiliklar, tushunchalarga so'zlarni biriktirish, ovoz ohangi, tovush zerikarli.

This could be the result of auditory problems (difficulty processing sounds) or receptive language difficulties (trouble understanding the words and turning them into action or pictures). Students with learning disabilities may also have difficulty speaking due to trouble forming their thoughts, attaching words to concepts, putting words in the right order, and many other reasons. These language – based difficulties are compounded when students with learning disabilities are English language learners. *Here are the suggestions:*

- Speak slowly, clearly, and naturally. If your pace tends to be fast, focus on en-

sure that each syllable is clear, rather than trying to speak slowly. Try using shorter sentences. Ask your students to signal you if you are speaking too quickly.

- Face your students and avoid putting your hand in front of your face. People sometimes want to see the face and lips of person they are struggling to understand.

- Where practical, turn off machines that create background noise. For example, if one of your neon lights is making a loud buzz, ask maintenance to fix it. Ask administrators to avoid placing classrooms with students with learning disabilities next to noisy classrooms such as the gym.

- Be careful when you use idioms such as “caught with your pants down” or “back seat driver”. Students with learning disabilities, especially those who are English language learners, may not understand these expressions or may take them literally. English language learner students may also have reactions to these phrases that are specific to their culture.

- Tone of voice, facial expression and gestures may be misunderstood by students with learning disabilities. Students with learning disabilities often have difficulty processing these signals.

Those who are English language learners also come from different cultures, so a gesture might have a different meaning for them. While it is important to speak naturally, recognize that if you are sarcastic, some students in your class may not understand your intended meaning. Use words to reinforce your body language when you need the class to know how you feel.

When you ask a person with a learning disability a question, they will often hesitate before they answer the question because they need to make sure they heard the words in order, and they need to translate the words into concepts.

In addition, they may need time to form their thoughts and turn them into words. Allow a silent period between your question and their answer. Do not give hints or answer the question for them until they show or say that they need help.

- Supplement language in your classes with pictures, manipulative objects, kinesthetic activities, and other ways of teaching that use all of the senses.

- Tell your students when something is particularly important. You might want to say something like “A key point is...”. Use the same (or at least similar) phrase, tone of voice and gesture every time.

- Allow and encourage students to tape-record your classes. Many students with language difficulties listen to the words several times and review the tape for main points.

- If possible, provide a written outline of your talk. This will help any student with language problems prepare for class and know where to place their listening fo-

cus.

Some teachers are afraid that following these suggestions will make them sound dull. Nothing could be further from the truth. In fact, by taking the time to incorporate these strategies into your teaching, you will help many more students become engaged, active participants. This includes not only students with learning disabilities, but other students as well. For example, all English language learners, even those without learning disabilities, will benefit from strategies that focus on making language clearer and more comprehensible. Although incorporating these suggestions may take some extra effort, you will find that practice will make it easier.

You may have to plan ahead more, but using these strategies will enable students to learn from you who once were not able to understand you. Some students who were excluded from your class will be included. And that is what good teaching is all about. A learning disability may be so subtle in a first language that it is masked by an individual's compensatory strategies, getting general information through the overall context when specific words or concepts are not understood, and substituting known words for words that cause difficulty. The use of standardized testing to identify learning disabilities presents problems. First, instruments designed to diagnose learning disabilities are usually normed on native English speakers, so the results cannot be reliably used with learners whose first language is not English. Since the concepts and language being tested may have no direct translation, the validity of tests translated into the native language is questionable. Third, most tests are primarily designed for.

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MODERN METHODS OF LEARNING ENGLISH THROUGH MASS-MEDIA

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ABSTRACT

The article deals with the specifics of the use of Mass Media in the English language teaching process. The need to study English language in modern society is emphasized in the article; analyzed the most effective methods and approaches of the use of Mass Media in the English language teaching, such as newspaper and magazine articles, TV, radio, Internet resources, specialized educational software designed to develop the skills of different types of speech activity — oral communication, listening, reading, writing, and skills of detailed analysis of the different styles of the English language. In addition to This, the one of this article of again aims at analyzing the importance of using Mass Media in the classroom and finding the ways how to use Printed and Audio-visual Media. It is the result of an in-depth study, surveys and questionnaires thus trying to make the ideas in this article more trustworthy. It is based not only on the literature review but also on long personal experience. It is a brief description of some practical examples and some tips for novice teachers.

Keywords: teaching English, multimedia in education, mass-media in education, the role of english language in the world.

Using various kinds of Media in the classroom has always been a challenge, and how to bring these Media in the classroom is more than a challenge. Students and teachers should be able to use in their classrooms different media through different technologies. Media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop reading, writing, speaking and listening skills. They entertain students and encourage reading English in general, both inside and outside the classroom, promoting extensive reading by giving the students the confidence, the motivation and the ability to continue their reading outside the classroom. Media “inform, amuse, startle, anger, entertain,

thrill, but very seldom leave anyone untouched”.

English is the language of international communication for all the humanity. That's why it is difficult to revalue the importance of the English language in modern world. In general the whole political, economic, scientific and sport life of the world goes in English. The English language is defined as official and working language of UNO and exactly the English language is in the list of six international languages of UNO. It is impossible to know all national languages of each country which you cooperate with that's why various summits and meetings of heads of states, signing of laws and decrees, negotiations and debates run in English. International trade, work of banking system, an activity of conveying system overland, afloat and in the air carry out in English. The Olympic Games and different competitions either chose the English language as an official language. Major part of Internet pages with necessary information spreads in English. Major part of computer programs and applications are made up in English either. Expressing feelings and emotions, naming subjects and events, using household devices and modern technologies are called in English in everyday life. Since people have realized the necessity of foreign languages learning, new efficient methods of foreign languages teaching began to appear. The new model of language education entails the update of content, improvement of methods, organizational forms and means of training activity directed on intellectual pupils' development, formation of skills of independent work with information and use knowledge for sensible tasks solutions which can appear in real situation. Lack of such kind of skills deprives the person of the opportunity to succeed, adapt and become a competitive specialist. Orientation on creative personality's development, the necessity of consideration of their educational, social, economical, cultural and communicative needs demands Mass Media usage, especially newspaper and magazine texts in educational process .

In recent years the techniques of Mass Media usage in the foreign languages teaching process are developed intensively. Education becomes more interesting, colorful and emotionally-saturated due to them. Mass Media creates unique opportunity for foreign languages learners to use authentic means (to listen and to communicate to the native speakers). Mass Media implies television, radio, Internet, newspapers, magazines etc. By mean of information transmission Mass Media can divided into:

Visual —newspaper, magazine

Auditory —radio

Audiovisual — television,

1. Media provide huge information, they motivate students to speak and help them integrate listening, reading, talking and writing skills, through various kinds of

activities.

2. A clear example are Power Point presentations which help students speak freely, eye contact, organize ideas. Through Media Presentations there is more communication and collaboration among students, while working with the pages of a book is more individual, less collaborative and less interactive.

3. There is so much information available at the click of a mouse but at the same time you have the feeling that there is little memory space in the brain and students may forget everything, so, try to select the most important things and review and review till they are located in the long term memory.

4. We can exploit a piece of learning materials offered by various Media in several different ways through: analyzing a text in the book, reading and generating ideas from a text in the newspaper or magazine, watching and discussing a TV program or a movie, classroom presentations, exercises and activities using various kinds of Media, pair and group work, reconstructing the text based on the above information brought from different Media, engaging students in useful writing and revision activities, etc.

Nowadays, we are living in a period of rapid technological changes in mass communications. Through Internet, we are now able to access thousands of newspapers and magazines worldwide. Internet has increasingly become a major source of newspapers and magazines for language teachers; just find the web site and click. A lot of radio programs contribute to language learning. Besides getting new information and entertainment, in language classes radio helps the pronunciation, the intonation, the pitch of voice, etc. These might be successful if we undertake adequate preparation and design carefully graded tasks. Students gain a feeling of satisfaction from having understood something of an authentic broadcast, we can see the joy in their faces. They develop greater confidence in their ability to cope with English as it's spoken outside the classroom. Albanian students may use BBC World Service news bulletin, Voice of America or other foreign radio stations. In case students have no possibilities, the teacher may record the news bulletin, transcribe it and prepare to explain any difficult vocabulary that may come out. Then the teacher may ask the students if they have listened to the news in Albanian the day before, because nearly all the news, especially international news, is almost the same. So if the content is somewhat known to the students, they will be more motivated and the success of the task will be easier. "It's no use complaining that children today would rather watch TV or videos than read". We the teachers should try to exploit students' viewing habits as a starting point for developing more active literary skills. The teachers need to know the interests of the students and what they like most to watch in order to keep

high their motivation, undertake different duties, fulfill various assignments and feel the success. In a questionnaire the students were asked which TV station they watch most and why? Most of the students replied that they preferred to watch Top Channel because they like it very much. Here are some of the considerations that the students wrote:

- It has a lot of information
- It is a powerful and trustworthy station
- It is attractive, entertaining, informative, serious
- It gives quick and exact information in different fields
- 'Fix fare' is one of the most watched programs
- News is of high quality, quick and fresh
- The staff is very professional and well qualified
- It uses an advanced technology
- It gives a lot of interesting documentaries
- It has a wide range of programs, etc.

While using a film in the classroom to help our English we have paid attention to the accent, voice, body language, choosing of the words, training ear and the eye, lifestyle, plot idea, summary, what's going on, why and how, and many other things depending on the aim we have put to ourselves. The overall aim has always been to maximize comprehension and learn more English. But we all know that watching a full feature film needs more time than teaching hours. So, we need to be able to fit films into a classroom schedule organizing different activities that help this aim. In order to save time we might tell the story of the film ourselves, illustrating it by showing three or four key scenes without telling the end. Another way is the use of video-cassette. The students may watch the film themselves in the video-classroom or at home and come the next day and present what they watched and what happened in the film.

CONCLUSION

Appearing of the Internet in education system motivates students to study, broadens the range of individual activity of each pupil, and increases the rate of supplying the qualitative material within one lesson. All these possibilities realize with the help of e-mail communication with the pupils from another countries, creation and conducting joint telecommunication projects, the opportunity of reading books and watching videos in foreign language and listening authentic audio material. Recently watching videos and listening audio in online mode got popular. Internet is a unique way to be on the same wavelength with foreign culture, to watch favorite movies, lis-

ten to music, foreign radio stations, know something new about your favourite actor, singer or group and learn English during these actions. Also there are a lot of different websites with interesting and useful audio and video material, different online tutorials which help to learn the language. Nowadays Internet substitutes successfully television, radio, DVD players, newspapers and magazines. You can find everything in Internet. Nowadays the issue of using the Internet in foreign language teaching is quite of current importance. Generally it is connected with such opinion that using Internet as a method of foreign language teaching realizes a lot of goals of education and upbringing .

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HUMOR AND SATIRE IN W. SHAKESPEARE'S COMEDIES.

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ABSTRACT

The article deals with humor and satire in W. Shakespeare's comedies. Shakespeare play styles are traditionally divided into four categories: comedy, tragedy, history, and romance. Over time, other classifications have also been suggested. Shakespeare comedies, or rather the plays of Shakespeare that fall into this category, are typically recognized as comedies because they are loaded with sarcasm, wit, and brilliant wordplay. They also include a lot of disguises and assumed identities, complicated narratives that are hard to follow, and incredibly fabricated endings.

Keywords: Shakespeare's comedy, satire, humor, A Midsummer Nights Dream, romantic comedy

INTRODUCTION

Shakespeare's plays are divided into four genres: comedy, history, tragedy, and Rome. Over time, other categories have also been suggested. The contents page of the earliest Folio, the earliest collection of Shakespeare's plays, categorized the plays into three groups: comedies, histories, and tragedies, and it was released in 1623. Measure for Measure and The Merchant of Venice, plays that contemporary audiences and readers have not deemed very "comic," were included in the list of comedies. The Tempest and The Winter's Tale, two late pieces that critics today frequently categorize as "Romances," were also included. The answer to the question of what these four plays have in common with plays that we are used to labeling "comedies," like As You Like It or Twelfth Night, which we are accustomed to referring to as "comedies," the response provides insight into what many of Shakespeare's well-educated contemporaries understood by the term "comedy." They are all married, or at least engaged. Shakespeare comedies, or rather the plays of Shakespeare that fall under this category, are typically recognized as comedies because they are funny, sardonic, and full of clever wordplay. They also include a lot of disguises and assumed identities, complicated narratives that are hard to follow, and incredibly fabricated endings.

Shakespeare's comedies can be identified by their storyline, structure, and characters. We can observe that Shakespearean comedies all follow the same structural pattern, with a fundamental plot that serves as the foundation for the play. For example, all comedies rely on the resolution of their stories. However, Shakespeare's comedies are distinct, with some classified as comic dramas and others as romantic comedies. In comedic drama, there is frequently a motif of a place where reality and the unreal collide, people's roles are reversed, and identities are confused or forgotten. This place may take the shape of a feast or celebration, or it may be presented as a place isolated from normal society, such as the wood. A Midsummer Night's Dream. When scenes are staged in this location, the usual laws of life and society do not apply. There is always an element of disorder that must be handled before the play can be considered a true comedy. William Shakespeare's plays take several forms. There are historical dramas, comedies, and tragic comedies. Among the most popular are comedies, which are filled with laughter, sarcasm, satire, and wordplay. Many people wonder what distinguishes a play as a comedy rather than a tragedy. Shakespeare's comedies frequently employ puns, analogies, and insults to elicit 'thoughtful laughter'. The action is frequently hampered by artificiality, particularly complex and contrived finales. Disguises and mistaken identities are fairly common. As opposed to that, are the tragedies, which provide death, pain, and deeper storylines and motivations for the reader. Shakespeare's comedies rely heavily on their plots. It is frequently incredibly difficult to understand, twisted, and complicated. Shakespearean comedy is also characterized by themes of friendship and love within a courtly culture.

Songs frequently performed by a fool or jester follow the plot's developments. Minor characters are frequently incorporated into the storyline to enhance the flavor of the narrative. Love provides the main ingredient. If the lovers are unmarried when the play opens, they either have not met or there is some obstacle to their relationship. Examples of these obstacles are familiar to every reader of Shakespeare: the slanderous tongues which nearly wreck love in "Much Ado About Nothing", the father insistent upon his daughter marrying his choice, as in "A Midsummer Nights Dream", or the confusion of husbands in "The Comedy of Errors". Comedies head towards marriage. This is a useful place to start thinking about the typical shape of comedies. Marriages conventionally represent the realization of bliss and the assurance of renewal. Shakespeare places such a high value on marriage's symbolic power that some people get married more than once. Three is how both Twelfth Night and A Midsummer Night's Dream conclude. The god of marriage, Hymen, appears on stage in the last scene of As You Like It to oversee four marriages and sing a song celebrating "High wedlock" (5.4.144). Every relationship in the drama has found happiness as a

result of miscommunication. Orlando has been making pretend to court Rosalind, not understanding how unfortunate Aliena is or that she is Rosalind's friend Celia. The shepherdess Phebe had mistakenly chosen Ganymede—who was actually Rosalind in disguise—over Silvius, the devoted but lowly Silvius. Audrey has been won by Touchstone. He made a faux courtly impression on the country girl, almost casually. Compared to the other three, this final coupling, which is based on ignorance and conceit, appears much less fulfilling. In fact, even in this lighthearted Shakespearean comedy, we are encouraged to have doubts about every marriage. Some of the final unions in other Shakespearean comedies, such as the Duke and Isabella in *Measure for Measure* and Claudio and Hero in *Much Ado about Nothing*, appear to be staged to look practical rather than loving. Much of the humor in Shakespearean comedies stems from the romantic misperceptions of each other. The associates of Benedick, who we have seen insulting Beatrice and disdaining love, set up a conversation in *Much Ado about Nothing* wherein they discuss how much Beatrice really does love him. When he sees Beatrice again and firmly perceives her harshness as hidden adoration, the trick is happily justified. However, the trick advances us. Following Beatrice's similar deception by her friends, these two characters—who had before disapproved of the foolishness of courtship—are headed toward love and marriage. If we were not sure that all of this deceit would result in a happy ending, it would not be funny. In a subplot of the play, Don John's deception of Claudio suggests how a tricked lover could be heading toward catastrophe in a different kind of play. The story of Benedick and Beatrice's romance is entwined with the tragedy of pretending to be in love (Claudio for Hero) but ending up in a deadly relationship. Even though the previous courtship was fulfilling, the spiteful, mistrustful Claudio casts a shadow over it. Shakespeare's comedies typically rely on innocent misinterpretation and trickery. Because of this, they value dramatic irony when we are able to provide more insight than the bewildered lovers. *A Midsummer Night's Dream* is a perfect example, as it explains the magic of the love potion that Puck accidentally administered to Lysander's eyes. It also allows us to enjoy not just the romantic banter he gives Helena, but also her confusion. We hear how effortlessly and beautifully men might believe they love one lady over another when Puck, trying to make up for his error, squeezes the juice into Demetrius's eyes and he wakes up to see Helena and also professes his love for her. Helena is certain that there is a plot to trick Hermia, while Hermia is enragedly envious that Lysander loves her.

We giggle at their confusion, knowing that the magic that created it will eventually make sense of it and guarantee a joyful conclusion. From the forest, that site of bewilderment and transgression, the lovers will return to the structure of marriage.

Shakespeare was unique in that he always chose exotic (but classic) settings for his comedies. Back then, theatrical comedies usually took place in a modern, English (mostly London) environment. Comedies happened closer to home, whereas tragedies happened in France, Spain, or Italy. Ben Jonson, the most well-known competitor dramatist to Shakespeare, originally set his play *Every Man in His Humor* in Italy (1598), but he later changed it and moved it to London, in part because of changes in popular culture. Later Jonson comedies, like *Bartholomew Fair* and *The Alchemist*, were likewise situated in London and belonged to a subgenre of "city comedies" that drew the attention of other notable playwrights like John Marston and Thomas Middleton.

Critics have traditionally referred to them as "romances," and it seems like a handy way to distinguish them from comedies. However, while having humorous miscommunication passages and betrothal endings, certain older plays—like *Measure for Measure*, *All's Well that Ends Well*, *Troilus and Cressida*, and possibly *The Merchant of Venice*—have somber themes at their core that they defy our conventional notion of comedy. At the very end of the 1800s, this collection was given the moniker "problem plays." Although there has been much debate among critics regarding this designation, it does highlight a significant aspect of Shakespeare's growth as a playwright. He pushed against comedy's bounds even as he enjoyed it. In the 16th century, comedic plays were a huge hit in England and served to humorously convey common sentiments. This accomplished two goals at once. The audience understands the message and doesn't take offense at anyone who could be impacted by the play's lesson. If you've ever attended a play or watched a movie, you're surely aware that occasionally the lesson is a little too relatable. This is especially true for plays by William Shakespeare, which is the case with many of them. Shakespeare's *A Midsummer Night's Dream* is full of belly-laugh-inducing moments. Shakespeare's play about love and marriage is rife with satire, a literary style that combines comedy and jokes to make a statement about a person's ideas. The play is a satire on the notion of love over its whole duration. Shakespeare parodies the essence of love in numerous instances throughout the book, including an impolite performance and humanity's conceit as demonstrated by Bottom's metamorphosis. Satire Examples from "A Midsummer Night's Dream" "Has there ever been a dull movie you saw, yet something ironic about it managed to keep your interest? Most writers employ this technique to defuse tense situations and draw a crucial parallel to relevant subjects. Satire is used frequently in *A Midsummer Night's Dream*. The play's sarcastic tone is essential, even while the satire's social commentary is a great method to get people interested. Shakespeare uses satire to communicate the true lesson of the play. The play's satire

is multi-layered, mocking the concept of love with a blend of high and low comedy. Shakespeare made excellent use of high comedy, or comedy meant to satirically ridicule the upper class, in this play. You are certainly aware with satires directed against politicians and celebrities in today's culture. Shakespeare's most well-known comedy is thought to be *A Midsummer Night's Dream*. The drama, according to the Royal Shakespeare Company, is set in an enchanted forest with fairies, lovers in a scuffle, and amateur actors performing a play.

A Midsummer Night's Dream by William Shakespeare was written precisely when? The drama was mentioned in 1598, and its earliest known printing dates from 1600, when bookseller Thomas Fisher placed it into the Stationers' Company Register. It's not completely known when exactly it was written. To ascertain the year when the play is set, academics and historians have combed through almanacs and Elizabethan history. A large portion of their study was predicated on a single paragraph that tells of the Queen of Fairyland's harsh summer and poor crop. But basically, this is a guessing game because weather in plays isn't usually indicative of the period in which they were written. It is generally agreed upon that *A Midsummer Night's Dream* was probably written about 1595–1596 due to the stylistic similarities. This is because *Love's Labour Lost*, *Richard II*, *Romeo and Juliet*, and *The Merchant of Venice*—all written around the middle of the 1590s—all have poetic styles similar to the play's. Both Production and Performance

It was certain that the first production of *A Midsummer Night's Dream* took place at Court on January 1st, 1605.

The cast used simple props and no scenery during the original performances. This made it possible for the audience to concentrate on the play's words, music, and costumes rather than the background or superfluous props.

During these early performances, it was the norm for a group of gifted boy players to take the female roles. William Shakespeare was known for writing his plays with specific players in mind for the parts, so it's no wonder that he meant for the performances to focus on the strengths and talents of the players. In the following centuries, the original play was adapted several times. It was an adapted form of the play that found its first commercial success: Henry Purcell's spectacular 1692 operatic version called *The Fairy Queen*. In total, William Shakespeare wrote over thirty plays and they are generally divided into three genres: comedy, tragedy, and history. There are slightly more plays in the comedy category than the other two, but there are at least ten plays that fall into each category.

It was customary for a group of talented boy actors to play the feminine roles in these early performances. It makes sense that William Shakespeare intended for the

performances to highlight the individual skills and qualities of the performers, as he was well-known for assigning particular individuals to roles in his plays. The play's initial version saw multiple adaptations throughout the ensuing centuries. The play's first commercial hit was an adaptation—Henry Purcell's magnificent opera *The Fairy Queen*, which debuted in 1692. Shakespeare penned more than thirty plays in all, which are typically categorized into three genres: history, tragedy, and comedy. There are at least ten plays in each category, with a somewhat higher number of plays in the comedy category than the other two. Every genre has distinct traits that aren't usually what you'd think they would be, particularly in the case of comedies. Comedy is typically associated with humor in today's culture, and any amusing book or film can be classified as a comedy. Shakespearean comedies are distinguished by their marriageable endings, even if the majority of them are humorous, wordplay-filled, and feature innocent identity misunderstanding. This could now be classified as a "romantic comedy."

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