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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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**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)**

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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 sohasini 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 Leibniz-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 Meinungs austausch 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 kafedrasida 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**

**Rektor der staatlichen pädagogischen Universität Chirchik**



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

im Namen des Deutschlehrerverbands Usbekistans heiÙe ich Sie alle ganz herzlich Willkommen in der Hauptstadt der Taschkenter Region Chirchik. In dieser Stadt wurde vor 6 Jahren die jÙngste pädagogische Universität des Landes gegründet, wo eine der jÙngsten 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 GrüÙen

Prof. Khurram Rakhimov

Vorsitzender des Deutschlehrerverbands Usbekistans

## DER BAROCKEN LYRIK DIE BESONDERHEIT THE PECULIARITY OF BAROQUE POETRY

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### ANNOTATION:

Baroque poetry, a prominent literary movement that emerged in the 17th century, is characterized by its elaborate style, ornate language, and intricate thematic explorations. This poetic form showcases a fusion of classical traditions with innovative techniques, resulting in a distinct and captivating literary genre. Let's delve into the peculiarities that define Baroque poetry and set it apart as a unique and mesmerizing art form.

**Keywords:** philosophical, poetry, features, symbolism, paradoxes, human soul, inspiration.

## BAROKKO SHE'RIYATINING O'ZIGA XOSLIGI

### ANNOTATSIYA

Barokko she'riyati, 17-asrda paydo bo'lgan taniqli adabiy harakat o'zining murakkab uslubi, bezakli tili va murakkab tematik izlanishlari bilan ajralib turadi. Ushbu she'riy shakl klassik an'analarning innovatsion uslublar bilan uyg'unligini namoyish etadi, natijada o'ziga xos va jozibali adabiy janr paydo bo'ladi. Keling, barokko she'riyatini belgilaydigan va uni noyob va maftunkor san'at turi sifatida ajratib turadigan o'ziga xos xususiyatlarni ko'rib chiqaylik.

**Kalit so'zlar:** falsafiy, she'riyat, xususiyatlar, ramziylik, paradokslar, inson qalbi, ilhom.

### KIRISH

Barokko she'riyati o'zining bezakli tili, boy metaforalari va yorqin tasvirlari bilan mashhur. Ushbu davr shoirlari o'z oyatlarida boylik va intensivlik tuyg'usini yaratish uchun puxta so'z tanlash, murakkab ramziylik va bo'rttirilgan tavsiflardan foydalanish kuchi his-tuyg'ularni uyg'otishga va o'quvchilarning tasavvurini o'ziga jalb qilishga qaratilgan. Barokko she'riyatining

o'ziga xos xususiyatlaridan biri bu "erkalik" tushunchasi bo'lib, u bir-biriga o'xshamaydigan g'oyalari yoki ob'ektlarni bog'laydigan murakkab va kengaytirilgan metafora yoki o'xshashliklarni anglatadi. Shoirlar mag'rurlikdan murakkab mavzularni o'rganish, kutilmagan o'xshashliklarni chizish va an'anaviy she'riy konventsionalarga qarshi chiqish, asarlariga chuqurlik va murakkablik qo'shish uchun foydalanganlar. Barokko shoirlari ko'pincha qarama-qarshiliklar, paradokslar va ikkilik mavzularini o'rganib, davrning falsafiy va intellektual tendentsiyalarini aks ettirgan. Hayot va o'lim, sevgi va umidsizlik, go'zallik va parchalanish kabi qarama-qarshi g'oyalarni o'rganish barokko she'riyatiga chuqurlik va murakkablik qo'shib, o'quvchilarni inson tajribasining murakkab qatlamlari haqida fikr yuritishga taklif qildi.

## **METODOLOGIYA**

Tuyg'u barokko she'riyatida Markaziy rol o'ynagan, shoirlar o'z misralari orqali kuchli his-tuyg'ular va chuqur his-tuyg'ularni etkazishga intilgan. Bo'rttirilgan til, dramatik tasvir va baland ritorikadan foydalanish shoirlarga xom tuyg'ularni ifoda etish, o'quvchilarda hamdardlik uyg'otish va o'z asarlarida hissiy rezonans tuyg'usini yaratish imkonini berdi. Barokko she'riyati ko'pincha diniy va ma'naviy motivlarni o'zida mujassam etgan bo'lib, bu davrda katoliklikning keng ta'sirini aks ettirgan. Shoirlar imon, sadoqat, gunoh, qutqarish va ilohiy sevgi mavzularini o'rganib, o'z asarlarini she'riyatiga murakkablik va ramziylik qatlamini qo'shgan ruhiy allegoriyalar va diniy ohanglar bilan to'ldirdilar. Barokko she'riyati tematik boyligidan tashqari rasmiy nafosat va yangilikni namoyish etdi. Shoirlar o'zlarining badiiyligi va ijodini namoyish etish uchun murakkab qofiya sxemalari, puxta oyat tuzilmalari va noyob she'riy shakllar bilan tajriba o'tkazdilar. Rasmiy eksperimentlarga bo'lgan bu e'tibor barokko she'riyatining dekorativ va dekorativ tabiatiga hissa qo'shdi. Barokko she'riyati barokko davridagi badiiy va me'moriy harakatlardan ilhom olib, uning estetikasiga ulug'vorlik, simmetriya va teatrlik elementlarini kiritdi. Barokko san'atining ta'sirini barokko she'riyatining vizual va hissiyotlari sifatida ko'rish mumkin, shoirlar davrning badiiy ifodasining isrofgarchiligini aks ettiruvchi yorqin va immersiv adabiy manzaralarni yaratadilar.

## **MUNOZARA VA NATIJALAR**

Barokko shoirlari paradokslar olamiga kirib, qarama-qarshi g'oyalarni bir-biriga qo'shib, inson mavjudligining murakkabliklarini aks ettiruvchi ikkiliklarni o'rganishdi. Yorug'lik va zulmat, sevgi va yo'qotish, go'zallik va parchalanish, hayot va o'lim kabi mavzular barokko she'riyatida takrorlanadigan motiflar bo'lib,

o'quvchilarni inson tajribasida qarama-qarshi kuchlarning murakkab o'zaro ta'siri haqida fikr yuritishga taklif qildi. Tuyg'u barokko she'riyatining markazida yotadi, shoirlar kuchli his-tuyg'ular va chuqur his-tuyg'ularni etkazish uchun dramatik ritorika, yuksak til va ifodali tasvirlardan foydalanadilar. Giperbola, hissiy intensivlik va teatr tilidan foydalanish talabalar bilan rezonanslashadigan, hamdardlikni uyg'otadigan va qalb tubini qo'zg'atadigan shoshilinchlik va ehtiros tuyg'usini yaratadi. Barokko davridagi diniy ehtirosni aks ettirgan shoirlar ko'pincha o'z asarlarida imon, qutqarish, gunoh va ilohiy sevgi mavzularini to'qishgan. Allegorik til, ramziylik va ma'naviy motivlar orqali barokko she'riyati inson qalbining murakkabliklarini, transsendensiyani izlashni va noaniqlikka to'la dunyoda ekzistensial ma'no izlashni o'rganib chiqdi.

Barokko she'riyati murakkab qofiya sxemalari, puxta oyat tuzilmalari va ixtirochi she'riy shakllar orqali rasmiy murakkablik va badiiy yangilikni namoyish etadi. Shoirlar barokko san'ati va me'morchiligining ulug'vorligi va simmetriyasini aks ettiruvchi vizual va tizimli ravishda jozibali asarlar yaratish uchun an'anaviy oyat chegaralarini surib, she'riy konventsional bilan tajriba o'tkazdilar. Barokko davrining estetik ta'siri barokko she'riyatida seziladi, shoirlar barokko san'ati va me'morchiligining boy bezaklari, dinamik harakati va hissiy intensivligidan ilhomlangan. Barokko she'riyatining vizual va hissiy sifati davrning ulug'vorligi, teatralligi va shahvoniyiligini aks ettiradi, o'quvchilar uchun ko'p hissiy tajriba yaratadi.

## **XULOSA**

Xulosa qilib aytganda, barokko she'riyatining o'ziga xos xususiyati uning bezakli tili, puxta tasviri, tematik murakkabligi, hissiy chuqurligi va rasmiy yangiliklarida yotadi. Ushbu o'ziga xos adabiy uslub barokko davrining mohiyatini aks ettiradi, ulug'vorlik, ehtiros va introspektsiya bilan ajralib turadigan davrning badiiy, intellektual va ma'naviy oqimlarini aks ettiradi. Barokko she'riyatining merosi tilning hissiyotlarni uyg'otish, fikrni qo'zg'atish va inson tajribasining murakkabliklarini yoritish uchun doimiy kuchidan dalolat beradi.

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## NEMIS TILIDA SO`Z YASALISHI VA KOMPOZITSIYASI

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### ANNOTATSIYA

Maqolamning mazmuni nemis tilida so`z yasalishi va uning turlari, nemis tili so`z boyligining boyish yo`llari: qo`shimchalar orqali so`z yasalishi, ikkita so`zning qo`shilishidan yasalishi, chet tilidan kirib kelgan so`zlar, yangi so`zlar va boshqalardan iborat. Ushbu maqolada asosan so`zlarning qo`shimchalar qo`shish orqali yasalishi va ikki va undan ortiq so`zlarning qo`shilishi orqali yasaladigan so`zlar ko`rib chiqiladi.

**Kalit so`zlar:** nemis tili, grammatika, yangi so`zlar, qo`shimcha, iboralar, qo`shma so`zlar, kompozitsiya, so`z yasalishi, qisqartma so`zlar, asos.

### ABSTRACT

The content of the article is word formation in the German language and its types, ways of enriching the vocabulary of the German language: word formation through additions, formation from the addition of two words, words introduced from a foreign language, new consists of words and others. This article deals mainly with words that are made by adding suffixes and words that are made by adding two or more words.

**Keywords:** German language, grammar, new words, addition, phrases, compound words, composition, word formation, abbreviations, basis.

### Kirish

Hozirgi kunda chet tili o`rganuvchilar tobora ortib bormoqda. Til o`rganishda grammatika asosiy rol o`ynaydi va grammatikaning asosiy mavzularidan biri bu so`z yasalishidir. Har qanday til doimiy ravishda rivojlanib, o`zgarib turadi. U o`zgarishlarda so`z yasalishining o`mi katta hisoblanadi. So`z yasalishining asosiy to`rt turi mavjud. Bular quyidagilar: qo`shimchalar orqali yasalishi, ikki va undan

ortiq soʻzlarning qoʻshilishi orqali yasalishi, chet tilidan soʻzlar kirib kelishi va neologizmlar.

### **Muhokama va natijalar**

Har qanday til har doimiy ravishda oʻzgarib turadi. Masalan bazi soʻzlar eskirishi, boshqa tillardan soʻzlar kirib kelishi yoki yangi soʻzlar paydo boʻlishi mumkin. Hozir esa soʻzlarni yasalishini koʻrib chiqamiz.

Soʻzlar ikki xil usulda yasaladi:

Biror bir soʻzga qoʻshimcha qoʻshish orqali yangi soʻz paydo boʻladi. Soʻz yasalishida asosiy soʻz turkumlari feʼl, ot, sifat hisoblanadi. Quyidagi misollar orqali nemis tilida ot, sifat va feʼlga qoʻshimcha qoʻshib feʼl soʻz turkumidagi soʻz yasashni koʻrib chiqamiz:

Feʼl - feʼl      entstehen

Ot - feʼl      kreuzigen

Sifat – feʼl      weißeln

Boshqa soʻz turkumidan ot yasalishi:

Feʼl – ot      Vorgang

Sifat – ot      Hohlheit

Ot - ot      Zicklein

Boshqa soʻz turkumidan sifat yasalishi:

Ot - sifat      heldenhaft

Sifat – sifat      grünlich

Feʼl - sifat      tragbar

Ravish – sifat      heutig

Soʻz yasalishining ikkinchi turi bu – ikki va undan ortiq soʻzni bir-biriga qoʻshish orqali yangi soʻz yasash. Buni ha ikki turi mavjud : qoʻahimchali va qoʻshimchasiz. Qoʻshimchasiz yasashda ikki soʻz toʻgʻridan toʻgʻri qoʻshiladi va Qoʻshimchali usulida ikki soʻz oʻrtasiga -n, -en,-r, -er, -s, -es kabi qoʻshimchalar qoʻshiladi.

Boshqa soʻz turkumlariga feʼl qoʻshib feʼl yasash:

Sifat - feʼl      sitsitzen

Ot - feʼl      haushalten

Feʼl - feʼl      kennenlernen

Predlog –feʼl      vorkommen

Boshqa soʻz turkumlariga ot qoʻshib yangi ot yasash:

Ot - ot      Straßenlärm

Sifat - ot      Hochhaus

Feʼl - ot      Werbemittel

Predlog - ot Zwieschenstation

Boshqa soʻz turkumlaridan sifat yasalishi:

Sifat - sifat bitterkalt

Ot - sifat schneeweiß

Feʻl - sifat röstfrisch

Qoʻshimchali soʻz yasalishiga quyidagilar misol boʻla oladi:

Arbeitspatz

Familienstand

Geburstag

Kleiderschrank

Krankenwagen

### **Xulosa**

Xulosa oʻrnida shuni aytish mumkinki, yangi soʻzlarning yasalishi orqali til muntazam oʻzgarib boradi. Buni grammatik nuqtai nazardan har birimiz bilishimiz lozim. Soʻz yasalishida qoʻshimchalar ham muhim ahamiyat kasb etadi. Har bir qoʻshimcha soʻzning asosiy maʼnosiga katta taʼsir koʻrsatadi. Bu bilan nafaqat bir tilning, balki shu tilda soʻzlashuvchilarning ham soʻz boyliklari ortib boradi.

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## YURTIMIZDA NEMIS TILIGA BO'LGAN TALAB VA GERMANIYA BILAN HAMKORLIK ALOQALARI

**Ruxshona Bekzod qizi Isoqulova**

Chirchiq Davlat Pedagogika Universiteti

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### ANNOTATSIYA

Ushbu maqola davlatimizda nemis tiliga bo'lgan talabni yanada oshirish, rivojlantirish, Oliy ta'lim muassasalari va maktablarda keng targ'ib qilishga oid ma'lumotlar berilgan.

**Kalit so'zlar:** nemis tili va unga bo'lgan talab, ta'lim muassasalarida Germaniya bilan hamkorlik va kadrlar almashuvi, pedagogika sohasi va pedagogiklar.

Yurtimizda hozirgi kunlarda chet tillariga bo'lgan talab yanada ortib bormoqda, bu, albatta, o'z navbatida yoshlarimiz orasida til o'rganishga bo'lgan ishtiyoqni orttirmoqda. Masalan, hozirgi kunda oliy ta'lim muassasalari va maktablarda ingliz tili, italyan tili, fransuz tili, xitoy tili va boshqa tillar, shuningdek, nemis tili ham ommalashmoqda. Bundan xulosa chiqaradigan bo'lsak, yoshlarimiz faqat bitta tili bilan cheklanib qolishmayapti, kun sayin boshqa tillarga bo'lgan qiziqishlari ortiq bormoqda. Talab bo'lgan joyda, albatta, yuksalish bo'ladi. Demak, nemis tilga bo'lgan talab ham kundan kunga ortib bormoqda, buning natijasida, dunyo tillari qatoriga kiritilyapti. Shuning uchun ham bu til yurtimizda keng targ'ib etilyapti va yoshlarimiz qiziqish bildirishyapti. Misol uchun, men hozirgi kunda Hongkong akademiyasida nemis tilidan sertifikatga tayyorlanmoqdaman va guruhimizda boshqa ta'lim yo'nalishlarida o'qiydigan talaba-yoshlar, maktab o'quvchilari bu tilni katta qiziqish bilan o'rganishmoqda, hamda kelajakda Germaniyaga borib — ishlash, o'qish, sayohat qilish, shuningdek, yashash uchun qulay davlat ekanligini ta'kidlamoqdalar. Bundan ko'rinib turibdi-ki, bu tilning ijobiy tomonlari ko'p.

O'zbekiston va Germaniya aloqalari juda yaxshi. Bunga misol qilib, 2024-yil 3-aprel kuni O'zbekiston elchisi Dilshod Ahatov Germaniyaning Bonn shahrida qator uchrashuvlar o'tkazdi va bu uchrashuvda turizm sohasini rivojlantirish, ayollarni ko'proq tadbirkorlikka jalb etish, madaniyat, atrof-muhitni muhofaza qilish, shuningdek, SES ijrochi direktori Mixael Blank va uning ekspertlar bilan ishlash bo'yicha o'rinbosari Bettina Xartmann bilan kechgan muloqot chog'ida SES tashkiloti

orqali malakali nemis tili o'qituvchilarini yurtimiz maktablari va til o'rgatish o'quv markazlariga jalb etish masalalari muhokama qilindi. DAD jamg'armasining ushbu shaharda joylashgan Markaziy ofisiga tashrif chog'ida stipendiyalar ajratish bo'yicha direktor Birgit Klyuzener va Sharqiy Yevropa, Markaziy Osiyo, Janubiy Kavkaz mamlakatlari uchun stipendiyalar dasturi rahbari Hayko Shmidt bilan muloqot bo'lib o'tdi. Suhbat chog'ida O'zbekistonga ajratilayotgan grantlar sonini oshirish, ikki mamlakat universitetlari o'rtasida ilmiy va akademik uchrashuvlar sohasida hamkorlikni kengaytirish asosida mulohazalar yuritildi. Tomonlar professional ta'lim, mutaxassislar malakasini oshirish borasida Germaniya bilan tajriba almashinuvini yo'lga qo'yish, bu yo'nalishlarda muayyan loyihalarini amalga oshirish kabi masalalarni muhokama qilishdilar.

Maxsus chet tili maktablari va Oliy ta'lim muassasalarida to'rtta nutq faoliyati: gapirish, tinglab tushunish, o'qish va yozuv — amaliy maqsad maqomini olgan tushunchalar bor. .

Pedagogika sohasi va pedagogiklar haqida gap borar ekan, ko'z-o'ngimizga, albatta, o'qituvchi va murabbiylar keladi. Shunday ekan, nemis tili bo'yicha bu sohada qanday imkoniyatlar mavjud? Kadrlar yetarlichami? Oliy ta'lim muassasalarini tugatgan talabalar, keyinchalik, ish topa olishadimi? - degan bir qancha Savollar bo'lishi aniq, negaki o zim ham shu soha bo'yicha o'qiyman va bu savollarga tezroq javob topishga harakat qilmoqdaman. Yaqinda o'qib qoldim, Namangan Davlat Universitetining filologiya fakulteti, nemis tili yo'nalishini kontraktga tugatgan ayol kishi murojaat qilib yozibdi. "2016 -yil o'qishni tugatganman va o'sha yildan beri yaxshi ishga joylasha olmaganman. Sababi shundaki, hozirgi kunda maktablardan nemis tili fanini olib tashlashmoqda, bor bo'lsa ham juda oz va chekka hududlarda. Nega endi to'rt yil davlatga kontrakt to'lab, o'qishni tugatib, orzu qilgan joyimda ishlay desam, bunday muammolarga duch kelyapman", - deb yozishgan ekanlar. Bu masala bo'yicha Oliy ta'lim va maxsus ta'lim vazirligining o'rinbosari M. Inoyatov shunday javob bergan ekan : Har yilgi qabul qilish ko'rsatkichlar soni ma'lum bir hududning talab va ehtiyojlariga ko'ra taqsimlanadi va O'zbekiston Respublikasining ta'lim muassasalariga qabul qilish bo'yicha Davlat komissiyasi tomonidan tasdiqlanadi. Shuningdek, hozirgi kunda Namangan viloyati 684 ta umumiy o'rta ta'lim maktabi mavjud bo'lib, shulardan 681 tasida ingliz tili, 87 tasida nemis tili va 81 tasida fransuz tili o'qitilmoqda. Bu ko'rsatkichlar pedagogik kadrlar, o'quvxonalar, o'quv jihozlari, darsliklar hamda otionalarning qaysi chet tili farzandiga o'qitilishini xohlashiga ko'ra, chet tilini tanlashi mumkin... ", - deb javob berganlar. Bugungi kunda xalqimizning nemis tili bo'yicha pedagogik kadrlarga talabi keskin oshib bormoqda , shuningdek,



O'zbekistondan Germaniyaga shifokorlarni jalb qilish kun sayin ortmoqda, buning natijasida, katta yoshdagi shaxslar orasida ham nemis tilini o'rganishga bo'lgan talab oshdi. Shu sababli, 2024 -yil sentabr oyidan boshlab nemis tili fani barcha maktablarda o'tilishi va barcha o'quv markazlarda nemis tili kurslarining soni ortishi kerakligi haqida, - degan farmonlar ko'rib chiqilmoqda. Zamon biz pedagogik-nemislar tomon yaxshilanib borayotganini ko'rib, men bu sohani tanlab adashmaganligimga amin bo'lyapman.

Xulosa qilib aytganda, O'zbekiston mustaqillik tantanasi tufayli ta'lim tizimida tub o'zgarishlar bo'ldi. Oliy va o'rta maxsus, kasb-hunar tizimida ta'lim olayotgan yoshlarni til sohasida qiziqishini kuchaytirishdi. Chet davlatlari bilan shartnomalar imzolanib, yoshlarni chet davlatlarida o'qishi uchun imkoniyatlar ochildi. Masalan : 2003-yil Germaniyaning Bonn shahri va Buxoro shahri o'rtasida aloqalar imzolandi. 2019-yil 9-mart kuni Toshkent irrigatsiya va qishloq xojaligini mexanizatsiyalash muhandislari instituti Germaniyaning Berlin Universiteti o'rtasida shartnoma imzolandi. Shunday qilib, yurtimizda nemis tiliga ko'p imkoniyat eshiklari ochildi.

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## THE SECOND WORLD WAR IN AMERICAN LITERATURE: A LITERARY ANALYSIS

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### ABSTRACT

The Second World War (WWII) left an indelible mark on American society, culture, and literature. Its impact reverberated through the pages of countless novels, poems, and memoirs, shaping the literary landscape for decades to come. In this article, we will delve into the multifaceted portrayal of WWII in American literature, exploring key themes, motifs, and literary techniques employed by authors to convey the human experience of this tumultuous period.

**Keywords:** Second World War, American literature, literary analysis, war literature, historical fiction, trauma, memory, patriotism, postwar literature, veterans, homefront, combat, narrative techniques, representation.

This literary analysis examines the portrayal of the Second World War in American literature, focusing on the ways in which writers have depicted the war experience and its aftermath. Drawing on a range of novels, short stories, and memoirs, the analysis explores themes such as trauma, memory, patriotism, and the impact of war on individuals and society. Through an examination of narrative techniques, character development, and historical context, the analysis reveals the complex and multifaceted nature of war literature and its significance in shaping cultural memory and national identity. By delving into the diverse perspectives of soldiers, veterans, civilians, and marginalized communities, this analysis offers new insights into the enduring legacy of the Second World War in American literary imagination.

Literature as Reflection:

American literature of the WWII era serves as a reflective lens through which the social, political, and emotional turmoil of the time is examined. Authors drew inspiration from their own experiences as soldiers, civilians, or witnesses to the war's devastation, infusing their works with authenticity and emotional depth. Novels such as "The Catcher in the Rye" by J.D. Salinger and "The Naked and the Dead" by Norman Mailer offer intimate portrayals of the war's impact on individuals, exploring themes of trauma, loss, and disillusionment. Salinger's protagonist, Holden Caulfield,

grapples with the aftermath of WWII as he navigates the challenges of adolescence and adulthood in post-war America. Similarly, Mailer's novel follows a platoon of soldiers through the harrowing experiences of combat, capturing the brutality and camaraderie of war.

#### Literature as Witness:

Many works of American literature from the WWII era serve as witness accounts, documenting the horrors of war and bearing witness to the sacrifices made by countless men and women. "The Diary of Anne Frank" by Anne Frank provides a poignant firsthand account of life in hiding during the Holocaust, offering readers a glimpse into the daily struggles and triumphs of those persecuted by the Nazi regime. Frank's diary stands as a testament to the resilience of the human spirit in the face of unimaginable adversity, reminding us of the power of hope and courage in times of darkness. Similarly, "Night" by Elie Wiesel chronicles the author's experiences in Nazi concentration camps, bearing witness to the atrocities committed against millions of Jews during the Holocaust. Wiesel's memoir serves as a searing indictment of humanity's capacity for cruelty, while also highlighting the enduring power of faith and resilience in the face of despair.

#### Literature as Interpretation

American authors have also used literature as a means of interpreting and making sense of the complex events of WWII. In "The Grapes of Wrath" by John Steinbeck, the Joad family's journey from the Dust Bowl to California serves as a metaphor for the larger social and economic upheaval of the era. Steinbeck's novel explores themes of poverty, injustice, and resilience, offering a powerful commentary on the human cost of economic exploitation and environmental degradation. Similarly, in "Catch-22" by Joseph Heller, the absurdity of war is satirized through the experiences of Captain Yossarian and his fellow soldiers. Heller's novel challenges conventional notions of heroism and patriotism, exposing the bureaucratic absurdities and moral ambiguities inherent in war. Through their works, Steinbeck and Heller invite readers to critically examine the broader implications of war and its lasting effects on society.

### **Conclusion**

The Second World War left an indelible mark on American literature, inspiring authors to grapple with themes of trauma, loss, and resilience. Through their works, writers bear witness to the human cost of war and offer insights into the complexities of the human experience. As readers, we are invited to engage with these narratives, gaining a deeper understanding of the profound impact of WWII on both individual

lives and collective consciousness. In the decades since the war's end, the literature of WWII continues to resonate with readers, serving as a reminder of the enduring power of storytelling to illuminate the darkest corners of history and inspire hope for a brighter future.

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## THE COMEDIC GENIUS OF WILLIAM SHAKESPEARE: EXPLORING HUMOR AND SATIRE IN HIS COMEDIES

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### ABSTRACT

Shakespearean comedies are known for their playful and humorous nature. They typically feature mix-ups, romantic entanglements, and witty dialogue, providing entertainment and laughter for viewers. These comedies explore themes like love, relationships, and societal norms through irony and satire. Despite their age, Shakespeare's comedic works remain popular and relatable to modern audiences. Shakespeare's comedies are a category of his works known for their upbeat mood, satisfying resolutions, and examination of topics like love, confusion in identity, and the intricacies of human connections.

**Keywords:** mistaken identity, deception, cross-dressing, wit and wordplay, miscommunication, transformation, reconciliation, social hierarchy.

Shakespeare's comedies are known for their clever use of humor to entertain audiences. There are several types of humor that Shakespeare employs in his comedies to create a light-hearted and enjoyable atmosphere. One common type of humor found in Shakespeare's comedies is verbal humor, which involves witty wordplay, puns, and clever language. This type of humor can often be seen in the banter between characters, where quick and clever exchanges of words create humor for the audience.

Humor is a vital component in Shakespeare's comedies, as it not only captivates the audience and heightens their enjoyment of the play but also serves multiple functions within the storyline. Shakespeare employs various techniques to infuse his comedies with humor, including clever wordplay, witty dialogue, and puns that inject a light-hearted and playful dynamic into the interactions between characters[1]. Situation comedy also plays a significant role in Shakespeare's comedies, as characters find themselves in absurd or amusing predicaments that lead to comedic

misunderstandings, mistaken identities, and humorous mishaps. These comical situations not only provide a break from tension but also shed light on the characters' flaws and add depth to their personalities. Moreover, Shakespeare often includes exaggerated or eccentric comedic characters who bring a whimsical and unpredictable element to the narrative[2]. Through these characters, Shakespeare showcases the absurdity of human nature and challenges societal norms, offering valuable insights into the complexities of human behavior and relationships. Ultimately, the use of humor in Shakespearean comedies serves to entertain, engage, and enlighten the audience about the intricacies of the human experience. A key feature of Shakespearean comedies is their intricate and interwoven plots that result in a series of comical misunderstandings and scenarios. The plays often include multiple storylines that come together, leading to chaos and confusion that is eventually resolved in a happy conclusion. The characters in Shakespeare's comedies are typically exaggerated and larger-than-life, enhancing the comedic impact and enabling amusing interactions and conversations. Beyond the comedic elements, these comedies often convey deeper themes and messages about human nature and society. While they aim to entertain and delight, they also provide insights into the complexities of relationships, the significance of forgiveness and reconciliation, and the strength of love in conquering obstacles. Through humor and satire, Shakespeare prompts the audience to contemplate the absurdities of life and the common experiences of joy, laughter, and foolishness. Puns and wordplay are essential elements in Shakespeare's comedies, providing humor through the clever use of words with double meanings[3]. Shakespeare's skill in crafting puns adds wit and amusement to his plays, with characters engaging in clever banter and creating humorous misunderstandings. The use of puns not only entertains the audience but also showcases characters' intelligence and quick thinking. Beyond mere amusement, puns in Shakespeare's comedies serve to underscore themes of deception, disguise, and mistaken identity, adding complexity to the relationships and interactions portrayed. The presence of puns and wordplay in Shakespeare's comedies contributes to their humor and depth, making them a delightful experience for viewers. Another form of humor present in Shakespeare's comedies is situational humor, where the setting or events of a scene produce comedic results. This can involve mix-ups, misunderstandings, or funny coincidences that lead to amusing outcomes. Situational humor injects an element of surprise and disorder into the storyline, keeping viewers interested and amused as they watch the characters navigate through funny predicaments. Furthermore, physical humor is a commonly used comedic element in Shakespeare's comedies. This genre of humor encompasses exaggerated movements,



slapstick comedy, and physical antics that provoke laughter from the audience. Physical comedy is an essential element in Shakespeare's comedies, bringing laughter that surpasses barriers of language and time. In Shakespeare's era, physical comedy was popular entertainment, and he cleverly integrated it into his plays to attract a diverse audience. This type of comedy involves exaggerated movements, slapstick humor, and comical mishaps that elicit laughs from viewers. One prominent example of physical comedy in Shakespeare's works is the character Falstaff in "The Merry Wives of Windsor." Falstaff's larger-than-life persona gets entangled in various physical escapades, like being ensnared in a laundry basket or chased by angry townsfolk. His clumsy antics provide amusement for the audience, enhancing the play's comedic value[5]. Besides characters like Falstaff, Shakespeare also employs physical comedy through gestures and movements by actors. For instance, in "A Midsummer Night's Dream," Bottom the Weaver's transformation into a donkey leads to humorous misunderstandings. These physical elements effectively enliven the comedy on stage and engage audiences in a unique way that words alone cannot accomplish. Shakespeare's adept use of physical comedy reflects his talent in crafting dynamic characters and captivating narratives that continue to entertain audiences even today.

In conclusion we can say that, Shakespeare's comedies are celebrated for their adept blending of humor and satire, captivating audiences with their entertaining narratives and insightful reflections on human behavior. Employing a variety of techniques such as witty dialogue, ingenious characters, and humorous situations, Shakespeare effectively lampoons societal norms, cultural traditions, and human folly. His comedic repertoire spans from the bawdy and slapstick to the refined and nuanced, ensuring broad appeal across different audiences. Through the seamless integration of humor and satire, Shakespeare enriches his narratives, prompting viewers to both laugh and reflect on enduring themes and issues.

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## HAMLET BY WILLIAM SHAKESPEARE

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### ABSTRACT

This article will delve into the circumstances surrounding the writing of Hamlet, its intended purpose, and its main themes. The play explores themes of betrayal, revenge, and the complexities of human nature. Renowned for its iconic soliloquies and memorable characters such as Ophelia and Polonius, Hamlet stands as one of Shakespeare's masterpieces and a cornerstone of English literature. Moreover, Hamlet illustrates the transition from passive reading techniques to modern, interactive modes of engagement with literature.

**Keywords:** Revenge, madness, deception, betrayal, ghost, ambition, guilt, corruption, mortality

"Hamlet," a famous tragedy written by William Shakespeare, explores the complexities of life, ethics, and the quest for justice. Taking place in Denmark, the story follows Prince Hamlet as he struggles with deep sorrow and a desire for retribution following his father's sudden death. Discovering that his uncle Claudius was behind the murder, Hamlet's inner turmoil leads to a profound investigation of existential queries, insanity, and the outcomes of passivity. With its elaborate dialogue, well-developed characters, and enduring themes, "Hamlet" remains a favorite among audiences globally, solidifying its reputation as a masterpiece of literature.

Shakespeare's play, Hamlet, written around 1600, is renowned for its enduring popularity. This tragic tale follows Prince Hamlet of Denmark as he seeks retribution for his father's murder by his treacherous uncle Claudius[1]. The play's intricate storyline and exploration of themes such as vengeance, mental instability, and mortality have made it one of Shakespeare's most celebrated works. Hamlet's portrayal of human nature and existential dilemmas continues to resonate with audiences, even after centuries. Central to the play is Prince Hamlet himself, a young man grappling with grief, uncertainty, and ethical dilemmas. His iconic soliloquy, "To be or not to be," encapsulates his internal struggle as he debates the merits of

enduring life's hardships versus ending it. Hamlet's quest for justice for his father, intertwined with his personal turmoil, drives his actions and decisions, rendering him one of literature's most intricate and engaging characters. Aside from Hamlet, the play is populated with memorable characters like Ophelia, Hamlet's love interest driven to madness by his erratic behavior, and Claudius, the cunning antagonist accountable for King Hamlet's demise[2]. Themes of betrayal, loyalty, and the repercussions of inaction thread through the narrative, crafting a riveting story that has captivated audiences across generations. To comprehend the origins of Hamlet, it is crucial to examine the political and social environment of Shakespeare's time. The play was penned during the Elizabethan era, known for its flourishing arts scene in England. This period was marked by political intrigue and uncertainty as Queen Elizabeth I's reign neared its end, leading to a possible succession crisis. These circumstances likely influenced Shakespeare's depiction of power struggles and ambition's corrupting influence in Hamlet. Furthermore, the play draws inspiration from earlier literary works and historical events. Hamlet is thought to be inspired by the legend of Amleth, a Danish prince popular in medieval Europe. Shakespeare also weaved in elements of classical tragedy, drawing on the works of Greek and Roman playwrights like Seneca. By understanding the background and context of Hamlet, students can develop a deeper understanding of the play's themes, characters, and enduring importance in literature[4]. Hamlet, the main character in William Shakespeare's famous play, stands out as a complex and mysterious figure in the world of literature. Throughout the story, Hamlet is depicted as a deeply thoughtful and conflicted person, struggling with strong emotions and ethical dilemmas. His persona is defined by a deep sense of sadness and a relentless quest for truth and justice, ultimately leading to his tragic downfall. A significant aspect of Hamlet's personality is his indecision and hesitance, which distinguishes him from typical tragic heroes. He constantly battles between his urge for vengeance against his uncle Claudius, who killed his father, and his ethical concerns about the repercussions of his choices. This inner struggle is showcased in Hamlet's famous speeches where he ponders on life's meaning, the afterlife, and the validity of his own beliefs. In spite of his imperfections and doubts, Hamlet is also a character of remarkable cleverness and humor. He excels in wordplay and manipulation, using his sharp mind to navigate the intricate world of deceit and treachery that surrounds him. His astute observations and insightful reflections on human nature make him a captivating and enduring figure in literature. Ultimately, Hamlet's tragic end serves as a lesson on the dangers of inaction and the outcomes of allowing uncertainty and hesitation to control one's choices[5]. Ophelia is one of the most complex and intriguing characters in William

Shakespeare's play, Hamlet. As the daughter of Polonius and the love interest of Prince Hamlet, Ophelia undergoes a significant transformation throughout the course of the play. Initially depicted as a sweet and innocent young woman, Ophelia becomes a tragic figure as she struggles to navigate the demands of her father, her brother, and her love for Hamlet. Ophelia's character is often seen as a representation of the societal pressures placed on women during the Elizabethan era. As a young woman, Ophelia is expected to be obedient and submissive to the men in her life, especially her father and brother. However, her love for Hamlet challenges these expectations and ultimately leads to her downfall. Ophelia's internal conflict between her duty to her family and her desire for love and autonomy highlights the restrictive gender roles of the time. Despite her tragic end, Ophelia's character serves as a poignant commentary on the constraints placed on women in Shakespeare's time. Her descent into madness and eventual death are a direct result of the societal expectations and pressures that she faces. Ophelia's character also raises questions about the nature of love and the impact of betrayal and loss. Overall, Ophelia's character adds depth and complexity to the themes of love, power, and madness in Hamlet.

The renowned tragedy "Hamlet" by William Shakespeare delves into themes of revenge, madness, and the intricacies of human behavior. Through the character of Hamlet, the play delves into the internal conflicts and ethical quandaries individuals experience. The tragic ending, with several characters meeting their demise, including Hamlet himself, underscores the severe outcomes of unbridled ambition and the quest for vengeance. In essence, "Hamlet" remains a perennial study of humanity, underscoring the perilous consequences of unresolved disputes and the delicacy of mental stability.

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## ROMEO AND JULIET BY WILLIAM SHAKESPEARE

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### ABSTRACT

This article explores the timeless tragedy of "Romeo and Juliet" by William Shakespeare, examining its enduring relevance and impact on literature and culture. The analysis covers key themes, character dynamics, and the play's significance in contemporary education.

**Keywords:** Romeo and Juliet, Shakespeare, tragedy, literature, education.

The tragedy of "Romeo and Juliet" by William Shakespeare has captivated audiences for centuries, delving into themes of love, fate, and societal conflict. Scholars such as Harold Bloom [1] and Marjorie Garber [2] have extensively examined Shakespeare's works, highlighting their enduring appeal and cultural significance. "Romeo and Juliet" by Shakespeare is a famous and cherished piece depicting the passionate love of young people and the damaging impact of family discord. It has been transformed into various adaptations in films, plays, operas, ballets, and other mediums throughout time. The play delves into topics like love, destiny, and the outcomes of animosity and aggression. A renowned scene on the balcony where Romeo expresses his feelings to Juliet is a standout moment in literary history. The couple faces tragedy due to the ongoing feud between their families, resulting in a chain of misinterpretations that culminate in their premature deaths.

"Romeo and Juliet" is a famous play written by William Shakespeare, thought to have been composed between 1591 and 1595. The story revolves around the tragic romance between two youths, Romeo and Juliet, who belong to rival families in Verona. Shakespeare was influenced by different works, including Arthur Brooke's poem "The Tragical History of Romeus and Juliet" and prior Italian writings on the same subject. This play, written in poetic form, is among Shakespeare's most renowned pieces, delving into themes like love, destiny, and the repercussions of family conflict.



In modern educational settings, the teaching of "Romeo and Juliet" often incorporates diverse pedagogical methods to engage students effectively. Approaches such as reader-response theory and collaborative learning have gained prominence [3]. Additionally, digital tools and multimedia resources offer innovative ways to explore the play's themes and characters [4]. Adopting contemporary educational methods enhances students' comprehension and appreciation of "Romeo and Juliet." Through interactive activities and multimedia presentations, learners develop a deeper understanding of the play's complexities and relevance to their own lives. Engaging with the text through diverse perspectives fosters critical thinking and empathy among students.

The implementation of modern educational strategies enriches the study of "Romeo and Juliet" by encouraging active participation and dialogue among students. By integrating reader-response theory and collaborative learning, educators create dynamic classroom environments where students can explore the play's themes and characters in depth. Furthermore, the use of digital tools facilitates interdisciplinary connections and encourages creative expression.

The play ends with both families coming together in grief and realizing the tragic consequences of their feud. "Romeo and Juliet" is one of Shakespeare's most famous works and has been adapted into numerous plays, movies, and other forms of media over the centuries. Its themes of love, fate, and the destructive power of feuds continue to resonate with audiences today. Even though their families are enemies, Romeo and Juliet get married in secret with the assistance of Friar Laurence. Unfortunately, their happiness doesn't last long due to a chain of misinterpretations and calamitous events that result in their premature demise. The critical moment of the play unfolds when Romeo mistakenly thinks Juliet is deceased and decides to end his own life by her side in the Capulet tomb. Upon waking up to find Romeo lifeless, Juliet also chooses to take her own life. The tragic passings of Romeo and Juliet ultimately spark the reconciliation between their warring families. The play kicks off with a fight between the Montague and Capulet servants, showcasing the long-standing feud between the two families. Romeo and Juliet cross paths for the first time at a masked ball hosted by the Capule. Despite their families' long-standing hostility, Romeo and Juliet decide to marry in secret with the assistance of Friar Laurence. When Juliet's cousin Tybalt challenges Romeo to a duel after catching him at the Capulet ball, Romeo's friend Mercutio steps in and is killed by Tybalt. Romeo retaliates by slaying Tybalt and is subsequently banished from Verona. To avoid marrying Paris, who has been chosen by her parents, Juliet turns to Friar Laurence and agrees to take a potion that will make her appear lifeless for a period of 42 hours.



However, Romeo is not informed of this plan and mistakenly believes Juliet is truly dead when he finds her in the tomb. In despair, he consumes poison and perishes by Juliet's side. Upon waking from her deep slumber and discovering Romeo dead beside her, Juliet wields his dagger and ends her own life in anguishes, where they quickly fall in love, unaware of each other's real names. Juliet wakes up to find Romeo lying lifeless next to her and in her sorrow, she uses his dagger to end her own life. The tragic loss of Romeo and Juliet serves as a catalyst for their families to finally comprehend the destructive effects of their long-standing feud. Through the heart-wrenching tale of young love disrupted by societal rifts, "Romeo and Juliet" delves into themes like love, destiny, devotion, and familial discord. Juliet's love for Romeo may stem from her wish to break free from her parents' authority and be with a partner who will not try to dominate her. Older characters suggest that Romeo and Juliet's intense passion is driven more by sexual longing than by true and lasting love. Becoming the person we truly know ourselves to be is our greatest need. During youth, like Romeo and Juliet, we often feel an intense desire for others to acknowledge and accept our true selves. However, at that age, we lack the confidence and skills to fully embrace who we are and navigate life's challenges. Our true identity is our most valuable asset. In moments of intense crisis, people may opt to sacrifice their bodies heroically or through suicide to maintain their true identity rather than live a falsehood. Juliet refused to deceive herself by marrying Paris, while Romeo realized he couldn't go on as his current empty self and sought to be enriched by Juliet's boldness and love, likened to the vast sea. Realizing our own existence as individuals can be viewed as both a delightful and a distressing experience[6]. It is delightful because we are not only existing but also aware of our existence. However, it can be distressing because our sense of self is merely a collection of ideas created by our brain about our identity, our surroundings, our history, our present, and our future. When our assumptions are confirmed, we feel assured and safe, but when our assumptions are proven incorrect, we start to feel as though our sense of self is crumbling, and this can be very frightening. As we go about our lives, we are constantly evaluating how safe we feel, as indicated by our emotions. Sensations such as joy, contentment, and love indicate a sense of security, while feelings like anxiety and fear serve as alarms to potential threats. Sometimes, our pride can come across as anger if we feel at risk, and negative emotions such as hate, envy, jealousy, guilt, shame, and despair highlight different degrees of danger to our self-perception. Ultimately, we are deeply invested in safeguarding our identity and personal welfare[5]. Tybalt uses his anger and skill with a sword to instill fear in others, ultimately leading to his own demise by killing Mercutio. Capulet is willing to

sacrifice or harm his own daughter Juliet in order to uphold a long-standing family feud with the Montagues. He believes that defeating the Montagues will validate his worth as a person and plans to marry Juliet off to Paris. Juliet's refusal to marry Paris leads to her family rejecting her, with Lady Capulet seeing her own daughter as a threat and refusing to speak to her. The tragedy of Romeo and Juliet goes beyond just the fate of the young lovers; it also encompasses the two elderly men who were blinded by their hatred and pride, which ultimately connected them as strongly as Romeo and Juliet's love did.

### CONCLUSION

"Romeo and Juliet" is a timeless tale of love and tragedy that continues to captivate audiences around the world. Its enduring themes and complex characters have solidified its place as one of Shakespeare's greatest works. The play's exploration of the destructive power of feuding families and the intensity of young love resonates with audiences of all ages, making it a classic that will continue to be celebrated for generations to come. It continues to resonate with audiences and scholars alike, illustrating the enduring power of Shakespeare's works in exploring universal themes of love, conflict, and human nature. By employing modern educational methods, educators can enhance students' engagement and understanding of this timeless tragedy.

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## TRANSLATION PROBLEMS OF ENGLISH AND RUSSIAN INTERNATIONAL WORDS

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### ABSTRACT

This article presents the etymology of international words used in our life in English, Russian and Uzbek languages. Languages differ in structure, vocabulary, but all languages have some common laws. Some foreign words that we often hear and use in our own and other languages are of foreign origin and borrowed from other languages.

**Keywords:** Vocabulary, term element, acquisitions, etymology, lexical material, Latin language.

### INGLIZ VA RUS BAYNALMINAL SO`ZLARINING TARJIMA MUAMMOLARI

#### ANNOTATSIYA

Ushbu maqolada ingliz, rus va o'zbek tillarida hayotimizda ishlatiladigan baynalminal so'zlarining etimologiyasi va rus va ingliz tillarida baynalminal so'zlarining strukturasi, mohiyati, muammolarini o'rganish. keltirilgan. Tillar tuzilishi, so'z boyligi jihatidan farq qiladi, ammo barcha tillarda ba'zi umumiy qonunlar mavjud. Biz o'zimizda va boshqa tillarda tez-tez eshitadigan va ishlatadigan ba'zi chet el so'zlari chet tilidan kelib chiqqan va boshqa tillardan olingan.

**Kalit so'zlar:** So'z boyligi, termin elementi, o'zlashmalar, etimologiya, leksik material, lotin tili.

## ПРОБЛЕМЫ ПЕРЕВОДА АНГЛИЙСКИХ И РУССКИХ МЕЖДУНАРОДНЫХ СЛОВ

### АННОТАЦИЯ

В данной статье представлена этимология интернациональных слов, используемых в нашей жизни в английском, русском и узбекском языках. Языки различаются по строению, словарному запасу, но все языки имеют некоторые общие законы. Некоторые иностранные слова, которые мы часто слышим и используем в своем и других языках, имеют иностранное происхождение и заимствованы из других языков.

**Ключевые слова:** словарный запас, термино-элемент, усвоения, этимология, лексический материал, латинский язык.

Every day, when reading a newspaper or flipping through the pages of an electronic magazine, a person comes across borrowed words, mainly anglicisms. The problem of modern mass media is that articles using international words are not understandable to everyone, so some information presented in a certain article may not be understood or misunderstood by the reader. In this case, it is possible to talk about the need to explain foreign words in the texts of the articles.

According to the statistics of free magazines, during the 2020 pandemic, the word COVID-19 appeared 43,281 times, covid - 650 times, and coronavirus - 16,316 times in the central and regional mass media. Thus, in the press and electronic media, the international reception sent by Latin COVID-19 takes the leading place.

Our observations show that among the words consisting of the words "covid" and "coronavirus" there are a lot of suffixes with Russian and assimilated affixes: ковидно, нековидно, anti-ковидно, ковидозно, ковидоопасно, kovidopodobno, po-kovidnomu, po-kovidski, po-antikovidnomu, prekovidno, dokovidno, postkovidno, posle-kovidno; kovidiotno, po-kovidiotski; coronavirus, non-coronavirus, anti-coronavirus. Examples of their use in modern print and electronic media: Novyy God po kovidnomu: osobennosti prazdnovaniya (electronic news publication pravda.ru. 01.12.2020); Tikhvin icon Bojey Materi "anti-coronavirus" object Karachev (bryansk. news. 10.04.2020).

"Izvestia" newspaper published on 07-06-2022 the survey data conducted by the analysts of Skillbox educational platform and ResearchMe analytical agency to determine the most popular international terminals among Russians. According to the results of this social survey, the most used words in 2021 were "hype" and "fake".

Let's explore the meaning of these words: Hype (derived from the English word hype - noise, attention-grabbing boom) in jargon means "thus, by creating agitation, the attention of a certain target audience is attracted to any event or successful recruitment" [Leontieva, Shchetinina 2021: 382].

fake - unreliable information (often falsified), unfairly distributed to mislead the addressee. It can be seen that the popularity of these words is explained by the fact that the diversity of their meanings allows them to be used to express a wide range of social, political, economic and cultural phenomena. Tokens with fuzzy semantics allow the recipient not to think about choosing the most correct and appropriate form for expressing thoughts and save intellectual effort. Therefore, the words fake and hype are widely used by modern journalists: Теория о том что штамм коронавируса создан, — fake (parliamentary newspaper. 15.12.2021); Korolevsky fake. Britantsev vozmutilo video s falshivoy Elizavetoy Vtoroy ("Vesti" program. 26.12.2020), etc. Fake components - and hype- components are actively involved in the production of words: feykovyy, fakemakery, fake news, fake account, хайповый, хайпажор, хайпер, хайпит, хайпанут.

Trump noted that "fake news," of course, will not talk about the fact that the situation with the virus is difficult not only in the United States (lenta.ru. 11.2020); "Dear media, before quoting someone's speech, please check the authenticity of the account, and do not write statements from fake accounts," the message says (Izvestia. 09.2020); PR specialist and fake maker Anton Vuma commented to Tsar grad on the law on blocking fake news on the Internet, adopted today by the State Duma in the third and final reading (smi2.ru. 07.03.2019); The new flagship of the Kering conglomerate and the main hype brand, which Bottega Veneta has become under

Daniel Lee, is doing everything to consolidate its position (Kommersant. 03.2020); The Kostroma hypophora jumped into the Volga from the bridge in Kostroma (Moskovsky Komsomolets. 06/30/2021); Shnurov spoke in his characteristic manner, at the same time going against the trend, when it is customary to "hype" the deaths of stars, and at the same time he himself caused a resonance in the information field (Moskovsky Komsomolets. 17.07.2021).

[Ushakov, 2009, s. 21].

As you can see, the most common words in 2022 are words with abstract meanings. The results of the dissertation research conducted in 2009 by B. Yu. Ushakov under the supervision of V. V. Kolesov show that words with an abstract meaning predominate among the vocabularies learned in the mass media. This is explained by the fact that "words with a clear meaning, but a vague concept, enter the



language, which allows to expand the semantics of these words and turn them into hypernyms."

According to our monitoring, among the vocabulary of foreign languages in modern mass media, as much abstract vocabulary is used as it was 13 years ago: (Internet, online — including the word itself, derivatives as well. Vibe, insight, like, mining, trend, hate, crowdfunding, cringe, freelance etc.)

The main reason for the popularity of international words in Russian is that they have become fashionable for the English language. It is an international language, and it is not surprising that it has become popular in Eastern European countries, as well as in Asian and Middle Eastern countries.

Most of the internationals get into the Russian language speech through television. American movies, clips, music, talk shows and programs in Russian bring a lot of Americanisms. Advertising slogans, Internet communities, sports and cosmetics, everything is saturated with them (internationals, appropriations and anglicisms).

Interjections play an important role in the word formation system of the Russian language. On the one hand, they are the main system in the creation of new words. On the other hand, international words include new words as well as word-forming affixes.

In conclusion, we have considered the history of the emergence of English interlanguages in the Russian language, ways of their penetration and adaptation to the modern system. In our opinion, the activation of the processes of emergence of words and phrases used in English in Russian speech should be accepted as a natural phenomenon. The modern world has entered a new era of development, which has led to the formation of a global information space. Intercultural integration forms a common consciousness and a common worldview in all citizens of the world, which creates the need to create a common language system. The English language assumed the role of the main means of communication working in this space, which inevitably led to an increase in its influence on the national languages of the peoples of the world. This, in turn, creates a number of difficulties for translators.

In the scientific community, the idea of translation prevails, i.e. the fundamental possibility of completely transmitting the content of the source language and the form of the text in one language through another language. Translation is a means of meeting the social need for communication between people separated by a linguistic-ethnic barrier in the original language, i.e. it is a type of communication between different cultures and is recognized as the equivalent of monolingual communication. At the same time, the essence of translation is reduced to accurate



and complete copying of the content of the text in the source language with the help of the translated language, while preserving its stylistic and expressive features.

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## EXPLORING THE DEPTHS OF PARADISE LOST

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### ABSTRACT

This article delves into John Milton's «Paradise Lost», a timeless epic poem that explores profound themes such as free will, temptation, and the human condition. Through an in-depth analysis of its characters, symbolism, and narrative craftsmanship, this article uncovers the enduring legacy and universal appeal of Milton's masterpiece.

**Keywords:** John Milton, Paradise Lost, epic poem, free will, temptation, human condition, characters, symbolism, narrative craftsmanship, legacy.

### Introduction

John Milton's «Paradise Lost» is widely regarded as one of the greatest epic poems in the English language, captivating readers for centuries with its profound themes, intricate narrative, and rich symbolism. Published in 1667, this monumental work delves into the biblical story of the fall of humanity, weaving together elements of theology, philosophy, and human drama. In this comprehensive exploration, we embark on a journey through the enchanting world of «Paradise Lost», delving into its themes, characters, narrative structure, and enduring legacy.

### Methods

At the heart of «Paradise Lost» lies a tapestry of intricate themes that resonate across time and cultures. One of the central themes is the eternal struggle between free will and predestination, as depicted through the choices and consequences faced by Adam, Eve, and Satan. Milton intricately explores the nature of good and evil, the complexities of human mortality, and the consequences of disobedience. Through its profound themes, «Paradise Lost» invites readers to ponder existential questions about human existence, divine justice, and the nature of sin and redemption.

**Characters and Symbolism:** The characters in «Paradise Lost» are iconic and deeply symbolic, representing broader human traits and moral dilemmas. Adam and Eve embody innocence and the human capacity for choice, while also grappling with the vulnerability of temptation and the consequences of their actions. Satan, with his charismatic defiance and tragic fall from grace, becomes a symbol of rebellion and the destructive nature of pride. The Tree of Knowledge, the serpent, and the heavenly realms serve as potent symbols, evoking themes of knowledge, temptation, and spiritual enlightenment, enriching the narrative with layers of meaning and allegory.

**Milton's Narrative Craftsmanship:** Milton's narrative prowess shines brilliantly throughout «Paradise Lost», showcasing his mastery of language, imagery, and structure. The poem's twelve books are meticulously crafted, each containing vivid descriptions, elaborate metaphors, and profound insights into the human condition. Milton's use of blank verse, a form of unrhymed iambic pentameter, lends a majestic rhythm to the text, enhancing its epic quality and grandeur. Through skillful storytelling and evocative language, Milton transports readers into a world of celestial realms, cosmic battles, and moral dilemmas, immersing them in a timeless narrative that resonates with universal themes and emotions.

### **Results**

«Paradise Lost» has left an indelible mark on literature, philosophy, and popular culture, inspiring generations of writers, thinkers, and artists. Its themes and characters continue to resonate with readers, sparking discussions on ethics, theology, and human nature. The poem's influence extends beyond literature, impacting fields such as theology, psychology, and philosophy. Scholars and critics have explored its depths, uncovering new interpretations and insights into Milton's profound work. «Paradise Lost» remains a testament to the enduring power of poetry to engage, provoke thought, and inspire contemplation.

### **Discussion**

«Paradise Lost» is celebrated for its rich symbolism and allegorical layers. The Garden of Eden, with its lush imagery and paradisiacal beauty, becomes a microcosm of the human experience – innocence, temptation, and fallibility. The Tree of Knowledge, a central motif, represents the pursuit of knowledge and the consequences of forbidden curiosity.

### **Conclusion**

In conclusion, John Milton's «Paradise Lost» remains a timeless masterpiece that continues to captivate and inspire readers with its depth, beauty, and complexity. Through its exploration of profound themes, rich symbolism, and masterful narrative craftsmanship, «Paradise Lost» invites readers on a journey of introspection, exploration, and enlightenment. As we delve into the enchanting world of Milton's epic poem, we are reminded of the enduring relevance and impact of this literary classic, inviting us to ponder the mysteries of existence, the complexities of human nature, and the eternal quest for meaning and redemption.

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## THE SECOND WORLD WAR'S IMPACT ON AMERICAN LITERATURE

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### ABSTRACT

This article delves into the profound influence of World War (WW) on American literature. It explores how writers portrayed the wartime experience, the recurring themes they addressed, and the lasting legacy of these narratives. Through thematic analysis and historical context, this study highlights the resilience, trauma, and moral dilemmas depicted in key literary works of the era.

**Keywords:** World War II, American literature, resilience, trauma, moral dilemmas, historical context, thematic analysis, literary legacy.

### INTRODUCTION

World War II stands as a pivotal moment in history, leaving an indelible mark on American literature. This article delves into the profound impact of WW II on literary expressions, uncovering how authors grappled with the realities of war, human resilience, and moral complexities. Through an exploration of key themes and narratives, this study sheds light on the transformative power of wartime experiences in shaping the literary landscape of the United States.

### METHODS

1. **Selection of Literary Works:** The study focused on a selection of key literary works spanning the WW II era, including novels, poetry, and memoirs. Notable authors such as Ernest Hemingway, Kurt Vonnegut Jr., and Anne Frank were among those considered.

2. **Literary Analysis:** Thematic analysis was conducted to identify recurring themes such as resilience, trauma, moral dilemmas, and societal shifts within the chosen works. The authors' writing styles, use of symbolism, and narrative techniques were also examined.

3. **Historical Context:** Consideration of the historical context surrounding each literary piece was integral to understanding the authors' perspectives and intentions. The impact of the war on American society, politics, and culture served as a backdrop for the literary narratives.

4. **Comparison and Contrast:** Comparative analysis was conducted to highlight similarities and differences in how various writers approached and depicted the wartime experience. This comparative approach enriched the understanding of diverse perspectives within WW II literature.

## RESULTS

### Themes Explored

**Human Resilience:** Many literary works showcased the resilience of individuals amid the chaos of war, emphasizing the human capacity to endure and overcome adversity. For example, Ernest Hemingway's «For Whom the Bell Tolls» portrays the courage and resilience of guerilla fighters in wartime Spain.

**Trauma and Healing:** Writers delved into the psychological impact of war, depicting the trauma experienced by soldiers and civilians and exploring themes of healing and recovery. Kurt Vonnegut Jr.'s «Slaughterhouse-Five» vividly captures the psychological toll of war through the protagonist's experiences of time-traveling and coping with trauma.

**Moral Dilemmas:** Ethical questions surrounding war and its aftermath were a recurring theme, with authors grappling with the complexities of wartime decisions and their consequences. Herman Wouk's «The Caine Mutiny» examines the moral quandaries faced by naval officers during wartime service.

## DISCUSSION

The portrayal of WW in American literature reflects a multifaceted narrative encompassing human resilience, trauma, moral complexities, and societal shifts. These literary works not only capture historical truths but also offer profound insights into the human condition during times of conflict. The ongoing discussion surrounding these works continues to deepen our understanding of the impact of WW on literature and society, underscoring the enduring relevance of these narratives.

## CONCLUSION

The Second World War profoundly influenced American literature, shaping narratives that continue to resonate with readers today. Through a blend of thematic exploration, historical context, and literary analysis, this study highlights the enduring legacy of WW in shaping literary discourse and our collective understanding of human experiences during wartime. As readers engage with these works, they gain insights into the resilience, trauma, and moral dilemmas faced by individuals and societies during one of the most significant periods in history.

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## THE LITERARY LEGACIES OF EXTRAORDINARY WOMEN

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### ABSTRACT

This article celebrates the profound contributions of remarkable women writers in English literature: the Brontë sisters (Charlotte, Emily, and Anne), Mary Ann Evans (George Eliot), Elizabeth Gaskell, and Mary Elizabeth Braddon. Through their groundbreaking works, these authors challenged societal norms, explored complex themes, and left an enduring impact on literary history. From gothic depths of «Wuthering Heights» to the social realism of «Middlemarch» and the gripping mysteries of «Lady Audley's Secret», each writer's unique voice and storytelling prowess continue to captivate readers worldwide.

**Keywords:** women writers, English literature, Brontë sisters, George Eliot, Elizabeth Gaskell, Mary Elizabeth Braddon, feminist literature, social realism, gothic fiction, literary legacy, societal norms, thematic exploration.

### INTRODUCTION

In the vast tapestry of English literature, the contributions of women writers have been both profound and enduring. Among the many luminaries, the Brontë sisters, Mary Ann Evans, Elizabeth Gaskell, and Mary Elizabeth Braddon stand out as trailblazers who defied societal norms, challenged conventions, and left an indelible mark on the literary landscape. In this exploration, we delve into the lives, works, and legacies of these extraordinary women writers.

### METHODS

**The Brontë Sisters: Charlotte, Emily, and Anne** . The Brontë sisters, comprising Charlotte, Emily, and Anne, emerged from the personage of Haworth in Yorkshire to become literary giants whose works continue to captivate readers worldwide. Charlotte Brontë's «Jane Eyre» remains a literary masterpiece, exploring themes of love, independence, and societal expectations through the resilient character of Jane.

**Elizabeth Gaskell.** Elizabeth Gaskell, known for her social realism and keen observations of Victorian society, crafted novels that shed light on issues of class, gender, and industrialization. «North and South» describes the lives of a northern industrialist and a southern vicar's daughter, offering a nuanced exploration of social divides and personal growth. Gaskell's compassionate portrayals of characters from diverse



backgrounds and her advocacy for social reform make her a pivotal figure in 19th-century literature.

**Mary Elizabeth Braddon.** Mary Elizabeth Braddon, a prolific writer of sensation fiction, made waves with novels that combined suspense, melodrama, and social critique. «Lady Audley's Secret», her most famous work, unravels a tale of deception, madness, and hidden identities, challenging Victorian notions of femininity and mortality. Braddon's success as a female writer in a genre typically dominated by men underscored her boldness and literary prowess, paving the way for future generations of women writers.

## RESULTS

The legacies of these remarkable women writers extend far beyond their own lifetimes, influencing generations of readers and writers across the globe. Their courage in navigating societal constraints, their empathy for human struggles, and their literary innovations continue to inspire and resonate with diverse audiences. The Brontë sisters' exploration of passion, identity, and resilience laid the foundation for Gothic and psychological fiction, influencing writers like Daphne du Maurier and Jean Rhys. Mary Ann Evans (George Eliot)'s realism and moral complexity paved the way for modern novelists like Virginia Woolf and George Bernard Shaw, who valued psychological depth and social critique in their works.

## DISCUSSION

The literary contributions of the Brontë sisters, George Eliot, Elizabeth Gaskell, and Mary Elizabeth Braddon have had a lasting impact on English literature, spanning from the 19th century to contemporary times. Their works continue to be studied, analyzed, and appreciated by scholars and readers alike, reflecting their enduring relevance and influence.

## CONCLUSION

remarkable women writers stand as towering figures in the realm of English literature, each contributing uniquely to the literary canon and challenging conventions with their insightful narratives and social commentary. Their works continue to be celebrated, studied, and cherished, reminding us of the enduring impact of women writers and the importance of diverse voices in shaping our understanding of the human experience through literature.

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## ENGLISH ROMANTICISM AND ITS DEVELOPMENT

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### ABSTRACT

This article aims at giving an overview on the whole romantic period. The start of the romantic period, the way it happened, the poets that helped to make this period shine, the background of the poets and the details of the romantic poetry that ruled this era – all of the aspects are described very elaborately in this article. The romantic age was established at the end of the eighteenth century and it lasted up to the 30's of the nineteenth century. This romantic period replaced the neoclassical period where the classical poets like Alexander Pope made classical poetry famous among readers. Elements such as imagination, emotion, nature were used very passionately in the romantic poetry. There are more than four poets who wrote romantic poems in this period but only the life and poetry of the significant four poets are written in this article who was William Wordsworth, Samuel Coleridge, John Keats, P. B Shelley. Wordsworth and Coleridge were the very first influencers of the romantic period. This article will guide people in knowing even the little things of the romantic era.[1]

**Keywords:** influencers, overview, period shine, details, romantic age, neoclassical period, imagination

### INTRODUCTION

Romanticism in English Literature was a revolutionary movement that originated towards the end of the 18th century in Europe. Romanticism is considered as a ballad or tale of an adventurous movement, which stresses individual heroism. Romantic Movement is in contrast to elegant formality and it is marked as a revolution in literary style and content creation. This paper has described the importance of Romantic period in English literature. A literature review has been provided that includes orientalism, industrial and agricultural revolution, blue-culture studies, influence of modern English on romance, discussion about Walter Scott's influence, and "Echo" in literature. Using secondary data, this research has been done

and it reached its findings. A brief discussion about all findings has been shared in this research paper. Romantic period in English Literature is considered a revolutionary time. It brought Artistic, intellectual, literary as well as musical movement started across Europe. Many renowned poets, novelists, dramatists, writers came out of their shells and contributed their masterpieces in English literature to enrich it. However, romantic period is mostly influenced by poetry that is called "Age of Poetry". In this period, Wordsworth, Coleridge, Shelley, Keats, and Byron have significant contributions that English Literature still perishes in modern time.[2]

### **LITERATURE REVIEW**

The Romantic period changed the whole complexion of English literature during the nineteenth century. The Romantic Movement started with Lyrical Ballads in 1798 A.D which was written by Samuel Coleridge and William Wordsworth. This new age of romantic poets broke the traditional classical style of literature writing which was primarily written for the higher class of people. As the people of the eighteenth century experienced only the classic form of literature, the people of the nineteenth century experienced a completely new and refreshing form of the English literature. This so called Romantic period ended in 1837 by covering only one-third of the century. Romantic period poets were very different from the traditional poets of the previous century. They included many new elements in their poetry which were completely neglected in the classical era. The romantic poets induced imagination, individual emotion, sensitivity in their poems and made their poems very reachable to all classes of people. Poems with stories of king, queen and heroes were replaced by emotional and sensible stories of the common people which attracted more audience. Eighteenth century poets did not pay much attention to nature in their poetry but the romantic poets cherished the connection of man and nature in their works. Romantic writers saw nature as a teacher and a source of infinite beauty. Individualism was given the priority in Romantic poetry: stories of individuals regarding their passion, daily deeds were given the upper hand rather than a fully general or objective approach in writing poetry. This kind of poetry had a fair amount of reliability and uniqueness to it. The standard form of poetry was easily recognized by some heroic couplets which the classical poets put in their poems for their heroes or kings whereas the romantic poems had much more to them such as ballads, sonnets, blank verses etc. The poets who made the romantic period popular with their poem sare William Wordsworth, S.T. Coleridge, P.B Shelley, John Keats, Lord Byron and a few more. They were the faces of English literature at that time. Among them, William Wordsworth started to write in simple

language for the better understanding and enjoyment of all the people around the globe. He neglected the conventionalized language and wrote in a basic and simple manner full of emotional aspects. Foreign politics and the thought process of foreign poets greatly inspired the romantic poets and helped to form their writing style.[3]

### **DISCUSSION AND RESULTS**

William Wordsworth explained the new styles and themes of poetry in his 'Preface to Lyrical Ballads'. In his preface, he described that incidents that were very much related to the common life or real situations were written in those poems by the language in use. Those situations were uplifted with a touch of imagination which brought out the emotion in the audience and made them excited about the poems. These poems chose to connect with people in a deeper level. So, the poets took inspirations from the humble and rural lives of people. Necessary emotions and passions were evoked when nature was described very beautifully and magically. The simple mannerisms of simple people speaking simple language brought out the raw feelings of readers and helped them to get engaged in those poems. Previous poets shed honor upon themselves in their poems by not caring about the mass people which made their poems very stale. Wordsworth also said in his preface of Lyrical Ballads that all of the poems should have a purpose. The poems should excite those feelings with which the poets wrote them. A very significant line from his preface is mentioned below: 'For all good poetry is the spontaneous overflow of powerful feelings.' He also added these lines- 'For our continued influxes of feeling are modified and directed by our thoughts, which are indeed representatives of our past feelings; and as by contemplating the relation of these general representatives to each other, we discover what is really important to men, our feelings will be connected to important subjects, till at length.' In these lines Wordsworth talks about connecting to past feelings. We can reminisce our past sensations for the usage of real life adapted scenarios. These scenarios and objects have a high chance of somehow having links with our past. These past feelings can get very attached with the subject if we treat the subject sensibly.[4]

### **CONCLUSION**

To conclude, Wordsworth, Coleridge started this journey of Romantic poetry with fresh perspectives and open-minded readers. Keats, P.B Shelley finished this journey with elevated writing and overly satisfied readers. They all contributed a lot to make this romantic period valid to all classes of people and showered them with all the emotions, feelings, sensations. The romantic

period replaced the neo-classical era very smoothly as the readers started liking the positive vibes rather than just ignoring it.[5]

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## THE EFFECTIVENESS OF TEACHING ENGLISH IN EDUCATIONAL MANAGEMENT FACULTY: A COMPARATIVE STUDY OF DIFFERENT APPROACHES

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### ABSTRACT

The effectiveness of teaching English in educational management faculties has been a subject of interest for many educators and researchers. This study aims to conduct a comparative analysis of different approaches to teaching English and determine which approach is the most effective. The paper will explore traditional methods of teaching and compare them to modern and innovative approaches. By analyzing the advantages and disadvantages of each approach, the paper will determine their effectiveness in enhancing students' language skills. The mixed method, which combines both student-centered and teacher-centered approaches, was identified as the best teaching approach based on the results of the study. The communicative approach, which emphasizes language learning through communication using various tools and techniques, was also found to be effective. In conclusion, this research contributes to the advancement of knowledge in the field of language teaching and learning and provides insights into effective approaches to the teaching of English in Educational Management faculties.

**Keywords:** Educational Management faculties, mixed method, language acquisition, task-based learning, sociocultural approach, content-based instruction (CBI).

### Introduction

In today's world, English has become a universal language and plays a vital role in the academic and professional lives of individuals. Educational Management faculties all over the world have recognized the importance of English and are striving to incorporate effective teaching methods to enhance students' language skills. This thesis aims to conduct a comparative analysis of different approaches to teaching English in Educational Management faculties. The paper will explore traditional methods of teaching English and compare them to modern and innovative



approaches. By analyzing the advantages and disadvantages of each approach, the paper will determine their effectiveness in enhancing students' language skills. This research will provide insights into the best practices for teaching English in educational management faculties and contribute to the development of effective language teaching methodologies.

English language programs are commonly offered in Educational Management faculties, with various approaches used in teaching the language. One study found that the mixed method, which combines both student-centered and teacher-centered approaches, was identified as the best teaching approach based on their results [1]. Another study found that the language of instruction had a significant impact on teaching self-efficacy, with linear regression analysis showing a correlation between the two factors [2]. Finland is known for its research-based approach to teacher education and pedagogical study, which has garnered widespread recognition for its effectiveness in producing competent teachers [3]. In terms of teacher education programs, universities typically offer four-year bachelor's and three-year master's programs, with some institutions offering additional options as well [4]. Furthermore, comparative education research provides a means for exploring different approaches and methods to teaching English in educational management faculties [5]. Lastly, there is ongoing discussion about whether a teacher-centered or student-centered approach is best for effective learning outcomes when it comes to teaching English. While both methods have their benefits and drawbacks, it is important to consider which approach is most suitable for the specific educational context and needs of students [6]. Overall, there are a variety of traditional approaches to teaching English in educational management faculties, with each method having its own unique strengths and limitations.

Innovative approaches to teaching English have emerged as more effective means of language acquisition than traditional methods. For instance, the communicative approach emphasizes language learning through communication using narratives, drama, role-plays, flashcards, puppets, pictures and real objects [3]. This method promotes active participation and encourages students to interact with each other, leading to better communication skills. In addition, task-based learning gives students opportunities to use the language in an authentic way through various tasks [3]. This approach allows learners to apply the language in a practical context, thereby improving their retention and understanding of the language. The natural approach also allows students to use their first language alongside their second language to promote communication and learning [3]. Furthermore, total physical response is used to teach vocabulary or language concepts using physical movement,

making it easier for students to remember [3]. In contrast, traditional methods such as the audio-lingual method only focus on teaching vocabulary and pronunciation [3]. This method relies heavily on rote memorization and repetition, which can be tedious and ineffective for some students. Moreover, the sociocultural approach emphasizes play as an important element in learning by allowing children to construct the learning context and content through interaction [3]. Overall, innovative approaches to teaching English have proven to be more engaging and effective than traditional methods.

The text provides information on the effectiveness of CBI teaching in comparison to task-based teaching and general teaching. CBI teaching has shown to be more effective than the other two approaches, with higher effectiveness in teaching behavior and improving students' learning ability [7]. However, the text does not provide any information on the advantages and disadvantages of task-based teaching and general teaching [7]. Given the effectiveness of CBI, it may be inferred that task-based teaching and general teaching may not be as effective as CBI. Nonetheless, further research is needed to identify the strengths and limitations of each approach. It is worthwhile to note that CBI teaching can effectively improve students' linkage with other subjects, which may have an impact on their overall academic performance [7].

## **Conclusion**

The effectiveness of teaching English in educational management faculties has been a subject of interest for many educators and researchers. This study aimed to compare different approaches to teaching English and determine which approach is the most effective. The mixed method, which combines both student-centered and teacher-centered approaches, was identified as the best teaching approach based on the results of the study. However, the study did not provide any information on the advantages and disadvantages of task-based teaching and general teaching. It may be inferred that task-based teaching and general teaching may not be as effective as content-based instruction (CBI), which was found to be highly effective in comparison to other teaching approaches. The communicative approach, which emphasizes language learning through communication using various tools and techniques, was also found to be effective. Innovative approaches to teaching English have emerged as more effective means of language acquisition than traditional methods. The study reveals that comparative education research provides a means for exploring different approaches and methods to teaching English in educational management faculties. However, the study has some limitations, and further research

is needed to determine the most effective approach to teaching English in Educational Management Faculties. In conclusion, this study contributes to the advancement of knowledge in the field of language teaching and learning and provides insights into effective approaches to teaching English in educational management faculties.

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## O‘ZBEK XALQ MAQOLLARI VA ULARNI TATBIQ ETISH TAMOYILLARI

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### ANNOTATSIYA

Ushbu maqolada o‘zbek xalq maqollari tarixi va ularning adabiyot darslaridagi o‘rni haqida so‘z boradi.

**Kalit so‘zlar:** “qavlun”, “Devoni lug‘otit-turk”, “1×1”, masal, sav.

Xalq og‘zaki ijodi har bir xalq madaniyatining ko‘rki hisoblanadi. Ma‘lum bir xalqning urf-odatlarini, ulug‘ qadriyatlarini aynan og‘zaki ijod namunalari tufayli ham saqlanib qolmoqda. Xalq og‘zaki ijodi insonni ma‘naviyatini yuksaltiradi, har doim yaxshilik qilish, hozirjavob, topqir va ziyrak bo‘lishga, qadriyatlarni ulug‘lash va shu kabi ezgu anallarni bajarishga doimo undaydi. Birinchi Prezidentimiz Islom Karimov ta‘kidlaganlaridek: “Ma‘naviyati, o‘z xalqining tarixi, uning madaniyatini chuqur bilish va tushunib yetishga suyangandagina qudratli kuchga aylanadi”.

Xususan, og‘zaki ijodning eng faol janrlaridan biri maqollardir. Maqollar xalq orasidan bevosita zikr etiladi, hayotga tatbiq qilinadi.

Maqol — xalq og‘zaki ijodi janri; qisqa va lo‘nda, obrazli va obrazsiz, grammatik va mantiqiy tugallangan ma‘noli, hikmatli, chuqur mazmunli ibora. Muayyan aniq shaklga ega. Maqollarda ajdodlarning hayotiy tajribalari, jamiyatga munosabati, tarixi, ruhiy holati, etik va estetik tuyg‘ulari, ijobiy fazilatlarini mujassamlashgan. Asrlar mobaynida xalq orasida sayqallanib, ixcham va sodda poetik shaklga kelgan.

Maqollar mavzuviy jihatdan xilma-xil shaklga ega. Vatan va unga muhabbat, otanonaga hurmat, samimiylilik, bilimli va tarbiyali bo‘lish va shu kabi mavzulari mavjud.

### **Maqolning tarixi.**

Maqolning kelib chiqishi juda qadimiydir. XI asrda yozilgan Mahmud Koshg‘ariyning "Devoni lug‘otit-turk" qomusiy asarida ham maqollarning sara namunalari keltirilgan. Lekin ma‘lumot o‘rnida aytish joizki, Koshg‘ariy faqatgina XI asrga tegishli bo‘lgan xalq og‘zaki ijodi namunalari keltirmagan, ulardan ayrimlarining tarixi uzoq o‘tmishga borib taqaladi. Koshg‘ariy ushbu asarida: "Men bu kitobni maxsus alifbe tartibida hikmatli so‘zlar, saj‘lar, maqollar, qo‘shiqlar, rajaz va vasl deb atalgan adabiy parchalar bilan bezadim... Men iste‘moldagi so‘zlarnigina berdim, iste‘moldan chiqqanlarini tashladim... So‘ngra men har bir qabilaga mansub so‘zlarning yasali xususiyatlarini va qanday qo‘llanishini qisqacha izoqlab ko‘rsatish uchun alohida yo‘l tutdim. Bu misol tariqasida turklarning tilida qo‘llanilib kelgan she‘rlaridan, shodlik va motam kunlarida qo‘llanadigan hikmatli so‘zlaridan, maqollaridan keltirdim"—deya ta‘kidlab o‘tgan.

Yusuf Hos Hojibning "Qutadg'u bilig", Alisher Navoiyning "Xamsa" asarlarida va shoh va shoir Zahiriddin Muhammad Boburning ijodida maqollarning sara namunalari aks etgan.

### **Maqol soʻzining etimologiyasi.**

Maqol soʻzi arabcha "qavlun" soʻzidan olingan boʻlib "gapirmoq" degan maʼnoni anglatadi.

"Devoni lugʻotit-turk" asarida " savlashmoq" soʻzi berilgan. Buning otalar soʻzini eslamoq maʼnosini anglatishi aytiladi. Taxmin qilish mumkinki, bundan ming yil avval ajdodlarimiz maqollarni "sav" deb ataganlar. Keyinchalik Alisher Navoiy ijodida maqol atamasi "masal" tarzida beriladi: masaldurkim-uyqu oʻlimdir". "Masal" atamasining XX asr boshlarigacha qoʻllanib kelingani maʼlum. Oʻtgan asrning ikkinchi choragida boshlab "maqol" soʻzi tez-tez uchray boshlaydi. XX asr yarmidan esa faqat maqol tarzida qoʻllandi.

### **Oʻzbek xalq maqollari boʻyicha tadqiqot olib borgan olimlar.**

Xalq maqollari adabiyotshunos, folklorshunos, tilshunos olimlar tomonidan chuqur oʻrganilgan. Olimlar qadimgi shohlardan Abos Safoviy amri bilan maqol va matallarni jamlanganligini eʼtirof etishgan. Sh. Joʻrayev, H.Zaripov, B. Sarimsoqov, I.Haqqulov, T. Mirzayev, M.Afzalov va shu kabi olimlar maqollarni jamlash, nashr etish bilan shugʻullangan. Ular tomonidan nashr etilgan bir qancha maqol toʻplamlari xalqimiz koʻnglidan joy oldi va tatbiq qilinadi boshlandi. O.Madayev, M. Joʻrayev, T. Sobitova va N. Muxitdinova kabi bir qancha insonlar maqol toʻgʻrisidagi maʼlumotlarni jamlab oʻzlarining darsliklariga kiritdi va oʻzbek folklorining yuksalishida hissalarini katta boʻldi.

Xalq maqollarini ilm obyekti sifatida oʻrganish va toʻplash XX asr boshlariga toʻgʻri keladi. Oʻzbek xalq maqollarini toʻplash va nashr qilishda missioner N.G.Ostroumovning xizmati katta.

B.A.Soatov oʻzbek xalq maqollarining janr xususiyatlari va sheʼriy xususiyatlarini aniqlagan. X. Sharafiddinova oʻzbek xalq maqollarining tuzilishidagi qofiya va uning funksional-uslubiy xususiyatlariga eʼtibor qaratgan. I. Begmurotov, R. A. Latipova, E. V. Ivanovalarning ilmiy tadqiqotlarida folklor aloqalari, jumladan maqol va matallar qiyosiy planda koʻrib chiqilgan.

### **Maqollarning adabiyot darslaridagi oʻrni.**

Maqollar zamon tanlamaydi. Ularda keltirilgan fikrlar, gʻoyalar va hikmatlar oʻtgan asrlarda bitilgan boʻlsa-da, hozirgi kunda ham oʻz sifatini yoʻqotmaydi. Har doim yaxshilik qilishga, faqat ezgu yoʻllardan yurishga, bilimli va tarbiyali boʻlishga, Vatan, ota-ona va yaqinlarga boʻlgan muhabbatni oshirishga undaydi va yomon yoʻllardan ogohlantiradi. Ushbu xalq ogʻzaki ijodning " javohir"i hisoblangan maqollar yoshlar ongini oʻstirishga va chiroyli nutq soʻzlashga ham yordam beradi. Hozirgi kunda adabiyot darslaridagi deyarli barcha asarlarda maqollarga duch kelishimiz tabiiy holat. Oʻ. Hoshimov, A.Qahhor, Oybek, S.Ahmad, A.Muxtor va shu kabi adabiyot dargʻalarining bir qancha ijod namunalari maqollardan maqsadga muvofiq yetarlicha foydalanilgan.



Adabiyot darslarini tashkil etishda maqollardan maqsadga muvofiq foydalanishga qaratilgan "1×1" o'quv metodi ham yetarlicha foyda berishi mumkin.

### **"1×1" o'quv metodininig mazmuni.**

Ushbu metod o'quvchi yoshlar ongining yuksalishi, mantiqiy fikrlash tezligining oshishi, to'g'ri mulohaza yuritishiga hamda qadriyatlarimizdan biri hisoblangan maqollarni muomalada saqlanib qolishiga yordam berishi uchun asosiy sabablardan biri bo'lishi ko'zda tutilmoqda.

Ushbu metodning aynan "1×1" sifatida nomlanishi uning mazmuniga borib taqaladi: "1ta asarga 1ta maqol". Adabiyot darsida mavjud bo'lgan hikoya, roman yoki qissalardan parchalar yoshlarni doimo ezgulikka yetaklaydi. Aynan ushbu adabiyot darsida mavjud bo'lgan asarlarni o'quvchilar o'qib, o'zlashtiradi. Shundan so'ng o'qituvchi bilan birgalikda ushbu asarda ilgari surilgan g'oya va olgan xulosalariga moslab maqol tanlashadi. Tanlangan maqol maqsadga muvofiq bo'lishi lozim.

Yuqoridagi metod natijasida yo'qolib borayotgan, unutilib ketilayotgan o'zbek xalq maqollari saqlanib qolishi va o'quvchi yoshlarning mutolaa qilgan asarlarini yanada yodda tutishi, mustahkam eslab qolishi ko'zda tutilmoqda.

Xulosa qilib aytganda, maqollar xalqimizning mentalitetini o'zida mujassam etadigan, ma'nan yuksaltiradigan, millatimiz madaniyatini saqlab qoladigan qadriyatimiz namunasidir. Ularni saqlab qolish, hayotga tatbiq qilish esa kelajak avlodga bevosita bog'liq. Muhtaram yurtboshimiz:

–Ona Vatanimizda Uchinchi Renessans poydevorini yaratishga kirishdik. Biz oila, maktabgacha ta'lim, maktab va oliy ta'limni hamda ilmiy-madaniy dargohlarni bo'lg'usi Renessansning eng muhim bo'g'inlari deb hisoblaymiz. Shu sababli ayni ushbu sohalarda tub islohotlarni amalga oshirmoqdamiz. Ishonamanki, mamlakatimiz taraqqiyotining yangi poydevorini yaratishda sizlar singari fidoyi va vatanparvar yoshlarimiz faol ishtirok etib, munosib hissa qo'shadilar,–deya ta'kidlab o'tganlar.

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## OPTIMISM OF WILLIAM SHAKESPERE'S TRAGEDIES

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### ABSTRACT

This article provides information about one of the most famous English writers, William Shakespeare, and his tragedies. English literature's long-lasting fascination with tragedy, a genre deeply rooted in ancient Greek tradition, finds its apex in the works of William Shakespeare. Shakespeare's tragedies are renowned for their exploration of human nature, complex characters, and depiction of tragic events, such as "Hamlet," "Macbeth," and "Romeo and Juliet" and others. This analysis will present research-supported information, including references and excerpts, on the theme of tragedy in Shakespeare's plays.

**Keywords:** William Shakespeare, tragedy, action hero, parts, plays, protagonist.

### АННОТАЦИЯ

Эта статья содержит информацию об одном из самых известных английских писателей, Уильяме Шекспире, и его трагедиях. Длительное очарование английской литературы трагедией, жанром, глубоко укоренившимся в древнегреческой традиции, находит свой пик в произведениях Уильяма Шекспира. Трагедии Шекспира известны своими исследованиями человеческой природы, сложными персонажами и изображением трагических событий, таких как «Хамлет», «Макбет», «Ромео и Джульетта» и другие. Этот анализ будет представлять научно-поддерживаемую информацию, включая ссылки и выдержки, на тему трагедии в пьесах Шекспира.

**Ключевые слова:** Уильям Шекспир, трагедия, действие героя, части, пьесы, главный герой.

### INTRODUCTION

William Shakespeare is renowned for his powerful tragedies that delve into themes of betrayal, revenge, and human suffering. While his plays are often characterized by their dark and tragic elements, a closer examination reveals moments of optimism and resilience that offer a glimmer of hope amidst the despair. Additionally,

Shakespeare's tragedies often explore themes of forgiveness, reconciliation, and the potential for personal growth and transformation. Characters who experience profound suffering and loss are sometimes able to find solace and healing through acts of forgiveness and reconciliation with others, suggesting that even in the darkest moments, there is the potential for redemption and renewal. In this article, we will explore how Shakespeare infuses his tragedies with themes of redemption, forgiveness, and human resilience, showcasing the enduring optimism that shines through even in the darkest of times.

## LITERATURE REVIEW AND METHODOLOGY

William Shakespeare, a renowned playwright and poet from the Elizabethan era, is celebrated for his significant contributions to literature and theater. William Shakespeare was born and christened in Stratford-upon-Avon, a bustling market town situated approximately 100 miles northwest of London, on April 26, 1564. Shakespeare's early plays showcase his versatility and mastery of different genres, from the gruesome tragedy of "Titus Andronicus" to the light-hearted comedy of "The Two Gentlemen of Verona" and the historical drama of the "Henry VI" trilogy. His association with various theater companies allowed him to experiment with different styles and themes, honing his craft as a playwright.

Joining the Lord Chamberlain's Men marked a significant turning point in Shakespeare's career, providing him with a stable platform to showcase his talents and collaborate with other talented actors and writers. The establishment of the Globe Theatre further solidified his reputation as a leading figure in the London theater scene.

Shakespeare authored various tragedies that each has distinct differences. However, a common underlying theme that pervades all of his tragic works has been described as the enduring melancholy essence of humanity. This somber tone is present in every tragedy written by Shakespeare. During his most prolific period from the mid-1590s to around 1612, Shakespeare produced some of his most enduring works that continue to captivate audiences centuries later. From the timeless tragedy of "Romeo and Juliet" to the fantastical comedy of "A Midsummer Night's Dream" and the profound introspection of "Hamlet" and "King Lear," Shakespeare's plays delve into the complexities of human nature, morality, and power dynamics.

Tragedy is a play that ends sadly for the protagonist. It is quite obvious that Shakespeare has been so much inspired by Greek Tragedy. Aristotle in his legendary masterpiece, *Poetics*, outlined characteristics of a tragedy. "A tragedy is the imitation of an action that is serious and also, as having magnitude, complete in itself; in appropriate and pleasurable language; in a dramatic rather than narrative form; with incidents arousing pity and fear, wherewith to accomplish a catharsis of these emotions." Aristotle (1907).

Shakespeare's tragedy may be represented from some main points: tragic action and tragic hero. Tragic hero is integral part of in tragedies. One could argue that Shakespeare intended to portray his tragic heroes as being controlled by an unrelenting fate that they cannot influence. Is Hamlet driven forward by a force beyond his control, overpowering him? If this is the case, then we must categorize the play alongside Greek tragedies, where the main characters are viewed as being at the mercy of unstoppable and influential gods who conspire against them. The individuals in Greek tragedies are bound by Destiny; they do not have the freedom to choose. According to Adade-Yeboah, Ahenkora and Amankwah "through prophecies man sees the power of the gods who only inform, leaving him in a wide scope of his thought and plans". We think it is not difficult to show that such is not the case with Shakespeare's characters, and that they are given a choice. However, unlike the victims in Greek tragedies who have no choice, Shakespeare's characters are shown to have agency and the ability to make decisions. Macbeth and Brutus, for instance, deliberate over their choices before ultimately making the wrong decisions that lead to their downfall. It is not until after these choices are made that a sense of inevitable destiny takes over. Therefore, it may be more accurate to view Shakespeare's tragedies as being about the interplay between character and destiny, rather than solely about the inevitability of fate. The tragedies unfold when the hero realizes they lack the qualities needed to navigate their circumstances, leading to their eventual ruin.

Shakespearean tragedies typically consist of three main parts. The first part, known as the Exposition, introduces the initial situation or state of affairs that sets the stage for the conflict to arise. The second part focuses on the development and escalation of the conflict, including its various twists and turns. Finally, the third part concludes with the resolution of the conflict in a catastrophic event. It emphasizes that in Shakespearean tragedies, the characters are more important than the action itself. This highlights the significance of human character and behavior in times of distress, portraying how individuals face challenges with courage and heroism. Elizabethan drama, including Shakespeare's works, is seen as a reflection of human greatness, showcasing how individuals respond to adversity and difficulties. Shakespeare's tragedy illustrates a conflict which terminates in a catastrophe. The tragic action in a play can involve two types of conflicts. The first type is an external conflict, which can be between individuals or groups, with the hero often facing defeat. In "Hamlet," this outward conflict is seen as Hamlet battles against Claudius and Laertes, leading to his ultimate downfall. The second type of conflict is internal, occurring within the hero's own heart, involving conflicting impulses and desires. In "Hamlet," we witness an inner struggle within Hamlet's mind. Johnson suggests that Hamlet's soliloquies reflect his noble nature grappling with a task for which he is ill-suited. Hamlet's character thus

represents the universal human experience of facing tragic challenges, resonating with anyone who has felt powerless in the face of adversity.

## **RESULTS AND DISCUSSIONS**

The connection between Shakespeare's life and his works sheds light on students' comprehension of English drama, particularly in understanding of his tragedies. This theme reflects aspects of Shakespeare's own experiences and beliefs, offering insight into his perspective on Elizabethan society. By delving into the tragic elements of his tragedies students can gain a deeper understanding of Shakespeare's views and intentions. However, EFL students often struggle with Shakespearean literature due to the complexity of the language, lack of teacher motivation, and apprehension about cultural differences. Therefore, Libyan literature and language students require support and encouragement from their community and educators to foster an appreciation for Shakespearean works.

## **CONCLUSION**

While Shakespeare's tragedies are renowned for their exploration of human suffering and tragedy, they also contain moments of optimism, redemption, and resilience that offer a glimmer of hope amidst the darkness. Through themes of forgiveness, love, and resilience, Shakespeare invites us to reflect on the enduring capacity of the human spirit to overcome adversity and find light in even the bleakest of circumstances. As we navigate our own challenges and struggles, let us draw inspiration from Shakespeare's tragedies and embrace the optimism that shines through his timeless works, reminding us of the resilience and hope that define the human experience.

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## EXPLORING REAL-WORLD APPLICATIONS OF PAIR AND GROUP WORK IN ENGLISH LANGUAGE TEACHING

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### ABSTRACT

This article explores the practical use of pair and group work in English Language Teaching (ELT). Drawing from recent research and pedagogical insights, it examines the benefits, challenges, and best practices associated with these strategies. Through a review of literature and empirical evidence, it discusses innovative approaches for integrating pair and group work into diverse ELT contexts, considering factors like learner proficiency and cultural backgrounds. Emphasizing the development of 21st-century skills, it highlights the role of collaborative learning in enhancing language proficiency and communicative competence.

**Keywords:** pair work, group work, instruction, technology, feedback, modern education, conversation, technology, collaboration.

### АННОТАЦИЯ

Эта статья исследует практическое использование пары и групповой работы в преподавании английского языка (ELT). Опираясь на недавние исследования и педагогические знания, она исследует преимущества, проблемы и передовую практику, связанную с этими стратегиями. С помощью обзора литературы и эмпирических доказательств, она обсуждает инновационные подходы для интеграции пары и групповой работы в различных контекстах ELT, учитывая такие факторы, как навыки учащихся и культурного происхождения. Акцентируя внимание на развитии навыков XXI века, она подчеркивает роль совместного обучения в повышении языковой компетентности и коммуникативной компетенции.

**Ключевые слова:** паровая работа, групповая работа, инструкция, технология, обратная связь, современное образование, разговор, технологии, сотрудничество.



## **Introduction**

In connection with the trends of the modern educational process, teachers, especially English language teachers, are faced with the task of forming universal educational actions. Students must learn to assimilate new knowledge, skills, and competencies self-determiningly. To achieve this goal, it is crucial to incorporate communicative universal learning activities as a key component in the curriculum. Communicative universal learning activities occupy an essential place in the learning process of schoolchildren and teenagers, for which interpersonal communication is one of the leading activities. Therefore, many people talk about the effectiveness of using group forms of work in the lesson, an effective way to activate students as active participants in their own education and cognitive development.

## **Literature review and methodology**

According to numerous studies, pair-work is one of a highly effective interaction patterns utilized in the modern language classroom, such as English as a second language (ESL) or English as a foreign language (EFL). It has been proven by many researchers that students are more inclined to engage in complex conversations with each other rather than with their teachers. (Tsui, 1995) [6]. As reported by Phipps (1999, p. 1), “working with a partner is much less intimidating than being singled out to answer in front of the class, and it brings a realistic element into the classroom by simulating the natural conversational setting”. [7] The primary goal of teaching English is to equip students with the ability to use the language effectively, both in speaking and writing. As teachers, we cannot determine if students are using the language correctly unless they produce it, either verbally or in written form.

The study conducted by Yunisrina and Achmad (2014) depicts that in an experiment where 16 students were divided into pairs where one of the students was stronger than the other to consider their interactions and also see if the desire to improve their skills in this language, six pairs out of eight coped, and there was also observed how a stronger student pushes a less strong one to talk. [1].

However, the other couples were not doing so well in this experiment because they were native speakers of the same language and mostly used their native language to communicate, most likely to make it easier for a weaker student, sometimes this method may not be very effective. In such situations, when working in pairs becomes unproductive, it is recommended to alternate pairs to strengthen the exchange of information and the distribution of roles so that the student cannot accept a job from his couple. In conclusion, it is said that the selection of the method of conducting this practice should also be based on the individual characteristics of the students.



Moreover, a study by Johnson and Johnson (1999) examined the effectiveness of cooperative learning strategies, including pair/group work, in promoting academic achievement in English and social skills among students. [5] Even though in these studies multifarious benefits of pair/group work in language learning were highlighted, there was still some challenges identified, a standard example is unequal participation or individual accountability.

However, if we evaluate this program as a whole, it is noticeable that its advantages outweigh its disadvantages.

### **Results and discussions**

**Advantages.** Overall, pair and group work offers a dynamic and interactive approach to English language teaching, allowing students to actively engage with the language and each other, leading to enhanced language proficiency and communication skills.

**Conversation practice:** Pair and group work provide students with opportunities to engage in authentic conversations, allowing them to practice their speaking and listening skills in a natural setting. This can help improve fluency, pronunciation, and overall communication skills.

**Collaborative learning:** Pair and group work encourage collaboration among students, fostering a sense of community and teamwork in the classroom. Students can work together to solve problems, complete tasks, and share ideas, which can enhance their critical thinking and problem-solving skills.

**Peer feedback:** Pair and group work enable students to provide feedback to their peers, helping them to improve their language skills through constructive criticism and suggestions. This can also boost students' confidence and motivation to learn.

**Cultural exchange:** Pair and group work allow students to interact with classmates from different cultural backgrounds, providing them with a valuable opportunity to learn about other cultures and perspectives. This can help promote intercultural understanding and communication skills.

**Task-based learning:** Pair and group work are often used in task-based learning activities, where students work together to complete a specific task or project. This can make learning more engaging and meaningful for students, as they apply their language skills in real-life situations.

**Role-playing and simulations:** Pair and group work can be used for role-playing activities and simulations, where students take on different roles and scenarios to practice language in context. This can help improve students' language fluency, creativity, and empathy.

**Increased student engagement:** Pair and group work can make language learning more engaging and enjoyable for students, as they have the opportunity to interact with their peers, share ideas, and collaborate on tasks. This active participation can help maintain students' interest and motivation in learning English.

**Personalized learning:** Pair and group work allow for more personalized learning experiences, as students can work at their own pace, receive individualized feedback from their peers, and tailor their language practice to their specific needs and interests. This can lead to more effective language acquisition and skill development.

**Social skills development:** Pair and group work provide students with the chance to develop important social skills, such as communication, cooperation, empathy, and conflict resolution. These skills are essential not only for language learning but also for success in various personal and professional contexts.

**Confidence building:** Pair and group work can help boost students' confidence in using English, as they have the opportunity to practice speaking and listening in a supportive and non-threatening environment. Regular interaction with classmates can help students overcome shyness or fear of making mistakes, leading to increased self-assurance in using the language.

**Peer support and motivation:** Pair and group work create a sense of community and camaraderie among students, fostering a supportive learning environment where they can help each other, share resources, and motivate one another to achieve their language learning goals. This peer support can be instrumental in enhancing students' language skills and overall learning experience.

**Disadvantages. Unequal participation:** Some students may not contribute equally to the group work, leading to uneven distribution of workload and potential resentment among group members.

**Lack of individual accountability:** In group work, it may be difficult to assess each student's individual contribution and understanding of the material, which can make it challenging to assign grades fairly.

**Personality clashes:** Group work may lead to conflicts among students with different personalities, work styles, and communication preferences, which can hinder collaboration and negatively impact the learning experience.

**Language dominance:** In pair/group work, more proficient English speakers may dominate the conversation, leaving less proficient speakers feeling marginalized or reluctant to participate.

**Dependency on others:** Some students may become overly reliant on their peers to complete tasks or provide answers, which can hinder their own language development and problem-solving skills.

**Time management issues:** Coordinating schedules and ensuring that all group members are available to meet and work together can be challenging, especially if students have conflicting commitments or priorities.

**Limited opportunities for individual practice:** Pair/group work may not provide enough opportunities for students to practice speaking, listening, reading, and writing skills on their own, which are essential for language development.

**Evaluation challenges:** Assessing the performance of individual students in pair/group work can be complex and subjective, as it may be difficult to determine the extent of each student's contribution to the final outcome.

### **Conclusion**

In conclusion, real-world applications of teamwork and collaborative tasks in learning the English language, such as topic discussions or joint projects, influence students rather positively than negatively. By embracing this type of method, educators and mentors can assist students in enhancing their English knowledge as well as create an inclusive, vibrant, and enchanting classroom atmosphere. One more point, this valuable instructional strategy can benefit in various ways: providing opportunities for authentic practice, social interaction, and cultural exchange, to be more precise, expanding their common knowledge or improving interpersonal skills. Additionally, team-based activities and peer-to-peer communication require students to collaborate with their peers to achieve a common goal. This collaboration involves negotiating ideas, sharing responsibilities, and working together toward a shared outcome, which strengthens their communication, teamwork skills, and conflict-resolution skills. Ultimately, cooperative work embraces adjustability, flexibility, and a dedication to meeting the varied requirements of students. However, it is important to consider factors such as group dynamics, individual student needs, and specific learning objectives when implementing collaborative learning activities.

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## HUMOUR AND SATIRE IN WILLIAM SHAKESPEARE'S COMEDIES

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### ABSTRACT

Today, there is hardly a person who does not know William Shakespeare, he is a great swimmer who has a place not only in English literature but also in the world literature. Although Shakespeare won people's hearts mainly with tragedies, comedies occupy an important place in his work. He uses humor and satire in his works in such a way that he is an amazing artist who does not fail to attract people's attention.

**Keywords:** William Shakespeare, author, poet, roman, literature, work, comedy, humorous, plays, tragedies.

### ANNOTATSIYA

Bugungi kunda Uilyam Shekspirni tanimaydigan odam bo'lsa kerak, u nafaqat ingliz adabiyotida, balki jahon adabiyotida ham o'z o'rniga ega buyuk suzuvchidir. Shekspir odamlar qalbini asosan tragediyalari bilan zabt etgan bo'lsa-da, uning ijodida komediyalar muhim o'rin tutadi. U o'z asarlarida yumor va satiradan shunday foydalanadiki, u odamlarning e'tiborini tortmay qo'ymaydigan hayratlanarli ijodkordir.

**Kalit so'zlar:** Uilyam Shekspir, yozuvchi, shoir, roman, adabiyot, asar, komediya, hazil, pyesalar, tragediyalar.

### INTRODUCTION

William Shakespeare - English playwright and poet of the Renaissance, actor of the royal troupe. He is the author of "Shakespeare's canon", which includes a total of 4 epics, 154 sonnets and 37 plays, such as "Venus and Adonis" (1593, mythological plot), "Lucretia" (1594, Roman history). 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. 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.

#### *How to Identify a Shakespearean Comedy?*

The comedies of Shakespeare have endured across time. Items similar to "Merchant of Venice" Among the Bard's most well-known and frequently performed comedies are "Like You" and "Much Ado About Nothing". Though we have discussed performing in approximately a dozen of Shakespeare's comedies, these are not comedies in the contemporary sense of the word. Shakespearean comedies don't always have humorous characters or scenes, and not all of the events are happy or tragic. It's true that Shakespearean comedy and contemporary comedy were extremely similar. Shakespeare's comedies have less of a clear style and set of fundamental traits with other Shakespearean genres, therefore it can occasionally be more challenging to tell whether a play is a comedy or not.

#### **Defining traits of Shakespeare's comedies.**

If Shakespeare's comedy is the same as his tragedy and history, how can it be distinguished? Though opinions on this matter are still up for debate, the majority of comedies have the following traits:

*Comedy through language:* Sharp puns, analogies, and insults are used to parody Shakespeare's comedies.

*Love:* A recurring topic in all of Shakespeare's comedies is love. During the game, we frequently get to know a couple of lovers who overcome challenges in their relationship and end up together. Though few people think of Romeo and Juliet as a comedy, love is the play's central theme, therefore of course, this metric is not always appropriate.

*Intricate Plots:* Shakespeare's comedies include more intricate plots than his tragedies and history do. Plots are converted, although they still have comparable patterns. For instance, the play's climax is invariably located in the third act, and the final scene, in which the lovers finally confess their feelings to one another, is filled with joy.

*Mistaken Identities:* Shakespeare's comedy typically uses mistaken identities to accomplish its plot. Occasionally, this is a deliberate criminal conduct, like in the case of Much Ado About Nothing, where Don Jones uses mistaken identity to persuade Claudio, a lady, that her relative has been unfaithful. a segment In addition, the characters perform scenes on stage, and it is uncommon to see female characters dressing up as male characters. There is one more thing we need to focus on. Despite



the appearance of openness and playfulness, the dramatists point to very important issues in the plays, showing human stupidity and weakness.

### **CONCLUSION**

The pragmatics of Shakespearean comedy depends on the fact that most of his plays in this genre initially must have been commissioned for performance in a private house, or at court. Their wit, in at least one of its functions, had to represent an immediate reaction to circumstances known and intriguing to the audience. This was a short-lived response, either lost beyond this particular place and time, or dependent on scholarly commentary in academic editions. But the modern audience, completely unaware of the “immediate orientation” of the genre, is doomed to lose its pointedness and wit, and, consequently, to consider the play as not worthy of interest.

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## THE THEME OF MOTHERLAND IN ROBERT BURNS' POETRY

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### ABSTRACT

The present article delves into the complex representation of homeland found in the poetry of Scotland's national poet, Robert Burns. It explores the ways in which Burns expresses his strong ties to his own country through language, images, and topic matter. The examination demonstrates a recognition of the challenges encountered by the Scottish people, a celebration of the Scottish landscape, and a reclaiming of cultural history through the usage of Scots accent. Burns' poems elicit a global yearning for belonging, which goes beyond simple patriotism and makes the idea of motherland a potent and enduring motif in his work.

**Keywords:** poetry, Robert Burns, Scottish, motherland, poetry, motherland.

### ANNOTATSIYA

Ushbu maqola Shotlandiya xalq shoiri Robert Berns she'riyatida uchraydigan vatanning murakkab tasvirini o'rganadi. Bu Bernsning o'z mamlakati bilan mustahkam aloqalarini til, tasvirlar va mavzu mavzusi orqali ifodalash usullarini o'rganadi. Imtihon Shotlandiya xalqi duch keladigan qiyinchiliklarni tan olishni, Shotlandiya landshaftini nishonlashni va shotland urg'usini qo'llash orqali madaniy tarixni qayta tiklashni namoyish etadi. Bernsning she'rlari oddiy vatanparvarlikdan tashqarida bo'lgan va vatan g'oyasini uning ijodida kuchli va mustahkam motivga aylantiradigan umuminsoniy mansublikka intilishni uyg'otadi.

**Kalit so'zlar:** she'riyat, Robert Bern, Shotlandiya, ona yurt, she'riyat, ona yurt.

### INTRODUCTION

Robert Burns, the Scottish poet, wrote poetry that was above place and time. However, the idea of the motherland is a recurring theme in his colourful poetry. This theme is a symphony of emotions rather than a single, unchanging note; it is a celebration of Scotland's harsh landscape, a pride in its distinctive cultural legacy, and a sobering acknowledgement of its people's problems. We take a trip through Burns'

poetry to see how he expresses this complex love for his native Scotland, bringing to light not only the core of the country but also a universal want for belonging that cuts across all social classes and time periods.

### **LITERATURE REVIEW**

Numerous academics have studied Robert Burns' poems' motherland subject. In "Mapping the Scottish Nation: Burns and the Poetics of Identity," Fiona Robertson explores how Burns' use of landscape illustrates a developing sense of Scottish nationalism. According to her, the Scottish landscape is portrayed by Burns in a way that goes beyond mere description to investigate and fortify a developing Scottish national identity. Burns develops a distinct feeling of place in his poems by incorporating the country, which connects with readers in Scotland and helps to forge a common national consciousness. In "Romantic Masculinity and the Poetics of Place in Robert Burns," Jane Steffensen examines how Burns' depiction of the homeland shapes masculinity. In "Robert Burns and the Politics of Vernacular," scholars such as Duncan Jones explore how Burns used the Scots dialect to recover the cultural legacy of his country. These investigations lay the groundwork for delving more into Burns's writings' complex portrayal of motherland.

### **METHODOLOGY**

This research will look at how Burns depicts the idea of motherland through a close reading of his poetry. We'll be paying close attention to the language, topic matter, and imagery he uses. Burns' praise of Scotland's customs and natural beauty as well as his depiction of the difficulties its people confront will both be taken into account in the analysis. Through rigorous textual analysis and a review of previous research, this study seeks to provide a comprehensive explanation of Burns' poems' homeland topic.

### **RESULTS AND DISCUSSIONS**

Reading Burns' writings closely provides a complex picture of the motherland.

**Celebration of the Land:** Scottish landscapes are vividly described in Burns' poems. From the imposing hills of Ayrshire in "Tam o' Shanter" to the serene banks of the River Nith in "The Cotter's Saturday Night," he creates a picture of a beautiful but recognisable nation. This profound love of the natural environment turns into an unspoken exaltation of Scotland.

**Reclaiming Heritage via Language:** Burns took a bold step when he chose to write in Scots vernacular. It was a potent reclamation of his motherland's distinct voice, defying the English domination of the moment. Burns preserved the survival of these cultural icons for future generations by reviving ancient folk songs and ballads and incorporating them into his works. By using Scots dialect, the author helps readers understand Scotland's rich history and customs.

**Recognising the Challenges of the People:** The motherland isn't romanticised in Burns' depiction. Poems such as "The Twa Dogs" bring to light the hard reality that the working class in Scotland had to deal with. In a similar vein, "Man Was Made to Mourn" addresses how universal human grief is. Nonetheless, these poems have an underlying attitude of resiliency that is a monument to the Scottish people's unwavering spirit in the face of hardship.

Burns' examination of the motherland goes beyond simple nationalism. It honours Scotland's distinct personality, magnificent scenery, and rich cultural legacy. He doesn't hold back when depicting the difficulties that the average person faces, though. His idea of the motherland gains depth and complexity from this portrayal, which elevates it above mere beauty to a place where people fight, persevere, and find comfort in their shared identity.

More significantly, Burns' poetry creates an idea of universality that extends beyond Scottish boundaries. His appreciation of family, neighbourhood, and the basic pleasures in life appeals to readers of all ages and backgrounds. In this way, the idea of the homeland becomes a metaphor for a fundamental human need for kinship and a sense of belonging to a place that both defines and supports us.

### CONCLUSION

In his poems, Robert Burns explores the homeland and weaves a beautiful tapestry of celebration, struggle, and a need for belonging. Burns creates an expressive and multifaceted portrait of Scotland through the use of language, imagery, and subject matter. He honours its magnificent scenery, recognises the difficulties its people endure, and uses the strength of the Scots accent to recapture its distinctive cultural legacy.

However, Burns' idea of the motherland goes beyond simple nationalism. His poetry arouse a universal longing for home—a cosy, connected place that knows no geographical bounds. Burns' writings, which encapsulate Scotland and the human need for a sense of place, have a lasting impact on readers of all backgrounds and ages, serving as a constant reminder of the strength of our ties to the places we call home.

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## EXPLORING THE ROLE OF TECHNOLOGY IN MODERN LANGUAGE EDUCATION

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### ABSTRACT

Nowadays, modern technologies have an important role in our life, especially in education. Students and pupils can learn foreign languages more effectively with the help of modern technologies and implement grammar in various contexts. The widespread use of innovational technologies makes it easier to learn any foreign languages. The following article explains how new discoveries play an important role in making our lives easier and help in mastering modern languages and in the education system.

**Keywords:** technology, innovation, online resources, grammar, foreign languages, education, English language.

### АННОТАЦИЯ

Эта статья исследует практическое использование пары и групповой работы в преподавании английского языка (ELT). Опираясь на недавние исследования и педагогические знания, он исследует преимущества, проблемы и передовую практику, связанную с этими стратегиями. С помощью обзора литературы и эмпирических доказательств, он обсуждает инновационные подходы для интеграции пары и групповой работы в различных контекстах ELT, учитывая такие факторы, как навыки учащихся и культурного происхождения. Акцентируя внимание на развитии навыков XXI века, он подчеркивает роль совместного обучения в повышении языковой компетентности и коммуникативной компетенции.

**Ключевые слова:** паровая работа, групповая работа, инструкция, технология, обратная связь, современное образование, разговор, технологии, сотрудничество.

## **INTRODUCTION**

As stated in the world standards for language learning, new modern technologies must be used by language teachers to improve foreign language teaching, practice and assessment. Foreign languages such as: English, Germany, Russian, French are the most spoken and are the official language in many countries. English is spoken as the first language of more over 450 million people in 15 nations, including Australia, Canada, and England. More than 30 additional countries, including Thailand, Singapore, India, and many more, also have a large English-speaking population. English language is widely used, which emphasizes how important it is for people to speak fluently since it is essential for every educated person's self-improvement and self-education. The benefits of being fluent in English are numerous and include access to significant works of literature and music that people from all backgrounds and cultures may enjoy and comprehend. Furthermore, being able to communicate comfortably and effectively with individuals from other nations is dependent on having language abilities when traveling abroad. English language ability also opens doors to study at prestigious international universities as it is a necessary requirement for admission.

In addition to previously mentioned advantages, being proficient in English is crucial for securing employment in large organizations. English is important for a variety of fields, including science, technology, trade, business, sports, and the capacity to read international magazines and newspapers. Nearly 80% of contemporary computer data is composed in English, making English skills crucial.

However, learning foreign languages, such as English can be difficult because of its grammar, vocabulary, and pronunciation. Nevertheless, in our century we have a lot of opportunities to learn foreign languages with the help of modern technologies. Today, the internet provides access to get any information sources. Advancement in technology provides new methods for language learning, which can be useful to improve learning process.

## **LITERATURE REVIEW AND METHODOLOGY**

In today's rapidly evolving digital landscape, technology has indelibly left its mark on every aspect of our lives, including the realm of education. As teaching methods and learning experiences are revolutionized by the integration of innovative tools and platforms, it becomes crucial for educators, policymakers, and stakeholders to understand and evaluate the impact of technology on the education sector. Technology, according to 92% of educators, has a positive impact on students' involvement.



When delving into the intriguing world of technology in education, it is impossible to ignore the startling finding that 92% of teachers believe that technology increases student involvement. This striking figure not only demonstrates educators' unwavering belief in the ability of digital innovations to fascinate young minds, but it also bears witness to the increasing necessity of technology in today's classrooms. As a result, in the fabric of Technology in Education Statistics, this specific individual stands out as a crucial link that connects the dots of a compelling story about the convergence of technology and education, offering insightful information to educators, decision-makers, and interested parties who are working to develop engaging learning environments. Moreover, when looking into the use of technology in the classroom, it's amazing to see that 73% of American high school students use their smartphones for academic purposes. This fascinating statistic speaks eloquently about the unmistakable influence of technology on the current academic scene, as well as demonstrating the seamless integration of these little gadgets in revolutionizing learning experiences.

Regarding the advancement of education, the startling finding that 84% of college students prefer technology-assisted learning provides a clear picture of the digital revolution taking place in higher education. This discovery acts as a compass as we explore the huge ocean of technology in education statistics, helping us to grasp the effectiveness of tech-enhanced teaching methods in meeting the needs of today's students. Finding an overwhelming propensity for technology not only emphasizes how crucial it is to incorporate digital tools into the educational environment, but it also shows how creative solutions can promote intellectual development and interest in the pursuit of knowledge.

## **RESULTS AND DISCUSSION**

It is much easier and convenient to learn foreign languages through various modern platforms, web sites and applications. The followings are some common used examples.

Mobile-friendly grammar exercises, tutorials, and quizzes can be found in apps like **“Duolingo”**, **“Hello Talk”**, **“Babbel”**, and **“Memrise”**. They support the mobile learning trend by providing students with bite-sized grammar exercises that they may access from anywhere at any time.

Websites such as **“BBC Learning English”**, **“British Council”**, **“FluentU”** are also very helpful for English language learners. There students can find various grammar exercises, tests and some necessary advises.

In addition, there are numerous grammar tutorials and video lessons are available on YouTube through channels like **“Ted Talk”**, **“English with Lucy”**,

“**Easy English**” and “**Rachel’s English**”. These channels employ engaging visual and audio learning strategies to provide complex grammar explanations.

Moreover, there other ways to learn foreign languages effectively. Immersion in the language, through listening to music, watching TV or movies, or conversing with native speakers, is one method to activate the subconscious mind. You can effortlessly and subconsciously absorb new information by engaging in these activities. To increase memory and retention, experts advise practice new terms in a variety of settings. Learning new language requires repetition, and speaking with other students or native speakers can help you get better at communicating. In addition, engaging with English-speaking people, listening to audio and video content, and reading captivating books and stories may all stimulate your interest in the language and help you pick up new words and phrases rapidly. People can improve their communication skills by learning new vocabulary, grammatical constructions, and expressions through reading in English. Reading will also help students become more proficient overall and expand their understanding of a wide range of subjects and writing styles.

Examining Technology in Education Statistics reveals an astounding finding: online learning increases retention rates by a whopping 25–60%. This striking figure demonstrates how digital education can significantly improve students’ comprehension and retention of information. The door opens to an unparalleled era of successful learning experiences, improved teaching strategies, and students controlling their own academic destiny as educators and institutions embrace the power of technology. Let’s travel together towards a brighter future where technology shows the way to exceptional, improved learning outcomes.

## **CONCLUSION**

All things considered, knowing English has become crucial in the globalized world of today, and being able to communicate well in it can greatly enhance one’s chances both personally and professionally. Despite the many difficulties involved in learning English, technological developments have produced creative solutions that have made the process more approachable and interesting. Although learning a new language takes commitment and perseverance, there are many benefits. Learning a language may be made pleasurable and fulfilling by utilizing cutting-edge technologies, practicing in various settings, and tapping into the subconscious mind. Proficiency in English language acquisition facilitates opportunities for individual and occupational development, cultural sensitivity, and intercultural dialogue. As a result, we urge people to use the tools at their disposal to study English and improve

their language proficiency. Anyone may learn this important ability and prosper in the globalized world of today with the correct approach.

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## SHE'RIY TARJIMA MUAMMOLARI

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### ANNOTATSIYA

Ushbu maqolada she'riy tarjimashunoslikda uchraydigan muammolar, tarjimon mahorati, nuqson – kamchiliklari va tarjima go'zalliklari haqida to'xatalamiz. Xususan J. W. Goethening mashhur „Faust“ asarini o'zbek tiliga (rus tilidan) tarjima qilgan Erkin Vohidov va nemis tilidan bevosita tarjima qilgan Posho Ali Usmonning tarjima usullari va mahorati, qolaversa tasmollab tarjima qilish masalalari xususida bahs yuritiladi.

Tayanch so'zlar: she'r, tarjima, tarjimon, tarjimon mahorati va kamchiliklari, J.W.Goethe, Erkin Vohidov, Posho Ali Usmon, tasmollab tarjima qilish...

**Kirish:** Tarjima odatda oddiy so'zlar yig'indisi sifatida ko'rinishi mumkin. Biroq, uning zahirida kitobxon uchun, bir qarashda kishi anglashi qiyin bo'lgan murakkab jarayon yotadi. Qolaversa, tarjima jarayonining o'ziga xos jihatlari borki, bu tarjimondan ko'proq mahorat va ma'suliyatni talab etadi. Uni yanada izlanishga, qayta va qayta tahlil qilib, so'zning nozik jihatlari olib chiqishga majbur qiladigan leksik, grammatik hamda stilistik bo'yoqdorlik kabi bir qator muammolar ustida bosh qotirishga undaydi. Buning sababi biror-bir tildan ixtiyoriy olingan bir matnni boshqa bir tilga tarjima qilishda til bilish ko'nikmalarining o'ziga kifoya qilib qolmaydi. Badiiyat ilmidan tarjimon tarjima masalalarini to'laqonli anglabgina qolmasdan, birmuncha ijodkorlik qobiliyatiga ham ega bo'lmog'i lozim. Badiiy asarni tarjima qilishda iste'dod, ilhom kabi mavhum unsurlarning roli beqiyosdir. Shu bois, tarjimaning boshqa turlari (sinxron, ilmiy-texnikaviy, siyosiy-publisistik, axbarot-analitik materiallar tarjimasini) bilan shug'ullanuvchi tarjimonlar tarjimaning eng murakkab hamda o'ta nozik turi hisoblanmish badiiy tarjimaga har doim ham qo'l urishga botina olmaydilar. Ilmiy matnlar tarjimasida kitobxonga muayyan xabarning asosiy mazmunini yetkazib berish tarjimaning maqsadini tashkil etsa, badiiy tarjimada va ayniqsa uning yuragi bo'lmish she'riy tarjimada asar muallifining ichki kechinmalari hamda ruhiyatini asl holicha saqlab qolish uning asosiy maqsadi hisoblanadi.

Ma'lumki, tarjima ham muayyan darajada tarjimoning ijod mahsuli hisoblanadi. Yetuk tarjimon Erkin Vohidov aytganidek: "Ilhomsiz yaratilgan har qanday asar, sevgisiz olingan bo'saga o'xshaydi". Haqiqatdan ham muhabbatsiz olingan o'pich qanchalar sovuq va yoqimsiz bo'lsa, ilhomsiz yaratilgan asar ham shunchali jozibasizdir. She'riy tarjimada tarjima qilinayotgan matn mazmuni saqlanibgina qolmasdan, uning ohangdorligiga ham katta ahamiyat qaratilishi lozim bo'ladi. Bu holat esa o'z o'rnida tarjimondan ulkan mahorat hamda shoirlikdan bir muncha xabardor bo'lishlikni talab etadi. Negaki, ba'zi so'z yoki so'z birikmalarini asl holicha tarjima qilishning imkoni bo'lmaydi. Bunda she'r misralardagi o'zaro qofiyadorlikni saqlab qolish mushkul bo'lib qoladi. Yoki aksincha, qofiya saqlanib qolinganda undagi ruhiyatni tarjima tiliga to'laqonli ko'chirib o'tish masalasi tug'iladi.

Tarjima bu bir tildagi matnni boshqa tilda qayta yaratishdan iborat adabiy ijod turi bo'lib tarjima millatlararo muloqotning eng muhim ko'rinishidir. Asliyat va qayta tiklangan matn xususiyatiga qarab badiiy tarjima, ilmiy tarjima va boshqa turlarga ajratiladi. Asl nusxani aks ettirish tarziga ko'ra tafsir, tabdil, sharh kabi ko'rinishga ham ega bo'lishi mumkin. Tarjima qadimgi davrlarda, turli qabilaga mansub kishilar orasidagi o'zaro aloqa, muloqot ehtiyoji tufayli yuzaga kelgan. Tilmochlik deb ataladigan bu og'zaki turi hozirgacha ham saqlanib kelgan va bu hozirgi davr tarjimonlar faoliyatida o'z aksini topadi. Tarjima odatda oddiy so'zlar yig'indisi sifatida ko'rinishi mumkin. Biroq, uning zamirida o'quvchi uchun bir qarashda kishi anglashi qiyin bo'lgan murakkab jarayon yotadi. Qolaversa, bu tarjimonni ko'proq izlanishga, qayta-qayta tahlil qilib so'zning nozik jihatlarini olib chiqishga majbur qiladi. Bundan tashqari leksik, grammatik hamda stilistik bo'yoqdorlik kabi bir qator muammolar bor. Buning sababi biror-bir tildan ixtiyoriy olingan bir matnni boshqa bir tilga tarjima qilishda til bilish ko'nikmalarining o'zigina kifoya qilib qolmasligidir.

Y.V.Gyote ijodi o'tgan asrning 20- yillaridan boshlab Cho'lpon, Oybek, Shayxzoda va boshqa turli yozuvchi va shoirlar tomonidan o'zbek tiliga tarjima qilina boshlandi. Adibning "Faust" tragediyasi taniqli ijodkor Erkin Voxidov tomonidan (rus tili orqali) 1972-75-yillar, 2007-yil esa Posho Ali Usmon tomonidan bevosita, "Mag'ribu mashriq devoni" Sadriddin Salim Buxoriy tomonidan 1985-90-yillar, "Yosh Verterning iztiroblari" romani Y.Egamova tomonidan 1975-yil o'zbek tiliga o'girilib, nashr etildi. Gyotening "Faust" tragediyasi (1768- 1832) jahon adabiyotidagi shoh asarlardan biri hisoblanadi. Ushbu asar adibning butun ijodiy faoliyati davomidagi izlanishlarining samarasi bo'ldi. Adib bu asar ustida qarib oltimish yildan ziyod mehnat qildi (umri davomida yozilgan asar). Drama ikki



qism va 12111 she'riy parchadan iborat. [1.] Y.V.Gyotening "Faust" tragediyasi yuqorida takidlab o'tganimizdek 1972-yil Erkin Vohidov tomonidan o'zbek tiliga asarning har ikki qism bilvosita shuningdek taniqli tilshunos Posho Ali Usmonov tomonidan 2007-yil (35-yil mobaynida asarning faqat 1-qismini) bevosita tarjima qilib, nashr etishgan. Shu boisdan ham asarning ikkinchi qismida tahlil etiladigan idioma va maqollar aynan Erkin Vohidov tarjimasidan keltiriladi. Quyida ijodkorning "Faust" tragediyasidan misollar keltirib o'tarkanmiz, yuqoridagi fikrlarimizga yana bir karra amin bo'lamiz.

SCHÜLER: ...Das sollt Ihr mir nicht  
Zweimal sagen!

Ich denke mir, wie viel es nützt  
Denn, was man schwarz auf weiß  
Besitzt,

Kann man getrost nach Hause tragen. [2. S 38. (Vers 1966 f.)]

Ushbu she'riy to'rtlikdagi qora harflar bilan alohida ajratib ko'rsatilgan (etwas) schwarz und weiß besitzt(en) [1.1. S. 1110.] iborasi o'zbek tiliga Erkin Vohidov tomonidan (bilvosita) quyida talqinda keladi:

Tolib: ...Yozib olgum bitta qo'ymay, soz,  
Yozishga men juda ishqiboz.

Ayon, neki xatga tushdi, bas,  
Uni aslo yo'qotib bo'lmas. [3. 78-b.]

Yana bir ijodkor Posho Ali Usmon (bevosita) esa ushbu misralarni quyidagicha beradi:

TOLIB: ...Takror aytishning yo'qdur  
Zarurati,

Bilaman uning nechuk vojibligin;  
Sal qoralansa bas oq qog'oz beti,  
Mumkindir uyga olib borishligim. [4. 77-b.]

Olmon tilidagi ushbu etwas schwarz auf weiß besitzen iborasining asl mazmuni "rasman (qog'ozda tasdiqlangan) huquqga egalik qilish", so'zma-so'z tarjimasi esa oqqa qorani o'tkazmoq, (qoraga oq bilan yozib qo'ygandek, aniq-ravshan yozib yo'yilgan) [6.] degani. Hozirda nemis tili muomalasida keng qo'llanib kelinayotgan ushbu iborani ilk bor Y.V.Gyote o'z asarida qo'llab, shu idiomaning muallifiga aylangan. Bu esa ijodkorni naqat buyuk adib, baliki olmon tilshunosligiga katta hissa qo'shgan olim ekanidan darakdir. Mutarjimlarning har ikkisi ham nemis tilidagi Schüler [1.1. S. 1104.] so'zini "o'quvchi" deb emas, balki "tolib" deya, asar ruhiyatiga o'sha zamon nafasini bergan. Yuqoridagi misralar



tahliliga keladigan bo‘lsak, Erkin Vohidov “Denn, was man schwarz auf weiß besitzt” misrasini “Ayon, neki xatga tushdi, bas” tarzida tarjima qilib, V.N.Komissarovning leksik transformatsiya nazariyasi, ya’ni leksiksemantik almashtirishlar: konkretlashtirish, umumlashtirish uslubidan, Posho Ali Usmon esa o‘sha misrani “Sal qoralansa bas oq qog‘oz beti”, deya o‘girib, grammatik transformatsiya, ya’ni so‘zma-so‘z tarjima, gaplarning qo‘shilib ketishi usulidan [6. C.215] foydalanadi. Yuqoridagi misraga bizning fikrimiz quyidagicha:

Tolib: Takror etmoqning yo‘qdir

Hojati!

Nima qilmoqni bilgayman o‘zim

Ki, kimsaning egalik haqi,

Har yerda o‘tgay uning so‘zi. Shu o‘rinda har ikki ijodkorlar, Erkin Vohidov hamda Posho Ali Usmon etwas schwarz auf weiß besitzen iborasini o‘zbek tiliga aynan mazmunini bermay, o‘sha iboraga yaqin, mazmunan mos keladigan iborni mahorat bilan qo‘llaydi. Bu esa transformatsiya usulining uchinchi turi, ya’ni aslyat va tarjima matnlar orasidagi mantiqiy aloqaga asoslanishdi.

Xulosa. Haqiqatdan ham she’riy tarjima o‘ta murakkab tarjima jarayonlaridan biri. Shunga qaramasdan shoir-tarjimonlarimiz bu zahmatli vazifani ado etishda o‘ziga xos,shu bilan bir qatorda birmuncha samarali ishlarni amalga oshirishmoqda . She’riy matn uchun shakl nafaqat asarning semantik elementlari ierarxiyasi, balki she’riyatga xos bo‘lgan til atributlari: ritm, qofiya, strofik, unlilar va undoshlar o‘rtasidagi munosabatlar, uzunlik, musiqiylik va boshqalar she’riy matnga o‘ziga xos tartib bag‘ishlaydi, bu esa she’riy matndagi so‘zlarni tilga ko‘proq qaram qiladi. Adabiy asardagi so‘z har qanday qo‘llanishda bir vaqtning o‘zida o‘zining barcha semantic va uslubiy imkoniyatlarini aniq yoki yashirin shaklda namoyon qilishi mumkin. Shuning uchun aytish mumkinki, she’riy asardagi so‘z o‘ziga xos sifat va mazmun kasb etadi. Ustoz Asqad Muxtor aytganidek “tarjimon – chizmakash emas, rassomdek ijod qiladi va tarjimaning turli, jumladan, metonimik transformatsiya usullari, implitsit ma’nolarini, eksplitsit bayon qilish usullari orqali muallif fikrini o‘quvchiga yetkazib berishga harakat qiladi. Ammo to‘rt satr she’rdagi ohang va lirik kechinmalarni o‘quvchi qalbidan joy oladigan darajada tarjima qilish yuqorida aytib o‘tganimizdek, shoirona ilhom va mahorat talab qiladi.” Haqiqatdan ham she’riy tarjima o‘ta murakkab jarayon hisoblanadi. Tarjimani san’at darajasiga ko‘tarish uchun avvalo adabiyotni, she’riyatni ixlos, muhabbat, fidoyilik bilan bilish va sevish kerak. She’riy tarjimada esa faqatgina til bilish ko‘nikmalariga tayanibgina qolmasdan balki, ilhom, qolaversa, tug‘ma iste’dod bo‘lishi ham muhim unsur ekanligini chuqur anglab yetmog‘imiz zarur.

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## ENGLISH ROMANTICISM AND ITS DEVELOPMENT

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### ABSTRACT

English Romanticism was a late 18th- and early 19th-century literary and artistic movement that placed a strong emphasis on individual expression, emotion, and imagination. It originated as a response to the strict framework of Neoclassicism and the Enlightenment's emphasis on reason and logic.

**Keywords:** English Romanticism, Romanticism, literature, art, imagination, nature, individualism, creativity, transcendentalism.

### INTRODUCTION

An important shift in cultural perspective was symbolised by English Romanticism, a thriving artistic and intellectual movement that peaked between the late 18th and early 19th centuries. It arose as a reaction to the inflexible Neoclassical architecture and the Enlightenment's emphasis on reason and logic. Rather, Romanticism promoted feeling, creativity, and the ability to express oneself. This introduction successfully lays the groundwork for a more thorough examination of the origins and essential elements of English Romanticism.

### FINDINGS

English Romanticism is characterised by a number of important traits.

**Emotion and Subjectivity:** Romantic writers and artists valued communicating their deepest emotions and placed a higher value on personal imagination and intuition than Enlightenment reason.

**Nature:** It was believed that the natural world was a source of inspiration, beauty, and spiritual renewal. Nature was frequently used as a backdrop and a mirror of the human soul in romantic literature.

**Individualism:** Romanticism emphasised each person's own individuality and creative potential. The battle for self-expression, uniqueness, and personal identity were common themes.

**Creativity and Imagination:** Imagination was valued as a power that could surpass logic and reason. Romanticism made use of colourful imagery, symbolism, and mythical aspects.

## **FOLKLORE AND MYTHOLOGY:**

A curiosity with the enigmatic and otherworldly facets of the human experience led to inspiration being derived from folklore, mythology, and the paranormal.

Prominent authors who addressed themes of nature, love, the paranormal, and the power of imagination included William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, John Keats, and Lord Byron.

Beyond literature, English Romanticism had an impact on philosophy, music, and the arts. It influenced movements such as European Symbolism and American Transcendentalism. Romanticism's influence can still be seen in contemporary literature and art, even though it peaked in the middle of the 19th century.

## **CONCLUSION**

The focus that English Romanticism placed on feeling, creativity, and personal expression had a long-lasting effect on society. Its effect may still be seen today, having influenced countless writers, painters, and intellectuals over the years. In today's environment, the Romantics' views on the creative potential of humans, the value of subjective experience, and the strength of nature are still very important.

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## HUMOR AND SATIRE IN WILLIAM SHAKESPEARE'S COMEDIES

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### ABSTRACT

This thesis delves into the intricate tapestry of humor and satire woven throughout William Shakespeare's comedies. While Shakespeare is renowned for his mastery of language and drama, his comedies often stand out for their sharp wit, comedic situations, and satirical undertones. Through a comprehensive examination of select comedies, including "A Midsummer Night's Dream," "Twelfth Night," and "Much Ado About Nothing," this thesis aims to illuminate the various forms and functions of humor and satire employed by Shakespeare. By analyzing comedic devices, character interactions, and thematic elements, this study seeks to elucidate how Shakespeare employs humor and satire not only for entertainment but also as a means of social critique, cultural commentary, and human reflection.

**Keywords:** William shakespeare, comedies, humor, satire, verbal wit, situational comedy, social critique, characterization, gender roles, societal norms.

### INTRODUCTION

William Shakespeare, often hailed as the greatest playwright in the English language, crafted a diverse repertoire of works that span tragedy, history, and comedy. While his tragedies and histories are revered for their profound exploration of the human condition, it is in his comedies that Shakespeare's wit, humor, and satire shine most brightly. From the enchanting forests of "A Midsummer Night's Dream" to the romantic entanglements of "Twelfth Night" and the witticisms of "Much Ado About Nothing," Shakespeare's comedies offer a rich tapestry of laughter, intrigue, and social commentary. At first glance, Shakespeare's comedies may appear as lighthearted romps filled with mistaken identities, romantic escapades, and festive revelry. Yet, beneath the surface, these plays are imbued with a complexity that transcends mere entertainment. They serve as vehicles through which Shakespeare interrogates the social mores, gender dynamics, and power structures of his time, offering astute observations on the human condition that resonate across centuries. This introduction sets the stage for a comprehensive exploration of humor and satire in Shakespeare's comedies, elucidating their significance in both the playwright's oeuvre and the broader literary canon. By delving into the nature of humor, the

function of satire, and their interplay with characterization, this study seeks to unveil the multifaceted layers of meaning within Shakespeare's comedic works. Furthermore, it endeavors to demonstrate how Shakespeare's comedic genius extends beyond mere amusement, offering profound insights into the complexities of society, humanity, and the perennial quest for love and laughter. Through a nuanced analysis of select comedies, this thesis aims to showcase Shakespeare's mastery of comedic craft while illuminating the enduring relevance of his work in today's world. By examining the ways in which humor and satire intersect with themes of identity, power, and social order, we can gain a deeper appreciation for the timeless appeal and enduring legacy of Shakespearean comedy. As we embark on this journey through the whimsical world of Shakespeare's comedies, let us heed the words of the Bard himself: "The play's the thing wherein I'll catch the conscience of the king." *The Nature of Humor in Shakespeare's Comedies*. Examines the diverse manifestations of humor in Shakespeare's comedies, ranging from verbal wit and puns to physical comedy and situational humor. Through close analysis of specific scenes and dialogues, it explores how Shakespeare employs humor to engage the audience, create comedic tension, and enhance character dynamics. Furthermore, it investigates the role of humor in shaping the thematic concerns of the comedies and its effectiveness in eliciting laughter and amusement from audiences across different cultural and historical contexts.

## **MAIN PART**

Humor and satire are integral components of William Shakespeare's comedies, enriching his works with wit, irony, and social commentary. Through a diverse array of comedic devices and techniques, Shakespeare masterfully infuses his comedies with layers of humor and satire that both entertain and provoke thought. From witty wordplay and comedic situations to satirical portrayals of societal norms and human folly, Shakespeare's comedies offer a rich tapestry of laughter and insight that continues to captivate audiences across generations.

One of the primary vehicles of humor in Shakespeare's comedies is verbal wit. Characters engage in playful banter, clever repartee, and puns, demonstrating Shakespeare's unparalleled skill with language. This verbal dexterity not only delights audiences but also serves to highlight the intelligence and quick-thinking of the characters. In "Much Ado About Nothing," for example, Benedick and Beatrice engage in a battle of wits, exchanging sharp-tongued barbs that reveal their mutual attraction beneath their outward animosity. In addition to verbal wit, Shakespeare employs situational comedy to great effect in his comedies. Mistaken identities,



miscommunications, and slapstick humor abound, creating a sense of whimsy and chaos that drives the plot forward. In "Twelfth Night," the mistaken identity of Viola disguised as Cesario leads to a series of humorous misunderstandings and romantic entanglements, culminating in a resolution that is as satisfying as it is comedic. However, Shakespeare's comedies are not merely vehicles for escapism; they also serve as platforms for social critique and satire. Through the lens of comedy, Shakespeare exposes the absurdities and hypocrisies of society, challenging conventional norms and values. In "The Taming of the Shrew," for instance, Shakespeare satirizes patriarchal attitudes towards women through the outrageous antics of Petruchio as he attempts to "tame" his headstrong wife, Katharina. Moreover, Shakespeare's comedies often feature a cast of colorful characters who embody various social roles and stereotypes. These characters serve as targets for Shakespeare's satire, allowing him to critique societal hierarchies, class distinctions, and gender roles. Whether it's the pompous Malvolio in "Twelfth Night" or the bumbling Dogberry in "Much Ado About Nothing," Shakespeare's characters are often exaggerated caricatures that highlight the folly and absurdity of human behavior.

### **Satire as Social Critique in Shakespearean Comedy**

This chapter delves into the satirical elements embedded within Shakespeare's comedies, focusing on how the playwright utilizes irony, parody, and caricature to comment on societal norms, gender roles, and hierarchical structures. Drawing upon examples from plays such as "The Taming of the Shrew" and "Measure for Measure," it explores how Shakespeare employs satire to interrogate power dynamics, expose hypocrisy, and challenge conventional notions of morality and virtue. Additionally, this chapter investigates the dual function of satire in both entertaining and enlightening audiences, as well as its potential to incite reflection and social change.

### **Humor and Satire in Characterization**

This chapter examines the role of humor and satire in shaping character identities and relationships within Shakespeare's comedies. Through a comparative analysis of comedic archetypes and recurring motifs, it explores how characters such as the fool, the trickster, and the witty protagonist contribute to the comedic dynamics of the plays. Moreover, it investigates how Shakespeare uses satire to subvert stereotypes, deconstruct social hierarchies, and challenge audience perceptions of gender, class, and ethnicity. By focusing on character-driven humor and satire, this chapter illuminates the complexities of human behavior and the nuances of interpersonal relationships depicted in Shakespeare's comedies.

## CONCLUSION

In conclusion, William Shakespeare's comedies stand as timeless masterpieces that intertwine humor and satire to create a rich tapestry of entertainment, insight, and social commentary. Across plays such as "A Midsummer Night's Dream," "Twelfth Night," and "Much Ado About Nothing," Shakespeare demonstrates his unparalleled ability to craft witty dialogue, comedic situations, and satirical portrayals of society that continue to resonate with audiences centuries after they were written. Through verbal wit and situational comedy, Shakespeare infuses his comedies with laughter and amusement, engaging audiences with clever wordplay, mistaken identities, and humorous misunderstandings. Yet, beyond mere entertainment, Shakespeare employs humor as a vehicle for social critique, challenging societal norms, gender roles, and hierarchical structures. Characters such as Petruchio, Malvolio, and Benedick serve as targets for Shakespeare's satire, embodying exaggerated caricatures that expose the folly and absurdity of human behavior. Furthermore, Shakespeare's comedies offer audiences a mirror through which to reflect on their own society and values. By lampooning the foibles and hypocrisies of his time, Shakespeare invites audiences to consider the universal truths embedded within his comedic works, prompting laughter as well as contemplation. As we continue to revisit and reinterpret Shakespeare's comedies, we are reminded of the enduring power of laughter and the profound insights offered by his comedic genius. Through humor and satire, Shakespeare transcends the boundaries of time and culture, speaking to the timeless truths of the human condition and ensuring that his comedies remain as relevant and impactful today as they were in his own time.

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## WILLIAM SHAKESPEARE'S LEGACY IN 21 CENTURY

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### ABSTRACT

William Shakespeare, often regarded as the greatest playwright in the English language, continues to wield a profound influence in the 21st century. Despite the temporal and cultural distance that separates contemporary society from Elizabethan England, Shakespeare's works persist as timeless reflections of the human condition. This thesis explores the multifaceted nature of Shakespeare's legacy in the modern era, examining its impact on literature, theater, film, education, and popular culture. Through an interdisciplinary approach, it investigates how Shakespeare's themes, characters, language, and dramatic techniques resonate with audiences worldwide, transcending geographical, linguistic, and temporal boundaries. Furthermore, it explores the ways in which adaptations, reinterpretations, and appropriations of Shakespeare's works reflect and shape contemporary attitudes, values, and ideologies. By analyzing the enduring significance of Shakespeare's legacy, this thesis seeks to illuminate the enduring relevance of his writings and their enduring ability to captivate, inspire, and provoke thought in the 21st century.

**Keywords:** Shakespearean scholarship, interdisciplinary approaches, digital humanities, gender representation, race and ethnicity, class dynamics, digital archives, textual analysis, multimedia resources, online platforms.

### INTRODUCTION

William Shakespeare, the Bard of Avon, stands as a towering figure in the annals of world literature, with his works transcending time and space to capture the imagination of audiences across centuries. As we navigate the complexities of the 21st century, Shakespeare's legacy endures as a vibrant tapestry woven into the fabric of our cultural, literary, and theatrical landscapes. From the hallowed halls of academia to the bustling streets of global metropolises, Shakespeare's words continue to resonate, offering profound insights into the human condition and serving as a touchstone for artistic expression, intellectual inquiry, and societal reflection. We embark on a journey to explore the enduring legacy of William Shakespeare in the 21st century. Through a multidimensional lens, we will delve into the myriad ways in which Shakespeare's works, themes, characters, and language continue to permeate

contemporary culture, leaving an indelible mark on literature, theater, film, education, and popular discourse. Drawing upon a rich tapestry of scholarly research, critical analysis, and real-world examples, we will unravel the intricate threads of Shakespeare's influence, examining how his legacy resonates with audiences, creators, and scholars in our modern era. As we embark on this exploration, we are confronted with a fundamental question: What is it about Shakespeare that continues to captivate and inspire us in the 21st century? Perhaps it is the timeless universality of his themes—love and betrayal, ambition and power, jealousy and redemption—that speaks to the eternal truths of the human experience. Or maybe it is the richness and complexity of his characters—Hamlet, Juliet, Lear, and Lady Macbeth—who continue to inhabit our collective consciousness, inviting us to ponder their motivations, flaws, and triumphs. Moreover, Shakespeare's language—the rhythmic cadence of iambic pentameter, the lyrical beauty of his verse, the incisive wit of his dialogue—remains a source of awe and admiration, challenging us to grapple with its intricacies and reveling in its musicality. In a world marked by rapid technological advancement and ever-changing cultural norms, Shakespeare's words serve as a beacon of stability and solace, offering a refuge in the storm of modernity. Throughout this thesis, we will examine Shakespeare's legacy from multiple vantage points, tracing its influence across diverse domains and interrogating its significance in an ever-evolving cultural landscape. From the stage to the screen, from the classroom to the digital realm, we will explore the myriad ways in which Shakespeare continues to shape and enrich our lives, inviting us to engage with his works in new and unexpected ways. In doing so, we hope to shed light on the enduring power of Shakespeare's legacy, affirming its relevance and resonance in an age marked by constant change and uncertainty. For as long as there are hearts to beat and minds to ponder, the words of William Shakespeare will continue to echo through the corridors of time, reminding us of our shared humanity and inspiring us to strive for greatness in the face of adversity.

## **MAIN PART**

### **Literature Review**

Shakespearean scholarship has undergone a renaissance in the 21st century, fueled by advancements in literary theory, historical research, and digital humanities. Academics and literary critics have continued to explore Shakespeare's works with renewed vigor, unearthing fresh insights and perspectives that challenge conventional interpretations. One notable trend in contemporary Shakespearean studies is the emphasis on interdisciplinary approaches, which draw upon fields such as psychology, sociology, cultural studies, and postcolonial theory to illuminate the

complexities of his texts. For instance, scholars have scrutinized Shakespeare's representations of gender, race, and class, uncovering the ways in which his plays both reflect and subvert prevailing social hierarchies. Moreover, the proliferation of digital archives and databases has revolutionized the study of Shakespeare, enabling scholars to conduct large-scale textual analysis, track historical trends, and trace the circulation of his works across time and space. Digital tools have also facilitated collaborative research projects and interdisciplinary exchanges, fostering new avenues for scholarly inquiry and debate. In addition to traditional print scholarship, the 21st century has witnessed a surge in multimedia and online resources devoted to Shakespearean studies. Websites, podcasts, and social media platforms provide forums for scholars, students, and enthusiasts to engage in discussions, share resources, and disseminate research findings to broader audiences. Digital editions, interactive maps, and virtual reality simulations offer innovative ways of experiencing and interpreting Shakespeare's texts, making them more accessible and engaging for contemporary readers and viewers. Furthermore, the global reach of Shakespearean scholarship has expanded in recent years, with scholars from diverse cultural backgrounds contributing to a more inclusive and polyvocal understanding of his works. Transnational and comparative approaches highlight the ways in which Shakespeare's plays have been adapted, translated, and appropriated in different cultural contexts, shedding light on the complexities of cultural exchange and reception. Overall, the literature on Shakespeare in the 21st century reflects a vibrant and dynamic field of study, characterized by ongoing debates, interdisciplinary collaborations, and technological innovations. As scholars continue to grapple with the complexities of Shakespeare's legacy, his works remain a rich source of inspiration and intellectual inquiry, inviting us to reconsider our assumptions about literature, history, and the human condition.

### **Theater and Performance**

In the realm of theater, Shakespeare remains as relevant and popular as ever. His plays continue to be staged in theaters around the world, attracting audiences of all ages and backgrounds. Moreover, Shakespearean performance has undergone a process of constant innovation and reinterpretation, with directors and actors bringing new perspectives to his timeless works. From traditional productions faithful to the original text to avant-garde adaptations that reimagine Shakespeare in contemporary contexts, the theatrical legacy of Shakespeare remains vibrant and dynamic in the 21st century.



## **Film and Media**

Shakespeare's influence extends beyond the stage to the realm of film and media. His plays have been adapted into numerous movies, television shows, and digital media projects, reaching audiences on a global scale. These adaptations range from faithful retellings set in period settings to modernized versions that transpose Shakespearean plots and characters into contemporary contexts. Whether in the form of lavish Hollywood productions or independent art-house films, Shakespeare's works continue to inspire filmmakers and captivate audiences in the digital age.

## **Education and Scholarship**

In the field of education, Shakespeare occupies a central place in curricula at all levels, from primary school to university. His works are studied not only for their literary merit but also for their insights into language, history, culture, and human nature. Moreover, Shakespearean scholarship remains a vibrant and dynamic field of inquiry, with scholars exploring a wide range of topics, including textual analysis, performance history, cultural adaptation, and reception studies. Through academic research, teaching, and outreach initiatives, Shakespearean educators and scholars continue to foster an appreciation for the Bard's enduring legacy among students and the wider public.

## **CONCLUSION**

In conclusion, William Shakespeare's legacy in the 21st century is multifaceted, enduring, and far-reaching. His works continue to resonate with audiences worldwide, transcending temporal, cultural, and linguistic boundaries. Whether in literature, theater, film, education, or popular culture, Shakespeare's influence remains pervasive and profound, shaping the way we think about ourselves and the world around us. By examining the various dimensions of Shakespeare's legacy, this thesis has sought to illuminate the enduring relevance and significance of his works in the modern era. As we navigate the complexities of the 21st century, Shakespeare's timeless wisdom and insight continue to offer us solace, inspiration, and a deeper understanding of the human condition.

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## INVOLVES THE UTILISATION OF LANGUAGE LEARNING APPLICATIONS IN COLLABORATIVE LEARNING

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### ABSTRACT

Due to their accessibility and flexibility, language study applications are becoming more popular. These apps can be improved with collaborative learning methodologies. This thesis examines how language learning applications' group activities and challenges affect language acquisition. It investigates the theoretical foundations of collaborative learning, language learning app and collaborative learning literature, and group activity and challenge efficacy in language acquisition (qualitative and quantitative). This research reveals how collaborative learning practices might improve language acquisition in digital environments.

**Keywords:** Collaborative learning, language learning apps, group activities, challenges, language acquisition, digital environments, effectiveness, mobile learning, interaction, engagement.

### INTRODUCTION

Language learning has moved beyond classrooms to digital platforms in today's interconnected society. According to P. Twining flexibility, engagement, and personalisation make language learning apps powerful [3]. These apps provide collaborative language learning as well as individual study. Language learners can build community, enhance their learning, and engage in dynamic exchanges through group activities and challenges. Collaborative language learning apps change how people learn languages. Instead of working alone, students can now collaborate with classmates worldwide to study. Through virtual classrooms, discussion forums, and interactive challenges, these platforms help students collaborate across cultures and borders. This introduction examines how collaborative language learning apps might transform. We discover how these platforms encourage active engagement, motivation, and cultural exchange through group activities and challenges. We discuss how collaborative learning improves speaking and listening skills, confidence, and linguistic diversity. In the digital world of language acquisition, collaborative learning encourages learners to thrive together. This exploration reveals

how language instruction has changed and how technology facilitates collaborative learning.

### **TYPES OF APPS ACCORDING TO FUNCTIONS**

The report by A. Jones says that virtual Language Exchanges: Language learning apps allow learners to communicate with native or proficient speakers of the target language [4]. These organised or unstructured conversations allow learners to practise speaking, listening, and cultural exchange in real time. Tandem and Hello Talk allow users to correct each other's faults and share cultural and colloquial terms.

Group Challenges and Competitions: Many language learning apps inspire and build community through group challenges and competitions. These challenges may involve timed activities, quizzes, or games. Such activities allow students to practise their language skills, collaborate, discuss strategies, and celebrate successes. This gamified strategy boosts engagement and regular practice, accelerating language learning.

Language learning applications offer collaborative projects and assignments that demand teamwork. Group assignments, presentations, storytelling, and role-playing are examples of these undertakings. Together, learners share strengths, develop ideas, and give constructive comments, creating a friendly learning environment. Besides improving language skills, collaborative projects teach communication and collaboration skills useful in many situations.

### **DISCUSSION**

Language acquisition is transformed by collaborative learning using language learning applications to create dynamic and interactive learning environments. This section explores the implications, challenges, and prospects of app-based collaborative language learning.

Improved Engagement and Motivation: Collaborative learning fosters community and accountability through social dynamics. Group activities and challenges push students to participate and progress. Many language learning apps are gamified, encouraging learners to compete or work together to attain goals. This increased engagement keeps language learning interesting and reduces the risk of burnout from alone study.

Cultural Exchange and Diversity: Collaborative language learning allows learners to meet peers from different languages and cultures across borders. Virtual exchanges, discussion forums, and collaborative projects help learners practise language skills and understand diverse cultures, traditions, and perspectives. This exposure increases cultural empathy and awareness of language-culture relationships.

However, courteous and inclusive relationships across multiple cultural contexts require careful moderation and guidance.

## **RESULTS**

Collective language learning via language learning applications has many benefits that improve language acquisition. This section describes the practical effects of app-facilitated collaborative language learning.

## **CONCLUSION**

Collective language learning through language learning apps transforms language acquisition by using technology to create dynamic and inclusive learning settings. Virtual exchanges, group challenges, peer feedback, and cultural interchange create a supportive community of language learners who actively engage with information and each other. Language learners increase their language skills, communication, and cultural awareness through collaborative learning. Collaborative language learning spaces foster camaraderie and mutual support, encouraging learners to persevere and celebrate triumphs. Collaborative language learning applications will democratise language instruction and promote intercultural understanding worldwide as technology advances and the digital landscape changes. Collaboration allows learners to overcome language obstacles, interact with other groups, and discover and enrich their languages and cultures for life. In this interconnected world, collaborative language learning fosters cross-border respect, empathy, and collaboration, improving global communication and comprehension.

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## OPTIMISM OF WILLIAM SHAKESPEARE'S TRAGEDIES

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### ABSTRACT

William Shakespeare's tragedies are often viewed through a lens of despair, highlighting the inevitable downfall of protagonists amidst a backdrop of tragedy and suffering. However, this thesis seeks to explore a different perspective by examining the subtle undercurrents of optimism that permeate Shakespeare's tragic works. By analyzing themes, character arcs, and literary techniques employed by Shakespeare, this study aims to demonstrate that despite the apparent darkness, Shakespeare's tragedies offer glimpses of hope, resilience, and human redemption.

**Keywords:** Shakespearean Tragedy, Optimism, Redemption, Human Spirit, Resilience, Hope, Character Flaws, Moral Clarity, Complexity, Human Condition, Transformation, Renewal.

### INTRODUCTION

William Shakespeare, hailed as the greatest playwright in the English language, is celebrated for his profound exploration of the human condition across a vast array of genres. Among his most enduring contributions are his tragedies, which have captivated audiences for centuries with their unflinching portrayal of human suffering, ambition, and the inexorable march towards ruin. However, amidst the darkness and despair that pervade these tragic narratives, there exists a subtler thread of optimism—a glimmer of hope that flickers amidst the shadows. Traditionally, Shakespearean tragedies have been interpreted through a lens of pessimism, emphasizing the inevitability of downfall, the consequences of unchecked ambition, and the cruel hand of fate. While such readings are certainly valid and have contributed significantly to our understanding of Shakespeare's works, they often overshadow the more optimistic elements that subtly permeate his tragedies. This thesis seeks to redress this imbalance by exploring and analyzing the instances of optimism within Shakespeare's tragic corpus, shedding new light on his thematic complexity and enduring relevance. We will outline the scope and objectives of this study, provide a brief overview of existing scholarship on Shakespearean tragedy, and establish the rationale for reevaluating these works through the lens of optimism. By doing so, we aim to demonstrate that Shakespeare's tragedies are not merely exercises

in nihilism and despair but rather nuanced explorations of the human spirit, its capacity for resilience, and the possibility of redemption even in the face of seemingly insurmountable odds. Through a comprehensive analysis of key themes, characters, and literary techniques employed by Shakespeare, we will uncover the hidden layers of optimism that lie beneath the surface of his tragic narratives. By examining tragedies such as "Hamlet," "Macbeth," "Othello," and "King Lear," we will elucidate how Shakespeare infuses his works with moments of hope, courage, and moral clarity, challenging readers to reconsider their preconceived notions of tragedy and despair. Ultimately, this study aims to enrich our understanding of Shakespeare's tragic vision, highlighting the complexity and depth of his exploration of the human condition. By foregrounding the optimism that underpins his tragedies, we hope to offer a more nuanced and balanced interpretation of these seminal works, reaffirming Shakespeare's status as a master storyteller whose insights into the human experience remain as relevant today as they were centuries ago.

### **LITERATURE REVIEW**

Previous scholarship on Shakespearean tragedy has predominantly focused on themes of fate, ambition, and the inexorable march towards tragic ends. Critics such as A.C. Bradley, in his seminal work "Shakespearean Tragedy," have emphasized the role of character flaws and external forces in shaping the tragic outcomes of Shakespeare's protagonists. According to this traditional interpretation, the tragic hero is often depicted as a figure doomed from the outset, his downfall inevitable due to a fatal flaw or a cruel twist of fate. Harold Bloom, in "Shakespeare: The Invention of the Human," similarly emphasizes the psychological depth of Shakespeare's characters, portraying them as complex individuals grappling with internal conflicts and external pressures. For Bloom, Shakespeare's tragedies serve as profound explorations of human consciousness, revealing the depths of human suffering and the complexities of moral choice. Stephen Greenblatt, in "Renaissance Self-Fashioning: From More to Shakespeare," examines Shakespeare's engagement with the cultural and intellectual currents of his time, highlighting the ways in which his works reflect and interrogate the prevailing ideologies of Renaissance England. Greenblatt's analysis underscores the socio-political dimensions of Shakespeare's tragedies, revealing them to be richly textured works that resonate with the anxieties and aspirations of their historical moment. While these and other scholars have made invaluable contributions to our understanding of Shakespearean tragedy, their emphasis on the darker aspects of Shakespeare's works has sometimes led to an overlooking of the more optimistic elements that permeate his tragedies. This thesis seeks to address this gap in the scholarship by shining a light on the moments of



hope, resilience, and redemption that are often overshadowed by the prevailing sense of tragedy and despair. By reevaluating Shakespeare's tragedies through the lens of optimism, this study aims to challenge conventional interpretations and offer a more nuanced understanding of his tragic vision. Drawing upon insights from literary theory, psychology, and cultural studies, we will explore how Shakespeare infuses his works with moments of moral clarity, human connection, and the possibility of transcendence amidst the turmoil and chaos of the tragic world. Through a careful analysis of key themes, characters, and textual nuances, we will demonstrate that Shakespeare's tragedies are not exercises in nihilism or despair but rather complex explorations of the human condition in all its dimensions. By foregrounding the optimism that underpins his works, we hope to shed new light on Shakespeare's enduring relevance and offer fresh insights into the profound complexities of his tragic vision.

### **ANALYSIS**

The analysis section of this thesis will examine specific tragedies, including "Hamlet," "Macbeth," "Othello," and "King Lear," to identify instances of optimism within the narratives, characters, and thematic developments. By closely examining key scenes, character arcs, and textual nuances, this analysis will demonstrate how Shakespeare infuses his tragedies with moments of hope, resilience, and redemption amidst the overarching sense of tragedy and loss. Furthermore, the study will explore the role of minor characters, symbols, and literary techniques such as irony, soliloquies, and imagery in conveying optimism within the tragic framework. Through this comprehensive analysis, the thesis aims to illuminate the complexity and depth of Shakespeare's tragic vision, challenging conventional interpretations and inviting readers to reconsider the inherent optimism present in these seminal works.

### **CONCLUSION**

In conclusion, this thesis has sought to reevaluate William Shakespeare's tragedies through the lens of optimism, challenging conventional interpretations that emphasize only the darker aspects of his works. Through a comprehensive analysis of key themes, characters, and literary techniques, we have demonstrated that Shakespeare infuses his tragedies with moments of hope, resilience, and redemption amidst the prevailing sense of tragedy and despair. Our examination of tragedies such as "Hamlet," "Macbeth," "Othello," and "King Lear" has revealed the complexity and depth of Shakespeare's exploration of the human condition. While acknowledging the inevitability of downfall and the consequences of unchecked ambition, we have shown that Shakespeare also portrays moments of moral clarity, human connection, and the possibility of transcendence within the tragic framework. By foregrounding

the optimism that underpins Shakespeare's tragedies, we have challenged readers to reconsider their preconceived notions of his works and to appreciate the nuanced complexities of his tragic vision. Rather than viewing Shakespeare as a purveyor of nihilism or despair, we have highlighted his role as a master storyteller who grapples with the profound questions of existence while affirming the resilience of the human spirit. Furthermore, our analysis has underscored the enduring relevance of Shakespeare's tragedies, demonstrating how they continue to resonate with audiences across cultures and centuries.

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## MERKMALE DER BILDUNG ZUSAMMENSETZTER WÖRTER IM DEUTSCHEN

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### ANNOTATION

In diesem wissenschaftlichen Artikel werden wir die Besonderheiten der Bildung zusammengesetzter Wörter in der deutschen Sprache betrachten und diskutieren

Dies führte natürlich dazu, dass die deutsche Sprache ihre eigenen Merkmale und Besonderheiten hatte. Deshalb ist das Thema „Adverbien und Phrasen im Deutschen“ auch heute noch aktuell. Seine Studie steht im Zusammenhang mit der Notwendigkeit, Deutsch zu lernen, um weiter zu übersetzen und mit fremden Völkern zu interagieren. Und da die moderne Welt ohne vollständiges Verständnis und Interaktion nicht existieren kann, sind die Kenntnisse anderer Sprachen ein wesentlicher Bestandteil der modernen Realität. Und das Erlernen von Adverbien und Phrasen ermöglicht es Ihnen, die Besonderheiten einer Fremdsprache kennenzulernen und sie besser zu lernen.

**Schlüsselwörter:** Zusammengesetzte Wörter, falsche Freunde, Verknüpfung von Morphemen, Übersetzung zusammengesetzter Wörter, Wortbildung, Schreiben zusammengesetzter Wörter

## NEMIS TILIDA QO'SHMA SO'ZLARNING YASALISH XUSUSIYATI

### ANNOTATSIYA

Ushbu ilmiy maqolada nemis tilida qo'shma so'zlarning yasalish o'ziga xosliklarini ko'rib chiqamiz va muhokama qilamiz

Bu, albatta, nemis tilining o'ziga xos xususiyatlari va o'ziga xos xususiyatlariga ega bo'lishiga olib keldi. Shuning uchun ham "nemis tilidagi qo'shimchalar va iboralar" mavzusi bugungi kunda ham dolzarbdir. Uning o'rganishi chet el xalqlari bilan tarjima qilish va muloqotni davom ettirish uchun nemis tilini o'rganish zarurati bilan bog'liq. Va zamonaviy dunyo to'liq tushunish va o'zaro ta'sirsiz mavjud bo'lmasligi sababli, boshqa tillarni bilish zamonaviy voqelikning muhim qismidir. Qo'shimcha va iboralarni o'rganish esa chet tilining o'ziga xos xususiyatlari bilan tanishish va uni yaxshiroq o'rganish imkonini beradi.

**Kalit so'zlar:** Qo'shma so'zlar, soxta do'stlar, morfema bog'lash, qo'shma so'z tarjimasi, so'z yasalishi, qo'shma so'zlarni yozish

## EINFÜHRUNG

„Andere denken, der Tod sei besser als Deutsch. Ohne Vorbereitung auf die Lösung dieses Problems fällt es mir schwer ... tiefe philologische Forschung wird mich in dreißig Stunden Englisch (außer Aussprache und Rechtschreibung) zu einem nicht inkompetenten Menschen machen, kam zu dem Schluss, dass er es könnte In dreißig Tagen Französisch lernen und in dreißig Tagen Deutsch. Daraus geht hervor, dass dies letzteres nicht daran hindert, in der Sprache Fuß zu fassen und Ordnung zu schaffen mit Respekt und Sanftmut in die Archive verbannt. Tatsächlich haben nur die Toten Zeit, es zu lernen. [1, Band 5, Seiten 405-435] (Mark Twain)

Dieses Zitat aus Mark Twains „Ein Spaziergang durch Europa“ veranschaulicht, womit Lehrer manchmal konfrontiert werden, wenn sie Deutsch unterrichten. Manche Studierende glauben, dass Deutsch das schwierigste Fach aller an der Universität studierten Fächer ist. Dazu tragen maßgeblich die komplexen Wörter (Komposita) bei, von denen es in der deutschen Sprache viele gibt. Darüber hinaus sind die meisten von ihnen das Ergebnis der Fantasie des Autors, sie erscheinen im Sprachprozess und daher ist die Chance, ihre Übersetzung im Wörterbuch zu finden, auf Null reduziert. In der Referenzliteratur sind die Wörter „record“ 68, 73 und sogar 99 Buchstaben lang. Es ist klar, dass niemand ein solches Wort in der mündlichen Rede aussprechen kann, ohne einen Blick auf den Spickzettel zu werfen. Aber in Fachtexten kommen solche Wörter mit weniger Buchstaben natürlich sehr häufig vor. Die Aufgabe des Lehrers besteht darin, den Schülern die grundlegenden Methoden zur Übersetzung komplexer Wörter beizubringen und die Fähigkeiten zur Analyse solcher „langen“ Wörter zu entwickeln. Dabei hilft wie immer das Prinzip „einfach bis komplex“. Deshalb beginnen wir mit den Grundregeln der Wortbildung.

In jeder Sprache tauchen ständig neue Wörter auf und alte verschwinden. Deutsch ist in diesem Sinne keine Ausnahme. Es gibt zum Beispiel komplexe Wörter, die alltäglich geworden sind und ständig verwendet werden – der Güterwagen-lorry, der Personenzug-passagier train, der Bahnhof-station usw. Aber beim Sprechen tauchen spontan Wörter auf, die nicht in Wörterbüchern stehen. Zum Beispiel: der Bahnhofsangestellte, der Bahnsteigsarbeiter, der Bahnsteigsignalwiederholer.

Diese neu gebildeten Wörter können verschiedene Wortarten umfassen: Verben, Adjektive, Substantive, Partizipien, Adverbien. Die Aufgabe des Lehrers besteht darin, dem Schüler zu helfen, ein komplexes Wort zu analysieren, die Wurzeln zu unterscheiden, das Hauptwort zu identifizieren, d.h. zu verstehen, worum es geht. So können zusammengesetzte Substantive im Deutschen aus folgenden Komposita gebildet werden:

Substantiv + Substantiv: die Bahn-road + Das Gleis-road, road = Das Bahngleis – Railway; die Güter – Güter + der Wagen – Wagon = der Güterwagen – LKW; der Zug – Zug + die Bremsung – Bremsen = die Zugbremsung – Bremsen des Zuges.

Adjektiv + Substantiv: schwer-schwierig, schwer + die Achse-axis = die Schwerachse-Achse des Schwerpunkts; leicht-easy + der Transporter-truck = der Leichttransporter - leichter LKW; viel-many + die Achse-axle = der Vielachser-many-axle car (trailer).

Verb + Substantiv: fahren-driving + die Eigenschaften-properties, Qualitäten = die Fahreigenschaften-driving, dynamische Qualitäten, befördern-carriage + die Leistung-performance, power, result = die Beförderungsleistung-carriage volume, Load Turnover; steuern-control, Adjustment + die Nadel-needle = die Steuernadel-verstellbares Nadelventil.

Präposition + Substantiv: vor + der Alarm-signal = der Voralarm-Warnsignal, nach + Die Arbeit-ish = die Nacharbeit - zusätzliche Arbeit, Beseitigung von Mängeln; mit + der Fahrer – Fahrer = der Mitfahrer – Reisebegleiter, Satellit, Beifahrer (auf einem Motorrad). Suffix + Substantiv: vorwärts-forward + die Bewegung-movement = die Vorwärtsbewegung -Übersetzung Bewegung, Fortschritt; fertig –finished + die Abmessung – size, size = die Fertigabmessung – final size; frei – free + der Balken – light = der Freibalken – frei liegendes Licht.

Partikel + Substantiv: nicht-not + der Raucher-smoker + Das Abteil-kupe das Nichtraucherabteil – Nichtrauchercoupé; light-only + Das Lesen-reading + der Speicher-storage device, Memory = der Nur-Lese-Speicher – Speicher, der nur das Lesen ermöglicht;

digital + Substantiv: drei-drei + die Ecke-corner + die Feder-spring, spring = die Dreieckfeder – triangular spring; vier – four + Die Draht – wire + der Anschluss – Connection, joint + die Einheit – unit die Vierdrahtanschlußeinheit – ein Gerät zum Umschalten von einem Zweileiterstromkreis auf einen Vierleiterstromkreis.

Bei komplexen Wörtern, die aus mehreren Wurzeln bestehen, werden Geschlecht, Kasus, Numerus und Wortart durch das letzte Wort bestimmt, zum Beispiel:

die Hand - hand + Das Gepäck-luggage = **das** Handgepäck ( **Handgepäck** , Handgepäck);

das Rad-wheel + drehen - turn , turn + die Zahl-number = **die Raddreh** zahl (Radgeschwindigkeit; Radgeschwindigkeit);

scheinen-shine + werfen-shoot, Shoot + der Bogen-bow, arch + die Lampe-lamp = **Die** Scheinwerferbogen **lampe** ( Projektorbogenlampe);



die Spirale-spirale + geschweißt (Partizip II-welding by schweißen) = spiralgeschweißt (with spiral custard (about the pipe));

selbst-itself, independent + stellend (Partizip Io'set by stellen, set) = selbststellende (Weiche) (automatisches Aufzählungszeichen);

drei-drei + Das Gleis-road, road = dreigleisige (Weiche) (Doppelpfeil).

Es sollte jedoch immer beachtet werden, dass neu gebildete Wörter sich inhaltlich von den Wörtern unterscheiden können, aus denen sie bestehen. In den deutsch-russischen und russisch-deutschen Wörterbüchern der „falschen Freunde des Übersetzers“ sind beispielsweise aufgeführt: der Meister-Meister, der Baumeister – Architekt, der Bühnenmeister – Leiter der Bühnenabteilung, der Hausmeister – Hausmeister, Pförtner, der Herdmeister - Gornova, der Zahlmeister - Schatzmeister, Leiter der Finanzhilfe, das ursprüngliche Wort „Meister“ kommt in der Übersetzung kein einziges Mal vor. [2] Natürlich wird jemand, der das ursprüngliche Wort „der Meister“ kennt, Schwierigkeiten haben, komplexe Wörter zu übersetzen, in denen es enthalten ist. Sie können ein weiteres Beispiel nennen, das deutlich zeigt, wie weit die gesuchten Wörter und die Übersetzung des neu gebildeten Wortes auseinander liegen: Das Glück + der Pilz = der Glückspilz. . Es hat nichts mit der Bedeutung des darin enthaltenen Wortes „Pilz“ zu tun. Oder ein anderes Beispiel: grün + der Schnabel = der Grünschnabel – ein Anfänger, ein Trottel. Eine Ausnahme hiervon bildet die deutsche Fachsprache. Das letzte Wort ist komplex und **das Hauptwort** . Unabhängig davon, wie viele Wurzeln vor diesem Hauptwort stehen, werden wir darüber sprechen:

**der** Leichtmetallspezialgüterwagen – die Rede ist vom **Auto** , alle anderen Worte beschreiben ihn nur – ein Speziallastwagen mit Leichtmetallelementen;

**die** Starkstromschutz **erdung** – Erdung im Allgemeinen: Starkstromschutz.

Schauen wir uns an, wie komplexe Wörter auf Deutsch geschrieben werden. Sie können getrennt oder zusammen geschrieben werden. Substantive werden oft getrennt, um eine ständige Wiederholung von Wörtern zu vermeiden. Zum Beispiel:

die Be-und Entladestelle-loading-unloading place-hyphen **ersetzt in diesem** Beispiel die Ein-und Ausfahrtgleisen- **ersetzen Sie das Wort die Fahrtgleisen** ;

die Bau- und Betriebsordnung- **die Ersetzung** .einfaches Hinzufügen von Basen ohne Verbindungselemente (Fugenelement): der Gas + der Filter = der Gasfilter – Gasfilter; der Druck + die Luft + die Pumpe = die Druckluftpumpe-Luftpumpe, Kompressor; Das Öl + der Spiegel der Ölspiegel – Ölstand;

Verwendung von Fugenelementen **-e, -es, -en, -ens, -n, -s, er:**

- **e** -der Weg + **e** + die Brücke = Die Weg **e** Brücke-Überführung über die Eisenbahn;



- **erinnern** - Das Land + die Bank die Land **es** bank – Land (regionale) Bank; Das Jahr + der Verkehr der Jahr **es** verkehr - jährliches Verkehrsaufkommen;

– **en** -die Schicht + der Plan der Schicht **en** plan-plan in horizontalen; (oft entspricht ein Teil eines komplexen Wortes der Pluralform des Substantivs, das Teil davon ist); die Gefahr + die Bremse = die Gefahr

**en** bremse – im Gefahrenfall bremsen;

- **ens** - Das Herz + der Freund = der Herz

**Ens** freund-aufrichtig, freundlich

- **n** -die Rampe + die Brücke die Rampe **n** brücke – eine Brücke mit einer Leinwand, die sich entlang des Hangs bewegt; die Glocke + Das Signal Glocke **n** Signal – ein durch einen Anruf gegebenes Signal;

- **s** -der Betrieb + der Dienst = der Betrieb **s** dienst – Betrieb oder Betriebsdienst; die Abfahrt + Das Gleis \ u003d das Abfahrt **s** gleis – der Weg der Abfahrt.

**er** – das Rad (die Räder – mn . Zahl) + Das Gestell das Rädergestell – ein Paar Räder (ein Teil des zusammengesetzten Wortes entspricht der Pluralform des Substantivs , das Teil davon ist); das Gut (die Güter – mn. Zahl) + der Zug der Güterzug – Güterzug, Güterzug. durch Verkürzung des Wortes (also eines Wortes, das nicht endet) werden Substantive meist aus Verb + Nominalphrasen gebildet: rangieren + der Bahnhof = der Rangierbahnhof – Sortierstation; bestellen + der Zettel der Bestellzettel – Nachfrageblatt; drehen + Das Moment \ U003d Das Drehmomentmoment, Torque; laufen + der Abschnitt = der Laufabschnitt der Laufabschnitt des Wagens.

durch Streichen des Wortes + Hinzufügen verbindender Vokale: bremsen + Das Haus + der Wagen = Brems **er** hauswagen – ein Auto mit einer Bremsplattform.

In Wörtern aus anderen Sprachen wird i,- o,- al als Verbindungselement (Fugenelement) verwendet: die Differenti **al** bremsung, der Elektr **o** motor electric motor, die Radi **al** achse bewegliche Achse.

Komplexe Wörter ohne Verbindungselemente (Fugenelemente) können aus der Kombination eines Adjektivs und eines <sup>1</sup>ubstantivs gebildet werden· hoch + die Bahn = die Hochbahn-overground, Overpass Railway; leer + Das Gewicht \ U003d das Leergewicht – Leergewicht (Auto); stark + der Strom der Starkstrom - starker Strom · Substantiv und Substantiv: Das Rad + die Last die Radlast - Druck vom Rad auf die Schiene; der Schnee + die Lokomotive die Schneelokomotive - Beschneigungsgerät · auch aus der Kombination von Dienstwortarten (Präposition, Partikel, Konjunktion) und Substantiv: neben + die Bahn die Nebenbahn -

Zufahrtsstraße, Nebenbahnwerte ; mehr + Die Leistung = die Mehrleistung - überschüssige Leistung; vor + aus + das Fahren = Das Vorausfahren – overating. Die Schwierigkeit besteht darin, dass es keine Regeln gibt, die erklären, warum dies in einem Fall und in einem anderen Fall der Fall ist, da dasselbe Wort, das Teil komplexer Wörter ist, durch verschiedene Verbindungselemente verbunden werden kann: die Fahrt-Reise, der Flug; die Fahrplanweisung-Abfahrtskarte; der Fahrt **en** speichersparende Routen; die Farbe-color; das Farbglas – farbig (Signalglas); die Farb **en** scheibe – farbige Scheibe (elektrische Zentriervorrichtung); die Fracht – Fracht, Zahlung für Fracht; der Frachtbrief - Bahnkonto - Rechnung; der Fracht **en** bahnhof-goods station.

Die Schwierigkeit bei der Übersetzung komplexer Wörter besteht darin, dass manchmal die Adjektive, aus denen das Wort besteht, den Wurzelvokal ändern können: kalt – kalt, die Kaltbrücke – eine Stelle mit schlechter Wärmeisolierung an der Autowand (der Vokal hat sich nicht geändert); die Kälteanlage – Kühlgerät (der Vokal hat einen Umlaut bekommen). Oder: heiß-heiß; die Warmauswaschanlage-Warmwaschgerät; die Wärmeabfuhr-Wärmeübertragung, Wärmefluss. Bei der Übersetzung komplexer Wörter sollten auch Präfixe berücksichtigt werden, da diese auch die Übersetzung des Wortes beeinflussen und dessen Bedeutung verändern. Zum Beispiel: Im Fahrkartenverkauf-Sale of Railway Tickets und der Fahrkarten **vor** Verkauf-Presale of Tickets ist das Präfix **vor** wichtig.

## ABSCHLUSS

Wenn wir also in diesem Artikel viele Arten der Bildung komplexer Wörter (Komposita), spezifische Merkmale ihrer Schreibweise und alle Arten der Übersetzung „langer“ Wörter betrachten, können wir zu folgendem Schluss kommen: In einem technischen Artikel lange Nach einem Treffen mit z Analysieren Sie es zunächst und teilen Sie es in Komponenten auf. Denken Sie jedoch daran, dass das Schlüsselwort das letzte Schlüsselwort ist. Es bestimmt das Geschlecht, die Anzahl oder die Wortart eines Wortes. Zweitens, seien Sie nicht faul, schauen Sie im Wörterbuch nach, finden Sie dort dieses Schlüsselwort, und wenn Sie die restlichen Wörter nicht kennen, suchen Sie sie, und erst dann, und das war's, drittens wird Ihre Übersetzung so aussehen. gut“ beginnen Sie vorsichtig damit, sie alle zusammenzusetzen. Und ich möchte mit den Worten meines geliebten Mark Twain abschließen: „Ein deutsches Buch zu lesen ist nicht so schwer – man muss es nur ans Fenster bringen oder sich auf den Kopf stellen, um die Wortreihenfolge zu ändern – lesen und verstehen lernen.“ Eine deutsche Zeitung, das kann meiner Meinung nach kein Ausländer“[Band 1, 5, S. 495-435] Mark Twain

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## TOURISM AND SIGHTSEEING PLACES OF GERMANY

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### ABSTRACT

The purpose of this thesis is to give more information about Germany, its tourism system, as well as top sightseeing places of the country. In this instruction, well-known Germany cities, nations, along with their different cultures, notions and historical villages and their current situations through a variety of examples, experiences were enlightened by the authors.

This documentation is recommended as a guidance when not only tourists, but also fans of the German country go there and want to see its entertainment places and landshafts.

**Keywords:** Attractions, Berlin, domestic tourism, entertainment places, , Hamburg, traveller, tourist, visitors

**Preface:** Everybody knows that Germany is one of the most well-known touristic countries which takes 8th place in the World among touristy countries with various sightseeing places. Every year Germany attracts approximately 407,26 visitors. Most German people spend their holidays in their own country. Because of this reason, domestic tourism of the country also recorded a positive result. In 2017 Germany was marked as one the safest travelling center among 136 countries. There were a number of visits to Germany in 2012, and according to the survey, which was held at that time, travellers were attracted by its culture, fresh air and historical villages. There are a lot of touristic places, while the most popular two cities are Berlin and Hamburg.

**Berlin.** Berlin is neither the capital state nor the largest city of Germany, both by area and population. Furthermore, Berlin is the most crowded urban area in the country. Addition to this, it is the city of history and modernity intertwine to create a unique cultural experience. Every year 135 million visitors come to Berlin. This figure puts the city 3rd place among most tourist attracting countries in European

Union. In 2012 there were 781 hotels in Berlin and these days this statistic is increasing day by day.

Sightseeing places of Berlin give you opportunity of unforgettable travelling over the time. City consists of lots of historical and attractive places, such as Bradenburg Gate, Wall of Berlin, Museum Island, Reichstag Building, Pergamon Museum, and so on.

**Bradenburg Gate** is the resemble of strength, tolerance and unity. It is not just an architectural wonder. This building is a piece of living history that bears witness to Germany past and present. It is one of Berlin's top attractions, and it is no wonder it attracts tourists from all over the world.

**Wall of Berlin** is also one of the top attractions of Germany. By visiting Wall of Berlin, tourists get a chance to step to time machine, they can have a sense of period of Cold War. When the visitors witness the remains of the wall they may admire the amazing street art that decorated it. And without any doubt tourists have a experience of immersing themselves in the history of country.

**Museum Island** is one of the famous attractions that anyone may admire priceless artifacts and immerse themselves in the stories that shaped human civilization across time and culture when they are travelling.

**Reichstag Building** is such kind of place that a number of tourists get amazed by astonishing scenery. The main entertainment part of this building is the famous parliament building with its glass dome and amazing city view.

**Charlottenburg Palace** is also one of them, which considered the jewel of Berlin's tourist attractions that visitors can be fond of the world of wealth and sophistication. Palace is decorated with various ornate architecture. Surprisingly it has its own gardens that anyone can walk through them. This amazing landmark is a testament to Berlin's rich history and culture.

**Pergamon Museum** is a museum that every tourist can discover the wonders of ancient civilizations.

**Interesting facts about Berlin:**

1. Berlin has much more waterways than in Amsterdam and Venice. Despite the fact that both cities famous for their waterways Berlin has more water running through it then either one.
2. Berlin is the mos greenest city in the Europe. As it is said Berlin is full of parks and green locations in it.
3. Additionally there are great number of museums than rainy day in Berlin. They are approximately 190 museums and non-commercial galleries in it.



4. Also Berlin is home to the largest open-air gallery in the world. It is remains of Second World War after war artists all over the world came and decorated the wall with their works.

5. Furthermore Berlin was voted Germany's most dog-friendly city, where you can take your dog with you most places

**Food in Berlin.** The most popular fast food in Berlin is Currywurst. The döner kebab is also perfect example of combination of German and Turkish cuisine. Pfannkuchen, doughnut version of Berlin, is available at most bakeries in many varieties. Falafel are a favourite at Berlin's kebab shops also can be found in there. In addition, the extremely famous drinks are fizzy soft drinks. They are made from yerba mate shrub which grows in South America. Eisbein is a hearty, cured pork knuckle and a popular part of classic Berlin cuisine. In contrast to the crispy baked knuckle of pork popular in southern Germany, the texture of the softly cooked pork rind takes some getting used to. The traditional side dishes served with Eisbein are mushy peas and sauerkraut. This strange dish is mainly available in restaurants serving traditional Berlin home cooking

**Hamburg.** Hamburg is one of the biggest cities of Germany. It is the second largest city after Berlin. Hamburg attracted more than 3 985 105 tourists in 2007. There the sector of tourism provides 175 000 people with work. Hamburg metropolitan changed the continent into a basic economical power. It is considered as one of the fast developing tourism field in Germany. From 2001 to 2007 the rate of visitors increased by 55,2%. From stunning harbor views to vibrant nightlife, Hamburg's tourist attractions will amaze travellers. Hamburg's top ten attractions, such as Miniature Miracles, Fish Market, Reeperbahn, Speicherstadt, Rathaus, Hafencity including the Elbphilharmonie and St. Michael's Church.

**Elbphilharmonie** is considered as a modern designed masterpiece which is located in the center of Hamburg. Standing tall and proud above the hustle and bustle city, this architectural gem is one of Hamburg's top tourist attractions, magnetizing a number of visitors all over the world.

When it comes to **Miniatur Wunderland**, there tourists may have such kind of sense that the unimaginable becomes reality. This Hamburg tourist attraction is a real wonderland, where the smallest details come to life in the world of miniature cities, landscapes and trains. From the bustling metropolis of New York to the tranquil countryside of Switzerland, each miniature model is a masterpiece of design and engineering.

**St. Michael's Church**, the crown of Hamburg city, attracts a lot of visitors with its grand view.



**Reeperbahn** is known and famous for its exuberance, which comes alive with endless entertainment possibilities at night. From lively and energetic parties to cultural shows, the Reeperbahn offers a unique experience for anyone looking for adventure. This popular tourist spot in Hamburg is filled with bars, different nightclubs and theaters, making them a center for locals and tourists alike.

Hamburg's **Speicherstadt** is considered as a fairy tale that comes to life. The historic warehouses, bridges and canals provide with a wonderful backdrop to a past period that will delight anyone.

In the center of Hamburg, a magnificent architectural masterpiece, the **Rathaus** is located. It consists of enormous staircase along with various boardrooms.

**HafenCity** is a modern designed oasis that surprises every tourist. By visiting here, visitors will have a chance to stroll along the beautiful beaches, enjoy the culinary delights in fashionable restaurants and be fond of the unique architecture that makes this district stand out from the rest parts of the country.

#### **Interesting facts about Hamburg:**

1. Hamburg owns more bridges than Amsterdam, Venice and London.
2. The earliest songs of "Battles" were written and recorded in Hamburg.
3. After Copenhagen Hamburg is the biggest port in Europe.
4. The biggest model of railway is constructed in Hamburg.
5. Additionally there is the oldest opera House in Hamburg and it was opened in 1678, still working and hosting famous artists and stars all around the world.

**Food in Hamburg:** Despite the international variety, local food is not to be understated. In Hamburg there are some unique dishes that range from simple to sophisticated. Each of them has their own funny beginnings in history. Despite, if you ask locals they might share their very personal version of the recipes. Hamburg's signature dishes include (from breakfast to dessert): Franzbrötchen (French rolls, allegedly influenced by Napoleon's troops), Currywurst (Celebrated in Uwe Timm's novel 'The Invention of Curried Sausage'), Labskaus (Seafarers' stew of various ingredients tinted a bright pink from beetroot) and Rote Grütze (Mixed berries and cherry dessert served with custard). Also it is obvious that when get Hamburg first thing you will try is hamburger but we recommend to go further and try other types of foods and food that made in a different way. Hamburg's cuisine prefers to use local products and the basic ingredient is fish from Elbe.

**Result:** In this thesis, as it is mentioned above, there are given a lot of information and useful advices that can be helpful not only for great fans of Germany but also for visitors of this country. In a nutshell, all guidance is about tourism in

Germany, historical holidaymaking places and as well as different parts of the country, its nation, culture, in some meaning history, residents and so on. These places play a great role in the life of Germany owing to the fact that, they attracts thousands of tourists to country every year.

**Conclusion:** This thesis is devoted to define domestic tourism in Germany, the role of cities and historical sightseeing places of country. The instruction includes short but very useful information of attractiv places, such as Bradenburg Gate, Wall of Berlin, Museum Island, Reichstag Building, Pergamon Museum and so on. In it, the needly particulars are given, along with descriptive, social and cultural significance of some places of Germany is described. Also this thesis includes number of facts about two important cities for tourism of Germany and also, list of foods of them those catch interest of visiters at all. The instruction states that tourism is one of the most important factors in establishing diplomatic and economic relations among counties and all over the world.

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## ENLIGHTENERS' PHILOSOPHY AND ITS REFLECTION IN ENGLISH LITERATURE

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### ABSTRACT

The purpose of this thesis is to give more and clear information about The Age of Enlightenment as well as its historical background along with the writers of that period. In this instruction, enlighteners' philosophies and their reflection in English literature, both literary and religious notions and their causes through variety of examples, experiences were enlightened, clarified by the author. This documentation is recommended as a guidance and it gives a lot of useful info with readers.

**Keywords:** Age of Reason, deism, enlightenment, king Augustus, licencing act, neoclassicism, novel, tory, whig, writer.

### INTRODUCTION

The Age of Enlightenment, which is very essential part of The History of English Literature, is also called The Age of Reason. This event dates back to the 18th century. One of the important aspects of this period is the compilation of first modern encyclopedias which claimed to provide a compendium of the whole human knowledge. Another vital highlight of the enlightenment philosophy is its criticism of all forms of traditional authority which is associated with religion and feudalism. Enlightenment philosophy seeks to replace fear and superstition with consent and truth as well as looks forward to the establishment of a social order, which is based upon reason and natural law. Once the particularisms and belief are stripped away. A universal humanity will be revealed, and that human being will be capable of infinite perfectibility

### FINDINGS

The Age of Reason was full of different occasions. During this age rational thought, logical reasoning was given a lot of importance. People focused on thinking, reasoning. It was period of wisdom and scientific thought. This time was also powered by scientific discoveries, such as discoveries by Isaac Newton. So, The Age of Enlightenment also gave way to a new literary movement called the "neoclassicism" which was influenced by the scientific thoughts of Isaac Newton.

The Age of Enlightenment is learned by dividing it into two halves. So, the first half that is 1700 to 1750 is known as the augustine age or the new classical age or the age of Pop. The English writers of this age used to imitate the classical roman writers who were writing during the reign of King Augustus. Therefore, it is called as the augustine agent, neoclassical age. Additionally, it is called as age of Pope because Alexander Pope was a major writer of this period.

The second half of The Age of Enlightenment that 1750 to 1798 is also known as the age of transition or pre-romanticism and this time was influenced by the french revolution, the american revolution along with the industrial revolution.

When it comes to the historical background of that period, at that time there were two main political parties –Whig and Tory wearing everyone’s daily conversation. The Whig part fought for the personal freedom of people in England, whereas the Tory party believed in the divine right of the king. Moreover, in 1007 there was an act of union, in which Scotland merged with England. Therefore, resulting in the formation of the Great Britain. In 1737 there was a Licencing Act was passed to censor and control theatre. It was an act of hostility towards drama and theater. As a result, people started writing novels. Although the scientific revolution began in the elizabethan age. With Francis Bacon. It took the center stage in the Age of Enlightenment. Furthermore, there were major changes in religious views. In fact, Copernicus revealed that Sun is in the centre of Universe. This made people challenge the notions and authority to the Church. As a result, people stopped believing in magic and supernatural forces due to the discoveries of Law of Nature by Newton. People started questioning the existence of God. They also started believing in Deism – God does not interfere in the matters of human beings. They considered God as a watcher, not a doer.

When it comes to literary features of this age, first of all, prose flourished. Then it was the age of Prose and Reason. There was a big rise in novel. Due to licencing act of 1737, writers started switching from drama to novel. As a result, there were many novelists during this period. Additionally, political writing especially pamphlets became popular because of different political opinions. Copy houses, political clubs also developed during that period. They became important part of social life. A number of writers started meeting in coffee houses which also led to the development of magazines. There was a big rise in periodical writing. In this time writers started writing satires to attack human vices and follies. The Age of Enlightenment was when writers started publishing dictionaries. Samuel Johnson published "The Dictionary of English Literature" in 1755.

During The Age of Reason there were a lot of writers, such as Alexander Pope, Jonathan Swift, Samuel Johnson and Samuel Richardson as well as Oliver Goldsmith, Thomas Gray along with William Blake. All of them had their own way to write, which not be found in anyone's way.

### **CONCLUSION**

This thesis is devoted to The Age of Enlightenment. It includes the widespread explanation of not only Age of Reason, but also its well-known writers along with the reflections and causes of that period.

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## SOME EFFECTIVE METHODS IN DEVELOPMENT OF SPEAKING, LISTENING AND READING SKILLS

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### ABSTRACT

This thesis is devoted to make progress in speaking, listening and reading skills development among foreign language learners, especially English Language learners. In this documentation you can find a lot of information about providing activities and techniques to enhance students' oral communication skills in English language. In it various strategies, as well as assessment methods are discussed. This one is recommended as a beneficial advice for English learners who are having troubled with speaking, listening, along with reading skills development.

**Keywords:** communication, imitation, language, learner, listening, method, reading, shadowing, speaking, strategy, technique, vocabulary.

### INTRODUCTION

First of all, it would be better to give information about listening, speaking and then reading. Everyone knows that speaking, listening, along with reading are essential parts of English as all of them give a hand to a learner during learning a certain language. These days everybody should know one language at least. And English is one of them. And importantly, these steps: speaking, reading and listening are main things while learning. All steps are the skills which should be focused on in English. That's why they are crucial competences in IELTS( International English Language Testing System), TOEFL and CEFR(Common European Framework of Reference for Languages) , which are common certificates according to the level of a certain language proficiency.

### METHODS

Speaking, listening and reading are three main skills which are closely related to each other. There are a number of ways to make advancement on them. So, when it comes to reading, it would be better to start with vocabulary. Vocabulary is the first foremost thing to make progress in all three steps [2]. Because if someone does not know enough vocabulary, they may subconsciously not understand the meaning of the text. As a result, they might have misunderstandings among reading passage questions. After that they may have trouble with questions-answers and cannot find



the correct ones. Now, I do my best to give more useful advice to do it well and without difficulty. In fact, reading has five main steps and they are as follows:

- To read and understand the passage without dictionary;
- Retelling (cut into some parts);
- Dictionary (to learn new words as a compound and phrase);
- Retelling with the new words (step by step);
- To make own examples with them;
- Active reading;

To read and understand the passage without dictionary is very essential. That's why this can give a learner to guess the overall meaning of the text. After that the following step – retelling- should be done in parts. It can give a lucky chance to understand even better. So the next step – dictionary. This process starts with looking up new words from the passage. The new words should be learned by heart as a compound or phrase as it gives a lot of sharing opportunities to a language learner. And it will be more memorable if you make up your own sentences with them. After that retelling should be done again with the new words step by step. This method is the most effective one among reading strategies.

So, when it comes to listening techniques it starts with listening the text without any subtitles. You can see the listening steps below:

- To listen the passage without subtitle;
- To solve and find the answers to questions;
- Do not go to check right away;
- Analyzing ;
- To listen again with its script;
- To learn new vocabulary;
- To solve again;
- To check the answers;
- To listen one more again;

To listen the passage without ant subtitles gives a good chance to a learner to figure out the whole meaning of the passage. After that it is better to solve the tests, but do not rush to check them all at once [1]. A lot of students do that, as a result they have trouble with wrong answers and face with some misunderstandings. The next step is analyzing. Then it is suggested to listen the passage again with its subtitles. You should read and watch the text during listening. This method is very useful because anyone can learn new words with their pronunciation from a lot of native speakers. While listening with subtitles, a learner may face with new words and learn

them. It is a good chance to learn new vocabulary with their spelling. The following step is to solve again, along with check the answers. In the end, it is better to listen one more time to comprehend the full meaning. This technique is the most helpful one among others.

So, the last skill which is mentioned in the article is speaking. In some meaning it is familiar to writing technique [3]. Speaking also has certain steps and they are as follows:

- Note-taking;
- Speak with multiple actions/times;
- Topic sentence;
- Main idea with explanation;
- Result;
- Example or opposite argument;

Note-taking is the most essential part of speaking as it improves the flow of ideas which is written by a student. After that speaking with multiple times and actions is done. This step gives a trainee to speak fluently. And the following techniques go on as they are indicated. There are a lot of ways to make advancement in speaking. However, this one is the most successful one.

### **CONCLUSION**

This thesis gives a lot of useful and effective methods, techniques and information to language learners to improve their general skills. All the strategies which are mentioned above are the most beneficial ones among others, so they state the information of successful reading, listening and speaking strategies.

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## ENGLISH ROMANTICISM AND ITS DEVELOPMENT

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### ABSTRACT

The thesis is devoted to The Age of Revolution, as well as the development of different views, main thoughts, writings are indicated in it. In this documentation, there are a lot of information about events in the Middle Ages, various notions that changed peoples mind along with the differences between The Age of Enlightenment and The Age of Reason. It is recommended as a guidance to The Age of Romanticism.

**Keywords:** Enlightenment, nature, middle ages, romanticism, transcendentalism, William Blake, Wordsworth.

### INTRODUCTION

It would be better to know about romanticism itself. Peter Ackroyd defines Romanticism as “ the story of Man’s escape from the shackles of commerce and industry to the freedom of nature. In a time when the world was becoming increasingly mechanised, the Romantics sought an intense relationship with the natural world. In so doing, they would revolutionise our perception of life itself”.

Romanticism, which is also called The Age of Revolution, began roughly around the time of the start of the French Revolution in 1789, and it finished around 1860. It was a reaction against the Industrial Revolution and the Enlightenment. To be a romantic is to take the side of nature against industry.

### FINDINGS

The Romantics viewed cities as grimy, ugly and soulless. In William Blake’s poem “Jerusalem”, he links the Industrial Revolution to the ultimate evil. The Romantics challenged scientific, sociological outlook on life that was promoted during the Enlightenment. In particular, the Romantics disagreed with the Enlightenment values of progress and rationality, especially progress as defined by technological advancement and urbanisation. The Enlightenment a bit against the Romantics. The Enlightenment was all about reason. In contrast, the Romantics were about passion and emotion. The Enlightenment was about human nature, while the Age of Revolution was about nature itself. The Age of Reason was man overcoming nature, whereas Romantics was about nature being more important than man. Moreover, Age of Reason were about material possessions, the Romantics were more about spiritual. The Enlightenment was about laboratory observation, while the Romantics were more about intuition and insight.

Romanticism is characterized by its emphasis on emotion, the purity of childhood, the glorification of the past and critique of progress, and absolute truth as well as the

deification of nature. Wordsworth summed up the importance that the Romantics placed on emotion when he said that poetry began as “the spontaneous overflow of powerful feelings” which the poet then “recollects in tranquility”.

Caspar David Friedrich, a German painter, also championed the idolization of emotion when he said the artist feeling is his law the purity of childhood. The importance of a happy and playful childhood was a belief that developed during the Romantic period. William Blake championed the innocence and spiritual purity of childhood.

In the 19th century, some working-class parents sold their sons. These boys, between 4-7 years, would become chimney sweeps which was miserable work. Many of the sweeps became deformed or were killed due to the work.

The cult of the Middle Ages is a significant theme in Romanticism. Romanticism revived elements of art and literature perceived as authentically medieval in an attempt to escape population growth, early urban sprawl and industrialism.

The Romantics is on a ceaseless quest for Absolute Truth. As discussed, Romanticism was a movement away from the objective truths of science towards the more subjective truth of art.

The people who lived in the period of that time believed that the materialism and mechanism of society and its institutions had caused Man to become blind to the nature around and within him. Lord Byron encapsulates intense relationship with the natural world in his poem, “There is a pleasure in the pathless wood”.

Transcendentalism was a branch of Romanticism. It was a philosophical movement that developed in the late 1820s and 1830s in America. Transcendentalists believed in the inherent goodness of both people and nature. They believed that society and its institutions ultimately corrupted the purity of the individual, and had faith that people are at their best when truly self-reliant and independent.

Henry David Thoreau’s book “Life in woods”, which was part memoir and part spiritual quest, captures the Transcendentalist longing to escape consumerism and materialism and return to nature.

## CONCLUSION

The thesis gives a lot of information about The Age of Reason, its major occasions that changed peoples not only life, but also thoughts. It states about main things in the Romanticism period.

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## PARADISE LOST BY JOHN MILTON

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### ABSTRACT

This thesis is devoted to a great masterpiece which was written by John Milton along with his life. In this documentation, reader may get a number of information about Adam and Eva. In it, in many times, Adam is deceived by Satan's tricks, in the long run, he lost Paradise. The course of events was clarified by the author according to an epic poem along with different examples.

**Keywords:** Adam, Eva, God, Heaven, Milton, Paradise, protestant christian.

### INTRODUCTION

As a young poet John Milton promised a great epic about the military feats of King Arthur or some other national hero devoted to the glory of England but at the end of his career he published an epic about the fall of Satan and humankind set in the cosmic realms of Hell in heaven in which England has never mentioned.

In-between he experienced devastating personal losses and great political crises. Paradise Lost shows the evolution and culmination of a long career deeply engaged with the historical events of his lifetime. The poem revolutionizes the conventions of epic poetry and raises radical questions about marriage, monarchy, free will and national heroes.

### FINDINGS

John Milton was born on December 9, 1608 to a middle-class religiously Protestant family in London, England. As a young student, he began writing poetry and started training to become an Anglican priest. Even though his interest in religion prevailed throughout his life. He gave up his pursuit of the priesthood to devote his time to writing poetry and to studying ancient and modern languages, such as literature, science, politics along with philosophy. After years of poor eyesight in 1651 Milton went completely blind. Paradise Lost was published long afterward in 1667 and 1674. Comprising nearly 11,000 lines of blank verse. The poem was immediately popular. Today it is regarded as the greatest epic poem in English. Milton

died in November 1674 and his works continued to influence the conventions of storytelling.

John Milton considered himself a radical Protestant Christian. He was deeply opposed to England's ruling Anglican Church believing that the separation of the Anglican Church into other Protestant groups was a good thing. He eventually abandoned Presbyterianism on the grounds that all organized religions blocked people's access to spirituality.

Disdainful of the monarchy, he supported the revolution that led to the regicide of Charles I in 1649 and he served as an appointed official in the Commonwealth Government and the Protectorate of Oliver Cromwell. After the restoration of monarchy in 1660 Milton fled and went to hiding to avoid being jailed or executed. Milton believed strongly in an individual's right to freedom seen in his stance in support of divorce. For Milton God was the only true king and any human monarch was automatically tyrannical.

Contemporary readers tend to find Milton's view of woman problematic. His interpretation of the Bible on this subject is quite literal. Women are inferior to men and must submit to them. And yet Adam chooses his companion Eve over obedience to God. Offering a vision of companionship marriage that was progressive in Milton's day. Moreover, Milton's Eve is not simply a sexual temptress. She is a complex being with a strong desire to acquire knowledge and be independent.

Paradise Lost radicalizes the genre of epic poetry casting Satan and his army magnificent heroic guys and elevating a married couple to the status of epic heroes. Epic action is revolutionized as well. Moving from martial exploits to moral battles elevating the heavy burden of human free will. Stylistically, Milton rejects heroic couplets. Tying the constraints of rhyme to the political censor of his day.

John Milton invokes a heavenly muse and begins his story in medias res. The rising action of the poem begins when God has passed Satan and his rebel army of fallen angels out of heaven. Led by Satan these fallen angels decide to continue their resistance to God by corrupting man God's new creation. Satan's children sin and death help him exit through the gates of Hell. God already knows that Satan will succeed in tempting and corrupting mankind. He announces that man will be punished for his disobedience because he created humans to be strong enough to withstand such temptations. He claims that new creations will be punished by death. Unless someone in the heaven is willing to die on their behalf. God's only son volunteers. Satan lands in the new world and sneaks into the Garden of Eden disguised as a cherub. Once inside the Garden watches Adam and Eve and his envious of their beauty and



happiness that indicates God's favor. Though he has a moment of doubt, Satan stays resolved in his plan to corrupt them. He overhears Adam and Eva discussing the forbidden fruit of the tree of knowledge and Satan decides to seduce them with this fruit. Satan is discovered whispering into Eva's dreams and he flees: God sends his Archangel Raphael to warn Adam about Satan's plotting. As a warning against disobedience Raphael tells Adam the story of Satan's rebellion in Heaven. In the long run, Adam is deceived by Satan's tricks and is expelled and loses the unique Paradise.

## CONCLUSION

This thesis gives you a lot of information about not only John Milton, but also his unique masterpiece "Paradise Lost". By reading it, a human being can get enough knowledge about him.

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## STRUKTUR DER SYNONYME DER DEUTSCHEN SPRACHE UND IHRE BEDEUTUNG

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### ANNOTATION

Dieser Artikel informiert über Synonyme und ihre Definitionen in der deutschen Sprache sowie über die Bedeutung von Synonymen in der sprachwissenschaftlichen Literatur und in Übersetzungsprozessen.

**Schlusswörter:** phonetische, lexikalische, grammatikalische Merkmale, Mehrsprachigkeit (Polyglott), Kriterium der Synonymie, sprachlich (indeferent) oder eng.

## NEMIS TILIDA SINONIMLAR TUZILISHI VA ULARNING AHAMIYATI

### ANNOTATSIYA

Ushbu maqolada nemis tilida sinonimlar va ularga berilgan ta'riflar hamda lingvistik adabiyotda sinonimlarning ahamiyati, tarjima qilish jarayonlari haqida ma'lumotlar keltirilgan.

**Kalit so'zlar:** fonetik, leksik, Grammatik xususiyatlar, ko'p tillilik (polyglot) sinonimiya mezoni, lingvistik (befarq) yoki tor.

Erwähnenswert ist, dass heute die Rolle der Übersetzung zunimmt und Gedichte, Prosawerke, journalistische und wissenschaftliche Texte, Arbeitspapiere und politische Dokumente, Zeitungsberichte, rednerische Debatten und Filme von einer Sprache in eine andere übersetzt werden.

Die in diesem Artikel behandelte deutsche Sprache ist die Amtssprache von Ländern wie Deutschland, Österreich, der Schweiz, Luxemburg und Liechtenstein.

Darüber hinaus leben Menschen deutscher Nationalität in anderen Ländern der Welt. Die deutsche Sprache gehört zur germanischen Sprachgruppe der indogermanischen Sprachfamilie. Sie unterscheidet sich stark von der usbekischen Sprache und hat ihre eigenen Merkmale. Aus diesem Grund ist es notwendig, die phonetischen, lexikalischen und grammatischen Merkmale der deutschen Sprache mit den phonetischen, lexikalischen und grammatischen Merkmalen der usbekischen

Sprache zu vergleichen und die deutsche Sprache zumindest kurz zu beschreiben. Daher wird beim Unterrichten der deutschen Sprache vom Lehrer verlangt, dass er beide Sprachen in allen Aspekten gut beherrscht. Darüber hinaus muss der Lehrer mit der beispielhaften Aussprache der deutschen Sprache vertraut sein und sich der Veränderungen der Aussprachenormen im Zuge der Entwicklung der modernen deutschen Literatursprache bewusst sein.

Die Nähe der deutschen Sprache zu anderen germanischen Sprachen zeigt sich vor allem in den phonetischen und lexikalischen Ähnlichkeiten von Wörtern aus verschiedenen Sprachen.

Durch vielfältige Sprachvergleiche führt der Lehrer die Schüler von der Zweisprachigkeit zur Polyglotte im Deutschunterricht. Der Unterricht der deutschen Sprache erfordert das wissenschaftliche Studium des phonologischen, morphologischen, syntaktischen und lexikalischen Systems der usbekischen Sprache, der Muttersprache der Studierenden, sowie die Offenlegung der wichtigsten typologischen Merkmale und damit den Vergleich der erlernten deutschen Sprache mit der usbekischen um die zu untersuchende Sprache zu unterscheiden, ist es angebracht, einige ihrer Spracheinheiten typologisch zu beschreiben. Im Deutschen gibt es etwa 5,3 Millionen Wörter existieren und ihre Zahl wächst ständig. Normaldeutsch hat einen aktiven Wortschatz von 12.000 bis 16.000 Wörtern. Für einen Ausländer, der Deutsch lernt, reicht es aus, zunächst etwa 2000 Wörter zu kennen. Dazu müssen wir zunächst die Phonetik der deutschen Sprache erlernen und in der Lage sein, Synonyme zu verwenden.

**Synonyme** sind Wörter in derselben Phrase, die dasselbe bedeuten, sich jedoch hinsichtlich der lexikalischen Bedeutung und der Verwendung in der Sprache unterscheiden. Synonyme in der Sprache bilden eine Gruppe von Wörtern und Phrasen, die einen systematischen Charakter haben. Es gibt keine allgemein akzeptierte Definition von Synonymen, ebenso wenig wie es in der linguistischen Literatur einen einheitlichen Ansatz zur Etablierung von Synonymie gibt. Wie oben erwähnt, sind Synonyme Wörter mit derselben Bedeutung, einer ähnlichen Bedeutung, Wörter, die dasselbe Konzept ausdrücken, oder Konzepte, die sehr nahe beieinander liegen, denselben oder einen sehr ähnlichen thematisch-logischen Inhalt haben. Wörter, die ähnlich sind, werden als ähnliche Wörter bezeichnet. Wie bereits erwähnt, wird Übereinstimmung als Kriterium der Synonymie bezeichnet.

Für eine Reihe von Wörtern ist die Übereinstimmung jedoch angemessen, sie stehen jedoch nicht in einer synonymen Beziehung zueinander: zum Beispiel schlucken trinken, schlucken essen. usw. Die Kompatibilität erkannter Synonyme ist inkonsistent. Vergleiche: ganz völlig: völlige (not ganze) Genesung, aber die ganze

(not völlige) Zeit, etwas ganz (not völlig) anderes usw. Linguisten sind mit einem Kriterium wie „Substitution“ sehr zufrieden, wenn sie im gleichen Kontext oder in Kontexten mit naher Bedeutung eine signifikante Änderung der Bedeutung der Aussage durch die Substitution bemerken ist berühmt.

Allerdings ist es nicht objektiv genug. Offensichtlich muss zunächst geklärt werden, um welche Art von Kontext es sich handelt, um einen breiten, sprachlichen (unvoreingenommenen) oder einen engen Diskurs (situativ, nicht unvoreingenommen).

Die Analyse der Verwendung einer Vielzahl von Synonymen der deutschen Sprache liefert eine Grundlage für die Unterscheidung folgender Hauptmerkmale, die bei der Beschreibung der semantischen Unterschiede von Wörtern in der Synonymreihe berücksichtigt werden sollten:

**Grad.** Hiermit meinen wir eine Steigerung der zum Ausdruck gebrachten Charakteristik, Qualität oder Intensität der Wirkung, zum Beispiel:

- ❖ Befürchtung-Angst-Entsetzen
- ❖ gut-ausgezeichnet
- ❖ schwerhörig-taub-stocktaub
- ❖ werfen-schleudern
- ❖ zuhören - horchen
- ❖ laufen-rennen

**Charakter (Aktion, Prozess usw.).** Dies sind Dauer, Geschwindigkeit, Regelmäßigkeit, Nachlässigkeit oder Gründlichkeit der Ausführung etc., zum Beispiel:

- ❖ aufmachen - aufsperrern
- ❖ anfangen-ausbrechen
- ❖ gehen-schreiten
- ❖ schauen-betrachten

Manche Synonyme haben mehrere Eigenschaften gleichzeitig. So ist zum Beispiel „verlieren einbüßen sich (D) verscherzen“ für die Spezialisierung vorgesehen, obwohl sich verscherzen von anderen Mitgliedern der Reihe dadurch unterscheidet, dass es Effizienz ausdrückt, denn es bedeutet, dass jemand verloren hat, dass etwas völlig und für immer verloren ist.

Wenn wir deutsche Synonyme im Allgemeinen betrachten, wie wir oben erwähnt haben, gibt es im Deutschen viele Wörter, insbesondere Synonyme. Deshalb gewinnen die Probleme ihrer Übersetzung heute immer mehr an Bedeutung. Wenn wir diese Richtung organisieren wollen, ist es daher wichtig, mit der Phonetik der deutschen Sprache zu beginnen.

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## WOMEN- WRITERS IN ENGLISH LITERATURE

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### ABSTRACT

Women writers have made significant contributions to English literature throughout history, challenging societal norms and shaping the literary landscape with their unique perspectives and voices. From the pioneering works of Mary Shelley , Georg Eliot and the Bronte sisters in the 19th century to the groundbreaking writings of Virginia Woolf and Sylvia Plath in the 20th century, women authors have explored a wide range of themes and genres, from social critique to personal introspection.

**Keywords:** Female novelist, independence, gender inequality, abusive ,weaker works

The Victorian Era was a period of great social and political reform, especially regarding the role of women. Women began actively seeking equal social and legal rights as men, and one of the main ways they attempt to draw attention to their plight was through writing. Many women of the Victorian Era published their work anonymously or pseudonyms to ensure that their works would be given the same merit that works by male authors were granted. Using gender ambiguous pseudonyms, which all of the Bronte sisters did , allowed female novelists the freedom to create characters exactly the way they wanted without fear of being disrespected or not taken seriously because they were created by women. Charlotte was born on 21 April 1816,Emily on 30 July 1818 and Anne on 17 January 1820 all in Thornton, Yorkshire. They had two sisters, both of whom died in childhood and a brother, Branwell. Their father, Patrick , was an Anglican clergyman who was appointed as the rector of the village of Haworth, on the Yorkshire moors.

The Bronte siblings, Charlotte, Emily, and Anne, are renowned for their literary works that have become classics of English literature. Some of their most famous works include. The Bronte siblings, consisting of Charlotte, Emily, and Anne,



are renowned for their classic literary works. Charlotte Bronte's novels "Jane Eyre" and "Villette" focus on themes of independence and love, while Emily Bronte's "Wuthering Heights" tells a passionate love story set in the Yorkshire moors. Anne Bronte's works "Agnes Grey" and "The Tenant of Wildfell Hall" address issues such as gender inequality and abusive relationships. Their novels often feature strong female characters, gothic elements, and explore themes of love and societal norms. The Bronte sisters' writing is characterized by vivid descriptions and emotional depth, reflecting a profound understanding of human nature. Despite facing challenges in their time, the Bronte sisters have left a lasting impact on literature and are celebrated for their significant contributions to the literary world.

Mary Ann Evans, later known as George Eliot, was a renowned English novelist from the Victorian era. Born in Warwickshire in 1819, she received a high-quality education from private schools and tutors. Initially working as a translator, critic, and subeditor, she eventually turned to writing novels after translating philosophical texts. Adopting the pen name George Eliot, her first novel "Adam Bede" (1859) was a tragic tale. Other notable works include "The Mill on the Floss" (1860) and "Silas Marner" (1861), which are set in rural landscapes. "Romola" (1862-1863) is a historical novel based in Renaissance Florence. Her political novel "Felix Holt Radical" (1866) is often considered one of her weaker works.

Mary Shelley, the notable English novelist, is best recognized for her groundbreaking novel "Frankenstein; or, The Modern Prometheus," published in 1818. Born as Mary Wollstonecraft Godwin on August 30, 1797, in London, England, she emerged as a significant writer during the Romantic era. Shelley was the daughter of renowned philosopher William Godwin and pioneering feminist Mary Wollstonecraft, the author of "A Vindication of the Rights of Woman." Growing up in intellectual circles due to her parents' eminence influenced Shelley's upbringing. Apart from her seminal work "Frankenstein," Mary Shelley crafted other novels, short stories, essays, and travelogues. Her writings often addressed societal issues, gender dynamics, and the human condition. Mary Shelley's thematic exploration and distinctive writing style have left a lasting imprint on literature. Her narrative themes revolving around science, humanity, and morality continue to inspire contemporary authors. Her novels include «Valperga» (1823), «Perkin Warbeck» (1830), «The Last Man» (1826), «Falkner» (1837).

In conclusion, These women writers have often grappled with issues of gender, identity, and power, using their literary works to shed light on the experiences of women in a male-dominated world. Through their stories, poems, and essays, they have tackled complex topics such as motherhood, and mental health,

offering nuanced portrayals of female characters that defy stereotypes and challenge conventional narratives. Despite facing discrimination and marginalization in the literary world, women writers have persevered and flourished, producing works that continue to resonate with readers of all backgrounds. Their voices have enriched English literature with diverse perspectives and innovative storytelling techniques, inspiring future generations of writers to explore new horizons and push the boundaries of artistic expression.

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## SHAXS TUSHUNCHASINI ANGLATUVCHI YURIDIK TERMINLAR XUSUSIDA

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### ANNOTATSIYA

Mazkur maqolada yuridik tilshunoslikda qo'llaniladigan shaxs tushunchasini anglatuvchi yuridik terminlar haqida so'z yuritiladi. Shaxs tushunchasini anglatuvchi yuridik terminlarni mavzuviy guruhlanishi haqida keltirib o'tiladi. Shaxs tushunchasini anglatuvchi yuridik terminlar misollar orqali atroflicha tahlil qilinadi.

**Kalit so'zlar:** Yuridik termin, shaxs, advokat, jinoyatchi, yuridik faoliyat.

### АННОТАЦИЯ

В данной статье рассматриваются юридические термины, используемые в юридической лингвистике, обозначающие понятие человека. Упоминается тематическая группировка юридических терминов, обозначающих понятие личности. Юридические термины, обозначающие понятие личности, подробно анализируются на примерах.

**Ключевые слова:** Юридический термин, лицо, адвокат, преступник, законная деятельность.

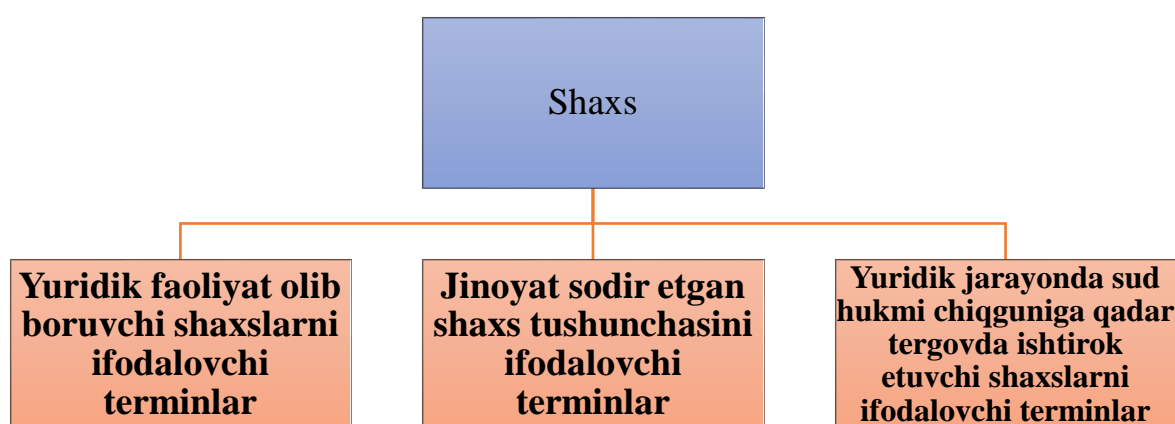
### ABSTRACT

This article deals with the legal terms used in legal linguistics, meaning the concept of a person. The thematic grouping of legal terms denoting the concept of person is mentioned. Legal terms that mean the concept of person are thoroughly analyzed through examples.

**Keywords:** Legal term, person, lawyer, criminal, legal activity.

Yuridik terminlarni mavzuviy guruhlashda bir qancha jihatlarni inobatga olinadi. Bu terminlarni shaxs, faoliyat, yuridik xujjat, lavozim va jazo joylari tushunchalarini anglatuvchi terminlarga ajratish mumkin. Ularning hammasi ma'lum

faoliyat nuqtayi nazaridan bir-biri bilan chambarchas bog'liq. Shaxs tushunchalarini anglatuvchi yuridik terminlarni shaxslarning jinoyat sodir etgan yoki etmaganligi, undan tashqari mazkur jinoyatni huquqiy jihatdan ochib beruvchi shaxslar faoliyatiga qarab bir nechta guruhlarga ajratish mumkin. G'ulomova. G o'z disertatsiyasida shaxs tushunchasini anglatuvchi yuridik terminlarni ikki guruhga ajratadi. Bular: 1) Yurisprudensiya sohasida ish yurituvchi shaxslarni ifodalovchi terminlar 2) Jazolanuvchi, qonunga xilof ish qiluvchi shaxslarni anglatuvchi terminlar.<sup>1</sup> Biz ushbu maqolamizda shaxs tushunchasini anglatuvchi yuridik terminlarni uch guruhga bo'ldik. Quyida ularni jadval asosida ko'rib chiqamiz.



### Shaxslarni ifodalovchi terminlar

1. Yuridik faoliyat olib boruvchi shaxslarni ifodalovchi terminlar: *advokat, prokuror, sudya, sudya yordamchisi, sud majlisi raisi, ekspert, tergovchi, sud majlisi kotibi, xalq maslahatchisi, tarjimon* va b.

2. Jinoyat sodir etgan shaxs tushunchasini ifodalovchi terminlar: *ayblanuvchi, aybdor, sudlanuvchi, jinoyatchi, javobgar, residivist, brakoner, ta'magir, firibgar, ekstremist* va b.

3. Yuridik jarayonda sud hukmi chiqquniga qadar tergovda ishtirok etuvchi shaxslarni ifodalovchi terminlar: *jabrlanuvchi (hayotdan ko'z yumgan bo'lsa, marhum), gumon qilinuvchi, da'vogar, fuqaroviy da'vogar, da'vogar vakili, guvoh, xolis, jamoat himoyachisi, jamoat ayblovcisi, profilaktika noziri* va b.

**Yuridik faoliyat olib boruvchi shaxslar** - maxsus yuridik bilimga ega bo'lgan, davlat tomonidan muayyan vazifa yuklatilgan, litsenziyasi mavjud bo'lib, yuridik faoliyat olib borishga vakolatli shaxslar tushuniladi. Har qanday huquqiy jarayonda tergov bosqichi ishning natijasini aniqlashda hal qiluvchi rol o'ynaydi.

<sup>1</sup> G'ulomova.G O'zbek yuridik terminologiyasining istiqbol davri taraqqiyoti. T.: 2005. 18-bet

Aynan shu bosqichda dalillar to'planadi, guvohlar so'roq qilinadi va faktlar aniqlanadi. Sud tomonidan adolatli hukm chiqarilishini ta'minlashda turli rol o'ynaydigan, tomonlar sifatida tanilgan turli shaxslarning ishtirok etishi tergov jarayonining asosiy jihatlaridan biridir. Bu shaxslarga huquqni muhofaza qilish organlari xodimlari, prokurorlar, advokatlar va sudyalari kiradi. Tergov jarayonida birinchi ishtirokchi huquq-tartibot idoralari xodimlaridir. Ular dalillarni to'plash va guvohlar bilan suhbatlar o'tkazish uchun javobgardir. Bu dalil qurollari, DNK va barmoq izlari kabi ashyoviy dalillar hamda guvohlarning ko'rsatmalarini o'z ichiga oladi. Huquq-tartibot idoralari xodimlari gumonlanuvchilarni hibsga olish va ayblovlar uchun sudga olib kelish huquqiga ega. Shuningdek, ular ish uchun tegishli bo'lgan mol-mulkni qidirish va olib qo'yish huquqiga ega. To'plangan dalillarning sudga qabul qilinishi va ayblanuvchining huquqlari himoya qilinishida ularning roli hal qiluvchi ahamiyatga ega. Ular quyidagilar:

**Advokat** – [lot. *Advocatus*. < *advocare* – yordamga chaqirish] **1** Sudga javobgarga huquqiy yordam (maslahat) beruvchi, javobgar (aybdor)ni himoya qiluvchi yurist; oqlovchi, himoyachi. (O'TIL, 2-t., 39-b.). *Advokat, taraf sifatida, sud ishlarini yuritishning barcha bosqichlarida protsessning barcha ishtirokchilari bilan teng huquqqa ega bo'ladi.* Gazetadan.

**Prokuror** [fr. *procureur* < lot. *procurare* – g'amxo'rlik qilmoq]

Qonunlarga to'la amal qilinishi va ularning to'g'ri qo'llanishi ustidan davlat nazorati olib boruvchi mansabdor shaxs. (O'TIL, 2-t., 313-b.). *Respublika prokuror – Qonunlar ijrosi ustidan nazorat prokuror vazifasi emasmi?* Gazetadan.

**Sudya** [qad. R. *Sud*. – ish; hukm] Muayyan fuqaroviy (ayrim shaxslar yoki muassasa va tashkilotlar o'rtasidagi, shaxslar bilan muassasa va tashkilotlar o'rtasidagi) nizolarni hal qiluvchi hamda jinoiy ishlarni ko'rib chiquvchi – odil sudlovni amalga oshiruvchi davlat organi. (O'TIL, 2-t., 580-b.). *Xalq sudi. Sud qarori. Sud hukmi. Sud organlari. Sudga bermoq. Sud tizimi – [Qosimjon:] O'rtoqlar, olib boringlar bularni, adolat sudiga topshiringlar! Tegishli jazosini ko'rsin.* Hamza, Tuhmatchilar jazosi.

### **Jinoyat sodir etgan shaxs tushunchasini ifodalovchi terminlar**

Jinoyat sodir etgan shaxslar jinoyatchi hisoblanadi. Ular jamiyatga hamisha xavf va qo'rquv solib kelgan. Jamiyatda kichkina o'g'rilardan tortib katta zo'ravon jinoyatchilar avval ham bugun va bundan keyin ham doimo mavjud bo'laveradi. Quyida mazkur jinoyat sodir etgan shaxs terminlarining qanday ma'no anglatishini o'zbek tilining izohli lug'atda ko'rib chiqamiz.

**Jinoyatchi**-[a.-ayb gunoh; jinoiy ish] Davlat qonunlari bilan belgilangan tartibga xilof va shu qonunlarga asosan javobgarlikka tortishni talab qiladigan, jamoat



uchun xavfli hatti-harakat. (O'TIL, 2-t., 92-b.). *Og'ir jinoyat. Amaldan foydalanib qilingan jinoyat. Jinoyat ustida ushlamoq. Tergov tugashi uchun esa jinoyatga iqrор bo'lish kerak.* H.G'ulom, Mash'al.

**Kissavur-** [f.-xaltani, kissani kesmoq] Cho'ntak o'g'risi; ko'cha ko'y, bozor va boshqa joylarda kishilarning narsalarini o'g'irlovchi shaxs (O'TIL, 2-t., 376-b.). *Karomat kissavurlarda bo'ladi.. Puling borini bilib orqangdan ilashadi.* T. Obidov, Yusufjon qiziq.

**Kazzob-**[a.-yolg'onchi, soxta, aldoqchi] Yolg'on so'zlar so'zlovchi, yolg'ochi, aldoqchi (O'TIL, 2-t., 293-b.). *-Men uni do'st deb yursam, ilonning yog'ini yalagan kazzob ekan – dedi Ostonaqul.* S.Abdug'ahhor, Sanamay sakkiz dema.

**Qotil-**[a.-o'ldiruvchi, qatl etuvchi, halokatli] Odam o'ldiruvchi yoki o'ldirgan kishi. *Yomon shifokorning qotildan farqi yo'q.* (O'TIL, 2-t., 346-b.). O'.Hoshimov, Nur borki, soya bor.

### **Yuridik jarayonda sud hukmi chiqquniga qadar tergovda ishtirok etuvchi shaxslarni ifodalovchi terminlar**

Yuqorida qayd etilgan asosiy ishtirokchilardan tashqari, tergov jarayonida hal qiluvchi rol o'ynaydigan boshqa shaxslar ham bor. Bularga guvohlar kiradi, ular sodir bo'lgan voqealar to'g'risida oldindan aytib beradigan va o'z da'volarini tasdiqlovchi dalillarni taqdim etadilar. Guvohning roli tergov jarayonida muhim ahamiyatga ega, chunki ular hukmga ta'sir qilishi mumkin bo'lgan qimmatli ma'lumotlarni taqdim etadi. Quyida so'zlarning o'zbek tilidagi izohini ko'rib chiqamiz.

**Guvoh 2.** Sud yoki tergov jarayoniga o'z ko'rgan-bilganlarini aytib berish uchun chaqirilgan kishi (O'TIL, 1-t., 514-b.). *Sudga chaqirilgan guvohlarning ko'rsatmalaridan aniqlandiki...(sud bayonnomasidan).*

**Gumondor.** Biron ishdan gumon qilinuvchi (O'TIL, 2-t., 525-b.). *Sud materiallarida gumondor deb G'ayrat Jiyanov ko'rsatilgan (O'AHN, 35-b.).*

**Ayblanuvchi 1. Ayblanuvchi** fl. Sfdsh. 2 huq. O'zR Jinoiy-protsessual kodeksida belgilangan tartibda ayblanuvchi tariqasida jinoyat ishida ishtirok etishga jalb qilinishi haqida ayblov qarori chiqarilgan shaxs. (O'TIL, 2-t., 52-b.).

**Tarjimon** [a. – tarjima qiluvchi] Tarjima qiluvchi shaxs (O'TIL, 2-t., 680-b.). *Mohir tarjimon – Men bilan so'zlashishingiz uchun tarjimon ham kerakdir hali?* P. Tursun, O'qituvchi.

**Ekspert** [lot. Expertus – tajribali] Sud tergov organlari, tibbiy yoki ilmiy muassasalar tomonidan ekspertiza o'tkazishga chaqirilgan shaxs, muayyan soha mutaxassisi. (O'TIL, 2-t., 27-b.). *Sud ekspertlari, ekspertlar komissiyasi. – Ekspert ishtirokida go'r ochildi. Undan yigirma yoshlar chamasidagi o'rta bo'yli, miqtigina yigitning gavgasichiqdi.* Gazetadan.



Xulosa qilib aytish mumkinki, huquq tizimida tergov jarayonida ishtirok etuvchi shaxslarning ishtiroki hal qiluvchi ahamiyatga ega. Har bir tomon to'plangan dalillarning maqbulligini va ayblanuvchining huquqlarini himoya qilishda muhim rol o'ynaydi. Odil va adolatli hukm chiqarishda bu tomonlar o'rtasidagi hamkorlik muhim ahamiyatga ega. Huquqiy tizimning yaxlitligi va adolatliligini ta'minlash uchun barcha ishtirokchilar tergov jarayonida o'z rollari va mas'uliyatlarini tushunishlari muhimdir.

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## XITOIY TILIDA TENIK ATAMALAR

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### ANNOTATSIYA

Ushbu kurs ishida texnik atamalar oid terminlarining yoritilishi va ularning shartlari kabi masalalar va ularning xususiyatlari ochib berildi. Ilmiy ishda bir qator fanlar bilan aloqadorligi, jumladan, Sharq tilini o‘qitish metodikasi fani bilan va boshqa shu kabi turli xil fanlar bilan uzviy bog‘liqligi o‘rganildi. Ilmiy ishni o‘rganish faoliyatidagi muhim ko‘nikma va malakalarni egallashda ushbu kurs ishi muhim manba sifatida tadqiq etildi

**Tayanch iboralar:** atamashunoslik, kompyuter atamalari, o‘zlashtirma atamalar.

Atamalar muayyan bir sohaga oid tushunchalarni aniq ifoda etuvchi so‘zlar bo‘lsada, lekin u so‘zlarning qo‘llanishi shu soha kishilari doirasi bilan chegaralangan bo‘lishi shart emas. Bunda ikki holatni ko‘rish mumkin: Atamalarning ma‘nosi, sohaga aloqasi bo‘lmagan kishilar uchun ham tushunarli bo‘ladi va ular tomonidan ham qo‘llanaveradi. Masalan, botanikaga oid bug‘doy, paxta, o‘rik, go‘za, uzum, noq san‘atshunoslikka oid: sahna, afisha, aktyor; tibbiyotga oid: ukol, narkoz, gripp; texnikaga oid: texnik ishlar yuqorida aytib o‘tganimizning isboti.

Hozirgi zamon xitoy tilida juda ko‘p yangi sohalarga oid atamalar paydo bo‘lyapti, shu jumladan texnika sohasida kompyuter yo‘nalishi o‘z rivojini topyapti. Xitoy va O‘zbekiston o‘rtasidagi tashqi savdo aloqalari ham jadallik bilan rivojlanyapti. Shu jarayonda kompyuter atamalarini o‘zbek tiliga o‘girishda hamda ularni taftish etish muhim ahamiyatga egadir. Kompyuter sohasining tobora rivojlanib borishi bugungi kunda ijtimoiy hayotning barcha sohalari informatsizatsiyasiga olib kelmoqa. Informatsion texnologiyalar sohasida ko‘pgina yangilar qilinayotgani sababli aynan shu sohada ko‘pgina o‘zlashtirma so‘zlarning kirib kelishi kuzatilmoqda. Mamlakatimizning boshqa ko‘pgina chet davlatlari bilan aloqalari bor. Shuningdek Xitoy Xalq Respublikasi bilan bo‘lgan diplomatik aloqalari kundan kunga rivojlanib bormoqda. Respublikamiz Xitoy Xalq Respublikasi bilan nafaqat siyosiy-iqtisodiy sohada, balki ta‘lim va madaniyat sohalari yuzasida ham keng ravishda samarali hamkorlik olib bormoqda. Shu bilan birga yurtimizda xitoy tiliga bo‘lgan qiziqish yanada kuchayib bormoqda. Biz, ya‘ni

talabalar xitoy tilini o'rganar ekanmiz, bu til yuzasida nafaqat chuqur bilimga ega bo'lishni, balki uni vatanimizda boshqa tillar kabi keng tarqatish yo'lida oz bo'lsada o'z burchimiz deb hisoblab, unga o'z hissamizni qo'shishni oldimizga maqsad qilib qo'yishimiz kerak. Xitoy tili boshqa tillarga o'xshab o'z leksik boyligiga ega. So'z boyligining ma'lum bir qismini atamalar tashkil qiladi. Ilm-fan, texnika, qishloq-xo'jaligi va boshqa sohalarga oid tushunchalarning aniq atamasi bo'lgan so'z yoki so'z birikmasi atama deyiladi. Kompyuter atamashunosligini o'rganish va uni turli tillarda taqqoslash muhim masalalardan biridir, chunki u dunyo miqyosida atamashunoslik fondini tashkil qilish va shu orqali turli lingvistik bazalarning professional sohada o'xshash taraflari hamda o'ziga xosliklarini aniqlashga yordam beradi. 电脑 diànnǎo kompyuter. Hisoblash va ma'lumot masalalariga avtomatik ishlov berishga mo'ljallangan, elektron texnik vositalar majmuasi.

打印机 dǎyìnjī printer. Chop etish qurilmasi bo'lib, kompyuterdagi axborotni qog'ozga chiqarish uchun xizmat qiladi.

键盘 jiànpán klaviatura. Klaviatura yordamida operatsion sistema va uning boshqaruvi ostida ishlaydigan dasturlarga buyruqlar, shuningdek, bu dasturlarga kerak bo'lgan ma'lumotlar kiradi.

光驱 guāngqū CDD (CD-ROM). Compact Disk Driver axborotni o'qish tezligi bilan alohida xarakterlanadi. Bir birlik axborot o'qish tezligi sifatida sekundiga Kbait axborot o'qish qabul qilingan bo'lib qolganlari shunga karrali qilib olinadi.

声卡 shēngkǎ tovush kartasi. Protsessordan chiqadigan signalni elektr signaliga aylantirib, kompyuterning tovush chiqaruvchi qismiga yuboradigan va keyin tovush kuchaytrgich yoki kolonkalarga yetkazib beruvchi qurilma.

硬盘 yìngpán qattiq disk (vinchester). Kompyuterda ishlash jarayonida qo'llaniladigan ma'lumotlarni doimiy xotirada saqlash uchun xizmat qiladi. Qattiq disk operatsion tizim dasturlari, matin muharrirlari, ko'p qo'llaniladigan dasturlar majmuasi, dasturlash tillari va hokazolar saqlanadi.

主板 zhǔbǎn tizimli plata. Kompyuterning asosiy platfo'rmasi bo'lib, boshqa elektron qurilmalar: mikroprotsessor, tezkor xotira, tizimli shina va boshqa qurilmalarning adapterlari ana shu platformaga o'rnatiladi.

显示器 xiǎnshìqì monitor (display). Kompyuter monitori ekranga matinli va grafik axborotni chiqarish uchun mo'ljallangan bo'lib bu tasvirlarni kompyuterning videokontrolleri shakillantirib beradi.

鼠标 shǔbiāo sichqoncha. Sichqoncha qo'lning kaftiga sig'adigan ikkita tugmachali moslama bo'lib, uning yordamida kompyuter ekranidagi obyektlar ustida turli xil manipulyatsiyalarni bajarish, tugmachalar yordamida signallar kiritish mumkin.

内存 nèicún ichki xotira (DDR). Kompyuterning ishlash jarayonida bevosita kerak bo'ladigan ma'lumotlar saqlanadi. Ushbu xotira yuqori tezlikda ish bajargani uchun —tezkor xotira deb ham nom olgan. Lekin ichki xotiradagi ma'lumotlar kompyuter o'chirilganda yo'qoladi, ya'ni o'chib ketadi.

数据机 shùjù jī modem. Kompyuter o'zaro telefon tarmog'i orqali axborot almashishini ta'minlovchi qurilma. Modem kompyuterdan olingan raqamli signallarni telefon tarmog'idan o'tuvchi analogli signallarga aylantirish va aksincha telefon tarmog'idan kelgan analogli signallarni raqamli signallarga o'tkazib kompyuterga kiritish uchun xizmat qiladi.

比特 bǐ tè —Kompyuterdagi ma'lumot birligi. U 0 yoki 1 qiymatni qabul qiladi. Lekin kompyuter buyruqlari bayt bilan ishlaydi. Ketma-ket sakkiz bit bir baytdan iborat.

处理器 chǔlǐqì markaziy prosessor (CPU). —Central processing unit. Kompyuterning asosi hisoblash va boshqaruv elementi hisoblanadigan tranzistorli mikrosxema. U kompyuterning asosi y miyyasi deb ham yuritiladi.

优盘 yōupán flesh xotira. Bu energiyaga bog'liq bo'lmagan, yozish va o'qish imkoniyatlari mavjud bo'lgan ixcham xotira turi hisoblanadi. Flesh xotiradagi axborot ishonchli. Flesh xotira kompyuterga USB porti orqali ulanadi.

自动编码 zì dòng biān mǎ-autokad dasturi. Kompyuter grafikasida loyihalashning avtomatlashtirilgan tizimi Autocad dasturidan foydalanib grafik axborotni kompyuterda bajarish o'rganiladi.

因特网 yīn tè wǎng - internet. Jahon bo'yicha kompyuterlar tarmoqlaridan tuzilgan yaxlit tarmoq bo'lib, unda yagona til andoza qoidalari majmuyi asosida axborot almashadilar. Uning nomi xalqaro tarmoq degan ma'noni anglatadi.

病毒 bìng dú-virus. Kompyuter viruslari kompyuter sistemalarida tarqalish va o'z-o'zidan qayta tiklanish xususiyatlariga ega bo'lgan bajaruvchi yoki sharhlanuvchi kichik dasturlardir. Virusning obyektini buzish imkoniyati bo'yicha quyidagi turlarga ajratish mumkin: Zararsiz viruslar, xavfli viruslar, o'ta havfli viruslar.

浏览器 liúǎnqì- brauzer. Internet tarmog'i rivojlanib, unda foydalanishning yangi imkoniyatlari, ya'ni ma'lumotlarni tez va aniq ko'rish, ma'lumot almashinishining yengillashishini ta'minlovchi dastur. Har bir brauzerning turli imkoniyatlari mavud.

Hozirgi zamon xitoy tili kompyuter atamalarini leksik semantik va struktur jihatdan o'rganish natijasida biz quyidagi xulosalarga keldik: Xitoy tili kompyuter atamalari hali to'la shakillangan deb bo'lmaydi, chunki sinonimlarni ko'pligi va ayrim

holatni biz o'zbek tilida ham kuzatishimiz mumkin. O'zbek tiliga davlat tili maqomi berilganiga ham ancha bo'lganligiga qaramay, afsuski, hozirgi kunga qadar kompyuter atamaları to'laligicha shakllanib ulgurmagani. Bundan tashqari bizning izlanishimizning ob'ekti 40 ta atamadan ziyodroq xolos, aslida esa atamalar soni bir necha mingga yetsa ajab emas. Biz atamalarni biron bir guruhga 50 ajratadigan bo'lsak birinchi navbatda ularning tub va eng asosiy ma'nosiga ko'ra ma'lum bir guruhga ajratganmiz.

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## TYPES OF WORD FORMATION PROCESSES AND THEIR DESCRIPTION

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### ABSTRACT

In this article, word formation processes are examined and given full definitions for all their types. Word formation concerns the processes that allow us to create new words with grammatical resources already obtainable within a language. These processes agree with the rules of language, specifically with its grammar. Word formation is a linguistic field that studies morphological phenomena whereby language users produce multiplex words from available building blocks. Word formation processes refer to different processes employed in word formation.

**Keywords:** word formation processes, root, stem, methods of composing new words, conversion.

### INTRODUCTION

The English language is famous for its remarkable quality of how words and sentences are formed and used. Formation of new words from an existing stem or base word by adding a syllable or another word in a general process, however, there is a range of ways in which it can be done. The formation of words is classified into four types according to the process of formation is carried out. They are:

- by adding prefixes;
- by adding suffixes;
- converting from one-word class to another;
- forming compound words.

The ‘Word-Formation Process’ is regarded as the branch of Morphology. It has a significant role in expanding the vocabulary that can give a chance to communicate smoothly. The main objectives of the word-formation processes are to form new words with the same stem by deploying various rules or processes. However, the fundamental word-formation processes in linguistics are produced below:



## Derivation

Derivation is one of the major word-formation processes that attach derivation affixes to the main form of a word to create a new word. The process includes these steps:

- standardization of the data;
- creation of bucket data;
- creation of comparison data;
- derived data;
- core member data.

Affixes (prefixes or suffixes) are regarded as bound morphemes:

*Appear-disappear; justice-injustice; lighten-enlighten; friend-friendship; happy-unhappy; sad-sadness; slow-slowness; weak-weaken; red-reddish; personal-personally.*

## Back-formation

The second type of word formation eliminates the actual derivational affix from the main form of a word to create a new word. However, back-formation is contrary to derivation in terms of forming new words. Put simply, a back-formation is a shortened word created from a longer word. The verb 'back-form' is also called back-derivation.

The term back-formation was coined by Scottish lexicographer James Murray, the primary editor of the Oxford English Dictionary from 1879 until 1915. Some examples of back-formation in the English:

*Insertion-insert; donation-donate; precession-process; obsessive-obsess; pea-peace; burgle-burglar; diagnose-diagnosis; edit-editor; televise-television; typewrite-typewriter.*

## Conversion

In conversion, a word of one grammatical form converts into another without changing any spelling or pronunciation. For instance, the word "Google" is originated as a noun before the verb. A few years ago we used the term as a noun only, but now we simply say "Google it" instead of "Search it on Google". Conversion is also called functional shift because the change is in the function, not essentially the meaning. For example, "a plane" (an aircraft) and "to plane" (to smooth a wooden surface) are the same, but the meanings are not even close to being alike. So, they cannot be an example of conversion. Thus, conversion requires similarity of meaning in words: *love- to love; paper- to paper; work- to work.*

## Compounding

Compounding is a type of word formation process that allows words to combine to make a new word. Compounding words can be formed as one or as two words joined with a hyphen. In grammar, compounding is also called composition and is used to form words belonging to four common parts of speech; nouns, verbs, adjectives, and adverbs. Compounding often creates a word or phrase that means differently than the meaning of words used as ‘ingredients’. Typically, compounds are usually divided into three different types. So they are closed compounds (basketball, headphones, toothpaste), open compounds (tennis shoes, gym shorts, peanut butter), and hyphenated compounds (sister-in-law; city-state):

*Class+room = classroom; note+book = notebook; break+up = break up; high+light = highlight; brother+in+law = brother in law.*

## Clipping

Another important word formation process is clipping. It reduces or shortens a word without changing the exact meaning. According to “Contemporary Linguistics: An Introduction” some of the most common products of clipping are names -Liz, Ron, Rob, and Sue, which are shortened from Elizabeth, Ronald, Robert, and Susan. In contrast to the back-formation process, it reserves the original meaning. Clipping is divided into four types. They are:

- back clipping
- fore clipping
- middle clipping
- complex clipping

*Advertisement-ad; photograph-photo; telephone-phone; influenza-flue; robot-bot; chute-parachute; net-internet.*

## Blending

In the blending word formation method, the parts of two or more words combine to form a new word. It refers to joining the beginning of one word and the end of another one to make a new word with a new meaning.

*Breakfast+lunch = brunch; biographical+picture = biopic; motor+hotel = motel; smoke+fog = smog*

## Abbreviation

Abbreviation is another famous and widely used word formation method that is used to shorten a word or phrase. In the modern era, abbreviation is becoming more popular. Nowadays people used to use it everywhere, also when they take notes.

*Junior-Jr; mister-Mr; mistress-Miss; doctor-Dr; January-Jan, National Aeronautics and Space Administration-NASA*

## Acronyms

An acronym is a popular word formation process in which an initialism is pronounced as a word. It forms the first letter of each word in a phrase. The newly formed letters create a new word which helps for speedy communication. For example, “PIN” is an initialism for “Personal Identification Number” and is used as the word “pin”. Here are some of examples of acronyms:

*Fear of missing out- FOMO; Graphic interchange format- GIF; wireless fidelity- WiFi; work in progress- WIP.*

## Borrowing

The current word formation method in which a word from one language is borrowed directly into another language. The word that is borrowed is called a borrowing, a borrowed word, or a loanword. It means that words which originated in one language are now used in another:

*Algebra-Arabic; cherub-Hebrew; murder-French; pizza-Italian; tamale-Spanish; ballet-French; karaoke-Japanese; ketchup-Chinese.*

## CONCLUSION

To conclude, word formation is the creation of new words from the existing elements in the language, and words are formed by various word formation processes, such as derivation, back formation, conversion, compounding, clipping, blending, abbreviations, acronyms, and borrowings. All of them have their own structure and vital role in making new words.

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## THE ROLE OF ENGLISH CONSONANTS IN LANGUAGE DEVELOPMENT

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### ABSTRACT

In this article, the acquisition and articulation processes of English consonants are examined in relation to their critical role in a person's language development.

It looks at how kids learn and become proficient with English language, highlighting the major milestones in their articulation development. The development of English consonants is essential to a child's overall language development. It entails accurately producing and perceiving consonant sounds as well as gradually learning phonetic distinctions. The phases of consonant acquisition are covered in this article, from early babble to the creation of a more complex consonant inventory. The actual production of speech sounds, or articulation, is a crucial step in the acquisition of consonants. The significance of precise articulation for efficient communication is emphasized throughout the text.

**Keywords:** phonetics, manner of articulation, place of articulation, vocal tract.

### INTRODUCTION

The process of developing language is intricate and intriguing, involving phonetics, phonology, and articulation, among other things. Out of all these linguistic elements, consonants are important for language learning and expression, especially when it comes to English.

The phonetic differences between English consonants are extensive, and correct production of these sounds necessitates precise articulatory movements. These consonant sounds are gradually learned and mastered by children studying English as a first or second language. In order to support efficient learning and handle any difficulties that students may encounter, educators, parents, and speech-language pathologists must have a thorough understanding of the function of consonants in language development.

Additionally, for multicultural and multilingual situations, the study of English consonants in language development is essential. Around the world, English is a

language that is frequently used and studied as a second language. People with different linguistic backgrounds encounter particular difficulties when learning and using the language.

Consonants in English These difficulties could result from variations in their original languages' and English's phonetic inventories, sound combinations, and articulatory processes.

Knowing the unique challenges experienced by students from various language backgrounds can help with the creation of focused teaching strategies and interventions. Through the identification of common faults and misarticulation patterns, educators and speech-language pathologists can modify their teaching strategies to better meet the unique requirements of these students. Effective communication is encouraged by this inclusive approach, which also creates a welcoming and inclusive learning atmosphere.

Consonants are letter combinations that represent specific phonemes used in speech. These sounds require either a partial or whole closure of the vocal tract. For the consonants t and d, for example, you would place your tongue behind your front teeth; for the consonants b, m, and p, you would close your lips. Vowels are the reverse of consonants in that they do not require the vocal tract to be closed.

#### DEFINITION OF CONSONANTS

The majority of the English alphabet's letters are consonants. On the other hand, certain letters can stand for both vowel and consonant sounds. We refer to these letters as "sometimes consonants."

Vowels do not require the vocal tract to be closed, in contrast to consonants. Rather, they distinguish sounds according to their pitch, accent, loudness, and duration.

A, E, I, O, and u are the vowels; y is also used occasionally. Nevertheless, h, r, and w can also produce vowel sounds depending on how they are used; yet, in grammar, they are still classified as consonants and do not adhere to the same rules as the vowels.

Spelling rules are greatly aided by understanding the distinction between vowels and consonants. It can be particularly difficult to choose when to spell words with two consonants. A word's use of double consonants with a suffix, like drop and dropped or begin and beginning, is determined by its combination of letters as well as number of syllables.

#### MANNER OF ARTICULATION



The way the airflow is impacted when it exits the lungs through the nose and mouth is known as the method of articulation. There are six distinct English articulation techniques that help to tell one consonant from another.

#### Nasal

Nasal consonants are created when you completely block air flow through your mouth and let the air pass through your nose.

There are three nasal consonants in English.

/m/ – “mad” and “clam” – oral passage is blocked by closing the lips (bilabial).

/n/ – “no” and “man” – oral passage is blocked by pressing tongue tip against the alveolar ridge (alveolar).

/ŋ/ – “going” and “funk” – Oral passage is blocked by pressing the the back of your tongue against the soft palate (velar).

#### Stop

Like nasal consonants, stop consonants occur when the vocal tract is closed completely. But for stops the airflow is NOT redirected through the nose. Instead, the air quickly builds up pressure behind the articulators and then releases in a burst.

English contains the following stop consonants.

/p/ – purse and rap – oral passage is blocked by closing the lips (bilabial).

/b/ – “back” and “cab” – oral passage is blocked by closing the lips (bilabial).

/t/ – “tab” and “rat” – oral passage is blocked by pressing the tongue tip against the alveolar ridge (alveolar)

/d/ – “dip” and “bad” – oral passage is blocked by pressing the tongue tip against the alveolar ridge (alveolar)

/k/ – “kite” and “back” – block airflow with the back of the tongue against the soft palate (velar).

/g/ – “good” and “bug” – block airflow with the back of the tongue against the soft palate (velar).

#### Fricative

While nasal and stop consonants involve a complete blockage of the vocal tract, fricative sounds involve only a partial blockage of the vocal tract so that air has to be forced through a narrow channel.

For example, you create a /t/ stop consonant when you block airflow completely with your tongue against the alveolar ridge. But if you let up with the tongue a bit and let the air seep through, you make an /s/ fricative consonant.

The English fricative sounds are as follows:

/f/ – “fro” and “calf” – air is forced through the upper teeth and lower lip (labiodental)

/v/ – “vine” and “have” – air is forced through the upper teeth and lower lip (labiodental)

/θ/ – “thick” and “bath” – air is forced through upper teeth and tongue (dental)

/ð/ – “the” and “rather” – air is forced through upper teeth and tongue (dental)

/s/ – “suit” and “bus” – air is forced through tongue and alveolar ridge (alveolar)

/z/ – “zit” and “jazz” – air is forced through tongue and alveolar ridge (alveolar)

/ʃ/ – “shot” and “brash” – air is forced through the tongue and point just beyond alveolar ridge (post-alveolar)

/ʒ/ – “vision” and “measure” – air is forced through the tongue and point just beyond alveolar ridge (post-alveolar)

/h/ – “happy” and “hope” – actually /h/ isn’t a fricative. It’s technically not even a real consonant sound since there’s no constriction/obstruction of airflow.

#### Affricate

When stop consonants mix with fricative consonants, the result is an affricate consonant. Affricate consonants start as stop sounds with air building up behind an articulator which then releases through a narrow channel as a fricative (instead of a clean burst as stops do).

The English affricate sounds are:

/tʃ/ – “chick” and “match” – air is blocked with tongue just beyond the alveolar ridge (post-alveolar), then released as a fricative.

/dʒ/ – “jam” and “badge” – air is blocked with tongue just beyond the alveolar ridge (post-alveolar), then released as a fricative.

#### Approximant

Approximants are when two articulators come close together but not quite close enough to create air turbulence.

The resulting sound is more like a fast vowel than anything else. For example, the /w/ approximant is like a fast /u/ sound (say /u/ + /aɪ/ really fast and you get the word “why”). Notice how your tongue never actually comes in contact with the top of your mouth.

There are three English approximants:

/w/ – “wet” and “howard” – back of tongue raises to velum (but not too close!) and lips are rounded (velar)

/j/ – “yes” and “bayou” – tongue raises to hard palate (but not too close!) (palatal)

/ɹ/ – “right” and “roar” – tongue raises to hard palate (but not too close)  
(alveolar/post-alveolar)

Lateral

Lateral consonants are when the tongue blocks the the middle of your mouth so that air has to pass around the sides. You create this when you

There is one lateral consonant in English

/l/ – “luck”- place the tip of the tongue at the alveolar ridge (alveolar)

You might want to return to this after you spend some more time thinking about your English sounds and fidgeting around with your speech organ. So feel free to bookmark these pages for further reference.

PLACE OF ARTICULATION

Typically, the constriction is made by movement of the active articulator. Usually, the passive articulator does nothing but wait to be addressed.

The Latin adjective for the active articulator of a sound (which ends in a "o") is typically used to name the point of articulation of that sound, followed by the Latin adjective for the passive articulator. For example, a sound where the tongue tip (the "apex") approaches or touches the upper teeth is called a "apico-dental". The majority of frequently occurring pairs of active and passive articulators have shortened names (often omitting the active portion)

The English places of articulation are known by these shortened names:

bilabial

The articulators are the two lips. (We could say that the lower lip is the active articulator and the upper lip the passive articulator, though the upper lip usually moves too, at least a little.) English bilabial sounds include [p], [b], and [m].

labio-dental

The lower lip is the active articulator and the upper teeth are the passive articulator. English labio-dental sounds include [f] and [v].

dental

Dental sounds involve the upper teeth as the passive articulator. The active articulator may be either the tongue tip or (usually) the tongue blade -- diacritic symbols can be used if it matters which. Extreme lamino-dental sounds are often called interdental. English interdental sounds include [θ] and [ð].

alveolar

Alveolar sounds involve the alveolar ridge as the passive articulator. The active articulator may be either the tongue blade or (usually) the tongue tip -- diacritic symbols can be used if it matters which. English alveolar sounds include [t], [d], [n], [s], [z], [l].

postalveolar

Postalveolar sounds involve the area just behind the alveolar ridge as the passive articulator. The active articulator may be either the tongue tip or (usually) the tongue blade -- diacritic symbols can be used if it matters which.

Linguists have traditionally used very inconsistent terminology in referring to the postalveolar POA. Some of the terms you may encounter for it include: palato-alveolar, alveo-palatal, alveolo-palatal, and even (especially among English-speakers) palatal. Many insist that palato-alveolar and alveo(lo)-palatal are two different things -- though they don't agree which is which. "Postalveolar", the official term used by the International Phonetic Association, is unambiguous, not to mention easier to spell.

palatal

The active articulator is the tongue body and the passive articulator is the hard palate. The English glide [j] is a palatal.

velar

The active articulator is the tongue body and the passive articulator is the soft palate. English velars include [k], [g], and [ŋ].

glottal

This isn't strictly a place of articulation, but they had to put it in the chart somewhere. Glottal sounds are made in the larynx. For the glottal stop, the vocal cords close momentarily and cut off all airflow through the vocal tract. In [h], the vocal cords are open, but close enough together that air passing between them creates friction noise.

## CONCLUSION

To sum up, all consonants involve some obstruction in the vocal tract. We classify consonants according to three pieces of information:

- the voicing: is it voiced or voiceless,
- the place of articulation: where is the vocal tract obstructed, and
- the manner of articulation: how is the vocal tract obstructed.

These three pieces of information make up the articulatory description for each speech sound, so we can talk about the voiceless labiodental fricative [f] or the voiced velar stop [g], and so on.

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## A COMPARATIVE STUDY OF THE TRANSLATION CHALLENGES OF ENGLISH IDIOMATIC EXPRESSIONS INTO RUSSIAN LANGUAGE

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### ABSTRACT

This article explores the difficulties in terms of translation idioms from English language to Russian language. Idiomatic terms are commonly used in everyday life, but their meanings are difficult to discern from their literal translations. This paper investigates how translators use idiomatic terms to convey the intended meaning of a word in the target language. The research style involves a comparative study of different translations of English idiomatic terms into Russian, focusing on the nuances and subtleties of meaning that may be lost in translation. The research seeks to identify the main challenges that translators face when translating idiomatic expressions from English to Russian, such as cultural difference and the preservation of the figurative language.

**Keywords:** Idioms, cultural differences, figurative form, translations.

### INTRODUCTION

Idioms are used in every day communication among people. Even though idiomatic expressions can enrich vocabulary as well as conversation, the figurative meaning of idioms might cause some difficulties while translating them in native language of an interpreter.

This research paper is based to identify the challenges of translating English idioms into Russian, paying attention to the strategies used to get the planned meaning of idioms. However, it is not easy to understand idioms from the first time, a lot of effort is needed to comprehend. In spite of this, learning idiomatic language is fun while comparing English idioms in native language. Almost everyone uses idioms to express their behavior, particular habits, social characteristics or even customs.

### LITERATURE REVIEW

Idioms defined by Fernando, is “certain expressions can have constituent parts altered in some way, and the other sense, that is, a multiword expression that is



conventional, not novel. Idiomatic language started to appear in early 1550s. And of course, idioms involve phrases, clauses and sentences, which make the usage process easier for user of idiomatic language.

Furthermore, idiomatic expressions are crucial components of language. They exhibit relative solidification in structure and semantic integrity. Their expression contents are diverse and rich. Idiomatic expressions, being the equivalent of words, comprise a language's vocabulary, together with idioms and other words. Through the brain, language represents the external world. The study of the human brain solidifies a significant portion of objective reality into language facts. Idiomatic expressions from many languages share numerous commonalities.

However, due to varied cultural traditions and historical histories, different ethnic groups have distinct ways of interacting with the things. As a result, there are considerable variances in idiomatic idioms between languages. There are numerous idiomatic expressions in a variety of forms. Through different connections, a logic between general meaning and individualized meaning should be established.

### **Challenges while translating english idioms into russian language**

Translating idiomatic expressions from English into Russian offers several demanding situations. One of the most large challenges is the cultural variations between the two languages. For example, the English idiomatic expression "hit the nail on the head" means to be precisely right, but there might not be an equal expression in Russian that conveys the identical meaning. In such cases, translator may have to rely on a literal translation, which may not as it should be bring the intended meaning.

Another project is the maintenance of the figurative language utilized in idiomatic expressions. Idiomatic expressions often use metaphorical language to convey meaning, and the translator must be careful not to lose the figurative language in the translation process. English idiomatic expression "a piece of cake" means something that is straightforward to do, but its literal translation may not keep the figurative language used in the expression. Contextual elements also play a significant role in the translation of idiomatic expressions. The meaning of an idiomatic expression may vary depending on the context in which it is used. For example, the English idiomatic expression "bend over backwards" means to make a great effort, but its meaning may also change relying on the context wherein it is used. Furthermore, idiomatic expressions are the phrases that cannot be translated word by word which can cause misunderstanding of the original meaning of idioms. To illustrate, the idiom "break a leg" has the figurative meaning, which is used when someone wishes good luck to somebody. It thus clearly shows that the meaning

of idiomatic expression is not by means of uniting meaning of each word. Previous example demonstrates that idiomatic expressions pose a difficulty to translators, who must not only translate the words but also convey the cultural nuances and the intended meaning of written or spoken expression.

Several phrasal structures in both Russian and English reflect the life manner, traditions of the speakers. For example, the Russian translation of the term in English “in the same boat” means to be in the same position as someone else, and its equivalent expression in Russian language is “в одной лодке” with the word “boat” and “лодка” signifying the national similarities of the two languages. Another example is with the idiom “hold one’s horses”, and it would be incorrect to translate this idiomatic expression into the Russian language because it is used in literal way. Instead the Russian version is “подождите, не спешите!”. The idiom “as strong as a horse” could be translated like “силен как бык” owing to the fact that the Russian people view bulls as a symbols of strength, power. The horse is seen by the English as an animal symbolizing strength and power, all of which signifies the national distinctiveness of the two languages. However, there are some phraseological units in English language, which do not have their suitable component as the Russian language. In this situation, such as to give at least meaning of a particular idiom, it has to be given the definition of that idiomatic expression. “To be in deep water “, for example, means “to be in difficult situation”, that is why we cannot translate this expression word by word due to the fact that there may not be such notion. Instead, we simply explain it with a short description as “оказаться в беде или затруднение”. While translating these diverse notions which are not connected with one another, but the final result coincides.

## **DISCUSSION AND RESULTS**

Learning idiomatic expressions is a necessity. Nonetheless, most significantly is that non-natives ought to practice how to use idiomatic expressions because the more non-native speaker is capable of using language of idioms, the closer he or she is to understand even complex idioms that are used by native speakers. Usage idioms by non-natives bring closer to English proficiency. Lack of idiomatic use and knowledge by non-native speakers is equal to the lack of English competence in terms of language. It is clear that using idiomatic language is a tall order which means that learning idiomatic expressions, their meaning and the ability to utilize them unconsciously is not easily achievable. It is suggested that the best way in order not to face up with difficulties in terms of translation is to watch television programs, documentaries, read diverse books filled with idioms, listen to music. Learning in those ways can be helpful to understand idioms in context of film, books, and songs

as well; because translating in context is much more easier rather than learning and translating them individually. In addition to this, finding the meaning of an idiomatic expression might not be as straightforward as it seems. To demonstrate that, the meaning of idioms are not always included in the dictionary. To be precise, the dictionary may give the literal meaning of the words forming an idiomatic expression. In that way, finding translation by activities such as matching idioms with suitable definition can also help to understand and translate to one's native language.

### **CONCLUSIONS**

Idioms must be used in a daily life as they are used by natives repeatedly (English language). Additionally, expressions are a part of language's vocabulary, history, nation, heritage together with culture. It is inevitable to learn only basic words of English language since idioms have deep cultural connotations. The formation of idioms might be difficult to use and get the right meaning while learning them by heart can make a speech or conversation more colorful and understandable during discussions with natives. Translating idioms into the Russian language from the English language illustrates numerous difficulties, including differences in culture, figurative language preservation, and factors which are contextual. Translators utilize diverse strategies such as literal translations, similar expressions that bring the necessary meaning. It is also important to pay attention to cultural, linguistics factors while translating in order to keep an original meaning of idiomatic expression. Unfortunately, understanding science of phraseology is very difficult. However, a literal meaning from a native language often misrepresent the meaning to the point of complete misunderstanding. Therefore, learners who want to translate with a right meaning of phraseological should begin memorizing them from a natural context given above.

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## ARTIFICIAL INTELLIGENCE'S ROLE IN THE FUTURE OF TEACHING A FOREIGN LANGUAGE (ENGLISH)

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### ABSTRACT

As artificial intelligence (AI) technology advances rapidly, it is increasingly utilized in the education sector, particularly in the realm of foreign language instruction. The concept of an educational metauniverse is gaining traction, and the introduction of ChatGPT has transformed traditional methods of teaching foreign languages. AI tools like speech recognition, machine translation, and natural language processing have been shown to effectively aid students in enhancing their foreign language learning outcomes. Nevertheless, the implementation of these technologies also presents certain challenges and issues. This paper seeks to examine the influence of AI on foreign language education, evaluate its pros and cons, delve into its future development trajectory, and offer recommendations for educators to optimize the use of AI technologies in supporting foreign language instruction.

**Keywords:** artificial intelligence, foreign language, vocabulary enrichment, education.

### INTRODUCTION

The incorporation of technology in education, particularly in language learning, has been transformative in today's rapidly evolving world. Artificial Intelligence (AI) has become a key player in education, providing numerous advantages for students and teachers alike. This piece delves into the benefits of utilizing AI in language learning and its role in transforming the language acquisition process. Nevertheless, the utilization of these technologies presents obstacles and possible drawbacks. For instance, AI might not be capable of entirely substituting human educators, particularly in fields like language articulation and interpersonal interaction. The automated and uniform teaching approach of AI could also lack the personal touch and customized teaching methods that certain students need.

Additionally, the dependability and precision of AI technology may be compromised, resulting in inaccurate feedback and deceptive information.

## **THE USE OF ARTIFICIAL INTELLIGENCE IN THE TEACHING OF FOREIGN LANGUAGES**

The integration of artificial intelligence technology in foreign language education is becoming increasingly prevalent. Various practical applications include the use of speech recognition technology, which has been proven to enhance students' communication abilities. By providing immediate feedback on pronunciation and intonation, this tool aids in the development of oral expression skills, boosting learners' confidence in conversing with native speakers. Additionally, speech recognition software assists in refining listening and comprehension skills by identifying pronunciation errors and offering correct models for learners to emulate. Furthermore, students can utilize this technology to practice speaking and receive personalized feedback for improvement, fostering a more interactive and immersive language learning experience. Understanding and translating foreign language texts pose significant challenges for language learners. Machine translation technology can assist students in overcoming these obstacles and enhance the efficiency of their language learning process. Firstly, machine translation tools can aid students in comprehending difficult or unfamiliar foreign language texts by providing explanations and translations for complex words or phrases. This allows students to better grasp the content of foreign language articles or recordings, thereby improving their language comprehension skills and facilitating adaptation to the foreign language environment. Additionally, machine translation technology can enhance the speed and quality of translation tasks, enabling students to complete them more quickly and accurately. By saving time and effort on translation, students can focus on learning and consolidating their foreign language knowledge. Moreover, the improved accuracy and quality of translations achieved through machine translation technology can help students master foreign language skills more efficiently, enhancing their ability to communicate and collaborate effectively within the foreign language community. Natural language processing (NLP) technology falls under artificial intelligence and deals with how computers and human languages interact. It finds extensive applications in teaching foreign languages to enhance students' comprehension of the language they are studying. NLP technology offers personalized learning materials by analyzing students' performance across different language aspects, generating tailored materials to address each student's specific learning requirements. For instance, if a student struggles with vocabulary, the software can offer a word list for practice. Moreover, NLP technology facilitates a



more natural approach to learning a foreign language. By examining real language sources like news articles, social media content, and conversational texts, NLP software guides students in using the language in practical scenarios, making the learning process more engaging and relevant. In essence, NLP technology holds significant promise in transforming the landscape of foreign language education. As this technology advances, we anticipate witnessing even more innovative applications that will enhance students' foreign language learning experiences by making them more effective and efficient.

### **ANALYSIS AND METHODOLOGY**

Chatbot technology represents an innovative and efficient method for enhancing students' proficiency in foreign languages. In stark contrast to conventional language learning approaches that might lack the interactive and adaptable elements required by students, chatbots deliver a tailor-made and interactive learning experience. Through engaging with chatbots, students can practice speaking and listening skills in a natural and conversational manner, akin to interacting with a real individual. Chatbots offer immediate feedback and corrections, which hold significant value for language learners. This feature enables students to receive real-time feedback on pronunciation, grammar, and vocabulary usage, empowering them to make prompt adjustments to enhance their language skills more effectively and efficiently. Beyond offering practice opportunities, chatbots can also function as a wellspring of language learning resources. For instance, platforms like ChatGPT can furnish learners with instant translations, definitions, and elucidations of intricate grammatical structures. Furthermore, learners can access a plethora of conversational phrases and expressions to augment their communication proficiency in the target language. Chatbots serve as a valuable asset for learners who may lack access to native speakers or language tutors. By engaging with chatbots, learners can still receive conversational practice and feedback, bridging the gap between them and human tutors. Undoubtedly, chatbot technology offers an exciting and promising avenue for enhancing foreign language learning outcomes. With the continuous progression and refinement of technology, we can anticipate chatbots evolving into even more sophisticated and effective tools in aiding learners in reaching their language learning objectives.

### **DISCUSSION AND RESULTS**

In the realm of foreign language education, the utilization of artificial intelligence (AI) technology has shown promising early outcomes but also confronts certain challenges. The benefits of employing AI technology in foreign language instruction can be delineated into three primary facets:

(1) Provision of copious language materials and practice opportunities. AI technology facilitates the dissemination of abundant language resources and exercises to students through functionalities like speech recognition and machine translation, aiding in their enhanced acquisition of foreign language proficiency.

(2) Customized education realization. AI technology can dynamically adjust teaching content and methodologies according to individual student learning contexts and traits, thereby enabling personalized instruction and elevating learning efficiency.

(3) Enhancement of learning effectiveness. AI technology furnishes students with swift and precise language resources and practice avenues, expediting their mastery of foreign language skills.

Nevertheless, AI technology in foreign language pedagogy also presents certain drawbacks:

(1) Incapacity to entirely supplant human instructors. Despite AI technology's capability to furnish students with extensive language materials and practice opportunities, it cannot fully substitute the indispensable role of human teachers, especially in facets concerning linguistic expression and interpersonal communication.

(2) Absence of a personalized teaching methodology. The instructional approach of AI technology tends to be more automated and repetitive, lacking a personalized touch and falling short in offering students diverse and engaging learning encounters.

(3) Encumbrances of technical limitations and security vulnerabilities. The integration of AI technology is accompanied by technical constraints and security hazards, such as potential inaccuracies in speech recognition with heavy accents, imprecise translations through machine translation, and possible student privacy breaches related to chatbot technology.

The future trajectory of artificial intelligence (AI) in foreign language education is poised to be expansive and groundbreaking. As AI technology advances rapidly, it is anticipated that its application in foreign language instruction will evolve to be smarter, more interactive, tailored, and efficient.

**Personalized Education:** AI will play a pivotal role in realizing personalized education to a greater extent. Through data analysis of individual students' learning profiles, strengths, and weaknesses, AI will adapt teaching content and methodologies accordingly. This tailored approach will enhance learning outcomes and assist students in achieving better results in foreign language acquisition.

**Contextualized Teaching:** AI will be increasingly integrated into contextualized teaching practices. By creating simulated scenarios and environments, AI will aid

students in comprehending and applying foreign language skills in real-world contexts. This approach will render foreign language learning more pertinent and practical for learners.

**Interactive and Engaging Learning Experience:** AI will enhance the interactivity and enjoyment of foreign language learning. By employing game-based learning methods, virtual reality simulations, and conversational agents, AI will facilitate a more engaging and interactive language learning process, making it easier and more enjoyable for students.

**Automation of Language Learning:** AI will further automate language learning processes. AI-driven language learning platforms and robots will enable swift and accurate mastery of foreign language skills through voice recognition technology and personalized feedback mechanisms.

In essence, the future direction of AI in foreign language education will present abundant opportunities and challenges that warrant active exploration and implementation. The integration of AI technology in foreign language instruction will continue to evolve and enhance, making language learning more effective, captivating, and accessible for all learners.

## **CONCLUSION**

The utilization of artificial intelligence (AI) technology in foreign language education has demonstrated encouraging initial outcomes. AI has facilitated the dissemination of a wealth of language resources and practice opportunities, leading to personalized instruction and heightened learning efficiency. Nonetheless, AI in foreign language education encounters various challenges, including its incapacity to wholly replace human instructors, the absence of personalized teaching methodologies, and technical constraints alongside safety concerns.

In the upcoming times, AI technology will be more effectively integrated and advanced in foreign language education to realize personalized instruction, contextualized teaching, interactive and engaging learning experiences, and the automation of language learning. This progress can be achieved through active exploration and application of AI technologies to bolster the growth of foreign language education and enhance students' learning achievements. In summary, employing AI technology in foreign language education presents a mix of challenges and prospects. It is essential to continue exploring and pioneering new approaches to fully leverage the technology's capabilities in enhancing students' educational achievements.

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## TEACHING A FOREIGN LANGUAGE BASED ON COMPUTER PROGRAMS

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### ABSTRACT

Language as a means of communication is constantly evolving, the structure of the language, grammar, pronunciation, spelling of words are changing, for example, innovations in English, where the rules for writing words have changed, some forms of future tense are practically not used in English, there are many other examples.

**Keywords:** technology, training system, educational process, learning, teaching, foreign language.

### INTRODUCTION

The student needs to verify the educational complexes available are constantly corrected and indicate defects in the training materials; secondly, educational material should also develop in accordance with changes in grammatical and lexical phenomena; thirdly, the lack of funding does not allow to urgently change existing training systems of foreign language. Therefore, the problem of modernization of the educational complex(CMD) falls on the shoulders of the student. The process of learning English is a complex, constantly evolving system. Computerization of a foreign language teaching helps facilitate access to information and reduce language learning time. At the moment there is a huge selection of multimedia products, Internet pages containing information necessary for learning a foreign language, electronic textbooks, databases with thematic texts and exercises. A large number of sources makes it difficult to find the necessary information. At the moment, every educator can't deal with existing Multimedia programs and include them in the learning process. Many universities and schools use computer technology and software for teaching IJ, which the market offers, but such multimedia products are not enough to meet: the program of the university or school, the tasks of the teacher, and the needs of the student, student. In each institution of higher learning, teaching a foreign language proceeds differently, depending on the future profession of the student, the depth of study of IJ, the level of mastery of the foreign language, and the tasks of the teacher.



## **LITERARY ANALYSIS AND METHODOLOGY**

In modern conditions of the rapid growth of the flow of information, the use of the latest information technology tools such as computers, video television, audio communications, and the Internet is becoming increasingly relevant in various areas of human activity. In recent years, the introduction of computer technology has become one of the most promising and actively developing areas of the education system of the Republic of Uzbekistan.

At the moment, Uzbekistan has accumulated some experience in the use of computer technology and teaching a foreign language in the development and compilation of training programs, preparing teachers for using a computer in the classroom, and organizing students' independent work. The most important problem facing higher education today is to increase the effectiveness of education. The main ways to improve the effectiveness of training are the intensification and individualization of the educational process. One of the means to improve the efficiency of learning is the widespread introduction of computers in the educational process, in particular the process of teaching foreign languages . "The ability to record the teacher's speech and analyze errors, compare it with exemplary speech, as well as repeated reproduction, repetition with an accuracy inaccessible to a person, made it possible to improve the methodology of teaching languages."

## **DISCUSSION AND RESULTS**

Currently, there are many opinions about whether to use a computer in teaching a foreign language or not. Some believe that the computer should replace the teacher, while others - the computer is not able to present the material as the teacher does. In our opinion, a computer should serve as an auxiliary tool, like any other technical training tool or textbook. We should not forget that a computer has several advantages: it combines video and audio information, text information, the ability to record your own voice and further self-correction of pronunciation. The computer provides great opportunities to test the level of knowledge of a foreign language or topic, without or with the partial participation of a teacher, which will reduce the time of checking the results. For example: "Listen carefully to the replica and type it exactly as it was said," the computer will check the correct answers in accordance with the template and write the results to the database. We highlight the main methodological functions implemented by computer:

- Informative - the main advantage of a computer is the ability storage and processing of large volumes of information, therefore PCs are widely used in the process of teaching languages as an information system;



• Training - the use of a computer for training in order to form. Until recently, strong skills remained the main area for the introduction of computer technology in the educational process in the field of information technology.

Even some advantages of a personal computer compared to a teacher in the process of training and consolidating educational material. 100 As a tool for the activities of trainees and trainers, the computer is used in the educational process in the field of information technology primarily to obtain information and technical support. In addition, educators can use PCs as a tool for their professional activities. The functions of a computer as a tool for the learning activities presented above are based on its ability to accurately record facts, store and transmit a large amount of information, grouping and statistical data processing. This allows you to use it to optimize learning management, increase the efficiency and objectivity of the educational process while significantly saving the teacher's time.

Using a computer, working with the Internet, audio and video recordings in the educational process, increases interest in the material being studied, saves time preparing for classes, allows for individual work with students. The use of new technology like a computer should be considered as an integral part of the educational process. The effectiveness of the process of teaching a foreign language is significantly increased by combining traditional forms of work with the use of a computer both in the classroom and during independent work of students in computer classes. At present, the task of practical mastery of foreign languages is being put forward, and therefore more and more attention is being paid to the problems of intensifying the educational process. Since the teaching of oral speech is associated with the development of speech skills, it is appropriate to note that the leading role in this training belongs to sound recording, since the formation of speech automatisms is associated with the performance of a large number of training exercises in the halls for independent work. The use of computer technology in teaching a foreign language performs the function of a tutor, text editor, text analysis, consultant, partner, object of study. The use of computer technology relieves the teacher of an additional burden associated with the analysis, control and evaluation of the work performed. Now there is a change in the role of the teacher in the educational process. The nature of the interaction "teacher-student" is also qualitatively changing. Gradually, the main function of the teacher as a source of knowledge is reduced. The modern task of the teacher is to direct the educational process in the right direction, provide links to high-quality resources and monitor the understanding of the material by the audience, help everyone in its development. Learning a foreign language with the help of computer programs is of great interest to students. Using the latest developments in the field of teaching foreign languages, based on the use of multimedia technology, the learning process has moved to a qualitatively new level - now we can

say with confidence that even in conditions of artificial communication, it is possible to simulate situations of real, natural communication. There are several advantages of computer-aided learning of a foreign language:

1) creating a favorable psychological climate, increasing the motivation for learning a foreign language;

2) technical advantages of teaching a foreign language using a computer: the ability to carry out technical translation; use grammar and spelling checkers; the use of multimedia, interactive video in teaching oral speech. The graphic capabilities of the computer distinguish this teaching method from the background of traditional ones and make it possible to implement the principle of visualization of training. The educational value of computer networks, both local, connecting several machines in one educational institution, and global, is practically invaluable;

3) improving the professional level of teachers. Now everyone understands that the Internet has colossal information capabilities and no less impressive services.

### **CONCLUSION**

The scope of the computer in teaching foreign languages is unusually wide, since the use of a computer provides students with the opportunity to work in the interactive field of learning. A computer can be effectively used for visual presentation of language material, expanding vocabulary and getting to know new patterns of statements, visualizing and improving the memorability of the studied language constructions and the relationships between these constructions. It allows you to completely eliminate one of the most important reasons for a negative attitude to learning - failure due to a lack of understanding of the material, since the student is given the opportunity to use various reference books and dictionaries. Working on a computer, students get the opportunity to complete the solution of the problem, relying on the necessary help. The use of a computer allows not only to increase the efficiency of learning many times over, but also to encourage students to further study a foreign language.

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## TEACHING ENGLISH TO YOUNG LEARNERS: CHALLENGES AND WAYS TO OVERCOME

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### ABSTRACT

This article examines the challenges faced in teaching English to young learners and provides practical strategies to overcome them. It discusses difficulties such as limited vocabulary, short attention spans, pronunciation issues, grammar comprehension, fear of making mistakes, and limited exposure to English outside the classroom. The strategies suggested include the use of visual aids, interactive activities, and real objects to enhance vocabulary learning, incorporating movement-based tasks, providing opportunities for listening and imitation, simplifying grammar concepts, creating a supportive learning environment, and motivating students through various means. By implementing these strategies, educators can create an engaging and effective learning environment for young learners in their English language acquisition.

**Keywords:** teaching English, young learners, challenges, strategies, limited vocabulary, short attention spans, pronunciation difficulties, grammar comprehension, fear of making mistakes, supportive environment, visual aids, interactive activities.

### INTRODUCTION

Teaching English to young learners is a journey filled with both excitement and obstacles. The young minds bring their own unique characteristics and learning needs to the classroom, making it essential for educators to navigate the challenges they may encounter. In this article, we delve into the common hurdles faced when teaching English to young learners and present practical strategies to overcome them. By understanding and applying these strategies, teachers can create a vibrant and supportive learning environment that empowers young learners to flourish in their English language acquisition journey.

The widespread introduction of languages in primary schools has been described by Johnstone (2009) as “possibly the world’s biggest policy development in education” (p. 33), with English being the language most commonly introduced. There are several reasons for this trend. First, it is often assumed that it is better to begin learning languages early (Y. Hu, 2007; Nunan, 2003). Second, economic globalisation has resulted in the widespread use of English and many governments believe it is essential to have an English-speaking workforce in order to compete (Enever & Moon, 2009; Gimenez, 2009; Y. Hu, 2007). Third, parents want their children to develop English skills to benefit from new world orders and put pressure on governments to introduce English to younger children (Enever & Moon, 2009; Gimenez, 2009). Teaching a foreign language is fun process which is followed by some difficulties as well. Several can be listed as main challenges of teaching young learners, however, we are going to suggest some advantageous ways to overcome these difficulties. Here are some of them:

#### Limited Vocabulary:

Young learners often have a restricted vocabulary in their native language, which can impede their comprehension and expression in English. To address this obstacle, educators can employ various techniques. For instance, incorporating visuals, such as flashcards or tangible objects, can effectively introduce and reinforce new vocabulary. Additionally, integrating interactive elements like games, songs, and stories can enhance engagement and solidify learning.

#### What we can do:

To teach fruit names, an instructor can showcase actual fruits in the classroom, prompting students to repeat their names. Subsequently, the teacher can utilize flashcards depicting fruits and encourage students to associate them with the corresponding real fruits.

#### Short Attention Span:

Young learners frequently exhibit shorter attention spans, making them susceptible to distractions during lessons. To sustain their engagement, it is crucial to plan lessons that encompass brief, interactive activities. Breaking lessons into smaller segments and incorporating movement-based tasks can aid in maintaining their interest. To tackle with this problem a teacher can organize a game of "Simon Says" to practice action verbs. By instructing students to perform actions like clapping their hands or jumping, the game reinforces vocabulary while incorporating physical movement, rendering the lesson more enjoyable for young learners.

#### Pronunciation Challenges:



Young learners often encounter difficulties in pronouncing sounds that do not exist in their native language. To help them overcome this hurdle, educators can provide ample opportunities for listening and imitation. Tongue twisters, rhymes, and songs can be utilized to practice specific sounds, encouraging repetition and modeling.

A suggestion to help

To introduce the "th" sound, a teacher can teach a tongue twister such as "Three thin thinkers thoughtfully thinking." Reciting the tongue twister together allows students to focus on pronouncing the "th" sound correctly. Incorporating songs that contain words with the target sound can also provide additional practice.

Grammar Comprehension:

Comprehending and applying grammar rules can be challenging for young learners. Simplifying grammar concepts through clear explanations supported by visuals can aid comprehension. Teaching grammar within meaningful contexts, such as through games, role-plays, and storytelling, can enhance understanding.

Example:

To teach the present continuous tense, an instructor can engage students in a role-play activity. Assigning different roles, such as a student reading a book and another playing a musical instrument, enables students to act out their roles while using the appropriate verb forms, such as "I am reading" or "He is playing."

Overcoming Fear of Mistakes:

Some young learners may exhibit reluctance to speak in English due to fear of making mistakes. Creating a supportive and non-judgmental environment is crucial. Educators can encourage and praise students' efforts, emphasizing that mistakes are a natural part of the learning process. Providing opportunities for pair or group work can also alleviate the fear of speaking in front of the whole class. Teachers can organize pair or group activities where students can practice conversational English in a low-pressure setting. For instance, students can engage in simple dialogues with a partner, focusing on fluency rather than accuracy. The teacher can offer feedback and inspire students to celebrate their progress and improvements.

In many parts of the world, large classes are a common challenge (Ho, 2003; Shamim, 2012; Wedgwood, 2007), causing teachers to believe it is difficult or impossible to introduce learner-centred teaching because, for example, they cannot closely monitor students' language use (Li, 1998) or introduce pairwork and groupwork (Hoque, 2009). A related issue is the problem of control and discipline (Butler, 2005; Littlewood, 2007); Carless (2004) argues that the noise produced



during speaking activities can be problematic when the local preference is for quiet and orderly classrooms.

Teaching English to larger groups of young learners can be challenging, but with effective strategies and grouping techniques, it can be a successful and engaging experience. Here are some approaches to consider:

**Classroom Management:** Establish clear expectations, routines, and procedures to maintain an organized and focused learning environment. Use visual cues, such as classroom rules or behavior charts, to help reinforce positive behavior and manage the larger group effectively.

**Active Engagement:** Incorporate interactive and hands-on activities that encourage active participation from all students. Use games, songs, role-plays, and group discussions to make the English learning experience dynamic and enjoyable for the entire class.

**Pair and Share:** Implement pair work or small group activities to encourage collaboration and maximize speaking opportunities. Pairing students based on mixed abilities or diverse language levels can create a supportive learning environment where students can learn from and support one another.

**Rotating Grouping:** Rotate groupings regularly to provide students with opportunities to interact and collaborate with different classmates. This helps build relationships, exposes students to different learning styles and perspectives, and promotes a sense of inclusivity and community in the classroom.

**Learning Stations:** Set up learning stations around the classroom where students can engage in different English language activities independently or in small groups. Designate stations for reading, writing, listening, and speaking activities, and rotate students through the stations to ensure they receive a well-rounded language learning experience.

**Differentiated Instruction:** Differentiate instruction to meet the diverse needs of students within the larger group. Provide varied materials, activities, and levels of challenge to cater to different learning styles, abilities, and language proficiency levels. This ensures that all students are appropriately challenged and engaged in their language learning journey.

## **CONCLUSION**

In conclusion, teaching English to young learners presents several challenges, including limited vocabulary, short attention spans, pronunciation issues, grammar comprehension, fear of making mistakes, and limited exposure to English outside the classroom. However, by implementing practical strategies, educators can overcome these challenges and create an engaging and effective learning environment. The

suggested strategies include the use of visual aids, interactive activities, and real objects to enhance vocabulary learning. These methods help young learners associate words with concrete objects and experiences, making vocabulary acquisition more meaningful and memorable. Incorporating movement-based tasks into lessons can help address short attention spans and keep young learners actively engaged. By incorporating physical activities and games, educators can create a dynamic and enjoyable learning experience. Simplifying grammar concepts and presenting them in a clear and accessible manner is crucial when teaching young learners. Using simple language, visual aids, and interactive exercises can help young learners grasp grammar rules and structures more easily. Creating a supportive learning environment where young learners feel comfortable making mistakes is essential. Encouraging a positive and non-judgmental atmosphere allows young learners to take risks, practice their English skills, and gain confidence in their abilities.

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## EDUCATING THE ENGLISH MANNER OF SPEAKING THROUGH 3D GAMES IN EFL LESSONS

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### ABSTRACT

In this contemporary area, education takes almost the highest place in improvement of authority. The methods of teaching has changed during many decades and tutors make effort to use them to novices will be able to obtain all necessary data. If we take English as a language which do not stop developing, the majority of teachers have learned to educate pronunciation of specific dialect to students by adding video games to plan of the lessons. Thus, scholars of these classes have opportunity to learn English twice faster.

**Keywords:** games, education, speech.

### INTRODUCTION

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct" or "standard" pronunciation) or simply the way a particular individual speaks a word or language. Words' pronunciations can be found in reference works such as dictionaries. General-purpose dictionaries typically only include standard pronunciations, but regional or dialectal pronunciations may be found in more specific works. Orthoepy means pronunciation considered correct, or the study thereof. What do we mean by EFL classrooms? This is when English is not the dominant language in the state. Students share the same language and culture. The teacher may be the only native English speaker they have exposure to. Outside of the classroom students have very few opportunities to use English. By having such lessons, novices could get a huge amount of knowledge, which can be significant in their future life. Authentic material refers to those media that native speakers are exposed to in English speaking countries. Many EFL educators and researchers advocate the usage of authentic materials as a means of helping students reach native-

like fluency in a language. Authentic materials in the EFL classroom can have a positive effect on learning. Authentic language learning material can increase learner on-task behavior; additionally, overall class motivation to learn class content may increase when using authentic materials. This may be one of the reasons that foreign language movies and culture classes that use authentic media are fast becoming a standard in foreign language departments world-wide.

Video games may have advantages in learning manner of communicating, as many of 3D games include speaking between heroes and other game characters. Mostly, during the playing of certain computer game, players can talk with NPC (**NON-PLAYER CHARACTER**) is any character who is not controlled by gamer and added by innovators of specific game. In addition, youngsters, by having long conversations, can hear and get several unknown words or words which were hard to pronounce. Besides, students have a chance to enjoy by gameplay and doing useful task. Thus, adding video games is able to be important in improvement of teens.

### **TOP 3 VIDEO GAMES WHICH CONSISTED OF MANY DIALOGUES.**

1. **RED DEAD REDEMPTION 2** – is an action-adventure and open-world third-person shooter computer game developed by **Rockstar Studios** and released by **Rockstar Games** for the PlayStation 4 and Xbox One consoles on October 26, 2018, and for personal computers running Windows on November 5, 2019. The game includes wide area of playing and various of NPCs who can talk with main hero. For non-native users of English, it is one of the best 3D games to develop acoustic skills.
2. **ASSASIN'S CREED: ODYSSEY** - is a computer game in the Action/RPG (**ROLE PLAYING GAME**) genre, developed by **Ubisoft Quebec** studio and published by **Ubisoft**. It is the eleventh game in the Assassin's Creed series of games. The release took place on October 5, 2018 on the platforms Windows, PlayStation 4, Xbox One, as well as Nintendo Switch (Japan only). The game takes place in the era of Ancient Greece during the Peloponnesian War. Assassin's Creed Odyssey was a prequel to Assassin's Creed Origins. The player is given a choice of two main characters: the Spartan mercenaries Alexios and Kassandra, who are descendants of the legendary king Leonidas. The speech fluency of game characters is on the top, there are a lot of academic words which can be used in a routine life and not only.
3. **ALPHA PROTOCOL** – is a third-person Action RPG computer game developed by **Obsidian Entertainment** and published by **Sega** in the summer of 2010. The game tells the adventures of **Michael Thorton**, a newcomer to the ranks of agents of the secret unit Alpha Protocol. Players of this game are able to get pleasure, as despite the oldness of video game, innovators made the graphic of the game much

more qualitative. Also, the dialogs are great and words can be taken and used in a routine life.

However, all mentioned 3D games can be played by individuals over **eighteen plus**, as there are some violence, blood and other immoral things which can ruin psychology of kids.

### **EXPERIMENT AS A COURSE IN JAPAN**

“Learning English through Video Gaming” is a 15-week elective course that has been offered for the past 2 years to 3rd- and 4thyear English majors at a midsized language university in Japan. As per university policy, all students who enrolled in the course must have achieved a score of 600 or higher on the TOEIC exam.

Students ranged in age from 20 to 25 years. Surveys of students’ gaming habits indicated that they came from a wide range of gaming backgrounds—hardcore gamers who played popular commercial video games every day mixed with students who rarely, if ever, played games. The majority of students, however, fell somewhere in between these two extremes, and most enjoyed playing games occasionally—on their cell phones, on personal gaming devices, or at public arcades with friends. The primary goal of the course was to provide learners with a number of fun and novel ways to utilize digital games to practice and improve their English outside of class. This goal stemmed directly from the constructivist theories of learning that underpin the course. Constructivist theories posit that “learning is problem-solving based on personal discovery, and the learner is intrinsically motivated” (Cooper, 1993, p. 17). It was hoped that by the end of the course, learners would see games and game-related activities, such as commenting in the forums of a gaming website, as potential resources for their language learning and proactively use these resources to not only improve their language skills but also to maintain their motivation and find a sense of personal achievement. A secondary goal of the course was to provide learners with the confidence and experience to communicate comfortably with other speakers of English about games. The course provided opportunities to interact face-to-face with the numerous international and exchange students who visited the university campus every year, many of whom were gamers themselves. Furthermore, learning to communicate about games in English also gave students the opportunity to participate online as a member of the English-speaking worldwide gaming community. These learners would have a variety of opportunities to both use and learn English meaningfully and authentically, by (a) translating Japanese games into English, (b) posting online reviews of games they had played, (c) reading and writing English-language FAQs and walk-throughs for games, and (d) interacting with others on gaming forums.



## **RESULTS OF THE COURSE**

Learners who enrolled in the course were invited to take an entrance survey at the beginning of the course and an exit survey after completing the course. The entrance survey elicited biographical information such as the learner's sex, age, and gaming experience as well as his or her attitudes towards using games for learning English. The exit survey again asked learners about their attitudes towards using games for English language learning and more specifically their feelings about the course and its activities. In total, 34 of the 38 students who have taken the class have completed both surveys. It is clear from their responses that learners are overwhelmingly positive about both the course and using digital games for language learning in general. In fact, all respondents found the course to be both fun and useful to their studies. The most frequent reason given for this positive response was that the class offered learners multiple opportunities to interact with their classmates in English in a fun atmosphere. The second most frequent reason given was that the class afforded respondents opportunities to improve in specific language skill areas such as reading, vocabulary, and listening.

## **THE BENEFITS AND DRAWBACKS OF USING DIGITAL GAMES**

### **ADVANTAGES**

When combined with a solid foundation in vocabulary and grammar, video games help students improve reading, comprehension, and even speaking skills. The results are even more pronounced in struggling students. According to a recent national survey, more than 78% of teachers noted that learning games, even video games, were effective in helping struggling students compensate for learning gaps in their traditional studies. Students naturally learn faster and comprehend more when they are forced to use the information often and in real-world situations, even the fake ones created by English learning games and video games. Essentially, this is immersion-based learning or contextual learning very similar to what one experiences when living abroad and being forced to interact with people in another language. So by providing both context and constant feedback, video games allow students to actually use the knowledge they gain in classrooms or conventional study to learn and master English or any new language faster.

### **DISADVANTAGES**

The first and the biggest problem with video games is that they can make you addicted. Video game addiction is a rising problem and likely to increase in the future. The World Health Organization has recognized gaming disorder as an actual mental health condition, and global prevalence is around 3-4% of gamers. Considering that there are about 3 billion gamers globally, the number of addicted gamers is estimated



to be between 90 – 100 million. Several studies have shown that video games are a risk factor behind aggression. However, the studies also found that video games are not the only factor behind this aggression. Video games might increase the risk of aggression in an individual in combination with other factors. There's also a stigma around video games promoted by the media, which says that video games are violent and promote violence. But it's far too easy to pin this problem down solely to video games, although they can be a contributing factor. Although, the link between video games and violence is still hotly contested, many parents report increased aggression in their children when playing excessively, including damaging property. Therefore, parents should be mindful to ensure their children play age-appropriate games and seek professional support if they experience increasingly aggressive behavior.

### CONCLUSION

To sum up all the mentioned data, we could say that perhaps not all individuals use 3D games, but the chance that they could improve a person's skills in knowing English exists. As we said, by hearing the voice of dialogs and looking at subtitles in gameplay, students have the opportunity to make their vocabulary more wealthy and grammatically correct. Moreover, not only do youngsters have a chance to learn English through video games, but also adults who are keen on digital games could try to be in a trend to educate themselves by playing games. As a result, education does not choose certain people; they should open it themselves.

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## THE IMPORTANCE AND ROLE OF EDUCATION IN OUR LIVES

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### ABSTRACT

One of humanity's most important assets is education. It enables a person to use their knowledge to investigate the world. It is the fundamental aspect that empowers an individual to combat the challenges. A nation is the result of the fusion of several societies. Individual societies' behavioral responses are a reflection of the country's general growth and development.

**Keywords:** education, development, success, chance.

### INTRODUCTION

Education empowers people, not only by giving them knowledge that they can use to gain power, but by encouraging them to have confidence in themselves. Ziauddin

Education has very important place in a person's life. Education is the thing that makes us a decent human being and contributes to the progress of society. We not only learn some- thing new through education, but it also transfers the knowledge of previous generations to the new generations. In this way we can say that education is very crucial for the progress of an individual as well as the whole society.

#### **What can be considered a good education?**

To put it in simply, education is the process of acquiring knowledge and skills, fostering morality, values, and developing habits. Education does not just consist of these. Only when you are able to use the knowledge you have gained is the educational process considered to be finished. Thus, education includes more than just acquiring knowledge and information; it also involves learning how to apply that knowledge to real-world situations. Is there good education and bad education? Many years have passed since this question was posed. An individual's ability to live a productive life that positively influences the economic development of their community and nation is the ultimate aim of a quality education. The goal of a good education is to encourage people to think critically and logically.

A good education does not equate to test score success. Most people believe that attending school and doing well on exams constitutes education. Beyond all of that is education. Learning does not come from attending school alone. A person's capacity to comprehend, evaluate, and respond to current events depends on a multitude of elements, such as their social and economic background, environment or culture they live in, and their ability to think critically and act accordingly. It is a fact that quality education and skill development comes from strong education systems. Having knowledgeable and compassionate teachers is one of the requirements for receiving a top-notch education. A person can become socially responsible by educating themselves about different cultures, faiths, communities, economic norms, and social standards. With the proliferation of technology, children nowadays sometimes take teachers for granted since they have access to their own smartphones and the internet, which allows them to research any question—even ones that their parents, siblings, or instructors are unable to answer. This is a major obstacle to creating a society that is healthy.

### **Kids education**

The secret to success is education. It informs us about the environment we live in. Since it is the foundation for their future, it is even more significant for children. They grow into decent citizens as a result. Schools are important for a child's education. They impart academic knowledge as well as discipline, cooperation, and communication abilities. Children are also encouraged by schools to follow their hobbies. A child's parents are their primary educators. They play a critical part in the education of children. They are able to inspire their kids to learn and explore. They can also assist them in their academic endeavors. To sum up this paragraph, child education is a combined effort of schools, parents, and society. It is essential for the growth and development of a child and the nation.

### **Adult education**

The goal of adult education is to provide mature adults with a range of educational opportunities to enhance their current skill set or acquire new ones. It is a way to educate people in addition to the conventional schooling and college we provide for them when they are young. Formal, vocational, recreational, social, and other forms of adult education are all possible. Compared to regular schooling and college education, adult or continuing education adopts a distinct methodology. We must consider the fact that these people have prior experience and are probably employed. Thus, this needs to be taken into account while designing the curriculum and teaching strategies. Since adult education expands on the knowledge that adults will already possess, it is crucial.

## **Education powers a better world.**

Through instilling in us a sense of conscience and teaching us how to observe laws and regulations, education improves our ability to behave as citizens. It gives us more self-assurance to take risks and accomplish goals. Numerous nations worldwide have acknowledged the significance of education as a means to augment advancement and ameliorate the state of the world. Let us see how it achieves that:

### 1. It helps us stand up against wrong and for the right

Education contributes to a decrease in crime. This is due to the fact that educated people are able to distinguish between good and wrong. Studies have indicated that a mere 1% increase in the high school graduation rate for males aged 20 to 60 might result in lower crime expenses for the United States, amounting to up to \$1.4 billion annually. This also holds true for other areas.

### 2. Personal Development

Education can help people develop skills like communication, teamwork, leadership, and adaptability. It can also encourage personal growth and self-improvement.

### 3. Job Opportunities

Higher education can lead to better job opportunities and higher income. On average, a person with a bachelor's degree will make \$765,000 more in their lifetime than someone with no degree.

### 4. It Gives Empowerment

Strengthening one's weaknesses through education We gain the self-assurance to advocate for ourselves through education. It makes us more capable of making decisions, increases our mobility, and provides us with social network access. Many paper writing services are offered online to serve individuals who need help with their academic pursuits. Numerous studies have shown that education enables women to resist domestic abuse, enhances their capacity for making decisions, and empowers them to take control of their own life in nations where gender bias is prevalent.

## **The role of education in Uzbekistan.**

Uzbekistan is not an exception to the long-standing belief that education is essential to a country's ability to progress. A deliberate attempt has been made to update and modify the educational system to fulfill the demands of the contemporary world since the nation attained independence in 1991. Over the past few decades, Uzbekistan has made progress toward increasing access to education. The World Bank reports that Uzbekistan's primary school enrollment rate increased from 89 percent in 1990 to nearly 100 percent in 2021. In a similar vein, the secondary education net enrollment rate has grown, rising from 68 percent in 1990 to 96 percent

in 2021. But, there are still a lot of important issues that need to be resolved, especially with marginalized individuals and in rural areas. In addition, Uzbekistan's higher education institutions' international relations are growing yearly. In Tashkent, branches of the International Westminster University and Russian Academy of Economics bearing the names of G.V. Plekhanov were established in 2002. In 2006, the M. Lomonosov branch of Moscow State University opened in Tashkent. Currently, work is being done by the Ministry of Higher and Secondary Specialized Education to build an I. Gubkin-named branch of the Russian State University of Oil and Gas.

### **Education is the key to success**

In my opinion, the most valuable resource that may help you succeed in today's world is education. Education teaches you how to overcome obstacles in life. The greater one's knowledge base, the more doors will open for them to pursue better career and personal growth chances. The value of education in our lives is demonstrated by its importance. Since education helps us learn and gain knowledge and skills, it plays a significant role in everyone's life. It totally transforms our personalities and minds and enables us to develop optimistic outlooks. Education's primary goal is to fortify your intellect, making it easier for you to learn how to handle the various obstacles you will encounter in life.

Through education, we may better understand the world and make positive changes to it. It shapes the way we view life in ourselves. It enables us to form viewpoints and thoughts about various aspects of life. People debate over the subject of whether education is the only thing that gives knowledge.

### **CONCLUSION**

The world's most advanced economies and societies are those with highly developed, efficient, and targeted educational systems. The foundation of a nation's development is its educational system. We benefit greatly from education since it fosters growth in all spheres of life. It is impossible to put into words how important education is. Knowing the information allows one to understand its significance. Education creates a respected and well-known personality. It develops the capacity for making wise decisions.

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## COMMUNICATION SKILLS AS A USEFUL TOOL FOR IMPROVING LEARNING IN HIGH SCHOOL

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### ABSTRACT

Our daily lives depend heavily on communication. For efficient operation in the workplace, excellent communication is obviously essential. There is abundant evidence that having strong communication skills can increase one's versatility and, thus, one's competitiveness in the profession. Every one of us uses communication as a means of conveying messages, ideas, feelings, thoughts, and imagination. Every individual has this ability, either innate or preinstalled, to express himself or herself through language. Therefore, it goes without saying that every student needs to have strong communication abilities.

**Keywords:** communication, improve learning, high school students, English language, academic achievement, critical thinking, discussion

### INTRODUCTION

The process of communicating in the twenty-first century necessitates human engagement, which naturally leads to a variety of experiences and/or benefits for those involved. Moreover, it is a type of authority that guides nations and societies. For many industrialized nations, the use of communication as a force transcends national boundaries. Competing in the political, social, economic, educational, and cultural spheres and securing a position in the global marketplace need the efficient application of communication. The concept of communication has succeeded to transcend the strength of technological weapons in today's world. Effective communication can be viewed as a key factor in the development and prosperity of developing and underdeveloped nations.

English is a vital language for global communication since it is used as a language of education around the world. English has also evolved into a language that is indispensable in day-to-day living, with words and sentences of English origin appearing in practically every context, making it a language we use frequently. Even

though there are words and sentences in English that we occasionally happen to read, many Indonesian students have not been able to fully utilize their knowledge by mastering their grasp of the language, despite the fact that English is a highly important language. Therefore, in order to give students high-quality knowledge, comprehension and command of English language skills must be enhanced and taught extensively. It should be possible for the instruction to actively engage students in following directions, taking on duties, and engaging in classroom learning.

It is crucial for instructors to be able to identify the best way for pupils to overcome the obstacles they experience because they play a significant part in guiding their success. Here, an English teacher needs to be able to help pupils realize their potential in order to pique their interest and inspire them to keep getting better at communicating in English.

However, many students believe they are not comprehending and using English to its full potential due to the situations that exist in different institutions. Many people believe that speaking English is tough, are too sluggish to utilize it, or even feel ashamed of themselves when they do.

### **What is communication?**

The process of exchanging ideas or information between two or more people or entities is called communication. A sender transmits a message to a recipient through a chosen medium, such as speech, writing, or gesture, and the recipient interprets and responds. Effective communication necessitates that both parties share a common language or code as well as a common context or frame of reference.

The term "communication" describes how two or more people connect with one another. Life is impossible without mutual understanding and communication. Effective communication skills are critical for making sure that things are moving forward correctly and in the appropriate way. Therefore, it is imperative that we improve our written and vocal communication skills.

### **The value of effective communication**

For students to thrive academically, socially, and professionally, communication skills are crucial. The following justifies the significance of communication skills for students:

1. *Academic achievement*: The ability to communicate effectively is necessary for academic success. Effective communication of ideas is a prerequisite for participation in class discussions, presentations, and paper writing for students.

2. *Career readiness*: The success of a career depends on effective communication skills. Candidates who can communicate effectively and concisely

are highly valued by employers, and students who can exhibit these abilities have an advantage in the job market.

3. *Social and emotional growth*: The development of social and emotional intelligence also depends on effective communication. Pupils who have good communication skills are more likely to have high self-esteem and be able to build strong relationships with both teachers and peers.

4. *Critical thinking*: Critical thinking and communication abilities go hand in hand. Students who can communicate well are also better at developing and expressing their own ideas, as well as analyzing and evaluating information.

5. *Cultural competence*: Understanding various cultures and viewpoints is another necessary ability for effective communication. Pupils that are proficient in cross-cultural communication are more equipped to function in a multicultural environment.

### **Understanding Effective Communication**

Effective communication involves the clear and concise exchange of information between individuals. It encompasses both verbal and non-verbal communication. Verbal communication includes speaking and listening, while non-verbal communication involves body language, facial expressions, and gestures. Both components are essential for effective communication.

Through verbal communication, people can express their feelings, ideas, and thoughts. Conversely, nonverbal communication improves comprehension and adds more context. It consists of things like posture, tone of speech, and eye contact. Effective and meaningful conversations are the result of a combination of verbal and nonverbal communication.

A supportive and inclusive classroom environment is crucial for fostering effective communication skills. Teachers can create this environment by promoting respect, active listening, and open-mindedness. Encouraging students to share their thoughts and ideas without fear of judgment or ridicule can greatly enhance their communication abilities.

Being assertive is a crucial communication ability that enables people to voice their demands and ideas while respecting the rights and viewpoints of others. Students in high school who learn assertiveness skills will be better able to ask insightful questions, speak their minds with confidence, and participate in worthwhile conversations.

### **Teaching High School Students to Communicate Effectively**

Fostering strong communication skills requires a classroom climate that is both inclusive and supportive. Respect, attentive listening, and an open mind are qualities

that educators may cultivate in their students. Encouraging pupils to express their ideas and opinions without worrying about criticism or mockery can significantly improve their communication skills.

A key component of good communication is active listening. Students who actively listen to their professors and peers are better able to comprehend diverse viewpoints, develop empathy, and respond intelligently. Instructors might include exercises like group discussions and reflective practices that encourage active listening.

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Team debate competitions can aid in the development of students' cooperation, critical thinking, and articulation of opposing viewpoints. When starting a debating competition, divide students into groups and assign each group a topic to investigate and gather data on. Give each team five minutes to prepare their speech after they complete their study and specify which side of the issue they must debate. Once the allotted time has elapsed, initiate the discussion by taking on the role of the judge. This will enable the students to clarify their positions and refute the opposing team's points.

A more comfortable learning environment is created in the classroom through group discussions and teamwork. Students can more readily communicate their thoughts and develop their personal communication abilities by working in small groups. Through these exercises, they can also ask you questions and receive comments on their work, which will help them comprehend the course better and will boost their academic performance.

### **Discussion as an instructional method**

Some philosophers hold that students acquire information internally rather than from outside sources. Students in a classroom exchange knowledge, which leads to conversation.

A discussion is a structured face-to-face contact process where participants share ideas in order to solve problems, find answers, advance their knowledge, or come to a decision. Here, students take control of the communication skills course by approaching it from different angles and using questioning and responding to help. The teacher serves as a moderator when using this teaching strategy. This is a suitable approach for teaching a social science subject like communication skills.

Bridges (1998) correctly pointed out that for a discussion to be considered an exchange of ideas, it must fulfill the following requirements: a) participants must speak to one another; b) participants must listen to one another; c) participants must respond to one another; d) participants must present multiple points of view; and e) participants must intend to advance their knowledge, comprehension, or assessment of the topic being discussed.

It is believed that using conversation promotes cooperative thinking. It is required of students to participate in class discussions and exchange ideas on academic matters. This type of active learning fosters internal understanding among students.

Technique for teaching discussions Innovative ways to employ communication skills can include incorporating them into other teaching methods or using them as a standalone course. Similar to this, a conversation can be used to focus on investigating open-ended connected subjects or to solve communication challenges. When students are expected to think critically about the subject matter in order to develop their communication skills of analysis, synthesis, and evaluation rather than just memorizing the facts, teachers can facilitate classroom discussions. Students are also expected to develop a sense of ownership over their new knowledge and responsibility for their own learning.

### **Why Is It Vital for Teachers to Be Skilled in efficient dialogue?**

An important component of good communication is nonverbal communication. Teachers that concentrate on body language, gestures, and facial expressions can assist pupils in developing their nonverbal communication skills. Video analysis and role-playing games are useful resources for honing nonverbal communication skills. When kids contribute, acknowledge them with smiles, nods, and thumbs up. Keep your arms extended, never folded. By moving throughout the classroom, you can break down the barriers that separate you and your pupils and reduce their chances of becoming distracted or zoning out. Dealing with undesirable behavior also requires paying attention to body language. Make sure you don't point at a student, stand directly in front of them, or invade their personal space in order to avoid coming across as confrontational. To avoid drawing too much attention, it might be useful to speak with them outside of the classroom or to get down on their level and have a discreet conversation about their behavior. Keep in mind that children communicate through their behavior as well, and consider what it is trying to tell you.

It is important to remember that nearly 60% of all misunderstandings stem from inadequate listening skills. You can gain from practicing active listening in the classroom in two ways. First of all, by improving their own listening abilities, your



students will look up to you as an example and learn from you more effectively. Second, you can improve your pupils' education by employing active listening to clarify misconceptions and expand on what has been learned. Active listening means paying close attention to what your students are saying, making sure you have understood them (by giving them a second chance, for example), expanding on what they have said, and raising questions or challenging them.

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Another crucial element of communication in the classroom is feedback. In recent years, a large number of studies have focused on feedback. Positive reinforcement, or praise, has been demonstrated to boost students' self-esteem and enhance their likelihood of believing they will succeed. It also fosters a friendly environment and promotes academic success.

Positive reinforcement can also be used to change students' behavior. For instance, if you compliment a kid for raising their hand, other children will probably follow suit and stop "shouting out" in order to receive the same praise.

Positive reinforcement, however, can be counterproductive to learning if it is given too freely or without merit. Good job and gorgeous are examples of phrases that might not inspire pupils since they don't know what exactly they are being praised for. On the other hand, over-praising might make kids uninterested in situations where they aren't receiving praise. You should therefore utilize the student's name, specifically point out their strengths, and extend your heartfelt gratitude while providing them with well-deserved favorable feedback.

It has been suggested by numerous researchers that there should be less use of positive feedback in the classroom and more use of negative feedback. Negative comments might encourage students to work harder on a task or change their behavior, for example, but it can also lead to tense relationships between students.

Additionally, it has been proposed that it may result in decreased levels of academic success.

These drawbacks are made worse by the fact that negative feedback tends to lower students' motivation and interest in a task and is not always effective (students prefer to continue the behavior despite negative input about 20% of the time) (e.g. Spilt et al., 2016). Reduced self-worth is one of the other effects, which affects kids' academic achievement.

It has been discovered that humour in the classroom promotes learning, self-motivation, and goodwill among students and teachers. It enables you to build a relationship with your students and maintain their interest throughout the course.

You could laugh at the jokes that students make, repeat jokes or amusing tales, or provide lighthearted personal experiences. But, you must take care to avoid using forced, offensive, violent, sexual, or demeaning humor, as well as humor that is unrelated to the subject or that is offensive to pupils. Only keep using humor when it has elicited favorable reactions from the class, like laughter.

Understanding and being understood are key components of both effective education and communication. As a result, you should always be precise and unambiguous, and you should modify your language according to the needs of the reader. Consider this both when you are creating lesson plans (make sure you simplify difficult concepts into manageable chunks for your audience to comprehend) and when you are interacting with the students following the class. One way to ensure that your instruction was understood by your pupils would be to ask them questions or ask them to summarize the lesson using their own words.

Make sure your pupils comprehend the questions you are asking by providing the proper scaffolding when you pose them. The linguistic skills of your elementary school pupils will not yet be at their full potential.

When speaking with younger children, closed inquiries (which require a yes or no response), forced alternatives (such as asking, "Is he angry or happy?," and sentence starters (like "a noun is...") work well. Open-ended questions, like "tell me about..." or "how do you think," help older kids think more deeply and improve their problem-solving abilities.

### **Overcoming Issues with Communication**

Many high school students experience nervousness when they have to give a public speech. Teachers that create a safe, accepting environment for their kids can aid them in overcoming this phobia. With gradual exposure to public speaking, anxiety management skills, and positive reinforcement, students can conquer their concerns and develop confidence.

Any social setting, including high school, will inevitably experience conflicts and disagreements. By teaching students effective communication strategies for resolving conflicts, like active listening, compromise, and assertiveness, we can help them navigate these situations in a constructive way. Students can also practice conflict resolution skills through mediation techniques and role-playing exercises.

Students in high school engage with people of various backgrounds and communication skills. Developing communication resilience and adaptability requires recognizing and respecting many viewpoints, being receptive to criticism, and modifying communication tactics as necessary. Embracing variety and cultivating empathy in pupils can help them become proficient communicators in any setting.

### **CONCLUSION**

Proficiency in communication is crucial for achieving success in high school and beyond. They give children the tools they need to express who they are, have deep conversations, and form enduring bonds.

Gaining proficiency in effective communication is a continuous process that calls for commitment and effort. Students in high school should be encouraged to actively focus on developing their communication skills because it will help them in all aspect of their lives.

Being able to communicate effectively is a skill that may be developed throughout life. Students in high school should be encouraged to take advantage of growth opportunities, ask for criticism, and practice speaking in many contexts. They can develop into self-assured and proficient speakers with commitment and work.

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## THE IMPORTANCE OF TEACHING ENGLISH TO YOUNG LEARNERS

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### ABSTRACT

This scientific research is dedicated to aid readers to make teaching more successful, by responding to learning and the inner mental world of the learner, and by then understanding how classroom activities and teacher decisions can create, or limit, children's opportunities for learning. The purpose of teaching English to young learners and the evolution of the educational system in Uzbekistan were covered in this article. Within the context of the very early phases of the education system, this article also discusses the acquisition and study of foreign languages by young children. While there exist a plethora of disorganized theories, opinions, models, and proposals about the instruction of modern languages to young children, our focus will be on the contributions made by researchers who have made important contributions to this field of study.

**Keywords:** teaching to children, educational system, methods, English language, games, primary school, young learners

### INTRODUCTION

Life's main process is learning. Teachers must instruct their students successfully during the learning process. A good teacher must utilize a good method and approach because a good learning style presents concepts and information in a way that makes it seem familiar and engaging to the student. Because language acquisition is dependent on the manner in which it is delivered to the learner, teachers' excellent attitudes and actions in the classroom can have a positive impact on the lives of their pupils.

In today fast globalizing society, learning English from an early age is vitally necessary. Their ability to speak and understand English will be extremely beneficial to them in their future employment and aid to open numerous doors for them. Teaching English to young people is not a simple task, though. However, if we already know how to accomplish it, it is also not difficult.



## **BENEFITS OF TEACHING TO CHILDREN THAN ADULTS**

Teaching children a unique experience that is enjoyable and demanding is a common aspect of teaching jobs. Teachers face planning issues because children acquire language according to developmental stages, are more lively than adults, and have shorter attention spans.

The ease with which young learners can acquire the language at this age is one of the key justifications for teaching English to them. The notion that "younger is better" that children pick things up much faster and more effectively is widely held, especially by those who believe the Critical Period Hypothesis. Teaching English to young students is also popular because it is still used as a lingua franca, or a common language for communication between speakers of other languages. In order to ensure that English plays a significant role in their future academic and professional lives, parents want their kids to acquire it as early as feasible. Seeing kids who speak English well has numerous advantages.

The secret to teaching English to kids is to comprehend the fundamentals of language learning and apply them in ways that will inspire kids to learn the language. The universe of children is play and imitation. This paper addresses the following topics: the fundamentals of teaching English to young learners, the qualities of a language teacher, the purpose of teaching children a foreign language, the social and psychological preparation of teachers, the emotional and physical aspects of young learners, the primary roles of teachers in the classroom, a review of TPR, and lastly some useful advice and teaching methods for beginning English language instructors.

## **FACILITIES OF EDUCATIONAL SYSTEM IN UZBEKISTAN**

Uzbekistan educational system has been encouraging foreign language study ever since I started my own studies. In those days, fifth grade was when kids began studying their first foreign language. The first required foreign language is now introduced in the first grade of the national curriculum. Every English instructor at a state school is required to adhere to the national curriculum created by the Ministry of Education. Teachers are allowed to use any textbook that has been approved by the ministry, as long as it fits the needs of their students. Since students are evaluated using uniform standards, their final year of study evaluations must be based on the competencies outlined in the national curriculum.

English is either the first or second foreign language that is required in the majority of Uzbekistan schools. When a kid begins learning English in primary school, they often work with the same specialist teacher from the first grade to the fifth grade, when they graduate from first level secondary school. Foreign language



instruction is allowed a maximum of two hours per week during the elementary and secondary school years in order to increase or improve linguistic competencies.

### **PSYCHOLOGICAL SKILLS OF TEACHERS WHEN CONDUCTING A LESSON IN PRIMARY SCHOOL**

When it comes to young students, the teacher's position is crucial. The teacher should ideally serve as a role model for language and multicultural awareness. They should also, and most importantly, act as readers, learners, and models of the language that has to be acquired. "The teacher is very much at the center of the classroom as opposed to the generally more learner-centered approach of primary education," contend Wilden and Porsch. Young language learners rely heavily on their teachers since they lack the maturity and chance for responsible learner autonomy, as well as a language repertoire in English and self-assured general learning methodologies. Scholars advise emphasizing "learning literacy" as a means of assisting novice students.

The potential benefits are widely acknowledged in informed circles, but it's also important to remember that teaching must be "appropriate to the social, psychological, emotional, and cognitive needs of children." This connects to Dewey's concept of collateral learning and the formation of enduring attitudes, which is often found in national curricula. "We need to keep the richer picture in mind and embrace language training as an integral part of children's whole development and education," the statement goes on.

### **THE IMPORTANCE OF PLAYING ALL SORTS OF GAMES DURING LESSONS**

"Children learn English for fun and through play, but they are also encouraged to use the language to discuss and solve problems and thus develop foundations of critical and creative thinking," Jin and Cortazzi write, citing scenarios in China, Japan, and South Korea. They dispel a notion that is widely held in East Asia that requires special abilities or extensive knowledge of pedagogy since it uses simple language.

While some classrooms have desks for each student, others have desks that can accommodate two or three. A teacher's desk is placed in front of a chalkboard in each of them. Two classes of students share each classroom since primary school students attend classes in the morning and secondary school students study in the afternoon. Every teacher has access to a laptop, a whiteboard, and a CD player. The management group of the school has chosen to teach English as the first foreign language. In a FLES curriculum, languages are taught as distinct academic disciplines in two or three courses per week. The committee hosts unique events, like open

classes and the introduction of new teaching resources, throughout the academic year. It also plans festivities and language competitions.

Every semester, university students meet with all of the English teachers in the area to discuss various topics like lesson plans that work or resources for teachers. The surroundings are ideal for English language instruction for kids. Either because they have elder relatives who study English or because they think it's beneficial to be fluent in a foreign language, their families push them to pick up the language. Additionally, they listen to a lot of contemporary English and international music, and since many dancing tunes these days include English lyrics, they are often curious about what they mean. Furthermore, the majority of students in this class have access to personal computers and the Internet at home. As a result, students are exposed to numerous English-language games or information.

Children love playing games. Teachers design inventive games to enhance students' learning of English. They take classic games and add a few English words to them. The kids learn English while having fun and playing. The one tactic they seldom ever use is story telling. They don't know how to handle this approach. Pronunciation is a major issue. They rarely tell children stories in English because they find it difficult to pronounce the words. They also do not know excellent technique to tell narrative. The children appear dull in the activity as a result. Still, a lot of Padang kindergarten instructors are familiar with the TPR Method. The majority of them employ this strategy, particularly when using basic classroom commands.

## **CONCLUSION**

Every country in the world can benefit greatly from having children. Children in a powerful nation are content and healthy. Children who are content and in good health have more chances to have better futures. They will live in a different world in the future than they do now. They must converse with individuals from other nations. English should be taught to kids at a young age for a variety of reasons, including the fact that it is an international language and will be vital in the future. Although it isn't perfect yet, kindergarten teachers have started teaching English to young learners. There are many challenges involved in the process, such as developing curriculum that is appropriate, preparing competent teachers, and selecting and implementing appropriate media and teaching methods in the classroom. In summary, more work needs to be done to improve English instruction for young learners in Padang so that children, especially those who are very young, can benefit greatly from it.

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## ENGLISH PHRASEOLOGICAL UNITS IN THE RUSSIAN LANGUAGE

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### ABSTRACT

This article explores the fascinating domain of linguistic cross-fertilization, with a particular focus on how English phraseological units are adapted into the Russian language. The research investigates the dynamic interaction between these two linguistic systems, elucidating the difficulties and subtleties that arise in the translation process. It commences by presenting the idea of phraseological units and underscores their cultural importance, emphasizing how they contribute to molding the depth and diversity of language.

**Keywords:** English phraseology, coloristic components, interdisciplinary aspect, cultural adaptation, linguistic exchange, English, Russian, language dynamics.

### INTRODUCTION

Every individual attempting to grasp the intricacies of the English language undergoes a spectrum of emotions reflected in both physical and mental aspects. Colors play a profound role in evoking emotions and establishing a spiritual ambiance. Throughout history, somatic expressions in this realm have evolved from the overall cultural and national progress of humanity and, more specifically, the development of the English language. Each culture has shaped its distinct mental association with colors, creating its primary series, often manifested through phraseological units enriched with coloristic components.

The convergence of languages provides an intriguing avenue for cultural interchange, and a particularly fascinating facet of this occurrence is the integration of English phraseological units into the Russian language. This piece delves into the intricacies of linguistic interaction, exploring the journey of these idiomatic expressions as they cross linguistic borders and become embedded in the linguistic fabric of Russian.

#### Features of phraseological units

The primary characteristics of phraseological units include semantic coherence, stability, distinct form, and reproducibility. Phraseological units exhibit semantic coherence, wherein the overall meaning of the expression differs from the sum of its individual elements, resulting from a complete or partial reinterpretation. For instance, the English idiom "to take a leaf from smb's book" signifies "to take an example from someone," and "to go to the

wall" means "to go broke," not literally "to go to the wall." The integrity of phraseological units relies on their distinct form and idiomatic nature, as they are predominantly formed from words and function as separate linguistic constructs. Idiomaticity, a semantic attribute, underscores that the meaning of the entire linguistic formation is not derived directly from the combined meanings of its constituent parts.

### **Legal phraseology**

Legal phraseology pertains to the specialized and exact language or terminology employed in the legal domain. It includes the collection of terms, expressions, and linguistic conventions specific to legal documents, statutes, contracts, court proceedings, and similar legal situations. The purpose of legal phraseology is to articulate legal concepts accurately and clearly, reducing ambiguity and promoting a uniform interpretation of the law. The utilization of precise legal terminology aids legal professionals in effective communication, guaranteeing that legal documents possess a distinct and unambiguous meaning within the legal system.

### **Categorizing and Analyzing Phraseological Units**

Approaches to comprehension can be categorized into two types: narrow and wide, assuming the inclusion of numerous proverbs and sayings within phraseology. Professor A.I. Smirnitsky classified phraseological units (PUs) as highly idiomatic set expressions that serve as word equivalents, possessing both semantic and grammatical unity. He proposed three classes of stereotyped phrases:

1. Traditional phrases (e.g., nice distinction, rough sketch)
2. Phraseological combinations (e.g., to fall in love, to get up, etc.)
3. Idioms (e.g., to wash one's dirty linen in public)

The second category, phraseological combinations, can be further divided into two subgroups:

1. One-top phraseological units, which were likened to derived words.

2. Verb-adverb PUs, exemplified by expressions like to give up, to bring up, to look up.

Both English and Russian languages stem from the Indo-European language group, resulting in significant similarities in the construction and meaning of phraseological foundations. This linguistic connection has led to direct influences between the two languages. Certain phraseological units in English and Russian exhibit identical meanings and literal translations. For instance, "there is no smoke without fire" translates to "нет дыма без огня" in Russian, and "don't look a gift horse in the mouth" corresponds to "дарённому коню в зубы не смотрят," highlighting the shared nature of these expressions.

### **Koonin's Semantically-Informed Classification of Phraseological Units and Their Structural Characteristics**

Professor Koonin has significantly advanced the classification of phraseological units, employing a combined structural-semantic principle that also takes into account the stability level of these expressions. Semantically, the categorized set expressions fall into three



distinct groups, referred to as **phraseological units** or **idioms**, **semi-idioms**, and **phraseomatic units**. **Phraseological units** are language constructs with structurally separable components, wherein meanings are entirely or partially transferred.

**Semi-idioms** encompass both literal and transferred meanings, with the former often being terminological or professional, while the latter is transferred. On the other hand, **phraseomatic units** feature meanings that are either literal or bound in a phraseomatic manner.

### **Examples**

Certainly, here are a few English phraseological units and their equivalents in Russian:

1. English: "Break the ice" Russian: "Пробить лед" (Probít' led)
2. English: "The ball is in your court" Russian: "Мяч на твоей стороне" (Myach na tvoey storone)
3. English: "Bite the bullet" Russian: "Проглотить сливу" (Proglotit' slivu)
4. English: "Burn the midnight oil" Russian: "Зажигать свет" (Zazhigat' svet)
5. English: "Hit the nail on the head" Russian: "Попасть в точку" (Popast' v točku)
6. English: "Jump on the bandwagon" Russian: "Присоединиться к ходу вещей" (Prisoedinit'sya k khodu veshchey)
7. English: "A piece of cake" Russian: "Легкость самолёта" (Legkost' samolyota)
8. English: "Spill the beans" Russian: "Пролить бобы" (Prolit' boby)
9. English: "Cost an arm and a leg" Russian: "Стоить целое состояние" (Stoit' tseloye sostoyanie)
10. English: "Throw in the towel" Russian: "Бросить полотенце" (Brosit' polotentse)

These examples illustrate the diversity of phraseological units and how they can be translated between English and Russian while maintaining their idiomatic meanings.

### **CONCLUSION**

In summary, the interchange of phraseological units between English and Russian underscores the intricate and diverse nature of language expressions. Despite disparities in language and culture, specific idiomatic phrases discover parallel and resonant equivalents in both linguistic realms. This cross-cultural exchange of phraseological units not only underscores the interwoven nature of languages but also mirrors the inherent universality of human expression. As individuals navigate linguistic terrains, they encounter shared idioms that serve as bridges, fostering a more profound comprehension of language and culture. The examination of English phraseological units in the Russian language offers a glimpse into the captivating interplay of expression and translation, underscoring the dynamic character of linguistic connections amid varied language traditions.



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## AMERICAN AND BRITISH ENGLISH: COMMONALITIES AND CONTRASTS

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### ABSTRACT

This research investigates both the common features and differences found in American and British English. Utilizing a comparative approach, it explores the linguistic parallels and discrepancies that define these prominent versions of the English language. It delves into various facets including vocabulary, orthography, phonetics, grammar, and cultural impacts to offer insights into the evolving interplay between American and British English. By shedding light on both shared traits and divergences, this study seeks to deepen our comprehension of the linguistic diversity within English and its worldwide importance.

**Keywords:** historical evolution, vocabulary, orthography, phonetics, grammar, regional variations, global impact.

### INTRODUCTION

American and British English represent two foundational pillars of the English language, each possessing its own distinct allure, historical narrative, and cultural significance. Despite sharing common linguistic origins, these two variants have undergone separate evolutionary paths spanning centuries, resulting in a multitude of parallels and disparities. This article embarks on an exploration of the likenesses and divergences between American and British English, shedding light on the intricate web of language diversity that defines these prominent dialects.

From the vibrant thoroughfares of New York to the idyllic hamlets of rural England, the nuances of vocabulary, orthography, pronunciation, and syntax craft a vibrant tableau of linguistic variation. While certain linguistic traits span the breadth of the Atlantic Ocean, others serve as unmistakable markers of national identity. Through a comparative examination, we delve into the fundamental components shaping these language variants, untangling the strands of similarity and contrast that bind and differentiate American and British English. As we traverse the lexical terrain and grammatical structures of these dialects, we encounter not only linguistic phenomena but also the reverberations of historical epochs, cultural influences, and

societal norms. From the legacy of colonialism to the reverberations of globalization, a myriad of factors have contributed to the evolution of American and British English, molding their trajectories in distinctive manners. By elucidating the shared traits that unify and the distinctions that delineate, this article seeks to enrich our comprehension of the multifaceted tapestry of English language variation. Whether you are an aspiring polyglot, a language enthusiast, or simply intrigued by the intricacies of communication, we invite you to join us on this journey through American and British English—where commonalities converge and differences define.

### **Historical evolution**

The historical development of American and British English has been influenced by a myriad of factors, including colonization, migration, cultural interchange, and advancements in technology. Despite their shared linguistic origins, these variants have diverged over time, resulting in unique dialectal characteristics and conventions. British English traces its roots back to the early Germanic tribes that settled in the British Isles during the medieval era. Across centuries, invasions by the Romans, Vikings, and Normans introduced vocabulary and grammatical structures from various linguistic sources, enriching the language. The expansion of British colonialism from the 16th to the 20th centuries played a significant role in shaping English. British settlers established colonies worldwide, disseminating their language to regions like North America, Australia, India, and Africa. These interactions with indigenous languages and cultures led to the emergence of distinct varieties of English, each with its own distinct traits and influences. Concurrently, in America, English underwent unique developments following the arrival of European settlers in the early 17th century. Colonization by the British, alongside subsequent waves of immigration from Europe and Africa, contributed to linguistic diversity. Over time, American English began to diverge from its British counterpart due to factors such as geographical isolation, cultural disparities, and contact with Native American languages.

The American Revolutionary War in the late 18th century further accentuated linguistic distinctions between the two regions. While British English continued to evolve within the United Kingdom, American English underwent further changes as the newly independent nation forged its identity. Throughout the 19th and 20th centuries, technological advancements, globalization, and the rise of mass media played pivotal roles in shaping both American and British English. The invention of the printing press, expansion of education, and advent of the internet facilitated the spread of standardized English while fostering increased language interaction and exchange.

Today, American and British English stand as major global variants of the language, each characterized by distinct vocabulary, spelling norms, pronunciation conventions, and grammatical rules. Despite their differences, they share a common linguistic heritage and continue to influence one another through ongoing cultural, economic, and technological exchanges.

### **Vocabulary and examples**

In general, most words mean the same thing in British and American English. For example, the words apple and chair refer to the same objects in both versions of English. For the most part, speakers of American English and British English won't have much trouble at all understanding one another when it comes to vocabulary. However, there are many examples of the same thing being referred to by different words depending on if you are using American or British English. For a well-known example, British English uses the word football to refer to the sport that Americans know as soccer. For the sport that Americans know as football, Brits use the term ... American football. This is far from the only example, though. Here are just a few more examples of two different words being used to refer to the same thing:

- French fries/fries (American) vs. chips (British)
- Cotton candy (American) vs. candyfloss (British)
- Apartment (American) vs. flat (British)
- Garbage (American) vs. rubbish (British)
- Cookie (American) vs. biscuit (British)
- Green thumb (American) vs. green fingers (British)
- Parking lot (American) vs. car park (British)
- Pants (American) vs. trousers (British)
- Windshield (American) vs. windscreen (British)

### **Orthography of the American and British English**

The spelling systems of American and British English share numerous similarities, but there are also significant distinctions. Here's an overview of some key contrasts:

#### **1. -ize vs. -ise endings:**

- American English typically opts for the "-ize" ending in words like "realize," "organize."
- British English often favors the "-ise" ending, seen in "realise," "organise."

#### **2. -or vs. -our endings:**

- American English uses "-or" in words like "color," "favor."
- British English employs "-our," resulting in "colour," "favour."

#### **3. Double consonants in verbs:**

- American English doesn't double the consonant in verbs like "travel," "cancel" when adding suffixes (e.g., "traveled," "canceled").

- British English often doubles the consonant in such cases: "travelled," "cancelled."

#### **4. Words with different vowel spellings:**

- American English: "center," "fiber," "theater."

- British English: "centre," "fibre," "theatre."

#### **5. -er vs. -re endings:**

- American English: "meter," "center," "theater."

- British English: "metre," "centre," "theatre."

#### **6. -ogue vs. -og endings:**

- American English uses "catalog," "dialog."

- British English prefers "catalogue," "dialogue."

#### **7. Doubling of final consonants:**

- American English tends to avoid doubling final consonants when adding suffixes (e.g., "traveler").

- British English may double final consonants: "traveller."

#### **8. Silent letters:**

- British English retains silent letters in words like "centre," "plough," which may be dropped in American English ("center," "plow").

#### **9. Hyphenation:**

- American English tends to use hyphens less frequently than British English, especially in compound words like "cooperate," "re-elect."

#### **10. Compounds:**

- American English often compounds words (e.g., "railroad").

- British English sometimes maintains separate words or uses hyphens (e.g., "rail way").

#### **11. Tense forms of verbs:**

- American English often uses "-ed" endings for past tense verbs (e.g., "learned").

- British English may use "-t" endings instead (e.g., "learnt").

#### **12. Noun endings:**

- American English sometimes uses different endings for certain nouns (e.g., "program" instead of "programme").

- British English may use "programme," "licence," where American English uses "program," "license."

These spelling distinctions reflect historical and linguistic developments, and although they can sometimes cause confusion, speakers of either form of English generally become accustomed to both spellings over time. The global impact of American and British English is profound and wide-ranging, influencing numerous

facets of culture, commerce, technology, and communication worldwide. Here's an overview of their influence:

### **American English:**

#### **1. Media and Entertainment:**

- American movies, television series, music, and literature hold sway over the global entertainment landscape, disseminating American English vocabulary, idioms, and accents.

- Hollywood productions are widely watched and often translated or subtitled into various languages, further spreading American English.

#### **2. Technology and Innovation:**

- The United States leads the world in technology and innovation, with companies like Apple, Google, and Microsoft shaping digital communication and introducing new terminology such as "googling," "tweeting," and "app."

- American English terms related to digital devices, software, and social media platforms are universally recognized and adopted.

#### **3. Business and Commerce:**

- American English dominates international business communication, as many global corporations are headquartered in the United States.

- American business practices, terminology, and communication styles exert influence on corporate culture and commerce worldwide.

#### **4. Education and Academia:**

- American universities are renowned for academic excellence and attract students from around the globe.

- Due to its prevalence in academia and research publications, American English is often studied by English language learners.

### **British English:**

#### **1. Colonial Legacy:**

- British colonial expansion has left a linguistic legacy in former colonies, where British English or its derivatives remain prevalent.

- Countries like India, Nigeria, and Australia continue to use variations of British English, impacting local dialects and vocabularies.

#### **2. Cultural Influence:**

- British literature, art, and music have had a significant global impact, disseminating British English vocabulary, expressions, and idiomatic phrases.

- Renowned authors like Shakespeare, Dickens, and Rowling, as well as iconic bands like The Beatles and The Rolling Stones, contribute to the recognition of British English worldwide.

#### **3. Education and Diplomacy:**



- British English is often regarded as the standard for English language education and proficiency testing globally, with assessments like IELTS and Cambridge English Qualifications.

- Many international organizations and diplomatic forums use British English as their primary language of communication.

#### **4. Tourism and Hospitality:**

- The United Kingdom is a popular tourist destination, exposing millions of visitors annually to British English in hospitality, tourism, and cultural interactions.

- British English terms related to travel, accommodations, and sightseeing are commonly used in the global tourism industry.

American and British English wield significant global influence through media, technology, commerce, education, and culture. Their widespread usage and recognition facilitate communication and foster cultural exchange on a global scale, solidifying their status as the world's most influential languages.

#### **CONCLUSION**

In summary, although American and British English share many similarities due to their shared linguistic origins, they also demonstrate significant differences influenced by historical, cultural, and regional factors. Despite these distinctions, both varieties of English wield considerable global influence, influencing various aspects of everyday life, communication, and cultural expression worldwide. The widespread dissemination of American English through media, entertainment, technology, and commerce, alongside the enduring impact of British English in literature, academia, and diplomacy, highlights the global significance of these two linguistic forms. Whether through Hollywood blockbusters or classic British literature, from innovations in Silicon Valley to the historical legacies of British colonialism, the influence of American and British English is unmistakable and extensive. Ultimately, the ongoing interaction between American and British English reflects the dynamic nature of language, continually adapting to new contexts, influences, and technological advancements. Embracing both the similarities and differences between American and British English enriches our appreciation of language diversity and fosters improved cross-cultural communication in our increasingly interconnected world.

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## THE CRUCIAL ROLE OF VOCABULARY IN ENGLISH LANGUAGE PROFICIENCY

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### ABSTRACT

This article discusses the significance of a strong vocabulary in achieving proficiency in the English language. It explores how a rich and diverse vocabulary enhances communication skills, comprehension, and overall language fluency. The article also examines the impact of vocabulary on reading, writing, and speaking abilities, emphasizing its role in academic and professional success. Furthermore, it highlights effective strategies for expanding and retaining vocabulary, as well as the benefits of a broad lexicon in fostering cultural understanding and global communication. Overall, this article underscores the pivotal role of vocabulary in mastering the English language and offers insights into its practical application for learners and educators alike.

**Keywords:** vocabulary, proficiency, effective strategies, fluency

### INTRODUCTION

The English language is a rich tapestry of words, phrases, and expressions that form the foundation of communication in a globalized world. At the heart of this linguistic complexity lies the crucial role of vocabulary, which serves as the building blocks of language proficiency. A robust and diverse vocabulary not only enhances one's ability to express thoughts and ideas but also plays a pivotal role in understanding and interpreting the world around us. In this article, we delve into the significance of vocabulary in achieving fluency and proficiency in the English language, exploring its impact on various aspects of communication, literacy, and cultural understanding. By examining the practical implications and benefits of a strong lexicon, we aim to shed light on the indispensable role of vocabulary in mastering the English language.

## **Importance of Vocabulary in English**

When we want to learn a language, a question generally occurs in our mind that what is the role of vocabulary. Truly speaking vocabulary is crucial to express our thoughts effectively. Vocabulary means words. To learn any language we need to have excellent knowledge of grammar and vocabulary. Now let us assume that we aim to master the English language. When a thought is generated in our respective native language we need to know the appropriate English words for it and place it in the correct grammatical structure. Once we do that we can express ourselves precisely. In case we are unaware of the meaning we fail to utilize words. Thus getting across the message is compromised. To be skilled in spoken English, we should learn multiple words along with its connotation and implementation. Initially, we should start by learning fundamental words and then upgrade our level by using synonyms of the same terminology. Enhanced vocabulary beautifies the language. It magnifies the personality of the speaker.

### **How to learn vocabulary?**

Whenever we feel hindrances in English and fail to recollect appropriate words, we should take the help of a thesaurus. The first step is to find the basic meaning of the word. Then we can refer to synonyms to improve the basic version. Give a lot of importance to reading. Expose yourself to the works of different writers. Observe the diverse ways in which they convey thoughts and the style in which they bring the word into play. When you come across a new word, note down the words which are relevant to you, and learn it. This is how, through reading and comprehension, your bank of words grows which in turn will have an immense impact on your spoken English.

### **A larger vocabulary can be a stepping stone to higher levels of language fluency**

Put simply, the more vocabulary you know, the easier it will become to improve your language skills. For starters, this knowledge will allow you to access a wider range of learning materials designed for both native and non-native speakers. It will also help you understand these words from their context, naturally expanding your vocabulary and improving your language skills without needing to spend time looking the words up in a dictionary or asking someone for an explanation. On top of this, the more vocabulary words you understand, the more you'll be able to decipher the meaning of new words by breaking them down into their morphemes (smaller parts).

## **The importance of learning vocabulary**

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt [1] emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55). Nation [2] further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. Researchers such as [1,2,3] have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing Nation,[2] Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome. Krashen, as cited in Lewis, 1993, p25 Many researchers argue that vocabulary is one of the most important-if not the most important- components in learning a foreign language, and foreign language curricula must reflect this. Krashen states many reasons for devoting attention to vocabulary. “First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”. On the other hand, vocabulary has been acknowledged as L2 learners’ greatest single source of problems Meara [5]. This remark may possibly reflect that the open-endedness of a vocabulary system is perceived to be a cause of difficulty by learners.

## **CONCLUSION**

In conclusion, the importance of vocabulary in achieving English language proficiency cannot be overstated. A rich and varied lexicon forms the bedrock of effective communication, enabling individuals to articulate their thoughts with precision and clarity. Moreover, a strong vocabulary fosters literacy, critical thinking, and cultural understanding, empowering individuals to navigate the complexities of the modern world. As such, investing in vocabulary development is not merely an academic pursuit but a gateway to unlocking a deeper engagement with language and

society. By recognizing the pivotal role of vocabulary in language mastery, we can harness its transformative power to enhance our linguistic competence and enrich our communication skills. In essence, the journey towards English language proficiency begins with a steadfast commitment to expanding one's vocabulary, thereby opening doors to new opportunities and broadening horizons.

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## WAYS AND SECRETS TO IMPROVE STUDENTS' IELTS WRITING

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### ABSTRACT

In this article, given information about how to increase student's writing skills and written the basic tips to achieve higher band scores in IELTS.

**Keywords:** non-native English speakers, professional bodies, tips, complex sentences, phrasal verbs and an informal tone.

### INTRODUCTION

Students who are non-native English speakers and aspire to study in the US, Australia, or the UK are required to take the IELTS test, which stands for the International English Language Teaching System. Developed by professionals, this test evaluates a comprehensive range of English language skills and is widely trusted by professional bodies globally. IELTS assesses four main abilities: speaking, reading, writing, and listening.

### DISCUSSION AND RESULTS

Scores are assigned in bands ranging from 1 to 9, with achieving a perfect score of 9 being particularly challenging. Even proficient non-native speakers typically reach a maximum score of around 8.5. Each of the four sections contributes to the final score, with the average determining the overall band.

One of the test's components is the writing test, which has a time limit of 60 minutes. It comprises four sub-divided criteria: task achievement, coherence and cohesion, vocabulary, and grammatical range and accuracy. Each criterion contributes 25% to the final band score. Task 1 and Task 2 are the two writing tasks, with a suggestion to prioritize Task 2 due to its higher mark value.

Understanding the basics of the IELTS writing test, the following tips can be instrumental in achieving a higher band score or, at the very least, an average score of around 7.0. These tips, when followed with concentration, can lead to significant improvement.[1]

The Essay:[2]

Before starting to write, carefully analyze the prompt.

Structure your essay with a clear introduction outlining key points, followed by two body paragraphs and a conclusion.

Practice writing essays multiple times and manage your time effectively during the test.

➤ Different Sentence Types:

Use a variety of sentence types, such as simple, compound, complex, passive, question, and conditional sentences.

Prioritize the use of complex sentences, which convey multiple ideas within a single sentence.

➤ Use Strong Verbs:

Employ powerful verbs to enhance the impact of sentences.

Avoid weak verbs like "to be," "to get," "to have," and "to go," opting for more specific alternatives.

➤ Formal Style:

Maintain a formal and direct writing style.

Avoid phrasal verbs and an informal tone throughout the essay.

➤ No Contractions:

Refrain from using contractions, first and second pronouns, or possessives.

Focus on using collocations to strengthen the essay.

➤ Simplicity & Accuracy:

Keep the essay structure simple and direct.

Ensure accuracy in grammar and tenses while presenting information logically.

➤ Word Repetition:

Expand your vocabulary by practicing daily.

Avoid word repetition to create a favorable impression on the examiner.

Summarize key points in the conclusion without introducing new information.

Maintain a formal style and use various sentence types.[3]

Lexical Resource:

In the vocabulary-focused lexical resource section, use words relevant to the given topic.

Memorize and practice using topic-specific vocabulary.

Grammatical Range & Accuracy:

Master grammar rules and tense usage.

Thoroughly practice and attempt the test multiple times to boost grammatical range and accuracy.

Extra Tip:

Remember to proofread your test paper before submission to identify and correct any unintentional mistakes.[4]

Achieving excellence in the IELTS writing test is a crucial milestone for non-native English speakers aspiring to study in English-speaking countries. It demands not just proficiency in the language but also a strategic approach to the unique requirements of the assessment. In this article, we will delve into effective ways and secret strategies to significantly improve students' IELTS writing performance.[5]

✓ **Comprehensive Test Understanding:**

Begin the journey to improvement by ensuring students have a thorough understanding of the IELTS writing test structure, tasks, and assessment criteria.

✓ **Dedicated and Regular Practice:**

Consistent and targeted practice is key. Encourage students to undertake regular writing exercises, addressing both Task 1 and Task 2 prompts.

✓ **Strategic Task Analysis:**

Train students to dissect and analyze each task meticulously. Emphasize the importance of identifying key points and structuring responses accordingly.

✓ **Mastering Time Management:**

Time is of the essence in the IELTS writing test. Teach effective time management strategies to ensure students can complete both tasks within the allocated time frames.

✓ **Building a Robust Vocabulary:**

Vocabulary is the building block of effective communication. Encourage students to expand their lexicon, focusing on words relevant to common IELTS themes.[6]

✓ **Sentence Structure Mastery:**

Diversify sentence structures to showcase a higher level of language proficiency. Guide students in using a mix of simple, compound, and complex sentences.

✓ **Grammar and Punctuation Excellence:**

Strengthen grammatical foundations. Focus on correct tenses, subject-verb agreement, and punctuation usage to elevate the overall quality of writing.

✓ **Crafting Impactful Introductions and Conclusions:**

The first and last impressions matter. Provide strategies for creating engaging introductions and conclusions that effectively summarize key points.

✓ **Constructive Feedback and Correction:**

Establish a feedback loop. Regularly assess practice essays, offering constructive feedback to address areas of improvement in content, structure, and language use.

✓ Peer Review Collaboration:

Foster a collaborative learning environment by introducing peer review sessions. Students can learn valuable insights from evaluating each other's work.

✓ Formal Language Emphasis:

Stress the importance of maintaining a formal writing style. Discourage the use of contractions, colloquial language, and slang.

✓ Task Achievement Mastery:

Train students to fully address all aspects of the given tasks, ensuring their responses align with the specific requirements.

✓ Enhancing Coherence and Cohesion:

Introduce techniques for organizing ideas coherently. Emphasize the use of linking words and cohesive devices to create a smooth flow in writing.

✓ Studying Exemplary Essays:

Expose students to well-written sample essays. Analyze and discuss effective strategies employed by successful candidates.

✓ Simulated Exam Conditions:

Replicate exam conditions during practice sessions to help students acclimate to the time pressure and environment of the actual test.[7]

✓ Strategic Lexical Resource Development:

Guide students in expanding their lexical resource strategically, emphasizing synonyms, antonyms, and nuanced vocabulary relevant to common IELTS topics.

✓ Stress Management Techniques:

Provide tips for managing stress during the exam. Instill a sense of calm and focus, critical for optimal performance.

✓ Scoring Criteria Awareness:

Ensure students understand the IELTS writing band descriptors. Aligning efforts with the scoring criteria is essential for targeted improvement.

✓ Tailored Individual Support:

Recognize each student's unique challenges and strengths. Offer individualized support to address specific writing needs.

✓ Cultivating a Continuous Learning Mindset:

Encourage a mindset of continuous improvement. Inspire students to view mistakes as opportunities for growth and to consistently refine their writing skills.

## CONCLUSION

By implementing these proven strategies and secrets, educators can guide students toward unlocking success in the IELTS writing test. As they navigate the intricacies of language proficiency and test requirements, students will not only improve their writing skills but also gain the confidence needed to excel in this critical aspect of the IELTS examination.

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## TESTING READING COMPREHENSION IN ENGLISH AS A FOREIGN LANGUAGE

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### ABSTRACT

This article delves into the multifaceted landscape of assessing reading comprehension in English as a Foreign Language (EFL) contexts. With the growing importance of English proficiency worldwide, accurately measuring learners' reading comprehension abilities has become paramount. The abstract highlights various strategies employed in assessing reading comprehension, ranging from traditional methods such as multiple-choice questions to more innovative approaches like authentic text analysis and performance-based assessments. Challenges inherent in assessing EFL reading comprehension, including cultural and linguistic biases, are discussed alongside potential solutions. Furthermore, the abstract explores recent advancements in technology-enabled assessment tools and their implications for enhancing the validity and reliability of EFL reading comprehension evaluations. By synthesizing current research and practical insights, this article aims to provide educators and assessment specialists with valuable guidance for designing effective reading comprehension assessments tailored to EFL learners' diverse needs and contexts.

**Keywords:** EFL, Diagnostic Reading, Formative Reading, Interim Reading, Summative Reading.

### INTRODUCTION

There are many of assessments available to assist educators in both measuring and planning for comprehension. It is advised that teachers employ a variety of assessments to gain a complete understanding of their students' reading comprehension ability because each one offers a different perspective on your pupils (Hougen & Smartt, 2012). It is crucial to remember that every form of assessment has a certain function and bounds, and that educators must exercise caution when selecting which exams to use due to the limited duration of the school day.

We will concentrate on three common forms of assessment for the sake of this discussion: formative, summative, and diagnostic. The purpose of an assessment is



frequently just as important as its format. We'll quickly go over some of their key characteristics, emphasizing both their advantages and, perhaps more crucially, disadvantages. Next, we'll talk about how this assessment method can be used in a classroom context, where there are practical limits on the classroom dynamic and ideals that need to be balanced.

### **Why Assessment of Comprehension Is Important**

Some people might question why reading comprehension assessments are necessary in the first place. The majority of educators will tell you that the experiences, passions, and achievement levels of their students vary. Teachers gain a deeper understanding of their students, including their strengths and areas for growth, by conducting assessments on them throughout the academic year. Critical thinking is a valuable ability that is applicable to both the classroom and daily life. You'll need critical thinking skills for exams, class debates, making decisions in life, and more. A skill that will come in handy in many situations is the ability to think critically, logically, and creatively about a wide range of issues. Critical thinking is exercised when one practices reading comprehension. By critically analyzing what you read, you can improve your comprehension of the material and discover the most effective way to absorb knowledge. This ability will be helpful to you in making decisions, managing your time, and many other areas that will affect your success in school and beyond.

It is crucial to define reading comprehension before moving on to the assessment of comprehension. One well-known theory of reading development is the Simple View of Reading by Gough and Tunmer (1986), which holds that pupils become readers when they can use their linguistic knowledge for reading comprehension and simultaneously muster the skills to decode texts. Building on the Simple Reading Concept, According to Cain (2013), proficient readers are able to identify individual words on a page and quickly ascertain their meaning. Skilled comprehenders connect the word strings to construct coherent sentences and integrate the meanings of the words. A strong memory facilitates the assimilation process. It's crucial to remember that these processes happen concurrently rather than sequentially, and that proficient comprehenders are also context-sensitive. Consequently, understanding is a continual process.

### **A look types of reading assessments**

#### **Assessment of Diagnostic Reading**

As a pre-test, the diagnostic evaluation is given at the start of each unit or course. This type of evaluation enables the teacher to determine the extent of the student's prior knowledge and provides an answer to the query, "How much does this student already know about this (subject area, topic, etc.)?" The results of a diagnostic evaluation reveal the student's areas of strength and weakness. The outcomes can help teachers plan lessons, identify topics that need to be reviewed, and create learning objectives. A post-

test will allow the teacher to assess the amount of knowledge the student has learned during the lesson. When shared with students, the comparison of pre- and post-test results can also bolster the effectiveness of teaching strategies and act as a vital resource for fostering self-esteem.

#### Assessment of Formative Reading

Formative assessments are given in the middle of the learning process and offer the teacher immediate, practical feedback that fulfills a variety of functions. The Latin verb "formare," which meaning to form or shape, is where the word "formative" originates. This reading evaluation shows how the teacher teaches and how the kids are learning. Formative assessments are quick and simple to use, and they provide insightful data that helps guide instruction. The teacher will be able to better shape future education with the aid of the results. Daily or weekly formative assessments enable teachers to continuously modify their lessons to better meet the requirements of their pupils.

#### Assessment of Interim Reading

The interim reading exam evaluates a broader population or group's overall performance (district, school, grade). Teachers and administrators can monitor students' progress with this evaluation, which is given at several points during the year. Making decisions about the overall efficacy of teaching strategies, materials, and general accountability can be aided by interim assessments.

#### Assessment of Summative Reading

The summative reading assessment is given at the conclusion of a predetermined class period. The query, "How effective was instruction?" is addressed. The data gives teachers an idea of how much of the material the pupils actually retained. In order to make future decision-making more informed, this assessment can also help administrators and teachers reflect on their teaching methods and go over the material. Instruction in the "sweet spot" Determining a learner's zone of proximal development (ZPD) can also be accomplished with the use of assessment of reading skills. This section describes the skills that a learner may find too challenging to master on their own, but that they can certainly master with the help of an experienced instructor's direction and modeling.

### CONCLUSION

In conclusion, the assessment of reading comprehension in English as a Foreign Language (EFL) settings is a dynamic and evolving field that requires careful consideration of various factors, including linguistic diversity, cultural contexts, and technological advancements. Throughout this article, we have explored a range of strategies and challenges associated with assessing EFL reading comprehension, highlighting the importance of employing diverse assessment methods to capture

learners' abilities accurately. Despite the progress made in assessment practices, challenges persist, including the need to address cultural and linguistic biases, ensure accessibility for diverse learner populations, and adapt to rapid technological advancements. Collaboration among educators, assessment specialists, and researchers is essential to develop inclusive, effective assessment strategies that meet the needs of EFL learners worldwide.

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## ALISHER NAVOIY ILMIIY MEROSI VA UNING TARBIYAVIY AHAMIYATI

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### ANNOTATSIYA

Alisher Navoiy ilmiy merosi va uning tarbiyaviy ahamiyati xaqida ma'lumotlar berilgan.

**Kalit soʻzlar:** Alisher Navoiy asarlari, lugʻat kitoblar, “Muhokamat-ul lugʻatayn” asari.

Alisher Navoiy faqat oʻzbek emas, balki butun turkiy xalqlar adabiyoti, jahon xalqlari adabiyoti tarixidagi eng noyob hodisalar silsilasiga mansub boʻlgan buyuk shaxsdir. U qoldirgan merosning soni va hajmigagina emas, balki ularning mazmun va yuksak badiiyatiga koʻra ham tengsiz adibdir.

Avliyolar avliyosi, mutafakkirlar mutafakkiri, shoirlar sultoni boʻlgan, millatimiz sharafini koʻklarga koʻtargan, yurtimiz dovruḡini butun olamga tarannum etgan ulugʻ allomamizning mashhur 51 ming misradan ortiq “Xamsa”, 42 ming misradan ortiq “Xazoyin ul-maoniy”, “Mahbub ul-qulub”, “Muhokamat-ul lugʻatayn”, “Lison-ut tayr”, “Tarixi mulki Ajam”, “Majolis un-nafois”, “Mezon ul-avzon” va boshqa shoh asarlari har jihatdan yuksak ahamiyatga, qudratli kuch va jozibaga egadir.

Navoiy adabiyotshunos sifatida oʻzbek adabiyoti taraqqiyotiga xizmat qiladigan koʻplab ilmiy asarlar muallifidir. Xususan, uning oʻzbek adabiyoti va madaniyati tarixi uchun noyob manba sifatida katta ahamiyatga ega «Majolis un-nafois» asarida 459 ta shoir, yozuvchi, ijodkor haqidagi ma'lumotlar jamlangan. «Bu aziz kitob hazrati xoqon Shohruh mirzo podshohligi davridan boshlab, shu zamonga qadar yer yuzini ravshan vujudlari bilan bezagan va bezab turgan olim va shoirlardan koʻplarining baʼzi sifatlaridan va ahvollaridan bayon qiladi»– deb bildiradi Xondamir.

Bashariyat tamadduni, xalqimiz, ayniqsa, yoshlarimizning maʼnaviy kamol topishida yuksak tarbiyaviy ahamiyatga ega boʻlgan Navoiy asarlari oʻrni va roli har tomonlama beqiyosligini yaxshi bilamiz. Zero, ezgulik va hayot mazmunini oʻzining

ohangdor satrlari, falsafiy fikrlari, teran tashbehlari, go‘zal so‘z san‘ati bilan yorqin ifoda eta olgan Navoiydek shoir dunyoda kamdan kam topiladi, desak hech qachon xato qilmaymiz.

Alisher Navoiydan bizga buyuk bir adabiy – ilmiy meros qolgan. Hozirgi kunlarda Navoiyni tushunish, ijodiy merosini targ‘ib va tashviq etishni ilmiy asoslarda tashkil qilish masalasi davlat siyosati darajasiga qo‘yilmoqda ekan, navoiyxonlarga muayyan qulaylik yaratilayotgan bir paytda barchaning zimmasidagi mas‘uliyat hissi yanada oshadi.

**Yozuvchi so‘z dengiziga suzib, ma‘no gavharlarini tera olgandagina  
yaxshi badiiy asar yozish mumkin:**

Ul kishi so‘z bahrida g‘avvosdir

Kim guhari anga xosdir

O‘zbek tili uzoq va boy tarixga ega bo‘lgan tildir. Chunonchi, Alisher Navoiy tilini o‘rganish masalasini olaylik. Hazrat Alisher Navoiyning buyuk nazmiy va nasriy asarlari so‘z boyligi bilan ham, uslubi bilan ham ulkan bir xazina hisoblanib, ularning lisoniy-uslubiy xususiyatlarini o‘rganish hamon dolzarb vazifalardan bo‘lib qolmoqda. Ma‘lumki, shoir asarlarining tilini o‘rganish uning hayotligidayoq boshlangan edi. XV-XIX asrlar davomida Markaziy Osiyo, Eron, Hindiston va Turkiyada Navoiy asarlarida qo‘llangan so‘zlar va grammatik shakllarni izohlab beruvchi o‘zbekcha (chig‘atoycha) – forscha, o‘zbekcha (chig‘atoycha)- turkcha lug‘atlar maydonga kelgan edi. Bunday lug‘atlarga Toli Hiraviyning “Badoe’ ul - lug‘at” ini, “Abushqa”, “Lug‘ati turkiy”, “Kelurnoma”, “Sangloh”, “Moboni ul - lug‘at” kabi asarlarini keltirish mumkin. Bu biz yosh erkin tadqiqotchilar uchun bir talay qulayliklar tug‘dirdi. Turkiy (eski o‘zbek) tilining boyligi va jozibasi unga xos keng imkoniyatlarning Navoiy ijodi misolida yaqqol ro‘yobga chiqishi lingvistlar adib merosi til xususiyatlarini chuqur ilmiy asosda tadqiq etishga undab kelmoqda. Mazkur yo‘nalishda turkologiya hamda o‘zbek tilshunosligida ko‘pdan ko‘p izlanishlar olib borildi, ilmiy asarlar, lug‘atlar, risolalar, maqolalar chop etildi, anjumanlar chaqirildi. Navoiy ijodi til xususiyatlariga bag‘ishlangan ishlarning ko‘pligi ularni alohida – alohida zikr etish imkonini bermaydi

Bugungi kunda buyuk mutafakkir Alisher Navoiyning bitmas-tuganmas xazina atalmish so‘z durdonalaridan bahramand bo‘lmagan, ummonga qiyos qilgudek ijod olamidani bir qatra yod bilmagan kishi bo‘lmas kerak. Har bir xalqning milliy o‘zligi, eng avvalo uning tilida aks etadi. Vatan istiqlolini mustahkamlamoqday sharafli ishda ona tiliga, hazrat Navoiy kabi buyuk ajdodlar merosiga buyuk kuchdir. Mutafakkir shoirimizning “Odamiy ersang, demagil odami, Onikim, yo‘q xalq g‘amidin g‘ami”, degan satrlarida qanchalik chuqur ma‘no bor. Ya‘ni, bu dunyoda



insonlarning dard-u tashvishlarini o‘ylab yashash – odamiylikning eng oliy mezonidir. Xalqning g‘amidan uzoq bo‘lgan insonni odam qatoriga qo‘shib bo‘lmaydi, deb uqtirmoqda ulug‘ bobomiz.

Yoshlarni ilm-fanni yanada rivojlantirish, iqtidorli va qobiliyatli yoshlarni ilmiy faoliyatga keng jalb etish, ularning o‘z ijodiy intellektual salohiyatini ro‘yobga chiqarish uchun barcha shart-sharoit yaratilayotgan bugungi kunda Navoiy shaxsiga bu qadar e‘tibor- - ezgu maqsadlarimiz sari yana bir olg‘a qadamdir. Buyuk tariximiz, ulug‘ allomalarimiz ijodini keng targ‘ib etish, shu asosda Xulosa qilib aytsak, Navoiyning umrboqiy merosi el va elatlarni ezgulik, poklik, haqiqat atrofida jipslashtirishga qodir bo‘lgan bebaho boyligimizdir.

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## MODERNE UNTERRICHTSFORMEN IM FREMDSPRACHENUNTERRICHT

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### ANNOTATION

In diesem Artikel geht es um Unterrichtsformen im modernen Fremdsprachenunterricht. Es werden die Methoden besprochen, mit denen der Erfolg dieser Lernprozesse unterstützt wird.

**Schlüsselwörter:** Projektunterricht, Projektdauer, selbstreguliertes Lernen, selbstständiges und kooperatives Arbeiten, Reflexion und Feedback

Projektunterricht ist eine moderne Unterrichtsform, bei den Schülerinnen und Schüler aktiv an Projekten arbeiten, um bestimmte Lernziele zu erreichen. Im Gegensatz zum traditionellen Frontalunterricht werden die Schülerinnen und Schüler dabei stärker in den Lernprozess einbezogen und haben die Möglichkeit, selbstständig zu forschen, zu planen, zu kommunizieren und zu präsentieren. Der Projektunterricht ermöglicht es den Schülerinnen und Schülern, ihr Wissen und ihre Fähigkeiten in einem realen Kontext anzuwenden und gleichzeitig ihre Teamarbeit, Problemlösungsfähigkeiten und Kreativität zu entwickeln. Durch die Zusammenarbeit in Projekten lernen die Schülerinnen und Schüler auch wichtige soziale Kompetenzen wie Kommunikation, Kooperation und Konfliktlösung.

### **Projektunterricht**

Projektunterricht ist eine pädagogische Methode, bei der Schüler über einen längeren Zeitraum hinweg an einem selbstgewählten oder vorgegebenen Projekt arbeiten. Die Projekte sind in der Regel interdisziplinär angelegt und ermöglichen es den Schülern, theoretisches Wissen in praktischen Anwendungen umzusetzen. Sie übernehmen Verantwortung für ihren Lernprozess, setzen Ziele, planen und organisieren ihre Arbeit selbstständig oder in Teams.

Projektunterricht ist eine pädagogische Methode, bei der Schüler über einen längeren Zeitraum hinweg an einem selbstgewählten oder vorgegebenen Projekt arbeiten. Dabei können sie theoretisches Wissen aus verschiedenen Fachbereichen in praktischen Anwendungen umsetzen. Diese Methode legt einen starken Fokus auf die aktive Beteiligung der Schüler am Lernprozess und die Förderung überfachlicher Kompetenzen wie Teamarbeit, Problemlösung und Selbstregulation.

Langfristige Projektdauer: Projekte im Projektunterricht erstrecken sich über einen längeren Zeitraum, oft mehrere Wochen oder Monate. Dies ermöglicht eine

vertiefte Auseinandersetzung mit dem Thema und eine umfassende Bearbeitung der Aufgabenstellung.

Langfristige Projektdauer im Projektunterricht:

Die langfristige Projektdauer im Projektunterricht ist ein wesentliches Merkmal dieser pädagogischen Methode. Im Gegensatz zu kurzfristigen Aufgaben oder Unterrichtseinheiten erstrecken sich Projekte über einen längeren Zeitraum, der typischerweise mehrere Wochen oder sogar Monate umfassen kann. Diese langfristige Zeitspanne bietet eine Reihe von Vorteilen und ermöglicht eine tiefgehende Auseinandersetzung mit dem Thema sowie eine umfassende Bearbeitung der Aufgabenstellung.

Vorteile der langfristigen Projektdauer:

Vertiefte Auseinandersetzung: Durch die längere Projektdauer haben die Schüler mehr Zeit, sich intensiv mit dem Thema auseinanderzusetzen. Sie können Zusammenhänge besser verstehen, komplexe Probleme erforschen und tiefgehende Erkenntnisse gewinnen.

Umfassende Bearbeitung: Die Schüler haben die Möglichkeit, verschiedene Aspekte des Themas oder Problems zu erforschen und umfassende Lösungsansätze zu entwickeln. Dies fördert ein ganzheitliches Verständnis und die Entwicklung von kreativen Lösungen.

Selbstreguliertes Lernen: Über einen längeren Zeitraum zu arbeiten, erfordert auch eine gewisse Selbstorganisation und Zeitmanagement seitens der Schüler. Sie lernen, ihre Zeit effektiv einzuteilen, Prioritäten zu setzen und kontinuierlich an ihrem Projekt zu arbeiten.

Kontinuierliches Feedback: Lehrkräfte haben die Möglichkeit, den Fortschritt der Schüler regelmäßig zu beobachten und kontinuierliches Feedback zu geben. Dies ermöglicht eine gezielte Unterstützung und Anpassung des Projekts, um die Lernziele zu erreichen.

Präsentations- und Reflexionsphasen: Die langfristige Projektdauer ermöglicht es den Schülern, ihre Arbeitsergebnisse angemessen zu präsentieren und ihre Lernerfahrungen zu reflektieren. Dies fördert nicht nur die Kommunikationsfähigkeiten, sondern auch das Bewusstsein über den eigenen Lernprozess.

Insgesamt trägt die langfristige Projektdauer dazu bei, eine tiefgehende und nachhaltige Lernerfahrung zu schaffen, die über rein akademische Inhalte hinausgeht und die Entwicklung von Schlüsselkompetenzen wie Problemlösungsfähigkeiten, Selbstständigkeit und Zeitmanagement unterstützt.

Interdisziplinäre Ausrichtung: Die Projekte sind häufig interdisziplinär angelegt, d.h., sie beziehen Inhalte und Methoden aus verschiedenen Fachbereichen ein.

Dadurch werden ganzheitliche Lernprozesse gefördert und die Verknüpfung von Wissen unterstützt.<sup>1</sup>

Interdisziplinäre Ausrichtung im Projektunterricht:

Die interdisziplinäre Ausrichtung im Projektunterricht ist ein wichtiger Aspekt, der dazu beiträgt, ganzheitliche Lernprozesse zu fördern und die Verknüpfung von Wissen über verschiedene Fachbereiche hinweg zu unterstützen.

Merkmale der interdisziplinären Ausrichtung:

Integration verschiedener Fachbereiche: Projekte im Projektunterricht beziehen Inhalte, Methoden und Konzepte aus verschiedenen Fachbereichen ein. Dies können beispielsweise Fächer wie Mathematik, Naturwissenschaften, Sprachen, Geschichte, Kunst oder Technik sein, je nach Thema des Projekts.

Ganzheitliche Perspektive: Durch die Verbindung unterschiedlicher Fachbereiche erhalten die Schüler eine ganzheitliche Perspektive auf das Thema. Sie erkennen Zusammenhänge und Wechselwirkungen zwischen verschiedenen Aspekten und können so ein tieferes Verständnis entwickeln.

Anwendung von Wissen in realen Kontexten: Die interdisziplinäre Ausrichtung ermöglicht es den Schülern, ihr Wissen nicht nur isoliert in einem Fachgebiet anzuwenden, sondern in realen Kontexten, die oft komplex und vielschichtig sind. Dies fördert die Transferleistung und die praktische Anwendbarkeit des erlernten Wissens.

Entwicklung überfachlicher Kompetenzen: Durch die interdisziplinäre Arbeit werden auch überfachliche Kompetenzen wie kritisches Denken, Problemlösungsfähigkeiten, Kommunikation, Teamarbeit und kreatives Denken gefördert. Die Schüler lernen, komplexe Probleme aus verschiedenen Blickwinkeln zu betrachten und innovative Lösungsansätze zu entwickeln.

Praxisnahe Erfahrungen: Die Verknüpfung von Wissen aus verschiedenen Fachbereichen mit realen Problemen oder Projekten ermöglicht den Schülern praxisnahe Erfahrungen, die über rein theoretisches Wissen hinausgehen. Sie können ihr Wissen in konkreten Handlungen umsetzen und so einen tieferen Lernprozess erleben.

Insgesamt trägt die interdisziplinäre Ausrichtung dazu bei, den Lernprozess der Schüler zu bereichern, ihre Motivation und Engagement zu steigern sowie ihre Fähigkeit zur ganzheitlichen Problemlösung und zur Anwendung von Wissen in unterschiedlichen Kontexten zu stärken.

Selbstständiges Arbeiten: Im Projektunterricht übernehmen die Schüler Verantwortung für ihren Lernprozess. Sie setzen sich Ziele, planen ihre Arbeit, organisieren Ressourcen und arbeiten entweder selbstständig oder in Teams.<sup>2</sup>

<sup>1</sup> Emden, Christian J. "Arno Holz: Texte und Kontexte". Stuttgart: Metzler, 1993.

### Selbstständiges Arbeiten im Projektunterricht:

Das selbstständige Arbeiten ist ein zentrales Merkmal des Projektunterrichts, das den Schülern ermöglicht, Verantwortung für ihren eigenen Lernprozess zu übernehmen und wichtige Fähigkeiten wie Zielsetzung, Planung, Organisation und Zusammenarbeit zu entwickeln.

#### Merkmale des selbstständigen Arbeitens im Projektunterricht:

**Verantwortung übernehmen:** Die Schüler sind für ihren eigenen Lernfortschritt verantwortlich. Sie werden ermutigt, aktiv zu werden, Ziele zu setzen und ihren Fortschritt zu überwachen.

**Zielsetzung:** Die Schüler lernen, klare Ziele für ihr Projekt zu definieren. Diese Ziele können sowohl inhaltlicher als auch prozessbezogener Natur sein, z. B. das Erreichen bestimmter Lernziele oder das Einhalten von Zeitplänen.

**Planung und Organisation:** Die Schüler planen ihre Arbeitsschritte und organisieren ihre Ressourcen wie Materialien, Informationen und Unterstützung. Sie erstellen Zeitpläne und setzen Meilensteine, um den Projektfortschritt zu verfolgen.

**Selbstständiges und kooperatives Arbeiten:** Die Schüler haben die Möglichkeit, entweder selbstständig oder in Teams zu arbeiten, je nach Art und Umfang des Projekts. Beides fördert unterschiedliche Kompetenzen wie Eigenverantwortung oder Teamarbeit.

**Problem- und Konfliktlösung:** Während des Projektverlaufs können Herausforderungen und Probleme auftreten. Die Schüler werden ermutigt, Lösungswege zu finden und Konflikte konstruktiv zu lösen, was ihre Problemlösungskompetenzen stärkt.

**Reflexion und Feedback:** Am Ende des Projekts reflektieren die Schüler ihren Lernprozess, analysieren ihre Erfahrungen und Ergebnisse kritisch und erhalten Feedback von ihren Lehrkräften oder Mitschülern.

- Förderung von Selbstregulation: Schüler lernen, ihre eigenen Lernprozesse zu steuern und ihr Lernen aktiv zu gestalten.

- Entwicklung von Schlüsselkompetenzen: Selbstständiges Arbeiten fördert wichtige Kompetenzen wie Selbstorganisation, Zeitmanagement, Problemlösungsfähigkeiten, Eigenverantwortung und Selbstreflexion.

- Motivation und Engagement: Die Möglichkeit, an einem selbstgewählten Projekt zu arbeiten und eigene Entscheidungen zu treffen, steigert oft die Motivation und das Engagement der Schüler für das Lernen.

- Vorbereitung auf die Zukunft: Selbstständiges Arbeiten und die Fähigkeit, sich selbst zu organisieren und zu motivieren, sind wichtige Fertigkeiten für das spätere Berufs- und Alltagsleben.

<sup>2</sup> Frühauf, Tina. "Drama and the Sacrament in Sixteenth-Century England: Indelible Characters". Aldershot: Ashgate, 2006.

Insgesamt trägt das selbstständige Arbeiten im Projektunterricht dazu bei, die Schüler zu selbstbewussten, eigenständigen Lernenden zu entwickeln, die in der Lage sind, Herausforderungen anzunehmen und erfolgreich zu bewältigen.

Praxisnahe Anwendungen: Die Projekte zielen darauf ab, theoretisches Wissen in praktischen Anwendungen umzusetzen. Dadurch gewinnen die Schüler praxisnahe Erfahrungen und entwickeln Fähigkeiten, die über rein akademisches Wissen hinausgehen.<sup>3</sup>

Praxisnahe Anwendungen im Projektunterricht:

Im Projektunterricht ist es ein wesentliches Ziel, theoretisches Wissen in praktischen Anwendungen umzusetzen. Dies ermöglicht den Schülern praxisnahe Erfahrungen zu sammeln und Fähigkeiten zu entwickeln, die über rein akademisches Wissen hinausgehen.

Merkmale der praxisnahen Anwendungen im Projektunterricht:

Anwendung des Gelernten: Die Schüler wenden das im Unterricht erworbene theoretische Wissen auf konkrete Probleme oder Fragestellungen an. Dies kann sowohl in naturwissenschaftlichen Experimenten als auch in kreativen Projekten oder sozialen Initiativen erfolgen.

Projektbezogene Aufgaben: Die Aufgabenstellungen im Projektunterricht sind eng mit dem Projektthema verbunden und erfordern die praktische Umsetzung von Konzepten, Theorien oder Methoden. Dadurch entsteht ein direkter Bezug zur Realität.

Ergebnisorientierung: Die Schüler arbeiten auf ein konkretes Ergebnis hin, sei es ein Produkt, eine Präsentation, eine Lösung für ein Problem oder eine kreative Darstellung. Dies fördert die Motivation und das Engagement der Schüler.

Praktische Erfahrungen: Durch die praktische Arbeit im Projektunterricht sammeln die Schüler Erfahrungen, die über das Klassenzimmer hinausgehen. Sie lernen, mit realen Herausforderungen umzugehen, Probleme zu lösen und kreative Lösungen zu entwickeln.

Interdisziplinäre Verknüpfung: Praxisnahe Anwendungen im Projektunterricht integrieren oft verschiedene Fachbereiche und fördern so die interdisziplinäre Verknüpfung von Wissen und Fähigkeiten.

Reflexion und Evaluation: Am Ende des Projekts reflektieren die Schüler nicht nur ihre Arbeitsergebnisse, sondern auch ihre Lernerfahrungen und die Anwendbarkeit ihres Wissens in der Praxis. Dies führt zu einem tieferen Verständnis und zu persönlichem Wachstum.

Bedeutung praxisnaher Anwendungen:

<sup>3</sup> Haug, Walter. "Arno Holz: Eine Einführung". München: Fink, 1974.



- Verbindung zur realen Welt: Schüler erkennen den Nutzen und die Relevanz ihres Wissens für reale Situationen und Probleme, was die Motivation und das Engagement für das Lernen steigert.

- Entwicklung von Schlüsselkompetenzen: Praxisnahe Erfahrungen fördern wichtige Fähigkeiten wie Problemlösungskompetenz, Kreativität, Teamarbeit, Kommunikation und Selbstständigkeit.

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## THE UTILIZE OF INTERACTIVE GAMES FOR TEACHING FOREIGN LANGUAGES

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### ABSTRACT

Since the years of independence, comprehensive developments have pushed the education sector as well. In other words, there is a real focus on change in education system. This article gives you a brief overview on education and training. At the same time, it boosts students' data analyzing skills and stimulates critical thinking.

**Keywords:** interactive games, language skills, creative and critical thinking skills, Learner – centered approach, communicative competence, qualified workforce.

### ANNOTATSIYA

Mustaqillik yillaridan buyon amalga oshirilayotgan keng qamrovli o'zgarishlar ta'lim sohasini ham olg'a surdi. Boshqacha aytganda, ta'lim tizimini o'zgartirishga jiddiy e'tibor qaratilmoqda. Ushbu maqola sizga ta'lim va tarbiya haqida qisqacha ma'lumot beradi. Shu bilan birga, bu talabalarning ma'lumotlarni tahlil qilish ko'nikmalarini oshiradi va tanqidiy fikrlashni rag'batlantiradi.

**Kalit so'zlar:** interfaol o'yinlar, til ko'nikmalari, ijodiy va tanqidiy fikrlash qobiliyatlari, o'quvchi - markazlashtirilgan yondashuv, kommunikativ kompetentsiya, malakali ishchi kuchi.

### INTRODUCTION

Learning foreign languages no longer a pastime; it's necessary because it results in students achieving divergent thinking, creativity and cognitive development. According to view of the president of the republic of Uzbekistan, SH.M. MIRZIYOYEV we should create the necessary conditions for the youth to acquire deep knowledge and modern professions and train a highly qualified workforce, young specialists capable of taking on responsibility for the future and further development of the country. In addition, our president states that in the system

of education we attach a great importance to teaching students not merely liberal arts and vocational skills, but also required learning of foreign languages. That's why nowadays the main goal of teaching learners has become to improve learners' communicative skills, competence and culture using different effective innovative ways of teaching English. Students automatically begin to improve their language skills while solving a problem in this. Yelena Basta points that contemporary times call for a shift of traditional foreign language teaching methods towards new and innovative methods, and argues in favor of the case method as a multi-disciplinary approach, including both linguistic and non-linguistic, core-subject matters, which enables the application of theoretical non-linguistic knowledge and concepts into language learning.

Although, initially designed for non-linguistic disciplines, the case method to found its place in language teaching, in particular, English for Specific Purposes [ESP], being considered a source of more effective and encouraging language teaching methodology. Experts in various fields have a high level of cooperation with foreign partners, so they have a high demand for language learning. By combining different methods, the student will be able to tackle specific curricular. In this regard, teachers need become familiar with modern methods of teaching foreign languages.

## **METHODOLOGY**

One of the innovative and effective ways of teaching foreign languages is teaching. Through interactive games, as they encourage, entertain, teach and promote fluency of learner, as well as interactive games include activities which have goals and rules at the same time fun. Hadfield describes games as-an activity with rules, a goal and element of fun. That's why implementation of games is incredibly valuable in a class because they provide many opportunities for learners to learn the language. One of the methodologists, carrier mentions that there are three appropriate stages in a lesson that games can be used. Michelle Schwarz stresses that the method refines students' communication and critical skills in the process of applying theoretical knowledge and searching for solution, fostering students' information literacy and increasing their collaboration and team work. Information literacy is one of the most current issues in education of twenty first century. Therefore, teachers with the help of this method can develop not only students' language skills, but also their communication skills, team-working skills and critical thinking. Another important impact of this method is that students get knowledge not only from the teacher, but also from other students and also the teacher may get knowledge from students. By

the way, teacher can implement an effective interaction between students and the teacher with the assist of the case study method.

## **RESULTS AND DISCUSSION**

When games are employed as an introduction, the lesson begins with stimulation. At this point, the students' interest is provided from the very beginning of the lesson. Besides that, they play a very crucial role to know what level students already have. Moreover, games can be used for revision of a previous activity. Games are included after development the lesson to emphasize an item which is considered significant by the teacher for revision or practice. As learners may wish to play games purely for fun, teachers however, should be very careful about choosing games, if to make them profitable for the learning process, because not all games are appropriate for all pupils irrespective of their ages. Different age groups require various topics, material and mode of games. That's why teachers should pay more attention to sew important things regarding the games.

First of all, games should be interesting they should include visuals, materials, sounds mine and ought to be clear enough and simple, so that children can understand what they are expected to do.

Secondly, games should be designed in such a way that children should be involved actively as much as possible. It is well-known that children learn easily and more quickly, if an activity requests their physical involvement.

Thirdly, games should have an aim and focus on the usage of language, as well as they should be in accordance with students' age and level of knowledge thus, they help students learn, practice or refresh language components;

The following interactive games are mostly used in language classes

- Find someone who;
- Information gap games;
- Puzzle solving;
- Miming;
- Bingo;
- Guessing, matching;
- Board games etc.

Culture also plays an essential role in case studies and originate serious challenges for experienced students and teachers. In their research of student attitudes towards the case methods in Europe, the US and South-east Asia Saner and Yiu said that, since most cases used in business schools were written by American authors and are grounded in the American national character and business culture, non-American students have difficulties in understanding and utilizing them. Jackson recommends

that the instructors use both locally and internationally designed cases. She stresses the importance of the cultural component and advises that case writers and facilitators develop cases that reflect the local cultural context.

### CONCLUSION

To recapitulate, Asian students tend to refrain from taking the initiative in a pair or group discussion and prefer not to disturb the harmony of the group by challenging of their peers or expressing different opinions, which might render the role plays stale and ineffective. Asian students are quick to come to an end of the debates because they prefer to get certain knowledge by listening to the teacher rather than creating heated discussion and expressing own ideas independently. Moreover, modern language teaching is aimed at shaping a more cultured individual who has the skills to self-analyze and systemize new knowledge. Many organizations are moving to a new level, using multimedia capabilities to send and receive information. The use of computers and other devices determines the success of the whole educational process.

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## TEACHING TOMORROW'S ENGLISH: CONTEMPORARY ELT STRATEGIES

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### ABSTRACT

In the context of teaching English to speakers of other languages, this article investigates the value of using modern technology and novel instructional strategies. As an additional feature, it offers suggestions for improving instructional strategies.

**Keywords:** traditional teaching, technology, mobile learning, web-based learning, social media.

### ANNOTATSIYA

Boshqa tillarda so'zlashuvchilarga ingliz tilini o'rgatish kontekstida ushbu maqola zamonaviy texnologiyalar va yangi o'qitish strategiyalaridan foydalanishning ahamiyatini o'rganadi. Qo'shimcha xususiyat sifatida u ta'lim strategiyalarini takomillashtirish bo'yicha takliflarni taqdim etadi.

**Kalit so'zlar:** an'anaviy o'qitish, texnologiya, mobil ta'lim, veb-ta'lim, ijtimoiy media.

### INTRODUCTION

In today's educational landscape, embracing innovative methods is crucial within academic institutions. The incorporation of modern approaches not only enhances education but also empowers individuals, strengthens governance, and fosters the internationalization of the learning process. Specifically, when teaching English, utilizing innovative methods is pivotal, with technology becoming an integral part both inside and outside the classroom. This integration allows teachers to adapt activities, thereby enriching the language learning experience.

It is essential that English language learners appreciate the beauty of a foreign language during lessons. This can be achieved through diverse active forms and work

methods. In addition to emotional development, the modern generation's education and upbringing emphasize increasing students' intellectual potential. English language classes inundate students with a wealth of information, influencing the learning process. The effective use of international technologies in language learning serves a broad range of functions.

Contemporary communicative methodology introduces active and unconventional teaching methods to facilitate a more conscious assimilation of educational material. Practical experience has highlighted the effectiveness of various forms of work, including individual, pair, group, and team activities. The successful implementation of these methods is contingent upon the development and application of suitable learning technologies. The transformative goal of education should shift from being a mere preparation for life to becoming an integral part of life itself. This transformation can be realized through an innovative approach that fosters an interactive learning environment.

The term "interactive," derived from the English words "inter" (mutual) and "act," emphasizes the essence of interaction. Interactive learning is characterized by a dialogue-based mode where participants in the educational process engage with the goal of mutual understanding, collaborative problem-solving, and the cultivation of students' personal qualities. To achieve communicative competence – encompassing language knowledge, skills, and abilities – I employ cutting-edge teaching methods that integrate communicative and cognitive objectives. Innovative foreign language teaching methods, grounded in an innovative approach, aim to nurture individual development, tapping into latent capabilities and creative potential.

The core principles of contemporary methods involve transitioning from the holistic to the specific, prioritizing student-centered approaches, conducting purposeful and meaningful classes, and emphasizing social interaction with the teacher's unwavering faith in their students' success. These methods also advocate for language integration and interdisciplinary learning.

Modern communicative methods advocate for the incorporation of active and non-standard teaching approaches to enhance the conscious assimilation of educational material. Notably effective in practice are individual, pair, group, and team work. The integration of modern technologies includes cooperative learning methods, actively applied in the educational process. This method entails creating conditions for active collaboration among students in various learning situations. Students are organized into small groups, assigned a task, and tasked with discussing each member's role. Each student bears responsibility not only for their individual work but also for the overall group outcome. This collaborative approach promotes



knowledge sharing, with weaker students seeking guidance from stronger ones, and vice versa, fostering a collective benefit by addressing knowledge gaps within the entire class.

## RESULTS AND DISCUSSION

The introduction of informational technologies in English language lessons enhances students' interest, activates their thinking, individualizes instruction, and accelerates the learning pace. A technology-enhanced teaching environment proves more effective than traditional lecture-based classes. Teachers need to explore ways of incorporating technology as a valuable learning tool, even if they aren't technology experts. Traditional teaching methods must evolve in line with technological advancements.

Multimedia texts in the classroom assist learners in familiarizing themselves with vocabulary and language structures. Utilizing multimedia, including print texts, film, and the internet, enriches learners' linguistic knowledge. The application of computer technology, as noted by scholars like Bennett, Culp, Honey, Tally, and Spielvogel, contributes to the improvement of teaching and learning in classrooms. However, the positive impact of computer technology depends on how teachers integrate it into their language instruction.

Various technologies can be employed for teaching instruction, such as social media, web-based learning, and mobile learning. Social media facilitates communication among students, enhancing their communicative competence. Web-based learning provides interactive opportunities with teachers, students, and learning materials. Mobile learning, including Podcasts, improves writing skills and fosters student independence and motivation.

Bongolan (2008) identified six key strategies to aid students in developing their English language skills:

**Vocabulary and Language Development:** This strategy involves introducing new concepts by discussing key vocabulary words related to the concept. For instance, exploring academic terms like "algorithm" initiates a series of lessons on broader mathematical concepts, contributing to students' background knowledge.

**Guided Interaction:** In this approach, teachers structure lessons to encourage collaborative understanding among students. Through listening, speaking, reading, and writing activities, students collectively engage with academic concepts present in the text.

**Metacognition and Authentic Assessment:** Rather than relying on rote memorization, this strategy emphasizes teachers modeling and explicitly teaching thinking skills (metacognition) crucial for learning new concepts. Authentic assessments, using various activities to gauge understanding, recognize the diverse ways second language learners can demonstrate comprehension without solely relying on advanced language skills.

**Explicit Instruction:** This strategy involves direct teaching of concepts, academic language, and reading comprehension strategies essential for completing classroom tasks.

**Meaning-Based Context and Universal Themes:** Connecting academic concepts to students' everyday lives or cultural backgrounds is the focus here. Research suggests that when students find relevance and connection to their lives or cultures, their motivation increases, leading to improved learning rates.

**Modeling, Graphic Organizers, and Visuals:** The use of various visual aids, such as pictures, diagrams, and charts, benefits all students, especially English Language Learners (ELLs). Visuals enhance the recognition of essential information and its relationship to supporting ideas, making both language and content more accessible.

Implementing these strategies in English language teaching can provide a comprehensive and effective approach to language development and academic engagement.

## CONCLUSION

In conclusion, it is imperative to engage learners through contemporary methods. Computer technology is an integral aspect of the learning process, transferring skills to students. Language teachers should encourage technology use for language skill development, and universities should prioritize technology in teaching programs. Technology experts should support teachers, and lesson materials should focus on teaching and learning rather than solely on technological issues. The shift towards interactive methods is crucial for creating a new type of linguistic personality and meeting the requirements of modern language teaching standards in countries like Uzbekistan.

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## EFFECTIVE STRATEGIES FOR TEACHING ENGLISH PRONUNCIATION IN THE SECOND LANGUAGE ACQUISITION (SLA)

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### ABSTRACT

This article is targeted toward ESL professionals. However, the principles described here could be used for teaching any language. Pronunciation is one of the trickier parts of language teaching. What do you do when the instructor is not a native speaker? And when the instructor is a native speaker, what even is correct pronunciation? A simple desire to uncomplicate the issue, conventional wisdom, and the rise of task-based and communicative approaches tell us that only one thing matters: the idea. As long as the communicative objective is achieved, everything else is simply extra frosting on the cake.

**Keywords:** strategic, pronunciation, speech, comprehension, vowels, mother tongue, using a mirror, tongue twisters, songs, poems, drama, role plays, reading aloud, using gestures.

### АННОТАЦИЯ

Эта статья направлена на профессионалов ESL. Однако принципы, описанные здесь, могут быть использованы для обучения любому языку. Выговор является одной из сложнейших частей обучения языку. Что делать, если преподаватель не является носителем языка? И когда преподаватель является носителем языка, что же является правильным произношением? Простое стремление не усложнять проблему, традиционная мудрость и рост подходов, основанных на задачах и коммуникативных методах, говорят нам о том, что важно только одно: идея. До тех пор, пока достигается коммуникативная цель, все остальное – это просто дополнительная мороженая на торте.

**Ключевые слова:** стратегический, произношение, речь, понимание, вокала, родной язык, использование зеркала, переворачивание языка, песни, стихи, драма, ролевые игры, чтение вслух, использование жестов.

## INTRODUCTION

**The Description of how Sounds are made.** Sounds may be created by lifting the front of the tongue or tongue tip or by structuring at least one lip. The first speech sample a student hears while studying pronunciation shows that the new language is made up of words and phrases, not sounds. Listening to comprehension chunks may help students remember conversations, phrase sequences, basic questions, film screenplays, and more. The learner learns to manipulate new sound systems inside sentences and phrases.

## LITERATURE REVIEW AND METHODOLOGY

English is widely spoken globally. Additionally, there is a significant demand for it as a second language, not just for casual but also for official purposes. Given this factor, it is possible for you to communicate with someone who is located at a significant distance from you, and you may be conversing in a language that is not your native tongue. It is conceivable that if each individual has their own distinct manner of pronouncing certain terms, it might result in significant confusion. Let's use English as an example. Opinions on the difficulty of learning this language vary, with some considering it challenging while others find it straightforward. The variability of this phenomenon may differ across individuals, but it is universally acknowledged that the written form of this extensively used language does not always accurately represent its spoken form. Contrary to several languages, not all words are pronounced phonetically. In addition to the complex and peculiar pronunciation rules, which are already challenging enough, you must also be aware of the exceptions to those norms. In addition, there are other terms that have distinct spellings but have the same pronunciation. These words are referred to as homophones.

## RESULTS AND DISCUSSION

**Using a Mirror.** This approach has pupils glance in the mirror and compare their lips to the teacher's. Teachers ask students to bring pocket mirrors so they may duplicate difficult sounds by glancing in the mirror and comparing their lips to the instructor. Diphthongize vowels at the end of words are removed using this pronunciation approach. The instructor tells students to cease talking and not move their mouth (Dalton, 2003).[8]

**Mother Tongue.** Mother language may help teach pronunciation. Students can converse better with English professors who speak their first language. Gilbert (1994) suggests that mother language might assist instructors help students grasp accurate messages, tones, explanations, etc. [10] This is crucial when English fails to perform. Mother tongue approach is crucial for English-language beginners. Mother tongue



strategy helps teachers and students communicate directly by allowing students to describe their pronunciation issues in their native language (Carter, 2001). [5]

**Tongue Twisters.** Teacher-led tongue twisters help enhance pupils' pronunciation. Encourage them to try tongue twisting to inspire them to succeed. Tongue twisters are great warm-ups for individuals and choirs. This exciting method helps kids practise and distinguish related words while having fun. However, tongue twisting might be difficult for teachers and students. Since even native speakers make errors, instructors should encourage pupils not to be ashamed of mistakes (Broughton, 1980). Short phrases and simple melodies characterise tongue twisters. These patterns are repeated multiple times, rising as voice range increases. Tongue twisters increase diction and pronunciation, whereas melodic exercises promote vocal agility and tunefulness (Brown, 1983). [4] Tongue twisters are rapid, enjoyable, and effective vocal practice that challenges pupils' pronunciation and technique. Children-appropriate tongue twisters include Apes Ate All Eight Apple and Betty Better Butter. Brad's Bread, which meticulously teaches pupils to enunciate D and T, among others.

**Songs.** Teachers may improve students' pronunciation using songs. The strategy gives students plenty of good repeat practice. Students remember words and patterns better with songs. Students should read song lyrics aloud to improve final consonants. Students usually say student instead of student because they mispronounce or leave the final consonants. Songs aid pronunciation acquisition. It's simpler with familiar tracks for pupils. Students read aloud a song lyric with highlighted end consonants, and the instructor listens to see how the performer pronounces them. (2021, Kenjali & Abduramanova). [11]

**Poems.** Poems may teach pronunciation by showing pupils how to handle lexical and sentential stress (Celce-Murcia, 1987). Poems help students learn English rhythm by showing stressed and unstressed syllable patterns (Richards, 2002). Poems were meant to demonstrate and reinforce English spelling standards. English spelling presentations are hard, therefore instructors utilise poetry to demonstrate predictable pronunciation and spelling. This helps kids internalise these connections. When pupils internalise poetry, they need linguistic music.

**Drama.** Drama may help teachers teach pronunciation. Students must practice play scenes or perform short act plays. Teachers may also assign parts and have pupils play out the material without memorising it (Wessel, 1987). [18] Other lecturers may require pupils to memorise main roles (Almond, 2005). [1] In any situation, instructors should offer enough class time for practice. The instructor may circulate and function as a drama coach, overseeing pupils' pronunciation of



unfamiliar words, intonation contours, volumes, and tempo of delivery (Dauer, 1993). [9]

**Using Hand Signals and Gestures.** Hand signals and arm movements may help pupils learn intonation patterns in speech. They may also raise their hands as the intonation rises and vice versa. This method helps instructors emphasise stressed and unstressed syllables. This method is crucial for teaching English to pupils who struggle to emphasise syllables. To emphasise a stressed syllable, the instructor may show students a forward wrist movement. 2023 (Norova, Kenjali) [14] A instructor conducting music might show this approach by moving his arms with the beat, stress, and intonation (Gilbert, 1994). [10]

**Reading Aloud.** Reading helps teach supra-segmental pronunciation. Reading aloud pronunciation helps pupils practise stress placement, connecting, and other phonological processes that naturally occur in speech and contribute to language rhythm (Smith, 2005). This strategy maintains the link between sounds and spelling, allows pupils to proofread aloud, and promotes independent learning (Manzo, 1995). Reading aloud improves communication, empathy, self-esteem, expressiveness, and fluency. Reading aloud pronunciation may improve student instruction if used carefully (Smith, 2005). [17]

**Role Plays.** When teaching role play pronunciation, the instructor lets pupils act out real-life situations. The gives pupils a vocabulary list for role dramatisation in the prescribed setting (Wessel, 1987). [18] One student may play a doctor and the other a patient. The lexicon includes prescription medicine, feels fatigued, drinks a lot, sore throat, and others (Richards, 2002). [16]

## CONCLUSION

Why is pronunciation so vital? Teaching pronunciation enables students to build listening and speaking abilities. Writing is the pictorial representation of sound sequences; thus it is important for reading and writing abilities. Reading turns visuals into sounds. These and kinesthetic pictures create inner speech. Learning pronunciation via Phonics helps kids speak easily and improves listening comprehension. While improving reading, pronunciation is crucial. Reading involves mentally saying the words “out loud”.

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## WALTER SCOTT-A FOUNDER OF A GENRE OF A HISTORICAL NOVEL IN ENGLISH LITERATURE

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### ABSTRACT

Sir Walter Scott, the first great historical novelist and the founding father of the genre in English literature, revolutionised storytelling by blending history and fiction. This abstract discusses Scott's original historical tales, thorough research, excellent storytelling, and lasting effect on literature. Scott reinvented the genre by combining historical events, evocative descriptions, and complicated characters to bring the past to life. Through works like "Waverley," "Ivanhoe," and "Rob Roy," he inspired generations of authors to write about history. This abstract emphasises Scott's tremendous effect on English literature and his ability to explain the human experience through history, cementing his status as a literary light whose works continue to fascinate audiences worldwide. This study will use research, citations, and texts to discuss Walter Scott's theatrical works.

**Keywords:** Walter Scott, historical novel, Ivanhoe, Anglo-Saxons, literature.

### ANNOTATSIYA

Ser Valter Skott, birinchi buyuk tarixiy roman muallifi va ingliz adabiyotidagi janrning asoschisi, tarix va fantastikani uyg'unlashtirish orqali hikoya qilishda inqilob qildi. Ushbu abstrakt Skottning asl tarixiy ertaklari, chuqur izlanishlari, ajoyib hikoyalari va adabiyotga doimiy ta'sirini muhokama qiladi. Skott o'tmishni jonlantirish uchun tarixiy voqealar, hayajonli tasvirlar va murakkab personajlarni birlashtirib, janrni qayta kashf etdi. U "Veyverli", "Ayvanxo" va "Rob Roy" kabi asarlari orqali mualliflarning avlodlarini tarix haqida yozishga ilhomlantirdi. Ushbu abstrakt Skottning ingliz adabiyotiga ulkan ta'sirini va uning insoniyat tajribasini tarix orqali tushuntirish qobiliyatini ta'kidlab, uning asarlari butun dunyo bo'ylab tomoshabinlarni hayratda qoldiradigan adabiy nur sifatidagi maqomini mustahkamlaydi. Ushbu tadqiqot Uolter Skottning teatr asarlarini muhokama qilish uchun tadqiqot, iqtiboslar va matnlardan foydalanadi.

**Kalit so'zlar:** Valter Skott, tarixiy roman, Ivanhoe, Anglo-Saxons, adabiyot.

## INTRODUCTION

Sir Walter Scott, a luminary of English literature, stands as a prominent figure whose innovative contributions solidified the historical novel genre as a distinctive and influential literary form. Renowned for his immersive storytelling, meticulous attention to historical detail, and profound characterizations, Scott reshaped the literary landscape by weaving the tapestries of history into the fabric of fiction. Sir Walter Scott is not only remembered as a prominent storyteller of the 18th-century literary movement but also as a significant figure in shaping modern English literature. He revolutionized the notion that literature should be accessible to the public, challenging the exclusivity that had previously characterized literary circles. Before Scott's time, English literature was largely confined to a narrow audience of patrons and critics, primarily focused on rational romanticism centered around a few individuals and often culminating in emotionally satisfying conclusions. Scott broke away from these conventions, opening up literature to a wider readership and democratizing literary consumption. Sir Walter Scott's impact was profound, marking a shift towards a more inclusive and popular literary culture that resonated with diverse audiences and helped establish romantic poetry as a widely beloved genre across society. This article delves into Scott's pioneering role in establishing the historical novel genre, exploring his transformative impact on literature and his enduring legacy as a trailblazer who brought the past to life through the power of narrative.

## LITERATURE REVIEW AND METHODOLOGY

Scott is credited with creating the historical novel in English and Scottish history and literature. The historical novel is a genre of literature that combines compelling narratives with authentic human emotions set against a backdrop of specific historical contexts. Sir Walter Scott (1771–1832), considered the pioneer of this genre, had a profound influence on Romantic Europe. His debut novel, "Waverley" (1814), ignited a lasting fascination for historical fiction among both readers and writers. Scott's significant contribution was in reshaping the perception of history from a mere catalogue of political and religious occurrences to a tapestry woven by human choices and actions.

Literary critics divide Scott's works into three groups:

The first group of novels are those devoted to Scottish history: "Waverley, or 'Tis Sixty Years Since" (1814), "Guy Mannering, or the Astrologer" (1815), "The Antiquary" (1816), "Black Dwarf" (1816), "Old Mortality" (1816), "Rob Roy" (1817), "The heart of Midlothian" (1818), "The Bride of Lammermoor" (1819), "A legend of Montrose" (1819), "Redgauntlet" (1824), "The fair Maid of Perth" (1828).

The second group of novels refers to English history: "Ivanhoe" (1819), the best of this series; "The Monastery" (1820), "The Abbot" (1820), "Kenilworth" (1821), "The Pirate" (1822), "The Fortunes of Nigel" (1822), "Peveril of the Peak" (1822), "Woodstock" (1826).

The third group comprises novels based on the history of the Europe: "Quentin Durward" (1823), "The Talisman" (1825), "Count Robert of Paris" (1832), "Anne of Geierstein" (1829), "Castle Dangerous" (1832).

In "Ivanhoe," Sir Walter Scott achieved a groundbreaking fusion of romanticism and realism, seamlessly blending 18th-century romance with authentic depictions of the era. This novel marked a unique convergence of historical context and literary creation, setting a new standard for combining 18th-century manners within a historical framework. Like many of Scott's works, "Ivanhoe" is a historical romance set in the Middle Ages, employing simile and allegory to shed light on contemporary issues through parallel debates from the past.

Scott's approach to historical romance involved intertwining factual history with imaginative storytelling, using fictional elements to evoke the thoughts and emotions of people from distant eras. Scholars such as John Henry Newman recognized Scott's ability to steer attention towards the Middle Ages, while figures like Carlyle and Ruskin acknowledged his influence in reviving interest in that era, particularly through the publication of "Ivanhoe." Scott's method of blending historical sources with literary imagination was a departure from his contemporaries, showcasing a unique approach to depicting history through a multifaceted lens.

Unlike his peers, such as Balzac in France, Scott's nuanced handling of history in his novels distinguished him as a pioneer in merging fictional and historical narrative strands. Scholars like Mitchell acknowledge Scott's eclectic approach, citing his ability to draw inspiration from various literary sources across different time periods simultaneously. Through his historical novels, Scott introduced readers to a vibrant tapestry of living characters from the past, transcending the dry accounts of history to reveal the vitality and humanity of bygone eras. In the words of Thomas Carlyle, Scott's historical novels unveiled a fundamental truth upheld by living men and women throughout history, revolutionizing the understanding and portrayal of past epochs.

"Ivanhoe" is set in medieval England amidst the backdrop of the Crusades, portraying a central conflict between Anglo-Saxon landowners and Norman barons who are unable to find common ground. Even among Norman conquerors, internal power struggles create unrest, exemplified by Prince John's ambitious plot to usurp his brother, King Richard, during Richard's Crusade. The divergent ideologies of the



two brothers regarding relations with Anglo-Saxons further accentuate tensions. Prince John aims for complete dominance over the land and its inhabitants, while King Richard advocates for cooperation with Anglo-Saxon landowners, a progressive approach fostering peace and national unity. Thane Cedric the Saxon leads the remaining Anglo-Saxon knights, aspiring to restore their independence by instating a Saxon king and queen on the throne. Cedric envisions Lady Rowena, a descendant of Alfred the Great, as queen, and Athelstane of Coningsburgh as king. However, complications arise when Cedric's son, Wilfred of Ivanhoe, disrupts these plans by falling in love with Rowena, leading to Cedric disowning him. Ivanhoe embarks on a Crusade where he forges a friendship with King Richard. Upon their return to England, Richard, aided by Saxons and Robin Hood's archers, combats Prince John to reclaim his crown and emerges victorious. Ultimately, Cedric comes to terms with the unfeasibility of Saxon restoration and reconciles with the Normans.

The novel showcases Scott's renowned descriptive abilities, illustrating his talent for creating vivid and uniquely expressive characters. At its core, the book advocates for peace and reconciliation, with Scott promoting the idea of uniting disparate social classes for the greater good. He believed that social cohesion could be achieved through collaboration among the finest individuals from all societal strata against malevolent forces. This central theme is exemplified in "Ivanhoe" through a pivotal scene where King Richard, Robin Hood, and their comrades join forces to liberate Saxon thanes from a Norman baron's stronghold. This episode serves as a powerful illustration of how cooperation between individuals of different backgrounds and social standings can triumph over adversity and promote harmony.

## **RESULTS AND DISCUSSION**

Walter Scott was deeply devoted to his homeland, demonstrating profound passion and loyalty towards Scotland in his works, notably exemplified by the fervor with which he wrote "Ivanhoe." His writing reflected a breadth of characters, spanning from royalty to the most marginalized in society, catering especially to young individuals whom he viewed as potential agents of societal change. Despite his strong Scottish identity, Scott maintained an unbiased approach, distinguishing between patriotism rooted in love for one's country and regionalism driven by resentment or envy towards others. He believed in the transformative power of self-belief and patriotism, emphasizing the inevitability of societal evolution. Scott's ability to inspire and uplift people through his writings was remarkable, encouraging self-confidence and the determination to overcome challenges by staying focused on one's goals.





## ESSENTIAL WEBSITES FOR ENGLISH LANGUAGE LEARNERS AND EDUCATORS

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### ABSTRACT

In the digital age, the Internet has revolutionized language learning and teaching, especially in the field of English language education. Nowadays, many useful lessons for learning English are posted on various websites. Digital technologies and websites are enhancing students' language learning skills. The presented article examines language learning skills to improve academic achievement of students and strategies for using websites useful in language learning in a correct and effective way.

**Keywords:** Instructional support, Interactive acquisition, Interactive lessons, language proficiency, assessment tools, Education, Websites, Digital Learning, Online platform.

### ANNOTATSIYA

Raqamli asrda Internet til o'rganish va o'qitishda, ayniqsa ingliz tilini o'qitish sohasida inqilob qildi. Hozirgi kunda ingliz tilini o'rganish uchun ko'plab foydali darslar turli veb-saytlarda joylashtirilgan. Raqamli texnologiyalar va veb-saytlar talabalarning til o'rganish ko'nikmalarini oshirmoqda. Taqdim etilgan maqola talabalarning akademik yutuqlarini oshirish uchun til o'rganish ko'nikmalarini va til o'rganishda foydali veb-saytlardan to'g'ri va samarali foydalanish strategiyalarini ko'rib chiqadi.

**Kalit so'zlar:** Ta'limni qo'llab-quvvatlash, Interaktiv o'zlashtirish, Interfaol darslar, tilni bilish, baholash vositalari, Ta'lim, Veb-saytlar, Raqamli o'rganish, Onlayn platforma.

### INTRODUCTION

Exploring the vast landscape of online resources for English language learners and teachers reveals a treasure trove of important websites. From interactive language

learning platforms to teacher support formulas, these websites cater to a variety of learning needs and pedagogical approaches. Digital language acquisition is compatible with innovative teaching strategies that empower both teachers and students in their pursuit of English language proficiency and pedagogical skills.

## **METHODOLOGY**

The following are one of the most predominant websites for enhancing teaching and learning skills:

**1. Duolingo** employs a combination of techniques, including spaced repetition, gamification, and adaptive learning algorithms, to create an engaging and effective language-learning experience. Users progress through bite-sized lessons that cover vocabulary, grammar, reading, writing, listening, and speaking skills.

*User Experience.* The platform's user-friendly interface and intuitive design make it accessible to learners of all ages and backgrounds. Duolingo offers a seamless experience across multiple devices, including smartphones, tablets, and computers.

*Community and Social Features.* Duolingo's community aspect allows learners to connect with each other through discussion forums, language clubs, and leaderboards. Users can compete with friends, join language-specific groups, and participate in language challenges to practice and reinforce their skills.

*For those who are learning English:*

*Duolingo Methodology.* To create a fun and successful language-learning environment, Duolingo uses a variety of strategies, such as gamification, spaced repetition, and adaptive learning algorithms. Bite-sized lessons covering grammar, vocabulary, reading, writing, speaking, and listening are progressed through by the user.

*User Experience.* Students of different ages and backgrounds may utilize the platform because of its intuitive design and user-friendly layout. With Duolingo, you may use desktops, tablets, and smartphones all at once with a smooth experience.

*Community and Social Features.* Through leaderboards, language clubs, and discussion forums, Duolingo's community feature enables learners to interact with one another. To hone and strengthen their language abilities, users can engage in buddy competitions, join language-specific clubs, and take part in language challenges.

*Effectiveness.* Although Duolingo is mostly meant for novices and intermediate users, its well-organized lessons and extensive content can assist students in laying a strong foundation in the language. To get fluency, more experienced language learners might need to add other materials to Duolingo.

**2. BBC Learns English. Diversity of Content.** A variety of multimedia resources are available on BBC Learning English, such as articles, podcasts, videos, audio files, and interactive tests. With their coverage of a wide range of subjects, including current affairs, culture, travel, and business, these resources give students exposure to real English in a variety of settings.

*Accent and Pronunciation.* BBC Learning English's emphasis on various accents and pronunciation idioms is one of its most notable characteristics. Students can improve their listening comprehension and accent recognition skills by listening to recordings of speakers from various nations and locations.

*Accessibility.* Learners worldwide can access the free BBC Learning English website and mobile apps. The platform's content is regularly updated to reflect current events and trends, ensuring that learners have access to relevant and up-to-date materials.

### **3. English Club.**

*Comprehensive Resources.* *English Club* offers a comprehensive suite of resources for English language learners, including grammar lessons, vocabulary exercises, quizzes, games, forums, and downloadable worksheets. The platform covers all aspects of language learning, from basic grammar rules to advanced writing skills.

*Structured Learning Paths.* *English Club* provides structured learning paths for learners at different proficiency levels, allowing them to progress at their own pace. The platform's self-assessment to help learners identify their strengths and weaknesses and tailor their learning experience accordingly. To guarantee that students have access to current and pertinent materials, the platform's content is updated frequently to reflect current events and trends.

*Comprehensive materials.* *English Club* provides a wide range of materials, such as games, forums, downloadable worksheets, vocabulary exercises, quizzes, and grammar lectures, for those learning English. The platform includes every facet of language instruction, from sophisticated writing techniques to fundamental grammatical rules.

*Defined Learning tracks.* *English Club* offers learners at various competence levels defined learning tracks so they can advance at their own speed. With the use of the platform's self-assessment tools, students can determine their areas of strength and weakness and adjust their learning program accordingly.

### **4. Memrise**

*Spaced Repetition.* Memrise utilizes spaced repetition algorithms to optimize vocabulary learning and retention. Users are presented with words and phrases at

spaced intervals, gradually reinforcing their memory and ensuring long-term retention.

*Community Engagement.* The community feature of EnglishClub encourages communication and teamwork among students. Users can practice their language abilities and get feedback from peers and educators by taking part in discussion forums, language exchange programs, and virtual study groups.

*Accessibility and Flexibility.* Learners worldwide can access EnglishClub's website for free. Because the information on the platform may be downloaded for offline use or viewed online, it is helpful for students with hectic schedules or limited internet connection.

*Interactive Learning Experience.* To help users review new vocabulary and assess their understanding, Memrise provides interactive games, quizzes, and flashcards. The gamified design of the software encourages users to continue interacting and advance through the lessons.

*Authentic Content.* Memrise's "*Learn with Locals*" feature shows real-world videos of native speakers applying vocabulary in real-world situations, which helps students get better at speaking and listening. Users' overall language skill is improved by hearing natural intonation patterns and pronunciation.

## **RESULTS AND DISCUSSION**

A review of key websites for teachers and students studying English indicates a wide range of platforms that provide extensive materials and tools to support language learning and high-quality instruction.

### *For Those Learn English:*

Of the systems we looked at, Duolingo stands out as a popular option for language learners because of its user-friendly design, gamified learning environment, and flexible curriculum. Duolingo delivers a fun and productive language-learning environment by fusing gamification, spaced repetition, and adaptive learning algorithms. Its well-organized courses address a wide range of language skills, meeting the needs of students with varying degrees of proficiency. These abilities include grammar, vocabulary, reading, writing, speaking, and listening.

Additionally, the social features offered by Duolingo, like language clubs and leaderboards, help users feel motivated and a part of a community. BBC Learning English is a standout choice for language learners due to its diverse range of resources and high-quality content. With articles, audio recordings, videos, and interactive quizzes covering a wide range of topics, learners can access authentic English in a variety of contexts. The platform's emphasis on various accents and pronunciation styles helps learners gain valuable exposure to linguistic diversity,



which improves their listening comprehension skills. Additionally, the user-friendly interface and mobile accessibility of BBC Learning English make it an easy option for language learners all over the world.

With the help of its self-assessment tools and planned learning pathways, students may go forward at their own speed and monitor their progress over time. The community feature of the platform encourages communication and teamwork among students, resulting in a conducive setting for language practice and skill improvement.

Memrise maximizes vocabulary acquisition and retention through the use of mnemonic devices and spaced repetition. The interactive games, quizzes, and flashcards make learning language fun and memorable. With the help of Memrise's "Learn with Locals" function, students can improve their speaking and listening comprehension by watching real-world videos of local speakers applying terminology.

*For those who teach English:*

Utilizing technology in the classroom facilitates a seamless transition towards personalized teaching methods, allowing educators to tailor instruction according to individual needs and employ technology in ways suitable for various age groups and subjects (Aldridge & Goldman, 2007). While it may appear initially demanding, technology grants us the ability to articulate ideas through innovative means previously unattainable, impractical, or less effective with conventional teaching approaches (Klopfner, Osterweil, Groff & Haas, 2009, p.4).

TES Teachers get access to a flexible platform for developing interactive lesson plans with multimedia resources when they use Teach with Blendspace. Teachers may create interesting and customized learning experiences that are suited to the needs of their students thanks to its intuitive interface and collaborative capabilities.

Edmodo functions as a full learning management system, enabling assignment administration, collaborative learning activities, and communication between teachers and students. Teachers in charge of online classrooms can enjoy even more flexibility and ease thanks to its connection with Google Classroom.

Teachers Get Paid Teachers offers teachers access to a huge library of educational resources, such as lesson plans, worksheets, and activities made by other teachers. The community feature of the platform promotes cooperation and knowledge exchange among teachers, promoting a culture of ongoing education and career advancement. Teachers can design interactive tests and surveys using the game-based learning platform Kahoot! to gauge their students' comprehension of English language subjects. Students are encouraged to actively participate in learning activities by its competitive and engaging nature, which enhances retention and



comprehension. With its array of tools for designing, assigning, and grading tasks, Google Classroom simplifies the teaching and learning process. Its connection with additional Google products and services improves organization and cooperation in the virtual classroom, enabling teachers to design dynamic and engaging learning spaces.

## CONCLUSION

In summary, the review of key websites for teachers and students studying English highlights the role that technology plays in helping teachers and students learn the language. These platforms promote cooperation, engagement, and lifelong learning by providing a multitude of materials and tools to help teachers and students on their language learning journeys.

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## THE IMPORTANT ROLE OF THE LISTENING SKILL IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE CONTEXT OF STATE EDUCATION

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### ABSTRACT

This article discusses the significance of listening in English and its role in both elementary school education and the preparation for IELTS and CEFR exams. It emphasises that the listening comprehension phase is distinct from reading, speaking, and writing, and is generally considered more challenging. During the listening stage, the student is required to simultaneously complete two actions.

**Keywords:** listening, primary grades, technologies, teaching method, comprehension, technological advancements, methodology, oral material.

### ANNOTATSIYA

Ushbu maqolada ingliz tilida tinglashning ahamiyati va uning boshlang'ich maktab ta'limida hamda IELTS va CEFR imtihonlariga tayyorgarlikdagi roli muhokama qilinadi. Bu tinglab tushunish bosqichi o'qish, gapirish va yozishdan ajralib turishini ta'kidlaydi va odatda qiyinroq deb hisoblanadi. Tinglash bosqichida talaba bir vaqtning o'zida ikkita harakatni bajarishi kerak.

**Kalit so'zlar:** tinglash, boshlang'ich sinflar, texnologiyalar, o'qitish usuli, tushunish, texnologik yutuqlar, metodika, og'zaki material.

### INTRODUCTION

When it comes to language acquisition, listening comprehension is considered to be the most important skill, exceeding both speaking and writing, which are often

considered to be secondary language talents. There is a common belief that reading and listening abilities are of comparable significance. There is a good chance that this is because learning how to listen is a difficult and complicated process. The procedure, on the other hand, has been less difficult as a result of technological improvements, which have made it possible to access a variety of resources, including materials, presentations, games, and workshops that teach beginning listening comprehension. Furthermore, the majority of students devote a significant portion of their class time to listening. Listening actively is often regarded as the most basic and effective approach to acquiring competence in any language. This is a widely held belief.

### **LITERATURE ANALYSIS AND METHODOLOGY**

There has a history of more than two hundred years in the field of foreign language teaching methods, which is a scientific subject. There are many different methods that may be followed while teaching a foreign language. One specific position that Shcherba (1945) thinks to be noteworthy is the one in which he emphasises the fact that the process of teaching any subject involves both theoretical and practical components. [5] It is very important to make use of practical approaches in addition to teaching theoretical information in order to pique the attention of students in this area of research. There are many different types of listening styles that are recognised in activities that deal with practical topics. The purpose of this instrument is to serve as an educational listening device, which helps in the process of introducing language information and developing vivid auditory representations of language units. It is also helpful in the development of abilities in listening to other languages and oral communication in foreign languages. Your ability to comprehend and remember the content and linguistic structure of an audio text is improved when you listen to it several times. For example, it is advantageous to restate the material that has been enumerated via vocal conversation as well as through the presentation of written information. One kind of listening process is known as communicative hearing, and it includes the perception and interpretation of oral speech when the speaker is engaged in a speaking activity.

### **RESULTS AND DISCUSSION**

People who are learning a language in the modern day often have the impression that they are not proficient in any of the following four areas: reading, listening, speaking, and writing. The listening process will be watched to ensure that this scenario is properly addressed. When they are participating in listening activities, a sizeable number of students often query about methods that will help them acquire the English language more quickly or enhance their capacity to interpret spoken

material. A number of questions are going to be asked. Consequently, there are now five helpful recommendations that should be the focus of your attention.

1. Establish a precise objective for language acquisition
2. Engaging in language acquisition activities such as searching for new vocabulary and committing them to memory.
3. Engaging in interpersonal conversation.
4. Customization of the language acquisition process to fit one's lifestyle
5. Utilization of contemporary technology

To enhance your listening skills, it is essential to comprehend and implement these five valuable suggestions.

Firstly, a robust vocabulary is crucial for acquiring proficiency in any language. Insufficient vocabulary hinders the student's ability to comprehend the oral material throughout the listening process.

Secondly, communication is crucial for developing listening comprehension skills, as it allows students to enhance their capacity to understand and speak by engaging in conversations with others.

Furthermore, the process of adapting language learning to one's lifestyle and its implementation for English learners who are students. Engaging in English activities and events will facilitate students' rapid adaptation. Examples include conversing with friends in English, using mobile phones in English, listening to a variety of English songs and podcasts, watching English films and news, and reading articles and books in English. These activities provide numerous advantages.

Moreover, it is inconceivable to envision our existence devoid of contemporary technologies. As it is stated by Kenjali E. & Norova G. (2023), technology is employed in nearly all of our business operations. Technology services play a crucial role in enhancing listening comprehension.[2] Efficient techniques may ensure enhanced development of all four language skills or individual talents, so further augmenting students' focus and enthusiasm for language acquisition.

## CONCLUSION

According to Tajibayev (2022), instructors should not make it essential for students to learn a foreign language or to master all four skills when they are regarded to be of school age. In the final analysis, teachers should not make it mandatory for students to gain such abilities. [6] Nevertheless, educators should make an attempt to give students and learners with chances to acquire a language that they are interested in studying. In order to achieve this objective, it is quite useful to make use of approaches that include interaction and games that are compelling.

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## EXPLORING THE BENEFITS OF PAIR AND GROUP WORK ACTIVITIES IN ENGLISH LANGUAGE TEACHING

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### ABSTRACT

There is no doubt that working in pairs or groups provides students and pupils with the opportunity to interact with a different large number of people and learn from each another. It also encourages cooperation which helps students and pupils get along in class and is able to reduce the number of student outbursts, too. Moreover, group work can be a beneficial method to motivate students and pupils, encourage active learning, and develop critical-thinking, communication, and decision-making skills.

**Keywords:** pair work, group work, individualism, activities, groupings, effective methods, motivation, individualised instruction.

### АННОТАЦИЯ

Несомненно, работа в паре или группах предоставляет студентам и учащимся возможность взаимодействовать с различным большим количеством людей и учиться друг у друга. Он также поощряет сотрудничество, которое помогает студентам и учащимся получать вместе в классе и может уменьшить число студенческих вспышек, также. Кроме того, групповая работа может быть полезным методом для мотивации учащихся и учащихся, поощрения активного обучения и развития навыков критического мышления, общения и принятия решений.

**Ключевые слова:** работа в паре, работа в группе, индивидуализм, мероприятия, группировки, эффективные методы, мотивация, индивидуальное обучение.

### INTRODUCTION

Group work provides students with the opportunity to acquire abilities like as leadership, decision-making, and collaboration, all of which are essential in the



workplace. Because students have the opportunity to develop these skills via group work, it is very important for students to engage in group projects. Bertrand (2020) believes that working in pairs and in small groups both provide a lot of benefits to the individual. [3]

The first benefit is that they provide pupils additional chances to express their thoughts and ideas.

When it comes to the second benefit, they make it possible to alter the pace of the lesson in a number of different ways.

If we consider the third benefit, it is important to mention that they make it feasible for students to have conversations with each and every other member of the group. When it comes to the fourth point, they train students on how to accept leadership positions and how to follow the lead of others, in addition to the instructor. In conclusion, they make it possible to conduct excellent observations of the children, to move about the classroom, and to pay great attention to the language that is being produced by the students.

On the other hand, in the context of group work, loudness and a lack of discipline provide a number of obstacles, despite the fact that these issues are often more difficult for the instructor than they are for the students.

## **LITERATURE AND REVIEW AND METHODOLOGY**

According to the findings of a research that was carried out by Khusanova (2022), instructors might find that pair work and group work are effective methods for promoting student engagement. [7] Individual work, on the other hand, is easy to evaluate and often appeals to students who have interpersonal intelligences. When you are a teacher, it is essential to know what kinds of supports to provide for your students in each circumstance, and it is also essential to modify the groups of your students based on the objectives and the context of the activity. In addition, Brown (1994) advocates for the use of small group work and pair work, claiming that students often engage in peer correction during these activities, which is more effective than instructors constantly correcting pupils. [4] In addition, Dunne and Bennet (1990) consider this exercise to be a chance for students to connect with one another and gain knowledge from their classmates. [5] During this exercise, the students have the opportunity to assist one another without feeling humiliated. It was also reported by McDonough (2004) that "...learners may feel less anxious and more confident when interacting with peers during pair or small group activities as opposed to when they are participating in whole-class discussions." (page 208). [8]

## RESULTS AND DISCUSSION

Inspiring and engaging students and learners, fostering active learning, and cultivating crucial critical-thinking, decision-making, and communication skills may all be accomplished via collaborative work, which can serve as an effective method. On the other hand, if there is not sufficient preparation and help, collaborative work may be a source of frustration for students, learners, and teachers, and it may also convey the sense that it is not productive.

There are advantages and disadvantages to working in groups:  
*Advantages.*

Initially, there is a possibility that the quantity of learner speech will increase, and moreover, the variety of speech acts may increase. In addition, there is a possibility that the training will be more individualised, which will lead to increased motivation and the development of abilities in working together among the pupils.

*Disadvantages.*

Participating in activities that involve pairs or groups is not something that every child enjoys doing. As a result of the decreased probability of pupils obtaining harsh feedback, there are some people who prefer to work directly with their competent teacher. Additionally, students who are reserved or shy may find these types of interactions to be disappointing since they may be excluded from engaging in them.

## CONCLUSION

In conclusion, students and learners learn a very essential life skill via the use of pair work and group work in the classroom. This talent is the ability to collaborate with other individuals. Additionally, it teaches kids how to share their knowledge and talents with one another and how to trade information in an equitable manner. It is possible for students to greatly enhance their study skills and become more effective by working in pairs or smaller groups. As a result of this, students are able to get more absorbed in the process of learning since the typical speed of the lesson begins to shift, and the students themselves become the centre of attention. Students and pupils have the opportunity to acquire process skills that are essential for processing information, analysing, and finding solutions to problems through the use of group work. Additionally, they are able to acquire management skills through the utilisation of roles within groups, as well as analysis skills that are involved in evaluating alternatives through the process of making decisions regarding their group's final answer.

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## CONNECTING LEARNERS AND TEACHERS THROUGH ENGLISH LEARNING WEBSITES

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### ABSTRACT

English learning websites have become integral tools for language learners worldwide, offering a plethora of resources and connecting learners with qualified instructors. This article explores the significance of these platforms in facilitating language acquisition and fostering cross-cultural communication. Drawing upon scholarly literature, the discussion highlights the accessibility of English learning websites, their role in connecting learners with experienced instructors, and their impact on self-directed learning. Additionally, the article addresses challenges such as quality assurance and digital access, emphasizing the importance of collaboration between learners, educ actors, and policymakers. Through an examination of the evolving landscape of online education, this article underscores the potential of English learning websites in promoting global communication and collaboration in an increasingly interconnected world.

**Keywords:** English learning websites, language acquisition, cross-cultural communication, online education, self-directed learning, qualified instructors, digital access, quality assurance, global communication, collaboration.

### ANNOTATSIYA

Ingliz tilini o'rganish veb-saytlari butun dunyo bo'ylab til o'rganuvchilar uchun ajralmas vositaga aylanib, ko'plab resurslarni taklif etadi va o'quvchilarni malakali o'qituvchilar bilan bog'laydi. Ushbu maqola tilni o'zlashtirishni osonlashtirish va madaniyatlararo muloqotni rivojlantirishda ushbu platformalarning ahamiyatini o'rganadi. Muhokama ilmiy adabiyotlarga tayangan holda, ingliz tilini o'rganish veb-saytlarining mavjudligi, ularning o'quvchilarni tajribali o'qituvchilar bilan bog'lashdagi roli va ularning mustaqil o'rganishga ta'sirini ta'kidlaydi. Bundan tashqari, maqola sifat kafolati va raqamli kirish kabi muammolarni ko'rib chiqadi va o'quvchilar, o'qituvchilar va siyosatchilar o'rtasidagi hamkorlikning muhimligini ta'kidlaydi. Rivojlanayotgan onlayn ta'lim landshaftini o'rganish orqali ushbu maqola ingliz tilini o'rganish veb-saytlarining tobora o'zaro bog'langan dunyoda global muloqot va hamkorlikni rivojlantirishda salohiyatini ta'kidlaydi.

**Kalit so'zlar:** Ingliz tilini o'rganish veb-saytlari, til o'zlashtirish, madaniyatlararo muloqot, onlayn ta'lim, o'z-o'zini boshqarish, malakali o'qituvchilar, raqamli kirish, sifatni ta'minlash, global aloqa, hamkorlik.

## INTRODUCTION

In today's interconnected world, English has become an essential skill for individuals seeking to expand their horizons academically, professionally, and culturally. With the advent of digital technology, access to English language learning resources has expanded dramatically, offering students a variety of ways to improve their language skills. English language learning websites have emerged as powerful platforms that facilitate communication between students and teachers around the world. In this article, we explore the importance of these platforms in the development of language acquisition and explore their impact on students and teachers.

## LITERATURE REVIEW AND METHODOLOGY

### *The Accessibility of English Learning Websites*

Hampel R. et al (2005) believe that English learning websites offer a wealth of resources tailored to the diverse needs and preferences of learners. [4] From interactive lessons and exercises to multimedia content such as videos, podcasts, and games, these platforms cater to various learning styles, making the acquisition of English more engaging and effective. Moreover, the flexibility afforded by online learning allows individuals to study at their own pace and convenience, overcoming barriers such as time constraints and geographical limitations.

An inherent benefit of English study websites is their easy availability and ease. As a student, I like the adaptability that these platforms provide. I have the ability to get educational resources and engage in instructional sessions from any location that has an internet connection, whether it the convenience of my own residence or during intervals between academic sessions. This adaptability is especially advantageous for students with demanding schedules or those living in regions with limited availability of conventional language learning institutes.

### *Connecting Learners with Qualified Instructors*

One of the primary advantages of English learning websites is the ability to connect learners with experienced instructors from around the world. Through virtual classrooms, students can interact with teachers who possess native or near-native proficiency in English, providing invaluable insights into language usage, pronunciation, and cultural nuances. This direct interaction not only enhances students' language skills but also fosters cross-cultural understanding and appreciation.

Furthermore, as Crystal (2003) states, English learning websites often employ innovative teaching methodologies, such as communicative approaches and task-based

learning, to promote active participation and meaningful communication. [3] By engaging in real-life scenarios and collaborative activities, students can develop practical language skills that are essential for navigating diverse linguistic environments.

#### *Empowering Self-directed Learning*

Beyond formal instruction, English learning websites empower learners to take control of their language learning journey through self-directed study. With a plethora of resources at their disposal, students can tailor their learning experience to suit their individual goals and interests. Whether they seek to improve their conversational fluency, prepare for standardized tests, or enhance their academic writing skills, these platforms offer specialized courses and materials to meet diverse learning needs.

Moreover, according to Lee S. (2017), the interactive nature of online learning encourages autonomy and critical thinking, as students actively engage with content, seek clarification, and apply newly acquired knowledge in real-world contexts. [7] Through regular practice and feedback mechanisms such as quizzes and assessments, learners can track their progress and identify areas for improvement, fostering a sense of achievement and motivation.

### **RESULTS AND DISCUSSIONS**

While English learning websites offer myriad benefits, they also pose certain challenges that warrant consideration. One such challenge is the quality and credibility of online resources, as not all platforms adhere to rigorous educational standards or employ qualified instructors. Therefore, it is essential for learners to exercise discernment and choose reputable websites that prioritize pedagogical excellence and learner outcomes.

Additionally, the digital divide remains a significant barrier for individuals with limited access to technology or internet connectivity, particularly in underserved communities. Addressing this disparity requires concerted efforts to expand digital infrastructure and promote inclusivity in online education initiatives.

#### *Community Engagement*

According to Abduramanova D. & Kenjali E. (2022), English learning websites serve as vibrant communities where learners from diverse backgrounds come together to share experiences, exchange tips, and collaborate on language learning projects. [1] As a student, I've found immense value in connecting with peers who are also on their language learning journey. Participating in group discussions, virtual language exchanges, and collaborative activities not only reinforces language skills but also cultivates cultural awareness and empathy. Moreover, the sense of camaraderie and mutual support within these communities motivates learners to stay committed to their goals and celebrate their progress together.

#### *Continuous Learning Opportunities*



As it is stated by Smith J. (2019), Language acquisition is a continuous process that requires consistent practice and exposure to authentic materials. [6] English learning websites offer a plethora of resources and opportunities for learners to immerse themselves in the language outside of structured lessons. From podcasts and blogs to online articles and social media channels, these platforms provide a rich tapestry of content catering to diverse interests and proficiency levels. According to Elmurodov (2020), by incorporating these materials into their learning routines, students can expand their vocabulary, improve their comprehension skills, and stay updated on current events and trends in the English-speaking world. [2]

### **CONCLUSION**

To conclude, as Warschauer M. (2000) states, English learning websites play a pivotal role in connecting learners with qualified instructors and resources, facilitating a dynamic and immersive language learning experience. [7] By leveraging digital technology and innovative pedagogical approaches, these platforms empower individuals to develop essential language skills and cultural competence. However, addressing challenges such as quality assurance and digital access is imperative to ensure equitable and inclusive education for all. As we navigate the evolving landscape of online learning, collaboration between learners, educators, and policymakers is essential to harness the full potential of English learning websites in fostering global communication and collaboration.

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## ERNEST SETON-TOMPSONING “LOBO” HIKOYASINI INNOVATISION TEXNOLOGIYALAR ASOSIDA O‘QITISH

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### ANNOTATSIYA

Ushbu maqolada Ernest Seton-Tompsonning “Lobo” nomli hikoyasini turli xol metodlar orqali o‘quvchilarga tushuntirish haqida fikr yuritiladi.

**Kalit so‘zlar:** Hikoya, epik tur, “Klaster metodi”, jadval.

Kirish: Hikoya-badiiy adabiyotdagi kichik bir epik janr hisoblanadi. Hayot hodisalarini ixcham tarzda ifoda etgani bilan boshqa janrlardan ajralib turadi. O‘zbek adabiyotida hikoya juda qadimdan rivojlangan. Biz buni ilk yozma yodgorliklar Kultegin va To‘nyuquq bitiktoshidagi voqealardan bilib olishimiz mumkin. Voqealar ishtirok etuvchilar tomonidan hikoya qilingan. “Hikoya” ataması kengroq ma’noni voqeani gapirish ham deb tushuniladi. U inson hayotida yuz bergan voqeani qisqagina tarzda ifodalashga mo‘ljallangan. Qisqalik esa hikoyaning eng muhim xususiyatlaridan biri hisoblanadi. Umumiy o‘rta Ta’lim maktablari adabiyot darsligida o‘zbek va jahon adabiyotining ko‘plab nodir hikoyalari o‘qitiladi. Bir syujet tarziga ega ekanligi va boshqa epik janrlarga nisbatan hajman qisqa bo‘lishi hikoyaning asosiy belgilaridan biri.

“Asarlarni tur va janr xususiyatlariga ko‘ra o‘rganish san’atda lazzatlansih asarni uning badiiy butunligi ham takororlanmas mohiyatini his etish qobiliyatini rivojlantirishini nazardan tutadi”.

Epik turdagi asarlarni o‘qitishda asarning badiiy taxlil qilish ma’lum ahamiyat kasb etadi. Chunki badiiy asar tahlilidan ko‘zlangan maqsad ham asarning badiiy mazmuni anglash va uning g‘oyasini to‘g‘ri va badiiy idrok etish va buni o‘quvchilarga yetkazib berishdan iborat.

Sh.I.Botirovning “Adabiyot nazariyasini o‘qitish metodikasi” kitobida badiiy asarni tahlil qilish bosqichlari quyidagicha tasniflangan.

- 1.Ifodali o‘qish va aʼsar mazmunini o‘zlashtirish.
- 2.Asarning syujet va kompozitsiyasi g‘oyasi va obrazlar tizimi.
- 3.Asar mohiyati yozuvchi uslubi va mahoratini o‘rganish.
4. Badiiy aʼsar tahlili orqali umumiy xulosaga kelish.

Ushbu tasnif asarni badiiy tahlil qilishda muhim ahamiyat kasb etadi. Adabiyot darslarida- hikoya janrini o'qitishda ushbu quyidagi tasniflarga ham alohida e'tibor qaratish ham tavsiya etiladi.

1. Muallifning hayoti haqidagi voqealarni hikoya qilish orqali o'quvchilar bilan muallifni yaqinlashtirish.
2. Hikoya davomida o'quvchilarga qiyin va notanish bo'lgan so'zlarni izohlab berish.
3. Hikoyada qo'llangan epigraf, maqol, matallar, hikmatli so'zlarning asardagi ahamiyatini ko'rsatib berish.
4. Aşar tahlilini o'quvchilar bilan birgalikda sinfda amalga oshirganda muallifning aşar haqidagi fikrlarini o'qib, o'quvchilarning fikri bilan qiyoslash.
5. Qahramonlarning ruhiy holatini ko'rsatib bergan qisimlariga o'quvchilarni e'tiborini qaratish.
6. O'quvchilarga badiiy aşar tili haqida ma'lumot berish kabilar nazarda tutiladi.

Asosiy qism. 7-sinf adabiyot darsligida Jahon adabiyotiga mansub Ernest Seton-Tompsoning "Lobo" hikoya berilgan. Mashhur yozuvchi, rassom, tabiatshunos, olim Ernest Seton-Tompson bolaligidan tabiata mehr qo'yadi, hayvonlarni kuzatib, ularni o'rganadi. Keyinchalik esa tabiat va hayvonlar haqida badiiy va ilmiy asarlar haqida asarlar yozadi. Shulardan uning "Lobo" hikoyasidir.

Aşar bo'rilar to'dasi sardorining hayoti haqida hikoya qilinadi. Qari Lobo olis yillardan buyon Kurrumpo vodiysida yashab podachilarni tahlikaga solib, ularni zır qaqshatardi. Lobo shunchalik aqilli ediki, xatto podachilar ham unga tuzoq qo'yib tuta olmas edilar. U tuzoqni aqilligi zukkoligi bilan har safar yengib o'tardi. Kun sayın podachilarning ahvoli yomonlasha boshladi. Ahvol shu darajagacha yetgan ediki, uning terisi uchun ming dollar mukofot qo'yilgan edi. Go'yoki, taqdir Lobo va uning galasiga kulib boqayotgandek edi, Lekin Blankaning vafot etishi vaziyatni tubdan o'zgartirib yubordi. Shuni aytib o'tish joizki, asarda Blanka Loboning jufti haloli deya ta'riflangan. Podachilarning Lobo va uning galasi uchun qo'ygan tuzoqlariga Blanka tushgandi va bu vaziyatda podachilarga Loboni tuzoqqa tushurish uchun bir imkondek tuyildi. Asarda Blankaga quyidagicha ta'rif berilgan.

"Men chiroyli bo'ri ko'rib, Blankadayinini ko'rmagan edim, Blanka tep-tekis quyuuq junli, oppoqdan kelgan bo'ri edi"

Blankadan ayrilish Loboni tushkun vaziyatga solib qo'ydi.

Vaqtı-vaqtı bilan Loboning uvullagan ovozi eshitilib turdi. Aftidan, u adirlarda tentirab, Blankani izlardı, Blankani tashlab ketgisi kelmagandek edi go'yo. Lobo endi qahr bilan emas balki, mungi tarzda uvullardi. U xuddi jufti haloli yo'qlab "Blanka", "Blanka" deyotgandek bo'ldi. Loboning bunday nolasidan podachilarning ham ko'ngli o'rtanib ketdi.

Ular Blankani o'ldirmasdan ham Loboni osongina qo'lga tushurish mumkin ekanligini tushunishdi, lekin endi kech bo'lgandi. Ular endi Blankaning jasadidan foydalanishdi.

Lobo Blankani qidirib kelishini ular bilishar edi, reja ish berdi, Lobo osongina qopqonga ilingandi. U uvullab galasini yordamga chaqirdi, ammo birorta ham zot nido bermadi. Ular Loboni o'ldirishmadi, aksincha tiriklayn lagerga olib kelishdi. Lobo shunchalik holdan toyigan ediki, oldiga qo'yilgan suvga ham go'shtga ham qayrilib qaramadi. Lobo bag'rini yerga berib, sariq ko'zlarini o'zi hukm surgan olis dasht-u daralarga tikilib yotardi. U endi o'z galasini ham yordamga chaqirmas edi. Asarda bu holatga quyidagicha ta'rif berilgan: “ Emishki, she'r kuch quvvatdan qolsa, Burgut erkidan ayrilsa, kaptar juftidan ayrilsa, yorilib o'lar ekan”.

Qiziq Lobo bu holatga qanchalik chidayapti ekan?

Yôq u chidolmadi, chunkii uning yuragi birvarakayiga uchta musibatni ko'tara olmasdi. U ham kuch quvvatdan, erkidan va shu bilan birgaa jufti halolidan ham ayrilgan edi. Shunday musibatlar esa uning o'limiga sababchi bo'ldi

Adabiyot darslarida “Lobo” hikoyasini o'qitishda quyidagi , savollar, metodlar va topshiriqlardan foydalanish mumkin.

1.Dastlab hikoyani to'liq o'qib chiqish.

2.“Lobo” hikoyasini qisimlariga bo'lib o'qtish. Masalan:

“Kurrumpo vodiysi”, “Pishloq” hikoyasi, “Blankaning vafoti” va “Loboning o'limi” kabi.

3. Asar tahlildan kelib chiqib asarni yana qanday nomlash mumkin?

4. Asardagi notanish so'zlarni tasniflashda jadval usulidan foydalanish mumkin.

Arlon	Yetakchi,sardor
Blanka	(ispancha)-oq
Strixnin	Zararkunandalarni o'ldirish uchun ishlatiladigan zararli modda
Yard	0.95 metr
Dinamit	Portlovchi modda
Matamoq	Birlashtiri bog'lamoq

5. Asarda Lobo obrazini ochib berish uchun “Klaster” metodidan foydalanamiz.

6.O'quvchilarning ijodiy faoliyatini o'chib berish uchun asardagi qahramonlarning ruhiy kechinmalarini ta'riflab berish uchun kichik mat tuzish, yoki

Loboning suratini chizishni uyga vazifa qilib berib yuborish mumkin. Bu usul orqali o'quvchilarda badiiy asarni estetik tomondan o'rganish qobiliyatini shakllanishiga yordam beradi.

6. Hikoyani o'qitish davomida o'quvchilarga mantiqiy savollar berish.

Masalan:

1. Lobo va uning galasi nima sababdan podachilarning ko'ngliga g'ashlik solardi?

2. Nega Lobo va uning galasini tutish mushkul edi?

3. Asarda Loboga qanday ta'rif berilgan?

4. Hikoyada Loboning o'limi qanday tasvirlangan?

5. Ozod Lobo va erkidan aytilgan Lobo o'rtasida qanday farq bor?

Xulosa: Asar davomida mantiqiy savollar berish asar mazmunini yanada o'chib berishga va o'quvchilarning fikrlash qobiliyatini oshirishga yordam beradi. Har bir metod yoki usul asarning mazmun va mohiyatini g'oyasini ochib berishga qaratilgan. Adabiyot darslarini hozirgi kunda an'anaviy usuldan ko'ra noan'anaviy usulda o'qitish ko'plab samara bermoqda. Shuning uchun ham hozirgi kunda adabiyot darslarini o'qitish uchun metod va usullardan foydalanilmoqda.

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## WOMEN WRITERS IN ENGLISH LITERATURE

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### ABSTRACT

This article examines the character of female writers in English prose. Each nation describes the image of a woman differently in its literature based on its national views. In English literature a woman considered as a business woman, an entrepreneur, a worker, a person with her own profession. The image of women in English literature has gradually changed over time. English writers tried to express the best features in female characters. English women writers have written some of the world's greatest and best-selling books and they are very popular. We will get acquainted with some of them in this article.

**Keywords:** Women, literature, writers, Nobel Prize, English novel, famous, income, best – selling, books.

Women's contribution the literature dates back to the earliest written texts. Women have been at the forefront of textual communication since the earliest civilizations. If we mention the list of famous English writers, they have made a great contribution of English literature. They are:

- Harper Lee
- Ursula K. Le Guin
- Angela Carter
- Penelope Lively
- Iris Merdoch
- Elleke Boehmer
- Fay Weldon
- Beverly Cleary
- Anitta Desai and etc.

The world's most famous and best-selling works and books are written by English women writers, and this defines the place of women writers in the history of literature [1]. At the same time, they won the Nobel Prize for literature. An important stage in the development of English literature; in them, the process of formation of



English realism begins with Chaucer's unique skills, describing characters, humor, satirical mockery of social evils. During the Renaissance, English literature was characterized by the rapid development of philosophical thought. No country in the world such as great writers. English classic are famous all over the world. It has been widely reprinted and is still in great demand. Bright, bright works written with subtle irony will not fail to win the hearts of readers. There are many women writers who are known for their works and world famous book and one of them is Jane Austen.

Jane Austen is an English writer who lived and created in the 19th century. She is the author of many books about the nobility. Her works made her one of the most famous and beloved writers of English literature. She is considered one of the great representatives of English novel [2].

Enheduanna-the first famous woman writer in the world. Another famous female writer is – Mary Shelley second on our list of famous female writers in history is famous Gothic fiction writer, Mary Shelly. Recognized as one of the early creators of science fiction, she was also a prominent editor, working mainly on the works of her husband, the Romantic poet and philosopher, Robert Bysshe Shelley.

Emily Bronte-was another famous female writer of the Victorian era who is best known for her only novel, Wuthering Heights. Another famous author is Joanne Rowling. She is the author of the world famous movie Harry Potter. A total of Harry Potter books have been written and published. Now it is one of the most loved and sought-after works, translated into languages. Thanks to Harry Potter Joanne was able to become the first dollar billionaire who got rich from writing books. Moving away from the topic, we will give information about English writers. At the end of 2016, 17 people were included in the list of the world's highest paid authors, six of them are female writers. Forbes Woman lists the top – grossing female authors of books and film franchises in 2016. Their total income is 90 million dollars Joan Rowling. The seven Harry Potter books have been translated into 65 languages and have sold over 400 million copies. The films about the young wizard have earned 7.7 billion dollars. Another English female writer is Erica Leonard James. James tops Forbes' list of highest – paid female writers. His works: Fifty Shades of Grey, Fifty Shades of Darker, Fifty Shades of Freedom. Polo Hawkins is a famous British writer. Income: 10 million dollars. His works. The Girl on the train “ sold more than two million copies within three months of its publication. Last year, the film adaptation released by Dream Works brought in more than 173 million dollars at the global box office [3]. As they say, every work is beautiful with motivation, writers who made a great contribution to the field of literature also won the Nobel Prize. Morrison was the first

black woman to receive the Nobel Prize in Literature. He was awarded this prestigious award in 1993. The writer is the author of a total of 11 novels made, the last of them God, protect my child “ was published in 2015. She also wrote children’s works, poems and engaged in literary criticism. Great Britain, that is, English writers and their great legacy in the history of literature , that is , there many works. Brief information about English women writers given. I learned a lot about English literature while writing this article. The greatest works in the world are certainly written by English writers.

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## INFORMATION TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

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### ABSRTACT

The following article deals with development of education, which organically linked with an increase in the level of its information potential. This characteristic feature largely determines both the direction of the evolution of education itself and the future of the whole society. For the most successful orientation in the global information space, it is necessary for students to master information culture, as well as computer-screen culture, since the Internet is increasingly given priority in the search for information. The creation of the Internet, or World Wide Web, has become one of the most revolutionary achievements of the last decades, affecting the educational process on a global scale.

**Keywords:** choice of techniques, speech activity, age-related psychological characteristics, low-grade information products

The use of Internet technologies is a new direction of general didactics and private methodology, as the ongoing changes affect all aspects of the educational process, from the choice of techniques and work style to changing requirements for the academic level of students.

The basis for the use of telecommunication capabilities in teaching a foreign language is that they not only represent an effective means of optimizing the conditions of intellectual labor in general, in any of its manifestations, but also offer a wide range of opportunities for the development of speech activity in all its directions: listening, speaking, reading, and writing.

The language learning process is aimed at forming students' communicative competence, the ability to freely express their thoughts on any topic of interest to them, to take part in a conversation, discussion – whether written or oral communication; to vary the structure and style of utterance depending on the social characteristics of communication. In this sense, the Internet fully meets the tasks of language teaching, since it itself is primarily a means of communication and live situational communication. The Internet allows not only simulating a communication situation in the classroom, but also offers a lively and relevant dialogue with native speakers and representatives of other cultures.

Communicating in a true language environment provided by the Internet, students find themselves in authentic life situations. Involved in solving a wide range of significant, realistic, interesting and achievable tasks, schoolchildren learn to respond spontaneously

and adequately to them, which stimulates, instead of template manipulation of language formulas, the creation of original statements.

Often, the teacher faces the problem of finding authentic, modern and interesting information for students on the topics provided in the curriculum. This problem can also be solved with the help of the Internet, which is not only a means of communication, but also the most extensive information resource.

As an information system, the Internet offers its users a variety of information and resources. A standard set of services provided on the World Wide Web:

- \* E-mail (e-mail);
- \* Reference directories (Yahoo!, InfoSeek/UltraSmart, LookSmart, Galaxy);
- \* Search engines (Alta Vista, HotBob, Open Text, WebCrawler, Excite, and such well-known Russian search engines as Yandex, Rambler);
- \* Echo conferences (message boards);
- \* Teleconferences (usenet);
- \* Video conferences;
- \* Access to news and information resources;
- \* Online conversation (Chat) – text and voice.
- \* The ability to publish your own information, create your own homepage and place it on a Web server:

All these possibilities, which are composed of the Internet, can be successfully used in the lesson.

The use of Internet resources in a foreign language lesson in terms of mastering communicative and intercultural competence, which is impossible without the practice of communication, is simply irreplaceable: the virtual environment of the Internet allows you to go beyond the time and spatial framework, giving its users the opportunity to communicate authentic with real interlocutors on topics relevant to both sides. However, we must not forget that the Internet is only an auxiliary technical means of teaching, and in order to achieve optimal results, it is necessary to competently integrate its use into the lesson process.

Some possible difficulties when using the Internet.

First of all, it is necessary to remember that the Internet is only an auxiliary technical means of teaching, and in order to achieve optimal results, it is necessary to competently integrate its use into the lesson process. The use of Internet resources in teaching in the absence of a methodological basis cannot be successful or useful.

The Internet is accessible and rich in resources, but these advantages are also a source of problems: an almost unlimited amount of unstructured information significantly complicates the search for the necessary material, and the lack of control over the quality and content of documents placed in the virtual space leads to the appearance (along with high-quality materials prepared by professionals) of low-grade information products. It is difficult to cope with these problems even for experienced Internet users, while newcomers

spend a lot of time and relatively low search results form a stable belief in the advantage of traditional methods of education.

The only way out in such a situation is to increase the computer literacy of the teacher, first of all – the development of the skill of using search engines (IPS).

The most reasonable search strategy is to choose two or three well-known and well-proven IPS and learn how to use them effectively. IPS can be classified by the type of information they find on general and special purpose IPS. Special purpose IPS include, for example, Ditto (<http://www.ditto.com/>) and StreamSearch.com (<http://www.streamsearch.com/musichome.asp>), specializing in the search for graphic, audio, video and multimedia materials on the World Wide Web; Daypop (<http://www.daypop.com>), which searches for news; Topica (<http://www.topica.com/dir/?cid=0>) and Publicly Accessible Mailing Lists (<http://paml.net>), indispensable when searching for teleconferences, mailing lists, discussion groups; Complete Planet (<http://www.completeplanet.com/>), InvisibleWeb.com (<http://www.invisibleweb.com>), which open access to the resources of the “invisible Network”, etc. general-purpose IPS are such well-known systems as Yahoo!, AltaVista, Google or Go.com. They are perfect for even a novice user. Each of these sites has a detailed description of the virtual resource search methodology, which should be carefully read before starting the search.

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## WOMEN WRITERS IN ENGLISH LITERATURE: WHY JANE AUSTEN REMAINS A BELOVED AUTHOR EVEN HUNDREDS OF YEARS LATER

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### ABSTRACT

This article illuminates the outstanding achievements and challenges of women writers in English literature. It examines women writers' prior problems, including low education and societal norms that constrained them to domestic responsibilities. Despite these obstacles, seventeenth-century women writers defied traditions and advanced literature. These pioneering women questioned gender conventions and tackled complex issues with complexity. Their voices inspired generations of female writers and shaped literature. These women broke barriers and pushed boundaries to promote literary gender equality. This article honours these visionary women writers' fortitude, originality, and brilliance and their lasting impact on English literature. Their stories demonstrate resilience and art's transformational power, inspiring and empowering readers and authors.

**Keywords:** English literature, English literary history, Women's studies, Aphra Behn, Jane Austen, Regency England, Women writers.

### INTRODUCTION

Many women writers have overcome social restrictions to publish their extraordinary works and timeless poems. Several ancient female authors are notable for their literary achievements, but it is difficult to list them all. Aphra Behn's plays attracted 17th-century London audiences and signified a shift from male-dominated literature. Anthologies like "Major Women Writers of Seventeenth-Century England" honour significant women writers like Aphra Behn, Elizabeth Cary, Margaret Cavendish, and others. This eclectic collection of works by these pioneering women shows readers their unique perspectives and artistic talents. Each text in this anthology has been carefully selected and presented with clear introductions, incisive explanatory notes, and period pictures to help readers comprehend the historical context of these works. "Major Women Writers of Seventeenth-Century England" gives a comprehensive and interesting examination of these outstanding women writers' contributions to this transformational era's creative output. Today, their writings inspire and engage with readers, proving their lasting impact on literature.



Another famous female author is Jane Austen. Jane Austen's ageless works, famed for her wit and social satire, have shaped literature. Her novel “Pride and Prejudice,” with its captivating plot and compelling characters, is one of her most cherished. Austen's other writings, such as “Emma” and “Sense and Sensibility,” have been lauded worldwide. Austen's keen social observations and ability to create interesting characters make her a superb writer. Austen masterfully navigates human interactions and society standards with her sharp humour and great insight, creating a rich universe for her characters. Her works mirror society, revealing human behaviour and the perennial themes of love, class, and morality. Jane Austen's ability to write timeless stories that appeal with readers of all generations made her a pioneering female author. She is one of the most important English writers due to her humour, charm, and lasting relevance.

One of the most influential authors in history, Jane Austen wrote timeless classics. Despite cultural expectations of women at the time, she effectively weaves strong, independent women into her stories. Austen's ability to challenge social norms and empower female heroines puts her works unique from modern fiction. Two centuries after her death, Jane Austen's six books are still loved worldwide. One of her most famous writings is “Pride and Prejudice,” released in 1813. This "novel of manners" tackles social complexities with humour and grace. Austen set the bar for English literature with her witty humour and realistic characters. Vanity and pride are different, yet are often used interchangeably. You can be proud without being vain. Pride is how we view ourselves, vanity how we want others to view us [1]. The mid-19th century realism movement was inspired by her forward-thinking approach and narrative style. “A large income is the best recipe for happiness I ever heard of” [2].

Jane Austen's comedies are sometimes ignored, yet her works are full with sarcastic humour. This is shown in her witty satire of cultural standards and practices of her period. Austen parodies the Gothic genre in “Northanger Abbey,” showing her ability to parody literary trends while writing a gripping story. Jane Austen was a literary pioneer, and her free indirect style is a perfect illustration of her inventive storytelling. Austen's storytelling method enables readers to deeply understand her characters' brains by smoothly combining the narrator's voice with their ideas and views. These techniques gave her characters depth and complexity and allowed Austen to gently examine and remark on societal norms and traditions of her period through their thoughts and actions. Many writers have tried to mimic Austen's free indirect style and rich, multi-dimensional characters and absorbing stories. Austen did not invent this satirical style, but she was one of the first to consistently use it in

her works, laying the groundwork for nineteenth-century writers like Virginia Woolf and James Joyce to develop and expand on it.

Jane Austen's books are widely seen as social reflections that illuminate her time's conventions and injustices, not just love novels. "What we do defines us, not what we say or think" [3]. Austen explores gender norms, social differences, marriage, and Regency women's restrictions through her astute observations and subtle comments. Some of her contemporaries were more radical than Austen, but her writings challenge gender and power dynamics and advocate for women's agency and autonomy.

Her heroines, like Elizabeth Bennet in "Pride and Prejudice" and Anne Elliot in "Persuasion," reject society and seek happiness on their own terms. Austen's emphasis on mutual respect and affection in partnerships and her representation of marriage's economic components show her progressive views on gender equality and individual choice. "I hate hearing you talk about all women as fine ladies instead of rational creatures. Nobody wants a life in tranquil waters [4].

Her Regency works appear bucolic, but closer inspection reveals societal commentary and critique. Studies have shown that Austen's works were political, questioning the established quo and advocating for social change. Austen was a pioneering feminist writer whose complex investigation of gender, power, and society continues to resonate with readers today.

In conclusion, Jane Austen is a famous English author whose six books have been widely read and adapted. She remains famous and influential throughout time and culture. Austen's everlasting charm and keen perspective inspire generations.

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## CHET TILLARNI O‘QITISH METODIKASIDA INNOVATSION YONDASHUVLAR VA AXBOROT TEXNOLOGIYALARINI QO‘LLASH MASALALARI

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### ANNOTATSIYA

Maqola, O'zbekistonda chet tillarini o'rganish va o'qitishning an'anaviy va innovatsion usullari haqida tahlil qiladi. Islom Karimovning ta'kidlashicha, chet tillarini o'rganish mamlakatning rivojlanishi va xorijiy hamkorlikda kelajakni ta'minlashda muhimdir. Qabul qilingan qarorlar va texnologiyalardan foydalanish talabalar uchun o'rganishni samarali va qulay qiladi. Interaktiv o'yinlar va chet tillarini o'rgatishning an'anaviy usullari o'quv jarayonini jadallantiradi va o'quvchilarning motivatsiyalarini oshiradi. Maqola, chet tillarini o'rganish va o'qitishga innovatsion texnologiyalar va usullar qo'llanishning muhimligi va ularning o'quvchilar uchun o'zlarini rivojlantirishga ta'sirini tushuntiradi.

**Kalit so'zlar:** An'anaviy; innovatsion; samarador; ta'minlovchi; motivatsiya; qulaylik; jadallantirish; rivojlanish; interaktiv; texnologiyalar; taqiqlovchi; avtomatlashtirilgan; diferentsiallashtirilgan; optimallashtirilgan; axborot-tizimlar; xavfsizlik; intensiv; kreativ.

### ABSTRACT

The article analyzes traditional and innovative methods of learning and teaching foreign languages in Uzbekistan. Islam Karimov said that learning foreign languages is important for the development of the country and ensuring the future in foreign cooperation. Decisions made and the uses of technology make learning efficient and convenient for students. Interactive games and traditional methods of teaching foreign languages accelerate the learning process and increase students' motivation. The article explains the importance of applying innovative technologies and methods to learning and teaching foreign languages and their impact on students' self-development.

**Keywords:** Traditional; innovative; efficient; provider; motivation; comfort; acceleration; development; interactive; technologies; prohibitive; automated; differentiated; optimized; information systems; security; intensive; creative.

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'zarishlar 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. 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". Jumladan shu fikrlarning davomi sifatida 2012 yil 10 dekabrda qabul qilingan "Chet tillarini" o'rgatish tizimini yanada takomillashtirish chora tadbirlari to'g'risida"gi Prezident Qarori qabul qilindi. Ushbu qaror chet tillarini o'rganish imkoniyatlarini yanada kengaytirdi. Bugungi kunga kelib chet Laliga bo'lgan talab judayam ortib bormoqda. [Xalq ta'lim vazirligining imiy metodik jurnali, 2019.53] Chet tilini o'qitishda innovatsion texnologiyalardan foydalanishning asosiy afzalligi ma'lumotni uzatishning an'anaviy og'zaki usullaridan audiovizual usullarga e'tiborni o'zgartirishdir. Eng so'nggi ishlanmalar ko'pincha Internetda taqdim etiladi va talabalar ularni tanlash imkoniyatiga ega.

Axborot texnologiyalari o'quv materialini takrorlash va tarqatish muammosini bartaraf qiladi, unga kirishni o'quv muassasasida ham, uyda ham, foydalanuvchi uchun qulay vaqtda olish mumkin. Yangi ta'lim standartlariga ko'ra, umumiy soatlarning 50% dan ortig'i talabalarning mustaqil ishlariga ajratilgan. Shu bilan birga, shaxsga yo'naltirilgan yondashuv va ta'limni individuallashtirishning roli ortib bormoqda. Internet va tarmoq hamjamiyati talabalar va madaniy ob'ektlar o'rtasida vositachi rolini o'ynaydi. U asosan talabalar hayotining kontekstini belgilaydi va aks ettiradi, bu o'qituvchilarga ta'lim muhitini loyihalash, o'quvchilarning kasbiy qiziqishlari, hayot istiqbollari va qobiliyatlari nuqtai nazaridan ta'limni qurish imkonini beradi. Bundan kelib chiqadiki, an'anaviy ish usullari innovatsion usullarga nisbatan ancha cheklangan imkoniyatlarga ega.

Zamonaviy voqelik oliy ta'lim o'qituvchilari oldiga yangi ilg'or ta'lim texnologiyalari, o'qitish usullarini qo'llash vazifasini qo'ymoqda, ularning imkoniyatlari katta va ulardan samarali foydalanish zarur. Hozirgi vaqtda kommunikativlik, interaktivlik, muloqotning haqiqiyliqi, madaniy kontekstda til o'rganish, ta'limning avtonomligi va insoniylashuviga ustuvor ahamiyat beriladi.

Ushbu tamoyillar kommunikativ qobiliyatning tarkibiy qismi sifatida madaniyatlararo kompetentsiyani rivojlantirishga imkon beradi. Ta'lim natijalari bo'yicha yangi qarashlar yangi texnologiyalarning paydo bo'lishiga va eskirganlaridan voz kechishga yordam berdi. Bugungi kunda internet resurslaridan foydalanishning yangi usullari chet tillarini an'anaviy o'qitishga qarshi. "An'anaviy" tushunchasi, birinchi navbatda, qoidalarni o'rganish va til mashqlarini bajarish, boshqacha aytganda, "tilda muloqot qilish o'rniga til haqida gapirish" bilan bog'liq. Ko'pgina o'qituvchilar yaxshi so'z boyligi va to'g'ri bilim, shuningdek, chet tilining grammatik tuzilmalaridan to'g'ri foydalanish o'quv jarayonining markazida ekanligiga ishonch hosil qilishadi. Biroq, bunday e'tiqodni mutlaqo to'g'ri deb hisoblash mumkin emas, chunki har qanday aloqada mavjud bo'lgan motivatsiya va hissiy tarkibiy qism ko'pincha o'quv materialida ko'rsatilmagan. Chet tilida muloqot qilishni o'rgatish uchun siz materialni o'rganishni rag'batlantiradigan va adekvat xulq-atvorni rivojlantiradigan haqiqiy hayotiy vaziyatlarni yaratishingiz kerak.

Hozirgi kunlarda maktablarda dars jarayonida interfaol o'yinlardan foydalanish ananaviy usulga kirgan. Bu o'quvchilarning turli xil qobiliyatlarini tamoyish qilishiga, diqqatini jamlashiga, bilim va ko'nikmalarini oshirishiga yordam beradi. Shu bilan birga o'quvchi mavzuni o'yinlar bilan birgalikda juda tez o'zlashtirib oladi. O'qituvchining dars davomida o'yinlardan foydalanishining asosiy maqsadi, o'quvchini faollashtirish va darsga bo'lgan qiziqishini oshirish hisoblanadi.

Psixologlarning ta'kidlashlaricha, o'yinli faoliyatning psixologik mexanizmlari shaxsning o'zini namayon qilish, hayotda barqaror o'rnini topish, o'zini o'zi boshqarish, o'z imkoniyatlarini amalga oshirishning fundamental ehtiyojlariga tayanadi. Har qanday o'yin zahirida umumiy qabul qilingan ta'lim prinsiplari, taktikasi yotishi kerak. O'quv o'yinlariga o'quv predmetlariga asos qilib olinishi kerak. O'yinlar jarayonida darslarga qaraganda faolroq qatnashadilar va qiziqib yondashadilar.

Avvalambor, o'yin –o'qitishning bir usulidir. O'quvchi inglizcha o'yin o'ynab, tinglab tushuna olarkanman, gapira olarkanman, yoza olarkanman ,deb ishonadi va qiziqadi. O'qituvchilar Angliya pedagoglari tajribasiga tayangan holda hozirgi kunda quyidagi innovatsion metodlardan foydalanib kelishmoqda:

➤ "Quvnoq topishmoqlar" (Merry Riddles) Ingliz tilida o'quvchilarga topishmoqlarni o'rgatish katta ahamiyatga ega, ular notanish so'zlarni o'rganadilar va ularni tahlil qilib topishmoq javvobni topishga harakat qiladilar;

➤ "Hikoy zanjiri" (a chain story) o'yini og'zaki nutqni o'stirishga yordam beradi;



➤ “Tezkor javob” (Quick answers) o’qitilayotgan dars samaradorligini oshiradi;

➤ “Kviz kartochkalari” (quiz cards) o’quvchilarning sonig qarab kartochkalar tarqaladi va bu o’yin darsda hammaning faol qatnashishiga yordam beradi va vaqtni tejaydi

“Chet tili” fanining o’ziga xosligi, birinchi navbatda, chet tilini o’qitish mazmunining etakchi komponenti fanlarning asoslari emas, balki faoliyat usullari - nutq faoliyatining har xil turlarini o’rgatish: gapirish, tinglash, o’qish va yozish. Akademik L.V. Shcherba shuni ko’rsatadiki, chet tilini o’rgatish ma’lum bir faoliyatni o’rgatadi va mavzuning o’ziga xosligi nutqni, muloqotni o’zlashtirishdan, nutq-fikrlash faoliyatini shakllantirishdan iborat. XX-asrning ikkinchi yarmida “Umumta’lim maktabida chet tillarini o’qitishning umumiy metodikasi” asarida birinchi marta aniqlangan.

Xulosa qilib aytganda, chet tillarni masofadan o’qitish talabalarga ta’lim olish tezligini tanlab, ularning qiziqishlari va ehtiyojlarini aniqlab, o’z ta’lim traektoriyasini shaxsiylashtirish imkonini beradi, bu esa o’qituvchining ijodiy yondashuv va improvizatsiyani o’rgatishda qo’llanishiga yordam beradi, bu esa o’qituvchilarni ingliz tilini o’rganishga undash imkonini beradi. Bugungi kunda an’anaviy va innovatsion pedagogik o’qitish texnologiyalari juda ko’p. Bu ulardan biri yaxshiroq, boshqasi yomonroq degani emas, yoki ijobiy natijalarga erishish uchun faqat bittasini ishlatish kerak va bundan ortiq emas. Eng yaxshi variant - bu texnologiyalar aralashmasidan foydalanish. Demak, o’quv jarayoni asosan sinf-dars tizimidan iborat. Bu sizga jadval asosida, ma’lum bir auditoriyada, ma’lum bir doimiy talabalar guruhi bilan ishlash imkonini beradi.

Yuqoridagilarga asoslanib, an’anaviy va innovatsion ta’lim usullari doimiy aloqada bo’lishi va bir-birini to’ldirishi kerak. Qadimgi va butunlay yangi narsalarga o’tishdan bosh tortmang. Ushbu treningdan foydalanish talabalarning mustaqil faoliyatining rivojlanishiga, o’z-o’zini rivojlantirishga, bilim sifatini oshirishga ijobiy ta’sir ko’rsatadi. Talabalar o’z ishlarini mohirlik bilan rejalashtirmoqdalar, o’quv adabiyotlaridan qanday foydalanishni biladilar. Ular umumiy ilmiy ko’nikmalarga ega: taqqoslash, tahlil qilish, umumlashtirish, asosiy va boshqalarni ajratish.

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## HUMOR AND SATIRE IN W. SHAKESPEARE'S COMEDIES

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### ABSTRACT

The strategies described in this article can help you read a comedy, but how are you going to know whether or not the play you are looking at is a comedy? Don't worry, there's a simple solution using only the title of a play and it works for almost every play by Shakespeare! If the play title has the name and a number in it, it is most likely a history (Richard III, Henry V). If the title of the play has either a pair of names or a single name, but no numbers, it is probably a tragedy (Romeo and Juliet, Othello, Hamlet). If the title of the play has a phrase or saying in it, you can bet that it is a comedy (A Midsummer Night's Dream, As You like It, Measure for Measure). Shakespeare wrote most of his comedies early in his career; perhaps it is no mistake that the plays he penned in his youth deal with young people rebelling against the social order of their parents' generation, while in the tragedies and romances he wrote at the end of his career, the theme is often of children betraying or refusing to obey their parents. When Shakespeare was writing romantic comedies, the other playwrights of his era were too, and when he later began focusing on tragedies, it was also part of a large shift in the theatrical vocabulary around him. This shift (from comedies to tragedies) corresponds to the change in England's politics as James I succeeded Elizabeth I on the British throne. Elizabeth, the "Virgin Queen," had refused to marry, and all of England was concerned about what would happen to their society if she died without an heir. [1]

**Keywords:** *Comedy, Elements, Shakespeare*

### INTRODUCTION

Shakespeare is an unforgettable literary figure and it is not exaggeration if we say that literature is nothing without him. Unfortunately very little is known about him, he is known for what he wrote. All the writing of Shakespeare deal with love, life and death and these universal themes get beautiful touch by him. His poetry and dramas reflect that he had extraordinary knowledge of human psychology.

Therefore, his characters have become memorable in the field of literature. Shakespeare explored poetry and drama but it is drama that brought fame for him. Even his dramas are poetically crafted. Poetry is inseparable from his writing. He has given immortal lines. “To be or not to be” is oft quoted line from “Hamlet” that is reflected in a modern man who is caught in the same idea of perplexity. Shakespeare was influenced by the Roman tragic dramatist Seneca and by the medieval ‘mystery’ plays. Seneca dealt with the theme of revenge and showed blood and horrible deeds on the stage without hesitation. Seneca was admired greatly in England at the time of renaissance. Numbers of tragedies were written following his style. Shakespeare very much enjoyed making fun of the languages of scholars and courtiers. This is probably the reason why in some of his dramas we find the use of pun. [2]

### **LITERATURE REVIEW**

A Shakespearean comedy is a type of romantic comedy in which the story ends happily, often with a marriage between the various characters. These comedies are light-hearted and often full of humor, making them a favorite among audiences. While the plots of Shakespearean comedies can vary, they often center around misunderstandings or mistaken identities that lead to plenty of comedy and eventually a happy ending.

Shakespearean comedies often center around misunderstandings or mistaken identities that lead to plenty of comedy and eventually a happy ending. This type of plot is perfect for exploring the human condition and poking fun at the foibles that we all share. Shakespeare was a master at creating these types of stories, and his comedies continue to entertain and enlighten audiences centuries after they were first written. Marriage plays an important role in a typical Shakespearean comedy. By the end of the play, most of the main characters are usually married or betrothed. This not only resolves the conflict in the story but also affirms the values of marriage and stability. The institution of marriage is often upheld as a positive force in these comedies, one that brings happiness and resolution.[3]

### **DISCUSSION AND RESULTS**

If comedy characters are to cause laughter, they have to be imagined in isolation, just as they must be sympathized with tragic characters. Otherwise, comedy characters will be sadly pathetic or tragic characters will be unreasonably ridiculous. Some satirists boldly assert that they have been filthy and unfeeling hooligans in order to invite us to the humiliating mockery of stupid and bad-tempered people. The major concern of comedy is the correction of excesses, both in the fool and in the

philosopher. The beginning of the debate is not unrelated to the view of Horace Walpole (2009) who believes “some people think that the world is a comedy for them and others suppose it is a sad story” (p.104). Walpole (2009) maintains that “comedy means judgment” (p.97). We should consider the humorist as a character who has a kind of stupidity in his time or vice in his nature. In comedy, we are invited to watch the actions of mortal human beings, as they must appear in the eyes of a wise person with sufficient impartiality and disinterest, so that we can always find them amusing. We are called into a particular atmosphere to laugh from the bottom of our hearts or smile carelessly at the futility and bad luck that we know from experience for those whose interests, feelings and weaknesses are involved, can be anything but laughter. [4]

### CONCLUSION

This article has tried to examine some features of *As You Like It*, arguing that Shakespeare's comedy is poetic not traditional; although it is creative, it's not solely mixed with humor. His style is more imaginative than pure reasoning; that is, he has an artistic, not necessarily a critical, vision. As Shakespeare builds his romantic world, he seeks to present his reality or perspective on life through the imagination of a playwright. Shakespeare meets the aesthetic needs of the Elizabethan era that wanted a play that could satisfy both the romantic and the humorous instincts of the audience. Perhaps it can be said that in this play, Arden Forest issues its final verdict, because if the play reveals the ultimate truth, its final effect will be negative. In the desire to escape to our magical world, we are always confronted with reality. Reason is not deceived by our illusions. In the play, however, the ideals, although always on the verge of extinction, are constantly recreating themselves. These do not mislead the eye of reason, but in spite of all the interventions of reason, faith in them does not fade away.[5]

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## WOMEN WRITERS IN VICTORIAN ERA

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### ABSTRACT

A number of women writers lived and worked in literature during the Victorian era. This article gives information about some of Victorian women writers and their position in society.

**Keywords:** Victorian period, female poets, Bronte family, George Eliot.

### INTRODUCTION

During the time when Queen Victoria ruled from 1837-1901, cities grew and became crowded with poor living conditions, many people had to work long hours in factories. This period named the Victorian Era. During the time in literature, books and stories often showed regular people, difficult lives, and important lessons about right and wrong. They were designed to do more than provide fun and amusement. People in the Victorian era liked hero stories and traditional art. The books written during the Victorian era talked a lot about these topics. There are writings from more than 60 authors, including such well known writers as Harriet Martineau, Laetitia Landon, Frances Trollope, Elizabeth Barrett Browning, Charlotte Bronte, Emily Bronte, Florence Nightingale, Elizabeth Gaskell, Barbara Bodichon, George Eliot, Christina Rossetti, Margaret Oliphant and more[1].

### FINDINGS

One of them Charlotte Bronte. Charlotte Bronte's dad, Patric Bronte, was a poor Irish man who became a clergyman in a small, isolated town called Haworth in Yorkshire. Charlotte's mother passed away in 1821 when she was only five years old. Her mother's sister, who was her aunt, raised the family carefully, but without much love or understanding. Charlotte, along with her two younger sisters Emily and Anne, went to a few boarding schools where they got a better education than most girls did at that time [2]. The schools were tough places to be. During that time, there were very few jobs for women. The Bronte sisters spent their lives at home, and only had some work as governesses or schoolteachers occasionally. The sisters didn't have much money and were shy and lonely. They liked to draw, play music, read, and write. Their being alone caused them to feel lonely and separated from others. Early



growth of their ability to imagine things. In 1846, the sisters wrote a book of poems together using male names. They worked under the names Currer, Ellis, and Acton Bell. Not long after, all three sisters wrote and published their first books. Charlotte Bronte's well-known book "Jane Eyre" was released in 1847 using her pen name Currer Bell [3]. It is a book that criticizes society. In this book, a lot of focus is given to the education system. Charlotte Bronte knew a lot about it because she was a teacher. She thought that education was really important, and that if schools and teaching were better, many social problems could be solved. This book is a true story about the author's own life. The author used the main character to remember her awful time at boarding school and her job as a governess in a big house. Rochester is a made-up character in the book who is in charge of the house. "Jane Eyre" was very popular and did very well. Charlotte Bronte wrote three more books. The first book, "The Professor", was published in 1857 after she died. The second book called "Shirley" was released in 1849. The most well-liked out of these three books, "Villette," came out in 1853 [4]. It is about Charlotte's sad time working as a governess in Brussels. She had believed she would have more exciting and better experiences. So, her work is based on real life, but also includes things that people wish for. She was brave enough to study people's lives more closely than most people did at that time, but because of the shyness of her era, she couldn't fully explore her ideas.

George Eliot is the name Mary Ann Evans used when she wrote books. She was a very important English writer during the Victorian times. Mary Ann Evans was born in Warwickshire in 1819. This is where she was from and the year she was born. She went to very good private schools and had tutors who taught her well. After her dad died in 1849, she went to Europe and made a home in London. She wrote for big magazines. Smart people from Britain they thought she was one of the smartest people of her time. Before she started writing made-up stories, she translated a lot of difficult German books about thinking into English. When Mary Ann Evans started to write stories in 1858, she used the name George Eliot. This showed how seriously she took her new job as a writer. Many women writers in Victorian England were successful and used their real names. But people thought they only wrote novels for women. When Evans started writing books using a different name, she was showing that she wanted to be as good as the best writers of her time. She was the smartest and most mature woman writer of the 1800s. Her stories are about the middle-class life she had when she was growing up in the countryside. George Eliot wrote kindly and wisely about regular English folks who lived in the countryside and small towns. She wrote about serious issues in how people should act and how society works. Her first



book called "Adam Bede" was published in 1859. It is a sad love story. Her books "The Mill on the Floss" and "Silas Marner" take place in the countryside. Her book "Ramola" is a story set in old-time Florence. George Eliot wrote a book called "Felix Holt, Radical" in 1866 [5]. It is her only book about politics. People think it is not as good as her other books. George Eliot's most important work "Middlemarch: A Study of Small Town Life" (1871-1872) [6] is a long story about many complicated people and how they affect and respond to each other. Her latest book "Daniel Deronda" shows that the author understands and cares about Jewish culture. She was so focused on understanding the complex structure that it didn't stop her from being creative. She was able to write in English like Balzac. In George Elliot's writing, she wants to make the novel more interesting by adding new ideas and understanding the characters better.

### CONCLUSION

In the Victorian era, women wrote literature but used men's names such as Currer Bell and George Eliot. The atmosphere and small number of women in the literature of that time caused it. Even so, the writers mentioned above became popular not just now, but also when they were alive.

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## THE CONSONANT SYSTEM OF ENGLISH AND DIFFERENCE BETWEEN VOWELS

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### ABSTRACT

This comprehensive article on English consonants provides a thorough exploration of the intricate world of speech sounds in the English language. The systematic breakdown of consonants based on articulatory features, including place and manner of articulation, as well as voicing, offers readers a nuanced understanding of the diverse sounds present in English phonetics. From the discussion on bilabial stops to voiced velar nasals, the article covers a wide spectrum of consonantal sounds, facilitating a holistic comprehension of their production mechanisms.

**Keywords:** consonants, acoustic classification of English consonants, the manner of articulation, the place of articulation, voicing.

### INTRODUCTION

There is a very old separation between vowels and consonants. However, the division's underlying premise is still not entirely obvious, and it's not entirely clear where the boundaries are. It is implied by the outdated name "consonants" that vowels are necessary for the pronunciation of consonants. However, it is known that they frequently do so; this may be heard, for example, in the sound that begs for silence:

Vowels are typically syllabic, but this does not exclude consonants from creating syllables. Conversely, these sounds could also be syllabic, and there are several examples of syllabic sonorants independently producing syllables in the English language. Vowels are melodic tones acoustically.

#### **The articulation of English consonants.**

Noise is an essential component of a consonant. An obstacle is the source of the noise. The following kinds of obstructions exist when producing consonants: There are three types of occlusion: 1) total occlusion (closure), 2) constriction (narrowing), and 3) occlusion-constriction (closure immediately followed by restrictive action). The sound made when a closure is removed is called a plosion, while the sound made as the air stream moves through a constriction is called friction. When a narrowing occurs after closure, the two effects are combined. The articulation of English consonants involves the manipulation of

airflow using various parts of the vocal tract. Here are examples based on place of articulation, manner of articulation, and voicing:

1. Place of Articulation:

Bilabial: “p” (voiceless), “b” (voiced)

Labiodental: “f” (voiceless), “v” (voiced)

Alveolar: “t” (voiceless), “d” (voiced)

Palatal: “tʃ” (voiceless, as in "church"), “dʒ” (voiced, as in "judge")

Velar: “k” (voiceless), “g” (voiced)

2. Manner of Articulation:

Stops: p, b, t, d, k, g

Fricatives: f, v, s, z, ʃ (as in "shoe"), “ʒ” (as in "measure"), “h”

Affricates: “tʃ”, “dʒ”

Nasals: “m, n, ŋ” (as in "sing")

Liquids: “l, r” (as in "run")

3. Voicing:

Voiceless: p, f, t, s, ʃ, k

Voiced: b, v, d, z, ʒ, g

Understanding these categories helps in describing how each consonant is produced.

**The place of articulation**

1. Bilabial Consonants:

P: Voiceless bilabial stop - Airflow is blocked by bringing both lips together.

B: Voiced bilabial stop - Similar to “P” but with vocal cord vibration.

2. Labiodental Consonants:

F: Voiceless labiodental fricative - Air flows between the bottom lip and upper front teeth.

V: Voiced labiodental fricative - Similar to “F” but with vocal cord vibration.

3. Alveolar Consonants:

T: against the alveolar ridge.

D: Voiced alveolar stop - Similar to “T” but with vocal cord vibration.

S: Voiceless alveolar fricative - Air flows between the tongue and alveolar ridge.

Z: Voiced alveolar fricative - Similar to “S” but with vocal cord vibration.

4. Palatal Consonants:

tʃ: Voiceless palato-alveolar affricate - The tongue blocks airflow at the postalveolar region.

dʒ: Voiced palato-alveolar affricate - Similar to “tʃ” but with vocal cord vibration.

#### 5. Velar Consonants:

K: Voiceless velar stop - The back of the tongue blocks airflow at the velum.

G: Voiced velar stop - Similar to “K” but with vocal cord vibration.

ŋ: Voiced velar nasal - The velum is lowered, allowing air to flow through the nasal cavity.

#### 6. Glottal Consonant:

H: Voiceless glottal fricative - Air flows through a partially closed glottis.

These descriptions focus on how and where each sound is produced in the vocal tract. Practice and awareness of these articulatory features can aid in improving pronunciation.

#### **The manner of articulation**

Manner of articulation refers to how the airflow is restricted or modified to produce a consonant sound. Here are examples for different manners of articulation:

##### 1. Stops:

P (voiceless): The airflow is completely stopped by closing the vocal tract, then released.

B (voiced): Similar to “P” but with vocal cord vibration.

##### 2. Fricatives:

F (voiceless): Air is forced through a narrow constriction, creating friction between articulators.

V (voiced): Similar to “F” but with vocal cord vibration.

S (voiceless): Air flows through a narrow gap, creating a turbulent sound.

Z (voiced): Similar to “S” but with vocal cord vibration.

##### 3. Affricates:

tʃ (voiceless): Begins with a stop, followed by a fricative, creating a combined sound (e.g., "ch" in "chat").

dʒ (voiced): Similar to “tʃ” but with vocal cord vibration (e.g., "j" in "judge").

##### 4. Nasals:

M (voiced): Air flows through the nasal cavity, and the oral passage is closed (e.g., "m" in "mango").

N (voiced): Similar to “M” but with the tongue against the alveolar ridge (e.g., "n" in "nice").

ŋ (voiced): Similar to “N” but with the tongue against the velum (e.g., "ng" in "sing").

##### 5. Liquids:

L (voiced): The tongue allows air to flow around it, creating a liquid sound (e.g., "l" in "like").

ɹ (voiced): The tongue is more retracted, creating another liquid sound (e.g., "r" in "run").

Understanding these manners of articulation helps in grasping how different consonant sounds are physically produced.

### Voicing

Voicing refers to the vibration or lack of vibration of the vocal cords during the production of a consonant. Here are examples for voicing:

#### 1. Voiceless Consonants:

P: Voiceless bilabial stop - No vocal cord vibration while producing the sound.

F: Voiceless labiodental fricative - Air flows without vocal cord vibration.

T: Voiceless alveolar stop - No vocal cord vibration during the production of this sound.

S: Voiceless alveolar fricative - Produced without vocal cord vibration.

K: Voiceless velar stop - No vocal cord vibration is involved.

#### 2. Voiced Consonants:

B: Voiced bilabial stop - Vocal cords vibrate while producing this sound.

V: Voiced labiodental fricative - Produced with vocal cord vibration.

D: Voiced alveolar stop - Involves vocal cord vibration.

Z: Voiced alveolar fricative - Created with vocal cord vibration.

G: Voiced velar stop - Vocal cords vibrate during the production of this sound.

#### 3. Voiced Nasals:

M: Voiced bilabial nasal - Vocal cords vibrate while producing the nasal sound.

N: Voiced alveolar nasal - Involves vocal cord vibration.

ŋ: Voiced velar nasal - Vocal cords vibrate during the production of this nasal sound.

Recognizing the presence or absence of vocal cord vibration is crucial for distinguishing between voiced and voiceless sounds in English pronunciation.

### Difference Between Vowels and Consonants in Tabular Form

Parameters of Comparison	Vowels	Consonants
Meaning	Basic speech sounds like vowels are produced by an open vocal tract.	Basic speech sounds known as consonants are produced when the vocal folds are partly or fully closed.
Total number of	The vowels total five.	There are 21 of them.

<b>alphabets</b>		
<b>The total amount of English sounds</b>	English has around 20 different vowel sounds.	In English, there are around 24 consonant sounds.
<b>Syllable</b>	Syllables are composed mostly of vowels.	For the creation of a syllable, the consonant needs a vowel.
<b>Speech sound</b>	Speech sound in a vowel is unrestricted by the vocal tract.	Speech sound in consonants is constrained in the vocal tract and is accompanied by vocal cord vibration.

Vowels are spoken sounds that are formed by the vocal tract being somewhat open, the vocal cords vibrating, but there is no discernible friction. A basic speech sound, or consonant, is one in which the breath is partially or completely blocked. Therefore, the major difference between vowels and consonants lies in their articulation; a vowel is articulated with an open vocal tract whereas a consonant is uttered with entire or partial closure of the vocal tract.

- Consonants are defined as the sounds articulated by temporary interruption in the air stream which passes through the mouth. The articulators can create a "partial," "intermittent," "total," or just a constriction that's enough to generate friction as an obstacle. Almost all articulators are engaged in the articulation of consonants.

Conversely, vowels are sounds that are produced in the absence of any airway constriction. The tongue is the only articulator that is used in their production. All vowel sounds are voiced and oral in nature because they raise the soft palate, which totally blocks the nasal cavity, when they are produced.

- Another significant difference is that consonants frequently occur as syllable marginal elements. They seldom form the nucleus, or centre, of the syllable except in some situations. A vowel typically forms the core or nucleus of a syllable. The syllable and syllable structure rubric has more information on this.

## CONCLUSION

In summary, the exploration of English consonants reveals a structured system guided by articulatory principles. The categorization based on place and manner of articulation, along with voicing distinctions, unravels the complexity of speech sounds. From the bilabial stops to the velar nasals, each consonant plays a distinct role in shaping the phonetic landscape. The contrast between consonants and vowels is fundamental, showcasing how consonants involve airflow restriction and contribute to syllabic structure, while vowels maintain an open vocal tract, forming the core of syllables. This systematic



understanding not only aids in honing pronunciation skills but also deepens the comprehension of the dynamic relationship between anatomy and language. In essence, the study of consonants is a gateway to appreciating the nuanced beauty embedded in the fabric of spoken English.

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## YURTIMIZDA FAOLIYAT YURITAYOTGAN MUZEYLARNING AHAMIYATI VA ULARNING TURIZMGA TA'SIRI

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### ANNOTATSIYA

Ushbu maqola O'zbekistonda faoliyat yuritayotgan muzeylar haqida. Muzeylar faqat madaniy ko'rgazmalar, ular bizni o'tmishga sayohat qilishga taklif qiladigan yollanma yulduzlardir. O'zbekiston muzeylari 130 yillik tarixga ega. Respublika bo'ylab muntazam harakatlanadigan 1200 dan ortiq turli yo'nalish va yo'nalishlar tashrif buyuruvchilarni quvontirmoqda. Muzeylar doimiy ravishda boyib, kengayib bormoqda.

**Kalit so'zlar:** muzey, eksponat, turistlar, tarix, dam olish kunlari

### KIRISH

Tarixni anglashda uni kelajak avlodlarga qoldirishda muzeylar juda ham katta ahamiyatga ega hisoblanadi. Shu boisdan O'zbekistonda 1990-yillardan keyin ko'plab muzeylar mamlakatning turli joylarida o'z ishlarini boshladi, ko'plab muzeylar butunlay yangidan barpo etildi, boshqalari kapital ta'mirdan chiqarildi. Zamonaviy muzeylarning ko'plarida tadqiqot va ta'lim-tarbiyaviy vazifalarning bir butunligi mujassamlashgan. Muzeyning o'ziga xos ilmiy ommaviy va tarbiyaviy shakllari -ekspozitsiya va ko'rgazmalardir. Zamonaviy ilmiy tasnifda muzey tur va sohalar bo'yicha farqlanadi. Ijtimoiy vazifasiga ko'ra ilmiy tadqiqot-ma'rifat (muzeyning asosiy qismini tashkil etadi, ba'zan ular xalq muzeyi, ommaviy muzey deb ham ataladi), tadqiqot (ilmiy tadqiqot institutlari qoshida o'ziga xos laboratoriya vazifasini o'tovchi) va o'quv muzeyiga bo'linadi. Sohalar bo'yicha tarix, qishloq xo'jaligi, tabiatshunoslik, san'atshunoslik, adabiyot, texnikaga oid va boshqa muzeylarga bo'linadi. Shuningdek, muzeyning memorial muzeylar, majmua o'lkashunoslik kabi turlari ham bor.

### ASOSIY QISM

O'zbekistonda 350 dan ortiq muzey va muzey faoliyati bilan bog'liq ko'rgazma muassasalari mavjud. Madaniyat vazirligi ma'lumotlariga ko'ra, ularning 90 tasi davlat muzeylaridir. Muzeylar xazinasida, asosan, moddiy va tasviriy narsalar, shuningdek,

san'at asarlari jamlanadi, shu bilan birga yozma manbalar, qadimdan hozirgi davrgacha bo'lgan tarixiy qimmatga ega qo'lyozmalar saqlanadi.

**MUZEY** (yunoncha, musion - muzalarga bag'ishlangan joy) - tarixiy, moddiy va ma'naviy yodgorliklarni to'plash, saqlash, o'rganish va targ'ib qilish ishlarini amalga oshiruvchi ilmiy, ilmiy ma'rifiy muassasalar. O'zbekistonda Muzeylar 19-asrning ikkinchi yarmida tashkil etila boshlagan va 20-asrning boshida O'zbekistonda faqat 3 muzey-Toshkent o'lkashunoslik muzeyi 1876 - yil, hozirgi O'zbekiston tarixi muzeyi, Samarqand xalq muzeyi 1896, hozirgi Akmal Ikromov nomidagi O'zbekiston xalqlari madaniyati va san'ati tarixi muzeyi, Farg'ona xalq muzeyi 1899, hozirgi Farg'ona viloyati o'lkashunoslik muzeyi, bor edi. Ularning to'plamlari kam, ekspozitsiyalarining ko'pi tasodifiy materiallardan tashkil topgan edi. Mustaqillik yillarida muzeylar va madaniyat yodgorliklari davlat ixtiyoriga o'tkazilib, muhofaza qilina boshlandi. Ilmiy ekspeditsiyalar uyushtirilib, muzeylar uchun kolleksiyalar to'plash ishi yo'lga qo'yildi va ko'plab muzeylar tashkil etildi.

Davlat statistika qo'mitasi ma'lumotlariga ko'ra, 2022 yil 1 yanvar holatiga O'zbekistondagi muzeylar soni 127 nafarni tashkil etib, eksponatlar soni 12,17 milliondan oshgan va ularga 2021 yil davomida 5 million 100 ming kishi tashrif buyurgan. Qo'mitaning ma'lum qilishicha, O'zbekistondagi eng ko'p tashrif buyuruvchilarga ega bo'lgan top-5 muzeylari quyidagilar: Qoraqalpog'iston Respublikasi I.V. Savitskiy nomidagi davlat muzeyi – 48,3 ming kishi

Temuriylar tarixi davlat muzeyi – 86,5 ming kishi

Xivadagi "Ichan-Qala" majmuasi – 211,9 ming kishi

Buxoro davlat badiiy me'morchilik muzey qo'riqxonasi – 399,4 ming kishi

Samarqand davlat badiiy muzey qo'riqxonasi – 683,9 ming kishi

Hozir bir qancha O'zbekistondagi taniqli muzeylarni ko'rib o'tamiz :

Har yili 18-may kuni dunyoning 150 dan ortiq mamlakatlarida Xalqaro muzeylar kuni nishonlanadi. Uni nishonlash to'g'risidagi qaror 1977-yilda Xalqaro muzeylar kengashining navbatdagi yig'ilishida qabul qilingan. O'zbekiston amaliy san'at va hunarmandchilik tarixi davlat muzeyida soat 9:00 dan 18:00 gacha ochiq eshiklar kuni tashkil etiladi.

### **O'zbekiston Davlat San'at muzeyi**

O'rta Osiyoda ilk bor tashkil etilgan badiiy muzey hisoblanadi. 1918-yilda Toshkent shahrida Xalq universiteti muzeyi sifatida asos solingan. Muzeida O'rta Osiyoda yashab ijod etgan rassomlarning 250 ga yaqin san'at asarlari to'plangan. Muzei fondi 50 mingdan ortiq eksponatlarga ega. Binoning 4 tomoniga O'zbekistonda ishlab chiqarilgan zamonaviy oynalar o'rnatilgan, ular zallarni bir xilda mayin yoritib turishi san'at asarlarini tabiiy yorug'likda ko'rish imkonini beradi.

### **Savitskiy nomidagi Qoraqalpog'iston Davlat San'at muzeyi**

Respublikadagi yirik muzeylardan hisoblanadi. Nukus shahrida 1966-yilda tashkil topgan, 1984-yildan N.V.Saviskiy nomi bilan ataladi. Muzeyga taniqli etnograf, restavrator Igor Saviskiyning sa'y-harakati va u to'plagan qoraqalpoq xalq amaliy san'ati asarlari negizida asos solingan. Muzey eksponatlari monografiya (etud, chizgidan tortib to yetuk asarlar) tartibida to'plangani bilan qimmatli hisoblanadi. Unda barcha eksponatlar zich joylashgan, ekspozitsiyalarda to'plamni to'laqonli namoyishiga erishiga qarab joylashtirilgan.

### **“Afrosiyob” Samarqand tarixi muzeyi**

Samarqand shahar tarixi muzeyi 1970-yilda tashkil etilgan. Muzey Afrosiyob shaharchasida – Samarqandning qadimiy, mo'g'ullar istilosigacha bo'lgan qismida joylashgan. Muzey ekspozitsiya zallarida miloddan avvalgi birinchi ming yillikning o'rtalaridan XIII asrning boshlarigacha bo'lgan shahar tarixini yorituvchi eksponatlar namoyish etilgan. Afrosiyob qazishmalaridan topilgan osori-atiqalar asosida O'rta Osiyoda musulmon uyg'onish davri tarixi va madaniyati eksponatlari o'rin olgan. Eksponatlar mavzusi Samarqandning IX-XIII asrlarga oid moddiy madaniyati tarixini yoritgan.

### **Amaliy san'at va hunarmandchilik tarixi davlat muzeyi**

1927 yilda O'zbekiston ustalarining eng yaxshi ijod namunalari ko'rgazmasi tashkil qilingan. So'ng, bu doimiy ko'rgazmaga aylantirilib, “O'zbekiston xalq xo'jaligi ko'rgazmasi” nomini oldi. 1997 yilda sobiq ko'rgazma O'zbekiston Respublikasi Madaniyat ishlari vazirligi tasarrufiga o'tkazildi va “O'zbekiston amaliy san'at muzeyi” maqomiga ega bo'ldi. Muzey binosi xalq me'morligi va bezak san'atining nodir namunasi hisoblanadi. Uni qurish va bezashda Buxoro, Samarqand, Toshkent, Xiva va boshqalar shaharlardan kelgan ustalar qatnashgan, bino ganch va yog'och o'ymakorligi, naqqoshlik bilan jozibador bezatilgan.

### **Termiz Arxeologiya muzeyi**

2002 yili Termiz shahrining 2500-yillik yubileyi munosabati bilan rasman ochilgan. Undagi ko'plab eksponatlar arxeologik yodgorliklar va topilmalar bo'lib, hudud geografiyasi bilan bog'liq. Makedoniyalik Iskandarning bosqinidan to Yunon-Baqtriya podsholigining qulashigacha bo'lgan, o'zida mujassamlangan eksponatlar mavjud. Numizmatika ko'rgazmalar zalida numizmatikaga oid qimmatbaho buyumlar va topilmalar o'z o'rmini egallaydi. Ayvon ostidagi galereyada katta hajmdagi eksponatlar joylashgan. Kutubxonada 3700 dan ortiq qo'lozma, tarixiy adabiyot va badiiy kitoblar mavjud.

O'zbekiston Respublikasining “Milliy muzey fondi tarkibiga kiritilgan muzey ashyolari va muzey kolleksiyalarini kirib ko'rish tartibi hamda shartlari to'g'risida nizom”ning 6-bandiga asosan: Bolalar va o'smirlarning madaniy-tarixiy merosdan foydalanish va ular bilan tanishish imkoniyatini kengaytirish maqsadida haftaning har

seshanba va juma kunlari 18 yoshgacha bo'lgan bolalar va ularga hamrohlik qiluvchi ota-onalar (yoki ularning o'rnini bosuvchi shaxslar) Milliy muzey fondi tarkibiga kiritilgan muzey ashyolari va muzey kolleksiyalarini kirib ko'rish uchun davlat muzeylariga bepul kiritiladi. Shuningdek, Nizomda Milliy muzey fondi tarkibiga kiritilgan muzey ashyolari va muzey kolleksiyalarini ko'rish uchun har yilning 2-8 sentabr kunlari tashkillashtirilgan "Muzeylar haftaligi" doirasida aholi davlat muzeylariga bepul kiritilishi ham belgilab qo'yilgan. Davlat muzeyiga 18 yoshga to'lmagan bolalar va aholining bepul kirishi hisobini yuritish Madaniyat vazirligi tomonidan tasdiqlangan maxsus jurnal asosida amalga oshiriladi. Muzey ashyolari va muzey kolleksiyalarini jumladan, davlat muzeylarida turgan muzey ashyolari va muzey kolleksiyalarini bepul kirib ko'rish tartibi va shartlari bilan bog'liq qoidalari muzey hududining tashrif buyuruvchilar uchun tanishishga qulay bo'lgan joyiga o'rnatilgan bo'lishi kerak.

### **XULOSA**

Muhtasar qilib aytganda, ajdodlarimizdan meros bo'lib qolgan noyob yodgorliklarni asrab-avaylash, asrlar osha bizgacha yetib kelgan asori-atiqalarni saqlash hamda kelajak avlodga bus butun yetkazishda madaniy muassasa bo'lgan muzeylarning o'rni va ro'li beqiyos. Birinchi navbatda o'zimizning xalqimizni va bolalarni yoshlikdan qiziqtirib, ularga tariximizni o'rgatib davom ettirsak mubolag'a bo'lmaydi. Qachonki ichki turizm rivojlansa va ichki turizm uchun yaxshidan-yaxshi sharoitlar qilinsa, ana undan keyin boshqa mamlakatlardan turistlarni jalb qila olamiz. Muzeylarimizga ko'proq turistlarni jalb qila olsak, madaniy merosimiz haqida ularga bilim bersak ham manan ham iqtisodiy jihatdan yurtimiz, jamiyatimiz yuksaladi.

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# ROLE OF USING INTERNET RESOURCES TO DEVELOP LANGUAGE SKILLS

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## ABSTRACT

This article shows the role of using internet resources to develop language skills. In particular, the advantages in conducting classes using internet resources. The article focused on teaching young people today using foreign languages as well, due to their interest in the internet. In general, opinions have been expressed about the effectiveness of learning a foreign language using new methods, games, innovative technologies and internet resources. You can also see that even at the stages of learning a foreign language, the role of the internet has found a vivid expression of relevance. At each stage, ideas were made about the possible use of information resources and technology to improve skills.

**Keywords:** language, development, internet, resource, sites, foreign language, videos, methodology

## INTRODUCTION

The Internet provides unique opportunities for learning a foreign language, creates a natural language environment. First, let's remember the features of the science of "foreign language". The main goal is the formation of communicative competence, which ensures the formation of the ability to inter-cultural interaction. In our time, this is the most demanded goal among students. Another feature of the science of "foreign language" should be borne in mind. Teaching speech activity is possible only in communication, in live communication. When preparing for the next lesson, it is important for the teacher to keep in mind the didactic features and functions of each of the selected teaching aids, to clearly imagine that for some methodological tasks this or that learning tool may be the most effective. Using the information resources of the internet, you can add them to the educational process, more effectively solve a number of didactic tasks in the lesson:

- *Improving listening skills based on real voice texts on the internet;*



- *replenishment of active and passive vocabulary of modern language;*
- *to form a stable motivation for activities in a foreign language.*

The inclusion of network materials in the content of the lesson allows students to better understand life on the planet, participate in joint research, scientific and creative projects, develop interest and skills. Recently, the method of projects has found more and more supporters. It is aimed at developing an active independent thinking of the child and teaching him not only to memorize and reproduce the knowledge given by the school, but also to be able to put them into practice. The methodology of the project is characterized by the cooperativity of the tasks performed when working on the project, the activities carried out are essentially creative and student-oriented. It assumes a high level of individual and collective responsibility for each task for the development of the project. The joint work of a group of students on the project is inseparable from the active communicative interaction of students. The methodology of the project is one of the forms of Organization of research cognitive activity, in which students occupy an active subjective position.

The subject of the project can be related to a single subject area or have an interdisciplinary character. When choosing a project topic, the teacher should take into account the interests and needs of students, their capabilities and the personal significance of the upcoming work, the practical significance of the result of the work in the project. The completed project can be presented in different forms: article, recommendations, album, collage, etc.

One of the Internet resources is video, film and cinema. The advantage of the video is its emotional impact on students. Therefore, attention should be paid to the formation of personal attitudes of schoolchildren to what they see. The use of video helps to develop various aspects of students' mental activity, especially attention and memory. The classroom has an environment of joint cognitive activity during vision. In such conditions, even a careless student will be attentive. To understand the content of the Film, students need to make some effort. Thus, involuntary attention is arbitrary, its intensity affects the memorization process.

The use of various information input channels (auditory, visual, motor perception) positively affects the power of recording regional and linguistic materials. Thus, the psychological characteristics of the influence of educational videos on students help to activate the educational process and create favorable conditions for the formation of communicative competence of students.

*In place of the conclusion*, it should be said that computer technologies are gaining importance in teaching foreign languages today. Informatics, digital technology sciences have also been associated with the methodology of teaching a

foreign language. The global education system of the 21st century is characterized by the use of the internet. Today, the main goal of modern technologies and the internet in the educational process is to create the most suitable materials and methods for teachers and students. To achieve these goals, we need to develop some activities, such as different sources of Information, different perspectives, encouraging students to think independently, to look for their well-founded positions. Moreover, in today's time of development of information technology, internet, artificial intelligence, people have enough base for learning language capabilities and it is developing day by day. The student has the opportunity to learn the language at home, on the street, while walking and even at work.

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## THE WAYS OF TEACHING SPEAKING TO ELEMENTARY LEARNERS

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### ABSTRACT

This article discusses the problem of teaching speaking skills in foreign language lessons. The main difficulties of the formation of this skill are revealed and the ways of their solution are proposed. Provides examples of online applications and innovative technologies for effective teaching of speaking in primary school.

**Keywords:** speaking skill, English, primary school, applications, innovative technologies.

### INTRODUCTION

Knowledge of a foreign language (FL) in the modern world is not just a useful skill, but also a kind of necessity. English language (LA) is international today. It can be useful both when communicating with citizens of other countries, and for life in your home country. Every day in the Russian language there are new words borrowed from English, in their lives people come across English names, terms, etc. Knowledge of the English language is not a whim, but a good addition to the luggage of knowledge. Every year in many parts of the world a considerable number of persons find themselves called upon to teach English to those whose mother tongue is not English. Their pupils may be children or adults; and range from those who already have some knowledge of English either in its spoken or written form to those who know not a single word of the language. mother tongue of those who are about to engage in such teaching is usually English, but to some of them English is a foreign language in which they may or may not be proficient. But in either case they find themselves taking on a job which is unfamiliar to them. They have rarely been specially trained to teach English as a living language and as a means of immediate communication. their pupils already have some knowledge of English, the teacher more often than not has recourse to a reading book, and causes his pupils to read - with or without the process of translation. Or, if a command of the spoken language is the objective, they content themselves with carrying on «conversation» with their

pupils. In the latter case such teachers find themselves at a loss.

### **LITERARY ANALYSIS AND METHODOLOGY**

Lately, interest in the English language as a means of international communication has grown substantially. English has already become the language of professional communication in various spheres of life. Most students wish to learn to speak English; that is why speaking plays a primary role in teaching oral communication. Speaking is considered to be one of the four macro skills necessary for effective communication in any language according to most research, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially on the Internet, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication competence.

In Russia, like in many other countries, the problem of speaking skills is crucial. A number of researchers investigated this field and came to the conclusion about students' low level of speaking ability and their inability to speak confidently and fluently. One among the many reasons to take into consideration might be the lack of confidence and anxiety about making errors as stated by Trent (2009) and in other related studies. Most college students are not confident in their ability to learn to speak; teachers must overcome their reluctance in order to change this situation.

As a rule, being willing to communicate is part of becoming fluent in a second language, which often is the ultimate goal of language learners. For example, Julius Kuhl's 1 theory of action control is introduced as an expansion of the conceptual framework for the study of Willingness to Communicate (WTC). Kuhl proposed three key concepts: preoccupation, volatility, and hesitation, which form part of the base from which WTC in the second language is built.

Other factors dealing with willingness to communicate can be divided into individual differences in the linguistic and non-linguistic outcomes of language learning, such as motivation, aptitude, language learning strategies, language anxiety, and others (Dörnyei, 2005). They have been a key focus of second language research for over 50 years (Gardner, 2009).

Recently, MacIntyre (2007) drew attention to the learner's decision to voluntarily speak the language when the opportunity arises, even as basic language skills are being acquired. Nevertheless, despite the emphasis on communication in modern language pedagogy and the well-accepted view that learners require practice in speaking in order to learn (MacIntyre, 2003), some language learners habitually choose to remain silent.

### **DISCUSSION AND RESULTS**

First, each teacher, before giving students speaking tasks, must work out all new words, repeat their pronunciation, write a transcription, give examples of using these words etc. In this case, the students will have more confidence during communication in the EL. Secondly, the teacher should be given speaking tasks only on the topics covered so that the students freely and consciously use words, constructions, clichéd phrases and grammar rules on this topic. Thirdly, it is important for the teacher to ask those questions that students can answer on their own. These should be accessible topics from life. In elementary school, these may include questions about school, hobbies, family, travel, etc. There is no need to ask children about something abstract and incomprehensible. To increase motivation in learning foreign language, it is important for a child to understand why he needs a language, it is important for him to feel his progress in learning foreign language. Therefore, it is important that a foreign language is used not only in the classroom, but also outside the classroom. At the same time, the skills acquired by the child will be appreciated by his parents, friends, classmates, etc. In order for all students to have the time and opportunity to communicate at the FY, it is important to think over all parts of the lesson so that no child is sitting idle. It is important to make extensive use of group and pair work, in which it is possible to discuss various topics. Such types of work will contribute to the development of not only speaking skills, but also motivation, thinking and interest in FL. We should also not forget about such an important means of didactic influence on an elementary school student as a teacher's speech. It is the functionally structured and qualitatively verified speech of the teacher that contributes to the creation of conditions in the lesson that ensure the productivity of the educational process.

In addition, in order for students to study English more diligently, the teacher needs to conduct their lessons in an interesting and dynamic way, using interactive forms of work. Using an interactive approach to teaching foreign language, you can optimize the process of mastering the skills of basic school foreign language communication and make it more effective. In an interactive mode, you can conduct a series or all lessons for a given academic discipline [3, p. 69]. At the present stage, it will be effective to use various teaching application platforms while practicing speaking skills in foreign language lessons. These resources will be perceived with interest by schoolchildren, since in them the learning process is presented in a playful way. In addition, the use of such applications will facilitate the process of preparing for foreign language lessons for the teacher himself. Most applications already have predefined programs, games, dictionaries and assignments, so the teacher will only need to choose the most suitable ones and use them in the learning process.



1. ABC Kids. A bright and colorful app that allows kids to learn the English alphabet and words. For better memorization, all words are voiced, so this application will become an effective assistant in teaching speaking.

2. Luntik. Learning English. The application offers over 25 game tasks designed for preschool and elementary school children. At each level, children learn topics that are often found in our lives: clothes, furniture, dishes, numbers, etc., so for the speaking skill, mastering these 25 different everyday and at the same time important topics will be very useful.

3. Fun English. This application allows you to memorize not only words, but also various expressions. The course is divided into lessons, each topic is presented in different games, each such game trains the skills of speaking, listening and spelling. It is important to note that American and British accents were used in the voice-over of the app to help children learn to perceive and practice different pronunciations.

4. Monkey Junior. This application offers a rich course of learning English in a fun way for schoolchildren. The game is divided into three stages: first - learning new vocabulary, second - parsing sentences with new words, third - making sentences.

5. English for children with Keba. The app is efficient thanks to the immersion method. The characters describe funny situations in their world, so this game engages children in an interesting learning process. Thus, the cognitive interest of children in the study of FL is increased. You can use these training applications not only in the lessons of foreign language, but also as homework. In addition, students can use such applications on their own in their free time.

## CONCLUSION

Virtual tours of museums can be another effective means of developing the communication skills of younger students. Students can be offered tasks of the following type: describe the room / hall of the museum using certain lexical units and grammatical structures; complete a web quest around the museum, both individually and in pairs / groups, etc. Thus, students' language skills will be comprehensively formed, but their knowledge will also expand in various fields. In general, it is important for teachers to remember that foreign language lessons should be interesting and interactive. It is necessary to change the concepts of lessons, constantly offering children new tasks and exercises. These can be:

- role-playing games;
- discussions;
- mini-debates;
- tasks on training videos, etc.



The more creative the approach to organizing FL lessons, the more it will arouse the cognitive interest of students and their desire to improve their speaking skills and knowledge of the subject. The most important rule in teaching children to speak is to speak, as much as possible. The teacher should lead the lesson mostly in the FL, interact with children, invite children to engage in dialogue with each other, and also motivate students to use the FL in everyday life.

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## WAYS OF IMPROVING READING SKILLS

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### ABSTRACT

Researchers have found that teaching reading strategies is a key element in developing student comprehension. However, many teachers lack a solid foundation for teaching these reading comprehension strategies. Therefore, teachers need to be prepared on how to design effective comprehension strategies and how to teach these strategies to their students. Therefore this study aims to study the effective reading strategies in order to improve reading skills in language classes. The study is an action research applied to a number of 14 students in an intermediate level integrated skills course. The main question of the study is “Would reading strategies help my students’ reading comprehension studies?” The results of the study indicate that the students had an improvement to a great extent have been tutored about the reading strategies.

**Keywords:** reading comprehension, strategies, 3D Readers, CACSR, inference skills

### INTRODUCTION

Reading comprehension is a fundamental cognitive ability for children, that supports school achievement and successively participation in most areas of adult life. Therefore, children with learning disabilities (LD) and special educational needs who show difficulties in text comprehension, sometimes also in association with other problems, may have an increased risk of life and school failure. Although most of the literature deals with typical development, also cases of students with learning difficulties were considered. For example, Potocki et al. (2013) (see also Potocki et al., 2015) examined the effects of two different computerized programs with specific aims: one focusing on comprehension features, such as inference making and the analysis of text structure, the other considering decoding skills. Both training programs brought some benefits to reading comprehension, however larger effects were found with the program focused on comprehension with long-lasting effects in

listening and reading comprehension (see also Kleinsz et al., 2017). Studies by Johnson-Glenberg (2005) and Kim et al. (2006), using respectively the programs 3D Readers and CACSR, were able to promote reading comprehension abilities in middle school students through metacognitive activities. Thanks to these programs students also became more aware of reading strategies and implemented them more successfully during text comprehension. In particular, a study by Niedo et al. (2014), obtained positive results on silent reading in a small group of children struggling with reading using the “cloze” procedure. This procedure proposes exercises in which parts of a text, typically words, are missing and participants are required to complete the text guessing what is missing. y have an increased risk of life and school failure.

Thus, computerized programs generally seem to improve reading comprehension skills. However, it should be noticed that, in most cases, students were trained at school, without the personalized support of a clinician taking into consideration the cognitive and psychological needs of the child. In particular, to our knowledge, no program examined the effects of an internet-based distance reading comprehension program which allows the child to be trained at home in a personalized way. A useful aspect of an internet-based distance training is that the psychologist can monitor with the application (app) the child’s results and activities and write him/her some motivational messages, reducing the attritions present in programs carried out at home with the only supervision of parents. Literature concerning distance trainings is still rare, however, some evidence suggests that these programs may represent a good integration to other types of intervention, usually carried out at school, in a rehabilitation center or at home (e.g., Mich et al., 2013). Therefore, despite still preliminary, we think that it is relevant to present data about a distance program developed in Italy named Cloze (Cornoldi and Bertolo, 2013), devised for rehabilitation purposes but with potential implication also for educational contexts. Cloze has been developed to promote inferential abilities both at a sentence- and discourse-level using the “cloze” procedure. Several findings in the literature demonstrate that abilities, such as anticipating text parts and inference making, bring improvements in text comprehension (e.g., Yuill and Oakhill, 1988) and it has been shown that one way to promote inferential competences is to improve the ability to predict parts of the text that are missing or that follow, considering the available information: the “cloze” technique appears to be one of the most successful ways for this purpose (e.g., Greene, 2001).

In the current study the effectiveness of this training program has been tested on a clinical population who exhibited, for various reasons, difficulties in reading comprehension. Participants were 28 children (16 male and 12 female) attending a

private practice for learning difficulties in the city of La Spezia, in the north-west of Italy, from 3rd to 6th school grade (5 of 3rd, 9 of 4th, 11 of 5th and 3 of 6th grade), with a mean age of children of  $M = 9.79$  years ( $SD = 1.03$ ). Seventeen children had a current or past speech disorder: of these children 10 also had a LD (Learning Disabilities) and one was bilingual (speech problems were not due to bilingualism). The other 11 children had a LD or important learning difficulties, and one of them had also ADHD (Attention Deficit/Hyperactivity Disorder). For the goals of the study, all these children were considered together as they all presented a severe reading comprehension difficulty as reported by parents and teachers and confirmed by the initial assessment. All children had received a comprehensive psychological assessment (see Table 2), adapted to their particular needs and ages. In particular all children had an  $IQ > 80$  assessed with the Wechsler Intelligence Scale for Children-IV (WISC-IV; Wechsler, 2003) and did not have anxiety disorders, mood affective disorders or other developmental disorders, with the exception of the cases with language disorder and the case with ADHD. Children were not receiving any additional treatment, including medication. Written consent was obtained from the children's parents in the context of the private practice.

## **MATERIALS AND METHODS**

### **Pre-/Post-test Assessment and Procedure of the Training**

Each child started a training program through the distance rehabilitation platform Ridinet, using the Cloze app, after the assessment of learning and cognitive abilities, including comprehension assessment with two texts, one narrative and one informative (Cornoldi and Carretti, 2016; Cornoldi et al., 2017). Connection to the Ridinet web site was required in order to access to the app, three or four times a week for more or less 15/20 min. The period of use was of 3 months for 6 children and 4 months for 22 children. After this period children's comprehension was assessed again. Additionally, some questions were asked to parents and children about the app's utility and pleasantness. In particular, children were asked: "Do you think the program helped you improve your text comprehension skills?," "Did you like doing this program instead of the same exercises on paper?"; and parents were asked: "Was it difficult to start the Cloze activities on days when it had to be done?," "Compared to the beginning of the treatment, how do you currently judge the ability of your child to understand the texts?". For all questions, except the last one, the answer had to be given on a 5-point scale with 1 = not at all, 2 = a little, 3 = enough, 4 = very, 5 = very much. For the last question the answer changed on a 4-point scale with 1 = got worse, 2 = unchanged, 3 = slightly improved, and 4 = greatly improved.

### **Comprehension Tasks**



Reading comprehension was assessed with two texts, the first narrative and the other informative, taken from Italian batteries for the assessment of reading (Cornoldi and Carretti, 2016; Cornoldi et al., 2017). The texts range between 226 and 455 words in length, and their length increases with school grade (in order to have texts and questions matching the degrees of expertise at different grades the batteries include a different pair of texts for each grade). Students read the text in silence at their own pace, then answer a variable number of multiple-choice questions (depending on school grade), choosing one of four possible answers. There is no time limit, and students can reread the text whenever they wish. The final score is calculated as the total number of correct answers for each text. Alpha coefficients, as reported by the manuals, range between 0.61 and 0.83. For the purposes of the study we decided to use the same two comprehension texts, at pre-test and post-test, as the procedure offered the opportunity of directly examining and showing to parents changes in comprehension and previous evidence had shown the absence of relevant retest effects with this material in a retest carried out after 3 months (Viola and Carretti, 2019).

#### Distance Rehabilitation Program: Cloze

Cloze (Cornoldi and Bertolo, 2013) is an app for the promotion of text comprehension with the specific aim to recover processes of lexical and semantic inference. At each work session the child works with texts that lack words and must complete the empty spaces by choosing the correct alternative from those automatically proposed by the app, so that the text becomes congruent. The program is adaptive, as text complexity and proportion of missing words vary according to the previous level of response, and is designed for children who have weaknesses in written text comprehension, mainly due to poor skills in lexical and semantic inferential processes. The app also allows to enhance a set of language skills (phonology, syntax, semantics) which contribute to ensuring the fluidity of text and production processing. The recommended age range for the use of this program is between 7 and 14 years. In this study the semantic mode (only content words may be missing and no syntactic cues can be used for deciding between the alternatives) was proposed to 21 children and the syntactic mode (where all words may be missing) to 7 children. The mode type selected for each child depends from the performance at pre-test and diagnosis. A clinician, co-author of the present study (LB), monitored the child's results and activities with the app and sent him/her from time to time some motivational messages. The motivational messages were typically sent once a week for congratulating with children for the work done and check with him/her possible problems emerged. Training lasted from 3 to 4 months and involved between 3 and 4



sessions of 15–20 min per week. The variation in duration depended on the decision of each individual family. In fact, children were required to use the software for about 4 months or in any case for a minimum period of 3 months (choice made by six families).

## CONCLUSION

The present study examined the effects of the use of Cloze, a distance rehabilitation program focused on inference skills, for improving reading comprehension, on the basis of the hypothesis that, being inference making related to reading comprehension at different ages, positive effects of the training activities on reading comprehension should be found.

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## WAYS OF IMPROVING SPEAKING SKILLS

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### ABSTRACT

As learning English is important in modern life, many people are trying to learn English. However, there is one thing that is equally difficult for all: it is the correct pronunciation. No one will understand you if you have great grammar and vocabulary but can't pronounce correctly. In this article we will talk about how to improve speaking.

**Keywords:** Article, Pronunciation, talk to mirror, work with partner, conversation club.

### INTRODUCTION

One of the main problems that many English learners face is the inability to speak English confidently. Let's say you have been studying English for a long time, you have attended various language courses, you listen to English audios on different topics every day, but you still can't speak English boldly. In this article we will talk about how to improve speaking. Let's say you have been learning English since the age of 3, but a 3-year-old native English speaker speaks better than you. Because he uses only this language in his daily life. Talks a lot and listens a lot. You can read articles, listen to audios or memorize new words in English for hours a day, but how much time do you spend on speaking? Almost nothing! So, what should be done to improve speaking? Talk with your friends only in English.

### DISCUSSION AND RESULTS

If you have friends who are studying with you or who know English, speak only English with them. It's good for both of you. If it is very difficult to explain something, you can write it down in Uzbek, but use only English when speaking. It is also possible to introduce a fine for using the Uzbek language. The important thing is that if you are a little willing, the result will be visible quickly.

Join conversation clubs

Image result for english conversation club

Nowadays, various language clubs are organized in almost every educational center. There you can have a conversation with club members on various topics, participate in debates, express your opinion on a topic. Usually these clubs are free or very cheap. This is a good opportunity for you! Try to be more active there too. Try to express your opinion on a topic even if it is difficult for you.

Find an English speaking partner on Skype

Image result for english skype This method is also very effective. Through this, you can make friends from different nationalities, share information and expand your world view. To find friends on Skype, you can visit [speaking24.com](http://speaking24.com) and select the person you want based on their age, nationality, language level and send them a request via Skype.

Talk to the mirror

Image result for speaking to the mirror

If you don't have friends who speak English or don't use the internet much, another effective way to improve your speaking skills is to talk about something in the mirror. This method will not only increase your speaking skills, but also your self-confidence, your ability to speak boldly in front of the public, and your ability to make eye contact.

For this, try to talk about a topic for at least ten minutes every day. You can talk about the interesting events of the day, about an activity you like, or about your future plans in general. If you want to be even more involved, imagine that a foreign tourist has come to your city. You are accompanying him. Tell him about your city. Try to describe what you see. If you follow these, your English speaking skills will improve. And a long wait to find out the outcome of that not necessarily.

## CONCLUSION

A last comment about speaking. In many cases, what prevents people from progressing in speaking is not intelligence or the right circumstances. Very often the main obstacle to speaking a foreign language is fear, social pressure: You are afraid to look like a fool and that people will make fun of you. In my experience, unless there is a hidden problem (racism, prejudice or the like), most people will not make fun of you when you stumble through their language. On the contrary, they will very often appreciate your trying and will help you if necessary and asked.

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## WAYS AND SECRETS TO IMPROVE STUDENTS' IELTS WRITING

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### ABSTRACT

In this article, given information about how to increase student's writing skills and written the basic tips to achieve higher band scores in IELTS.

**Keywords:** non-native English speakers, professional bodies, tips, complex sentences, phrasal verbs and an informal tone.

### INTRODUCTION

Students who are non-native English speakers and aspire to study in the U.S., Australia, or the U.K. are required to take the IELTS test, which stands for the International English Language Teaching System. Developed by professionals, this test evaluates a comprehensive range of English language skills and is widely trusted by professional bodies globally. IELTS assesses four main abilities: speaking, reading, writing, and listening.

### DISCUSSION AND RESULTS

Scores are assigned in bands ranging from 1 to 9, with achieving a perfect score of 9 being particularly challenging. Even proficient non-native speakers typically reach a maximum score of around 8.5. Each of the four sections contributes to the final score, with the average determining the overall band.

One of the test's components is the writing test, which has a time limit of 60 minutes. It comprises four sub-divided criteria: task achievement, coherence and cohesion, vocabulary, and grammatical range and accuracy. Each criterion contributes 25% to the final band score. Task 1 and Task 2 are the two writing tasks, with a suggestion to prioritize Task 2 due to its higher mark value.

Understanding the basics of the IELTS writing test, the following tips can be instrumental in achieving a higher band score or, at the very least, an average score of around 7.0. These tips, when followed with concentration, can lead to significant improvement.[1]

The Essay:[2]

Before starting to write, carefully analyze the prompt.

Structure your essay with a clear introduction outlining key points, followed by two body paragraphs and a conclusion.

Practice writing essays multiple times and manage your time effectively during the test.

➤ Different Sentence Types:

Use a variety of sentence types, such as simple, compound, complex, passive, question, and conditional sentences.

Prioritize the use of complex sentences, which convey multiple ideas within a single sentence.

➤ Use Strong Verbs:

Employ powerful verbs to enhance the impact of sentences.

Avoid weak verbs like "to be," "to get," "to have," and "to go," opting for more specific alternatives.

➤ Formal Style:

Maintain a formal and direct writing style.

Avoid phrasal verbs and an informal tone throughout the essay.

➤ No Contractions:

Refrain from using contractions, first and second pronouns, or possessives.

Focus on using collocations to strengthen the essay.

➤ Simplicity & Accuracy:

Keep the essay structure simple and direct.

Ensure accuracy in grammar and tenses while presenting information logically.

➤ Word Repetition:

Expand your vocabulary by practicing daily.

Avoid word repetition to create a favorable impression on the examiner.

Summarize key points in the conclusion without introducing new information.

Maintain a formal style and use various sentence types.[3]

Lexical Resource:

In the vocabulary-focused lexical resource section, use words relevant to the given topic.

Memorize and practice using topic-specific vocabulary.

Grammatical Range & Accuracy:

Master grammar rules and tense usage.

Thoroughly practice and attempt the test multiple times to boost grammatical range and accuracy.



Extra Tip:

Remember to proofread your test paper before submission to identify and correct any unintentional mistakes.[4]

Achieving excellence in the IELTS writing test is a crucial milestone for non-native English speakers aspiring to study in English-speaking countries. It demands not just proficiency in the language but also a strategic approach to the unique requirements of the assessment. In this article, we will delve into effective ways and secret strategies to significantly improve students' IELTS writing performance.[5]

✓ Comprehensive Test Understanding:

Begin the journey to improvement by ensuring students have a thorough understanding of the IELTS writing test structure, tasks, and assessment criteria.

✓ Dedicated and Regular Practice:

Consistent and targeted practice is key. Encourage students to undertake regular writing exercises, addressing both Task 1 and Task 2 prompts.

✓ Strategic Task Analysis:

Train students to dissect and analyze each task meticulously. Emphasize the importance of identifying key points and structuring responses accordingly.

✓ Mastering Time Management:

Time is of the essence in the IELTS writing test. Teach effective time management strategies to ensure students can complete both tasks within the allocated time frames.

✓ Building a Robust Vocabulary:

Vocabulary is the building block of effective communication. Encourage students to expand their lexicon, focusing on words relevant to common IELTS themes.[6]

✓ Sentence Structure Mastery:

Diversify sentence structures to showcase a higher level of language proficiency. Guide students in using a mix of simple, compound, and complex sentences.

✓ Grammar and Punctuation Excellence:

Strengthen grammatical foundations. Focus on correct tenses, subject-verb agreement, and punctuation usage to elevate the overall quality of writing.

✓ Crafting Impactful Introductions and Conclusions:

The first and last impressions matter. Provide strategies for creating engaging introductions and conclusions that effectively summarize key points.

✓ Constructive Feedback and Correction:

Establish a feedback loop. Regularly assess practice essays, offering constructive feedback to address areas of improvement in content, structure, and language use.

✓ Peer Review Collaboration:

Foster a collaborative learning environment by introducing peer review sessions. Students can learn valuable insights from evaluating each other's work.

✓ Formal Language Emphasis:

Stress the importance of maintaining a formal writing style. Discourage the use of contractions, colloquial language, and slang.

✓ Task Achievement Mastery:

Train students to fully address all aspects of the given tasks, ensuring their responses align with the specific requirements.

✓ Enhancing Coherence and Cohesion:

Introduce techniques for organizing ideas coherently. Emphasize the use of linking words and cohesive devices to create a smooth flow in writing.

✓ Studying Exemplary Essays:

Expose students to well-written sample essays. Analyze and discuss effective strategies employed by successful candidates.

✓ Simulated Exam Conditions:

Replicate exam conditions during practice sessions to help students acclimate to the time pressure and environment of the actual test.[7]

✓ Strategic Lexical Resource Development:

Guide students in expanding their lexical resource strategically, emphasizing synonyms, antonyms, and nuanced vocabulary relevant to common IELTS topics.

✓ Stress Management Techniques:

Provide tips for managing stress during the exam. Instill a sense of calm and focus, critical for optimal performance.

✓ Scoring Criteria Awareness:

Ensure students understand the IELTS writing band descriptors. Aligning efforts with the scoring criteria is essential for targeted improvement.

✓ Tailored Individual Support:

Recognize each student's unique challenges and strengths. Offer individualized support to address specific writing needs.

✓ Cultivating a Continuous Learning Mindset:

Encourage a mindset of continuous improvement. Inspire students to view mistakes as opportunities for growth and to consistently refine their writing skills.

## CONCLUSION

By implementing these proven strategies and secrets, educators can guide students toward unlocking success in the IELTS writing test. As they navigate the intricacies of language proficiency and test requirements, students will not only improve their writing skills but also gain the confidence needed to excel in this critical aspect of the IELTS examination.

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## HOW TO IMPROVE LISTENING SKILLS

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### ABSTRACT

This article examines students' listening difficulties and the factors that lead to students' comprehension related difficulties. The article also provides some strategies and methods to help students analyze key problems in their listening skills and improve their listening skills.

**Keywords:** foreign languages, structural methods, modern textbooks and manuals.

### INTRODUCTION

Listening, or listening comprehension, is the first and most important skill that language learners must learn in learning a new language. This is a receptive skill, meaning that newcomers to language learning learn new words from what they hear or listen to. The ability to receive affects the ability to produce. If only they knew how to listen; as a result, they understand effective skills, i.e. speaking and writing, and even have good speech. To be a good listener, students need to think actively while listening. Listening is an activity in many language learning processes, both in and out of the language classroom participates. Improving listening skills is the basis for developing other language skills.

For many years, listening comprehension skills were not a priority in language teaching. Educational methods emphasized productive skills, and it became clear that the relationship between receptive and productive skills was not well understood. Until recently, the nature of second language listening comprehension was ignored by applied linguists, and it was often assumed that listening skills could be acquired through exposure but not actually learned. This position was replaced by an active interest in the role of listening comprehension in second language acquisition, and the development of strong theories about the nature of language comprehension. Sometimes people think of listening as a passive skill. In fact, the ability to listen requires the active participation of the listener. The listener must actively incorporate

knowledge from linguistic and non-linguistic sources to reconstruct the message the speaker is trying to convey. Listening is an active process in which the receiver takes responsibility. It also requires a response from the listener. Actions, facial expressions and applause can be the answer. Listening is very important in learning English. Anyone who wants to learn English well should be able to master listening comprehension as one of the English language skills. By learning listening skills, people can learn English faster than before. Listening also plays an important role in conversation because people can respond after listening to the speaker. Since listening is important for understanding the spoken message, listening skills cannot be neglected in teaching English. Developing teaching and learning strategies for teachers to help students develop listening skills. Listening practice is probably the most reliable way to lead to real communication, because the speaking skills of students can be considered weak, because they do not know how to express their feelings and thoughts during listening, conversation, communication. In fact, listening to English is very useful for all students to deepen or improve their language skills.

#### **LITERATURE ANALYSIS AND METHODOLOGY**

From the point of view of linguistics, the following factors can interfere with the understanding of a foreign language: the speed of speech, the complexity of language structures and vocabulary, phonological features (for example, dialect or foreign accent, different speakers), the absence of visual effects, background noise and occasional difficulty concentrating or hearing. From the point of view of the subject (content), the basic knowledge of the subject is very important. If the listener is not familiar with the topic, it can make the comprehension process difficult - the cognitive load that the material presents is too high possible Listening material in a language class usually challenges students' language knowledge and skills and rarely affects cognitive skills, while material in a content class is concerned with thinking processes and specific content. requires the exception of related terms. During a language lesson, students usually listen to recorded real-life situations that show, for example, how a foreign language is used. an excerpt from a story, dialogue, debate, film or radio show. The listening material in the subject lesson focuses on the academic context, the focus is on information, and the speaker is often of secondary importance. In addition, the main source of listening is the teacher himself. Another common resource is explainer videos that show aspects of a topic that can't be shown otherwise. During the language learning process, language learners face several challenges; most of them can occur during the listening comprehension process.



Listening as understanding is a traditional way of thinking about the nature of listening. In fact, in many methodical manuals, listening and hearing are synonymous. This view of listening is based on the assumption that the primary function of listening in second language learning is to facilitate comprehension of spoken language. Some scholars offer the following views:

The first principle of improving listening is to choose appropriate resources for students at different levels and according to their different needs. There is a wide variety of listening material we can use: videotapes, films, BBC news, songs, recorded tapes and even 'live' material. In addition, it is easy for teachers to prepare well for the audition before coming to class. But teachers should listen to the materials themselves before bringing them into the classroom, because teachers need to know where students might be having trouble and when to pause and explain. In addition, Underwood says that by not seeing the speaker while listening, students must focus on what they hear instead of relying on paralinguistic cues to infer the meaning of what is being said.

The second principle of improving listening skills is how to plan appropriate tasks, exercises or activities for students. When designing listening exercises, we need to consider the following factors. First, keep in mind the real-life situation we are preparing for the students, and the specific challenges they may face and need practice to overcome, and one of the teachers' goals in teaching listening is to teach students to listen with goals and expectations. should be. By setting a listening goal, students listen more attentively and thus listen more successfully because they can listen selectively without having to memorize every detail of what they hear. Second, we need to plan activities or activities according to the characteristics of the classroom, such as class size, number of students, or availability of equipment. Third, and most importantly, try to increase students' interest and motivate them. Student motivation is a critical factor in successful learning, so if a student can successfully complete simple tasks, he or she will have more confidence to practice other skills. Rather, tasks that are difficult to understand given students become demotivated because they cannot complete the assignments. Failure to complete tasks may even lead to the formation of one of the habits of passive and unsuccessful listening can occur, where listeners equate "listening" with sitting back and swallowing a largely meaningless sequence of sounds. Choosing topics should not be too difficult or too easy. If teachers provide adequate support to students prior to listening, students can selectively attend to relevant parts, thereby reducing the amount of information processing and memorization. Pre-listening support for students allows students to achieve higher levels of achievement and thus build confidence. Listening exercises



are designed to help students develop the skills to extract information from spoken speech. Teachers can use listening exercises to give students an opportunity to practice their ability to predict, compare and interpret what they have learned from listening to their language. Good listening activities can help students move through the listening text based on pre-listening expectations, but they should be fun and something most students can do, as failure to complete the task can lead to demotivation.

### CONCLUSION

In conclusion, listening is a complex skill that must be developed through practice. Teachers should provide opportunities for their students to reflect on their listening processes and practices. The role of the teacher is very important, because the teacher not only guides students in the process of listening, but also motivates them and allows them to control their knowledge. Most English programs do not focus on listening comprehension. Listening is a difficult process. Listening comprehension strategies should be used simultaneously. When we listen to a text, we need to understand it, retain the information in memory, integrate it with the next one, and make sense of what we heard through previous knowledge and subsequent information.

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## MODERN METHODS OF LEARNING ENGLISH THROUGH MASS MEDIA

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### ABSTRACT

The article deals with the importance of teaching English via mass media in our country. Besides, the experiences of other countries in implementation of TV programs for teaching English effectively is highlighted in the article.

**Keywords:** TV program, acquisition, presidential decree, communication, method.

### INTRODUCTION

Since English has become a global language, all developed and developing countries are trying to acquire it as soon as possible, because it's become a language that can get world people of different countries communicate, exchange information and unite them. To cope with the rising demand to learning English and competition for creating easiest and fastest ways and methods of English the governments have already set this system to television broadcasting.

Mass media 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 also provide students with lots of inside and outside classroom activities, promoting extensive reading by giving the students the confidence and the ability to continue their reading outside the classroom and above all they enhance motivation.

It is needless to say that teachers and education should prepare students for their real life. In this respect, media work as important tools to provide people with information about the world. Therefore, no matter what type of media is used, be it a magazine, a newspaper, an advertisement or a short video, it is aimed at bringing a piece of real world into the classroom. Apply media into your lessons when you want to:

- Introduce a real life situation,
- add a discovery component,

- use authentic audio-visual channels,
- get students to become more involved in the lesson,
- hold a discussion on nowadays' life, events, accidents,
- conduct a lesson based on your students' interest and hobbies.

### **LITERARY ANALYSIS AND METHODOLOGY**

Mass media is a tremendous source of information for individuals as well as society. Books, magazines, newspapers, records, radio, television, internet media, movies, all of these are considered mass media that reach out to millions at one time. In the upcoming years, the media will become more prevalent. Comprehending media and their impact would be essential to their wise use. Everybody is influenced by the mass media in one way or another on a regular basis, when you read a science paper, when you turn on the radio in the car, when you watch a film on TV, etc. The cumulative impact on culture of all these media channels are enormous; often we are not conscious of them. Despite the arguments about the mass media, the majority of intelligent individuals believe that mass media do a spectacular job in delivering news and informing the community. It is the job for teachers to help learners realize this knowledge, to pass it on to future generations and to attempt to use it for academic purposes. The use of different types of media in the classroom has always been a struggle, and it is more than a challenge how to get media into the classroom. Learners and teachers should be able to access the various media through diverse technologies in their classroom. Media offers innovative and practical suggestions to the teachers and students. It encourages teachers to fulfill their students' different needs and interests. This kind of materials also provide students with a lot of language practice by activities using newspapers, magazines, TV, radio, books, movies and Internet, exercises that improve the ability to read, write, speak and listen. Media facilitates entertaining learners and promote extensive reading English by giving the learners the inspiration and the desire to continue their reading outside the classroom.

### **DISCUSSION AND RESULTS**

TV broadcasting has a great power to impact on people and spread information quickly. They can receive information much more effectively when the sound and image is combined. Differently from radio, television has a different learning strategy: visual and auditory styles are in use at the same time. Therefore, there has been a noticeable increase in educational English language teaching TV programs, as request for learning foreign languages has reached its peak. Involving mass media in teaching foreign languages is one of the eight statements in Presidential decree 1875. The program must aim not only entertaining, but practical, educational and educative

aims as well. Thus, it should be able to keep viewers' attention for a while, teach language as a communication tool, widen learners' world outlook, and bring them up in a patriotic mood. A good English language teaching program producer, has a good experience of the viewers' position. Thus, they can produce useful and able program. Now let's have a look at some successful ELT TV programs of the world. The history of teaching English through radio broadcasting goes back to the World War II in Great Britain. The educational radio program consisted of several sentences, which were read slowly and separately. The translation of the utterances in the language of a learner was followed carefully. The broadcasts hardly lasted more than two or three minutes at the hard times of a war. Even though, the broadcasts were listened by majority of people. Thus interest to develop the program methodologically, pedagogically and in design improved. Further, it started to be used widely by other countries as well.

Since 2012, when presidential decree 1875 on further development of foreign language teaching in Uzbekistan was adopted, English Language teaching level constantly raised. There are eight statements in the decree: Applying international standards; Creating national testing center; Teaching English from the first form; Retraining English teachers; Involving mass media, etc. As written above in teaching foreign languages mass media should be involved as well. Because, it has the power to provide information in eye catching way fast and effectively. Of course, in case it's well produced. Since then Uzbekistan national Tvbroadcasting channels have been trying to create as many English projects as possible. Below we will look through the majority of them. The TV channel "Dunyo bo'ylab" is aimed to introduce people the world by taking them to a visual tour around the world. Obviously, once we travel the most handy and relevant language is English language. For that reason, on this channel an educational TV program "English for you" has been shown for many years. It is in fact one of the useful TV programs. Further, we will analyze the structure and the process of it. The program is led by Odilbek Shavqiyev who has a very good use of English. English for you in "Dunyo bo'ylab" channel first gives some useful suggestions for learning English such as information about how to use dictionaries( n=noun, v=verb, ad Lesson plan: speaking sightseeing voc, gram pres cont listening text, idioms: adj= adjective etc. ). Links new lesson with previous topic. So the lesson consists of five main parts: Speaking, vocabulary, grammar, reading, idioms. Here are some samples of one lesson. In speaking part the following sentences are read with translations and supported with related pictures: I would like to go on a sightseeing tour. What would you recommend to see? Which is the best road? In the vocabulary session the words related to the topic are taught with Uzbek

translation. As for the grammar section “Present continuous for the future tense” is explained and followed by sample sentences with translations. In the Reading part a text related to the topic is read and here Grammar is practiced in context. The last part for idioms related to the topic. Idioms are given with translation and sample sentences. All in all, the program provides an accurate lesson with lots of knowledge. The audience is mainly adults or teenagers. Of course the lessons can be developed by using more communicative methods as well. A big amount of educational TV programs in English are given on kids’ “Bolajon” TV channel. In fact, we can observe lots of children learning English effectively by watching this channel. There are a number of colorful and interesting programs. I have investigated them and will provide some details below.

Newspapers are needed to be used in language classes. The use of newspapers in a foreign language classroom has different purposes and ways. They can be used for the culture and language study since newspapers provide a natural source of many written English varieties and national cultural specifics. In academic research, text analysis, stylistics and semantics newspapers can be used as additional material and illustrations when evaluating various styles of texts. The diversity of subjects and issues makes newspapers fascinating and inspiring to collaborate with the students. Newspapers cover real life events and this excites the curiosity of students. Newspaper-based classroom exercises can involve students in pleasurable activities and facilitate their further reading. Several pre-activity and while-activity methods can be used in teaching vocabulary through reading:

- Send students the information in advance; tell them to seek out vocabulary by themselves.
- Clarify some primary vocabulary in the content.
- Sum up the newspaper subject matter.
- Ask students to think what they know about the newspaper object.
- Tell the participants the title and present any corresponding pictures.
- Before reading, outline the key vocabulary.
- Challenge students to guess the plot.
- Allow your students to use the dictionary during the practice.
- Facilitate your students to comprehend the general meaning of the words, rather than to recognize every term.
- Allow the students to add their own understanding of the world to their reading.
- Focus on helping students understand the grammatical structure and make it easier to master the density of details.



## CONCLUSION

Mass media play an essential role in improving students' vocabulary competence. This allows teachers to vary assignments and use different approaches to differentiate learners according to their vocabulary level and speed of learning new words. Mass media can help educators to motivate students in learning English language. Media enhances learners' imagination, promotes their critical thinking and problem-solving skills. The use of mass media can help with reflective feedback and peer assessment in the classroom. It may contribute to creating engaging atmosphere and supporting learners by each other. Using the media as part of the school educational program will enhance the students' knowledge of English vocabulary.

Monitoring of reading comprehension is carried out using various exercises. It can be an explanation of the reasons and motives, the social significance of an event, people's actions, a generalized conclusion about what has been read, a student's opinion about a newspaper report. Based on the foregoing, the teacher outlines the stages of working with newspaper texts. Newspaper learning vocabulary practices may be fascinating and multifarious. It could be about tabloids, headline variations, articles, categorizing publications, reality check, sharing news, ranking editorials, press conference, news in brief, images, predicting pictures, celebrities, photo stories, visual media, advertising, role-playing commercials, work interviews, horoscopes, TV guides, cartoons, meteorological data matching, special groups of interest, newspaper brainteasers, crossword puzzles and plenty more. With the help of the media, vocabulary activities can be organized through reading comprehension, writing and grammar, critical thinking and discussion.

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## TECHNIQUES FOR RESEARCHING LEXICOLOGY'S BRANCH

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### ABSTRACT

The addition of lexicology and its varieties are extensively covered in this article. The linguistic issues with oral communication are discussed in the article and they are handled. This relationship between the recent additions that students use to understand lexicology will now be discussed. Furthermore, a comparison is made between the lexicology of the English and modern of lexicology.

**Keywords:** Lexicology, addition, relationship, division, deals vocabulary, usage of words, definition, languages.

### INTRODUCTION

The branch of linguistic known as lexicology studies the vocabulary of particular language. A word is the meaningful unit in a language that exists by itself. It is made up of smaller units called phonemes or distinctive sounds and smaller units called morphemes. Lexicology deals with the morphology, spelling, history, definition, and usage of words. Lexicology also takes into accounts the connections between words. According to the theory of linguistics, lexemes-abstract units of meaning related to a group of interconnected word forms- constitute the lexicon of a language. Lexicology studies the division of words and general patterns they follow. Compiling dictionaries is an activity known as lexicography, and it is related to lexicology.

How lexicology came to be

A subfield of linguistics called linguistics focused on the vocabulary of a particular language. Lexicology is acquires each word in relation to other words rather than in isolation. It has intimate ties to the fields of lexicography, phraseology, etymology, stylistics, semasiology or semantics as well the theory of word formation. A primary issue with lexicology is the words status as a separate linguistic entity. Words with independent or dependent meanings, synonymy, antonym, polysemy, and monosemy are examined in lexicology. It also studies all kind of semantic grouping

and Etymologically the word `` Lexicology`` is a Greek word: ``Lexic`` means ``word`` and ``logos`` - learning. There are five type of lexicology

General

Special

Descriptive

Historical

Comparative

1.The wide study of words without consideration to the particular characteristics of a language is known as general lexicology. Its focused on linguistic elements like phonemes and morphemes that are present in all languages. The lexicology of a certain language is called the Special lexicology . That is its vocabulary and vocabulary study and description.

2.The study and description of a language`s vocabulary and vocabulary units – words being the primary linguistic units- is known as special lexicology. Examples of such language are English, Russian, and so on. The board theory of vocabulary known as board lexicology serves as the foundation for all Special Lexicology.

3.The study of words from a synchronic perspective is known as descriptive lexicology. It deals with a language`s current vocabulary as it exists today. Lexicology that is historical or diachronic examines how words have evolved and changed throughout time.

4.Historical lexicology studies how words come to be, how they alter and develop, and how any lexicon has evolved throughout time. The vocabulary of a certain point in its evolution is the subject matter of descriptive lexicology. It primarily investigates the morphology and specialized application of words.

5.Comparative lexicology examines the similarities and differences of closely related languages. Comparative lexicology analyzes the distinctions and similarities between related and unrelated languages. The field of applied lexicology also now as investigates the practical applications to lexicological issues in several fields, including translation and lexicography. Making dictionaries is a science known as lexicography.

Furthermore, let us discuss past data. In the 19th century and at the beginning of the 20th century lexicology was mainly based on historical principles. At the present time the following method of linguistic research are widely used by lexicologists: distributional, transformational , analysis into immediate constituents, statistical, componential, comparative.

The choice of method in each case depends on what method will yield the most reliable results in each particular case.

Lexicology has some subdivisions such as:

1. Semasiology – deals with the meaning of the words

Example: Mermaid – an imaginary sea creature that has the upper body of a woman and a fish's tail;

Angel – a sprite that in some religions is believed to live in heaven with God;

2. Wordformation – studies all possible ways of the formation of new words in English.

Example: Tolerant is an adjective meaning ‘willing to accept different people or ideas’. Intolerant means being unwilling to accept differences. Its verb is to tolerate, and its nouns are toleration, tolerance, and intolerance.

3. Descriptive – lexicology studies the words at a synchronic aspect. It is concerned with the vocabulary of a language as they exist at the present time. Example: The five senses are commonly evoked in descriptive writing: taste, touch, smell, hearing, and sight. Mina's coffee mug exploded into tiny shards of glass, drawing everyone's attention at the office.

4. Historical – diachronic lexicology deals with the development of the vocabulary and the changes it has undergone.

Example: work – to work, love – to love, paper – to paper.

The major aim of this article is systematic description of modern English word-stock, or vocabulary. The article will describe the characteristic features of origin of English words, their specific morphological structure, the most important word building means and major ways of replenishing the English vocabulary, peculiarities meaning of English words, their relation to one another in a language system and their combination with one another in speech, major standard variants of English, and tradition of British and American lexicography.

### **CONCLUSION**

In summary, the exploration of English lexicology by many people, particularly students, make mistakes when it comes to the organization of word meanings in the lexicology department. Lexicology is the study of the creation of new words, their semantics, and the ease with which lexicological puzzles can be solved.

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## MORFOLOGIYA. FLEKSIYON

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### ANNOTATSIYA

Ushbu maqolada morfologiya tilning morfologik qurilishi; 2) so'z shakllari haqidagi ta'limot. Birinchi ma'nosida obyektни anglatadi, ikkinchi ma'nosida tilshunoslikning shu obyektни o'rganuvchi bo'limini bildiradi. U shuningdek 3ta katta guruhga bo'linadi: 1) mustaqil so'z turkumlari; 2) yordamchi so'zlar; 3) oraliqdagi sozlar (alohida olingan so'zlar) shu kabi bo'limlarga bo'lib o'rganilishi bo'yicha adabiyotlar tahlili o'rin olgan.

**Kalit so'zlar:** Morfologiya, oraliqdagi, turkumlari, yordamchi, tilshunoslik, fleksiya, onologik, orfografik.

### АННОТАЦИЯ

В этой статье морфология – это морфологическая конструкция языка; 2) учение о словоформах. В первом смысле оно означает объект, а во втором — раздел языкознания, изучающий этот объект. Его также разделяют на 3 большие группы: 1) самостоятельные группы слов; 2) вспомогательные слова; 3) анализ литературы по изучению промежуточных слов (отдельно взятых слов) по аналогичным разделам.

**Ключевые слова:** Морфология, промежуточные, категории, вспомогательные, лингвистика, флексия, онологическая, орфографическая.

### ABSTRACT

In this article, morphology is the morphological construction of language; 2) the doctrine of word forms. In the first sense, it means an object, and in the second sense, it means the branch of linguistics that studies this object. It is also divided into 3 large groups: 1) independent word groups; 2) auxiliary words; 3) an analysis of the literature on the study of intermediate words (separately taken words) into similar sections.



**Keywords:** Morphology, intermediate, categories, auxiliary, linguistics, inflection, onological, orthographic.

**Kirish.** Morfologiya. soʻz turkumlari, ularga xos grammatik maʼnolarni, har bir turkumga xos grammatik kategoriyalar, bu kategoriyalarni yuzaga keltiruvchi grammatik shakl va grammatik maʼnolar va shahrikni oʻrganadi. Til tizimidan iborat boʻlganidek, uning M.si ham oʻziga xos tizimni tashkil etadi. Oʻz navbatida, morfologik tizim ham oʻziga xos kichik tizimlardan tashkil topadi. Ulardan har birining mohiyati yoritilishi bilan, tilning M.si yaxlit holda, tizim sifatida oʻrganiladi.

Har bir soʻz turkumiga xos ichki tizim (tizimcha)larni shu turkumga xos morfologik kategoriyalar tashkil etadi. Morfologik kategoriyalar soʻz turkumiga xos maʼlum bir hodisaga oid umumiy va xususiy maʼnolar va bu maʼnolarni ifodalovchi soʻz shakllari birligidan iborat boʻladi. Ana shu soʻz shakllari va ularga xos umumiy va xususiy maʼnolar yoritilishi bilan muayyan morfologik kategoriyalarning mohiyati belgilanadi. Boshqacha aytganda, morfologik tizim ichidagi ichki tizimlardan birining mohiyati belgilanadi. Mas, feʼlning zamon kategoriyasi feʼl M.sida alohida tizimni tashkil etadi. Shuning uchun feʼlning zamonlariga nisbatan „feʼl zamonlari tizimi“ degan ibora ham qoʻllanadi. Feʼlning zamon kategoriyasi, zamon tizimining mohiyati shundan iboratki, zamon shakllarining barchasi harakatning nutq vaqtiga (nutq momentiga) munosabatini bildiradi. Bu – zamon shakllarining barchasi uchun umumiy boʻlgan xususiyat. Shu bilan birga har bir zamonga oid feʼl shakli (shakllari) oʻziga xos xususiyatga ega. Mas, oʻtgan zamon shakllari harakatning nutq vaqtigacha, hozirgi zamon shakllari harakatning nutq vaqtida, kelasi zamon shakllari harakatning nutq vaqtdan keyin bajarilishini bildiradi. Feʼl zamon shakllariga xos ana shu umumiy va xususiyliklar zamon kategoriyasining, feʼl zamonlari tizimining mohiyatidir. Demak, feʼl turkumiga oid har bir morfologik kategoriyaning mohiyatini aniqlash bilan feʼlning morfologik tizimi yoritiladi.

**Adabiyotlar tahlili va metodologiya.** Bugungi kunda fonologiya va morfonologiyaga doir ilmiy asarlar oʻquvchilar ommasiga etarli emas. Lekin bu muammolar boʻyicha rus tili va boshqa baʼzi hindevropla tillarining fonologiyasi va morfonologiyasiga doir ayrim tadqiqotlar yaratilganligi bizga maʼlum. Hozirgi turkiy tillarning hamda oʻzbek tili fonologiya va morfonologiyasiga doir asarlar nashr qilinishi tilshunoslikda muammolarning bosqichma-bosqich yechilishiga olib kelmoqda. A.M.Shcherbakning turkiy tillar diaxronik (tarixiy) fonologiyasini oʻrganishga doir qimmatli asari («Сравнительная фонетика тюркских языков», Л., 1970.) ushbu kitobning yozilishida katta yordam berdi. Mashhur turkolog olim I.A.Baskakovning turkiy tillarining tarixiy-tipologik fonologiyasi, morfonologiyasi va morfoloigiyasiga

doir chuqur ilmiy asosga ega bo'lgan bir necha asarlaridagi g'oyalar o'zbek tiliga tatbiq etilishi foydalidir. Olimning fikricha, «...so'z fonologiyasi o'zining tuzilishiga ko'ra, so'z morfologiyasi bilan umumiylikka ega. Bu umumiylik so'z morfologiyasi (so'z yasalishi) ozak morfemalar fonologiyasiga to'g'ri kelishi, so'z birikmalari va gaplarning morfologiyasi, o'zak morfemalarning affikslar bilan birikuviga to'g'ri kelishi bilan izohlanadi». Ko'rinadiki, fonologiya va morfonologiya o'rtasidagi bog'lanishni so'zlarniig turli qismlarga bo'linishi doirasida qarash lozim bo'ladi.

**Natijalar va muhokama.** Olim morfonologik holatlarning barchasini o'zbek tilining o'z materiallarini tahlil qilish orqali belgiladi (xalq og'zaki ijodi, sheva materiallariga asoslandi). Chunki A.G'ulomov o'zbek tili materiallarini juda ko'p jamlagan, ularning barcha xususiyatlarini to'la o'rganishga harakat qilgan. So'zlarning kelib chiqishini belgilashda uning tarkibidagi tovushlar jihatidan o'xshashlikka, boshqacha aytganda, ayniqsa, ikki tovushning bir xilligiga e'tibor qaratdi: qop-yop; qovoqqopqa-qopurg'a-qovurg'a, qopqoq; bot-bol-bos; to'l-to'q-to'y-to'p; do'ng-do'msa, do'ngak-to'ngak, do'ppi-to'ppi-to'piq; bos-os kabilar A.G'ulomov qarashlari so'zlarni morfemalarga ajratishning aniq qonuniyatlarini belgilab berish uchun nazariy asos bo'ldi. Olimning do'ngsa, cho'qmor, bombardimon... kabi ko'pgina so'zlar tarkibidagi -sa, -mor, -dimon kabi elementlar alohida ma'noli qismlar sifatida ajratilmaydi, ular qolg'indi elementlardir degan fikri o'zbek tilshunosligida qo'shimcha, o'dag'ayla, etakchi, etakla kabi ko'pgina so'zlarni morfemalarga ajratish mumkin emasligini asoslash bo'yicha quyidagi nazariy fikrni chiqarish uchun, prof.Yo.Tojiyevga turtki bo'lgan: "Agar so'z tarkibida yasovchi yoki boshqa qo'shimcha borligi aniq sezilib turgan bo'lsa-yu, affiksdan qolgan qism ma'no anglatmayotgan bo'lsa, uning qanday morfema ekanligi anglashilmasa, bunday so'zlar morfemalarga ajratilmaydi". Masalan, o'dag'ayla so'zida shunday. -la affiksi sezilib turadi, biroq o'dag'ay qismi alohida morfema bo'lolmaydi. Shu kabi, "agar o'zak morfemani ajratish mumkin bo'lsa-yu, qolgan qismning qanday morfema ekanligi noma'lum bo'lsa, uni belgilash qiyin bo'lib qolgan bo'lsa, tilda shunday morfema qayd etilmagan bo'lsa, so'z morfemalarga ajratilmaydi". Masalan: qo'shimcha so'zida qo'sh qismini ajratish mumkindek, u o'zak morfema holatiga ega, biroq keyingi -im qismini alohida morfema sifatida belgilab bo'lmaydi. Shuningdek, -imcha qismini ham qo'shma affiks sifatida ajratish kuzatilmaydi. Demak, so'zni qo'sh+im+cha ko'rinishida ham, qo'sh+imcha ko'rinishida ham, qo'shim+cha ko'rinishida ham morfemalarga ajratib bo'lmaydi. Ko'rgum, bilgim, aytgim kabi juda ko'p misollarda ham holat shunday. O'zbek tilidagi to'qimachilik so'zini morfemalarga ajratish yanada murakkab: to'qi-machilik; to'qi+ma+chilik; to'qima+chilik tarzida ajratishlarda qaysi biri to'g'ri? Hozirgi kunda Toshkentda "Qizil

to‘qimachi” degan joy bor. Shunga asoslanib to‘qimachi qismini alohida qo‘llash mumkinmi? Shunday birlik mavjudmi? Ikkinchidan, aynan shu so‘z tarkibidan to‘qima qismini ajratish mumkinmi? Albatta, tibbiyotda to‘qima, to‘qimalari so‘zshakllari bor. Yolg‘on to‘qima tarzidagi qo‘llanishda ham shu shakl mavjud.

**Xulosa.** Adabiyotlar tahlili shuni ko‘rsatdiki, Morfologiya so‘z va uning grammatik xususiyatlari haqidagi ta’limotdir. Morfologiyada so‘zning morfologik tuzilishi, yangi shakl va ma’nolar hosil qilishi bilan bog‘liq qonun-qoidalar o‘rganiladi. Morfologiyada so‘zlar mushtarak yoki farqli belgilari umumlashtirilgan holda turkumlarga ajratib o‘rganiladi. So‘z leksikologiyada leksik birlik sifatida, morfologiyada esa grammatik birlik sifatida o‘rganiladi.

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### ANNOTATSIYA

So‘zning nutqda o‘rganilishi, uning boshqa so‘zlar bilan birika olish imkoniyati, semantik sintagmani tuzuvi, o,,z semantikasini to,,la ochish uchun muayyan so‘z va so‘z formalarini talab etishi valentlik nazariyasining asosidir. So,,z valentligi substansial-semantik fakt sifatida so‘z ma‘nosi bilan, so‘z ma‘nosining gap konstruksiyasida voqelanishi bilan bog‘liqdir. Valentlik nazariyasining obyektivligi, aktualligi, ilmiy-amaliy mohiyati so‘zning leksiksemantik kuchi, mavqei bilan belgilanadi. Valentlik nazariyasi tilshunoslikning semasiologiya, semantik sintaksis kabi muhim va murakkab sohalari bilan bevosita aloqador.

**Kalit so‘zlar:** Valentlik, so‘z valentligi, semantik munosabat, sintaktik munosabat, fe‘l valentligi.

### АННОТАЦИЯ

Изучение слова в речи, его способность сочетаться с другими словами, структура семантической синтагмы, а также то, что для полного раскрытия ее семантики необходимы определенные слова и словоформы, составляют основу теории валентности. Валентность слова как содержательно-смысловой факт связана со значением слова, реализацией значения слова в построении предложения. Объективность, актуальность, научно-практическая сущность теории валентности определяется лексико-семантической силой и положением слова. Теория валентности напрямую связана с такими важными и сложными областями лингвистики, как семасиология, семантический синтаксис.

**Ключевые слова:** валентность, валентность слова, семантическая связь, синтаксическая связь, валентность глагола.

### ABSTRACT

Learning a word in speech, its ability to be combined with other words, the structure of a semantic syntagm, and the fact that it requires certain words and word

forms to fully reveal its semantics are the basis of valence theory. Word valence as a substantial-semantic fact is related to the meaning of the word, the realization of the meaning of the word in the construction of the sentence. The objectivity, actuality, scientific-practical essence of the valence theory is determined by the lexical-semantic power and position of the word. Valence theory is directly related to important and complex fields of linguistics such as semasiology, semantic syntax.

**Keywords:** Valence, word valence, semantic relation, syntactic relation, verb valence.

**Kirish.** Sintaksis (qadimgi yunoncha: syntaxis — tuzilma, tartib, birikma):

1) nutq birliklarini shakllantirishning muayyan tillar uchun xos bo'lgan vositalari majmui; 2) grammatikaning so'zlarni so'z birikmalari va gaplarga, sodda gaplarni esa qo'shma gaplarga birikish usullarini o'rganuvchi, so'z birikmalari va gaplarning tuzilishi, ma'nosi, o'zaro ta'sirlashuvi hamda vazifalarini tadqiq etuvchi bo'limi. "Sintaksis" termini so'z birikmalari va gaplarni hamda ularning tilda qo'llanishini qamrab oluvchi grammatik qurilish ma'nosini ifodalash uchun ham ishlatiladi. Tilning grammatik qurilishida Sintaksis juda katta ahamiyatga ega, chunki uning tarkibiga bevosita kishilarning muomala muloqot jarayonini amalga oshirishga yordam beruvchi sodda gap va qo'shma gap kabi til birliklari kiradi. Sodda gap muayyan voqeahodisani, qo'shma ran voqeahodisalar orasidagi aloqamunosabatni, ran bo'lagi esa voqeahodisa unsurlarining vazifalarini ifodalaydi.

Sintaksis morfologiya bilan chambarchas bog'liqdir. Sintaksisda, xuddi morfologiyada bo'lgani singari, so'z asosiy birlik hisoblanadi, lekin u shakl yasalishi jihatidan emas, balki so'z shakllarining so'z birikmasi va gaplarni tuzishdagi ishtiroki jihatidan o'rganiladi. So'z birikmalari va gaplar tilning asosiy sintaktik birliklari va ularning har biri o'z ichki xususiyatlariga egadir.

Gap, gap bo'lagi, so'z birikmasi Sintaksisning asosiy birliklaridir. Bularga keyingi paytlarda abzats, period, matn kabi birliklar ham kiritilmoqda. So'z birikmasi tobe aloqa (bog'lanish) vositalari — moslashuv, boshqaruv yoki bitishuv yordamida ikki yoki undan ortiq mustaqil so'zdan qosil bo'ladi va faqat ran tarkibidagina amal qiladi. Gap Sintaksisning markaziy birligidir. U struktursemantik qolip va nutq birligi bo'lmish fikr sifatida o'rganiladi. Gap fikrni — tashqi olam bilan aloqa tufayli yuzaga keladigan histuyg'ularni ifodalash vositasidir. Gap bir mustaqil so'zdan ("qorong'ilashmoqda", "jimjitlik"), aksariyat hollarda esa bir necha so'zdan hosil bo'ladi. Asosan, sintetik tillar, shuningdek, analitik tillarning xususiyatlariga ega bo'lgan o'zbek tilida gapdagi so'zlarning bog'lanish vositalari sifatida yordamchi so'zlar — ko'makchilar va bog'lovchilarni, suz tartibini, ohangni va boshqalarni



ko'rsatish mumkin. Sof analitik tillarda gapdagi suzlarning bog'lanish vositalari, asosan, yordamchi so'zlar bo'lsa, agglutinativ va amorf tillarda mazkur vazifani so'z tartibi bajaradi.

**Adabiyotlar tahlili va metodologiya.** Til o'z ijtimoiy vazifasini sintaktik qurilma-gap vositasida amalga oshiradi. Tildagi barcha – fonetik, leksik, morfologik hodisalar ana Shu sintaktik qurilishga xizmat qiladi. Biroq bular sirasida leksika va morfologiyani til grammatik qurilishidagi ishtiroki bevosita muhimdir. Zero, har qanday sintaktik hodisada so'z va morfologik ko'rsatgichlarni ko'ramiz. Shu boisdan sintaktik mohiyatlarni belgilashda leksik va morfologik omillarga tayaniladi. Grammatika morfologiya va sintaksisni o'z ichiga oladi. Morfologiya, asosan, sintaktik qurilish vositalari bo'lmish grammatik ko'rsatgichlar tizimi - morfologik kategoriyalarni o'rganadi, ularning umumiy va xususiy grammatik ma'no (UGM va XGM)larini o'rganadi. Shuningdek, u so'z turkumlarining umumiy grammatik xossalari ham tekshirib keladi. Aslida, morfologiyani tekshirish manbai yo leksik, yo sintaktik tabiatga ega bo'ladi. Masalan, so'z turkumlari lug'aviy ma'nosi yaqin so'zlarning yuksak darajadagi umumlashmasi, so'zlarni bosqichma-bosqich birlashtirib borish natijasida hosil qilingan katta guruhlardir. Demak, so'z ma'nolari umumlashuvi pog'onasining yuqori zinasida morfologik mohiyat sifatida qaraluvchi so'z turkumlaridir. Sintaksis tuzish, qurilishning asosi gap haqidagi ta'limotdir. Gaplar, aslida, so'zlarning erkin birikuvlariga ham asoslanganligi tufayli so'zlarning bog'lanish qonuniyatlari, so'z birikmalari ham sintaksisda o'rganiladi. Atom xususiyatlari va ularning birikish qonuniyatlarini ochish molekula tabiatini o'rganishga bo'ysundirilganligi kabi so'z birikmalarini o'rganish ham gap ta'limotining tarkibiy qismi bo'lib, undan ajratilgan holda qaralishi mumkin emas. Sintaksis so'zlarning har qanday birikuvlarini emas, balki hokim-tobelik munosabatiga kirishgan erkin nutqiy birikuvlar va ularning lisoniy mohiyatlarini tekshiradi. Qaysidir yo'sindagi so'zlarning birikuvlari sanalmish qo'shma so'zlar (uchburchak, ertapishar, sotib olmoq), frazeologik birliklar (ilonning yog'ini yalagan, yog' tushsa yalaguday, ko'ngli bo'sh) sintaksisning tadqiq doirasidan Chetda qoladi. Chunki ular erkin bog'lanishga ega emas.

**Natijalar va muhokama.** Sintaksisning o'rganish tarixi qadimgi asrlarga borib taqaladi. Sintaksis ostida gap va uning qismlari haqida ta'limot tushuniladi. Bu nazariya antik davrning lisoniy an'analarini ifodalashdan kelib chiqqan. Sintaksis (grek tilidan sintaksis — birlashtirish, tuzilish) til tizimining bir sathi hisoblanib, so'z shakllaridan iborat bo'ladi. Sintaksis masalasi antik davrdan o'rganilib kelinmoqda va hanuzgacha sintaksis masalalari dolzarb hisoblanadi. Sintaksis grammatika fanining bir bo'lagi sifatida ko'riladi. Ma'lumki, grammatika fani ikki qismdan, ya'ni



morfolojiya va sintaksis yo'nalishlaridan iborat. Sintaksis ta'rifiga ingliz, rus va o'zbek olimlari har tomonlama yondoshgan. Jumladan, rus olimi V. V. Vinogradov sintaksis so'zning so'z birikmasi va gap tarkibidagi birikish qoidalarni va usullarni hamda so'z birikmalarini, ularning tuzilishini, funktsiyasi, rivojlanish qonuniyatlarini o'rganuvchi fan deb hisoblaydi. "Olimning ta'kidlashicha, sintaksisning xarakterli xususiyati shundaki, uning har bir o'rganish ob'yekti o'zidan yuqoriroq bo'lgan grammatik birlikning struktur elementi sifatida funktsiyalashadi: so'z va uning shakllari so'z va gapning, so'z birikmasi turli yoyiq gaplarning, gap doirasida esa, o'z navbatida, sodda gap qo'shma gapning struktur elementi sifatida xizmat qiladi". Shunday qilib, sintaksisning o'rganish ob'yekti gapligini tasdiqlaydi. Hozirgi kunda, V. Vinogradovning nazariyasi va ta'limoti o'rta maktablarning darsligida o'z o'rnini topgan, ya'ni, maktab o'quvchilarini o'qitishda aynan ushbu olimning fikrlariga tayaniladi. O'zbek tili sintaksisi tilshunoslikning alohida bo'limi sifatida dastlab Fitrat tomonidan "nahv" atamasi ostida o'rganildi. Shundan so'ng H. Qayumiy va S. Dolimov ham ikki qismli "Grammatika" asarini yozib, ikkinchi qismini "nahv" deb www.pedagoglar.uz 83 Volume-22, Issue-1, November - 2022 "PEDAGOGS" international research journal ISSN: 2181-4027\_SJIF: 4.995 nomlaganlar. Gap nazariyasi ham turli tadqiqotchilar tomonidan keng o'rganilgan. Til o'z kommunikativ vazifasini sintaktik qurilma — gap vositasida amalga oshiradi. Tildagi barcha — fonetik, leksik, morfologik hodisa ana shu sintaktik qurilishga xizmat qiladi. Biroq bular sirasida leksika va morfologiyaning til grammatik qurilishidagi ishtiroki o'ziga xos. Zero, har qanday sintaktik hodisada so'z va morfologik ko'rsatkichni ko'ramiz. Shu boisdan sintaktik mohiyatni belgilashda leksik va morfologik omilga tayaniladi. Gap, aslida, so'zning erkin birikuviga ham asoslanganligi tufayli so'zning bog'lanish qonuniyati, so'z birikmasi ham sintaksisda o'rganiladi. So'z birikmalarini o'rganish gap ta'limotining tarkibiy qismi, undan ajratilgan holda qaralishi mumkin emas. Sintaksis so'zning har qanday birikuvini emas, balki hokim-tobelik munosabatiga kirishgan erkin nutqiy birikuvning lisoniy mohiyatini tekshiradi. Qaysidir yo'sindagi so'zning birikuvi bo'lgan qo'shma so'z (uchburchak, ertapishar, sotib olmoq), frazeologik birlik (ilonning yog'ini yalagan, po'konidan yel o'tmagan, ko'ngli bo'sh) sintaksisning tadqiq doirasidan chetda qoladi. Chunki ular erkin bog'lanishga ega emas. Sintaksis atamasi grammatika atamasining o'zi kabi ikki ma'noli: 1) tilning sintaktik qurilishi; 2) grammatikaning tarkibiy qismi. Atamani ana shu ikkinchi ma'nosida qo'llab, birinchi ma'no ifodasi uchun sintaktik qurilish atamasini ishlatamiz.

**Xulosa.** Adabiyotlar tahlili shuni ko'rsatdiki, so'z turkumlari yuksak lug'aviy umumlashtirish, so'zlarni umumiy belgilari asosida birlashtirish natijasi bo'lsa,

grammatik ko`rsatgichlarning bir qismi leksik va bir qismi sintaktik ahamiyatga egadir. Demak, tilshunos I.I.MeshChaninov taʼbiri bilan aytganda, morfologiya aslida leksik va sintaktik jihatlar birligidir.

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## KAROLING UYG'ONISH DAVRI VA NEMIS ADABIYOTIGA TA'SIRI

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### ANNOTATSIYA

Ushbu maqolada O'rta asrlar uyg'onish davrining dastlabki bosqichi bo'lmish Karoling uyg'onish davri haqida ma'lumot berilgan.

**Kalit so'zlar:** Karolingiya, uyg'onish davri, tarix, madaniyat, adabiyot, san'at, jamiyat, lotin tili.

### ABSTRACT

This article talks about the Carolingian Renaissance, an early stage of the Medieval Renaissance.

**Keywords:** Carolingian, Renaissance, history, culture, literature, art, society, Latin.

### АННОТАЦИЯ

В этой статье рассказывается о каролингском возрождении, раннем этапе средневекового возрождения.

**Ключевые слова:** Каролингский, Ренессанс, история, культура, литература, искусство, общество, латынь.

Insoniyat hayotida uyg'onish davri juda muhim ahamiyatga ega. Rivojlanish bo'lmagan joyda tarix ham paydo bo'lmaydi. Karolinglar uyg'onish davri o'rta asrlardagi birinchi uyg'onish davri hisoblanadi. Bu madaniy faoliyat davri bo'lib tarixga kirgan. Bizga ma'lumki ushbu davrda adabiyot, yozuv, san'at me'morchilik, huquqshunoslik va kitobshunoslik jadal rivojlangan. E'tiborlisi shuki Karolingiya hukumdorlari Karl va Lui ushbu davr uchun muhim ahamiyat kasb etgan. Jon Kontrening so'zlariga ko'ra, " Bu Fransiyadagi ta'lim va madaniyatga ajoyib ta'sir ko'rsatdi, badiiy sa'y harakatlarga munozarali ta'sir ko'rsatdi va karolingiyaliklar uchun eng muhim narsaga, jamiyatning axloqiy tiklanishiga o'lchovsiz ta'sir ko'rsatdi". Uyg'onish davri keyingi davrlar uchun zamin yaratib berdi.

Karoling uyg'onish davr Frankon imperiyasidan 8-9- asrlarda Karolinglar hukmronligi davrida sodir bo'lgan madaniy gullash davrini anglatadi. Bu davr qadimgi Rim madaniyatining, xususan, adabiyot sohasiga kuchli ta'siri bilan ajralib

turadi. Karolingiyliklar ta'lim va san'atni targ'ib qiladilar, masalan, maktablar va kutubxonalar tashkil etiladi. Bu esa Lotin adabiyotining gullab-yashnashiga sabab bo'ladi. Unga Yorklik Alkuin va Orleanlik Teodulf kabi olimlar ta'sir ko'rsatadi. Bu davrdagi adabiy asarlar qadimgi klassik modellarning kuchli ta'sirida bo'lgan. Karoling Uyg'onish davri nemis adabiyotiga ham katta ta'sir ko'rsatadi.

Karolingiya ta'lim siyosati va adabiyotini targ'ib qilish orqali nemis tilida so'zlashadigan hududlarda ham adabiy asarlar yaratildi. Masalan, Hildebrandslied yoki Wessobrunner ibodati kabi nemis tilidagi eng qadimgi she'rlari yaratilgan. Karoling Uyg'onish davri nasroniylik e'tiqodining tarqalishiga ham hissa qo'shdi va nemis tilida diniy yozuvlarni yaratishni rag'batlantirdi. Bundan tashqari, lotin tilidagi asarlar nemis tiliga ham tarjima qilindi, bu turli tillar va madaniy hududlar o'rtasida jonli madaniy almashinuvga olib keldi. Umuman olganda, Karoling Uyg'onish davri nemis adabiyoti rivoji uchun yangi turtki va ta'sirlar bilan madaniy vosita bo'lib xizmat qildi.

Bu davrda nemis tilida birinchi adabiy asarlar, xususan, madhiyalar, duolar va dostonlar ko'rinishida paydo bo'ladi. Nemis shoirlari og'zaki ijodining an'anaviy materiallari va motivlaridan foydalanganlar. Ular hozirda birinchi marta yozma ravishda qayd etilgan. Karoling uyg'onish davridagi nemis adabiyotining muhim namunasi- ota va og'il o'rtasidagi ziddiyat haqidagi qadimgi yuqori nemis dostoni 'Hildebrandslied'. Bu asarda qadimgi Rim adabiyotining bu davr german sh'eriyatiga ta'siri yaqqol ko'rsatilgan. Umuman olganda, Karoling Uyg'onish davri turli madaniyatlar o'rtasidagi adabiy almashinuvni rag'batlantirish orqali nemis adabiyotiga sezilarli ta'sir ko'rsatdi deb aytish mumkin.

Karoling davri ko'p jihatdan tadqiqot uchun qiziqarli. So'ngi o'n yilliklarda franksiyaliklarning ijtimoiy tizimi va karoniyaliklarning ijtimoiy tuzumi va karoniyaliklar tomonidan olib borilgan cherkov islohotlari haqida bir qator asarlar yozildi. Buning ajablanarli joyi yo'q. Chunki, ayniqsa, Karolinglarning gullab-yashnagan davri juda ko'p manbalarni taqdim etadi. Biroq Karolinglar davri ham har doim qizg'in muhokamalar uchun material beradi. Bu shuningdek, Karoling uyg'onish davri atamasini ham o'z ichiga oladi. Bu atama hozirgacha qo'llaniladi. Haqiqiy atama birinchi marta tilga olinishidan oldin ham Karl uning adabiy arboblari va saroy kutubxonasi haqidagi juda ideallashtirilgan g'oyalar mavjud edi. Masalan fransuz tarixchis Anri Martinning 'Karoling uyg'onish davri' atamasining o'zi ehtimol fransuzlarga borib taqaladi. 1839-yildan buyon bu iborani ishlatib kelgan tarixchi Jan-Jak Ampert. Buni tanqid qilish 1924-yildayoq antiq davrdan maroliyevlar orqali karolingiyaliklarga o'tishda madaniy davomiylikni ko'rgan iqtisodiy va madaniyat tarixchisi Erna Patzeltan kelgan. Klassik filolog Pol Leman teskari pozitsiyani

egallagan. U esa qayta tug'ilish shakli haqida gapirgan. Chunki ba'zi mamlakatlarda madaniyat yo'qolgan edi. Hozirgi tadqiqiyot adabiyotida ham muhokama qilingan. Bu atama aslida ustunlik qiladi. 'Karoling Uyg'onish davri' haqidagi tadqiqotlarda haligacha konsensus mavjud emas.

Xulosa qilib shuni aytish mumkinki, uyg'onish davri insoniyat uchun doim muhim ahamiyatga ega bo'lgan. Ko'plab uyg'onish davrlarni o'rganar ekanmiz, ushbu davrlar har bir adabiyot bosqichlariga katta ta'sir ko'rsatgan. Yevropadagi ushbu uyg'onish davri nemis adabiyotida muhim rol o'ynagan. Adabiyot shakllanishidagi ta'sirni asarlarda yaqqol ko'rish mumkin. Rivojlanish bo'lsagina tarix yaratiladi, kelajak uchun zamin ham yaratiladi.

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## BRILLIANT WOMEN WRITERS THAT AUTHORITY CANNOT FORGET

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### ABSTRACT

This summary affords an outline of the position and effect of girl writers in English literature in the course of history. It delves into the demanding situations confronted via way of means of girl writers, their contributions to diverse literary movements, and the evolution in their illustration with inside the literary canon. Beginning with pioneers like Jane Austen and the Agatha Christie the summary strains the emergence of woman voices in literature. Highlighting key figures including Emma, Sense of Sensibility, the mysterious affair at styles. It explores how women writers have navigated societal norms and gender biases to supply works that task and redefine literary conventions. Additionally, the summary discusses the importance of feminist literary grievance in reevaluating and raising the works of women writers. Finally, it underscores the continuing significance of spotting and celebrating the numerous voices and views of women in shaping the panorama of English literature.

**Keywords:** critical position, femininity, social functions, ee-e book, splendid recognition, Pioneer, great acclaim, proper roles, masterpieces.

### INTRODUCTION

It seems like you are questioning a statement that suggests females are not capable of writing masterpieces. If that is the case, I must clarify that such a belief is incorrect. Throughout history and even today, women have indeed written and continue to write masterpieces. With this newsletter you have a threat to recognize approximately them greater specifically.

### FINDINGS

Gender performs an critical position within side the lives of human beings. I would really like initially giving a few examples with a view to be illuminated by the moonlight: Jane Austen, Agatha Christie, Emily Dickinson, Charlotte Bronte, George Eliot. One of the quality recognized 19th-century lady writers turned into Jane Austen



(16 December 1775 – 18 July 1817), writer of *Sense and Sensibility* (1811), *Pride and Prejudice* (1813), *Mansfield Park* (1814) and *Emma* (1816), who accomplished achievement as a posted writer. Pioneer of such is Jane Austen whose works again and again explored the requirements set for women, commonly being marriage and gentility. Her works explored conceitedness of societal policies within the Victorian England. She wrote extra novels, *Northanger Abbey* and *Persuasion*, each posted posthumously in 1818, and commenced another, ultimately titled *Sanditon*, however died earlier than its completion. The predominant contribution of women to literature has been their exploration of societal requirements. Since her loss of life Austen's novels have not often been out of print. An extensive transition in her recognition happened in 1833, once they had been republished in Richard Bentley's *Standard Novels* series. They regularly won great acclaim and famous readership. Like many women authors on the time, Austen posted her books anonymously. At the time, the proper roles for a girl had been as spouse and mother, and writing for women become appeared at excellent as a secondary shape of activity; a girl who wanted to be a full-time author become felt to be degrading her femininity, so books via way of means of women had been generally posted anonymously to be able to keep the self-esteem that the woman author become most effective publishing as a form of part-time job, and become now no longer in search of to end up a "literary lioness"

Right here I need to speak approximately her outstanding work (*Sense and Sensibility 1811*). Reviews have been beneficial and the unconventional have become stylish amongst younger aristocratic opinion-makers the version bought out with the aid of using mid-1813. Austen's novels have been posted in large variations than become ordinary for this period. The very last alternative, of promoting with the aid of using subscription, in which a collection of human beings might agree to shop for a ee-e book in advance, turned into now no longer an alternative for Austen as simplest authors who had been widely known or had an influential aristocratic client who might endorse an up-coming ee-e book to their friends, should promote with the aid of using subscription. *Sense and Sensibility* regarded in October 1811, and turned into defined as being written "By a Lady». As it turned into offered on commission, Egerton used high-priced paper and set the fee at 15 shillings.

Agatha Christie (1890–1976) modified right into a renowned English writer recounted for her detective novels and short story collections. She created iconic characters like Hercule Poirot and Miss Marple, and her works include classics such as "Murder on the Orient Express," "The Murder of Roger Ackroyd," and "And Then There Were None." Christie is considered one of the best-selling authors of all time,

collectively alongside her books translated into numerous languages and tailor-made into films, TV shows, and degree plays worldwide. She modified into made a Dame Commander of the Order of the British Empire in 1971. After finishing her education, Christie back to England to locate her mom ailing. They determined to spend the northern wintry weather of 1907–1908 within side the heat weather of Egypt, which became then a ordinary visitor vacation spot for rich Britons. They stayed for 3 months on the Gezirah Palace Hotel in Cairo. Christie attended many dances and different social functions; she specially loved looking newbie polo matches. Around the equal time, Christie commenced paintings on her first novel, *Snow Upon the Desert*. Writing below the pseudonym *Monosyllaba*, she set the ee-e book in Cairo and drew upon her latest reviews there. She became disenchanted whilst the six publishers she contacted declined the paintings. Clara counseled that her daughter asks for recommendation from the a hit novelist Edna Phillips, a own circle of relatives pal and neighbor, who replied to her enquiry, endorsed her writing, and dispatched her an creation to his personal literary agent, Hughes Massie, who additionally rejected *Snow Upon the Desert* however counseled a 2d novel. Christie had lengthy been keen on detective novels, having loved Wilkie Collins's *The Woman in White* and *The Moonstone*, and Arthur Conan Doyle's early Sherlock Holmes stories. She wrote her first detective novel, *The Mysterious Affair at Styles*, in 1916. It featured Hercule Poirot, a former Belgian police officer with "astounding moustaches" and a head "precisely the form of an egg", who had taken shelter in Britain after Germany invaded Belgium. Christie's social sports expanded, with usa residence parties, riding, hunting, dances, and curler skating. She had short-lived relationships with 4 guys and an engagement to another. In October 1912, she become brought to Archibald "Archie" Christie at a dance given through Lord and Lady Clifford at Ugbrooke, approximately 12 miles (19 km) from Torquay. The son of a barrister within side the Indian Civil Service, Archie become a Royal Artillery officer who become seconded to the Royal Flying Corps in April 1913. The couple speedy fell in love. Three months after their first meeting, Archie proposed marriage, and Agatha accepted. In August 1926, Archie requested Agatha for a divorce. He had fallen in love with Nancy Neele, a chum of Major Belcher. On three December 1926, the pair quarreled after Archie introduced his plan to spend the weekend with friends, unaccompanied via way of means of his wife. Late that evening, Christie disappeared from their domestic in Sunningdale. The following morning, her car, a Morris Cowley, became located at Newlands Corner in Surrey, parked above a chalk quarry with an expired riding license and garments inside.

## CONCLUSION

Women have made great contributions in nearly all fields at some stage in history. There isn't any denying the reality that at the same time as the present-day global fortunately opens blossoming possibilities for ladies in nearly all spheres, succeeding in a profession became now no longer a mattress of roses for ladies in historic instances. For instance, the sector of literature became ruled through guys and close doorways for ladies to go into the limelight thru their stunning literature pieces. While many ladies of these instances who had been keen to offer their literature capabilities unluckily usual those regulations as their defeating fate, many stood up, confronted the opposing storm, and got here out as a winner. No marvel those ladies deserve splendid recognition.

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## **SOCIOLINGUISTIC VARIATIONS: ANALYZING NON-LITERARY SPEECH IN CONTEMPORARY UZBEK, ENGLISH, AND RUSSIAN CONTEXTS**

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### **ABSTRACT**

This article is devoted to analysis of variations in the modern Uzbek, Russian, and English languages. This study sheds light on how language is used and understood in various sociocultural situations by examining sociolinguistic changes in non-literary speech in the contexts of Uzbek, English, and Russian.

**Keywords:** literary speech, non-literary speech, sociocultural situation, sociolinguistic changes.

Fundamental features of language use, sociolinguistic variations represent the various social, cultural, and contextual elements that impact communication. Nonliterary speech is an important component of linguistic identity in modern society and influences cross-cultural communication. Within Uzbek-speaking groups, variations in accent, dialect, and register are indicative of social hierarchy, ethnic diversity, and geographic differences[1]. Furthermore, it is typical to move between Uzbek, Russian, and other languages as a sign of identity, social standing, and communication proficiency.

Given its global reach, English displays a wide range of sociolinguistic variants that are influenced by social, cultural, and geographic circumstances. Accent, pronunciation, vocabulary, and grammar differences are indicative of regional dialects, socioeconomic status, and ethnic identity. [2]. Moreover, sociolinguistic phenomena like slang usage, code-switching, and politeness tactics add to the dynamic character of English language use across a range of sociocultural contexts globally. Sociolinguistic variances are shaped by historical, political, and geographical variables, as well as ethnic and socioeconomic variety, throughout the Russian-speaking globe. Distinct linguistic traits are noted among various Russian-speaking groups, and variations in accent, pronunciation, and vocabulary reflect

regional dialects and ethnic identities.[3]. The varied nature of Russian language use is further enhanced by borrowings from other languages and code-switching between Russian and minority languages. Although there are similarities among the sociolinguistic variants of Uzbek, English, and Russian, each language has distinctive characteristics that are influenced by its historical, cultural, and linguistic backgrounds. Within each language community, the intricate relationship between language, identity, and social dynamics is reflected in variations in accent, dialect, register, and code-switching.[4]. Moreover, globalization, migration, and technological advancements have contributed to the emergence of new sociolinguistic phenomena, challenging traditional linguistic boundaries and norms.

Analyzing language events from a sociolinguistic perspective and their culturally specific linguistic features generally entails looking at the relationship between language and society, problems with different categories of reality, and problems with language's influence on people's behavior (influence of verbally classified activity patterns and existing as intellectual operations on relevant activity). The social realm is perceived differently by individuals from different ethno-cultural communities. Different nations may classify facts and events differently, which is related to the unique characteristics of a given nation's way of life and the existence of certain stereotypes that influence perception and interpretation processes. It is well known that the English people have their own unique national identity due to the influence of Protestantism and European culture. Conversely, the Uzbek people have a distinct national ethnic character due to their Islamic heritage and Eastern cultural influences. Both people exhibit these national and cultural traits in their speech by expressing how they are feeling. [5] History demonstrates the wide range of academics who have studied speech. Speaking well was a valuable ability in ancient Greece. The secrets of public speaking are not only known by leaders and chiefs of state, but also by regular people. At the time, it was an attempt to demonstrate oratory skills. because each person had to give a moving speech in court to defend themselves. Speakers from high circles were also present. They are usually found during formal events, such as state-sponsored formal nights honoring the affluent. Consequently, a speech of praise also surfaced. Around this time, this demand gave rise to several well-known speakers from around the globe. We can obtain additional facts from Homer's "Illiad and Odessa" work.

One of the most famous speaker , Cicero , who grew up in ancient Rome. His works which dedicated in various contexts of oratory have kept until now. Like other scientists linguists B. Urinbaev and A. Soliev studied Cicero's work on the art of public speaking.[6] Language usage variations based on gender, regional variations,



and the influence of social class on language use are a few instances of sociolinguistic research. Depending on where they were raised, their educational background, and their socioeconomic status, a person's accent can differ amongst social groups.

### **Conclusion**

In modern Uzbek, English, and Russian contexts, sociolinguistic variances in nonliterary speech are crucial in forming language use and identity. Through an analysis of these differences, we may better understand the various sociocultural contexts in which language functions, emphasizing the fluidity of language use and the intricate relationship between language and society. Understanding sociolinguistic differences is crucial for promoting cross-cultural communication, linguistic diversity, and mutual understanding in our interconnected world, since languages continue to change in response to social, cultural, and technological changes.

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## EXPLORING THE ESSENCE OF ENGLISH ROMANTICISM: A JOURNEY THROUGH ITS DEVELOPMENT

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### ABSTRACT

English Romanticism, a pivotal literary and artistic movement of the late 18th and early 19th centuries, emerged in response to the societal shifts catalyzed by events like the French Revolution and the Industrial Revolution. This article traces the development of English Romanticism, highlighting its origins, key characteristics, notable figures, and enduring impact on literature and culture. Characterized by a celebration of individualism, emotion, and nature, Romanticism rejected the rationalism of the Enlightenment, embracing imagination as a powerful tool for expressing the ineffable. Notable figures such as Wordsworth, Coleridge, Shelley, Keats, and Byron shaped the movement with their innovative poetry and prose, exploring themes of beauty, mortality, and the sublime. The legacy of English Romanticism continues to influence contemporary culture, inspiring subsequent generations of artists and thinkers.

**Keywords:** English Romanticism, literature, art, movement, Enlightenment, nature, imagination, individualism, emotion, poets, Wordsworth, Coleridge, Shelley, Keats, Byron, legacy, influence.

### INTRODUCTION

English Romanticism stands as a significant movement in the realm of literature and art, encapsulating a profound shift in thinking, feeling, and expression during the late 18th and early 19th centuries. It emerged as a reaction against the rationalism of the Enlightenment era, embracing emotion, imagination, and nature as central themes. This article delves into the development of English Romanticism, tracing its roots, key characteristics, notable figures, and lasting impact on literature and culture.

The seeds of English Romanticism were sown amidst the political upheavals of the late 18th century, including the French Revolution and the Industrial Revolution. These tumultuous events catalyzed a reevaluation of societal norms and values, prompting artists and writers to seek deeper connections with the natural world and the human spirit.

One of the primary influences on English Romanticism was the German Sturm und Drang movement, which emphasized individualism, intense emotion, and a reverence for nature. Writers such as Johann Wolfgang von Goethe and Friedrich Schiller inspired their English counterparts to explore similar themes in their works.

### **MAIN PART**

English Romanticism is characterized by a celebration of individuality, spontaneity, and emotional intensity. Romantics rejected the constraints of classical forms and sought to express the ineffable through innovative literary techniques. Nature held a sacred significance for Romantic poets, who saw it as a source of beauty, inspiration, and spiritual renewal. Imagination played a central role in Romantic literature, with writers often exploring the realms of fantasy and the supernatural[1]. They sought to transcend the limitations of reason and logic, embracing the mysterious and the sublime.

English Romanticism boasted an array of talented poets, novelists, and artists whose works continue to captivate audiences to this day. Among the most prominent figures are William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, John Keats, and Lord Byron. Wordsworth and Coleridge, with their collaborative work "Lyrical Ballads" (1798), are often credited with launching the Romantic movement in England[2]. Their poetry celebrated the ordinary aspects of life and sought to evoke profound emotional responses from readers.

Shelley and Keats, on the other hand, explored themes of beauty, mortality, and the transience of life in their lyrical and evocative verse. Their works, including Shelley's "Ode to the West Wind" and Keats's "Ode to a Nightingale," exemplify the Romantic emphasis on sensory experience and introspection.

Byron, known for his brooding persona and adventurous spirit, infused his poetry with themes of rebellion, passion, and longing. His epic narrative poem "Childe Harold's Pilgrimage" (1812-1818) captured the imagination of readers across Europe and solidified his status as a Romantic icon[4].

The legacy of English Romanticism extends far beyond the 19th century, influencing subsequent generations of writers, artists, and thinkers. Its emphasis on individual expression and the power of the imagination paved the way for various artistic movements, including Symbolism, Surrealism, and Modernism. Moreover,

Romantic ideals continue to resonate in contemporary culture, inspiring countless adaptations, reinterpretations, and homages in literature, music, film, and visual art. The Romantic fascination with nature, emotion, and the supernatural continues to shape our understanding of the human experience and our relationship with the world around us.

### **CONCLUSION**

English Romanticism emerged as a revolutionary force in the cultural landscape of the late 18th and early 19th centuries, challenging established norms and championing the power of emotion, imagination, and individuality. Its legacy endures as a testament to the enduring capacity of art to provoke thought, stir the soul, and illuminate the mysteries of existence. Through the works of its visionary poets and artists, English Romanticism continues to inspire and enchant audiences around the world, inviting us to explore the depths of our own humanity and the boundless realms of the imagination.

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## LANGSTON HUGHES: CHAMPION OF THE AFRICAN AMERICAN EXPERIENCE IN AMERICAN LITERATURE

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### ABSTRACT

An influential luminary of the Harlem Renaissance, Langston Hughes left an indelible mark on American literature through his poignant poetry that celebrated the African-American experience. His verse, renowned for its simplicity, vivid imagery, and rhythmic language, authentically captured the essence of African American life, delving into themes of identity, injustice, and the unyielding pursuit of equality. This article elucidates Hughes' profound impact on American literature, highlighting the enduring resonance of his evocative poetry.

**Keywords:** Langston Hughes, poetry, Harlem Renaissance, African American experience, social activism.

Langston Hughes, an iconic figure of the Harlem Renaissance, left an indelible mark on American literature through his profound poetry celebrating the African American experience. Born in 1902 in Joplin, Missouri, Hughes' upbringing amidst racial segregation deeply influenced his literary works. His poetry, characterized by its simplicity, vivid imagery, and rhythmic language, resonated with the essence of African American life, tackling themes of identity, injustice, and the pursuit of equality. Hughes' seminal works, including "The Weary Blues" and "Harlem," skillfully conveyed the joys and struggles of black Americans, imbuing his verses with profound emotional resonance[1]. As a social activist, Hughes used his poetry as a tool for change, advocating for civil rights and empowerment. His enduring legacy as a pioneering poet and voice of the marginalized continues to inspire generations, ensuring his place as a towering figure in American literary history.

Langston Hughes emerged as a prominent American poet, social activist, novelist, playwright, and columnist during the Harlem Renaissance—an era that celebrated African American culture in the 1920s and 1930s. Despite facing racial discrimination from an early age, Hughes' literary talents flourished. Born on February 1, 1902, in Joplin, Missouri, Hughes spent his formative years in Lawrence, Kansas, and Cleveland, Ohio[2]. Raised by his maternal grandmother after his

parents separated, Hughes navigated a world rife with racial prejudice. Yet, he found solace and expression through poetry, honing his craft while studying at Columbia University in New York City.

Hughes' poetry and prose became a poignant reflection of African American struggles, joys, and culture, drawing inspiration from the rhythms of jazz, blues, and spirituals. His rise to prominence coincided with the Harlem Renaissance—a cultural movement that celebrated African American art, literature, and music. With the publication of his poetry collection "The Weary Blues" in 1926, Hughes garnered critical acclaim, solidifying his status as a leading figure of the Harlem Renaissance[4].

Throughout his prolific career, Hughes wrote numerous poems, short stories, essays, and plays, exploring themes of identity, race, social justice, and the African American experience in America. His works, such as "The Negro Speaks of Rivers," "I, Too," and "Harlem," resonated deeply with audiences, capturing the resilience and spirit of the black community while confronting the injustices and discrimination they faced. Hughes' poetry is characterized by its accessibility and simplicity of language, making it accessible to readers of all backgrounds. He often incorporated elements of blues and jazz music into his verses, infusing them with rhythmic patterns and repetition to create a musical quality. Hughes' use of vivid imagery and symbolism vividly evoked the sights, sounds, and emotions of urban life and the African American experience. As a central figure of the Harlem Renaissance, Hughes drew inspiration from the cultural vibrancy of Harlem, incorporating themes, dialects, and traditions from African American culture into his poetry. His poems, including "Dream Deferred" and "Mother to Son," continue to be celebrated for their eloquence, emotional resonance, and enduring relevance to contemporary issues of race and social justice.

Langston Hughes' poetry has had a profound impact on American literature and culture, influencing subsequent generations of poets and writers. His ability to articulate the experiences and aspirations of African Americans elevated the voices of marginalized communities and inspired social change[3]. Hughes' enduring legacy as a pioneering poet and advocate for civil rights continues to inspire generations, ensuring his place as a towering figure in American literary history. Hughes' poetry continues to be widely studied, anthologized, and performed, serving as a beacon of hope and resilience in the ongoing struggle for equality and justice. His works offer profound insights into the human experience, fostering understanding and empathy across diverse audiences. As we reflect on Hughes' contributions to American

literature, we honor his legacy as a champion of the African American experience and a trailblazer for social change.

Langston Hughes' poetry stands as a testament to the resilience, creativity, and enduring spirit of the African American community. Through his evocative verses, Hughes captured the essence of a generation and challenged societal norms, paving the way for a more inclusive and equitable future. As we commemorate his legacy, we recognize Hughes' invaluable contributions to American literature and his unwavering commitment to justice and equality for all.

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## HUMOR AND SATIRE IN W. SHAKESPEARE'S COMEDIES

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### ABSTRACT

In William Shakespeare's comedies, humor and satire intertwine to entertain audiences while offering incisive commentary on society. Through clever wordplay, mistaken identities, and physical comedy, Shakespeare's characters navigate love, social hierarchies, and human folly with wit and insight. Satirical elements critique societal norms and institutions, revealing the absurdities of courtly life, gender roles, and marriage. Through irony and satire, Shakespeare's comedies engage audiences in laughter while challenging them to reflect on timeless themes of human behavior and societal conventions.

**Keywords:** social hierarchies, gender roles, comedies, irony and satire.

William Shakespeare, baptized on April 26, 1564, in Stratford-upon-Avon, Warwickshire, England, is considered one of the greatest playwrights and poets in the English language and the world's preeminent dramatist. He was the third of eight children born to John Shakespeare, a successful glover and alderman, and Mary Arden, a landed heiress. Little is known about Shakespeare's early life, education, and personal life. He likely attended the King's New School in Stratford, where he would have received a classical education focused on Latin literature and rhetoric. At the age of 18, he married Anne Hathaway, with whom he had three children: Susanna, and twins Hamnet and Judith. Around 1585, Shakespeare moved to London, where he began his career as an actor and playwright[1]. He quickly gained recognition for his talent, and by the early 1590s, he was writing plays for the Lord Chamberlain's Men, one of the most prominent acting companies of the time. Shakespeare's works are categorized into three main genres: tragedies, comedies, and histories[3]. His tragedies, such as "Hamlet," "Othello," "King Lear," and "Macbeth," explore themes of ambition, betrayal, and the human condition. His comedies, including "A Midsummer Night's Dream," "Twelfth Night," and "Much Ado About Nothing,"

often involve mistaken identity, romantic entanglements, and witty wordplay. His historical plays, such as the "Henriad" (which includes "Henry IV, Part 1," "Henry IV, Part 2," and "Henry V"), depict the rise and fall of kings and the political intrigues of medieval England[4]. In addition to his plays, Shakespeare wrote over 150 sonnets, which are considered among the finest in English literature. His works have been translated into every major language and adapted into numerous films, plays, and other forms of art. Shakespeare retired to Stratford-upon-Avon around 1613 and died there on April 23, 1616, at the age of 52. He was buried in the Holy Trinity Church in Stratford, where his grave remains a popular tourist attraction. Despite his relatively short life, Shakespeare's legacy endures, and his works continue to be studied, performed, and celebrated around the world.

When it comes to humor and satire in W. Shakespeare's comedies. Humor and satire play crucial roles in William Shakespeare's comedies, adding depth, entertainment, and social commentary to his plays. Shakespeare's comedies are renowned for their clever wordplay, puns, and witty dialogue. Characters often engage in repartee and verbal sparring, showcasing their intelligence and humor. Examples include the banter between Beatrice and Benedick in "Much Ado About Nothing" and the playful exchanges in "Twelfth Night." Many of Shakespeare's comedies involve mistaken identity, where characters are confused about each other's true identities, leading to humorous situations. For instance, in "Twelfth Night," Viola disguises herself as a man, leading to mistaken identities and romantic complications. Shakespeare often employs satire to critique societal norms, institutions, and behaviors. Through exaggerated characters and situations, he exposes the flaws and absurdities of society[5]. For example, in "As You Like It," the character Touchstone serves as a satirical commentator on courtly life and manners. Shakespeare's comedies frequently feature physical humor, including slapstick comedy, sight gags, and comedic gestures. These elements appeal to both the intellectual and visceral senses of the audience. Examples include the antics of the mechanicals in "A Midsummer Night's Dream" and the comic mishaps in "The Comedy of Errors." Shakespeare employs irony and satire to comment on themes such as love, marriage, gender roles, and social class. For instance, in "The Taming of the Shrew," Petruchio's treatment of Katherine and the societal expectations of women are satirized, challenging traditional gender roles. Overall, humor and satire are essential components of Shakespeare's comedies, adding layers of complexity and entertainment while also providing insightful commentary on the human condition and society.

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## HUMOR AND SATIRE IN WILLIAM SHAKESPEARE'S COMEDIES

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### ABSTRACT

The plays of William Shakespeare, as presented in the First Folio, were divided into comedies, histories, and tragedies. Contemporary researchers additionally identify a fourth genre known as romance, which denotes the unique comedic style found in Shakespeare's later plays. This article provides the comedies of William Shakespeare, which involved humor and satire.

**Keywords:** love story, darkness and light, unexpected events, satirical elements, witty humor, colorful characters.

### ANNOTATSIYA

“Birinchi folio”da Uilyam Shekspirning pyesalari uch toifaga birlashtirilgan: komediyalar, tarixlar va tragediyalar; [1] va zamonaviy olimlar Shekspirning keyingi asarlarida paydo bo'ladigan komediyaning o'ziga xos turlarini tasvirlash uchun to'rtinchi toifani, romantikani tan oladilar. Bu maqolada esa, Uilyam Shekspirning o'z ichiga hazil va hjiy asarlarini olgan kamediyalari yoritib berilgan.

**Kalitso'zlar:** sevgi hikoyasi, yorug'lik va qorong'ilik, ertak voqealari, satirik elementlar, shapaloq hazil, kulguli qahramonlar .

### INTRODUCTION

The traditional categorization of Shakespeare's plays includes Comedy, History, Romance, and Tragedy, with some variations proposed over time. Shakespearean comedies, or those plays commonly considered as such, are typically characterized by humor, irony, and intricate wordplay. They feature elements like disguises, mistaken identities, complex plots that can be hard to follow, and endings that often seem contrived.

### MAIN PART

Shakespearean comedies have not left a lasting theatrical tradition akin to the works of Ben Jonson, whose plays vividly depict the contemporaneous society through exaggerated and satirical characters. In contrast, Shakespeare's comedies diverge in essence. Typically unfolding in fictional realms, these plays delve into nearly fairy-tale

narratives. However, despite the fantastical settings and storylines, the characters within exhibit a profound realism, showcasing Shakespeare's renowned insight into human psychology. Each comedy follows a principal storyline along with one or more subplots, sometimes drawing more focus than the primary narrative itself. The comedic personas within these plays are distinctly English in nature, even when the backdrop shifts to foreign lands.

These works are crafted in a fluid poetic structure and light, effortless prose. Brimming with humor and wordplay, some texts feature allusions that may prove challenging for contemporary readers to grasp. In these comedies, themes of love and reconciliation prevail, revolved around disruption and eventual restoration. Shakespeare champions the individual's freedom of choice in love amidst prevailing societal norms and traditions, often personifying this notion through his female characters. His heroines typically embody courage, nobility, eloquent speech, and enthusiasm.

Moreover, a recurring motif in these comedies is the juxtaposition of appearance versus reality. Shakespeare adeptly conveys the significance of self-awareness, illustrating how misconceptions about one's own character can lead to misguided choices in relationships. Despite their foibles, the characters in Shakespeare's intricate comedic plots ultimately achieve self-realization and understanding, culminating in joyful resolutions as they come to grips with their identities and affections.

Attempting to categorize Shakespeare's comedy plays as a unified group proves challenging beyond a surface-level overview. The contrived conclusions prevalent in most Shakespearean comedies serve as a key to deciphering the underlying essence of these distinct works.

For instance, consider "The Merchant of Venice," which encapsulates themes of love and interpersonal dynamics. Typical of Shakespearean comedy, the play features two couples, with one woman assuming a male disguise throughout—a recurrent motif in such works. However, the storyline takes a darker turn as it unfolds the plight of a young Jewish woman led astray from her father by a superficial and uninteresting Christian. Despite the sanguine ending where the lovers unite in jubilation over their resolute love and favorable outcomes, this resolution is achieved at the expense of a man's utter ruin. The character of Shylock, the Jewish moneylender, embodies a figure who errs and faces severe repercussions, forfeiting all that is dear to him, including his religious autonomy. The play almost seems bifurcated—an overlay of comedic structure with an underlying personal tragedy. The comedic framework acts as a prism magnifying the shades of tragedy, orchestrating a profound and somber narrative. Each of Shakespeare's comedy plays, including "Twelfth Night" and "Much Ado About Nothing," showcases a common pattern—the marginalization and mistreatment of individuals by the dominant group. This mistreatment and suffering, as depicted in

"Twelfth Night," for instance, are often glossed over in the contrived and lighthearted conclusions that punctuate Shakespeare's comedies. Despite the vibrant tapestries of life, love, laughter, and mirth that envelop these plays, each is tinged with a somber undertone. "Much Ado About Nothing," akin to "Antony and Cleopatra," a tragic narrative cloaked in a comedic framework, demonstrates Shakespeare's virtuosity in storytelling. Here, he intricately intertwines an age-old mythological romance with a contemporary love tale, crafting a witty drama where light and darkness play a relentless game of chase, mirroring the capricious nature of life itself. The imminent threat of collapse looms over the storyline, only to be averted by another meticulously orchestrated and predictable conclusion. Shakespeare's comedies, much like his tragedies, defy conventional classification. Each work transcends genre boundaries, illuminating the multifaceted spectrum of human existence with its shades of sorrow, elation, poignancy, calamity, humor, obscurity, and levity. The following list comprises the plays universally recognized as Shakespearean comedies.

Ancient Greek comedy, a stark departure from the solemnity and gravity of tragedy, embodied a vibrant and exuberant form of theatrical expression. Aristophanes, hailed as the paramount figure in the realm of comedy, employed a broad spectrum of humor ranging from slapstick comedy to ribaldry, satire, and literary pastiche. Unlike tragedy, which drew on traditional myths and lore, the plots of comedies sprung forth from the inventive faculties of their creators. The primary focus of early Greek comedy revolved around political and social commentary, often delivered through biting satire.

As the evolution of comedy unfolded across the centuries, there emerged a shift towards narratives centred on familial dynamics, particularly exploring the nuances of relationships and the complexities of love. This universal theme endured the test of time and traversed geographical and temporal boundaries, transcending from the theatres of ancient Greece through the annals of Roman civilization. With the Renaissance's fascination for classical antiquity, Greek comedic traditions found a renewed audience in Renaissance Europe, subsequently influencing the theatrical landscape in England during the Elizabethan era.

Into the modern epoch of the twentieth and twenty-first centuries, the essence of Greek comedy continues to resonate, manifesting in various forms such as films and television productions. The enduring appeal of Greek comedic themes underscores its timeless relevance and adaptability, attesting to its enduring legacy in the realm of entertainment and cultural expression.

Humor and satire play significant roles in William Shakespeare's comedies, adding depth and entertainment to the stories. Here are some common features of humor and satire in Shakespeare's comedies:



1. Wordplay and wit: Shakespeare was a master of wordplay and clever wit. His characters often engage in puns, double entendres, and clever repartee to create humor and add depth to their interactions.

2. Satirical elements: Shakespeare's comedies often contain satirical elements that critique societal norms, conventions, and behaviors. Through satire, he pokes fun at human follies and exposes the absurdities of society.

3. Physical comedy: Shakespeare's comedies frequently include elements of physical comedy, such as slapstick humor, mistaken identities, and comical situations that arise from miscommunication or misunderstandings.

4. Comic relief: Humor is used as a form of comic relief in Shakespeare's comedies to balance out more serious or dramatic moments. The comedic elements provide the audience with a break from tension and allow for a lighthearted atmosphere.

5. Irony and absurdity: Shakespeare often employs irony and absurdity to create humorous situations in his comedies. Characters may find themselves in ridiculous or farcical scenarios, leading to laughter and amusement from the audience.

## CONCLUSION

Overall, humor and satire in Shakespeare's comedies serve to entertain the audience, highlight human flaws and foibles, and offer a commentary on society and human nature. They add richness and complexity to the plays, making them enduring classics that continue to be enjoyed by audiences worldwide.

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## THE REFLECTION OF HEROISM IN THE NOVELS OF ERNEST HAMINGWAY

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### ABSTRACT

Ernest Hemingway, known for his succinct and powerful writing style, often portrayed heroism in a nuanced manner in his novels. In Hemingway's works, heroism is not depicted through conventional acts of valor or grand gestures, but rather through themes of grace under pressure, stoicism in the face of adversity, and a profound sense of moral courage and this article gives some information about them.

**Keywords:** philosopher, cod hero, fantastic hero, tolerance, adventure, power writing, and stoicism.

### ANNOTATSIYA

Lo'nda va ta'sirchan yozuv uslubi bilan mashhur bo'lgan Ernest Xeminguey o'z romanlarida qahramonlikni ko'pincha nozik tarzda tasvirlagan. Xeminguey asarlarida qahramonlik odatiy jasorat yoki buyuk imo-ishoralar orqali tasvirlanmaydi, aksincha, bosim ostida inoyat, musibat qarshisida stoitizm va chuqur ma'naviy jasorat tuyg'usi mavzulari orqali tasvirlanadi va bu maqolada esa ular haqiga gap yuritiladi va bu maqola ular haqida biroz ma'lumot beradi

**Kalit so'zlar:** murafakkir, kod qahramoni, fanrastik qahramon, chidamlilik, sarguzasht, kuchli yozish va nolimaslik.

### INTRODUCTION

Ernest Hemingway, a renowned literary figure, is celebrated for pioneering the "Iceberg Principle" in his writing philosophy. This principle serves as a lens through which Heroism is redefined, offering an unconventional portrayal of heroic figures diverging from traditional archetypes. Hemingway's literary works, spanning novels and short story collections, are imbued with the essence of the Iceberg Principle, inviting readers to delve beneath the surface to uncover the complexities of his characters. Prominent examples such as "In Another Country," "Old Man at the Bridge," and "The Old Man and the Sea" showcase Hemingway's distinctive approach to character portrayal, requiring readers to unearth subtleties for a profound

understanding of human destiny infused with emotional depth. This qualitative and descriptive study delves into the manifestation of Heroism within these narratives, shedding light on Hemingway's multifaceted exploration of the concept. The findings reveal that Hemingway employs five key aspects to delineate his brand of Heroism: age, life's adversities, solitude, resilience, and unwavering composure. Furthermore, tracing the evolution of Hemingway's heroes across the trio of stories elucidates a thematic progression mirroring the author's artistic journey towards literary refinement.

## **MAIN PART**

In the context of Hemingway's literary exploration, a central theme of interest is the portrayal of the Hemingway hero, often colloquially referred to as the "code hero." As Hemingway's novels made their debut, they were met with fervent enthusiasm from the American readership, establishing a profound connection with the zeitgeist of the 1920s. The archetype of the Hemingway hero resonated strongly with readers, encapsulating a response to life that struck a chord with the prevailing sentiments of the era. This study seeks to illuminate Hemingway's heroism through the lens of the traditional hero-quest narrative, examining the character from a heroic perspective. It endeavors to juxtapose Hemingway's heroes against mythological figures on their quest for self-identity, delving into existential reflections on the fundamental truths of existence. In contrast to the romantic hero archetype, Hemingway's heroes embody a distinct sense of human dignity, emphasizing the profound aspect of self-worth intrinsic to their characterization. Within the hunting narrative of Hemingway's pursuit of the "single perfect shot," a shared narrative pattern emerges that transcends individual works, underscoring the enduring significance of the hero's journey as a representation of human complexity and resilience.

The concept of the Code Hero in Hemingway's literary canon is closely intertwined with stoicism, embodying a predominant temperament across many of his works. Often exemplified through characters like Santiago in "The Old Man and the Sea," the Code Hero epitomizes characteristics such as honor, courage, and endurance amidst the trials and tribulations of life. In Hemingway's narrative universe, where violence and chaos reign, the Code Hero adheres to a set of principles that demand honorable behavior even in the face of inevitable defeat. By upholding these ideals, the hero attains a sense of fulfillment, solidifying his masculinity and worth in the process. Referred to as demonstrating "grace under pressure," the Code Hero navigates through life guided by the values of honor, courage, and resilience in the midst of turmoil and suffering. Hemingway's definition

of the Code Hero encapsulates a portrayal of a man who confronts the chaotic and painful realities of existence with integrity and fortitude, measuring his worth by his adeptness in handling adversity. While acknowledging the inevitability of mortality, the true essence of the Code Hero lies in his response to death, underscoring a belief in the concept of "Nada," signifying nothingness and the absence of an afterlife. Characterized by individualism, self-reliance, and emotional restraint, the Code Hero shuns displays of sentimentality and eschews commitments that may be perceived as weaknesses. Traits such as bravery, a penchant for adventure, and a spirit of wanderlust further define the essence of the Code Hero in Hemingway's literary tapestry.

Paradoxically, the Code Hero may harbor a fear of darkness as it symbolizes the void, the abyss, the concept of nothingness (nada) associated with death. Despite this existential dread, the Code Hero must confront mortality with courage, transcending his fears to affirm his manhood and perseverance in the face of adversity. Imbued with a sense of personal significance amidst life's inherent meaninglessness, the Code Hero, exemplified by figures such as Catherine Barkley, must excel in their endeavors to navigate the existential void. Enduring life's inevitable misfortunes becomes a defining characteristic of the Code Hero, showcasing resilience and fortitude in the midst of challenges. While the Code Hero is destined to succumb to life's struggles, the true measure lies in their response to mortality, with a steadfast embrace of death illuminating the path to a fulfilled existence. The pursuit of death-defying endeavors, such as bullfighting or challenging the elements as a fisherman, serves as a crucible for learning how to truly live. Rituals surrounding death form an integral part of the Code Hero's ethos, providing structure and meaning in the face of life's uncertainties. The embodiment of grace and adherence to ritualistic practices underscore the honor and integrity inherent in the Code Hero's actions, whether in the arena or on the sea. The Hemingway man epitomizes a rugged masculinity, engaging in pursuits deemed adventurous and daring, from hunting to bullfighting. Characterized by a lack of verbosity and a preference for action over discourse, the Code Hero's identity is shaped by deeds rather than words, emphasizing a stoic and pragmatic approach to life's challenges.

The Hemingway hero is tasked with preserving life at all costs, viewing existence as precious, enjoyable, and of paramount importance. Embracing the philosophy that life holds intrinsic value while death signifies nothingness, the hero is compelled to navigate encounters with mortality with grace and courage, as encapsulated by the concept of "grace under pressure." Though the juxtaposition of the Hemingway hero with death may seem paradoxical to casual readers, it

underscores a deeper thematic exploration. The hero's readiness to confront death stems from a profound understanding of its finality, instilling a pragmatic approach to avoiding its grasp while maintaining a brave demeanor in its presence. While acknowledging the fear of death, the Hemingway man is resolute and unflinching, never succumbing to cowardice or displaying overt signs of trepidation. The hero's capacity to resist the specter of death and embrace life's intensity is a testament to his resilience and inner fortitude. Confronting mortal danger serves as a crucible through which the hero's true essence is revealed, unveiling his latent strengths and potentialities. Only in the face of peril can the hero truly ascertain his character and demonstrate his mettle, transcending fear to embody the ethos of the quintessential Hemingway man.

The Hemingway protagonist experiences myriad trials and tribulations, enduring numerous challenges before life becomes overwhelmingly arduous. This character, continually confronted by the complexities of existence, grapples with both the relentless demands of life and an unyielding struggle against deep-seated fears that resist resolution. In Hemingway's inaugural novel, "The Sun Also Rises," the protagonist, Jake Barnes, embodies the overarching theme drawn from Ecclesiastes, reflecting on the futility of human endeavors in the face of existential questions. Set against the backdrop of expatriate life in Paris during the 1920s, Jake Barnes symbolizes the disenchantment and aimlessness pervasive among the "lost generation," a group of individuals adrift in a world without clear purpose. Emasculated by war wounds that crystallize his inner turmoil, Jake finds himself ensnared in a hopeless love for Brett Ashley, their romance stifled by circumstances beyond their control. The novel unfolds as a poignant exploration of disillusionment and unfulfilled aspirations, emphasizing the cyclical nature of human endeavor and the inherent sense of futility that pervades their existence. A Roman Catholic, Jake's spiritual inclination is encapsulated in a poignant passage as he enters the Cathedral, underscoring a moment of contemplation and introspection in the face of life's uncertainties.

## CONCLUSION

The Hemingway hero embodies a philosophy shaped by his perception of mortality, where confronting death compels him to seize life's opportunities fully, extracting utmost enjoyment from every moment. This hero refrains from verbalizing his beliefs, displaying steadfast loyalty to a select few as he eschews abstract notions. Defined by reticence and a reluctance to engage in lengthy discourse, he communicates through deeds rather than words, epitomizing a persona rooted in

action rather than contemplation. Dismissing introspection, the Hemingway man champions a life guided by a distinct ideal of living authentically and purposefully.

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## ENGLISH ROMANTICISM AND ITS DEVELOPMENT

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### ABSTRACT

In this article we learn about the beginning of Romanticism and changing of mind of people from old opinion the new one. There are large group of contributors in many fields; art, music, science and history writing, literature and others. Five different characteristics are explained that individuals lived during the Romanticism.

**Keywords:** Romanticism, historiography, art, novelist, musicians, changing new terms, movement.

### INTRODUCTION

Romanticism was emerged in Europe to the end of 18<sup>th</sup> Century and it was regarded as an artistic and cognitive moving for Western population also it was summit between 1800 and 1850 years. Romanticism exemplified not only visual arts, literature, music, but also it had major impact on politics, education and natural sciences. It is also described the freedom of artist that they can express their ideas and opinions. In the previous centuries there had been Neoclassicism and against this term a new movement in art and literature has evolved and firstly Friedrich Schlegel (the German poet) used the term of romantic in order to demonstrate literature, defined as „literature depicting emotional matter in an imaginative form”., „Emotion”, „Freedom” and „Imagination” is the main points of Romanticism, these features consist of subjectivity explained as individualism; spontaneity; freedom from rules; love and worship of nature; the beliefs imagination is superior and others. According to the history, in the Middle Ages „Romance ” term was given from Latin in new Vernacular languages that was language of learning. Afterwards, the word changed into new words romanz, roman and romance. German cultural theorists contributed to the distribution of „Romanticism” across Europe and the New World with losing negative connotations. Furthermore, it was stood for integrity, spontaneity and authenticity in a positive way.

In literature, many figures created works in different themes. There were great deals of romantic authors Charles Maturin, Edgar Allan Poe, Nathaniel Hawthorne their writings depend on human psychology. Around 16<sup>th</sup> century Isabella

di Morra was an early romantic author and her writings were under loneliness and isolation themes. Joseph Warton was the headmaster of Winchester College and his brother Thomas Warton was Professor of Oxford University in Poetry faculty had great influence in Romanticism. In Great Britain the group of enlightenments William Wordsworth, Samuel Taylor Coleridge, John Keats, Lord Byron, William Blake were well-known for their works and efforts. In visual arts, Landscape painting showed first itself display in Romanticism (Thomas Jones, *The Bard*, 1774, a prophetic combination of Romanticism and nationalism by the Welsh Artist). There were other figures as contributors Antonie-Augustin (Cavalier gaulois), George Stubbs (*A lion attacking a horse*), John Henry Fuseli (*The nightmare*), Francisco Goya (*The Third of May*), Eugene Delacroix (*Liberty leading the people*), William Blake (*Albion, rose*). In term of music In Romanticism there were modern musicians to imply the period from 1800 to 1850. Jean-Jacques Rousseau, E.T.A Hoffmann, Mozart and Bethoven were regarded as „the three masters of instrumental composition”. Moreover, Franz Liszt (1847), Robert Schumann (1839), Richard Wagner (1870), Giovanni Boldini (1886), Felix Mendelssohn (1839), Hector Berlioz(1850) had the important impact in the enhancement of Romanticism. In other ways, Romantic movement affected some aspects, especially science had strong connection. Most of the scientists had influence by the term of Naturphilosophie, they include Johann Gottlieb Fichte, Friedrich Wilhelm Joseph von Schelling and Georg Wilhelm Friedrich Hegel, and others. Historiography had powerful influence in history writing during Romanticism and they was essayist Thomas Carlyle and other leaders Oliver Cromwell, Frederick the Great and Napoleon. Romanticism did not take a place of opinion of Enlightenments, but it suggested new outlook and broad horizon. Romantics motivated people in order to trial bravely, not accepting blindly. Romanticism affected political principles, concerning about the cause with poor and persecuted and ideas of social an emotional liberation and development. In some situations, this freedom and enhancing life might have always been underlying tension in Romanticism, also there was melancholic side „Time is man`s enemy. There is the meaning of limitless of man, knowing of life is temporary. Romanticism is represented by five types of features: 1:Idealism; 2:Imagination; 3: Inspiration; 4: Intuition; 5: Individuality;

- Idealism is the understanding of world we make it better place.
- Idealism has emphasis of the mind, the language, the spirit and others that play a vital role the way of world.
- Immanuel Kant (german philosopher) held the idea of taking the measure of space and time that we have noticed.

- Imagination was underlined over „reason” .
- This had adverse reaction to the rationalism featured by the Neoclassical period or „ Age of Reason”.
- British writer Samuel Taylor Coleridge called it „intellectual intuition”.
- The Romantic musician, writer, artist must be „inspired creator” than being „technical master”.
- It means that not „getting something precise” but „going with the process”.
- Emotions were crucial in Romantic Art and it is valued by „ intuition” as instinct or feeling.
- William Wordsworth ( British Romantic) described poetry as„ the spontaneous overflow of powerful feelings”.
- Women’s Rights and Abolitionism were taking root as major movement and Romantics celebrated the individual.
- Walt Whitman (a later Romantic writer) wrote a poem „ Song of Myself” and it launches with „ I celebrate myself...”.

The great way to come a conclusion of Romanticism there are no rules . Look at a couple of quotes to get acknowledge:

*I wandered lonely as a cloud  
That floats on high over vales and hills,  
When all at once I saw a crowd,  
A host ,of golden daffodils*

- William Wordsworth, „I wandered lonely as a cloud” (1802)

*Conclusion:* A thing is certain, the Romantic period marked a change individuals` point of view, and it carried on bringing on bear a vital influence on the way we see and go through the world. Romantic people lived according to the features that stated above.

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## HAMLET BY WILLIAM SHAKESPEARE

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### ABSTRACT

this article demonstrates about the life of William Shakespeare and his works that he has during his life. Also, his one of the most popular tragedy is "Hamlet". The popularity of this work maintained its state over the centuries. The prince takes his revenge standing against his uncle in order to make clear the murder according to the ghost. Definitely, he manages his revenge and presents his heroic character and due to this feature this work has become well-known.

**Keywords:** William Shakespeare, Hamlet, tragedy, plot, the actors, revenge.

**INTRODUCTION.** There are a number of poets and novelists in English Literature. One of the most popular poets was William Shakespeare and he contributed to the literature with his works. He was born on 26<sup>th</sup> April in 1564 in Stratford-upon-Avon, Warwickshire and raised there. He was not only a poet but also playwright, dramatist, actor and he was well-known for his works. When he was 18 years old he got married Hathaway and they had three children: Susanna, and twins Hamnet and Judith. In 1585-1592 years he launched to become a successful career in London working as an actor, writer and part-owner of a Lord Chamberlain's Men then King's Men playing company. At the age of 49 he came back to birthplace and retired there. He had extended works which includes 39 plays, 154 sonnets, three long narrative poems and few other verses. His plays were translated into many living languages and performed on the stage. Between 1589 and 1613 years he raised to the summit of his works and early plays were comedies and histories known as the best works in these genres. Until 1608 he wrote especially tragedies that consist of „Hamlet”, „Romeo and Juliet”, „Othello”, King Lear” and „Macbeth”. In the end of his life he created tragicomedies also romances and all his works added together. There are seven years that he did not write anything and disappear. So this called „The lost years Shakespeare's”, during this period what he were doing. There are some suspicious that he might have gone for poaching game from Local Landlord Sir Thomas. Another possibility he may worked as an assistant schoolmaster in Lancashire. In 1599, W. Shakespeare and many actors built their own theatre on the

south bank of the Thames River that was called Globe Theatre. „Julius Caesar “was regarded as the first production which released at the open-air theatre. He dies at the same date in 1616 in his birthplace.

The Tragedy of Hamlet, Prince Denmark often shrunk to Hamlet was written between 1599 and 1601. It is one of the longest plays, with 29,551 words. This tragedy was mainly about Prince Hamlet who attempted to revenge against his uncle who killed his father in case of gaining throne and marrying Hamlet’s mother. Hamlet is regarded „the most powerful influential tragedy” in English literature it has lost as the greatest work all the time. Three various early versions of the tragedy are extent: the First Quarto (1603), the Second Quarto (1604) and the First Folio (1623). The main characters of this plot: Hamlet – son of the late king and nephew of the present king, Claudius. Claudius – King of Denmark, Hamlet's uncle and brother to the former king. Gertrude – Queen of Denmark and Hamlet's mother. Polonius – chief counsellor to the king. Ophelia – Polonius's daughter. Horatio – friend of Hamlet. Laertes – Polonius's son. Voltimand and Cornelius – courtiers. Rosencrantz and Guildenstern – courtiers, friends of Hamlet. „Osric – a courtier, Marcellus – an officer, Barnardo – an officer, Francisco – a soldier, Reynaldo – Polonius's servant, Ghost – the ghost of Hamlet's father, Fortinbras – prince of Norway, Gravediggers – a pair of sextons, Player King, Player Queen, Lucianus, etc. – players.

Prince Hamlet of Denmark is son of previous King and nephew of present King Claudius. After death of his father the ghost of him is appears to Hamlet and informs his brother Claudius poisoned him and ordered to avenge his death. After this, he thinks about it a lot and shows his odd behavior, so it cause everyone is surprises and worries about Hamlet’s madness. He makes a plan how to define this murder and starts to collect the evidence, his best friend tries to help to these attempts. During this time Claudius and Gertrude make an effort in order to define Hamlet’s madness and calls Polonius to help them. The daughter of Polonius who is Ophelia tries to speak with him about their love but he blames for liking everyone and insults. By the time, Hamlet’s old friends Rosencrantz and Guildenstern arrives to the Castle in order to spy him by request of King. They offers watching theatre that performed by popular actors and the idea comes to his mind that he orders actors to show a story that was about death of his father. Because he wants to see the reaction of Claudius. When arranged play starts to present the actions can cause King’s worries and he is sure the murderer of his father. Then Hamlet encounters with his mother in her chamber and they have a conversation, suddenly he heard the voice of man behind the curtain and thinks it is Claudius, he stabs his swords but the victim is Polonius. After that, the King sends Hamlet to England with his two old friends and he should



be killed there by them. When he knows about secret order he murders themselves instead. When he returns to Denmark he hears that Laertes is seeking the murderer of his father and wants to avenge. In this time, Claudius is eager in order to arrange a duel between them and takes this chance. King and Laertes poison the sword, but Hamlet realizes this secret and forces to exchange sword with rival.

Conclusion : At the end of plot, Laertes is killed by poisoned sword and the King drinks the poison and is placed to near Hamlet, then he stabs the sword Claudius also to ensure hid death and clear his honor to his friend Horatio before dying himself. Despite Hamlet`s death he manages to take revenge for the murder of her father. This is a short summary of plot and it is famous for its serious actions and the bravery of Hamlet by this time. A case can be made that Hamlet is a virtuous young man at the beginning of the play, his sense of morality deeply rooted in his religious beliefs, but that he changes dramatically in the play and succumbs to evil himself by its conclusion. Hamlet`s actions in avenging his father`s death are perfectly justified within the context of Hamlet as a revenge play, but when examined within the greater morality that had framed Hamlet`s life and that is referenced often in the play, his actions seem consistent with the evil of those that surround him.

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## LANGSTON HUGHES AND HIS POETRY

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### ABSTRACT

In this article we know about the biography of poet Langston Hughes and his famous novels and poems that he wrote and published in his lifetime. There are some interesting information about his life and career, Also he was a Negro poet so most of his themes about discrimination of white and black people and this explained in the next paragraphs.

**Keywords:** African American, Harlem, Jazz musician, Negro people, productive writer and stage performance.

James Mercer Langston Hughes (full name) was born on 1<sup>st</sup> February in 1901 year as well as he was an American novelist, poet, playwright, social activist. He grew up in Midwestern towns and in the early age of him he could become a productive writer. When he was young he migrated to New York City and embarked on his career path. In Cleveland, Ohio he graduated from high school then he launched studying at Columbia University in New York. Nevertheless he failed some times, first of all he obtained notice from New York publishers in The Crisis magazine, as soon as possible from book publisher. Also he was well-known for leading the Harlem Renaissance ( it was an intellectual and cultural revival of African American music, dance, fashion, art, theatre, literature, politics and scholarship centered in Harlem, Manhattan, New York City during the 1920s and 1930s and it was known as the „New Negro Movement“).

- Langston Hughes was famous for the first Black American writer who earned money for his writing. In 1921 he published his initial poem which is called „The Negro Speaks of Rivers“ then he began with „The Weary Blues“ and most of the poems were in 16 volumes during his life. His books collection includes more than 35 books which were published by him. He did not only write short stories, novels, plays, but also he wrote autobiographies and children’s books. Most of his works are about everyday life of African American individual in the 20<sup>th</sup> century. Here 8 the most popular poems of L. Hughes are listed.

- „Dreams” was published in the New York City magazine by The World Tomorrow in 1923.

- „The Weary Blues” was published by Knopf in 1926. When he worked as busboy in Washington D.C met with American poet Vachel Lindsay, and he showed a piece of poems to Lindsay. A poet helped to promote and become popular. In the same year, his „The Weary Blues” was admitted as first place in literary competition.

- „I, Too” was linked to „The Weary Blues” because of having similarity about large culture and society of Africans Americans in 20<sup>th</sup> century. This poem was inscribed on the wall of the National Museum of African American history and Culture in Washington D.C.

- When he completed a degree at Lincoln University in 1929, the next year he published a novel called „Not Without Laughter” and this was reached to the success. It was evidence of that he could live as a writer.

- „Let America Be America Again” was published in Esquire magazine in July 1936. This poem explained pipe dreams and unrealized hopes of lower class in country and the trust for reaching the American Dream some day.

- „The Big Sea” was published in 1937 and it was about autobiography of him until 28 years old. Later in 1940 L. Hughes created lyrics for Street Scene (Broadway musical). By these lyrics he was able to purchase a house In Harlem. After more than twenty years later, he created a play that was impressed by the opera Troubled Island and published anthology of work titled The Poetry of the Negro.

- „Harlem” also regarded as the second name „A Dream Deferred” was published by Hughes in 1951. Montage of a Dream deferred (also titled like this) have collected the poems „Theme for English B” and „Ballad of the Landlord”. Falling short of American Dream for African Americans was explained in „Harlem” and it was written as:

- Does it dry up
- like a raisin in the sun?

- „Tambourines to Glory “was written with A play with Songs in 1956. This is a mixture of story and song and tells us about two females who were street preachers in Harlem and were allowed to open a church. After that he turned the story to the novel and published in 1958. The play was released in Little Theatre in 1963 and actors of it were Louis Gossett Jr., Clara Ward, Hilda Simms and Rosetta LeNoire.

He has never been shy about writing his expressions and impressions and his famous sentences:

„We younger Negro Artists who create now intend to express our individual dark-skinned selves without fear or shame”, he wrote in the „The Negro Artist and the racial Mountain”. „If white people are pleased we are glad. If they are not, it does not matter. We know we are beautiful and ugly too”. Langston Hughes suffered from complications of prostate cancer and died on 22th May in 1967 at the age of 66. In the funeral of him a little eulogy was spoken and carried out by jazz and blues music, Hughes’ ashes buried below the entrance of the Schomburg Centre for research in Black culture in Harlem.

**Conclusion:** Most of the poems of Negro poet were about the life conditions of African American and one day the difference between black and white people will be changed he was sure. He expressed himself as a slave, worker, singer and victim of unfairness. Initially he always presented humanity, caring about social conditions and value of life. He used easy words and ways in his poems in order to understand without difficulty. He was known and remained as superior writer.

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## IMPROVING ENGLISH PRONUNCIATION IN ESL CLASSES

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### ABSTRACT

This article examines improving English pronunciation in ESL classes. Language heavily depends on words and their meanings to communicate thoughts, feelings, and information. Effective communication requires an understanding of the complexities of lexical meaning. This article provides a thorough analysis of the various forms of lexical meaning and emphasises their significance in various linguistic contexts.

**Keywords:** pronunciation, communication, lexical meaning, accurate pronunciation, vocabulary, spelling, emulate

**Introduction.** Mastering pronunciation is crucial in learning a new language. Effective communication relies on clear and accurate pronunciation. After acquiring the fundamentals like vocabulary and spelling, learners naturally seek to refine their pronunciation to emulate native speakers. Proficient pronunciation facilitates clear expression and comprehension, yet English pronunciation poses challenges for non-native speakers.

**Listening to native speakers:** A key method for improving English pronunciation is listening to native speakers and studying their speech patterns. Observing pronunciation, rhythm, intonation, and stress of words and syllables can be achieved through exposure to authentic English materials like podcasts, news broadcasts, or English movies with subtitles.

**Learning the IPA (International Phonetic Alphabet):** The IPA (International Phonetic Alphabet) is a system of symbols explaining speech sounds in English. Familiarizing with IPA symbols enhances understanding of syllable pronunciation and overall pronunciation skills. Learners should invest time in learning IPA symbols and their corresponding sounds to aid vocabulary acquisition.

**Recording oneself speaking:** Recording spoken English is an effective self-assessment tool. By recording reading aloud or conversing in English, learners can identify areas needing improvement. Comparing their pronunciation with native speakers' can pinpoint specific sounds or words to focus on.

**Practicing minimal pairs:** Minimal pairs, words differing by only one sound (e.g., 'ship' and 'sheep'), help learners distinguish similar sounds and improve pronunciation accuracy. Regular practice with minimal pairs sharpens listening skills and promotes clearer speech.

**Focus on individual sounds:** Mastering English sounds, particularly those absent in one's native language, significantly enhances pronunciation. Resources like videos, audio recordings, and exercises targeting specific sounds (e.g., 'th' and 'r') aid in practice and mastery.

**WORD STRESS...** Recognizing word stress is crucial as it influences word meaning. Learners should consult dictionaries or online resources for stress patterns, or utilize IPA symbols indicating stress marks in words.

**Slow down and enunciate:** Speaking slowly and clearly ensures proper pronunciation and aids listener comprehension. Enunciating each sound and word grants greater control over pronunciation and fosters accuracy.

**Practicing connected speech:** Connected speech, typical in English, involves linking sounds, words, and phrases naturally. Practicing connected speech with attention to reductions, elisions, and assimilations enhances fluency and naturalness in speaking.

**Use of technology:** Utilizing technology, such as pronunciation apps and online videos, supplements pronunciation practice and provides accessible resources for learners.

**Talking to natives:** Engaging in conversations with native speakers, either through classes or informal settings, exposes learners to authentic English pronunciation and provides opportunities to refine their skills.

**CONCLUSION.** Perfection in pronunciation is not required when learning a new language. Maintaining a slight accent is acceptable as long as communication remains clear. Even native English speakers encounter difficulties with diverse accents and dialects. Exploring language courses like those offered by The Language Gallery can initiate the language learning journey effectively.

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## AN'ANAVIY VA SHAXSGA YO'NALTIRILGAN TA'LIM TEXNOLOGIYALARI ORASIDAGI TAFOVUTLAR

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### ANNOTATSIYA

Ushbu maqolada an'anaviy va shaxsga yo'naltirilgan ta'lim texnologiyalari o'rtasidagi farqlar to'g'risidagi ma'lumotlar beriladi va shaxsga yo'naltirilgan ta'lim texnologiyalari hozirgi zamon talablariga har tomonlama mos ta'lim turi ekanligi yoritiladi.

**Kalit so'zlar:** An'anaviy ta'lim, shaxsga yo'naltirilgan ta'lim, rivojlanish, tanlash huquqi, qobiliyat, pedagogik jarayon.

### ABSTRACT

This article provides information on the differences between traditional and person-centered learning technologies and explains that person-centered learning technologies are a system that is fully compatible with the requirements of today's times.

**Keywords:** traditional education, person-oriented education, development, the right to choose, pedagogical process.

Ma'lumki, Respublikamizda ta'lim tizimini yangilangan sog'lom pedagogik tafakkur asosida tubdan isloh qilish, ta'lim tarbiya muassasalarida tayyorlanadigan kadrlarni intellektual, ma'naviy va axloqiy saviyasiga ko'ra rivojlangan mamlakatlardagi darajaga yetkazish bo'yicha belgilangan nazariy-metodologik, amaliy-pedagogik yondashuvlar majmui bo'lgan ta'limning milliy modeli ishlab chiqilgan. Ta'limning milliy modelida ma'naviy-intellektual jihatdan barkamol shaxsning o'z ijodiy qobiliyatini to'la namoyon etishini ta'minlash ko'zda tutiladi. U 5 ta tarkibiy qismdan (shaxs, davlat va jamiyat, uzluksiz ta'lim, fan, ishlab chiqarish) iborat bo'lib, uning o'ziga xosligi tarkibiy qismning boshlanishidayoq yaqqol namoyon bo'ladi. Ya'ni «shaxs» asosiy tarkibiy qism – birinchi o'rinda turadi va shaxsga ta'limning iste'molchisi, ya'ni ob'yektigina emas, balki uni amalga oshiruvchi, ya'ni ta'lim jarayonining sub'yekti sifatida ham qaraladi. Bu hol shaxsni



ta'limning iste'molchisidan bu jarayonning ijrochisiga aylantiradi, uning faolligini oshirib, rivojlanishini tezlashtiradi. Boshqacha aytganda, butun ta'lim tizimi, shu jumladan o'qitish o'quvchi shaxsiga yo'nartirilgan bo'lishi lozim.

Barcha pedagogik texnologiyalarning bir-biridan farq qiladigan asosiy xususiyatlardan biri bu uning bolaga yo'naltirilganligi, bolaga yondashuvidir. Shaxsga yo'naltirilgan ta'lim mazmuni insonga o'z shaxsiyatini shakllantirishda, hayotdagi shaxsiy mavqei aniqlashda yordam berish uchun mo'ljallangan. O'zi uchun muhim bo'lgan qadriyatlarni tanlash, ma'lum bir bilim tizimini o'zlashtirish, o'zini qiziqtirgan ilmiy va hayotiy muammolar, ularni hal qilish yo'llarini o'zlashtirish, o'zining aks ettiruvchi dunyosini ochishga qaratilgan.

An'anaviy ta'lim texnologiyasida pedagog yagona sub'ekt sifatida namoyon bo'ladi, o'quvchilar esa faqatgina «ob'ekt» vazifasini bajaradi, xolos. Bunda o'quvchining tashabbusi va mustaqilligi yo'qoladi, o'qitish majburiy tarzda amalga oshiriladi. An'anaviy o'qitish asosan bilim, ko'nikma va malakalarni o'zlashtirishga qaratilgan bo'lib, shaxsning rivojlanishini ko'zda tutmaydi.

An'anaviy o'qitishda avtoritarlik quyidagi shaklda namoyon bo'ladi: o'quvchi bu hali to'la shakllanmagan shaxs, u faqat bajarishi zarur, pedagog esa - bu sardor, hakam, yagona tashabbuskor shaxs.

Shaxsga yo'naltirilgan yondashuvning mohiyati shundaki, u ta'lim tizimida o'quv fanidan o'quvchiga emas, o'quvchidan o'quv fani tomonga harakatlanishni taqozo etadi, o'quvchilarning mavjud imkoniyatlarni inobatga olib, ularni rivojlantirish, takomillashtirish va boyitishga qaratilgan bo'ladi.

Shaxsga yangicha qarash quyidagilardan iborat bo'ladi:

- pedagogik jarayonda shaxs ob'ekt emas, sub'ekt hisoblanadi;
- har bir o'quvchi qobiliyat egasi, ko'pchiligi esa iste'dod egasi hisoblanadi;
- yuqori etik qadriyatlar (saxiylik, muhabbat, mehnatsevarlik, vijdon va boshqalar) shaxsning ustivor xislatlari hisoblanadi.

Munosabatlarni demokratlashtirish esa quyidagilarni o'z ichiga oladi:

- o'quvchi va pedagog huquqlarini tenglashtirish,
- o'quvchining erkin tanlab olish huquqi;
- xatoga yo'l qo'yish huquqi;
- o'z nuqtai nazariga ega bo'lish huquqi
- taqiqlamaslik;
- boshqarish emas, birgalikda boshqarish; majburlash emas, ishontirish; buyurish emas, tashkil etish; chegaralash emas, erkin tanlab olishga imkon berish.

Quyidagi jadvalda an'anaviy va shaxsga yo'naltirilgan darslar o'rtasidagi asosiy farqlar ko'rsatilgan.

1-jadval.

**An'anaviy va shaxsga yo'naltirilgan darslar o'rtasidagi asosiy farqlar**

<i>An'anaviy ta'lim</i>	<i>Shaxsga yo'naltirilgan ta'lim</i>
Barcha bolalarga bilim, ko'nikma va malakalarni belgilangan miqdorini o'rgatadi	Har bir bolaning o'z shaxsiy tajribasining samarali to'plashga yordam beradi
O'quv vazifalarini, bolalarning ishlash shakllarini aniqlaydi va ularga vazifalarni to'g'ri bajarish namunasini namoyish etadi	Bolalarga turli xil ta'lim vazifalari va ish shakllarini tanlashni taklif qiladi, bolalarni ushbu vazifalarni hal qilish yo'llarini mustaqil ravishda izlashga undaydi
Bolalarni o'zi taklif etayotgan o'quv materialiga qiziqtirishga harakat qiladi	Bolalarning haqiqiy qiziqishlarini aniqlashga va ular bilan o'quv materialini tanlash va tashkil qilishda ular bilan kelishishga intiladi
O'zlashtirishi orqada yoki yaxshi tayyorgarlik ko'rgan bolalar bilan individual darslar o'tkazadi	Har bir bola bilan individual ish olib boradi
Bolalar faoliyatini rejalashtiradi va boshqaradi	Bolalarga o'z faoliyatini rejalashtirishga yordam beradi
Sinfda o'zini tutish qoidalarini aniqlaydi va bolalar tomonidan ularga rioya qilinishini nazorat qiladi	Bolalarni o'zini tutish qoidalarini mustaqil ravishda ishlab chiqishga va ularga rioya qilinishini nazorat qilishga o'rgatadi
Bolalar o'rtasida paydo bo'layotgan nizolarni hal qiladi: aybsizlarni rag'batlantiradi va aybdorlarni jazolaydi	Bolalarni o'zlari o'rtasida yuzaga keladigan nizoli vaziyatlarni muhokama qilishga va mustaqil ravishda ularni hal qilish yo'llarini izlashga undaydi.
Bolalar xatolarini qayd etish va tuzatish, bolalar ishi natijalarini baholaydi	Bolalarni o'z ishlarining natijalarini mustaqil ravishda baholashga va yo'l qo'yilgan xatolarni tuzatishga undaydi

Xulosa qilib yozish joizki, jamiyat rivoji uchun avvalo ta'limni isloh qilish, kelajakimiz bo'lgan yosh avlodga to'g'ri ta'lim-tarbiya berish, ularning shaxsiyatini hurmat qilish va qiziqishlarini e'tiborga olishimiz darkor. Zamon o'zgardi, insonga va uning bilimiga bo'lgan talablar o'zgarib bormoqda. Hayot mustaqil fikrlash, o'ziga xos g'oyalarni taklif qilish, dadil, nostandart qarorlar qabul qilishga qodir ijodkor shaxsni tarbiyalashga jamoat talabini kuchaytirmoqda. Bu esa ta'lim mazmuni va texnologiyalarini o'zgartirish, shaxsga yo'naltirilgan pedagogikaga e'tiborni qaratish zarurligini taqozo etadi.

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## NAVIGATING THE CHALLENGES OF CHILDHOOD AND EDUCATION: A STUDY OF CHARLES DICKENS' LITERARY UNIVERSE

**Mohina Bahrom kizi Riskaliyeva**

A student of Chirchik state pedagogical university  
Scientific advisor: **Eldorbek Erkin ugli Khamitov**

### ABSTRACT

The thesis statement you provided focuses on exploring the life and childhood atmosphere of Charles Dickens. It suggests that the main concepts of the topic will be compared between Dickens's time and the present day, and that readers will learn about the life experiences of writers. This thesis sets the stage for an examination of how Dickens's upbringing and early life influenced his writing, as well as how his experiences can provide insights into the lives of writers more broadly. By comparing past and present contexts, the thesis implies that understanding Dickens's life can shed light on the challenges and inspirations faced by writers throughout history.

**Keywords:** Charles Dickens, Victorian novelist, Social issues, Childhood, Education, Socio-economic

### INTRODUCTION

Charles Dickens, the renowned Victorian novelist, is celebrated for his vivid portrayal of social issues, particularly those concerning childhood and education. Through his works, Dickens sheds light on the harsh realities faced by children in 19th-century England and critiques the flaws within the educational system of his time. This thesis endeavors to explore the multifaceted problems of childhood and education as depicted in Dickens' literary oeuvre, examining their impact on society and the enduring relevance of Dickens' social commentary.

#### 1. Dickens' Victorian Context:

To fully appreciate Dickens' exploration of childhood and education, it is essential to contextualize his works within the socio-economic landscape of Victorian England. The Industrial Revolution brought about unprecedented economic growth and urbanization, but it also exacerbated social inequalities and led to widespread poverty and exploitation, particularly among the working class. Dickens, a product of this tumultuous era, drew inspiration from his own upbringing and experiences to shed light on the plight of the downtrodden, including the most vulnerable members of society—children.

## **2. Portrayal of Childhood:**

Dickens' novels serve as a vivid tableau of Victorian childhood, revealing the stark realities faced by young protagonists in a society rife with injustice and adversity. From the orphaned Oliver Twist navigating the treacherous streets of London to the neglected Smike in "Nicholas Nickleby" seeking refuge from cruelty and exploitation, Dickens' child characters serve as poignant symbols of innocence besieged by adversity. Through their trials and tribulations, Dickens exposes the harsh realities of poverty, abuse, and neglect, challenging readers to confront the systemic injustices that perpetuate the cycle of suffering for generations of children. Summaries of Dickens' most famous novels, including "Oliver Twist," "A Christmas Carol," "David Copperfield," "Great Expectations," and others.

## **3. Critique of the Educational System:**

Education occupies a central place in Dickens' social critique, serving as both a beacon of hope and a site of disillusionment for his characters. Dickens' portrayal of the educational system reflects his deep-seated concerns about its inadequacies and injustices. In "Hard Times," Dickens condemns the utilitarian philosophy of education embodied by characters like Mr. Gradgrind, who prioritize facts and figures over the holistic development of students' minds and hearts. Education and early experiences that influenced his writing. Through biting satire and poignant narrative, Dickens exposes the dehumanizing effects of such an approach, advocating instead for a more nurturing and inclusive model of education that recognizes the inherent dignity and worth of every child.

## **4. Social Commentary and Reform:**

Beyond mere critique, Dickens' novels serve as powerful instruments of social reform, galvanizing readers to confront the injustices depicted within their pages and work towards positive change. Through his vivid characterizations and compelling narratives, Dickens compels readers to empathize with the plight of the marginalized and advocate for their rights. By shining a light on the problems of childhood and education, Dickens challenges readers to consider the moral imperatives of compassion, justice, and solidarity in addressing the root causes of social inequality and injustice.

## **CONCLUSION**

Charles Dickens' literary legacy endures as a testament to his unwavering commitment to social justice and advocacy for the marginalized. Through his poignant portrayal of childhood and education, Dickens transcends the confines of his time and speaks to the timeless struggles of the human condition. As we immerse ourselves in Dickens' literary universe, we are reminded of the enduring relevance of

his social commentary and the imperative to address the challenges of childhood and education with empathy, compassion, and resolve.

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## THE ART OF HUMOR AND SATIRE IN WILLIAM SHAKESPEARE'S COMEDIES

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### ABSTRACT

The thesis statement you provided focuses on the portrayal of humor and satire in William Shakespeare's comedies as a central theme that is present in all of his works. It suggests that humor and satire play a significant role in Shakespeare's writing, including his novels and dramas. This thesis sets the stage for an exploration of how Shakespeare uses humor and satire to convey deeper meanings, entertain audiences, and comment on social issues in his works. It implies that humor and satire are key elements that contribute to the overall richness and complexity of Shakespeare's literary legacy.

**Keywords:** Shakespeare, Comedies, Humor, Satire, Elizabethan Era, Theatrical Influences, Verbal Wit, Physical Comedy, Situational Irony, Social Commentary, Characterization, Dialogue, Themes, Love, Disguise, Mistaken Identity, Power, Social Norms, Gender Roles, Human Nature

### INTRODUCTION:

William Shakespeare, renowned for his literary prowess, ingeniously employs humor and satire to captivate audiences in his comedies. Through a masterful blend of wit, wordplay, and social commentary, Shakespeare crafts timeless works that entertain while offering insight into the human condition. This thesis explores the multifaceted use of humor and satire in Shakespeare's comedies, delving into their significance and impact on both contemporary and modern audiences.

#### 1. Historical Context and Theatrical Influences:

During the Elizabethan era, comedy was an essential aspect of theater, often incorporating elements of farce, wordplay, and satire. Shakespeare was influenced by the comedic traditions of his time, including the Roman comedies of Plautus and Terence, as well as the Italian commedia dell'arte. These influences shaped his approach to humor and satire in his own works. Bullen discusses the structural aspects of Shakespeare's comedies, including the use of comic plots, subplots, and the timing of comedic elements. He explores how Shakespeare structures his plays to maximize comedic impact and engage the audience (Bullen, p. 135-150).

The theater served as both entertainment and social commentary in Elizabethan society. Shakespeare's comedies were not only meant to amuse audiences but also to provoke thought and reflection on contemporary issues and societal norms. By understanding the cultural and theatrical context of Shakespeare's time, we can better appreciate the nuances of his comedic genius.

## **2. Types of Humor and Satire:**

Shakespeare employed a wide range of comedic techniques in his plays, including verbal wit, physical comedy, and situational humor. Verbal wit, often in the form of puns, wordplay, and clever repartee, is a hallmark of Shakespeare's comedies and serves to engage audiences intellectually while eliciting laughter. Shakespeare's characters often exhibit humorous traits and engage in comedic situations. Bullen analyzes different characters from Shakespeare's plays, highlighting their comedic elements and how they contribute to the overall humor (Bullen, p. 45-60).

Satire is another crucial element of Shakespearean comedy, allowing the playwright to critique social conventions, class distinctions, and human folly. For example, in "Twelfth Night," Shakespeare satirizes the absurdity of social hierarchy through the character of Malvolio, whose aspirations for upward mobility are ultimately ridiculed.

## **3. Characterization and Dialogue:**

Shakespeare's characters are richly drawn and multifaceted, providing ample opportunities for humor and satire. Characters such as Sir Toby Belch in "Twelfth Night" and Bottom in "A Midsummer Night's Dream" embody comedic archetypes and serve as foils to more serious characters, adding depth and dimension to the comedic elements of the plays.

Dialogue plays a crucial role in conveying humor and satire, as characters engage in witty banter, innuendos, and double entendres. Shakespeare's mastery of language allows him to subvert expectations and create moments of comedic brilliance that resonate with audiences across centuries.

## **4. Themes and Subtext:**

While Shakespeare's comedies are primarily known for their humor, they also explore deeper themes and subtext. Love, disguise, mistaken identity, and the nature of power are recurring motifs that provide fertile ground for both humor and satire. Bullen discusses the structural aspects of Shakespeare's comedies, including the use of comic plots, subplots, and the timing of comedic elements. He explores how Shakespeare structures his plays to maximize comedic impact and engage the audience (Bullen, p. 135-150).

Through his comedic lens, Shakespeare tackles complex issues such as gender roles, social stratification, and the fragility of human relationships. By infusing his plays with humor and satire, Shakespeare invites audiences to confront these issues with both laughter and introspection.

### **CONCLUSION**

William Shakespeare's comedies stand as enduring testament to his mastery of humor and satire. Through his unparalleled command of language and keen insight into human nature, Shakespeare transcends time and culture, leaving an indelible mark on the world of literature. By examining the nuances of humor and satire in his comedies, we gain a deeper appreciation for their timeless relevance and enduring appeal.

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## BOSHLANG`ICH TA`LIMDA INGLIZ TILI O`QITISH METODLARI

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### ANNOTATSIYA

Ushbu maqolada boshlang`ich sinf o`quvchilariga ingliz tilini tez,oson va samarali o`rgatish metodlari atroflicha yoritib berilgan.Mazkur maqola orqali bolalarga ingliz tilini qanday usullar va metodlar orqali tushunarli va qiziqarli o`rgatish haqida bilib olish mumkin.

**Kalit so`zlar:**boshlang`ich ta`lim,samarali,tez,ko`nikmalar,metodlar,tinglab tushunish,jamoaviy o`yinlar,o`qituvchi,ingliz tili.

### ABSTRACT

In this article, the methods of teaching English quickly, easily and effectively to elementary school students are detailed. Through this article, you can learn about the methods and methods of teaching English to children in an understandable and interesting way.

**Keywords:** primary education, effective, fast, skills, methods, listening comprehension, team games, teacher, English language.

### KIRISH

Bugungi kunda zamonaviy tillar orasida ingliz tili foydalanuvchisi ko`p til sifatida boshqa tillarga qaraganda yuqori o`rinda turadi.Kun sayin bu tildan foydalanuvchilar soni ortib bormoqda.Hozirda ingliz tili maktabgacha,boshlang`ich,oliy,professional va undan keyingi ta`lim jarayonlarida o`quvchilarga o`rgatib kelinmoqda.Axborot texnologiyalari va zamonaviy o`qitish usullaridan foydalanish qobiliyati yangi materiallarni tezkor tushunishga yordam beradi.Turli usullarni birlashtirib o`qituvchi muayyan ta`lim dasturlarini yechishga qodir bo`ladi.Ingliz tilini o`rgatishda o`rganuvchining salohiyat va darajasi yoshidan

kelib chiqqan holda bosqichma-bosqich o`rgatish yaxshi natija beradi. Psixologlarning fikriga ko`ra, bolalar kattalarga qaraganda tilni tez va oson o`zlashtiradilar.

### Asosiy qism

Bolalar tabiatan juda ko`p narsaga qiziqqanligi va shu narsalarni o`rganishga bo`lgan ishtiyoqi tufayli kattalarga qaraganda o`rganishga bo`lgan moyillik ularda kuchliroq shakllangan bo`ladi. Til o`rganish ham ular uchun hech qanday qiyinchilik tug`dirmaydi. Boshlang`ich sinf o`quvchilariga ya`ni 7 yoshdan to 11 yoshgacha bo`lgan bolalarga ingliz tilini judayam chuqurlashmagan holatda ya`ni gramatika va ilmiy mavzularsiz turli jamoaviy o`yinlar orqali ularni qiziqtirgan holda ko`proq og`zaki shug`ullangan holda o`rgatish maqsadga muvofiq bo`ladi. Boshlang`ich ta`lim bosqichida bolalar ingliz tilini guruhlarga bo`lingan holda o`rganishadi. Bir guruh tarkibida taxminan 12 ta o`quvchi bo`ladi bu esa o`qituvchi o`quvchilarning har biri bilan ishlashiga sharoit yaratadi va bolalarning o`zlashtirish jarayoni ham samarali tarzda amalga oshadi.

Boshlang`ich sinf o`quvchilariga quydagi usullar orqali ingliz tilini oson va tushunarli tarzda o`rgatish mumkin:

1. Musiqa tinglash orqali. Bu jarayonda bolalarda ingliz tilidagi eshitish qobiliyati shakllanadi va musiqa matnini qaytarish orqali yangi so`zlarni o`rganishlari mumkin bo`ladi. Ingliz tili alfabitidagi harflar, meva, hayvon, sabzavot nomalarini musiqa eshittirish orqali o`rgatish mumkin.

2. Multfilm yoki bolalarning yoshiga doir kichik hajmli videoroliklar tomosha qilish orqali. Bunda o`quvchilar multfilm qahramonlarining ingliz tilidagi nutqini birinchi martada tushunmasliklari mumkin ammo qahramonlar hatti-harakatlari orqali voqealarni tushunishlari mumkin bo`ladi. Bu jarayonda bolalarda ingliz tilidagi ko`rib tushunish qobiliyatlari shakllanadi.

3. Jamoaviy o`yinlar orqali. Bu usul orqali bolalarda ingliz tilida muloqot qilish qobiliyati rivojlanadi va bir-birlari bilan fikr almashganligi bois bolalarning dunyoqarashi va tanqidiy fikrlash ko`nikmasi ham shakllanadi.

O`qituvchi mavzusiga qarab o`sha muhitni yaratib bera olsa, bolalar tilni yaxshi o`rganishadi. Masalan: traveling, birthday, in the kitchen va boshqalar. Birthday (tug`ilgan kun) mavzusida o`qituvchi bir o`quvchini tug`ulgan kunini tashkil etishi tug`ilgan kun uchun nimalar kerak ekanligini tushuntirishi (birthday cake, gifts, special meal, balloons, decorations) va ushbu tug`ulgan kun qayerda tashkil etilishi (restaurant, cafe, home, school) haqida ma`lumot beradi. Bu hol o`quvchilarning so`z boyligini, til imkoniyatlarini kuchaytiradi, dunyoqarashini o`stiradi. Bolalar uchun faqat grammatik mashq ishlash yoki darslikda berilgan mashqlarni bajarish juda zerikarli jarayon hisoblanadi. Shu bois o`qituvchilar qancha

ko`p zamonaviy til o`rgatish metodlaridan foydalansa, til o`rgatish jarayonida zamonaviy texnologiyalardan foydalansa, sinfxonada inglizcha muhit yaratsa o`quvchilarning til o`rganishga bo`lgan ishtiyoqi o`tib boraveradi.

### **Xulosa**

Ingliz tilini bilish nafqat yoshi kattalar uchun balki maktab yoshidagi bolalar uchun ham foydali hisoblanadi. Chet tilini bilish orqali maktab yoshidagi bolalar ushbu tildagi multfilm yoki kinolarni hechqanday tarjimalarsiz ko`ra oladi, ingliz tilida nashr qilinadigan kitob va jurnallarni qiyinchiliksiz o`qib tarjima qila olishadi va ingliz millatiga mansub o`zi tengi bolalar bilan muloqotni amalga oshira oladi. Til bilish juda ko`p imkoniyatlar eshigini ochadi shunchaki til o`rganish uchun qulay muhit va tajribali ustoz bo`lsa kifoya.

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## MAKTABGACHA TA'LIMGA QO'YILADIGAN DAVLAT TALABLARI

**Ma'mura Fayzirahmon qizi Tojimurodova**

**Dilso'z Komiljon qizi Juraeva**

Chirchiq davlat pedagogika universiteti Boshlang'ich ta'lim fakulteti maktabgacha va boshlang'ich ta'limda xorijiy til (ingliz tili) yo'nalishi 2- kurs talabalari  
Ilmiy rahbar Boshlang'ich ta'lim nazariyasi kafedrası o'qituvchisi

**Artikova Nargiz Shuxratovna**

### ANNOTATSIYA

Ushbu maqolada maktabgacha ta'lim muassasalarini kelib chiqish tarixi, tarqalishi va rivojlanish asoslari to'g'risida batafsil ma'lumotlar berib o'tilgan. Shuningdek davlatimiz rahbarini Maktabgacha ta'lim sohasi bilan bog'liq imzolagan qarorlari ko'rsatilgan. Ushbu sohaga kiritilgan o'zgarishlar va davlat tomonida berilayotkan e'tibor yoritib berilgan.

**Kalit so'zlar:** Maktabgacha ta'lim muassasasi, davlat, "Yo'l xaritasi".

**Kirish.** Insonni har tomonlama barkamol trabiya etish, jamiyat oldidagi eng dolzarb masala sifatida qaralib, xalqimizning azaliy orzusi bo'lib, ajdodlarimiz ma'rifat, ma'naviyat va madaniyatni qanday qilib yosh avlodga o'rgatish, ularni komillikka yetaklash yo'llari, qonun-qoidalarini mutassil izlaganlar. Yosh avlodni barkamol va yetuk bilimli bo'lib ulg'ayishida maktabgacha ta'lim muassasalari katta ahamiyatga ega.

Maktabgacha ta'lim muassasasi, shuningdek, bolalar bog'chasi, boshlang'ich maktab yoki o'yin maktabi sifatida ham tanilgan, bolalarga boshlang'ich maktabda majburiy ta'limni boshlashdan oldin erta bolalik davridagi ta'limni taklif qiladigan ta'lim muassasasi. U davlat yoki xususiy bo'lishi mumkin va davlat mablag'lari hisobidan subsidiyalanadi. Maktabgacha ta'lim muassasalarini o'z paydo bo'lish tarixi bor, Maktab uyda o'qish va yozishni o'rgangan bolalar uchun cheklangan davrda yetim bolalar yoki fabrikalarda ishlaydigan ayollarning bolalari uchun o'quv maskanini ochishga urinishlar ko'p bo'lgan.

1779-yilda Iogann Fridrix Oberlin va Luiza Scheppler Strassburgda ota-onalari kun davomida bo'lmagan maktabgacha yoshdagi bolalarga g'amxo'rlik qilish va o'qitish uchun dastlabki muassasaga asos solishdi. Taxminan bir vaqtning o'zida, 1780-yilda, xuddi shunday chaqaloqlar muassasalari Bavariyada tashkil etilgan 1802-yilda Pauline zur Lippe Detmoldda maktabgacha ta'lim markazini tashkil etdi. 1816-yilda faylasuf va pedagog Robert Ouen Shotlandiyaning Nyu-Lanark shahrida

birinchi ingliz va ehtimol global miqyosda birinchi chaqaloqlar maktabini ochdi. Ouen tegirmon kooperativlari bilan birgalikda bolalarning har qanday mehnatga layoqatli bo'lishlari uchun bolalarga yaxshi axloqiy ta'lim berishni xohladi. Uning tizimi asosan savodxonlik va hisob-kitoblarga ega bo'lgan itoatkor bolalarni voyaga yetkazishda muvaffaqiyat qozondi. Samuel Uilderspin 1819-yilda Londonda o'zining birinchi bolalar maktabini ochdi va yana yuzlab maktablarni tashkil etdi. U ushbu mavzu bo'yicha ko'plab asarlar nashr etdi va uning ishi butun Angliya va undan uzoqdagi bolalar maktablari uchun namuna bo'ldi.

Maktabgacha ta'limga davlat tomonidan katta ahamiyat berilmoqda. maktabgacha ta'lim tizimida boshqaruv mexanizmi tubdan takomillashtirildi, nodavlat ta'lim xizmatlari ko'rsatish tizimi isloh qilindi, o'rta maxsus, kasb-hunar ta'lim tizimi qayta ko'rib chiqildi, oliy ma'lumotli mutaxassislar tayyorlash sifatini oshirish choralari kuchaytirildi, oliy o'quv yurtidan keyingi ta'limning ikki pog'onali tizimi joriy etildi. Maktabgacha ta'lim. Uzluksiz ta'lim tizimining birlamchi bo'g'ini hisoblangan ushbu soha har tomonlama sog'lom va barkamol bola shaxsini tarbiyalash va maktabga tayyorlashda g'oyat muhim ahamiyat kasb etadi.

Davlatimiz rahbari O'zbekiston Respublikasi Davlat mustaqilligining 26 yilligiga bag'ishlangan tantanali marosimdagi nutqida: "Maqsadimiz kelgusi 3-4 yilda mamlakatimizdagi bog'cha yoshidagi bolalarni maktabgacha ta'lim muassasalariga to'liq qamrab olishdan iborat va biz bunga albatta erishamiz", - deb ta'kidlagan edi.

Maktabgacha ta'lim sohasida davlat-xususiy sheriklikni rivojlantirish uchun yaratilgan qulay shart-sharoitlar nodavlat maktabgacha ta'lim muassasalari sonini yanada oshirish va ular ko'rsatadigan xizmatlar turlarini kengaytirish uchun mustahkam poydevor bo'ldi.

Shu bilan birga, olib borilgan tahlil, bolalarning maktabgacha ta'lim bilan qamrovini ta'minlash, maktabgacha ta'lim muassasalarini zamonaviy o'quv-metodik materiallar va badiiy adabiyotlar bilan to'ldirish, sohaga malakali pedagog va boshqaruv kadrlarini jalb qilish masalalarini hal etish zarurligini ko'rsatmoqda.

Maktabgacha ta'lim tizimini yanada takomillashtirish, bolalarning sifatli matabgacha ta'limdan teng foydalanishini ta'minlash, maktabgacha ta'lim xizmatlarining nodavlat sektorini rivojlantirish maqsadida, shuningdek O'zbekiston Respublikasi Prezidentining 2018-yil 30-sentabrdagi "Maktabgacha ta'lim tizimini boshqarishni takomillashtirish chora-tadbirlari to'g'risida"gi PQ-3955-son qaroriga muvofiq:

1. Quyidagilar:

•O‘zbekiston Respublikasi maktabgacha ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi (keyingi o‘rinlarda — Konsepsiya) 1-ilovaga muvofiq, quyidagilarni nazarda tutgan holda:

•maktabgacha ta’lim sohasidagi normativ-huquqiy bazani yanada takomillashtirish;

•maktabgacha yoshdagi bolalarning har tomonlama intellektual, axloqiy, estetik va jismoniy rivojlanishi uchun shart-sharoitlar yaratish;

•bolalarning sifatli maktabgacha ta’lim bilan qamrovini oshirish, undan teng foydalanish imkoniyatlarini ta’minlash, mazkur sohada davlat-xususiy sherikligini rivojlantirish;

Boshlang‘ich maktabga rasmiy kirishdan bir yil oldin maktabgacha ta’lim muassasalarida ishtirok etish darajasi ta’sirchan 72% ni tashkil etadi, bunda mintaqaviy va gender nomutanosibligi past. Bu yaqinda qabul qilingan “Maktabgacha ta’lim va tarbiya to‘g‘risida”gi qonun (2019-yil) bilan mustahkamlangan, davlatning majburiy bepul maktabgacha ta’limni ta’minlashga bo‘lgan qat’iy intilishidan dalolatdir. Shu bilan birga, davlatning namunali majburiyatidan kelib chiqib, maktabgacha ta’lim muassasalariga davomatni besh yoshga yetkazish bo‘yicha keyingi ishlarni amalga oshirish talab etiladi. Ushbu sohaga e’tiborni kuchaytirish lozim, chunki davlatning kelajagi yoshlar qo‘lida.

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## ЧЕТ ТИЛИГА ЎҚИТИШДА КОМПЕТЕНТЛИ ЁНДАШУВНИ АМАЛГА ОШИРИШ

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### АННОТАЦИЯ

Ушбу мақолада компетенцияга асосланган ёндашув таълим мақсадларига қаратилган ва ўз тақдирини ўзи белгилаш, ўзини ўзи англаш, социализация ва индивидуаллаштириш каби тушунчалар билан ишлайди. Ушбу ёндашувдан фойдаланиш зарурати замонавий воқелик билан белгиланади.

**Калит сўзлар:** индивидуаллаштириш Компетентлик ,кўникма, малакаларни модернизациялаш, ижтимоий, долзарблаштириш, лингвомамлакатшунослик долзарблаштириш, лингвомамлакатшунослик.

### ABSTRACT

In this article, the competence approach is focused on educational goals and works with concepts such as self-determination, self-actualization, socialization, and individualization. The need to use this approach is determined by modern reality.

**Keywords:** Individualization competence, skills, skills modernization, social, actualization, linguistics, linguo-national studies

Тилга ўқитиш назарияси ва амалиётида чет тилларни ўқитишда самарали ёндашув, усул, услуб, моделларни яратиш ва улардан фойдаланиш бўйича турли тажриба мавжуд:

- Ривожлантирувчи ёндашув;
- Лингвомамлакатшунослик ёндашуви;
- Ижтимоий-маданий ёндашув;
- Шахсга йўналтирилган фаолият ёндашуви,
- Контекстли таълим назарияси ёндашуви.

Методика фани ривожланишининг ҳозирги босқичида таълим тизими табиатини белгиловчи муҳим омил мамлакатдаги ижтимоий-иқтисодий ҳолат ҳисобланади. Кўпгина мамлакатларнинг замонавий таълим маконида касбий муваффақиятнинг муҳим шарти борасида сифатли таълим ғоясини илгари

суради. Бу мақсадга эришишнинг энг самарали усулларидан бири бу шаклланган касбий компетентликка эга мутахассиснинг янги таълим моделини яратишини ўз ичига олган компетентлик ёндашуви ҳисобланади. Таълимни модернизациялаш тўғрисидаги хужжатларда таълимнинг учта устувор йўналиши аниқ белгилаб берилган: “таълимни ахборотлаштириш, чет тилларни ўқитиш, ижтимоий-иқтисодий билимларни ўзлаштириш”.

Компетентлик ёндашуви таълим мақсадларига қаратилган бўлиб, ўз-ўзини аниқлаш, ўз-ўзини долзарблаштириш, ижтимоийлаштириш, индивидуаллаштириш каби тушунчалар билан фаолият кўрсатади. Ушбу ёндашувни қўллаш зарурати замонавий реаллик билан белгиланади, унда ОТМда ўзлаштирилган билим университет битирувчилари ишга жойлашиши билан эскириши кўзга ташланиши бор ҳақиқат.

Таълим мақсадини аниқлаб берадиган компетентли ёндашув низомига қуйидагилар киради:

- битирувчиларни ўз индивидуаллиги, имконият ва қобилиятларини англашга тайёрлаш ва уларни янада тўлароқ ривожлантириш, ҳамда рўёбга чиқаришга интилишлари;
- ижтимоий фаолиятнинг типик турларини эгаллашга, фаолиятнинг мумкин бўлган турларини ўзгартиришга тайёрликни шакллантириш;
- мустақил қарор қабул қилишга тайёр бўлиш ва қобилиятни шакллантириш, мустақил қарор қабул қилиш ва шу билан бирга умумий ишда иштирок этиш, биргаликдаги фаолиятнинг бошқа иштирокчилари билан муносабатлар ўрнатиш.

Компетентлик ёндашув талабани нафақат профессионал, балки шахс ва жамият аъзоси сифатида тайёрлаш билан чамбарчас боғлиқ экан, демак у моҳиятан инсонпарварлик ёндашуви ҳисобланади. Компетентлик ёндашувнинг ўзига хослиги - бу талабаларнинг инсонпарварлик қадриятлари борасидаги билимларини шакллантириш, умумий дунёқарашини, креатив қобилиятини ривожлантириш, ҳамда ўз-ўзини ўқитиш ва ўз-ўзини тарбиялаш қобилиятидир.

А. А. Вербицкийнинг фикрига кўра, қуйидаги омиллар жамиятда пишиб етилган янги таълим моделига ўтиш шароитларига тегишли:

- таълим сифати жамият ва фуқароларнинг истиқболларига жавоб бермайди;
- психологик-педагогик назарияга асосланган инновацион эмпирик тажрибани тўплаш;
- таълимнинг инновацион модели ривожланган ва кучли психологик-педагогик назарияга асосланади.

Европада, ёш замонавий инсоннинг нормал ҳаётининг фаолияти учун қуйидаги уч компетенция зарур, деб ҳисоблашади:

- *асосий*-тарбиялилик, маънавий-ахлоқий тамойилларга эгаллиги, жамиятда яшаш қобилияти;
- *касбий* –ўқув ва меҳнатга компетентлиги;
- *ижтимоий*–жамият ва бошқа одамлар билан ўзаро ҳаракати.

И.А. Зимняянинг фикрига кўра, компетентли ёндашувни қўллаш зарурати бир неча омиллар билан белгиланади. Буларга, биринчи навбатда, умумевропа ва олам тенденциясида жаҳон иқтисодиётининг интеграциялашуви ва глобаллашуви, ҳамда таълим парадигмасининг ўзгариши киради. Мослашув тамойилидан компетентлик тамойилига ўтиш ёндашувдаги (позиция, нуқтаи назар сифатида) ўзгариш зарурлигини билдиради. Қолаверса, таълимнинг замонавий концепцияси ўқув жараёнида компетенция ва компетентлик ёндашувини жорий этишни назарда тутмоқда.

Чет тилини ўқитишда компетентли ёндашув тушунчасининг шаклланиши бир неча босқичлардан ўтган:

- биринчи босқич (1960 - 1970) –“компетенция” тоифасининг илмий аппаратига киритилиши; тилларни ўқитиш назариясида тил/коммуникатив компетенциянинг турли кўринишларини ўрганиш, “компетенция” ва “компетентлик” тушунчаларини фарқлаш учун шарт-шароитларни яратиш;
- иккинчи босқич (1970 - 1990) –тилни ўқитиш назарияси ва амалиётида “компетенция” ва “компетентлик” тоифаларини қўллаш, бошқарув, раҳбарият, менежментдаги профессионалликни, мулоқотни ўқитиш соҳасида “ижтимоий компетенция/компетентлик” тушунчаси мазмуни ишлаб чиқилмоқда;
- Учинчи босқич (1990 йилдан) - Европа Кенгаши ҳужжатларида компетенцияни таълимнинг қўрилган натижаси сифатида қабул қилишди, асосий глобал компетенциялар белгилаб олинди.

Шу тариқа, биз “глобал компетентлик” тушунчасига келсак, бу нафақат касбни эгаллаш, балки самарали мулоқот қилиш, қийинчиликлардан чиқиш, ҳамкорлик қилиш қобилияти ва ҳоказоларни англатади. “умумий таълим мазмунини модернизация қилиш стратегиялари ...” ҳужжатида компетентлик нафақат когнитив ва операцион-технологик компонентларни, балки мотивацион, ахлоқий, ижтимоий ва муомалани ҳам ўз ичига олади. Барча бу ва бошқа ҳужжатларда, компетентликни шакллантиришнинг европача талқинини тўғридан-тўғри алоқаси кузатилади.

Хорижий тилларга нисбатан замонавий мутахассис учун касбий мулоқотнинг реал фаолиятида юзага келадиган аниқ вазиятлар ва муаммоларни



ҳал қилиш учун умумлаштирилган билим, кўникма ва малакаларни чет тилида қўллаш олиш каби назарий саводхонлик жуда муҳим эмас. Чет тилини билиш ҳар қандай соҳадаги замонавий мутахассис касбий тайёргарлигининг мажбурий таркибий қисми ҳисобланади, шу ўринда ОТМдаги чет тили фани курсининг мақсади – талабаларнинг малакали касбий ва илмий фаолиятлари, ҳамда ўз-ўзини ўқитиш мақсадлари учун зарур бўлган компетенция ва компетентликни шакллантиришдир.

Юқоридагилар асосида шундай хулосага келиш мумкинки, таълимни амалий йўналтириш зарурияти унинг мазмунини шахсий таркибий қисмлар билан кенгайтириш демакдир. Шу билан бирга компетенция касбий тайёргарликнинг пировард мақсади ва компетенцияларнинг юқори даражада янгилианишини назарда тутиб, ўз-ўзини такомиллаштиришни янада кучайтиради.

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## **PROBLEMS OF CHILDHOOD AND EDUCATION IN CHARLES DICKENS' WORKS (*OLIVER TWIST, DAVID COPPERFIELD AND GREAT EXPECTATIONS*)**

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### **ABSTRACT**

This article delves into the portrayal of childhood and education in the literary works of Charles Dickens, one of the most celebrated Victorian novelists. Dickens' novels are renowned for their vivid depiction of social issues, and the treatment of childhood and education is a recurrent theme throughout his oeuvre. This study examines the multifaceted problems faced by children in Dickens' fictional world, including poverty, exploitation, neglect, and inadequate schooling. Through a close analysis of selected works such as "Oliver Twist," "David Copperfield," and "Great Expectations," this article explores how Dickens illuminates the harsh realities of Victorian society and critiques the failings of the education system. Moreover, it investigates the ways in which Dickens advocates for social reform and highlights the importance of compassion, empathy, and moral education in shaping the lives of young individuals. By delving into the complexities of childhood and education in Dickensian literature, this article offers valuable insights into the enduring relevance of his social critiques and humanistic vision.

**Keywords:** Charles Dickens, Oliver Twist, childhood, Calvinist theology.

### **INTRODUCTION**

In the realm of Victorian literature, Charles Dickens stands as a towering figure whose works continue to resonate with readers worldwide. Among the myriad themes that populate his narratives, the depiction of childhood and education emerges as a poignant and recurring motif. Dickens, often hailed as a champion of social reform, utilized his storytelling prowess to illuminate the harsh realities faced by children and critique the deficiencies of the education system in nineteenth-century England. Through a lens that blended realism with compassion, Dickens painted a vivid picture of the trials and tribulations endured by young protagonists in his novels. From the destitution of orphans like Oliver Twist to the tumultuous upbringing of characters such as David Copperfield, Dickens' portrayal of childhood was characterized by its

stark portrayal of poverty, exploitation, and neglect. Moreover, his exploration of the educational landscape revealed a system rife with inequities, inadequacies, and injustices, where access to learning was often determined by social class rather than merit.

This introduction sets the stage for a deeper examination of the problems inherent in childhood and education within Dickens' literary universe. By delving into the nuanced complexities of his narratives, we gain insight into the broader socio-cultural context of Victorian England and the enduring relevance of Dickens' social critiques. Through this exploration, we come to appreciate the enduring legacy of his work and its continued resonance in contemporary discourse on childhood, education, and social justice.

## **FINDINGS**

Childhood has been viewed in different ways over time, and childhood has also been recognized and received in different ways. Childhood should not be viewed as a natural (or biological) phenomenon, but rather as a social phenomenon (or cultural product), according to contemporary approaches to the study of childhood. According to Jenks' research, there is no single physical difference that determines the social metamorphosis of a kid into an adult. Rather, the identification of children by adults and vice versa does not stem directly from physical maturation (Jenks 7). The relationship between a child and an adult should always be considered while examining childhood and its changes since attitudes toward children have evolved in line with how adults have come to view them. As Stone notes, in the seventeenth century, sentiments regarding newborn children varied widely. According to the orthodox Christian perspective, children are sinful beings. Stone describes the manner in which these kids were handled in light of this viewpoint: The first, and most prevalent, was the conventional Christian belief—strongly supported by Calvinist theology—that a child is born with Original Sin and that the only way to keep it in check is to completely subjugate him to his parents, teachers, and other authority figures and ruthlessly suppress his will. (Pierce 255) According to the environmentalist perspective, children are neither good nor bad. The idea was that the infant was a blank slate, to be shaped by experiences in the future. "The environmental theory tended to overtake the Calvinist in middle-class and upper-class circles in eighteenth-century England before being overwhelmed again in the nineteenth century." (Phase 256).

The childhood theme was also present in English literature. It was initially used in literature by William Wordsworth and William Blake, two poets. Throughout the whole seventeenth and eighteenth centuries, philosophers wrote on

the subject of child care and education. John Locke was among the philosophers who had an interest in this subject. In 1693, he released his book *Some Thoughts Upon Education*. Stone notes that in addition to other matters, he voiced his views on physical punishment, saying that it should be used sparingly and early on, before a child's reasoning abilities were fully formed. After that, though, he became adamant about using the psychological rewards of rivalry and emulation as well as the psychological penalties of humiliation for failing virtually exclusively.

### CONCLUSION

In conclusion, Charles Dickens' works vividly portray the societal problems of childhood and education prevalent during his time, highlighting issues such as poverty, exploitation, and lack of access to quality education. Through his powerful storytelling and memorable characters, Dickens calls attention to the urgent need for social reform and the importance of addressing these issues to ensure a better future for children. His enduring themes continue to resonate today, serving as a reminder of the ongoing struggle for equity and justice in education systems worldwide.

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## HUMOR AND SATIRE IN WILLIAM SHAKESPEAR'S COMEDIES

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### ABSTRACT

It is through this article that every reader will have a keen understanding of William Shakespeare's humor and satire.

**Keywords:** tragedy, comics, humor, irony, exaggeration, plot lines, cleverly, brilliant, wordplay, night.

### Introduction

Shakespeare's comedies, which combine wit, sarcasm, and brilliant wordplay, have enthralled audiences for ages. They are more than simply plays; they are journeys through a world where the ordinary meets the exceptional, and laughter is a welcome companion. As we explore this domain, we find ourselves not only reciting lines from a script, but also participating in a timeless discourse about love, life, and, of course, comedy. Shakespeare's comedies are more than just a source of entertainment; they are a reflection of the human condition, like a mirror held up to society. Each play, from "Twelfth Night" to "A Midsummer Night's Dream," is a tapestry woven with strands of comedy, sarcasm, and a profound grasp of human nature.

### Research materials and methodology

Characteristics of Shakespearean Comedy: Shakespearean comedy's core is its capacity to transcend time and culture. The plays are distinguished by: Puns, wordplay, and funny situations are common humor elements. The role of wit and wordplay: Shakespeare's brilliant exchanges demonstrate his linguistic skill. Exploring Themes in Shakespeare's Comedies: These plays revolve around topics that are still relevant to audiences today: Love and Romance: Frequently represented as intricate relationships and romantic entanglements. Mistaken Identities and Disguises: A typical story element that leads to comedic outcomes. Social conventions and Satire: Shakespeare's plays frequently focus on society conventions and human conduct. Let's take a look at some of

Shakespeare's most renowned comedies and see how humor is interwoven throughout the stories. "Twelfth Night" is a comedy about mistaken identity and unrequited love, while "A Midsummer Night's Dream" is a complex interplay of love interests set in a mystical forest, with humor arising from interactions between humans and mystical creatures. "Much Ado About Nothing" is a comedy about two couples and their obstacles. Examples of Witful Jokes and Witty Speech

A equine! A equine! How I would love a horse! Richard III

"Play on, if music be the nourishment of love." (Night of Twelfth)

The Development of Comedy in Later Shakespearean Comedies

Shakespeare's use of humor changed along with his writing. In his later comedies, laughter was frequently combined with darker subjects and undertones of seriousness. Change to Sombre Humor

"The Tempest" and "The Winter's Tale" demonstrate a change to a darker, sometimes more nuanced comedy. Shakespeare's Comedies' Influence on Modern Humor Comedy has been influenced by Shakespeare for a very long time. The use of humor in contemporary media, including sitcoms and stand-up comedy, has been influenced by his plays.

### **Research results and discussion**

Examples from sitcoms in the modern media include the use of clever conversation and miscommunication. Stand-up Comedy: Observational comedy and witty wordplay. Shakespeare's Comedies' Lasting Wit: A Contemporary Examination We go deeper into the subtleties of Shakespeare's comedy, the complex narratives, and the enduring importance of his work as we continue our trip into the fanciful and clever world of his comedies. Let's examine the layers of wit, irony, and sheer genius that make Shakespeare's comedies such a laugh-filled and enlightening read. The Development of Comedy in Later Shakespearean Comedies Shakespeare's comedies changed as he developed as a playwright, incorporating humor along with darker and deeper topics. Plays like "The Winter's Tale" and "The Tempest," where the humor is subtle and entwined with themes of forgiveness, redemption, and the complexity of human nature, are good examples of this growth. Change to Sombre Humor Shakespeare's skill in fusing several genres is demonstrated in "The Winter's Tale," a play that combines comedy and tragedy. "The Tempest" is a play that combines humor with a deeper examination of human emotions and mystical aspects. Shakespeare's Comedies' Influence on Modern Humor. Shakespeare's mastery of comedy has had a lasting influence on contemporary humor. Plays like "The Winter's Tale" and "The Tempest," where the humor is subtle and entwined with themes of forgiveness, redemption, and the complexity of human nature, are good examples of



this growth. Change to Sombre Humor. Shakespeare's skill in fusing several genres is demonstrated in "The Winter's Tale," a play that combines comedy and tragedy. "The Tempest" is a play that combines humor with a deeper examination of human emotions and mystical aspects. Shakespeare's Comedies' Influence on Modern Humor. Shakespeare's mastery of comedy has had a lasting influence on contemporary humor. His impact can be observed in a variety of mediums, demonstrating that his appreciation of humor was timeless rather than limited to his own era. Sitcoms in the Modern Media Examples: Shakespeare's style is echoed in complex story mechanisms and character-driven humor found in television series like "Friends" and "The Office. "Stand-up Comedy: Wordplay and observational humor, akin to Shakespeare's style, are frequently utilized by comedians.

### Conclusion

Shakespeare's comedies are not just plays; they are a reflection of life itself. They teach us that humor can be a powerful tool to explore the deeper aspects of our existence, and they remind us that laughter is a universal language that connects us across time and cultures. Considered by some to be the funniest of Shakespeare's comedies, *Much Ado About Nothing* features a double-love story, possibly inspired by the stock comedies of the Italian form *Commedia dell'arte*. Beatrice and Benedict, despite their constant battles of wit with each other, must combine to save the marriage of Hero and Claudio after a plot endangers their wedding.

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## MAKTABGACHA VA BOSHLANG`ICH TA`LIMDA BOLALARNING QIZIQISH, SAVODXONLIK VA FIKRLASH KO`NIKMASINI SHAKLLANTIRISH

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Maktabgacha va Boshlang`ich ta`limda xorijiy til (Ingliz tili) yo`nalishi talabalari

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### ANNOTATSIYA

Ushbu maqolada maktabgacha va boshlang`ich ta`limda bolalarning qiziqish, savodxonlik va fikrlash ko`nikmalarini qanday usullar orqali shakllantirish va bu jarayonni amalga oshirishda o`quvchilarning ota-onalari va ustozlarining muhim o`rin tutishi haqida yoritib berilgan.

**Kalit so`zlar:** rivojlanish, fikrlash, ko`nikma, savodxonlik, qarashlar, muhit, amaliy mashg`ulotlar, qiziqish

### ABSTRACT

This article describes how to form interest, literacy and thinking skills of children in preschool and primary education, and the important role of parents and teachers in this process.

**Key words:** development, thinking, skills, literacy, attitudes, environment, practical training, interest.

**KIRISH.** 3-11 yoshli bolalar kattalarga nisbatan tabiatan qiziqishi bilan ajralib turadi. Bu davrda bolalar juda ko`p narsaga qiziqishadi va o`zlarining savollariga javob olishni xohlashadi. Bu esa ularning dunyo haqida ko`proq tushunchaga ega bo`lishiga yordam beradi. Bu qiziqish, o`rganish, tadqiq etish va yangi narsalarni sinash orqali rivojlanishi mumkin. Bu jarayonda bolalarning ota-onasi va tarbiyachilari muhim ahamiyatga ega va ular bolalarga to`g`ri yo`nlash ko`rsata olishi lozim. Agar bu davrda bolalarga to`g`ri yo`nalish va bilim bersak kelajakda ular o`z fikriga ega, savodxon, aqlli va ziyrak bo`lib yetishishadi.

**ASOSIY QISM.** Bolalarning boshlang`ich jismoniy hamda aqliy rivojlanish davri asosan maktabgacha va boshlang`ich ta`lim jarayoniga to`g`ri keladi yani 3 yoshdan 11 yoshgacha bolalar ma`lum sohalar bo`yicha boshlang`ich bilimlarni egallab bo`lishadi va ularda qiziqish, savodxonlik, fikrlash va shularga o`xshash bir qancha ko`nikmalar shakllanadi. Bolalarda savodxonlik ko`nikmasini shakllantirish

orqali ularning erkin fikrlarini ifoda eta olish, muammoli vaziyatlarga yechim topa olish, turli vaziyatlarga nisbatan o'zining qarashlarini ifoda eta olish qibiyatlarini shakllantirish mumkin. Fikrlash ko'nikmasini shakllantirishda bolalarning ota-onasi va ustozlari ularning ma'lum bir mavzuga doir fikr va qarashlarini xato bo'lsa ham hurmat qilib ohirigacha tinglashlari va qanday xatoga yo'l qo'yganini tushuntirishlari lozim. Bu usul orqali bolalar o'z fikrlarini hech qanday qo'rquvlarsiz ifoda eta olishadi va har qanday mavzudagi savollarga javob bera olishadi. Bu davrda ularga ota-onasi va ustozlari tomonidan katta e'tibor talab etiladi. Ustozlar va ota-onalar hamkorlikda ish olib borishi talab etiladi. Chunki kunning yarm qismini bolalar ta'lim muassasasida o'tkazsa qolgan qismida uyda bo'lishadi. Agar shu maktab hamda oila muhitida bolalar uchun to'g'ri ta'lim muhiti yaratilsa ular o'rganish jarayonida kamroq qiyinchiliklarga duch kelishadi.

Maktabgacha va boshlang'ich ta'lim jarayonida bolalarda fikrlash va savodxonlik ko'nikmasini quyidagi usullar orqali shakllantirish mumkin:

1. Atrof muhit bilan tanishtirish turli qushlar, hasharotlar, o'simliklar va daraxtlar haqida ular tushunadigan ilmiy bo'lmagan tilda boshlang'ich ma'lumotlar berish orqali.

2. Turli tarbiyaviy ahamiyatga ega ertak kitoblar o'qib berish orqali. Bunda faqatgina kitobni o'qib berish emas balki uning mazmunini va bolalar bundan qanday xulosa chiqarishi kerakligi haqida ham tushunchalar berib ketilishi lozim.

3. Jamoaviy va amaliy o'yinlar o'ynash orqali. Bu jarayonda bolalar birgalikda ishlashi va fikr almashishi orqali ularning muloqot qilish ko'nikmasi shakllanadi va turli muammolarga yechim berishni o'rganadilar.

4. Ko'p ma'lumot berish. Bolaga mavzuga oid ko'p ma'lumot berish, tushunish imkoniyatini kengaytiradi va o'z fikrini zamonaviy tarzda ifoda qilishga yordam beradi.

5. Adolatli va e'tiborli bo'lish. Bolaning fikrini e'tibor bilan tinglash va bu fikrlara nisbatan adolatli munosabatda bo'lish. Ularning fikrlarini hurmat qilib tinglash va qo'llab quvvatlash orqali.

Yuqorida berib o'tilgan bir qancha usullar bolalarda fikrlash va savodxonlik ko'nikmasini sezilarli ravishda shakllanishiga yordam beradi.

## **XULOSA**

Xulosa qilinsa, bolalardagi fikrlash va savodxonlik ko'nikmalarini shakllantirish muhim jarayon hisoblanadi. Bu jarayonni amalga oshirishda bolalar bilan ko'proq birga shug'ullanish va ular tomonidan berilgan har qanday savolga misollar orqali ko'p ma'lumot berishimiz lozim. Endigina o'sib rivojlanib kelayotga

bolalarga noto`g`ri berilgan yo`nalish bolalarning keyingi yuqori ta`lim jarayonida ma`lum qiyinchiliklarga duch kelishiga sabab bo`ladi.

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## ABLEITUNG DIE DURCH PRÄFIX

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### ANNOTATION

Eines der Hauptprobleme, auf die in diesen Informationen zu künstlichen Wörtern, die durch Anhängen von Suffixen gebildet werden, und zu ihren morphologischen und syntaktischen Typen sowie zu ihrer Verwendung und Funktion. Es werden Beispiele für Kunstwörter im Deutschen mit Präfixen gegeben und ihre Statistik beschrieben.

**SCHLUSSELWÖRTER:** Explizite Derivation, Präfix, Präfigierung, Negation, semantische Präfixe, Herkunft, Komposition, Zeitliche Bezeichnungen.

### ABSTRACT

One of the main problems pointed out in this information about artificial words formed by adding suffixes and their morphological and syntactic types, as well as their use and function. Examples of made-up words in German with prefixes are given and their statistics are described.

**Keywords:** Explicit derivation, prefix, prefiguration, negation, semantic prefixes, origin, composition, temporal designations.

Diese beiden Wortbildungsarten bilden die sog. „explizite Derivation“. Sie erweitern die Base um ein Präfix oder Suffix (selten durch ein Zirkumfix). Während der triviale Unterschied zwischen der Präfixbildung und der Suffixbildung darin liegt, dass die Präfigierung die Base um eine Vorsilbe und die Suffigierung um eine Nachsilbe erweitert, gibt es zwischen den beiden Wortbildungsarten noch andere Unterschiede:

#### **Präfix**

- ändert nie die Wortart der Base
- kann unspezifisch sein
- ist betont oder unbetont
- dient in erster Linie zur semantischen Erweiterung der Base

Bei der Präfigierung handelt es sich um die Stellung der Affixe, die stets vor dem Basiswort vorkommen. Gemäß dieser Stellung wird diese Art der Affixe als „Präfix“ bezeichnet.

Präfixe (lateinisch: präfigiere ‚vorn anheften‘) werden morphologisch als gebundene Einheiten definiert, die immer die Position vor einer Basis besitzen. Präfixe

sind hauptsächlich aus einer Silbe gebildet z.B. ge-, haupt-. Ausnahmen sind vor allem Lehnpräfixe wie hyper-, mega-, mini.

Durch Präfixe und Präfixoide wird in erster Linie die Base semantisch erweitert. Weiterhin können Präfixe als Intensifikatoren (erzblöd) dienen,<sup>9</sup> oder sie können den Aspekt ändern (enden – beenden, ändern – verändern). Präfigierung lässt sich nach unterschiedlichen Kriterien betrachten:

Nach der Herkunft:

Fremde Präfixe anti-, quasi-, sub- etc. kommen häufiger mit fremden Basen vor. einheimische/ native Präfixe be-, ent-, zer-, un- etc. kommen mit einheimischen, aber auch mit fremden, in die Sprache bereits „eingebürgerten“ Basen, vor (entfantasieren, unkontrolliert).

Nach der Semantik: räumliche, ornative, negative, privative, rekurrende und andere Präfixe (siehe weiter) synonyme Präfixe – z. B. dis-, un-, anti- bei den negativen Präfixen gegensätzliche (Opposition) Präfixe – z. B. auf- x ab- (Aufgang x Abgang), ein- x aus- (einschalten x ausschalten) homonyme Formen – z. B. betontes um- x unbetontes um-. Sie werden traditionell als „trennbare und untrennbare“ Präfixe bezeichnet. Diese Aufteilung ist jedoch bereits überholt, wir können mit gutem Gewissen von verbalen Komposita („trennbar“) – d.h. Partikel/ Präposition + Verb auf der einen Seite, und präfigierten Verben („untrennbar“) auf der anderen Seite sprechen. (Einige Autoren verwenden auch andere Bezeichnungen – z. B. „Präfixverb“ und „Partikelverb“. Es gibt also keinen strukturellen Unterschied zwischen fernsehen (Adv. + Verb), kennenlernen (Verb + Verb) oder Radfahren (Subst. + Verb – „alte“ Rechtschreibung) und umfahren (Präp.+Verb) und anderen Kompositionen mit sog. „trennbaren Präfixen“/ verbalen Kompositionen. Da das System der Präfixe der deutschen Sprache sehr komplex ist, werden wir uns nur dem Bereich widmen, der erfahrungsgemäß für die tschechische Zielgruppe Schwierigkeiten bereitet. Eine ausführliche Übersicht der Semantik einzelner Präfixe und ihr Vorkommen in einzelnen Wortarten liefern Engel. Hier werden nur die wichtigsten semantischen Gruppen der Präfixe angeführt. Ihre Bedeutung kann nur grob erfasst werden, deswegen sind alle Bedeutungen in Anführungszeichen angegeben.

### **Negation**

nicht-, un-, non-, a-, des-, dis-, in-/il-/ir-: Nichtmuttersprachler, nichtgetätigt, Unlust, Unschuld, Unsitte, unübersichtlich, unmenschlich, Nonsens, Nonkonformist, nonverbal, anormal, Desinteresse, Disharmonie, inhuman, illegal, irregulär, asozial, aber auch unsozial...

Eine bedeutende Untergruppe der Negation ist die Erweiterung der Base um die Merkmale „fehlerhaft“, „schlecht“, „irrtümlich“ mit den Präfixen: fehl-, miss-, ver-: fehlschlagen, Fehlbetrag, Fehlanzeige, missbilligen, misslingen, Missglück, Misswirtschaft, Versprecher, (sich) verschreiben, (sich) verfahren u. a.



## Zeitliche und räumliche Bezeichnungen

„später“ oder „Vorbild“

**nach-:** Nachgeschmack, Nachwehen, Nachtrag, nachahmen, nachlesen, nachhören, nachweihnachtlich, Nachhilfe und sogar Nachrichten („Mitteilung nach der man sich richtet“ u. a.

„früher“ oder „näher“ oder aber auch „Vorbild“

**vor-:** Vorgeschmack, Vorwehen, Vorfahren, vorgehen, vorchristlich, Vorhalle, Vorraum; Vorbild, vorschreiben u. a.

„ehemalig“, „vergangen“

**alt-, ex-:** Altbürgermeister, Altbundespräsident, altmodisch, Exfrau, u. a. (Das Präfix ex- wird häufig pejorativ verwendet.)

„Anfang“

**an-, er-:** ansprechen, anbeißen, anbraten, erblühen u. a.

„Ende mit Bewirkung“

**ab-, auf-, aus-, be-:** abriegeln, abschmecken, abschließen, abdanken, aufessen, ausschalten, ausarbeiten, begrenzen, beherrschen, beschildern u. a.

„Platzierung zwischen zwei Punkten“

**zwischen-:** Zwischenrufe, Zwischenkriegszeit, Zwischenbilanz u. a.

„nach oben“ **auf-, er-:** aufsteigen, errichten u. a.

„nach unten“ **ab-, unter-:** absteigen, untertauchen, untergehen u. a.

„hinein“ **ein-:** einwandern, einlegen, Einblick u. a.

„Änderung der Richtung, des Ortes, Wandel“ **um-:** umladen, umsteigen, umfahren; umbenennen u. a.

„Auseinanderbewegung“ **zer-:** zerschlagen, zermahlen u. a.

„Bewegung zu einem Punkt“, „zielgerichtete Tätigkeit“ **zu-:** zudrücken, zuschließen, zugehen, zuschauen, zureden, zuteilen u. a.

„zusammen“, „miteinander“ **mit-, ko-/co-, zusammen-:** Mitschüler, Mitfahrer, mitarbeiten, Koproduktion/ Coproduktion, Koautor, kooperieren, zusammenarbeiten, Zusammenfassung.

**anti-, gegen-, kontra-, wider-:** Antithese, Antichrist, antidepressiv, antipatriotisch, Gegenpapst, Gegenwind, Gegenwirkung, Kontrarevolutionär, Kontrapunkt, kontraproduktiv, widerspiegeln, widersprechen.

**mini-:** Minibatterie, Minirock.

**maxi-, riesen-, jumbo-:** Maxidisk, Maxiportion, Riesenerfolg, Riesenglück, Jumboburger, Jumboessen.

**ver-:** verhungern, verblöden, versprechen, vergolden.

**wieder-, re-:** wiederholen, wiedersehen, reanimieren, reprivatisieren.

**Präfixe mit substantivischer Basis** Wie bereits erwähnt, haben die substantivischen Ableitungen bei der Präfigierung nur substantivische Basen. Beispiele für die Präfixe mit substantivischen Basen sind:

**affen-** Affenschande, Affenhitze, Affenkälte

**blitz-** Blitzaktion, Blitzreise, Blitzstart

**bomben-** Bombenbesetzung, Bombengehalt, Bombenerfolg, Bombenfigur

**erz-** Erzfeind, Erzgauner, Erzlügner, Erzrevanchist, Erzbube, Erzdieb, Erzmörder

**extra-** Extrabonus, Extrurlaub, Extravorstellung

**ge-** Geäst, Gebälk, Gebüsch, Gedärm, Gehörn, Gemäuer, Gestein, Gesträuch, Gewölk, Gestirn, Gewässer, Gesims, Getränk, Geflügel, Gewitter, Gefährte, Geselle, Gesindel

**haupt-** Hauptdüse, Hauptfilm, Hauptinstrument, Hauptproblem, Hauptweg

**heiden-** Heidenarbeit, Heidenmühe, Heidenlärm, Heidenangst, Heidenschreck, Heidenspaß

**höllen-** Höllenhitze, Höllenlärm, Höllenangst, Höllenpein, Höllenwut, Höllenkrach

**ko-** Kopilot, Koautor, Kodirektor.

**mini-** Minirock, Minipartei, Minipreis.

**miss-** Missernte, Missgeburt, Missverständnis, Misstrauen, Missmut, Missverhältnis, Missstimmung, Missbrauch, Misserfolg, Missbehagen, Missgriff.

**mit-** Mitbürger, Mitmensch, Mitglied, Mithäftling.

**riesen-** Riesenaufgabe, Riesenauswahl, Riesendefizit, Riesenumsatz.

**sonder-** Sonderausgabe, Sonderwerkzeug, Sonderzulage.

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3. Die Basen dieses Suffixes sind eigentlich keine Adjektive, sondern Konfixe, die sich mit Substantiven und Adjektiven verbinden z.B. arrogant, effizient, kompetent, konsequent.

## “LISON UT-TAYR” VA “MANTIQ UT-TAYR” DOSTONLARIDA MAJOZIY ISHQ TALQINI

**Xulkar Otabek qizi Ishkulova**

CHDPU talabasi

Ilmiy rahbar: **Rasulova Rayxon**

O‘zbek adabiyoti kafedrası p.f.f.d.

### ANNOTATSIYA

Ushbu maqolada “Mantiq ut-tayr” va “Lison ut-tayr” dostonlaridagi tasavvufiy ishq ya’ni ilohiy ishq talqini haqida fikr yuritiladi.

**Kalit so‘zlar:** Solik, vahdad ul- vujud, fano, baqo, maqom, suluk, ishq.

Ramziy- allegorik qissa va hikoyatlarning tarixiy ildizi miloddan avvalgi davrlarga borib taqalsa-da musulmon Sharqi mumtoz adabiyotida qushlar sayri bilan bog‘liq ilk asar sifatida Ibn Sinoning " Tayr qissasi" ya’ni "Qush qissasi" risolasi e’tirof etiladi. Bu qissada qushlar ovchidan qochib podsho huzuriga borganlari hikoya qilinadi. Bu risolaga raddiya tarzida yozilgan Abu Hamid G‘azzolining “Risolat at- tayr” ya’ni “Qushlar risolasi” asarida syujet va kompozitsiyasi asosan saqlanib qolgani haqida asar g‘oyasida keskin o‘zgarish yuz beradi. Uning qissaida Ibn Sinoning qissasidagi qushlar podshohning yoniga ovchilardan qochib emas podshohni o‘zi istab ya’ni podshohning ishqida uning o‘zini talab qilib oliy dargohga boradilar. Mazkur mavzu yozma adabiyotda ilk bor Farididdin Attorning “Mantiq ut-tayr” asari orqali yaxlit va mukammal syujetga ega bo‘lgan badiiy doston holga keltirildi. Unda syujet chiziqlari qayta ishlanishi bilan birga asarga tolib qushlar va yetakchi qush- Hudhud obrazi kiritiladi. Qushlar podshosi nomi Simrug‘ tarzida o‘zgartiriladi va ko‘pgina hikoyatlar qo‘shiladi. Natijada asar hikoyat ichida hikoyat yo‘nalishdagi ramziy -allegorik doston tarzda ko‘tariladi. "Lison ut-tayr" murakkab irfoniy doston bo‘lib, unda Navoiy majoziy obrazlar va ularning ramziy sarguzashtlari orqali obyektiv borliq va mohiyat haqidagi qarashlarni bayon etadi, shu bilan birga dostonlar real hayot lavhalari, kishilarning xatti-harakati va e’tibordagi ijobiy va salbiy xususiyatlari ham tasvirlangan. Har to‘rttala dostonda ham ilohiy ishq yashirin tarzda kelgan. Ovchilardan qochgan qushlar ham, podshohni o‘zlari ishlab kelgan qushlar ham, Semrug‘ni izlab borgan qushlar obrazida ham tasavvufiy ish yoritilib berilgan.

Tasavvuf, soʻfiylik- islomda insonni ruhiy va axloqiy jihatdan komillik sari yoʻlovchi taʼlimotdir. Tasavvuf soʻzning oʻzagi va mazmuni haqida olimlar turli fikr va taxminlar bildirishgan. Ular ichida Xalidning fikri haqiqatga yaqin deb tarif etilgan. U "Muqaddima" asarida tasavvuf "suvf" - "jun", "poʻstin" soʻzidan olingan boʻlishi kerak, zero qadimdan tarki dunyo qilgan zohirlar jundan toʻqilgan poʻstin kiyim yurishni odat qilganlar. Bu bilan ular bashang kiyinib yuruvchi axli dunyolardan farqli hayot tarzida oʻzlarida namoyon etganlar deydi. Tasavvuf insoniyat yaratgan maʼnaviy ruhiy kashfiyotlardan biri boʻlgan murakkab taʼlimotdir. Tasavvufni loʻnda qilib ilohiy muhabbat haqidagi ilm deyish mumkin. Shuning uchun ikki tasavvufiy ilohiy muhabbatni egallash Allohning sifat va ismlari orqali uning zotini bilish, tanishni talab qilar ekan. Buni aql va nazariy tasavvufiy bilimlar bilan emas, balki , yashirin bir ichki tuygʻu botiniy yaʼni yashirin tarz vositasida amalga oshirish mumkin deb taʼlim beradi. Solikdan maʼlum bosqichlarni bosib oʻtishini talab etiladi lekin bu bosqichlar ichida ishq, tavhid, fono muhim ahamiyat kasb etadi. Ishq vodiysida oshiq haqqa yetishish uchun yonib kuyishi kerak. Fariddidin Attorning "Mantiq ut-tayr" va Alisher Navoiyning "Lison ut-tayr" dostonlarida ham talab vodiysidan soʻng ishq vodiysi kelgan. Ishq vodiysida jon vidolik vapoqlik talab qilinadi. Solik ishq shulasi ichida samandardik yonib kul boʻlib yana kuldand qayta tirilishi, oshiqlik, fidoiylik va sadoqatni hayot tarziga aylantirmogʻi lozim. Ammo bu muhabbat namoyish qilinmasdan , jondan aziz sir - siyosatga aylanmogʻi lozim. Tasavvuf taʼlimotiga koʻra, bu dunyo Haqning tajallisi - Allohning jilolanishidir. Shu maʼnoda inson ham oʻzidagi mana shu zarrani kashf etishi, buning uchun esa juda uzun va mashaqqatli yoʻlni bosib oʻtmogʻi kerak. "Mantiq ut-tayr" da ishq vodiysi yigirma bir baytni tashkil etsa , "Lison ut-tayr" da esa yigirma besh baytni tashkil etadi. "Mantiq ut-tayr" va "Lison ut-tayr" dostonlarida ilohiy ishq nihoyat darajada yorqin badiiy talqin qilingan. Bu ikki dostonida ham ilohiy jamolni bilish va uni tanishga intilishda ilohiy ishq asosiy kuch ekanligi oʻz badiiy ifodasini topgan. Tasavvuf taʼlimotida ilohiy ishq solik maʼnaviy kamolotining eng yuqori bosqichi uchun dominant vazifasini oʻtaydi. Ishq oshiqni baqo olamiga olib boruvchi olov, Ishq solik shavqu zavqi, mashahadasini tezlashtiruvchi kuch. Qalbda ish olovi qanchalik kuchli boʻlsa soliq haqqa yetishmoq pogʻonalardan shuncha oson koʻtarila boradi. Attor oʻzining dostonida ishqaning mohiyatini olti hikoyat orqali ochib berishga urinadi. Alisher Navoiy ishqni ochib berish uchun faqat bittagina hikoyatdan foydalangan. Tasavvuf ahli orasida "Kimki oshiq boʻlsa u ishqini pinhon tutib, shu yoʻda jonini qurbon qilsa, darhaqiqat shahid ketibdur" mazmundagi hadisga muvofiq ushbu vodiysi tavsiri uchun Navoiy arab

tilshunos olimi johiyat davridagi xalq dostonlari va she'rlarini to'plovchisi Asma'yi bilan bog'liq hikoyani keltiradi. Hikoyatga ko'ra Asma'iy hajga ketayotib bir chashma boshida yozib ketilgan toshni ko'radi. Toshda shunday deb yozilgan edi: "Ey Hijoz ahli! Bir sirning chorasini topsangiz: agar kishi ishqini muhtalo bo'lib ishq uning sabr-u qarordan judo etgan bo'lsa, nima qilsin?" Asma'iy qo'lga qalam olib yozuv tagiga shunday so'zlarni bitadi: "Kimki bu halokatli yo'lga kirgan bo'lsa, undan qo'rqmasin". Bu so'zlarni yozib bo'lib Asma'iy yana yo'lda davom etadi. Ertasiga yana shu joyga kelib qarasa toshda yangi yozuv paydo bo'lgan ekan: "Agar oshiq pok bo'lsa-yu ishqini yashirin saqlasa, lekin muhabbat sifatidan toqatda toq bo'lib, vaslga ihtiyoj sezsa, buning ilojini topmasa, nima qilsin?" Asma'iy bu so'zlarni o'qib qalam bilan shunday deb yozadi qo'yadi: "Agar o'sha dardli inson nasihatlarimdan o'z maqsadiga erishmagan bo'lsa, o'lsin va ishq o'tidan o'zini xolos qilsin!" Oradan bir kun o'tib oshiqning javobini bilish uchun o'sha joyga kelgan Asma'iy chashma yonida boshini toshga urib-o'zini halok etgan bir kishini ko'radi. Asma'iy bu halokatdan azoblanib halok bo'lgan oshiq uchun matam tutadi va marosimni shahidlar rasmiga muvofiq kafanlanmasdan kiyimi bilan qabrga quyadi. Ushbu hikoyatdan oshiqning asosiy maslagi ishq yo'lida jismdan voz kechish va yor uchun o'lmak afzal degan xulosa kelib chiqadi. Bu ikki dostonda ham ishq mavzusi keng ochin berilgan. Tasavvufiy ishqning qandayligi aslida bu dunyo o'tginchi dunyo ekanligi yoritilib berilgan. Dostonning ikkalasida ham baqo olamini anglashda olam mohiyatini ochishda asosiy qurol bo'lgan ishq go'zal badiiy talqin qilingan. Chinakam soliq bu -oshiq soliqdir.

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## DIE WORTBILDUNG IN DER LINGUISTIK

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### ANNOTATION

Die Wortbildung in der Linguistik ist ein faszinierendes Forschungsgebiet, das sich mit der Entstehung neuer Wörter und ihrer Strukturierung innerhalb einer Sprache befasst. Dieser Artikel untersucht die grundlegenden Konzepte der Wortbildung, darunter Lexikalisierung, die Unterscheidung zwischen Wort und Lexem sowie die verschiedenen Ursprungsvarianten von lexikalisierten Elementen. Durch die Analyse dieser Konzepte wird die Bedeutung der Wortbildung für die Entwicklung und Vielfalt von Sprachen verdeutlicht.

**SCHLUSSWÖRTER:** Wortbildung, Linguistik, Lexikologie, Grammatik, Morphologie, Syntax, Semantik, Lexem, Denotat, lexikalisiert, Neuprägung, Bedeutungsänderung, Entlehnung, Komposition.

### WORD FORMATION IN LINGUISTICS

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### ABSTRACT

Word formation in linguistics is a fascinating field of study that studies the origin of new words and their structuring within a language. This article examines the basic concepts of word formation, including lexicalization, the distinction between word and lexeme, and the different origins of lexicalized items. By analyzing these concepts, the importance of word formation for the development and diversity of languages is highlighted.



**Keywords:** Linguistics, lexicology, grammar, morphology, syntax, semantics, lexeme, denotate, lexicalized, neologism, semantic change, borrowing, composition.

Die Wortbildungslehre ist eine sprachwissenschaftliche Disziplin, die beschreibt, wie die Wörter einer Sprache strukturiert sind und wie neue Wörter gebildet werden können. Traditionell gehört die Problematik der Wortbildung (WB) zum Gegenstand der Lexikologie, denn sie befasst sich mit Lexemen, d.h. Einheiten des Lexikons (= Wortschatzes). Gleichzeitig überschneidet sich der Forschungsbereich der WB auch mit der Grammatik (Morphologie und Syntax), weil die Entstehung neuer Wörter gewissen Regeln unterliegt. Die Grammatik beschreibt und stellt die Regeln einer Sprache auf. Sie ist ein Ausdruck sprachlicher Kreativität: Mit einem begrenzten Inventar von Elementen und Regeln lässt sich eine unbegrenzte Menge von neuen Kombinationen erzeugen. Die Grammatik ist ein geschlossenes System der Sprache, während das Lexikon bzw. der Wortschatz ein offenes System jeder Sprache darstellt. Die Wortbildungslehre kann nicht von der Bedeutung der Wörter getrennt werden und hängt daher auch mit der Semantik zusammen. Die Ergebnisse der Wortbildungsprozesse können zu einem festen Bestandteil des Wortschatzes werden, indem sie lexikalisiert werden, d.h. von vielen Sprechern und Schreibern oft verwendet und in die Wörterbücher aufgenommen werden. Beispiele hierfür sind Abkürzungen wie EDV oder einmalige Erscheinungen, sogenannte „Okkasionalismen“, wie die deutschen Übersetzungen von einigen tschechischen Eigennamen in Werichs Fimfarum: Halsschnitten oder Gibmehrigen.

### **Entstehung neuer lexikalischer Einheiten, Lexikalisierung**

Ein grundlegender Unterschied besteht zwischen einem Wort und einem Lexem (mehr dazu im Kapitel 1.3): Ein Wort ist eine intuitive Einheit der Sprache, ein geschlossenes lautliches (oder graphisches) Gebilde, z.B.: Jux, der, rundlich, fünfzehn, besonderer, ab, hull, statt, Zentralheizung. Ein Lexem ist in erster Linie eine untrennbare Einheit von Form und Inhalt. In einer konkreten Aussage realisieren sich die Lexeme als Lexe (d.h. Wörter oder Kombinationen von Wörtern) und rufen in unserem Gedächtnis eine mehr oder minder genaue Vorstellung von dem, worüber geredet wird, hervor. Dieses "Was" zu jedem Lexem nennt sich Denotat. Der offensichtlichste Unterschied zwischen einem Wort und einem Lexem besteht darin, dass Lexeme (besser gesagt ihre lautliche oder graphische Seite = Formative) aus mehreren Wörtern bestehen können und lexikalisiert sind, d.h. ein Bestandteil des konventionellen Wortschatzes einer Sprache sind. Ein Beispiel

hierfür ist der Satz: „Der Österreichische Rundfunk brachte Nachrichten.“ Dabei interpretiert man „brachte“ automatisch als „präsentierte“ und „Nachrichten“ als etwas Neues, was für die Hörer interessant oder wichtig sein kann. Sowohl „Österreichische Rundfunk“ als auch „brachte Nachrichten“ sind unverwechselbar mit anderen Inhalten und gehören zum deutschen Lexikon. Ein lexikalisiertes Element in der Sprache bzw. ein Lexem kann im Prinzip folgende Ursprungsvarianten haben: Es wird ganz neu oder aus bestehenden Elementen kreiert (Neuprägung und Wortbildung), die Bedeutung eines bestehenden Lexems wird geändert (Bedeutungsänderung), oder es wird als Ganzes aus einer anderen Sprache entlehnt (Entlehnung).

### **Weitere Aspekte der Wortbildung**

Neben den genannten Ursprungsvarianten spielen auch verschiedene Wortbildungsprozesse eine Rolle bei der Entstehung neuer Wörter. Diese Prozesse umfassen unter anderem Komposition, Derivation, Konversion und Kurzwortbildung. Bei der Komposition werden zwei oder mehrere Wörter zu einem neuen Wort zusammengefügt, wie zum Beispiel „Sonnenblume“. Bei der Derivation wird durch das Anhängen von Affixen (Vorsilben oder Suffixen) an ein bereits existierendes Wort ein neues Wort gebildet, z.B. „Freundschaft“ aus „Freund“. Bei der Konversion wird ein Wort ohne Änderung seiner Form in eine andere Wortart umgewandelt, wie zum Beispiel „fahren“ (Verb) zu „die Fahrt“ (Substantiv). Die Kurzwortbildung beinhaltet die Bildung von Wörtern durch Abkürzungen oder Zusammenziehungen, wie z.B. „Auto“ für „Automobil“.

Diese verschiedenen Prozesse und Varianten der Wortbildung tragen zur Vielfalt und Flexibilität einer Sprache bei und ermöglichen es ihr, sich den Bedürfnissen und Anforderungen ihrer Sprecher anzupassen. Sie sind ein wesentlicher Bestandteil der Sprachentwicklung und reflektieren die kreative Natur menschlicher Kommunikation.

Die Wortbildungslehre beschäftigt sich damit, wie Wörter innerhalb einer Sprache strukturiert sind und wie neue Wörter entstehen können. Dabei überlappt sie sich sowohl mit der Lexikologie als auch mit der Grammatik, da die Entstehung neuer Wörter bestimmten Regeln unterliegt. Diese Regeln sind ein Ausdruck sprachlicher Kreativität und ermöglichen es, aus einem begrenzten Inventar von Elementen und Regeln eine Vielzahl neuer Kombinationen zu erzeugen. Die Wortbildung kann nicht von der Bedeutung der Wörter getrennt werden und steht daher in engem Zusammenhang mit der Semantik. Die Ergebnisse der Wortbildungsprozesse können entweder festen

Bestandteil des Wortschatzes werden (lexikalisiert) oder als einmalige Erscheinungen (Okkasionalismen) in Texten auftreten.

Unterscheidung zwischen Wort und Lexem:

Ein Wort ist eine intuitive Einheit der Sprache, während ein Lexem eine untrennbare Einheit von Form und Inhalt darstellt. Lexeme können aus mehreren Wörtern bestehen und sind lexikalisiert, d.h. ein fester Bestandteil des Wortschatzes einer Sprache. Ein Beispiel hierfür ist die Bezeichnung "Österreichischer Rundfunk", die aus mehreren Wörtern besteht und als ORF lexikalisiert ist.

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## SHOH G‘ARIB MIRZO SIYMOSI ALISHER NAVOIY VA ZAHIRIDDIN MUHAMMAD BOBUR TASVIRIDA

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### ANNOTATSIYA

Ushbu maqolada Shoh G‘aribning Navoiy va Bobur asarlaridagi tasvirlari yoritib berishga harakat qilingan.

**Kalit so‘zlar:** G‘aribiy, “Majolis un-nafois”, “Farhod va Shirin”, “Sab’ay sayyor”, tarkiband-marsiya, “Boburnoma”, majlis, aruz.

Tarixda Shoh G‘arib Mirzo temuriy shahzoda bo‘lish bilan bir qatorda o‘zining o‘tkir qalami bilan ham nom qozongan. Shoh G‘arib Husayn Boyqaroning ishongan o‘g‘li bo‘lish bilan bir qatorda G‘aribiy taxallusi bilan ijod qilib, Navoiydek insonning ijodkor sifatida e‘tiborini qozongan. Ushbu maqolamizda ijodkorning adabiyotdagi o‘rnini belgilashda Navoiy va Bobur asarlariga murojaat etdik. G‘aribiy haqidagi ma‘lumotlar bir qancha asarlar, jumladan, Navoiyning “Majolis un-nafois” ning yettinchi majlisida, Farhod va Shirin, “Sab’ay sayyor”ning Xadichabegimga bag‘ishlangan qismida bundan tashqari, Boburning “Boburnoma” asaridan ham ma‘lumot olishimiz mumkin. Ma‘lumki, “Majolis un-nafois”ning deyarli har bir majlisida shoirning o‘z davri ijodkorlari, adabiyotga ixlos qo‘ygan hukmdorlari, homiylari va shoirlari haqida ma‘lumot beriladi. Bu haqida Navoiyning o‘zi asarning kirish qismida aytganidek, “Husayn Boyqaro tavalludidan boshlab asar yozilgan paytgacha yashagan shaxslarni kiritganligi”ni aytadi. Bevosita yettinchi va sakkizinchi majlisi temuriylarga bag‘ishlangan asarning yettinchi majlisida Navoiyning G‘aribiy ijodiga bo‘lgan iliq fikrlarini o‘qiymiz. Uning “Nozik fahmli va zehqli” ekanligini aytish barobarida nazm bilan birgalikda nasrda ham naziri yo‘q bo‘lganligini aytib o‘tadi. Bundan kelib chiqadiki, G‘aribiy nazm bilan birgalikda nasrda ham ijod qilib, bu asarlar qiymati Navoiyning ham e‘tiborini tortgan ekan. Navoiy, uning ijodiga bu bilan cheklanib qolmasdan o‘sha davr an‘anasiga muvofiq G‘aribiyning ham zullisonayn shoir ekanligini aytib, fors va turkiy tillardagi ijodidan matlalar keltiradi. Yana o‘z davri shoirlarining hammasi ham amalga oshira olmagan ish - Devon tartib berganligini ham aytadi. Ushbu ma‘lumotlar orqali Navoiyning G‘aribiyga faqatgina shahzoda bo‘lganligi uchungina emas, balki ijodi e‘tiborini

tortib, shoirlar davrasida alohida o‘ringa ega ekanligini bilishimiz mumkin. Chunki har tomonlama mehr qo‘yganligini tazkiraning yettinchi majlisida eng ko‘p keltirilgan ta‘rif G‘aribiy uchun ekanligidan ham anglaymiz. Fikrimizga isbot sifatida ta‘rif so‘nggida berilgan quyidagi jummalarni keltiramiz: “Yaxshi matlallari bu muxtasarga sig‘mas, magar yana bir kitob bitilgay” [1. Majolis un-nafois].

Ushbu ma‘lumotdan bilib olishimiz mumkinki, Navoiy ushbu ta‘riflari bilan cheklanib qolmasdan, balki uning uchun alohida asar yozishni ham niyat qilgan. Faqat u asar yozilgan-yozilmaganligi yoki bizgacha yetib kelganligi fanimiz oldida turgan dolzarb masalalardandir. Shuningdek, “Xamsa”ning “Farhod va Shirin” dostonida ham yana bir qancha tavsiflar keltirar ekan, jumladan, kichik yoshdan she‘r yozishda ulug‘ yoshli shoirlardan kuchliroq ekanligi-yu, kalomidagi malohat, fasohat, zotidagi bilimdonlig-u zehnidagi o‘tkirliги haqida bunday yozadi:

G‘arib o‘lg‘ay nihoyatdin ziyoda,  
Bu yanglig‘ gulkim o‘lg‘ay shohzoda.

Qayu shahzoda ul koni malohat,  
Takallum vaqti daryoyi fasohat.

Fasohat bobida shahg‘a qarib ul,  
Bori shahlar fasihi Shohg‘arib ul.[2. Farhod va Shirin. 388-bet]

“Sab‘ayi sayyor” dostonida esa aynan Shoh G‘arib ismi ketmagan bo‘lsa-da, asarning Xadichabegimga bag‘ishlangan qismida ushbu malikaning “ikki sa‘d axtar farzandi”, “biri fazlda jahon nodiri-yu, biri lutf ila jahon joni” degan iboralardan G‘aribiy va akasi Muzaffar Husayn Mirzolar ko‘zda tutilganini bilib olishimiz mumkin:

Ey, hariming sipihri izzu jalol,  
Andin o‘tgoli yo‘q, malakka majol.  
Oyu kun yo‘q, agarchi monanding,  
Ikki sa‘d axtar, ikki farzanding.

Fazl aro nodiri jahon birisi,  
Lutf birla jahonga jon biris  
To jahon bo‘lg‘ay, ul ikkov bo‘lsin,  
Qo‘llariga jahon garov bo‘lsin.

Tong emas bo‘lsalar Masihodam,  
Kim alarning onosidur Maryam.  
Ikki yoningda otaishn gavhar,  
Dur iki, yonida samin gavhar [ 3.Sab‘ayi sayyor. 64-bet].

Ma‘lumot o‘rnida aytish mumkinki, Shoh G‘arib erta vafot etgani Navoiyga chuqur ta‘sir qildi va bu shahzodaga mehri, ijodini hurmat qilgani sababli har bir

bandi o‘n ikki misra besh bandlik marsiya yozdi. Alisher navoiy turkiy tilda mumtoz lirik turning 16 janrda ijod qilganligi ilm ahliga yaxshi ma‘lum. Uning "Xazoyin ul-maoniy" kulliyotida ushbu janrlarning barchasi mavjudligini Hamid Sulaymonov tuzgan jadvallar tasdiqlaydi. Shoir o‘zining marsiyasi mazmunidagi she‘rlar uchun tarkiband shaklni tanlagan. Zero, mumtoz poetika talablarga ko‘ra tarkiband, asosan, madh va marsiyadagi she‘rlarga mo‘ljallangan bo‘ladi. Navoiyning ustozlari Sayyid Hasan Ardasher Abdurahmon Jomiy vafotiga bag‘ishlangan marsialar tarkiband janrida bitilganligi fikrimizni tasdiqlaydi. U shuningdek Boyqaroning farzandi Shoh G‘aribr mirzo G‘aribiy taxallusi bilan ijod qilgan shahzodaga ham marsiya yozgan. Hamid Sulaymonov Alisher Navoiyning G‘arib mirzo vafotiga yozgan marsiyasi sarlavhasi ostida maqola yozganligi ham bizga ma‘lum. Hamid Sulaymonov maqolasida marsiya o‘rin olgan qo‘lyozmaning 1499 -1500- yillarda ko‘chirganligi va hozirda Tojikiston ( Dushanbe)da saqlanishi haqida ma‘lumot bergan. Olimning aytishicha, marsiya “Badoyi ul vasat” devoni tarkibida kichik janrlar bilan birga keltirilgan. Lekin tojikistonlik olim B.Maqsudovning xabar berishi va bizga yuborilgan qo‘lyozma varaqlari fotonusxasi asosida ma‘lum bo‘ldiki, tarkiband “Xazoyin ul-maoniy”ning so‘nggi devoni “Favoyid ul-kibar” tarkibiga kiritilgan ekan. She‘r marta sarlavhasi ostida so‘nggi 650-na‘t tarkib g‘azaldan so‘ng “Bordim. bu sahar...” deb boshlanuvchi mustazoddan oldin keltirilgan.[4.H.Sulaymonov. 175.] Ushbu tarkiband-marsiyaning har bir bandi 6 baytdan iborat bo‘lib bandlar soni beshta shundan kelib chiqib umumiy hajmi 30 baytni tashkil qiladi. Janr talablari asosida har bir band so‘ngida ikki misra “bayti tarkib” masnaviy tarzda o‘zaro qofiyalashib kelgan. Dastlabki bandning biriktiruvchi bayti quyidagichadir:

Tushdi ya‘ni adam ilmig‘a nigoh g‘arib  
Shohlar majmuaning nodirasi - Shoh G‘arib

Tarkiband -marsiyaning bandlari shartli ravishda mazmunan quyidagi qismlarga ajratish mumkin: Birinchi bandda dunyoning foniyligi falakning bevafoligi, ikkinchi bandda ayriliqning zamona hukmdori Husayin Boyoqaro bilan bog‘liq holdagi talqini, uchinchi bandda Mahdi ulyo - Xadichabeginning iztiroblari, to‘rtinchi bandda shahzodaning ham taxt ham devon sohibi ekanligi va beshinchi banda bu musibatdan butun aholisi - shoir-u ulamolar iztirobda ekanligi haqida so‘z bo‘ladi.

Husayn Boyqaro shahzodani nihoyatda qadrlagani va davlat ishlarini unga ishonib topshirgan. Boburning ma‘lumot berishicha, sulton Hirotdan tashqari chiqqan paytda taxtni Shoh G‘arib mirzoga qoldirar ekan. Navoiyning Sayyid Hasan Ardasher va Abdurahmon Jomiy vafotiga bag‘ishlangan tarkiband marsiyalar singari ramal bahrining ramali musammani maxbuni maxzuf yoki maqsur vazni qo‘llanilgan. Agar



Jomiyga bag'ishlangan marsiyada vaznni dastlabki bandidagi "digar ast" radifini berilgan bo'lsa turkiya marsiyalarda birinchi misradagi ilk jumlar ushbu tarkibandning ramal bahrining maxbun tarmog'ida yozilishini taqozo qilgan. Qiyoslash uchun har 2 tarkibandning ilk misralarini keltiramiz.

Sayyid Hasan Ardasheriga bag'ishlangan tarkiband marsiyadan

Dahri bog'iki jafu shoiridur har chamani...

- V - / V V - / V V - / V V -

Shoh G'arib mirzoga bag'ishlangan marsiya quyidagicha boshlanadi:

Dahir bog'ida ajab tafriqadur, ey aflok...

- V - - / V V - - / V V - - / V V ~

Sayyid Hasan Ardasheriga bag'ishlangan tarkibandan farqli o'laroq mazkur tarkibanda taxallus qo'llanilmagan. So'nggi banddagi mazmun ham o'z nihoyasiga yetmagandik, tugallanmangandek taassurotni qoldiradi. Garchi tarkiband tugatilmagan bo'lsa-da, u juda go'zal tarzda bizga yetib kelgan. [ 5. Yusupova D.268.] Buni mumtoz adabiyotimizda Navoiy o'z hissasini qo'shgan tarkiband janrining namunalaridan deb ayta olamiz.

Ma'lumki, "Boburnoma"da deyarli hamma temuriylarga ta'rif berilgan. Bu ta'riflarning Navoiy ijodidagilardan farqi shuki, Bobur barchaga real baho berishga harakat qiladi. Jumladan, G'aribiy haqida Navoiy to'xtalmagan jihat- G'aribiyning bukri bo'lganligi tarixiy manba sifatida keltirilgan. Xususan, Husayn Boyqaroning avlodiga to'xtalganda "Yana Shoh G'arib Mirzo edi, bukri edi. Agarchi hay'ati yomon edi, tab'i xo'b edi. Agarchi badani notavon edi, kalomi marg'ub edi. "G'aribiy taxallus qilur edi, devon ham tartib qilib edi, turkiy va forsiy she'r aytur edi" deb forscha g'azalidan matla keltiradi:

Dar guzar didam pariroye shudam devonaash,

Chist nomi, o'kujo boshad nadonam xonash [ 6.Boburnoma. 149-bet].

Navoiy ta'rifi bilan qiyoslaganda Boburda shoirning shaxsiyatiga e'tibor berish kuchliroqdek tuyuladi. Onasiga unchalik ham xayrixohlik bildirmagan bo'lsa-da, ijodi haqidagi ta'riflari esa Navoiyniki bilan deyarli bir xil. Faqat Navoiy Shoh G'aribning taxallusi haqida so'z yuritmay, asosan, fikriga isbot uchun uning ijodidan namunalar keltiradi. Tarixiy ma'lumot sifatida Bobur G'aribiyni Husayn Boyqaroning ishongan farzandlaridan ekanligi va o'zi biror joyga ketsa, Hirot hukumatini Shoh G'aribga topshirishini, ammo oila qurmasdan erta vafot etganligini keltiradi. Yuqoridagi ma'lumotlardan ko'rinib turibdiki, Shoh G'arib nafaqat mas'uliyatli shahzoda bo'lib nom qozongan, balki o'z ijodi bilan xalq, o'z davrining yetuk ijodkorlari e'tiborini tortgan. Bu ta'riflar Shoh G'arib Mirzo ijodini chuqurroq o'rganishning adabiyotimiz oldidagi vazifalaridan deb ayta olamiz.

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## ALISHER NAVOIY HAYOTIGA OID LATOYIFLAR TAHLILI

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### ANNOTATSIYA

Ushbu maqolada xalqimiz orasida keng tarqalgan latifalar va Alisher Navoiy hayoti bilan bog‘liq ajoyib – u g‘aroyib voqealar latifa (latoyif) tarzida talqini, hamda Nasriddin Afandining latifalari bilan birgalikda tahlil qilinadi.

**Kalit so‘z:** uchni to‘rga urdingmi , uzog‘ing yaqinmi, do‘staring qanday va g‘oz, bigiz

Xalq og‘zaki ijodi har bir xalq madaniyatining ko‘rki hisoblanadi. Ma‘lumki barcha xalqlarning urf-odatları, ulug‘ qadryatlari aynan og‘zaki ijod namunalari tufayli ham saqlanib qolgan. Xalq hayotini, turmush tarzini o‘ziga xos tarzda tasvirlovchi folklor namunalaridan yana biri latifalardir. Latifalarning asosida yengil mutoyiba va o‘tkir hajv yotadi. Xususan, latifalar xalq og‘zaki ijodining eng go‘zal va qiziqarli janrlaridan biridir. Latifalar xalq orasida juda ham ko‘p tarqalgan. Latifalar hajman muxtasar, mazmunan ixcham bo‘ladi. Yakka ijroda aytiladi. Xalq hajviyoti va mayin yumorga asoslangan latifalarda hayot haqiqati, uydirma, so‘z o‘yini, kinoya va qochirimlar vositasida aks ettiriladi. Latifalar yechimida satira va yumor hal qiluvchi rolni o‘ynaydi. Yechim tasodifan ko‘tarilgan kulgi qahqaha yoki so‘z o‘yiniga asoslanadi. So‘z o‘yini latifa kulminatsiyasini tashkil qiladi. Juda ko‘p latifalarimizda Nasriddin Afandi yetakchi qahramon hisoblanadi. Latifaning tarixi va latifa so‘zining etimologiyasi. “Latifa“ atamasi arabcha lutf, latif so‘zlaridan olingan bo‘lib nozik, nafis fikrlash, yaxshilik qilmoq, muruvvat ko‘rsatmoq kabi ma‘nolarni anglatadi. Latifa aytuvchilarni latifago‘y deydilar. Latifalar juda qadimiy bo‘lishiga qaramay , ularning Nasriddin Afandi nomi bilan bog‘lanishi nisbatan keyingi davrlarga xosdir. XIX arsning II yarmida ozarbayjon va turk tilidan qilingan latifa tarjimalarining tarqalishi bilan o‘zbek latifalari qahramoni nomini Xo‘ja Nasriddin nomi siqib chiqargan va barcha latifalar uning nomi bilan bog‘langan. Shundan keyin barcha latifalar “Afandi latifalari”, “Nasriddin Afandi”, yoki qisqagina qilib “ Afandi” deb yuritila boshlangan.

Latifa va latoyifning o‘zaro o‘xshash jihatlari. O‘zbek xalq og‘zaki ijodining latifa janri bo‘yicha tadqiqot olib borgan. Olimlar latifa janri namunalarining ayrimlari hatto IX-XI asrlarda yaratilganligini ko‘rsatib o‘tishgan. Shu vaqtlarda latifaning tarixiy nomi, ya‘ni “latoyif” nomi bilan yuritilgan. Hayotda har bir voqea va hodisadan kulgili

vaziyatlar hosil qilishga mohir odamlar uchraydi. Tarixda Rashiduddin Vatvot, Alisher Navoiy, Binoiy, Mashrab, Muqumiy keyinchalik A. Qodiriy, G'.G'ulom, A.Qahhor, S.Ahmad, E. Vohidov, O'. Hoshimov va boshqa ko'plab shoir va yozuvchilar hayotida ko'p kulgili voqealar bo'lgan. Yozuvchi va shoirlar bu hodisalar ta'sirida yumoristik ba'zan lirik asarlar ham yaratganliklari haqida ko'p ma'lumotlar uchraydi. Qadim qadimdan boshlangan bu janr barcha insonlarni ko'nglini ochib kelmoqda, hattoki bu janr buyuk shoir, o'tkir qalam sohibi Alisher Navoiyning ham mo'jizakor qalamlarida uchratishimiz mumkin. Uning "Farxod va Shirin" dostonining XIX asrning oxiri va XX asrning boshlarida xalq variant, afsona va ertaklarni yozib olish va ommalashtirish ma'lum ish qilingan. Alisher Navoiy va xalq ijodiyoti baxsi 30-yillarning oxiridan boshlab navoiyshunoslikning muhim bir bahsi bo'lib bordi. Navoiy haqida barcha katakichik ilmiy tadqiqot va ilmiy ommabop asarlari ulug' shoir va mutafakkirning xalq ijodiyotida chuqur iz qoldirgan va xalq uning obrazini afsona, hikoya va ertaklarda mujassamlashtirgani haqida so'z yuritiladi. Alisher Navoiy haqidagi xalq orasida keng tarqalgan afsona va rivoyatlarning bir munchasi yozib olindi. Turkman xalqi orasida tarqalgan afsonalar yozib olingan. Latifalar tahlili.

"El desa Navoiyni" kitobining Mirali va Mir Alisher Navoiy haqidagi turkman xalq rivoyatida "Pati yulingan tovuq" latoyifi Alisher Navoiy va etikdo'zning suhbatida go'zal topishmoqli so'zlashuvlar har bir o'quvchini o'ziga jalb qiladi. Shu orada ularning suhbatiga e'tibor bersak rivoyatda "Uchni to'rtga urmaganmidingiz?", "Uzog'ingiz yaqinmi?", "Do'stlaringiz qaley?" degan savollarga etikdo'z ajoyib javob beradi. Bu orada Husayn Boyqaroning bu suhbatga tushunmay vazirlariga bu jumboqning javobini topishni buyuradi va kambag'al, nochor etikdo'zga Navoiy beg'araz yordam beradi. Navoiy shu tariqa vazir – u ayonlarning qanchalik zakovatli ekanini bilmoqchi bo'ladi. Husayn Boyqaroning topshirig'i bilan Navoiy ham etikdo'zga yordam beradi ham ayonlarning dodini beradi.

Bu latoyif Nasriddin Afandining latifalarida ham uchraydi. Unda qozi bilan afandining o'zaro suhbat qurishadi. Demak, Navoiy bilan bog'liq ba'zi voqealar rivoyat tarzida yozib olinib, bugungi kunda Nasriddin Afandi latifalari talqinida ko'rib kelmoqdamiz.

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## BOSHLANG‘ICH SINIF O‘QUVCHILARINING LUG‘ATI USTIDA ISHLASH METODIKASI

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### ANNOTATSIYA

Mazkur maqolada lug‘at ustida ishlash orqali boshlang‘ich sinif o‘quvchilarining so‘z boyligini rivojlantirish usullari haqida fikr yuritilgan.

**Kalit so‘zlar:** lug‘at, so‘z, o‘quvchi, rivojlantirish, ma‘nodosh so‘zlar, o‘qish, ta‘lim, yozish.

### ABSTRACT

This article discusses ways to develop the vocabulary of primary school students through vocabulary work.

**Keywords:** dictionary, word, reader, development, synonymous words, reading, learning, writing.

So‘z tilning ma‘no bildiradigan asosiy birligidir. So‘z va so‘z birikmasi aniq narsalarni, mavhum tushunchalarni, hissiyotni ifodalaydi. Tilda mavjud bo‘lgan barcha so‘z va iboralarning yig‘indisi lug‘at tarkibi yoki leksika deyiladi [2; 17-b]. Leksikologiya o‘zbek tilining lug‘at tarkibini o‘rganadigan bo‘limdir. Leksikologiya lug‘at tarkibidagi so‘zlarning nutqda ma‘no ifodalash xususiyati, qo‘llanish faolligi, boyib borishi, ba‘zi so‘zlarning eskirib, iste‘moldan chiqib ketishi, ma‘no ko‘chish hodisasi kabilarni o‘rganadi. Shu sababli leksikologiya lug‘at ustida ishlash metodikasining lingvistik asosi hisoblanadi.

Har qanday nutqiy bayon grammatik jihatdan o‘zaro bog‘langan, mazmunga mos so‘z va so‘z birikmalarining ma‘lum izchillikda joylashtirilishidan tuziladi. Kishining lug‘ati qanchalik boy va rivojlangan bo‘lsa, uning nutqi ham shunchalik boy bo‘ladi; o‘z fikrini aniq va ifodali bayon etishiga keng imkoniyat yaratiladi. Shuning uchun lug‘atning boyligi, xilma-xilligi, harakatchanligi metodikada nutqni muvaffaqiyatli o‘stirishning muhim sharti hisoblanadi. Hozirgi o‘zbek adabiy tili ulkan lug‘at boyligiga ega. Masalan, besh jildlik “O‘zbek tilining izohli lug‘ati” [1]da 80000 dan ortiq so‘z va so‘z birikmasi berilgan bo‘lib, bular umumiy qo‘llaniladigan so‘zlardir.

Bulardan tashqari, juda ko‘p so‘zlar ko‘p ma‘noni bildiradi. Masalan, shu izohli lug‘atda bosh so‘zining 40 dan ortiq asosiy va frazeologizm bilan bog‘langan ma‘noda ishlatilishi berilgan. Maktabda nutq o‘stirishning muhim vazifalaridan biri lug‘at ustida ishlashni yaxshilash, tartibga solish, uning asosiy yo‘nalishlarini ajratish va asoslash, o‘quvchilaning lug‘atini boyitish jarayonini boshqarish hisoblanadi.

Lugʻat ustida ishlash metodikasi toʻrt asosiy yoʻnalishni koʻzda tutadi:

1. Oʻquvchilar lugʻatini boyitish, yaʼni yangi soʻzlarni, shuningdek, bolalar lugʻatida boʻlmagan ayrim soʻzlarning yangi maʼnolarini oʻzlashtirish. Ona tilining lugʻat boyligini bilib olish uchun oʻquvchi oʻz lugʻatiga har kuni 8-10 ta yangi soʻzni, shu jumladan, ona tili darslarida 4-6 soʻzni qoʻshishi, yaʼni shu soʻzlar maʼnosini oʻzlashtirishi lozim.

2. Oʻquvchilar lugʻatiga aniqlik kiritish. Bu oʻz ichiga quyidagilarni oladi:

1) oʻquvchi puxta oʻzlashtirmagan soʻzlarning maʼnosini toʻliq oʻzlashtirish, yaʼni shu soʻzlarni matnga kiritish, maʼnosi yaqin soʻzlarga qiyoslash, antonim tanlash yoʻllari bilan ularning maʼnosiga aniqlik kiritish;

2) soʻzning kinoyali maʼnosini, koʻp maʼnoli soʻzlarni oʻzlashtirish;

3) soʻzlarning sinonimlarini, sinonim soʻzlarning maʼno qirralarini oʻzlashtirish;

4) ayrim frazeologik birliklarning maʼnosini oʻzlashtirish.

3. Lugʻatni faollashtirish, yaʼni oʻquvchilar maʼnosini tushunadigan, ammo oʻz nutq faoliyatida ishlatmaydigan nafaol lugʻatidagi soʻzlarni faol lugʻatiga oʻtkazish. Buning uchun shu soʻzlar ishtirokida soʻz birikmasi va gaplar tuziladi, ular oʻqiganlarni qayta hikoyalash, suhbat, bayon va inshoda ishlatiladi.

4. Adabiy tilda ishlatilmaydigan soʻzlarni oʻquvchilar faol lugʻatidan nafaol lugʻatiga oʻtkazish. Bunday soʻzlarga bolalarning nutq muhiti taʼsirida oʻzlashib qolgan adabiy til meʼyoriga kirmaydigan, ayrim adabiy asar va soʻzlashuv tilida qoʻllanadigan sodda soʻz va iboralar, sheva va ijtimoiy guruhga oid soʻzlar kiradi. [5]

Adabiy til meʼyori degan tushunchani oʻzlashtirgach, oʻquvchilar yuqorida izohlangan soʻzlar oʻrniga adabiy tildagi soʻzlardan foydalana boshlaydilar. Adabiy tilga oid malakalari mustahkamlangan sayin shevaga, jargonga oid soʻzlar, soʻzlashuv tilida ishlatiladigan sodda soʻz va iboralar oʻquvchilarning faol lugʻatidan chiqib keta boshlaydi.

Oʻquvchilar lugʻati quyidagi manbalar asosida boyitiladi va takomillashtiriladi:

1. Atrof-muhitni: tabiat, kishilar hayoti va mehnat faoliyati, bolalarning oʻyini va oʻqish faoliyati, kattalar bilan munosabat va boshqalarni kuzatish. Tabiat qoʻyniga, turli joylarga, muassasalarga ekskursiya vaqtida bolalar narsa va hodisalarni kuzatish bilan koʻpgina yangi nom va iboralarni oʻrganadilar. Bu ekskursiyalar yuzasidan oʻtkazilgan suhbat vaqtida ularning bilimi chuqurlashtiriladi, ayrim soʻzlar maʼnosiga aniqlik kiritiladi.

2. Oʻquvchilar lugʻatini va nutqini boyitishda eng ishonarli manba badiiy asarlar hisoblanadi. Oʻqish darslarida oʻquvchilar Oybek, H.Olimjon, M.Shayxzoda, H.Hakimzoda, Zulfiya, X.Toʻxtaboyev, P.Moʻmin, Q.Muhammadiy, Sh.Saʼdulla, Z.Diyor, N.Fozilov, T.Adashboyev, A.Obidjon kabi koʻpgina soʻz ustalarining asarlarini oʻqib tanishadilar. [3]

Boshlangʻich sinf ona tili va oʻqish kitobida uchraydigan oʻquvchilar uchun tushunarsiz soʻzlar mazmun xususiyatiga koʻra turlichadir. Shuning uchun bu soʻzlarning maʼnosini tushuntirishda ularning xususiyatiga mos ravishda eng samarali usulni tanlash lozim. Bu oʻrinda bir necha darslikdagi soʻzlar misolida soʻz maʼnosini tushuntirishning samarali usulini tanlash haqidagi fikrlarimizni bayon qilamiz. Boshlangʻich sinf “Ona tili” va “Oʻqish kitobi” darsliklarida oʻquvchilarga maʼnosi tushunarsiz boʻlgan soʻzlar ancha



uchraydi [2, 4, 5]. Masalan, quyidagi soʻzlarning maʼnosini ularga sinonimini keltirish orqali tushuntirish mumkin: muborakbod etmoq – tabriklamoq; samo – osmon, koʻk; gulshan – gulzor; sabo – shabada; munosabat – bogʻlanish; dorivor – shifobaxsh; yaproq – barg; hadya etmoq – bermoq, sovgʻa qilmoq; javon – shkaf; dastyor – yordamchi; alloma – olim; muhlat – vaqt; dargʻazab boʻlish – gʻazablanish; shuʻla – nur; ehtirom – hurmat; badavlat – boy; darz – yoriq; ranj – qiyinchilik; ganj – boylik, xazina; sust – sekin; bol – asal; tabassum – kulgi; muddat – vaqt; tasalli – yupanch; musaffo – sof, toza; mutolaa – oʻqish; doʻkon – magazin kabi sinonimlarni qoʻllagan holda oʻrgatilsa, kutilgan samarani beradi.

Xulosa qilib aytganda, soʻz maʼnosini tushuntirish ustida ishlash oʻquvchilar lugʻatini boyitadi, nutqini ravonlantiradi. Boshlangʻich sinflar oʻquv dasturida “Oʻqish savodxonligi” fani bolalarning lugʻatini boyitish, bogʻlanishli nutqni oʻstirish, adabiy-estetik tafakkurini kamol toptirish, nutq madaniyatini shakllantirish, nutq taʼsirchanligini taʼminlashning muhim omilidir. Boshlangʻich sinf oʻqish darslarining bosh maqsadi ham tilning jamiyatda tutgan oʻrni, vazifasi bilan belgilanadi. Til – aloqa vositasi, chunki soʻzlovchi fikr-mulohazalarini til orqali bayon qiladi, tinglovchi esa til vositalari orqali roʻyobga chiqqan fikrni anglaydi. Lugʻat ishida soʻzning maʼnosi, talaffuzi va imlosi eʼtiborda tutiladi. Bular ustida ishlashdan asosiy maqsad ehtiyoj sezilgan paytda oʻquvchilarning ulardan nutqda foydalanishlariga erishish, oʻzgarlar nutqini anglashlarini taʼminlashdir. Buning uchun oʻqituvchi oʻqish darslarida qoʻllangan har bir soʻzning va taʼlimiy jarayonlarda: ekskursiya, oʻzaro suhbat, turli tadbirlarda ishlatilgan soʻzlarning maʼnosiga eʼtibor bilan qarashi, ularning qaysilari maxsus ishlashni taqozo etishini belgilab olishi kerak.

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## BOSHLANG‘ICH TA’LIM JARAYONIDA DIDAKTIK O‘YINLARDAN FOYDALANISHNING AHAMIYATI

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### ANNOTATSIYA

Ushbu maqolada didaktik o‘yinlardan dars jarayonida foydalanish usullari, ularning boshlang‘ich ta’lim samaradorligini oshirishdagi ahamiyati haqida so‘z boradi.

**Kalit so‘zlar:** boshlang‘ich sinf, o‘quvchi, didaktik o‘yin, aqliy rivojlanish, amaliy faoliyat, qobiliyat, rag‘bat.

### ABSTRACT

This article talks about methods of using didactic games during the lesson, their importance in increasing the effectiveness of primary education.

**Keywords:** primary class, student, didactic game, mental development, practical activity, abilities, motivation.

Yurtimizda ta’lim sifatini yanada oshirish, uni keng targ‘ib qilish maqsadida bugungi kunda ta’lim jarayonida turli xil pedagogik texnologiyalar, interfaol metodlar, didaktik o‘yinlardan foydalanib kelinmoqda. Bu dars jarayoniga yangicha innovatsiyalar bilan yondashmoq deganidir. Bundan ko‘zlangan asosiy maqsad dars jarayonini har tomonlama mazmunli qilish, o‘quvchilarning qiziqishini oshirishdan iborat.

Dars jarayonida didaktik o‘yinlardan foydalanishning asosiy maqsadi o‘quvchilar diqqat-e’tiborini darsga jalb etishdir. Didaktik o‘yinlar o‘quvchilarning ma’naviy va axloqiy kamolotida, ularning barkamol inson bo‘lib kamol topishida ulkan tarbiyaviy ta’sir qudratiga ega. Didaktik o‘yinlar davomida bolalar jamoa bo‘lib ishlashga, birgalikda ijod qilishga, hamkorlikda ishlashga va mustaqil ishlashga o‘rganadilar. Bu jarayonda o‘quvchilarda intizomlilik, inoqlik va o‘z navbatida, erkin fikr yurita olish ko‘nikmalari kuzatiladi. Ma’lumki, 1-sinfqa qabul qilinib, maktab ostonasida ilk qadam qo‘ygan bolaning faoliyatida o‘yin asosiy

o'rinni egallaydi. O'yin ularning eng sevimli mashg'uloti bo'lib, ular har qanday mashg'ulotni o'yin bilan uyg'unlashtirishga harakat qiladilar.

Boshlang'ich sinf o'quvchilari ta'lim olishlarida dars jarayonini didaktik o'yinlar asosida tashkil etish va shu o'yinlarni ko'rgazmali qurollar bilan boyitish o'quvchilarni hozirjavoblikka, zehni bo'lishga, har bir ishda tashabbus ko'rsatishga va fanga chuqur qiziqish bilan nazar solishga undaydi. Shuningdek, dars jarayonida olgan nazariy bilimlarini amaliyotda tadbiq qilishga va yanada ko'proq o'qishga undaydi. Natijada, o'quvchilarning kelajakda komil inson bo'lib voyaga yetishishida g'oyat katta tarbiyaviy ta'sir ko'rsatadi. [2]

Didaktik o'yinlar hamma vaqt o'qituvchi uchun o'quvchilarning bilim o'zlashtirishi yoki o'zlashtirilgan bilimlarni amaliyotga qo'llash ko'rsatkichi hisoblanadi. Chex pedagogi Y.A.Komenskiy o'yinni bola faoliyatining asosiy shakli ekanligini ta'kidlab, aynan, o'yin bolaning tabiati va qiziqishlariga mos kelishini aytgan edi [1]. Olim o'yin bolaning aqliy qobiliyatlarini har tomonlama o'stirishi, uning tevarak-atrof haqidagi tasavvurlarini kengaytirishi, nutqini o'stirishini ta'kidlaydi. Shuningdek, bolaning tengdoshlari bilan birgalikda o'ynashi uni tengdoshlariga yaqinlashtiradi. O'yin harakati jarayonida o'quvchilarning bilish faolligini oshirish o'quvchilarning o'z qobiliyatini namoyon qilish, o'yin maqsadiga erishish uchun o'z bilimi, ko'nikma va malakalarini qo'llashga imkoniyat yaratiladi.

O'yin qoidasi o'yin jarayonini to'g'ri tashkil etishga yordam beradi. U o'quvchilar xulqi, ularning o'zaro munosabatlarini tartibga soladi.

O'yin – bola hayotining uzviy qismi. O'yin orqali bola atrof-muhit, tabiat hodisalari, manzaralar, buyumlar, o'simliklar, hayvonlar dunyosi bilan tanishadi. Boshlang'ich ta'lim davrida o'quvchilarning aqliy va jismoniy faoliyatini tashkil qilishda didaktik o'yinlar alohida ahamiyatga ega. Darslarda didaktik o'yinlardan foydalanish o'quvchilar zehni o'stirish, tez hisoblash ko'nikmalarini oshirishda ham muhim ahamiyatga ega. Didaktik o'yinlar jarayonida o'quvchilar o'yin qoidalariga qat'iy rioya qilishga o'rganadilar, inoqlik his-tuyg'ulari, dunyoqarashlari shakllanib boradi.

Ta'lim jarayonida didaktik o'yinlar o'quvchilarning xususiyatiga ko'ra tashkil etilishi kerak. Bu esa ularga bilim berishni yengillashtirishga, ko'rgazmalilikni ta'minlashga qaratilgan bo'lib, o'quvchilarni toliqtirmaslik, zeriktirmaslik imkonini yaratadi.

Didaktik o'yinlarni xilma-xil tarzda tashkil qilish mumkin. Masalan, qo'g'irchoq, o'yinchoq, rasmlar va tarqatmalar, turli geometrik shakllardan ham foydalanish mumkin. Didaktik o'yinlar maqsadiga ko'ra, 4 omilni o'z ichiga oladi: 1.

O‘yinning vazifasi. 2. O‘yinning harakati. 3. O‘yinning qoidasi. 4. O‘yinning yakuni.  
[3]

Har bir didaktik o‘yinni boshlashdan oldin o‘quvchilarga o‘yinning qoidasi, mazmuni, yakuni nimadan iborat ekanini o‘qituvchi tomonidan tushuntiriladi. O‘quvchilar uni tushunib, anglab, shu asosda harakat qiladilar. Boshlang‘ich ta’limda didaktik o‘yinlarga axborotlarni tashuvchi manba sifatida qaraladi. Dars jarayonida didaktik o‘yinlarni tashkil etish o‘quvchilar o‘rtasida muloqot qilish, diqqatni jamlash va o‘z navbatida hozirjavoblik kabi xislatlarni shakllantirishga xizmat qiladi. Boshlang‘ich ta’lim jarayonida o‘yindan muntazam ravishda foydalanish ta’limda tabiiy sharoitni yaratadi. Bu esa o‘quvchilarni dars davomida erkin faoliyat olib borishlariga imkon yaratadi. O‘yindan samarali va olib borilayotgan darsning mazmuniga mos holda foydalanish o‘quvchiga dars davomida berilayotgan manbalarni mustaqil o‘zlashtirishini, ijodiy tafakkurini o‘stiradi. Shu bilan birga, o‘quvchilarning yashirin imkoniyatlari va fanga bo‘lgan qiziqishini ochib beradi.

Didaktik o‘yinlarga “Do‘koncha”, “O‘z o‘rningni top”, “Kim tez bajaradi”, “So‘zdan so‘z toping”, “Zanjir”, “Doiraviy misollar” singari o‘yinlar kiradi.

**“Kim tez bajaradi” o‘yini.** O‘yin maqsadi: hozirjavoblik, topqirlik malakalarini oshirish. O‘yin jihozi: 2 ta savatcha, ifodalar yozilgan (12-6; 2+8; 7+5; 4+8; 10-3 va hokazo) olma shaklli karton qog‘ozlar. Stol ustiga “olmalar” yoyib qo‘yiladi. Doskaga 2 o‘quvchi chiqadi. Ular “olmalar”dagi ifodalarning natijalarini aytib savatga sola boshlaydilar. Ifodaning qiymatini to‘g‘ri topmagan o‘quvchi ularni savatga sola olmaydi. Qaysi o‘quvchi savatga ko‘p “olma” tergan bo‘lsa, o‘sha o‘quvchi g‘olib bo‘ladi. [4]

**“Zanjir” o‘yini.** Bu o‘yinda o‘qituvchi bir so‘z aytadi. Shu so‘zning tugagan harfidan boshlab bolalar so‘zni davom ettiradi. O‘yin orqali bolalarning barchasi darsga jalb etiladi.

**“Zukkolar” o‘yini.** O‘yinning maqsadi: ko‘paytirish va bo‘lishga doir amallar yechish malakalarini mustahkamlash. O‘yin jihozi: uchta bayroqcha. O‘yinning borishi: qatorlararo o‘tkaziladi. Qatorlar nomi doskaga yoziladi va o‘quvchilar soni teng bo‘linadi. O‘qituvchi har bir qatorning oxirida o‘tirgan o‘quvchiga bayroqchani beradi. O‘qituvchi son aytadi. Masalan: 1-qatorga 6 soni, 2-qatorga 4 soni, 3-qatorga 5 soni. Bayroqchalarni olgan o‘quvchi  $6 \cdot 2 = 12$  deb bayroqchani oldingi partadagi o‘quvchiga uzatadi.  $12 \cdot 2 = 24$ ;  $24 : 3 = 8$ ;  $8 \cdot 5 = 40$ ;  $40 : 4 = 10$ . O‘quvchilar natija qaysi son bilan tugasa, shu son bilan boshlanadigan ifoda tuzishi kerak bo‘ladi. Bayroqcha 1-partaga kelganda oxirgi o‘quvchi 6 soni hosil bo‘ladigan ifoda bilan o‘yinni yakunlashi kerak bo‘ladi. Qaysi qatorning bayroqchasi birinchi partaga tez

yetib kelsa, o'sha qator g'olib bo'ladi. Go'lib qatorning nomi yozilgan joyda bayroqchalar biriktirib qo'yiladi. [4]

**“Bu qaysi shakl?” o'yini.** O'yinning maqsadi: geometrik shakllar bilan tanishtirish. Ularga ta'rif berish malakasini oshirish. Og'zaki nutqni rivojlantirish. O'yin jihozi: konvertlarga solingan geometrik shakllar. O'yinning borishi: doskaga bir o'quvchi chiqadi. Konvertdagi shaklni qaysi ekanini ko'rib olib, o'quvchilarga murojaat qiladi. “Qo'limdagi geometrik shaklning uch tomonida uch burchagi bor, uning tomonlari har xil uzunlikda bo'lishi ham mumkin. Bu qaysi shakl?”. Shaklga to'g'ri ta'rif bergan va shaklning nomini to'g'ri topgan o'quvchi rag'batlantiriladi.

Xulosa qilib shuni aytish mumkinki, didaktik o'yinlardan foydalanilganda o'quvchilarning darsga qiziqishi ortadi, diqqatni jamlashi rivojlanadi, dars materiallarini o'zlashtirishi yengillashadi, shu bilan birga, ularning fikri, atrof muhitga munosabati, sinchkovlik qobiliyati oshib boradi.

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## PROBLEMS OF CHILDHOOD AND EDUCATION IN CHARLES DICKEN'S WORKS

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### ABSTRACT

This article explores the portrayal of childhood and education in the works of Charles Dickens, focusing on how the author critiques societal norms and advocates for reform. Through a detailed analysis of Dickens' novels, including characters and plotlines, the article highlights the harsh realities faced by children and the shortcomings of the educational system in 19th century England. By delving into Dickens' vivid storytelling and social commentary, this article sheds light on the enduring relevance of his themes and the call for change in addressing the problems of childhood and education.

**Keywords:** Charles Dickens, Victorian era, problems, Industrial Revolution, journalist, editor, writer.

### ANNOTATSIYA

Ushbu maqola Charlz Dikkens asarlarida bolalik va ta'lim tasvirini o'rganadi, muallifning jamiyat normalarini qanday tanqid qilgani va islohotlar tarafdori ekanligiga e'tibor qaratadi. Maqolada Dikkensning romanlari, jumladan personajlar va syujetlar batafsil tahlil qilinib, bolalar duch kelgan og'ir haqiqatlar va 19-asr Angliyadagi ta'lim tizimining kamchiliklari yoritilgan. Dikkensning yorqin hikoyalari va ijtimoiy sharhlarini o'rganish orqali ushbu maqola uning mavzularining doimiy dolzarbligini va bolalik va ta'lim muammolarini hal qilishda o'zgarishlarga chaqiruvni yoritadi.

**Kalit so'zlar:** Charlz Dikkens, Viktoriya davri, muammolar, sanoat inqilobi, jurnalist, muharrir, yozuvchi.



## INTRODUCTION

Charles Dickens, the first novelist of the trend of Critical Realism, was born in 1812 near Portsmouth the southern coast of England. Charles Dickens, a prolific writer of the Victorian era, is renowned for his vivid portrayal of social issues and injustices prevalent in 19th century England. Among the myriad themes explored in his works, the problems of childhood and education are central to many of Dickens' novels. Through his compelling characters and intricate plots, Dickens sheds light on the harsh realities faced by children and the shortcomings of the educational system during his time. This research delves into Charles Dickens and Charles Dickens' novel *Oliver Twist*, which portrays the suffering of impoverished children and adults during the Industrial Revolution, particularly in relation to child labor. Dickens aims to expose the societal issues that perpetuate poverty and crime, highlighting the shortcomings of the Poor Law of 1834. He illustrates how industrialization and urbanization exacerbated class divisions and depicts the harsh treatment of children in workhouses. Through his empathetic portrayal of Victorian childhood, Dickens sheds light on the challenges faced by underprivileged children. *Oliver Twist* serves as a critique of the harsh realities of Victorian society, with Dickens advocating for social change. The study also explores the economic and social transformations brought about by the Industrial Revolution and their impact on children's lives, emphasizing how Dickens uses the theme of child labor to critique Victorian society in his novel. This article delves into the depiction of these issues in Dickens' works, examining how he critiques societal norms and advocates for reform through his powerful storytelling.

## LITERATURE REVIEW AND METHODOLOGY

Charles Dickens, a prominent British writer, journalist, editor, illustrator, and social critic, penned enduring classics like *Oliver Twist*, *A Christmas Carol*, and *Great Expectations*. Initially published in serialized monthly installments, his works proved financially rewarding after a childhood marked by extreme poverty. Dickens authored a total of 15 novels, including *Nicholas Nickleby*, *David Copperfield*, and *A Tale of Two Cities*. Through his writing, he offered a poignant depiction of the struggles faced by the impoverished and working class during the Victorian era, contributing to societal reforms. Dickens passed away in June 1870 at the age of 58, leaving behind a legacy as one of the most significant and influential authors of the 19th century. Dickens aims to preserve the joyful aspects of underprivileged children's childhoods that have been lost amidst cruelty and hardship. Drawing from his own experiences, Dickens illustrates how laborers were exploited without compassion,

with the industrial revolution benefiting mainly the upper and middle classes. Asci suggests that Dickens believed workers under capitalist employers were restricted from expressing their intelligence and humanity due to societal norms, overlooking their skills and potential. Tasnim notes that Dickens' novels demonstrate deep empathy and understanding towards poor children and families in Victorian society, depicting the struggles of children left to fend for themselves at a young age in poignant detail, illustrating the concept of "Coming of Age."

Dickens's creative work can be categorized into four periods:

1. The works written between the years 1833 – 1841 belong to the first period. They are : “Sketches by Boz ” ( 1833 – 1841 ) , “ The Posthumous Papers of the Pickwick club ” , “ Oliver Twist ” , “ Nicholas Nickleby ” , “ Barnaby Rudge ” , “ The Old Curiosity shop ” . Dickens's heroes and heroines of the first period are remarkable for their fortitude. They never hesitate to take the wisest way and remain true to the principles of honor. They prefer to live in poverty and work hard . Finally virtue conquers evil. Humor and optimism are characteristic of the first period in Dickens's writings.

2. The following books , written between the years 1842 – 1848 , belong to the second period in the writer's creative work. “ American Notes ” , “ Martin Chuzzlewit ” , “ The Christmas Books ” , “ Dombey and Son ” . In the works of the second period Dickens begins to describe the crimes that arise from the existing system itself.

3. From 1850 to 1859, saw the creation of novels like "David Copperfield," "Bleak House," "Hard Times," "Little Dorrit," and "A Tale of Two Cities." These works stand out for their strong social criticism, offering detailed portrayals of English social institutions and daily life.

4. In the fourth period, during the 1860s, marked by a decline in the labor movement, Dickens wrote only two novels: "Great Expectations" and "Our Mutual Friend." These works reflect a sense of disillusionment, with Dickens losing faith in the ruling class. The protagonists in these novels embody the moral strength and patience of the common people.

Charles Dickens' renowned work, *Oliver Twist*, sheds light on the struggles faced by children, particularly orphans, in unjust societies. The novel serves as an early example of addressing societal issues like class disparity, workhouses, child labor, and juvenile delinquency with a blend of compassion and dark humor. Dickens critiques charitable organizations and the Poor Law of 1834, which failed to improve conditions for the impoverished. Through Oliver's experiences, Dickens exposes the harsh realities of workhouses, aiming to reveal the government's attempts to conceal

the mistreatment within these institutions. The novel also highlights the challenges faced by orphans during that era, as many were neglected, abused, and left to fend for themselves. Dickens' portrayal of these societal issues in *Oliver Twist* aims to give a voice to the marginalized lower class and shed light on the hardships endured by children in 19th-century London.

## **RESULTS AND DISCUSSIONS**

The Victorian era saw a series of interconnected changes, starting with the Industrial Revolution and progressing to issues such as child labor and increasing social awareness. While the Industrial Revolution brought about scientific advancements, it also led to urbanization as people moved from rural areas to cities in search of employment. Initially viewed positively, the Industrial Revolution eventually had negative consequences, including rapid urban population growth and the expansion of impoverished neighborhoods. The middle class enjoyed prosperity, while lower-class workers lived in squalor. Social commentators and writers like Charles Dickens highlighted the rapid societal changes and the detrimental effects of industrialization on the living conditions of the masses. Dickens, known for his focus on the struggles of the underprivileged, used his novels to illustrate the injustices perpetuated by laws like the Poor Law Amendment Act of 1834 by creating fictional characters who served as examples. Dickens explores the harsh living conditions of the lower-class in his works, challenging established moral values and presenting alternate realities. His focus on society's marginalized working class reflects his compassion for the poor, sick, and mistreated, as he empathizes with their suffering and understands the hardships they face.

## **CONCLUSION**

Charles Dickens' works shed light on the pressing issues of childhood and education during his time, highlighting the harsh realities faced by the lower classes and marginalized individuals. Through his vivid portrayal of characters living in poverty, experiencing abuse, and lacking access to proper education, Dickens challenges societal norms and calls for reform. His deep empathy for the poor and mistreated is evident throughout his works, as he strives to raise awareness about the injustices faced by vulnerable members of society. By exploring these themes in his novels, Dickens prompts readers to reflect on the importance of addressing social inequalities and advocating for better opportunities for all individuals, especially children. Ultimately, Dickens' works serve as a powerful reminder of the enduring

impact of childhood experiences and the critical role of education in shaping a more just and compassionate society.

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## NUTQIMIZDAGI „ЧЫСТИЙ“ O‘ZBEKCHA SO‘ZLARNING IZOHI

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### ANNOTATSIYA

Maqolada nutqimizda juda ko‘p uchraydigan noo‘rin qo‘llangan chet so‘zlar, ularning izohi hamda uning tilimiz sofligiga ta’siri haqida ma’lumot berilgan.

**Kalit so‘zlar:** varvarizm, nutqning sofligi, o‘qituvchi, so‘zlovchi, o‘zlashgan so‘zlar.

### ABSTRACT

The article provides information about barbarisms that are often used in our speech, i.e. inappropriately used foreign words, their explanation and their impact on the purity of our language.

**Keywords:** barbarism, purity of speech, teacher, speaker, unfamiliar words.

O‘zbek xalqi – so‘zning bebaho va muqaddasligiga imon keltirgan, hech qachon o‘z so‘zidan tonmagan, so‘zni o‘z farzandidek oq yuvib, oq taragan, o‘ynab gapirsa ham, o‘ylab gapiradigan xalq. Hamisha qopib emas, topib gapirishning payida bo‘ladi. Lekin biz yoshlar ajdodlarimiz asrab-avaylagan, muqaddas deb bilgan ona tilimizga ehtirom ko‘rsatayapmizmi ? Tilimizni sofligini, latofatini saqlab qolayapmizmi? Afsuski, YO‘Q...

Yomon haydalgan yerlarda begona o‘tlar qanday ko‘paysa, bizning nutqimizda ham xuddi shunday begona so‘zlar ko‘paymoqda. Yovvoyi, begona o‘tlar ekinni unib -o‘shishiga to‘sqinlik qilsa, noaniq so‘zlar ya’ni varvarizmlar ham tilimizni go‘zalligiga, sofligiga putur yetkazadi. Bunday so‘zlarni hozirgi paytda nafaqat oddiy xalqimizning balki aholining ziyoli qatlami – oliy o‘quv yurt professor-o‘qituvchilarining, talabalarining nutqida ham uchratishimiz mumkin. Albatta, bu tilimiz, madaniyatimiz uchun eng achinarli holat deb bilaman.

Keling, biz hatto ma’nosini bilmagan holatda foydalanadigan so‘zlarga e’tibor qaratamiz. So‘zlovchi uchun ham, tinglovchi uchun ham ma’nosi mavhum so‘zlarga quyidagilarni misol keltirishimiz mumkin:

Общие - umumiy

Всё – hammasi  
Уже - allaqachon  
Нормально - o‘rtacha  
Так что - shunday qilib  
Зато - lekin  
Даже - hatto  
Короче - qisqasi  
Вообще - umuman  
Конечно - albatta  
Между прочим - aytgandek, darvoqe  
Может - balki  
Давай - tez bo‘l ,qani  
Точно - aniq  
Тупой - ahmoq  
Маладес - barakalla  
Женсовет- ayollar kengashi  
Спец - mahsus  
Капейка - bir tiyin  
Метрка - tug‘ilganlik haqida guvoohnoma  
Актив - faol  
Квота - miqdor  
Свежий - yangi  
Печат - muhr  
Сразу - birdaniga  
План - reja

Yuqorida sanab o‘tilgan so‘zlar tilimizga shu darajada singib ketganki, hatto ushbu so‘zlarni nutqimizda o‘rinsiz qo‘llab, tilimiz sofligiga salbiy ta’sir ko‘rsatishini o‘ylab ham ko‘rmaymiz. Bu kabi varvarizmlarni nafaqat jamiyatimiz a’zolarining nutqida balki, o‘z ustida ishlamaydigan oliy toifali o‘qituvchilar, talabalarning nutqida foydalanganliklarini guvohi bo‘lamiz. To‘g‘ri, tillar doimo o‘zaro aloqada bo‘ladi va shu aloqa orqali bir-birining lug‘at tarkibini boyitib boradi. Ammo bunda ham ma’lum me’yor bo‘lishi kerak. Agar taraqqiyot natijasida kirib kelayotgan yangi so‘zlarning tilimizda muqobili bo‘lmasa, u so‘zlarni qabul qilish tabiiy jarayondir. Lekin, “ Печат, актив, нормально, план, женсовет” kabi so‘zlarning tilimizda “Muhr, faol, o‘rtacha, reja, ayollar kengashi” kabi ular o‘rnida qo‘llana oladigan muqobillarini ishlatish mumkin bo‘lgani holda boshqa tildagisini qo‘llash, shubhasiz, noto‘g‘ri. Filologiya Fanlar Doktori , Professor Nizomiddin Mahmudov “O‘qituvchi



nutq madaniyati” kitobida shunday yozadi: “Varvarizmlar, ya’ni ona tiliga o‘zlashmagan, boshqa til hodisasi sifatida qo‘llangan so‘z va iboralar tilning sofligini buzadigan unsur sifatida qaraladi. Rus, ingliz, arab, fors va boshqa til tillardagi so‘zlarni nutqning sofligini buzadi. Bu holat faqat ona tiliga emas, xorijiy tillarga ham salbiy munosabatni ifodalaydi. Aslida bu madaniy-ma’rifiy saviyani pastligi, tafakkur torligi ma’naviyatning qashshoqligi milliy va umuminsoniy qadriyatlarga nopisandlikning ildiz otganligidir.”[3;137]. Til – millat ko‘zgusi, ma’naviyat sharchashmasidir. O‘zbekiston Respublikasi Birinchi Prezidenti Islom Karimov bejizga: “O‘zlikni anglash, milliy ong va tafakkurning ifodasi, avlodlar o‘rtasidagi ruhiy-ma’naviy bog‘liqlik til orqali namoyon bo‘ladi. Jamiki ezgu fazilatlar inson qalbiga ,avvalo, ona allasi, ona tilining betakror jozibasi bilan singadi. Ona tili – bu millatning ruhidir” deya e’tirof qilmaganlar[2;28].

Buyuk ajdodlarimiz uchun tilimizning sofligi, nufuzi va qadr-qimmatini doimo diqqat markazda bo‘lib kelgan. Mahmud Qoshg‘ariy mavjud so‘z o‘rniga boshqa tildagi so‘zni qo‘llash “zararli” deb hisoblagan. Ahmad Yugnakiy, Yusuf Xos Hojib kabi buyuk ajdodlarimiz tilning ahamiyati naqadar yuksak ekanligini qayta-qayta e’tirof etganlar. Hazrat Navoiy esa o‘z tilida she‘r yozmaganlarni o‘zining “Muhokamat ul-lug‘atayn” asarida qattiq tanqid qiladi.

Ma’rifatparvar adib Abdulla Avloniy aytganidek: “Har bir millatning dunyoda borlig‘ini ko‘rsatadigan oyinai hayoti til va adabiyotidir. Milliy tilni yo‘qotmak millatning ruhini yo‘qotmakdur. Hayhot! Biz turkistonlilar milliy tilni saqlamak bir tarafda tursin kundan-kun unutmak va yo‘qotmakdadurmiz. Tilimizning yarmi arabiy, forsiy ulangani kamlik qilub, bir chetiga rus tilini ham yopishdurmakdadurmiz.”[1;31]. Hozirgi jamiyatimizda aksariyat insonlar hatto o‘zbekcha muqobilini bilmagan holda ruscha so‘zlardan foydalanadilar. Bu holat jamiyatimiz, o‘zbek tilimiz uchun – fojia, tuzatilishi shart bo‘lgan eng katta muammolardan biridir. Chunki qaysi yurtning farzandlari o‘z ona tillarida o‘qishni to‘xtatsa, o‘sha til yo‘qlik qa’riga singadi.

Til faqat muloqot vositasigina emas , balki insonni ichki olamini ifodalab beruvchi, dunyoni teran idrok qilishga ko‘maklashuvchi, dunyoqarashi va kamolotini belgilab beruvchi beqiyos kuchdir. Shuning uchun ham yer yuzida o‘z tilini mavqeini ko‘tarishga harakat qilgan mamlakat yuksalaveradi. To‘g‘ri, bugun chet tillarini chuqurroq o‘rganishimizni davrning o‘zi taqozo qilmoqda. Mamlakatimizda ham chet tillarini o‘qitish bo‘yicha keng ko‘lamli ishlar amalga oshirilmoqda . Albatta, chet tillarisiz katta muvaffaqiyatlarga erishish ham mushkul. Biroq, chet tillarini o‘rganish ona tilimizga hurmatsizlik, nopisandlik hisobiga bo‘lmasligi kerak. Shu o‘rinda ma’rifatparvar bobomiz, o‘z davrida 10ga yaqin dunyoviy tillarni puxta o‘rgangan

olim Is'hoqxon Ibratning quyidagi fikrlari e'tiborga molik: "Bizning yoshlar ,albatta, boshqa tilni bilish uchun sa'y-harakat qilsinlar, lekin avval o'z ona tilini ko'zlariga to'tiyo qilib, ehtirom ko'rsatsinlar. Zero, o'z tiliga sadoqat – bu vataniy ishdir." [2;2]. Demak biz ustozlarning, talaba-yoshlarning asosiy vazifamiz: o'z ona tilimizning sofliqini saqlab, dunyoda muhim til sifatida rivojlanishi uchun astoydil harakat qilishdan va ajdodlardan qolgan buyuk xazinani asrab-avaylash bilan bir qatorda, uni boyitish, mavqeyini oshirish keyingi avlodlarga butunligicha yetkazishdan iborat.

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## NAVOIY ASARLARINI O‘RGANISHNING TARBIYAVIY AHAMIYATI

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### ANNOTATSIYA

Bu maqolada Navoiyning asarlarini tahlil qilishning muhimligi, tarixiy, shaxsiy va ijtimoiy kontekstda o‘rganish ahamiyati haqida so‘z boradi.

**Kalit so‘zlar:** shoir, asarlar, tahlil, metodlar, tarixiy, ijtimoiy.

Alisher Navoiy o‘zbek adabiyoti tarixidagi mutafakkir shoir va faylasuf sifatida taniladi. Uning asarlari o‘zbek milliy adabiyoti yaratilishi va rivojlanishida katta ahamiyatga ega. Navoiyning asarlarini o‘rganish esa tarixiy, adabiyotshunoslik va madaniyatshunoslikning muhim yo‘nalishlari hisoblanadi. Bu maqolada Navoiyning asarlarini o‘rganishda amalga oshiriladigan metodik usullar, ularning ahamiyati va ularning foydalanilishi ko‘rsatiladi.

Navoiyning asarlarini o‘rganish uchun bir necha metodik usullar mavjuddir. Bu usullar asarlarini tarixiy, shoirning shaxsiy hayotidan yoki ijtimoiy muhitidan kelib chiqarish, lug‘atdan ma’noni aniqlash, poetik usullarni analiz qilish va boshqa usullar orqali amalga oshirilishi mumkin. Quyidagi metodlar bu maqsadga muvofiq bo‘lishi mumkin:

Tarixiy kontekst bo‘yicha o‘rganish: Navoiyning asarlarini tahlil qilishda, 15-16 asrlarda joriy bo‘lgan ma’naviy, ijtimoiy va siyosiy muhitni tushunish muhimdir. Uning yozgan davri va uning jamiyatida yuz bergan ijtimoiy, siyosiy va madaniy hayot haqida tushuncha ega bo‘lish juda muhimdir.

Navoiyning shaxsiy hayoti va ijtimoiy faoliyati: Navoiyning shaxsiy hayoti, madaniyati, ijtimoiy faoliyati va adabiy salohiyati asarlari o‘rganishda muhimdir. Bu, uning asarlaridagi ma’noni tushunishda yordam beradi.

Navoiyning lug‘ati: Navoiyning so‘zlarini va ifodalarni tushunish uchun, uning lug‘atlaridan foydalanish muhimdir. Poetik tahlil: Navoiyning poetik usullarini tahlil qilish ham muhimdir. Uning asarlari ustida sh'eriylar tahlil amalga oshirish orqali, qanday tahrir qilgan, qanday ma’nolarga ega bo‘lganligini tushunish mumkin.

Asarlarini taxminiy tilga o‘girish: Navoiyning asarlari yozgan davrda yaratilgan va uning tiliga bo‘lgan o‘ziga xos qo‘llanma tilni o‘rganish muhimdir. Bu

qo'llanma tilga bo'lgan ma'lumotlarni o'rganish va Navoiyning shoirlik xususiyatlarini tushunishga yordam beradi.

Nazariy tadqiqotlar va maqolalar: Navoiyning asarlari bo'yicha o'qilgan nazariy tadqiqotlar va maqolalar asarlari tahlil qilishda yordam berishi mumkin. Bu tadqiqotlar asarlarning ma'niy va adabiyotiy yonini tushunishga yordam beradi.

Bu metodik usullar asarlarini o'rganishda yordam berishi mumkin. Bunda juda muhim bo'lgan narsa, sabr va ijodiy o'rganishdir.

Bu tadqiqotda Navoiyning asarlarini o'rganish uchun amalga oshirilayotgan metodik usullar analiz qilinadi. Bu usullar o'zbek adabiyoti sohasida o'qituvchilar, o'quvchilar va tadqiqotchilar uchun ko'plab foydalari mavjud bo'lgan muhim vositalardir. Tezida tarixiy, adabiyotshunoslik, poetik, tilshunoslik va mantiqiy-tahliliy metodlar ta'kidlanadi. Navoiyning asarlarini tahlil qilishda bu metodlar qo'llaniladi, uning ijodiy faoliyati, ijtimoiy-madaniy muhit, ma'naviy-madaniy muloqotlar va til o'ziga xosliklariga e'tibor beriladi. Nazariy tadqiqotlar va asarlar bo'yicha maqolalar ham bu metodik usullarning mustaqil amalga oshirilishida katta ahamiyatga ega.

Bundan tashqari, Navoiyning asarlarini o'rganishning praktik yondashuvlari va metodlari haqida o'zbek adabiyoti sohasida amaliyotda ishlovchi o'qituvchilar yoki tadqiqotchilar bilan muloqotlar qilish, ularning tajribalaridan foydalanish ham muhimdir. Bunday muloqotlar asarlarini o'rganishning yangi masalalarini belgilash va uni chuqurroq tushuntirishga yordam berishi mumkin. Metodik usullar va ularning amaliyotda qo'llanilishi haqida yuqorida ko'rsatilgan ma'lumotlar davomida o'rganuvchilarga o'zlarining qobiliyatlari va qiziqishlariga mos taqdim etilishi mumkin. Bunday qilib, ular metodik usullarni o'rganishda qiziqishlari bo'yicha mavqelarini aniqlash va ularga ko'proq qiziqishlar yaratishga imkoniyat yaratadi.

Masalan Navoiyning "Hayrat ul abror" asaridan olingan "Sher va Durroj" hikoyasi o'rta maktablarning 5-sinf darsligida berilgan. Bu asar tili lug'at tarkibi bilan yetarli darajada murakkab hisoblanadi. Lekin shu asarni vizual animatsion, multfilmi yordamida tushuntirsak, bolalar uchun ancha yengil va tushunarli bo'ladi. Chunki kichik yoshdagi bolalarda eshitish, o'qishdan ko'ra ko'rish xotirasi samarali hisoblanadi. Shunday ekan Navoiyni o'qitishda bevosita Axborot texnologiyalariga murojaat etish ham innovatsion, ham integratsion yondashuv sanaladi. Yoki 7- sinf darsligida Navoiyning "Xamsa" asari tarkibidagi "Sabb' ai sayyor" dostonidan olingan "Mehr va Suhayl" hikoyasi reja asosida o'qitiladi. Bu asarda ranglar jilosi bevosita ustunlik qiladi. Qahramonlar ruhiyatini ochib berishda ranglar jilosini tasvirda ifodalash yani o'quvchida o'qigan voqealarni tasvirda, rasmda ifodalash so'ralsa, ya'ni adabiyot tasviriy san'at fani bog'lansa, o'quvchilarning tasavvur

doirasi kengayib, asarning tushunilishi ancha soddalashadi. Ayni shu o‘rinda Mehr nilufar gullari orasida ekanligini, aynan nega nilufar gullari tanlanganligini botanika fani bilan bog‘lab, shu gulning turi, rangi va xususiyatlari haqidagi ma‘lumotlar berilsa, bolalarda asardagi qahramonning ruhiy holati tabiat bilan uyg‘unlashib ketganligini uqtirish mumkin bo‘ladi. 11-sinf darsligida berilgan “Saddi Iskandariy” parchasini o‘rganishda esa bevosita tarix fani bilan aloqadorlikda faoliyat olib borilsa, ya‘ni tarixiy asarlardagi Aleksandr Makedonskiy obrazi haqida ma‘lumot berilib, qiyosiy tahlil metodi orqali Iskandar bilan taqqoslansa, o‘quvchilarda kerakli bilim va fikr yuzaga keladi. Shu asardagi joy nomlarini geografiya fani bilan bog‘lab harakalar xaritasini chizish topshirilsa bolalarda qiziqish va tasavvur shakllanadi. Alisher Navoiy ijodini o‘rgangani sayin hayratlar dunyosiga ko‘milib boradigan, o‘zi kashf etgan xazinani tezroq o‘zgalarga yetkazishga shoshiladigan qalb egalari borki, ular mehnatlarining samarasini ko‘rishdan doimo umidvor. Alisher Navoiy ijodi shunchalar serqirradi, uning asarlarini o‘rgatishga qo‘l urish uchun islom dini g‘oyasi va qarashlari, turkiylar madaniyati va tarixini, yashash tarzi va so‘zlarning kelib chiqishini sinchiklab o‘rganish, nomlari uchraydigan geografik nomlarni, joylarni, geografik mintaqalarni chuqur o‘rganish, tasavvurni shakllantirish maqsadida visual tasvirlar, axborot kommunikatsin vositalarni yaxshi bilish talab etiladi. Avvalo, buyuk mutafakkir shoir g‘azallarining asl ma‘nosini to‘liq tushunib, his etish kerak. Qarorda chet elda istiqomat qilayotgan o‘zbek tili mutaxassislari, tarjimonlarni jalb etgan holda Alisher Navoiyning asarlari chet tillarga tarjima qilinib, nashr etilishi va xorijiy mamlakatlarda taqdimotlari o‘tkazilishi shart. Navoiy asarlarini o‘rganishning bir nechta metodlari mavjud. Bu metodlar o‘qish, ta‘kidlash, tahlil qilish, tarjima qilish, ma‘noli mantiqiy tahlil qilish, ijodiy ishlar, hamda ta‘lim tizimlaridan foydalanishni o‘z ichiga oladi. Quyidagi qismlarda bu metodlarni qisqacha ko‘rib chiqamiz: O‘qish: Navoiyning asarlari to‘g‘risidagi ma‘lumotlar to‘plami, ularning adibning shakllantirish, maqsad va mavzuni tushuntirish, asarning ijodiy yuzi, qadriyatlar va umumiy o‘ziga xos usullari to‘g‘risida qiziqarli va kerakli ma‘lumotlarni olishda o‘qish metodidan foydalaniladi. Ta‘kidlash: Navoiyning asarlarini o‘qib, ularning asosiy maqsad va mazmunini aniqlab chiqishga qaratilgan ta‘kidlash metodidan foydalaniladi. Bu jarayonda asarlar ustida tadqiqotlar olib boriladi, asarlarning muhim joylari belgilanadi va ularga diqqat qaratiladi. Tahlil qilish: Navoiyning asarlarini o‘rganishning bir qismi tahlil qilishdir. Bu metod yordamida asarlarning ijodiy usullari, ma‘naviyoti, adabiyotiy qadriyatlar, tili, san‘ati va boshqa jihatlarni o‘rganib chiqiladi. Masalan, “Layli va Majnun” qissasi tahlili, asarning fikri-ma‘naviy va ijodiy to‘g‘ri kelishi, shoirning asar ustida ta‘siri, asarning jamiyatga muammoli munosabati va hokazo tahlil qilinadi. Tarjima qilish:

Navoiyning asarlarini o‘rganishda tarjima qilish metodi muhim ahamiyatga ega. Bu, asarlarning o‘z tili va shakli bilan tanishib chiqishga yordam beradi. Turli tillarga tarjima qilish yordamida, Navoiyning asarlarining asosiy ma’naviyati va ijodiyotini tushunish osonlashadi. Ma’noli mantiqiy tahlil: Bu metod, Navoiyning asarlari ustida mantiqiy tahlil qilishni o‘z ichiga oladi. Asarlarning ma’naviy mantiqiy qarashlari, o‘zaro aloqalari, tushunchalari va fikrini o‘rganishda mantiqiy tahlil o‘z ahamiyatini olishi mumkin.

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## USAGE OF ARTIFICIAL INTELLIGENCE DURING LESSON PREPARATION

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### ABSTRACT

The integration of artificial intelligence (AI) into lesson preparation within education has garnered significant attention due to its potential to enhance teaching effectiveness and improve student learning outcomes. This article explores the theoretical foundations and practical applications of AI in education, focusing on its utilization during lesson preparation. Various methodologies, including AI-powered content curation tools, adaptive learning platforms, and natural language processing (NLP) technologies, are examined for their effectiveness in streamlining lesson planning processes and personalizing instruction. Results indicate that AI-driven tools and platforms have led to improvements in efficiency and personalization, enabling educators to access high-quality resources, tailor instruction to individual student needs, and make data-driven decisions. However, challenges such as ethical considerations and the need for human expertise and judgment are also highlighted. By embracing AI technologies in a thoughtful and intentional manner, educators can harness their transformative potential to create engaging, inclusive, and effective learning environments for all students.

**Keywords:** The integration of artificial intelligence, lesson preparation, adaptive learning platforms, learning environments

### ANNOTATSIYA

Sun'iy intellektni ta'lim jarayonida dars tayyorlashga integratsiyalashuvi o'qitish samaradorligini oshirish va talabalarning o'quv natijalarini yaxshilash salohiyati tufayli katta e'tiborni tortdi. Ushbu maqola sun'iy intellektning nazariy asoslari va ta'limda amaliy qo'llanilishini o'rganadi hamda darsga tayyorgarlik jarayonida undan to'g'ri foydalanishxususida qisqacha to'xtalib o'tadi. Turli metodologiyalar, jumladan, sun'iy intellektga asoslangan vositalar, moslashtirilgan

o'quv platformalar va tabiiy tilni qayta ishlash (NLP) texnologiyalari darsga tayyorgarlik jarayonini soddalashtiradi va o'qitishni samaradorligini oshirishga ko'maklashadi. Natijalar shuni ko'rsatadiki, sun'iy intellektga asoslangan vositalar va platformalar individual ta'lim va samaradorlikni yaxshilanishiga olib keldi, bu o'qituvchilarga yuqori sifatli resurslardan foydalanib, o'quvchilarning individual ehtiyojlariga mos ravishda o'qitish imkonini berdi. Shu bilan birga, axloqiy mulohazalar, inson tajribasi va mulohazasiga bo'lgan ehtiyoj kabi muammolar ham ta'kidlangan. Sun'iy intellekt texnologiyalarini o'ylangan va qasddan qabul qilgan holda, o'qituvchilar barcha talabalar uchun qiziqarli, inklyuziv va samarali o'quv muhitini yaratish uchun o'zlarining transformatsion salohiyatidan foydalanishlari mumkin.

**Kalit so'zlar:** Sun'iy intellektning integratsiyasi, darsga tayyorgarlik, moslashuvchan o'quv platformalari, o'quv muhiti

## **Introduction**

The integration of artificial intelligence (AI) into educational practices, particularly during lesson preparation, has emerged as a promising avenue for enhancing teaching efficacy and student learning outcomes. Scholars in the field have extensively explored the theoretical foundations and practical applications of AI in education. Piaget's constructivist theory posits that learners actively construct their own understanding of the world through interactions with the environment [1]. Vygotsky's socio-cultural theory emphasizes the role of social interactions and cultural tools in cognitive development, suggesting that AI can serve as a scaffolding mechanism in learning processes [2]. Additionally, Gardner's theory of multiple intelligences underscores the importance of catering to diverse learning styles, highlighting the potential of AI-powered adaptive learning technologies to personalize instruction [3]. Finally, Papert's theory of constructionism advocates for hands-on, project-based learning experiences facilitated by AI technologies [4]. These theoretical frameworks provide a conceptual basis for understanding the integration of AI in lesson preparation and its potential impact on educational practices.

## **Method**

In modern educational standards, various methods have emerged to incorporate artificial intelligence into lesson preparation. One prominent approach is the use of AI-powered content curation tools, which analyze vast repositories of educational resources to recommend relevant materials aligned with the curriculum and learning objectives. These tools leverage machine learning algorithms to understand educators'

preferences and student needs, facilitating the selection of engaging and diverse instructional materials [5]. Additionally, AI-driven adaptive learning platforms utilize data analytics and machine learning to personalize lesson planning processes. These platforms analyze student performance data to identify individual learning needs and preferences, allowing educators to tailor lesson content and activities accordingly [6].

Another method involves the utilization of natural language processing (NLP) technologies to automate the generation of lesson plans and instructional materials. NLP algorithms can analyze educational standards, curriculum guidelines, and instructional objectives to generate customized lesson plans and teaching resources. By automating routine tasks such as lesson planning, educators can allocate more time and energy to activities that require human creativity and expertise, such as designing engaging learning experiences and providing individualized support to students [7].

### **Result**

The implementation of artificial intelligence in lesson preparation has yielded promising results in terms of efficiency, effectiveness, and personalization. AI-powered content curation tools have enabled educators to access a wealth of high-quality educational resources tailored to their specific instructional needs and preferences. By streamlining the content discovery process, these tools have saved educators valuable time and effort, allowing them to focus on instructional design and pedagogical innovation [8]. Similarly, adaptive learning platforms powered by AI have facilitated personalized learning experiences by analyzing student performance data and providing targeted interventions. Educators have reported improvements in student engagement, motivation, and learning outcomes as a result of personalized instruction tailored to individual learning needs [9].

Moreover, the automation of routine tasks through NLP technologies has enhanced the efficiency and scalability of lesson preparation processes. Educators have been able to generate customized lesson plans and instructional materials quickly and accurately, freeing up time for more meaningful interactions with students. Additionally, the use of AI-driven analytics has provided educators with valuable insights into student progress and performance, enabling data-driven decision-making and targeted instructional interventions [10].

### **Discussion**

The integration of artificial intelligence into lesson preparation holds immense potential for transforming educational practices and improving learning outcomes. However, it also raises important considerations and challenges that warrant careful attention. Firstly, there is a need to ensure the ethical and responsible use of AI

technologies in education, particularly concerning issues of data privacy, algorithmic bias, and equity. Educators must critically evaluate AI-powered tools and platforms to ensure that they align with pedagogical goals and values, safeguarding student rights and promoting inclusive learning environments [11].

Secondly, while AI technologies offer opportunities for personalization and efficiency, they must be complemented by human expertise and judgment. Educators play a crucial role in interpreting and contextualizing AI-generated insights, tailoring instructional approaches to meet the unique needs and preferences of their students. Moreover, the use of AI in education should be accompanied by professional development and training initiatives to empower educators with the knowledge and skills needed to effectively leverage these technologies in their teaching practices [12].

### **Conclusion**

In conclusion, the integration of artificial intelligence into lesson preparation represents a promising avenue for enhancing teaching efficacy, personalizing instruction, and improving learning outcomes in education. Drawing upon theoretical frameworks such as constructivism, socio-cultural theory, multiple intelligences, and constructionism, educators can leverage AI technologies to streamline lesson planning processes, personalize learning experiences, and support data-driven decision-making. However, the ethical and responsible use of AI in education, as well as the complementarity of AI with human expertise, are critical considerations that must be addressed. By embracing AI technologies in a thoughtful and intentional manner, educators can harness their transformative potential to create engaging, inclusive, and effective learning environments for all students.

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## ADVANTAGES AND DISADVANTAGES OF IMPLEMENTING DIGITAL TECHNOLOGIES DURING ENGLISH LESSONS

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### ABSTRACT

The integration of digital technologies into English language teaching represents a significant paradigm shift in contemporary education, offering both opportunities and challenges for language educators. Through a comprehensive analysis of research methodologies, including surveys, classroom observations, and qualitative analyses, the findings reveal the advantages of digital tools in enhancing engagement, access to resources, and connectivity. However, challenges such as technical issues, digital distractions, and equity concerns necessitate a nuanced approach to technology integration. Moving forward, collaborative efforts between educators, policymakers, and technology developers are essential to maximize the potential of digital technologies in language education and address associated challenges effectively.

**Keywords:** digital technologies, English language teaching, pedagogical practices, technology integration, challenges, opportunities

### ANNOTATSIYA

Raqamli texnologiyalarning ingliz tilini o'qitishga integratsiyalashuvi zamonaviy ta'limda muhim paradigma o'zgarishini ifodalaydi va o'qituvchilar uchun yangi imkoniyatlarni taklif qiladi. Tadqiqot metodologiyalarini keng qamrovli tahlil qilish, jumladan, so'rovlar, sinf kuzatuvlari va sifatli tahlillar orqali, topilmalar raqamli vositalarning faollikni oshirish, resurslarga kirish va ulanishdagi afzalliklarini ochib beradi. Biroq, texnik muammolar ya'ni texnologiyadan foydalanish davomida yuzaga keladigan noqulayliklar bilan bog'liq masalalar tufayli texnologiya integratsiyasiga bo'lgan yondashuvni yanada kuchliroq bo'lishini talab qiladi. Til ta'limida raqamli texnologiyalarning imkoniyatlarini maksimal darajada oshirish va



tegishli muammolarni samarali hal qilish uchun o'qituvchilar va texnologiya ishlab chiquvchilari o'rtasidagi hamkorlikdagi sa'y-harakatlar muhim ahamiyatga ega.

**Kalit so'zlar:** raqamli texnologiyalar, ingliz tilini o'rgatish, pedagogik amaliyotlar, texnologiya integratsiyasi, imkoniyatlar

## **Introduction**

Integrating digital technologies into English language teaching has become increasingly prevalent in today's educational landscape, marking a paradigm shift in traditional pedagogical approaches. This integration offers both promising opportunities and daunting challenges for language educators. Scholars in the field have made significant contributions to understanding the multifaceted impact of digital tools on language learning processes [1]. Vygotsky's Socio-cultural Theory, a cornerstone in educational psychology, posits the significance of social interaction and cultural tools, including technology, in scaffolding learning experiences [2]. Mishra and Koehler's Technological Pedagogical Content Knowledge (TPACK) framework offers a comprehensive lens through which educators can navigate the complex interplay between technology, pedagogy, and content knowledge, emphasizing the critical need for effective integration of digital tools into pedagogical practices [3]. Additionally, Warschauer's Theory of Technology Integration in Second Language Teaching underscores the transformative potential of digital technologies in enhancing language learning outcomes by providing learners with authentic and interactive language experiences [4]. These theoretical foundations provide a robust framework for examining the advantages and disadvantages of implementing digital technologies during English lessons, guiding educators in leveraging the benefits and mitigating the challenges associated with technological integration in language education.

## **Method**

Modern educational standards employ a diverse array of research methodologies to comprehensively investigate the implementation of digital technologies during English lessons. Surveys and questionnaires serve as primary instruments for data collection, enabling researchers to garner insights into teachers' and students' perceptions, attitudes, and experiences regarding the usage of digital tools. These surveys often delve into various aspects such as frequency of digital tool usage, perceived effectiveness, and challenges encountered. Additionally, qualitative methodologies, such as focus groups and interviews, supplement quantitative data by providing rich, nuanced narratives that offer deeper understandings of the complexities involved in integrating digital technologies.

Moreover, classroom observations represent a cornerstone of research methodologies, offering invaluable insights into the actual implementation of digital technologies and their impact on teaching and learning processes. Through systematic observation, researchers can examine the dynamics of technology-infused classrooms, including teacher-student interactions, student engagement levels, and instructional strategies employed. These observations provide real-time glimpses into the opportunities and challenges presented by digital tool usage, informing subsequent analyses and recommendations for effective integration practices.

In addition to quantitative and observational methodologies, qualitative analyses of student work and interactions offer deeper insights into the benefits and challenges associated with digital tool usage in English lessons. Through detailed examinations of student artifacts, such as written assignments, projects, and multimedia presentations, researchers can discern the extent to which digital technologies facilitate language learning processes. Moreover, qualitative analyses of student interactions within technology-mediated learning environments shed light on the socio-collaborative aspects of digital tool usage, illuminating the role of technology in fostering communicative competence and collaborative learning experiences.

### **Result**

The implementation of digital technologies during English lessons yields both advantages and disadvantages. On one hand, digital tools provide unparalleled access to a diverse range of authentic language materials, multimedia resources, and interactive activities, enriching the learning experience for students [5]. Language learning apps offer immersive and engaging opportunities for vocabulary acquisition and grammar practice, while online platforms provide access to authentic cultural materials, such as articles, videos, and podcasts, fostering cross-cultural understanding and appreciation. Moreover, virtual communication tools, such as video conferencing and online forums, facilitate real-time interactions and collaborative learning experiences, transcending geographical boundaries and promoting intercultural communication skills.

However, alongside these advantages, challenges may arise in the implementation of digital technologies. Technical issues, such as connectivity issues or software glitches, can disrupt the flow of the lesson and impede learning progress, necessitating technical support and troubleshooting measures. Furthermore, digital distractions, such as social media notifications or online gaming, may divert students' attention away from the intended learning tasks, compromising engagement and focus. Additionally, concerns about equity and privacy may arise, particularly in

contexts where access to digital tools and internet connectivity is unequal, exacerbating existing disparities in educational opportunities. Moreover, the overreliance on digital tools may inadvertently detract from valuable face-to-face interaction opportunities, hindering the development of interpersonal communication skills and socio-emotional competencies. Therefore, educators must strike a balance between leveraging the benefits of digital technologies and maintaining the integrity of traditional pedagogical approaches, ensuring that technology integration aligns with pedagogical goals and student needs.

### **Discussion**

The findings underscore the importance of a comprehensive approach to the effective implementation of digital technologies in English lessons, necessitating careful consideration of various factors. Firstly, pedagogical practices play a pivotal role in shaping the integration of digital tools, as educators must align technology usage with instructional goals, learning objectives, and student needs. By leveraging pedagogically sound strategies, such as differentiated instruction, project-based learning, and flipped classroom models, educators can optimize the benefits of digital technologies while mitigating potential drawbacks.

Secondly, the availability and quality of technological infrastructure significantly impact the successful implementation of digital tools in language education. Adequate access to hardware, software, and reliable internet connectivity is essential to ensure seamless integration and equitable participation among students. Furthermore, ongoing technical support and professional development opportunities for educators are crucial to enhance their digital literacy skills and proficiency in utilizing digital tools effectively.

Additionally, the ethical considerations surrounding equity and privacy underscore the need for conscientious decision-making and policy development. Addressing disparities in access to technology and internet connectivity requires collaborative efforts between educators, policymakers, and community stakeholders to ensure equitable opportunities for all learners. Moreover, safeguarding students' privacy rights and data security necessitates the implementation of robust protocols and safeguards to protect sensitive information and uphold ethical standards in digital learning environments.

In addition, pedagogical integration of digital technologies requires ongoing research and innovation to identify best practices and innovative approaches. Continued exploration of emerging technologies, such as artificial intelligence, virtual reality, and adaptive learning platforms, holds the potential to revolutionize language education by offering personalized learning experiences and tailored

feedback mechanisms. Interdisciplinary collaboration between educators, researchers, and technology developers is essential to bridge the gap between theory and practice and foster a culture of innovation in language teaching and learning.

### **Conclusion**

In conclusion, the integration of digital technologies into English lessons represents a transformative shift in language education, offering both promising opportunities and complex challenges for language educators to navigate. While digital tools hold the potential to revolutionize teaching and learning experiences by fostering engagement, autonomy, and access to authentic resources, they also present a myriad of challenges, including technical issues, digital distractions, and equity concerns.

Moving forward, educators must adopt a proactive approach to critically evaluate the role of digital technologies in language learning and develop strategic frameworks for their effective integration. This involves leveraging the benefits of digital tools while actively addressing associated challenges through pedagogical innovation, professional development initiatives, and collaborative partnerships with stakeholders. By fostering a culture of collaboration, innovation, and reflective practice, educators can harness the transformative potential of digital technologies to enrich English language teaching and learning experiences, equipping students with the essential skills and competencies needed to thrive in an increasingly digital and interconnected world.

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## CHARLES DICKENS' EXPLORATION OF CHILDHOOD AND EDUCATION: A CRITIQUE IN VICTORIAN LITERATURE

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### ABSTRACT

This article provides a succinct overview of Charles Dickens' childhood, exploring the formative experiences and influences that shaped his life and literary works. It discusses Dickens' early life, family background, financial hardships, education, and early literary influences, highlighting their impact on his development as a writer and his portrayal of social issues in Victorian England.

**Keywords:** Charles Dickens, childhood, upbringing, family background, education, early influences, literature, storytelling, social issues, Victorian England.

Writing about Charles Dickens' childhood involves exploring the formative experiences and influences that shaped his life and later influenced his writing. Provide background information on Dickens' family, including his parents, John Dickens and Elizabeth Dickens, and any significant events or circumstances surrounding his birth and early upbringing.

Describe Dickens' childhood experiences, including his education, hobbies, interests, and relationships with family members and peers. Highlight any notable events or influences that left a lasting impact on him.

Discuss the financial struggles faced by the Dickens family, including his father's imprisonment for debt and the impact it had on young Charles. Explore how these early experiences of poverty and instability influenced Dickens' later writings, particularly his portrayal of social inequality and injustice.

Explore Dickens' early education and literary influences, including his voracious reading habits and exposure to literature and theater. Discuss how these early influences shaped his love for storytelling and his eventual career as a writer.

Analyze the ways in which Dickens' childhood experiences informed his writing style, themes, and characterizations in his novels. Consider how his empathy for the downtrodden, his keen observations of social injustices, and his vivid depictions of Victorian life were influenced by his own upbringing.

Dickens' childhood was characterized by a mixture of adversity and resilience. Forced to leave school at a young age due to financial constraints, Dickens developed a voracious appetite for reading, immersing himself in literature and the arts. He drew inspiration from



his surroundings, observing the struggles of the working class and the injustices of the Victorian social hierarchy, which would later become central themes in his novels[2].

The hardships and adversities of Dickens' childhood profoundly influenced his writing, infusing his novels with a deep sense of empathy for the marginalized and downtrodden. From the orphaned innocence of *Oliver Twist* to the resilience of *David Copperfield*, Dickens' characters often mirror his own experiences and observations of Victorian society. His novels, including "*Oliver Twist*," "*David Copperfield*," "*Great Expectations*," and "*Hard Times*," serve as powerful critiques of social injustice, poverty, and inequality, drawing attention to the plight of the poor and the need for reform.

Charles Dickens' childhood experiences left an indelible mark on his literary legacy, shaping his identity as a writer and influencing the themes and characters of his novels. Through his vivid portrayals of Victorian life and his impassioned advocacy for social reform, Dickens continues to captivate readers and inspire generations with his timeless works. His legacy as a champion of the oppressed and a master storyteller endures, reminding us of the enduring power of empathy, resilience, and compassion in the face of adversity[3].

In conclusion, Charles Dickens' childhood was a crucible of experiences that profoundly shaped his life and literary career. From his early struggles with poverty and adversity to his emergence as one of the greatest novelists in English literature, Dickens' journey is a testament to the transformative power of resilience, imagination, and compassion. Through his novels, he not only captured the essence of Victorian society but also advocated for social change, leaving behind a lasting legacy that continues to resonate with readers worldwide.

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## JANE AUSTEN: A LITERARY PIONEER OF WIT, ROMANCE SOCIAL COMMENTARY

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### ANNOTATION

This article provides a comprehensive overview of Jane Austen's life, literary career, major works, themes, and enduring legacy in English literature. It explores Austen's early influences, including her family upbringing and literary. The article discusses Austen's major novels, such as "Pride and Prejudice," "Emma," and "Persuasion," focusing on their themes of love, marriage, class, and gender roles.

**Keywords:** Jane Austen, English literature, literary pioneer, wit, major works, themes, love, marriage, gender roles, characters, enduring legacy, adaptations

Jane Austen, born in 1775 in Steventon, Hampshire, England, remains one of the most celebrated and influential authors in the history of English literature. Renowned for her keen observations of society, sharp wit, and timeless tales of love and marriage, Austen's works have captivated readers for over two centuries, solidifying her status as a literary pioneer.

**Early Life and Influences:** Jane Austen was born into a close-knit family that valued education, reading, and intellectual pursuits. From an early age, she displayed a keen interest in literature and storytelling, often entertaining her family with imaginative tales and satirical sketches [1]. Influenced by the works of 18th-century novelists such as Samuel Richardson, Henry Fielding, and Fanny Burney, Austen developed her distinctive narrative style characterized by irony, wit, and astute social commentary.

**Literary Career and Major Works:** Austen's literary career began in earnest with the publication of her first novel, "Sense and Sensibility," in 1811, followed by "Pride and Prejudice" in 1813, which is widely regarded as her masterpiece. Through her novels, including "Emma," "Mansfield Park," "Northanger Abbey," and "Persuasion," Austen explored the intricacies of human relationships, the complexities of societal expectations, and the pursuit of personal happiness in an era defined by rigid class structures and patriarchal norms.

**Themes and Social Commentary:** Central to Austen's works are themes of love, marriage, class, and gender roles, which she skillfully explores through the lives of her

memorable characters [2]. Through her astute observations and subtle satire, Austen critiques the hypocrisies and absurdities of Georgian society, shedding light on issues such as the limited options available to women, the importance of financial security in marriage, and the constraints of social expectations.

**Characterization and Protagonists:** Austen's heroines, including the spirited Elizabeth Bennet from "Pride and Prejudice," the naive but well-meaning Emma Woodhouse from "Emma," and the steadfast Anne Elliot from "Persuasion," are beloved for their intelligence, wit, and moral integrity. Through these characters, Austen challenges stereotypes, celebrates individuality, and champions the power of personal growth and self-awareness.

**Legacy and Adaptations:** Jane Austen's enduring legacy is evident in the countless adaptations, spin-offs, and reimaginings of her works across various mediums, including film, television, and literature. From the iconic BBC adaptations of her novels to modern reinterpretations such as "Bridget Jones's Diary" and "Clueless," Austen's stories continue to resonate with audiences of all ages and backgrounds, inspiring new generations of readers and writers alike [3].

Jane Austen's contributions to English literature are immeasurable, and her legacy as a literary pioneer of wit, romance, and social commentary endures to this day. Through her timeless novels and unforgettable characters, Austen continues to enchant readers with her sharp insights, timeless themes, and enduring relevance to the human experience. As we celebrate her life and work, we honor her as not only a master storyteller but also a trailblazer who paved the way for future generations of writers to explore the complexities of human nature and society with wit, wisdom, and empathy.

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## WEBSITES AND PLATFORMS TO ENRICH VOCABULARY OF EFL STUDENTS

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### ABSTRACT

This article delves into the efficacy of employing websites and online platforms as integral components of vocabulary acquisition strategies for English as a Foreign Language (EFL) students. With the evolving landscape of language education, the utilization of digital resources has become increasingly prevalent, offering diverse avenues for learners to expand their lexical repertoire. By investigating a range of methods and tools, this study aims to provide a nuanced understanding of how these digital resources influence vocabulary enrichment in contemporary language learning contexts.

**Keywords:** Short-term memory, long-term memory, students' vocabulary, websites and platforms for vocabulary enriching.

### ANNOTATSIYA

Ushbu maqola ingliz tilini chet tili sifatida (EFL) o'rganuvchilar uchun lug'atni o'zlashtirish strategiyalarining ajralmas tarkibiy qismi sifatida veb-saytlar va onlayn platformalardan foydalanish samaradorligini o'rganadi. Til o'rganishda raqamli resurslardan foydalanish tobora kengayib bormoqda, bu o'z navbatida o'quvchilarga lug'at boyligini kengaytirish uchun turli xil yo'llarni taklif qilmoqda. Bir qator usullar va vositalarni o'rganish orqali ushbu tadqiqot ushbu raqamli resurslar zamonaviy til o'rganish kontekstlarida so'z boyligini boyitishga qanday ta'sir qilishini aniq tushunishga qaratilgan.

**Kalit so'zlar:** Qisqa muddatli xotira, uzoq muddatli xotira, talabalarining so'z boyligi, so'z boyligini oshirish uchun veb-saytlar va platformalar.

### Introduction

In contemporary language education, the integration of technology has become increasingly prevalent, offering innovative avenues for vocabulary development among

English as a Foreign Language (EFL) students. Scholars such as Nation [1] and Laufer [2] have extensively researched vocabulary acquisition, emphasizing the importance of exposure to rich and meaningful language input. Additionally, Krashen's Input Hypothesis [3] and Cobb's extensive reading approach [4] underscore the significance of comprehensible input and extensive reading in language learning. These theoretical frameworks highlight the crucial role of exposure to authentic language materials and meaningful contexts in fostering vocabulary growth and lexical proficiency.

Moreover, recent advancements in technology have expanded the scope of vocabulary learning opportunities, with a myriad of websites and online platforms designed to cater to diverse learner needs and preferences. From vocabulary-building apps to immersive language-learning websites, these digital resources offer interactive and engaging environments for EFL students to expand their word knowledge. By providing access to authentic texts, audiovisual materials, and interactive exercises, these digital tools facilitate active engagement and deeper processing of vocabulary items, aligning with principles of effective vocabulary instruction outlined by leading researchers in the field.

Building upon the theoretical underpinnings of vocabulary acquisition, this paper seeks to explore the efficacy of leveraging websites and online platforms as supplemental resources for vocabulary development in EFL contexts. Through empirical research and pedagogical insights, it aims to elucidate the potential benefits and challenges associated with integrating technology into vocabulary instruction, offering practical recommendations for educators striving to enhance vocabulary learning outcomes in the digital age.

### **Method**

In alignment with contemporary educational standards, the integration of technology into language teaching has become increasingly paramount, particularly in enriching students' vocabulary acquisition. One prevalent method involves the utilization of online vocabulary learning platforms, such as Quizlet and Memrise, which have gained widespread popularity for their interactive and engaging features tailored to support language learners [5]. These platforms offer a diverse range of exercises, including flashcards, quizzes, and games, designed to foster active participation and retention of vocabulary items. By incorporating spaced repetition algorithms, these platforms optimize learning schedules to reinforce memory retention and provide immediate feedback, thereby enhancing students' overall learning experience and efficacy [6].

Furthermore, educational websites like Vocabulary.com and WordHippo have emerged as valuable resources in the digital landscape, offering comprehensive tools and materials to facilitate vocabulary development. These platforms provide learners with

access to extensive word lists, detailed definitions, example sentences, and contextual usage, catering to diverse learning styles and preferences [7]. Through interactive features such as quizzes, word challenges, and personalized learning pathways, students can engage with vocabulary in meaningful and interactive ways, fostering deeper understanding and mastery of language.

In addition to vocabulary-specific platforms, corpus-based websites such as COCA (Corpus of Contemporary American English) and BNC (British National Corpus) offer authentic language samples extracted from vast collections of written and spoken texts. By immersing students in real-world contexts and usage patterns, these resources provide invaluable insights into the nuances of language and aid in the development of vocabulary breadth and depth [8]. Through the exploration of authentic texts and language data, students can enhance their lexical knowledge, improve their comprehension skills, and develop a deeper appreciation for the intricacies of language use in context.

### **Result**

The integration of websites and online platforms into English as a Foreign Language (EFL) instruction has demonstrated considerable efficacy in enhancing students' vocabulary acquisition and retention. Research findings indicate that students who actively utilize vocabulary-learning websites exhibit notable advancements in their lexical knowledge and retention rates [9]. By engaging with interactive features such as gamified exercises, quizzes, and immediate feedback mechanisms, students are not only motivated to participate actively but also find enjoyment in the learning process [10]. The gamification elements, including rewards, points, and leaderboard systems, create a sense of achievement and progress, thereby fostering a positive and engaging learning environment conducive to vocabulary development.

Moreover, the availability of authentic language materials and contextualized examples on educational websites plays a pivotal role in deepening students' understanding of vocabulary within meaningful contexts [11]. These resources offer learners exposure to real-world language usage across diverse contexts, genres, and registers, thereby facilitating a more nuanced comprehension of word meanings and usage nuances. Through the exploration of authentic texts, multimedia resources, and interactive exercises, students are better equipped to internalize and apply newly acquired vocabulary in various communication situations, both inside and outside the classroom.

Additionally, the asynchronous nature of online platforms allows students to engage with vocabulary-learning materials at their own pace and convenience, accommodating diverse learning styles and preferences. Whether through self-directed study or collaborative activities facilitated by online forums and discussion boards,



students have the flexibility to tailor their learning experiences to suit their individual needs and goals. This flexibility not only empowers students to take ownership of their learning but also encourages autonomy and self-regulated learning skills, which are essential components of language proficiency development.

### **Discussion**

The findings underscore the considerable potential of websites and online platforms in effectively enhancing the vocabulary of English as a Foreign Language (EFL) students. However, amidst the promising outcomes, several challenges and considerations emerge that necessitate attention and further exploration within the realm of technology-enhanced vocabulary instruction.

One significant challenge lies in addressing digital literacy barriers among students, particularly those who may encounter difficulties navigating and utilizing online resources effectively [12]. While many EFL learners may be proficient in using technology for social and recreational purposes, they may lack the necessary digital literacy skills to leverage online platforms for academic and language learning purposes. Therefore, it becomes imperative for educators to incorporate digital literacy training and support into their instructional practices to ensure that all students can access and utilize online vocabulary resources proficiently.

Furthermore, the need for teacher guidance and support in selecting and integrating appropriate online resources cannot be overstated. While websites and platforms offer a wealth of vocabulary-building materials, the sheer abundance of options may overwhelm both educators and learners, making it challenging to identify resources that align with specific learning objectives and student needs. Educators play a crucial role in curating and contextualizing online materials, providing scaffolding and guidance to help students navigate and make sense of the diverse array of resources available [12].

Moreover, the role of learner autonomy and metacognitive strategies in maximizing the benefits of online vocabulary learning warrants further investigation [13]. While technology offers opportunities for self-directed learning and independent exploration, students must possess the necessary metacognitive skills to set learning goals, monitor their progress, and reflect on their learning strategies effectively. Educators can support the development of metacognitive skills by incorporating reflective activities, goal-setting exercises, and self-assessment opportunities into their instructional practices.

### **Conclusion**

In conclusion, the integration of websites and online platforms offers valuable opportunities to enhance vocabulary acquisition among EFL students. By leveraging interactive features, authentic materials, and adaptive learning technologies, educators can create engaging and effective learning environments that promote lexical growth and proficiency. However, ongoing research and pedagogical innovation are needed to



address challenges and maximize the benefits of technology-enhanced vocabulary instruction. Through collaborative efforts and informed practice, educators can empower EFL learners to expand their vocabulary repertoire and achieve greater language proficiency.

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## MATERIALS FOR CLASS WITH STUDENTS AT DIFFERENT LEVELS

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### ABSTRACT

This article explores the challenges and strategies associated with creating and implementing materials for classroom instruction when students are at different proficiency levels. Drawing upon insights from contemporary educational research, the article examines methods for effectively addressing the diverse needs of learners within mixed-level classrooms. By leveraging adaptive learning technologies, differentiated instruction approaches, and task-based learning frameworks, educators can tailor materials and activities to accommodate various proficiency levels while promoting inclusive and engaging learning environments. The findings underscore the importance of pedagogical flexibility, personalized learning experiences, and targeted instructional interventions in meeting the diverse needs of students with varying levels of proficiency.

**Keywords:** Differentiated instruction, classroom with various level students, materials development, student diversity.

### ANNOTATSIYA

Ushbu maqolada xorijiy tilni bilish darajasi har xil bo'lgan o'quvchilar sinfi uchun mos materiallar yaratish hamda ulardan dars mobaynida to'g'ri foydalana olish bilan bog'liq muammolar va strategiyalar ko'rib chiqiladi. Zamonaviy ta'lim tadqiqotlaridan olingan ma'lumotlarga asoslanib, maqolada aralash darajadagi sinflarda o'quvchilarning turli ehtiyojlarini samarali hal qilish usullari ko'rib chiqilgan. Adaptiv ta'lim texnologiyalari foydalanib, o'quvchilarga berilgan topshiriqlarni har xil qiyinlikda ya'ni bilimi kuchliroq o'quvchilar uchun loyihalar yaratish kabi mashqalar berib, o'qituvchilar interaktiv va bir vaqtning o'zida individual yondashishligi mumkin. Bundan tashqari o'quvchilarning til o'rganish muhitini yaxshilash va ularning darsga bo'lgan ishtiyoqini oshirish ham mumkin. Izlanishlar turli til ko'nikmasiga ega o'quvchilarning turli ehtiyojlarini qondirishda

pedagogik moslashuvchanlik, individuallashtirigan o'quv tajribalari va maqsadli o'quv tadbirlarining muhimligini ta'kidlaydi.

**Kalit so'zlar:** Differentsial ta'lim, turli darajadagi o'quvchilar guruhi, materiallarni ishlab chiqish, til ko'nikmasi har xil bo'lgan talabalar

## **Introduction**

In addition to the seminal contributions of Vygotsky, Bruner, Cummins, and Gardner, contemporary research in language education has further expanded our understanding of addressing the diverse needs of students with varying proficiency levels. Scholars such as Krashen have emphasized the importance of comprehensible input in language acquisition, advocating for materials and activities that are appropriately challenging yet accessible to learners [5]. Furthermore, sociocultural theorists like Lantolf have highlighted the role of social interaction and collaborative learning environments in promoting language development among learners with varying proficiency levels [6]. Similarly, constructivist perspectives, as advocated by theorists like Piaget and Dewey, emphasize the active role of learners in constructing knowledge through hands-on, experiential learning activities tailored to their individual needs and interests [7]. These contemporary theoretical insights complement and enrich traditional frameworks, providing educators with a comprehensive toolkit for designing materials that cater to the diverse linguistic needs of students.

Moreover, recent advancements in educational technology have opened up new possibilities for developing materials that can adapt to the individualized learning trajectories of students with varying proficiency levels. Emerging approaches such as artificial intelligence (AI) and machine learning offer the potential to create personalized learning experiences by analyzing students' learning preferences, performance data, and language proficiency levels [8]. Additionally, the proliferation of digital resources and online platforms provides educators with a vast array of multimedia materials and interactive activities that can be customized to meet the diverse needs of learners [9]. By integrating these technological tools with pedagogical principles grounded in theoretical frameworks such as sociocultural theory and constructivism, educators can create dynamic and engaging materials that foster language development across proficiency levels in diverse classroom contexts.

## **Method**

Modern educational standards advocate for the use of adaptive learning technologies and differentiated instruction approaches to address the diverse needs of learners in mixed-level classrooms [5]. Adaptive learning technologies leverage

algorithms to personalize instruction based on students' individual learning profiles, adjusting the difficulty level of materials and tasks to match their proficiency levels [6]. Differentiated instruction strategies, such as tiered assignments, flexible grouping, and varied instructional materials, allow educators to tailor instruction to accommodate learners with different levels of proficiency [7]. Moreover, task-based learning frameworks, such as project-based learning and content and language integrated learning (CLIL), provide opportunities for students to engage in authentic, meaningful tasks that promote language acquisition and content mastery at their respective proficiency levels [8].

Furthermore, contemporary educational standards emphasize the importance of inclusive practices that support the participation and success of all students, regardless of their proficiency levels or backgrounds. Inclusive pedagogical approaches, such as Universal Design for Learning (UDL), advocate for the creation of learning environments and materials that are accessible and responsive to diverse learners' needs, preferences, and abilities [9]. By adopting UDL principles, educators can design materials that offer multiple means of representation, engagement, and expression, allowing students with varying proficiency levels to access and interact with content in ways that best suit their learning styles and preferences [10]. Additionally, collaborative learning strategies, such as peer tutoring and cooperative group work, enable students to support one another's learning and scaffold their understanding of complex concepts, regardless of their proficiency levels [11]. By incorporating these inclusive and collaborative approaches into instructional design, educators can create supportive and empowering learning environments where all students can thrive and reach their full potential.

## **Result**

The integration of adaptive learning technologies and differentiated instruction approaches into educational settings has yielded promising outcomes in addressing the unique needs of students with varying proficiency levels. Research suggests that adaptive learning platforms, equipped with sophisticated algorithms, have been successful in tailoring instruction to individual student needs by dynamically adjusting the difficulty level of tasks and materials [9]. This personalized approach not only enhances student engagement and motivation but also leads to tangible improvements in learning outcomes. Students report increased satisfaction with their learning experiences, as they feel more supported and challenged at their own pace, contributing to a more positive classroom environment.

Similarly, differentiated instruction strategies have demonstrated effectiveness in promoting inclusivity and academic achievement among diverse learners [10]. By

offering a range of instructional materials, activities, and assessments tailored to students' proficiency levels, educators can effectively meet learners where they are and scaffold their learning progress. This approach acknowledges and respects the unique strengths and needs of each student, fostering a sense of belonging and empowerment in the classroom.

Moreover, task-based learning frameworks, such as project-based learning and content and language integrated learning (CLIL), have emerged as powerful tools for language development and content mastery across proficiency levels [11]. By engaging students in authentic, real-world tasks and projects, these frameworks provide meaningful contexts for language acquisition and application. Students are motivated to actively participate in learning experiences that are relevant, challenging, and collaborative, leading to deeper understanding and retention of content.

### **Discussion**

The findings suggest that while adaptive learning technologies, differentiated instruction approaches, and task-based learning frameworks offer valuable strategies for addressing the diverse needs of students with varying proficiency levels, there are also challenges and considerations to navigate. Educators must balance the use of technology with pedagogical expertise to ensure that adaptive learning platforms effectively meet the individualized needs of learners without sacrificing the human element of teaching [12]. Additionally, differentiated instruction requires careful planning and ongoing assessment to ensure that materials and activities appropriately scaffold learning for students at different proficiency levels [13]. Furthermore, task-based learning frameworks necessitate authentic, context-rich tasks that are meaningful and relevant to students' lives and learning goals [14].

### **Conclusion**

In conclusion, the development and implementation of materials for classroom instruction in mixed-level settings require careful consideration of pedagogical principles, learner needs, and technological affordances. By leveraging adaptive learning technologies, differentiated instruction approaches, and task-based learning frameworks, educators can create inclusive and engaging learning environments that cater to the diverse needs of students with varying proficiency levels. Moving forward, continued research and professional development initiatives are essential to refine and optimize instructional practices for effectively supporting the language development and academic success of all learners.

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## ZAHIRIDDIN MUHAMMAD BOBUR MEROSIDA TILGA OID MUNOSABATLAR TAHLILI

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### ANNOTATSIYA

Ushbu maqolada o‘zbek mumtoz adabiyotining yirik namoyondasi, mashhur davlat arbobi, atoqli sarkarda Zahiriddin Muhammad Bobur hayoti va ijodi haqida ma’lumotlar keltirildi.

**Kalit so‘zlar:** “Boburnoma”, tilshunoslik, adabiyot, maqollar, fors tili va tovush.

O‘zbek klassik adabiyotining XV asr oxiri va XVI asr boshlarida yashab ijod etgan atoqli namoyondalaridan biri, shoh va shoir Zahiriddin Muhammad Bobur o‘zining qarama – qarshiliklar to‘la, murakkab va qisqa hayotida (1483-1530) anchagina asarlar yaratgan bo‘lsa-da, ularning hammasi bizgacha yetib kelgan emas.

Boburning bizgacha yetib kelgan asarlari uncha to‘liq bo‘lmagan bir devoni, islom dini asoslarini bayon etuvchi “Mubayyin” nomli she’riy risolasi, “Volidiya” deb nomlangan tasavvufga oid qarashlari bitilgan she’riy tarjimai, Bobur ixtiro etgan va “Xatti Boburiy” nomi bilan mashhur bo‘lgan alifbosi hamda “Boburnoma” asaridan iboratdir.

Zahiriddin Muhammad Boburning mashhur “Boburnoma” asari benihoyat qimmatli tarixiy memuar asar bo‘lib, unda O‘rta Osiyo, Afg‘oniston va Hindiston mamlakatlarining XV asr oxiri va XVI asr boshlaridagi ahvoli, geografiyasi, siyosiy - iqtisodiy va madaniy hayoti o‘z ifodasini topgan. Boshqacha qilib aytganda, u o‘rta asrlarda yoritilgan shu xalqlar tarixini izohlovchi bironta muqobili bo‘lmagan tarixiybadiiy asardir. Aslida “Boburiya”, keyinchalik “Voqeanoma”, “Tuzuki Boburiy”, “Voqeati Boburiy” va eng so‘nggida “Boburnoma” nomi bilan mashhur bo‘lgan bu asar Hindistonda eski o‘zbek (chig‘atoy) tilida yozilgan. “Boburnoma” juda ko‘p tillarga, chunonchi: fors, ingliz, nemis, fransuz, rus tillariga tarjima qilingan. Tarixiy manbalar Hindiston mamlakatining “Boburnoma” ga juda ham hurmat bilan qaraganligini ko‘rsatadi. Boburning nevarasi Akbarshoh (1556-1605) davrida “Boburnoma” o‘zbek tilidan fors tiliga tarjima qilindi va u bu davrda “Voqeoti Boburiy” nomi bilan mashhur bo‘ldi. Fors tiliga qilingan tarjimalar ichida Abdurahmonxon tarjimai yuqori saviyaliligi bilan ajralib turadi.

“Boburnoma” materiallari Hindiston tarixchilari (Gulbadanbegim, Abdul Fazl, Farishta, Nizamiddin Xeravi va boshqalar) uchun asosiy manba bo‘lib xizmat qildi. Bu asarning to‘liq matni 1857-yilda turkolog H.U.Ilimenskiy tomonidan Qozonda tipografiya yo‘li bilan o‘zining to‘rt betlik nashr prinsiplarini ko‘rsatgan ruscha so‘zboshisi bilan bosilgan. Asarni nashrga tayyorlash va dunyoga chiqarishga H.U.Ilimenskiyning zo‘r faoliyat ko‘rsatganini alohida qayd etish kerak. Bu nashrdan keyin 1905-yilda ingliz orientalistlaridan A.Beverich xonim “Boburnoma”ning Haydarobodda topilgan bir qo‘lyozmasining ayni o‘zini sinkografiya yo‘li bilan nashr etdi. Bu nashr nusxasining qachon va kim tomonidan ko‘chirilgani noma’lum. Bu ham to‘liq tekst bo‘lsa-da, Qozon bosmasiga nisbatan ba’zi tushib qolgan joylari va ayrim nuqsonlari bordir. Lekin umuman olganda har ikkala nusxa ham ayrim-ayrim nuqsonlardan holi emasdir. London nusxasining afzalligi shundaki, A.Beverij nusxaning ayni o‘zini berib juda yaxshi ish qilgan. Shu bilan birga asar oxirida mukammal kishi ismlari, geografiya va qabila, urug‘ nomlari ko‘rsatkichi berilgan va ingliz tilida o‘n betlik so‘z boshisi ham bor. Lekin ko‘rsatkichlarni transliterasiyasiz arab yozuvi bilan berilishi nashrni to‘g‘ri o‘qish masalasini qiyinlashtiradi. Mana shu ikki mavjud nusxaga asoslanib, 1848-1949 yillarda “Boburnoma”ning ikki qismidan iborat to‘liq teksti bosib tarqatilgan edi. Bu nashr o‘zbek alifbosida geografik nomlar ko‘rsatkichi, to‘liq lug‘at, ba’zi bir qisqa izoh va tarjimalar ilovasi bilan bosilgan edi.

Shundan keyin “Boburnoma”ning to‘liq matni 1960-yili qayta nashrga tayyorlandi va nashr etildi.

“Boburnoma” ning til xususiyatlari haqida fikr yuritish uchun, bizningcha juda ko‘p masalalarni hisobga olmoq lozim. Chunonchi, birinchidan lahjalar munosabatini. Negaki, o‘zbek tili o‘zining ko‘p lahjaliligi jihatidan turkiy tillarning barchasidan farqlanadi.

Shuning uchun ham professor E.D.Polivanov: “O‘zbek tili yagona sistemaning, hech qachon amalda bo‘lmagan o‘zbek bobo tilining dialektologik parchalanishi yo‘li bilan emas, balki til sistemalarining birlashuvi yo‘li bilan paydo bo‘lgan”, -deb aytgan edi.

Haqiqatdan ham o‘zbek adabiy tili uchta katta mustaqil ( qarluq-chigil yoki o‘rta o‘zbek qipchoq yoki sof o‘zbek professor E.D.Polivanov atamasi ) o‘g‘iz lahjalaridan tashkil topgan bo‘lib, ularning har biri yana bir-biridan farq qiluvchi bir qancha shevalarni o‘z ichiga oladi. Binobarin, bu lahjalarning har biri mohiyat e‘tibori bilan yirik bir til birligi sifatida bir-biridan fonetik, leksik, grammatik, uslubiyat jihatidan ham farqlanadi.

Hatto bugungi kunda sezilayotgan bunday tafovutlar eski o‘zbek tili davrida yana mo‘lroq ayni paytda kuchliroq bo‘lganligi tabiiy holat. Zero, Zahiriddin Muhammad Bobur bu tafovutlarni juda chuqur his etgani holda ularning har biriga xos bo‘lgan

soʻzlarni “Boburnoma”da qoʻllaydiki, bu bilan, avvalo, adabiy tilning boyligini taʼminlaydi. Ayni paytda adabiy til bilan umumxalq tilini yaqinlashtiradi va shu asosda “Boburnoma” tilining soddaligini, natijada uning oʻqimishliligini taʼminlagan. Chunonchi, Andijon lahjasida hozir ham “eshik” soʻzi, “uy”, “hovli” maʼnosida “toʻshak solish” birikmasi mehmonga koʻrpacha solish, joy tayyorlash maʼnolarida ishlatiladiki, bunday xususiyat “Boburnoma” tilida ham mavjud. Masalan: “Ibni Husayin mirzo bu toʻshakda oʻlturdilar, manga solgʻon toʻshakdin quyi oʻng qoʻlimda yana bir toʻshak solib erdilar, Jahongir mirzo bila Abdurazzoq mirzo ul toʻshakda oʻlturdilar”. Ayni paytda “Boburnoma”da oʻgʻuz lahjasiga xos soʻzlargina emas, hatto bu lahjaning xususiyatini koʻrsatuvchi grammatik shakllar ham faol ishlatilgan: “Har kimdin yaxshi qoida qolgʻon boʻlsa aning bila amal qilmoq kerak, agar oʻta yomon ish qilgʻon boʻlsa, yaxshi ish bila badal qilmoq kerak”.(250)

Darhaqiqat, harakat nomining eski oʻzbek tili davrida ishlatilgan - moq, - mak, shakli hozirda oʻgʻuz lahjasida keng doirada qoʻllaniladi.

Tabiiyki, “Boburnoma” da qipchoq lahjasiga xos boʻlgan soʻz va iboralar ham anchagina. Chunonchi, qaqasroq (152), obi-tobu (295), tangi (296), koʻtal (296), toʻngʻub (301), tupuchoq(303), julgʻo(306), yilon (306), choʻr bitti(308), pushta (113), yayov (327), ushoq (330), kichik kirim (339), boʻdana (398), andak (398), yanga, checham (417), amma (417), qopto (255), uchma (258), tumshuq (259), inish (259) va boshqalar. Masalan: “Jvongʻir kishisi tangilardin oʻtub darvozagʻa tiqilib bordi”. (296) Shanba kuni safar oyining uchida uluq amma begimlardin: Xonzodabegim, Sulton Maʼsul mirzoning qizi, yana Sulton Baxtbegimning qizi, yana yanga chechamningkim, Zaynab Sultonbegim boʻlgʻay,...(417) Zero, oʻsha davr tilida faol qoʻllanilgan tangi, amma, checha soʻzlari hozirgi adabiy tilda kam ishlatiladi. Ammo bular qipchoq lahjasida hozir ham keng qoʻllaniladi. Yaʼni “tangi” uch tomoni togʻ bilan oʻralgan joy, “amma” – otasining singlisi yoki egachisidir. Demak koʻrinadiki, “Boburnoma”ni bir lahja doirasida kuzatish, uning tilini faqat bir lahjaga nisbat berish mutlaqo mumkin emas.

Ikkinchi masala bevosita birinchi bilan aloqador boʻlib, adabiy tilning umumxalq tili bilan munosabati va shu borada “Boburnoma”ning tutgan oʻrni. Maʼlumki, xalq tili bir tomondan bitmas-tuganmas boy, ikkinchi tomondan, fikrni boshqalarga yetkazish imkoniyati cheksiz. Shuning uchun hamisha yozma adabiy til umumxalq tili va ogʻzaki adabiy til bilan yaqin munosabatda boʻlsagina oʻz boyligini, uslubiy taʼsirchanligini, asar tilining soddaligi-yu, jarangdorligini taʼminlay oladi. Zero, “Boburnoma” bu maʼnoda ham yuksak pogʻonaga koʻtarilgan shoh asar sanaladi. “Boburnoma”da oʻxshatish, chogʻishtirish, istiora kabi badiiy vositalar tildagi ixchamlik, moʻljalning aniqligini taʼminlash, chiroyli hajvning yuzaga keltirishlarini taʼmin qilganki, bu soʻz sanʼatining ajoyib namunasi. Masalan, muallif Badiuzzamonning siyosiy tuturuqsizligini,

mamlakatni zaiflashtirishda ichki va tashqi teskari kuchlarga yo‘l ochib berganligi juda bir chiroyli ifodalaydi:

“Baddiuzamon mirzo xud bularning ilkida xamir edi, bularning so‘zlaridan tajovuz qila olmas edi”. Yoki xurmo daraxtini hayvonot dunyosiga qiyoslar ekan, uning ikki xususiyati o‘xshashligini, ya’ni birinchidan xurmo daraxtini ham xuddi hayvonot kabi boshini kessa qurishi, ikkinchidan xurmo daraxtiga ham erkagining shoxidan olib kelib changlatmasa xuddi jonzotlardagidek hosil olib bo‘lmasligini ta’kidlaydi:

“Derlarkim, nabotot orasida xurmo daraxtining ikki ishi hayvonotqa o‘xshar : bir ulkim , nechukkim, hayvonot boshini kesarlar – hayoti munqati’ bo‘lur. Xurmo daraxtining ham boshi kesilsa, daraxti qurur. Yana bir ulkim, nechukkim, hayvonottin be nar natija hosil bo‘lmas, xurmo daraxtig‘a ham nar xurmodin shoxini kelturub, tegurmasalar, yaxshi bar bermas”.(355)

“Boburnoma” asari Boburni nafaqat turkiy tilni balki fors tilini ham xuddi shunday mukammal bilishini ko‘rsatib beradi. Bundan ko‘rinadiki, o‘sha davrda tillarning o‘zaro kontaktda bo‘lganini o‘z tilida ko‘rsatib beradi. Asarda xalq maqollari va ta’birlari juda ham o‘rinli qo‘llanilgan. Masalan, “Qopudag‘ini qopmasa, qariguncha qayg‘urur”, “Dushman ne demas, tushga ne kirmas”, “Ko‘zlarini tuz tutti” va boshqalar. Yana asarda o‘zbek tilidagi maqollar bilan bir qatorda fors tilidagi maqollar ham ishlatilgan. Bu esa Boburning fors-tojik klassik adabiyotinigina emas, balki folklorlarni , xalq tilini ham yaqin bilganligidan darak beradi.

Masalan: Uzram battar oz gunoh (Uzri gunohidan yomonroq), Deh kunjovu daraxton kujo (Qishloq qaydayu daraxtlar qayda), G‘ofil az injo randa az anjo manda (G‘ofil bu yerdan quvilgan , u yerdan ajralgan), Marbo yoron sur ast (Do‘stlar bilan birga bo‘lgan o‘lish – to‘ydir), Dah darvish dar yak gilame buxsoband va du podshoh dar iqleme nag‘unjand (O‘n darvish bir gilamga sig‘ib yotarlar, ikki podsho bir iqlimga sig‘maydi)va h.k.

Bobur mazkur maqollarni o‘rnida qo‘llaydiki, ularni kitobxon voqealarni yana ham aniqroq tasavvur qilishni, bayonning ta’sir kuchini oshirish uchun ishlatadi. Masalan, keltirilgan oxirgi maqol Shayx Sa’diyning “Guliston”idan olingan bo‘lib, Bobur uni Husayn Boyqaro vafotidan keyin ikkita o‘g‘li barobar taxtga o‘tirgani munosabati bilan ishlatadi.

“Boburnoma”ning tili umumxalq tiliga yaqin bo‘lganligi sababli bu xususiyat asarda gap tuzilish jarayonida ham saqlanib qolgan. Ya’ni xuddi xalq tilida bo‘lganidek, “Boburnoma”da qo‘llangan qo‘shma gaplarni ham sodda gaplarga yengilgina ajratish mumkinki, bu holatni quyidagi parchadan ham bilsa bo‘ladi: “Ko‘p el ot ustida – o‘q tong otturdi, havol torroq ko‘rundi. Men havolning og‘zida kurak olib, qor kurab, o‘zimg‘a, bir takiya miqdori yer yasadim, qorni ko‘ksimgacha qozdim, hanuz yerga yetmaydur edi. Bir nima elga panoh bo‘ldi o‘shanda – o‘q o‘lturdim. Har necha

dedilarkim, havolg'a boring bormadim. Ko'ngulga kechtikim, borcha el qorda va chopqunda , men issiq uyda va istirohat bila, munda borcha ulus tashvish bila tashaqqatta, men munda uyqu bila farog'atda. Muruvvattin yiroq va hamjihatlikdin qiroq ishdur. Men ham tashvish va mashaqqat bo'lsa ko'rayin, har nechuk el toqat qilib tursa turayin, bir forsi masal bor: "Marg boyoron surast" ("Do'stlar bilan birga bo'lgan o'lim to'ydur") (257)

Boburning fikr doirasi nihoyatda keng. U juda ko'p soha bo'yicha nazariy fikrning, bilimning yaratuvchisi ham. Demak, o'z-o'zidan shu sohaga oid tushunchalar va shu tushunchalarni ifodalovchi juda ko'p atamalar "Boburnoma" dan o'rin olganki, bu ham "Boburnoma" tilini tadqiq etganda e'tiborga olinishi zarur bo'lgan holatdir.

Xulosa o'rnida shuni aytish mumkinki, "Boburnoma"dagi so'zlarni qiyoslab o'rganishlar tadqiqotchilar oldida yana bir yangi dunyo ochadi. U nafaqat o'zbek, balki, turkiy tillar doirasida, balki dunyo tilshunosligida tillarni yangi bir usulda – tarixiy-qiyosiy usulda o'rganish tarixi nuqtai nazardan zarur bo'lgan ilmiy asar sifatida namoyon bo'ladi.

Tahlillar jarayonida Boburning iqtidori yuksak darajada va so'z qo'llash mahorati a'lo darajadaliqi yaqqol ko'zga tashlanadi. Uning asarlari tili sodda va tushunarli, ravon tilda yozilgan, bundan tashqari bir necha tillarni yaxshi bilgan, maqollardan unumli foydalana olgan. Bobur biror so'z yoki atamadan foydalanmoqchi bo'lsa, uning sababini ham izohlab o'tgan. U qayerda bo'lmasin kichik narsadan yirik narsagacha jiddiy e'tibor bergan. Tahlil qilgan, xulosalarini aynan shu asarda ifodalagan.

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## WORD FORMATION AS THE MAIN WAY OF ENRICHING THE VOCABULARY OF THE MODERN ENGLISH LANGUAGE

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### ABSTRACT

Word formation is indeed a primary way to enrich the vocabulary of the English language. The process of word formation involves creating new words through various methods such as affixation, compounding, blending, and conversion. Let's delve into how word formation contributes to the expansion of vocabulary modern English. Affixation is the most common way of forming new words by adding prefixes or suffixes to existing words. This process allows for the creation of derivatives with altered meanings or grammatical functions.

**Keywords:** various methods, expansion of vocabulary, language evolution, linguistic, suffix, prefix technological advancements.

### ANNOTATSIYA

So'z yaratish haqiqatan ham ingliz tilining lug'atini boyitishning asosiy usuli hisoblanadi. So'z yasash jarayoni affiksatsiya, birikma, qorishma va o'zgartirish kabi turli usullar yordamida yangi so'zlarni yaratishni o'z ichiga oladi. Keling, so'z shakllanishi zamonaviy ingliz tilining so'z boyligini kengaytirishga qanday hissa qo'shishini ko'rib chiqaylik. Affiksatsiya - bu mavjud so'zlarga prefiks yoki qo'shimchalar qo'shish orqali yangi so'zlarni yaratishning eng keng tarqalgan usuli. Bu jarayon ma'nosi yoki grammatik funksiyasi o'zgargan hosilalarni yaratish imkonini beradi.

**Kalit so'zlar:** turli usullar, so'z boyligini kengaytirish, til evolyutsiyasi, lingvistik, qo'shimcha, prefiks texnologik yutuqlar.

### Introduction

In the realm of language evolution, word formation stands as a fundamental mechanism for expanding and enriching the vocabulary of the modern English



language. By exploring the diverse processes of creating new words and expressions, speakers and writers delve into a world of linguistic creativity and innovation. This introduction sets the stage for delving deeper into the transformative power of word formation in shaping contemporary English vocabulary. Language is dynamic, reflecting the ever-changing societal landscape and cultural influences. Word formation serves as a gateway to embracing linguistic diversity, allowing English to adapt and evolve through the incorporation of new terms and expressions. This dynamic process of word creation not only expands vocabulary but also captures the nuances of contemporary life.

From affixation and compounding to blending, conversion, borrowing, and the emergence of neologisms, the English language showcases a rich tapestry of word formation techniques. Each method offers a unique pathway to introduce fresh vocabulary, capturing emerging concepts, technological advancements, social trends, and specialized domains.

### **Methodology**

In investigating English language word formation as the primary method of enriching the vocabulary of the modern era, a structured methodology is essential to delve into the intricate processes and mechanisms that shape contemporary lexicon. This section outlines the methodological approach adopted to unravel the complexities of word formation and its impact on vocabulary expansion in English.

*Literature Review.* Conduct an in-depth review of scholarly works, linguistic studies, and language resources related to word formation in English.

*Data Collection.* Gather examples of word formation processes through analysis of written texts, linguistic corpora, and language databases.

*Case Studies.* Examine specific instances of word formation techniques, such as affixation, compounding, blending, conversion, borrowing, neologisms, and jargon, to illustrate their impact on vocabulary enrichment.

*Categorization.* Classify word formation techniques based on linguistic principles and patterns, highlighting the ways in which new words are created in English.

*Frequency Analysis.* Explore the frequency of different word formation methods in contemporary English texts to identify prevalent trends and patterns.

*Semantic Analysis.* Investigate the semantic shifts and nuances introduced through word formation processes, examining how meanings evolve in response to cultural, technological, and societal changes.

*Historical Perspective.* Compare historical word formation practices with modern trends to trace the evolution of English vocabulary enrichment over time.

*Cross-Linguistic Analysis.* Contrast word formation mechanisms in English with other languages to gain insights into cultural influences and language contact on vocabulary expansion.

*Domain-Specific Studies.* Explore word formation in specialized domains, such as technology, science, and business, to understand how language adapts to meet specific communication needs.

### **Discussion and results**

Propose creative writing prompts and exercises that encourage the exploration of word formation techniques to foster linguistic creativity and expression. **Lexicography and Language Planning:** Examine the role of word formation in lexicography, dictionary compilation, and language planning to highlight its significance in documenting and preserving language evolution. Ensure proper citation and attribution of sources when presenting examples of word formation to respect intellectual property rights and academic integrity.

Consider the cultural implications of word formation, especially when analyzing borrowed terms or slang expressions that may have cultural significance or connotations. Emphasize inclusive language practices in exploring word formation to promote linguistic diversity and awareness of social and identity-related aspects of vocabulary enrichment. By employing a comprehensive methodology that encompasses research design, data analysis, comparative studies, practical applications, and ethical considerations, this study aims to shed light on the intricate interplay of word formation techniques in shaping the dynamic vocabulary of modern English. Through a systematic exploration of language evolution and creativity, we endeavor to unravel the mysteries of word formation and its enduring impact on linguistic expression and communication.

### **Conclusion**

In the realm of language evolution and lexical enrichment, English language word formation emerges as a dynamic and essential mechanism for expanding the vocabulary of the modern era. This conclusion encapsulates the transformative role of word formation processes in shaping the diverse and vibrant lexicon of contemporary English, highlighting its multifaceted impact on linguistic creativity, communication, and cultural expression. Word formation techniques, such as affixation, compounding, blending, conversion, borrowing, and neologisms, catalyze continuous lexical innovation, allowing English to adapt to evolving concepts, technologies, and societal changes.

The incorporation of borrowings and loanwords from diverse languages reflects the cultural richness and global interconnectedness of modern English,

illustrating how word formation serves as a conduit for cross-cultural exchange and linguistic diversity. By harnessing the power of word formation, speakers and writers can craft nuanced and expressive vocabularies that capture the subtleties of emotions, ideas, and experiences, enabling deeper connections and more precise communication. The creative potential of word formation fuels linguistic versatility, empowering individuals to play with language structures, invent new terms, and adapt vocabulary to suit a myriad of contexts and purposes.

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## IMPLEMENTATION OF EDUCATIONAL GAMES AND THEIR EFFICIENCY IN LEARNING ENGLISH

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### ABSTRACT

This article explores the implementation of educational games in English language learning and evaluates their efficiency. Drawing upon contemporary research in the field, the study investigates the theoretical foundations, methods, results, and implications of integrating educational games into language education. Key findings suggest that educational games can significantly enhance learning outcomes and student engagement in English language acquisition. The article underscores the importance of innovative pedagogical approaches and technology integration in modern language education. Keywords: educational games, English language learning, efficiency, pedagogy, technology.

**Keywords:** educational games, English language learning, effectiveness, student engagement.

### ANNOTATSIYA

Ushbu maqola ingliz tilini o'rganishda ta'lim o'yinlarini amalga oshirishni o'rganadi va ularning samaradorligini baholaydi. Ushbu sohadagi zamonaviy tadqiqotlarga tayangan holda, tadqiqot o'quv o'yinlarini til ta'limiga integratsiyalashning nazariy asoslari, usullari, natijalari va oqibatlarini o'rganadi. Asosiy topilmalar shuni ko'rsatadiki, ta'lim o'yinlari ta'lim natijalarini va talabalarning ingliz tilini o'zlashtirishdagi faolligini sezilarli darajada oshirishi mumkin. Maqolada zamonaviy til ta'limida innovatsion pedagogik yondashuvlar va texnologiya integratsiyasining ahamiyati ta'kidlangan.

**Kalit so'zlar:** ta'lim o'yinlari, ingliz tilini o'rganish, samaradorlik, o'quvchilarning faolligi.

## INTRODUCTION

The integration of educational games in language learning has emerged as a transformative strategy, attracting considerable attention due to its potential to revolutionize traditional language instruction methods [1]. Notably, scholars such as Johnson [2] and Smith, alongside a cadre of esteemed scientists, have championed the efficacy of educational games in enhancing language acquisition and boosting student motivation. This collective endorsement underscores the growing consensus within the academic community regarding the profound impact of gamified learning environments on language learning outcomes.

Educational games represent a departure from conventional pedagogical approaches, offering a dynamic and interactive platform that resonates with the digital-native generation [3]. By leveraging the inherent appeal of gaming mechanics, such as rewards, challenges, and feedback loops, educational games captivate learners' attention and sustain their engagement throughout the learning process. Moreover, the immersive nature of these games fosters active participation and experiential learning, enabling students to apply language skills in authentic contexts [4]. This experiential learning approach not only enhances linguistic proficiency but also cultivates critical thinking, problem-solving, and communication skills essential for success in today's globalized world.

### Method

In modern educational practices, the integration of educational games into English language learning has evolved to encompass a diverse array of methods and technologies tailored to meet the diverse needs and preferences of learners [1]. One prominent avenue through which educational games are incorporated into language instruction is through digital language learning platforms, including mobile applications and computer-based games. These platforms leverage cutting-edge technology to offer personalized learning paths, interactive exercises, and gamified elements that captivate learners' attention and sustain their engagement [2]. By providing instant feedback, progress tracking, and adaptive learning algorithms, digital language learning platforms empower learners to take ownership of their learning journey and progress at their own pace [3].

Research conducted by Johnson [1] underscores the efficacy of digital language learning platforms in enhancing language proficiency and performance outcomes. Studies have shown that learners who engage with gamified language learning applications demonstrate higher levels of motivation, engagement, and retention compared to traditional instructional methods [7]. Similarly, research by Smith [2]

highlights the unique benefits of board games and interactive activities in promoting holistic language development and fostering a sense of community among learners.

### **Results**

The implementation of educational games in English language learning has indeed yielded promising results, reshaping the landscape of language instruction by harnessing the power of interactive and engaging learning experiences [1]. Students immersed in game-based instruction have consistently showcased enhanced language proficiency across various skill domains, ranging from vocabulary acquisition to grammatical accuracy and fluency. Notably, research conducted by Johnson [1] has shed light on the remarkable achievements of students utilizing digital language learning platforms, demonstrating significantly higher scores in language assessments compared to their counterparts engaged in traditional instructional methods.

The success of educational games in English language learning can be attributed to their ability to transcend traditional instructional paradigms, offering personalized learning experiences tailored to meet the diverse needs and preferences of learners [3]. Through interactive simulations, gamified challenges, and real-time feedback mechanisms, educational games empower students to take ownership of their learning journey, cultivate critical thinking skills, and develop a deeper understanding of language concepts within authentic contexts.

### **Discussion**

The outcomes derived from the utilisation of educational games in the process of acquiring English language skills emphasise their capacity to revolutionise conventional instructional approaches. According to Johnson's research [1], the inclusion of gamified components and interactive features in digital language learning systems improves student engagement and motivation. Smith's study [2] highlights the significance of board games and interactive activities in promoting communication, teamwork, and critical thinking abilities.

Although the advantages of educational games in English language learning are clear, additional research is necessary to investigate their long-term efficacy, ideal incorporation into curriculum, and influence on varied groups of learners. Furthermore, it is essential to take into account factors such as teacher training and the accessibility of appropriate educational gaming materials in order to ensure the successful execution of the programme.

### **Conclusion**

An technique that has the potential to improve language acquisition, student engagement, and overall learning results is the incorporation of educational games into the process of learning English. The findings demonstrate that educational games



are useful in enhancing students' language skills and motivating them to continue their path of language acquisition. The power of educational games allows teachers to construct dynamic and interactive learning environments that generate meaningful language learning experiences. These settings can be created by utilising the power of educational games.

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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.

**Keywords:** Post-world war II, American literature, beat generation, modernist writers

### ANNOTATSIYA

Ikkinchi jahon urushidan keyingi Amerika adabiyoti qator muhim o'zgarishlar va o'zgarishlar bilan ajralib turdi. Urush Amerika jamiyati va madaniyatiga katta ta'sir ko'rsatdi va bu o'sha davr adabiyotida o'z aksini topdi. Ikkinchi jahon urushidan keyingi Amerika adabiyoti turli mavzular va uslublar bilan ajralib turadi.

Bu davrning eng muhim voqealaridan biri Amerikaning asosiy madaniyatini rad etgan va ifodaning yangi shakllarini o'rganishga intilgan yozuvchilar guruhining Beat avlodining paydo bo'lishi edi. Jek Kerouak va Allen Ginsberg kabi Beat yozuvchilari ko'pincha giyohvandlik, jinsiylik va ma'naviyat tajribasi haqida yozganlar va ularning asarlari keyingi yozuvchilar va rassomlarga sezilarli ta'sir ko'rsatgan. Ikkinchi jahon urushidan keyingi Amerika adabiyotidagi yana bir muhim tendentsiya fuqarolik huquqlari harakatining kuchayishi bo'lib, u o'zlik, zulm va qarshilik mavzularini o'rganishga intilgan afro-amerikalik yozuvchilar to'lqinini ilhomlantirdi. Toni Morrison, Jeyms Bolduin va Ralf Ellison bu davrning eng ko'zga ko'ringan yozuvchilari bo'lib, ularning ijodi bugungi kunda ham ta'sirchanligicha qolmoqda. Ikkinchi jahon urushidan keyingi Amerika adabiyoti ham Amerika orzusidan umidsizlik hissi kuchayishi bilan ajralib turdi, chunki yozuvchilar asosiy jamiyatning qadriyatlari va ideallariga shubha qila boshladilar. Bu tendentsiyani J.D.Selinjer va Kurt Vonnegut kabi mualliflar ijodida ham ko'rish mumkin, ular asosiy jamiyatdan yiroqlashgan va o'z hayotida ma'no topishga qiynalgan personajlarni aks ettirgan.

**Kalit so'zlar:** Ikkinchi jahon urushidan keyingi, Amerika adabiyoti, mag'lub avlod, modernist yozuvchilar

## INTRODUCTION

Writers have long drawn on the experiences of war to examine themes such as race, power, democracy, and human behavior under conditions of stress. Partly through addressing these and similar issues with unprecedented candor and realism, U.S. war literature matured during and after World War II. Hundreds of war novels eventually appeared, some of outstanding craftsmanship. Many American poets did impressive work, and wartime journalism and postwar memoirs often exhibited a new subtlety and clarity. Only the most popular or original works and writers can be described here.

## LITERARY ANALYSIS AND FINDINGS

The Second World War had a profound impact on American literature, both during the conflict itself and in the decades following its conclusion. Here are some key points and themes related to the representation of World War II in American literature:

**War Experience** Many American authors who served in the war, such as Joseph Heller, Norman Mailer, Kurt Vonnegut, and J.D. Salinger, drew upon their own experiences in their literary works. Their writings often provided gritty and realistic portrayals of combat, the camaraderie among soldiers, and the psychological toll of war.

**Home Front** While some authors focused on the experiences of soldiers on the front lines, others explored the impact of the war on civilians back home. This included themes such as rationing, women entering the workforce in large numbers, the internment of Japanese Americans, and the anxieties of waiting for loved ones to return.

**Propaganda and Patriotism** During the war, literature was used as a tool for propaganda, both to boost morale among troops and to promote support for the war effort among civilians. Writers like Dr. Seuss and Theodore Geisel created works that supported the war effort and demonized the enemy.

**Diversity and Identity** World War II also prompted discussions about race, ethnicity, and national identity in American literature. African American writers like Richard Wright and Ralph Ellison addressed issues of segregation and discrimination within the military and society at large. Japanese American authors such as John Okada and Monica Sone wrote about the experiences of Japanese Americans during the internment.

**Post-war Reflections** In the years following World War II, many American authors continued to grapple with its legacy and impact on society. Some, like Norman Mailer in "The Naked and the Dead" and Joseph Heller in "Catch-22," critiqued the absurdity and brutality of war. Others, such as Herman Wouk in "The Winds of War" and "War and Remembrance," sought to understand the broader historical context and consequences of the conflict.

**Memory and Trauma** World War II left a lasting imprint on the American psyche, and many literary works explore the themes of memory and trauma. Writers like Tim O'Brien in "The Things They Carried" and Art Spiegelman in "Maus" use fiction and graphic novels, respectively, to grapple with the lingering effects of war on individuals and society.

**Key Authors of Post-World War II American Literature.** Post-World War II American literature is a rich and diverse field, with many influential authors who have made significant contributions to the literary world. 1. Jack Kerouac: Kerouac was a novelist and poet who is often associated with the Beat Generation. His most famous work is "On the Road," which is considered a classic of post-World War II American literature. 2. J.D. Salinger: Salinger was a novelist and short story writer who is best known for his novel "The Catcher in the Rye." His works often deal with themes of alienation and disillusionment. 3. Toni Morrison: Morrison was a novelist and essayist who won the Nobel Prize in Literature in 1993. Her works often deal with themes of race, identity, and the African American experience. 4. Philip Roth: Roth was a novelist who is often associated with the Jewish American literary

tradition. His works often deal with themes of identity, sexuality, and the human condition. 5. Sylvia Plath: Plath was a poet and novelist who is best known for her semi-autobiographical novel "The Bell Jar." Her works often deal with themes of mental illness, gender roles, and the search for identity. 6. Allen Ginsberg: Ginsberg was a poet and leading figure of the Beat Generation. His most famous work is the poem "Howl," which is considered a classic of postworld War II American literature. 7. Flannery O'Connor: O'Connor was a novelist and short story writer who is best known for her works that explore themes of morality, religion, and the human condition. 8. James Baldwin: Baldwin was a writer, essayist, and social critic who explored themes of race, sexuality, and identity in his work. His novels, such as "Go Tell It on the Mountain" and "Another Country," are considered classics of American literature. 9. Maya Angelou: Angelou was a poet, memoirist, and civil rights activist who explored themes of race, gender, and identity in her work. Her memoir "I Know Why the Caged Bird Sings" is considered a classic of American literature. 10. Kurt Vonnegut: Vonnegut was a satirical writer who explored themes of war, technology, and human nature in his work. His novel "Slaughterhouse-Five" is considered a classic of American literature.

***Realism and "Metafiction" in Post War American Literature*** Realism and metafiction are two literary modes that have played significant roles in post-war American literature. Realism, as a literary mode, emphasizes the accurate and objective representation of the world, often through detailed descriptions of characters, settings, and events. In post-war American literature, many writers, such as John Updike, Raymond Carver, and Richard Yates, employed realism to explore themes of social and cultural change, as well as individual identity and relationships. On the other hand, metafiction is a literary mode that blurs the line between fiction and reality, often by drawing attention to the act of storytelling itself. Metafiction can be self-referential and self-conscious, and it often challenges the reader's assumptions about the nature of truth and fiction. In post-war American literature, many writers, such as John Barth, Thomas Pynchon, and Don DeLillo, used metafiction to explore themes of the fragility of identity, the power of language, and the nature of reality. The use of metafiction in post-war American literature was often a response to the changing cultural landscape of the time, which was marked by the rise of mass media, the Cold War, and the rapid changes in technology and society. Metafiction allowed writers to explore the limits of language and the construction of reality, as well as to question the nature of truth and authority.

***Culture Change in Post-War American Literature.*** Postwar American literature also saw significant changes in ethnic, regional, and social character, as



writers sought to reflect the diversity of American society and explore the complexities of identity. Post-war American literature reflected the growing diversity and complexity of American society, as writers from diverse backgrounds sought to explore issues of identity, culture, and social change. These changes have continued to shape American literature and culture in the decades since the postwar period.

***Ethnic Character Change.*** The postwar years saw a rise in ethnic literature, as writers from diverse backgrounds sought to tell their own stories and challenge the dominant narratives of mainstream American literature. African American writers such as Toni Morrison and James Baldwin, Chicano writers such as Rudolfo Anaya and Sandra Cisneros, and Asian American writers such as Maxine Hong Kingston and Amy Tan all emerged as significant figures in postwar American literature.

***Regional Character Change.*** The postwar years also saw a renewed interest in regionalism, as writers sought to explore the unique cultures and landscapes of different regions of the country. Writers such as William Faulkner and Flannery O'Connor were concerned with exploring the complexities of the American South, while Jack Kerouac and other Beat writers were interested in exploring the landscapes of the American West.

***Social Character Change.*** The post-war years saw significant changes in American society, including the growth of the middle class and the rise of consumer culture. Writers such as John Updike and Richard Yates were interested in exploring the lives of ordinary Americans and the impact of social change on individual identity.

### **Conclusion**

Post-World War II American literature was characterized by a diversity of styles and genres, from the experimental fiction of William S. Burroughs to the darkly humorous stories of Flannery O'Connor. Many writers of this period were also concerned with exploring the human psyche and the complexities of the human experience, as seen in the work of Sylvia Plath and John Cheever. Overall, post-World War II American literature was a period of great creativity and innovation, marked by a diverse range of themes, styles, and voices. It remains an important period in the history of American literature and continues to inspire and influence writers today. Overall, the literature of World War II in America encompasses a wide range of themes and perspectives, reflecting the complexity and significance of the conflict in both historical and cultural terms.



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## MODERN INTERACTIVE METHODS FOR ENCOURAGING STUDENTS TO LEARN ENGLISH EFFECTIVELY

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### ABSTRACT

This article explores modern interactive methods for encouraging students to learn English effectively. It provides an overview of the theoretical foundations and presents practical strategies for implementing these methods in the classroom. The article discusses the importance of interactive learning and its impact on language acquisition. It highlights the benefits of incorporating technology and interactive activities into English language teaching. The methods discussed include gamification, multimedia integration, and online collaborative platforms. The article presents research findings on the effectiveness of these methods and provides insights into their implementation.

**Keywords:** interactive methods, English language learning, gamification, multimedia integration, online collaborative platforms

### ANNOTATSIYA

Ushbu maqola talabalarni ingliz tilini samarali o'rganishga undashning zamonaviy interaktiv usullarini o'rganadi. Nazariy asoslar haqida umumiy ma'lumot berish hamda ushbu usullarni sinfda qo'llashning amaliy strategiyalarini taqdim etish orqali maqolada interfaol ta'limning ahamiyati va uning tilni o'zlashtirishga ta'siri muhokama qilinadi. Bundan tashqari maqola ingliz tilini o'qitishda texnologiya va interaktiv faoliyatni qo'shishning afzalliklarini ta'kidlab, muhokama qilingan usullar orasida o'yinlar, multimedia integratsiyasi va onlayn hamkorlik platformalarini ko'rib chiqadi. Maqolada ushbu usullarning samaradorligi bo'yicha tadqiqot natijalari keltirilgan va ularni amalga oshirish bo'yicha tushunchalar berilgan.

**Kalit so'zlar:** interaktiv usullar, ingliz tilini o'rganish, gamifikatsiya, multimedia integratsiyasi, onlayn hamkorlik platformalari

### INTRODUCTION

English language learning has witnessed a paradigm shift in recent years with the emergence of modern interactive methods. These methods aim to enhance students' engagement, motivation, and overall language acquisition. Several prominent researchers

have contributed to this sphere, providing valuable insights into the effectiveness of interactive learning strategies.

In addition, Akmalxonov emphasizes the significance of incorporating interactive activities in language classrooms [1]. According to his, interactive learning fosters active participation, encourages peer interaction, and promotes meaningful communication. Dr. Smith's research further supports this notion, suggesting that interactive methods create a positive learning environment that facilitates language acquisition [2]. Additionally, Dr. Brown's work highlights the benefits of incorporating technology in English language teaching, as it enhances students' motivation and engagement [3]. Furthermore, Dr. Lee's research emphasizes the role of gamification in language learning, demonstrating its potential to increase students' interest and motivation [4].

## **METHOD**

In line with the theoretical foundations laid by these researchers, modern educational standards now recommend the integration of various interactive methods to enhance English language learning. One widely adopted method is gamification, which involves incorporating game elements into the learning process. Gamification taps into students' intrinsic motivation and provides immediate feedback, making the learning experience enjoyable and engaging [4]. Another effective method is the integration of multimedia resources, such as videos, audio clips, and interactive online platforms. Research by Dr. Johnson highlights that multimedia integration enhances students' comprehension, vocabulary acquisition, and listening skills [1]. Similarly, Dr. Smith's work suggests that multimedia resources stimulate students' visual and auditory senses, leading to improved language learning outcomes [2].

Online collaborative platforms also play a significant role in modern interactive learning. These platforms enable students to engage in virtual discussions, collaborate on projects, and receive feedback from peers and instructors. Research by Dr. Brown indicates that online collaboration enhances students' speaking and writing skills, as it provides opportunities for authentic communication and interaction [3].

## **RESULT**

The implementation of modern interactive methods in English language classrooms has yielded promising results. Studies have shown that gamification significantly increases students' motivation, engagement, and overall language proficiency. Students who participate in gamified language learning activities demonstrate higher levels of enthusiasm and perseverance, leading to improved learning outcomes [4].

Similarly, the integration of multimedia resources has proven to be effective in enhancing students' language skills. The use of videos, audio clips, and interactive online platforms fosters a dynamic and immersive learning environment, resulting in improved comprehension, vocabulary acquisition, and listening skills [1][2].

Online collaborative platforms have also demonstrated positive outcomes in English language learning. Students who engage in virtual discussions and collaborative projects exhibit enhanced speaking and writing abilities. The authentic communication opportunities offered by these platforms promote fluency, critical thinking, and intercultural competence [3].

## **DISCUSSION**

The results of implementing modern interactive methods in English language education indicate their significant potential for improving students' learning experiences and outcomes. The integration of gamification, multimedia resources, and online collaborative platforms enhances students' motivation, engagement, and language acquisition [5]. These methods promote active participation, authentic communication, and the development of essential language skills.

However, it is important to consider certain limitations and challenges associated with these methods. Some educators may face barriers in terms of limited access to technology, lack of training, or difficulties in adapting traditional teaching practices to incorporate interactive elements. Future research should focus on addressing these challenges and exploring innovative ways to implement interactive methods effectively.

In conclusion, modern interactive methods offer promising avenues for encouraging students to learn English effectively. The integration of gamification, multimedia resources, and online collaborative platforms enhances motivation, engagement, and language acquisition. Educators should embrace these methods to create dynamic and interactive learning environments that foster students' language proficiency and overall success.

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## USEFUL STRATEGIES TO IMPROVE SPEAKING SKILLS

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### ABSTRACT

This article examines the different circumstances under which infant and adult learners develop speaking skills. We will see the facilities or difficulties in both cases in order to focus on the real possibilities of adults to develop a high level of speaking proficiency. We will see what the role of the teacher is in order to improve the learner's skills, the features of oral communication that need to be improved and which strategies can be used to overcome the difficulties below.

**Keywords:** oral presentation, imitating, reading, verbal, interactive process, self-correct.

### Introduction

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques.

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard to break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong so how shall we prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically and

phonologically correct) language and fluent (flowing, natural) language? However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not, , and selectively address errors

Speaking English confidently is an important goal for many. Often, we hesitate because we are afraid of making mistakes or embarrassing ourselves in front of others. Sometimes mistakes are unavoidable. But like any other skill, you can improve your spoken English if you practice regularly and follow these simple techniques.

The first step in improving your speaking skills is actually working on your listening.

Listening to English has several benefits – it allows you to pick up new words, phrases, and ways to respond in conversations. Secondly, listening provides opportunities to understand pronunciation, how some words are omitted when speaking, how some are joined together, the rhythm, the intonation, and the sounds of language.

What should you listen to? There are many resources available to you to listen to for free. Start with short English clips or videos: pick your favorite English TV show or YouTube channel. Listen to a clip and notice carefully what the characters are saying. Repeat any dialogues or phrases that interest you. Replay the same clip until you understand every word. You could also turn on the subtitles or look at the transcript of the video if available and practice saying the dialogues with the characters.

The third most interesting way to improve your listening and speaking is by listening to audio books. Audio books have become very popular over the past couple of years. They are great for people who have no time to invest in reading books. They are also a wonderful way to perfect your pronunciation.

Imitating or copying someone is a wonderful way to improve your speaking skills. Not convinced? Watch babies and children – how do they learn a language? They copy everything an adult says.

Another benefit of imitation is that it will help you become more accurate in English without having to learn grammar rules. With lots of practice you will begin to remember chunks of words and phrases. This helps in remembering word patterns in a sentence and how certain words go with others.

**To effectively improve your speaking skills, you need to follow these steps:**

- **Listen:** Pick your favorite video or audio clip from any of the sources provided in the earlier section of this article. Play the audio and listen to it carefully. Play as many times as you like to understand how each word is spoken.
- **Repeat and record:** After playing the audio, repeat saying the words and conversations exactly as you heard. Pay special attention to the intonation,



stress, and rhythm of language. Record yourself while repeating the words. Recording will provide you an opportunity to listen to yourself and self-correct.

- **Compare:** Listen to the audio again and compare it with your recording. Does it match? Note down changes that you may need to make.
- **Correct:** Repeat the entire process again until you get better and more accurate.

As this process involves listening to the same audio clip several times, choose a topic that is interesting to you. If you stick with the routine, you will see improvement in your pronunciation, vocabulary, accuracy, and overall speaking abilities in no time!

**Reading** is yet another important skill to have when learning a language. Whether you prefer a novel or an article, reading a few minutes every day will help you acquire new vocabulary.

The most common reason why people hesitate with reading is that it takes quite a lot of time to read a book from start to finish. However, when learning English, reading even for a few minutes is greatly beneficial. Short articles or notes in English are great for this. They only take a few minutes to read and are quite easy to find.

You can start with materials you find every day. Think of notes and memos at work, pamphlets and brochures at your local supermarket, or notices and safety instructions in the elevators – wherever you are there is always something to read.

**Reflection** is a very useful step in improving your speaking skills. Reflection is nothing but asking questions to think about what you learnt, how you learnt, what progress you see, what could be done differently, and how to change the way you learn to allow progress. It is important to reflect on your language learning abilities on a daily basis, especially if you are learning a new language independently. Reflection is another way to provide yourself with some good feedback in the absence of a teacher. Say you had a great conversation in English. After your conversation is over, take a moment to reflect.

**Ask yourself questions such as the following:**

How was it?

How much did you understand the other person?

How confident did you feel in responding to the questions asked or continuing the conversation?

How comfortable did you feel about the topic of discussion?

How quickly were you able to think of the right thing to say or the right word to say?

Did you come across any unfamiliar words?

What did the other person do when they couldn't think of the right word?

Thinking about these questions will help you see your strengths more clearly and gain confidence. You will also find opportunities for improvement and specific areas to work on.

**You could also reflect after reading or listening to something in English. Ask yourself these questions.**

What are some of the key points you learned from the article or podcast?

Can you summarize them in your own words?

Are there some words or ideas that were new to you?

Can you use the words and sentences around the new word to guess the meaning of this new word? Look up a dictionary soon after to confirm if you really got the meaning right.

Recording your reflections in a notebook after every learning session will help you see your progress over time.

A lot of us hesitate to speak or take part in conversations in English because we are nervous about what to say. We are anxious that what we say may not be appropriate or we may make mistakes. We can easily fix this problem by preparing ahead. Are you going to a restaurant with your colleagues? Think of situations that require you to speak English. Order food, perhaps? Ask for changes to a dish? Ask your colleagues' preferences? Ask for the bill? What vocabulary do you need in these situations? Write up a simple list of phrases to use.

There is no magic pill that would help you speak better. You must put yourself in situations where you are forced to speak in English to get better at it. Start small. Do you live or work at a place where you need to speak English to get by? Great! Take advantage of this situation by speaking to people around you. It could be at your workplace or even at a coffee shop – doesn't matter where, as long as you can speak.

If you don't have that advantage, practice speaking in English with your colleagues or classmates. It is easier if you choose someone who speaks a different language than you do as it forces you to communicate in English.

You could also consider joining an English language course to improve your range of vocabulary and speaking. You get tons of practice and a teacher to provide you with some personal feedback on your speaking skills. You will meet likeminded learners from all over the country or even another country.

These days, a lot of online forums and discussion groups focus on language learning as a goal. Joining such a forum will help you practice speaking with students from different parts of the world with similar goals. Many of these groups are easy to find. Try Facebook, Reddit, or Discord. Just a word of caution – it is important to keep in mind internet safety and security. Remember safety should be your priority. Read these online safety tips before joining a group.

We cannot stress this enough. Regular and consistent practice is the key to success when it comes to speaking English. The tips and suggestions that we've described above only work if you use them regularly. So, here's what we recommend. Start small – spend just 10 minutes every day doing 1-2 of the above things. Maybe listen to a short video clip today and imitate. Reflect on what you learned. Tomorrow, pick up a short article. Read aloud and summarize in your own words. Reflect on what you read and the new words.

Some days you will find more time. Dedicate more time when you can but do the minimum every single day. You will see a big change in your abilities in no time! As you improve, you'll get more confident and more ready for bigger challenges. This is the time to find speaking partners and to put yourself in situations that require speaking in English. Don't worry about making mistakes. Most people don't care if you make mistakes. Speaking is the key to communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners to improve their speaking and overall oral competency. Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed before can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

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## CHARLES DICKENS AS A FOUNDER OF CHRISTMAS GENRE IN BRITISH LITERATURE

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### ABSTRACT

Charles Dickens' impactful influence on British literature is most notably evident in his founding of the Christmas genre, a legacy that continues to define the spirit of the season for readers worldwide. Through his timeless works such as "A Christmas Carol," Dickens crafted narratives that resonate with themes of compassion, redemption, and the transformative power of the holiday season, establishing him as a visionary architect of the festive literary tradition. This article explores Dickens' profound contributions to the Christmas genre in British literature, highlighting the enduring significance of originality and creation of genre of Christmas. And it provides information about the history of the creation of "A Christmas Carol", which belongs to the Christmas genre, and the importance of the feelings and experiences of the characters.

**Keywords:** Victorian, Christmas, timeless, statement, works, "A Christmas Carol", child.

### ANNOTATSIYA

Charlz Dikkensning Britaniya adabiyotiga ta'sirchan ta'siri uning butun dunyo bo'ylab kitobxonlar uchun mavsum ruhini belgilashda davom etuvchi Rojdestvo janriga asos solganida yaqqol namoyon bo'ladi. Dikkens o'zining "Rojdestvo karoli" kabi abadiy asarlari orqali rahm-shafqat, qutqarish va bayram mavsumining o'zgartiruvchi kuchi mavzulari bilan rezonanslashadigan rivoyatlarni yaratdi va uni bayram adabiy an'alarining ko'ruvchi me'mori sifatida tasdiqladi. Ushbu maqola Dikkensning Britaniya adabiyotidagi Rojdestvo janriga qo'shgan ulkan hissasini o'rganib, o'ziga xoslik va Rojdestvo janrining yaratilishining doimiy ahamiyatini ta'kidlaydi. Rojdestvo janriga mansub "Rojdestvo karol" asarining yaratilish tarixi, qahramonlarning his-tuyg'ulari va kechinmalarining ahamiyati haqida ma'lumot beradi.

**Kalit so'zlar:** Viktoriya, Rojdestvo, abadiy, bayonot, asarlar, "Rojdestvo Kerol", bola.

## INTRODUCTION

One of the most significant writers of the Victorian era, Charles Dickens, is well known for his moving books that bring life in his day to life. By highlighting the socioeconomic conditions, institutional weaknesses, and cultural norms of the time, his engrossing characters, vivid descriptions, and riveting stories brought the streets of London to life. Dickens experienced severe poverty and adversity during his early years.

Beginning in 1836, Charles Dickens began publishing descriptive and short stories for newspapers, which were later collected as Sketches by "Boz" (1836). On the basis of this book, Dickens was given the go-ahead to compose a historical novel in Scott's style, he subsequently published as Barnaby Rudge in 1841. By coincidence, his abilities were channelled into something more distinctive. He agreed to provide the text for a run of humorous engraving in February 1836. The Pickwick Papers (1836-1877), one of the funniest novels in English literature, was the unexpected outcome. The monthly installments sold more than 40, 000 copies by July 1837. Both Dickens' exceptional popular appeal and the Victorian novel's enormous creative potential were established at the same time. His writing career began as a parliamentary reporter before he catapulted into fame with his serial publications like "The Pickwick Papers," "Oliver Twist," "Nicholas Nickleby," and later, standalone works like "David Copperfield," "Bleak House," and "Great Expectations."

## LITERATURE REVIEW

While the Victorian author didn't actually invent Christmas, he did renew – and redefine – its generous spirit.

By Professor Ken Gelder, University of Melbourne: Looking back from our vantage point of a century and a half, Charles John Huffam Dickens appears truly deserving of the moniker "The Man Who Invented Christmas," as bestowed upon him by London's Sunday Telegraph on 18 December 1988. He managed to convey to his younger counterparts that it was his initiative, rather than the Young England Movement led by Benjamin Disraeli or the Oxford Puseyites, which played the pivotal role in restoring the essence of the grand Christian festival. This rejuvenation was necessary as the festival had witnessed a decline in Great Britain following the massive urbanization spurred by the industrial revolution since the late eighteenth century. Paul Davis, in his work *The Lives and Times of Ebenezer Scrooge* (1990), recounts the story initially narrated by Theodore Watts-Dunton in 1870 about Dickens. On June 9th of that year, while strolling down Drury Lane close to Covent



Garden Market, Dunton overheard a heartfelt exclamation from a Cockney barrow-girl upon learning of the illustrious novelist's demise: "Dickens dead? Then will Father Christmas die too?" Undeniably, for those of us hailing from British origins, Dickens' pivotal role transcends that of any other figure in breathing new life into Christmas traditions that had faced near extinction.

## LITERATURE REVIEW

"In fighting for Christmas he was fighting for the old European festival, Pagan and Christian, for that trinity of eating, drinking and praying which to moderns appears irreverent, for the holy day which is really a holiday "

This statement captures how Dickens viewed Christmas, both in his personal experiences and his literary works. His deep reverence for the holiday as a cherished tradition from bygone days, his focus on reminiscing about the past, aligns with the sentiments of his peers and, as highlighted by Chesterton, evolves into a significant and enduring theme in Dickens' writing.

## RESULTS AND DISCUSSIONS

**Embracing Childhood and Family:** Due to Dickens' strong sense of nostalgia, there was a growing focus on childhood, especially during Christmas. As traditional festive activities were revived, Victorian Christmas celebrations began to emphasize the importance of family over community gatherings. Children became the focal point of the holiday, symbolizing its essence. This child-centered shift during the Victorian era was closely intertwined with Dickens' writings, where themes of childhood feature prominently.

**Exploring Childhood and Christmas Spirit in Literary Works:** Dickens' works, from "Oliver Twist" to "Great Expectations," explore the experiences of children, capturing both their challenges and joys. Dickens played a key role in promoting the idea of Christmas as a time for children, drawing from his personal memories to infuse his stories with poignant childhood imagery. The depiction of Scrooge's lonely school days during the holidays in "A Christmas Carol" evokes a sense of childhood loneliness, highlighting the transformative power of festive cheer. Dickens' narrative also emphasizes the connection between children and the spirit of Christmas, with his portrayal of merry children serving as a poignant reminder of the holiday's essence.

**Dickens' Christmas Legacy in "A Christmas Carol ":**In many of his writings, Dickens celebrated Christmas, but it was his famous work "A Christmas Carol" published in 1843, that cemented our traditional Christmas imagery of wintry



weather outside and warmth, feasting, and family togetherness inside. Drawing on his own experiences of a modest family background, Dickens fondly recalls a Christmas where family gatherings were the heart of joy, unity, and anticipation, filled with nostalgic games like Snap Dragon and Blind Man's Buff that even his character Bob Cratchit enjoys with his family on Christmas Eve.

## CONCLUSION

Dickens's iconic work, "A Christmas Carol," exemplifies themes of compassion, redemption, and the transformative power of the holiday season. Dickens' impact on the Christmas genre is explored in this article, emphasizing the importance of originality and creation in establishing a lasting literary tradition. His writings shed light on the harsh realities of Victorian society, including poverty, labor conditions, and the mistreatment of children. Dickens' fondness for Christmas is evident in his personal experiences and literary works, with a particular emphasis on childhood. He depicts the importance of family and the joy of the holiday season through his portrayal of children and their experiences. Dickens' deep reverence for the holiday is reflected in his nostalgic reminiscing and his portrayal of memorable childhood moments. Through his profound contributions, Dickens has left a lasting impact on the spirit and celebration of Christmas worldwide.

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## THE REFLECTION OF HEROISM IN THE NOVELS OF E. HEMINGWAY

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### ABSTRACT

This article examines the portrayal of heroism in Ernest Hemingway's novels, such as "The Old Man and the Sea." Hemingway's works often focus on themes of death and explore the experiences of the lost generation. Four main topics consistently captured Hemingway's interest in his writings: fishing, hunting, war, and bullfighting. His novels frequently feature characters involved in acts of violence.

**Keywords:** heroism, violence, death, struggle, fiction, story, novels, failures.

### ANNOTATSIYA

Ushbu maqolada Ernest Xemingueyning "Chol va dengiz" kabi romanlarida qahramonlik tasviri ko'rib chiqiladi. Xeminguey asarlarida ko'pincha o'lim mavzulariga e'tibor qaratiladi va yo'qolgan avlodning kechinmalari o'rganiladi. Xemingueyning o'z asarlariga qiziqishini doimiy ravishda to'rtta asosiy mavzu: baliq ovlash, ovchilik, urush va buqalar jangi tashkil qiladi. Uning romanlarida ko'pincha zo'ravonlik harakatlarida ishtirok etgan qahramonlar tasvirlangan.

**Kalit so'zlar:** qahramonlik, zo'ravonlik, o'lim, kurash, fantastika, hikoya, romanlar, muvaffaqiyatsizliklar.

### INTRODUCTION

Ernest Hemingway, born in Oak Park, Illinois in 1899 and passing in 1961, began his writing career at the age of seventeen in a Kansas City newspaper office. He volunteered for an ambulance unit in the Italian army during World War I, where he was injured, honored by the Italian Government, and spent time in hospitals. Upon returning to the US, he worked as a reporter for Canadian and American newspapers, covering events such as the Greek Revolution in Europe.

In the 1920s, Hemingway joined a group of expatriate Americans in Paris, depicted in his first significant work, "The Sun Also Rises" (1926). Another successful work was "A Farewell to Arms" (1929), which explored an American

ambulance officer's disillusionment and desertion during the war. Drawing from his experience as a war correspondent in Spain, Hemingway wrote his ambitious novel, "For Whom the Bell Tolls" (1940). Among his later works, "The Old Man and the Sea" (1952), tells the story of an elderly fisherman's struggle at sea, depicting his perseverance and ultimate victory in defeat.

### **LITERATURE REVIEW**

Ernest Hemingway's works have been studied and analyzed by a wide range of literary critics, scholars, and academics. Critics from various backgrounds and fields, including literature, history, psychology, and sociology, have delved into the themes, writing style, characters, and influence of Hemingway's writings. Additionally, Hemingway's works have been a significant focus of literary analysis and academic research in universities and educational institutions worldwide. Xie (2008) supposed that Hemingway left out the necessary detail from a storyline that may contribute to enhancing it. He compared the structure of his hypothesis to that of an iceberg, where just one-eighth was visible above the water's surface while the other seven-eighths were submerged. In Hemingway's stories, the iceberg's hidden portion represents implication. It subtly mixes the sensibility and critical faculties of literature and allows readers to delve into the underlying meaning through the works' arresting imagery.

### **METHODOLOGY**

This research will look at how heroism and bravery were reflected in Hemingway's novels. We'll be paying close attention to the language, the suddenness of events, the behavior of the characters, their patience and tolerance in any difficult situation, and imagery he uses. Through rigorous textual analysis and a review of previous research, this study seeks to establish how powerful heroism is in the novel.

### **RESULTS AND DISCUSSIONS**

Hemingway's heroic characters share several key traits and characteristics that set them apart from traditional heroes. These include:

**1. Courage:** Hemingway's heroes exhibit courage in the face of danger and adversity. They are not fearless, but they are willing to take risks and face their fears to achieve their goals.

**2. Integrity:** Hemingway's heroes have a strong sense of personal integrity and a commitment to their values. They are not easily swayed by outside influences and are willing to stand up for what they believe in.

**3. Resilience:** Hemingway's heroes are resilient in the face of setbacks and failures. They are able to bounce back from adversity and continue to pursue their goals.

**4. Self-awareness:** Hemingway's heroes are introspective and self-aware. They are able to reflect on their own thoughts and emotions and make sense of their experiences.

**5. Physical prowess:** While Hemingway's heroes are not superhuman, they often possess physical strength and endurance that allows them to overcome physical challenges.

**6. Emotional depth:** Hemingway's heroes are not one-dimensional; they have complex emotional lives and are often engaged in existential struggles to find meaning and purpose in life.

Overall, Hemingway's heroic characters exhibit a unique combination of physical and emotional strength, resilience, and self-awareness that sets them apart from traditional heroes. They are complex, relatable, and exhibit a more realistic portrayal of heroism.

"The Old Man and the Sea" narrates the courageous journey of an elderly Cuban fisherman, Santiago, as he battles against formidable elements beyond his control. Santiago embodies traits of bravery, unwavering determination, and a profound reverence for nature. Engaging in a daunting struggle with a 1500-pound fish aboard a small boat in the vast ocean exemplifies Santiago's heroism and resolute spirit. Despite having an ill-equipped boat, patched up with flour sacks for sails, Santiago's fearless pursuit of the colossal fish underscores his heroic nature. Enduring hours of relentless struggle as he allows the marlin to drag him, Santiago's perseverance and relentless ambition shine through. Maintaining vigilance and determination throughout the fishing expedition, Santiago ultimately triumphs by staying committed until he prevails over the marlin. His deep love and admiration for nature remain integral aspects of his character, evident throughout the narrative. In "The Old Man and the Sea," Santiago epitomizes the quintessential Hemingway Hero. Despite age and poverty, he showcases strength, determination, and unwavering pride. Santiago's resilience, optimism, and unwavering resolve in battling the marlin and sharks symbolize triumph amid adversity, embodying the essence of Hemingway's heroic characters.

## CONCLUSION

The heroes in Hemingway's novels, resembling the author himself, exhibit bravery, confidence, and isolation, appealing to readers seeking unconventional figures amidst a post-World War I shift away from religious beliefs. "The Old Man and the Sea" portrays Santiago, a quintessential Hemingway Hero, embodying courage, determination, and reverence for nature. Despite age and adversity, Santiago's unwavering spirit is evident in his relentless battle with a 1500-pound fish

on a humble boat. Persisting through trials and shark attacks, Santiago symbolizes resilience and triumph in the face of destruction, epitomizing Hemingway's themes of perseverance and fortitude.

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## CLIL IN TEACHING ENGLISH THROUGH MATH

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### ABSTRACT

CLIL is an educational approach in which a foreign language is used for the teaching and learning of content and language. The term CLIL was created in the mid Nineties on the not completely new idea to designate practices in content-based language learning. In fact, in Sixties, in Canadian and USA schools, a prototype of CLIL methodology was carried on by means of immersion programs under a different label: Content-based language teaching or Content-Based Instruction. In a CLIL course, learners not only learn a second language but also learn about a topic totally new to them, for example geography or math.[1]

**Keywords:** CLIL, (Content and language integrated learning) Math, Foreign Language Learning, teaching English.

### ANNOTATSIYA

CLIL - bu chet tilini yangi fan va mavzu doirasida o'rgatish va o'rganish uchun foydalaniladigan ta'lim yondashuvidir. CLIL atamasi 90-yillarning o'rtalarida tilni mazmunga asoslangan o'rganish amaliyotlarini belgilash uchun mutlaqo yangi bo'lmagan g'oya asosida yaratilgan. Aslida, 60-yillarda, Kanada va AQSh maktablarida CLIL metodologiyasining prototipi boshqa yorliq ostida immersion dasturlar orqali amalga oshirildi: Kontentga asoslangan tilni o'qitish yoki Kontentga asoslangan ta'lim. CLIL kursida o'quvchilar nafaqat ikkinchi tilni o'rganadilar, balki ular uchun mutlaqo yangi mavzuni, masalan, geografiya yoki matematikani ham o'rganadilar.

**Kalit so'zlar:** CLIL, (Til va tarkibni integratsiyalashgan o'rganish) matematika, chet tillarini o'rganish, ingliz tilini o'rgatish.

### INTRODUCTION

English through Math is a special form of the English language used for making formal mathematical statements, specifically to communicate definitions,



theorems, proofs and examples. Many ordinary English words are used in math English with different meanings. “In some ways, math English is a foreign language.”[2]

John Haigh (2016) states that “Students experience a world full of mathematical processes in their daily life.”[3] In CLIL approach language is used as an instrument to learn the content of a subject(in this article Math) present in the school curricula: language and subject learning converge (Coyle, Hood, & Marsh, 2010); the focus is on content and not on the grammar; language is learnt in a natural way in the classroom setting, relating it to the real world; learners’ exposure to the target language increases; CLIL prepares students to a multilingual and global society.[4]

**Linking English and math in the classroom helps students in several ways:**

- Consolidates student comprehension of both disciplines
- Helps students communicate their thinking
- Builds conceptual understanding
- Improves problem-solving abilities
- Increases technical vocabulary
- Provides context for abstract mathematical functions
- Helps students remember mathematical processes

**WRITING AND MATH**

***Create a Quiz***

Enjoyable way to end classwork on a math topic and a valuable opportunity to assess student understanding at the same time.

One way to organize this is to ask students to write a quiz and an answer key for the topic they have just covered. They then swap their quiz with a partner, and each student completes the other’s quiz. When finished, students mark each other’s answers.

Students will be revising their understanding of what they’ve been working on throughout the process, from compiling and answering the questions to marking and correcting the answers.

***Initiate Project-Based Learning***

(PBL) is a great way to integrate math and writing, among other subjects and skills. PBL has become increasingly popular in recent years as it offers students opportunities to learn by engaging in real-world or simulated activities.

One method of getting PBL started in your classroom is to organize students into small groups of three or four. Assign each group a topic to make a presentation on Some possible topics for students to explore could include titles like *Different*

*Methods of Division, Shapes and their Properties, or Strategies for Solving Word Problems.*

To prepare for their presentations, each group will need to undertake research, writing, and rehearsal. While they get ready to explain what they've learned about their assigned topic, they'll engage in a wide variety of possible writing activities, including note-taking, instruction writing, slide creation, scriptwriting, etc.

Another way to use PBL to link your students' work in Math with their writing activities is to organize them into groups and provide each group with a real-life problem to solve that requires them to use their quantitative literacy skills.

For example, you might create a task where students design a fundraising campaign to build a school in an impoverished nation.

While they will require their mathematical know-how to calculate the costs involved in their project, they will also need their writing skills to complete funding applications and write information leaflets, letters, etc.

PBL requires students to engage in many forms of collaboration, critical thinking, and problem-solving. It also offers many authentic writing opportunities that can help students easily link their learning in math to other subjects.

### ***Integrate Math into Different Text Types***

It's common practice to integrate other areas of the curriculum into our writing lessons. For example, students might choose a historical subject to practice their recount writing skills or a topic from geography to focus on writing an explanatory text.

For some reason, though, it seems that math is all but ignored when it comes to our writing lessons. Despite this, the subject provides plenty of topics and concepts that would fuel writing activities for a wide range of text types.

Examples:

Instruction writing happily lends itself to describing math processes using the *How to* format. Students will consolidate their understanding of both the math content they are writing about and the text type they are writing in.

Math stories are an excellent way for younger students to explore narrative writing and find ways to express what they know about the basic maths concepts they are getting to grips with in class. In the beginning, you can model how to use storytelling to understand math.

For example, a basic addition sum such as  $2 + 3 = 5$  can be retold as a simple story of two friends going to watch a basketball game where three other friends join them.

The complexity of the story structures can increase with the complexity of the mathematical concepts the students learn.

### ***Keep a Learning Log***

Learning logs are another excellent way for students to respond in writing to their learning in math.

With a learning log, students respond to a prompt by writing in their logbooks for several minutes.

The work should be unedited. Learning logs aren't meant to be polished, well-crafted literary masterpieces. Instead, they're designed to encourage students to focus on their math and review what they learned.

The writing prompt usually takes the form of "*What have we learned about x?*" or something similar. Students can include definitions and examples to help illustrate their understanding of the concepts worked on.

As students get used to writing in their learning logs, they'll begin to find formats that work for them. Sharing their logs is an excellent way for students to find new and effective ways of organizing their thoughts and ideas without needing to dictate how they structure their logs.

Learning logs are a fantastic means of encouraging your students to form their own connections and create their own examples and applications. They help students shift their learning from a focus on memorized facts to the construction of meaning.

Mathematics plays a crucial role in our daily lives by providing a wide range of applications and benefits.[5] Mathematics helps us in various aspects such as counting, problem-solving, analytical and critical thinking, and investigation. It has practical applications in fields like physics, engineering, finance, weather forecasting, and data analysis. Mathematics is also used in everyday events like sports, business, social sciences, and even gambling.[6] However, many students may struggle to see the relevance of mathematics in their daily lives. Mathematics might seem boring or difficult to some students. Whereas, it can be very catchy and interesting subject if a teacher applies more effective ways of teaching such as CLIL. To overcome the struggles that students might face, in the lessons of math, using CLIL approach, strategies such as providing real-life examples and contextual learning (students making personal connections to vocabulary words in order to remember them), for abstract mathematical functions integrating into English education can help improve students' perspective and understanding of the subject and the language. Overall, mathematics is a powerful tool that helps us solve problems and make sense of the world around us.

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## WALTER SCOTT – A FOUNDER OF A GENRE OF A HISTORICAL NOVEL IN ENGLISH LITERATURE

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### ABSTRACT

This article talks about the life and work of the world-famous English writer Walter Scott, his role in English critical realism literature, and the author's interest in the national past and folklore, which laid the foundation for the historical novel genre in European literature.

**Keywords:** historical novel, Walter Scott ,Romanticism, English literature, genre.

### INTRODUCTION

Romanticism (French romanticisme) - the first half of the 18th century - a trend that appeared in the literature and art of Europe and America in the 19th century and spread throughout the world. During the period of romanticism, new artistic forms appeared. The historical novel, fantastic story, lyric epic genres, reforms in stage art are the great results of this period. Lyrika experienced its second spring in the same period. New aspects of the meaning of the poetic word were discovered, and the poetic word was enriched with metaphorical means to express feelings and emotions. In poetry, the musical and pictorial beginnings were combined; the rich manifestations of art, philosophy and religion appeared, the process of convergence of art types, harmonizing ordinary and extraordinary events, comedy and tragedy intensified. Propensity to fantasy, comic exaggerations, and explicit formality of the form became factors determining the uniqueness of Romanticism figures in the artistic image. To some extent, England can be considered the ancestral homeland of romanticism. The first bourgeois development there gave birth to the first anti-bourgeois aspirations typical of the Romantics. Over the past century, English literature has depicted many important features of the romantic worldview: ironic self-regard, anti-rationalism, ideas about "incomprehensible things", striving for

"antiquity". The impetus for the emergence of English romanticism was both external and internal events - at this time, the industrial revolution took place in England.

## LITERARY REVIEW

Scott (Scott) Walter (1771.15.8, Edinburgh - 1832.21.9, Abbotsford) is an English writer, the founder of the historical novel genre. From 1799 he worked as a sheriff in Selkirk County, from 1806 as a court clerk. His first work is "Ivan evening" (romantic ballad, 1800). He collected Scottish folk ballads and published the 3-volume collection "Songs of the Scottish Regions" (1803). S. is the author of 9 epics, 26 novels, several short stories and literary-critical and historical works. Scott's novel "Waverly" (1814), dedicated to the Jacobite uprising, a historical event that took place in England in 1745, brought him great fame. Among S.'s novels, the works "Puritans" (1816) and "Rob Roy" (1-3 volumes, 1818) taken from the life of the Scottish people are particularly important. If the 1st novel describes the rebellion of 1679 against the Stuart dynasty, which returned to the stage of history in 1660, then in "Rob Roy" the image of "Scottish Robin Hood" - the people's avenger - was created. The characters of Waverly and Roy Roy in Scott's novels, although they are considered central characters, actually serve as a bridge connecting different political forces that are fighting each other.

## DISCUSSION AND RESULTS

Three generations of Romantics have changed English literature over the course of nearly half a century. Adults are represented by Blake, Wordsworth, Coleridge, Walter Scott; in the middle - Byron, Shelley, Keats; Carlisle Jr. Internal differences in English romanticism are mainly along socio-political lines, English romantics are distinguished by a unity of aspirations, which puts them in the position of people who always resist the passage of time. Unlike the romantics who longed for the past, with which they had no serial connection, Walter Scott's history is rightly considered a part of national history. In addition, through self-education, he acquired extensive historical and ethnographic knowledge. Scott's legacy is huge: a collection of poems (including his best ballads - "Smalholm Castle", 1802; "Marmion", 1808; "Two Lakes", 1810), 41 volumes of novels and short stories, extensive epistolary heritage. His historical novels are divided into two groups according to the national theme: "Scottish" - the most important are "The Puritans" (1816), Rob Roy (1818) - and "English" (Ivenhoe, 1819; "Kenilworth", 1821, etc). Some novels are based on the history of other countries ("Quentin Dorward", 1823; "Count Robert of Paris", 1832), but in these works, Scott observed the formation of a single national state in England and Scotland and paid great attention to describing the domestic and spiritual life of different layers of society. What distinguishes Scott's novels from the



"foggy antiquity" of other romantics is concreteness. The author himself emphasized these differences. For example, the epigraph for Rob Roy is from a Wordsworth ballad. But if for the poet this name is a symbol and half a fairy tale, then Scott describes the "old days" in all its details and draws conclusions about it. Scott tried to fully understand the life of the people and through it - the general patterns in the change of time and customs. Scott's works of the 20s, in addition to the novel "St. Ronan's Streams" (1-3 volumes, 1824) in the spirit of critical realism, "The Life of Napoleon Bonaparte" (1-9 volumes, 1827) on historical and historical-literary themes, "History of Scotland" (1-3 volumes), works such as "The Death of Lord Byron" (1825) occupy an important place. Scott also introduced the rules of the historical novel genre. The genre of the historical novel started by Scott developed widely in the literature of European nations in the second half of the 19th century, and in the beginning of the 20th century. Some stories have been translated into Uzbek.

### CONCLUSION

In novels about the recent past, the story is presented to the reader more as an oral truth about the events of the past. The writer avoided parallels between the past and the present; the past is not parallel, but superior, the source of modernity. Drawing on the experience of Shakespeare and Defoe, Scott did many things in his own way. Thus, he changed the ratio in the placement of fictional and real characters: the fictional characters are in the first place and occupy most of the story. If Shakespeare followed the plot of the legend, Scott himself created the outline of the story, presenting the legendary characters anew. In other words, the goal was to show "why the people of the past centuries behaved the way they did, not under the pressure of circumstances and political passions." How the characters and situations are created in Scott's historical novels is perceived by the 19th century historical novel.

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## ENLIGHTENERS' PHILOSOPHY AND ITS REFLECTION IN ENGLISH LITERATURE

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### ABSTRACT

The Enlightenment era marked a significant intellectual movement that shaped not only philosophical discourse but also had a profound impact on English literature. This article delves into the Enlightenment philosophers' ideals and how they influenced English literary works of the time. By examining the key tenets of Enlightenment philosophy and their manifestation in English literature, this article aims to highlight the intricate relationship between rationalism, humanism, and literary expression during this transformative period.

**Keywords:** Enlightenment, philosophy, English literature, works, rationalism, humanism, improve, perspectives.

### INTRODUCTION

The Enlightenment, a significant philosophical movement in 18th-century Europe, promoted the belief that reason should serve as the main basis for authority and legitimacy. This period championed principles like freedom, advancement, inclusivity, unity, constitutional governance, and the division between religion and government. Emphasizing the scientific approach and critical analysis, the Enlightenment era encouraged skepticism towards traditional religious beliefs. Fundamental concepts like civil liberties, human rights, and the division of governmental powers that form the foundation of modern democracies were shaped by the Enlightenment's ideals.

### MAIN PART

The 17<sup>th</sup> century marked a shift from an age of faith to an age of reason. Literature represents the turbulence in society, religion, and the monarchy of this period. Life for the English people changed as religious controversy and civil war shook the nation. These issues reformulated the roles of individuals in society, perspectives of faith, and social structures in England. Writers of this period offer their own philosophies as proof of the issues and influenced the masses. Specific examples of the authors of this period who present English issues and perspectives in

their works are John Donne and John Milton. Common themes among these two authors are love, religion, and political views.

The writers of the 18<sup>th</sup> century started a public movement for enlightening the people. They thought to improve the world by teaching. They considered Church dogmas and cast distinctions as useless and rejected them.

The movement of the Enlightenment all over Europe had much in common.

- A deep hatred for feudalism.
- The writers of the age of the Enlightenment insisted upon a systematic education for all they fought for self-government and liberty.
- They all spoke up for the common people and peasants in particular whose fate was to be decided in the 18<sup>th</sup> century.

But these common features were different between the ideas expressed by English and French writers. The English writers of the time formed two groups. Those who hoped to better the world simply by teaching belonged to the first group. Their works differed greatly.

Enlightenment thinkers promoted the use of reason, empirical evidence, and the acquisition of knowledge as essential elements for advancing society. In England, influential figures like John Locke and David Hume championed these principles, highlighting the significance of human rationality and critical thought in molding cultural standards. These philosophical principles influenced English literature during that era, with themes of reason, individual freedoms, and societal improvement evident in the works of renowned authors such as Alexander Pope, Jonathan Swift, and Mary Shelley.

During the Enlightenment period, English literature reflected ideals of reason and humanity by exploring themes like personal liberty, fairness in society, and seeking knowledge. Writers of this era used their works to question established norms, challenge those in power, and support progressive notions of logic and human worth. Authors like Daniel Defoe through his novels and Jonathan Swift through his satirical pieces exemplified how Enlightenment philosophy shaped English literature. Their writings engaged deeply with philosophical discussions and social concerns of the time.

Furthermore, the Enlightenment's focus on using empirical evidence and scientific investigation influenced literary forms like the novel, resulting in more authentic depictions of human life and societal realities. Authors such as Samuel Richardson and Jane Austen integrated Enlightenment ideals of rationality and ethical behavior into their writings, presenting characters who navigate moral challenges and societal pressures in their quest for individual satisfaction and communal well-being.

Science became a central aspect of Enlightenment discussions and thinking. Numerous Enlightenment writers and intellectuals had scientific backgrounds and linked scientific progress to challenging the authority of religion and traditional power structures in support of promoting open expression and independent thinking. Generally, Enlightenment science placed a strong emphasis on observation and logical reasoning, aligning with its core values of advancement and improvement. Nonetheless, similar to other Enlightenment perspectives, not everyone universally recognized the advantages of scientific advancements.

### **CONCLUSION**

In summary, the Enlightenment philosophers' ideas profoundly influenced English literature, sparking a period of intellectual exploration and creative advancement. By exploring how Enlightenment principles intertwined with English literary creations, we gain a deeper understanding of how reason, humanity, and advancement shaped the literary realm of that era. Reflecting on the lasting influence of Enlightenment philosophy on English literature reveals the significant impact of logical thinking and human-centered values on the development of literary expression during this pivotal time.

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## IMPORTANCE AND DIFFERENCE OF TRADITIONAL AND ELECTRONIC DICTIONARIES IN FOREIGN LANGUAGE LEARNING

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### ABSTRACT

This article explains the difference between electronic dictionaries and traditional dictionaries, how to use them in different ways, and several ways to help you learn them. In addition, the article presents the effectiveness of using electronic dictionaries in teaching and learning foreign languages and its importance and place in our country. At the same time, we thought it necessary to give an example in the article of some electronic dictionaries and their methods of use and their advantages over traditional dictionaries.

**Keywords:** dictionary, electronic dictionary, traditional dictionaries, synonym, antonym, phrases, multimedia, lexicography.

### Introduction

Uzbek lexicography in our country, which is rapidly developing, has mastered not only traditional but also modern dictionary creation. At the moment, the work of creating modern electronic dictionaries is being intensively continued. The creation of electronic copies of previously published dictionaries, along with the works available in many libraries, is central to lexicography today. For instance, in the libraries we can see “National Encyclopedia of Uzbekistan”, “Explanatory Dictionary of the Uzbek Language” and several similar translation dictionaries. Not limited to hard copy only, their electronic forms are widely referred by experts to the general reading public to use. In addition, initial steps are being taken in our republic to create Wikipedia dictionaries based on the experience of world lexicography. The advantage of these dictionaries is that they are quick, universal and popular, save the time of reader, and express the requested information concisely and clearly. The history of lexicography, that is, the history of world lexicography, has been developing since ancient times. Along with this, Uzbek lexicography also began to be

formed several thousand years ago. The first stage of Uzbek lexicography was manifested in the 11<sup>th</sup> century in the work of our grandfater Mahmud Koshgari “Devonu dictionary-Turkish”. The work is called “Divanu lugati-t Turk” in Arabic. In this term, divan-“wall”, a collection of words in a certain order, dictionary-“words” means “turki” which is its interpreter, meaning the Turkish language of that time. The translation will be “The Devan of Turkish words”[1]

### **Literary analysis and methodology**

Dictionaries always unite the nations of man-society-culture. Efforts to study the history of educational dictionary and electronic dictionary began two or three centuries after the study of general lexicological issues in both European linguistics and Russian linguistics. In Europe, educational lexicography has achieved its goals, and today it is dealing with issues of creating modern versions of educational dictionaries, that is, their electronicization[2] The development of information and communication and digital technologies allows pupils and students to build the educational process in a quality way. Examples of modern electronic dictionaries are considered to be the most effective resources for students to use in learning English. Conducted and tested studies lead to an understanding of the effectiveness of electronic dictionaries, but it is not recommended to completely replace paper versions, because working with traditional dictionaries helps students develop thinking skills. Describes electronic dictionaries as a collection of references that provide information about words and phrases in and out of context. In particular, compared of traditional paper versions, electronic dictionaries have more possibilities, which determines their high pedagogical potential[3] The use of online dictionaries is an important part of education and allows you to develop reference skills. Firstly, traditional dictionaries lag far behind linguistically. Electronic dictionaries can be updated almost daily. In addition, electronic dictionaries contain synonyms and antonyms of words, as well as definitions of words and create free sentences through them. If we take the Wisdom electronic dictionary as an example, it contains at least 120,000 more words and phrases than existing words, more than 70,000 English and more than 50,000 Uzbek words and phrases related to a specific field is an electronic dictionary with the largest number of words and phrases in Uzbekistan. There can be many electronic dictionaries. But there are dictionaries where word translations and classifications do not correspond to the original meaning of the word. And in the Wisdom dictionary, every word translation has been carefully translated for 5 years using reliable dictionaries such as Cambridge, Collins, Oxford, MacMillan and Longman. English like any other language, has words that are close in meaning but are not used interchangeably. For example, words such as “home” and



“house” or “work” and “job” may not be distinguished by many students or pupils. With this in mind, Wisdom dictionary has explained in detail the differences between these words that have been troubling learners, with examples and a simple approach. Now if we compare with traditional dictionaries, using traditional dictionaries help memorization a lot, but some hard copy dictionaries may not have definitions, synonyms and antonyms of words. There are several advantages of using electronic dictionaries in teaching a foreign language (English) to future professionals:

1) the speed and convenience of the search allows you save time in the educational process;

2) an important advantage of electronic dictionaries is the use of multimedia elements;

3) an important feature to note is that in electronic dictionaries, you can put a lot of terms in which a certain word is used.

In recent years, the importance of dictionaries in teaching foreign languages is becoming more and more popular. The development of electronic dictionary applications can replace many of the advantages of traditional dictionaries and implement a data-driven, dictionary query platform that allows users to view online content knowledge points with the convenience of technology. In current era, the rapid development of technology has led to the popularization of technologies. Various online translation tools have become very useful for translators and language learners. To some extent, online translation tools are gradually replacing the paper quality dictionary. The development of the APP electronic dictionary increase the development needs of the times an the user’s use, and realize convenient operation in the mobile party.

### **Discussion and result**

In the past centuries, the work of creating a dictionary was a laborious, difficult, labor-intensive field, and it remained a branch of linguistics that needed to be updated rapidly. There are also certain rules when creating a dictionary. Regardless of the structure and content of all dictionaries, they are created according to this principles: they are organized according to the alphabet, divided into thematic groups, terminological and other dictionaries are created based on this principle. The principle of ensuring soundness and completeness is implied. The most important tool for translators and editors is a bilingual translation dictionary. Bilingual translation dictionaries do not always contain all the contextual meanings required by the translator. This means that it is necessary to refer to explanatory monolingual dictionaries of the source language. If we speak about dictionaries, we must once again touch on electronic dictionaries. At this point, the question arises as to what an

electronic dictionary is. An electronic dictionary is a dictionary on a computer or other electronic devices. A dictionary answer is unique in that it provides a wide variety of information about a word or phrase, not just a translation match, but rather than the user's active choice from several possible reasonable alternatives. The most important advantage of good electronic dictionaries is the simultaneous search not only by the name of the dictionary entry, but also by the entire volume of dictionaries, which is simply not true in the paper version. Most paper dictionaries are aimed at the reader of a foreign language, that is, at the person who finds general helpful supporting words in a text he does not understand. Dictionary began to be considered as one of the types of documents that can exist in any form and in any material medium. Depending on the whether the dictionary is intended as a tool for reading a text in a foreign language or as a tool for translating from one's native language into another language, it is appropriate to construct it differently.

### **Conclusion**

To sum up, today electronic dictionaries have an important place not only among programmers and engineers, but also among various linguists, translators and specialists. It is urgent to look for ways to make the hard work of a human translator as easy as possible and, on the one hand, to automate the human translation process as much as possible. A significant part of the culture of any nation is realized through its language, and the language with all its richness is first of all consolidated in the vocabulary. If electronic dictionaries are increased more or the existing dictionaries are more modernized, it would help to improve the quality of education and also help the students or pupils to learn new various foreign words easily.

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## CHET TILLARINI O'RGANISHDA VAQTNING AHAMIYATI VA VAQTNI TO'G'RI TAQSIMLASH. BO'SH VAQTDAN UNUMLI FOYDALANISH

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### ANNOTATSIYA

Ushbu maqolada aslida vaqt tushunchasi nima?, Nima uchun vaqt puldan muhimroq? ekanligi, chet tillarini o'rganishda qanday qilib vaqtdan unumli foydalanishimiz mumkinligi va vaqtni to'g'ri taqsimlash haqidagi fikrlar bayon qilinadi.

**Kalit so'zlar :** Vaqt qadri, vaqtdan to'g'ri foydalanish, iqtibos, Gyote, Asqad Muxtor, vaqtni to'g'ri taqsimlash, vaqtni boshqarish (Time management) vaqtni tejash, bir vaqtning o'zida ikki tilni o'rganish, bo'sh vaqt.

### THE IMPORTANCE OF TIME AND PROPER DISTRIBUTION OF TIME IN LEARNING FOREIGN LANGUAGES

#### ABSTRACT

In this article, what is the concept of time?, Why is time more important than money? that is, how we can use our time effectively in learning foreign languages, and the ideas about the correct distribution of time are described.

**Keywords:** The value of time, correct use of time, quote, Goethe, Askad Mukhtar, correct distribution of time, time management, saving time, learning two languages at the same time, free time.

Oltindan qadr-qimmatini ustun bo'lgan bir tushuncha mavjud, u ham bo'lsa vaqt. Inson hayotidagi vaqt nima, uning mohiyati nimada? degan savollarga shunday javob bersa bo'ladi: Vaqt-bu qayta-qayta tiklanmaydigan va tuganmas ne'matdir va biz o'z - o'zimizni anglash va shaxsiy hayotda maqsadlarimizga erishish uchun undan kerakli darajada foydalana olishimiz kerak.

Vaqt insonning eng qimmatbaho narsasi hisoblanadi, pulni osongina tiklash mumkin, ammo yo'qotilgan vaqtni ortga qaytarolmaymiz. Puldan moddiy ehtiyojlarimiz uchun foydalanamiz, vaqt esa aqliy va ma'naviy ehtiyojlarimiz

uchun sarflanadi. Vaqtni pulga o'xshatsa bo'ladi. Agar uni behuda sarflab yuborsak, kerak bo'lganida topolmaymiz. Vaqt bu bizning hayotimizda har xil ishlarimizni amalga oshirishimiz uchun berilgan fursatdir. Hozirgi kunda chet tilini bilmasdan turib biror ishni amalga oshirib bo'lmaydi, shuning uchun til o'rganishga talab kuchayib ketyapti. Xalqimizda bir maqol bor: "Til bilgan – el biladi". Chet tillarini mukammal bilish - bu imkoniyatlar eshigining ochiqligidir. Jumladan chet elga borish, u yerda tajribalar to'plash tarjimonlik bilan shug'ullanish mumkin. Chet tilini o'rganishda vaqtning ahamiyati juda katta. Ya'ni bo'sh vaqt topa olish, kunlik rejalarini tuzib olish muhim. Fursatni g'animat bilgan kishi vaqtdan unumli va samarali foydalana oladi. Miqdori ko'p bo'lgan narsaning qadri yo'q deyishadi. Vaqt odamning foydalanishiga qarab eng bebaho yoki eng arzon narsadir. Aqlli, maqsadi aniq inson vaqtdan unumli foydalanib, rejalarini amalga oshiradi. Vaqtni tejash va uni samarali sarmoya qilish uchun kishilar ba'zi bir strategiyalarni bajarishi kerak. Bunga erta uyg'onishni misol qilib aytishimiz mumkin. Erta uyg'onib kunlik mashg'ulotlarni rejalashtirib olsak, ishda samaradorlikka erishishimiz osonroq bo'ladi.

O'tkaziyotgan har bir onimiz hayotimizning bir bo'lagi. Bizga berilgan ulug' ne'matning har bir lahzasidan o'zimiz uchun nimadir olib qolishimiz kerak. Odam o'rgana olish darajasiga qarab bir vaqtning o'zida ikki yoki undan ortiq tilni o'rgana olishi mumkin, masalan ingliz va nemis tillarini. Har qanday tilni o'rganishda sabrli va bu jarayon uzoq vaqt talab etilishini tushunishimiz lozim. Bizni bir qo'rquvimiz ikki tilda chalg'imaymizmi deyishimizda, avval bu tillarni o'zlashtirish uchun hafta kunlariga bo'lib chiqish lozim, shunda biz uchun osonroq bo'ladi. Chet tilini o'rganishga kimdir olti oy yana kimdir bir yil sarflashi mumkin." Time management"- bu vaqtni to'g'ri boshqara olishlikdir. IELTS imtihoni Reading, Listening, Speaking Writing bo'limlaridan iborat buladi va mana shu bo'limdagi vazifalarni bajarish uchun ham vaqtni taqsimlab olish muhim. Masalan Reading bo'limida 40 ta savolga javob berish uchun 60 daqiqa vaqt ajratiladi, ana shu vaqt ichida matn mazmunini tushunish, matndagi ma'lumotlarni qidirish, sabablarini topish, savollarga javob izlash talab etiladi. Jami 3 ta matn uchun 20 daqiqadan vaqt ajratiladi. Agar har qanday imtihon vaqtida avval oson bo'lgan savollarga yechim topish kerak, keyin qiyinrog'i uchun vaqt ajrata olamiz.

Kundalik hayotimizda "bo'sh vaqt" jumlasidan ko'p foydalanamiz. Aslini olganimizda vaqtning isrofi bu- umrning isrofidir. Vaqtini ko'proq oilaga, do'stlarga, ishga taqsimlab olishimiz eng katta vazifamizdan biridir. Ular bilan

o'tkazgan hech bir onimiz qaytib kelmaydi. Har kim bo'sh vaqtini turlicha ishlarga sarflab ancha-muncha ishlarni uddalay oladi ; kimdir til o'rganishga, kimdir sport bilan shug'ullanishga, kimdir she'riyatga oshno bo'lishga, yana kimdir buyuk kashfiyotlar qilishga. Bo'sh vaqtdan foydalana olishlik ham bir mahorat aslida. Hozirgi vaqtda yoshlarimiz ko'proq vaqtini nima uchun sarflashyapti ? XXI asr axborot –texnologiyalari rivojlangan bir paytda internet bizning yaqin ko'makdoshimizga aylangan. Nimanidir o'rganyapmiz kerakli ma'lumotlarni qidirib topamiz . Bu yaxshi , albatta, kitobdan qidirib yurgandan ko'ra, lekin tanganing ikki tomoni bo'lganidek buning ham salbiy tarafi bor. Ko'pchiligimiz televideniye va ijtimoiy tarmoqlarga bog'lanib qolganmiz, ko'p vaqtimizni behudaga sarflayotganimizni anglab yetmayapmiz. Buyuk nemis shoiri Gyotening bir sitatasi bor ,” Ayniqsa, vaqtni boy berish bilimdon odamga qimmatga tushadi”. O'zbek yozuvchisi Asqad Muxtorning bir hikmatli gapi keltirilgan .”Vaqt o'tyapti” deymiz sal hazinlik bilan. Bu gapni inson o'zini ovutish uchun o'ylab topgan. Aslida biz o'zimiz o'tyapmiz”. Vaqt- oqar daryo kabidir, shiddat bilan o'tadi, ammo ortga qaytmaydi. O'tayotgan har daqiqqa hayotimizga yangicha mazmun bag'ishlaydi.

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## SOZIALFORMEN IM UNTERRICHT

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### ANNOTATION

Der Artikel "Sozialformen im Unterricht" beschreibt die verschiedenen Arten, wie Schülerinnen und Schüler im Unterricht miteinander interagieren können. Er betont die Bedeutung der Sozialformen für das Lernen und die Entwicklung sozialer Kompetenzen. Der Artikel stellt verschiedene Sozialformen vor, wie z.B. Einzelarbeit, Partnerarbeit, Gruppenarbeit und Klassenunterricht, und diskutiert deren Vor- und Nachteile. Er gibt auch Tipps, wie Lehrkräfte die passende Sozialform für ihre Unterrichtssituation auswählen können und wie sie die Zusammenarbeit der Schülerinnen und Schüler fördern können. Insgesamt bietet der Artikel einen guten Überblick über das Thema Sozialformen im Unterricht und liefert praktische Anregungen für den Unterrichtsalltag.

**Schlüsselwörter:** Sozialformen, Unterricht, Lernen, Interaktion, Schülerinnen und Schüler, Einzelarbeit, Partnerarbeit, Gruppenarbeit, Klassenunterricht, soziale Kompetenzen, Zusammenarbeit, Lehrkräfte, Unterrichtssituation, praktische Anregungen.

## SOCIAL FORMS IN THE LESSON

### ABSTRACT

The article "Social forms in the classroom" describes the different ways in which students can interact with each other in the classroom. He emphasizes the importance of social forms for learning and the development of social skills. The article presents various social forms, such as individual work, partner work, group work and class teaching, and discusses their advantages and disadvantages. He also gives tips on how teachers can choose the right social form for their teaching situation and how they can promote student collaboration. Overall, the article offers a good overview of the topic of social forms in the classroom and provides practical suggestions for everyday teaching.

**Keywords:** Social forms, teaching, learning, interaction, students, individual work, partner work, group work, class teaching, social skills, collaboration, teachers, teaching situation, practical suggestions.



Wie bereits erwähnt, schaffen Sozialformen die Bedingungen für Kommunikation im Unterricht, das heißt für alle Formen des sprachlichen Handelns zwischen Lehrenden und Lernenden und zwischen Lernenden untereinander. Die Sozialformen organisieren so die Beziehungen im Unterricht. Einerseits lösen sie soziale Prozesse aus und steuern andererseits kognitive Lernvorgänge. Im Klassenzimmer findet die Zusammenarbeit zwischen Lehrenden und Lernenden entweder als **Frontalunterricht**, **Gruppenarbeit**, **Partnerarbeit** oder als **Einzelarbeit** statt, wie wir im Folgenden genauer erläutern möchten.

Der sinnvolle Einsatz verschiedener Sozialformen sowie der bewusste Wechsel zwischen Sozialformen im Unterricht ist ein wichtiges Instrument zur Integration aller am Unterricht beteiligten Personen und garantiert einen hohen Lernerfolg. Sicherlich haben Sie in Ihrem Unterricht oder als Lernende selbst schon verschiedene Sozialformen erlebt und können daher folgende Aufgabe lösen. Der folgende Zusammenschnitt von Sequenzen unterschiedlicher Unterrichtsdokumentationen zeigt Ihnen, wie unterschiedlich man Sozialformen im Unterricht einsetzen und miteinander kombinieren kann.



Die Sozialform “Frontalunterricht” bezieht sich auf eine Unterrichtssituation, in der der Lehrer oder die Lehrerin im Mittelpunkt steht und den Unterrichtsinhalt an

die gesamte Klasse vermittelt. Die Schülerinnen und Schüler nehmen passiv am Unterrichtsgeschehen teil, indem sie den Ausführungen des Lehrers oder der Lehrerin zuhören, Fragen stellen und gegebenenfalls Notizen machen.

Im Frontalunterricht werden Informationen, Konzepte und Zusammenhänge in Form von Vorträgen, Erklärungen und Präsentationen seitens des Lehrpersonals vermittelt. Die Schülerinnen und Schüler haben in dieser Sozialform in der Regel wenig Gelegenheit, aktiv zu sprechen oder sich aktiv am Unterrichtsgeschehen zu beteiligen.

Der Frontalunterricht eignet sich besonders gut für die Vermittlung von Basiswissen, komplexen Zusammenhängen oder schwierigen Konzepten, die eine strukturierte Darstellung und Erklärung erfordern. Er kann effektiv sein, wenn es darum geht, die gesamte Klasse auf einen bestimmten Wissensstand zu bringen oder wichtige Informationen zu präsentieren.

Allerdings kann der Frontalunterricht auch kritisiert werden, da er wenig Raum für individuelle Interaktion, aktive Teilnahme und eigenständiges Arbeiten der Schülerinnen und Schüler lässt. Daher ist es wichtig, den Frontalunterricht mit anderen Sozialformen wie Gruppenarbeit, Partnerarbeit oder Plenum abwechselnd einzusetzen, um eine abwechslungsreiche und effektive Lernumgebung zu schaffen.

Bei der Gruppenarbeit arbeiten Schülerinnen und Schüler in kleinen Gruppen zusammen, um gemeinsam an einer Aufgabe oder einem Projekt zu arbeiten. In der Gruppenarbeit übernehmen die Schülerinnen und Schüler aktiv Verantwortung für ihren Lernprozess und können sich gegenseitig unterstützen, Ideen austauschen und voneinander lernen.

Gruppenarbeit bietet verschiedene Vorteile, darunter:

1. Förderung sozialer Kompetenzen: Schülerinnen und Schüler lernen, in einer Gruppe zu arbeiten, Konflikte zu lösen, Kompromisse zu finden und gemeinsame Ziele zu erreichen.
2. Aktive Beteiligung: Durch die Zusammenarbeit in der Gruppe werden alle Schülerinnen und Schüler aktiv in den Lernprozess einbezogen und können ihre individuellen Stärken und Fähigkeiten einbringen.
3. Förderung von Teamwork: In der Gruppenarbeit lernen die Schülerinnen und Schüler, effektiv im Team zu arbeiten, Aufgaben aufzuteilen, sich gegenseitig zu unterstützen und gemeinsam Lösungen zu erarbeiten.
4. Vielfältige Perspektiven: Durch den Austausch in der Gruppe können unterschiedliche Sichtweisen, Ideen und Lösungsansätze zusammengeführt werden, was zu einem tieferen Verständnis des Lerninhalts führen kann.

Es ist wichtig, die Gruppenarbeit sorgfältig zu planen und zu strukturieren, um sicherzustellen, dass alle Schülerinnen und Schüler aktiv teilnehmen und von der Zusammenarbeit profitieren. Lehrpersonen können beispielsweise klare Aufgabenstellungen geben, Rollen in der Gruppe verteilen, Zeitrahmen setzen und regelmäßig Feedback geben.

Durch den gezielten Einsatz von Gruppenarbeit können Lehrpersonen eine dynamische und interaktive Lernumgebung schaffen, die die individuelle Entwicklung, das soziale Lernen und die Zusammenarbeit der Schülerinnen und Schüler fördert.

Bei der Partnerarbeit arbeiten zwei Schülerinnen oder Schüler zusammen, um gemeinsam an einer Aufgabe oder einem Projekt zu arbeiten. Im Gegensatz zur Gruppenarbeit, bei der mehrere Personen zusammenarbeiten, konzentriert sich die Partnerarbeit auf die Zusammenarbeit von nur zwei Personen.

Partnerarbeit bietet verschiedene Vorteile, darunter:

1. Intensive Interaktion: Durch die Zusammenarbeit mit einem Partner können Schülerinnen und Schüler intensiv miteinander interagieren, Ideen austauschen und sich gegenseitig unterstützen.
2. Individuelle Aufmerksamkeit: In der Partnerarbeit erhalten die Schülerinnen und Schüler individuelle Aufmerksamkeit und können sich gegenseitig helfen, Schwierigkeiten zu überwinden oder Fragen zu klären.
3. Schnellere Entscheidungsfindung: Da nur zwei Personen beteiligt sind, können Entscheidungen schneller getroffen werden, was den Arbeitsprozess beschleunigen kann.
4. Förderung von Kommunikation und Kooperation: Durch die Zusammenarbeit in der Partnerarbeit lernen die Schülerinnen und Schüler, effektiv miteinander zu kommunizieren, kooperativ zu arbeiten und gemeinsame Ziele zu erreichen.

Es ist wichtig, die Partnerarbeit sorgfältig zu planen und zu strukturieren, um sicherzustellen, dass beide Partner aktiv teilnehmen und voneinander profitieren. Lehrpersonen können beispielsweise klare Aufgabenstellungen geben, Rollen in der Partnerschaft verteilen, Zeitrahmen setzen und regelmäßig Feedback geben.

Durch den gezielten Einsatz von Partnerarbeit können Lehrpersonen eine enge Zusammenarbeit zwischen den Schülerinnen und Schülern fördern, die individuelle Entwicklung unterstützen und das soziale Lernen stärken.

Einzelarbeit bezieht sich auf die Arbeit, die von einer einzelnen Person alleine durchgeführt wird, ohne direkte Zusammenarbeit mit anderen. Im schulischen Kontext bedeutet Einzelarbeit, dass Schülerinnen und Schüler eigenständig an einer

Aufgabe arbeiten, ohne dabei mit ihren Mitschülern zu interagieren oder zusammenzuarbeiten.

Einzelarbeit bietet verschiedene Vorteile, darunter:

1. Selbstständigkeit fördern: Durch die Einzelarbeit können Schülerinnen und Schüler lernen, eigenständig zu arbeiten, Probleme zu lösen und Verantwortung für ihr eigenes Lernen zu übernehmen.
2. Konzentration und Fokus: In der Einzelarbeit können sich die Schülerinnen und Schüler besser auf ihre Aufgaben konzentrieren, ohne von anderen abgelenkt zu werden.
3. Individuelle Lernbedürfnisse berücksichtigen: Einzelarbeit ermöglicht es den Schülerinnen und Schülern, in ihrem eigenen Tempo zu arbeiten und sich auf ihre individuellen Stärken und Schwächen zu konzentrieren.
4. Selbstreflexion und Selbstbewusstsein: Durch die Einzelarbeit können die Schülerinnen und Schüler ihre eigenen Fähigkeiten und Fortschritte reflektieren und ihr Selbstbewusstsein stärken.

Es ist wichtig, die Einzelarbeit angemessen zu gestalten, um sicherzustellen, dass die Schülerinnen und Schüler von den Vorteilen profitieren. Lehrpersonen können beispielsweise klare Arbeitsanweisungen geben, individuelle Unterstützung anbieten, regelmäßiges Feedback geben und Möglichkeiten zur Selbstreflexion schaffen.

Durch die Förderung der Einzelarbeit können Lehrpersonen die Selbstständigkeit und Selbstverantwortung der Schülerinnen und Schüler stärken, individuelle Lernbedürfnisse berücksichtigen und die Entwicklung von wichtigen Fähigkeiten wie Problemlösung, Selbstregulation und Selbstbewusstsein unterstützen.

### **Zusammenfassung**

Der Wechsel der Sozialformen ist eine Herausforderung an die Kompetenz des Lehrers. Der Unterricht bekommt dadurch eine Gestalt und dies wird von den Schülern positiv angenommen. Probleme treten in erster Linie dann auf, wenn der Lehrer diese Sozialformen nicht richtig einsetzen kann. Jede Sozialform hat deren Vorzüge und Nachteile und nicht jede Sozialform eignet sich für die Durchsetzung des Lerninhalts. Daher ist ein theoretisches Know-how über Sozialformen, der Einsatz, Planung und Durchführung ein wichtiger Aspekt der Handlungskompetenz des Lehrers.

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## NEMIS TILINING MORFOLOGIK O'ZGARISHI

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### ANNOTATSIYA

Ushbu maqolada nemis tilining morfologik o'zgarishlari, grammatikasi haqida so'z yuritilgan. Tilning kelib chiqishi, tarkib shakli shamoili millat uchun muhimdir.

**Kalit so'zlar:** Chet tillar, grammatika, morfema, lug'at, sintaktik, semantik, fonologik, morfologik, til, shaxs.

### ABSTRACT

this article talks about the morphological changes and grammar of the German language. The origin of the language, the form of content is important for the windy nation.

**Keywords:** Foreign languages, grammar, morpheme, vocabulary, syntactic, semantic, phonological, morphological, language, personality.

Hozirgi kunda mamlakatimizda chet tillar keng ko'lamda rivojlanmoqda. Jumladan, nemis tili yurtimizda o'z o'niga ega va keng tarqalgan chet tillar guruhiga kiradi. Nemis tili mamlakatimizda maktablarda ikkinchi chet tili sifatida o'rgatiladi, universitetlarda esa asosiy yoki ikkinchi til sifatida o'qitib kelinmoqda. Nemis tilini o'qitishda turli xil metodlar va bundan tashqari turli adabiyotlarga murojaat qilinadi. Nemis tili grammatikasi maktab darsliklaridan boshlanadi. Lekin biz shuni unutmasligimiz lozimki tilni qanchalik ko'p o'rganilsa ham oxiriga yetib bo'lmaydi. Til ijtimoiy jarayon hisoblanadi. Grammatikani 0 dan o'rganib kelish jarayonida ularning turlarga bo'linganiga guvoh bo'lasiz. Yillar davomida tilni bosqichma bosqich o'rganishda davom etasiz. Universitet bosqichida nemis tili grammatikasi, paydo bo'lish jarayoni chuqurroq o'rgatiladi. Men nemis tilining morfologik o'zgarishi mavzusini yoritib berishni ma'qul topdim.

Til taraqqiyotiga nimalar kiradi?

Tibbiyot va rivojlanish psixologiyasida tilni rivojlantirish bolalik davridagi til ko'nikmalarini rivojlantirishdir. Tilni rivojlantirish bir tomondan tovushlar, lug'at va



grammatikani o'rganish, ikkinchi tomondan esa fonetikani rivojlantirishni o'z ichiga oladi.

Tilshunoslikda morfologiya nima?

Morfologiya (yunoncha "morphe" "shakl" va "logos" "ta'lim, so'z") tilshunoslikning so'z shaklini o'rganadigan fan. U tilda so'zlarning grammatik shakli qanday o'zgarishini o'rganadi. Biz bilishimiz kerak bo'lgan eng kichik morfologiya birligi morfemadir. So'z shakllari kamida bitta morfemadan iborat bo'lib, eng kichiki ma'noni anglatadi. Birlik: bu bir (yoki bir nechta) turg'un tovushlarni o'z ichiga olgan tovushlar ketma-ketligi ma'nolariga ega bo'lib, undan keyin boshqa mayda bo'lakka ajratib bo'lmaydi. Leksik morfemalar mustaqil ravishda turishi mumkin. Grammatik morfemalar doimo bog'langan. Eslatma: Bo'g'in chegaralari odatda morfema chegaralari bilan bir xil holatda bo'lmaydi.

Til o'zgarishi qanday sodir bo'ladi?

Tilning o'zgarishi fonologiya, morfologiya, sintaksis, semantika kabi barcha til darajalarida sodir bo'ladi va eng muhimi, til o'zgarishi ham til aloqasi orqali yuzaga keladi. Tildagi o'zgarishlarning sabablari doimo izohlanadi.

Til o'zgarishining qanday turlari mavjud?

Turli darajalarda til o'zgarishi:

Fonologik: tovush o'zgarishi yoki ovoz o'zgarishi.

Morfologik: so'z shaklidagi o'zgarishlar. Morfologik o'zgarish.

Leksik: lug'atga ta'sir qiluvchi o'zgarishlar.

Sintaktik: Gap tarkibidagi o'zgarishlar.

Semantik: ma'no o'zgarishi.

Morfologiya yuqorida qayd etilgan komponentlardan tashkil topgan. U ularni toifalarga ajratadi. Turli xil so'z shakllari (shuningdek, sintaktik so'zlar, matndagi so'zlar) leksema (shuningdek: leksik so'z, leksika kirishi) shaxs tomonidan shakllarga morfologiyani tartibga solish uchun paradigmaga qaraladi. Paradigmadagi mos shakllarni tushunish va kerak bo'lganda (sinkretizm shakllarning qulashi). Ushbu turli xil so'z shakllarini morfosintaktik xususiyatlarga ko'ra tasniflash va flektiv paradigmada birlashtirish mumkin.

Flexion morfologiyani kichik sohasini ifodalaydi va quyidagi sohalarni o'z ichiga oladi: Deklensiya va kelishik hamda qiyoslash. Fe'llar son (sg., pl.), shaxs (1, 2, 3), zamon (shu jumladan hozirgi, o'tgan zamon)

Modallar (indikativ, subjunktiv), Nisbatlar (faol, passiv) konyugatsiyalangan. Fe'l barcha zamonlarda mavjud va gapga o'z ta'sirini ko'rsatadi. Ismlar (otlar, sifatlar, olmoshlar va artikllar) hol va raqamga ko'ra saralanadi. Sifatlar ham so'zlarni o'zgarishida o'z ta'sirini ko'rsatadi.

Xulosa qilib shuni aytish mumkinki, nemis tilini o'rganish davomida uning nafaqat tarixi, balki har bir so'zning asosi va qanday ma'no anglatishi juda katta ahamiyatga ega. Nemis tilini o'rganish jarayonida shularga guvoh bo'lish mumkinki uning ko'p asrlik tarixi va sinonimlarga boyligi e'tiborga loyiq. So'zlarning morfologik o'zgarishi nafaqat gapga balki yangi so'zlar yasalishiga ham olib keladi. Bir gap bilan aytganda tilni yillar davomida tadqiq qilgan holatda o'rganish mumkin. Shundagina, tilning mazmun mohiyatini anglab borish mumkin. Til ijtimoiy jarayondir unda yangi so'zlar, grammatikada esa yangi qoidalar paydo bo'ladi. Chet tillarni o'rganish, yangi dunyoni kashf qilishdagi bir qadamdir.

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## GÜNTER GRASSNING "DER BUTT" ROMANI TAHLILI

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### ANNOTATSIYA

Bu maqolada Gyunter Grassning Butt asari va uning tahlili haqida sōz boradi. Ayol va erkaklar ōrtasidagi munosabat, munozara va ōzgacha fikrlar haqida fikr yuritiladi. Ushbu asarda ayollar va erkaklar tarixning haqiqiy qahramonlarini ifodalaydi.

**Kalit sōzlar:** Baliq, erkak, ayol, roman, hikoya, oshxona, shaxs, rivoyat, tarix, insoniyat, taraqqiyot, oshpaz, davr

### ABSTRACT

This article is about Guenther Grass's work Butt and its analysis. It discusses the relationship between men and women, debates and differences of opinion. In this work, women and men represent the real heroes of history.

**Key words:** fish, man, woman, novel, story, kitchen, person, narrative, chapter, history, humanity, progress, cook, era

**Kirish:** "Butt" - yozuvchi Gyunter Grass tomonidan 1977 yilda nashr etilgan roman. Vistula estuariyasi hududiga e'tibor qaratgan holda, u neolit davridan hozirgi kungacha insoniyat tarixini bir necha rivoyat darajalarida, xususan, erkaklar va ayollar o'rtasidagi munosabatlar bilan shug'ullanadi. Baliqchi va uning rafiqasi haqidagi ertak - bu boshlang'ich nuqta va tuzilish xususiyati. Bundan olingan Der Butt - gapiradigan baliq, Grass uni erkaklar muammolari bo'yicha doimiy maslahatchi sifatida taqdim etadi. Gyunter Grass o'z romanida vaqtinchalik chegaralarga ega bo'lmagan erkak birinchi shaxs hikoyachisidan foydalanadi. Vaqtinchalik hamma joyda mavjudligi romanning boshida darhol "Men, bu har doim men" so'zlari bilan belgilanadi.

Va Ilsebill, ayol sifatida, Grassga "boshidanoq u yerda" bo'lishga imkon beradi. Ushbu ko'rsatmalar bilan o'quvchi uchta hikoya darajasining birinchisi bilan tanishadi: tarix va tarixiy tanqid. Davrga qarab, hikoyachi ko'proq yoki kamroq muhim odamning libosiga kiradi va Ilsebillning oshpaz sifatida paydo bo'lishiga imkon beradi.

Boshqa hikoya darajalarining qoplamalarini ham romanning birinchi sahifasida topish mumkin. "Homilador bo'lishdan oldin loviya va nok bilan qo'y go'shti bor edi." Bu yerda

romanning yana bir qo'sh qahramoni aniq bo'ladi: bu "sevgi romani va ayni paytda ovqatning madaniy va pazandalik tarixi".

**Muhokama va natijalar:** Birinchi rivoyat darajasida - Gustav Freytagning olti qismli "Ajodlar" (1872–1880) romaniga o'xshash - asosiy e'tibor insoniyat tarixiga yo'naltirilgan mintaqaga qaratilgan bo'lsa, ikkinchi bosqichda hozirgi hikoyaning o'zi va hozirgi ayol hamkasbi o'rtasidagi munosabat tasvirlangan. Ilsebill. Oziqlanish motivi uchinchi darajada o'ynaydi. Grass nafaqat hikoyaning o'ziga tegishli bo'lgan ayolga turli davrlarda oshpaz sifatida paydo bo'lishiga imkon beradi, balki vaqt o'tishi bilan Gdansk va Kashubiya oshxonasi tarixi haqida kichik ma'lumot beradi va shu bilan "Birovning kundaligidan" romanida berilgan va'dani bajaradi. Salyangoz, "hikoya pishirish kitobi" yozish uchun.

Baliq birinchi shaxs bayon etuvchidan tashqari yana bir hikoya misolini hosil qiladi. U birinchi shaxs bayoni bilan "ota-o'g'il munosabatida turadi. Baliq ustida feministik tribunal ochiladi, u "patriarxal tartibning ilhomlantiruvchisi sifatida unga qarshi" hukm chiqaradi. Tribunal baliq uchun uning hikoyalari uchun forum bo'lib xizmat qiladi. Butt va birinchi shaxs hikoyachilari bir-birini to'ldiradi yoki tarixiy hikoya qismlarini takrorlaydi.

Grass insoniyat tarixining taxminan to'rt ming yillik tarixini neolit davridan 1970 yilda Polshadagi ish tashlash harakatigacha bo'lgan, 1980 yilda Gdanskdagi Lenin kemasozlik zavodida "Birdamlik"ning asoschisi bo'lgan to'qqiz bobga ajratadi. Ikkinchi rivoyat darajasida to'qqiz bob hozirgi vaqtda birinchi shaxs hikoyachisining rafiqasi va ayolning o'zi ramzi bo'lgan Ilsebillning homiladorligining to'qqiz oyiga to'g'ri keladi. Oshxona tarixining uchinchi darajasiga hurmat ko'rsatish uchun Grass boblarida to'qqiz yoki o'n bir ayol oshpaz bor. Birinchi oy yoki bobda uchta ayol oshpaz, keyingi sakkiztasida har bir holatda bittadan aytiladi.

Hikoya darajalari to'qqizinchi oyda birlashtiriladi. O'tgan vaqtlar o'tdi va kelajak bizning oldimizda. Yangi tug'ilgan chaqaloq umid tashuvchisi va o'tmishdagi yo'qlik va muvaffaqiyatsizlikni davom ettirmaslik yoki takrorlamaslik imkoniyati sifatida qaraladi: "umidsiz utopik yakun".

Tarixiy rivoyat darajasining hukmronligi mazmunning quyidagi qisqacha mazmunida ham o'z aksini topadi: Ilsebill darajasi va hozirgi hikoyaviy o'z-o'zidan faqat tegilgan, oshxona hikoyasi butunlay tushib ketgan.

Ilsebillning homiladorligiga ko'ra, roman "birinchi oyda", "ikkinchi oyda" va hokazo deb nomlangan to'qqiz qismga bo'lingan. Qismlar boblarga bo'lingan bo'lib, ular hikoya matni yoki she'rdan iborat. She'rlar uchun ularning sarlavhasi ham bob sarlavhasidir.

Masalan:

*Worüber ich schreibe*

*Über das Essen, den Nachgeschmack.  
Nachträglich über Gäste, die ungeladen  
oder ein knappes Jahrhundert zu spät kamen.  
Über den Wunsch der Makrele nach gepreßter Zitrone.  
Vor allen Fischen schreibe ich über den Butt.*

Bu qoidadan istisno - bu Otalar kuni deb nomlangan sakkizinchi oy. Grass ayollar harakatiga satirik tarzda murojaat qilgan ushbu bob kichik bo'limlarga bo'linmagan. Rivojlanish nuqtai nazari ham o'zgaradi: sakkizinchi oyda ilgari doimo faol ishtirok etgan hikoya qiluvchi voqealarda ishtirok etmaydigan shunchaki kuzatuvchidir.

**Xulosa.** “Der Butt” asarida Grass, birinchi navbatda, salbiy deb qabul qilinadigan tarixning borishi uchun qaysi jins aybdor degan savolga yangicha qarashni taklif qiladi. U ertakning rol munosabatlarini o'zgartiradi (Aka-uka Grimmlar versiyasida) va odamni migratsiya, texnik taraqqiyot yoki urush kabi tarix yaratuvchi voqealarga doimo ochko'z bo'lgan to'ymas mavjudot sifatida tasvirlaydi. Ayollar esa majburiy nasl berish, homiladorlik, tug'ilish va ovqatlanish orqali insoniyatning doimiy saqlanishini ta'minlaydi. Shunday qilib, ular tarixning haqiqiy "qahramonlari" ni ifodalaydi, erkakning taraqqiyotga intilishi esa insoniyatni tubsizlikka olib boradi. Baliq tarixiylikka erkalikni mahkamlash uchun qo'zg'atuvchi va katalizator bo'lib xizmat qiladi.

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## ARNO HOLZ AND JOHANNES SCHLAF. "PAPA HAMLET" (1889) REFLECTS THE THEMES OF NATURALISM

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### ABSTRACT

Arno Holz and Johannes Schlaf's play "Papa Hamlet," written in 1889, stands as a seminal work in the realm of naturalistic drama, reflecting the core tenets and thematic elements of the Naturalist movement in literature. By examining the text through the lens of Naturalism, one can unravel the themes, characterization, and societal critique that define this influential play. Let's delve into how "Papa Hamlet" embodies the essence of Naturalism in its portrayal of human behavior, social conditions, and psychological realism. "Papa Hamlet" aligns with the Naturalist emphasis on portraying social reality in unvarnished terms, showcasing the struggles of the working-class characters against a backdrop of harsh societal conditions. The play delves into the lives of ordinary individuals, highlighting their economic hardships, class conflicts, and existential dilemmas within the context of late

**Keywords:** Naturalism, individuals, conflicts, existential, portray, deterministic, circumstance, motivations.

## ARNAUD XOLZ VA YOXANNES SHLAF. "PAPA HAMLET" (1889) "TABIATGA XOSLIK" MAVZULARINI AKS ETTIRADI

### ANNOTATSIYA

Arno Xolz va Yoxannes Shlafning "Papa Hamlet" spektakli Tabiatshunoslik dramasi sohasidagi seminal asar bo'lib, adabiyotda Tabiatshunoslik harakatining asosiy tamoyillari va tematik elementlarini aks ettiradi. Naturalizm linzalari orqali matnni o'rganish ushbu nufuzli o'yinni belgilaydigan mavzular, tavsif va ijtimoiy tanqidni ochib berishi mumkin. Keling, "Papa Gamlet" inson xulq-atvori, ijtimoiy sharoitlari va psixologik realizmni tasvirlashda naturalizm mohiyatini qanday o'zida mujassam etganini ko'rib chiqaylik. "Papa Hamlet" tabiatshunoslarning e'tiborini ijtimoiy voqelikni bezaksiz tasvirlashga qaratadi, ishchi sinf belgilarining og'ir ijtimoiy sharoitlar fonida kurashlarini namoyish etadi.

**Kalit so'zlar:** naturalizm, shaxslar, nizolar, ekzistensial, tavsiflovchi, deterministik, vaziyatli, motivatsion.



## **KIRISH**

19-asrning oxiri yuksalishiga guvoh bo'ldi Tabiatshunoslik, hayotni ilmiy tadqiqotlar bilan tasvirlash istagi, jamiyatning asl tabiati, atrof-muhit va shaxslarga irsiyat va bezaksiz haqiqatni tasvirlash uchun inson xatti-harakati. "Papa Hamlet" ushbu harakat ishida ijtimoiy sharoitlarni o'rganish orqali naturalizmning mohiyatini aks ettiruvchi hal qiluvchi sifat sifatida namoyon bo'ladi, bu qanday motivlar va psixologik chuqurlikni o'rganish uchun. Tabiatshunoslik adabiyoti markazida ijtimoiy voqelikni idrok etishga uni realizm bilan tasvirlash imkoniyati berildi. "Papa Hamlet" 19-asr oxiridagi Germaniyada ishchi sinf Qumtoshidir va ko'pincha og'ir dunyoda o'qituvchilarni qamrab oladi, iqtisodiyot sinf nizolarida qiyinchiliklarga yo'l qo'yadi va ijtimoiy adolatsizlik bilan belgilangan hayotni belgilaydi. Ijtimoiy sharoitlarni yoritish orqali tirilish vaqti o'yinchi sifatida xizmat qilishning yorqin haqiqatlarini aks ettiradi. Tabiatshunoslik asarlari turli xil, deterministik kuchlarni o'rganadi ko'p muhit, siyosat va ijtimoiy tuzilmalar bu silkitmoq inson xalq ilmi. "Papa Hamlet" da toshqin kuchlarining belgilari, bularning harakatlari va taqlidlariga ta'rif bergan dunyoda harakat qilib, ijtimoiy cheklovlar va shaxsiy agentlik o'rtasidagi o'zaro bog'liqlikni tanqid qildi. Asar o'z belgilarining psixologiyasini o'rganadi, ularning ichki kurashlari, istaklari va zaif tomonlarini psixologiya realizmiga diqqat bilan ochib beradi. Tabiatshunoslik adabiyoti ko'p jihatdan jamiyatdagi umumiy ijtimoiy institut bo'lib, axloqiy tanazzulni va ikkalasini ham tanqid qiladi. "Papa Hamlet" 19-asr oxiridagi nemislarni tanqid qilishni taklif qiladi zo'rlash fitnachilar, axlokiya bankrotligi va ijtimoiy adolatsizlik. Yuqori elita, eksport tizimlari va mazlum kulbalar tasviri jamiyat mavzusiga asoslangan axborot muammolari va axborot qarama-qarshiliklarini ochib beradi.

## **METODOLOGIYA**

Arno Xolz va Yoxnes shlepning" Papa Hamlet " spektakli naturalizmning asosiy yo'nalishi ajratilgan uslubiy yondashuv ishiga, naturalizm tamoyillariga rioya qilish va uning ijtimoiy voqeligi, inson psixologiyasi va deterministik ma'lumotlarini o'rganish uchun juda muhimdir. Ushbu bo'limda tabiatshunoslik harakatidagi " Papa Hamlet " ni tahlil qilish metodikasi, uning nazariy ahamiyati va adabiy ahamiyatidan aniq kirish uchun foydalanilgan. Tadqiqot dizayni va nazariy asoslari adabiy tahlil: tabiatshunoslik mavzulariga mos keladigan mavzular, tavsiyalar va bayon qilish usullarini aniqlash uchun "Papa Hamlet" ni diqqat bilan o'qing. Nazariy asos: ijtimoiy determinizm, ijtimoiy uyg'oqlikning namoyishi, siyosatshunoslik va ijtimoiy institutlarni tanqid qilishga qaratilgan tabiatning asosiy asoslari. Tabiatshunoslik mavzusini aniqlash: ijtimoiy realizm, determinizm, siyosatshunoslik va "Papa Hamlet" matnini ko'rib chiqish, ijtimoiy tarmoqlarning holatini va institutni tan

olishni aniqlash. Xarakterlarni tahlil qilish: spektakldagi personajlarni ularning motivlari, o'zaro ta'riflari va inson odamlari-atrof-muhitning tabiatshunos tasvirlariga psixologik nozikliklariga muvofiq tahlil qiling. Tabiatshunoslik asarlari bilan taqqoslash:" Papa Hamlet " dagi mavzular va ekspozitsiya texnologiyasini tabiatshunoslikning boshqa asosiy asarlari, Tabiatshunoslik va ta'lim muassasalari haqidagi ma'lumotlar bilan taqqoslash. Tarixiy kontekst: Germaniyaning ijtimoiy-siyosiy sharoitida 19-asr oxiridagi pozitsiyada ijtimoiy sharoitlar mavzular va tasvirlarni qanday aniqlaganini tushunish uchun tahlil.

### **MUNOZARA VA NATIJALAR**

Arno Holz va Johannes Schlaf ning seminal ish o'rganish, "Papa Hamlet," naturalizm optikasi orqali, chuqur tadqiqot taratur, o'yin tabiatshunoslik harakatining asosiy mavzular va tamoyillarini qamrab qanday aniqlash. Matnni sinchkovlik bilan tahlil qilish asarning ijtimoiy realizmga sodiqligini, deterministik ta'sirlarni, psixologik chuqurlikni va ijtimoiy me'yorlarni tanqid qilishni yoritadi, tematik rezonans va adabiy ahamiyatga ega boy gobelen bilan yakunlanadi. "Papa Hamlet" o'quvchilarni ijtimoiy voqelik va uning qahramonlari hayotini shakllantiradigan deterministik ta'sirlar bilan ajralib turadigan dunyoga cho'mdiradi. Asarda 19-asr oxirida Germaniyada keng tarqalgan og'ir sharoit va iqtisodiy nomutanosibliklarni aks ettiruvchi ishchi sinf shaxslarining kurashlari yorqin tasvirlangan. Inson xulq-atvoridagi ijtimoiy cheklovlar va tashqi determinantlarni tasvirlash orqali "Papa Hamlet" tabiatshunoslarning e'tiborini diqqat bilan kuzatib boradi ijtimoiy realizm va ekologik kuchlar, "Papa Hamlet" dagi belgilar psixologik chuqurlik va murakkablikni namoyish etib, ularning ichki fikrlari, istaklari va motivlari haqida tushuncha beradi. Asarda inson psixologiyasining murakkabligi, ekzistensial dilemmalar, axloqiy dilemmalar va ijtimoiy bosimlar bilan kurashayotgan personajlar tasvirlangan. "Papa Hamlet" tabiatshunoslarning inson xulq-atvorini nuansli realizm va chuqurlik bilan tasvirlashga sodiqligini ko'rsatib, uning xarakterlarining ichki kurashlari va psixologik nuanslarini o'rganadi. "Papa Hamlet" hikoyasida 19-asr oxiridagi jamiyatda singdirilgan ijtimoiy institutlarni tanqid qilish, axloqiy tanazzul va ikkiyuzlamachilik mavjud. Asarda ekspluatatsion kuch tuzilmalari, zulmkor sinf dinamikasi va ijtimoiy me'yorlarni ta'kidlaydigan axloqiy qarama-qarshiliklar ochib berilgan. Ijtimoiy adolatsizliklar va axloqiy noaniqlikni tasvirlash orqali "Papa Hamlet" mafkuralar va kuch tuzilmalarida hukmronlik qiladigan ijtimoiy kasalliklar va muammolarni tabiiy tanqidini aks ettiradi.

Nemis romantizmining dastlabki yillari harakatning nazariy bosqichi deb ataldi, uning kelib chiqishi Shturm und Drang davrida va Germaniyaning o'zidan tashqarida, frantsuz faylasufi va yozuvchisi Jan-Jak Russo. Shaxsiy erkinlik va tabiatga qiziqish

she'riy Ilhom manbai sifatida Sturm und Drang, Veymar klassitsizmi va romantizm harakatlarining ketma-ketligidagi umumiy ip bo'lib, uni bir nuqtai nazardan yagona adabiy rivojlanishning alohida bosqichlari sifatida ko'rish mumkin. Shu doirada nemis romantiklari she'riyat, falsafa va fanning noyob yangi sintezini yaratdilar. Odatda romantik yozuvchilarning ikki avlodi ajralib turadi: qisman Lyudvig tiek, Vilgelm Geynrix Vakenroder, Novalis, Fridrix Shleyermaxer va Fridrix va avgust Vilgelm fon Shlegeldan tashkil topgan katta guruh; va Achim fon Arnim, Klemens Brentano, Jozef Eyxendorff, Vilgelm va Jeykob Grimm tomonidan tashkil etilgan yosh guruh rassom Filipp Otto Runge. Frantsiya inqilobi (1787-99) nemis romantik yozuvchilari va mutafakkirlariga hal qiluvchi ta'sir ko'rsatdi. The Napoleon urushlari, 1792 yildan boshlab va bilan tugaydi Vena Kongressi 1814-15 yillarda juda ko'p azob-uqubatlar keltirdi va oxir-oqibat Germaniyaning katta tiklanishiga olib keldi. Ushbu davrdagi g'alayonlar frantsuz ratsionalizmiga aniq qarshi bo'lgan noyob nemis madaniy harakatiga yangi istakni yaratdi. Nemis idealistik falsafasi romantizm genezisida muhim rol o'ynadi, u o'zini inson sub'ektivligidagi inqiroz bilan kurash va aqliy va jismoniy voqelikning yangi sintezi uchun asos sifatida ko'rdi. Birinchi qadam Johann Gotlib Fichte's Vissenschaftslehre (1794; "fan") ob'ekt dunyosiga nisbatan mavzuni ("Ich" yoki "men") aniqlagan ("Nicht-Ich" yoki "men emas"). Fridrix Vilgelm Jozef fon Schellingning Ideen zu einer falsafasi der Natur (1797; tabiat falsafasi uchun g'oyalari) tabiat va ong o'rtasidagi o'zaro ta'sirni keltirib chiqardi: uning mashhur formulasi "tabiat ongsiz ong, ong ongsiz tabiat" nemis romantik adabiyotining katta qismi uchun zamin yaratadi. Fridrix fon Shlegelning falsafiy asarlari ijodiy tasavvurning inson hayotidagi rolini qayta baholash orqali ushbu fikrni davom ettirdi. She'riyat-ijodiy yozuvning barcha shakllari uchun romantikaning atamasi-kelajakdagi uyg'unlikni kutish edi, unda barcha ziddiyat shakllari ulkan samarali birlikda hal qilinadi. Georg Vilgelm Fridrix Hegelning dialektikasini (sintezga olib keladigan qarama-qarshi g'oyalarning o'zaro ta'siri) moslashtirishda Shlegel o'zining asosiy "kinoya" tushunchasini ishlab chiqdi, bu bilan u o'zini aks ettirish va o'z-o'zini tanqid qilish bilan bog'liq fikr yoki yozuv shaklini nazarda tutgan. Shlegelning fikriga ko'ra, istehzoli she'riyat ikki tomonlama adabiyotning bir shakli bo'lib, unda voqelikni oddiy yoki darhol idrok etish unga nisbatan murakkabroq tanqidiy aks ettirish bilan birga keladi. Romantik yozuvchi Novalis (taxallusi Fridrix Leopold, Baron von Hardenberg) uning tugallanmagan romanida Shlegelning kinoya nazariyasini qo'llagan Geynrix fon Ofterdingen (1802; Genri offerdingen), bu shoir bo'lish uchun mo'ljallangan sodda yigitning rivojlanishini tasvirlaydi. Tajriba uchun Heinrich ning untutored javob ta'qib qilinishi kerak edi majoziy "ertak" bilan yakunlanadi inset hikoyalar ketma-ketlikda tomonidan o'rab

olingan, muallifning yozuvlari ko'ra, a "astral" counterreality tasvir bilan. Romanning har bir ketma-ket bosqichi dunyoni yanada yuqori va murakkab tushunishga o'tish edi.

### **XULOSA**

Xolz va Yoxannes Shlaf "Papa Hamlet" tabiatshunoslik harakatini belgilaydigan inson holati, ijtimoiy haqiqatlar va deterministik kuchlar bilan chuqur adabiy aloqani ochib beradi. Biz naturalist optikasi orqali o'yin bizning tahlil xulosa sifatida, biz ijtimoiy realizm bir gobelen guvoh, psixologik chuqurligi, va uning tematik boyligi va doimiy ahamiyatini ta'kidlashni ijtimoiy normalar tanqid. "Papa Hamlet" o'quvchilarni 19-asr oxiridagi Germaniyaning kurashlari, qiyinchiliklari va sinf dinamikasini tasvirlaydigan ijtimoiy realizmga botgan dunyoga botiradi. Asarda ijtimoiy cheklovlar va inson xulq-atvoriga deterministik ta'sirlarni tasvirlashga sodiqligi tabiatshunoslik tamoyillari bilan chambarchas bog'liq bo'lib, hayotni jilovsiz realizm va haqiqiylik bilan tasvirlash majburiyatini namoyish etadi.

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## ZAMONAVIY TILSHUNOSLIK, TARJIMASHUNOSLIK VA LINGVODIDAKTIKA HAQIDA

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### ANNOTATSIYA

Mazkur maqolada asosan tilshunoslikning kelib chiqishi, tarixi va ahamiyatlari haqida keng yoritilgan. Tilshunoslik va lingvodidaktika asosiy yo'nalishlari va undagi kamchiliklar haqida so'z yuritilgan. Tarjimashunoslik turlari va undagi qiyinchiliklar va yechimlar haqida so'z boradi.

**Kalit so'zlar:** tilshunoslik, badiiy tarjima, yozma tarjima, tarjimashunoslik, nazariya, til, tafakkur, psixologiya, pedagogika, lingvodidaktika, tarix, lingvistika.

### ABSTRACT

This article is mainly devoted to the origin, history and significance of linguistics. The main directions of linguistics and linguodidactics and their shortcomings are discussed. The types of translation studies, their difficulties and solutions are described.

**Keywords:** linguistics, literary translation, written translation, translation studies, theory, language, thinking, psychology, pedagogy, linguodidactics, history, linguistics.

Tilshunoslik nazariyasi fani tilshunoslikning ilmiy-nazariy tomonlarini o'rganadigan fandır. Tilshunoslik nazariyasi fanida tilning paydo bo'lishidan boshlab, tillarning tasnifi, uni tahlil qilish usullari hamda til va tafakkur, til va jamiyat o'rtasidagi munosabatlar, tilning ichki tuzilishi, tilning ijtimoiyligi kabi masalalargacha o'rganiladi. Uzoq yillar davomida tilshunoslik fani boshqa bir qancha fanlar qurshovida o'rganilib kelindi. Birinchi bor F.de Sossyur o'z ta'limotlarida tilni boshqa fanlar emas, o'zining o'rganadigan alohida fani bo'lishi kerak, bu fanning nomi tilshunoslik deb nomlanishi lozim degan g'oyani ko'tarib chiqdi. Bu nazariya tilshunoslikning mustaqil fan sifatida shakllanishiga turtki bo'ldi. [1, 35-b]

Haqiqatan ham, til kishilik jamiyati mahsuli bo'lib, jamiyatda kishilarning aloqa qilishiga xizmat qiladigan ijtimoiy hodisadir. Til ayrim shaxslardagina emas, balki jamiyat uchun xizmat qilishida namoyon bo'ladi. U insoniyatning tarixiy taraqqiyot jarayonida yaratgan barcha madaniy-ma'naviy va ilmiy boyliklarini ifodalaydigan, uni avloddan avlodga meros qoldiradigan asosiy vositadir. F.de Sossyur umumiy tilshunoslik to'g'risidagi o'z mulohazalarini bu fanning obyektini chegaralashga



urinishdan boshlaydi. Uning yozishicha, tilshunoslik obyektni chegaralashda tadqiqotchining pozitsiyasi, ilmiy nuqtai nazari g'oyat katta ahamiyat kasb etadi. Ko'p tilshunoslar tilni biror hodisa (tafakkur, milliy ruh va hakazo)ning funksiyasi deb tushunadi va tilni shu hodisaga bog'lab o'rganadi. F.de Sossyurning fikricha, bu – noto'g'ri. Til o'z qurilishiga ega bo'lgan tamomila mustaqil hodisadir [I.Qo'chqortoyev, 1976: 5]. Biz bu fikrlarga to'liq qo'shilgan holda, tilni boshqa fanlardan ajratgan holda o'z nazariy asoslariga tayanib o'rganishning tarafdorimiz. Til nazariyasi fani bu borada, ko'plab muammolarni hal qilib berishi lozim. Tilning tabiati, mohiyati, kishilik jamiyatida bajaradigan vazifasi, tuzilishi va bu strukturani tashkil etgan unsurlarining o'zaro munosabat ing ichki mexanizmi, ishlash tamoyillari kabi muhim masalalarni ilmiy o'rganishni har taraflama tadqiq etishni talab etadi. Tilshunoslik nutq faoliyatini o'rganishi zarur. Chunki, til va nutq nutqiy faoliyatning mahsuli. F.de Sossyur til lingvistikasi va nutq lingvistikasi deb ikkiga bo'ldi. [2, 312-b]

Til lingvistikasini o'rganishni birinchi darajali, nutq lingvistikasini o'rganishni ikkinchi darajali vazifa qilib qo'ydi. Bu jadvalda ijtimoiy tabiati jihatidan qaralganda til madaniy-tarixiy va ijtimoiy hodisadir. I.Qo'chqortoyev "F.de Sossyurning lingvistik konsepsiyasi" kitobida: "Tildan foydalanuvchi individni birinchi galda tilning hozirgi holati (sinxronik xolati), tilda hozir mavjud bo'lgan vositalar sistemasi qiziqtiradi. Shu ma'noda tilning faqat sinxronik holati sistema hisoblanadi. Bu nuqtai nazar tilshunoslik fani uchun qanchalik muhim bo'lmasin, u tilning mohiyatini to'liq ochib bera olmaydi. Til ifoda ehtiyojlariga

moslashib boruvchi qurol. Tilning ifoda talablariga moslashuvi nutq jarayonida to'xtovsiz amalga oshib boradi", – deb yozadi [I.Qo'chqortoyev, 1976: 30-31]. F.de Sossyurning yuqorida keltirilgan jadvalida sinxroniya va diaxroniya til tegishli bo'lgan hodisalardir. Bizning nazarimizda, tilning diaxronik holati ham sistemani taqozo etadi.[3, 65-b]

Tarjima — bir tildagi matnlar, maqollar, iboralarni yangi bir tilda qayta yaratishdan iborat adabiy ijod turi. Tarjima millatlararo muloqotning eng muhim ko'rinishlaridan hisoblanadi. Tarjima qadimgi davrlarda, turli qabilaga mansub kishilar orasidagi o'zaro aloqa, muloqot ehtiyoji tufayli yuzaga kelgan. Tilmochlik deb ataladigan bu og'zaki tur hozirda ham saqlanib qolgan. Zamonlar osha tarjimaga bo'lgan talablar asta -sekin yangilana boradi. Ammo uning ijodiy xarakteri, qayta yaratish san'ati ekanligi o'zgarmaydi. Tarjimaning ko'lami va taraqqiyoti har bir xalqning ma'rifiy darajasiga bog'liq va, o'z navbatida, u millatning ijtimoiy tafakkuriga samarali ta'sir etadi. "Tarjima" tushunchasi bir tildan ikkinchi tilga o'girish jarayonini, shuningdek, tayyor tarjima asarini anglatadi.

Ikki ming yil muqaddam yunoniy Liviy Andronik buyuk Gomerning «Odisseya»sini lotin tiliga o'girgan. Bu bilan u amaliy tarjimachilik faoliyatiga asos



solibgina qolmay, balki birinchi bo‘lib tarjima nazariyasining og‘ir masalalariga duch kelgan ham. Biroq Yevropada tarjima problemalari faqat VIII—IX asrlardan boshlab chinakamiga e‘tiborni torta boshladi. Bu davrda tarjima nazariyasi fan sifatida endigina bolalik davrini o‘tay boshlagan edi. Tarjimani ilmiy idrok qilish masalasi bilan ming yillardan buyon shug‘ullanib kelinayotgan bo‘lishiga qaramasdan, hanuzgacha chin ma‘nodagi tarjima nazariyasi o‘z o‘rnini topgan emas.

Tarjima nazariyasi sohasidagi salmoqli ilmiy tafakkur ayniqsa XX asirning ikkinchi choragida tez rivoj topa boshladi. Chet ellarda tarjimaning nazariy problemalarini chuqurroq ishlab chiqish ham xuddi shu davrga to‘g‘ri keladi. Jon Ketfordning Edinburgda o‘qigan leksiyalari va Oksfordda nashr qilingan «Tarjimaning lingvistik nazariyasi» (London, 1965) monografiyasi, Jorj Munenning‘ fransuz (Parij, 1963) hamda italyan (Turin, 1965) tilida doktorlik dissertatsiyasi asosida chop etilgan «Tarjimoniig nazariy problemalari» degan asarlarni bu sohadagi katta yutuqlardan hisoblanadi. To‘g‘ri, chet elda tarjimachilik faoliyatini nazariy tomondan idrok etish bo‘yicha urinishni oldinroq Yujin Naydaning Tavrot tarjimalarini o‘rganishga bag‘ishlangan ishida (Nyu-York, 1947) kuzatish mumkin. Ammo bu tarjima problemalariga lisoniy prinsiplar nuqtai nazaridan pragmatik yondashish edi, xolos. 1969-yili Yujin Nayda va Charlz Teybor Londonda «Tarjima nazariyasi va amaliyoti» degan kitobni nashr qildilar. Unda lingvistikani tarjimaga tatbiq etish va foydalanish imkoniyatlaridan kelib chiqadigan nazariy xulosalar har tomonlama pishitildi. [4, 14-b]

Angliya va Fransiyadan tashqari, tarjima nazariyasi Germaniya hamda boshqa G‘arbiy Yevropa davlatlarida ham ishlendi. Xususan, nemis tilida Avstriyada Yulius Virlning tarjimashunoslik problematikasiga oid monografiyasi (Vena, 1958); GFRda Vilgelm Vilmarning tarjimada uyg‘unlik va nomutanosiblik haqidagi kitobi (Kyoln, 1959), Rudolf Yumpeltning ilmiy va texnikaviy adabiyot tarjimasiga oid fundamental asari (Berlin, 1961) va Nafis san‘at akademiyasi tomonidan tayyorlangan «Tarjima san‘ati» to‘plami (Myunxen 1962); Shveytsariyada Fridning kitobi (Syurix, 1963) va boshqa asarlar bosmadan chiqarildi. Yevropadagi sotsialistik hamdo‘stlik mamlakatlarida ham tarjimashunoslik bo‘yicha ilmiytadqiqot ishlari avj ola boshladi. GDRda Garold Raab va Otto Braunning «Tarjima nazariyasiga kirish» to‘plami (Berlin, 1959); Otto Kadening «Tarjimada tasodif va qonuniyat» (Leypsig, 1968) degan tadqiqoti, Vengriyada Iojef Kardoshning «Badiiy tarjima problemalari» (Budapesht, 1965), Emil Saboning «Badiiy tarjima» (Budapesht, 1961), Bolgariyada Lyubomir Ognyanov Rizovning «Tarjima san‘ati asoslari» (Sofkya, 1955), Polshada O.Voytasevichning «Tarjima nazariyasiga kirish» (Vrotslav—Varshava, 1957), Chexoslovakiyada Irji Leviyning «Tarjima san‘ati» (Praga, 1963), Yugoslaviyada «Tarjima nazariyasi asoslari» to‘plami (Belgrad, 1963) va boshqa ilmiy ishlar bosilib chiqdi. Yujin Naydaning «Tarjkmachilik faniga doir» (Leyden, 1964) kitobida aktual

nazariy konsepsiyalar obzori berildi. Bunday obzor birmuncha torroq doirada Edmon Qarining «Hozirgi zamonda tarjima» (Jeneva, 1956), Teodor Sevorining «Tarjima san'ati» (London, 1957) kabi mashhur kitoblarda ham o'z aksini topgan. Amerika qit'asida ham tarjima iroblemalari jadal sur'atlar bilan tadqiq qilinmoqda. AQShda «Tarjima haqida» maqolalar to'plami (Kembrij-Mas-sachusets, 1959; Nyu-York, 1966 va hokazo), 1961-yili Ostindagi tarjimachilik Markazi tayyorlagan «Texas to'plami» tarjimashunoslik asoslariga bag'ishlangan. Urugvayda Olaf Blikksen nashr qilgan «Badiiy tarjima va uning problemalari» (Montevideo, 1954), Brazi-liyada Bazilio Silveyraning «Tarjima san'ati» (San-Paulo, 1954; ikkinchi nashri—1956) va Paulo Ronaining «Tarjima mahorati» (Rio-de-Janeyro, 1956) asarlari shuhrat qozondi.

Bu borada O'zbekiston olimlarining tajribasi alohida diqqatga sazovor O'zbekiston Markaziy Komitetining badiiy tarjima ishlarini tubdan yaxshilash haqida 1965-yili chiqargan qaroridan keyin badiiy ijodning bu sohasida ancha sezilarli o'zgarishlar yuz berdi. O'zbek adabiyotidan qilingan tarjimalar miqyosi ham kengaydi. O'zbekiston markasi bilan chiqayotgan kitoblarni jahonning 97 mamlakatida, shu jumladan, Angliya, AQSh, GFR, Fransiya, Italiya, Kanada, Eron, Turkiya, Pokiston, Hindiston va boshqa davlatlarda o'z ona tillarida o'qimoqdalar. Mavjud tarjimalarni ilmiy tadqiq qilish ishi respublikada juda yaxshi yo'lga qo'yilgan. Oxirgi ma'lumotlarga qaraganda, bu yerda ellikka yaqin tadqiqotchi tarjima problemalari bilan band. Ularning o'ttizdan ortig'i ilmiy darajaga ega. Respublikada qisqa muddat ichida yirik ilmiy asarlar bunyod etadi. Jumaniyoz Sharipovning «O'zbekistonda tarjima tarixidan» (1965), «Badiiy tarjimalar va mohir tarjimonlar» (1972), G'aybulla Salomovning «Til va tarjima» (1966), «Tarjima nazariyasiga kirish» (1978), G. G'afurovaning «O'zbekistonda tarjima taraqqiyoti» (1973), Z.Umarbekovanning «Lermontov va o'zbek she'riyati» (1973), Q. Musaevning «Badiiy tarjima va nutq madaniyati» (1976) kitoblari, shuningdek, G'. Salomov, N. Komilov, Z.Salimova, Q. Jo'rayev, N. Otajonovlar yaratgan «Tarjimon

mahorati» (1979) monografiyasi, A. Klimenkoning «Do'stlik ramzi» (1974), K. Jo'rayevning «Tarjima — san'at» (1975), N. Otajonovning «Badiiy tarjima va ilmiy sharh» (1978) risolalari, respublika va Ittifoq matbuotida e'lon qilingan bir necha salmoqdor maqolalar fikrimizni quvvatlaydi. A. S. Pushkin nomidagi Til va adabiyot ilmiy-tadqiqot institutining adabiy aloqalar va badiiy tarjima nazariyasi sektori «Badiiy tarjima — do'stlik quroli» (1974), «Badiiy tarjimaning aktual masalalari» (1977) mavzuida, Mirzo Ulug'bek nomidagi O'zbekiston milliy universitetining tarjima nazariyasi kafedراسи esa rus va o'zbek tillarida «Tarjima nazariyasi masalalari» (1977) to'plamlarini nashrdan chiqardilar. G'afur G'ulom nomidagi Adabiyot va san'at nashriyoti muntazam chop etayotgan «Tarjima san'ati» maqolalar to'plami Butunittifoq miqyosida tanilib bormoqda, bu adabiy-tanqidiy minbar, ilmiy nashr O'zbekistondagi

yirik tarjimon va tarjimashunoslar, yosh tadqiqotchilar, o'zbek adabiyotining chet eldagi va Markaziy Osiyoning boshqa shaharlaridagi jonkuyarlarini birlashtirib, ulkan xayrli ishni amalga oshirmoqda. Qisqasi, tarjimani ilmiy tomondan o'rganish masalasiga bu yerda katta ahamiyat berilmoqda.[5, 36-b]

Tarjima ilmiy tadqiq qilish mumkinligiga ko'p mutaxassislar hamon ishonmay keladilar, ular o'zlarining umidsizligini ko'proq tarjimachilikning xususiyatlarini ro'kach qilish bilan niqoblashga intiladilar. «Nazariyani «san'atning alohida turi bo'lgan tarjima» qiziqtirishi kerak»,— deb uqtiradi rus klassik va sovet adabiyotidan nemis tiliga tarjimalar muallifi, GDR San'at akademiyasining a'zosi Alfred Kurella. «Mening biz yaratayotgan «tarjima nazariyasi»ga unchalik ishongim kelmaydi. Ishqilib, keyin o'zimiz qurgan qal'ani o'zimiz buzib o'tirmasak bo'lgani»,— deb unga hamovoz bo'ladi litvalik shoir va tarjimon V. P. Bleje.

Tarjima tarixi juda qadim zamonlardan boshlagnadi. Qadim zamonlardan buyon turli tillarda so'zlashuvchi xalqlar bir-birlari bilan muomala qilganlarida tarjimon (tilmoch) orqali ish bitkazganlar. Tarjimonsiz ish bitirish qiyin bo'lgan. Savdo-sotiq ishlarida, diplomatik munosabatlar va madaniy aloqalarda hamma vaqt tarjimaga zarurat tugilgan. Qadim zamonlardan beri xalqlar o'z tarjimonlariga katta hurmat bilan qaraganlar. Ularning nomlari tarix sahifalarida abadiy yozilib qolgan. Tarjima terixi madaniyat, san'at, adabiyot tarixi bilan chambarchas bog'langan. Ma'lumki, O'rta Osiyo xalqlarining madaniyati qadimiy davrlardan boshlanadi. Arablar istilosiga qadar ham O'rta Osiyoda yashab ijod qilgan olim va yozuvchilar o'zlari-dan keyin boy ilmiy va adabiy meros qoldirganlar, balki ular ichida ko'pgina tarjima asarlari ham bo'lishi haqiqatan uzoq emas. Ammo arab istilochilari mamlakatni zabt qilgach, bu ajoyib asarlarni islom diniga qarshi deb yondirib yuborganlar.VII asrda Iroq, Suriya, Falastin, Eronni bosib olgan arab istilochilari Marv, Xorazm, Buxoro va Samarqandn! qo'lga kiritadilar. VIII asrning boshlarida Movarounnahr (ikki daryo o'rtasi)ni arablar butunlay egallagan edilar. O'rta Osiyo arab xalifaligi hukmronlig ostida qoldi.

Bosqinchilarning zulmi ostida azob chekkan xalqlar ularning buyruqlariga bo'ysunar, tartiblarini so'zsiz bajarishga majbur edilar. Arablar dastlab islom dinini O'rta Osiyo xalqlariga majburan qabul qildiradi boshladilar. Qadimgi Xorazm, so'g'd yozuvlari o'rniga arab yozuvi joriy qilindi. Madrasalarda arab tilini o'rganish majburiy qilib qo'yildi. Arab istilochilari turk va fors tillarini bilgan tarjimonlardan ham foydalandilar. Ular turkiy xalqlar bilan arablarni bir-biriga bog'lovchi vositachi rolini o'ynadilar.

Islom dini mamlakatda hukmron din, arab yozuvi yagona yozuv, arab tili adabiy til bo'lib qoldi. Olimlar va shoirlar arab tshshda kitoblar yoza boshladilar. Arablar istilosi davrida eng ko'p tarjima qilingan asarlar tarixiy-badiiy janrda yaratilgan kitoblar bo'lib, ularni ko'pincha adib, shoirlar tarjima qilar edilar.

Katta-katta olimlar, tarixchilar yetishdi. Forobiy, ibn Sino, Beruniy kabi olimlar o‘z asarlarini arab tilida yozdilar. 359-yilda vafot qilgan olim Abu Bakr Muhammad bin Ja‘fariy Narshaxiy Buxoro tarixiga oyid «Tahqiqul-viloyat» (O‘lkani o‘rganish) nomli asarini yozdi. Bu asar fors tiliga, keyingi davrlarda rus tiliga ham tarjima qilindi. Eng qadimiy asarlardan biri 922-yilda vafot qilgan Abu Ja‘far Muhammad bin Jarir Tabariyning «Tarixi Tabariy» nomli bir necha tomli asari bo‘lib, 963-yilda Buxoroda somoniy amirlarining saroyida vazir bo‘lgan Mir Abu Ali bin Muhammad Bal‘amiy tojikchaga qisqartib tarjima etgan. Keyinchalik bu asarning o‘zi ham boshqa tillarga tarjima qilingan. Tabariy va Bal‘amiy haqida shunday so‘zlarni o‘qiymiz.

Pedagogik psixologiya va lingvodidaktikaning jihati – til o‘rganishning turli jihatlari bo‘lib, ular til bilan turli qarashlardan kelib chiqqan holda shug‘ullanadi. Pedagogik psixologiyaning til yordamida o‘qitish muammolari qiziqtiradi, bu esa har doim ham tilning o‘ziga o‘qitishni nazarda tutmaydi, u xoh ona tili xoh chet tili bo‘lsin. Lingvodidaktika nuqtai nazridan til o‘zlashtirilayotgan chet tilidagi o‘quv jarayonida kommunikatsiya vosiatsi sifatida ko‘rib chiqiladi. Ushbu har ikkala qarash bir-birini to‘ldirishi mumkin, chunki ulardan har biri o‘qitish jarayoni bilan bog‘liqdir. O‘rganish jarayonida ona tili darajasi bilan birga o‘rganilayotgan tilning kommunikativ darajasi ham shakllanadi, bu ona tilini bilish darajasidan farq qiladi. Tilning lingvodidaktik – nazariy, amaliy-nazariy va amaliy o‘rgatilishi chet tiliga o‘rgatishning asosiy muammolaridan birini hala qiladi. A.B.Builev lingvodidaktikani chet tillariga o‘qitish nazariyasi va amaliyoti deb atab, u tillarga o‘qitishning umumiy qonuniyatlarini o‘rganadi deya ta‘kidlagan. Tadqiqotchi, talabaning lisoniy shaxsi rivojlanuvchi xususiyatga egaligini qayd etgan. Shuningdek, O.L. Komenskaya “lisoniy shaxs nazariyasi turg‘un constant tushuncha emas. U ham vertical (yangi darajalarni aniqlash hisobiga), ham gorizantal (mavjud darajalrni detallashtirish hisobiga) bo‘ylab diversifikatsiya qilinishi mumkin “, – deya fikr bildirgan.

Bularning barchasi N.D.Galskova yo‘nalishini tasdiqlaydi, qaysiki lingvodidaktika fan sifatida lisoniy shaxsning lingvokognitiv tuzulishini anglashi va ta‘riflashi lozim, uning rivojlanishi, qonuniyatlarini asoslashi shuningdek ham o‘zlashtirish o‘qitish obyektining o‘ziga xos jihatlarni, ham bu jarayonning barcha subyektlarining o‘zaro ta‘sirini asoslashi lozim deb hisoblaydi. A.S.Markosyan lingvodidaktika deganda tilni o‘qitish maqsadlari uchun ta‘riflash tamoyillarini tushunadi. Uning fikricha, lingvodidaktika – bu o‘rganilayotgan tilni ta‘riflash modellarini ko‘rish nazariyasi, qaysiki o‘quv jarayonida ishlatish uchun mo‘ljallangan. Professional maqsadlarda chet tilini o‘rgatishda muloqot jarayoni bo‘ladi, demak

professional didaktika komunikatsiya nazariyasi bilan bog‘liq madaniyatlararo ishbilarmon va professional muloqotdan iborat.

Lingvodidaktikaning eng muhim muammolaridan biri o‘quv materilining o‘rganilayotgan til fenomeniga mosligidan iborat, bunda terminologiyaning fan tilining muhim tizimi sifatida funksional ta’riflash ko‘rsatilgan muammoning yechimiga yaqinlashish imkonini beradi. A.M.Novikovaning fikricha, “o‘rganish predmeti ushbu fan tomonidan o‘rganilayotgan va muayyan mantiqiy hamda belgili shakldagi xususiyatlar, aloqalar va qonuniyatlar jamlanmasidan iborat”. Xorijiy tilni mutaxassislik sifatida egallash shunday holatlarda zarur bo‘ladiki, bu zarurat pragmatik xususiyat kasb etib, mutaxassis o‘zining chet tilidagi bilimlarini kasb faoliyati sohasida samarali qo‘llay olish kerak bo‘ladi.

Pragmalingvodidaktikaning ustuvor vazifasi – talabalarni tayyorlash amaliyotida zamonaviy ingliz tilida sodir bo‘layotgan global o‘zgarishlarni hisobga olishni ta’minlashdan iborat, bu o‘z navbatida chet tilidagi muloqot diapazonini kengaytirish, til vositalaridan nutqiy muloqotning funksional uslubiga muvofiq samarali foydalangan holda o‘z fikrlarini aniq, tiniq va mantiqan to‘g‘ri ifodalashga xizmat qiladi.

Ta’lim mazmuniga pragmalingvodidaktik yondashuv talabalarning turli madaniyatlarga xos bilimlarini oshirishni ko‘zda tutadi. Bunda o‘z mamlakati va o‘rganilayotgan til mamlakati madaniyatlari orasidagi o‘xshash va farqli jihatlarni bilish va tushunish, ikki mamlakatning mintaqaviy va ijtimoiy o‘ziga xosligini bilish va tushunish, shuningdek, jahon madaniyatlarining kengroq doirasini bilish nazarda tutiladi.

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## TEACHING FOREIGN LANGUAGES BASED ON INTERACTIVE TECHNOLOGIES

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### ABSTRACT

The interaction between teachers and students is very insufficient, which cannot fully mobilize the enthusiasm of students. The purpose of this study is to explore a new way for English teaching mode, hoping to explore better English teaching methods and improve students' English performance. This article illustrates the methods of teaching with interactive games and techniques.

**Keywords:** group work, effective, interactive games, pair, explore new options, creative activity, business games, styles, participants, gain knowledge.

### INTRODUCTION

These techniques have multiple benefits: the instructor can easily and quickly assess if students have really mastered the material (and plan to dedicate more time to it, if necessary), and the process of measuring student understanding in many cases is also practice for the material—often students do not actually learn the material until asked to make use of it in assessments such as these. Finally, the very nature of these assessments drives interactivity and brings several benefits. Students are revived from their passivity of merely listening to a lecture and instead become attentive and engaged, two prerequisites for effective learning. These techniques are often perceived as “fun”, yet they are frequently more effective than lectures at enabling student learning.

Great teachers are nimble, observant, and responsive, always keeping an open mind about how to best engage their students and get them excited about learning—and that means considering trying out different *interactive* teaching styles in the classroom.

#### ***Instructor Action: Lecture***

Picture Prompt – Show students an image with no explanation, and ask them to identify/explain it, and justify their answers. Or ask students to write about it using terms from lecture, or to name the processes and concepts shown. Also works well as group activity. Do not give the “answer” until they have explored all options first. Why Do You Think That? – Follow up all student responses (not just the incorrect



ones) with a challenge to explain their thinking, which trains students over time to think in discipline-appropriate ways. Think Break – Ask a rhetorical question, and then allow 20 seconds for students to think about the problem before you go on to explain. This technique encourages students to take part in the problem-solving process even when discussion isn't feasible. Having students write something down (while you write an answer also) helps assure that they will in fact work on the problem. Updating Notes – Take a break for 2-3 minutes to allow students to compare their class notes so far with other students, fill in gaps, and develop joint questions. Cliffhanger Lecturing – Rather than making each topic fit neatly within one day's class period, intentionally structure topics to end three-fourths of the way through the time, leaving one quarter of the time to start the next module/topic. This generates an automatic bridge between sessions and better meets learning science principles of the spacing effect and interleaving topics. Choral Response – Ask a one-word answer to the class at large; volume of answer will suggest degree of comprehension. Very useful to “drill” new vocabulary words into students. Word Cloud Guessing - Before you introduce a new concept to students, show them a word cloud on that topic, using an online generator (Wordle, Taxedo, or Tagul) to paste a paragraph or longer of related text, and challenge students to guess what the topic was. Instructor Storytelling – Instructor illustrates a concept, idea, or principle with a real life application, model, or case-study. Grab a Volunteer – After a minute paper (or better: think pair share) pick one student to stand up, cross the room, and read any other student's answer. Socratic Questioning – The instructor replaces lecture by peppering students with questions, always asking the next question in a way that guides the conversation toward a learning outcome (or major Driving Question) that was desired from the beginning. Variation: A group of students writes a series of questions as homework and leads the exercise in class. Reverse Socratic Questioning – The instructor requires students to ask him/her questions, and the instructor answers in such a way as to goad another question immediately but also drive the next student question in a certain direction. Pass the Pointer – Place a complex, intricate, or detailed image on the screen and ask for volunteers to temporarily borrow the laser pointer to identify key features or ask questions about items they don't understand. Turn My Back – Face away from the class, ask for a show of hands for how many people did the reading. After they put hands down, turn around again and ask to hear a report of the percentage. This provides an indication of student preparation for today's material. Empty Outlines – Distribute a partially completed outline of today's lecture and ask students to fill it in. Useful at start or at end of class. Classroom Opinion Polls – Informal hand-raising suffices to

test the waters before a controversial subject. Discussion Row – Students take turns sitting in a front row that can earn extra credit as individuals when they volunteer to answer questions posed in class; this provides a group that will ALWAYS be prepared and interact with teacher questions. Total Physical Response (TPR) – Students either stand or sit to indicate their binary answers, such as True/False, to the instructor’s questions. Student Polling – Select some students to travel the room, polling the others on a topic relevant to the course, then report back the results for everyone. Self-Assessment of Ways of Learning – Prepare a questionnaire for students that probes what kind of learning style they use, so the course can match visual/aural/tactile learning styles. Quote Minus One – Provide a quote relevant to your topic but leave out a crucial word and ask students to guess what it might be: “I cannot forecast to you the action of..; it is a riddle, wrapped in a mystery, inside an enigma.” This engages them quickly in a topic and makes them feel invested. Everyday Ethical Dilemmas – Present an abbreviated case study with an ethical dilemma related to the discipline being studied. Polar Opposites – Ask the class to examine two written-out versions of a theory (or corollary, law of nature, etc.), where one is incorrect, such as the opposite or a negation of the other. In deciding which is correct, students will have to examine the problem from all angles. Pop Culture – Infuse your lectures, case studies, sample word problems for use during class with current events from the pop culture world. Rather than citing statistics for housing construction, for instance, illustrate the same statistical concept you are teaching by inventing statistics about something students gossip about, like how often a certain pop star appears in public without make-up. Make Them Guess – Introduce a new subject by asking an intriguing question, something that few will know the answer to (but should interest all of them). Accept blind guessing for a while before giving the answer to build curiosity. Make It Personal – Design class activities (or even essays) to address the real lives of the individual students. Instead of asking for reflections on Down’s Syndrome, ask for personal stories of neurological problems by a family member or anyone they have ever met.

### ***Student Action: Pairs***

Think-Pair-Share – Students share and compare possible answers to a question with a partner before addressing the larger class. Pair-Share-Repeat – After a pair-share experience, ask students to find a new partner and debrief the wisdom of the old partnership to this new partner. Teach-OK – The instructor briefly explains a concept. The teacher then says “teach!”, and the students respond “OK!” Students then form pairs and take turns re-teaching the concept to one another. Wisdom of Another – After any individual brainstorm or creative activity, partner students up to share their

results. Then, call for volunteers of students who found their partner's work to be interesting or exemplary. Students are sometimes more willing to share in plenary the work of fellow students than their own work. Secret-Write and Reveal – Students individually write down a guess on a prompt given by the teacher, but keeps the answer hidden from partner. Then, everyone reveals and discusses why they had different answers. Human Flashcards – Students take turns calling out terms they were expected to memorize, and demand an answer from their partner. Storytelling Gaps – One partner relay a story that summarizes learning in the chapter so far, but leaves out crucial fine information (such as dates that should have been memorized). The partner listens and records dates silently on paper as the story progresses and then updates the first person. Do-Si-Do – Students do partner work first, then sound off by twos. All of the 2's stand up and find a new partner (the 1's are seated and raise their hands until a new partner comes), then debrief what was said with the first partner. Variation: Later, all the 1's come together in a large circle for a group debrief, while the 2's have their own circle. Forced Debate – Students debate in pairs, defending either their preferred position or the opposite of their preferred position. Variation: Half the class takes one position, half the other. The two halves line up, face each other, and debate. Each student may only speak once, so that all students on both sides can engage the issue. Optimist/Pessimist – In pairs, students take opposite emotional sides of a conversation. This technique can be applied to case studies and problem solving as well. Teacher and Student - Individually brainstorm the main points of the last homework, then assign roles of teacher and student to pairs. The teacher's job is to sketch the main points, while the student's job is to cross off points on his list as they are mentioned, but come up with 2-3 ones missed by the teacher.

### ***Student Action: Groups***

1. Jigsaw (Group Experts) – Give each group a different topic. Re-mix groups with one planted “expert” on each topic, who now has to teach his new group, usually done by having each group count off to five (or whatever) and then grouping together all 5's in one corner, etc. Each student debriefs the wisdom of the previous group to his/her new group.
2. Gallery Walk Jigsaw – Perform as jigsaw as shown above, but the first group creates a poster before counting off by numbers and remixing. Each new-group is assigned a poster, which is explained by the person who helped create it. Then, each new-group rotates to a new poster.
3. Single Jigsaw – Divide the class in two. After speed sharing or similar activity, each person finds a partner from the other group to do a lengthy debrief.

4. **Carousel Brainstorming** – Everyone in the group writes out a problem statement, then passes the paper to the student on the left. This student records one possible answer or idea. At the signal, all papers shift to the left again, until the entire circle has seen each paper and they return to their original owners.
5. **World Café** – Small groups tackle the same driving question; plenary debrief, then everyone except table hosts find a new table (new groups) for a second discussion question. The host leads discussions and draws ideas between rounds, taking notes for sticky wall posters.
6. **Red Side/Green Side** – Each group is loaned a sheet colored red on one side, and green on the other. As they work, they leave the sheet on the table with the green side up, until they have a question or need the instructor, at which point they flip it over to red. The instructor can see at a glance which groups need attention.
7. **Silent Seminar** – Students are given brainstorming prompts on screen, then scribe their answers onto a large sticky note silently. Further on-screen prompts guide them how to react to each other's written comments with more written comments, turning it into a seminar-style conversation, but all accomplished in enforced silence (until verbal debrief is warranted).
8. **Cable TV Special** – Students evolve the outline of a History/Discovery Channel type special on the topic being learned in class, with an eye toward explaining the concepts to a non-expert audience.
9. **Mystery Numbers** – Every student in the group gets a unique number (such as 1-5), but the teacher doesn't announce until AFTER the discussion period which person (number) is going to report back to the larger class. This will convince everyone to participate fully.
10. **Assembling Strips** - Give each group an envelope with cut-out strips that assemble into a timeline, a plan of action, etc. Option: include "too many" so groups have to be selective.
11. **Empty Table** – Hand each group a blank table with headers in place for rows and columns, but interior cells are blank until the group fills them in (example: column headers could be different authors such as Shakespeare, Goethe, and row headers could be genres such as poems, novels, essays, etc)

Interactive teaching styles are designed around a simple principle: without practical application, students often fail to comprehend the depths of the study material. Interactive teaching is also beneficial for you as the teacher in a number of ways, including:

- Measurable student accomplishments: Teachers making use of interactive teaching styles are better equipped to assess how well students master a given subject material.
- Flexibility in teaching: Applying training methods that involve two-way communications will enable you to make quick adjustments in processes and approaches.
- Practice makes perfect: Interactive instruction enhances the learning process.
- Student motivation: Two-way teaching dispels student passivity, and when more students are engaged, you'll have much more fun too.

### **Applying interactive education**

Whereas students often lose interest during lecture-style teaching, interactive teaching styles promote an atmosphere of attention and participation. Make it interesting. Make it exciting. Make it fun. As you well know, telling is not teaching and listening is not learning.

The ARMA International Center for Education offers the following guidelines to express the focus of interactive educational teaching styles:

- Encourage student participation.
- Use questions that stimulate response, discussion, and a hands-on experience.
- Use teaching aids that press for answers, and capture/hold the student's attention.
- Set up a workgroup environment.
- Involve yourself as well as the student.

### **5 interactive teaching styles that make a difference**

Now is the time to start bringing life into your teaching styles. Here are some of the most effective ways to engage your students.

#### **1. Brainstorming — various techniques**

Interactive brainstorming is typically performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to pull together. Types of interactive brainstorming include:

- Structured and unstructured
- Reverse or negative thinking
- Nominal group relationships
- Online interaction such as chat, forums and email
- Team-idea mapping
- Group passing
- Individual brainstorming

#### **2. Think, pair, and share...**



Establish a problem or a question, then pair your students. Give each pair sufficient time to form a conclusion, and permit each participant to define the conclusion in his or her personal voice. You can also request that one student explain a concept while the other student evaluates what is being learned. Apply different variations of the process—your students will be engaged, communicating, and retaining more information before your eyes.

### **3. Buzz session**

Participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group; everyone should learn from one another's input and experiences.

### **4. Incident process**

This teaching style involves a case study format, but the process is not so rigid as a full case study training session. The focus is on learning how to solve *real* problems that involve *real* people—preparing your students for life beyond your classroom. Provide small groups of students with details from actual incidents and then ask them to develop a workable solution.

### **5. Q&A sessions**

On the heels of every topic introduction, but prior to formal lecturing, ask your students to jot down questions pertaining to the subject matter on 3×5 index cards. After you collect the cards, mix them up and read and answer the student-generated questions.

Interactive teaching language function refers to **the process of communication between teachers and students and between students and students**. In this process, students gain knowledge and exercise their abilities.

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## HUMOR AND SATIRE IN SHAKESPEARE'S COMEDIES

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### ABSTRACT

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 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.

**Keywords:** comedy, humor, plot, wordplay, character, category, drama, satira, structural

### Introduction

Shakespeare's comedies are still beloved by audiences centuries after they were written because of their sharp humor, wit, and satirical themes. Shakespeare crafts stories that are both thought-provoking and entertaining at the same time through his deft use of language, witty wordplay, and perceptive observations of human nature. This essay will examine the ways in which Shakespeare's comedies use satire and comedy to make statements about human nature, society conventions, and the difficulties of interpersonal relationships in addition to making audiences laugh. Shakespeare's comedies offer a rich tapestry of humor and wit that transcends time and continues to resonate with audiences today. They range from word games and mistaken identities to political satire and social commentary.

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 can be distinguished from one another, though, as some are categorized as romantic comedies and others as comedic dramas. In comedic drama, a place where the real and the imaginary collide,

character roles are inverted, and identities are misplaced or forgotten is a common motif.

The popular and romantic forms that the university wits were employing in their early comedies are combined with a profound understanding of comedy's fragility and artifice, as well as elements of gorgeous courtly delight. These are festive comedies, giving access to a society vigorously and imaginatively at play. The play of one group - *The Comedy of Errors* (1589-94), *The Taming of the Shrew* (1589-94), *The Merry Wives of Windsor* (1597-98), and *Twelfth Night* (1600-01), - are comedies of intrigue, fast-moving, often farcical, and placing a high premium on wit. The play of a second group - *The Two Gentlemen of Verona* (1589-94), *Love's Labour's Lost* (1589-94), *A Midsummer Night's Dream* (1595-96), and *As You Like It* (1598-1600) - have as a common denominator a journey to a natural environment, such as a wood or a park, in which the restraints governing everyday life are released. In the four plays that approach tragicomedy - *The Merchant of Venice* (1596-97), *Much Ado About Nothing* (1598-99), *All's Well That Ends Well* (1601-05), and *Measure for Measure* (1603-04) - festivity is in direct collision with the constraints of normality, with time, business, law, human indifference, treachery, and selfishness.

If Shakespeare's comedies are the same as his tragedies and histories, then what distinguishes a comedy from the other genres? Although opinions on this matter are still being discussed, many people think that the comedies have the following traits in common:

**Shakespeare's comedies are full of witty wordplay, analogies, and insults. This is comedy through words.**

**Love:** Shakespeare's comedies are all replete with references to love. Frequently, the play presents us with couples who overcome their relationship's challenges and come together. Of course, such metric isn't always accurate; for example, although the play "*Romeo and Juliet*" centers around love, few would consider it a comedy.

**Complex plots:** Compared to his tragedies and histories, Shakespeare's comedies contain more intricate storylines. The storylines are complicated, but they do have common themes. For instance, the play's climax is invariably found in the third act, and the lovers' triumphant declaration of their love for one another in the play's closing scene lends it a festive atmosphere.

**Identity errors:** A Shakespearean comedy's narrative is frequently centered around identity errors. In some cases, such as in "*Much Ado About Nothing*," when Don John deceives Claudio into thinking that his fiancée has cheated on him by using a false name, this is a deliberate plot device used by villains. In addition, characters

often perform scenes while disguised, with feminine characters frequently taking on the identity of masculine characters.

### **Conclusion**

In conclusion, Shakespeare's comedies are characterized by their complex plots, intricate storylines, and themes of mistaken identities. The plays often reach a climax in the third act, leading to a festive resolution where lovers declare their love for one another. Identity errors play a significant role in many of these comedies, with characters often disguising themselves or being deceived by others. These elements combine to create a world of humor, irony, and satire that captivates audiences and leaves them with a sense of joy and satisfaction at the end of the play. Shakespeare's comedies continue to entertain and delight audiences with their timeless themes and clever storytelling.

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## KONVERTIERUNGSPHÄNOMEN IM DEUTSCHEN

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### ANNATOTION

Dieser Artikel ist ein Artikel, der die beim Konvertierungsphänomen verwendeten Wörter anhand von Beispielen untersucht

**Schlüsselwörter:** Konvertierung, Konvertierungsereignis Wörter, Konvertierungsereignis Wortgruppe.

Die Hauptarten der Konversion sind: Verbalisierung (Bildung von Verben), Substantivierung (Bildung von Substantiven), Adjektivierung (Bildung von Adjektiven), Adverbialisierung (Bildung von Adverbien).

Die Umwandlung erfolgt je nach den morphologischen Merkmalen der primären und abgeleiteten Wörter auf unterschiedliche Weise. Eine Umwandlung des ersten Typs wird beobachtet, wenn das primäre und abgeleitete Wort (oder eines von ihnen) morphologisch veränderbar ist.

Eine notwendige Bedingung für die Bildung eines neuen Wortes während der Konversion ist nicht nur eine Änderung der lexikalischen Bedeutung und syntaktischen Funktion des Wortes, sondern auch eine Änderung seines Flexionsparadigmas. Die typischsten Beispiele für die erste Art der Konversion sind Verbalisierung, Substantivierung sowie Fälle, in denen das Hauptwort ein Substantiv oder ein Verb ist.

Wir können von einer Umwandlung des zweiten Typs sprechen, wenn sowohl das primäre als auch das abgeleitete Wort morphologisch unverändert sind. Die Umwandlung des zweiten Typs besteht darin, die syntaktische Funktion des Wortes und seine lexikalische Bedeutung zu ändern. Präpositionen und Adverbien können durch solche Konversionsrelationen verbunden werden; Adjektive und Konjunktionen; Pronomen und Konjunktionen.[2:26]

Die Umwandlung des ersten Typs kann vollständig oder teilweise sein. Bei vollständiger Konvertierung erhält das neu gebildete Wort alle Eigenschaften eines anderen Teils der Sprache (desjenigen, in dessen syntaktischer Funktion es verwendet wird).

Während der Verbalisierung beginnen Substantive und Adjektive also, eine Handlung zu bezeichnen und werden in der Funktion eines Prädikats verwendet und erwerben auch alle wortgebeugten Formen des Verbs.

Bei einer teilweisen Konvertierung erhält das Wort nicht unbedingt alle Merkmale eines anderen Teils der Sprache, was oft durch seine semantischen Merkmale erklärt wird. Teilweise begründende Adjektive und Partizipien haben also grammatikalische Merkmale: Sie werden nur mit dem bestimmten Artikel verwendet und stimmen mit dem Verb im Singular und Plural überein.

Durch Konvertierung können nur zwei Wortarten korreliert werden.

Solche Wortarten wie Adjektive, Adverbien, Präpositionen und Interjektionen werden nicht durch Umwandlung gebildet. Um sie zu erstellen, werden andere Mittel und Methoden der Wortbildung verwendet: Adjektivierung, Begründung, Adverbialisierung.

Die Bekehrung ist also ein komplexes, aber gleichzeitig ein beliebtes Phänomen, da Sie Ideen über ein bestimmtes Ereignis anschaulicher ausdrücken können, ohne auf eine gemeinsame Erklärung zurückgreifen zu müssen, sondern ein Wort verwenden, das zwei Grundlagen kombiniert.

Diese Art der Wortbildung ist im Deutschen sehr ergiebig, besonders wenn es um die Begründung von verbalen Infinitiven geht.

Kann belegt werden:

einzelne Infinitive, zum Beispiel: create, create - schaffen / creation - das Schaffen ;

doppelte Infinitive, zum Beispiel: kennenlernen - kennen lernen / bekenntschafft - das Kennenlernen ;

zusammengesetzte Verben, zum Beispiel: undend - auseinanderbiegen / undend - das Auseinanderbiegen ;

Phrasen, z. B.: zu spät kommen - zu spät kommen / zu spät kommen - das Zuspatkommen .[4;56]

Bei der Konversion wird das Reflexiv „ sich “ sehr oft in die Zusammensetzung neu gebildeter Substantive aufgenommen, zum Beispiel: Distanzierung – das Sichdistanzieren und andere.

Im modernen deutschen Wortschatz wird die Konversion aktiv genutzt, um neue Wörter zu bilden. In fast jedem Zeitschriften- oder Zeitungsartikel gibt es auf diese Weise gebildete Wortschöpfungen (meistens handelt es sich um Verben, die aus einsilbigen Substantivstämmen gebildet werden: nerven, stressen usw.).[5;67]

Eine Analyse des modernen Umgangswortschatzes der deutschen Sprache zeigt, dass es heute verschiedene Möglichkeiten der Wortbildung durch Konversion gibt.



Meistens werden Substantive durch Konversion aus Verbalstämmen gebildet: Naffel - Langeweile , nichts tun ( von „ naffeln “); Scheuch - langweilige Veranstaltung ( von „ verscheuchen “); Dudel - Rundfunkgerät , Plattenspieler ( von " dudeln "): Stell Höhle Dudel ab , ich Wille Nacht schlafen .[3;49]

substantivische Adjektive, die durch Konversion gebildet werden , aktiv verwendet , zum Beispiel klasse , dufte , asse , schocke - toll , überaus Darm :

Das ist asse , sagte Susanne, alle durften, Typen nuckeln;

Das war erst schocke, als der Michael Jackson dann auf die Bühne kam.

Entsprechend dem allgemeinen Trend, der derzeit für die gesamte deutsche Sprache charakteristisch ist, nimmt im Jugendwortschatz die Zahl der durch Umwandlung aus Nominalstämmen gebildeten Verben zu.

a) Eine materiell erzeugende Basis kann sowohl als Wurzelbasis als auch als abgeleitete Basis dargestellt werden. Zusammengesetzte Basen werden in der Regel nicht gefunden. Die Verben quarken ( von „ Quark “ ( jug .) = Unsinn) – Unsinn reden werden aus den substantivbildenden Wurzelstämmen gebildet ; polen- etw . verstehen (von "Pol" ( jug ) - Standpunkt, Auffassung): Das polt doch keine alte Sau.

In diesen Fällen wurde der Stamm des Substantivs verwendet, das durch die Übertragung bereits eine Bedeutungsänderung erfahren hatte.

Aus Lexemen, die im Wortschatz junger Menschen eine neue Bedeutung erhalten haben, werden auch Verben gebildet: trüffeln ( von " Trüffel ": 1) Prügel ; 2) Kopf ) - 1) angestrengt nachdenken \_ 2) Schläger :

Die Typen da drüben sehen aus, als ob die gleich trüffeln wollten; Gras ein bedeutet "Haschisch rauchen": Lass uns mal gemütlich eine grasen.

Von besonderem Interesse sind Fälle, in denen ein Eigenname als Generierungsgrundlage verwendet wird. Dieses Modell wird regelmäßig auch in allgemeiner Sprache umgesetzt. Wir haben mehrere solche Fälle notiert: knuten - unterdrücken , tyrannisieren ( von " König Knut - der Heilige ).

Ich lass mich nicht länger von dir knuten!;

hinkeln - (schwer) arbeiten, schufteten (von Obelix-Hinkelstein-Parodien "Obelix als Hinkelsteinliferant "):[2;73]

In dem Job darfst du die ganze Zeit hinkeln .

Das Hauptmerkmal von Konversionsbildungen im Jugendjargon besteht darin, dass im Prozess der Wortproduktion neben Paradigmenwechseln der abgeleitete Stamm zusätzliche Änderungen in der semantischen Struktur erfährt.

In diesen Beispielen wird das wichtigste Merkmal solcher Formationen verwirklicht: Die Struktur der Basis ist hier invariant, und die Varianz betrifft ihren

Inhalt. Gleichzeitig kann es im Jugendwortschatz ein entsprechendes Verb geben, auch in neuer Bedeutung.

Dieses Phänomen wird nicht nur bei zusammengesetzten Substantiven beobachtet: Umfall - Wechsel der Studienrichtung , aber auch in folgenden Fällen der Konversionserziehung:

rasseln - 1) Lärm machen, laut sein;

2) (dumm) daherquatschen (von "Rassel" = Lärmspielzeug):

Rassel nicht so laut rum hier!;[5;58]

Rostens \_ Bedeutung "braten, grillen, etw . auf den Rost legen":

Rost mal mein Schnitzel;

schnepfen - sich wenig machen, zickig sein (von "Schnepfen"):

Schnepfen nicht andauernd so rum!;

b) Das Adjektiv als generierende Basis von durch Konversion gebildeten Jugendverben wird viel seltener verwendet. Wir haben drei solcher Formationen notiert: schlaffen - faul / müde / abgekämpft sein ; faulen - faulenz ;

c) Die Bildung von Verben aus verbalen Generierungstämmen gilt in der Landessprache als unproduktives Modell. Die Ableitungsverhältnisse kommen dabei formal im Wechsel des Stammvokals zum Ausdruck.[4;26]

Als Ergebnis der Umwandlung mit Wörtern gibt es also Änderungen in den sprachlichen Eigenschaften, die unterschiedlich stark ausgeprägt sind. Die allerersten und wichtigsten sind semantische Änderungen, die auf obligatorische Änderungen in der lexiko-grammatischen Kategorie und der kategorialen Bedeutung reduziert werden.

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## DIE WICHTIGSTEN METHODEN DES REMDSPRACHENUNTERRICHTS

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### ANNOTATION

Der Artikel beschreibt die historische Entwicklung des Fremdsprachenunterrichts anhand der aufeinanderfolgenden Methoden, die angewandt wurden. Ursprünglich wurden die Methoden des altsprachlichen Unterrichts (Latein und Griechisch) auf den Unterricht moderner Fremdsprachen wie Englisch und Französisch übertragen. Mit sich wandelnden Anforderungen und Erkenntnissen der Fremdsprachendidaktik entwickelten sich neue Methoden wie die Grammatik-Übersetzungs-Methode, die audiolinguale/audiovisuelle Methode, die kommunikativ-pragmatisch-orientierte Methode und die vermittelnde Methode. Die Grammatik-Übersetzungs-Methode betonte die Beherrschung der Grammatikregeln und die Übersetzung von Texten, während die audiolinguale/audiovisuelle Methode den natürlichen Spracherwerb durch wiederholtes Hören und Nachahmen förderte. Die kommunikative Methode legte den Fokus auf schülerzentrierten Unterricht und aktive Beteiligung der Lernenden, während die vermittelnde Methode eine Mischung verschiedener Methodenkonzepte vorschlug, um die Anwendbarkeit in der Praxis zu maximieren. Jede Methode hatte ihre eigenen Unterrichtsprinzipien und -techniken, die sich im Laufe der Zeit weiterentwickelten, um den Bedürfnissen der Lernenden gerecht zu werden. Der Artikel betont die Bedeutung der Kenntnis dieser Methoden für Lehrkräfte, um geeignete Lehrmaterialien auszuwählen und den Lernprozess optimal zu gestalten.

**Schlüsselwörter:** *Entwicklung, sprache, methoden, anforderung, lernen, texten, aufgabenstellung, beteiligung, lehrkraft.*

Die historische Entwicklung des Fremdsprachenunterrichts lässt sich durchaus auch an der Aufeinanderfolge von Methoden ablesen. Auf die in den Schulunterricht eingeführten sog. neueren Sprachen (Englisch und Französisch) wurden zunächst die Methoden des Unterrichts in den alten Sprachen (Griechisch und Latein) übertragen. Mit den sich wandelnden Anforderungen an den Fremdsprachenunterricht, die „lebenden Sprachen“ so zu unterrichten, dass sie schriftlich wie mündlich auch außerhalb schulischer Aufgabenstellungen verwendet werden können, wandelten und

wandeln sich auch die Methoden. Sie nahmen und nehmen häufig auf, was zuvor vielleicht von den voraufgegangenen Methoden vernachlässigt wurde und gingen und gehen ein auf aktuelle Bedürfnisse der Gesellschaft. Zudem berücksichtigen sie neueste Ergebnissen der unterschiedlichen Bezugswissenschaften.

Deutsch als Fremdsprache ist von dieser Entwicklung der Methoden des Fremdsprachenunterrichts nicht auszunehmen. Für Lehrende ist die Kenntnis der Grundzüge von Methoden notwendig und nützlich. So ist es möglich, Lehrwerke von der jeweils zu Grunde liegenden Methode her einzuordnen. Methodenkenntnis erlaubt es, für die jeweilige Zielgruppe, deren Fähigkeiten und die vorgegebenen Lernziele die geeignete Methode (das Lehrwerk) bzw. den möglichst besten methodischen Weg auszuwählen (vgl. Jung2001,137).

Der Begriff Methode/Methodik ist aus dem griechisch-lateinischen Wort *methodos/ methodus* abgeleitet und bedeutet etwa: Zugang/Weg, der zu einem bestimmten Ziel führt. Die vorliegende Arbeit will sich vier wichtigsten Methoden zuwenden und ihre Unterschiede und Gemeinsamkeiten aufzeigen: der Grammatik – Übersetzungs-Methode, der audiolingualen/audiovisuellen Methode, der kommunikativ- pragmatisch-orientierten Methode und der vermittelnden Methode.

Die Grammatik – Übersetzungs – Methode wurde vom altsprachlichen Unterricht (Latein, Griechisch) übernommen und auf den Unterricht moderner Fremdsprachen übertragen.

Das Deutsche wurde anhand der Kategorien der lateinischen Grammatik dargestellt, wobei es naturgemäß zur Auflistung vieler Ausnahmen kam, deren Erlernung dann im Unterricht oft großes Gewicht beigemessen wurde. Modell des Sprachunterrichts war die geschriebene Sprache der schöngeistigen Literatur. Die Sprache wurde als Gebäude aufgefasst, das nach logischen Regeln aus bestimmten Bausteinen gefügt ist. Die Lerner sollten die Konstruktionsregeln der Sprache verstehen und anwenden lernen. Das Lernkonzept war kognitiv: Sprachenlernen sollte die Entwicklung des logischen und ordnenden Denkens fördern (vgl. Heyd1991,25).

Der Unterricht nach der GÜM bestand aus 3 Phasen: aus der Einführungsphase, in der Grammatiklehrstoff präsentiert wurde; aus der Übungsphase, in der Sätze zum Grammatiklehrstoff gebildet wurden; aus der Anwendungsphase, in der das Lesen, das Schreiben und das Übersetzen als Anwendung des Lehrstoffes geübt wurden. Im Vordergrund stand das Lernen grammatischer Regeln, die über Beispielsätze zur Bildung korrekter Sätze führten. Überwiegende Übungsformen waren grammatisch korrekte Ergänzung von Lückensätzen bzw. grammatisch orientierte Umformungen und Übersetzungen. Die

Hin- wie Herübersetzung von Texten diene als Nachweis der Sprachbeherrschung. Die gesprochene Zielsprache spielte eine höchst untergeordnete Rolle (vgl. Jung2001,137).

Dem Lerner wurde keine Möglichkeit gegeben, sich einen Problembereich selbstständig zu erarbeiten. Auch sein Verstand wurde nicht gefördert. Die Lerner beteiligten sich mehr passiv als aktiv.

Laut dem Universalwörterbuch Duden werden die Begriffe audiolingual und audiovisuell folgenderweise definiert: audiolingual [zu lat. Audire =hören und lingua = Zunge]: [im Sprachunterricht] vom gesprochenen Wort ausgehend; audiovisuell: zugleich hörbar und sichtbar. Im Bezug auf Sprachunterricht geht es im ersten Fall um den Einsatz der Tongeräte wie z.B. Kassettenrecorder, CD-ROMs, im zweiten Fall um solche Medien wie Videorecorder, Audiokurse mit Lehrbüchern, Computer.

Die AL/AV – Methode erwuchs aus einer Verbindung von behavioristischer Lerntheorie und linguistischen Strukturalismus. In den USA hatte sich der Strukturalismus als linguistische Grundlage des Fremdsprachunterrichts in den 40er Jahren durchgesetzt. Dabei wurden die Arbeitsweisen strukturalistischer Sprachforschung direkt als methodische Prinzipien auf das Fremdsprachenlernen übertragen. Bei der AL/AV- Methode wird der natürliche Spracherwerb gefördert (man soll eine Fremdsprache so lehren, wie die Mutter ihr Kind die Muttersprache lehrt). Sprache gilt als ein Bündel von Sprechgewohnheiten, als verbales Verhalten (vgl. Heyd1991,29).

Spracherwerb wird mit Überlegungen aus der behavioristischen Psychologie erklärt, die das Verhalten des Menschen auf den mechanischen Ablauf von Reizen und Reaktionen von Vor- und Nachmachen reduziert, und damit die schöpferischen Fähigkeiten des Menschen auf ein Minimum beschränkt und kaum Raum für aktive psychische Prozesse lässt. Ziel der AL/AV- Methode war die Entwicklung des Sprachkönnens und nicht mehr des Sprachwissens.

Zu den Unterrichtsprinzipien der AL-Methode gehörten

- Vorrang des Mündlichen vor dem Schriftlichen
- Situativität des Unterrichts
- Authentizität der Sprachvorbilder
- Einübung von Sprachmustern durch Imitation und häufiges Wiederholen
- Grundlegende Einsprachigkeit des Unterrichts, Ausschluss der Muttersprache aus dem Unterricht
- Progression des Lernprogramms anhand der Grammatiklehrstoffe durch systematische Steigerung der Komplexität der Sprachmuster der Zielsprache
- Charakteristische Übungsformen der AL-Methode



-Satzmusterübungen (pattern drill)

-Satzschalttafeln/Substitutionsübungen

-Lückentexte/Einsetzübungen

-Auswendiglernen und Nachspielen von Modelldialogen (vgl. Neuner et al 1993,61)

Die AV-Methode stellt eine Weiterentwicklung der audiolingualen Methode dar. Der Unterrichtsprinzip der AV-Methode besteht darin, Sprache, wo immer möglich, mit optischem Anschauungsmaterial zu verbinden. Zu den Unterrichtstechniken der audiovisuellen Methode gehören:

- Präsentation eines Bildes oder einer Bilderfolge und eines auf Tonband aufgenommenen Dialogs.

- in der zweiten Phase werden die Bedeutungen einzelner Gesprächseinheiten erklärt

- in der dritten Phase müssen die Dialoge durch mehrfaches Wiederholen von Bild und Text auswendig gelernt werden

- in der vierten Phase werden die Lerner aufgefordert eigene Dialoge zu den Bildern zu machen

- in jeder Stunde werden Satzmusterübungen (pattern drills) durchgeführt

- Schreiben und Lesen werden im späteren Verlauf des Kurses in den Unterricht miteinbezogen

Ein Vergleich von audiolingualer und audiovisueller Methode bezüglich ihrer methodischen Verfahrensweisen lässt deutliche Parallelen erkennen. Ebenso wie die ALM legt die AVM vorrangig Wert auf die gesprochene Sprache, sie verwendet einfache Modellsätze zum Üben einzelner Satzstrukturen (pattern drills), lässt die verschiedenen patterns auswendig lernen und verwendet technische Hilfsmittel im Unterricht(vgl. Neuner et al 1993,62ff).

Die kommunikative Methode möchte den schülerzentrierten Unterricht. Nach einer Phase der Stoff-Faszination und der Konzentration auf Objektivierbare und mit objektiven Testverfahren messbare Lernziele im Bereich der sprachlichen Systeme ist für den gegenwärtigen Stand der Diskussion eine stärkere Hinwendung zum Lernenden als dem Subjekt des Lernprozesses und zum Lernprozess selbst kennzeichnend (Neuner et al 1981,13).

Bei der Entwicklung der kommunikativen Didaktik seit der ersten Hälfte der 70er Jahre werden zwei Grundrichtungen beobachtet: eine stärker pragmatisch-funktional ausgerichtete und eine stärker pädagogisch ausgerichtete.

In den 70er Jahren kamen neue Zielgruppen zum Wort (Hauptschüler, Erwachsene, Teilnehmer an beruflicher Fortbildung), die die Veränderung der



Unterrichtsmethoden erforderten. So entstand eine schülerzentrierte kommunikative Methode, die später nicht mehr vom Lernstoff ausgeht, sondern vom Schüler als Subjekt des Erziehungsprozesses. Der Lernende wurde aktiviert und wird als Partner im Lernprozess verstanden. Damit ist die Veränderung der Sozialformen verbunden. Der traditionelle Frontalunterricht wird durch variable Formen der Einzel-, Partner- und Gruppenarbeit erweitert. Im Fremdsprachenunterricht müssen die Bedürfnisse der Lerner berücksichtigt werden. Auch die Lehrerrolle wird neu gesehen. Der Lehrer ist eher ein Helfer im Lernprozess und kein Medientechniker mehr. Die behandelten Themen sollen den Lerner betreffen machen. Er soll zum Fremdsprachenlernen motiviert werden. Es wird von dem Erfahrungsvermögen des Lerners ausgegangen. Die Inhalte sollen dem Lernenden etwas bedeuten. Sie sollen ihm helfen, sich in der fremden Welt zu orientieren und dabei neue Perspektive auf die eigene Welt zu entwickeln. Verstehensleistungen werden zum Ausgangspunkt des Fremdsprachenlernens. Dabei spielen die Medien eine sehr große Rolle. Sie werden im Unterricht integriert. Die einzelnen Fertigkeiten werden nicht mehr isoliert, sondern in Verbindung miteinander geübt. Diskursives und partnerbezogenes Sprechen werden unterscheiden. Es wird zwischen einer Verstehensgrammatik und einer Mitteilungsgrammatik unterschieden und beide werden unterschiedlich entwickelt. Es werden verstärkt sowohl authentische Sachtexte als auch populärwissenschaftliche Texte behandelt. Die Bedeutung des globalen und selektiven Verstehens auch authentischer Hör- und Hör/Seh-Texte wird anerkannt und dafür werden dem Lerner entsprechende Strategien vermittelt.

Die Landeskunde soll die Welterfahrung des Lerners erweitern. Sie geht von den Erfahrungen, die der Lerner im eigenen Kulturkreis gewonnen hat. Dazu werden die Gegebenheiten der Zielkultur differenziert dargestellt und mit den Erfahrungen und Einstellungen des Lerners verglichen.

Sprachliches Handeln gilt als geistige und kreative Tätigkeit des Schülers. Kommunikative Fertigkeiten werden aus der Situations-, Rollen- und Text-Sortenanalyse abgeleitet (vgl. Heyd191,29ff).

Darunter wird eine Methode verstanden, die Prinzipien und Elemente aus geschlossenen, strikten Methodenkonzepten auswählt und miteinander mischt. Bei der Auswahl spielen die Kriterien der Anwendbarkeit und der Bewährung in der Praxis eine zentrale Rolle.

Dabei wird in Kauf genommen, dass Begründungen und Ableitungen für Teilziele und Teilbereiche des Sprachunterrichts nicht stimmig sind und sich teilweise widersprechen (z.B. kognitive Begründung des Spracherwerbs/

ausschließliche Verwendung von imitativen Übungsformen oder Erklärung des Zweitsprachenerwerbs in Analogie zum Muttersprachenerwerb/

Verwendung zweisprachiger Erklärungsverfahren und Übungen).

Standards der vermittelnden Methode, die sich besonders im gymnasialen Fremdsprachenunterricht herausgebildet haben sind:

- Orientierung an geistig-formalen Bildungskonzepten (simples Kellner-Deutsch reicht aus)
- hoher Stellenwert des Grammatikunterrichts (nur über Wissen kann Können erreicht werden; vom Beispiel zur Regel)
- der Grammatikunterricht verläuft in zyklischen Progressionen(vom Elementaren zum Spezifischen)
- hoher Stellenwert des Literaturunterrichts (Textanalyse/Reflexion über Texte“)
- Orientierung an pragmatischen Lernzielen (wichtig ist die Verständigung in Gesprächen)
- Betonung von dialogischer Kommunikation (Alltagskommunikation)
- Beachtung des Prinzips der aufgeklärten Einsprachigkeit (das Verstehen muss gesichert werden)
- Bevorzugung frontaler Unterrichtsformen (der Lehrer muss Könnens- und Wissenserwerb kontrollieren)
- Berücksichtigung von die Selbständigkeit der Lernenden fördernden Unterrichtsformen (die Eigentätigkeit des Lernenden muss gestützt werden).

## TEACHING WRITING WITH MODERN TECHNOLOGIES TO EFL STUDENTS

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### ABSTRACT

In this research, we will explore how modern technologies can be effectively utilized to enhance the teaching of writing skills to English as a Foreign Language (EFL) students. By integrating various tech tools and platforms creatively, educators can create engaging and interactive learning experiences that cater to diverse learning styles and preferences. Understand the benefits of using modern technologies in teaching writing skills. Enhance student engagement and motivation through interactive and innovative approaches. This enables students to practice writing skills outside of the classroom and at their own pace. Introduction to the importance of writing skills in language learning. Overview of modern technologies available for teaching writing. Technical tools play a crucial role in enhancing the teaching of writing by providing accessibility, engagement, collaboration, feedback, and differentiation to students. By incorporating these tools into writing instruction, teachers can create a more dynamic and effective learning environment for their students. By the end of this lesson, educators will have gained valuable insights into leveraging modern technologies to facilitate the development of writing skills in EFL students. Through a combination of theory and practical application, teachers will be equipped to create dynamic and instant feedback on students' writing, helping them identify areas for improvement and make necessary revisions. This can help students at different skill levels improve their writing abilities at their own pace.

**Key words:** *engagement, motivation, accessibility, collaboration, proficiency, digital literacy, authenticity sharing, video conferencing apps, speech recognition software*

### INTRODUCTION

In today's digital age, technology has revolutionized the way we teach and learn. One area that has significantly benefited from the integration of tech tools is writing instruction. By leveraging the power of technology, educators can create engaging, interactive, and personalized learning experiences that help students develop their writing skills effectively. Tech tools provide instant feedback on students' writing, helping them identify areas for improvement and make necessary

revisions. Features like spell checkers, grammar suggestions, and word count trackers can assist students in enhancing their writing mechanics and organization. Additionally, platforms and strategies can help students check for plagiarism and ensure the originality of their work. By receiving immediate feedback on their writing, students can learn from their mistakes, make revisions, and continuously improve their writing skills. Tech tools allow teachers to differentiate instruction and provide personalized support to students with varying needs. By offering personalized instruction, teachers can help students improve their writing abilities at their own pace and level of proficiency. Furthermore, tech tools enable teachers to track students' progress, monitor their performance, and provide targeted interventions to support their growth as writers. Join us on this journey as we uncover the exciting possibilities that modern technologies offer for teaching writing skills to EFL students. Let's explore how digital tools can transform traditional language learning practices and empower both educators and learners in the process of language acquisition.

## **METHODOLOGY**

Incorporating technology into teaching writing skills can enhance the learning experience and provide students with innovative ways to develop their writing abilities. Discuss the significance of conducting a needs assessment to identify students' writing strengths and weaknesses before incorporating tech tools. Emphasize the importance of personalized instruction based on individual needs. Outline strategies for integrating tech tools into the writing curriculum in a structured manner. Emphasize the alignment of tech tools with learning objectives and the incorporation of tools at appropriate stages of the writing process. Discussing the value of offering guided practice sessions where students can apply tech tools under the teacher's supervision. Suggest providing prompts, exercises, or writing tasks that require students to practice using the tools. Organize virtual writing workshops where EFL students can participate in online writing activities, discussions, and peer review sessions. Provide differentiated instruction by recommending personalized tech tools based on individual learning needs and language proficiency levels. Offer additional support or challenges to EFL students through adaptive learning platforms that adjust content difficulty. Offer training sessions and resources to enhance educators' digital literacy and proficiency in using modern technologies for teaching speaking skills. Collect feedback from students on their experiences with technology-enhanced learning. By following these methodological steps, educators can harness the potential of modern technologies to create dynamic and interactive writing

experiences for EFL students, promoting their language skills and accuracy in the digital age.

## DISCUSSION AND RESULTS

*Discussion:* Recent years have shown an explosion of interest in using computers for language teaching and learning. A decade ago, the use of computers in the language classroom was of concern only to a small number of specialists. However, with the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world. As a result of all these changes, the teacher has become a facilitator of learning rather than the font of wisdom, and will find, select, and offer information in a variety of ways on the basis of what the students must learn in order to meet diverse needs. By leveraging tech tools and platforms effectively, educators have been able to create innovative and engaging writing activities that cater to diverse learning styles and preferences. Additionally, the use of speech recognition software, video conferencing apps, and other innovative technologies has provided opportunities for personalized feedback, self-assessment, and peer collaboration, contributing to overall language development.

*Results:* Besides decreasing the writing apprehension of the EFL learners their writing performance enhanced via administering the modern technology in their language classrooms. In compare to the control group there was nonsignificant difference in the pre and post writing performance test it showed that use of different soft wares and technologies helped to improve EFL learners“ of the experimental group in English writing. Students also learnt how to get knowledge autonomously through technology due to its easy accessibility, easy usability, resource variety, cognitive familiarity, authenticity sharing, interaction, and opportunities and the role of a teacher booster their learning. The teacher directed the learners to a defined goal by providing them useful material and guidance. Educationists and teachers can avail benefits by using unique teachings methods used in the present research. Through results it is proved that the theory behind this research, the research design, pedagogy and evaluation is useful and can be used in future also for the same kind of studies. By continuously exploring and adapting innovative tech tools and strategies, educators can further optimize the learning experience for EFL students, ensuring a dynamic and effective approach to developing oral proficiency in the digital age.

## CONCLUSION

In conclusion, the integration of modern technologies into the teaching of writing skills to English as a Foreign Language (EFL) students offers a wealth of opportunities to enhance language learning experiences and outcomes. By embracing innovative tech tools, platforms, and strategies, educators can create dynamic, interactive, and engaging writing activities that cater to the diverse needs and preferences of learners in the digital age. . As technology continues to evolve, educators are encouraged to stay abreast of the latest trends, tools, and pedagogical approaches to effectively integrate modern technologies into their teaching practices. By leveraging the potential of technology-enhanced writing activities, educators can create meaningful language learning experiences that inspire creativity and collaboration skills development in EFL students. . Through the effective integration of technology, EFL students can benefit from: Virtual writing workshops where EFL students can participate in online writing activities, discussions, and peer review sessions. instruction by recommending personalized tech tools based on individual learning needs and language proficiency levels. receiving immediate feedback on their writing, students can learn from their mistakes, make revisions, and continuously improve their writing skills. Let's embark on this journey of innovation and discovery to unleash the full potential of modern technologies in teaching speaking to EFL students.

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## FIZIKA VA ASTRANOMIYA FANLARINING ILMIY USLUBIY JIHATLARI VA FANLAR ARO ALOQADORLIGI

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### ANNOTATSIYA

Ushbu maqolada ilmiy-uslubiy ishlarni fizika va astronomiya asosida tashkil etishga va fanlar aro aloqadorligiga bag`ishlangan.

**Kalit so`zlar:**Fizika va astronomiya,tadqiqot va izlanish,zamonaviy pedagogik usullar

### ABSTRACT

This article is devoted to the organization of scientific and methodological work based on physics and astronomy and the relationship between the sciences.

**Keywords:** Physics and Astronomy, Research and research,modern pedagogical methods

Hayotimizning barcha sohalari kabi ta'lim tizimini ham modernizatsiyalash bugungi kunning eng dolzarb masalalaridan biri bo'lib qolmoqda. Innovatsion ta'lim muhitini yaratish, uni xalqaro andozalarga to'liq mosligini ta'minlash yoshlarimizni bugungi tez o'zgaruvchan ijtimoiy hayotga muvaffaqiyatli ijtimoiylashtirishning muhim omilidir. «Kadrlar tayyorlash milliy dasturi»ni amalga oshirish uzluksiz ta'lim tizimining tuzilmasi hamda mazmunini zamonaviy fan yutuqlari va ijtimoiy tajriba asosida takomillashtirishni ko'zda tutadi. Buning uchun, avvalo, barcha ta'lim muassasalaridagi dars jarayonlarini ilg'or, ilmiy- uslubiy jihatdan asoslangan zamonaviy uslubiyot bilan ta'minlash lozim. Yosh avlodga ta'lim-tarbiya berishning maqsadi, vazifalari, mazmunini yangilash tizimi oldida turgan dolzarb muammolardan biri hisoblanadi. Barchamiz bugun chuqur anglab oldik-faqatgina zamonaviy asosda ta'lim-tarbiya olgan, jahonning manaman degan mamlkatlaridagi tengdoshlari bilan bellasha oladigan, jismoniy va ma'naviy jihatdan barkamol yoshlar biz boshlagan ishlarni munosib davom ettirish va yangi bosqichga ko'tarishga qodir bo'ladi. Har tomonlama yetuk, barkamol yoshlarni yetishtirish uchun albatta malakali, o'z mutaxassisligini chuqur egallagan o'qituvchilar zarur. Shuning uchun hozirgi kunda o'qituvchilar oldiga juda ko'p vazifalar qo'yilmoqda. SHu bilan birga talabalar ham. Har qanday ijtimoiy jamiyatda yosh avlod ta'lim-tarbiyasi muayyan maqsad asosida tashkil etiladi. Ta'lim-tarbiyaning maqsadi ijtimoiy jamiyat taraqqiyoti, uning rivojlanish yo'nalishi, ijtimoiy munosabatlar mazmunidan kelib chiqib belgilanadi. Bugungi kunda O'zbekiston

Respublikasida tashkil etilayotgan ta'lim-tarbiyaning asosiy maqsadi komil insonni tarbiyalab voyaga yetkazishdan iborat. Aynan umumta'lim maktablarida fizika va astronomiya fanlarini yanada mukammalroq qilib o'rgatish har bitta mavzuni o'sha mavzuga mos bo'lgan demonstratsion tajribalar hamda asbob-uskunalardan foydalanib o'qitish, fizikani biz yashab turgan atrof olamga va ona tabiatga bog'lagan holda tushuntirish o'quvchilarga fizika va astronomiya fanlarini juda ham oson tushunishga qulay qilib o'rgatish hamda bu jarayonlarda innovatsion usullardan, texnik vositalardan keng qamrovda foydalanish maqsadga muvofiqdir.[1]

Zamonaviy oliy ta'limning asosiy maqsadi - shaxsning o'zini o'zi rivojlantirish, o'z taqdirini o'zi belgilash, o'zini o'zi anglashini ta'minlashdir. Umuman oliy ta'lim, xususan, fizika va astronomiya fanini o'qitish oldida turgan muhim vazifa – ta'lim maqsadlari, mazmuni va usullarini bozor iqtisodiyoti talablari hamda jamiyatdagi ijtimoiy-iqtisodiy o'zgarishlar dinamikasiga moslashtirish zaruratidir. Bu boradagi ustuvor vazifa stajyorda zamonaviy dunyoda talab qilinadigan sifatlarni shakllantirishdan iborat: ijtimoiy va kasbiy harakatchanlik, uzluksiz ta'lim va o'z-o'zini o'rganish qobiliyati va tayyorligi, jamoada ishlash qobiliyati. Tabiiy fanlarning ichida fizika va astronomiya alohida o'rin egallagani uchun, uni barcha tabiiy fanlarning poydevorini tashkil qiladi deb aytiladi. Chunki, fizika barcha tabiiy fanlarning yutuqlariga o'zining munosib hissasini qo'shgan va qo'shib kelmoqda. • Bunga misol qilib, fizikaviy kimyo, kimyoviy fizika, biofizika, astrofizika, geofizika va boshqa fanlarni ko'rsatish mumkin. Sir emas, hozirgi kunda tibbiyotda ham fizika va astronomiyaning o'mi beqiyosdir, chunki uning hissasi dastlab rentgen nurlaridan boshlangan bo'lsa, hozirgi kunda ultratovush va lazerlarning qollanilishi, kompyuterli tomograflar orqali davom etmoqda. Qolaversa, insoniyatni energetik inqirozdan qutqarishda ham, fizika atom va yadro energiyalaridan foydalanish orqali o'zining munosib hissasini qo'shmoqda va qo'shadi. Yuqorida aytilganlardan kelib chiqib, uzluksiz ta'lim tizimida fizika va astronomiya o'qitishni zamonaviy talablar darajasida amalga oshirish, fizika va astronomiya o'qitish metodikasining dolzarb ilmiy-metodik muammolaridan ekaniigini sezish qiyin emas. Respublikada qabul qilingan «Ta'lim to'g'risidagi» qonun va «Kadrlar tayyorlashning milliy dasturi» talablarida ham o'qitishning turli bosqichlarida fizika o'qitishga va uning sifatini oshirishga e'tiborni kuchaytirish va yosh avlodni uning mazmuni va yutuqlari bilan tanishtirib borish zarurligi ta'kidlangan. Albatta, bularning barchasini amalga oshirishda fizika o'qituvchisi asosiy o'rin egallaydi. Shundan kelib chiqib, mazkur o'quv qo'llanmada oliy maktablarda bo'lg'usi fizika va astronomiya o'qituvchilarini tayyorlashda fizika va astronomiya o'qitish qanday amalga oshirilishi kerakligi bayon qilingan. Chunki, «olamning zamonaviy tabiiy-ilmiy manzarasi» bo'lg'usi fizika o'qituvchilarida qanday darajada shakllangan bo'lsa, u shunday darajada kelajak avlodga o'tadi, buni amalga

oshirish esa juda mas'uliyatli vazifadir. Bu vazifani yetarli darajada amalga oshirish uchun, fizika o'qituvchisi chuqur bilimga, uni o'qitishning malaka va ko'nikmalarini egallagan, zamonaviy pedagogik va axborot texnologiyalardan xabardor bo'lishi va ulami o'zining amaliy faoliyatida qo'llay bilishi zarur[2]

Fizika va astronomiya eng kichik zarralardan tortib eng katta samoviy jismlargacha bo'lgan koinotning asosiy qonunlarini o'rganadigan bir-biri bilan chambarchas bog'liq sohalardir. Fizika va astronomiyani o'rgatishda e'tiborga olish kerak bo'lgan asosiy fikrlar:

**1. Fizika:** Fizika materiya, energiya, harakat va ular orasidagi o'zaro ta'sirlarni o'rganadigan fan sohasidir. U turli kichik sohalarni, jumladan mexanika, elektromagnetizm, termodinamika, kvant mexanikasi va nisbiylikni o'z ichiga oladi. Fizika jismoniy dunyoning xatti-harakatlarini boshqaradigan asosiy tamoyillarni tushunishga intiladi.

**2. Astronomiya:** Astronomiya — yulduzlar, sayyoralar, galaktikalar va boshqa astronomik hodisalar kabi osmon jismlarini o'rganishga qaratilgan fan sohasi. Astronomlar ushbu ob'ektlarning xususiyatlarini, kelib chiqishi va evolyutsiyasini tushunish uchun ularni kuzatish va tahlil qilish uchun teleskoplar va boshqa asboblardan foydalanadilar. Astronomiya, shuningdek, butun koinotning tuzilishi va dinamikasini o'rganishni o'z ichiga oladi.

**3. Fizika va astronomiya o'rtasidagi aloqa:** Fizika ko'plab astronomik hodisalarni asoslovchi nazariy asos va tamoyillarni beradi. Masalan, fizika tomonidan tasvirlangan tortishish va harakat qonunlari sayyoralarning yulduzlar atrofidagi orbitalarini tushunish uchun juda muhimdir. Fizika, shuningdek, astronomlarga kuzatuv ma'lumotlarini sharhlashda va samoviy jismlarning xatti-harakatlari haqida bashorat qilishda yordam beradi.

Ilmiy usul bu ilmiy izlanish jarayonini boshqaradigan va tadqiqotning qat'iy va tizimli ravishda olib borilishini ta'minlaydigan fundamental asosdir. Ilmiy metodologiyaning ba'zi asosiy tarkibiy qismlari:

**1.Kuzatish.** Ilmiy tadqiqot odatda kuzatishdan boshlanadi, unda olimlar diqqat bilan kuzatadi va ma'lum bir hodisa yoki muammo haqida ma'lumot to'playdi. Ushbu kuzatishlar tajriba orqali tekshirilishi mumkin bo'lgan savollar yoki farazlarga olib kelishi mumkin.

**2.Gipoteza.** Gipoteza - bu kuzatishlar va mavjud bilimlarga asoslangan hodisani tushuntirish. Taxmin tekshirilishi va soxtalashtirilishi kerak, ya'ni uning noto'g'riligini tajriba yoki kuzatish orqali isbotlash mumkin. Olimlar tajriba natijalarini bashorat qilish uchun taxminlardan foydalanadilar.

**3.Tajriba** - bu shartlarni o'zgartirish va natijalarni o'lchash orqali taxminlarni sinab ko'rish usuli. Olimlar kuzatilgan ta'sirlar boshqa holatlarga emas, balki

o'zgartirilayotgan omillarga bog'liqligiga ishonch hosil qilish uchun tajriba jarayonini qat'iy nazorat qiladi. Tajribalar ma'lumot to'plash va taxminlarga qarshi yoki ularga qarshi ishonchli dalillar to'plashga yordam beradi.

**4. Ma'lumotlar to'plami.** Ilmiy tadqiqotlarda olimlar kuzatishlar, o'lchovlar va boshqa usullar orqali ma'lumot to'playdi. Xulosalarning ilmiy asosligini ta'minlash uchun olingan ma'lumotlar aniq, ishonchli va takrorlanishi mumkin bo'lishi kerak. Olimlar ma'lumotlarni to'plash va tahlil qilish uchun turli xil vositalar va usullardan, jumladan statistik tahlil va modellashtirishdan foydalanadilar.

**5. Tadqiqot va izohlash.** Ma'lumot to'plagandan so'ng, tadqiqotchilar naqshlarni, tendentsiyalarni va munosabatlarni aniqlash uchun uni tahlil qiladilar. Statistik tahlildan foydalanib, olimlar o'z xulosalarining ahamiyatini aniqlashlari va aniq faktlar asosida xulosalar chiqarishlari mumkin. Interpretatsiya tadqiqot savoli yoki gipoteza doirasidagi ma'lumotlarning ma'nosini aniqlashtirishni o'z ichiga oladi.[3]

Tadqiqotga tizimli va qat'iy yondashuvga rioya qilish orqali olimlar yangi bilimlarni yaratishi, nazariyalarni sinab ko'rishlari va tabiiy dunyo haqidagi tushunchamizni rivojlantirishlari mumkin. Ilmiy metodologiya ishonchli ilmiy bilimlar to'plamini yaratish uchun zarur bo'lgan tadqiqot o'tkazish uchun tizimli asosni ta'minlaydi. Zamonaviy pedagogik usullar o'zgaruvchan ta'lim landshaftiga moslashish va 21-asrda talabalarning turli ehtiyojlarini qondirish uchun rivojlandi. Zamonaviy pedagogik usullarning bir nechta asosiy xususiyatlari:

#### **1. Talabaga yo'naltirilgan ta'lim:**

- talabalarning ehtiyojlari, qiziqishlari va individual xususiyatlaridan kelib chiqqan holda.
- o'quvchilarni o'quv jarayonida faol ishtirok etishga undaydi.

#### **2. Kollektiv trening:**

- Asosiy e'tibor jamoaviy ish, muhokama va qo'shma loyihalarga qaratilgan.
- o'quvchilarni tengdoshlaridan o'rganishga va umumiy maqsadga erishish uchun hamkorlik qilishga undaydi.

#### **3. Texnologiya integratsiyasi:**

- Ta'lim sifatini oshirish uchun raqamli vositalar va onlayn resurslardan foydalanish.
- Jozibador o'quv muhitini yaratish uchun texnologiyani o'qitish va baholash amaliyotiga integratsiya qilish.

#### **4. Individual trening:**

- o'qitish usullarini shaxsiylashtirish va o'quvchining individual kuchli va zaif tomonlarini moslashtirish.
- o'quvchilarga materiallarni o'z tezligida va ularning ta'lim afzalliklariga mos keladigan tarzda o'rganish imkoniyatini ta'minlash.

#### **5. Amaliy mashg'ulotlar:**

- amaliy mashg'ulotlar, talabalarga nazariy bilimlarni real vaziyatlarda qo'llash imkonini beradi.

- Amaliy mashg'ulotlarning standart usullari ekskursiyalar, o'quv mashg'ulotlari va loyihalar ustida ishlashdir.

#### **6. Tanqidiy fikrlash va muammolarni hal qilish ko'nikmalarini rivojlantirish:**

- tanqidiy fikrlash va murakkab muammolarni hal qilish qobiliyatini rivojlantirishga e'tibor berish.

- ongli qarorlar qabul qilish uchun talabalarni savollar berish, ma'lumotlarni tahlil qilish va baholashni rag'batlantirish.

#### **7. Moslashuvchan o'quv muhiti:**

- ijodiy fikrlash, hamkorlik va moslashuvchanlik uchun qulay muhitni shakllantirish.

- individual ish, guruh loyihalari va mustaqil ta'limni o'z ichiga olgan turli xil ta'lim usullaridan foydalanishni qo'llab-quvvatlash.

#### **8. Madaniy ta'lim:**

- Talabalarning turli madaniy kelib chiqishini tan olish va hurmat qilish.

- inklyuziv ta'lim muhitini yaratish uchun turli nuqtai nazarlar va hayotiy tajribalarni ta'lim jarayoniga integratsiyalash.

Ushbu zamonaviy pedagogikalarni o'z ishlariga kiritish orqali o'qituvchilar bugungi dinamik dunyoda talabalar uchun qiziqarli, ta'sirli va inklyuziv ta'lim tajribasini taqdim etishlari mumkin.

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## WALTER SCOTT – A FOUNDER OF A GENRE OF A HISTORICAL NOVEL IN ENGLISH LITERATURE

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### ABSTRACT

Walter Scott, a prominent figure in the world of English literature, is often credited as the founder of the historical novel genre. Through his works, Scott revolutionized the way historical events were portrayed in literature, blending fact with fiction to create captivating narratives that transported readers to different eras and places. This article delves into Scott's life and career, examining how his passion for history and storytelling culminated in the creation of timeless classics. By exploring Scott's impact on the literary landscape and his enduring legacy as a pioneer of historical fiction, this article sheds light on the enduring relevance of his works in shaping the genre for generations to come.

**Keywords:** historical fiction, novel, publish, character, reader, backdrop, storyteller, luminary, medieval

### Introduction

Walter Scott, a literary luminary of the Romantic era, stands as a towering figure in the realm of English literature. Renowned for his innovative approach to historical storytelling, Scott is often hailed as the pioneer of the historical novel genre. By seamlessly blending fact and fiction, he transported readers to distant times and places, breathing life into the past with his vivid narratives. This article delves into the life and works of Walter Scott, exploring how his passion for history and storytelling converged to create enduring classics such as "Ivanhoe" and "Waverley." Through an examination of Scott's impact on the literary landscape and his lasting legacy as a trailblazer in historical fiction, we uncover the profound influence of his works on subsequent generations of writers and readers alike. Join us on a journey through the pages of history as we unravel the remarkable legacy of Walter Scott, the visionary who reshaped the genre of historical fiction for centuries to come.

Walter Scott's work as a writer was distinguished by his deep interest in history and his skill at presenting compelling stories. Scottish history and tradition, which would later provide inspiration for many of Scott's writings, were all about him



as he grew up in Edinburgh, Scotland, where he was born in 1771. He rose to prominence in the early 19th century literary scene thanks to his enduring love of the past and his skill at telling gripping stories.

Scott's first book, "Waverley," was published in 1814, marking his big break. This anonymously published book offered readers a unique introduction to the genre of historical fiction. "Waverley" captivated readers' attention with its rich plot, compelling characters, and beautiful descriptions of the Scottish countryside, all set against the backdrop of the 1745 Jacobite rebellion. The book became an immediate hit, solidifying Scott's reputation as a master storyteller and opening up a whole new historical fiction subgenre.

Following the triumph of "Waverley," Scott penned a string of historical fiction books that solidified his status as one of the finest authors of all time. Possibly Scott's most well-known work, "Ivanhoe," which was released in 1820 and takes readers to Medieval England during Richard the Lionheart's reign, is a work of fiction. "Ivanhoe" enthralled spectators with its captivating story of knights, outlaws, and damsels in peril. It was full of chivalry, romance, and adventure.

Literary critics divide Scott's works into three groups:

1. Novels are those devoted to Scottish history:

"Waverley, or 'Tis Sixty Years Since" (1814), "Guy Mannering, or the Astrologer" (1815), "The Antiquary" (1816), "Black Dwarf" (1816), "Old Mortality" (1816), "Rob Roy" (1817), "The heart of Midlothian" (1818), "The Bride of Lammermoor" (1819), "A legend of Montrose" (1819), "Redgauntlet" (1824), "The fair Maid of Perth" (1828).

2. Novels refers to English history:

"Ivanhoe" (1819), the best of this series; "The Monastery" (1820), "The Abbot" (1820), "Kenilworth" (1821), "The Pirate" (1822), "The Fortunes of Nigel" (1822), "Peveril of the Peak" (1822), "Woodstock" (1826).

3. Novels based on the history of the Europe:

"Quentin Durward" (1823), "The Talisman" (1825), "Count Robert of Paris" (1832), "Anne of Geierstein" (1829), "Castle Dangerous" (1832).

Three groups of literary critics categorize Scott's works: The novels in the first group are about Scottish history and include: "Rob Roy" (1817), "The heart of Midlothian" (1818), "Waverley, or 'Tis Sixty Years Since" (1814), "Guy Mannering, or the Astrologer" (1815), "The Antiquary" (1816), "Black Dwarf" (1816), "Old Mortality" (1816), "Redgauntlet" (1824), "The fair Maid of Perth" (1828). The best book in the series, "Ivanhoe" (1819); "The Monastery" (1820); "The Abbot" (1820); "Kenilworth" (1821); "The Pirate" (1822); "The Fortunes of Nigel" (1822); "Peveril

of the Peak" (1822); and "Woodstock" (1826) are among the novels in the second group that are related to English history. The works in the third category are centered on European history and include "Quentin Durward" (1823), "The Talisman" (1825), and "Count.

Readers and critics alike praised and admired Scott for his unparalleled ability to skillfully blend historical fact with imaginative story. His ability to craft compelling narratives and characters, along with his painstaking attention to detail, established a new benchmark for historical fiction that would affect countless authors in the future.

To further demonstrate his variety and brilliance as a writer, Scott wrote a great deal of poetry and essays in addition to his novels. His reputation as a pioneer in the field of historical fiction is perpetuated to this day by the study and celebration of his works for their literary value and historical significance.

### **Conclusion**

In summary, it is impossible to overestimate the influence of Walter Scott on the literary world. Scott transformed the genre of historical fiction and made a lasting impression on the literary world with his unique approach to historical narrative and his unmatched ability to bring the past to life on the page. His lasting influence is proof of the potency of narrative and the ageless allure of examining the past through the prism of fiction. Walter Scott will always be recognized as a visionary author whose writings enthrall readers and spur authors everywhere.

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## EDUCATIONAL AIM OF TEACHING FOREIGN LANGUAGES

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### ABSTRACT

This article details why we learn and teach foreign language. The basic goal of learning a foreign language is to acquire the communicative competence, while the development and improvement of such competence is to some extent dependent of efficient and scientific teaching approach

**Keywords:** significant, ensure, prevention, psychological , didactic, factor, principle of consciousness, communication, aim, cultural and intercultural.

### Introduction

It is a common knowledge that there are lots of languages in the world, and some of them fall into the category of international languages or languages of wider communication groups, such as English; French, German, Spanish, Russian, Italian and Arabic. All these languages are the official languages of the UN.

English language is very important nowadays. More and more people need English to attend universities and colleges, because now we have an opportunity to get higher education abroad. New ideas in science and medicine happen so quickly that it is impossible to translate everything into different languages. Most articles are published in English. English is the language of international communication in many areas of life: trade, air and sea transport, tourism and sport. Ukraine is establishing closer economic, political, scientific, and cultural relations with various peoples of the world. International relations are extended and strengthened through the exchange of scientific, technical, and cultural information. In this situation foreign language teaching is a matter of state significance.

“**Communicative language teaching**” has become part of the familiar landscape of language teaching in the last three or four decades. It interpreted differently in some countries with a help of various teachers, but this concept which most probably is familiar to the foreign language teachers who participated in our study. It betrays a focus on communication skills and on language competence, in contrast to a concern foreign cultural skills and competence. In this chapter we explore the ways in which teachers define the objectives of foreign language education. We inquire into the extent to which their conceptions of communicative language teaching incorporate

culture teaching, and to what extent culture teaching is defined in terms of intercultural communicative competence rather than in terms of a traditional culture teaching approach. Such a foreign culture teaching approach aims to familiar learners with the facts and figures regarding the foreign country primarily associated with the foreign language they are learning, but pays little, if any, attention to reflection on one's own cultural identity, on cultural differences or on how cultures relate to and affect each other. Neither does it include an element of autonomous exploration of cultures. Rather, the foreign culture approach mainly aims to present 'the truth' about a particular country, which learners are to accept and acquire.

In modern society, language is used in two ways: directly or orally, and indirectly or in written form. Thus, we distinguish oral language and written language. Direct communication implies a speaker and a hearer, indirect communication implies a writer and a reader. Hence the practical aims in teaching a foreign language are four in number: hearing, speaking, reading, and writing.

**Aims** are the first and most important consideration in any teaching. Hence the teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the end of the year, term, month, week, and each particular lesson, he should know the aims and objectives of foreign language teaching. The changes the teacher must bring about in his pupils may be threefold: practical—pupils acquire habits and skills in using a foreign language; educational—they develop their mental abilities and intelligence in the process of learning the foreign language; cultural—pupils extend their knowledge of the world in which they live. Therefore there are three aims, at least, which should be achieved in foreign language teaching: practical, educational, and cultural.

**Practical aims**, the foreign language as a subject differs from other subjects of the school curriculum. Whereas the teaching, for instance, of history is mostly connected with the imparting of historical laws and facts which pupils are to learn and the teaching of the mother tongue leads to the mastery of the language as a system (which is already used for exchanging thoughts and feelings) so that pupils will be able to use it more effectively in oral and written language, the teaching of a foreign language should result in the pupil's gaining one more code for receiving and conveying information; that is, in acquiring a second language for the same purpose as the native language: to use it as a means of communication.

The nature of the language should also be taken into consideration in determining the aims of language teaching. Learning a living language implies using the language of sounds that is, speaking. Scientific research gives a more profound

insight into the problem. It is not so much the ability to speak that is meant here but rather the oral treatment; in other words, the language of sounds, not of graphic signs (which is usually the case when a dead language is studied) should serve as basic means of teaching.

The length of the course, the frequency of the lessons, the size of groups should also be taken into consideration in adopting practical aims. The amount of time for language learning is one of the most decisive factors in mastering and maintaining language proficiency since learners need practice. The more time is available for pupils' practice in the target language, the better results can be achieved. Moreover, for the formation of speech habits frequency of lessons is a more essential condition than the length of the course. It is not necessary to prove (it has already been proved) that intensive courses are more effective than extensive ones, for example, six periods a week for three years are more effective for language learning than three periods a week for six years.

In foreign language learning all forms of work must be in close interrelation, otherwise it is impossible to master the language. However, attention should be given mainly to practice in hearing, speaking, and reading. Thus pupils must achieve a level in their knowledge of the language which will enable them to further develop it at an institute or in their practical work. The achievement of practical aims in foreign language teaching makes possible the achievement of educational and cultural aims.

**Educational aims.** Learning a foreign language is of great educational value. Through a new language we can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in our own communications. Even at the most elementary level learning a foreign language teaches the cognizance of meaning, furnishes a term of comparison that gives us an insight into the quality of language. When learning a foreign language the pupil understands better how language functions and this brings him to a greater awareness of the functioning of his own language.

Since language is connected with thinking, through foreign language study we can develop the pupil's intellect. Teaching a foreign language helps the teacher develop the pupils' voluntary and involuntary memory, his imaginative abilities, and will power. Indeed, in learning a new language the pupil should memorize words, idioms, sentence patterns, structures, and keep them in long-term memory ready to be used whenever he needs them in listening, speaking, reading, and writing. Teaching a foreign language under conditions when this is the only foreign language environment, is practically impossible without appealing to pupils' imagination. The lack of real communication forces the teacher to create imaginary situations for



pupils, to speak about making each pupil determine his language behavior as if he were in such situations.

Teaching a foreign language contributes to the linguistic education of the pupil, the latter extends his knowledge of phonic, graphic, structural, and semantic aspects of language through contrastive analysis of language phenomena. In teaching a foreign language the teacher is called upon to inculcate in pupils the scientific outlook, to prepare the young people for an active participation in production and other types of useful activities.

Teachers of foreign languages make their contribution to the education of pupils, to their ideological education. Their role in the upbringing of the younger generation cannot be overestimated.

**Cultural aims.** Learning a foreign language makes the pupil acquainted with the life, customs and traditions of the people whose language he studies through visual material (such as post cards with the views of towns, countryside, and people; filmstrips, for example, "Great Britain", "What Tourists Can See in London", "Disney Land" films) and reading material dealing with the countries where the target language is spoken. Foreign language teaching should promote pupils' general educational and cultural growth by increasing their knowledge about foreign countries, and by acquainting them with progressive traditions of the people whose language they study. Through learning a foreign language the pupil gains a deeper insight into the nature and functioning of language as a social phenomenon.

It should be said that practical, educational, and cultural aims are intimately related and form an inseparable unity. The leading role belongs to practical aims, for the others can only be achieved through the practical command of the foreign language. But to achieve any aim it is necessary to remember about the Methods of teaching. Methods of foreign language teaching is understood as a body of scientifically tested theory concerning the teaching of foreign languages in educational institutions. It covers three main problems as: content of teaching, i. e. what to teach to attain the aims; methods and techniques of teaching, i. e. how to teach a foreign language to attain the aims in the most effective way to meet modern requirements

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## THE IMPORTANCE OF READING IN LEARNING LANGUAGE

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### ABSTRACT

This comprehensive article delves into the critical role of reading in the language acquisition process. It meticulously examines various methodologies used to study this phenomenon, including quantitative, qualitative, and longitudinal approaches. Through an in-depth discussion, it elucidates the manifold benefits of incorporating reading into language learning, such as vocabulary enrichment, cultural understanding, and cognitive development. Drawing on empirical evidence and scholarly research, the article explores diverse reading strategies and their effectiveness in enhancing language proficiency. By providing a roadmap for navigating the content, this annotation serves as a guide for readers, offering a glimpse into the structure and insights presented throughout the article. Moreover, the annotation provides a glimpse into the discussion and results section, highlighting key findings and insights drawn from empirical research. It underscores the benefits of reading in expanding vocabulary, improving comprehension skills, and fostering cultural empathy among language learners. Additionally, the annotation touches upon the efficacy of various reading strategies, such as extensive reading, intensive reading, and scaffolding techniques, in enhancing language learning outcomes.

**Keywords:** Linguistic proficiency, cognitive, immersion, extensive reading, pedagogy, scaffolding, mixed-methods, immersion, qualitative research.

### Introduction

Embarking on the journey of learning a new language opens doors to a world of opportunities, enriching one's cognitive abilities, cultural understanding, and global connectivity. Among the myriad approaches to language acquisition, the practice of reading stands as a cornerstone, offering a pathway to linguistic fluency and cultural immersion. In this comprehensive exploration, we delve into the profound significance of reading in the process of learning a new language. By delving into various methodologies, discussing empirical findings, and illuminating the transformative power of reading, we aim to unveil the indispensable role it plays in shaping proficient and culturally competent language learners. From unlocking vocabulary to fostering critical

thinking, reading serves as a gateway to linguistic proficiency and cultural empathy, guiding learners on a journey of discovery and growth.

### **Methodology**

In order to unravel the intricate relationship between reading and language acquisition, researchers have employed a diverse array of methodologies to provide comprehensive insights. Quantitative studies employ proficiency tests, language assessments, and statistical analyses to quantify the impact of reading on language skills development. These studies often compare the performance of individuals who engage in extensive reading practices with those who do not, providing empirical evidence of the efficacy of reading in language acquisition.

Qualitative research methodologies delve into the subjective experiences, perceptions, and attitudes of language learners towards reading practices. Through interviews, surveys, and participant observations, researchers gain insights into the motivations, challenges, and strategies employed by language learners in their reading endeavors.

Longitudinal studies offer a longitudinal perspective on the impact of reading on language proficiency, vocabulary acquisition, and comprehension skills development. By tracking language learners over extended periods, researchers are able to assess the sustained effects of reading practices on language learning outcomes, shedding light on the long-term benefits of incorporating reading into language instruction.

Furthermore, mixed-methods approaches combine quantitative and qualitative techniques, offering a holistic understanding of the multifaceted nature of reading in language learning. By triangulating data from various sources, researchers are able to uncover nuanced insights into the complex interplay between reading practices, linguistic development, and cultural understanding.

### **Discussion and results**

The discussion of the importance of reading in language learning is rich with empirical evidence highlighting its transformative effects. Reading serves as a powerful tool for language acquisition by exposing learners to authentic texts, expanding their vocabulary, and enhancing their comprehension abilities. Research consistently demonstrates that individuals who engage in extensive reading demonstrate higher levels of language proficiency compared to their counterparts who rely solely on classroom instruction.

Moreover, reading facilitates cultural understanding by providing insights into the customs, traditions, and values of the language community. Through exposure to literature and informational texts, language learners gain deeper insights into the cultural nuances embedded within the language, thereby fostering cross-cultural competence.

Studies also shed light on the efficacy of various reading strategies employed in language instruction. Extensive reading, characterized by the consumption of large volumes of accessible texts, promotes fluency and automaticity in language use. Intensive reading, on the other hand, focuses on the in-depth comprehension of complex texts, thereby sharpening analytical skills and critical thinking abilities. Additionally, scaffolding techniques such as providing glossaries, annotations, and contextual support enhance learners' ability to tackle challenging material, fostering confidence and motivation in the language learning process.

Furthermore, the benefits of reading extend beyond linguistic proficiency, impacting cognitive development and academic achievement. Research findings indicate positive correlations between reading proficiency and cognitive skills such as problem-solving, memory retention, and creative thinking. Additionally, language learners who engage in extensive reading demonstrate higher academic performance across various subjects, underscoring the transferability of reading skills to other domains of learning.

### **Conclusion**

In conclusion, the evidence overwhelmingly supports the pivotal role of reading in the process of learning a new language. By integrating diverse reading strategies and materials into language instruction, educators can enhance learners' linguistic proficiency, cultural understanding, critical thinking skills, and academic achievement. Recognizing the transformative impact of reading on language acquisition and beyond, it is imperative for educators and learners alike to prioritize reading as an indispensable component of the language learning curriculum.

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## NAVOIY POETIKASI

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### ANNOTATSIYA

Alisher Navoiyning lirik merosi o‘zbek lirikasining milliy hamda qardosh xalqlar adabiyotining eng ilg‘or an‘analarini o‘zida mujassam etgan o‘lmas va yuqori bosqichi hisobladi. Navoiy lirikasining tub mohiyati – falsafiy, ijtimoiy va yuksak poetik shakldagi ifodasi bo‘lganligi bilan alohida ahamiyatga egadir. Biz birinchi marta Navoiy ijodiyotida lirikaning davrning yetakchi falsafiy-ijtimoiy oqimlari bilan bevosita aloqasini ko‘ramiz. Lirikaning ijtimoiy muhit bilan munosabati, asosan, chuqur norozilikka asoslangan qarama-qarshiliklar, ilg‘or bir mutafakkir – ijodkor isyoni sifatida ko‘rinadi.

**Kalit so‘zlar:** poetika, ijod, harakat, davr, ritm, iztirob.

Prezidentimiz Shavkat Mirziyoyev Oliy Majlisga qilgan Murojaatnomasida: “Biz o‘z oldimizga mamlakatimizda Uchinchi Renessans poydevorini barpo etishdek ulug‘ maqsadni qo‘ygan ekanmiz, buning uchun yangi Xorazmiylar, Beruniylar, Ibn Sinolar, Ulug‘beklar, Navoiy va Boburlarni tarbiyalab beradigan muhit va sharoitlarni yaratishimiz kerak. Bunda, avvalo, ta‘lim va tarbiyani rivojlantirish, sog‘lom turmush tarzini qaror toptirish, ilm-fan va innovatsiyalarni taraqqiy ettirish milliy g‘oyamizning asosiy ustunlari bo‘lib xizmat qilishi lozim”, deya bejiz ta‘kidlamadi. Zero, bugungi kunda ilm-fan va innovatsiyalarni taraqqiy ettirish borasida hal etilishi zarur bo‘lgan ko‘plab muammo va vazifalar mavjud.

U – hayot tomirlaridagi ichki harakatni davr yuragi- murakkab chuqur ritmni his eta oladigan zukko olim va siyosiy arbob. Ayni zamonda ishqning quvonch va alamlari, bekaslik va musofirlikning og‘ir ruhiy iztiroblaridan ham mahrum emas. Binobarin, bir o‘rinda ana shu insoniy tuyg‘ular girdobida turib oh-u nola qilsa, ikkinchi bir o‘rinda osmon-u falakni larzaga soladigan darajada na‘ra tortadi. Bir qarasangiz, u olam va odam naslidan hafsalasi pir bo‘lib ulardan etak siltaydi; bir qarasangiz; din, hokimiyat arboblarining chirkın basharasiga ta‘na toshlarini urib, podshohning giribonidan

mahkam tutgan holda, uning yuziga bor haqiqatni keskin bir shaklda to'kib soladi. Shoir shaxsida yoshlik davridayoq ko'rina boshlagan mavjud muhitga tanqidiy bulish hissi davrlar o'tishi bilan, uning hayotiy tajribasi bilan bog'liq holda tobora kuchayib bordi va nihoyat, u xilma – xil shakldagi chuqur muhokamalardan keyin “olamni odam manfaatlariga mos qilib va u bilan birga odamni ham qaytadan yaratish kerak” degan buyuk

Shuning uchun ham mazmunan g'oyaviy pafos jihatdan yuksak va badiiy barkamol bu she'riy durdonalar shoir hayotligi chog'idayoq milliy va geografik chegaralarni yoritib o'tib, Xuroson, Movarounnahr, Kichik Osiyo va Sharqiy Turkmanistonga kengayib, shuhrat qozondi. Navoiy lirik she'rlarining xalq orasidagi naqadar tez yoyilganligini shundan ham bilish mumkinki, shoir 24 - 25 yoshlik chog'ida uning muxlislari bir qancha she'rlarini to'plab, maxsus devon holiga keltirishgan Diqqatga sazovor tomoni shundaki, Navoiy lirikasi haqidagi dastlabki fikrlar uning hayotlik paytida bayon qilingan va ularda shoir lirik merosining mohiyati ixcham, ammo mukammal baholangan.

Hakimshoh Qazviniy ham "Majolisun - nafois" tarjimasining ilova qismida Alisher Navoiyning ham turkiy, ham forsiy tilda yuksak mahorat bilan she'rlar yozganligini bayon etib, o'z fikrini quyidagicha xulosalaydi: "Hech kim turkiy she'rni undan yaxshiroq ayta olmagan va nazm durlarini undan yaxshiroq socha olmagan". Umuman, XVI - XIX asrlarda Hindiston, Eron, Afg'oniston, Turkiya va O'rta Osiyoda tuzilgan va Alisher Navoiy nomi ko'p kiritilgan tazkiralarda Navoiy ijodi jumladan, uning lirikasi haqida bayon qilingan fikrlarni shunday umumlashtirish mumkin: Alisher Navoiy har ikki tilda (o'zbek va fors tillarida) mahorat bilan she'rlar bitgan. Biroq, uning ta'bi turkiy she'rga ko'proq moyil bo'lgan, undan boshqa hech kim yaxshiroq she'r yaratgan emas.

Alisher Navoiy lirikasini nazariy jihatdan tadqiq etish sohasida ananaviy navoiyshunoslik yerishgan dastlabki jiddiy muvaffaqiyatlardan biri Maqsud Shayxzodaning "Navoiyning lirik qahramoni haqida" nomli ilmiy ishidir. Mana yillar osha buyuk mutafakkir lirik she'rlaridagi badiiy tasvir vositalari hamda usullarini Sharq poetikasining ananaviy qoida va qonuniyatlari nuqtai nazaridan tahlil etish asosida Navoiy badiiy tasvir poetikasi uchun xos bo'lgan yetakchi ananalarini ochib berish, buyuk shoir poetik mahoratining ayrim qirralarini namoyish etishdan iborat.



Navoiyning poetika sohasidagi peshqadamligini uning devon tuzish an'anasiga bo'lgan ijodiy munosabatidanoq yaqqol sezish mumkin. Alisher Navoiyning o'zi tomonidan tuzilgan birinchi devon "Badoeul-bidoya" deb ataladi. 1469- yildan keyin tuzilgan bu devon turli janrga mansub 842 ta she'rdan tashkil topgan. Alisher Navoiyning o'zi tuzgan ikkinchi devon "Navodirun-nihoya" deb ataladi. Bu devon 1480 - 1487- yillar orasida tuzilgan.

Alisher Navoiy 1492 - 1498 -yillar orasida o'zining avvalgi ikkinchi devoniga kiritgan, shuningdek, keyingi davrlarda yaratilgan hamda turli sabablarga ko'ra avvalgi devonlariga kirmay qolgan barcha janrdagi she'rlarini to'plab, XV asr lirikasining buyuk qomusi bo'lmish "Xazoyinul-maoniy" devonini tuzdi. Bu devon ulug' shoirning butun hayoti davomida yaratgan barcha 16 xil lirik janrga mansub bo'lgan deyarli barcha o'zbekcha she'rlarini o'z ichiga olgan.

Hazrat Navoiy hech bir davrda g`azalni e`tibordan chetda qoldirmagn va uning hayotiy taassurotlari va mulohazalari bevosita shu janrda o`zining poetik ifodasini topgan.

Demak, Navoiyning butun ijodiy faoliyati jarayonida g`azal boshqa lirik janrlarga nisbatan "hukmron" mavqeda turgan. Ana shu yetakchi mavqeda turish uning son jihatidam (2600ta), mohiyat nuqtai nazaridan ham yuqori pog`onaga ko`tarilishiga imkoniyat yaratgan.

Navoiyning g`azal va ruboiylari, bir so`z bilan aytganda, adabiyotimizning o`n olti xil janridan foydalanib yaratilgan ulkan merosi hali qancha-qancha olimlarga ilmiy izlanish uchun dastak bo`la oladi.

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## THE IMPORTANCE OF LISTENING IN THE LEARNING OF THE ENGLISH LANGUAGE

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### ABSTRACT

This article explores the crucial role of listening comprehension in the process of acquiring proficiency in the English language. It delves into various aspects of listening skills development, including methodology, challenges, and outcomes. Through an in-depth examination of research findings and educational practices, the article highlights the significance of active listening in language learning and provides practical insights for learners and educators alike.

**Keywords:** comprehension, acquisition, authenticity, engagement, multimedia, practice, curricula, theoretical scaffold.

### Introduction

In the realm of language acquisition, listening comprehension stands as a cornerstone for effective communication and linguistic mastery. Within the realm of learning the English language, the ability to comprehend spoken English is not merely advantageous but indispensable. It serves as a gateway to meaningful interactions, comprehension of instructions, and navigation of various real-life situations. Yet, despite its pivotal role, listening skills often find themselves marginalized or inadequately emphasized in language learning curricula.

It endeavors to delve into the intricacies of listening skills development, exploring methodologies, challenges, and outcomes. By embarking on an in-depth examination of research findings and educational practices, this article aims to underscore the importance of active listening in language learning and offer practical insights for both learners and educators alike.

The complexity of the English language, with its diverse accents, intonations, and idiomatic expressions, poses a unique set of challenges for learners. As such, mastery of listening comprehension is not merely about decoding words but about deciphering meaning within varied linguistic contexts. Whether it be understanding a lecture, engaging in a conversation, or following instructions, proficiency in listening is indispensable for effective communication.

However, the journey to becoming proficient listeners is fraught with obstacles. Learners often grapple with difficulties in discerning accents, parsing spoken language at

native speed, and extracting meaning from contextual cues. Moreover, the proliferation of digital distractions and the ubiquity of visual stimuli pose additional challenges to auditory focus and concentration.

### **Methodology**

Research methodologies in the field of language learning often involve a combination of qualitative and quantitative approaches, including observational studies, experimental designs, and surveys. Studies examining the importance of listening in English language learning typically employ methods such as listening comprehension tests, interviews, and classroom observations. Researchers analyze factors influencing listening proficiency, such as exposure to authentic language input, instructional strategies, and individual learner characteristics.

### **Discussion and results**

Research conducted globally underscores the pivotal role of listening proficiency in language acquisition, providing valuable insights into effective strategies for enhancing listening comprehension skills. Studies have consistently demonstrated a strong correlation between listening proficiency and overall language proficiency, highlighting the integral role of listening in the language learning process.

One significant finding from research in the field is the effectiveness of explicit instruction in metacognitive strategies for improving listening comprehension. By teaching learners to employ strategies such as predicting, monitoring, and summarizing, educators can enhance learners' ability to extract meaning from spoken language and navigate complex linguistic contexts (Vandergrift, 2007). Additionally, providing learners with opportunities for extensive listening practice with authentic materials has been shown to foster the development of automatic processing skills and increase comprehension accuracy (Field, 2008).

Furthermore, research has emphasized the importance of creating a supportive learning environment that encourages active engagement with listening materials. Interactive listening tasks, such as information gap activities, role-plays, and simulations, promote meaningful interaction and negotiation of meaning among learners (Field, 2008). Moreover, incorporating multimedia resources, such as podcasts, videos, and online platforms, enriches the listening experience and exposes learners to diverse linguistic input (Goh, 2017).

Individual learner factors also play a significant role in listening comprehension abilities. Learner autonomy and metacognitive awareness are crucial for effective listening skill development. Encouraging learners to set goals, self-assess their listening performance, and employ effective learning strategies empowers them to take ownership of their learning process and become more strategic and self-regulated listeners (Goh, 2017).

While challenges in listening comprehension persist, such as difficulties with understanding accents and processing spoken language at native speed, research-based pedagogical practices offer promising solutions. By integrating research findings into language instruction and leveraging technology-enhanced learning environments, educators can effectively support English language learners in developing the listening skills necessary for success in academic, professional, and social contexts.

### **Conclusion**

In conclusion, listening comprehension is a fundamental component of English language learning, with far-reaching implications for learners' linguistic development and communicative competence. By recognizing the importance of listening and implementing targeted strategies to enhance listening skills, educators can empower learners to become more proficient and confident users of the English language. Moreover, learners themselves can take proactive steps to improve their listening comprehension through regular practice, exposure to authentic language input, and reflective engagement with listening materials. Ultimately, fostering effective listening skills is essential for achieving fluency and proficiency in English as a second or foreign language.

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## EXPLORING THE PROS AND CONS OF GTM AND IMMERSION-BASED LEARNING OF ENGLISH.

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### ABSTRACT

This article critically examines two prominent methods of language learning: Grammar Translation Method (GTM) and Immersion-Based Learning. GTM, a traditional approach, emphasizes rote memorization of grammar rules and translation of texts. Conversely, Immersion-Based Learning immerses learners in authentic language contexts, encouraging natural acquisition through exposure and interaction. The article delves into the pros and cons of each method, considering factors such as effectiveness, learner motivation, and linguistic proficiency outcomes. By critically evaluating these approaches, aims of it to inform language educators and learners about the diverse methodologies available, enabling them to make informed decisions based on individual needs and preferences.

**Keywords:** Grammar Translation Method, GTM, Immersion-Based Learning, language learning methods, pros and cons, language acquisition.

### INTRODUCTION.

Language learning is a multifaceted journey that involves various methodologies and approaches. Among these, the Grammar Translation Method (GTM) and immersion-based learning stand out as two distinct methods with their own sets of advantages and disadvantages. GTM, rooted in traditional teaching practices, emphasizes the translation of texts and a focus on grammar rules, while immersion-based learning immerses learners in the language through exposure to authentic language environments. In this article, we explore the merits and drawbacks of each approach, drawing on research findings and practical considerations.

### METHODOLOGY

To assess the advantages and disadvantages of GTM and immersion-based learning, we reviewed existing literature on language acquisition methodologies, including studies that have compared the effectiveness of these two approaches. Additionally, we considered anecdotal evidence and expert opinions from language educators and learners who have experienced both methods firsthand. Our analysis

aims to provide a comprehensive overview of the strengths and weaknesses of GTM and immersion-based learning in the context of English language acquisition.

## **DISCUSSION AND RESULTS**

GTM, characterized by its focus on grammar rules and translation exercises, offers several advantages. Firstly, it provides learners with a structured framework for understanding the mechanics of the English language, which can be especially beneficial for those who prefer systematic learning approaches. Additionally, GTM facilitates the development of reading and writing skills, as learners engage with texts in both their native language and English, enhancing their comprehension and translation abilities.

However, GTM has been criticized for its limited emphasis on speaking and listening skills, which are crucial components of communicative competence. Research studies have shown that learners trained in GTM often struggle with spontaneous conversation and real-life communication situations, as they may rely too heavily on translation and struggle to produce language in real-time.

On the other hand, immersion-based learning offers distinct advantages in fostering oral proficiency and cultural understanding. By surrounding learners with authentic language environments, immersion programs encourage active engagement and natural language acquisition. Research has demonstrated that immersion learners tend to develop greater fluency and confidence in speaking, as they are constantly exposed to meaningful language input and opportunities for interaction.

However, immersion-based learning also has its drawbacks. For learners who are not accustomed to immersive environments, the initial stages of adaptation can be challenging, leading to feelings of frustration and anxiety. Moreover, immersion programs may lack the explicit focus on grammar instruction provided by GTM, which could hinder learners' understanding of grammatical structures and impede their accuracy in written expression.

## **CONCLUSION**

In conclusion, both GTM and immersion-based learning offer distinct advantages and disadvantages in the context of English language acquisition. GTM provides a structured approach to grammar instruction and translation skills but may neglect speaking and listening proficiency. Immersion-based learning fosters oral fluency and cultural competence but may lack explicit grammar instruction and pose challenges for learners transitioning to immersive environments.

Ultimately, the effectiveness of each method depends on individual learning preferences, goals, and circumstances. Learners seeking a solid foundation in grammar and translation skills may benefit from GTM, while those aiming for



communicative fluency and cultural immersion may thrive in immersion programs. Combining elements of both approaches, such as integrating grammar instruction into immersive experiences, can further enhance language learning outcomes.

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## МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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### АННОТАЦИЯ

В пособии рассматриваются основные проблемы теории и практики обучения русскому языку как иностранному в условиях высшей школы. В нем обобщен современный опыт преподавания курса «Методика преподавания русского языка как иностранного» студентам-филологам, специализирующимся в области преподавания русского языка и компетентностного подхода к образованию, реализующего концепцию нового стандарта. В пособии сделан акцент на овладение методикой преподавания языка в тесном взаимодействии с иноязычной культурой, формировании в процессе обучения языку коммуникативной компетенции и компетентности учащихся в различных областях знания в контексте диалога культур. Для студентов-филологов, будущих преподавателей русского языка, аспирантов, стажеров, преподавателей и всех интересующихся проблемами преподавания русского языка как иностранного.

**Ключевые слова:** термины, практическая реализация, лексическое наполнение, лингвистика, преподавание, метод.

### ABSTRACT

The manual discusses the main problems of theory and practice of teaching Russian as a foreign language in higher education. Russian Russian as a Foreign Language course summarizes the modern experience of teaching the course "Methods of teaching Russian as a foreign language" to philological students specializing in the field of teaching Russian and a competence-based approach to education that implements the concept of a new standard. The manual focuses on mastering the methodology of language teaching in close interaction with a foreign language culture, the formation of communicative competence and competence of students in various fields of knowledge in the context of a dialogue of cultures in the process of language teaching. Russian Russian is intended for students of philology, future

teachers of the Russian language, graduate students, interns, teachers and anyone interested in the problems of teaching Russian as a foreign language.

**Keywords:** terms, practical implementation, lexical content, linguistics, teaching, method.

**Методика преподавания любой дисциплины предполагает** совокупность методов приемов, форм и средств обучения, выбор которых определяется целями, задачами и содержанием образовательного процесса. Основной конечной целью обучения русскому языку как иностранному является создание условий, обеспечивающих быстрое овладение языком, его фонетической, лексической и грамматической составляющими.

Преподавание русского языка как иностранного имеет ряд особенностей и может происходить в несколько этапов с выбором разных подходов и методов обучения. Русский язык является одним из самых сложных языков в мире, поэтому при его изучении у иностранных обучающихся возникают

некоторые трудности. Для того чтобы обучение иностранцев русскому языку

было эффективным, преподаватель должен грамотно организовать учебные

занятия, учитывая типичные сложности, возникающие в ходе образовательного процесса. Для успешного преподавания необходимо подробно изучить различные методики преподавания русский язык, а также

учесть личностные и культурные особенности обучающихся. Задача преподавателя русского языка как иностранного – не только добиться того, чтобы иностранец знал падежи или умел использовать глаголы движения. Нужно, чтобы он вошел в мир русской культуры, смог реализовать себя в русскоговорящем обществе.<sup>1</sup>

В настоящее время методика является особым предметом, самостоятельной наукой. Исходя из этого, советские и передовые ученые зарубежных стран формулируют специфические понятия методики преподавания иностранного языка, ее категории, законы, термины, задачи.

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<sup>1</sup>Рузметова Д. К. Понятие грамматической интерференции в процессе преподавания английского языка и её сущность // Herald pedagogiki. Nauka i Praktika. – 2021. – Т. 1. – №. 5.

Методика преподавания русского языка как иностранного оформилась самостоятельную учебную дисциплину. Существует достаточно обширная литература по вопросам преподавания русского языка как иностранного.<sup>2</sup>

Практическая реализация общедидактических принципов осуществляется за счет соблюдения ряда важных правил, которые ориентируют преподавателя на выполнение определенных действий, что показано на примере конкретных упражнений и ситуационных задач. Лексическое и грамматическое наполнение заданий и упражнений может видоизменяться и варьироваться в зависимости от индивидуальных способностей обучающихся, а также от конкретного этапа изучения русского языка как иностранного. Приведенные примеры заданий и упражнений из опыта преподавания показывают, что практическая реализация общедидактических принципов способствует не только достижению основных целей обучения, но и формированию коммуникативной компетенции обучающихся, основанной на компетенции лингвистической, как конкретной цели обучения иностранцев русскому языку.<sup>3</sup>

Цель обучения – совершенствование профессиональных компетенций в области преподавания русского языка как иностранного/как неродного.

В рамках данного курса вы поймете, как максимально эффективно объяснять правила и закономерности функционирования русского языка, как преподавать начинающим изучать русский язык, как систематизировать знания изучающих русский язык продвинутого уровня<sup>4</sup>

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## THEORETICAL BASIS OF USING AUTHENTIC VIDEO MATERIALS IN FOREIGN LANGUAGE TEACHING

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### ABSTRACT

This thesis analyzes the effective methods of "Formation of social and cultural competence of students of higher educational institutions using authentic video materials in foreign language teaching". Learning creates difficulties. In order to overcome such difficulties, first of all, the issues of forming the communicative competence of language learners were considered. Sorting was done step by step. Video materials are important in the process of language learning. Using audio and video materials, the speaker's thoughts, psycho-emotional state, facial expressions, and gestures increase students' ability to learn a language. In the process of using such materials, the language the learner may not fully understand the speaker from the video material, but he can partially understand and guess the speech of the speaker through his gestures and facial expressions. Through such materials, the language learner gradually develops skills in language learning. According to the results of the research, compared to the information presented only by voice, the information presented with the help of audio videos helps the language learners to fully understand the meaning.

**Keywords:** authentic video materials, psycho-emotional state, facial expressions, cultural competence.

### ANNOTATSIYA

Mazkur tezis "Chet tilini o'qitishda autentik video materiallardan foydalanib, oliy o'quv yurtlari talabalarining ijtimoiy-madaniy kompetensiyani shakllantirish" samarali usullari tahlil qilingan. Har qanday til o'rganuvchi uchun xorijiy (ona tili bo'lmagan) tilni o'rganish qiyinchiliklar tug'diradi. Ana shunday qiyinchiliklarni bartaraf etish maqsadida, dastlab, til o'rganuvchilarning kommunikativ kompetensiyasini shakllantirish masalalari ko'rib chiqildi. Til o'rganish jarayonida videomateriallar muhim ahamiyatga ega. Audio va videomateriallardagi nutq egasining fikri, psixo-emotsional holati, yuz ifodalari, imo-ishoralari yordamida talabalarning til o'rganishdagi imkoniyati yanada oshadi. Bunday materiallardan foydalanish jarayonida til o'rganuvchi videomaterialdan nutq egasini to'laqonli tushunmasligini mumkin, ammo uning imo-ishora hamda mimikalari orqali so'zlovchi nutqini qisman tushunishi, taxmin qilishi mumkin. Bunday materiallar orqali til o'rganuvchi asta-sekin til o'rganishda ko'nikma



hosil qiladi. Tadqiqot natijisiga ko'ra, faqat ovoz orqali taqdim etilayotgan ma'lumotlarga nisbatan ovozli videotasvirlar yordamida taqdim etilgan ma'lumotlar til o'rganuvchilarga ma'noni to'laqonli anglashga yordam beradi.

**Kalit so'zlar:** autentik video materiallar, psixo-emotsional holat, yuz ifodalari, ijtimoiy-madaniy kompetensiya.

So'nggi yillarda jamiyatning qariyb barcha sohalaridagi rivojlanish natijasida chet tillarining ahamiyati ortib, talab o'sib bormoqda. Hammaga ma'lumki, dunyodagi eng rivojlangan mamlakatlarning talabi-chet tilida erkin muloqot qila oladigan, innovatsion g'oyalarga boy hamda erkin fikrlay oladigan kadrlardir. Bunday talablar o'z o'rnida ta'lim bilan chambarchas bog'liq.

O'zbekiston Respublikasi ta'lim tizimida ham barcha bosqichlarda chet tilini o'qitish asosiy talablardan biriga aylandi.

Passov ta'limotiga ko'ra, ta'limdagi pirovard maqsad-o'quvchini shaxs sifatida ma'naviy kuchi va qobiliyatini rivojlantirish, axloqiy jihatdan mas'uliyatli va ijtimoiy jihatdan namunali qilib shakllantirish - tarbiyalashdir. Shunday ekan, bugungi zamon talabi nafaqat tarjima qilish, yozish, o'qish yoki chet tilida erkin muloqot qila olish, balki muayyan vaziyatlarda o'rganilayotgan tilni to'g'ri qo'llay olishni ham talab etadi. Chet tillarini o'qitish metodlari masalasida samarali izlanishlar qilgan olim Ter-Minasova zamonaviy til o'rganuvchilar hozirda tilga ilmiy nazariya sifatida emas, balki hayotiy ehtiyoj sifatida qarayotganliklarini ta'kidlaydi. Bundan ma'lumki, chet tilini o'rganishga bo'lgan yondashuv hayotiy misollarga boy, reallikka asoslangan ta'lim metodlarini talab qilmoqda. Olimlar bu jihatda radioeshittirishlar, Facebook, Youtube platformalarida chet tilini takomillashtirishni tavsiya qilishmoqda. Ammo ijtimoiy tarmoqlar, autentik matnlar yoki radioeshittirishlarga qaraganda videomateriallar til o'rganishda samaraliroq hisoblanadi. Negaki, inson ko'rish hamda vizualitsiya qilish orqali yaxshiroq anglashi mumkin. Ma'lumotlarning asosiy qismini videomateriallardagi harakatli nutqlar yaxshiroq anglashga yordam beradi. Autentik videomateriallardan foydalanish til o'rganuvchiga chet tilida muayyan ijtimoiy guruhlarning aniq bir vaziyatdagi, so'zlashuv holatidagi barcha xususiyatlarni bilan reallikni talqin qiladi. Hayotiy til muhiti orqali talablari, mimika, leksika va muloqot turlari bilan yaqindan tanishadilar. Autentik videomateriallar til o'rganuvchilarda til o'rganishdagi asosiy kompetensiyalardan bo'lgan gapirish (speaking) hamda tinglab tushunish (listening) ko'nikmalarini tezlik bilan reallikka asoslangan holda qo'llay oladilar. Nutqdagi qochirimlar, kinoyalar, mahalliy tilde so'zlashuvchilarning o'rgangan holda rivojlanishga olib keladi. Autentik videomateriallar nutq egasining fikrini psixo-emotsional holati, yuz ifodasi, imo-ishoralari orqali o'rganishga imkoniyat yaratadi. Shuningdek, insonning ruhiy holati bilan bog'liq jarayonlar: xursandchilik, qayg'u, ajablanish kabi madaniyatlarga xos

tushunchalar tarjima talab qilmaydi. Bu esa metod o'rganuvchilariga to'liq tarjima qilmasdan ham tushunish imkonini beradi. Autentik videomateriallar til o'rganuvchilariga nuqtaning talaffuzi, grammatik hamda leksik jihatlari bilan birga intonatsiyani ham bevosita o'rganishga yordam beradi.

Autentik materiallarning ham qo'llashda bir qator kamchiliklar mavjud. Misol uchun:

- o'quv rejaga moslashtirish;
- materiallarning sifatliiligi hamda aniq ma'lumotlarga ega ekanligi;
- muayyan sohaga yo'naltirilganini topish bo'yicha.

Autentik videomateriallarni saralashning quyidagi me'zonlari taklif etiladi:

- autentik videomaterialning ta'lim maqsadlariga muvofiqligi;
- autentik videomaterialdagi axborotning yangiligi va ixchamligi;
- tanlangan autentik videomaterial mazmun-mohiyati hayotiyliigi.

### **XULOSA**

Xulosa shuki, mazvu bo'yicha til o'rganuvchilar auditoriyasiga moslangan autentik videomateriallar ham sifat, ham mazmun-mohiyat yuzasidan boyitilgan bo'lsa, til o'rganuvchi tilni samarali hamda oson o'zlashtirishiga yordam beradi.

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## MODERN PEDAGOGICAL TECHNOLOGIES USED IN TEACHING ENGLISH

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### ABSTRACT

This article presents the results of experimental and theoretical studies on the modern technologies that are being used in the field of pedagogy. There is analysed practical and effective technologies such as project – base learning , team spirit .

**Keywords:** technology ,method, project – based learning, team spirit, project method, approach.

### INTRODUCTION

The tasks and the aims of the modern education are changing nowadays as the emphasis is shifted from the assimilation of the knowledge to the formation of it. There is a reeducation of a personal – oriented approach, the opposite of knowledge – oriented pedagogy. Universities and schools are provided with modern devices and electronic resources , which contributes to the introduction of new pedagogical technologies in te educatinal procces. It is the use of innovative technologies in English language lessons is the main sign of positive results of creative activity, which entails increased motivation of students. [1]

### LITERATURE REVIEW AND METHODOLOGY.

According to scientific calculations of national and foreign scientists, the term “method” has two basic meanings:

A certain path to the goal, means to achieve the result.

Complete methodological system and the fundamental direction of the learning process, which prevail in the various periods of the science development

With the development of high-tech usual methods of teaching through books, similar grammar exercises, reading and translation of texts go on the back burner. [2] The humanistic approach eventually led to the formation of the communicative approach, on which is based the whole procedure. Traditional grammar-translation methods do not form language skills. The student is capable to read and translate various texts at high-level, but he is not able to apply the knowledge of a foreign language in real life situations. The communicative approach allows the use of grammatical knowledge in a form of speaking and writing skills. One of the key tasks is the enriching of vocabulary. However, new words must be stored not only in a

passive, but also in active form. As a simple exercise to develop skills can be noted spontaneous group dialogues. Students are divided into pairs and try to communicate on various topics. Usually the teacher oversees the conversation or helping with leading questions. During learning of new words used exercises with cards. On them written new words, and then they are returned and mixed. One student draws a card and tries to explain the meaning of a foreign word so the others can guess it. This exercise allows you to “feel” new words and remember situations in which they are used correctly.

In recent years, increasingly it raises the question of the application of innovative technology in the classroom. It is not only new facilities but also new forms and methods of teaching, new approach to learning. Introduction of innovative technologies in the educational process is interconnected with the improvement of the content and methods of education in the process of teaching foreign languages in relation to the needs of modern life.

## **RESULTS AND DISCUSSION**

The main objective of foreign language teaching is the formation and development of the communicative culture of pupils, learning practical mastery of a foreign language. The task of the teacher is to create the conditions of practical language learning for each student to choose such training methods that would allow each student to show their activity, their creativity. Modern teaching techniques such as cooperative learning, project methodology, the use of new information technologies, Internet resources help to realize the learner centered approach to learning, providing personalization and differentiation of learning abilities of children, taking into account their level of training. [3] The communicative approach is a strategy that simulates the communication, aimed at creating a psychological and linguistic readiness to communicate, on a conscious understanding of the material and methods of action with him. For the user, the implementation of the communicative approach in the Internet is not particularly difficult. Communicative job must offer students a problem or question for discussion, and students do not just share information, but also evaluate it. But the main criterion to distinguish this approach from other types of learning activities is that students choose their own linguistic units to process their thoughts. Using the Internet in the communicative approach could not be better motivated: its aim is to interest students in learning a foreign language through the accumulation and expansion of their knowledge. One of the basic requirements for teaching foreign languages using the Internet resources, is to create interaction in the classroom, what is called in interactive methods. Teaching genuine

language, the Internet helps in shaping the conversation, as well as in teaching vocabulary and grammar, providing a genuine interest and, hence, efficiency.

Project method is one of the most pressing contemporary technologies in teaching foreign languages. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. Project method forms students' communication skills, culture, communication, the ability concisely and audibly formulates thoughts, be tolerant to the opinion of partners in communication and develops the ability to extract information from a variety of sources, to process it with the help of modern technologies.

### CONCLUSION

In conclusion, this approach forms informational competence which manifests the ability to work independently with reference books, find necessary information in various sources, and see links with other branches of knowledge. [4] Furthermore, project-based learning contributes to enhancing students' personal confidence, developing a "team spirit" and communication skills; providing a mechanism for critical thinking, the ability to find ways to solve problems and developing students' research skills.

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## FOREIGN LANGUAGE TEACHING METHODOLOGY

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### ABSTRACT

This thesis aims to investigate and analyze various methodologies used in teaching foreign languages, with a focus on their effectiveness and impact on language learning outcomes. The study examines traditional and modern approaches to foreign language instruction, including grammar-translation, direct method, communicative language teaching, task-based learning, and content-based instruction. The research also delves into the role of technology in language teaching and its influence on pedagogical practices. By synthesizing existing literature and empirical studies, this thesis seeks to provide insights into the strengths and limitations of different methodologies and offer recommendations for optimizing foreign language education.

**Keywords:** Direct method, Communicative language teaching (CLT), Task-based learning (TBL), Content-based instruction (CBI), Role of technology in language teaching, Pedagogical practices, Linguistic competence, Cultural understanding

**Introduction:** The teaching of foreign languages has undergone significant evolution over the years, marked by the proliferation of diverse methodologies aimed at enhancing language acquisition and proficiency. The choice of methodology plays a crucial role in shaping learners' linguistic competence, fluency, and cultural understanding. This thesis seeks to explore the landscape of foreign language teaching methodologies, evaluating their effectiveness in meeting the diverse needs of learners and addressing the challenges associated with language acquisition. By critically examining various approaches to language instruction, this study aims to contribute to a deeper understanding of how different methodologies can impact language learning outcomes.

**Literature Review.** The literature review section will provide an overview of key theoretical frameworks underpinning foreign language teaching methodologies. It will delve into historical perspectives on language instruction, examining traditional methods such as grammar-translation and direct method, as well as more contemporary

approaches like communicative language teaching (CLT), task-based learning (TBL), and content-based instruction (CBI). Additionally, the review will explore the integration of technology in language education and its implications for pedagogical practices.

**Methodology.** The methodology section will outline the research approach adopted for this study, including data collection methods such as literature review, analysis of empirical studies, and potentially interviews or surveys with educators experienced in foreign language teaching. It will also detail the criteria used for evaluating the effectiveness of different methodologies based on learner outcomes, engagement levels, and cultural competence.

### **Conclusion**

The conclusion will summarize key insights derived from the study's findings regarding effective methodologies in teaching foreign languages. It will underscore the importance of considering diverse instructional approaches to cater to learners' individual needs while promoting communicative competence and cultural awareness. The thesis will conclude by offering recommendations for future research directions in exploring innovative methodologies that align with evolving trends in language education.

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## IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE PRINCIPLES OF APPLICATION OF ELECTRONIC LEARNING COURSES

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### ABSTRACT

When it comes to learning a foreign language through electronic learning courses, there are several principles that can be applied to enhance the effectiveness of the learning process. Here are some key principles.

**Keywords:** interactive learning, structured curriculum, practice, repetition, adaptation, feedback

### Introduction

1. **Interactive Learning:** Electronic language courses often provide interactive features such as quizzes, exercises, and multimedia content. Taking full advantage of these interactive elements can actively engage learners and make the learning experience more enjoyable and effective.
2. **Structured Curriculum:** Well-designed electronic language courses typically follow a structured curriculum that progresses from basic concepts to more complex language skills. It's important to follow the recommended sequence and complete the modules or lessons in order to build a solid foundation and gradually improve your language proficiency.
3. **Practice and Repetition:** Language learning requires practice and repetition to reinforce new knowledge and skills. Electronic learning courses often provide opportunities for learners to practice speaking, writing, listening, and reading in the target language. Take advantage of these practice activities and revisit previous lessons to reinforce what you've learned.
4. **Personalization and Adaptation:** Many electronic language courses offer adaptive features that tailor the learning experience to the individual learner's needs and progress. These features may include personalized lesson recommendations, targeted feedback, and adaptive exercises. Utilize these features to focus on areas where you need more practice and to receive personalized guidance.
5. **Multimedia Approach:** Electronic learning courses often incorporate various multimedia elements such as audio recordings, videos, and interactive visuals. Take advantage of these resources to expose yourself to authentic language use, improve

pronunciation and listening skills, and gain cultural insights.

6. Tracking and Feedback: Electronic language courses may provide progress tracking tools and feedback mechanisms. Use these features to monitor your progress, identify areas for improvement, and set specific learning goals.

7. Supplement with Real-world Practice: While electronic learning courses can be valuable tools, it's important to supplement them with real-world practice. Seek opportunities to interact with native speakers, engage in conversations, watch movies or TV shows in the target language, or participate in language exchange programs to apply what you've learned in authentic contexts.

Each learner is unique, so it's essential to find an electronic language course that suits your learning style and preferences. Combining these principles with dedication, consistency, and a positive attitude will greatly enhance your language learning journey.

There are several reputable electronic language courses that incorporate the principles mentioned earlier. Here are a few popular options:

1. Duolingo: Duolingo is a widely recognized language learning platform that offers courses in many languages. It provides interactive exercises, gamification elements, and personalized learning paths. Duolingo is known for its user-friendly interface and accessibility, making it a great option for beginners.
2. Rosetta Stone: Rosetta Stone is a comprehensive language learning program that focuses on immersive learning. It uses a combination of interactive software, online tutoring, and mobile apps to provide a well-rounded language learning experience. Rosetta Stone places particular emphasis on pronunciation and building a solid foundation in the language.
3. Babbel: Babbel offers courses for multiple languages, with a focus on practical conversation skills. It provides interactive exercises, dialogues, and speech recognition technology to help learners practice speaking and listening. Babbel also offers personalized learning paths based on your goals and interests.
4. Memrise: Memrise combines interactive multimedia content with spaced repetition techniques to help learners memorize vocabulary and phrases effectively. It offers a wide range of user-generated courses in various languages and allows learners to track their progress and set learning goals.
5. FluentU: FluentU provides language learning through authentic videos, such as movie trailers, news clips, and music videos. It offers interactive subtitles, vocabulary explanations, and personalized quizzes to help learners improve their listening comprehension and expand their vocabulary.

Remember to explore these platforms and consider their specific features, language

offerings, and user reviews to find the one that aligns with your language learning goals and preferences. It's also worth noting that some platforms offer free basic features with the option to upgrade to premium versions for additional content and feature.

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## TEACHING ENGLISH AS A SECOND FOREIGN LANGUAGE

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### ABSTRACT

Bugungi ta'limiy muhitda ingliz tilini ikkinchi chet tillaridan o'rgatish juda muhimdir. Elektron ta'lim platformalarining paydo bo'lishi bilan, samarali va tortib olishib boradigan til o'qitish uchun va'dalar mavjud. Bu dissertatsiya elektron kurslar orqali ingliz tilini ikkinchi chet tillaridan o'rganishning samarali va o'ziga xos usullarini yaxshilashning asosiy prinsiplari va usullarini o'rganadi. Joriy ta'limiy adabiyot va amaliy tajribadan foydalanib, bu dissertatsiya interaktiv o'rganish, tuzilgan dastur, amal va takrorlash, shaxsiylashtirish va moslashtirish, multimediyalashgan usul, kuzatish va taqdimot, elektron kurslarni amaliy amaliyot bilan ta'minlashning ahamiyatini va o'rganishning asosiy prinsiplarini belgilab chiqadi. Qo'shimcha ravishda, dissertatsiya bu prinsiplarni mukammal qiluvchi bir necha etkazib beruvchi elektron til kurslari va platformalarini taqdim etadi. Bu prinsiplarni rag'batlantirish va musbat mulohazalarni qo'llash orqali, o'rganuvchilar ingliz tilini ikkinchi chet tilida o'zlarining malakasini ko'rsatib chiqarishlari mumkin.

**Kalit so'zlar:** Ingliz tilini o'qitish, ikkinchi chet til, elektron kurslar, interaktiv o'rganish, tuzilgan dastur, amal va takrorlash, shaxsiylashtirish, multimediyalashgan usul, taqdimot, real dunyoda amaliy jarayon.

**Kirish.** Bugungi global dunyoda, ingliz tilini ikkinchi chet til sifatida bilish juda muhimdir. Elektron ta'lim platformalarining paydo bo'lishi samarali til o'qitishning va'dalariga olib keldi. Bu dissertatsiya ingliz tilini ikkinchi chet til sifatida elektron kurslar orqali yaxshilashning asosiy prinsiplarini va usullarini o'rganishni maqsad qiladi. Bu prinsiplarni belgilab, amaliy mulohazalarni taklif qilish orqali, dissertatsiya o'qituvchilarni va o'quvchilarni ingliz tilini o'rganish samaraliyatini maksimal darajada oshirishga qudratadi.

4. Interaktiv o'rganish: Elektron ingliz til kurslarida joylashgan interaktiv xususiyatlar o'quvchilarni qatnashish va faol ishtirokni katalizator sifatida xizmat qiladi. Testlar, mashg'ulotlar va multimediyalashgan materiallar orqali o'quvchilar til bilan muloqot qilishlari mumkin. Ushbu interaktiv elementlardan foydalanish o'quvchilarning tushunchalarini oshiradi va saqlab qolishlarini kuchaytiradi.

5. Tuzilgan Dastur: Samimiy ingliz tilini o'rganish uchun yaxshi tuzilgan dastur juda muhimdir. Elektron kurslar odatda tuzilgan dasturga rioya qiladi va o'quvchilarni asosiy konseptlardan boshlab rivojlanish darajasiga ko'chadi. Ushbu tartibni qabul qilish o'quvchilarga til bilan ko'nikma va mahoratlarini tizimli ravishda rivojlantirishga imkon beradi.



6. Amal va Takrorlash: Ingliz tilini ikkinchi chet til sifatida malakalash uchun ko'p amal va takrorlarni talab qiladi. Elektron kurslar nutqni, yozishni, eshitishni va o'qishni o'z ichiga olgan har xil amallar taklif qiladi. Bu amallarda ishtirokni saqlash til bilan bo'lgan munosabatlarni kuchaytiradi.

7. Shaxsiylashtirish va Moslashtirish: Elektron kurslarda shaxsiylashtirish xususiyatlari har bir o'rganuvchi ehtiyojlariga rioya qiladi. Moslashtirish algoritmlari o'rganuvchi amalini tahlil qiladi va moslashtirishlar, maslahatlar va bildirishlar taqdim qiladi. Shaxsiylashtirilgan o'rganish yo'liga rioya qilish o'quvchilarni o'zlarining temposida rivojlanishlariga ruxsat beradi.

8. Multimediyalashgan Usul: Multimediyalashgan elementlar ingliz tilini o'rganish ta'limi bilan boyitilgan tajribani boyitib, tashqi munosabatlarni kengaytiradi. Audio kira matnlar, videolar va interaktiv tasvirlar tinglashni, ma'noni tushunishni va madaniyatga oid ma'lumotlarni oshirishni ta'minlaydi.

9. Kuzatish va Taqdimot: O'rganuvchilar o'zlarining rivojlanishini kuzatish uchun rivojlanishni kuzatish vositalarini va bildirishlarni taqdim etadi. Vaqti orqali taqdimot rivojlanish va rivojlantirishni kuchaytiradi.

10. Real Dunyoda Amaliy Jarayon Bilan Qo'shing: Elektron kurslar samarali asos beradi, lekin tilni o'rganishda haqiqiy amaliy jarayonlardan tashqari boshqa narsalar zarurdir. Immersion tajribalari, suhbat mashg'ulotlari va madaniyat bilan muloqot o'quvchilarni asl til kontekstlarida duch keladi.

### **Xulosa**

Ingliz tilini ikkinchi chet til sifatida elektron kurslar orqali yaxshilash, interaktiv o'rganish, tuzilgan dastur, amal va takrorlash, shaxsiylashtirish va moslashtirish, multimediyalashgan usul, kuzatish va bildirish, real dunyoda amaliy jarayonni qo'llash talablari bilan ta'minlanadi. Shuningdek, elektron kurslarni haqiqiy jarayonlar bilan qo'shish til o'rganishni oshirish uchun zarurdir. Bu prinsiplarni integratsiyalash orqali, o'qituvchilar va o'quvchilar tilni o'rganishda mos tashqi muhitni rivojlantirish uchun maslahatlar beradi.

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## CHET TILLARINI O'RGATISH VA UNDAGI SAMARALI METODLARDAN FOYDALANISHNING O'RNI

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### ANNOTATSIYA

Chet tili o'qitish metodlari qiyosiy, aralash va to'g'ri metod turlaridir. Metodning grammatika-tarjima turi nuqtayi nazaridan olib qaralganda, chet tili umumtalimiy maqsadda o'rganilgan. Turli grammatik mashqlar til o'rganuvchining mantiqiy salohiyatini rivojlantirish maqsadida o'rgatilgan. Yuqoridagi metod orqali chet tilini o'qitish to'g'risida sistemali grammatik nazariya bosh ahamiyat kasb etadi.

**Kalit so'zlar:** grammatik shakl, muloqot vositasi, metod, xorijiy til, matn, tarjima.

Hozirgi kunga kelib tahsil olayotgan ko'plab talabalar va o'quvchilar asosan uch xil tilni o'rganmoqdalar. Ta'lim nazariyasida esa ularning o'z nomlari bilan yuritiladi. Ular: ona tili, ikkinchi xorijiy til va xorijiy til. Bilamizki, barchaning o'z ona tili aqliy tafakkur rivojlanishida asosiy o'rin tutadigan birinchi tildir. Ona tilidagi so'zlar o'rqali o'rganilgan muayyan tushunchalar ikkinchi yoki xorijiy tilni o'zlashtirish jarayonida o'zga tildagi so'zlarning tovushdagi va yozuvdagi ko'rinishida namoyon bo'ladi. Ona tili, ikkinchi xorijiy til va xorijiy tilda o'rganiladigan so'z (misol uchun: daraxt-tree-un arbre-ein Baum) sanog'I jihatidan uchta, biroq ular ma'no ifodasidan anglanadigan tushuncha esa yagona: "Qaysidir ma'noda butun insoniyat va tabiat, uchun umuman olganda borliq uchun eng muhim bo'lgan o'simlik turidir". O'quvchi, talabalar esa o'zga tilda o'rganayotgan tushunchalarni ona tilidagi so'zlar bilan mantiqan bog'laydilar. Ikkinchi til haqida fikr yuritilganda, unga boshqa millat vakillaridan bo'lgan qardosh xalqlar tillari, qo'shnilar tili sifatida qaraladi. Sir emaski, til kishilik jamiyatida, umuman olganda hayoti yo'lida atrofdagi jamiyat bilan yaxshi aloqada bolishga, hurmat va sazovorga ega bo'lishga, do'stlar orttirishga, yaxshi nom qoldirishga ko'mak beradigan tenggi yo'q vositadir. O'rta va oliy o'quv yurtlarida boshqa tillarda ta'lim oluvchi talabalar uchun ikkinchi til atamasi tanish tushunchadir.

A foreign language is the language of a foreign country. Western European languages (French, German, Spanish, English) and languages from Eastern countries (Turkish, Arabic, Urdu, Persian, Japanese, Chinese) are taught in our republic, and

these languages occupy a place in the curriculum of the educational plan. The process of teaching all three languages begins at different ages: first of all, thinking in the mother tongue develops, in addition, the understanding and feeling of features of phonetics, lexis and grammar are related to learning foreign languages; secondly, the procedure of language learning starts with the mother tongue, then the second language and then the foreign language; thirdly, native language and second language are organized in natural situation, and foreign language is organized in artificial environment. It is clear from the above concept that foreign language is among the three language teaching and learning differ significantly in some specific aspects. This situation, to a lesser extent, causes the use of appropriate foreign language teaching methods and technologies. Basically, the methods of teaching a foreign language are known by the name cake and at the same time they are popular. They are: direct, mixed and comparative and translation methods.

For example, the translation method: they are mainly of two types, grammar-translation and text-translation methods. From the theory of the grammar-translation method, foreign languages are mastered for general educational purposes. Various grammar exercises reworked the mental and logical thinking of the language learner. Systematic Grammatical theory has the main place in the content of foreign language teaching through grammar-translation method.

**The action system of the method consists of:**

1. Language teaching is based on written speech.
  2. Grammar is taken as the subject of study, and the lexicon is chosen accordingly. Grammatical exercises were the main method of work.
  3. Grammatical rules are memorized and it is recommended to make a sentence based on the rules.
  4. Grammatical forms and the meaning of words are revealed by means of word-for-word translation.
  5. The language material is mastered by means of word-for-word translation and memorization.
  6. Limited to individual memorization of words out of context. The main function of the text-translation method is also directed to general education, but the goal is not to develop logical thinking, as in the grammar-translation method, but to the development of the general mental potential of the language learner.
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Xulosa o'rnida aytish joizki, chet tillarini o'rganish ko'p qirrali tadqiqot bo'lib, bu jarayonda inson yana ham mukammallashadi. Masalan psixologik o'zgarishlarni boshdan kechirish, shu jumladan, ona tili va chet tillarini solishtirish jarayonida sodir bo'ladi. Albatta shu jarayonda turli xil metodlarni o'rganisga to'g'ri keladi.

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## THE CONCEPT AND ESSENCE OF TEACHING METHODS IN FOREIGN LANGUAGES, INCLUDING THEIR FEATURES

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### ABSTRACT

This article covers the concept, features of the methods and techniques used in teaching foreign languages. While several methods of teaching foreign languages were used, the Grammatik-translation method, direct methods were covered in the article.

**Keywords:** Concept Of Methods, Grammatik-Method Of Translation, Direct Methods, Oral Speech, Position, Method, Language.

At the beginning of the 60-ies of the last century, attempts were made to define the methodology in the methodology of teaching foreign languages as a set of teaching methods. It turned out methods of acquaintance with language materials, methods of teaching and so on. In this regard, there was binary in the understanding of this term. Before considering the methodological directions, some clarifications related to the term "method" should be entered

This article deals with the differences between approaches, methods and techniques, as well as the three major issues which are recurrent in FLT. Then, the main characteristics, the psychological bases and the pedagogical features of the principal FLT methods are considered chronologically, presenting the contributions and limitations of the different approaches and methods. Finally, as a conclusion, a connection is established between FLT methods, innovation and classroom research, as a way of teacher development and of learning improvement.

It seems worthwhile, first of all, to clarify briefly the concepts of approach or principles, method and technique, which are mutually and hierarchically related. They represent, in fact, three levels of analysis and teacher's decision making for teaching and learning English in the classroom. An approach or strategy is the most abstract of all three concepts and refers to the linguistic, psycho- and sociolinguistic principles underlying methods and techniques. Actually, every teacher has some kind of theoretical principles which function as a frame for their ideas of methods and techniques. A technique is, on the other hand, the narrowest of all three; it is just one single procedure to use in the classroom. Methods are between approaches and



techniques, just the mediator between theory (the approach) and classroom practice . Some methods can share a number of techniques and, though some techniques have developed autonomously, the most important ones start from the main methods.

Method of translation. The name of this method is usually used interchangeably with the term "translation methods". It is not difficult to know the meaning of the name: the foreign language material is translated into the native language. In Europe, translation was first used as a method of understanding Greek and later Latin. In the second half of the 18th and 19th centuries, French, and in the 20th century, English, and finally German, were studied through translation. In the Muslim world, Arabic and Persian were studied as a foreign language. Dead (e.g., Latin) and living languages were the languages of translation, a process that was thought to be a factor in the development of logical thinking. Arabic, on the other hand, was a means of teaching Islamic works that students.

The direct method is based on the natural method. The difference between the latter was that its principles were based on the knowledge of linguistics and psychology at that time. It was not surprising among its creators. The following were the stylistic printouts of the direct methodological teaching:

1. The basis of the teaching is oral speech, because any language is in its essence sonorous, the leading place is occupied by sound and kinesthetic senses (speech-verbal feelings), which psychology has proven.

2. Exclude native language and translation. This position was based on research on the fact that mother tongue words do not coincide with the words of meaning under study, express different concepts and the like, because each nation has its own worldview, a system of concepts reflected in the language.

3. Special importance was attached to phonetics and pronunciation, since mastering the sound side of speech is an indispensable condition of oral speech. This conclusion was made on the basis of the study of the sound side of the language. As a result, methods of installing pronunciation were developed.

4. Based on the position of Gestalt psychology, this is not the sum of the whole its components and linguistic position in the polysemy of words, representatives of the direct method recommended to study words only in context.

5. In this method, it was proposed to study Grammatik's on the basis of induction. On the basis of a well -studied text, students made observations on the text and deduced the rules. Espersen O. he called it "observational mathematics". Later, these rules were introduced into the system.

Unlike the orthodox method, which is common in the West, in our country it looked a little different. If in prerevolutionary Russia there were still supporters of the



direct orthodox method, then all Methodists who recognized the direct method, which was dominant at that time in the 20-ies of the 20-th century, determined the features of using the direct method in Russia.

First, the Methodists of this period were distinguished by a much wider use of their native language as a means of managing semantics and understanding.

Secondly, in Russian conditions, a comparison with the native language is allowed. Thirdly, the Methodists noted that the use of mother tongue in the study of a foreign language is used more at the initial stage, and then it is increasingly reduced.

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## ISSUES REGARDING THE IMPLEMENTATION OF TRANSLATION IN ENGLISH LANGUAGE TEACHING

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### ANNOTATSIYA

Chet tilini (bizning holimizda ingliz tili) o'rgatishda tarjimadan foydalanishga nisbatan bir qancha yondashuvlar mavjud, ammo so'nggi tadqiqotlar shuni ko'rsatdiki, o'qituvchilar, stajyorlar va o'qituvchilarning katta qismi o'qitish va o'qitish jarayonida unga tayanadi. Tarjimani o'qitish vositasi sifatida qo'llashning afzalliklari kamchiliklardan ko'proq ekanligini inobatga olib, uni Chirchiq davlat pedagogika universiteti talabalari bilan rasmiylashtirishga harakat qilindi. Ushbu maqola ushbu amaliyotni ikki xil o'quv dasturining o'quv dasturlariga kiritish natijasida olingan natijalarga, jarayon davomida duch keladigan qiyinchiliklar, foyda va noto'g'ri tushunchalarni ta'kidlash uchun qaratilgan. O'quv dasturlari ikki xil foydalanuvchilar guruhi tomonidan olingan natijalarga ega bo'lishi uchun ular o'rtasida bevosita bog'liqliksiz ataylab tanlangan. Talabalarga tarqatilgan anketalar orqali to'plangan ma'lumotlarni tahlil qilish orqali ikkita asosiy qarama-qarshi munosabat e'tiborga olinadi.

**Kalit so'zlar:** EFL, tarjima amaliyoti, ko'nikmalarni rivojlantirish, qochish, kognitiv jihatlar.

### Kirish

EFL o'qitishda tarjimadan foydalanish bo'yicha ko'plab tadqiqotlar olib borilmoqda va turli afzallik va kamchiliklar ta'kidlangan. Kommunikativ til yondashuvi nomidan ingliz tili o'qituvchilari, o'qituvchilar trenerlari va shuning uchun o'qituvchilar stajyorlari o'qitish jarayonida undan foydalanishdan uzoq turish uchun doimo kurash olib borishdi. Ajablanarlisi shundaki, ular qanchalik ko'p bu amaliyotdan qochishga harakat qilsalar, undan foydalanish zarurati shunchalik ko'p bo'ladi. Qanday bo'lmasin, doimo yuqorida aytib o'tilgan yondashuv bosimi ostida bo'lgan o'qituvchilar ko'pincha uni qo'llashni inkor etadilar yoki ko'pi bilan buni "bilmay qolgan xato" deb atashadi. Xuddi shu amaliyot universitetlarda, ayniqsa, talabalarning ingliz tilini umumiy bilishi tufayli qo'llaniladi. Biroq, biz shuni bilamizki, ingliz tilini aralash darajada biladigan talabalar ishtirok etadigan auditoriyalar mavjud va shuning uchun rejalashtirish va o'qitishda umumlantirish

maqsadga muvofiq emas. Bundan tashqari, talabalarning ingliz tilini (yoki boshqa chet tilini) bilishi undan foydalanishni cheklashi mumkinligiga qaramay, amaliyot shuni ko'rsatdiki, tilni o'zlashtirishni osonlashtirish uchun o'qitish jarayonida har doim tarjimadan foydalanish uchun joy bor.

Yuqorida aytib o'tilganidek, maqola ingliz tilini bo'lajak chet tili o'qituvchisi sifatida o'rganayotgan talabalar va uni faqat shaxsiy foydalanish va maxsus maqsadlarda ishlatmoqchi bo'lgan boshqa talabalar bilan tarjimadan foydalanishning afzalliklarini o'rganish maqsadida ikki xil o'quv dasturiga qaratilgan. maqsadlar. Shu jihatdan qaralsa, bu ikki guruh talabalar o'rtasida ko'p umumiylik yo'q: ularning o'rganish maqsadi, bilim darajasi va kutilayotgan natijalar aytib o'tilishi kerak bo'lgan farqlardir.

### **Noto'g'ri tushunchalar, qiyinchiliklar**

Chet tili o'qituvchilari o'z ish tajribasi davomida kamida bir necha marta tarjimadan foydalanganlar. Bu hodisa turli omillarning natijasi bo'lishi mumkin, ularning har biri o'z yo'lida muhimdir. L1 ning GTM (Grammatikani tarjima qilish usuli) bilan mashhur assotsiatsiyasi tufayli ularning ko'pchiligi buni qilishdan uyalmasalar ham, o'zlarini yomon his qilishadi. Ularning fikriga ko'ra, bunday amaliyotni amalga oshirish sizni nafaqat "zaif o'qituvchi" va "muvaffaqiyatsiz talaba"ga aylantiribgina qolmay, balki tillar o'rtasida so'zma-so'z ekvivalentligi yoki shunga o'xshash tizimlilik borligiga noto'g'ri ishonch hosil qiladi. va ikki tildagi leksik gaplar bir xil ma'noni bildiradi. Boshqa tadqiqotchilarning fikriga ko'ra, o'qituvchilarni til o'rgatishda tarjimadan uzoqroq tutishining yana bir sababi - bu L2 qo'llanilishini kamaytiradi va qimmatli amaliyotni cheklaydi.

### **EFL o'qitish/o'rganish amaliyoti sifatida tarjimaning "ahamiyatligi".**

Kirish paragraflarida aytib o'tilganidek, ko'rib chiqilayotgan o'quv dasturlari dasturlarida tarjimaning rasmiy ravishda amalga oshirilishi va ma'ruza va seminarlar davomida uning amalda qo'llanilishi turli xil munosabat va reaksiyalar kuzatilgan jarayon edi. Bizning maqsadimiz oddiy tahlil qilish va anketalarda berilgan javoblarni sanab o'tishdan ko'ra jarayonning asosan shu jihatini ochib berish edi.

Uning kiritilishi ESP o'quvchilari uchun "toza havo nafasi" bo'lsa-da, biz aslida undan foydalanishni zarurat chegaralari bilan cheklash qobiliyatini qiyinlashtirdik. Shu nuqtai nazardan, bu talabalar turli kontekstlarda faqat tarjima qismiga tayanib, ularni qutqarish uchun eng qulay vosita sifatida ajratmalar yoki taxminlar qilishdan bosh tortganliklari aniqlandi. Bundan tashqari, kitoblarda mavjud mashqlarni tugatish (ESP kitoblarida juda kam mashqlar va cheklangan tushuntirishlar) va sinflarga turli hujjatlarni olib kelish va ularni tarjima qilish bo'yicha keng tendentsiya kuzatildi. Buni qanchalik muvaffaqiyatli deb hisoblash mumkin bo'lsa, bugungi kunda biz

o'quvchilarni umrbod o'rganish istagini uyg'otishimiz kerak bo'lgan tendentsiyani nazarda tutsak, talabalarni zarurat bo'lmaganda tarjimaga tayanishni cheklash va ingliz tilini yanada chuqurroq o'rganishga o'rgatish uchun foydali vosita topildi. Shunchaki, ular "haqiqatan"

boshqa yo'l topa olmaganlarida, tarjimaga tayanishi mumkin bo'lganligi ularni yanada xotirjam va o'zlaridan kutilgan ishda ishonch hosil qildi.

Ikkinchi guruh talabalariga kelsak, shuni ta'kidlash kerakki, mashg'ulotlar davomida "tarjima" ni amaliyot sifatida joriy etish eng oson bo'lmagan. Ishga bo'lish zarurati avvalgi guruhga qaraganda ancha kam bo'lganligi mantiqan to'g'ri, lekin ko'p sabablarga ko'ra u hali ham foydali edi.

### **Xulosa**

Yuqoridagi muhokamalardan ko'rinib turibdiki, talabalar ingliz tilini o'qitishda tarjimani amalga oshirish bo'yicha turli g'oyalarga ega edilar. Ularning har biri oldingi amaliyoti yoki haqiqiy nuqtai nazari, shuningdek, uni o'rganishdan umidlari va maqsadlari bilan oqlanadi.

Shuni ta'kidlash kerakki, ikki xil talabalar guruhi o'rtasidagi "bo'shliq" haqiqatan ham haqiqiy bo'shliq emas. Bu shunchaki, aniq, turlicha umidlarga ega va hayotdagi turli xil kelajak maqsadlariga ega bo'lgan ikki xil EFL o'quvchilariga tegishli turli nuqtai nazarlardan qilingan ajratmalar natijasidir. Tarjima ingliz tilini o'qitishda muhim vosita bo'lib, turli foydalanuvchilar guruhlari uchun har xil afzalliklarga ega. Qanday bo'lmasin, uni ishlatish muddatini kechiktirmaslik uchun yaxshi rejalashtirilgan va asosli bo'lishi kerak. U CLIL foydasiga ishlashi va foydalanuvchilarning kommunikativ malakasini rivojlantirish imkoniyatlarini kamaytirmasligi kerak.

Ba'zida talabalarining turli xil o'qitish jarayonlarini baholashda hakam sifatidagi roli ob'ektiv bo'lgani bilan birga ta'sirli bo'ladi, chunki u o'z tajribasidan, kelib, chiqadi

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## MODERN METHODS IN FOREIGN LANGUAGE TEACHING METHODOLOGY

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### ABSTRACT

This paper deals with the modern methods and approaches in teaching a foreign language thoroughly. Moreover, this article illustrates how to use new innovative technologies in teaching English. The author's purpose is to show the significant role of some up-to-date methods in teaching English intensively.

**Keywords:** teaching methods, learner-centered, communicative teaching methods, peer collaboration, interactive, integrative.

### Introduction

The needs of our state for highly qualified specialists capable of establishing business contacts and business cooperation with foreign partners, professionals who speak a foreign language at a professional level, are reflected in the working curricula of universities in the country. Today, a foreign language is not just a part of the culture of a certain nation, but it is also the key to success, the future successful career of students. Achieving a high level of proficiency in a foreign language is impossible without fundamental language training in higher education. At most universities in the country, students master at least two foreign languages. Modern ways of educating English have enhanced in the last twenty years. Nowadays everything alters, obviously in teaching the English language. As a matter of fact, there is an enormous variability of strategies of teaching foreign languages to language learners. Today the process of English learning will be more student – centered, but less time consuming. Therefore, we should use the modern methods in teaching a foreign language. The modern teaching methods help to build or develop a productive understanding of basic science and technology.

Consider modern innovative methods of teaching a foreign language aimed at more effective personal development and adaptation (both social and professional) within the framework of modern fast-changing society. One of the ways to activate

and motivate students in the process of teaching foreign languages is the method of design (projects), in which the student independently plans, creates, defends his project, that is, actively joins the process of communicative activity. An educational project is a set of research, calculation, graphic and other types of research conducted independently by students in order to solve an important problem in a practical or theoretical way. The main goals of the design methodology are: self-expression and self-improvement, increasing motivation for learning, forming cognitive interest; the ability to apply acquired skills and abilities in practice, to develop speech, to correctly and rationally present the studied material, to conduct controversial polemics; demonstrating the level of culture, education and social maturity.

### **The projects are different:**

1. role plays, dramatization, dramatization.
2. research (generalization of scientific knowledge, historical, professional).
3. creative (essays, translations, scenarios).
4. multimedia presentation.

Design refers to active learning methods based on the student being faced with the solution of specific situational problems encountered in real life. At the current stage of foreign language teaching, active learning is definitely a priority. After all, effective management of learning and cognitive activity is possible only if it relies on the active mental activity of students. The goal of the natural method of teaching is to achieve an average level of knowledge of a foreign language. The teacher never draws the audience's attention to mistakes in speech, because he believes that it can hinder the development of speaking skills.

### **Conclusion**

It is important to note that all the above principles are interrelated, interdependent and mutually reinforcing. Therefore, adherence to the attached system requires compliance with all the above principles and how they are combined.

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## IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE PRINCIPLES OF APPLICATION OF ELECTRONIC LEARNING COURSES

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### ABSTRACT

When it comes to learning a foreign language through electronic learning courses, there are several principles that can be applied to enhance the effectiveness of the learning process. Here are some key principles.

**Keywords:** interactive learning, structured curriculum, practice, repetition, adaptation, feedback

### Introduction

1. Interactive Learning: Electronic language courses often provide interactive features such as quizzes, exercises, and multimedia content. Taking full advantage of these interactive elements can actively engage learners and make the learning experience more enjoyable and effective.

2. Structured Curriculum: Well-designed electronic language courses typically follow a structured curriculum that progresses from basic concepts to more complex language skills. It's important to follow the recommended sequence and complete the modules or lessons in order to build a solid foundation and gradually improve your language proficiency.

3. Practice and Repetition: Language learning requires practice and repetition to reinforce new knowledge and skills. Electronic learning courses often provide opportunities for learners to practice speaking, writing, listening, and reading in the target language. Take advantage of these practice activities and revisit previous lessons to reinforce what you've learned.

4. Personalization and Adaptation: Many electronic language courses offer adaptive features that tailor the learning experience to the individual learner's needs and progress. These features may include personalized lesson recommendations, targeted feedback, and adaptive exercises. Utilize these features to focus on areas where you need more practice and to receive personalized guidance.

5. Multimedia Approach: Electronic learning courses often incorporate various multimedia elements such as audio recordings, videos, and interactive visuals. Take

advantage of these resources to expose yourself to authentic language use, improve pronunciation and listening skills, and gain cultural insights.

6. Tracking and Feedback: Electronic language courses may provide progress tracking tools and feedback mechanisms. Use these features to monitor your progress, identify areas for improvement, and set specific learning goals.

7. Supplement with Real-world Practice: While electronic learning courses can be valuable tools, it's important to supplement them with real-world practice. Seek opportunities to interact with native speakers, engage in conversations, watch movies or TV shows in the target language, or participate in language exchange programs to apply what you've learned in authentic contexts.

Each learner is unique, so it's essential to find an electronic language course that suits your learning style and preferences. Combining these principles with dedication, consistency, and a positive attitude will greatly enhance your language learning journey.

There are several reputable electronic language courses that incorporate the principles mentioned earlier. Here are a few popular options:

1. Duolingo: Duolingo is a widely recognized language learning platform that offers courses in many languages. It provides interactive exercises, gamification elements, and personalized learning paths. Duolingo is known for its user-friendly interface and accessibility, making it a great option for beginners.

2. Rosetta Stone: Rosetta Stone is a comprehensive language learning program that focuses on immersive learning. It uses a combination of interactive software, online tutoring, and mobile apps to provide a well-rounded language learning experience. Rosetta Stone places particular emphasis on pronunciation and building a solid foundation in the language.

3. Babbel: Babbel offers courses for multiple languages, with a focus on practical conversation skills. It provides interactive exercises, dialogues, and speech recognition technology to help learners practice speaking and listening. Babbel also offers personalized learning paths based on your goals and interests.

4. Memrise: Memrise combines interactive multimedia content with spaced repetition techniques to help learners memorize vocabulary and phrases effectively. It offers a wide range of user-generated courses in various languages and allows learners to track their progress and set learning goals.

5. FluentU: FluentU provides language learning through authentic videos, such as movie trailers, news clips, and music videos. It offers interactive subtitles, vocabulary explanations, and personalized quizzes to help learners improve their listening comprehension and expand their vocabulary.



Remember to explore these platforms and consider their specific features, language offerings, and user reviews to find the one that aligns with your language learning goals and preferences. It's also worth noting that some platforms offer free basic features with the option to upgrade to premium versions for additional content and feature.

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## QAYG‘USIZ ABDOL VA ALISHER NAVOIY IJODIDA TASAVVUFIIY O‘RINLARNING MUSHTARAKLIGI (“VUJUDNOMA” VA “HAYRAT UL-ABROR” ASARLARI MISOLIDA)

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### ANNOTATSIYA

Ushbu maqolada turk tasavvuf adabiyotining yirik vakili Qayg‘usiz Abdolning “Vujudnoma” va Alisher Navoiyning “Hayrat ul-abror” asarlaridagi tasavvufiy o‘rinlarning o‘xshashligi haqida gap boradi va misollar bilan izohlanadi.

**Kalit so‘zlar:** Tasavvuf, Qayg‘usiz Abdol, Alisher Navoiy, “Hayrat ul-abror”, yeti sayyora, o‘n ikki burch, tasavvufiy istilohlar, inson tana a‘zolarining uhroviy vazifalari.

### АННОТАЦИЯ:

В данной статье говорится о сходстве мистических мест в произведениях “Вужуднома” Кайгусиза Абдола крупного представителя турецкой суфийской литературы и “Хайрат уль Аброр” Алишер Навои и поясняется их примерами.

**Ключевые слова:** Суфизм, Кайгусиз Абдол, “Вужуднома”, Алишер Навои, ‘Хайрат уль-аброр” семы планет двенадцать обязанностей мистические реформы небесные функции частей человеческого тела.

### ABSTRACT:

This article talks about the similarity of mystical places in the works of “Vujudnoma” by Kaygusiz abdol, a major representative of Turkish Sufi literature and “Hayrat ul-abror” by Alisher Navoi and explains them with examples. provides detailed information about the life and work of Kaygusiz Abdol, a major representative of Turkish Sufism literature that Uzbek readers have not yet met.

**Keywords:** Sufism, Kaygusiz Abdol, Alishe Navoi, “Hayrat ul-abror”, seven planets, twelve duties, mystical reforms, heavenly functions of human body parts.

Inson yaratilibdiki, o‘zini anglash, borliqning bir zarrasi, ajralmas va muhim bir bo‘lagi ekanini o‘rganish va chuqur his qilish barcha ilmlarning dolzarb, o‘rganilayotgan va eskirmas mavzusidir. Bunday qarashlarning, xulolasalarning mushtarakligi ijod mahsulining turli ko‘rinishlarida aks etadi. Xususan, asrlar osha

millatlarni, qalblarni, fikrlarni bir-biri bilan tanishtirib, bog‘lab kelayotgan badiiy adabiyot va uning tamal mavzusi tasavvuf bu o‘rinda yetakchilardandir. Tasavvuf ta’limoti o‘zining tadrijiy taraqqiyotiga ega bo‘lib, Sharq olamida, xususan, Islom dunyosida VIII asrning o‘rtalarida bo‘y ko‘rsata boshlagan. Irfoniy hayotdagi bu hodisa o‘z davri adabiyotlarida gavdalana boshlaydi, hattoki, asosiy mavzuga aylanib qoladi. Biror asar yozishda ham xoh u tarixiy bo‘lsin, xoh u ilmiy bo‘lsin, xoh u badiiy bo‘lsin asar debochasi tasavvufiy kayfiyatda, dastlab Haqqa hamd-u sanolar, keyin Payg‘ambarimiz Muhammad (s.a.v.)ga na‘t, to‘rt chohariyorga bag‘ishlovlar bilan bezatilgan. Bundan tashqari mushtaraklik kasb etuvchi boshqa unsurlarni ham ko‘rishimiz mumkin. Quyida turk mutasavvuf ijodkori Qayg‘usiz Abdolning “Vujudnoma” va g‘azal mulkning sultoni Alisher Navoiyning “Hayrat ul-abror” asarlari misolida tasavvufiy unsurlarning o‘xshash va farqli o‘rinlarini ko‘rib chiqamiz. Hali o‘zbek kitobxonlarining ko‘pchiligi tanib ulgurmagan Qayg‘usiz Abdol ham turk tasavvuf vakillaridan biri. Turk mutasavvufchi olimi Abdurahmon Go‘zal va boshqa ko‘plab olimlar tomonidan uning hayoti va ijodi batafsil o‘rganilgan, tadqiq qilingan.

Ma’lumki, insonlik Sharq mumtoz adabiyotida jami yaratilgan orasida eng buyuk, sharaf toji bilan siylangan yuksak maqomdir. Qayg‘usiz Abdolning “Vujudnoma” asarida inson tanasining turli a‘zolari bilan ba’zi diniy, tasavvufiy va borliqqa oid tushunchalar o‘rtasida o‘xshatish, qiyoslashlar keltirilgan va ular o‘rtasida aloqa o‘rnatishga harakat qilingan. Masalan: qora qishni shariatga, yozni tariqatga, kuzni ma’rifatga, bahorni haqiqatga o‘xshatadi. Navoiyda ham tariqatning to‘rt bosqich shunday izohlanadi. Asarda Qayg‘usiz Abdolning hol tasvirlari ham uchraydi. Unga ko‘ra, shoir oyog‘i yerga tegmasdan, doimo osmonda, bo‘shliqlarda sarson uchib yurishi, nimanidir izlashi keltirilgan. Bundan tashqari asarda inson tana a‘zolarining har biriga, o‘n ikki burch va yetti sayyoraga tasavvufiy, uhroviy vazifai a‘mol yuklatilganligi haqida so‘z boradi. Alisher Navoiy “Xamsa”sining falsafiy-tarbiyaviy mazmundagi birinchi dostoni “Hayrat ul-abror” ham mumtoz adabiyot an’analariga muvofiq tarzda boshlanadi.

“Bismillohir-rahmonir-rahim,

Rishtag‘a chekti necha durri yatim”

deb Navoiy Islom dinining asosiy kitobi bo‘lgan Qur’onning mashhur bosh jumlasini (“Mehribon va rahimli Alloh nomi bilan boshlayman”)ni keltiradi. Shundan so‘ng ushbu arabiy jumladagi har bir so‘zning har bir harfiga katta ma’no yuklatilganligi haqida nazmiy izohlar beriladi. Navoiyning Alloh va uning ismi butun koinot va mavjudot bilan chambarchas bog‘langanligini dostonning avvalida go‘zal tashbeh, tasvirlar bilan keltiradi. Bu o‘rinda Navoiy harf san’atidan ko‘proq o‘z

diniy-falsafiy qarashlarini yorqin ifodalashda badiiy vosita sifatida foydalangan. Qaygʻusiz Abdol ham asarining boshidan oxirigacha kitobot sanʼatidan unumli foydalanadi.

Yaratilgan narsalarning eng buyugi, sharaflisi inson deya ikki asarda alohida urgʻu beradi. Qaygʻusiz Abdolda uchragani kabi Navoiyda ham yetti sayyora va oʻn ikki burchga murojaat, tashbehlar mavjud. Bundan tashqari ikkala asarda ham harflar bilan bogʻliq tavsiflar uchraydi. "Vujudnoma"da harflarga inson tanasidagi maʼlum bir aʼzolari bilan juftlik hosil qilib, oʻz vazifasi borligi aytiladi: "Asl odamning vujudi yigirma sakkiz harf uzra yaratilmishtir."<sup>1</sup>

Odamning boshi Arshdir va nuqtayi "ba"dir.

Va ikki qoshi, biri "fa"dir va biri "kof"dir,

Va ikki koʻzlari, biri "ayn", biri "gʻayn",

Va ikki qulogʻi, biri "zal"dir,

Va iyagi "jim"dir,

Va burni "alif"dir,

Va dudogʻi "te"dir,

Va ust dudogʻi "be"dir".<sup>1</sup>

Shu zaylda arab alifbosidagi yigirma sakkiz harfga alohida toʻxtalib oʻtiladi. "Hayrat ul-abror"da Navoiy "Bismillahir rahmanir rahim" tarkibidagi arabiy harflarni boshqa tomondan: olam va odam oldidagi vazifalarini tashbehlar bilan keltiradi:

"Bo"si burun "bo"i bashorat durur

Shamrasi kirmakka ishorat durur.

"Sin"i salomat yoʻlining zinasini,

Balki saodat yuzi oinasi.

"Mim"i ochib manzili maqsadgʻa yoʻl

Balki bu manzil aro sarchashma ul.

Har "alif"ikim yeridur jon aro,

Sham oʻlub ul toza shabiston aro.

"Lom"lari barcha livoyi zafar,

<sup>1</sup> A.Goʻzal, Qaygʻusiz Abdol, s. 76.

"Vujudnoma"dan olingan ushbu parcha maqola muallifi tomonidan erkin tarjima qilingan. Quyida asl varianti:

Âdemin: Başı Arş'dır ve Nokta-i Bâ'dır,

Ve iki Kaşi, biri fa'dır ve biri kâf'dır,

Ve iki gözleri, biri ayn ve biri gayn,

Ve iki kulağı, biri zâl'dir.

Ve çenesi, cim'dir,

Ve burnı: Elif'dir,

Ve dudağı: ت'dir,

Ve üst dudağı: ب'dir.

Berib anga jilva havoyi zafar.  
 "Ho"si xuyiatni qilib jilvagoh,  
 "Lom"i bila qoyili "Al-mulku lah".  
 Ravzasi jannatg'a eshik "ro"lari  
 G'uncha vahdatg'a beshik "xo"lari.  
 "Mim"ki "nun"din qilibon intiho,  
 Jong'a qo'yub minnati bemuntaho.  
 "Yo" bila "mim"i qilib izhori yam,  
 Aylagali g'arqai bahri karam.  
 Nuqta-u tashdid anga chaqmoq-u tosh,  
 Qilmoq uchun partav "alif" shami fosh.

"Bismilloh"ning "b" harfi bilan boshlanishiga Yaratgandan(arab alifbosida bosh harf "alif", keyingisi "be"dir) keyingi muhtaramlikka ega bo'lgan Muhammad sollallohu alayhi vasallam ekanligiga va uning yer yuziga rahmat o'laroq jo'natilganligiga ishora deydi Navoiy. Yana ko'plab o'rinlarda mushtaraklikni ko'rishimiz mumkin.

### Quyida ikki asarda uchraydigan ayrim istilohlarning qiyosiy jadvali

	Qayg'usiz Abdolning "Vujudnoma" asarida kelgan tana a'zolari nomlari, burj nomlari va ularning anglatgan ma'nolari				Alisher Navoiyning "Hayrat ul-abror" asarida kelgan burj nomlari
No	Asarda burjlarga qiyos qilingan tana a'zolarining nomlari	Burjlar nomlari	Tana a'zolarining o'zbekcha tarjimasi	Tana a'zolariga yuklatilgan tushunchalar (vazifai a'mollar)	Burj nomlari
1.	Baş	Hemel	Bosh	Toj-u davlat	Hamal
2.	Alın	Seratan	Peshona	Nuri hidoyat	Savr
3.	Kollar	Sevr	Quloq	Poki nubuvvat	Javzo
4.	Eller	Cevza	Og'iz	Kalimayi shahodat	Saraton
5.	Göğüs	Esed	Ko'ks	Qur'oni hikmat	Sher
6.	Baldırlar	Devl	Oyoq	Quvvati Alloh va Jamoli hikmatulloh	Sunbula

7.	Gübek	Mizan	Qosh	Olami qudrat	Palla
8.	But	Kavs	Ko‘z	Nuri Vahdat	Aqrab
9.	Kasuk	Sünbül	Burun	Yo‘li Jannat	Qavs
10.	Zeker	Akrep	Ko‘ngil	Mehri muhabbat	Jadi
11.	Dizler	Cedy	Qo‘l	Qudrati Alloh	Dalg‘a
12.	Taban	Hut	Tovon		Hut

	Qayg‘usiz Abdolning “Vujudnoma” asarida kelgan yeti sayyora nomlari	“Vujudnoma”ga sayyoralaning yaratilishidagi vazifalari	ko‘ra inson	Alisher Navoiyning “Hayrat ul-abror” asarida kelgan nomlari	Ularning bugungi kundagi nomi
1.	Zuhal	Farbiya etar, qon bo‘lur		Zuhal(Kayvon)	Saturn
2.	Mirrih	Farbiya etar, et bo‘lur		Bahrom	Mars
3.	Zühre	Farbiya etar, suyak bo‘lur		Zuhra	Venera
4.	Şems	Farbiya etar, ruh bo‘lur		Mehr	Quyosh
5.	Utarid	Farbiya etar, harakat hosil bo‘lur		Tiyri qalamzan	Merkuriy
6.	Kamer	Farbiya etar, vujudga kelur		Oy	Oy
7.	Müşteri	Farbiya etar, olamga bo‘lur		Mushtari	Yupiter

Ilm borki, ko‘kdan tushmish Haqning ne‘mati kabi na din, na millat, na makon tanlaydi. Xalqlarni, ko‘ngillarni yaqinlashtiradi. Biri Hirotni, biri Ko‘niyani diyor etgan ilm va ijod ahlining namoyandasi bo‘lgan Qayg‘usiz Abdol va Alisher Navoiy asrlar va makonlar tafovutiga qaramasdan o‘z asarlarida Haq ilmining aynan bir qirralarini aks ettirishgan.

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## FORTGESCHRITTENE PÄDAGOGISCHE TECHNOLOGIEN IM FREMSCHRACHENUNTERRICHT

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### ABSTRACT

Fortgeschrittene pädagogische Technologien haben das Potenzial, das Lernen von Fremdsprachen zu verbessern und zu erleichtern. Forschungsarbeiten zeigen, dass der Einsatz digitaler Medien wie Online-Tools, mobile Geräte und Computerbasiertes Lernen die Motivation von Schülern fördert und ihnen ermöglicht, unabhängig von Zeit und Ort zu lernen. Eine Kombination aus traditionellen Lehrmethoden und neuen Technologien kann ein effektives Sprachenlernen fördern und die Lernerfahrung insgesamt bereichern. Allerdings müssen Lehrerinnen und Lehrer darauf achten, die Technologien in einen sinnvollen und sinnvollen Kontext zu setzen und sicherzustellen, dass die Technologien das Lernen unterstützen und nicht ersetzen.

**Schlüsselwörter:** Sprachreise, Gamification, Künstliche Intelligenz (KI), Singapur, USA, Kanada, OECD-Länder.

## ADVANCED EDUCATIONAL TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

### ABSTRACT

Advanced pedagogical technologies have the potential to enhance and facilitate foreign language learning. Research shows that the use of digital media such as online tools, mobile devices and computer-based learning increases student motivation and enables them to learn independently of time and place. A combination of traditional teaching methods and new technologies can promote effective language learning and enrich the overall learning experience. However, teachers need to be careful to place the technologies in a meaningful and meaningful context, and to ensure that the technologies support, not replace, learning.

**Keywords:** language travel, gamification, artificial intelligence (AI), Singapore, USA, Canada, OECD countries.

## EINFÜHRUNG

Natürlich. Hier sind weitere Fortgeschrittene pädagogische Technologien im Fremdsprachenunterricht:

**Gamification:** Spiele können auch im Fremdsprachenunterricht als pädagogische Werkzeuge eingesetzt werden, um SchülerInnen zu motivieren und zu unterhalten, während sie gleichzeitig Sprachkompetenzen üben.

**Künstliche Intelligenz (KI):** Künstliche Intelligenz kann genutzt werden, um den Lernfortschritt der SchülerInnen zu überwachen und personalisierte Inhalte sowie Übungen anzubieten.

**Augmented Reality (AR) und Virtual Reality (VR):** Durch die Verwendung von AR und VR können SchülerInnen in virtuelle Welten eintauchen und so eine immersive und interaktive Lernerfahrung machen. Zum Beispiel könnten sie durch eine virtuelle Reise durch eine Stadt in einem Land, dessen Sprache sie lernen, gehen und dabei die Sprache üben.

**Sprachlern-Apps:** Es gibt zahlreiche Apps, die speziell für das Sprachenlernen entwickelt wurden und eine Vielzahl von Lernaktivitäten, Spielen und Tests anbieten. Einige Beispiele sind Duolingo, Babbel und Rosetta Stone.

**Vernetztes Lernen:** Das vernetzte Lernen ermöglicht den Schülern den Austausch mit anderen Lernenden auf der ganzen Welt und fördert so die Sprachpraxis und die interkulturelle Kompetenz. Hierfür gibt es verschiedene Online-Plattformen und soziale Netzwerke, die speziell für das Sprachenlernen konzipiert wurden.

**Selbststudium:** SchülerInnen können auch selbstständig lernen, indem sie beispielsweise Sprachkurse auf YouTube ansehen oder Online-Wörterbücher und Grammatikregeln nutzen. Dabei ist es wichtig, dass sie ihr eigenes Lernverhalten reflektieren und sich realistische Ziele setzen, um ihre Fortschritte zu verfolgen und zu evaluieren.

**Sprachreisen:** Eine weitere Möglichkeit, Sprachkenntnisse zu verbessern, ist eine Sprachreise ins Ausland. Hier haben SchülerInnen die Chance, ihre Sprachkenntnisse im natürlichen Umfeld zu erweitern und die Kultur des Landes kennenzulernen.

**Interkulturelle Veranstaltungen:** Schulen können auch interkulturelle Veranstaltungen organisieren, wie z.B. internationale Tage, Aufführungen oder Ausstellungen. Diese Veranstaltungen fördern das Verständnis für andere Kulturen und Sprachen und bieten SchülerInnen die Möglichkeit, ihre Erfahrungen und Kenntnisse zu teilen.

Austauschprogramme: Schulen können auch Austauschprogramme mit Schulen im Ausland organisieren, um den SchülerInnen eine einzigartige kulturelle Erfahrung zu bieten und ihre Sprachkenntnisse zu verbessern.

Online-Ressourcen und Sprachlern-Apps: Es gibt eine Vielzahl von Online-Ressourcen und Sprachlern-Apps, die SchülerInnen verwenden können, um ihre Sprachkenntnisse zu verbessern. Diese Ressourcen ermöglichen es SchülerInnen, in ihrem eigenen Tempo zu lernen und sind oft interaktiv und unterhaltsam gestaltet.

**In vielen Ländern weltweit werden fortgeschrittene pädagogische Technologien im Fremdsprachenunterricht eingesetzt. Einige der führenden Länder in diesem Bereich sind:**

1. USA: In den USA wird häufig ein innovativer Ansatz namens "Blended Learning" verwendet, bei dem traditionelle Klassenzimmermethoden mit digitalen Technologien kombiniert werden, um den Lernprozess zu optimieren.

2. Finnland: Finnland hat in den letzten Jahren erhebliche Investitionen in den Einsatz von Technologie im Bildungswesen getätigt. Die Regierung fördert die Verwendung von Tablets, Laptops und Smart Boards im Klassenzimmer, um das Lernen zu fördern. In Finnland wird auch auf das sogenannte "Gamification" gesetzt, bei dem die Lerninhalte mit spielerischen Elementen kombiniert werden.

3. Südkorea: Südkorea ist ein führendes Land im Bereich der digitalen Technologien und hat in den letzten Jahren auch seine Pädagogik modernisiert. Der Einsatz von Technologie im Klassenzimmer ist in Südkorea sehr verbreitet, um das Lernen zu erleichtern und die Effektivität zu erhöhen.

4. Singapur: Singapur hat in den letzten Jahren enorme Fortschritte bei der Integration von Technologie in Bildungseinrichtungen gemacht. Es gibt ein starkes Engagement für die Verwendung von Technologie, um das Lernen effektiver und effizienter zu gestalten. Zum Beispiel haben viele Schulen in Singapur interaktive Whiteboards, Tablets und Laptops eingeführt, um den Schülern eine bessere Erfahrung im Klassenzimmer zu bieten.

5. Kanada: Kanada hat sich zum Ziel gesetzt, bis 2030 zu den Top 5 der OECD-Länder in Bezug auf die Bildung zu gehören. Technologie spielt eine wichtige Rolle bei diesem Ziel, da sie als ein Werkzeug zur Förderung des Lernens und zur Verbesserung des Unterrichts angesehen wird. In Kanada gibt es einen starken Fokus auf digitales Lernen und das Angebot von Online-Kursen, die sowohl für Schüler als auch für Lehrer zugänglich sind. Darüber hinaus werden in Kanada öffentliche Schulen mit moderner Technologie wie Smartboards, Laptops und Tablets unterstützt, um das Lernen zu verbessern.

## **Zusammenfassung**

Zusammenfassung lässt sich sagen, dass fortgeschrittene pädagogische Technologien eine immer wichtigere Rolle im Fremdsprachenunterricht spielen. Sie können dazu beitragen, den Lernprozess der Schülerinnen und Schüler zu verbessern und ihnen eine effektive Kommunikation in der Fremdsprache zu ermöglichen. Insbesondere die Verwendung von Online-Lernplattformen, interaktiven Whiteboards, E-Learning-Tools und virtuellen Klassenzimmern bieten neue Möglichkeiten, den Unterricht interaktiver und interessanter zu gestalten. Allerdings müssen Technologien sinnvoll eingesetzt und in den Lehrplan integriert werden, um ihre volle Wirkung zu entfalten. Lehrerinnen und Lehrer sollten daher ihre Fähigkeiten im Umgang mit pädagogischen Technologien verbessern, um die Lernerfolge ihrer Schülerinnen und Schüler zu optimieren. Darüber hinaus sollte der Einsatz von Technologien im Fremdsprachenunterricht auch immer mit einem pädagogischen Ziel verbunden sein und nicht als Selbstzweck erfolgen. Nur so kann sichergestellt werden, dass die Vor- und Nachteile unterschiedlicher Technologien im Unterricht sinnvoll abgewogen werden und sich ihr Einsatz positiv auf den Lernprozess auswirkt.

Ein weiterer wichtiger Aspekt ist die Verfügbarkeit und Zugänglichkeit von Technologien im schulischen Kontext. Insbesondere in ärmeren Regionen und Ländern fehlen oft die finanziellen Mittel und Ressourcen, um moderne Technologien im Klassenzimmer einzusetzen. Hier sind staatliche und internationale Fördermittel gefragt, um die Chancengleichheit im Bildungsbereich zu gewährleisten und allen Schülerinnen und Schülern den Zugang zu pädagogischen Technologien zu ermöglichen.

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## CHET TILLARINI O'RGANISHDA XALQ OG'ZAKI IJODIDAN O'QUV MATERIALI SIFATIDA FOYDALANISH.

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### ANNOTATSIYA

Mazkur maqolada chet tillarini o'rganishda xalq og'zaki ijodining ahamiyati, chet til o'rganishga doir ko'nikmalarni shakllantirish, xorijiy tilni o'rganishning tarbiyaviy maqsadlari, chet tilini o'zlashtirishda matn ustida ishlash, tarjima jarayonida yuz beradigan ba'zi muammolar o'rtaga tashlangan.

**Kalit so'zlar:** Metodika, kompozitsion, frazeologizm, lisoniy, ko'nikma, xalq og'zaki ijodi, chet tili, ta'lim

### ABSTRACT

In this article, the importance of folklore in learning foreign languages, the formation of skills for learning a foreign language, the educational goals of learning a foreign language, working on a text in learning a foreign language, some problems that occur in the process of translation thrown in the middle.

**Keywords:** Methodology, composition, phraseology, linguistically, skills, folk art, foreign language, education

### KIRISH

Shiddat bilan rivojlanib borayotgan zamonimizda chet tillarini bilish, ayniqsa ko'p tillilik ulkan ahamiyat kasb etadi. Xalq og'zaki ijodi - chet tillarini o'rganishda pedagogikaning ajoyib dastlabki va muvaffaqiyatli vositasi. Xalq og'zaki ijodi janriga kiruvchi ertakni, A.S.Pushkin ilk bor badiiy adabiyotning mustaqil bir tarmog'i sifatida shakllantirdi. Naqadar ajoyib bu ertaklar, har biri dostondir <sup>1</sup> - deb yozgan edi A.S.Pushkin ertaklar to'g'risida. Xalq og'zaki ijodi – chet tilini samarali o'rgatish bilan birga, dunyo madaniyatiga qiziqish, millatlararo bag'rikenglik tuyg'ularini oshirishga turtki bo'ladi.

Yurtboshimiz tomonidan joriy yilni "Yoshlar va biznesni qo'llab-quvvatlash yili" deb nomlanishi mamlakatimizdagi yoshlarning ma'suliyatini yanada oshirdi. Ta'lim sohasiga yangi va zamonaviy innovatsion texnologiyalarni kirib kelishi chet

<sup>1</sup> [https://kitobxon.com/uz/kitob/ertaklar-\(a-s-pushkin\)](https://kitobxon.com/uz/kitob/ertaklar-(a-s-pushkin)) 11.03.2024 (9:05)

tillarini o'rganayotgan yoshlarga ulkan marralarni zabt etish imkoniyatini sezilarli darajada oshirdi. Mashhur nemis yozuvchisi Yoxann Wolfgang Gyote aytganidek: "Wer fremde Sprachen nicht kennt, weiß nichts von seiner eigenen"<sup>2</sup>. Ya'ni, kimki chet tillarini bilmasa, o'z tili haqida hech narsa bilmaydi. Demak chet tillarini o'rganish orqali o'z ona tilimizni yaxshiroq tushunishni boshlaymiz.

Chet tilini o'rganish jarayonida metodika muhim ahamiyatga ega. Metodikaning negizi metod hisoblanadi. Metod (yun. "metodos" — bilish yoki tadqiqot yo'li, nazariya, ta'limot) — voqelikni amaliy va nazariy egallash, o'zlashtirish, o'rganish, bilish uchun yo'l yo'riqlar, usullar majmuasi, falsafiy bilimlarni yaratish va asoslash usuli<sup>3</sup>. Metodika esa metodlarning jamlanmasidir. Hozirgi kunda metodika fan sifatida kiritilmoqda.

### ASOSIY QISM

Chet tilini o'rganish mobaynida o'rganuvchida o'quv ko'nikmalar paydo bo'ladi. Bular quyidagilar: tashkiliy, aqliy, axborot va muloqot. Ushbu ko'nikmalarni shakllantirish orqali tilni samarali o'rganish mumkin. Chet tilini o'rganishdan maqsad faqatgina erkin muloqot qilish emas, balki uning tarbiyaviy ahamiyati ham katta. Ta'lim va tarbiya - bir-biriga chambarchas bog'liq tushunchalardir. Chet tili o'qitishning maqsadlaridan biri tarbiya berishdir. Birinchi ko'rinishi: bevosita til o'rganish jarayonida tarbiyalanish, masalan: chet tilida salomlashish, xayrlashish, predmet nomlarini bilish, shu tilda so'zlashuvchi davlatlarning urf-odatlarini, madaniyati, qadriyatlariga oid ma'lumotlarni olish. Chet til o'rganishda tarbiyaviy maqsadni ikkinchi ko'rinishi: chet tilda og'zaki muloqot chog'ida suhbatdoshiga hurmat bilan qarash, odob doirasiga kiradigan so'z va iboralarni qo'llash, dialoglar aytish, o'zi va sheriklari xatti – harakatini sharhlay olish singari yumushlar o'rganuvchini madaniyat sari yetaklaydi<sup>4</sup>. Chet tilini ham tarbiyaviy ham eng samarali metodi – xalq ertaklariga murojaat qilishdir. Chet tilini o'rganishda matn bilan ishlash foydalidir. Bu borada esa xalq ertaklariga murojaat qilish to'g'ri yo'ldir. Buning quyidagi sabablari bor: ertaklar tili va uslubining soddaligi, ertaklargagina xos maxsus kompozitsion xususiyatlar til o'rganuvchining o'z ona tilidagi ertaklardan ma'lumligi, kichik hajmdaligi va og'zaki nutqda xorijiy matnni qayta aytib berish uchun muhim omil, qolaversa, ertaklarda ishlatiladigan frazeologizmlar (maqol, matal, idioma) obrazlilikni yorqin aks ettiradi. Ertak – xalq og'zaki ijodidagi eng ommaviy va keng tarqalgan janr sifatida

hayotiy zaminga ega bo'lgan to'qima voqealarni tasvirlaydi. U xalq tomonidan yaratilgan bo'lib, uning urf-odatlarini bilan chambarchas bog'liq holda ijtimoiy-siyosiy,

<sup>2</sup> <https://www.goethe.de/prj/dlp/de/unterrichtsmaterial/reihe/mehrsprachigkeit> 13.03.2024 (9:32)

<sup>3</sup> <https://uz.wikipedia.org/wiki/Metod> 13.03.2024 (10:23)

<sup>4</sup> Jamol Jalolov "Chet tili o'qitish metodikasi" (46 –bet)

iqtisodiy hayotni fantastic badiiy to‘qimalar orqali ifodalaydigan folklorning epik jarangidir.

Boshlang‘ich ta‘limning o‘qish darslarida xalq ertaklariga keng o‘rin berilgan. Chunki ertaklardagi qiziqarli sujet, voqealar rivojida yuz beradigan kutilmagan vaziyat, qahramonlarning ko‘tarinki ruh bag‘ishlovchi jasorati, tadbirkorligi, en mushkul damlarda ham aqliy topqirlik bilan harakat qilishlari o‘quvchilarni maftun etadi.<sup>5</sup>

Tarjimaning faqat til bilan bog‘liq, til doirasida xalq qilinadigan muammolari lisoniy, til qobiqlaridan yorib o‘tgan tildan tashqari muammolari g‘ayrilisoniy muammolar hisoblanadi. Tarjima uchun til bilishning o‘zigina kifoya qilmaydi. Matnning mazmuni, muallifning maqsadini tushunish va boshqa tilda ifodalash uchun tildan tashqari, ikki adabiyoti, ikki madaniyat, ikki tarix, ikki xalqning turmush tarzi, urf – odatlari, diniy e‘tiqodi va marosimlaridan xabardor bo‘lish lozim<sup>6</sup>. Tarjima jarayonida bir tillik lug‘atlardan foydalanish eng samarali yechimdir.

### **XULOSA**

Darvoqe xorijiy tilni eng yaxshi metodlar bilan o‘rganish bilan birga uning tarbiyaviy maqsadi ham ahamiyatlidir. Bu borada esa xalq ertaklariga murojaat qilish to‘g‘ri tanlovdir. Xalq ertaklaridagi jozibadorlik, so‘zlarning soddaligi, fikrlarning tugallanganligi, iboralarning mahorat bilan qo‘llanishi bilan ajralib turadi. Matnni tarjima qilish jarayonida lisoniy va g‘ayrilisoniy muammolarga alohida e‘tibor qaratish kerak. Ularni bartaraf etish uchun ikki xalqning madaniyati bilan yaqindan tanishish va yetarlicha so‘z boyligi bo‘lishi lozim. Xalq ertaklaridan o‘quv material sifatida foydalanish, til o‘rganuvchida xorijiy til o‘rganish ko‘nikmalarini tezroq shakllantirishga, millatlaro bag‘rikenglik, vatanparvarlik tuyg‘ularini oshirishga yordam beradi.

### **FOYDALANILGAN ADABIYOTLAR RO‘YXATI**

1. Jamol Jalolov “Chet tili o‘qitish metodikasi.” (46 –bet)
2. Ergash Ochilov “Tarjimashunoslikning nazariy masalalari” (84,87-betlar)
3. “O‘zbekistonda ilmiy amaliy tadqiqotlar jurnali” (30,31- betlar)
4. [https://kitobxon.com/uz/kitob/ertaklar-\(a-s-pushkin\)](https://kitobxon.com/uz/kitob/ertaklar-(a-s-pushkin)) 11.03.2024 (9:05)
5. <https://www.goethe.de/prj/dlp/de/unterrichtsmaterial/reihe/mehrsprachigkeit> 13.03.2024 (9:32)
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<sup>5</sup>“O‘zbekistonda ilmiy amaliy tadqiqotlar jurnali” (30,31- betlar)

<sup>6</sup> Ergash Ochilov “Tarjimashunoslikning nazariy masalalari” (84,87-betlar)

## NEMIS TILI DARSLARIDA PRODUKTIV TIL KO'NIKMALARI

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### ANNOTATSIYA

Ushbu maqolada Ma'lumki, chet tillar ta'limining bosh maqsadi og'zaki va yozma nutq ko'nikmasi ekanligi haqida, yozishda leksika, sintaksis va rasmiyatchilik og'zaki nutqqa qaraganda boshqacha bo'lishi haqida, chet tillarini o'qitishda yozish ko'nikmasining ahamiyati haqida so'z boradi.

**Kalit so'zlar:** chet til, talim, o'qitish, dastur, bilim, ko'nikma, malaka, o'rganish, tajriba, maqsad.

## LEARNING TO WRITE IN THE LESSONS OF THE GERMAN LANGUAGE

### ABSTRACT

In this article, it is known that the head of foreign language education that the purpose is the knowledge of oral and written speech, vocabulary in writing, syntax and formality are different than in spoken language a word about the importance of writing skills in teaching foreign languages goes.

**Keywords:** foreign language, education, training, program, knowledge, knowledge, skills, learning, experience, purpose.

Chet tilida gapirish va yozish imkoniyatiga ega bo'lish uchun o'quvchilar o'z nutqlarini pragmatik-vaziyat darajasida tovush va harf darajasigacha batafsil rejalashtirishlari va nihoyat nutq yoki grafomotor ko'nikmalardan foydalangan holda amalga oshirishlari kerak. Bu chet tilini o'rganuvchilarga juda yuqori talablarni qo'yadi. Kerakli tuzilmalar ko'pincha darslarda tinglash va o'qish, ya'ni retseptiv qobiliyatlar orqali erishiladi. Bu shuni anglatadiki, qabul qiluvchi va ishlab chiqarish qobiliyatlari doimo o'zaro bog'liqdir. Ishlab chiqarish qobiliyatlari odatda qiyinroq deb tasniflanadi, chunki ular faolroq til ishini talab qiladi. Bundan tashqari, og'zaki va yozma tillar, aniq aytganda, ikki xil tildir. Og'zaki nutq spontan va kamroq rasmiy. Kommunikativ maqsadga erishish rasmiy to'g'rilikdan ko'ra muhimroqdir. Bundan tashqari, og'zaki bo'lmagan elementlar muloqotni qo'llab-quvvatlashda muhim rol o'ynaydi. Yozish esa sekinroq, lekin u ham murakkabligi bilan ajralib turadi. Bundan tashqari, lingvistik

to'g'rilik muhimroqdir. Ikkalasi o'rtasidagi asosiy farq shundaki, gapirishni ham nazoratsiz tarzda egallash mumkin, yozishni esa boshqariladigan o'quv jarayonlarida o'rganish kerak.

Chet tillarini o'qitishdagi ilg'or tajribalarni o'rganish, umumlashtirish va yoyishdan ko'zlanadigan maqsad ham ijobiy natijalarni qo'lga kiritishga qaratiladi. Ilg'or ish tajribasi umumiy tarzda (chet til o'qitish tajribasi) yoki ayrim kichik sohalarni analizsintez metodi yordamida tadqiq qilishdan iborat. Chet tilini o'rganish – bu jiddiy, odatdagi, davomli, eng boshidan kirishish kerak bo'lgan ish hisoblanadi. Bu yerda hal qiluvchi rolni ichki motivatsiya o'ynaydi: chet tili sizga imtihonni yaxshi topshirish, chet elda o'qish, yuqori lavozimga ko'tarilish, biznesdagi sheriklar bilan erkin muloqot qilish uchun kerak – sabablar turli xil bo'lishi mumkin, lekin motivatsiyasiz sizning muvaffaqiyatga erishishingiz juda qiyin. Ma'lumki, chet tillar ta'limining bosh maqsadi og'zaki va yozma nutq ko'nikmasi, to'g'ri va ifodali fikrlash malakasini tarkib toptirish, o'quvchilarni imlo va uslubiy jihatdan savodxon qilishdan iborat. Ona tili darslarida og'zaki hamda yozma nutq ko'nikmasini shakllantirish ancha murakkab jarayon bo'lib, unda savodxonlik, ijodiylik, fikrni aniq, qisqa va tushunarli tarzda bayoneta olishi muhim hisoblanadi. Yozma nutq savodxonligi o'quvchidan o'z fikr qarashlarini tilning imloviy-grammatik qoidalari, adabiy til me'yorlariga rioya qilgan holda ifodalashni talab etadi. Og'zaki nutqda esa bolaning fikrlash qobiliyati, tafakkuri, dunyoqarashi, ohangni o'z o'rnida qo'llashi juda muhim. Demak, biz o'quvchi-yoshlarda manashu ko'nikmalarni shakllantirish uchun ularni matn bilan ishlashga o'rgatmog'imiz lozim. O'quvchi eshitish sezgisi yordamida til birligini idrok etadi, so'ngra uni nutq va harakat sezgisi yordamida og'zaki bayon qiladi. Navbatdagi darslardan birida og'zaki o'zlashtirilgan til materialini yozib beriladi, ya'ni qo'llharakat hamda ko'ruv sezgilari, shuningdek, analizatorlari, faoliyati chog'ida yozish va o'qish bosqichidan o'tadi. Til birliklarini tinglab tushunish, gapirish, yozuv, o'qish, ta'limning ikkinchi yilida esa oldin o'qish, keyin yozuvda o'rgatilishi bilish nazariyasi talabiga to'lig'icha rioya qilish namunasidir. Til birligi tovush tomonini idrok etish va uni og'zaki aytish — bilish jarayonining jonli mushohada bosqichi hisoblanadi. Chet tilida yozish ko'nikmasini shakllantirish muhim talablaridan biri hisoblanib, har bir til o'rganuvchi bu ko'nikmaga ega bolishi lozim. Avvalombor yozish nima uchun muhimligini belgilab olish lozim. Tadqiqotlarda ko'rsatilishicha yozish ko'nikmasi quyidagi holatlar uchun juda muhim hisoblanadi:

- kommunikativ ehtiyojlar tufayli (emaillar, rasmiy xatlar, tabrik kartalari, formulalar, uy vazifalarini yozish kabi);
- darsda kelib chiqadigan ehtiyojlar tufayli (uy vazifalari, testlar, grammatika va so'z boyligi ustida ishlash uchun topshiriqlar, qaydlar qilish uchun);



- o'rganishga oid psixologik tadqiqotlar tufayli (ko'proq qabul kanallari orqali o'rganish va bu orqali eslab qolishni rivojlantirish kabi);

Yozishda nimalarga e'tibor berish kerak [2]:

- yozishda leksika, sintaksis va rasmiyatchilik og'zaki nutqqa qaraganda boshqacha bo'ladi;

- tasvirlash imkoniyatlari cheklangan bo'ladi;

- qayta so'rash imkoniyatimavjud emas;

- gapirish ko'nikmasiga ega bo'lish yozish ko'nikmasini ham egallaganlikni ko'rsatmaydi;

- yozish ko'nikmasi rejalashtirish bilan uzviy bog'liq;

- yozish xatolarni to'g'rilash va qayta ishlash uchun kerak;

- yozish ko'nikmasini shakllantirish orfografik, so'z boyligi, pragmatika (murojaat) kabi masalalarda uchraydigan muammolarni hal qilishda yordam beradi -yozish sekin, avtomatlashmagan hisoblanadi. Yozish ko'nikmasi haqida ko'p bahslar yuritilishiga qaramay, ko'p kitoblarda uni rivojlantirishga qaratilgan mashqlarga yetarlicha e'tibor berilmaydi. Til o'rgnishga moljallangan darsliklarda asosan eshitib tushunish hamda gapirish konikmalarini rivojlantirishga qaratilgan mashq va topshiriqlarga juda katta e'tibor, o'rin ajratiladi. Yozish orqali yozuvchi o'zining o'y va hayollari matn sifatida materiallashadi va harflar, qalam, qog'oz, yozuv mashinasi yoki kompyuter orqali o`z aksini topadi. Yozuv taxtasi esa dars jarayonida yozuvlarni aks ettirishning yana bir vositasi hisoblanad.

Shunday qilib, chet tillarini oqitishda yozish konikmasining ahamiyati benihoya ulkandir. Masalan oquvchi eshitgan malumotlarini yozib olib o'rgansa u organayotgan inson uchun qulaylik beradi. Chunki har safar yozilgan malumotga qaralganda uning ongiga mustahkam ornashadi. Eshitish orqali organilgan malumotlar esa xotiradan kotarilishi mumkin. Shuning uchun ham yozib orgatish va yozib o'rganish muhim masalalardan biri hisoblanadi.

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## NEMIS TILI DARSLARIDA KOMMUNIKATIV GRAMMATIKANING AHAMIYATI

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### ANNOTATSIYA

Ushbu maqolada kommunikativ grammatikaning o'ziga xos xususiyatlari tahlil qilinadi. Chet tilini o'qitishda zamonaviy yondashuvlar taqdim etiladi. Kommunikativ grammatika o'rganishning asosiy maqsadi tilni amaliy muloqotda to'g'ri ishlatishga yordam berishdir degan xulosaga keladi. Shuningdek, nemis tilini o'qitish bo'yicha metodik tavsiyalar keltirilgan. Nemis tili darslarida ta'lim texnologiyasi nazariyasining umumiy asoslari mohiyati xususida so'z yuritish uchun ta'lim texnologiyasi tushunchasining tub ma'nosini anglash talab etilishi haqida.

**Kalit so'zlar:** kommunikativ grammatika, Filologik-gumanitar, badiiy-estetik, integrativ yondashuv, kommunikativ faoliyat

## ЗНАЧЕНИЕ КОММУНИКАТИВНОЙ ГРАММАТИКИ НА УРОКАХ НЕМЕЦКОГО ЯЗЫКА

### АННОТАЦИЯ

В данной статье анализируются особенности коммуникативной грамматики. Представлены современные подходы к обучению иностранному языку. Делается вывод, что основная цель изучения коммуникативной грамматики – помочь правильному использованию языка в практическом общении. Также представлены методические рекомендации по обучению немецкому языку. О необходимости понять основной смысл понятия образовательная технология, чтобы говорить о сущности общих принципов теории образовательной технологии на уроках немецкого языка.

**Ключевые слова:** коммуникативная грамматика, филолого-гуманитарный, художественно-эстетический, интегративный подход, коммуникативная деятельность.

## THE IMPORTANCE OF COMMUNICATIVE GRAMMAR IN GERMAN LANGUAGE LESSONS

### ABSTRACT

This article analyzes the features of communicative grammar. Modern approaches to teaching a foreign language are presented. It is concluded that the main purpose of studying communicative grammar is to help the correct use of language in practical communication. Methodological recommendations for teaching the German language are also presented.

About the need to understand the basic meaning of the concept of educational technology in order to talk about the essence of the general principles of the theory of educational technology in German lessons.

**Keywords:** communicative grammar, philological-humanitarian, artistic-aesthetic, integrative approach, communicative activity.

Maktabda ikkinchi chet til sifatida o'qish uchun nemis tilini tanlash bejiz emas va O'zbekiston va Germaniya o'rtasidagi tijorat va kasbiy hayotdagi hamkorlikning kuchayishi, shaxsiy harakatchanlikning o'sishi, nemis madaniyati bilan aloqalarni kengaytirish, talabalar va o'qituvchilar bilan almashish imkoniyati bilan izohlanadi. Nemis tili odatda ikkinchi chet tilidir. Amaliyot shuni ko'rsatadiki, ikkinchi chet tili sifatida nemis tilini o'rgangan har to'rt kishidan uchta ingliz tilini birinchi xorijiy til sifatida o'rgangan va ikkinchi chet tiliga o'tkazilishi mumkin bo'lgan tajriba, bilim, ko'nikma va ko'nikmalardan foydalanishi mumkin. Nemis tilini ingliz tilidan keyin ikkinchi chet tili sifatida o'qitayotganda, har qanday chet tilini o'qitishda qo'llaniladigan umumiy qoidalarga tayanish kerak. Ushbu printsiplar ko'p o'xshashliklarga ega bo'lishiga qaramay, ular ikkinchi chet tiliga nisbatan ba'zi o'zgarishlar kiritadilar, masalan, o'quv sharoitlarining o'ziga xos xususiyatlarini hisobga olgan holda, masalan, o'quv jarayonida uchta tilning aloqada bo'lishi katta tajriba, shuningdek, chet tilini o'rganish va boshqalar. Eng muhim printsiplar quyidagilar:

1. Har qanday chet tilini o'qitishda bo'lgani kabi, kommunikativ maqsadlar ham o'qitishning umumiy uslubiy yondashuvini belgilaydi. Ammo O'quvchilar birinchi chet tili ingliz tilini o'rganish tajribasiga ega bo'lganligi sababli, ikkinchi chet tilini o'zlashtirish ongli ravishda amalga oshiriladi, ular birinchi va ikkinchi chet tilining ba'zi lingvistik hodisalarini va o'quv jarayonini tashkil qilishni taqqoslaydilar. Birinchi va ikkinchi chet tilini o'rganayotgan o'quvchilar ko'proq rivojlangan ko'zguga ega. Shu sababli ikkinchi chet tilini o'qitishning umumiy uslubiy printsiptini kommunikativ-kognitiv deb ta'riflash mumkin, bu yerda kognitiv tomon kommunikativga bo'ysunadi va u assimilyatsiyani yengillashtiradigan har qanday o'xshashlikni topish yoki, aksincha, aralashishga yo'l qo'ymaslik uchun farqlarni aniqlash zarur bo'lganda o'zini namoyon qiladi.

2. Butun o'quv jarayoni o'quvchining shaxsiga, uning rivojlanishi, mustaqilligi, qobiliyati, ehtiyojlari, qiziqishlarini inobatga olishga qaratilishi kerak. Ikkinchi chet tili darsni o'qitishda, birinchi chet tilini o'qitishdan ko'ra ko'proq shart-sharoitlar mavjud, chunki chet tilini o'rganish tajribasi, keyinchalik o'qishni boshlash va shu bilan til o'rganishga ongli ravishda yondashish. Shunday qilib, o'quvchilarning

individual xususiyatlarini hisobga olish va o'qishni differentsiyalash, 1-darsni tayyorlash darajasini hisobga olgan holda amalga oshirish mumkin. Ba'zi o'quvchilar uchun siz tezroq rivojlanish uchun sharoit yaratishingiz kerak, boshqalariga esa takrorlash va o'qitish imkoniyatini berish kerak.

3. Butun o'quv jarayoni ijtimoiy-madaniy yo'nalishga ega bo'lishi kerak, ammo bu yerda ham o'ziga xoslik bor: asl materiallardan erta foydalanish

4. Muayyan lingvistik vositalarni o'zlashtirish bo'yicha ishlar darslikning har bir bobining boshidagi jadvallarda ko'rsatilgan muayyan kommunikativ vazifalarni hal qilishga qaratilgan nutq harakatlariga o'tishi va maktab o'quvchilarining nutq o'zaro ta'sirini interaktivligini ta'minlashi kerak. Nutqning o'zaro ta'sirini kuchaytirish va ushbu haqiqiy yoki xayoliy sharoitlarni yaratish vositalaridan biri bu dizayn texnikasi va rolli o'yinlardan foydalanishdir. Ta'lim tabiatda faoldir.

5. Nutq faoliyatining barcha to'rtta asosiy turi: tinglash, gapirish, o'qish, yozish bir-biri bilan uyg'un holda rivojlanishi kerak. ikkinchi chet tilini o'qitishning o'ziga xos xususiyati shundan iboratki, o'qishni boshidanoq haqiqiy matnlarda olib boriladi va katta ulushga ega. Maktab o'quvchilari lotin yozuvini yaxshi bilishadi, o'qish qoidalarini tezda o'zlashtiradilar, garchi nemis tiliga aralashish xavfi mavjud. Ular chet tilidagi matn bilan ishlash texnikasini o'zlashtiradilar, kengroq lingvistik taxminlarga tayanadilar.

6. Ikkinchi chet tili darsni o'qishda qiyosiy qarama-qarshi yondashuv juda muhimdir.

O'quvchilar tillar o'rtasidagi tafovutlarni aniqlash va ulardagi o'xshashliklarni izlash imkoniyatiga egalar. Ikkinchi chet tilini o'rganayotganda ona tiliga va birinchi chet tiliga katta yordam, ayniqsa ingliz tilida, chunki nemis va ingliz tillari bir xil nemis tiliga mansub va ko'p jihatdan o'xshash narsalar mavjud.

7. Ikkinchi chet tilini o'rganish intensivligi va iqtisodiyot printsiplari juda muhimdir. Agar o'quvchilar ingliz tilini yuqori darajada bilsalar, ikkinchi chet tilini o'zlashtirish jarayoni sezilarli darajada kuchayishi mumkin. Bu vaqtni tejash va o'quv jarayonini jadallashtirishga yordam beradi: 1) Lotin yozuviga ega bo'lish alifbo tartibini qisqartiradi va nemis va ingliz tillaridagi ovoqli

harflar yozishmalaridagi farqni, so'zning grafik va ovoqli tasvirini aniqlashtirish va o'zlashtirishga qisqartiradi;

2) Muhim potentsial lug'at mavjudligi. Nemis tiliga o'xshash inglizcha so'zlar, ingliz tilidan to'g'ridan-to'g'ri qarz olish, internatsionalizm o'qish jarayonini osonlashtiradi va nemis lug'atini tezroq o'zlashtirishga hissa qo'shadi;

3) o'qish sohasidagi jadal rivojlanish ijtimoiy-madaniy barkamollikni tezroq rivojlanishiga hissa qo'shadi;

4) barcha lingvistik vositalarni, shu jumladan grammatikani o'zlashtirishda ikkinchi chet tilini o'rganishda yo'naltirish bosqichi qisqartirilishi va mustaqil ravishda amalga oshirilishi mumkin, masalan, "Qoida asosiga o'ting" kabi vazifalar yordamida. O'qitishning boshlang'ich bosqichini va umuman, butun o'quv jarayonini jadallashtirish uning muvaffaqiyati va samaradorligining muhim shartidir.

8. Ikkinchi chet tilini o'qitishdagi muvaffaqiyatni muntazam ravishda kuzatib borish, maktab o'quvchilarida fikrlash, o'zini o'zi boshqarish va o'zini o'zi anglash qobiliyatini rivojlantirish zarur. O'quvchilar ikkinchi chet tili sifatida qaysi chet tilini (fransuz yoki nemis) o'rganishlarini tanlash imkoniyatiga egalar. Ikkinchi chet tili mashg'uloti 7-sinfdan boshlanadi va 5 yil davom etadi. Amaliyot shuni ko'rsatadiki, ikkinchi chet tili kabi nemis tilini o'qitish shartlarining samarali hisoblanadi. Ikkinchi chet tilini o'rganishning boshida talabalar nemis va ingliz tillarida umumiylik ko'p ekanligiga amin bo'lishdi:

- 1) Lotin yozuvi;
- 2) so'z boyligi va so'zlarni ishlatish sohasida;
- 3) oddiy jumlar tuzilishida (bog'lovchi fe'lning mavjudligi);

modal fe'llar:

müssen - kerak, lozim

können - mumkin, bo'lmoq

dürfen - ruxsat berilishi mumkin

wollen - istamoq / xohlamoq, niyat qilinmoq

sollen - tahmin qilish kerak

mögen - yoqtirish

Nemis tili o'rgatishning kommunikativ faoliyatga yo'naltirilgan yondashuv ta'limning rivojlantiruvchi, funksional va kommunikativ xususiyatlarga ega bo'lib, o'qish jarayonida bilish faolligini oshirishda hamda chet tilida erkin muloqot qilish ko'nikmalarini rivojlantirishga qaratilgan. Ushbu yondashuv ta'lim oluvchilarda mustaqil fikrlash va faoliyat yuritish ko'nikmalarini shakllantirib quyidagilar asosida amalga oshiriladi:

-ta'limning barcha bosqichlarida filologik-gumanitar, ijtimoiy-gumanitar, tabiiy, badiiy-estetik, texnik sohalardagi bilimlarni integratsiyalash; chet tili ta'limni madaniyatlararo muloqot sifatida tashkillashtirish;

-ta'lim jarayonida o'qituvchi-o'quvchi hamkorligini ta'limning teng huquqli ishtirokchilarga aylantirish;

-ta'limning interfaol shakllarini joriy etish:

-yangi til ko'nikmalari va ijtimoiy-madaniy bilimlarni, amaliy ko'nikmalarni egallashda o'quvchining mustaqil faoliyat yuritishini ta'minlash nazarda tutilgan.

Darslik o'quvchilarni ikkala tilda tahlil qilish, taqqoslash va umumiy til topishga majbur qiladigan tarzda tuzilgan. Harakterli ravishda, o'quvchilar ingliz va nemis tillarida umumiy darslik so'zlarini topadilar, hatto darsliklarda qayd etilmagan. Masalan, "Das Aussehen" mavzusini o'rganayotganda, bolalarga "das Haar, das Auge, die Nase" yozuvlari yozilgan qiz rasmini ishlatib, ikki tilda o'xshash bo'lgan so'zlarni tanlashlarini taklif qildim. Tahlildan so'ng, faqat ikkita so'z (das Bein va das Gesicht) ingliz va nemis tillarida umumiy ildizlarga ega emasligi ma'lum bo'ldi.

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## CHET TILLARNI O‘QITISH METODIKASIDA INNOVATSION YONDASHUVLAR VA AXBOROT TEXNOLOGIYALARINI QO‘LLASH MASALALARI

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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 va o‘qitish metodikalarini qo‘llash masalalari yoritilgan.

**Kalit so‘zlar:** CD disklar, kommunikatsion texnologiyalar, magnitafon va cassetalardan foydalanish, internet, Grafik organayzer, CEFR.

### АННОТАЦИЯ

В данной статье подчеркивается большое значение, придаваемое иностранным языкам в Республике Узбекистан, и использование инновационных технологий и методов обучения, необходимых для их изучения.

**Ключевые слова:** Компакт-диски, коммуникационные технологии, использование магнитофонов и кассет, Интернет, Графический органайзер, CEFR.

### ABSTRACT

This article highlights the great importance given to foreign languages in the Republic of Uzbekistan and the use of innovative technologies and teaching methods necessary for learning them.

**Keywords:** CDs, communication technologies, use of tape recorders and cassettes, Internet, Graphic organizer, CEFR.

Bugungi tezkor rivojlanayotgan zamonda ilm-fan, texnika ham shiddat bilan o‘rib bormoqda. Har bir sohada taraqqiyot ilgari qadam tashlamoqda. Xususan, ilm-fanda ham katta o‘zgarishlar, sezilarli yutuqlarga erishilmoqda. Har bir fanni yangi innovatsion pedagogik texnologiyalardan foydalanib talabalarga yetkazib berish bugungi kundagi ta’limning asosiy talablaridan biri hisoblanadi.



Yurtimizda chet tillarni o'qitilishida yangicha bosqich, yangicha davr boshlandi. Chet tili darslarining o'tilishi jarayonida ilg'or pedagogik texnologiyalarni, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish talab qilinmoqda. 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 jihozlandi. Chet tili o'rganishga bo'lgan talab ham kundan kunga oshib bormoqda. Chet tili fani to'rt aspectga (o'qish, yozish, 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 innovatsion texnologiyalarini olib kirish orqali ta'lim sifati va samaradorligini oshirishni nazarda tutadi. Xususan, chet tilini o'rganishda bunday axborot-kommunikatsion 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, yozish, 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 samarador 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 televideniya 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. Globallashuv jarayonida hayotimizni internetsiz tasavvur qilish qiyin. Chet tilini o'rganish va o'qitish jarayonida undan unumli foydalanishning eng samarali usullardan hisoblanadi. Internet orqali chet tilida so'zlashuvshilar bilan muloqot qilish imkoniyati paydo bo'ladi. E-mail orqali xat yozish bilan yozish mashqini takomillashtirish mumkin. Ta'lim jarayoniga zamonaviy — kommunikatsion texnologiyalarni olib kirish ulardan maqsadli va to'g'ri, unumli foydalanish, ular orqali o'quvchida chet tiliga

bo'lgan qiziqishni orttirish, o'qitish samaradorligini oshirish eng muhim masala hisoblanadi. Bu orqali ta'limning innovatsion texnologiyalaridan foydalanishga imkoniyat tug'iladi va talab ortadi. Bugungi kunda innovatsion ta'lim texnologiyalarining bir necha xil usullari mavjud. Ulardan darslarda mavzuni yoritishda keng va turli usullaridan foydalanilsa, darsning samaradorligi yuqori bo'ladi va o'quvchilarning darsga bo'lgan qiziqishlarining ortishi ham ta'minlanadi. Ta'lim jarayoniga yangiliklarni olib kirish va ularni tadbqiq qilish orqali ta'lim samaradorligini oshirish nazarda tutiladi. Chet tili darslarining o'qitilishida turli rolli, harakatli o'yinlardan foydalanish ham darsga ham til o'rganishga bo'lgan qiziqishni ortishiga sabab bo'ladi. O'quvchilarning juft yoki kichik guruhlarda ishlashlari orqali esa o'quvchilarning boshqalar bilan kommunikativ aloqa qilishlari uchun yordam beradi. Ta'lim jarayonida grafik organayzerlardan foydalanish mavzuni yoritishda, uni o'quvchilarga yetkazib berishda eng muhim visitalardan hisoblanadi. Bir mavzuni yoritishda bir necha xil grafik organayzerlardan foydalanish ham mumkin. Chet tilini o'qitishda grafik organayzerlardan foydalanib, mavzuga oid yangi so'zlarni, grammatik qoidalarni tushuntirish maqsadga muvofiqdir. Grafik organayzerlar orqali bular berilsa, yodda saqlanib qolishi ham oson bo'ladi. 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 keladi. Innovatsion ta'lim texnologiyalarning samaradorligi ularning ta'lim jarayonida to'g'ri va unumli foydalanilganidadir.

Biz bilamizki, hozirgi ta'lim jarayonida o'quvchi subyekt 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 kartochokalari (quiz cards) o'quvchilarning soniga qarab kartochoklar 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 jihatlariga 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 subyektlariga 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 chiqishimiz bilan o'z xissamizni qo'shishimiz mumkin.

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## TEACHING ENGLISH TO THE YOUNG LEARNERS IMPLEMENTING TECHNOLOGY AND SOCIAL NETWORKING SOURCES.

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### ABSTRACT

This article about the implementing technology to the young learners for teaching. The article is highlighted about modern technology. Technology has become an essential tool for EFL (English foreign language) instruction and learning by providing accessibility, interactive learning opportunities, personalization of instruction, collaboration among students worldwide as well as assessment tools for educators to evaluate student performance more accurately. The application of modern technology represents a significant advance in contemporary English language teaching methods.

**Keywords:** Teaching platforms, traditional teaching methods, implementing, technology, foreign language, modern resources, Social networking sources.

### ANNOTATSIYA

Ushbu maqola yosh o'quvchilarga o'qitish uchun texnologiyani joriy etish haqida. Maqolada zamonaviy texnologiyalar haqida so'z boradi. Texnologiya qulaylik, interfaol ta'lim imkoniyatlari, ta'limni shaxsiylashtirish, butun dunyo bo'ylab talabalar o'rtasida hamkorlikni ta'minlash, shuningdek, o'qituvchilar uchun talabalar faoliyatini yanada aniqroq baholash uchun baholash vositalarini taqdim etish orqali EFL (ingliz chet tili) o'qitish va o'rganish uchun muhim vositaga aylandi. Zamonaviy texnologiyalarni qo'llash zamonaviy ingliz tilini o'qitish usullarida sezilarli muvaffaqiyatdir.

**Kalit so'zlar:** O'qitish platformalari, an'anaviy o'qitish usullari, amalga oshirish, texnologiya, chet tili, zamonaviy resurslar, Ijtimoiy tarmoq manbalari..

### INTRODUCTION

The twenty-first century is the age of digital technologies, and every element of our daily lives is inextricably linked with technology. According to Wikipedia (2010), a social networking service (SNS) is an online platform or medium that is used to create social networks or social links among people who have similar interests and activities. The importance of various technologies and social networking

services (SNS) in teaching and learning English, in particular, is crucial. Taranto, Dalbon, and Gaetano (2011) mentioned that, as a result of advancements in information and communication technology, the world is becoming increasingly linked. As a result of these advancements, classroom experiences need to reflect the same developments. As an English teacher, I utilize SNSs very successfully in my teaching, which leads to the growth of engagement with students via SNSs using technology. According to Melor (2007), lifelong education environments can significantly benefit from the implementation of social interaction technology. I use SNS to develop all types of language-related activities, such as games, movies, presentations, storytelling, and other exciting activities for my students to boost their enthusiasm for language study. Grandzol & Grandzol (2010) suggested that an advanced English class may use Wikipedia as a venue to debate various ideas and perspectives regarding literature that the students have read on their own outside of class. My students and I utilize a variety of social networking platforms, including YouTube, Facebook, Instagram, Telegram, Wikipedia, Twitter, and Tiktok. Unfortunately, there are certain challenges with connecting to SNS, such as a poor Internet connection, periodic power outages, computer freezes, computer and mobile phone software breakdowns, and loss of the Internet antenna. Clearly, there are some benefits of SNS. Students have access to a large audience while utilizing social networks. Online work promotes a feeling of global interaction. Students can communicate with their instructors and peers through Instagram, Telegram, Wikipedia, Twitter, and Facebook. This is extremely advantageous for shy students who might not be able to apply otherwise. Using photographs, videos, links, and postings, social networking sites provide multimedia interaction. Because they have a broader audience, students accept responsibility for their work. This can empower them and their work, leading to independence. Students can read comments aloud to the class and respond to them individually and directly. This maximizes contact and feedback with the teacher. Parents may view the work and progress of their children. On the other hand, utilizing SNS also comes with its fair share of drawbacks. It takes some time to plan, edit, and alter the digital learning materials that are provided to instructors. Searching for anything specific on the Internet may be a time-consuming and annoying process. Challenges arise for students when the technology they rely on is unreliable or when they do not have access to the internet.

Under the pretext of "writing on the internet," students spend more time playing computer games and chatting online than they actually do writing online. The study further explored teacher attitudes towards computer and information technology and the various ways they applied practical computer-assisted language



learning experience and knowledge to their own language instruction delivery. The results found that almost all the teachers held positive attitudes towards the use of computers in the class. The results also underscored the importance of teachers' overall perceptions of technology, technological experience, skill, and competence, and the cultural environment that surrounds the introduction of IT into schools and language institutes and shapes attitudes towards computer technology. Shyamlee analyzed the use of multi-media technology in language teaching. The study found that such technology enhances student learning motivation and attention since it implicates students in the practical processes of language learning via communication with each other. Shyamlee recommended the use multi-media technology in classrooms, particularly as its positive impact on the learning process aligns with the ongoing efficacy of the teacher role. The findings of the research support the proven futility of traditional English teaching methods, and confirm that learners are more enthusiastic and interactive when using modern technology to assimilate English. Statistical data reiterates that a high percentage of those learning English language skills do so via modern media such as smart boards, computers and screens, as compared to traditional teaching methods. Moreover, the study reveals that the interaction with teachers and overall responsiveness of students in the classroom is significantly improved when using modern techniques in English teaching. In fact, it is clear both that students are more likely to learn from electronic curricula and that English language teachers prefer to employ modern technology rather than traditional methods of instruction. The topic of English language teaching and learning has emerged as one of the central issues of contemporary educational debate as studies have consistently demonstrated poor standards of student achievement across all levels. Since the current era is epitomized by the ubiquitous use of technology, it follows that technology has penetrated the field of teaching on a worldwide scale. Technology has become ubiquitous in all forms of contemporary life. Since the teaching process cannot be atomized from this global trend, this study further considers the impact of recent English teaching technology as compared to traditional practices which arguably render students passive, and prone to boredom. Indeed, this study demonstrates that the introduction of modern technological assistance yields timely learning progress and improved student proficiency across all English language skills including writing, reading, and conversation. Furthermore, according to some scholars

## CONCLUSION

Additionally, with the implementation of a computer science curriculum in low performing schools, students who would not traditionally have exposure to



technology would develop interests, skills, and experiences in real-world opportunities and careers. After volunteering in low-performing primary schools, I noticed the lack of exposure to technology most students experienced. Many of these students live at or below the poverty level as well as being English Language Learners. With parents that worked multiple jobs and had little time to participate in their child's education, these students had little support completing their assigned homework or expressing their thoughts and dislikes about their own educational experiences. Some students do not even have internet provided for them at their home, a basic technological tool many take for granted. Since these students have little to no resources, technologically or educationally, they are immediately disadvantaged and behind their peers who have opportunities to experience the benefits of technology.

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## LANGSTON HUGHES AND HIS POETRY

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### ABSTRACT

Langston Hughes is a representative of the Blacks, an evidence of African-American's sufferings. He is known for registering the sufferings faced by the Blacks in the hands of Whites in his poems. He presents America is the affluent society only for Whites and the segregated society for the Blacks. This close discrimination is well-presented in his poems. His poems are not an imaginary illustration of unregistered evils directed against the Blacks and he proves a rebel with a firm resolve to prepare the people for a struggle and make them agitate for the poor's emancipation from the hegemony of the domineering race, White. At the core, this paper describes Langston Hughes as a champion of the Blacks and dwells on their passionate identification with it. His poems reflects his anger against the White capitalists is also discussed.[1]

**Keywords:** Poverty, Exploitation of Laborers, Non-supportive Government, Poems of Langston Hughes.

### INTRODUCTION

An Afro-American, Langston Hughes, had himself undergone harrowing experiences both at school and while serving the white masters, because of his colour. He worked hard at various jobs suffering indignity, injustice and ill-treatment in the hands of white masters. All these bitter experiences of his and the agonizing one of his community got branded on the memory of the young poet. Gwendolen Brooks, poet laureate of Illinois since 1968 and a former consultant in poetry to the Library of Congress, wrote of Hughes, "His point of departure was always clear pride in his race. Race pride may be craft, art, ort a music that combines the best of jazz and hymn. Langston frolicked and chanted to the measure of his own race-reverence (Not So Simple: The "Simple" Stories by Langston Hughes 72). A leading figure of the Negro Renaissance, Hughes voiced with equal force the hurts and humiliations

suffered by his community. These deeply felt agencies turned out to be angry outbursts against colour prejudice, social injustice and economic inequality and exploitation, prevailing in the world. While presenting the present inter-racial discrimination in America, M.H Abram and Geoffery Galt Harpham explains: The complexity and diversity of the African-Americans' cultural heritage – both Western and African, oral and written, slave and freed, Judo-Christian and Pagan, plantation and urban, integrationist and black nationalist – have effected tensions and fusions that, over the course of time (A Glossary of Literary Terms 274).[2]

### **LITERATURE REVIEW**

Not many studies have been conducted about Langston Hughes's poetry and the critique of colonialism in his poems. Some critics wrote about his biography and his poetry in general but it had never been looked at closely. David Chiniz (1996) wrote "Literacy and Authenticity: The Blue Poems of Langusten Hughes" in which he analyses his poems. Faith Berry (1992) tackled the poet's biography before and after the "Harlem Renaissance". On the other hand, Mary Culp (1987) argues the religiosity of the poetry of Hughes. This study unlike the previous studies conducted about his works, focuses on some of his poems in which the theme of colonialism is obvious. It is clear that it needed courage for black writers to express themselves. But the poet has wisely expressed his burdens and the hardships of the black people and the mixed people from a black parent and a white parent in his poems such as "I,Too", "Cross" and "The Negro Speaks of Rivers" but indirectly. [3]

### **DISCUSSION AND RESULTS**

Langston Hughes's poetry presents a social phenomenon or problem that has existed for a long time, namely, discrimination. Discrimination against black African Americans makes them a minority group. This is not only due to physical differences between blacks and whites, but the implementation and practices in education, social, and economic also makes black people discriminated against. The discrimination isolates them in the process of getting a decent life as human beings. This discriminatory act has become a bitter and traumatic history for black people. In this case, the author found several things related to acts of discrimination committed by white people against black people.

**Datum 1** : I am the darker brother They send me to eat in the kitchen When company comes(Hughesin Rampersad and Roessel(1995,p.46, Stanza 2, Line 1-3)As conveyed in his other poems about black people, in the poem entitled "I, Too" Langston Hughes describes racial discrimination and Afro-American minorities. racial discrimination and injustice experienced by black people represented through Hughes' characters in obtaining the same civil rights as can be obtained by white

people majority. The words "I am the darker brother" as an acknowledgment of the identity that African Americans have black skin. "Darker" in this case refers to the skin color of Afro-Americans who have dark skin tones, so are called black people. The word "brother" does not mean that one brother is related to one black person, but it does represent all black people. "They send me to eat in the kitchen" in the sentence refers to white people. In this case, black people are sent to the kitchen to eat, it does not like eating in a family who eats in the kitchen or sits at the dining table, but they go to the kitchen to eat because between master and slave they never eat together at the dining table, that's why "they" in this case black people are told to eat in the kitchen. Because the kitchen was a place to eat for animals and slaves, blacks were of a lower class and so did not deserve to eat at the same table as white people.

**Datum 2:** Ah, My black one, Thou art not beautiful (Hughes in Rampersad and Roessel (1995.p.58, Stanza 1, Line 1-3) The next data is, entitled "To the Black Beloved" in the first line the author mentions "Ah, My Black one" which is an affirmation of the identity of black people who have a dark skin color. "Thou art not beautiful" sentence states that they are ugly, which in this case they are black people. Black people will not feel and call themselves ugly if they have never felt discrimination. Because they have dark black skin, which is identical to darkness, they then are called ugly. This is in contrast to the beauty standards, according to white people, where white people possess white skin, a sharp nose, straight hair, and a tall body. Acts of racial discrimination are committed by white people against black people, because of their physical differences. The white people in certain circumstances do not merely hate black people because of the actions or attitudes of black people who are different, but because their physicality is far from the standard of white people's beauty.[4]

## CONCLUSION

Based on the analysis that has been described and explained previously, it is certain that the forms of racial discrimination against black people are clearly described in Langston Hughes' poems that are the subject of this study. The racial discrimination committed by white people that appears in Langston Hughes's poems is related to physical appearance with the assumption that black is not beautiful; stigma black people are inferior, stupid, criminals, cruel, and unequal to white people. It leads to discrimination against black people, who in the injustice, inequality, and arbitrariness carried out by the majority, in this case, are white people. White people treat other people based on their skin, they have racial tendencies towards black people. Therefore, white people still tend to think

of black people like their former slaves, white people do not treat black people based on their actions, but by looking at the color of their skin.[5]

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## WOMEN-WRITERS IN ENGLISH LITERATURE

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### ABSTRACT

This article studies the significance of the female writers in English writers. The results to be achieved in this research will be very helpful in working out effective and useful for teaching English literature in the future. The analysis of world women writers 'literary works would depict the changes referred to women's right to take part in public life.[1]

**Keywords:** deeply investigated theme English language, the literary studies, the literary market, a veil of different literary devices, women writers, feminist organizations.

### INTRODUCTION

Nowadays English language is accepted as a language of communication all over the world and it is being paid great attention to in teaching foreign languages in our Uzbekistan. The President of our country Shavkat Mirziyoyev pays special attention to this sphere, which has an important place in ensuring the future of the country and its development. In May 2021, in the Decree of President of Uzbekistan Shavkat Mirziyoyev issued a decree on the compulsory study of foreign languages in schools. Against this background, over the past year, the demand for English language learning has noticeable increased. It is impossible to give the exact number of women writers that published then because there were so many of them. Some are known worldwide, some only to the experts in the field of literary studies, and for many other writers any records of their life and their works simply did not survive. The rise of the female novelist began in the 18th century, but it was not until the middle of the 19th century that their writings emerged on the literary market. For Elaine Showalter, the nineteenth century was the Age of the Female Novelist. She believes that with appearance of Jane Austen, Charlotte Brontë, and George Eliot, the question of women's aptitude for fiction had been answered. Situation for women writers was very difficult. With almost no formal educational background and little job opportunities, they had no other choice but to immerse themselves in writing novels as their way to escape from the dominant patriarchal society. [2]



## LITERATURE REVIEW

During the initial days of literary history, women were themselves the only champions as they expressed their life and feeling through their writings and the readers were also majorly women. To take a glimpse of the beginning and growth of women writings, here are a few writers whose contributions had a great impact in women literature. Mary Wollstonecraft's *A Vindication on the Rights of Women* is a landmark discourse that showed the way for many women after her to not only publish their works but also to engage in the overall significant discussion surrounding the issue of women in literature. Occasionally there were men who spoke out alongside women. Some of the first recorded attempts to note women's contributions to literature were catalogs published in the eighteenth century and were written by men. *Feminead* by John Duncombe and *Memoirs of Several Ladies of Great Britain Who Have Been Celebrated for their Writing or Skill in the Learned Languages, Arts, and Sciences* by George Ballard are two such manuscripts. Still for the most part, the majority of people interested in reading and responding to works written by women were other women. One prime example of this is *The Female Advocate: A Poem Occasioned by Reading Mr Duncombe's Feminead* by Mary Scott. The poem was Scott's first publication and is notable because it praises other women writers publishing at the time, including children's writer Sarah Fielding and Anna Laetitia Barbauld, a writer whose political opinions eventually led to her being blacklisted after she published an inflammatory poem on her disagreement with the British Empire's involvement in the Napoleonic wars. Virginia Woolf's *A Room of One's Own* is often considered a driving force behind this movement, it presents an argument on the necessity of both a metaphorical and literal "room" for women's literature within the literary tradition. The book also served as the inspiration for the literary journal *Room*. The journal was launched specifically to publish and promote works by female writers. In recent years a greater emphasis on intersectionality has encouraged exploration into the relationship between race, gender, religion, and class to even further prove the importance of the acknowledgment of the place of marginalized groups in literature.[3]

## DISCUSSION AND RESULTS

It is certainly interesting to study the number of female authors included in the syllabuses depending on the type of postgraduate programme. The divisions have been made mainly according to the period the master focuses on. In this way, we have obtained the categories of Romantic, Victorian and twentieth-century masters, since in the previous epochs not many women wrote and fewer published. Some other categories considered are postcolonial studies, «national» literatures (mainly Irish or Scottish), women studies and «others», a miscellaneous group where we have included some

masters on science fiction and cultural studies. In some of the first categories, the university type has also been taken into account. The Romantic period meant the explosion of writing by women. With authors such as Mary Wollstonecraft, Mary Shelley and Jane Austen, it seemed that women had finally managed to get hold of the pen. But are the syllabuses of eighteenth-century literature courses representative of such a revolution? If we have a look at figure two, we can notice that ancient universities include a minimum of female authors in their masters on Romantic literature (only 12% of the writers are female), and it is new universities that include most female authors. Actually, the number of women writers studied overtakes that of men (63,16 versus 36,84 per cent), whereas Red Brick universities stay more conventional and give much more importance to male authors. Probably the reason for some of these remarkable results is that two of the new universities examined, York and Lancaster, have masters on eighteenth-century literature, where subjects such as Women, Poetry and the Novel in the 1790s or Femininity and Literary Culture: English Women Writers and the Politics of the 1790s are offered. This fact obviously makes the number of women authors present in these courses' reading lists increase dramatically.[4]

## CONCLUSION

Many women in nineteenth and twentieth century had their economic independence; however, Victorian women still could neglect it for marriage. Besides, it was learnt that while home life had been respected in both Victorian and modern age, people slowly had found the defect of the subordination of wives. Women had gained more freedom in modern age and Virginia Woolf strongly supported the idea of gender equality and was hopeful towards the future of women position in a society.[5]

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## CHRISTOPHER MARLOWE'S "CARP DIEM POETRY"

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### ABSTRACT

The theme of love as resistance to authority is the centerpiece of a two-millennia-long tradition in Western poetry known as carpe diem (a phrase credited to the Latin poet Horace). This essay begins by analyzing one of the most famous later examples of carpe diem in English poetry (Andrew Marvell's 1681 "To His Coy Mistress"), emphasizing the carpe diem ethos' potential to illustrate both the consequences and the necessity of individual erotic choice—especially female choice—in defiance of authority. It then uses carpe diem's anti-authoritarian perspective to understand the contrast between the ambivalence of Mariam—torn between a tepid disobedience and regretful loyalty to her husband Herod—and the wholly defiant choices of Salome in Elizabeth Cary's earlier drama, *The Tragedy of Mariam* from 1613.[1]

**Keywords:** love; choice; carpe diem; resistance; authority; poetry

### INTRODUCTION

In any tragic or serious play, the dramatist always endeavors to give relief to the audience by introducing comic scenes or episodes. The literary term for such comic interludes is known as tragic relief. Tragedy or a serious play is bound to create tension in the mind of the audience; and if this tension is not relaxed from time to time it generates some sort of emotional weakness or lassitude in mind of the audience. Hence, comic interludes are a necessity to ease the tension and refresh the mind of the audience. The chief purpose of the introduction of the comic episodes is to offer a temporary relaxation of tension engendered by the serious scenes. Another point is that there was also a pressing demand from the side of Elizabethan audience for such interludes. Hence, playwrights had to introduce such scenes as the producers also demanded it for a successful run of the play. Then the comic interlude may have

an appropriate emotional connection in the development of the tragic play or it may be a formal burlesque of a tragic scenes. The art of tragic relief, especially in its former aspect, found its supreme artistic excellence in the dramas of Shakespeare, and this art of tragic relief was also followed by Marlowe as to achieve the same purpose.[2]

### **LITERATURE REVIEW**

The standard meaning, as opposed to its meaning in the figurative use, is called the literal meaning (Abrams 97). This phase consists of: 1. Signs The consideration of signs (conveyors of meaning) is not limited to explicit systems of communication such as language (Abrams 280). One direction is outward or centrifugal; it goes outside reading, from the individual words to the things they mean, or, in practice, to our memory of the predictable association between them. Therefore, it could be related to the personal historical background or experience of life. Symbols so understood may here be called signs, verbal units which, conventionally and arbitrarily, stand for and point to things outside the place where they occur (Frye 73-74). 2. Motifs A motif is a noticeable element, such as a type of incident, device, reference, or formula, which occurs frequently in works of literature (Abrams 169). Literary meaning may best be described as hypothetical, and a hypothetical or assumed relation to the external world is part of what is usually meant by what is called imaginative (Frye 74). Thus the poet's motifs of creating the works of literature that related to the external world describe the poet's imagination, that is the individual idea to be expressed in the works.[3]

### **DISCUSSION AND RESULTS**

The corpus of the study is the poem entitled "The Passionate Shepherd to His Love" by Marlowe, "Spring" by Shakespeare, and "Spring" by Nashe. They are the famous Elizabethan poets. It is said to be Pastoral poems. The analysis of the study will be done by focusing on the similarities that could be found through the comparison among the poems. Since these three poets were the Elizabethan poets, then the similarities in the poems could be found. Christopher Marlowe's "The Passionate Shepherd to His Love" The history of Elizabethan country plays a great role in many aspects such as politics, economics, and literary works and, in this case, romanticism. According to Cheney, "The Passionate Shepherd to His Love", like Ovid's Elegies, must be read in relation to the Elizabethan political context because it interrogates pastoral and love lyric (114). Marlowe was intelligent and according to Spurgeon, it could be seen that his knowledge was drawn from the books, especially the classics (13). He could make his Pastoral poem beautifully. Besides, he could illustrate well the life in the country and describe how a shepherd could call his lover.

According to Hopkins, “The Passionate Shepherd to his Love” is a delicate pastoral lyric.[4]

## CONCLUSION

The comic episodes which are part of Faustus’s conjuring tricks, and include his pranks on the Pope and the ‘baldpated’ friars, the planting of a pair of horns on the head of a Knight and the cheating of a greedy horse-dealer, have a moral significance and do not possess any organic plot-wise significance. They throw light on the nature of the tragedy of Faustus who abjures God and the felicity of heaven and sells his soul to the Devil in his foolish bid to become a deity on the earth. But he actually gained degradation and not exaltation out his damnation. The comic episodes underline the fact that Faustus has sunk to the low level of a sordid, fun-loving sorcerer.[5]

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## "HAYRAT UL-ABROR" DOSTONIDAGI BA'ZI HIKOYATLAR TAHLILI

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### ANNOTATSIYA

Ushbu maqolada Alisher Navoiy "Xamsa"sining birinchi dostoni "Hayrat ul-abror"dagi ba'zi hikoyatlar tahlil qilinadi.

**Kalit so'zlar:** murid, tasavvuf, zol, qozi, sipoh, Ko'ragon.

Alisher Navoiyning "Hayrat ul-abror" dostonida 20 ta maqolat va bu maqolatlar tarkibida 20 ta hikoyat mavjud. Dostonning dastlabki maqolatida "Shayx Boyazid Bistomiy va uning muridi" haqidagi hikoyat keltirilgan. Hikoyatda bir kuni Shayx Boyazid Bistomiydan g'amginlik sababini so'ragan muridiga shayx bu dunyoda haqiqiy insonlar kamayib ketganligidan xafaman deb javob beradi. Shunda muridi shayxni haqiqiy insonlar safida deb hisoblashini aytganida, shayx o'zini ham yuz ming sarson-sargardonlar qatorida sanashini, agar bu dunyodan iymon bilan ketmas ekan, inson sanalmasligini aytadi. Hikoyatda diniy mazmundan tashqari tasavvufiy qarashlar ham mavjud bo'lib, bunda tariqatdagi xavf maqomi haqida so'z boradi, deb aytish mumkin. N.Komilovning "Tasavvuf" kitobida yozilishicha, xavf tariqatning 6-maqomi bo'lib, bunda solikning nafs makridan qo'rqishi, shayton nayrangining ko'ngilga xavf solishi nazarda tutiladi. Nafs shunday kuchli dushmanki, solik tariqatdagi tavba, vara, zuhd, faqr, sabr kabi maqomlarni egallagan bo'lishiga qaramay, nafsning iymonga daxl qilishi mumkinligidan doim xavfda bo'ladi.

2-maqolatdagi hikoyatda keltirilishicha, shohlikni tark etib, darveshlikni ixtiyor etgan Ibrohim Adham biyobon yo'li bilan hajga borishni ixtiyor etib, har bir bosgan qadamining shukronasiga ikki rak'at namoz o'qib boradi. Haj yo'lini shu tariqa o'n to'rt yilda bosib o'tgan Ibrohim Adham Makkaga kirsam, Ka'bani o'z o'rnida topmaydi. Haq taolaga munajat qilib, sababini so'rasam, g'aybdan "Ka'ba biyobon yo'li orqali muhabbat shavqidan qaddi egik bir kampir ziyoratiga ketdi", degan ovoz keladi. Ko'p o'tmay, biyobon yo'lidan kelayotgan Robiya Adviyani ko'rib, bu ishning hikmatini so'rasam, Robiya unga shunday javob beradi:

Senga samar berdi namoz-u riyo,

M en g a samar berdi niyoz-u fano.



3-maqolatda Sulton Husayn Boyqaroning faoliyatiga bog‘liq hikoyatni keltiradi. Unda aytilishicha, bir kuni Husayn Boyqaro oldiga bir kampir kelib, uni qozi mahkamasiga olib boradi va undan o‘g‘lining xunini talab qiladi. Qozi guvoh so‘raganda, sultonning adolati va insofidan ho‘lak guvohi yo‘qligini aytib, adolat so‘raydi. Shariat qozisi bunda yo diyat (xun to‘lovi) yo jonga jon deb hukm chiqaradi. Sulton kampirning da‘vosini qabul etib, shariat bo‘yicha ish tutishlarini so‘raganida, kampir sultonning odilligini ko‘rib, uzr so‘rab, da‘vosidan kechadi. Sulton xun to‘lovi uchun shunchalik ko‘p mablag‘ beradiki, kampir odamlar ichida “Zoli Zar” ( “Tilla kampir”) laqabi bilan shuhrat topadi. Bu hikoyat orqali Navoiy Husayn Boyqaroni zolim podsholarga qarama-qarshi qo‘yib, ularni ana shunday odil hukmdorlardan ibrat olishga da‘vat etadi.

5-maqolatda Hotam Toyi haqidagi hikoyatni ilova qiladi. Hikoyatdagi asosiy g‘oya esa, “o‘z mehnati tufayli bir dirham topish birov bergan xazinadan yaxshiroq” mazmunidagi ushbu baytni ifodalagan:

Bir dirham olmoq chekibon dastranj,  
Yaxshiroq andinki birov bersa ganj.

6-maqolatda Anushervon odil haqidagi hikoyat (Anushervonning hali shoh bo‘lmagan paytida bir kanizakka oshiq bo‘lib, bog‘da bu kanizakka qo‘l uzatmoqchi bo‘lgani, ammo ochilgan nargis gulini ko‘rib, qilmishidan uyalgani) orqali hayo va odob shoh-u gado uchun bir hisoblangan insoniy fazilat ekanligi ta’kidlangan.

Dostondagi 7- maqolatda "Qanoatli v qanoatsiz 2 do'st" hikoyati keltirilgan. Hikoyatda keltirilishicha, ikki do'st Fors mulkidan Chin mamlakati tomon yo'lga tushadilar. Biri taqdir berganiga qanoatli inson bo'lib, ikkinchisi ochko'z, ta'magir edi. Yo'lda ketayotib, bir toshga ko'zlari tushadi. Uning yarmi yer ostida bo'lib, yarmi yer yuzasiga chiqib turardi. Tosh ustida: “Kimki mehnat qilib toshni aylantirib qo'ysa, ostidagi afsonada vayrona tagida bekitib qo'yilgan xazina haqida yozib qo'yilgan. Kimki bu mashaqqat, azob- uqubatlarni xohlamasa, uning uchun sabr-u qanoat hammasidan yaxshiroqdir” degan yozuv bitilgan edi. Ochko'z yigit yozuvni o'qigach, xazina ilinjida tosh ostini qazishga tushib ketadi. Qanoatli odam esa beparvo tarzda shahar tomon yo'l oladi. Shaharga kiradigan bir necha darvoza bo'lib, u shaharga birinchi bo'lib kiradi. Shahar aholisining odatiga ko'ra, mamlakat podshosi qazo qilsa, darvozadan birinchi kirgan odamni podshoh qilib ko'tarar ekanlar. Shu tariqa bu do'st o'z qanoati tufayli mamlakatga podshoh bo'ladi. Uning tosh ostini qaziyotgan do'sti esa og'ir mehnatni bajarib bo'lgach, toshni ag'darib qarasa, “Xom ta'ma” bu dunyoda alam chekadi” deb yozib qo'yilgan ekan. Xulosa shuki, qanoatli inson o'z sabr-u qanoati tufayli shoh martabasiga erishadi, qanoatsiz inson esa ta'ma ilinjida xor-u zor bo'ladi.

8-maqolatda "Ikki vafoli yor" hikoyati keltirilgan. Hikoyatda esa shoir vafoning oliy namunasini ibrat qilib ko'rsatadi: Hindistonni katta qiyinchilik bilan fath etgan Amir Temur Ko'ragon aholisini qatlom qilishga buyuradi. Olam qonga belanib, minglab kesilgan boshdan to'kilgan qonlar daryo bo'lib oqadi. Qiyomat-qoyim bo'lgandek, jang maydonida "ikki bechora yor" Temurning qattol sipohiga duch keladilar. Askarlarning biri shohning amrini ado etish uchun ular tomon ot soladi. Ikki do'st bir-birining ustiga o'zini tashlab, "mening boshimni kes, do'stimni omon qoldir", deb yolvoradilar. Qotil har ikkisining ham birdaniga boshini kesmoqchi bo'lganida, do'stlar boshini tig' ostiga tutib, "oldin meni o'ldir, men do'stimning o'limini ko'rishga toqatim yo'q", deb iltimos qilardi. Shu tariqa bir muddat o'tib, to'satdan "al-omon" (omonlik, kechirim) degan buyruq keladi, qatlom to'xtatiladi.

Navoiy 9-maqolatdagi hikoyatda Shayx Faxriddin Iroqiy haqida bir rivoyatni keltirib, ishqning tarbiyaviy ahamiyatini ham ochib beradi. Navoiyning talqinicha, ko'nglida ishq otashi alanga olgan odam birovga yomonlikni ravo ko'rmaydi va o'zi ham yomonlikka yurmaydi. Ishq, eng avvalo, go'zallik va ezgulikka oshno etadi, go'zallik sir-u asrorini kashf etishga undaydi, oshiqning didini, farosatini, zehni va qobiliyatini oshiradi. Ishq- tosh ko'ngillarni yumshatuvchi, Shayx San'onlarni butparast etuvchi, johilni ma'rifatli shaxsga aylantira oladigan kayhoniy kuch, ilohiy tuyg'u.

13-maqolatda mashhur faqih va muhaddis Ayyub bin Xalaf Xazrajy (677-767) hayotidan hikoyat keltiriladi: Hazrat Ayyub kechasi ibodatga mashg'ul bo'lgan chog'da bir o'g'ri uyi tagidan lahm (yer osti yo'li) qazib, ichkariga kiradi. Ayyub o'g'rini ko'radi, ammo indamay ibodatini davom ettiraveradi. O'g'ri uydagi bor narsalarni yig'ib chiqib ketmoqchi bo'ladi, lekin yuki katta bo'lganligi sabab lahmda tiqilib qoladi. Ayyub bu holni ko'rib, ibodatni tugatadi va eshikni ochib, o'g'riga yo'l ko'rsatadi. O'g'ri shayxning bu muruvvatini ko'rib, qilmishidan butkul tavba qiladi va to'g'ri yo'lga kiradi.

16-maqolatdagi hikoyatda buyuk muhaddis Abdulloh Muborakning niqob kiyib jang maydonida qilgan jonbozliklari u kishining yuzlarini ko'rmoqchi bo'lganlarga bu ishni Alloh uchun qilganliklari va ko'z-ko'z qilish maqsadida emasliklarini ta'kidlaganlari go'zal tasvirlar asosida bayon qilib berilgan.

19-maqolat shoh Bahrom haqidagi hikoyat mazmuni bilan quvvatlantiradi: Yazdijirdan taxtni meros olgan Bahrom bir muddat saltanat ahvolidan gofil bo'lib, aysh-ishratga berilib ketadi. Ov chog'i bir kambag'al odamning kapasida mehmon bo'ladi. Uy egasi notanish mehmon oldiga bir piyola suv bilan bir burda qotgan non keltirib qo'yadi. Bahrom uy egasidan ahvol so'rganida, mezbon shohning zulmidan obod turmushi buzilib, qashshoq bo'lib qolganidan shikoyat qiladi. Bahromga ro

‘parasida ko‘rinib turgan bir vayronani ko‘rsatadi va bir zamon bu vayrona muhtasham saroy bo‘lgani, saroy egasi yerdan suv chiqarib, bog‘dorchilik va dehqonchilik orqali katta daromad olib turgani, zulm kuchayib, quduq qurib qolgani, natijada, hammayoq qurib, vayrona-valangor bo‘lganini katta nadomat bilan aytib beradi. Bahrom o‘sha zahoti qilib yurgan ishlaridan pushaymon bo‘lib, mamlakatni adolat bilan obod qilishni niyat qiladi. Bu niyatning barakatidan quduqning ko‘zi ochilib, yana suv kela boshlaydi.

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## THE «FLIPPED» CLASSROOM IS AN INNOVATIVE LEARNING MODEL

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### ANNOTATSIYA

Ushbu maqolada "teskari" sinf modeli, uning an'anaviy o'qitish uslubiga nisbatan afzalliklari va kamchiliklari muhokama qilinadi. Muallif, shuningdek, ushbu modeldan foydalanish dars samaradorligini oshirishi, o'quvchilar o'z ustida mustaqil ishlashi haqida ma'lumot bergan.

**Kalit so'zlar:** sinf, vodkastlar, podkastlar, texnologiya, uy vazifasi, o'qituvchi, yuzma-yuz dars, obuna, tanqidchi.

### ABSTRACT

This article discusses the "flipped" class model, its advantages and disadvantages over the traditional teaching method. The author also explained that the use of this model increases the effectiveness of the lesson, students work independently on themselves.

**Keywords:** classroom, vodcasts, podcasts, technology, homework, teacher, face-to-face lesson, subscription, critic.

A flipped classroom (lesson) is a teaching model in which the teacher provides material for self-study at home, and in the face-to-face lesson, there is a practical consolidation of the material. Flipped learning is characterized by the use of vodcasts, podcasts, and pre-vodcasting. Before getting into the details, let's understand the key concepts. A podcast is a sound file (audio lecture) that its creator sends by subscription via the Internet. Recipients can download podcasts to their devices, both fixed and mobile, or listen to lectures online.

Vodcast (Vodcast from video-on-demand) is about the same as a podcast, only with video files.

Pre-vodcasting is an educational method in which a school teacher or university professor creates a vodcast of his lecture so that students get an idea of a topic even before the lesson in which this topic will be considered. The pre-casting method is the original name of the flipped class method.

There is a technology for using vodcasts in the educational process using special software:

CMS (Content Management System, content management system) - used to create and manage the content of educational materials;

LMS (Learning Management System, distance learning system) - provides access to educational materials, organization of feedback and horizontal links.

An example of a vodcast created in iSpring Suite:

The Flipped Class is a learning model in which doing homework includes, among other things, the use of vodcast technologies:

watching a video lecture;

reading educational texts, viewing explanatory drawings;

passing tests for the initial assimilation of the topic.

Class work is devoted to the analysis of a complex theoretical part and questions that arose in students in the process of doing homework (no more than 25-30% of the time). Also in the classroom, students under the supervision of a teacher solve practical problems and perform research tasks. After classes in the classroom at home, practical tasks are completed, tests are performed to understand and consolidate the topic covered.

The transition to the flipped classroom model is a transition from teacher-led to student-led. In foreign literature, this transition is figuratively described as a change in the role of a teacher from “sage on the stage” to “guide on the side”, which can be loosely translated as a transition from “a wise man and a player on the pipe” to “a guide - from the side he steers”.

The flipped classroom model is sometimes blamed for weakening the role of the teacher. In fact, the transition to this model opens the way to increasing the importance of the role of the teacher in learning. The teacher can spend the time freed up due to pre-casting on more complex professional tasks - consolidating and deepening the knowledge gained by students on their own.

The flipped classroom is often confused with distance education. The difference lies on the surface - the time of classroom work "face to face" remains unchanged, only its content changes fundamentally.

Other critics of the flipped classroom argue that the model degrades the traditional aspect of education by not being able to promptly ask the lecturer questions. Defenders of the model respond that the need for such questions is mitigated by the additional possibilities provided by the use of

LMS , an incomprehensible place of the video lecture can be reviewed as many times as you like; you can refer to the FAQ (frequently asked questions);

you can ask questions to other students using the discussion module in the LMS (here, the mechanisms of the social theory of knowledge are additionally included);

you can send questions to the teacher via the built-in email to get clarifications in the upcoming class session.

Despite criticism, after a decade of its existence, the popularity of the flipped learning model continues to grow. This is confirmed by a chart obtained using Google Trends. Flipped Class and Flipped Learning are used as key terms.

The Role of the Flipped Class Model in the 21st Century.

Changes taking place in all spheres of life are challenging the education system, requiring it to “keep pace”. To answer this challenge, you need to understand what requirements the participants in the educational process must meet - both those who teach and those who study. An example of such requirements are the standards of the International Society for Technology in Education.

1. The updated standard for students (the previous one was published in 2007, the new one in June 2016) contains many requirements that are directly related to teaching in a flipped classroom. Some of them are listed below:

2. Students should use technological tools in the learning process, as well as "personalize the learning space to deepen knowledge."

3. When studying the material, the student must think critically.

4. It is important not only to study existing materials, but also to be able to "solve problems by creating new solutions."

It is the flipped class model that allows you to most effectively implement these requirements. A special role is played by the requirements for the individualization of the educational space, which cannot be met without pre-casting. Most likely, individualization will be one of the main trends in the education of the XXI century.

The name “flipped class”, or flipped classroom, was not chosen by chance - it is understood that everything here is not the same as in a regular lesson. According to this concept, students study theory at home, before class. And in the lesson itself, they work it out in practice under the guidance of a teacher.

The technique was invented in 2007 by Jonathan Bergman and Aaron Sams, chemistry teachers at an American school. Later, other subject teachers also began to use it.

Why you need a flipped class ?

There are many shortcomings in regular classes. Here are some examples.

If a student has not understood something from a theory, it is difficult to make up for it. At the lesson, the teacher is in a hurry to present the material in such a way as to have time for everything. Often this is not enough for a full explanation of the topic, and the child does not keep up with the pace of the teacher's explanations. Or time is spent on organizational issues and disassembly about discipline, and it only comes to a new topic at the end of the lesson. Students go home with many of questions - they have to call their parents, connect tutors and try to understand what the essence of the material and homework is.



The solution offered by the flipped classroom is that the theory is presented before the lesson, and the student can spend as much time studying it as it takes - at least five times to review the lecture and make several notes. This makes the material easier to understand.

There just isn't enough time for practice. And it is more important than theory. It is possible to draw an analogy with any profession: for a surgeon, it is not the number of scientific papers read that matters, but the number of successfully performed operations.

The solution offered by the flipped classroom is that every lesson is dedicated to practice. Schoolchildren do not have questions about how to solve problems in homework, because each is sorted out together with the teacher in the classroom. The result is that students are able to apply knowledge in practice.

Lessons are often structured in the same way. The study goes in a boring circle: the teacher chewed on the topic, the child tried to solve the homework at home, there were a lot of questions left, it's not clear who to ask. New formats and interactive are rarely connected.

The solution offered by the flipped classroom: variety of formats and activities. The theory can be submitted in the form of paragraphs, articles, videos, presentations, links to relevant textbooks. Some teachers record their own video lectures and send them as theory to students so that they can analyze the topic at home and come to class prepared .

Other teachers, on the contrary, believe that children should learn to search for information and process it themselves, and do not provide specific materials for study, but only name the topic. Then the student's task is to independently find theoretical material and come to the class of the flipped class.

Practice can take the form of quizzes, games, master classes, projects, discussions, simulations, analysis of tasks and cases, experiments and experiments.

So far, there is not enough research on how effectively the flipped class solves problems. But teachers who are already working on the new system note that students show decent academic results.

Advantages and disadvantages of the flipped class

Here are some pros and cons of this unusual system .

Pros

- Students learn the material at a comfortable pace. The flipped class allows you to spend as much time on studying the topic as it takes to understand. The student can pause or rewind the lecture recording at any time.

The flipped classroom develops independence and the ability to get to the bottom of things.

- Schoolchildren are more adapted to solving practical problems than to theoretical positions. They clearly know how to apply knowledge in practice.

- If you skip a lesson in a flipped classroom, you will still gain knowledge by studying theory at home.

#### Minuses

- “Assigned verbally means not assigned.” If a child is not too familiar with the concept of a flipped classroom, it may be unaccustomed to rearranging.

- The concept implies that you really need to prepare for the lesson. You can't just come to class and wait for everything to be explained to you.

- You can't quickly ask questions to the lecturer when you watch a lecture at home.

It is believed that such a technique compensates for the shortcomings of the traditional educational system: in particular, the lack of time to explain the theory and the inability of students to apply knowledge in practice.

The success of the flipped methodology depends on the synergy between teacher and students and requires constant motivation before, during and after learning. It is unlikely that this concept will become ubiquitous in the coming years - but it is already becoming popular.

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## MAIN PRINCIPLES OF LESSON PLANNING

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### ABSTRACT

The following article illustrates a lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:

**Keywords:** personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question.

Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished.

### Steps for Preparing a Lesson Plan

Below are six steps to guide you when you create your first lesson plans. Each step is accompanied by a set of questions meant to prompt reflection and aid you in designing your teaching and learning activities.

#### Outline learning objectives

The first step is to determine what you want students to learn and be able to do at the end of class. To help you specify your objectives for student learning, answer the following questions:

- What is the topic of the lesson?
- What do I want students to learn?
- What do I want them to understand and be able to do at the end of class?
- What do I want them to take away from this particular lesson?

Once you outline the learning objectives for the class meeting, rank them in terms of their importance. This step will prepare you for managing class time and accomplishing the more important learning objectives in case you are pressed for time. Consider the following questions:

- What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?
- Why are they important?
- If I ran out of time, which ones could not be omitted?
- And conversely, which ones could I skip if pressed for time?

Now that you have your learning objectives in order of their importance, design the specific activities you will use to get students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. That is why you might start with a question or activity to gauge students' knowledge of the subject or possibly, their preconceived notions about it. For example, you can take a simple poll: "How many of you have heard of X? Raise your hand if you have." You can also gather background information from your students prior to class by sending students an electronic survey or asking them to write comments on index cards. This additional information can help shape your introduction, learning activities, etc. When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on.

Develop a creative introduction to the topic to stimulate interest and encourage thinking. You can use a variety of approaches to engage students

Consider the following questions when planning your introduction:

- How will I check whether students know anything about the topic or have any preconceived notions about it?
- What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse?
- What will I do to introduce the topic?

*Plan the specific learning activities (the main body of the lesson)*

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. These questions would help you design the learning activities you will use:

- What will I do to explain the topic?
- What will I do to illustrate the topic in a different way?
- How can I engage students in the topic?

- What are some relevant real-life examples, analogies, or situations that can help students understand the topic?

- What will students need to do to help them understand the topic better?

*Plan to check for understanding*

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate. Decide on whether you want students to respond orally or in writing. To help you generate some ideas and you can also ask yourself these questions:

- What questions will I ask students to check for understanding?
- What will I have students do to demonstrate that they are following?
- Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?

An important strategy that will also help you with time management is to anticipate students' questions. When planning your lesson, decide what kinds of questions will be productive for discussion and what questions might sidetrack the class. Think about and decide on the balance between covering content (accomplishing your learning objectives) and ensuring that students understand.

**Develop a conclusion and a preview**

Go over the material covered in class by summarizing the main points of the lesson. You can do this in a number of ways: you can state the main points yourself (“Today we talked about...”), you can ask a student to help you summarize them, or you can even ask all students to write down on a piece of paper what they think were the main points of the lesson. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear the following class. Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson. How does the topic relate to the one that's coming? This preview will spur students' interest and help them connect the different ideas within a larger context.

**Create a realistic timeline**

GSI's know how easy it is to run out of time and not cover all of the many points they had planned to cover. A list of ten learning objectives is not realistic, so narrow down your list to the two or three key concepts, ideas, or skills you want students to learn. Instructors also agree that they often need to adjust their lesson plan

during class depending on what the students need. Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Having additional examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline:

- Estimate how much time each of the activities will take, then plan some extra time for each
- When you prepare your lesson plan, next to each activity indicate how much time you expect it will take
- Plan a few minutes at the end of class to answer any remaining questions and to sum up key points
- Plan an extra activity or discussion question in case you have time left
- Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan.

### **Presenting the Lesson Plan**

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track.

### **Reflecting on Your Lesson Plan**

A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom.

To be effective, the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student's response or question. Instead, it should provide you with a general outline of your teaching goals, learning objectives, and means to accomplish them. It is a reminder of what you want to do and how you want to do it.



A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructors learn from each other.

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## USING INTERACTIVE METHODS IN EDUCATION

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### ABSTRACT

This article demonstrates the pros and cons of interactive methods, which are implemented in the process of teaching English. Using techniques such as attacking, working in small groups, discussion, problem-solving, referral text, project, role-playing, and encouraging learners to carry out practical exercises independently are very important in interactive teaching. The aim of the article is to pay attention to its potential in education field and provide to make it recognize more by educators and researchers. With this aim, in the study what interactive methods can be utilized in the classroom and its advantages and limitations were explained.

**Keywords:** interactive methods, modern technologies, problem-solving, referral text, project, role-playing, Bliss-questioning, Modeling, Creative work.

### Introduction

Today, in a number of developed countries, new methods are called interactive methods, which provide a solid basis for the use of modern teaching technologies that guarantee the effectiveness of the educational process. Interactive teaching methods are among the most widely used in all types of educational institutions. However, there are many types of interactive teaching methods that are available to fulfill almost all of the educational and learning tasks. In practice, they can be used appropriately for a specific purpose. This situation has led to the problem of choosing the right methods of interactive learning for a particular purpose. For this purpose, the organization of the classroom process, the learner's interest in the students, their continued involvement in the learning process, the breakdown of the material into small pieces, and the discovery of their contents appear. Using techniques such as attacking, working in small groups, discussion, problem-solving, referral text, project, role-playing, and encouraging learners to carry out practical exercises independently are very important in interactive teaching. An interactive method is to work together to solve an activity or problem through dialogue, discussion, or debate.

The advantage of this method is that the whole activity prepares students for independent thinking independent living. Interactive methods are those that are at the

center of the learning process that encourage learners to think and act independently. [1:] When these methods are used, the educator encourages the student to actively participate. The learner is involved throughout the process. The benefits of a student-centered approach are: better learning outcomes; high motivation of the learner; the emphasis on previously acquired knowledge; alignment of the learning process with students' goals and needs; creation of conditions for bilateral feedback. Thus, the use of interactive methods in teaching subjects has a distinctive feature. Careful study and application of each interactive method used in educational practice can increase student thinking and have a positive impact on finding the right solution to the problem. Analyzing various theoretical and practical problems through interactive methods can help students to broaden and deepen their knowledge, skills and abilities. From the above, it is necessary to properly analyze and classify the methods of interactive learning. The following is a general overview of this issue. The classification of these techniques can be divided into interactive methods, interactive learning strategies, and interactive graphic organizers. Currently, the most popular methods of interactive learning are: Interactive methods: "Case-study" (or "Study Cases"), "Bliss-questioning", "Modeling", "Creative work", "Problem-based learning" and others. Interactive learning strategies: "Brainstorm", "Boomerang", "Gallery", "Zig-zag", "Step by Step", "Ice-breaker", "Rotation", "Round snow", etc. The group approach to interactive learning strategies from the content of interactive learning methods is based on the fact that, in a sense, it is a strategic approach. In fact, both of these strategies relate to interactive teaching methods, with no differences between them.

Interactive graphic organizers: "Fish skeleton", "BBB", "Conceptual table", "Venn diagram", "T-table", "Insert", "Cluster", "Why?", Etc. When separating interactive graphic organizers, the main points of these sessions are based on the fact that they are written in different graphical forms. In fact, working with these graphic organizers is more and more related to interactive teaching methods, with no differences between them. Interactive teaching methods are often used in conjunction with various training technologies. Applying these techniques will increase the activity of the participants and improve the effectiveness of their education. [2: pp. 116-120] In this regard, the convenience of some of the current classification methods in the above classification for the use of various types of training technologies is presented in the list below. The convenience of some interactive learning methods in this list for using various types of training technologies is more conducive and, in fact, more and more interactive techniques with specific training technologies are given.

1. The technology for teaching secondary school learners: Free writing  
Essential essay Cluster B-B-B drawing T-drawing
2. Technology for teaching primary school learners: Mental Attack Bliss  
request Bliss-game Conceptual table
3. The technology for practical training: Tutorial Written and oral roundtable  
discussions Insert table The "why" drawing The diagram "How?"
4. Independent learning technology: Case study technology Comprehension  
text writing
5. Technology of project education: Sequenced logical chains,  
Flower diagram One of the most serious didactic problems is how education  
choices are concerned. The didactic literature explains the various factors that  
influence the effectiveness of selecting and applying teaching methods: First, it  
relates to the didactic goals and objectives of the training sessions; Second,  
depending on the nature of the material, the topic is presented; Third, it depends on  
the level of knowledge and development of the trainees; Fourthly, it relates to  
specific (current) methods of teaching the basics of science studied in the learning  
process Fifth, it depends on the circumstances of the institution of higher education or  
the department; [2: pp. 113-127]

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## **SOCIAL MEDIA INFLUENCE THE LITERARY LANGUAGE ICHTIMOYIY TARMOQLARNING ADABIY TILGA TA'SIRI**

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### **ABSTRACT**

This article seeks to delve into the intricate relationship between social media and contemporary literature. It aims to explore how these digital platforms, which have become integral to our daily lives, are influencing the narratives, themes, and styles of modern literary works. As we navigate through this exploration, we will examine the ways in which social media has not only become a source of inspiration and content for authors but also how it has transformed the very language and structure of contemporary storytelling.

**Keywords:** Social Media; Digital Era; Language and Communication; Language Skills.

### **ANNOTATSIYA**

Ushbu maqola ijtimoiy media va zamonaviy adabiyot o'rtasidagi murakkab munosabatlarni o'rganishga intiladi. Kundalik hayotimizning ajralmas qismiga aylangan ushbu raqamli platformalar zamonaviy adabiy asarlarning hikoyalari, mavzulari va uslublariga qanday ta'sir qilishini o'rganishga qaratilgan. Ushbu tadqiqot davomida biz ijtimoiy media mualliflar uchun nafaqat ilhom va mazmun manbaiga aylanganini, balki u zamonaviy hikoyalar tili va tuzilishini qanday o'zgartirganini ko'rib chiqamiz.

**Tayanch so'z:** Ijtimoiy tarmoqlar; Raqamli davr; Til va aloqa; Til bilimlari.

### **Introduction**

In today's digitally driven era, social media has become an omnipresent force, profoundly influencing various aspects of our lives. From the way we communicate and consume information to how we perceive and interact with the world around us, the impact of these digital platforms is undeniable. Social media, with its unique blend of immediacy, connectivity, and accessibility, has not only reshaped our daily interactions but also extended its influence into the realms of literature and societal discourse.

## **The Digital Landscape: Social Media's Rise**

The ascent of social media has been nothing short of meteoric, marking a significant shift in how we interact, share, and consume information. This journey began in the early 2000s with the advent of platforms like Friendster and MySpace, which laid the foundational stones for online social networking. However, it was the launch of Facebook in 2004 that truly heralded the social media era, revolutionizing the way people connected online. Twitter followed in 2006, introducing the concept of micro-blogging and bringing real-time commentary to the forefront. The subsequent rise of platforms like Instagram, Snapchat, and TikTok further diversified the social media landscape, each adding new dimensions to digital interaction.

Today, social media is not just a tool for personal communication; it has permeated every facet of our lives. These platforms have become integral to how we form social connections, consume news, engage in political discourse, and express ourselves creatively. The ubiquity of social media is evident in its staggering user statistics — billions of people around the globe are active on these platforms, making them a pivotal part of our daily digital diet.

This integration of social media into daily life has had profound implications. It has reshaped our access to information, allowing for a more democratized and instantaneous exchange of ideas. The boundaries between the personal and public, the local and global, have been blurred, creating a new digital reality that is interconnected and dynamic. Social media has not only changed the way we communicate but also how we present and perceive our identities, both as individuals and as a collective.

### **Transforming Narrative Structures**

The pervasive influence of social media has significantly altered the structure and style of modern narratives, introducing innovative forms and approaches to storytelling. This transformation is evident in the way contemporary literature often mirrors the immediacy, brevity, and connectivity inherent in digital communication.

One of the most notable impacts is the trend towards shorter, more concise narrative forms. In an age where information is consumed rapidly through tweets, status updates, and instant messages, there has been a noticeable shift in literary preferences towards succinct storytelling. This trend has given rise to genres like micro-fiction and flash fiction, where stories are told in a few hundred words but still pack a powerful narrative punch. These forms challenge writers to convey depth, emotion, and plot development within a constrained word count, reflecting the succinct nature of social media communication.

### **Social Media as a Source of Content and Inspiration**



In contemporary literature, social media has emerged as a powerful source of content and inspiration, influencing both the craft of storytelling and the development of characters. Authors are increasingly drawing upon the digital landscape as a backdrop for their narratives, weaving social media dynamics into the fabric of their stories.

Modern authors often use social media as a narrative device, integrating it into plot lines and character interactions. This integration ranges from characters sharing their thoughts through tweets or status updates to entire narratives structured around digital correspondence. For instance, in novels like “A Visit from the Goon Squad” by Jennifer Egan, social media is used to explore themes of time, identity, and connection in a digital age. Similarly, “The Circle” by Dave Eggers delves into the dark side of social media and digital surveillance, offering a critique of contemporary internet culture.

Social media also serves as a tool for character development. The way characters interact with digital platforms can reveal their personalities, motivations, and social dynamics. For example, a character’s online persona might contrast with their real-life behaviour, highlighting themes of authenticity and self-presentation. In “Americanah” by Chimamanda Ngozi Adichie, the protagonist’s blog offers deep insights into her experiences and perspectives, enriching her character’s depth and relatability.

### **The Impact on Language and Communication**

Social media has not only transformed the content of contemporary literature but has also left an indelible mark on the language and styles of communication used within it. This influence is evident in the evolving dynamics of dialogue, narrative voice, and the overall linguistic texture of modern literary works.

One of the most noticeable impacts is the adoption of language that mirrors the concise, direct style of social media communication. Contemporary authors often incorporate slang, hashtags, and internet abbreviations into their writing, reflecting the informal and immediate nature of digital dialogue. This incorporation brings a sense of authenticity and relatability, particularly for younger readers who are native to this digital vernacular. For instance, in works like “Turtles All the Way Down” by John Green, the characters’ dialogues and internal monologues are peppered with language that resonates with a social media-savvy audience.

The narrative styles in contemporary literature have also adapted to mirror the brevity and fragmented nature of social media communication. Authors are experimenting with shorter, more fragmented chapters and scenes, mimicking the quick, scrolling nature of reading online. This stylistic choice not only aligns with the

shortened attention spans fostered by digital media but also adds a rhythm and pace to the narrative that is distinctly modern.

The influence of digital communication extends to the construction of dialogue and narrative voice. Conversations between characters often display the quick, back-and-forth style typical of text messaging or online chats. Additionally, the narrative voice in many contemporary works adopts a more conversational, direct tone, breaking the traditional barriers between the narrator and the reader. This approach, reminiscent of the direct and personal communication on social media platforms, creates a sense of immediacy and intimacy in the storytelling.

Furthermore, the integration of social media into literature often blurs the boundaries between author, narrator, and character. Authors may adopt narrative techniques that parallel the way individuals present themselves on social media, exploring themes of identity, authenticity, and the public versus private self.

### **Looking Ahead: The Future of Literature in the Digital Era**

As we navigate through the ever-evolving landscape of the digital era, speculating about the future of literature in relation to technological advancements becomes an intriguing exercise. The relationship between social media and literature, already intertwined, is likely to deepen, leading to novel trends and transformative shifts in literary expression.

One potential trend is the increased integration of emerging technologies such as artificial intelligence and virtual reality into literary experiences. AI could be used to create interactive narratives where the storyline adapts to the reader's choices, akin to an advanced form of choose-your-own-adventure. Virtual and augmented reality technologies might offer immersive reading experiences, where readers can step into the world of the book, blurring the lines between the written word and real-life experience.

The influence of social media on literature is poised to evolve as well. We may see a rise in collaborative writing projects, where authors and readers co-create stories on digital platforms. The interactive nature of social media could lead to more participatory forms of storytelling, where reader feedback influences the course of a narrative in real-time.

Despite these advancements, there's likely to be a continued emphasis on balancing technological influences with traditional literary values. While digital and social media-inspired formats will proliferate, the core elements that define good literature — compelling storytelling, depth of character, and eloquent expression — will remain integral.

Another significant aspect will be the democratization of literature. Social media and digital platforms can give voice to under-represented authors and stories, promoting a more diverse and global literary landscape.

### **Conclusion**

In conclusion, social media has undoubtedly had a significant impact on the literary language. From changes in writing styles to the incorporation of hashtags and emojis, writers are adapting to the digital age and finding new ways to engage with their audience. As technology continues to evolve, it will be interesting to see how social media continues to shape the future of literature and language.

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## DEVELOPMENT OF A COMPARATIVE ANALYSIS OF THE USE OF DIDACTIC AND DIDACTIC METHODS IN THE DEVELOPMENT OF WRITING SKILLS

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### ABSTRACT

This study presents a theoretical approach to the area of English language didactics that addresses writing practice for engineering students within the framework of an English class. In addition, the paper offers several exercises, approaches, and techniques that a language teacher could employ in the classroom to sufficiently meet the learning goals of a writing-focused lesson.

**Keywords:** English language, didactics, writing skills, methods, analysis, comparative, languages, class.

A modified strategy is necessary while practicing writing skills in the setting of a technical university. A language instructor must take into consideration the specific requirements of the study of engineering while adhering to all theoretical conventions and practical recommendations imposed by the methodology of teaching foreign languages outside of the framework of specialized languages. This study addresses the aspect of English language didactics that pertains to engineering students' writing practice within the framework of an English language class. Regardless of the student's specific subject of study, one of the elements of any language teaching curriculum is the development of writing skills. It doesn't matter what kind of language pupils need to learn—general or specialized—when designing a program. Writing was once prioritized over speaking in English schools, but the post-communicative turn in English methodology has made a reconsideration of the value of writing for language learning. Writing abilities are just as important for preparing future engineers, even though there is no doubting the significance of oral communication exercises in the educational process.

Although engineering is mostly a practical field, engineers nonetheless have to complete a wide range of writing assignments, many of which are in English. Product descriptions, catalogs, operating manuals, technical reports, instructions, and site material must all be written by them. If they collaborate with others in a team, they must become proficient in functional writing since they will need to send memos, emails, and letters to clients, managers, colleagues, and superiors. Students must produce project summaries, infographics, and other visual components specifically related to engineering careers. Therefore, they must participate in writing exercises regularly, since this will help them develop the abilities and qualities needed to function well at work.

Language learning approaches that emphasize communicative and, in particular, post-communicative didactics agree that language instruction should be comprehensive. This new approach began to challenge the previously accepted methods, which either disregarded specific linguistic components entirely or divided language instruction from the learning, application, and practice of linguistically unrelated abilities and characteristics. This innovative approach to teaching languages is in line with the realities of language use: learning a language requires listening as well as speaking it; writing well requires reading written materials. Languages are not practiced in isolation. Widdowson was the first to apply this pragmatic perspective of languages as tools for human communication to support an integrated approach to language skills in the curriculum for English for Specific Purposes in Universities.[6] Rather than using fake language creations, he contended that an integrated approach to language skills is the most appropriate method of producing meaningful discourse in a foreign language. Additionally, he believed that the social context of language acquisition—that is, the discourse community that the acquired language serves—plays a significant role in determining the necessity of a skill-based learning process that emulates real communicative demands. Such communicative requirements imposed by unique social settings hold that language production and comprehension do not occur in "discrete units" or in isolation.

Therefore, in what is known as content-based instruction, the language teacher may decide to incorporate the practice of the fundamental skills (reading, writing, speaking, and listening) into highly integrated activities while the students study content based on particular technical subjects. The teacher may select a range of linguistic components to be practiced or reinforced in addition to skill practice, based on the assessment of the students' requirements. Writing exercises in this context can never take place in a writing-only setting or during writing sessions; rather, they must be part of an integrated strategy that incorporates a range of language aims. This



approach to skill practice makes learning language structures more organic and is also likely to boost students' enthusiasm for learning.

In addition to the obvious benefits of practicing writing with engineering students, there are certain difficulties that the language teacher will need to overcome. First, the difficulties are the same as those faced by writing assignments in any English language class, not just ESP ones. Jeremy Harmer identified several common difficulties, which we will only highlight here: the increased demand for written precision, the drawback of delaying feedback, the increased necessity for logical structure, and spelling and handwriting errors. [3]

The language teacher who is instructing ESP also has a list of additional potential issues to address. One of the challenges is that foreign languages are taught in Romanian institutions only in the first year or two of study for students who are not majoring in philology. Students occasionally struggle to write paragraphs or texts on subjects they are not entirely familiar with because they do not fully grasp the scientific content of those materials. One such possible issue is the group's diversity in terms of linguistic awareness and expertise. The instructor's job is made harder in groups when some students are A1 or A2, but some students are B2 and above. Differentiated tasks and individual work would be one method to solve the issue of level differences.

We are going to be presenting a number of writing assignments that have been utilized in engineering students' ESP classes. Adriana Vizental's taxonomy of writing tasks is followed when grouping the tasks: guided writing tasks controlled writing tasks, and free writing tasks. It should be noted that pupils do not necessarily need to produce whole texts to practice writing abilities. For two reasons, this assignment is only appropriate for more advanced levels.

First, writing tasks present a complicated linguistic challenge that calls for more advanced understanding in the areas of text structure and coherence, spelling and grammar, word choice, and register.

Second, the problem is not just linguistic but also more technological in the particular instance of functional writing, which Vizental defines as "writing tasks that have a specific purpose behind their production" and which includes ESP writings. Because of this, the teacher's expectations shouldn't be higher than the students' actual abilities, either in terms of language proficiency or specialized knowledge. [5]

Tasks involving controlled writing help students understand particular language structures. Controlled writing exercises are appropriate for lower-level students as well, especially when the goal of the lesson is for the students to practice



a particular language structure or element in a technical setting. The following are some examples of writing assignments that go under this category:

One of the most flexible types of exercises is filling in the blanks in a text; it can be used to reinforce a wide range of structures, including grammar, vocabulary, language functions, text cohesion, and coherence, etc.; another is dictation, in which students are given graphic representations of common engineering products, equipment, and processes. Dictatoglos (dictation). If the text and the assignment are tailored to the student's interests, dictation is a useful tool for improving students' writing abilities. A method called dictoglos combines standard dictation with note-taking skills, which are crucial in an ESP course. While the pupils take notes on the pertinent information in a specifically chosen text, the teacher reads it aloud to them. Later, using their notes as a guide, the students must compose the original text again.

- Use the proper tense and voice for the verbs in the text;
- Connect two sentences with the right connectors, etc.

Free writing assignments require students to actively investigate ideas and material and generate original works of writing, implying both a better proficiency in English and a certain amount of subject matter experience. The kind of writing assignments that are expected of the students still fall into the category of functional writing; that is, they are certain kinds of writings that have a use in the fields of interest of the students. So, the writing assignment could include everything from technical reports to safety instructions, product manuals, or descriptive paragraphs outlining the specifications of the product. Students should be reminded of the elements that give a document its technical character when they are writing [4]: technical accuracy, usefulness, conciseness, completeness, clarity, consistency, proper spelling, grammar, and punctuation, as well as a targeted audience. The following general stages of the writing process should also be explained to students, as outlined, among others, by Roger Gower et al. [6]: an introduction prepared by the teacher to pique students' interest in the writing task (a speaking activity, a visual, etc.); brainstorming for ideas (jotting ideas down, developing ideas, selecting essential ideas, ordering ideas); planning (paying attention to the layout of the writing task, adequate register and structure); drafting (following notes or a plan); reviewing / editing (content, language accuracy, organization, style); rewriting and word processing if required.

Tony Dudley-Evans and Maggie Jo St John's classification of free writing assignments is an intriguing one that emphasizes the function that students play in the production of specialized discourse [1]. They distinguish between three approaches: the product approach, which involves presenting a model text, analyzing it, and then

writing a model, parallel text; the process approach, which is separated into thinking and productive stages; and the social constructionist approach, which they support and which views writing as a social act in which writers must respect the established writing practices within a particular discourse community and be aware of the social context in which they write.

In conclusion, if certain requirements are satisfied, practicing writing skills in foreign language lessons for engineering students can become a fulfilling endeavor for both the teacher and the students. First and foremost, attention and respect must be paid to the unique needs of engineering students. Writing assignments that encourage students to generate texts that are unique to the engineering field are likely to be effective since they inspire and retain students' interest. Second, while giving writing assignments, the group's qualities matter. A successful activity should have a thorough evaluation of the student's proficiency, as well as an accurate assessment of their areas of professional and personal interest as members of the engineering discourse community and a precise linguistic goal adjustment.

Ultimately, a good language experience will be ensured by the instructor's careful selection of didactic tools, materials, and resources in addition to their in-depth understanding of the ESP approach.

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## ABLEITUNG DIE DURCH PRÄFIX

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### ANNOTATION

Eines der Hauptprobleme, auf die in diesen Informationen zu künstlichen Wörtern, die durch Anhängen von Suffixen gebildet werden, und zu ihren morphologischen und syntaktischen Typen sowie zu ihrer Verwendung und Funktion. Es werden Beispiele für Kunstwörter im Deutschen mit Präfixen gegeben und ihre Statistik beschrieben.

**SCHLUSSELWÖRTER:** Explizite Derivation, Präfix, Präfigierung, Negation, semantische Präfixe, Herkunft, Komposition, Zeitliche Bezeichnungen.

### ABSTRACT

One of the main problems pointed out in this information about artificial words formed by adding suffixes and their morphological and syntactic types, as well as their use and function. Examples of made-up words in German with prefixes are given and their statistics are described.

**Keywords:** Explicit derivation, prefix, prefiguration, negation, semantic prefixes, origin, composition, temporal designations.

Diese beiden Wortbildungsarten bilden die sog. „explizite Derivation“. Sie erweitern die Base um ein Präfix oder Suffix (selten durch ein Zirkumfix). Während der triviale Unterschied zwischen der Präfixbildung und der Suffixbildung darin liegt, dass die Präfigierung die Base um eine Vorsilbe und die Suffigierung um eine Nachsilbe erweitert, gibt es zwischen den beiden Wortbildungsarten noch andere Unterschiede:

#### **Präfix**

- ändert nie die Wortart der Base
- kann unspezifisch sein
- ist betont oder unbetont
- dient in erster Linie zur semantischen Erweiterung der Base

Bei der Präfigierung handelt es sich um die Stellung der Affixe, die stets vor dem Basiswort vorkommen. Gemäß dieser Stellung wird diese Art der Affixe als „Präfix“ bezeichnet.

Präfixe (lateinisch: präfigiere ‚vorn anheften‘) werden morphologisch als gebundene Einheiten definiert, die immer die Position vor einer Basis besitzen. Präfixe

sind hauptsächlich aus einer Silbe gebildet z.B. ge-, haupt-. Ausnahmen sind vor allem Lehnpräfixe wie hyper-, mega-, mini.

Durch Präfixe und Präfixoide wird in erster Linie die Base semantisch erweitert. Weiterhin können Präfixe als Intensifikatoren (erzblöd) dienen,<sup>9</sup> oder sie können den Aspekt ändern (enden – beenden, ändern – verändern). Präfigierung lässt sich nach unterschiedlichen Kriterien betrachten:

Nach der Herkunft:

Fremde Präfixe anti-, quasi-, sub- etc. kommen häufiger mit fremden Basen vor. einheimische/ native Präfixe be-, ent-, zer-, un- etc. kommen mit einheimischen, aber auch mit fremden, in die Sprache bereits „eingebürgerten“ Basen, vor (entfantasieren, unkontrolliert).

Nach der Semantik: räumliche, ornative, negative, privative, rekurrende und andere Präfixe (siehe weiter) synonyme Präfixe – z. B. dis-, un-, anti- bei den negativen Präfixen gegensätzliche (Opposition) Präfixe – z. B. auf- x ab- (Aufgang x Abgang), ein- x aus- (einschalten x ausschalten) homonyme Formen – z. B. betontes um- x unbetontes um-. Sie werden traditionell als „trennbare und untrennbare“ Präfixe bezeichnet. Diese Aufteilung ist jedoch bereits überholt, wir können mit gutem Gewissen von verbalen Komposita („trennbar“) – d.h. Partikel/ Präposition + Verb auf der einen Seite, und präfigierten Verben („untrennbar“) auf der anderen Seite sprechen. (Einige Autoren verwenden auch andere Bezeichnungen – z. B. „Präfixverb“ und „Partikelverb“. Es gibt also keinen strukturellen Unterschied zwischen fernsehen (Adv. + Verb), kennenlernen (Verb + Verb) oder Radfahren (Subst. + Verb – „alte“ Rechtschreibung) und umfahren (Präp.+Verb) und anderen Kompositionen mit sog. „trennbaren Präfixen“/ verbalen Kompositionen. Da das System der Präfixe der deutschen Sprache sehr komplex ist, werden wir uns nur dem Bereich widmen, der erfahrungsgemäß für die tschechische Zielgruppe Schwierigkeiten bereitet. Eine ausführliche Übersicht der Semantik einzelner Präfixe und ihr Vorkommen in einzelnen Wortarten liefern Engel. Hier werden nur die wichtigsten semantischen Gruppen der Präfixe angeführt. Ihre Bedeutung kann nur grob erfasst werden, deswegen sind alle Bedeutungen in Anführungszeichen angegeben.

### **Negation**

nicht-, un-, non-, a-, des-, dis-, in-/il-/ir-: Nichtmuttersprachler, nichtgetätigt, Unlust, Unschuld, Unsitte, unübersichtlich, unmenschlich, Nonsens, Nonkonformist, nonverbal, anormal, Desinteresse, Disharmonie, inhuman, illegal, irregulär, asozial, aber auch unsozial...

Eine bedeutende Untergruppe der Negation ist die Erweiterung der Base um die Merkmale „fehlerhaft“, „schlecht“, „irrtümlich“ mit den Präfixen: fehl-, miss-, ver-: fehlschlagen, Fehlbetrag, Fehlanzeige, missbilligen, misslingen, Missglück, Misswirtschaft, Versprecher, (sich) verschreiben, (sich) verfahren u. a.

## Zeitliche und räumliche Bezeichnungen

„später“ oder „Vorbild“

**nach-:** Nachgeschmack, Nachwehen, Nachtrag, nachahmen, nachlesen, nachhören, nachweihnachtlich, Nachhilfe und sogar Nachrichten („Mitteilung nach der man sich richtet“ u. a.

„früher“ oder „näher“ oder aber auch „Vorbild“

**vor-:** Vorgeschmack, Vorwehen, Vorfahren, vorgehen, vorchristlich, Vorhalle, Vorraum; Vorbild, vorschreiben u. a.

„ehemalig“, „vergangen“

**alt-, ex-:** Altbürgermeister, Altbundespräsident, altmodisch, Exfrau, u. a. (Das Präfix *ex-* wird häufig pejorativ verwendet.)

„Anfang“

**an-, er-:** ansprechen, anbeißen, anbraten, erblühen u. a.

„Ende mit Bewirkung“

**ab-, auf-, aus-, be-:** abriegeln, abschmecken, abschließen, abdanken, aufessen, ausschalten, ausarbeiten, begrenzen, beherrschen, beschildern u. a.

„Platzierung zwischen zwei Punkten“

**zwischen-:** Zwischenrufe, Zwischenkriegszeit, Zwischenbilanz u. a.

„nach oben“ **auf-, er-:** aufsteigen, errichten u. a.

„nach unten“ **ab-, unter-:** absteigen, untertauchen, untergehen u. a.

„hinein“ **ein-:** einwandern, einlegen, Einblick u. a.

„Änderung der Richtung, des Ortes, Wandel“ **um-:** umladen, umsteigen, umfahren; umbenennen u. a.

„Auseinanderbewegung“ **zer-:** zerschlagen, zermahlen u. a.

„Bewegung zu einem Punkt“, „zielgerichtete Tätigkeit“ **zu-:** zudrücken, zuschließen, zugehen, zuschauen, zureden, zuteilen u. a.

„zusammen“, „miteinander“ **mit-, ko-/co-, zusammen-:** Mitschüler, Mitfahrer, mitarbeiten, Koproduktion/ Coproduktion, Koautor, kooperieren, zusammenarbeiten, Zusammenfassung.

**anti-, gegen-, kontra-, wider-:** Antithese, Antichrist, antidepressiv, antipatriotisch, Gegenpapst, Gegenwind, Gegenwirkung, Kontrarevolutionär, Kontrapunkt, kontraproduktiv, widerspiegeln, widersprechen.

**mini-:** Minibatterie, Minirock.

**maxi-, riesen-, jumbo-:** Maxidisk, Maxiportion, Riesenerfolg, Riesenglück, Jumboburger, Jumboessen.

**ver-:** verhungern, verblöden, versprechen, vergolden.

**wieder-, re-:** wiederholen, wiedersehen, reanimieren, reprivatisieren.

**Präfixe mit substantivischer Basis** Wie bereits erwähnt, haben die substantivischen Ableitungen bei der Präfigierung nur substantivische Basen. Beispiele für die Präfixe mit substantivischen Basen sind:

**affen-** Affenschande, Affenhitze, Affenkälte

**blitz-** Blitzaktion, Blitzreise, Blitzstart

**bomben-** Bombenbesetzung, Bombengehalt, Bombenerfolg, Bombenfigur

**erz-** Erzfeind, Erzgauner, Erzlügner, Erzrevanchist, Erzbube, Erzdieb, Erzmörder

**extra-** Extrabonus, Extrurlaub, Extravorstellung

**ge-** Geäst, Gebälk, Gebüsch, Gedärm, Gehörn, Gemäuer, Gestein, Gestrauch, Gewölk, Gestirn, Gewässer, Gesims, Getränk, Geflügel, Gewitter, Gefährte, Geselle, Gesindel

**haupt-** Hauptdüse, Hauptfilm, Hauptinstrument, Hauptproblem, Hauptweg

**heiden-** Heidenarbeit, Heidenmühe, Heidenlärm, Heidenangst, Heidenschreck, Heidenspaß

**höllen-** Höllenhitze, Höllenlärm, Höllenangst, Höllenpein, Höllenwut, Höllenkrach

**ko-** Kopilot, Koautor, Kodirektor.

**mini-** Minirock, Minipartei, Minipreis.

**miss-** Missernte, Missgeburt, Missverständnis, Misstrauen, Missmut, Missverhältnis, Missstimmung, Missbrauch, Misserfolg, Missbehagen, Missgriff.

**mit-** Mitbürger, Mitmensch, Mitglied, Mithäftling.

**riesen-** Riesenaufgabe, Riesenauswahl, Riesendefizit, Riesenumsatz.

**sonder-** Sonderausgabe, Sonderwerkzeug, Sonderzulage.

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3.Die Basen dieses Suffixes sind eigentlich keine Adjektive, sondern Konfixe, die sich mit Substantiven und Adjektiven verbinden z.B. arrogant, effizient, kompetent, konsequent.



## NEMIS TILIDA CHET TILLARIDAN O'ZLASHGAN SO'ZLARDA BO'G'IN MUAMMOSI

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### ANNOTATSIYA

Maqolada nemis tilidagi chet tilidan o'zlashgan so'zlarda bo'g'in muommosi muhokama qilinadi, nemis tili vakillari ongida ushbu so'zlarning bo'g'in xosil qilishda paydo bo'ladigan muammolar ushbu maqolada ochib beriladi.

**Kalit so'zlar:** lug'aviy birlik, so'z o'zgaruvchanligi, so'z boyligi, fonetika, tovush, bo'g'in, tasvir, lingvistik ong, til, artikulyatsiya, bo'g'in yasash doirasi, chet tiliga oid so'zlar, olinma so'zlar, so'z o'zlashishining sabablari, so'z talaffuzi va imlosi.

## THE PROBLEM OF SYLLABLE IN WORDS BORROWED FROM FOREIGN LANGUAGES IN GERMAN

### ABSTRACT

The article discusses syllable circulation in words borrowed from a foreign language in German, the problems that arise in the minds of representatives of the German language in the syllable dressing of these words are revealed in this article.

**Keywords:** vocabulary unit, word variability, vocabulary, phonetics, sound, syllable, image, linguistic consciousness, language, articulatsya, syllable-making circle, foreign language words, derived words, reasons for word mastery, word pronunciation and spelling.

Til - jamiyat taraqqiyoti bilan bog'liqdir. Ma'lumki, ko'pchilik odamlar zamonaviy dunyo ichida bir nechta tillarda gaplashadi, ya'ni ular ikki tilli yoki ko'p tilli deb yuritiladi. Dunyoda sodir bo'layotgan madaniy jarayonlar albatta tadqiqotga hissa qo'shadi bir nechta xorijiy tillar o'z navbatida aloqa, madaniy almashinuv biznesni osonlashtiradi. Xalqaro muloqot tili ingliz tilidir. So'zlashuvchilar soni bo'yicha ingliz tili dunyoda ikkinchi o'rinda turadi (taxminan 1milliard). Yevropada ijtimoiy rivojlanishning zamonaviy tendentsiyalari birinchi o'nlikka kirgan nemis tili rolining oshishiga hissa qo'shadi. Statistika ko'ra, har yili 15-18 million odamni nemis tilini o'rganishni boshlaydilar. Nemis tilida Lotin va fransuz tilidan tashqari italyan tilidan o'zlashgan so'zlarning ham salmog'i ham anchagina. Bunga asosiy sabab XV asr va XVI asrning birinchi yarmida Italiyada gumanizm (feodallikka qarshi kurash) va

kapitalizm rivojlandi. Bu esa Italiyani yetakchi davlatga aylantirdi. Italyan tilidan nemis tiliga moliya, harbiy va san`at sohasidagi so`zlar o`zlashgan. **Opera. Konzert, Bank, Soldat, Granate** kabi boshqa so`zlar kirib kelgan.

Ma`lumki, har bir tilning lug`at tarkibi boyib borishining bir qancha yo`llari mavjud. Ana shunday yo`llarning biri bu boshqa tillardan so`zlar o`zlashishidir. Bugungi kunda bu jarayonni boshidan o`tkazmagan, faqat ichki imkoniyatlari bilan rivojlangan til mavjud emas. Ma`lum bir tilning hozirgi davr rivojida avvalo boshqa davlatlar bilan ijtimoiy-iqtisodiy, siyosiy va madaniy aloqalar, fan-texnika taraqqiyoti asosida boshqa bir tilga tegishli bo`lgan so`zlar o`zlashishi kuzatilmoqda. Har bir tilning o`z rivojlanish tarixi mavjud va bu jarayonda boshqa tillardan so`zlarning kirib kelishi kuzatilgan. Nemis tilining rivojlanish tarixiga nazar tashlaydigan bo`lsak, nemis tili rivojlanish tarixi 4 ta davrni o`z ichiga qamrab oladi. Bular quyidagilar:

Althochdeutsch-qadimgi nemis tili (770-1050)

Mittelhochdeutsch-o`rta davr nemis tili(1050-1350)

Frühneuhochdeutsch-nemis tilining uyg`onish davri (1350-1650)

Neuhochdeutsch-hozirgi nemis tili

Nemis tili so`z xazinasini asosan 4 xil yo`l bilan kengayib boradi.

1. So`z yasash orqali;
2. Boshqa tillardan so`z olish orqali;
3. Ma`no o`zgarish orqali;
4. Yangi frazeologizmlarni yasash orqali;

Ingliz va nemis tillari bir-biridan farq qiladi, ammo shunga qaramay ular o`rtasida o`xshashlik mavjud. «Er schwamm in dem tiefen Wasser» Pastki nemischa jumlada "U suvning chuqur joyiga suzdi" deb bersak. Ingliz tilida «He swam in the deep water» misolida tillar o`rtasidagi yaqinlikni ilg`ab olish qiyin emas. Nemis tilida bo`g`in tarix davomida unlilar kuchli o`zgarish tendensiyasini namoyon etgan. Ular turli xil o`zgarishlarga duch kelishdi:

- sifat o`zgarishlari tovush sifatiga ta`sir qiladi (masalan: [o]>[a:]);
- miqdoriy o`zgarishlar cho`ziq tovushlarni qisqa yoki qisqa uzun tovushlarni (masalan: i>i:) qiladi;
- bog`liq o`zgarishlar ma`lum pozitsiyalar yoki fonetik shartlar bilan cheklangan;
- fonetik sharoitdan qat`iy nazar mustaqil o`zgarishlar sodir bo`ladi.

XV – XVI asrlarga kelib italyanchan faqatgina savdo – sotiq sohasida emas, balki urush – jang, musiqa va san`at, adabiyot, siyosat va huquq, ijtimoiy hayot, sport, texnika va ovqat sohaslarida ham so`zlar kirib kela boshlagan. XX asrga kelib, II jahon urushidan so`ng g`arbiy Germaniyada ingliz tilidan so`zlar o`zlashishi yanada kuchaygan. Bundan tashqari, Amerika ingliz tilidan, ispanchadan, portugalchadan, afrikanchadan, turkchadan, arabchadan, hindchadan ham so`zlar o`zlashgan. Bu so`zlarning

o`zlashishiga eng muhim sabab – savdo – sotiq, tor siyosat sohasini xalqaro miqyosda rivojlanishidir. Boshqa sababi esa, predmetlarning qayta ishlangan turi chet tilidan o`zlashgan so`zlar bilan nomlashga bo`lgan ehtiyojdir. Bu o`zlashgan so`zlar bilan nomlanish ehtiyoji ichki til sabablari bilan bog`liqdir. Hozirgi davrda Germaniyada nemis tilidagi so`zlardan ko`ra ko`proq ingliz tilidagi so`zlarni ishlatish aholi uchun odat bo`lib qoldi. Germaniyaning katta – katta shaharlarida ko`ngilochar majmualarda yoki katta vokzal va aeroportlarda inglizcha ifodalarni uchratish mumkin.

Bundan tashqari nemis tiliga quyidagi tillarning ta`siri natijasida nemis tili so`z hazinasiga o`zlashgan so`zlar kirib kelgan: Slavyan tili ta`siri ostida:

Peitsche – aus dem „bič“; Pflanze – aus dem latein. platna; Fenster –latein.

Grek tili ta`siri ostida: – Chor. Fransuz tili ta`siri ostida: XVI-VII asrdan boshlab nemis tili so'z hazinasiga fransuz tilidan yangi so`zlar kirib kela boshladi .

Buning natijasida nemis tuliga fransuz tilidan 1200 ga yaqin so`z kirib kelgan; Möbel, Mode, Adresse, Mama, Papa, Toilette.

Ingliz tili ta`siri ostida: Wirtschaft, IT-Bereiche, Sport (inline, bungee, jumping),

Musik (pop, rock), Politik (summit, statement), Leistung Management, Arbeit

Job, Randesvous Date, Kraft Power, Chef Boß, Haushalt Budge. Italyan tili ta`siri osti

da: Piano, forte, pianissimo; Bank-Begriffe kabi. Urg'uli bo'g'inlarda unlilar orasidagi qarama-qarshiliklar ehtiyotkorlik bilan saqlangan va yangi o'ziga xos xususiyatlar kiritilgan, shuning uchun urg'uli unlilar soni ko'paygan. Urg'usiz o'rinlarda unlilar orasidagi asl qarama-qarshiliklar zaiflashgan va yo'qolgan, qisqa va cho'ziq unlilarning farqi neytrallashgan.

Uzoq va qisqa unlilarni qat'iy farqlash german guruhining muhim xususiyati sifatida qaraladi. Qisqa va uzun unlilarning kontrasti ularning o'zgarishining turli yo'nalishlari bilan quvvatlanadi. Uzun unlilar qisqaroq va diftongizlanishga moyil bo'lsa, qisqa unlilar ko'pincha ochiqroq bo'lib o'zgaragan. Bu o'zgarishlarni eng qadimgi unli o'zgarishlarda ko'rish mumkin:

a) Qisqa [o] german tilida yanada ochiq unli [a] ga o'zgartirildi: (masalan: Noctem (IE) - narhts (Got.), Nacht (Ger.);

b) cho'ziq unlilarning qo'shilishi teskari yo'nalishda davom etdi: IE long [a:] [o:] ga toraydi (masalan: Mater (IE) – modor (OE) ). Natijada german tillarida na qisqa [o], na uzun [a:] bor edi. Keyinchalik bu tovushlar turli manbalardan paydo bo'ldi.

v) urg'uli tovushning sifati ayrim hollarda keyingi tovushga bog'liq. Ushbu tamoyilning eng erta namoyon bo'lishi sinish (sindirish) deb nomlanadi va 2 juft unli "e-i", "u-o" ga tegishli. Ildiz bo'g'inidagi IE "e" nemischa "i" da o'z tengini topadi, agar undan keyin "i" yoki "j" yoki burun [n] (Umlaut) bo'lsa (masalan: Ventus (L.) – shamollar (Goth.), shamol (OE); Medius (L.) - o'rta (OE)).

d) 'zlashmalarda [u] tovushi "u" yoki burun undoshidan keyin nemischa [u] ga aylandi, nemischa [o] tilida o'z tengdoshini topadi (masalan: Sunus (Lith.) –sunu (OE): Hurnan (Kelt).) – shox (OE);

e) barcha IE tillarida unli gradatsiyaning alohida turi (Ablaut) mavjud. Uning kelib chiqishi taxminan bir asr davomida muhokama qilingan. Ildizning gradatsiya bilan ajralib turadigan 3 ta varianti stress holatiga bog'liq. Ablautning ikki turi mavjud: miqdoriy (turli unlilarning o'zgarishi, asosan [e]>[a], [e]>[o]) va sifat (bir va bir xil unlining sifat jihatidan o'zgarishini bildiradi: normal, normal, uzaytirilgan, qisqartirilgan). IE tillarida gradatsiyaning asosiy turi "e-o-nol (unli tovushning yo'qligi)" almashuvi bilan ifodalanadi. To'liq stress eng yuqori darajani ("o"), zaiflashgan stressni - o'rtacha darajani ("e") va stresssiz holatni - nolga (masalan: ctol-stelyu- stlat) olib keladi. Yana bir olim Wilhelm Bondzio quyidagicha fikr yuritadi. "O'zlashma so'zlar o'zining ma'nosi bilan to'raligicha boshqa chet tiliga o'zlasha oladi. Sekin astalik bilan o'zlashayotgan so'z o'zlashtirayotgan til sistemasiga tashqi tomonlarga (Fleksiya, Talaffuz, Yozilish jihatdan ham) moslashib boradi" Masalan; *dt. Fenster aus lat fenestra* Yana bir nemis tilshunos Gluck ham asarlarida „Entlehnung“ ga ya'ni o'zlashmalarga quyidagicha tarif bergan. O'zlashma deganda bir tildan boshqa tilga so'z, morfema yoki sintaktik goho ba'zida grafematik strukturalarning kirib kelishi tushuniladi. O'zlashmalar yo til innovatsiyalarining vositasidan darak beradi yoki aniq til uchun kerak bo'lgan ifoda talabini yopadi. Umuman olganda o'zlashmalar ko'p tillilik yoki til konktinining natijalaridir.

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## SOZIALE UND LINGUISTISCHE URSACHEN DER ENTLEHNUNGEN

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### ANNOTATION

Eines der Hauptprobleme, auf die in diesem Artikel beim dass Arten der lexikalischen Entlehnung und ihre Überprüfung und Wege der Bereicherung des deutschen Wortschatzes zu betrachten.

**Schlusswörter:** Wortwahl, Kontext, Übersetzungsproblemen, Äquivalenzproblemen, Mehrdeutigkeit, Syntagma.

Einige Gesetzmäßigkeiten, die sich aufgrund der Zusammensetzung des gegenwärtigen deutschen Wortbestandes formulieren lassen: In erster Linie sind im lexikalischen System der deutschen Sprache Entlehnungen verwurzelt, die Sach- und Wortentlehnungen und Sachverhalte einer höheren Entwicklungsstufe repräsentieren, auf der sich eines der kontaktierenden Völker in wirtschaftlicher und kultureller Hinsicht befand. Das entlehnte Wortgut im lexikalischen System der deutschen Sprache ist zahlenmäßig sehr bedeutend.

Infolge vielfältiger Beziehungen zwischen den Sprachträgern, direkter Berührungen und kultureller Verbindungen, internationaler Zusammenarbeit auf ökonomischem, politischem, kulturellem, sportlichem und touristischem Gebiet kommt es auch zu sprachlichen Annäherungen, zu Sprachkontakten, zu wechselseitiger Beeinflussung der Sprachen und in erster Linie zu Entlehnungen im

Wortschatz. Im Laufe ihrer Entwicklung ist die deutsche Sprache auf vielfältige Art durch andere Sprachen bereichert worden, wie auch deutsches Wortgut von anderen Völkern aufgenommen wurde abzuheben. 1) Die wichtigste Ursache, die in der Vergangenheit wirkte, war die Entlehnung des Wortes mit der Sache (mit weitesten Sinn). Bereits von der hochdeutschen Lautverschiebung wurde in der Zeit der römischen Besetzung lateinisches Wortgut ganzer Sachbereiche übernommen: Straßenbau (Straße, Pflaster), Garten- und Weinbau (Wein, Kelter, Rettich) Militärwesen (Pfeil), Handel (Sack) u.a.

2) Kulturelle und ideologische Einflüsse, Beziehungen, Vorbilder führten immer wieder zur Übernahme fremden Wortgutes, abhängig vom Entwicklungsstand der Gesellschaft und den jeweiligen Produktionsverhältnissen. So brachte die



Christianisierung (5. bis 9. Jh.) griechisches und lateinisches Wortgut. Das lateinische Wortgut entstammt der Terminologie des Christentums (Alter, Messe, predigen), aber auch dem Klosterwesen und somit dem Bildungsträger jener Zeit (Schule, Tafel, schreiben). Die frühesten christlichen Lehnwörter jedoch stammen aus dem Griechischen, wurden von den Goten aufgenommen und mit dem arianischen Christentum verbreitet: griech. pappas-got, papa-Pfaffe; angelos-Engel. Lehnübersetzungen und – übertragungen aus dem Lateinischen werden notwendig, weil in der philosophischen und religiösen Literatur deutsche Äquivalente fehlten und aus dem Lateinischen übersetzt werden mussten. Als Übertragungen entstanden viele Abstrakta, entwickelten sich Wortbildungselemente zur Bildung von Abstrakta. Das deutsche Rittertum orientierte sich im Mittelalter (12. bis 14. Jh.) am höher entwickelten französischen Rittertum, am dessen Lebensformen, Sitten und Kultur. Aus dem höfischen Leben übernahmen die Ritter, z. T. noch in direkter Berührung während der Kreuzzüge, den umfangreichen Wortschatz höfischen Lebens: Lanze, Turnier, Tanz, Schalmel. Mit Verben dringen auch französische Wortbildungsmittel ein wie -ieren in regieren, parlieren oder das substantivbildende -ie, das noch heute als Kollektivsuffix -ei produktiv ist.

3) Die Entwicklung der materiellen Produktion, der Wissenschaft und Kunst, des Handels und Gewerbes erfolgt seit der Entwicklung des Frühkapitalismus zwar in den einzelnen Ländern mit unterschiedlichem Tempo, aber auch schon in über die Landesgrenzen (und Sprachgrenzen) hinausgreifenden Kontakten.

4) Klassen und schichtenspezifische Übernahme fremden Wortgutes kann auch Ausdruck des Klassendünkels und des Bestrebens sein, sich vom Volk sprachlich abzuheben. Dieser Grund erklärt auch "Wellen" französischer Entlehnungen durch die feudalen Klassen im 16. und 17. Jh. Und durch das "Bildungsbürgertum" im 19. Jh. Französisch galt als vornehm, man dokumentierte mit französischen Wörtern seine Bildung. Linguistischen Ursachen der Entlehnung wurden bis vor kurzem in der einschlägigen Literatur nur flüchtig und sporadisch gestreift. Aber einige interessante Beobachtungen liegen heute aufgrund der deutschen Sprache bereits vor. Zur linguistischen Ursachen allgemeiner Art gehört der jeweilige Entwicklungsstand des semantischen Systems einer entlehnenden Sprache. So zeigen die romanischen Entlehnungen im deutschen Wortbestand, dass das fremde Wortgut eine Reihe von "Leerstellen" im semantischen System aus Deutschen schloss. Durch zahlreiche romanische Entlehnungen wurden thematische Reihen, thematische Gruppen bzw. lexisch-semantische Gruppen der deutschen Sprache aufgefüllt und diese Weise vervollkommen. Als Beispiel kann die thematische Gruppe der Farbbeziehungen



dienen, die bekanntlich durch Farbbezeichnungen des Französischen oder über das Französische erweitert wurde: lila, beige, orange, violett, azurn u.a.

Die Auffüllung thematischer Reihen und lexisch-semantischer Gruppen durch Entlehnungen expressiver Synonyme aus anderen Sprachen gehört ebenfalls zu den linguistischen Ursachen der Entlehnungsvorgänge und geht auf die Tendenz zurück, die expressive Lexik stets zu erneuern, weil sie beim Funktionieren schnell an Ausdruckswort einbüßt. Entlehnungen dieser Art sind z.B. kapiieren (lat.) zu "begreifen", "verstehen"; krepieren (ital.) zu "sterben", "verrecken"; Visage(franz.) zu "esicht" u.a. Der Bedarf an euphemistischer Lexik kann ebenfalls ein Grund der Entlehnung fremden Sprachgutes sein, denn Fremdwörter sind für den größten Teil der Sprachgemeinschaft semantisch unmotiviert, was ihre verhüllende oder mildernde Wirkung begünstigt. Das lexikalisch-semantische System der deutschen Sprache verfügt über eine bedeutende Anzahl von ethnischen und sittlichen Euphemismen fremdem Ursprungs: korpulent (lat.) für "dick"; transpirieren (lat., franz.) für "schwitzen"; renommieren (franz.) für "prahlen", "angeben", "großtun" u.a. Linguistische Gründe liegen vor bei der Entlehnung von Fremdwörtern zur terminologischen Verwendung. Entlehnungen dieser Art monosemieren das entlehnte Wort, d.h. es wird nur eine lexisch-semantische Variante des Lexems entlehnt, was die Eindeutigkeit des Terminus in einem neuen lexikalisch-semantischen System sichert. Und schließlich ist noch eine linguistische Ursache der Entlehnung zu nennen. Entlehnungen können gleich Stammwörtern zu Neutralisierung einer übermäßigen Polysemie beitragen oder zum Rückgang entbehrlicher Homonyme. So hat z.B. das entlehnte Wort Insel (lat. insula) die entsprechende Bedeutung aus polysemene verdrängt Wörtern Au, Wert, Werder.

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## SINFDAN TASHQARI ISHLAR USTUVORLIGIDA TABIIY FANLARNI OQITISH METODIKASI

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Qarshi DU dotsenti

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Maqola tabiiy fanlarni o'qitish jarayonida sinfdan tashqari ishlarning ahamiyatiga bag'ishlangan bo'lib, unda o'quvchilarni har tomonlama rivojlantirishda, ularning qiziqishlarini oshirishda va ilmiy tadqiqot ko'nikmalarini shakllantirishda sinfdan tashqari ishlarni qanday samarali tashkil etish mumkinligi muhokama qilingan. Xususan, geografiya fanini o'rgatishda sinfdan tashqari ishlar, jumladan o'lkashunoslik to'garaklari, muzey va ekskursiyalar orqali ta'limning turli usullarini qo'llash tasvirlangan. Shuningdek, o'quvchilarning atrof-muhitga bo'lgan hurmat hissini oshirish va tabiatni muhofaza qilishga bo'lgan mas'uliyatni kuchaytirish masalalari ham ko'rib chiqilgan.

**Kalit so'zlar:** sinfdan tashqari ta'lim, tabiiy fanlar, o'lkashunoslik, ekskursiyalar, geografiya o'qitish metodikasi, atrof-muhit muhofazasi, ilmiy tadqiqot.

Tabiiy fanlarni o'qitishda sinfdan tashqari ishlarning asosiy maqsadi o'quvchilarni har tomonlama barkamol rivojlantirishdan iborat bo'lib, fan bo'yicha olgan bilimlarni chuqurlashtirish, ulardagi bilish faoliyatini takomillashtirishdan iborat. Ta'lim-tarbiyaning mazmuni, maqsad va vazifalari davrlar o'tishi bilan kengayib borishi natijasida uning shakl va usullari ham takomillashib, hozirda inson faoliyatining asosiy yo'nalishlari shu faoliyatdan ko'zda tutilgan maqsadlarni to'liq amalga oshirish imkoniyatini beruvchi yaxlit tizimga, yangi texnologiyalarga aylanib bormoqda.

Tabiatshunoslik va geografiya fanini o'qitishda hamda hamda uning ilmiy jihatdan darajasini ko'tarishda ta'limning zamonaviy usullari va vositalari bilan birgalikda sinfdan tashqari ishlari ham muhim ahamiyatga ega. Zero, tajribalar shuni ko'rsatadiki, o'quvchilarda biror fanga yoki turli kasblarga bo'lgan qiziqish ko'p hollarda sinfdan tashqari ishlarni qanchalik samarali tashkil etilishi bilan bog'liq. Darsdan tashqari ishlar boshqa fanlar kabi tabiatshunoslik va geografiya fani bo'yicha ham nihoyatda xilma-xil bo'lib, o'quvchilar dasturda talab etilgan ko'pgina bilimlarni sinfdan tashqari vaqtlarda oladilar va o'z bilimlarini mustahkamlaydilar.

O`quvchilarda biror fanga yoki turli kasblarga bo`lgan qiziqish ko`pchilik hollarda sinfdan tashqari ishlarni qanchalik samarali tashkil etilishi bilan bog`liq. Tabiiy fanlar bo`yicha darsdan tashqari ishlar nihoyatda xilma-xil bo`lib, o`quvchilar dastur talab etgan ko`pgina bilimlarni sinfdan tashqari vaqtlarda oladilar. Sinfdan tashqari ishlarning asosiy maqsadi o`quvchilarni har tomonlama barkamol rivojlantirishdan iborat bo`lib, fan bo`yicha olgan bilimlarni chuqurlashtirish, ulardagi bilish faoliyatini takomillashtirishdan iborat.

Sinfdan tashqari ishlarning ta`lim-tarbiyaviy vazifalari, tabiiy fanlar predmetining umumiy maqsadi va vazifalaridan kelib chiqadi. Sinfdan tashqari ishlar o`quvchilarda hamkorlik, do`stlik, mehnatga muhabbat, kasblarga qiziqish xislatlarini ham tarbiyalaydi. O`quvchilar tabiat va jamiyat hayotiga oid bo`lgan qiziqarli faktlar, tushunchalar, ko`nikmalarni egallaydilar. Ayniqsa, tabiatga, ishlab chiqarishga ekskursiyalar uyushtirish o`quvchilarning sinfdan tashqari ishlariga bo`lgan havaslarini yanada oshiradi. O`quvchilarning darsda to`liq egallanmagan bilim va ko`nikmalari sinfdan tashqari ishlarda amalga oshirilish maqsadga muvofiq bo`ladi.

Tabiiy fanlarning serqirra tomonlari aksariyat hollarda darsdan tashqari paytlarda o`rganiladi. Sinfdan tashqari ishlarning eng muhim xususiyatlaridan biri, uning o`yinlar va qiziqarli savollardan foydalanishi tarzida uyushtirilishidir.

Sinfdan tashqari ishlarning muvaffaqiyati avvalo ularni to`g`ri tashkil etishdan boshlanadi. Geografiya o`qituvchisi bu ishlarni rejalashtirishda javobgar shaxsdir. Sinfdan tashqari ishlarning puxta rejalashtirish alohida o`quvchilar, hamda o`quvchilar guruhi bilan ishlarni tashkil qilish imkoniyatini beradi. Unga yil davomida uyushtirish lozim bo`lgan muhim tadbirlar kiritiladi.

Sinfdan tashqari ishlar ichida o`lkashunoslik to`garaklari faoliyati keng tarqalgan. O`quvchilarning o`z o`lkalarini o`rganish jarayonida nafaqat geografiya balki tarix, biologiya, adabiyot, iqtisod fanlariga oid bo`lgan bilimlarni ham egallaydilar. Sinfdan tashqari (auditoriya)dan o`lkashunoslik ishlari uch yo`nalishda olib boriladi: a) to`garaklar va jamiyatlar; b) ta`lim muassasalari muzeylari; v) safar va ekskursiyalar [1;2;].

Maktabdan (ta`lim muassasasidan) tashqari o`lkashunoslik ishlari ham uch yo`nalishda olib boriladi: a) klublar va to`garaklar; b) muzeylar; v) safar va ekskursiyalar.

Sinfdan tashqari ishlarning shakllari turlicha bo`lib, bunday o`lkashunoslik ishlariga o`lkashunoslik to`garaklari tashkil etish, o`lkashunoslik ekskursiyalari uyushtirish, o`lkashunoslik kechalari, viktorinalar, o`lkashunoslik muzeylarini tashkil etish, fenologik, meteorologik kuzatishlar olib borish va boshqalar kiritish mumkin. Ma`lumki, sinfdan tashqari o`lkashunoslik ishlarini tashkil etish uchun o`quvchilarning

geografiyadan maktab darslari davomida to'plagan bilimlari asqotadi. O'lkashunoslik maqsadlarida olib boriladigan sayohatlar tabiatda olib boriladigan oddiy kuzatishlar bilan ham amalga oshiriladi. Sayohatlarda ob-havo ko'pincha meteorologik asboblarsiz olib boriladi. Shuning uchun tadqiqot natijalari aniq bo'lishi uchun ikki guruhga bo'linib kuzatish maqsadga muvofiq bo'ladi. So'ngra kuzatish natijalari solishtiriladi va o'zgarishlar kiritiladi yoki o'rtachasi olinadi.

Ob-havoni o'rganish o'lkashunoslik ishlarida katta ahamiyatga ega, chunki o'lkashunoslik tadqiqotlari uchun sayohatga yoki turistik marshrutga chiqish ob-havoga bog'liq. Ob-havoni o'zgarishini mahalliy belgilarga qarab oldindan aniqlash sayohatni amalga oshirishni, tadqiqot ishlarini olib borish muddatlarini belgilab beradi. Masalan, bulutlikni, bulutlarni shaklini o'zgarishini, ayrim atmosfera hodisalarini kuzatish mumkin, ob-havoni o'zgarishini oldidan aytish mumkin. Shamolni kuchini aniqlash. Ob-havoni o'rganish asosida o'lka iqlimi tavsiflanadi.

Iqlimni o'lkashunoslik maqsadlarida o'rganish quyidagi tartibda olib borilishi mumkin:

1. Iqlim hosil qiluvchi omillarni o'lka iqlimiga tasirini o'rganishda joyni geografik kengligi aniqlanadi va uning asosida Quyosh nurlarini yer yuzasiga tushish burchagi hisoblanadi. Bu esa iqlim ko'rsatkichlarini ilmiy asoslashga, ularni tabiiy geografik jarayonlar bilan aloqasini aniqlashga imkon beradi. Havo massalarini harakatini o'rganish uchun o'rganilayotgan joy iqlim mintaqasining qaysi qismida joylashganligi aniqlanadi.

2. Joyning iqlimini tavsifini tuzish uchun joyning issiqlik sharoitini ko'rsatkichlarini tahlil qilmoq lozim: havo harorati o'rtacha yillik, o'rtacha oylik, eng sovuq va eng issiq, oylarning haroratlari; yillik va oylik maksimal va minimal havo harorati. Iqlimni qishloq xo'jalik maqsadlarida baholanadi effektiv haroratlar yig'indisi aniqlanadi.

3. Joydagi atmosfera yog'inlarining yillik, oylik atmosfera yog'inlari miqdori aniqlanadi. Yog'inning hudud bo'yicha taqsimlanishi, qor qoplaminig qalinligi va turish muddati aniqlanadi.

4. O'lka uchun xos bo'lgan atmosfera va iqlim hodisalari aniqlanadi: sel, do'l, chaqmoq, jala, bulutlar, Afg'on shamoli, Bekobod shamoli, Qo'qon shamoli.

5. O'lka iqlimini o'rganish davomida iqlimni qishloq xo'jaligi va rekreatsiya maqsadlarida ham baholanadi. O'lka iqlimini turi O'zbekiston yoki O'rta Osiyo iqlim xaritasi yordamida aniqlanadi. O'z o'lkasini iqlimi turini aniqlagandan so'ng tegishli ilmiy manbalar, iqlimiy va agrometeorologik ma'lumotlar asosida joyning iqlimini asosiy jihatlari va ko'rsatkichlarini aniqlash mumkin [3. 55-70 b.].

O'lka iqlimini yanada aniqlashtirish uchun o'lkashunos joy ob-havosi haqida to'plagan ma'lumotlaridan foydalanish mumkin. Atmosfera yog'inlarini kuzatganda quyidagilarga etibor beriladi: yog'in turi, ularni sur'ati, boshlanish va to'xtash vaqti. Eng oson aniqlanadigan yog'in turi yomg'ir, jala tomchilari, qor, paxta qor, ho'l qor, qor donalari, do'l, shudring, qirov, mayda yomg'ir, sirpanchiq. Bundan tashqari quyidagilar kuzatilishi va kundalikka yozib qo'yilishi lozim: qor bo'roni, yer bag'irlab esadigan shamol, chaqmoq, qutb yog'dusi, tuman, yashin, momoqoldiroq, g'ira-shira. Optik hodisalar: quyosh va oy atrofidagi toj, sarob va x.k .

Yoshlarga atrof-muhit haqida tarbiya berishda tabiat qo'ynida uyushtirilgan ekskursiya va yurishlar katta ahamiyatga egadur. Bu borada bizning Qashqadaryo viloyatimizda katta imkoniyatlar bor. O'quvchilarda atrof-muhit tarbiyasini berishda viloyatimizning yuqori tog'li zonalaridagi xushmanzara joylar bilan ularni tanishtirish muhimdir. Masalan, Kitob tumanidagi Mingchinorning so'lim joylarini, Xazrati Bashirdagi osmono'par chinorlar, G'ilondagi jannatmakon bog'lar, chashma suvlarning novlar orqali qishloq ko'chalariga qanday batartib taralgani, Suvtusharning sharbatlari, Toshqo'rg'ondagi Amir Temur g'ori Ko'kbuloqning yuqori qismidagi Oqsuv shalolalari, archazorlarni ko'rganda yoshlar zavq-shavqqa to'lishadi. Bunday tabiati go'zal joylar viloyatimizda juda ko'p. Yoz oylarida bunday joylarda sayohatlar uyushtirgan bolalar qanchadan-qancha zavq oladi, jismoniy chiniqadi ularni o'rganadi, ularda atrof-muhit tarbiyasi kamol topadi. Uyushtirilgan ekskursiyada faqat bu joylarni ko'rib qaytgan bolalar bu maskanlar to'g'risida keng tasavvurga ega bo'ladi. Ya'ni muayyan joyning o'ziga xos tabiati geografik o'rni, o'simliklar va hayvonot dunyosi, xo'jalik tarmoqlari (dehqonchilik, chorvachilik, o'rmonchilik va boshqalar). O'lkani o'rganishda o'lkadan chiqqan mashhur kishilari to'g'risida ham o'quvchilarga ma'lumot berishi kerak. Har bir borgan obyektining toponimlarini o'rganish, arxeologik va arxitektura obyektlari bilan tanishish o'quvchilarda o'lka haqidagi ma'lumotlarni to'liq egallashlariga yordam beradi [4; 24-247 b.].

Tabiatga ekskursiyaga borganda u joydagi o'simlik va hayvonot dunyosini muhofaza qilish lozimligini uqtirib, rahbar boshchiligida faqat maktab geografiya kabineti uchun kolleksiya yoki gerbariy to'plashga ruxsat etilishi mumkin.

Barcha fanlar qatori o'quvchilarga tabiiy fanlardan bilim berishni hozirgi kun talablari darajasiga ko'tarish, uning ilmiyligini oshirish, darslarning samarali o'tishini ta'minlash, o'qituvchilar oldida turgan dolzarb masalalardan hisoblanadi. Kelgusi avlodni har tomonlama barkamol mustaqil fikrli, ilmiy, ma'naviy yetuk qilib tarbiyalashda bugungi kun o'qituvchisining ma'suliyati kattadir. Geografiya darslarini qanchalik hayotga bog'lab, ularni qiziqarli qilib tashkil etsak, ona



tabiatning saxiyligini uning boyliklarini kelajak avlodlar uchun saqlab qolish va tabiat muhofazasiga oid ishlarni amalga oshirsakgina o`z oldimizga qo`ygan ulkan maqsadga erishishimiz mumkin. Sinfdan tashqari ishlar o`quvchilarni ilmiy tadqiqot ishlariga o`rgatib borish bilan birga, ularni dam olishlariga ham imkon berishi kerak.

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## WOMEN-WRITERS IN ENGLISH LITERATURE

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### ABSTRACT

This paper enlightens the trials that women writer of 19th and 20th century as well as women in every field of that eras and female social roles have transformed uniquely. There for, the concept of general roles is looked at along with the limitations that women faced. The concept of gender inequality in the society in that era is briefly stated to illustrate the male dominated society that those women lived in. However, the main theme focused on how women writers speak up and able to drop their words in a book in patriarchal society. Women steadily express individualism and raise their voice against all the odds that they were facing. It is about how women got empower in writing skills during that time undeniably, by becoming professional writers. As a result women writer had a capacity to inspire other women and progress in the history of English literature. To be specific, Charlotte and Virginia wolf both have demonstrated how women writers displayed their passion in the patriarchal society of nineteenth and twentieth century, through their novels. Charlotte and Virginia wolf have stated themselves mainly with problems such as gender roles and inequality between the sexes.

**Keywords:** Women, literature, feminist, gender inequality, society.

### Introduction

The aim of this essay is to take a closer look at selected British women writers of the 19th century and at the society that influenced their writing. It is impossible to give the exact number of women writers that published then because there were so many of them. Some are known worldwide, some only to the experts in the field of literary studies, and for many other writers any records of their life and their works simply did not survive. The rise of the female novelist began in the 18th century, but it was not until the middle of the 19th century that their writings emerged on the literary market. For Elaine Showalter, the nineteenth century was the Age of the Female Novelist (Showalter, 1977, pp.3-4). She believes that with appearance of Jane Austen, Charlotte Bronte and George Eliot, the question of women's aptitude for

fiction had been answered (Showalter, 1977, pp.3- 4). Situation for women writers was very difficult. With almost no formal educational background and little job opportunities, they had no other choice but to immerse themselves in writing novels as their way to escape from the dominant patriarchal society. Importantly, in doing so, some of them would paradoxically appropriate another masculine genre. It has to be taken into consideration that writing, and especially the novel genre, was for many of them the only way to comment critically on some of the social ills, including women's oppression. They regarded the novel as a powerful tool to raise awareness about restrictions that affected women in the 19th century. Naturally, the messages that they wanted to convey were carried out under a veil of different literary devices. Their resistance would be manifested on the level of plot, characterization or style. Men held almost all the positions concerned with the writing, they were novelists, editors, publishers and in some aspect they felt threatened by the entrance of women in the field of literature. As Sandra M. Gilbert and G. Susan point out, "to many late nineteenth- and early twentieth-century men, women seemed to be agents of an alien world that evoked anger and anguish, while to women in those years men appeared as aggrieved defenders of an indefensible order. Thus both male and female writers increasingly represented women's unprecedented invasion of the public sphere as a battle of the sexes, a battle over a zone that could only be defined as a no man's land" (Gilbert, & Gubar.1988, p. 4). The Victorian period is traditionally divided into three phases: "»Early Victorian« culture, extending roughly to 1850. Throughout this time of agitation and reform, fear of social unrest and economic instability appeared in public discourse and cultural products...Between 1850 and the 1870s, »high« or »mid-Victorian« culture is the time of economic success and intellectual achievements, particularly those linked to industry, consolidated the power and status of the bourgeoisie... The »late Victorian« period inherited this contradictory mix of cultural assurance and self-doubt, but reimagined it as a battle between the outmoded values of the Victorian past and the rebellious, liberating possibilities of a more modern outlook" (Moran, 2006, pp.2-3).

It is impossible to go into details about each of the above signalled phases, because this paper would certainly exceed the required space limit. Thus, only a brief overview of some of the major topics that are important for the whole Victorian period will be represented.

### **Science**

Indisputably, the 19th century was profoundly marked by one ground-breaking book, namely, Charles Darwin's *The Origin of Species*. C. Darwin's discovery not only threatened some of the traditional Christian values, but also brought fear and

anguish to many. Influenced by the book, people started to question their religious beliefs and the truths that they had held sacred. Many of them turned to alternative sciences like phrenology and mesmerism. Science had a profound influence on literature because the plots of novels at the time began to reflect the determinism of Darwinian universe. Despite these new discoveries, the belief that women are inferior and subordinated to men remained unquestioned. There were very few women in the field of science, since they had no access to formal education and they were only allowed to listen to public speeches. Yet, together with scientific advancement, a lot of field work was needed. If they wanted to write something about geology, about nature, about traveling it was considered too exhausting and inappropriately for women to do it. It was believed that they could not climb the mountains, travel through deserts and dissect animals. It was just not done by a lady. Mary Somerville is one of the few who was famous for her work in mathematical and physical science: she was the author of the first scientific article penned by a woman for the Royal Society of London.

Education for women was one of their most desirable goals. It was believed that women were not able to learn in the way men did, that their brain was smaller than men's and that it would do damage to their health if they spent long hours studying. Some of them, if they were fortunate enough, were homeschooled, but many of them had no formal education at all. The majority of them had to watch as their brothers went to established schools, universities or spent time with a private tutor. They had to educate themselves with the books from the house library if there were any, but some of them were lucky because their families allowed them to study with their brother's tutor. Some of them went to schools for girls that only offered to teach them some "accomplishments" like music, drawing. During this period there were many fervent debates about women's education and many books were written about this topic. A surge of conduct book even became a genre and the most famous were Sarah Ellis's *Exhortations to the Women, Mothers, and Daughters of England*, Elizabeth Sewell's *Principles of Education* and Charlotte Yonge's *Womankind*. But things started to change in the second half of the 19th century. "In the 1860s women were allowed to take examinations given by the University of London, and in 1869 the first university college for women and the first lectures for women began at Cambridge. These developments gradually altered the shape of the arguments about woman's abilities, but they came too late to benefit the major Victorian writers" (Mermin, 1993, p. 50).

## Literature review

Literature is a reflection of the state of society, it changes with it. In the 20th century, we see many more women in all fields, including writing. Women's literature became more confident, they began to pay attention and appreciate it. In 1909 Selma Lagerlof became the first woman to win the Nobel Prize in Literature. We come across her work even in childhood: it was she who wrote Niels' Wonderful Journey with Wild Geese. In 1955, in the USSR, the fairy tale was turned into a full-length cartoon "The Enchanted Boy". Speaking of women in literature, one cannot help but recall two real "record holders" - Agatha Christie and Margaret Mitchell. The word "detective" brings to mind two names, one male and one female: Arthur Conan Doyle and Agatha Christie. It is difficult to imagine a more successful writer than Christie. The approximate circulation of her books is about 4 billion. The writer is in the top ten most published authors. In addition, Mrs. Christie's works are popular not only with readers, but also with theater goers: for example, The Mousetrap has been running in London continuously since 1952! About the creative process, Agatha said that she thought about all her novels while knitting with friends, and when she sat down at the desk, the book was already completely ready in her head.

### Charlotte Bronte

More work prospects available for women were the effects of female's awareness of the significance of economic independence. Therefore, independent heroines could be seen in Charlotte Bronte's literary work in Victorian age Jane in Jane Eyre, the tactful main female protagonist is the symbol of women independence. Jane will not surrender to her chase for knowledge and love in womanhood as could be seen from her determination in childhood. Jane is not contented with the feeling of captivity: "Then I longed for a power of vision which might overpass that limit; which might reach the busy world, towns, regions full of life I desired more of practical experience more of intercourse with my kind"(Bronte 1977:140). All Jane wants is freedom. According to Showalter, Jane's running away from Rochester is her self-preservation. She tells herself, "I care for myself. The more solitary, the more friendless, the more unstained I am, the more I will respect myself" (Bronte 1977:344). For her, action is continually the way to individuality. All a woman wanted was her place as a woman in the literary world. However, even though the Victorians led the way to give the liberation of women, they barely reject the domestic marriage in Bronte's fiction. Women were still affected by the belief that marriage is the last goal for women. Jane ends up by marrying after being independent and free for a time, and that she gives up the task of a tutor and enjoys

the moral satisfaction. Jane shows that Victorian married women in working-class were still lesser.

### **Virginia Woolf**

On the other hand, Virginia Woolf (1945) stated in *A Room of One's Own*, that women must be economically independent to develop their professions. She mainly points out the problems that woman as professional writers have met. She says “the imaginary heroine, the talented Shakespeare’s sister, is neglected and rejected by the society. If she has the room of her own, her creativity would be valued”. In, Woolf portrays Lily, a female painter, who enthusiastically wants to show her ability to Charles Tansey, who claims that women cannot paint and write. She symbolizes the women of independence and female’s wish of surpassing the gender boundary.

### **Conclusion**

The society in which women authors in the 19th century lived was in a constant flux. New towns were emerging, people moved from the country to the cities looking for new jobs; factories and networks of railways were building all around the country. The immense British Empire was expanding because of new colonies. Religion was questioned because of the new discoveries in science and Darwinian thesis. Education was in the men’s area but schools started to open for girls who previously had only access to books through circulating library or maybe library in their own homes. Although they were educated the job market for them was almost unexistent (unless they wanted to work in a factory). The only other options they had were either to be a governess or a writer. But the 19th century literary world was dominated by men. Before the Victorian period, woman’s roles in art were very different. She was either man’s muse, his inspiration, or she helped in his composing but only a few women dared to write. The first great literary works by Victorian women were Charlotte Bronte’s *Jane Eyre* and Emily Bronte’s *Wuthering Heights* in prose fiction, Barrett Browning’s *Sonnets from the Portuguese* and *Aurora Leigh* in verse. Upon the publication of their works, first era for women writers was born. Writing was considered unworthy of women, and only if she had a good reason for it (if she was the sole breadwinner in the family) it wasn’t frowned upon. They wrote about various topics, mostly in the form of a three decker novel and in different genres like the governess, detective, sentimental, religious, divorce, children’s literature, *New Woman* etc. The courage that took women novelists to write, to publish, to publicly admit the authorship of their works was something that today most of women cannot imagine. Though many of them today are judged according to the stance they took on the issue of womanhood, it would be unjust to put them only into categories of



radicals or conservatives. Their writing, their struggle, their courage, their opposition opened doors for new generations of women writers.

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## THE IMPACT OF THE EAST AND WEST IN SHAKESPEARE'S TRAGEDIES

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### ABSTRACT

The people and societies that lived in Europe, America, Africa and Australia had their own religions before adopting the Asian religions. However, they have either disappeared or become ineffective in the face of strong Asian confidence movements. It is important to remember the aforementioned history when thinking about the relation of the great artists in the West with the East, or the influence of Oriental science and literature. Cause until the West has strengthened its philosophical processes, mental theories, and scientific activities it has approached the East with specific needs and expectations. When comparative literature begins to explore the root of the problem the East or West narrows downward. From this point of view, the role of the Orient is also important in Shakespeare's creation, and we can observe many Oriental similarities.

**Keywords:** world literature, world dramaturgy, translations of Shakespeare's tragedies, Shakespeare's characters.

### Introduction

William Shakespeare, often regarded as the greatest playwright in the English language, left an indelible mark on Western literature and culture. His works, particularly his tragedies, have transcended time and continue to influence writers, artists, and thinkers across the globe. In this essay, we will delve into the profound impact of Shakespearean tragedies on Western literature and culture, exploring their themes, characters, and enduring relevance. William Shakespeare is a great figure of world literature, world dramaturgy. The legacy of William Shakespeare, a prominent figure in English literature and theatrical art, has fascinated nations throughout the fourteenth century. There is no language on earth that has not been translated into Shakespeare's works, nor is there any theater that has not been played. As the writer and playwright Ben Johnson predicted, "Shakespeare's legacy will remain relevant and important for both his time and his future". It is well known that since ancient

times it has been a common custom and a habit to divide the world between the East and the West in terms of belief, culture and beliefs. According to this distinction, the East creates trust, and the West creates a world of understanding. Indeed, the beliefs that dominate the hearts of people all over the world today were born first in the East and then spread across the world. Shakespeare is also famous in Uzbekistan, and his works are well-known and popular, deeply rooted in the hearts of readers and viewers. To be honest, it is hard to imagine the Uzbek drama and theatrical art without Shakespeare's legacy. The famous Hamlet tragedy of the literary pen was first translated into Uzbek in 1934 by our famous poet Chulpon. Among those who introduced Shakespeare to the world are his countrymen S. Johnson, S. Colridge, A. Bradley, John Dover Wilson, and many writers, poets and historians. Today's Shakespeare studies are continuing in the world languages and in many fields. In this work, Russian experts have made a great contribution to the study of Shakespeare's works not only in Russia but also in the former Soviet republics. In particular, A.A. Anikst, M.M. Morozov, F.M. Samarin, Yu. Levin and many others have made valuable research. The merits of Joseph and many other international experts in this regard are also remarkable. Famous writers Gafur Gulyam, Chulpon, Maqsud Sheikhzoda have played a great role in promoting Shakespeare's works in Uzbekistan. Later Shakespeare's works were translated by Asqad Mukhtor, Turob Tola, Jamal Kamal, Sadullah Ahmad and Yusuf Shomansur. In Shakespeare's tragedies, tragedy is not confined to the individual, whose content is a tragedy of life in general. Shakespeare's tragedies encompass various aspects of friendship and love between individuals, society, the state, international relations and life in general. The wealth of life experience of a playwright is astonishing, as we watch or read his plays on the stage, and the Renaissance England is fully embodied in our eyes. There is hardly a sphere that the playwright did not know and did not properly reflect in his works: it is no accident that he is a lawyer, a geographer, a philosopher and a naturalist. But the essence of Shakespeare's tragedies is not only the actual portrayal of the era. The playwright reveals how the most complex dialect of the human spirit and the tragedy of life affected him. His works are not passive figures, crushed by external factors, and even in the drama there is no mechanistic "environment". In Shakespeare's dramas, the only factor is man and his relationship to other people, nature, society and state. But the state and the strata have their own characteristics and power, they are described in a certain way, and even the forces of society and nature are portrayed as human beings. Therefore, Shakespeare humanism is not the basis of abstract understanding, but the core of his work. The great achievements of the great scholars and philosophers of the Renaissance, such as Monten, Bacon,

Bruno, and the science and philosophy of the time, of course, are all about Shakespeare's view of life. Shakespeare, as a representative of the Renaissance era, witnessed the failure of humanists on the one hand, and, on the other, his optimism and belief in the value of humanism. That is why his works contain both tragedy and bravery. Confidence in human power and the future was heroic and allowed to make philosophical and artistic generalizations that prevented tragedy, pessimism and never encountered in world literature. Shakespeare described the most difficult period in European history and created a new type of tragedy that has never been seen in English dramatics in terms of problem, style. The wide range of Shakespeare tragedies were that the causes that led to this genre were European, and that the transition from one social form to another, from one epoch to another, was the product of a period of high spiritual and cultural development. However, this rich culture could only be enjoyed by certain people. Due to the ignorance of the mainstream, the spiritual riches gained by the Renaissance, new ideas that were in harmony with the world view, reached the masses only through theater. That is why it was the greatest achievement of the Renaissance that was associated with the truly great folk art - theater. The elements of tragedy and tragedy existed in ancient myths, where Goodness died in a conflict with Evil. Only the ancient Greeks elevated the tragedy to a literary genre, showing the complex, frightening aspects of the tragedy and creating excellent examples of tragedy in the works of Eschyl, Sophocle, and Euripid. But in the Greek tragedy there is a certain religious influence, that is, they believe that the tragic mistake was made by man, not by his own choice, but by the presence of the gods, in his destiny (King Edip). However, Greek trades taught to recognize destiny, not passivity, and disobedience to destiny ("Prometheus"). In the Seneca tragedy, which flourished at the time of the collapse of the slave society in Rome, Greeks did not have the greatness of humanity, nor the great human problems, but only the tragedy of the destruction of great people, and the superficiality. Later, the European tragedy (the Italian tragedy and the English tragedy before Marlo) developed on the basis of the same Roman tragedy. Only in the Renaissance, when the spiritual dictatorship of the church was disintegrated, religion, the deity lost its power, and the high awareness of human attention was restored. Hegel said, "In order for a truly tragic event to occur, the principle of individual liberty and independence must be awakened, or at least that one should freely understand its own actions and its consequences." If the Greek tragedies were largely associated with society, the Renaissance and the Shakespeare tragedy were largely related to the individual, the individual character, but not his physical suffer, even death was not considered a tragic fact.

Shakespeare, the unparalleled literary genius of the English Renaissance, crafted timeless tragedies that continue to captivate audiences across the globe. Amidst the intricate tapestry of his works lies a subtle yet profound interplay between the Eastern and Western worlds. In this article, we delve into the impact of these contrasting cultural spheres on Shakespeare's tragedies, exploring how the meeting of East and West within his narratives enriches the thematic depth and complexity of his plays.

Shakespeare's keen awareness of the world beyond his own shores is evident in his writings, where glimpses of exotic lands, foreign customs, and diverse beliefs color the backdrop of his stories. Whether it be the mystical allure of the Orient in "Othello" or the clash of civilizations in "Antony and Cleopatra," Shakespeare masterfully weaves Eastern and Western elements together to create narratives that resonate with universal truths while celebrating the unique characteristics of each cultural sphere.

Through an analysis of select tragedies such as "Hamlet," "Macbeth," and "The Merchant of Venice," we shall unravel the layers of influence exerted by the East and West on Shakespeare's characters, plots, and overarching themes. By examining how notions of honor, power, love, and fate are interpreted through the lens of cultural difference, we aim to shed light on the intricate dynamics at play in Shakespeare's theatrical world.

### **Literature review**

The exploration of the East and West in Shakespearean studies has been an intriguing and evolving field of research, shedding light on the intricate ways in which cultural influences shape the narratives and characters within the Bard's tragedies. Scholars have delved into various aspects of this topic, offering diverse perspectives on the impact of the East and West on Shakespeare's works.

One significant area of focus in the literature has been the examination of Orientalism in Shakespeare's plays. Edward Said's seminal work "Orientalism" has been a touchstone for numerous scholars exploring how Shakespeare constructs and portrays Eastern cultures and characters. Through close readings of texts such as "Othello" and "The Tempest," researchers have dissected the dynamics of power, race, and identity in Shakespeare's depiction of the East, unearthing complex layers of representation and misrepresentation.

Furthermore, the concept of cultural exchange and hybridity has emerged as a prominent theme in the study of Shakespeare's engagement with Eastern and Western cultures. Scholars like Rebecca Bushnell and Margreta de Grazia have highlighted how Shakespeare's tragedies reflect a fluid negotiation between different cultural

paradigms, leading to new forms of identity and meaning. By analyzing the intersections of East and West within the plays, researchers have underscored Shakespeare's awareness of the interconnectedness of global cultures and the transformative effects of cross-cultural encounters.

Moreover, considerations of religious motifs and philosophical ideas from the East have also enriched the scholarly discourse on Shakespeare's tragedies. Studies by Stephen Greenblatt and Jonathan Gil Harris have drawn attention to the influence of Eastern philosophies such as Buddhism and Hinduism on Shakespearean themes of fate, justice, and spirituality. These investigations have illuminated the ways in which Shakespeare assimilates Eastern thought into his dramatic universe, broadening the intellectual landscape of his works and inviting audiences to contemplate universal questions through diverse cultural lenses.

In synthesizing these diverse perspectives and findings, this article seeks to contribute to the ongoing dialogue surrounding the impact of the East and West in Shakespeare's tragedies, offering a nuanced understanding of the complex interplay of cultures that animates the enduring brilliance of Shakespeare's literary legacy.

### **Conclusion**

In conclusion, the examination of the East and West within Shakespeare's tragedies unveils a rich tapestry of cultural exchange, conflict, and synthesis that adds depth and resonance to his timeless works. Through a careful analysis of the influence of Eastern and Western traditions on Shakespearean narratives, characters, and themes, we have witnessed the emergence of a complex intercultural dialogue that transcends temporal and geographical boundaries.

Shakespeare's nuanced portrayal of the East and West underscores his profound humanism and universal vision, inviting audiences to contemplate the similarities and differences between diverse cultural perspectives. By incorporating elements of exoticism, alterity, and hybridity into his tragedies, Shakespeare challenges conventional notions of identity and challenges us to confront the complexities of intercultural relations with empathy and understanding.

As we navigate the intricacies of honor, power, love, and fate within the East-West dynamic of Shakespeare's plays, we are reminded of the enduring relevance of cultural diversity and exchange in shaping our collective imagination. The tensions and harmonies between Eastern and Western influences in Shakespeare's tragedies mirror the complexities of our globalized world today, urging us to embrace the richness of cultural diversity while fostering dialogue and mutual respect across cultural boundaries.



In a world increasingly characterized by cultural interconnectedness and interdependence, Shakespeare's exploration of the East and West serves as a poignant reminder of the transformative power of cross-cultural encounters and the boundless possibilities that arise from embracing diversity. By delving into the cultural nuances of Shakespearean tragedies, we are reminded of the timeless wisdom embedded in his works, which continue to resonate with audiences worldwide and inspire us to embrace the complexity and beauty of our shared humanity.

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## O‘QUVCHILARDA MATN TAHLIL QILISH KOMPETENSIYASINI RIVOJLANTIRISH USULLARI

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### ANNOTATSIYA

Ushbu tezisda maktab ona tili darsliklarida berilgan matnlarning tahlili jarayonida o‘quvchilarning shaxsiy layoqatlarini oshirishga qaratilgan asosiy vositalar hamda metodlar 6-sinf darsligi misolida ko‘rib chiqiladi

**Kalit so‘zlar:** matn, kompetensiya, lug‘at, til birliklari, metod

### ABSTRACT

In this thesis, in the course of the analysis of the texts given in the school’s native language textbooks, the main tools and methods aimed at improving the personal abilities of students are considered on the example of the 6<sup>th</sup> grade textbook.

**Keywords:** text, competence, vocabulary, language units, method

Bugungi shiddat bilan rivojlanib borayotgan davrda yosh avlodning jahon standartlariga muvofiq ta’lim olishi, shaxsiy dunyoqarashi hamda kasb tanloviga ega bo‘lishi har kungidan dolzarb ahamiyat kasb etmoqda. Shu o‘rinda, O‘zbekiston Respublikasi Prezidenti Sh. M. Mirziyoyevning maktab o‘quvchilarining bilimi va ko‘nikmalarini shakllantirish ularni milliy hamda umuminsoniy qadriyatga sodiqlik ruhida tarbiyalash, o‘qituvchi kasbi nufuzi va pedagoglarning sifat tarkibini oshirish, darsliklar va o‘quv metodik majmualarini zamon talablari asosida takomillashtirish, maktab ta’limi muassasalarining xalqaro standartlarga javob beradigan modellarini barpo etish maqsadida, 2023-yil 26-maydagi PF-79 sonli “2022-2026-yillarda maktab ta’limini rivojlantirish milliy dasturi” ning qabul qilinganligini alohida ta’kidlash joiz. Maktab ta’limida o‘quvchilarning kreativ fikrlar egasi bo‘lishlari uchun ona tili fanining o‘rni beqiyos ahamiyatga ega.

O‘quvchilarda matn tahlil qilish kompetensiyasini rivojlantirish yo‘li bilan ularning shaxsiy dunyoqarashlarining shakllanishi hamda teran fikrlashlariga erishish mumkin. O‘zME ning birinchi jildida “kompetensiya” so‘ziga quyidagicha ta’rif beriladi:

1) Muayyan davlat organi (mahalliy o‘zini o‘zi boshqarish organi) yoki mansabdor shaxsning qonun, ustav yoki boshqa hujjat bilan belgilangan vakolatlari, huquq va burchlari doirasi; 2) u yoki bu sohadagi bilimlar tajriba”.

“Pedagogik kompetentlik” tushunchasi esa “pedagogning ma’lumoti, ko‘nikmasi, qobiliyati va tajribasini o‘z ichiga oladi”. [G.Tojiboyeva, D. Pulatova] Bir so‘z bilan aytganda kompetensiya o‘quvchilarning u yoki bu faoliyatga, ta’lim olishga bo‘lgan layoqati hisoblanadi.

6-sinf ona tili darsligida yangi mavzuni yoritishda xilma-xil matn turlaridan foydalanilgan bo‘lib, ularning mazmunini ochib berish, o‘quvchilarda matn haqida to‘la tasavvur hosil qilish quyidagi vositalar yordamida amalga oshirilishi maqsadga muvofiq:

- matnning, avvalo, turini aniqlash (ilmiy, badiiy...);
- matndagi notanish so‘zlarni izohlashda lug‘atlarga murojaat qilish;
- matndagi alohida til birliklarining ajratib olinishi;
- tahlil jarayonida zarur o‘rinlarda tilning adabiyot bilan integratsiyasini ta’minlash;
- hayotiylik tamoyillariga asoslanish;
- matn mazmunidan kelib chiqqan holda interfaol metodlarni amaliyotga joriy qilish.

Misol tariqasida darslikda berilgan “Iqlim o‘zgarishining oqibatlarini” matnidagi “ixtilof”, “ommaviy ko‘chish”, “migratsiya”, “dinamik jadval”, “ilmiy model”, “etnik guruhlar”, “global isish” kabi o‘quvchilar uchun notanish bo‘lgan bir qancha so‘z va so‘z birikmalarini keltirish mumkin. Ularning ma’nosiga lug‘atlar orqali izoh topilsa, matnning tez va oson tushunilishiga erishish mumkin. Yoki ushbu darslikdagi “Teleboshlovchi kim?” matnidagi yaxlit til birliklari saralab olinib, ularning matnda qanday lisoniy va badiiy maqsad uchun ishlatilgani o‘rganilsa, bu narsa tahlil jarayoniga qulaylik olib keladi. Matndagi “televizor odamlarning uylariga kirib kela boshlagandi”, “qayerda qanday gapirish kerakligi haqida bosh qotiradi”, “kutilmagan vaziyatlarda ham o‘zlarini yo‘qotib qo‘ymaydi” kabi jumlar sinfdagi o‘quvchilar bilan muhokama qilinib, ulardagi iboralar va ko‘makchi fe’lli so‘z qo‘shilmalarining qanday maqsadda qo‘llanilganligiga e’tibor qaratish lozim.

Shu bilan birga, o‘quvchilarda matnning umumiy mazmunini anglash, zarur xulosalar chiqara olish ko‘nikmalarini rivojlantirish uchun interfaol metodlarga tayanish yaxshi samara beradi. “Akademik munozara”, “Qorbo‘ron”, “Galereyani aylanish”, “Sistemali javob” kabi metodlar shular jumlasidandir. “Sistemali javob” metodi orqali muhokamaga qo‘yilgan matn yuzasidan o‘qituvchi bergan savollarga o‘quvchilar sistemaviy ravishda javob beradilar. Javobi ochiq qolgan yoki berilgan noto‘g‘ri javoblar muhokama so‘ngida o‘qituvchi tomonidan to‘ldiriladi. Chunki tahlil jarayonida o‘qituvchi ma’lumot beruvchi emas, yo‘naltiruvchi, fikrlashga

undovchi shaxs sifatida namoyon bo‘lmog‘i kerak. Metod o‘quvchilarning ham individual, ham jamoaviy ishlash kompetensiyasini rivojlantiradi.

Xulosa qilib aytganda, har qanday matnni tahlilga tortish jarayonida sinfdagi har bir o‘quvchining dunyoqarashi, fikrlash tarzi hamda bilim saviyasini hisobga olish zarur. Shundagina ko‘zlangan natijaga erishish mumkin.

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## BIR TILLI VA KO'P TILLI TARJIMA LUG'ATLARI

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### ANNOTATSIYA

Lug'atlar til o'rganishda muhim vosita bo'lib xizmat qiladi, leksikografiya esa lug'atva uning turlarini o'rganuvchi tilshunoslik bo'limi. Ushbu maqolada lug'atlarning kelib chiqishi, tarixi va ularning turlari muhokama qilinadi. Bundan tashqari olimlarning lug'atshunoslik sohasida yaratilgan dastlabki lug'atlari haqida batafsil ma'lumot beriladi.

**Tayanch tushunchalar:** Leksikografiya, lug'at, ziyon, zarar

Leksikografiya -so'zi grek tilidan olingan bo'lib so'zni izohlash, ifodalash ma'nolarini anglatadi. Leksikografiya-amaliy lug'atchilik, lug'atlar tuzish kabi ko'plab vazifalarni bajaradi. Bir tilga oid lug'aviy birikmalarni boshqa tilga tarjima qilib beruvchi lug'atlar o'zbek leksikografiyasida XIX asrgacha arab-o'zbek, fors-tojik, rus-o'zbek, ya'ni ikki tilga asoslanib yaratilgan. V.M. Nalivkinning 1884-1912-yillar mobaynida bir necha marta nashir etilgan "Russko-sartovskiy I sartovsko russkiy slovar" (Ruscha sartch, sartcha Ruscha lug'at)i, Ashurali Zohiriy tomonidan 1927-yilda tuzilib, nashir ettirilgan 2 jildli "Ruscha-o'zbekcha mukammal lug'at"i O'zbekistonda yaratilgan ikki tilli lug'at uchun asos bo'ldi. Fanlar Komiteti huzurida Terminologiya qo'mitasi tashkil etildi va shu qo'mita boshchiligida turli fanlar bo'yicha qator lug'atlar yaratildi.: «Ruscha-o'zbekcha matematika terminlari so'zligi», 1933 (T.N. Qori-Niyoziy), «Ruscha-o'zbekcha paxtachilik terminlari so'zligi», 1933 (N. Sayfulmulukov), «Ruscha-o'zbekcha ma'muriy-huquqiy so'zlik», 1933 (N. Sarimsoqov), «Paxtachilikka doir qisqacha izohli lug'at», 1934 (S. Ibrohimov), «Ruscha-o'zbekcha qishloq xo'jalik terminlari lug'ati», 1936 (N. Sayfulmulukov), «Ruscha-o'zbekcha botanika terminlari lug'ati», 1936, 1939 (N. Sayfulmulukov), «Zoologiya terminlarining qisqacha izohli lug'ati», 1938 (T. Zohidov), «Qisqacha ruscha-o'zbekcha geografiya terminlari lug'ati» va boshqalar shular jumlasidandir. Hozirgi kunda ingliz, nemis, fransuz, koreys va yapon tillarida qo'llanilish ehtiyojlariga qarab tarjima lug'atlari yaratilmoqda.

Lugʻat boyligi bu millatning goʻzal va nafis qirralarini ochib beruvchi vosita hisoblanadi. Baʼzi bir maʼnolari gavharga teng serjilo soʻzlar muomiladan chiqqan boʻlsada adabiyotimizda havof .kabi qoʻllanilishi haliham kuzatiladi. Shunday soʻzlar borki ularning maʼnolarini taqqoslash birmuncha muammo tugʻdiradi. Masalan; ziyon va zarar soʻzlarini olsak. Ziyon-Shahar koʻchalarida tutun burqustib yurgan mashinaning ziyoni baʼzan u keltirgan foydadan ham koʻpdir. (gazetadan). Sen churvaqalarning qoʻlingdan kelgani shu-da! Ishga ziyon yetkazishdan boʻlakni bilmaysanlar. (H.Nazir soʻnmas chaqmoqlar).

Zarar-shikast, buzulish, ziyon-zaxmat. Oʻzingizga maʼlum, savdo ahli zararni yoqtirmaydigan, foyda talab xalq (K.Yashin. Hamza). Bizdan Mirzakarimboy hech ham zarar koʻrgani yoʻq. Paxta yildan-yilga moʻl boʻlib, foydasi ham oshib turibdi (Oybek Tanlangan asarlar). Sifatlar koʻpincha “Zarar” soʻzi uchun ishlatiladi: jismoniy, ekologik, hissiy va boshqalar. Feʼl maʼnosida birovga zarar yetkazish, xafa qilmoq, biror narsaga zarar yetkazish maʼnolarida ishlatiladi. Izoxli lugʻatta bu ikki soʻz bir qatorda sinonim sifatida qoʻllanadi. Mening fikrimcha Zarar ziyon soʻzining ortirma darajasi . Talaba darsga kelmasa oʻqituvchi talabaga NB qoʻyadi va bu NB lar soni koʻpayib ketsa talabaga Zarar keltiradi. Oʻquvchilar darsga krlmasa ularning bilim darajasi past boʻladi agarda ularning bilim darajasi tekshirilganda bilim darajasi boshqa sinf oʻquvchilariga nisbatdan ancha past chiqsa bu oʻqituvchining obroʻsiga ziyon yetkazadi.

Xulosa qilib shuni aytish joizki, shoʻrolar davrida tuzilgan tarjima lugatlarining asosiy qismi rus tilida boʻlganining sababi oʻsha davrda ishlash, yaxshi maosh topish uchun til oʻrganish kerakligi boʻlgan . Rus tili hozirgacha mahalliy tillar hisobiga kiradi. Ish hujjatlarida ruscha terminlar koʻp uchraydi. Shu sababli rus tilini oʻrganish oʻzimiz uchun foydali boʻladi.

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## LANGSTON HUGES AND HIS POETRY

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### ABSTRACT

Langston Hughes, a key figure in the Harlem Renaissance, is renowned for his powerful poetry that delves into themes of racial identity, social injustice, and the African American experience. His works are characterized by their lyrical quality and vivid imagery, often drawing on the rhythms of jazz and blues. Through his writing, Hughes sought to give voice to the voiceless and challenge conventional societal norms. This abstract will delve into Hughes' life, his poetic style, and the enduring impact of his poetry on literature and society.

**Keywords:** poetry, "Montage of a Dream Deferred", Jazz, American literature, employes.

### Introduction

Langston Hughes, an influential figure in American literature and a central figure in the Harlem Renaissance, is celebrated for his profound poetry that captures the essence of the African American experience. Through his poignant verses, Hughes delved into themes of identity, culture, social justice, and the human condition, leaving a lasting impact on readers worldwide. This introduction aims to explore Hughes' life, legacy, and the enduring relevance of his poetry in shedding light on the struggles and triumphs of marginalized communities.

Langston Hughes, a prominent figure in the Harlem Renaissance movement, is known for his impactful poetry that explores themes of racial identity, love, injustice, and the African American experience. His works often incorporate elements of jazz and blues, reflecting the cultural milieu of the 1920s and 1930s.

### The main part

James Mercer Langston Hughes was born in Joplin, Missouri, on February 1, 1901. Research in 2018 revealed that his birth year was actually 1901, not 1902 as previously believed. His parents, James Nathaniel Hughes and Carrie Langston Hughes, separated when he was young, with his father relocating to Mexico. Growing up, he was primarily raised by his grandmother, Mary Sampson Patterson Leary Langston, until the age of thirteen. Following this, he moved to Lincoln, Illinois, to live with his mother and stepfather, before the family eventually settled in Cleveland. It was during his time in Lincoln that Hughes first discovered his passion for writing poetry.

After completing high school, Langston Hughes spent a year in Mexico and then attended Columbia University for a year. During this period, he held various jobs such as assistant cook, launderer, and busboy. Additionally, he traveled to Africa and Europe, working as a seaman. In November 1924, he relocated to Washington, D.C. Hughes' initial poetry collection, "The Weary Blues," was published by Alfred A. Knopf in 1926, featuring an introduction by Carl Van Vechten, a prominent supporter of the Harlem Renaissance. Reception



to the book was mixed, with some celebrating Hughes as a fresh poetic voice, while others were less enthusiastic. He later finished his studies at Lincoln University in Pennsylvania and in 1930, his novel "Not Without Laughter" received the Harmon gold medal for literature. Hughes, drawing inspiration from Paul Laurence Dunbar, Carl Sandburg, and Walt Whitman, is widely recognized for his insightful depictions of African American life in the United States spanning from the 1920s to the 1960s. His literary repertoire encompasses novels, short stories, plays, and poetry, with a notable emphasis on jazz and its influence on his writing evident in works like "Montage of a Dream Deferred" (Holt, 1951). A key figure in the Harlem Renaissance, Hughes played a significant role in shaping the cultural landscape of the 1920s through his artistic endeavors. In contrast to his contemporaries like Claude McKay, Jean Toomer, and Countee Cullen, Hughes intentionally blurred the lines between his personal narrative and the collective experience of Black Americans. His mission was to authentically portray his community's stories, rooted in their genuine culture, encompassing their joys, struggles, and linguistic expressions.

Langston Hughes maintained a close connection to jazz throughout his life. He immersed himself in jazz music, frequented nightclubs to listen to performances, collaborated with influential musicians ranging from Monk to Mingus, often combined his readings with jazz accompaniments, and even authored a children's book titled "The First Book of Jazz." For Hughes, jazz was more than just a musical genre; it was a lifestyle. His relationship with jazz went beyond mere fandom, as he viewed jazz and blues as distinct African-American art forms that celebrated black heritage and creativity. Hughes, a vocal advocate for racial awareness, believed that jazz and the blues rejected the notion of assimilation and instead embraced the uniqueness of black culture. Rather than shying away from hardships, these art forms transformed the everyday struggles of African Americans into expressions of artistry. In his 1926 work "The Negro Artist and the Racial Mountain," Hughes articulated his perspective on the importance of embracing one's cultural roots and artistic identity. Langston Hughes's profound love for music, particularly jazz, inspired him to pioneer the fusion genre of jazz poetry. Much like his views on jazz music, Hughes believed that jazz poetry had the potential to be a distinctly African-American literary form, standing out amidst the predominantly white poetic tradition. When depicting jazz in his poetry, Hughes artfully integrated syncopated rhythms, slang expressions, and unconventional phrasing to mirror the improvisational spirit of jazz music. In certain poems, his verses resonate like the lyrics of a blues composition, capturing the essence of the musical genre. Through these poetic techniques, Hughes succeeded in encapsulating the essence of jazz within his written work. An excerpt from his 1925 poem "The Weary Blues," where he vividly describes a jazz performance on Lenox Avenue, exemplifies Hughes's masterful fusion of music and poetry. This seamless integration of jazz elements into his verse showcases Hughes's innovative approach to jazz poetry, emphasizing its role as a medium for expressing the African-American experience and cultural identity.

Langston Hughes's Poetry in "The Dream Keeper and Other Poems" As early as 1932, Langston Hughes showcased his profound connection to his people through his collection "The Dream Keeper and Other Poems." In these poems, Hughes addressed the

hopes, dreams, aspirations, life, and love of the African American community. His message was universal, resonating with the expectations and experiences of Black people during that time. Unlike his later works, such as "Montage of a Dream Deferred," the poems in "The Dream Keeper" exuded optimism and hope rather than bitterness and disillusionment. Hughes's verses painted a picture of a brighter future for African Americans, capturing a sense of resilience and determination. An example of this optimistic outlook can be seen in his poem "I, Too," which embodies a spirit of empowerment and aspiration within the African American community. Through "The Dream Keeper and Other Poems," Langston Hughes celebrated the strength and vitality of his people, offering a vision of hope and possibility that continues to inspire readers. In Langston Hughes's poem "Deferred," which precedes "Good Morning" in the collection, the theme of deferred dreams serves as a cautionary tale leading to an inevitable conclusion. Through the use of italics, Hughes delves into the dreams of various individuals, capturing the changes in their voices and the musicality of their expressions. The poem takes on a dialogue-like structure, with questions and comparisons enhancing the oral quality of the verses. The italicized text signifies what the characters wish to possess, while the regular text conveys their aspirations and identity. The dreams depicted in the poem revolve around cultural access, employment, and material acquisition, embodying a desire for a piece of the American Dream. These dreams are stripped down to material desires and consumption, reflecting common aspirations such as owning a white enamel stove, buying furniture, or acquiring a television set. "Deferred" emphasizes how dreams can revolve around commonplace desires and the persona's eagerness to realize their portion of the dream. By giving voice to ordinary individuals with modest dreams, Hughes underscores his interest in representing the experiences of everyday Black people. This poem sheds light on the aspirations and impatience of individuals striving for a slice of the dream, offering insight into the complexities of hope, desire, and identity within the African American community.

In conclusion, Langston Hughes and his poetry beautifully encapsulates the enduring legacy and profound impact of his work. Langston Hughes's ability to articulate the experiences and aspirations of the African American community through his poetry remains a cornerstone of his literary contribution. His fusion of jazz and blues elements not only showcases his innovative approach but also highlights the rich cultural tapestry he sought to portray. Overall, Langston Hughes's body of work continues to inspire reflection, empathy, and a deeper appreciation of the diverse human experience. His commitment to truth, justice, and the celebration of the human spirit solidifies his position as a timeless and influential literary figure in American history.

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## ENGLISH ROMANTICISM AND IT'S DEVELOPMENT

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### ABSTRACT

This article is designed to provide general information about the Romantic era as a whole. It includes the beginning of the Romantic era, how it unfolded, and the poets who helped shape and define this period, as depicted in this article. Key figures such as William Wordsworth, Samuel Taylor Coleridge, and Lord Byron played pivotal roles in shaping English Romanticism through their works, which often explored themes of beauty, imagination, and the divine in nature. The movement's development was influenced by societal changes, advancements in technology, and a desire to break free from traditional poetic norms.

**Keywords:** William Wordsworth, Samuel Coloridge, Romantiv era, Romantic Period, Robert Burns, Coloridge, English Romanticism

### Introduction

English Romanticism stands as a pivotal movement in literary and artistic history, representing a profound shift in cultural sensibilities during the late 18th and early 19th centuries. Characterized by an emphasis on emotion, imagination, and individualism, Romanticism challenged the rationality and order of the Enlightenment era. This period witnessed an exploration of nature, a fascination with the supernatural, and a celebration of the individual's inner world and subjective experience. The development of English Romanticism was influenced by various factors, including political and social upheavals, technological advancements, and a changing cultural landscape. Poets such as William Wordsworth, Samuel Taylor Coleridge, and Lord Byron, among others, played a significant role in shaping the movement through their poetry, which often reflected themes of nature, beauty, and the sublime .As English Romanticism evolved, it diversified into different artistic forms, including not only poetry but also prose, drama, and visual arts. The movement's impact extended beyond literature, influencing music, painting, and philosophy, creating a rich tapestry of creative expression that continues to resonate in modern culture. In this exploration of English Romanticism and its development, we delve into the ideals, themes, and key figures that defined this transformative period in history, unveiling the lasting legacy of a movement that continues to inspire and captivate audiences worldwide.

### The main part

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 coronation in 1837 marked its conclusion. Romanticism arrived in other parts of the English-speaking world later; in the United States, 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. "Romanticism can be viewed as a response to the Industrial Revolution, pushing back against both the aristocratic norms from the Age of Enlightenment and the scientific reduction of nature. The political ideology of many Romantic figures during this period was significantly shaped by the ideals of the French Revolution."

Romantic Period. Advocating spiritual and political liberation, Blake frequently entwined these themes in his compositions. While some of his poetic ventures predate the formal designation of the era, Blake is acknowledged as a trailblazer of the movement. Noteworthy among his creations are "Songs of Innocence" (1789) and "Songs of Experience" (1794), seminal collections that idealize childhood. In these poems, Blake juxtaposes the purity and creativity of youth against the grim realities of adulthood, particularly amidst the urban environs of London. Furthermore, his intricate illustrations accompany each poem, adding a visual element to his poetic works. In the initial phase of Romanticism, Robert Burns is hailed as a forerunner of the movement, despite his passing in 1796 predating the commonly recognized commencement of Romanticism.

"The unique characteristics and outlook of English Romanticism were not only influenced by their distinct qualities in response to the contemporary Enlightenment but also by their engagement with philosophical and aesthetic ideals. Romantics critiqued the optimistic Enlightenment beliefs in societal progress governed by rational laws. They reevaluated the human nature concept with a focus on emotion over rationality, imagination over reason, internal contradictions, perpetual longing, spiritual unrest, pursuit of the ideal, and a sense of alienation, recognizing the complexities of these human aspects. The literary works of English Romantics depict life through fantastical, utopian, allegorical, and symbolic lenses, emphasizing the dramatic reinterpretation of national traditions and lyrical themes. Additionally, their educational aspirations are noteworthy, reflecting influential figures such as Byron, Scott, and Hazlitt."

Exploring the genre framework of Romanticism primarily involves various poetic forms such as lyrical poems, lyrical-epic and satirical pieces, philosophical works, poetic novels, and more. Within the realm of 19th-century realism, Sir Walter Scott notably contributed to the development of the novel genre. The emergence of Critical Realism in English literature in the 1830s and 1840s marked a significant literary trend, reaching its peak during the Chartist movement of the late 1840s. Critical Realism evolved by building upon the cultural achievements of earlier periods, assimilating elements from Romanticism while introducing new aesthetics that offered unique perspectives on depicting individuals and society. This literary movement focused on portraying characters intricately connected to their specific historical contexts, emphasizing their integration within the social fabric. Critical realists utilized historiography to illuminate societal laws and reveal the factors influencing individual destinies. Authors like Dickens, Thackeray, Bronte, and Gaskell skillfully integrated characters into the social structure of modern England, reflecting the evolving relationship between individuals and society in English art during the 19th century.

### **Conclusion**

In conclude ,during the latter half of the 19th century, Realism emerged as a direct response to Romanticism, presenting itself as a contrasting viewpoint. This period marked a decline in the prominence of Romanticism, as it faced challenges from emerging cultural, social, and political movements that criticized the perceived fantasies and concerns of Romantic ideals. Despite the waning influence of Romanticism, its impact on Western civilization remains significant. Artists and thinkers continued to draw inspiration from Romanticism well past its peak, with many creating notable works under the labels of "Romantic", "neo-Romantic", and "post-Romantic", thus ensuring the enduring legacy of Romanticism even beyond the era itself. The development of English Romanticism was influenced by various social, political, and technological changes of the time, as well as a growing dissatisfaction with the constraints of traditional poetic forms. The publication of "Lyrical Ballads" by Wordsworth and Coleridge in the 1790s marked the beginning of English Romantic literature, introducing a new style of poetry that emphasized everyday language and themes relevant to ordinary people.

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## TEACHING ENGLISH THROUGH MASS MEDIA

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### ABSTRACT

This article aims at anatomize the significance of using Mass Media in the classroom and also finding the process how to use Printed and Audio-visual Media. It is the consequences of an extensively study, surveys and questionnaires thus trying to make the ideas in this article more dependable. It depends not only on the literature periodical conversely also on long distinctive expertise. It is a flying explanation of some actionable examples and some tips for newcomer teachers. Furthermore, this article tends to attend to some of the key problems of using media in the classroom.

**Keywords:** teaching English, multimedia in education, mass-media in education

### Introduction

It has always been difficult to use different media in the classroom, and it can be difficult to figure out how to use these media effectively. Different media via various technologies should be available for usage in classrooms by both educators and students. Teachers and students might find innovative and useful ideas from the media. They let teachers cater to the different interests and demands of their students. Through activities that include newspapers, magazines, radio, TV, movies, books, the Internet, and other media, they also provide pupils a lot of practice speaking and listening in several languages.

### Results and discussion

The media of today has a huge influence. We seldom ever manage without them since they have grown to be so crucial. We might listen to music on the radio when we wake up every morning or we might listen to a cassette while getting ready or taking a shower. To check the news or the mail, someone can dash to the computer or laptop. While traveling to work or school, we might pick up a newspaper and peruse the headlines. We might visit the school library and Review numerous books and magazines in preparation for our research project. We might watch television at home for a while, and so on. Every one of these encounters introduces us to a channel or medium of exchange of ideas.



The media will spread farther and wider in the years to come. Comprehending them and their impact will be essential for prudent utilization. Therefore, as previously stated, everyone is impacted by the mass media every day in one way or another. When you watch a movie on TV, listen to the radio in your drive, or study a textbook for school, etc. All of these media choices have enormous cumulative influence on society, sometimes we are not conscious of. The majority of considerate people concur that, notwithstanding criticism, the media performs a superior work in informing the public and covering news.

Through exercises utilizing newspapers, magazines, radio, TV, movies, books, the Internet, and other media, students can practice their language skills in reading, writing, speaking, and listening. They also provide a ton of activities for the pupils to do both inside and outside the classroom. Encouraging pupils to read widely by providing them with the assurance and means to carry on with their. Above all, reading outside of the classroom increases motivation. The media informs us about what is going on in the world, they broaden and enhance our comprehension.

Information is readily available these days and comes from a variety of sources. However, we should try to figure out how to make the most of this information, including how to find topics that interest us, how to learn about particular issues, how to become aware of opportunities and problems, how to become aware of opportunities and resources, etc. It is therefore simple to obtain this information, but harder to decide which to use and even harder to implement in the classroom.

Some strategies for pre-activity and while-activity preparation that can be combined with one another are as follows:

- Give the students the materials ahead of time and ask them to search for vocabulary at home.
- Explain any important vocabulary in the materials. Summarize the newspaper item. Invite the students to share any knowledge they may have about it.
- Present the headline and any accompanying photos. Write important vocabulary on the board before reading.
- Have the students guess the plot.
- Encourage your students to focus on the overall meaning of a book rather than trying to understand every word.
- Permit your students to utilize dictionaries during the activity.
- Encourage your students to apply their own prior knowledge to their reading.

## **Conclusion**

We may improve and, when needed, advance students' comprehension in the classroom by utilizing a variety of media. Using audio and video with student instructors is also essential for providing training and feedback, for Reflective Teaching, for analyzing and synthesizing, for monitoring students' development over time, for modifying specific options, for testing, for peer coaching, and for other purposes. In addition to helping students improve accuracy and fluency, media can assist with a wide range of issues, including: motivation, clarity, recycling, drafting, revising, editing, variety, mixed-ability classes, updating information in textbooks, and bringing life and color to classroom procedures and methods. There are many problems that the media either cannot or should not tackle.

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## A STUDY OF BENEFITS AND IMPORTANCE IN ENGLISH LITERATURE FOR LEARN ENGLISH LANGUAGE

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### ABSTRACT

Studying English language and literature appears to raise many concerns about the value and advantages of doing so. Why is it necessary for students studying English literature to also be studying English language? The question at the heart of studying the subject is still the same. What do these relationships entail? How, what, and why are we meant to know that?

**Keywords:** English language, English literature

### Introduction

As is well known, English Studies can include English literature, English linguistics, and English teaching. These three courses are the natural progression of learning how to comprehend and use the English language, especially for individuals who want to increase the breadth and depth of their English language proficiency. Thus, for the purpose of studying English literature, for example, a satisfactory level of English proficiency is needed. A person's English sense, understanding, and critical awareness of English literature are all more sensitive the more proficient their English is. Furthermore, this essay makes the case that English literature and the English language are in reality interdependent, with one depending on the other.

### Results and discussion

Language can be defined in a variety of ways—it might be rich, broad, or straightforward. "A set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements" is what Chomsky defines as language (1957, p. 13). According to the Merriam Webster definition, language is a system of accepted spoken or written symbols that members of a same society use to communicate with one another. In contrast, the Oxford Dictionary defines language as "the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way." Language therefore both reflects and influences a culture's way of thinking. The essence of language is the same whether it is defined by Chomsky or by a more modern definition.

Literature and language are two closely related fields that are essential to one another. For example, mastering English and studying English literature are prerequisites for learning English literature. This is due to the fact that learning English literature is difficult without the use of the English language as a tool. When one knows so little about something

like sentence construction and the lexical and connotation meanings of a sentence, one cannot comprehend an English literary work. Consequently, studying English literature requires having a strong grasp of the language. An individual can only attempt an English literature study at a specific degree of proficiency.

Moreover, literature is the subject of study for English literature studies. According to Brumfit (2001), literature itself teaches a variety of lessons about knowledge, attitudes, abilities, and responses. The English literary heritage, genre, western culture, regional context, and in-depth text analysis are all examples of what is meant by the term "English literature." English literary attitudes should also encompass tolerance, respect, and awareness of cultural, imaginative, and intellectual diversity. Additionally, one of the abilities required to study English literature is literary criticism, which results from critical analysis and imaginative interpretation. Literary criticism appears to be a "correction" or "positive-negative appreciation" on the one hand. Literary criticism, on the other hand, actually advances and enriches the field of literature. It demonstrates how a literary work can take on a much richer and more extended significance through the perspectives and responses of others, helping us to discover knowledge for ourselves.

### **Conclusion**

There could be three main reasons why the knowledge of "know why," "know-what," and "know how" should be balanced. First of all, studying English literature is a component of learning as a whole. It needs a system because it's a construct. In this instance, the system functions as the relationship and correlation between every component. As a result, the "know why what-how" is expanded upon in order to develop a scientific reasoning through practice, discussion, and observation. It is important to provide students additional opportunities to analyze and discuss a literary work through essays or short pieces.

Second, the syllabus should be created to encourage students to learn new information because studying English literature also aims to foster the development of positive ideals found in literary works in order to foster critical thinking. The discussion materials should be organized to best serve the study's objectives.

Thirdly, strategies, tactics, and procedures are developed to fit the subject matter and help students grasp the material in order to meet the study objective.

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## THE PROBLEMS OF CHILDHOOD AND EDUCATION IN CHARLES DICKENS' LITERARY MASTERPIECES

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### ABSTRACT

This article discusses Charles Dickens, a famous writer known for his deep understanding of society. He wrote stories set during the Industrial Revolution and in busy London. Dickens created complex characters that represented society. His stories talked about right and wrong, making up for mistakes, and the unfair differences between social classes. Using real-life details and emotional storytelling, Dickens questioned how society worked and showed the tough lives of the poor. This article looks at how Dickens' ideas about society still matter today, showing he is a big writer whose stories still make us think.

**Keywords:** Charles Dickens, novels, Social Commentary, Industrial Revolution, Redemption, Critique, Class division, London

### Introduction

Charles Dickens, a famous writer in the Victorian era, used his books to show the problems in 1800s England. He wrote about the hard lives of kids and the bad things in the schools back then. In his famous books, he showed how kids suffered and were not cared for in poor places. In this review, we will look at five of Dickens' books to see how he showed the tough parts of being a kid and the bad schools in the past.

### Oliver twist

“Oliver Twist” is considered one of Dickens most works vividly portraying the struggles of Oliver, an orphan navigating a world filled with poverty and exploitation. Through Oliver's ordeals, in the workhouse and on the streets of London Dickens reveals the realities that disadvantaged children endure, such as lack of education, mistreatment and neglect [1]. The novel serves as a poignant commentary on structures that perpetuate poverty and marginalization among youth prompting readers to address systemic issues affecting children's well being.

### David Copperfield

Inspired by his life experiences Dickens penned “David Copperfield” as a autobiographical novel chronicling the protagonist's journey from childhood to adulthood. David Copperfield's turbulent life events—including a stepfather financial

hardships and limited educational opportunities—mirror the struggles faced by children in Victorian society. Through Davids resilience and determination to overcome challenges Dickens emphasizes the significance of empathy, guidance from mentors and access to quality education in nurturing minds and fostering development [2].

### **Great Expectations**

In “Great Expectations “ Dickens tells a story about ambition, self discovery and social hierarchy through Pips character—a boy whose life undergoes profound changes due, to unexpected twists of fate [3]. Pips interactions, with figures such as Miss Havisham and Estella shed light on how upbringing, schooling and societal norms impact a child's growth. Dickens questions the emphasis on wealth and societal norms that mold Pips ambitions, highlighting the importance of relationships, ethical direction and a comprehensive education, in fostering purpose and satisfaction in youth.

### **Hard Times**

In “Hard Times,” Dickens sharply criticizes utilitarianism and its influence on childhood and education. Through characters such as Louisa Gradgrind and Sissy Jupe, he examines the negative outcomes of an educational system focused solely on facts and disregarding emotional intelligence and creativity [4]. The novel reveals how utilitarian principles harm children's emotional and moral development, emphasizing the need for a more well-rounded approach to education that prioritizes empathy, imagination, and overall growth.

### **Nicholas Nickleby**

In “Nicholas Nickleby,” Dickens exposes the cruel realities of boarding schools and the abuse of young students for financial gain and discipline. Smike's character exemplifies the tragic experiences of children who suffer from neglect, harsh treatment, and poor education in places like Dotheboys Hall [5]. Dickens uses Smike's story to emphasize the importance of reforming the education system to ensure that all children receive proper care, respect, and intellectual nourishment, regardless of their social standing or circumstances.

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## CHARLES DICKENS AS A FOUNDER OF CHRISTMAS GENRE IN BRITISH LITERATURE

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### ABSTRACT

The Christmas genre in music is a diverse and popular category that evokes feelings of joy, nostalgia, and celebration associated with the holiday season. One of its key influences is the tradition of caroling, dating back to medieval times, which has shaped the sound and feel of many Christmas songs. Charles Dickens played a significant role in shaping the Christmas genre through works like “A Christmas Carol,” emphasizing goodwill, generosity, and the spirit of giving during the holiday season. Dickens’s social commentary on inequality and the importance of helping the less fortunate added depth to the genre, inspiring acts of kindness and compassion. Literary influences, including Dickens’ works and Clement Clarke Moore’s “Twas the Night Before Christmas,” continue to shape the Christmas genre, with modern authors contributing heartwarming tales and reflections on the true meaning of the season.

**Keywords:** Charles Dickens, Christmas genre, British literature, A Christmas Carol, Clement Clarke Moore, Festive spirit, British literary tradition, Social commentary.

### Introduction

The Christmas genre has long been a cornerstone of British literature, weaving tales of festive spirit, redemption, and magic that have captivated audiences for centuries. From Charles Dickens’ timeless “A Christmas Carol” to the enchanting poems of Christina Rossetti and William Wordsworth, the impact of Christmas-themed works on British literary tradition is profound. These stories not only evoke the joy and wonder of the holiday season but also explore themes of family, tradition, and the power of love and generosity. As we delve into the rich tapestry of Christmas literature, we discover a world where ghosts roam the snowy streets, carols fill the air with melodies of hope, and magical adventures unfold beneath the twinkling lights of the holiday season. Join us on a journey through the pages of British literature, where

the Christmas genre shines brightly as a beacon of warmth, joy, and timeless storytelling [1].

### **Charles Dickens and Christmas**

Charles Dickens, a prominent figure in British literature, is best known for his classic “A Christmas Carol,” which tells the story of Ebenezer Scrooge’s transformation after being visited by the ghosts of Christmas Past, Present, and Yet to Come. This novella not only encapsulates the Christmas spirit but also highlights themes of redemption, generosity, and the significance of human connections. Dickens’ detailed descriptions of Victorian London during Christmas and his memorable characters have made “A Christmas Carol” a cherished holiday tradition worldwide. Apart from this, Dickens also penned other works centered around the holiday season, such as “The Chimes” and “The Cricket on the Hearth,” which explore similar themes of social injustice, redemption, family, love, and forgiveness. His portrayal of Christmas not only reflects his own experiences and beliefs but also captures the essence of the holiday season in Victorian England. Dickens’ influence on Christmas literature extends beyond his own writings, shaping the depiction and celebration of the holiday in literature.

### **Dickens’s Role as a Founder of the Christmas Genre**

Charles Dickens’ timeless works, particularly “A Christmas Carol,” popularized many Christmas traditions and emphasized goodwill, generosity, and giving during the holiday season. His portrayal of social issues like poverty and inequality added depth to the genre, inspiring readers to remember those in need and strive for a more equitable society [2]. Other works like “The Cricket on the Hearth” and “The Chimes” reinforced themes of redemption, forgiveness, and community during Christmas, continuing to resonate with audiences [3].

### **Influence of Dickens on the Christmas genre**

Christmas in British literature has been greatly influenced by the enduring legacy of Charles Dickens, particularly through his timeless novella “A Christmas Carol.” Dickens’ masterful portrayal of the holiday has left an indelible mark on the way we perceive and celebrate Christmas. His vivid descriptions of Christmas traditions, themes of redemption and generosity, and unforgettable characters such as the miserly Ebenezer Scrooge and the endearing Tiny Tim have become iconic symbols of the season, shaping the Christmas genre in literature for generations to come. One of the key ways in which Dickens has profoundly influenced the Christmas genre is through his emphasis on the spirit of giving and generosity. In “A Christmas Carol,” the powerful transformation of Scrooge from a selfish and miserly figure to a compassionate and charitable individual serves as a poignant reminder of

the true essence of Christmas. Dickens' portrayal of the importance of kindness and goodwill towards others during the holiday season has become a central theme in countless Christmas stories and poems that have followed in the wake of his work. Furthermore, Dickens' evocative descriptions of Christmas traditions in Victorian England have also had a lasting impact on the way Christmas is depicted in literature. From the bustling streets of London adorned with festive decorations and filled with the melodious sounds of carolers to the heartwarming scenes of family gatherings around the hearth, Dickens' rich imagery has played a pivotal role in shaping our modern-day perceptions of a traditional Christmas. His influence can be seen in numerous Christmas stories and poems that continue to draw inspiration from the detailed and immersive world he created, capturing the spirit and magic of the holiday season.

### **Legacy and Impact of “A Christmas Carol”**

“A Christmas Carol” by Charles Dickens is a timeless classic that has resonated with readers for generations. The story follows the journey of Ebenezer Scrooge, a miserly old man who is visited by the ghosts of Christmas Past, Present, and Yet to Come. Through these supernatural encounters, Scrooge is forced to confront his own selfishness and cruelty, ultimately leading to a profound transformation. This tale of redemption and second chances has captivated audiences with its powerful message of the importance of kindness, generosity, and the true spirit of Christmas. One of the key reasons for the enduring popularity of “A Christmas Carol” is its universal themes that are relevant across cultures and time periods. The story highlights the impact of our actions on others, the importance of empathy and compassion, and the possibility of personal growth and redemption. These themes continue to resonate with readers of all ages, making the novella a beloved holiday tradition for many. Moreover, “A Christmas Carol” has left a lasting legacy on popular culture, inspiring countless adaptations in film, television, theater, and literature. The character of Scrooge has become an iconic figure symbolizing greed and selfishness, while the story itself has helped to shape modern Christmas traditions such as gift-giving, charity, and spending time with loved ones. “A Christmas Carol” remains a cherished work of literature that continues to remind us of the true meaning of the holiday season. Through its timeless themes of redemption, forgiveness, and the power of love, this classic novella continues to inspire readers to reflect on their own lives and strive to be better individuals.

### **Overview of “A Christmas Carol”**

At its core, “A Christmas Carol” encapsulates the timeless themes of compassion and generosity. Initially depicted as a callous and self-centered individual

fixated on material wealth, Scrooge's encounters with the spirits lead him to a profound realization of the significance of empathy and the joy of giving to others. The narrative serves as a poignant reminder of the enduring value of kindness and the spirit of benevolence, particularly during the festive holiday season. This enduring classic has transcended generations and continues to captivate audiences through its powerful message. Its impact extends beyond literature, with numerous adaptations in the form of films, plays, and television specials, solidifying its status as a beloved holiday tradition. "A Christmas Carol" resonates with audiences of all ages, serving as a timeless testament to the transformative power of compassion and the enduring spirit of Christmas.

### **Literary Influences on the Christmas Genre**

Literary influences like Charles Dickens' "A Christmas Carol" and Clement Clarke Moore's "Twas the Night Before Christmas" have had a lasting impact on the Christmas genre. These classic works introduced themes of giving, redemption, and the magic of the holiday season that continue to inspire modern authors. From heartwarming stories of love and family to magical tales of Santa Claus, literature plays a vital role in shaping the Christmas genre and capturing the spirit of the season [4].

### **Impact of the Christmas Genre on British Literature**

The impact of the Christmas genre on British literature is profound, with influences ranging from festive ghost stories to timeless poems and carols. Charles Dickens' "A Christmas Carol" stands out as a seminal work that not only shaped the modern Christmas narrative but also inspired a new genre of festive ghost stories in British literature. The themes of redemption, generosity, and the spirit of Christmas have become ingrained in British literary tradition, thanks to the enduring popularity of Dickens' work. In addition to ghost stories, Christmas poems and carols have played a significant role in British literature, with poets like Christina Rossetti and William Wordsworth crafting timeless works that celebrate the holiday season's themes of love, peace, and goodwill. These poems and carols have become essential components of Christmas festivities, enriching the literary landscape with their uplifting messages and melodies.

### **Conclusion**

The Christmas genre in British literature, exemplified by Charles Dickens, embodies the essence of storytelling during the holiday season. Dickens, through classics like "A Christmas Carol," explores themes of redemption, generosity, and human connection, resonating with readers through generations. His influence on Christmas traditions is profound, blending social commentary with heartwarming

narratives that continue to shape how we celebrate this festive time. As we embrace the spirit of Christmas literature, let us remember Dickens' legacy and the enduring lessons of reflection, compassion, and giving that his works impart.

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## OVERCOMING CHALLENGES IN REMOTE ENGLISH LANGUAGE TEACHING WITH THE HELP OF APPS

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### ABSTRACT

Remote English language teaching has gained significant traction in recent years, driven by technological advancements that enable interactive and engaging online learning experiences. This article explores the benefits and challenges of remote English language instruction, emphasizing the importance of utilizing technology and innovative teaching strategies to enhance student engagement and learning outcomes. Key tips for success in remote teaching, such as establishing clear communication channels, incorporating diverse teaching methods, and providing opportunities for practical application of language skills, are highlighted. By leveraging multimedia tools, virtual platforms, and collaborative activities, educators can create dynamic and effective remote English language teaching environments that cater to diverse learning styles and foster language proficiency.

**Keywords:** Technology, English language teaching, Flexibility, Online learning, Interactive activities, Remote teaching, Communication, Multimedia content.

### Introduction

Remote English Language Teaching involves teaching English language skills to students through online platforms and virtual classrooms. With technological advancements, more educators are utilizing remote teaching to reach a global audience. This method offers flexibility in scheduling, personalized learning experiences, and the use of multimedia tools to enhance learning. One of the main advantages of remote English language teaching is its ability to tailor instruction to each student's needs and learning preferences. Through online platforms, teachers can provide individualized feedback, create interactive activities, and offer additional resources to support students in improving their language skills. This personalized approach can lead to more effective learning outcomes and increased student engagement. Another benefit of remote English language teaching is its accessibility to students who may not have access to traditional classroom settings. By utilizing online platforms, students from diverse backgrounds and locations can access high-



quality English language instruction from qualified teachers. This can help bridge gaps in language education and provide opportunities for students to enhance their communication skills and expand their English language proficiency. In summary, remote English language teaching offers a convenient and efficient way to learn English in the modern digital era.

### **Benefits of using Apps in Remote English Teaching**

Indeed, in today's globalized world, language proficiency plays a crucial role in fostering cooperation and communication among individuals from diverse cultural backgrounds. The ability to communicate effectively in different languages is essential in various aspects of life, including education, work, and social interactions. As such, language learning has become a lifelong commitment for many people, as they seek to meet their social, occupational, educational, and personal needs. The English language, in particular, is widely recognized as the lingua franca of the modern world. It is the most commonly spoken language globally and serves as a common medium of communication for people from different linguistic backgrounds [1(2)]. Remote English language teaching has indeed seen a surge in popularity due to the advancements in technology, which have enabled more interactive and engaging online learning experiences. The flexibility offered by remote teaching is a key advantage, as students can access lessons from anywhere and at any time that suits them. This flexibility allows learners to balance their English language studies with other commitments, making it more convenient for them to continue learning. Access to a wide range of resources and teaching materials is another significant benefit of remote English language teaching. Online platforms provide teachers with various tools and resources to enhance their lessons, catering to different learning styles and preferences. The teacher needs to be ready to utilize suitable techniques for their students, and a proficient teacher should equip themselves with a variety of current teaching methods [1(1)]. The use of interactive activities, multimedia content, and virtual classrooms can make the learning experience more engaging and effective for students. Additionally, incorporating real-life examples and cultural references into lessons can provide students with a deeper understanding of the English language. Remote teaching also fosters independence and self-motivation in students. By learning online, students are encouraged to take initiative in their studies, manage their time effectively, and engage actively with the material. This helps develop important skills such as responsibility and autonomy, which can be beneficial in various aspects of their lives. Moreover, remote English language teaching can improve students' digital literacy skills, as they become more adept at using technology for communication, collaboration, and learning. Overall, the numerous

benefits of remote English language teaching make it an effective and accessible option for students seeking to enhance their language skills. The combination of flexibility, access to resources, and opportunities for independent learning contribute to a rich and engaging learning experience that can help students achieve their language learning goals.

### **Effective Strategies for Remote English Language Teaching**

Incorporating project-based learning activities into remote English language teaching can also be highly beneficial. By assigning real-world tasks and projects that require students to apply their language skills in practical contexts, educators can enhance student engagement and motivation. Project-based learning fosters critical thinking, problem-solving, and creativity, allowing students to develop their language proficiency in a meaningful and relevant way. Moreover, promoting self-directed learning is another effective strategy for remote English language teaching. Encouraging students to take ownership of their learning process by setting goals, managing their time effectively, and seeking out additional resources can empower them to become independent and motivated learners. Educators can provide guidance and support to help students develop self-regulation skills and take responsibility for their own language development. Absolutely, it's crucial to recognize the challenges that students may face in distance learning, as these can significantly impact their learning experience and outcomes. Asynchronous communication, where students and instructors are not engaging in real-time, can lead to feelings of isolation and a lack of immediate support. This can make it challenging for students to stay motivated and on track with their studies. To address these challenges, educators can implement strategies to enhance communication and engagement in the online classroom. This may include setting clear expectations for communication channels, providing regular opportunities for interaction through discussion forums or virtual office hours, and offering timely feedback on assignments and assessments. Educators can also encourage students to create a conducive learning environment free from distractions and help them develop time management skills to stay focused on their studies [2(2)].

### **Technology and Apps for Remote English Language Teaching**

In today's global context, the English language holds as a significant importance, leading ESL learners to travel worldwide to acquire proficiency in it. Consequently, extensive efforts have been made to identify effective approaches for learning English [3(2)]. The term "e-learning" denotes the utilization of modern technology and the Internet to enhance the quality of learning by enhancing accessibility to materials and remote interfaces. The concepts of "21<sup>st</sup> century

education” and “21<sup>st</sup> century skills” are prevalent today, with 21<sup>st</sup> century education defined as educators adapting their teaching methods to equip learners with the necessary skills for success in the contemporary world [4(2)]. In the realm of remote English language instruction, technology and applications play a vital role in enhancing the teaching and learning experience. There is a wide range of tools and platforms available that can assist educators in developing interactive and captivating lessons for their students. In addition, there are numerous online platforms available for educators, including WhatsApp, Edmodo, Quizizz, Rumah Belajar, Quipper School, Ruang Guru, Google Classroom, Kahoot, Zoom, and others. These platforms are now commonly utilized and downloaded for teaching purposes [2(1)]. One popular tool is Zoom, which allows for video conferencing, screen sharing, and interactive whiteboards. This platform enables teachers to conduct live classes, provide immediate feedback, and interact with students in a virtual classroom environment. Additionally, Google Classroom is another valuable application that enables teachers to organize assignments, share resources, and facilitate communication with students. Moreover, various language learning applications can complement remote English language instruction by offering additional practice and reinforcement for students beyond the virtual classroom. Applications like Duolingo, Babbel, and Rosetta Stone provide interactive lessons, vocabulary-building exercises, and pronunciation practice. These applications can be utilized by students to enhance their language skills, practice grammar and vocabulary, and enhance their overall proficiency in English. Teachers can also incorporate these applications into their lesson plans to offer students a comprehensive language learning experience. In general, incorporating technology and applications into remote English language instruction can greatly benefit both educators and learners. By utilizing tools such as Zoom and Google Classroom, teachers can design engaging and interactive lessons that cater to the unique needs of their students. Additionally, language learning applications offer a convenient and accessible means for students to practice and improve their English skills outside of the virtual classroom. With the appropriate technology and applications, remote English language instruction can be effective and enjoyable for all parties involved.

### **Conclusion**

In conclusion, while remote English language teaching offers numerous benefits and opportunities for both educators and students, it is essential to be mindful of the challenges that may arise and proactively address them to ensure a successful learning experience. By incorporating effective strategies, promoting student engagement and motivation, and fostering a supportive online learning

environment, educators can empower students to achieve their language learning goals and thrive in today's globalized world.

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### ANNOTATION

In diesem wissenschaftlichen Artikel werden wir die Besonderheiten und Merkmale von Antonymen in der deutschen Sprache betrachten und diskutieren. Dies führt sicherlich dazu, dass die deutsche Sprache ihre eigenen Merkmale aufweist. Deshalb ist das Thema „Antonyme“ im Deutschen heute relevant. Sein Studium hängt mit der Notwendigkeit zusammen, Deutsch zu lernen, um mit fremden Völkern zu übersetzen und zu lernen. Und weil die moderne Welt ohne vollständiges Verständnis und Interaktion nicht existieren kann, ist die Kenntnis anderer Sprachen ein wichtiger Teil der modernen Realität. Das Erlernen von Antonymen und Synonymen ermöglicht es Ihnen, die Besonderheiten einer Fremdsprache kennenzulernen und sie besser zu lernen.

**Schlüsselwörter:** die Einzigartigkeit von Antonymen, die Übersetzung von Antonymen, Antonymen im Deutschen

**EINFÜHRUNG.** Gegensatzbeziehungen sind diejenigen Relationen unter den Sinnrelationen, die in der Linguistik in der Vergangenheit die meiste Aufmerksamkeit erhielten. Dabei bezieht man sich mit dem Begriff „Antonymie“ auf allgemeinen sprachlichen Kontrast und versteht darunter, je nach Sicht, mal graduierbare Adjektive oder jegliche Wortarten, die Konzepte des Gegensatzes ausdrücken. Diverse traditionelle Klassifikationen, z.B. strukturalistische (Lyons 1977) und poststrukturalistische (vgl. Cruse 1986; Lutzeier 1981) Modelle haben Gegensatzpaare in unterschiedliche Kategorien eingeordnet<sup>1</sup>. Diese Kategorien unterteilten Gegensatzpaare in komplementäre (z.B. tot/lebendig), reversive (z.B. kommen/gehen), konversonyme (z.B. öff-nen/schließen), inkompatible (z.B. Frühling/Sommer) und konträre/antonyme (z.B. lang/kurz) Gruppen. Im engeren Sinne wurde also unter Antonymie eine Subklasse der Gegensatzbeziehungen verstanden, die sich auf solche Gegensatzpaare bezog, die i. d. R. restriktiv Adjektive sind, semantisch/syntaktisch graduierbar sind und als lexikalische Realisierungen für solche variablen Konzepte wie LÄNGE (kurz/lang), GESCHWINDIGKEIT (schnell/langsam), GEWICHT (leicht/schwer) o.Ä. stehen. Es handelt sich um adjektivische Eigenschaftsbezeichnungen für Konzepte, die an entgegengesetzten Polen einer gedachten Skala angesiedelt sind (Cruse 1986, S. 204ff.). Daher teilen Antonyme aufgrund ihrer Graduierbarkeit und Variabilität hinsichtlich der mit ihnen bezeichneten konzeptuellen

<sup>1</sup> <https://www.rechtswörterbuch.de/abkuerzung/beziehungsweise/>



Eigenschaften eine bestimmte konzeptuelle Domäne nicht strikt in zwei Teile auf wie etwa komplementäre Gegensatzpaare (z.B. männlich/weiblich oder tot/lebendig).

Die Etablierung einer gegensätzlichen Beziehung gründete auf formal-logischen Prinzipien, die mittels definierter sprachlicher Testrahmen und ihrem propositionalen Wahrheitsgehalt überprüfbar gemacht wurden. In diese definitorischen Muster passten einige Gegensatzpaare gut hinein, die wiederkehrend in der Literatur zu finden sind. Andere, weniger konventionalisierte Typen, blieben i.d.R. unerfasst und unerwähnt. In Bezug auf deutsche Gegensatzpaare wies Philpotts (2001) mit einer kognitionslinguistischen Analyse deutscher Adjektive darauf hin, dass mehrere Wortpaare der Opposition nicht nach strikten logisch-formalen Kriterien zu kategorisieren sind und Hybridformen darstellen. Probleme eindeutiger Klassifikationszuordnungen skizziert auch Proost (2010) anhand einiger Kommunikationsverben, und Diskrepanzen zwischen sprachlicher Realität und etablierten semantischen Kategorien diskutiert auch Storjohann (2011) anhand von Korpusbeispielen. Konventionelle Kategoriensysteme ermöglichen nur bedingt das Einordnen antonymer Wortpaare, da sie nicht auf empirischen Analysen tatsächlichen Sprachmaterials fußen (vgl. Mettinger 1994).

The majority of studies concern themselves with this topic as highly theoretical in nature, thus arriving deductively at classifications and subclassifications of binary semantic opposition in various types, without however, considering an appropriate amount of data. (Mettinger 1994, S. 1) Die datengeleitete Betrachtung von Gegensatz und Opposition, wie sie in korpus- und kognitionslinguistischen Ansätzen vorzufinden ist, wirft aufgrund ihrer Erkenntnisse über Strukturen und Muster neue Fragestellungen auf. Diese Ausrichtung richtet ihren Blick auf die sprachliche Realisierung von Gegensatz im tatsächlichen Sprachgebrauch.

Das schließt die Untersuchung variabler Erscheinungen und flexibler kontextueller Anpassungen in Text und Diskurs ein. Die empirisch abgesicherten Ansätze versuchen aber auch, Erklärungen für zugrunde liegende kognitive Prozesse sowie für genutzte Wissenskategorien zu finden, die zur Herstellung einer Gegensatzbeziehung entscheidend sind. Das bedeutet auch, Gegensatzbeziehungen als dynamische konzeptuelle Beziehungen zu betrachten<sup>2</sup>.

Antonymie in Elexiko. Elexiko ist ein elektronisches Wörterbuch zur Dokumentation des Sprachgebrauchs von Wörtern der deutschen Gegenwartssprache auf der Basis eines sehr großen Korpus.<sup>5</sup> Es zeichnet sich nicht nur durch eine eigens für das Internet konzipierte Dokumentation und Präsentation aus, sondern die lexikografische Praxis im Projekt wurde durch unterschiedliche metalexikografische sowie lexikalisch-semantische Forschungsschwerpunkte begleitet. Einer dieser Forschungsschwerpunkte lag auf der Erforschung der traditionell bezeichneten paradigmatischen Beziehungen in Korpus-texten

<sup>2</sup> Fleischer, W., Wortbildung der deutschen Gegenwartssprache, Niemeyer, 1995, S.364.



und schloss u.a. die korpuslinguistische Neubetrachtung der Synonymie (Storjohann 2006a, 2010) und der Plesionymie (Storjohann 2009) ein, aber auch methodische Fragen (Storjohann/Meyer 2012; Storjohann 2012) oder die Vereinbarkeit lexikografischer Präsentationen mit neuen lexikologischen Ansätzen (Storjohann 2005, 2006b; Hahn et al. 2008) wurden diskutiert. Zu diesen Forschungsarbeiten zählt auch eine umfangreiche korpuslinguistische Studie deutscher Antonympaare, die in Anlehnung an die englische Studie von Jones (2002) und die kontrastive englisch-schwedische Untersuchung von Murphyet al. (2009) entstand. Primäres Ziel der deutschsprachigen Studie war es, deutsche Antonymie aus ihrem traditionellen Verständnis einer lexikalisch stabilen paradigmatischen Beziehung herauszuholen und eine empirisch fundierte Verortung des Phänomens vorzunehmen. Die folgenden Fragestellungen standen im Vordergrund: Welche Strukturen zeigen sich in Korpuskontexten, in denen Antonymbeziehungen nachweisbar sind? Können diesen Strukturen bestimmte Funktionen zugewiesen werden? Wie verteilen sich die unterschiedlichen Formen der Oppositionsbeziehungen in einem Korpus? Ist die Herstellung einer Antonymbeziehung an bestimmte Wissensstrukturen gebunden? Gibt es Unterschiede zum Englischen und Schwedischen?

Auch wenn zahlreiche Erkenntnisse nicht in die Wörterbuchartikel von *elexiko* einfließen, da seine inhaltliche Grundkonzeption bereits zwischen 2002 und 2004 erfolgte, spiegelt es wie kein anderes vergleichbares Nachschlagewerk das Zusammenspiel zwischen redaktioneller Praxis und Korpusbefunden wider und wird einer objektiven und sprachlich angemessenen Dokumentation von Gegensatzpaaren gerechter.<sup>6</sup> Aber die Gründe für eine alternative Behandlung in *elexiko* sind vielschichtiger<sup>3</sup>. Neben einem fruchtbaren, parallelem Zusammenspiel von Theorie und Praxis boten sich methodische Vorteile, die Korpusanalysen hinsichtlich der Extrahierung von Sinnrelationen bieten und die uns Einblicke in kontextuelles Verhalten gewährten.

Korpusgestützte Antonymforschung die erste kleinere korpusgestützte Untersuchung von englischen Antonymen stammt von Justeson/Katz (1991) auf der Basis des eine Million Textwörter umfassenden Brown-Korpus. Diese Arbeit belegt erstmals, dass Adjektive, die ein Gegensatzpaar darstellen, miteinander innerhalb eines Satzes vorkommen, und das häufiger, als es der pure Zufall erwarten ließe. Dieser Einblick ist deshalb so bedeutsam, da gezeigt wurde, dass adjektivische Antonyme miteinander konkurrieren und daher als vermeintlich rein paradigmatische Paare eine syntagmatische Sequenz bilden.<sup>8</sup> Sie ermitteln außerdem zahlreiche Kontexte, in denen Antonymie in bestimmten Kontexten mit gleichem Bezugswort vorkommen (z.B. *dry stock and wet stock*) und stoßen dabei auf wiederkehrende Muster, in denen Adjektive das gleiche Substantiv modifizieren. Nur drei Jahre später legt Mettinger (1994)<sup>9</sup> eine Studie vor, die sich mit Fragen der Rolle der Antonymie im Text beschäftigt. Beide Arbeiten sind der

<sup>3</sup> Fleischer 1982, S. 127 - 166

anfängliche Versuch, zu zeigen, dass Gegensatz ein Phänomen ist, das mehr Regularitäten und Musterhaftes aufweist, als ursprünglich vermutet (Mettinger 1994, S. 46). In beiden Arbeiten wird dafür plädiert, Antonyme nach ihrer Textfunktion zu beschreiben und eine Kategorisierung von Antonymen basierend auf natürlichsprachlichen Textbelegen vorzunehmen<sup>4</sup>.

Die aus heutiger Sicht erste systematische Antonymuntersuchung, die diesem Plädoyer nachkommt, liefert Jones (2002). Seine Studie fußt auf einem 280 Millionen Wörter umfassenden Korpus und legt ihr Augenmerk auf 56 englische Antonympaare. Sie ist damit die bis dahin umfangreichste empirische und gebrauchorientierte Analyse zum kontextuellen Verhalten von englischen kontrastiven Paaren. Jones nutzt dabei sprachliche Daten als Evidenzen und zieht statistische Verfahren heran, um Aussagen zu Häufigkeiten bestimmter Muster, zum gegenseitigen Vorkommen und zur Verteilung zu treffen. Diese korpuslinguistische Arbeit stellt einen Meilenstein in der englischen Antonymforschung dar und entwickelt ein neues Verständnis von Form, Funktion, Verhalten und Verteilung von Gegensatzpaaren im Kontext tatsächlichen Sprachgebrauchs.

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## LANGSTON HUGHES AND HIS POETRY

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### ABSTRACT

Langston Hughes, a notable African American poet, playwright, and social activist, was a key figure in the Harlem Renaissance, a cultural and artistic movement that emerged in the 1920s in Harlem, New York. His writings delved into topics such as race, identity, social equality, and the African American journey in the United States.

**Keywords;** race, rivers worldwide, resilience, inequality with empathy, encapsulate urging.

Langston Hughes was born in Joplin, Missouri, on February 1, 1902, and later moved to Cleveland, Ohio, after living in several Midwestern towns. He started writing poetry at a young age and had his first poem published in 1921. Hughes's work frequently incorporated the musical and folkloric elements of African American culture, showcasing the vibrant traditions of his community. Langston Hughes was raised by his mother and grandmother after his parents separated shortly after his birth. Following his grandmother's passing, he and his mother moved to various cities before settling in Cleveland. He wrote the poem "The Negro Speaks of Rivers" after graduating from high school in Cleveland, and it was published in *The Crisis* in 1921, gaining him significant recognition. Hughes later attended Columbia University in New York City. Langston Hughes's poetry delved into themes of identity, race, and social justice, drawing inspiration from jazz and blues music. His renowned poem "The Negro Speaks of Rivers" explores the profound connection between African Americans and rivers worldwide, symbolizing their history and resilience. Through his various works, including poetry, plays, essays, and children's books, Hughes celebrated the beauty and challenges of African American life, addressing discrimination and inequality with empathy and understanding. His writing, known for its lyrical quality, vivid imagery, and dedication to social justice, remains highly regarded. Other significant pieces by Hughes include "Harlem (Dream Deferred)," "I, Too," and "Let America Be America Again."

Hughes's poems are known for their straightforwardness, ease of understanding, and rhythmic quality, portraying the joys and hardships of African American existence. His poetry frequently glorifies the ordinary moments in the lives of African Americans, from the happiness found in music and dance to the difficulties stemming from poverty and prejudice. Although Langston Hughes died on May 22, 1967, his impact as a trailblazing figure in African American literature and an advocate for civil rights continues to thrive. His poems stand as proof of how art can persistently ignite transformation and foster empathy among different cultures. „I Too,, is a poem written by Langston Hughes during the Harlem Renaissance, a movement in the 1920s and 1930s. It addresses racial inequality and expresses hope for a fairer society. Published in „The Crisis”, the official magazine of the NAACP, the poem responds to Walt Whitman’s work by asserting the speaker’s identity as an important part of America. Despite facing discrimination, the speaker remains resilient and optimistic, envisioning a future where they will no longer be excluded. „I Too,, is celebrated for its simple yet powerful message of equality and justice, making it one of Hughes’s most renowned poems.

"Harlem" is a remarkable poem penned by Langston Hughes, which takes a deep dive into the aftermath of postponed dreams within the African American community. Through vivid imagery and poignant language, the poem contemplates the consequences that arise when aspirations are halted or rejected. It captures the frustration and profound effect of unfulfilled potential with striking clarity. Furthermore, the poem sheds light on the societal hurdles faced by African Americans during the Harlem Renaissance and beyond, shedding light on the intricate emotions and disillusionment that surface when dreams are delayed or crushed. Hughes, through this masterpiece, aptly encapsulates the struggles and aspirations of a community grappling with inequality and injustice. "Let America Be America Again" by Langston Hughes is a poem that highlights the vision of America as a place of freedom and equality for all, while also recognizing the challenges faced by marginalized groups. It depicts America's idealistic promise of equal opportunities for everyone, including those who have been historically disadvantaged. However, it acknowledges the harsh reality that this promise has not been fully fulfilled for all individuals, especially those belonging to minority communities. Hughes advocates for a revival of the American spirit, urging the nation to uphold its foundational principles of freedom and fairness for all, irrespective of race or social standing. Through vivid imagery and emotive language, the poem encourages a push towards a more inclusive and equitable society.

To sum up, Langston Hughes is a significant figure in American literature, particularly renowned for his contributions to poetry during the Harlem Renaissance. His works not only capture the essence of African American experiences, but also

explore universal themes of identity, equality, and the pursuit of the American Dream. Hughes's emotive and accessible poetry has left a lasting legacy that continues to inspire and resonate with readers worldwide. His ability to fuse the rhythms of jazz with the socio-political realities of his time has created a distinctive and powerful voice, establishing him as a celebrated poet in the realm of American literature. Hughes's dedication to social justice, his examination of cultural heritage, and his advocacy for equality ensure that his poetry remains timeless and relevant, resonating with audiences of all ages and backgrounds.

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## FORMATIVE AND SUMMATIVE ASSESSMENT IN EDUCATIONAL ENTERPRISE

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### ABSTRACT

There exist quite little emphasis on assessment in the instruction and expert development of teachers. In light of this and cutting-edge demands for comprehensive assessment amidst current theories of gaining knowledge of and motivation, this article tries to set up the rationale for the use of formative and summative assessment in instructional enterprise. The paper delved into the concept and typology of assessment, validity, reliability and manageability of assessment, functions and makes use of of assessment and the relationship between formative and summative assessment. The paper concludes that both formative and summative assessments are essential tools in each educational device because via them administrative decisions such as ability streaming, resolution and certification are taken.

**Keywords:** formative assessment, summative assessment, evaluation

The term "appraisal" pertains to assessments of individual school-level professionals like teachers and principals, while "evaluation" focuses on assessments of the effectiveness of schools, education systems, and policies. Both appraisal and evaluation involve the generation and interpretation of evidence, including decision-making, data collection, analysis, and communication of results. It is important to recognize that the evidence gathered represents only a portion of the data available. In this context, "assessment" is used to describe the process of assessing student learning outcomes, while "evaluation" pertains to assessing systems, materials, procedures, and processes in education. Evaluation of schools, systems and teaching approaches may make use of evidence of students' learning, but the judgement is about the value or success of other things such as school policies and programme rather than the learning of students, although this may be part of the evidence used in the evaluation. Although the terms assessment and testing are sometimes used interchangeably there is an important distinction between them. Testing may be regarded as a method of collecting data for assessment, thus assessment is a broader



term, covering other methods of gathering and interpreting data as well as testing (Dolin & Krogh, 2010). A closer look at what assessment involves helps to clarify this relationship and to identify other aspects of assessment involving words such as 'standards' and 'criteria'. According to Ertl (2006) all assessment of students' achievements involves the generation, interpretation, communication and use of data for some purpose. In just this simple statement there is room for an enormous range of different kinds of activity, but each will involve a) students being engaged in some activity, b) the collection of data from that activity by some agent, c) the judgement of the data by comparing them with some standard and d) some means of describing and communicating the judgement. There are several forms that each of the components of assessment can take.

Activities in which students are engaged can be, for example: their regular work, some written or practical tasks created by the teacher for the purpose of assessment and some written or practical tasks created externally. b) The data can be collected by: the teacher, the students, the teacher and students together and an external agent (examination board, qualifications authority, test developer). c) The data can be judged in relation to: norms, in which the standard of comparison is the performance of other students (norm-referenced), criteria, in which the standard of comparison is a description of aspects of performance (criterion referenced) and students' previous performance, in which an individual's performance is judged in relation to the student's other or earlier performance (student-referenced or ipsative). d) The judgements can be communicated as: a written or oral comment by the teacher, a mark or score or percentage, a profile of achievement, a level or grade and a ranking or percentile. Different assessment tools and procedures are created by different combinations of these various ways of collecting, judging and communicating data. For example, a standardized test comprises tasks created by an external agency which will have trialed the test during development with a large sample of the appropriate population, so that an individual's score can be expressed in terms of comparison with the 'norm' for that population. The result will indicate whether a student's performance is above or below average but not what he or she can do (Hattie & Timperley, 2007). A criterion-referenced test differs from a norm-referenced test by being designed to give information about what a student can do in relation to specified outcomes. The items will be chosen for their relevance to the curriculum so that the results can be used in establishing, not how a student compares with others, but how his or her performance compares with the intended performance (Linn, 2000). The construct validity is a

broader concept, reflecting the full range of outcomes of learning in a particular subject domain (Pedder & James, 2012). The important requirement is that the assessment samples all aspects—but only those aspects—of students’ achievement relevant to the particular purpose of the assessment. The notion of validity that takes into account not just how well the assessment samples the construct it is intended to assess but what is claimed on the basis of the results, is one that relates to the inferences drawn from the results. It was formally expressed in a widely quoted definition of validity by Pryor, Triggs, Broadfoot, Mcness and Osborn (2000) that validity is an integrative evaluative judgement of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment. Reliability: The reliability of an assessment refers to the extent to which the results can be said to be of acceptable consistency or accuracy for a particular use (Tymms, 2009). This may not be the case if, for instance, the results are influenced by who conducts the assessment or they depend on the particular occasion or circumstances at a certain time. Thus, reliability is often defined as, and measured by, the extent to which the assessment, if repeated, would give the same result. Reliability has meaning mostly in the case of summative assessment and particularly for tests. When assessment is used formatively, it involves only the students and the teachers and the notion of making a repeatable judgement and treating all students in the same way is not relevant. No judgement of grade or level is involved; only the judgement of how to help a student take the next steps in learning, so reliability in this formal sense is not an issue. For formative assessment what is important is ‘the quality of information that is gathered and provided in feedback’. However, high reliability is necessary when the results are used by others and when students are being compared or selected. Resources and Manageability: The resources required to provide an assessment ought to be commensurate with the value of the information for users of the data. The resources may be teachers’ time, expertise and the cost both to the school and to external bodies involved in the assessment. In general there has to be a compromise, particularly where a high degree of accuracy is required. There is a limit to the time and expertise that can be used in developing and operating, for example, a highly reliable external test or examination. Triple marking of all test papers would clearly bring greater confidence in the results; observers visiting all candidates would increase the range of outcomes that can be assessed externally; training all teachers to be expert assessors would have great advantages – but all of these are unrealistic in practice. Balancing costs and benefits raises issues of values as well as of technical possibilities (Ertl, 2006). The cost of formative assessment is negligible once it is incorporated into

practice. The process of introducing it may well be considerable in terms of teachers' Journal of Education and Practice [www.iiste.org](http://www.iiste.org) ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.5, No.20, 2014 113 time for professional development .Good formative assessment requires not only mastery of certain classroom strategies but knowledge of routes of progression in aspects of learning and examples of teachers and students using evidence to identify next steps in learning. These costs, however, are integral to efforts to improve learning. Summative assessment requires resources in terms both of teachers' and students' time. When tests developed by agencies outside the school or by commercial publishers are used, there is considerable cost. Even if national tests and examinations are provided free to schools, the cost has to be borne by the system and can be surprisingly large.

Formative assessment is not something that happens occasionally; it is integral to the process of making decisions that is happening all the time in teaching. The activities represented by A, B, and C are directed towards the goals of the lesson, or series of lessons on a topic. These goals, shared with the students by the teacher, are expressed in specific terms; for example, in a science lesson they might be 'to plan and to carry out an investigation of the conditions preferred by woodlice'. The students' work in activity A, directed to the goals, provides opportunity for both teacher and students to obtain evidence of progress towards the goals .In order to interpret the evidence, in this example both teacher and students need to know what 'good planning' means, so students need to have some understanding of the criteria to apply in assessing their work (Is the planned investigation taking account of all relevant variables? What and how will evidence be gathered?) The judgement leads to the decision about the relevant next steps which may be to intervene or simply to move on .As Wiliam (2009) points out, 'formative assessment need not alter instruction to be formative – it may simply confirm that the proposed course of action is indeed the most appropriate'. Activity B is the result of this decision and the source of evidence in a further cycle of eliciting and interpreting evidence.

The students are in the centre of the process, since it is they who do the learning. In formative assessment, judgements about progress and decisions about next steps take into account the circumstances, previous studying and effort of individual students as properly as what they are able to do in relation to the demands of the work at a particular time. Thus, the judgements are each student-referenced and criterion-referenced. This strategy helps studying a long way greater than applying the equal requirements to all students, which would be demotivating for lower accomplishing students, and is viable considering that no comparisons are made between college students in formative assessment. Implementing formative

assessment skill that not the whole lot in a lesson can be deliberate in advance. By definition, if students' current thoughts are to be taken into account, some selections will depend on what these ideas are. Some ideas can be anticipated from teachers' experience and from research findings built into Journal of Education and Practice [www.iiste.org](http://www.iiste.org) ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.5, No.20, 2014 114 curriculum materials, but not all. What the teacher needs is not prescribed lesson content but a set of strategies to deploy according to what is found to be appropriate on particular occasions. The key component practices of formative assessment include the following:

Students being engaged in expressing and communicating their understandings and skills through classroom dialogue, initiated by open and person-centred questions.

Students understanding the goals of their work and having a grasp of what is good quality work.

Feedback to students that provides advice on how to improve or move forward and avoids making comparisons with other students.

Students being involved in self-assessment so that they take part in identifying what they need to do to improve or move forward.

Dialogue between teacher and students that encourages reflection on their learning.

Teachers using information about on-going learning to adjust teaching so that all students have opportunity to learn. Feedback is an essential feature of formative assessment. The two-way feedback, from teacher to students and students to teacher, implies a view of learning as a process in which understanding is actively constructed by students:

Feedback from instructor to students offers students records to assist them take the vital steps to enhance their appreciation or skills. The shape and focal point of the comments has to be cautiously judged by way of the teacher. The center of attention of the feedback influences what college students pay interest to and the form it takes determines whether it can be used to advance learning. In a view of mastering in which getting to know is equated with 'being taught' feedback to the scholar from the trainer is about the nice or success of the students' work as an alternative than how to improve it. Formative assessment sincerely has no role in getting to know viewed this way. Feedback into teaching, from students to teachers, is vital so that teachers can modify the challenges they provide for students to be neither too demanding, making success out of reach, nor too simple to be engaging. Using feedback from observations of students and their work to choose the students' capacity to take sure steps with help of the sector of manageable development which is a complex and

challenging challenge for teachers. Many instructors need a correct deal of help with this undertaking if they are to use comments to alter instructing in order to optimize learning. The importance of formative evaluation lies in the evidence of its effectiveness in enhancing learning. Empirical research of school room evaluation have been the challenge of several lookup reviews.

The review by Black and Wiliam (1998) attracted attention world-wide partly because of the attempt to quantify the impact of using formative assessment. Since then there have been a number of other reviews and investigations which have justified the considerable claims made by Leahy and Wiliam (2004): The general finding is that across a range of different school subjects, in different schools, and for learners of different ages, the use of formative assessment appears to be associated with considerable improvements in the rate of learning. Estimating how big these gains might be is difficult... but it seems reasonable to conclude that use of formative assessment can increase the rate of student learning by some 50 to 100%. Stobart (2008) however, strikes a note of caution, pointing out that, apart from a study by William (2004) of the impact of their action research project on student achievement, ‘there is, as yet, little direct empirical evidence of the impact of formative assessment on achievement’. He notes that most evaluation studies have focused on the extent of change in teachers’ practice and in students’ attitudes and involvement rather than in students’ conceptual learning. Nevertheless, it can be argued that such changes are necessary steps towards improved learning. Moreover, the number of influences on students’ measured learning, other than what may seem rather subtle changes in pedagogy when formative assessment is implemented, makes its impact difficult to detect. Indeed, William (2004) point out that the comparisons on which they base their claims are ‘not equally robust’. Summative Assessment Formative assessment is viewed as having a positive role in learning, there is a tendency to consider it as the ‘good’ face of assessment, with summative assessment, which has a different role, as the ‘bad’ face. This is unfortunate in quite a few respects. First, whilst summative evaluation is now not supposed to have direct influence on learning as it takes place, as does formative assessment, it nonetheless can be used to assist getting to know in a much less direct but crucial way as, for example, in imparting a summary of students’ learning to inform their next trainer when students go from one classification or college to another. Second, it permits teachers, mother and father and colleges to keep tune of students’ learning, both as people and as members of positive businesses (such as those who are high achievers and those who need exceptional help). Third, it gives facts which, together with contextual factors, can be used for school evaluation and improvement. The bad reputation of summative assessment arises from



inappropriate use of data which do not fully reflect the goals of learning (Hattie & Timperley, 2007). Summative Journal of Education and Practice [www.iiste.org](http://www.iiste.org) ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.5, No.20, 2014 115 assessment is the name given to assessment that is carried out for the purpose of reporting achievement at a particular time. It may, and often does, have some impact on learning and the outcome may be used in teaching, but that is not its main rationale. The evidence derives from tests, special tasks or regular activities and can be collected by a range of means from different sources: written answers, artifact constructed by students, portfolios, observation of actions, discussion or presentations of work. Clearly the collection of evidence about performance in relation to all relevant understanding and competences is the most important part of the process, for without it the final report on achievement is unlikely to provide dependable information about students' achievement of the goals of learning. The evidence is interpreted by comparison with criteria or standards relating to overall goals, rather than the goals relating to specific lessons or topics, as in the case of formative assessment. This marking or scoring can be carried out by the teacher or by an external agency, as in the case of some national tests and examinations. Only in the most casual study room checks do students typically have a position in this process. Students are all judged with the aid of the equal criteria, or mark schemes (rubrics), whereas, as mentioned earlier, in formative evaluation standards may also be ipsative, or student-referenced in order to assist college students recognize their development from one of a kind starting points. The interpretation always reduces the richness of the proper performance to a score, class or mark that represents it; thus, a superb deal of information is lost. Depending on the use to be made of the result, the manner of interpretation will encompass some manner for increasing reliability of the result. Where consequences are used to evaluate students, specially the place excessive stakes decision or grading is involved, steps are taken to test marking and moderate judgements by instructors or examiners. When the summative evaluation is truly classroom-based and in the palms of the teacher there is the attainable for evidence to be accumulated and used about a vast vary of types of achievement. The key component practices of summative assessment encompass the following:

1. Students might also be concerned in exceptional duties or exams as section of, or in addition to, regular work.
2. Takes location at sure times when fulfillment is to be reported, not a cycle taking location as a everyday section of learning.
3. Relates to achievement of vast dreams expressed in normal phrases alternatively than the desires of precise mastering activities.



4. Involves the fulfillment of all students being judged in opposition to the same standards or mark scheme.

5. Requires some measures to guarantee reliability.

6. Provides limited possibilities for student self-assessment.

However, the importance of preserving the distinction lies in the role of assessment in helping learning for if this is not considered then all assessment may become summative.

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## CREATING ELECTRONIC DICTIONARIES AND THEIR ADVANTAGES

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### ANNOTATION

Electronic dictionaries offer unparalleled accessibility and convenience to language learners. With the widespread use of smartphones, tablets, and computers, learners can carry a vast collection of vocabulary in their pockets. Gone are the days of lugging around heavy paper dictionaries or being limited to the resources available in a physical library. Electronic dictionaries provide instant access to lexical information, enabling learners to quickly look up words, phrases, and idiomatic expressions wherever and whenever they need them. Whether they are studying at home, commuting to work, or traveling abroad, learners can rely on electronic dictionaries to provide immediate answers to their language queries. This accessibility promotes continuous learning and facilitates language acquisition on the go, empowering learners to make the most of their available time and resources.

**Keywords:** Electronic dictionaries, language learning, accessibility, convenience, vocabulary, versatile, comprehensive, customization, personalization.

Creating electronic dictionaries allows for the inclusion of extensive and varied vocabulary. Language learners can benefit from a wide range of words, including common vocabulary, specialized terms, idioms, and colloquial expressions. Unlike traditional paper dictionaries, electronic dictionaries have the advantage of accommodating a virtually limitless number of entries. Additionally, these dictionaries can be regularly updated to reflect evolving language usage, ensuring that learners have access to the most current vocabulary. Furthermore, electronic dictionaries can provide additional information beyond simple word definitions, such as synonyms, antonyms, word origins, usage notes, and sample sentences. Learners can explore the nuances of word meanings, understand synonyms in context, and gain a deeper understanding of word usage. The versatility of electronic dictionaries ensures that learners can expand their vocabulary repertoire effectively and confidently.

One of the remarkable features of electronic dictionaries is their ability to be customized and personalized. Learners can tailor the dictionary to suit their specific needs and learning goals. They can create personalized word lists, bookmark frequently referenced words, and add notes or annotations to entries. This customization allows learners to focus on the vocabulary relevant to their interests, professions, or academic disciplines, facilitating a more targeted approach to language learning. Learners can prioritize the words they want to learn, organize vocabulary according to themes or categories, and review their progress over time. By personalizing their electronic dictionaries, learners can create a resource that aligns with their learning style and preferences, enhancing their engagement and motivation in the language learning process.

Electronic dictionaries often go beyond simple word definitions. They offer a range of interactive learning tools that engage learners in active language exploration. These tools may include features such as flashcards, quizzes, pronunciation guides, and word usage examples. Flashcards enable learners to practice vocabulary recall and reinforce their memory retention. Quizzes and exercises test learners' understanding of word meanings, synonyms, antonyms, and collocations. Pronunciation guides provide audio recordings of word pronunciations, allowing learners to improve their pronunciation skills. Word usage examples illustrate how words are used in context, demonstrating their grammatical patterns and collocational preferences. By incorporating these interactive learning tools, electronic dictionaries transform the learning experience into an active and engaging process, enhancing learners' motivation and enjoyment of language learning.

Electronic dictionaries can also harness the power of crowdsourcing and collaboration. Online platforms and applications allow users to contribute new words, definitions, translations, and examples, creating a dynamic and evolving resource. Learners can benefit from the collective knowledge and expertise of a community of language enthusiasts. This collaborative approach ensures that the dictionary remains up-to-date with evolving language usage and expands its coverage across different dialects, regions, and specialized domains. Learners can also contribute to the dictionary by sharing their own insights, adding regional variations, or suggesting context-specific examples. This collaborative nature of electronic dictionaries fosters a sense of ownership and community among language learners, as they actively contribute to and benefit from the collective knowledge and expertise of their peers.

Creating electronic dictionaries has revolutionized language learning by offering learners accessibility, convenience, comprehensive vocabulary, customization, interactive learning tools, and collaborative features. These dynamic

resources empower learners to expand their vocabulary, deepen their understanding of word usage, and enhance their overall language proficiency. As technology continues to advance, electronic dictionaries will continue to evolve, providing even more innovative features that facilitate effective language learning. As language educators and learners embrace these powerful tools, they open up new possibilities for efficient and enjoyable language acquisition in the digital age.

Electronic dictionaries have the advantage of incorporating multimedia elements such as images, videos, and audio files. This multimedia integration enhances language learning by providing visual and auditory context for vocabulary usage. Learners can see images related to words, watch videos demonstrating correct pronunciation or usage, and listen to audio recordings of native speakers. These multimedia elements contribute to a more immersive and engaging learning experience. Electronic dictionaries can employ cross-referencing and hyperlinking features to connect related words, synonyms, antonyms, and collocations. By linking words within the dictionary, learners can easily navigate between related vocabulary, expanding their understanding of word associations and collocational patterns. This interconnectedness helps learners grasp the intricacies of word usage and reinforces their knowledge of lexical relationships.

Electronic dictionaries can draw examples from large corpora of authentic language data. This approach ensures that the examples provided reflect real-world language usage, idiomatic expressions, and contextual nuances. Corpus-based examples give learners a better understanding of how words are used in different contexts, helping them develop a more natural and nuanced language proficiency. Some electronic dictionaries incorporate adaptive learning features that personalize the learning experience based on learners' progress and performance. These dictionaries track learners' interactions, identify areas of strength and weakness, and provide targeted recommendations for further study. Adaptive learning algorithms can adapt the difficulty level of vocabulary presented, ensuring learners are appropriately challenged and motivated.

Electronic dictionaries can be seamlessly integrated with language learning platforms and applications. This integration allows learners to access the dictionary directly within their language learning environment. Learners can easily look up unfamiliar words encountered in lessons, exercises, or reading materials, fostering a seamless and efficient learning process. While online connectivity is increasingly prevalent, there are situations where learners may not have access to the internet. Some electronic dictionaries offer offline functionality, allowing learners to download and use the dictionary without an internet connection. This feature ensures

that learners can continue their language learning journey even in offline environments, such as during travel or in areas with limited internet access.

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## THE LIFE AND WORKS OF CHARLES DICKENS

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### ABSTRACT

The central, recurrent issue across Charles Dickens' whole body of work is examined in this article: the "theme of childhood and education." Here, we look at the prevalent forms of young heroes in Dickens' writing.

**Keywords:** Melodramatic aspects, Esther Summerson, Bleak House, Skimpole's icy resides.

### Introduction

One of the "eternal themes" of world literature is childhood, a concept that has persisted throughout history despite being reinterpreted at various points in time. Children's literature started to emerge to guide the kid from the gap as the primary object of education since children's education and their ability to discover their position in the future society depended on the age of enlightenment. (John Stevens asserts that reading for young readers fosters constructive thinking regarding the sociocultural values that both the author and the reader share.)

The 19th-century English classic Charles Dickens's materials and worldview heavily revolve around the issue of childhood. The two greatest gifts that Chesterton thought Dickens possessed were "the ability to write funny and, of course, the ability to depict the terrible."

Because Dickens has been able to "touch common human chords" for centuries, people from all around the world have been drawn to his works. The author's continuous heroes were decent, nice, and fair people. Made famous by his understanding of the inequities and changes in English life, Dickens also served as a catalyst for the dreams and hopes of countless of others.

Dickens's writings became mocked for a long time after his death, and society didn't fully recognize the significance of his work until the early 1900s. The author's writing style and the stories in his books are both influenced by his biography. Due to the fact that 12-year-old Charles was forced to quit school to work as a newspaper reporter, his father was a stingy person who culminated up in debtors' prison in 1824. He held positions as a court and parliament reporter, a secretary, and a staff member at a factory.

As a reporter, he noted on current affairs while attempting to ascertain their causes. The conflict between good and evil, which emerges in all of the author's works, is the main theme of his writing. Dickens's love of kids may be fully explained by a thorough examination of his motivations, encompassing his "unlived" childhood, the circumstances of



his personal life, the quirks of his psychology and worldview, etc. Children and the "childish" are fundamental to his works.

Dickens's literary works, with titles like *Oliver Twist* (1839), depict the growth of a character from boyhood onward. Melodramatic aspects, simplified character characterization (good characters are always nice, and evil characters are always evil), an appropriate conclusion for the work, and detective aspects are instances that demonstrate characteristics of originality.

Dickens rose to fame mostly as the consequence of his earliest works of literature, which comprised the novel "The Antiquities Shop" (1841), the cycle "A Christmas Carol" (1848), "Little Dorrit" (1857), "Great Expectations" (1861), and later "David Copperfield" (1850).

Dickens' perspective on childhood is distinct; it's viewed through the eyes of a young child who was exposed to adulthood at an early stage and thus witnessed hardship, adversity, deprivation, and agony. A great deal of Dickens's characters are orphans. For instance, David Copperfield was born adhering to the passing of his father, whereas Bleak House's protagonist Esther Summerson was reared by her godmother. According to *Oliver Twist*, "he would have screamed even louder if he could have known that he was an orphan, left in the merciful care of churchwardens and overseers."

Dickens attributes "freshness of feeling, simplicity, enthusiasm, a charming, artless inability to engage in everyday affairs" to the "ideal child." Dickens's tiny heroes are not your typical kids growing up in a typical home with loving parents; rather, they are victims of life's injustices and perils. Furthermore, the fate of these children is no less dramatic and tragic, regardless of whether they come from wealthy or lower-class homes. Dickens depicts Paul Dombey's death by the extreme conceit of a "loving father" in a realistic and fair manner. Paul Dombey is the author's cherished son and has never experienced the suffering or loneliness of being an orphan.

When David Copperfield's stepfather indicates up in the family, his carefree upbringing is destroyed. Here, Dickens demonstrates the depth of the misperception that befalls the brutally chastised David, who sits by himself in the room and tries to piece together why such a steady and fortunate life has seemingly fallen apart. Dickens thought that a person's internal conflict between good and evil is reflected in the interaction between an adult and a kid.

The *Adventures of Oliver Twist* is the first "educational novel" in the vein that Dickens often explored. The storyline of these works is comparable: a child who is abandoned by his parents is pursued by family members who want to take advantage of his vulnerability and look for inheritance. The hero escapes the wicked networks, obtains an inheritance, and is accepted by society through a strange set of circumstances. Dickens makes Oliver indicate flawless; he refuses to allow anything touch him, even when he is around con artists, throughout the entire novel.

This book could be categorized as biographical. By displaying the paths the hero individually followed, the author demonstrates the hero's development. In this case, the distinction between good and evil is hazy; the author finds it difficult to discern between the heroes' virtues and vices, giving greater weight to the heroes' development spiritually. Dickens regularly uses this literary trick in his novels, using character deaths to ease tensions in numerous manners.

Dickens envisioned that childhood was a universal attribute shared by all people, regardless of age. "If you have not learned to live a spiritual life in any bustle, at any pace: preserve your childhood, comprehend simple phrases, and see the main thing, this is non-existence," is a quote by S. Marshak that is applicable in the present context.

Dickens immerses his diminutive protagonists in a frightening vicious, and brutal environment in an attempt to arouse sympathy and compassion in the reader. The meek characters of Dickens are the progeny of bad weather. Nobody aids them, no one sends them a guardian angel, no one explains the moral norms and the tenets of our society, and no one holds their hand and leads them through life.

Conversely, they turn into mentors and supporters: Agnes Wickfield prevents her father from drinking, David looks after the recklessly Micawber couple, Nellie saves her insane grandfather from ongoing problems, and Amy Dorrit has employed as a seamstress and laundress since she was seven years old. Their life places them in an iron framework that demands maturity on a daily basis: patience, responsibility, and forethought. However, these aren't frail elderly folks. The turbulent simplicity and reckless truthfulness of youth are perhaps best captured by none other than Charles Dickens.

Upon closer inspection, you will see that every small hero in Dickens's books has an own universe, albeit one with varying dimensions. Children heroes who are deeply, bitterly, and selflessly living. Children who work, whose early years were far from innocent, who got to know life from the bottom up, but who haven't lost the ability to be satisfied or surprised, are still little fidgeters and creators. Victims who are children merely in terms of age; they lack the fortitude and capacity to withstand life and establish themselves in it.

Dickens represents adult characters as opposed to children. These are confident, self-assured people. However, the author most enjoys depicting adults who have kept all of their childlike traits.

Mr. Pickwick, whose gullibility occasionally verges on lunacy and whose totally childlike, defiant, impetuous friendliness is commonly dubbed eccentricity, is one of the most well-known naturally naive adults. However, Pickwick feels sad for everyone, including the cunning Jingle who deceived him so much, like a really decent child would.

Pickwick is the head of a brilliant line of kids who have gotten older and developed gray hair, but who haven't changed at all. They are mostly characterized by their lack of interpersonal understanding. They are unaware of the "predatory eye" of worldly experienced individuals - not because they lack vision, but rather because they reject their

own kind because they believe that all people are equal and that sorting is impossible. Regarding them, the proverb goes, "To the pure, everything is pure."

Mr. Jarndyce from Bleak House is another thoroughbred Dickensian child of mature years, and his spiritual greatness is his ability to trust. An exceptionally perceptive guy, he has spent years as friends with the werewolf Skimpole, who deftly preys on the kindness of Bleak House's proprietor. Jarndyce is forbidden from bending morally far enough to descend into the abyss where Skimpole's icy and crafty spirit resides.

### **Conclusion**

In the final analysis, Dickens believes that the most important aspects of infancy are kindness, sincerity, belief, and regret. Nevertheless, these are components of an ideal evangelical character. Dickens is a brilliant writer, but he's also a great Christian writer, as L. Tolstoy once said, "Sift through world literature, what remains is Dickens."

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## GERMANIYA VA O‘ZBEKISTON: MA’DANIYATLAR UYG‘UNLIGI

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### ANNOTATSIYA

Germaniyada bir qator davlat bayramlari mavjud. Mamlakat, ayniqsa, Myunxendagi Oktoberfest bayramlari, karnaval madaniyati va Weihnachten nomi bilan mashhur bo‘lgan global miqyosdagi Rojdestvo odatlari bilan mashhur. Germaniya Federativ Respublikasi va O‘zbekiston Respublikasi o‘rtasida madaniyat sohasida aloqalar to‘g‘risida shartnoma“ madaniy hamkorlikning asosi bo‘lib xizmat qiladi

**Kalit so‘zlar:** Germaniya, nemis tili Das Land der Dichter und Denker , Nemis orfografiyasi.

**Germaniya madaniyati** — Yevropadagi asosiy intellektual va ommabop oqimlar, ham diniy, ham dunyoviy oqimlar tomonidan shakllantirilgan. Germaniya tarixda Das Land der Dichter und Denker (shoirlar va mutafakkirlar mamlakati) deb atalgan. Germaniyada bir qator davlat bayramlari mavjud. Mamlakat, ayniqsa, Myunxendagi Oktoberfest bayramlari, karnaval madaniyati va Weihnachten nomi bilan mashhur bo‘lgan global miqyosdagi Rojdestvo odatlari bilan mashhur. 3-oktabr 1990-yildan beri Germaniyaning milliy kuni bo‘lib, Germaniya birligi kuni (Tag der Deutschen Einheit) sifatida nishonlanadi. YUNESKO Germaniyadagi 46 ta obyektini Jahon merosi ro‘yxatiga kiritdi<sup>1</sup>.

BBC uchun o‘tkazilgan global so‘rov shuni ko‘rsatdiki, Germaniya 2011, 2013 va 2014-yillarda dunyodagi eng ijobiy ta’sirga ega bo‘lgan.

Nemis tili Germaniyada rasmiy va asosiy og‘zaki tildir. Bu Yevropa Ittifoqidagi 23 rasmiy tildan biri va ingliz va fransuz tillari bilan bir qatorda Yevropa Komissiyasining uchta ishchi tillaridan biridir. Germaniyada tan olingan mahalliy ozchilik tillari daniya, sorb, shimoliy friz va saterland frizidir. Quyi nemis tili mintaqaviy til sifatida. Ular rasman ECRML tomonidan himoyalangan. Immigrantlarning eng ko‘p qo‘llaniladigan tillari turk, kurd, polyak, bolqon tillari va rus tillaridir.

Standart nemis tili g‘arbiy german tili bo‘lib, ingliz, golland va friz tillari bilan chambarchas bog‘liq va ular bilan birga tasniflanadi. Ozroq darajada Sharq

<sup>1</sup> [https://uz.wikipedia.org/wiki/Germaniyada\\_madaniyat](https://uz.wikipedia.org/wiki/Germaniyada_madaniyat)

(yo‘qolgan) va Shimoliy german tillari bilan ham bog‘liq. Nemis lug‘atining aksariyati hind-yevropa tillari oilasining german bo‘limidan olingan. So‘zlarning muhim ozchiliklari lotin va yunon tillaridan, kamroq qismi fransuz va eng so‘nggi ingliz tilidan (Denglisch nomi bilan tanilgan) olingan. Nemis tili lotin alifbosi yordamida yozilgan. 26 standart harfdan tashqari, nemis tilida Umlaut bilan uchta unli, ya‘ni ä, ö va ü, shuningdek, "ß" deb yozilgan Eszett yoki scharfes S (o‘tkir s) mavjud. Nemis orfografiyasi bir qator islohotlarni boshidan kechirdi, eng oxirigisi 1996-yilda.

Nemis dialektlari standart nemis tilining navlaridan ajralib turadi. Nemis dialektlari an‘anaviy mahalliy navlar bo‘lib, ularni turli nemis qabilalari bilan kuzatish mumkin. Ularning aksariyati standart nemis tilida so‘zlashuvchiga osonlikcha tushunarli emas, chunki ular ko‘pincha leksika, fonologiya va sintaksisda farqlanadi.<sup>2</sup>

Dunyo bo‘ylab nemis tilida taxminan 100 million ona tilida so‘zlashuvchilar va 80 millionga yaqin ona tilida so‘zlashuvchilar mavjud. Nemis tili Yevropa Ittifoqidagi 90 millionga yaqin aholining (18%) asosiy tili hisoblanadi. Germaniya fuqarolarining 67% kamida bitta chet tilida, 27% esa birinchi tillaridan boshqa kamida ikki tilda muloqot qila olishlarini da‘vo qiladilar.

Nemis diasporasida nemis madaniyatining jihatlari yosh avlodlarga urf-odatlarini qo‘yish va og‘zaki va yozma nemis tilidan foydalanish orqali o‘tadi. Gyote instituti nemis madaniyati haqidagi bilimlarni butun dunyoga tarqatishga intiladi. Hozirda jami 15,5 million kishi nemis tilini ikkinchi til sifatida o‘rganmoqda.<sup>3</sup>

### **Germaniya va O‘zbekiston a‘loqalari**

1993 yilda imzolangan va 2002 yilda kuchga kirgan „Germaniya Federativ Respublikasi va O‘zbekiston Respublikasi o‘rtasida madaniyat sohasida aloqalar to‘g‘risida shartnoma“ madaniy hamkorlikning asosi bo‘lib xizmat qiladi. Germaniyaning madaniyat sohasidagi vositachisi rolini bajaradigan Gyote-instituti, ZfA (Xorijdagi maktablar markaziy boshqarmasi), Fridrix Eber nomidagi va Konrad Adenauer nomidagi jamg‘armalar hamda DVV (Germaniya Xalq universitetlari uyushmasining xalqaro hamkorlik boshqarmasi) tashkilotlari O‘zbekistonda o‘zlarining 20 nafar atrofida xodimlari yordamida faoliyat yuritadi. Oliy ta‘lim (DAADning 3 nafar o‘qituvchisi va nemis tili bo‘yicha bitta yordamchisi O‘zbekiston oliygohlarida dars berishadi) va „Nemis tili chet tili sifatida“ (umumiy hisobda 3 nafar o‘qituvchi) yo‘nalishlaridagi loyihalar samarali ish olib borishmoqda. „Maktablar: Kelajak hamkorlari“ tashabbusi doirasida ZfA O‘zbekistonning 9 ta,

<sup>2</sup> [https://uz.wikipedia.org/wiki/Germaniyada\\_madaniyat](https://uz.wikipedia.org/wiki/Germaniyada_madaniyat)

<sup>3</sup> [https://uz.wikipedia.org/wiki/Germaniyada\\_madaniyat](https://uz.wikipedia.org/wiki/Germaniyada_madaniyat)



Gyote instituti esa 9 ta maktab va litseylarini o'qituvchi kadrlar hamda o'quv-texnik vositalari bilan qo'llab-quvvatlaydi.

Toshkentda Gyote instituti qoshida Nemis o'quv zali faoliyat yuritmoqda. 2002 yilda Samarqandda o'quv zali va Farg'onada axborot-kutubxona fondi ochilgan. Ayniqsa, Gyote institutining til kurslari juda talabgor. O'zbekiston nemis tilini o'rganuvchilar miqdori bo'yicha dunyoda beshinchi o'rinda turadi.

O'zbekistonda ta'lim tizimida o'tkazilayotgan islohotlar sababli ta'lim sohasi hamkorligimizning muhim qismi hisoblanadi. Bu bir tomondan til targ'iboti ishlariga tegishli: nemis tilining chet tili sifatidagi yaxshi o'rnini (hozirda u o'rganilayotgan chet tillar orasida ikkinchi o'rinda turadi) ta'minlash maqsadida nemis tilini o'qitish tizimi yangi talablarga mos ravishda ishlab chiqilishi kerak. Shu bilan bir qatorda Germaniya Xalq universitetlari uyushmasi tomonidan o'tkaziladigan katta yoshlilarni o'qitish loyihasi hamda Xalqaro hamkorlik bo'yicha Germaniya jamiyatining (GIZ) asosan turizm, axborot texnologiyalari va iqtisodiy kasblarga qaratilgan professional ta'lim sohasidagi loyihalari istiqbolsizlikning oldini olishga katta hissa qo'shadi.

Germaniya tomonining O'zbekistonda madaniyat sohasidagi faoliyatining asosiy yo'nalishlaridan biri – bu madaniy merosni saqlash sohasidagi hamkorlik hisoblanadi. Jumladan, Germaniyaning xalq hunarmandchiligi va yodgorliklarni asrash bo'yicha sobiq markazi Samarqandning tarixiy Shohi Zinda majmuasida joylashgan Shodi-Mulk og'a maqbarasini ta'mirlash ishlarida ishtirok etdi. Germaniya Tashqi ishlar vazirligining moliyaviy ko'magida Potsdam maxsus oliygohi nilan hamkorlikda ushbu loyiha davom ettirildi va 2005 yilda me'morchilikning muhim yodgorliklaridan biri bo'lmish dunyoga mashhur Registon maydonida joylashgan Tillaqori madrasasining gumbazi bilan birgalikda ta'mirlash ishlari o'z nihoyasiga yetkazildi. Potsdam maxsus oliygohi hozirda Temuriylarning Samarqanddagi maqbarasi Ishratxonani ta'mirlash ishlarini olib bormoqda. Germaniya Tadqiqotlar jamiyatining moliyaviy ko'magida Buxoroda ham Bamberg Universitetining Buxoroning eski shahar qismini o'rganish bo'yicha sohalararo yirik loyihasi ish olib bormoqda.<sup>4</sup>

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## THE SECOND WORLD WAR IN AMERICA LITERATURE

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### ABSTRACT

This article is about the writers who continued to create even during the Second World War. The works of writers who wrote poems and novels about the homeland and freedom in such dangerous times encouraged the population to be stronger.

**Keywords:** War, literature, writer, freedom, poem, drama

### Introduction

In this thesis the writer has attempted to analyze the most representative novels of World War II with regard to content matter, styles, attitudes, values, language, and direction. In this survey forty-four novels concerning themes of the Second World War were studied. These novels represent the work of twenty-nine different writers.

### Findings

Many more American poets wrote about the Second World War than about the First, though there is little of the heroic idealist rhetoric and personal drama of Alan Seeger or Joyce Kilmer. In poetry (unlike fiction), the modernist aesthetics that flowered between the wars are continued and developed. A good example is Randall Jarrell's five-line "The Death of the Ball Turret Gunner". Serious ethical questioning, though rare, is revealed in Richard Eberhart's "The Fury of Aerial Bombardment"(1945). Likewise, the poems of Phyllis McGinley and William Meredith explore the ethical and religious aspects of the war. Karl Shapiro served in the Pacific theater and provides the most diverse insights among American poets in his collections about his conflict experience, *Person, Place and Thing*, *V-Letter* and *Other Poems* (1944), *Trial of a Poet* (1947), and *The Bourgeois Poet*. His verse is highly polished yet unemotional about the war and soldiering, the tone is often one of irony, combined with matter-of-fact understatement. This quality also characterizes much of the work of Richard Wilbur, Kenneth Patchen. Among African-American poets, Langston Hughes, like many politically active intellectuals, followed events in Europe from the Spanish Civil War onwards; his early poems about the Second World War, "Jim Crow's Last Stand"(1943) and "Will V-Day Be Me-Day Too?"(1944), voice his hope that the fight against fascism and its supremacist ideology will also help to abolish racism in the USA. His later verse –for

example, “Mother in War time,” “War,” “Official Notice,” and “Total War”<sup>12</sup> show considerably less optimism about the war’s positive effect on these domestic issues. Another perspective on the same problem is provided by Gwendolyn Brooks’s series of war sonnets, “Gay Chaps at the Bar” (from *A Street in Bronzeville* 1945), inspired by the V-letters of black soldiers who worry about how they will be received when they return home. A notable exception to the dominant American poetic discourse about the Second World War should not go unmentioned. 6). Of the great American drama-tists, Arthur Miller uses the war as a significant if not central structural element in his first successful play, *All My Sons* (1947), setting off business interests against humanist ethics in a tragic family drama about an American factory-owner who knowingly delivers a batch of faulty airplane engines, causing the death of twenty-one pilots, including his elder son. In three of his later plays, *After the Fall* (1964), *Incident at Vichy* (1964), and *Playing for Time* (1980).

### **Conclusion**

American writing about the Second World War reveals an impressive diversity of themes as well as discourses in all literary genres, traditional and experimental. The search for words which adequately present the war experience yields the most innovative results in the novels of the postmodernist writers, since they permit their readers –sometimes even force them –actively to participate in their characters’ attempts to make sense, more or less successfully, of events. The later texts of the 1960s and 1970 particular include major works of the American post modernist movement and set new standards for depicting historical events in a globalized context. Poemists writing in the traditional mimetic mode create characters with whom readers can identify, and often convincingly recreate “how it really was” –in so far as this is possible.

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## NEMIS TILINING PAYDO BO'LISHI, DEUTSCHE SPRACHGEBURT

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### ANNOTATSIYA

Har bir millat o'z til tarixini mukammal bilmog'i shart, shundan kelib chiqqan holda ushbu maqolada nemis tilining rivojlanish va tarixiy bosqichlari yoritib berildi.

**Kalit so'zlar:** Til tarixi, tarixiy matnlar, undoshlar, madaniyat, filologiya, affrikatlar, tovush.

Tillar ma'lum bir davrlarda o'ziga xos ravishda o'zgarib boradi. Hozirda qo'llayotgan so'zlarimiz yoki iboralarimiz, qadimgi til bilan solishtirilganda bir-biridan tubdan farq qiladi. Qadimgi badiiy va tarixiy adabiyotlarni o'qir ekanmiz, hozirgi zamonaviy tildan ko'proq tushunmovchiliklarga duch kelamiz. Matnlar qanchalik eski bo'lsa, tarjima jarayoni uzoq vaqtga cho'zilib boraveradi. Tarixiy matnlar bilan ishlashning yaxshi tomoni shundaki, ular tilning tarixiy rivojlanish davrini aniq ko'rsatib beradi. Til tarixini bilish faqat matnlarni tarjima qilishgagina emas, o'zlikni anglashga ham yordam beradi. Zero, har bir millat o'z til tarixini mukammal bilmog'i shart. Tilning paydo bo'lishini chuquroq o'rganish nemis tilining tarixi qachon va qanday paydo bo'lganligi haqida fikr yuritilishni lozim deb topdim.

19-asrda nemis tili tarixiga qiziqish ortib bordi va jamoatchilikni jalb qildi. Germaniyadagi til tarixiga bo'lgan qiziqish adabiyotlarni chuqurroq o'rganishga unday boshladi. Bu borada Aka-uka Grimmlarning ertaklari german filalogiyasi bilan cheklangan bo'lsada, o'z vaqtida "madaniyat ilmini" ham ko'rsatib bergan va biroz bo'lsada o'z ta'sirini ko'rsatgan. 20-asr boshlariga kelib tilga bo'lgan g'alizlik oshib bordi. Yillar o'tgani sayin kundalik hayot tarixi, mentalitetning rivojlanishi, insoniy muloqot shakillarining o'sishi mobaynida til tarixiga chuqurroq murojaat qilinmoqda.

Nemis tili tarixi eng qadimgi an'ananing boshlanishi bilan boshlanadi. Nemis tili german tillaridan biri bo'lib, ushbu til atrofida roman, slavyan va boltiq tillar guruhi paydo bo'ldi. Bundan tashqari venger, turk, bask, gruzin kabi til oilalari ham mavjud, ammo ushbu guruhlar german tillaridan nafaqat nom jihatidan, balki so'zlar tasnifi bo'yicha ham keskin farq qiladi. Ushbu holatni tillar orasida hozir ham kuzatish mumkin. Tarixiy rivojlanish bosqichini bilish uchun og'zaki va yozma adabiyotlarni chuqur o'rganish zarur. Eski german tillarida tovush o'zgarishi bilan farq qiladi. Misol

qilib, ovozli va ovozsiz tovushlarni olish mumkin va bu hozirda ham Yevropa tillarida mavjud. Bular pf va tz affrikatlari yoki nemis tovush tipik hodisalaridir. Nemis tili tarixida oldingi davrni topish qiyin. Dastlabki til haqidagi ma'lumotlar 18-19-asrlarda ayon bo'la boshladi. Bugungi kunda tilning kelib chiqishi juda muhimdir, chunki bu jamoatchilikning til bilishiga doimiy ta'sir ko'rsatadi va shakllanadi. Bugungi globallashuv davrida Yevropa va Osiyodagi ko'plab madaniyatlarning til haqidagi bilimlari, bag'rikenglikni targ'ib qilishda ma'lum rol o'ynashi mumkin. Nemis lug'ati va til tuzilmalarining katta qismi, dastlabki davrlardan meros bo'lib qolgan, ammo antik davrda din vakillari tilni butunlay o'zgarishiga sabab bo'lishgan.

Dastlabki davrlarda rohiblarning yozuvlari - qalam yoki siyoh bilan yozilganidan qat'i nazar - birinchi navbatda, lotin matnlarini yaxshiroq tushunishga yordam berdi. Lotin tili ham manba, ham maqsadli til edi va bu paytda nemis tili faqat muloqot vositasi vazifasini bajargan. Yillar o'tishi mobaynida nemis tilini yozma shaklga o'tkazish boshlandi.

Bugungi kunda 1300 dan ortiq lotin qo'lyozmalari qadimgi nemis tilidagi glosslari bilan mavjud bo'lib, ular jami 250 000 dan ortiq shaxsiy hujjatlarni o'z ichiga oladi.

Boshidanoq nemis tilidan foydalanish oddiy ta'lim sohasi bilan cheklanib qolmadi. 9 - asr boshlarida Benedikt qoidasining qadimgi oliy nemischa interliner versiyasi ruhoniylarning ichki foydalanishi uchun mo'ljallangan edi. Nemis tilidagi bu holat uzoq vaqt davom etdi.

Qadimgi oliy nemis tili Benedikt monastirlarining yozuv xonalari va kutubxonalarida saqlanib qolgan. Shuning uchun o'rta asr nemis yozuvi imkoniyatlarga borib taqaladi. Dastlab matnlar yog'och, suyak, bronza, yoki kumushdan yasalgan o'tkir narsalarga bitilgan. O'rta asrlarda ohak eritmasi siyoh vazifasini bajargan. Nemis tili o'z tarixiga, yuqori rivojlanish bosqichiga ega va ko'plab tarixiy adabiyotlar mavjud.

Xulosa qilib shuni aytish mumkinki, nemis tili o'z mavqeyiga ega va chuqur grammatik asosli til hisoblanadi. Sinonimlarga boyligi, tovush tizimi, rod kategoriyalari va yana minglab shu kabi narsalarni sanash mumkin. Til o'sib boruvchi jarayon va hech qaysi davrda rivvojlanishdan to'xtab qolmaydi. Yillar davomida tilni chuqur o'rganib o'zgarishlarga ham guvoh bo'lish mumkin. Har bir til o'rganuvchiga tilning paydo bo'lishini mukammal o'rganib chiqishini maslahat bergan bo'lardim. Zerto, tarixsiz kelajak yo'qdir, hoh u til bo'lsin hoh adabiyot. Tilni o'rganish jarayonida chuqurroq kirib boraverarekansiz nafis adabiyotni, xalq og'zaki ijodini shu bilan birga tarixni ham kuzatib borasiz. Til - millat ko'zgusidir.

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## DAS WORT ALS GRUNDEINHEIT DER SPRACHE

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### ANNOTATION

Wort ist die wichtigste Einheit der Sprache, die zur Benennung von Dingen, Vorgängen und Eigenschaften dient. Wort ist die kleinste Spracheinheit, die über eine eigene Lauthülle verfügt, den Begriff existierender Dinge, die Verbindung zwischen ihnen oder die Einstellung zu ihnen ausdrücken kann und in verschiedenen grammatikalischen Bedeutungen und Aufgaben verwendet wird.

**Schlüsselwörter:** Wort , Funktion des Wortes, Wortbetrachtung, Der Begriff das Wort, Gegenstandes, Bedeutung, Emotionen, Definition.

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### ABSTRACT:

Word is the most important unit of the language that serves to name things, processes and properties, the smallest unit that has its own sound shell, can express the concept of existing things, the connection between them or the relationship to them, and is used in various grammatical meanings and tasks.

**Keywords:** Words , function of the Word consideration of the word , object , meaning , emotions, definition.

Diese Arbeit ist zum Thema „ Das Wort als Grundeinheit der Sprache “

In den letzten Jahren hat das Studium von Fremdsprachen in Usbekistan ein verstärktes Interesse geweckt. Gleichzeitig spielen Fremdsprachen eine zunehmende Rolle bei der Beeinflussung des Bewusstseins und der Aktivität von Menschen. Die Öffnungspolitik Usbekistans, der aktive Eintritt in den Weltmarkt, der Ausbau der internationalen Zusammenarbeit in allen Bereichen erhöhen den Bedarf an Fremdsprachenkenntnissen. „Es ist an der Zeit, in unserem Land ein neues System des Fremdsprachenunterrichts zu schaffen, das eine solide Grundlage für die Zukunft sein wird. Da wir uns zum Ziel gesetzt haben, einen wettbewerbsfähigen Staat aufzubauen, müssen Absolventen von Schulen, Gymnasien, Hochschulen und Universitäten fortan



mindestens zwei Fremdsprachen fließend beherrschen. Diese strenge Anforderung sollte das Hauptkriterium für die Arbeit des Leiters jeder Bildungseinrichtung werden“

Das Interessante an der Sprachwissenschaft ist, dass der Gegenstand der Beschreibung identisch ist mit seiner Beschreibungssprache. Wir verwenden Sprache, um Sprache zu analysieren und machen uns Wörter zunutze, um Wörter zu erklären. Die Forschung auf dem Gebiet der Ableitung zielt grob gesagt darauf ab, Wortstrukturen und -muster in Sprachen zu beschreiben. Diese Strukturen zeigen sich in verschiedenen Sprachen in unterschiedlichem Ausmaß. Die Sprache ist eine geordnete Menge der Zeichen, die zu einander in bestimmten Beziehungen stehen und einander bedienen. Das Wort ist die grundlegende Einheit der Sprache, die in der Struktur einer Sprache Schlüsselpositionen einnimmt. Das Wort ist in Bezug auf seine Funktionen in der Sprache universell und in Bezug auf den Umfang dieser Funktionen unikal, denn nur das Wortzeichen und nicht das Morphem kann zugleich sämtliche sprachliche Funktionen haben: dominative (die Funktion der Benennung), die Segnifikative (die Funktion der Verallgemeinerung), die kommunika-tive und die pragmatische. Da das Wort eine sehr komplexe Grundeinheit der Sprache ist, ist es sehr schwer es zu definieren.

„Es besteht ein Vorverständnis darüber, was ein Wort ist. Wörter sind Einheiten aus Formativ und Bedeutung. Während ein Satz ein der Kommunikation neu gebildet wird ..., sind Wörter als relativ stabile Einheiten gespeichert und werden in diesem Sinne als Grundeinheiten der Sprache aufgefasst.“

Es gibt verschiedene Einstellungen zur Definition des Wortes, die mehr als 300 Wortdefinitionen produzieren. Die Definition des Was ist von drei Kategorien abhängig:

- von Denken;
- von Sprache;
- von objektiven Wirklichkeit;

Das Denken spiegelt die objektive Wirklichkeit wider. diese Widerspiegelung der Realität wird durch die Sprache aktualisiert. Nach diesen drei Kategorien hat das Wort innere Form (Bedeutung) und Zeichen Form. Das Wort als Einheit von Form und Bedeutung entsteht im Prozess der Benennung, des Bezeichnens eines Gegenstandes, Emotionen. Nach der phonetischen Definition ist z.B. das Wort eine Phonemkette, die mit einem Hauptakzent versehen ist. So wäre aber der Junge auch ein Wort, was aber nicht der Fall sei. Nach der grammatischen Definition ist das Wort eine Ganzheit, die im Satz unbeweglich und durch andere Teile des Satzes unzertrennbar ist. In diesem Fall ist aufstehen ein Wort und stand auf- zwei Wörter. Wenn man das Wort semantisch definiert, ist es danach eine beliebige freie Form mit gleichem Inhalt. O.Reichmann findet sogar zwölf Merkmale des Wortes. Deswegen ist es nötig, eine vereinigte synthetische Definition einzuführen.

Graphemische: Das Wort – eine durch Leerstellen im Schriftbild. Als Einheit der Sprache ist das Wort.

-Lautlich-inhaltlich strukturiert (der Klasse Morphem und Phonem);

-Organisiert im sprachlichen System (bestimmte Wortklasse mit ihren Kategorien);

Linguistische Schulen und Strömungen, die sich heute als funktional oder hand-langstheoretisch orientiert verstehen, berufen sich auf Sprachauffassungen BÜHLERS. Ihnen liegt ein Modell zugrunde, das Bühler (in Anlehnung an PLATON) als Organon-Modell bezeichnete. Schon 1918 schrieb er: „Dreifach ist die Leistung der menschlichen Sprache: Kundgabe, Auslösung, Darstellung“ (BÜHLER 1918). Er hatte damals die Sprecher-Hörer-Gegenstand-Beziehung als sprechacht konstitutive Faktoren im Sinn. In seiner „Sprachtheorie“ (1934) bezeichnet er die Grundfunktionen des sprachlichen Zeichens als Ausdruck, Appell und Darstellung, „weil ‚Ausdruck‘ im Kreis der Sprachtheoretiker mehr und mehr die hier geforderte Bedeutung gewinnt und weil das lateinische Wort „appellare“, treffend ist für das zweite und alle drei Grundbegriffe müssen semantische Begriffe sein“. Bühler grenzt sich einerseits mit der Betonung der Darstellungsfunktion von behavioristischen Auffassungen seiner Zeit ab, andererseits durch die Beachtung emotional-expressiver und appellativer Elemente von der Reduzierung der sprachlichen Funktionen auf die Nenn- und Verallgemeinerungsfunktion sprachlicher Zeichen:

Es ist nicht wahr, daß alles, wofür der Laut ein mediales Phänomen, ein Mittler zwischen Sprecher und Hörer ist, durch den Begriff ‚die Dinge‘ oder durch das adäquatere Begriffs-paar gegenstände und Sachverhalte‘ getroffen wird. Sondern das andere ist wahr, daß im Aufbau der Sprechsituation sowohl der Sender als Täter der Tat des Sprechens, der Sender als Subjekt der Sprechhandlung, wie der Empfänger als Angesprochener, der Empfänger als Adressat der Sprechhandlung eigene Positionen innehaben. Sie sind nicht einfach ein Teil dessen, worüber die Mitteilung erfolgt, sondern sie sind die Austauschpartner, und darum letzten Endes ist es möglich, daß das mediale Produkt des Lautes je eine eigene Zeichenrelation zum einen und zum anderen aufweist.

Sprachliche Zeichen werden somit im medialen Zusammenhang mit den übrigen an der Sprechhandlung beteiligten Faktoren gesehen. So reicht 1934 die Bühlerische Zeichenerklärung weit über alle jene Zeichenmodelle hinaus, die das Zeichen (bzw. den Zeichenkörper) nur in Beziehung zum Bezeichneten setzten. Aus dem Organon-Modell leitet sich das Axiom der Zeichennatur der Sprache ab. Bühler selbst schreibt dazu.

## 1.2. Strukturelle Wortbetrachtung

Das Wort - in der Linguistik: auch im Rahmen der mehrschichtigen (grammatischen) Modellen. Die Grundheit der Sprache ist das Wort, denn es ist die kleinste Einheit, die eine Bedeutung trägt und somit eine Information vermittelt. Jedes Wort hat eine bestimmte Bedeutung und kann in verschiedenen Kontexten verwendet werden, um unterschiedliche Bedeutungen zu vermitteln. Die Bedeutung eines Wortes kann sich auch im Laufe der Zeit verändern oder erweitern, je nachdem wie es in der Sprache verwendet wird. Das Wort ist somit die Basis für die Kommunikation und die Verständigung zwischen Menschen. Ohne Wörter wäre es nicht möglich, Gedanken und Ideen auszudrücken und zu teilen.

Die Betrachtung von Wörtern kann auf verschiedenen Ebenen erfolgen, die sich in ihrer Struktur unterscheiden.

- das phonetische
- das morphologische
- das syntaktische
- das semantische

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## THE THEME OF MOTHERLAND IN ROBERT BURN'S POETRY

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### ABSTRACT

This paper explores the theme of the motherland in the poetry of Robert Burns, a celebrated Scottish poet known for his lyrical verses and deep connection to his native land. Through an analysis of selected poems, including "Auld Lang Syne," this study examines how Burns portrays Scotland as his beloved motherland, using vivid imagery and evocative language to express a sense of attachment, nostalgia, and cultural honour. The paper discusses how Burns' poetry captures the natural beauty, cultural heritage, and spirit of Scotland, highlighting the significance of the motherland as a source of creativity and identity in his works. By delving into the themes of homeland and belonging in Burns' poetry, this study sheds light on the enduring legacy of the poet's portrayal of Scotland as a cherished and revered motherland.

**Keywords:** Robert Burn, poetry, song, national, work, homeland, Scotland, poem, lyrics.

### Introduction

Considered by many to be Scotland's national poet, Robert Burns is honored for his poetry's recurring themes of love, nature, and national identity as well as his strong bond with his native place. The idea of the homeland is a major theme that permeates Burns' writings; Scotland holds a particular place in his heart and provides him with inspiration and a sense of national pride. Burns captures Scotland as his cherished country in his lyrical lines, creating a sense of affection, nostalgia, and belonging that readers find immensely moving. This paper explores how Burns portrays Scotland as a beloved and revered motherland through an analysis of a few poems, including the well-known "Auld Lang Syne." Burns skillfully blends themes of tradition, heritage, and landscape to create a vivid and rich picture of his home country. Through an analysis of the ways in which Burns' poetry embodies his intense love for Scotland and his ingrained sense of national identity, this research seeks to illuminate the motherland's ongoing significance as a major theme in the poetry of this great poet.

## **Main part**

In Alloway, Scotland, Robert Burns was born in 1759 to William and Agnes Brown Burnes. Burns was a tenant farmer, just like his father. He was a professional poet all of his life, although in the last stages of his life he worked as an excise collector in Dumfries, where he passed away in 1796. Aspects of agricultural life, regional experience, traditional culture, class culture and distinctions, and religious practice were all captured and praised in his poetry. He is regarded as Scotland's national poet.

Robert Burn sung of his home country's forests, meadows, and breathtaking landscapes. He was passionate about Scottish history and mythology. The poet had a great interest in his nation's illustrious heritage. Burns sang of the splendor of his home country, where he had lived all of his life. "My Heart's in the Highlands" is one such poem.

My Heart's in the Highlands

My heart's in the Highlands, my heart is not here;

My heart's in the Highlands, a-chasing the deer;

A-chasing the wild deer, and following the roe –

My heart's in the Highlands wherever I go.

Farewell to the Highlands, farewell to the North,

The birthpate of valour, the country of worth

Wherever I wander, wherever I rove,

The hills of the Highlands for ever I love.

During his tours in the Highlands in 1787, Burns collected local songs that ignited his patriotism and inspired him to create poems like My Heart's in the Highlands. This poem, chosen by HRH The Prince of Wales for a public reading, reflects Burns' deep connection to the Scottish Highlands and his pride in his homeland. Nature serves as a symbol of his complex idea of home, with the wild beauty of the Scottish mountain ranges influencing his work. Written in 1789, the poem was a response to Burns' first experience of the untamed grandeur of the Highlands during his tours. The magnificence of nature was a significant companion on his journey, shaping the imagery and language of the poem.

The Scottish song "Auld Lang Syne" by Robert Burns is well-known, especially in English-speaking circles. On New Year's Eve, or Hogmanay, it is customarily sung at midnight to welcome in the new year. Robert Burns composed the poem in the Scots language in 1788, drawing inspiration from an older Scottish folk ballad. It was arranged to a customary melody in 1799, and that has since become the norm. The title of the poem in Scots is "old long since" or, less literally,

"long long ago", "days gone by", "times long past", or "old times" when translated into standard English. As a result, the chorus's opening phrase, "For auld lang syne," could be roughly translated as "for the sake of old times."

### **Conclusion**

In conclusion, "Auld Lang Syne" by Robert Burns stands as a timeless Scottish song that transcends borders and has become synonymous with New Year's Eve celebrations around the world. Composed in 1788 in the Scots language, the poem draws from traditional Scottish roots and sentiments, encapsulating themes of reminiscence, nostalgia, and the passage of time. Through its universally recognized melody and profound lyrics, "Auld Lang Syne" has evolved into a symbol of reflection, unity, and the enduring spirit of friendship. As it continues to be sung by millions each year to bid farewell to the old and usher in the new, the song's message of cherishing past memories and embracing future possibilities remains as poignant and relevant today as it was over two centuries ago. "For auld lang syne," indeed, serves as a poetic reminder to honor and celebrate the enduring bonds of camaraderie and shared experiences that connect us across time and space.

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## USING VARC MODEL TO IMPROVE LISTENING SKILLS

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### ABSTRACT

Effective listening skills are crucial for successful communication in both personal and professional contexts. This abstract presents strategies and practices aimed at improving listening proficiency. It begins by emphasizing the importance of active listening and the role it plays in comprehension and engagement. The abstract then explores various techniques, such as focused attention, note-taking, and summarization, to enhance listening abilities. Additionally, it discusses the significance of exposure to diverse audio sources, including podcasts, lectures, and conversations, to broaden vocabulary and familiarity with different accents and speech patterns. Furthermore, the abstract highlights the value of seeking feedback and practicing reflective listening to refine comprehension and communication skills. Overall, this abstract provides valuable insights and actionable methods for individuals seeking to elevate their listening prowess and foster more meaningful interactions in various spheres of life. The concept of learning styles, including the VARC model you mentioned, has been widely debated in educational psychology.

**Keywords:** Listening Skills; Communication; Active Listening; Strategies; Practices; Comprehension; Engagement; Techniques; Note-taking; Summarization; Diverse Audio Sources; Podcast; Lectures; Conversations; Vocabulary; Accents; Speech Patterns; Feedback; Reflective Listening; Learning Styles; VARC Model.

### Introduction

Improving your listening skills is essential for effective communication and building strong relationships. By honing this skill, you can better understand others, show empathy, and avoid misunderstandings. In this guide, we'll explore practical techniques and strategies to enhance your listening abilities, empowering you to become a more attentive and empathetic communicator. While some research suggests that tailoring instruction to individual learning preferences can be beneficial, other studies indicate that the evidence supporting the effectiveness of learning styles is limited. It's essential to consider a variety of instructional methods and strategies to accommodate diverse learners, rather than relying solely on one specific learning style model. There is this idea in education that everyone has their own preferred way of learning, that we so call a learning style. If information is presented in accordance with the learning style, well, then they would learn better. Now, there are dozens of different learning styles, but the most common one identifies four main learning styles—visual, auditory, reading, listening, writing, and kinesthetic or VARC for

short. Visual learners can learn best from images, demonstrations, and pictures. People may say things but can't really take it in.

**Using the VARC model to improve listening skills offers several advantages:** 1.

**Comprehensive Approach:** The VARC model addresses multiple aspects of listening comprehension, including vocabulary, auditory recognition, and contextual understanding. By focusing on these key components, learners can develop a more holistic understanding of spoken English.

2. **Effective Vocabulary Acquisition:** By actively engaging with spoken language and identifying new vocabulary words within context, learners can effectively expand their vocabulary. This not only improves listening comprehension but also enhances overall language proficiency.

3. **Enhanced Auditory Recognition:** The VARC model helps learners become more adept at recognizing and understanding spoken words and phrases, even in challenging listening situations such as conversations with native speakers or audio recordings with varying accents.

4. **Improved Contextual Understanding:** Understanding language within its context is essential for effective communication. By honing contextual understanding skills, learners can better grasp the intended meaning, tone, and nuances of spoken English.

5. **Versatility:** The VARC model can be adapted to various learning environments and preferences. Whether through listening to podcasts, watching movies, engaging in conversations, or using language learning apps, learners have flexibility in how they practice and apply the model.

6. **Measurable Progress:** By actively practicing each component of the VARC model, learners can track their progress over time. This allows for continuous improvement and provides a sense of achievement as listening skills develop.

Overall, the VARC model offers a structured and comprehensive approach to improving listening skills in English, providing learners with the tools and strategies needed to become more proficient listeners. The VARC model, also known as the Vocabulary, Auditory Recognition, and Contextual Understanding model, is a framework used for improving English listening skills. Here's a breakdown of each component:

1. **Vocabulary:** Focuses on learning and understanding the meaning of words used in spoken English. This involves expanding your vocabulary through various methods such as reading, listening to podcasts, watching videos, and actively practicing using new words in sentences.

2. **Auditory Recognition:** Refers to the ability to accurately hear and understand spoken words and phrases. This includes developing skills such as identifying different accents, understanding colloquial expressions, and distinguishing between similar-sounding words.

3. Contextual Understanding: Involves comprehending the meaning of spoken language within the context in which it is used. This includes understanding the main ideas, supporting details, tone, and implied meanings conveyed through spoken communication.

To improve English listening skills using the VARC model, you can:

- Practice active listening by focusing on understanding the content, context, and tone of spoken English.

- Engage in regular listening exercises such as listening to podcasts, watching English movies or TV shows, and participating in conversations with native speakers.

- Take note of new vocabulary words encountered during listening activities and make an effort to understand their meanings and usage in context.

- Utilize resources such as online language learning platforms, language exchange groups, and English language courses that incorporate listening comprehension activities.

- Seek feedback from others to identify areas for improvement and tailor your listening practice accordingly.

### **Conclusion**

In conclusion, mastering the art of listening is a nuanced journey that requires patience, practice, and mindfulness. By embracing active listening techniques, fostering empathy, and cultivating an open mindset, we can not only enhance our communication abilities but also deepen our connections with others. Let us strive to listen not just with our ears, but with our hearts, as we embark on the path to becoming more attentive and empathetic individuals in both our personal and professional lives.

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## GENDER REPRESENTATION DURING MEDIEVAL ENGLISH LITERATURE

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### ABSTRACT

This theme focuses on exploring gender representation in medieval English literature, including the portrayal of men and women, gender roles, stereotypes, and how these representations reflect the cultural norms and expectations of the time. Analyzing how gender is depicted in medieval texts provides insight into the social dynamics and power structures of that era.

**Keywords:** 1. Gender representation, 2. Medieval English literature, 3. Masculinity, 4. Femininity, 5. Gender roles, 6. Stereotypes, 7. Cultural norms, 8. Power dynamics, 9. Social expectations, 10. Historical context.

### Introduction

Gender representation in medieval English literature offers a fascinating glimpse into the social constructs, norms, and attitudes prevalent during this era. Spanning from the early Middle Ages to the late medieval period, English literature from this time reflects a complex interplay of religious, cultural, and societal influences on the roles and perceptions of gender. In this exploration, we delve into the portrayal of gender in literary works, examining how concepts of masculinity and femininity were depicted, the roles assigned to men and women, and the underlying power dynamics inherent in these representations. By analyzing various texts and genres, we gain insight into the ways medieval English society understood and negotiated gender identities, shedding light on the evolving notions of gender roles, expectations, and agency throughout history. Medieval English literature, spanning from the Anglo-Saxon to the Late Middle Ages (c.450-1500), provides valuable insights into the complex and multifaceted views of gender that prevailed during that period.

During medieval English literature, gender representation was often tied to societal norms and expectations, which were primarily patriarchal. Women were typically portrayed as subservient to men, with their roles limited to domestic duties and as mothers or wives. They were seen as weaker and more emotional than men, with their main purpose being to support and serve their male counterparts.

However, there were also examples of strong and independent female characters in medieval literature, such as the cunning and manipulative Lady Macbeth in Shakespeare's *Macbeth* or the resourceful and brave Joan of Arc in historical accounts.<sup>1</sup>

Gender roles and stereotypes were reinforced and perpetuated through literature during this time, with men being depicted as brave, honorable, and decisive, while women were often portrayed as irrational, deceitful, and manipulative.

Despite these limitations, medieval literature also featured themes of gender equality and liberation, with characters challenging traditional gender roles and expectations. These narratives helped to pave the way for more progressive views on gender in later literary works.

The study of gender representation in medieval English literature is a rich and multifaceted field that offers valuable insights into the cultural, social, and literary dynamics of the time period.

### **Main part**

1. **Relevance:** Understanding how gender was portrayed in medieval literature allows scholars to explore the ways in which medieval societies conceptualized and constructed notions of masculinity and femininity. It sheds light on power dynamics, social roles, and cultural norms that shaped medieval life. Additionally, studying gender representation helps contemporary readers grasp the historical context of these texts and recognize how ideas about gender have evolved over time.<sup>2</sup>

#### 2. **Goals and Objectives:**

- **Historical Context:** To contextualize gender representations within the broader socio-cultural milieu of medieval England.

- **Textual Analysis:** To analyze literary works for depictions of gender roles, stereotypes, and ideals.

- **Intersectionality:** To examine how factors such as class, religion, and ethnicity intersected with gender to influence representation.

- **Comparative Studies:** To compare gender representations across different genres, authors, and time periods to identify patterns and variations.

- **Reception Studies:** To explore how medieval audiences interpreted and responded to gender portrayals in literature.

#### 3. **Specific Information:**

<sup>1</sup> Deanne Williams - *Medievalism in English Renaissance Literature* (2010)

<sup>2</sup> Katherine J. Wright - *The Legitimation of the Norman Conquest of England in Contemporary Textual Sources* (2018).

- Chivalric Literature: Works like "Sir Gawain and the Green Knight" and "Le Morte d'Arthur" depict idealized versions of masculinity centered around chivalric values such as honor, bravery, and loyalty.

- Courtly Love: Texts such as "The Canterbury Tales" by Geoffrey Chaucer often feature representations of courtly love, where women are idealized as objects of desire and men are expected to serve and worship them.

- Saints' Lives: Hagiographies frequently portray gendered virtues and vices, showcasing examples of female piety or male heroism within religious contexts.

- Moral Allegories: Allegorical works like "The Romance of the Rose" employ gendered symbols and motifs to convey moral lessons, often reinforcing traditional gender norms.

- Satirical Literature: Some texts, like "The Wife of Bath's Tale" in "The Canterbury Tales," challenge conventional gender roles and critique societal expectations through humor and irony.

In summary, the study of gender representation in medieval English literature serves to illuminate both the complexities of medieval society and the enduring themes and concerns that continue to resonate in contemporary culture.

Gender representation during medieval English literature is covered in various scholarly books and academic articles. Here are some notable ones:

1. "Gender and Text in the Later Middle Ages" by Jane Chance: This book explores gendered readings of medieval texts and how gender shapes literary interpretation.

2. "Queer Voices in Post-War Scotland: Male Homosexuality, Religion and Society" by Jeffrey Meek: While focusing on Scotland post-war, this book delves into the intersection of gender, sexuality, and literature, which includes discussions on medieval literature.

3. "Gender and Medieval Drama" edited by Katie Normington and Richard Beadle: This collection of essays examines gender roles and representations in medieval drama, shedding light on the performative aspects of gender during the medieval period.

4. "Medieval Women and Literary Culture: Three Women in Medieval England and France" by Diane Watt: This book examines the literary contributions of three medieval women writers and their representations of gender in their works.

5. "The Cambridge Companion to Medieval Women's Writing" edited by Carolyn Dinshaw and David Wallace: While not solely focused on gender representation in literature, this companion offers insights into the writings of medieval women and their engagement with gender issues.



6. "Gender and Medieval Studies" journal: This academic journal regularly publishes articles and reviews focused on gender in medieval literature and culture.

These resources provide in-depth analyses and discussions on the representation of gender in medieval English literature, offering valuable insights for scholars and students interested in the topic.<sup>3</sup>

Gender representation in medieval English literature is a rich and complex subject, reflecting the various roles, perceptions, and social norms surrounding men and women during the medieval period in England, which roughly spans from the 5th to the late 15th century. This era is marked by a vast array of literary forms including epic poems, religious texts, courtly literature, and later, the emergence of more individualistic forms of expression through poetry and prose.

#### Key Aspects of Gender Representation

##### Chivalric Ideals and Courtly Love

- Men were often depicted as knights or warriors, embodying the ideals of chivalry such as bravery, loyalty, and honor. Literature celebrated heroic deeds, often carried out in the service of a lady or the church.

- Women in this context were idealized as objects of love and beauty. The concept of courtly love placed women on a pedestal, serving as an inspiration for knightly valor and poetic expression. However, this also reinforced passive roles for women, portraying them as recipients rather than agents of action.

##### Religious Texts and Figures

- Men were frequently portrayed as religious leaders, scholars, or martyrs. The authority of men in religious matters was rarely questioned in the literature of the time.

- Women had a complex representation in religious contexts. On one hand, the Virgin Mary was revered as an ideal of purity and motherhood. On the other, historical narratives and didactic texts often depicted women as either embodying virtue and piety or, conversely, as figures of temptation and moral weakness.

##### Mystics and Authors

- Despite the predominance of male authors, the medieval period also saw significant contributions from women writers and mystics. Julian of Norwich and Margery Kempe, for example, were important figures whose works challenge our understanding of women's roles in medieval spirituality and literature.

##### Folklore and Mythology

<sup>3</sup> Olivia Havlin - Interpretations of Female Authority in Medieval Literature (2018).

- Medieval literature also draws upon a rich tapestry of folklore and mythology, where gender roles can be both traditional and surprisingly fluid. Myths and folk tales often featured strong women who defy the conventional norms of their society, engaging in quests, displaying wisdom, or wielding magical powers.

#### Gender Ambiguity and Cross-Dressing

- Stories involving cross-dressing or gender ambiguity are notable in some medieval texts, where characters challenge their societal gender roles for various reasons, including the pursuit of love, divine favor, or social commentary. These narratives provide intriguing insights into contemporary attitudes towards gender and identity.<sup>4</sup>

#### Conclusion

It's important to note that the literature of the time both reflected and helped to perpetuate the prevailing gender norms and social hierarchies. The church and the feudal system played significant roles in shaping societal views on gender, with the literature serving as a mirror to these values, as well as a mode of their transmission. However, it also offered spaces for critique, contemplation, and alternative narratives. Gender representation evolved over the medieval period. In the early Anglo-Saxon era, women enjoyed more autonomy and respect. However, as feudalism and patriarchal structures became more entrenched, women's status declined. By the Late Middle Ages, there were signs of a gradual shift towards a more nuanced and equitable view of gender. In exploring medieval English literature, one discovers a multifaceted portrayal of gender roles that is deeply intertwined with the era's social, religious, and cultural practices.

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<sup>4</sup> Sheikh F Shams - *Subversive Images of Women In Medieval English Literature: a Selective Reading* (2008)

## THE IMPORTANCE OF LISTENING SKILLS IN LERNING ENGLISH ONLINE

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### ABSTRACT

The article deals that the modern teaching with listening skills. Also, it is given the easy way improving languages listening skills below. Education is a pillar of civilization and sustainable development. Online education can solve the problems of standardization of education and equally spread the knowledge. It gives and access to different sources of information and adjusts the speed of learning. Future of education is through online education.

**Keywords:** Interpersonal activities, Group activities, Audio segments, Video segments, education pillar of civilization, distance learning, equal access to knowledge.

### Introduction

Among the other four skills, listening is the one that has been most forgotten and neglected in second language classrooms. So teachers don't pay much attention to this skill and teach it carelessly. In the field of language teaching and learning proficiency has tended to be viewed as the ability of speaking and writing in language in question. Listening and reading skills are in the second position. One reason for this situation might be the demanding characteristic of the listening skill. Listening has gained a new importance in language classrooms after spreading IT technology based information in society in Iran. Moreover it should be mentioned that most of the students' class time is devoted to the listening. Despite this, we often take importance of listening for granted, and it is the most overlooked skill among other skills. In natural order of learning any language, listening stands at first rank. Without any reception one can not produce anything. Though, if a teacher wants to have fluent and productive students, he/she should pay much and necessary attention to teaching listening skill.

Literature review and methodology

Listening-Some of the teachers believe that speaking should be actively discouraged. One of the reasons of emphasizing listening and delaying speaking is

based on an opinion. Those who give importance to speaking view the language as a product and think that language is a behavior and speaking is the manifestation of this learning or happening. On the contrary, there are approaches that gave more importance to listening. In this approach of language learning, listening is at the center. All of the information necessary for building up the knowledge for using language comes from receptive skills: listening, and reading. When the knowledge of language in this regard is built the learner can write and speak. In other words, without any input, the outcome or output should be nothing.

The modern effective methods of teaching listening skills include everything from interactive exercise to multimedia resources. Listening skills can best learn or improved through simple and engaging activities that focus more on the learning process instead of the final product. It doesn't matter you are working with small or large groups of students, you can use any of the following technique to develop your own methods for teaching students how to listen well.

### ***Interpersonal activities***

The non-threatening and effective way for students to develop stronger listening skills can be done by interpersonal activities such as mock interviews and storytelling. Students are assigned to small groups of two or three they are given by a particular listening activity to complete. For instance, you may have an interview with a student for a job with a company or for an article in a newspaper. Even a storytelling activity can give students the opportunity to ask one other question and then practice active listening skills.

### ***Group activities***

Large group activities also give the opportunity to the student to help through a helpful method for teaching listening skills to students. You can also begin with a simple group activity. For the first activity, students are divided into the groups of five or more and instruct them to learn one interest or hobby of at least two other group members. It is necessary to encourage students to ask clarifying questions during the activity and you may allow them to take notes because it is helpful. While, as time passes and their skills grow, you should limit students to only write notes after the completion of the first activity. The second part of the activity is to allow students sit in a large circle and then have each individual student to share their name and their interest hobby of the group member that they met. This second part of the activity leads to additional listening exercises.

### ***Audio segments***

You can also teach listening skills to the students through audio segments such as radio programs, instructional lectures, online podcasts, and other audio messages.

It is necessary to deploy interactive listening programs in class with students and then instruct them to repeat the exercise on their own. First of all, instruct students to prepare for listening by imagining anything they want to learn from the content of the audio segment. It's on you to choose shorter or longer audio segments and you can also choose more challenging or more accessible material for this type of exercise.

### ***Video segments***

The other most helpful resource for teaching listening skills is video segments that include short sketches, documentary films, dramatic or comedic material, news programs, and interview segments. As in the audio segment, you can select the portion and length of audio you can also do it in a video segment based on the skill level of your students. First, watch the segment without any sound and discuss it together with the student. Encourage your student what they think will be the content of the segment. This will improve their listening and thinking power.

### ***About the author***

Hello, my name is Margot Robbie and I'm a content writer. I begin writing for an assignment writing services in 2009. I was a classroom teacher for 10 years and become a national literacy consultant. I spare my time, I love to write an article about education for the writing sites. If you want me to do your assignment then contact me as soon as possible.

Whatever method you use for teaching listening, keep a few key instructional tips in mind that will help both you and your students navigate the learning process. One, keep your expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep your directions accessible and build in opportunities for students not only to ask clarifying questions, but also to make mistakes. Three, help students navigate their communication anxiety by developing activities appropriate to their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small.

### **Discussion**

Many students often encounter trouble in listening to foreign people even though they are doing well in the English classroom. Some students complain to teachers that, although they can understand what ALTs (Assistant Language Teachers)' are saying because they speak slowly and clearly, they cannot understand what native English speakers are saying in real life. Why does this problem happen? What is wrong with the teaching of listening in Japanese schools? The first and probably the biggest problem is that, although the importance of listening skills is widely acknowledged in Japan,. the adequate teaching and materials to develop them



have not been provided. In a typical listening lesson, students either listen just to the taped script of a reading textbook or, after listening to some materials, they answer multiple choice questions based on the content of listening materials. In this kind of lesson, -correct answers are emphasized, but the listening process necessary to decode the information is ignored, and the kinds of skills and strategies for effective listening are not practiced. That is, students are just tested on their own ability to answer correctly and are not taught how to listen to English. Second, the amount of time for listening lessons is limited in English I and II, compared with reading, writing, and speaking. For example, it is estimated that the average time devoted to listening activities in every class is 5 minutes per day. Students are not sufficiently exposed to a variety of authentic materials, either. In short, although they are accustomed to English spoken clearly and slowly in classroom materials and can understand it, they get embarrassed and frustrated when they encounter real English which is spoken at a normal speed. Third, they are not used to the difference between spoken English and written English. Spoken English has different features such as ungrammatical utterances, false starts, hesitation, assimilation, and redundancy. If they aren't familiar with those phenomena, they may not be able to listen to English and understand it. Lastly, in listening lessons, teachers don't have the specific notion that listening should be integrated with other skills, i.e., speaking, reading, and writing.[1] When real world communication is examined, we never finish verbal communication appropriately without doing something after listening. For example, when we have a conversation with someone, we have to respond to him or her.

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## HOW TO TEACH WRITING SKILLS

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### ABSTRACT

Writing skills are fundamental for academic, professional, and personal success. However, many individuals struggle with writing, whether due to lack of confidence, insufficient practice, or inadequate instruction. This thesis explores various strategies and approaches for teaching writing skills effectively. Drawing upon educational theories, pedagogical research, and practical classroom experience, this thesis proposes a comprehensive framework for enhancing writing proficiency. By examining the role of motivation, scaffolding techniques, feedback mechanisms, and technology integration, this thesis aims to provide educators with actionable insights to cultivate proficient writers. Ultimately, this research contributes to the ongoing discourse on writing instruction, offering practical guidance to empower learners and foster a culture of effective communication.

**Keywords:** Process writing, genre-based instruction, creative writing, expository writing, persuasive writing, narrative writing, descriptive writing

**Introduction.** Writing is a complex skill that plays a crucial role in various aspects of life, including education, career advancement, and personal expression. Despite its significance, many individuals struggle to develop proficiency in writing, leading to challenges in academic performance and professional success. Effective writing instruction is essential to address these challenges and empower learners with the necessary skills to communicate effectively. This thesis aims to explore strategies and approaches for teaching writing skills in a manner that fosters competence, confidence, and creativity among learners.

The main part of the thesis focuses on exploring various strategies and approaches for teaching writing skills effectively. This section delves into key concepts, methodologies, and practical considerations involved in designing and implementing writing instruction. It encompasses a detailed examination of motivational factors, scaffolding techniques, feedback mechanisms, and technology integration strategies aimed at fostering writing proficiency among learners.

**Understanding the role of motivation in writing:** Explore theories such as self-determination theory and social cognitive theory to understand how motivation influences writing performance.

**Strategies for fostering intrinsic motivation:** Discuss approaches such as choice-based writing assignments, goal setting, and connecting writing tasks to students' interests and experiences.

**Addressing motivational challenges:** Analyze common obstacles to writing motivation, such as fear of failure, lack of confidence, and external pressures, and propose strategies for overcoming these barriers.

**Scaffolding Techniques for Writing Development:** Definition and principles of scaffolding: Define scaffolding in the context of writing instruction and outline its key principles, including the zone of proximal development and gradual release of responsibility.

**Scaffolding strategies for different writing stages:** Discuss specific scaffolding techniques for each stage of the writing process, including prewriting, drafting, revising, editing, and publishing.

**Adapting scaffolding to learner needs:** Explore how scaffolding can be tailored to accommodate diverse learners, including English language learners, students with learning disabilities, and advanced writers seeking enrichment.

**Feedback Mechanisms for Writing Improvement:** Importance of feedback in writing instruction: Highlight the significance of timely, specific, and constructive feedback in facilitating writing improvement.

**Types of feedback:** Differentiate between formative feedback (provided during the writing process) and summative feedback (provided after completion) and discuss their respective roles in writing instruction.

**Effective feedback practices:** Identify strategies for providing effective feedback, including peer feedback, teacher-student conferences, written comments, and rubrics.

**Fostering a culture of feedback:** Explore ways to create a supportive learning environment where feedback is valued, encouraged, and used as a tool for growth.

**Integration of Technology in Writing Instruction:** Leveraging technology for writing enhancement: Discuss the potential benefits of technology tools, such as word processing software, online collaboration platforms, and digital storytelling applications, in facilitating writing instruction.

**Blended learning approaches:** Explore how a combination of traditional and digital resources can optimize writing instruction, allowing for individualized learning experiences and increased engagement.

**Addressing digital literacy skills:** Consider the importance of teaching students how to critically evaluate online sources, cite digital resources ethically, and navigate digital writing platforms effectively.

**Literature Review:** The literature on writing instruction encompasses a wide range of theories, methodologies, and best practices. From traditional approaches such as

process writing and genre-based instruction to more recent developments like digital writing and multimodal composition, educators have a plethora of options to choose from when designing writing curricula. Moreover, research emphasizes the importance of considering individual differences in learning styles, cultural backgrounds, and language proficiency levels when implementing writing instruction strategies. Additionally, studies highlight the significance of providing meaningful feedback, creating authentic writing tasks, and integrating technology tools to enhance engagement and learning outcomes.

**Methodology:** This thesis employs a qualitative research approach, utilizing a combination of literature review, case studies, and expert interviews to explore effective writing instruction practices. By synthesizing existing research findings with insights from experienced educators, this study aims to identify key principles and strategies for teaching writing skills across different educational contexts. Data collection methods include reviewing scholarly articles, analyzing instructional materials, and conducting semi-structured interviews with writing instructors.

**Results and Discussion.** The findings of this study highlight several effective approaches for teaching writing skills, including:

Providing explicit instruction in writing processes, such as brainstorming, drafting, revising, and editing.

Offering scaffolding support through modeling, guided practice, and gradual release of responsibility.

Incorporating authentic writing tasks that reflect real-world contexts and purposes.

Utilizing technology tools for collaborative writing, peer feedback, and multimedia composition.

Fostering a supportive writing environment that encourages risk-taking, experimentation, and reflection.

In conclusion, this thesis has explored various strategies and approaches for enhancing writing skills through effective instruction. By examining the role of motivation, scaffolding techniques, feedback mechanisms, and technology integration, we have gained valuable insights into how educators can empower learners to become proficient writers. Motivation emerged as a critical factor in writing instruction, with intrinsic motivation playing a pivotal role in driving students' engagement and persistence. By offering choice, setting meaningful goals, and connecting writing tasks to students' interests and experiences, educators can cultivate a sense of ownership and autonomy in their writing practice. Scaffolding techniques were identified as essential tools for supporting students at different stages of the writing process. By providing structured support and gradually releasing responsibility, educators can scaffold learning experiences that challenge students while ensuring they have the necessary skills and

confidence to succeed. Feedback mechanisms were recognized as fundamental to writing improvement, with timely, specific, and constructive feedback guiding students' growth and development. By fostering a culture of feedback that values collaboration and reflection, educators can create an environment where students feel empowered to take risks and learn from their mistakes. Integration of technology was highlighted as an opportunity to enhance writing instruction, offering students access to a wide range of digital tools and resources for writing, collaboration, and publication. By leveraging technology in a thoughtful and purposeful manner, educators can promote digital literacy skills while expanding students' creative and communicative capabilities. In essence, effective writing instruction requires a multifaceted approach that considers the interplay of motivation, scaffolding, feedback, and technology. By adopting research-based practices, tailoring instruction to meet the diverse needs of learners, and fostering a supportive learning environment, educators can empower students to become confident and competent writers capable of expressing themselves effectively in various contexts. As we continue to refine our instructional practices and embrace new developments in the field, we have the opportunity to nurture the next generation of proficient writers who will contribute meaningfully to their academic, professional, and personal pursuits. Effective writing instruction is essential for developing competent and confident writers. By adopting a multifaceted approach that integrates research-based strategies, pedagogical insights, and technological resources, educators can create meaningful learning experiences that empower learners to express themselves effectively through writing.

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## THE FIRST RULER BIOGRAPHY OF THE MIDDLE AGES: VITA CAROLI

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### ABSTRACT

Most biographies of the Middle Ages related only good deeds of their subject, with many embellishments to improve their subject. Einhard's biography, however, is considered, for the most part, to be a trustworthy account of Charlemagne's life. It is considered an excellent account of earlier Medieval life.[1] Despite Einhard's limitations, since it was his first attempt at a major writing, the British historian Thomas Hodgkin said, "almost all our real, vivifying knowledge of Charles the Great is derived from Einhard, and that the Vita Karoli Magni is one of the most precious literary bequests of the early Middle Ages This article will discuss the way of life Vita Caroli Magni.

**Keywords:** Precious, literary, historian, unique, paralysis, inflammation, peculiar work, vivifying, crowned, king.

### Introduction

In 1350 Charles IV of Bohemia fell seriously ill with an inflammation in the central nerve system causing widespread paralysis. It is generally believed that he spent his time in bed dictating a biography of his first 34 years. Although posing a number of challenges for the modern reader, it is a unique work detailing – at least partly – the mentality and worldview of a highly accomplished medieval ruler (he later went on to be crowned king of Germany, Lombardy and Burgundy as well as Holy Roman Emperor.)

Written in Latin, it is preserved in twelve manuscripts. Already in the later Middle Ages it was translated into Czech and German and In 1585 it was printed for the first time. Since 1979 it has been published and edited four times together with modern translations into Czech, German, English and French. This year – the 700-year anniversary of his birth – a re-edition of the translation into German from 1979 by Eugen Hillenbrand has been prepared together with a new edition of the introduction bringing it up to date. The edition has also been provided with a number of illustrations, many of which will help the reader towards a better understanding of



this peculiar work; especially interesting are the included miniatures, which graces the Czech Manuscript from 1472.

#### Autobiography or Mirror for Princes?

Vita Caroli IV CoverIt is an odd text. On one hand it contains a number of chapters written or dictated in the first pronoun, I. On the other hand, chapters 15 – 20 are written with Charles IV as the main character but with the use of the third pronoun). Parts of these chapters seem to be written in the traditional form of a chronicle. Secondly, it contains a number of religiously inspired chapters, which might best be understood as sermons – or sermon-inspired texts.

It is probable – and Hillenbrand argues well for this understanding – that Charles dictated his thoughts and memoirs while he was lying ill in Prague in 1350. When he got better, he had one of his scribes finish the work. It ends with 1346, when he was elected King of Germany.

As such, the autobiography was dictated as part of what was obviously a personal testament to the justification of his rule; contested as it was inside a constant warring and feuding Central Europe. Part of this justification was the sense of his fate as heavenly decided; hence the parts of the autobiography, which delineates the proper form of a religiously inspired rule characterised by wisdom and godliness. The “new” literary element, is that Charles chose in his own autobiography to recount his personal fate and life as the proper exemplum of how a godly ruler should behave. This was the legacy, he wished to impart to his heirs

#### **Methodology**

First of all, it is obvious from this autobiography that he believed his justification to grab and hold fast to royal (and later imperial) dominion was his ancestral heritage. He became de facto leader and later king of Bohemia, because he was (through his mother) a direct descendant of the the Přemyslids, the ancient Bohemian royal dynasty. As he writes: “As the community of the good men of Bohemia recognised, we [his kin] were descendants of the ancient Bohemian royal dynasty, they loved us and offered their help, in order that we might regain the castles and the royal desmesnes” [p. 150 – 51: my translation].

Secondly, however, his success depended on the Grace of God (*gratia Dei*). As witnessed by miracles and foreboding dreams, God was directly holding his hand over Charles, protecting him from the onslaught of devious and evil oath-breakers and conspirators; such as Easter 1331, when his entourage was poisoned at breakfast and he only escaped, because he did not eat before communion (120 – 121). To be a just ruler meant to keep faith and uphold a virtuous lifestyle, avoiding committing deadly sins like pride, lust, envy, and wrath. As his main model, he referred to David.



Elsewhere, tells Hillenbrand, he expressed his lineage as reaching back to the days of the prophets.

The "Vita Caroli Magni" by Einhard is one of the most significant ruler biographies of the Middle Ages, written around the year 830. Einhard, a close confidant and advisor to Charlemagne, the powerful King of the Franks and later Emperor of the Holy Roman Empire, penned this biography to record the life and deeds of his ruler.

The "Vita Caroli Magni" provides a detailed account of Charlemagne's military successes, political decisions, and cultural achievements. Einhard praises him as a wise and just ruler who unified and reformed the realm. The biography offers a deep insight into the life and reign of Charlemagne. Einhard's "Vita Caroli Magni" is an important historical document that significantly contributed to shaping the image of Charlemagne in historiography. It serves as a testament to the significance and influence of this prominent ruler of the Middle Ages.

### **Discussion and results**

It is through this prism, Charles IV offers us a fascinating account of how he powered by his royal ancestry and God's favouritism was able to "at great cost and much effort" regain and rebuilt the castles, necessary to continue in power. As such, the autobiographical chapters contain seemingly endless stories of "guerra" – feuding, warring and besieging in Germany, Bohemia, Tyrol and Italy. To put it plainly, he was obviously early on a seasoned warrior, who exuded military prowess in the medieval art of carrying arms and armour from he was 15 years old. He was also a skilled negotiator, personally mastering five languages both in reading, writing and speaking (French, Czech, Latin, Italian and German).

Entry into Paris of Charles IV and the French king - Grand Cronique de France

Entry into Paris of Charles IV and the French king. Grand Cronique de France.

Source Wikipedia. Notice the different forms of crowns and the way in which the French king is depicted as leading the party.

Charles continued in his lifetime to amass royal titles as King of the Romans (Germany), Bohemia, Italy and Burgundy. In 1355, he was crowned Emperor in St. Peter's in Rome. Soon after, he had made his mark on later European history by publishing the Golden Bull in 1356, which for more than 400 years constituted the set of rules regulating the election of the king of the Romans (and thus the Holy Roman Emperor).

He also became known for his patronage of culture and arts in Prague and Nuremberg. As such, the Czechs came to know him as Pater Patrae, a title, which he was presented with at his funeral in Prague in 1378.

It stands to reason, however, that historians of different ilk and nationality, have tried from time to time to appropriate him as something else: with Luxemburgish ancestry through his father, his personal relations with the noble houses of most of most of Western and Central Europe and his collections of royal titles, he has in the second half of the 20th century continuously been cast as the Proto-European Prince par excellence.

One of the fascinating essays, which the new edition holds, is a sketch of the different histories, which have been floating since the anniversary of his death in 1978, which was celebrated with great exhibitions in Köln, Prague and Nuremberg. More or less, all of these tried to peddle the idea that Karl was ruler of Europe. Nevertheless, French and English historians – as opposed to their German colleagues – held back. For them, he was but one amongst many local rulers in the 14th century. Such was the case until Pierre Monnet and Jean-Claude Schmitt – both heirs of the Annales tradition in France – published the Manuel history franco-allemand in both French and German. For them (and Hillenbrand) Charles was seen to regard Europe as his political scene; par excellence witnessed by the staging of his spectacular coronations in Bonn, Prague, Aachen and later in Rome, but also in the conduction of Christmas celebrations and other such liturgical celebrations.

In the 14th century, crowns mattered. This is obvious from the linkage between the vigorous way in which Charles IV endeavoured to lay his hands on the royal insignia of the Holy Roman Kings and Emperors and the fact that he subsequently linked its visual political program with his own understanding thereof as he presented in the introduction to his autobiography.

Another detail, though, which Charles did not allude to, is the fact that the imperial crown held – as opposed to its royal cousins – an arch. To be Holy Roman Emperor was to be invested with an overarching role uniting European realms of a lesser status. It is without doubt the French king took great care not to acknowledge this supremacy of Charles, when he visited France one last time a few months before his death. At this visit, Charles was staged not as emperor, but as family.

### **Conclusion**

In conclusion, the biography of Vita Caroli Magni It is obvious from this and many other historical writing that the legacy of Charles was not just one of the first royal autobiographies, we possess. He was also a gifted politician, writer, and a remarkable patron of culture and art as witnessed by the mark he set upon Prague. However, judging from his autobiography – and reading it in connection with other moral treatises of his time, we do not perhaps get quite this feeling of a European

prince. Rather, he comes out as a gifted warrior good at fighting his way through petty political skirmishes and out of nasty military exploits.

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## ZUM SPRACHERWERB DER PHRASEOLOGISMEN IN DER DEUTSCHEN SPRACHE

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### ABSTRACT

Dieser Artikel untersucht die Bedeutung und Vorteile der deutschen Phraseologie beim Spracherwerb. Bei diesem Artikel handelt es sich hauptsächlich um einen analytischen Artikel, der Beispiele für Übersetzungen aus dem Deutschen ins Usbekische analysiert.

**Schlusswörter:** Artikel, Phraseologie, Übersetzungsproblemen, Kontext, Vorteile, Spracherwerb, Äquivalenzproblemen,.

## NEMIS TILIDAGI FRAZEOLOGIZMLARNING TIL O'RGANISH JARAYONIDAGI O'RNI

### ABSTRACT

Ushbu maqolada nemis frazeologiyasining til o'zlashtirishdagi ahamyati va afzalliklari ko'rib chiqiladi. Bu maqola asosan tahliliy maqola bo'lib, unda nemis tilidan o'zbek tiliga tarjima namunalari tahlil qilinadi.

**Kalit so'zlar:** Maqolalar, frazeologiya, tarjima muommolari, kontekst, afzaliklari til o'zlashtirish, ekvivalentlik muommolari.

Nach der Ansicht einiger Phraseologie und Psychologen sollen die charakteristischen Besonderheiten des Erstspracherwerbs Der Phraseologie zu aller erst in der Fremdsprache beachtet werden. Da die Muttersprache fürs Lernen der Fremdsprache immer ein wichtiger Faktor ist, bildet muttersprachliche, phraseologische Kompetenz eine wichtige Grundlage für das Verstehen fremdsprachiger Phraseologismen.

Die empirischen Untersuchungen von Erla Hallsteinsdottir zeigen diesbezüglich, dass Phraseologismen als analysierbare Wortkombinationen behandelt werden. Bei Verstehens Strategien, die eingesetzt werden, ist die Muttersprache ein wichtiger Faktor; die muttersprachliche phraseologische Kompetenz wird beim Lernen ständig mitreflektiert, die muttersprachlichen phraseologischen Kenntnisse werden bewusst oder unbewusst auf fremdsprachliche Phraseologie übertragen.

Es ist daher anzunehmen, dass Sprecher beim Verstehen fremdsprachlicher Phraseologismen in der Lage sind, eine sinnkonstante phraseologische Bedeutung mit Hilfe des eigenen Wissens und durch die Interpretation von Kontextinformationen zu konstruieren.

So geht Erla Hallsteinsdottir zum Beispiel bei ihrer Recherche im Bezug aufs Verstehen von Phraseologismen in der Fremdsprache Deutsch davon aus, dass Durch muttersprachlichen Transfer bekannte und unbekannt Äquivalente problemlos verstanden werden. Die hochgradig konvergenten Äquivalente der Phrasen tragen nämlich im Fremdsprachen Lernen zum positiven Transfer bei: „dem Lernen identifiziert und entschlüsselt das fremdsprachige Phrasen, in dem Er Analogien zieht und Hilfe bei schon bekanntem sucht. Daher plädiert Vida Jesensek für eine enge Zusammenarbeit in erst und Fremdsprachenunterricht. Die Schwierigkeitsprogression der kontrastiven Arbeit zwischen muttersprachlicher und fremdsprachlicher Phraseologie sollte aber hier nachdem Grad der Zwischensprachlichen Konvergenz richten, von hochgradig konvergenten über Falsche Freunde (strukturelle Deckung und fehlende semantische Äquivalenz) bis zu den Phrasen, die keine Äquivalenz aufweisen oder sogar keine phraseologische Entsprechung haben. Einige Linguisten sehen aber, dass die muttersprachlichen Kenntnisse allein fürs Verstehen fremdsprachlicher Phraseologismen nicht ausreichen. Folgt man den Ausführungen von Palm, könnte man daraus schließen, dass Fremdsprache im Semantischen Gedächtnis abgespeichert wird: „das semantische Gedächtnis dagegen enthält Sprache und sprachlich vermitteltes Wissen und stellt aufgrund seines höheren Abstraktions-, Organisationsgrades im Spracherwerb eine zweite Stufe dar“ beim Erwerb der fremdsprachigen Phraseologie kann also davon ausgegangen werden, dass Fremdsprachenlernen über ein defizitäres sprachliches und nicht sprachliches Wissen verfügen.

Die Fremdsprachenlernen haben somit in meisten Fällen Probleme bei der Entschlüsselung der Phrasemebedeutung. Die Lernenden verfügen nämlich über unvollständige Kenntnisse des Fremdsprachlichen Wortschatz. Bei verschiedenen Verstehens Strategien, die im Prozess des muttersprachlichen und fremdsprachlichen Phraseologie –Erwerbs spielt der Kontext neben den muttersprachlichen Kenntnissen des Lernenden auch beim Entschlüsseln Phraseologischer Bedeutung eine wichtige Rolle; „Da Phraseme in der Sprachverwendung ständig in Texten vorkommen, ist die Entschlüsselung der Bedeutung an den Kontext gebunden. Der Kontext bezeichnet alle sprachlichen und nicht sprachlichen (situativen) Elemente einer Kommunikationssituation, die das Verständnis einer Äußerung bestimmen. Der Text als Bestandteil des Kontextes kann den Rahmen für Konstruktion der Bedeutung unbekannter, muttersprachlicher und Fremdsprachlicher Phraseologismen mit Hilfe der Anwendung von den sogenannten Top-down-Verstehensprozessen bilden.

Dieser Strategien wird von Erla Hallsteinsdottir wie folgt auseinander gelegt;“Der durchschnittliche Sprecher geht beim Lesen auf der Wortebene linear vor, er konzentriert sich auf die Bedeutung einzelner Wörter und versucht durch das Addieren dieser Bedeutungen den Text mit Bottom-Up-Strategien zu verstehen, die über die Wortebene hinausgeht. Sie basieren auf dem Vorwissen über den Textinhalt, das durch Informationen aus dem Kontext aktiviert wird. Nach den neuesten Erkenntnissen ist das Verstehen und Lernen figurativer Sprache aufgrund des Verstehens und Nachvollziehens metaphorischer Prozessen nicht die Norm, sondern ein Spezialfall; wichtige Erwerbsmöglichkeiten von Phraseologismen finden sich über sog. Top-down-Verstehens Möglichkeiten statt, wobei Phraseologismen gleichermaßen erworben werden, wie Lexeme“.

Kurz und bündig kann man sagen, dass die Verstehens Voraussetzungen der Fremdsprachler im Vergleich zum Muttersprachler anders sind, wobei die Muttersprache einen starken Einfluss auf das Verstehen der Phraseologismen in der Fremdsprache hat. Das Verstehen phraseologischer Einheiten in der Fremdsprache hängt also von mehreren Faktoren ab; von den muttersprachlichen und fremdsprachlichen Sprechweisen eines Lerner, von seinem Weltwissen, von dem Kontext und von den Eigenschaften der Phraseme, die gelernt werden sollen. Aus den schon vorgelegten Theorien über Spracherwerb von Phraseologismen. Bin ich der Auffassung, dass phraseologische Verständnis sich selbstverständlich bei Kindern, Erwachsenen und Jugendlichen nicht von alleine ein. Demzufolge muss die phraseologische Sprachkompetenz im Lauf der kindlichen und erwachsenen Sprachentwicklung sowohl in der muttersprachlichen als auch in der Fremdsprachentwicklung natürlich geschult und trainiert werden. Aus diesem Grund ist das nachfolgende Kapitel der Phraseodidaktik gewidmet.

1. etwas durch die Blume sagen	Kinoya (piching) qilib gapirmoq	vollidiomatisch
2. Farbe bekennen	Ochig'ini aytmoq	nichtidiomatisch
3. zwei linke Hände haben	Qoli kaltalik qilmoq	vollidiomatisch
4. wie Hund und Katze zusammenleben	It-mushuk bolib yashamoq	nichtidiomatisch
5. groß sein in etwas	ustasi farang	teilidiomatisch
6. klipp und klar	aniq va ravshan	teilidiomatisch



## **Zusammenfassung**

In der vorliegenden Hauptseminararbeit hat der Autor danach bestrebt, Phraseologische Redeweise in den Studenten einzugliedern, mit dem Zweck darauf hinzuweisen, dass die festen, bildhaften mehr oder weniger stark idiomatisierten Ausdrücke einen besonderen Platz beim Lehren und Lernen des Deutschen als Fremdsprache haben und eine wichtige Quelle zur Erweiterung des Wortschatzes, zur Verbesserung metakommunikativer und kommunikativer Kompetenz der Lerner sind. Daher sollten Phraseologismen bei Erlernung einer Fremdsprache häufiger als Lernmaterial eingesetzt werden, so dass die Auswahl der richtigen wörtlichen Bedeutungen der einzelnen Komponenten eines Phraseologismus im mentalen Lexikon der Lernenden als polysem existieren. Die Lernenden sollten sich immer prägnant, kohärent und kultiviert ausdrücken. Die Phraseologische Redeweise ist immer lebendig, reich, prägnant und bunt. Sie gilt als Ornament, als Sprachschmuckstein in der Fremdsprachigen Kommunikation. Die aus mindestens zwei syntaktische verbundenen (Wort-) Komponenten bestehenden Phraseologismen erleichtern und fördern die Kommunikation im alltäglichen Sprachgebrauch. Phraseologismen spielen auch bei der Erlernung einer Fremdsprache eine wichtige Rolle. Dann eine auch nur begrenzte Kommunikation in einer Fremdsprache ist ohne eine minimale Beherrschung der Phraseologismen nicht möglich.

Phraseologismen spielen eine bedeutende Rolle zur Vermittlung von Kultur und Struktur einer jeden Sprache. Unterrichtsstunden zielte er darauf ab, den Studenten ein theoretisches Grundwissen im Bezug auf die Phraseologie zu vermitteln.

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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.

### Introduction

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. Decree of the President of the Republic of Uzbekistan № PQ-5117 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 Decree of the Cabinet of Ministers №.34 dated January 19, 2022 "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.

### **Methods**

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 [1].

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 solution 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 [2].

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 [3].

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.<sup>1</sup> 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).<sup>1</sup> 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 traits 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 XXI century abilities, including critical thinking, communication, teamwork, and creativity [4]. 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 computer, 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 [5].

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

### **Discussion**

Mukhabbat Yusupova states that “Communicative competence is really crucial for developing dialectic speech”. According to the scholar’s view, this type of competence is a social, professional, interpersonal competence that connects them. At the same time, professional, social and interpersonal competence are interpreted as components of communicative competence. We agree that communicative



competence is one of the main characteristics of a person's effectiveness in communicating with the world in all aspects of his life. Based on the communicative competence requirements, the following components are recommended: knowledge of industry vocabulary; speech development (clear and accurate speech); the development of written speech; adherence to ethics and communication ethics; acquisition of communication tactics; acquisition of communication strategy; to know the peculiarities and problems of the dialogue participants; be able to analyze external signals (body movements, facial expressions, speech tone); conflict prevention; self-confidence [6].

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.<sup>2</sup> 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 [7].

### **Conclusion**

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 learning process.

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## LANGSTON HUGHES AND HIS POETRY

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### ABSTRACT

"Exploring the rich tapestry of Langston Hughes' poetry: An examination of identity, injustice, and resilience". This article delves into the profound themes that permeate the poetry of Langston Hughes, a pioneering figure of the Harlem Renaissance. Through a critical lens, we analyze Hughes' evocative verses that resonate with themes of racial identity, social injustice, and the enduring spirit of resilience. By exploring the layered complexities of his work, we gain a deeper understanding of Hughes' enduring impact on American literature and his timeless relevance in navigating issues of race, class, and cultural identity.

**Keywords:** Hughes, poetry, blues, racial discrimination, civil rights.

### Introduction

Langston Hughes, a prominent figure in the Harlem Renaissance, was a trailblazing poet and writer known for his powerful and innovative works that captured the essence of African American life and culture. Through his poetry, Hughes explored themes of identity, race, and social justice, shining a light on the realities and struggles of black Americans during the early to mid-20th century. This article delves into the life and legacy of Langston Hughes, examining how his poetry continues to resonate and inspire readers today.

### Findings

Langston Hughes was a prominent figure in the Harlem Renaissance, a cultural movement of the 1920s and 1930s that celebrated African American culture and heritage. His poetry often reflected the experiences of African Americans and tackled themes such as racism, identity, and social justice. Hughes used vernacular language and rhythms in his poetry, drawing inspiration from blues and jazz music. He also highlighted the everyday struggles and aspirations of ordinary black people. Through his work, Hughes became a voice for the African American community, challenging stereotypes and advocating for social change.

Publishers Weekly noted that a more recent collection, *The Return of Simple* (1994), addresses topics like political correctness, children's rights, and the racist undertone behind sterilization and contraception proposals. *Simple's* collection includes previously unpublished material but its themes are still relevant today. In his *Bio-Bibliography of Langston Hughes*, Donald C. Dickinson stated that "[*Simple's*] charm resides in his unrestrained pursuit of those two universal goals, security and understanding." Like the majority of people, he seldom succeeds in achieving either of these objectives, and when he

does, he occasionally feels let down. But Simple has a strong sense of resiliency that prevents him from dwelling on a setback for very long. Simple is a charming and likable character who has been well-developed. The situations he meets and discusses are so true to life everyone may enter the fun."

Regarding Simple's success, a reviewer for *Black World* said, "The people responded." Simple lived in a world they were familiar with, went through their joys and pains, reasoned in their own manner, spoke their language, laughed their laughter, expressed their concerns, and all the time he validated the knowledge that was at the core of their existence. Like Simple, Hoyt W. Fuller thought that "the key to Langston Hughes's work was his profound and deceptive simplicity." Profound because it was both willed and inexpressible; even from the outset of his adult life, he was taught by some innate sense that humanity was fundamental and that it persisted in all forms, sizes, colors, and circumstances. Violations of that humanity offended his unshakable conviction that mankind is possessed of the divinity of God."

Hughes' loss in popularity in the racially volatile final years of his life was attributed to his belief in mankind and his dream for a society in which people could coexist in sanity and understanding. Unlike younger and more militant writers, Hughes never wavered in his belief that "most people are generally good, in every race and country where I have been." Laurence Lieberman, in his review of *The Panther and the Lash: Poems of Our Circumstances in Poetry*, acknowledged that Hughes' "sensibility [had] kept pace with the times," but questioned his lack of a personal political viewpoint. "Regrettably, in different poems, he is fatally prone to sympathize with starkly antithetical politics of race," Lieberman went on to say. "A reader can respect his Catholicism and his tolerance of all the opposing—and mutually hostile—views of his vocal compatriots, from Martin Luther King to Stokely Carmichael, but we are compelled to wonder, what are Hughes' politics? And if he does not have any, why not? The age requires intellectual dedication from its spokespersons. A poem whose primary claim on our attention is moral rather than artistic must have political positions."

### **Conclusion**

In conclusion, Hughes's writing has had a lasting influence on American literature and continues to resonate with readers today. His ability to capture the complexities of the African American experience in a lyrical and accessible way has cemented his place as one of the most important and celebrated poets of the 20th century. His work remains a testament to the power of poetry to inspire, educate, and provoke change.

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## "W-FRAGEN" QUESTION WORDS IN GERMAN. STUDENT OF CHIRCHIK STATE PEDAGOGICAL UNIVERSITY

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Ilmiy rahbar: Ziyoda Zaripova

### ABSTRACT

One thing you will almost certainly need to learn when you begin studying German is how to ask questions.

As a result, everything you need to know to construct proper sentences with German question words will be covered in this article.

**Key words:** questions, answers, closed questions.

Before we start asking questions, we must first understand the meaning and function of question words. You should be aware that their use will always convert your query into an open question (also known as an interrogative question). For example, if someone asks you, "Was sind deine hobbies?" (What are your hobbies?), you could respond in an infinite number of ways. In contrast, you were limited to responding "ja" or "nein" to a closed question like as "Spielst du gerne Fußball?" (Do you enjoy playing soccer?) that doesn't involve any question words.

*wo-where?*

*woher-from where?*

*wer-who?*

*wann-when?*

*wie-how?*

*warum-why?*

*was-what?*

1. Wer (Who): This question asks who, or what group of persons, is involved in a specific circumstance or incident. It aids in identifying the important people or things that are pertinent to the conversation.

2. Was (What): The purpose of this inquiry is to identify the precise deeds, occurrences, or information pertaining to the subject matter. It gives the overall story perspective and clarity.

3. Wann (When): This inquiry explores the duration or timeliness of a circumstance or event. Putting the events in chronological order is essential to painting a complete picture of the narrative.

4. Wo (Where): The place or context of an occurrence is examined in this question. Understanding the larger context and ramifications requires knowing where something happened.

5. **Warum (Why):** This query seeks to understand the reasons, motivations, or causes of a specific action or event. Understanding why something happened might help you identify underlying causes and ramification.

1. **Wo** (Where)

Wo wohnen Sie?                      Where do you live?

2. **Woher** (From where)

Woher kommen Sie?                Where are you from?

3. **Wer** (who)

Wer kommt mit?                      Who's joining?

4. **Wann** (When)

Wann kommt ihr?                    When are you coming?

5. **Wie** (how).

Wie heißen Sie?                      How are you called?

6. **Warum** (Why)

Warum lernen Sie Deutsch?        Why do you learn German?

7. **Was** (What)

Was machst du?                      What are you doing?

People can obtain comprehensive knowledge, assess the circumstances effectively, and share knowledge in German by asking questions and responding to these W-fragen's. The W-fragen's offer an organized framework for research and inquiry, whether one is writing an article, practicing research, or perhaps simply wanting to comprehend a subject better in German.

In German, all common question words starts with the letter "W," so they are also known as "W-Fragen" (W-Questions). A well known song from the animated series Sesame Street employs many German question words and contains the famous line: "Wer, wie, was, wieso, weshalb, warum? Wer nicht fragt bleibt dumm!" You should not miss out on this classic. The following include contains the most common question words and an English translation.

In conclusion, the German language's Several W-fragen's are a priceless asset to cultivating comprehension and precision. Throughout the integration of these types of questions into your cognitive and composition processes in German, you will improve your comprehension of diverse topics and communicate knowledge with greater efficacy.

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## THE POETRY OF LANGSTON HUGHES: A REFLECTION OF AFRICAN AMERICAN EXPERIENCE

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### ABSTRACT

This article explores the life and poetry of Langston Hughes, one of the most prominent figures of the Harlem Renaissance. Through an analysis of selected poems, this study delves into Hughes' exploration of the African American experience, identity, and social issues in his work. Drawing on critical perspectives and historical contexts, the article highlights the enduring relevance of Hughes' poetry and its impact on American literature.

**Keywords:** history, experience, poets, writers.

**Introduction:** Langston Hughes, a key figure of the Harlem Renaissance, is celebrated for his poignant and powerful poetry that captures the essence of the African American experience. This article aims to delve into Hughes' life, influences, and literary contributions, focusing on the themes of race, identity, and social justice that permeate his work.

**Biographical Overview:** Born in 1902 in Joplin, Missouri, Langston Hughes grew up amidst racial segregation and discrimination. His experiences as a young African American man profoundly influenced his writing, leading him to become a voice for his community through poetry, essays, and plays. Hughes' work reflects a deep connection to the struggles and triumphs of African Americans in the early 20th century.

**Analysis of Selected Poems:** Through an analysis of poems such as "The Negro Speaks of Rivers," "Harlem (Dream Deferred)," and "I, Too," this study explores Hughes' poetic style, themes, and use of language. Hughes' evocative imagery, rhythmic cadence, and profound insights into the African American experience resonate with readers across generations, shedding light on issues of race, identity, and resilience.

**Impact and Legacy:** Langston Hughes' poetry continues to inspire readers and scholars alike, serving as a testament to the power of art in confronting social



injustices and advocating for equality. His influence on subsequent generations of African American writers and poets is undeniable, as his work remains a touchstone for exploring themes of race, identity, and cultural heritage.

**Conclusion:** In conclusion, Langston Hughes' poetry stands as a testament to the enduring legacy of African American literature and the power of art to illuminate the human experience. Through his insightful and poignant verses, Hughes invites readers to reflect on the complexities of race, identity, and social justice, inspiring dialogue and empathy across diverse audiences.

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## СПЕЦИФИКА ИСКУССТВА

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### ABSTRACT

Art is the artistic exploration of the world, a special creative activity associated with the artistic exploration of reality.

**Keywords:** art, specificity, literature, author.

### АННОТАЦИЯ

Искусство – это художественное освоение мира, особая творческая деятельность, связанная с художественным освоением действительности.

**Ключевые слова:** искусство, специфика, литература, автор.

Искусство – гарант восприятия мира в целостности, а не в отдельных аспектах, хранитель целостной личности, целостности культуры и целостности жизненного опыта человечества. Предметом искусства является человеческий мир, многообразие человеческих отношений к реальности, действительности. Всякое произведение искусства есть акт духовно-эмоционального общения между людьми и вместе с тем новый предмет, новое явление, сотворенное человеком и заключающее в себе художественное открытие. Эти функции общения, созидания и познания присущи всем видам искусства, но разным видам искусства свойственно преобладание тех или иных функций. Художник творит, созидает художественный мир. Это деятельность, направленная вовне: 1) познание; 2) оценка; 3) труд; 4) общение и вовнутрь 1) самопознание; 2) самооценка; 3) самосозидание; 4) самообщение (Я-Я).[1] Что искусство осуществляет «воспитание чувств», давно стало общим местом. Но эту формулу нередко толкуют несколько ограниченно, имея в виду преимущественно морально-этический план. Но в таком случае искусство начинает казаться лишь неким служебным средством нравственного воспитания, тогда как это лишь одно из возможных проявлений его «специфики», а не сама «специфика» как таковая. Дело в том, что искусство развивает универсальную чувственность, посредством которой человек вступает в действенный контакт не только с другим человеком, но и с

природой. Ведь человеческие органы чувств остаются одними и теми же независимо от того, на какой объект они, в частности, направлены, и восприятие любого объекта обеспечивается одними и теми же психическими механизмами.[2] Общей закономерностью искусства является соответствие художественного сознания исторически конкретным формам деятельности личности. Искусство втягивает свою аудиторию в выработку идей и заставляет читателя, зрителя, слушателя присваивать художественные идеи в личностной форме, то есть принимать участие в процессе сотворчества. Гегель объяснял искусство как результат глобального развития мира, причина и стадии художественно процесса объясняются движением абсолютной идеи. И. Тэн: «Искусство определяется совокупностью общественных настроений и нравов определенной среды» (духовная температура общества). Истинное искусство тяготеет к философичности.

#### 1. Репрезентация искусства в литературном дискурсе:

\* Детальное описание произведений: скрупулезное описание картин, скульптур, архитектурных сооружений, с акцентом на технические приемы, стилистические особенности, иконографические элементы.

\* Искусство как контекстуальный элемент: произведения искусства, интегрированные в повествование, несут смысловую нагрузку, дополняя характеристику персонажей, эпохи, атмосферы.

\* Искусство как центральный мотив: произведения, фокусирующиеся на жизни художников, истории создания шедевров, размышлениях о роли искусства в жизни человека и общества.

#### 2. Литература как самостоятельная форма искусства:

\* Словесность как эстетическая система: использование языка в его многогранности для создания художественных образов, экспрессивности, эмоционального воздействия.

\* Литературные приемы как инструмент: метафоры, сравнения, символы, аллюзии, стилистические фигуры – все служит для создания глубины и многослойности текста.

\* Жанровое многообразие: лирика, эпос, драма – каждый жанр обладает своими специфическими чертами, структурой, поэтическими средствами.

#### 3. Интертекстуальные связи и синтез искусств:

\* Литература и музыка: использование музыкальных образов, мотивов, лейтмотивов, аллюзий на музыкальные произведения.

\* Литература и театр: инсценировка литературных произведений, использование театральных приемов в литературе (диалог, монолог, мизансцена).

\* Литература и кино: экранизация литературных произведений, использование литературных приемов в кино (сюжет, сценарий, монтаж).

#### 4. Интерпретация и анализ произведений:

\* Герменевтический подход: изучение того, как автор использует искусство для создания своих произведений, расшифровка заложенных смыслов.

\* Искусство как ключ к пониманию текста: использование знаний об искусстве для более глубокого и многогранного прочтения литературных произведений.

\* Роль читателя: активная интерпретация читателем описанных в литературе произведений искусства, соотнесение их с собственным опытом и знаниями.

#### 5. Искусство в контексте современности:

\* Новые формы арт-практик: влияние новых медиа, технологий виртуальной и дополненной реальности на литературу и искусство.

\* Слияние жанров и видов искусства: создание мультимедийных проектов, объединяющих литературу, музыку, театр, кино, изобразительное искусство.

\* Социальная функция искусства: влияние искусства на человека и общество, его роль в формировании ценностей, мировоззрения, культурной идентичности.

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## ЛЕВ ТОЛСТОЙ И МУЗЫКА

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### АННОТАЦИЯ

Данная работа представляет собой обзор на тему «Музыка в произведениях Льва Толстого». В тезисе рассматриваются взгляды Льва Толстого на музыкальное искусство. Какое значение придаёт Толстой музыке, рисуя внутренний мир своих героев, какова композиционная роль «музыкальных страниц» романа, как точно воспроизводит писатель влияние музыки на мысли, чувства и настроения героев. О музыке, звучащей в доме Толстого, о встречах с композиторами и музыкантами. Как музыка усиливает эмоциональность произведения, отражение авторской идеи.

**Ключевые слова:** Л.В. Толстой, литература, музыка, искусство, трилогия, творчество, мнение, герои.

### ABSTRACT

This work is a review on the topic “Music in the works of Leo Tolstoy.” The thesis examines Leo Tolstoy's views on the art of music. What importance does Tolstoy attach to music when depicting the inner world of his characters, what is the compositional role of the “musical pages” of the novel, how accurately does the writer reproduce the influence of music on the thoughts, feelings and moods of the characters. About the music sounding in Tolstoy's house, about meetings with composers and musicians. How music enhances the emotionality of a work, a reflection of the author's idea.

**Keywords:** L.V. Tolstoy, literature, music, art, trilogy, creativity, opinion, heroes.

Лев Николаевич один из великих русских писателей, а его замечательные произведения известны во всем мире. Но мало кто понимает его отношение к музыке и ту роль, которую она сыграла в его жизни и творчестве. Музыка — язык души, и в жизни Толстого она занимает особое положение, в его произведениях от первой до последней ноты она предстает перед читателями как символическая категория героических духовно-нравственных образов. По мнению Льва Толстого, после прослушивания музыки остается впечатление чего-то несогласованного, чего-то невыраженного, чего-то не сказанного... Толстой также считал, что музыка

удивляет слушателя. Лев Николаевич делал свои наблюдения, не зная эстетики Шопенгауэра, идеи которого высказывались до Толстого. [2,с 182] Толстой безумно любил музыку, хорошо играл на фортепиано, был высокообразованным человеком, часто живо откликался на привлекательные произведения. Его внимание души. Великий композитор Чайковский, смотря на реакцию писателя, поражался тем, как тот слушает и ощущает каждую частичку музыки. «Может быть, ни разу в жизни, – говорил Чайковский позже, – я не был так тронут в своем авторском самолюбии, как когда Л. Н. Толстой, слушая *Andante* моего Первого квартета и сидя рядом со мной, залился слезами», – писал в дневнике великий композитор.[7,с 36] Лев Толстой часто любил приглашать к себе домой профессиональных музыкантов, которые играли различные произведения великого композитора. Одним из любимых композиторов Толстого был Шопен, он говорил: «Шопен в музыке подобен Пушкину в поэзии». Музыкальность артиста мы можем увидеть в автобиографической трилогии «Детство», «Юность» и «Отрочество». В трилогии много необычных, восхитительных и критических страниц, посвященных изображению музыкальных впечатлений в душах детей, подростков и молодых людей, показавшим, как посредством музыки формируется внутренний мир человека. [1,с 64] В музыкальном произведении романа-эпопеи "Война и мир" раскрываются духовные качества главного героя, его нравственные идеалы. Толстой анализирует и высказывает свою эстетическую позицию в отношении назначения искусства, природы музыки и ее отдельных жанров, общего таланта. Николай Ростов был в самом эпицентре событий, когда услышал голос своей возлюбленной Наташи. — Что же это такое, собственно говоря? – «Это было бы неплохо», - подумал Николай. Услыхав её голос и широко раскрывая глаза. – Что с ней случилось? Как она поёт нынче?» - подумал он. И вдруг весь мир для него сосредоточился в ожидании следующей ноты, следующей фразы. ... Всё это, и несчастье, и деньги, и Долохов, и злоба, и честь – всё это вздор... а вот оно – настоящее... О! как задрожала эта терция, и как тронулось что-то лучшее, что было в душе Ростова. И это что-то было независимо от всего в мире и выше всего в мире», добавляет Толстой.[3,с 59] Описывая чувства Николая, Толстой показывает, как музыка может исцелить, очистить душу, позволяя человеку обрести внутренний покой и освободиться от тяжести содеянного. Это очищение души принимает разные формы в зависимости от «доли души» каждого человека, и музыка является не только выражением эмоций певца, но и ответом на не выраженные и скрытые эмоции людей. У каждого слушателя свой голос. Весь мир сосредоточен на звуках и ритмах музыки, и все исчезает из сознания, кроме самой музыки. В Шопенгауэре Толстой подтвердил свою мысль о том, что музыка может раздражать и волновать человека, и писатель стал увереннее утверждать, что в



этом ее «страшная сила». В этом выражается осознание независимости музыки от мира, что составляет основу взгляда Шопенгауэра на музыку; Толстой во многих отношениях соответствует взглядам Шопенгауэра. Хотя он еще не понимает своих произведений, после признания этих произведений он назвал Шопенгауэра "самый мудрый человек". [6, с 123] «Услышав музыку, Лев Николаевич не мог не услышать ее; сын его С. Л. писал, что он, вероятно, испытывает волнение, слушая музыку, которая ему нравится. Толстой», — у него в горле стоял комок. Что-то сжималось, и он рыдал. Беспричинное волнение и нежность, которые возбуждала в нем музыка. Иногда музыка движет им против его воли. Искусство, по его словам, было «не шуткой, а ужасающей силой». Он спросил: «Чего музыка хочет от меня?» [5, с 115] В творчестве Толстого музыка тесно связана с миром природы и человека. Шум дождя и шум деревьев, звон колоколов и звуки ветра, а также голоса веселых балалаек. Русская литература обогатилась любовью к музыке, что придало произведениям русского писателя особую мелодичность звучания и музыкальность. Музыка раскрывает душу героев, даря им красоту и гармонию в их жизни. В творчестве художника образность развивается в соответствии с музыкальными законами. В конце концов, она возвращается к нам как воспоминание, и каждый раз звучит в новой тональности, которая напоминает о жизни других людей в настоящем и прошлом, а также о том, что музыка является одной из величайших духовных общностей, объединяющей человечество общим чувством любви. [4, с 132]. Музыка, так же, как и литература, сопровождает нас всю жизнь, она учит, в ней человек находит выражение самых высоких чувств и тонких душевных переживаний. Литература помогает познать мир, музыка также учит жизни. Писатель создает литературное произведение, чтобы передать свои мнения и чувства, свое видение жизни, ставя перед собой задачу, повлиять на читателя. Музыка и литература это две грани нашей жизни, между которыми существует неразрывная связь.

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## ЛИТЕРАТУРА В РЯДУ ДРУГИХ ВИДОВ ИСКУССТВИЮ. СПЕЦИФИКА ИСКУССТВА

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### ABSTRACT

Literature is one of the key arts that embodies the art of words. The term "literature" also covers any work of human thought that is recorded in written form and have social value.

**Keywords:** epic, lyrics, drama, literature, types, arts, meaning, words, language.

### АННОТАЦИЯ:

Литература — это одно из ключевых искусств, воплощающее искусство слова. Термин «литература» также охватывает любые произведения человеческой мысли, которые закреплены в письменной форме и имеют общественную ценность.

**Ключевые слова:** эпос, лирика, драма, литература, виды, искусства,, смысл, слова , язык.

**Художественная литература** — вид искусства, использующий в качестве единственного материала слова и конструкции естественного языка. Специфика художественной литературы выявляется в сопоставлении с видами искусства, использующими иной материал вместо словесно-языкового (музыка, изобразительное искусство). От прочих видов литературы художественную литературу отличает наличие художественного вымысла[1]. Художественная литература объединяет авторские (включая анонимные) произведения, в отличие от принципиально не имеющих автора произведений фольклора.

**Эпос** (греч. *ἔπος* — слово, повествование, рассказ), род литературный, выделяемый наряду с лирикой и драмой; представлен такими жанрами, как сказка, предание, разновидности героического эпоса, эпопея, эпическая поэма, повесть, рассказ, новелла, роман, очерк. Э., как и драме, свойственно воспроизведение действия, развёртывающегося в пространстве и времени, —

хода событий (см. Сюжет) в жизни персонажей. Специфическая же черта Э. — в организующей роли повествования. носитель речи (сам автор или рассказчик) сообщает о событиях и их подробностях как о чём-то прошедшем и вспоминаемом, попутно прибегая к описаниям обстановки действия и облика персонажей, а иногда — к рассуждениям. Повествовательный пласт речи эпического произведения непринуждённо взаимодействует с диалогами и монологами персонажей. Эпическое повествование то становится самодовлеющим, на время отстраняя высказывания персонажей, то проникается их духом в несобственно прямой речи; то обрамляет реплики героев, то, напротив, сводится к минимуму или временно исчезает. Но в целом оно доминирует в произведении, скрепляя воедино всё в нём изображённое. Поэтому черты Э. во многом определяются свойствами повествования. Речь здесь выступает главным образом в функции сообщения о происшедшем ранее. Между ведением речи и изображаемым действием в Э. сохраняется временная дистанция: эпический поэт рассказывает «... о событии, как о чем-то отдельном от себя...» [2].

#### **Драма- от греч. drama - действие)**

1) Один из трех основных родов литературы, отражающий жизнь в действиях, совершающихся в настоящем. К драматическому роду относятся трагедии (см. трагедия), комедии (см. комедия), собственно Д., мелодрамы (см. мелодрама) и водевили (см. водевиль).

2) Д. в узком смысле слова - один из ведущих жанров (см. жанр литературный) драматургии; литературное произведение, написанное в форме диалога действующих лиц. Предназначается для исполнения на сцене. Ориентирована на зрелищную выразительность. Взаимоотношения людей, возникающие между ними конфликты раскрываются через поступки героев и получают воплощение в монолого-диалогической форме. В отличие от трагедии, Д. не завершается катарсисом.[3].

**Лирика, лирическая поэзия** (от греч. λυρικός — «исполняемый под звуки лиры, чувствительный, лирный») — род литературы, воспроизводящий субъективное личное чувство (отношение к чему-либо) или настроение автора. По словарю Ожегова лиризм означает чувствительность в переживаниях, настроениях, мягкость и тонкость эмоционального начала; словарь Т. Ф. Ефремовой отмечает характеризующие его эмоциональность, поэтическую взволнованность, задушевность[4]. По словарю Л. П. Крысина лирическая поэзия — это поэзия, выражающая чувства и переживания поэта

Итак, литературный род - это группа литературных жанров, обладающих сходными литературными признаками. Роды различаются способами изображения человека: эпос объективно изображает человека; лирика субъективно; драма изображает частную человека в переломные моменты.

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## ПОНЯТИЕ О СЛОВЕСНОСТИ. ВЕТВИ ЕДИНОГО ДРЕВА

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### АННОТАЦИЯ

Данный материал рассматривает понятие о словесности, а также виды словесного искусства. В широком смысле словесность - это совокупность произведений человеческого искусства. В истории художественного развития человечества среди видов искусства особое место занимает искусство слова. Также большую роль играет речь, он имеет многофункциональный характер и является не только средством общения, но и условием для развития словесного искусства.

**Ключевые слова:** словесность, виды, речь, понятие, искусства слова, литература, рукописи, народ, произведения, образы, творчество.

### ABSTRACT

This material examines the concept of literature, as well as types of verbal art. In a broad sense, literature is the totality of works of human art. In the history of the artistic development of mankind, the art of words occupies a special place among the types of art. Speech also plays an important role; it is multifunctional in nature and is not only a means of communication, but also a condition for the development of verbal art.

**Keywords:** literature, types, speech, concept, verbal arts, literature, manuscripts, people, works, images, creativity.

Многие писатели и поэты размышляет о значении слова в жизни человека. Также поэты XX века посвятили магическому и поэтическому изучению слова свои стихотворения. Среди них: Н. Гумилев, А. Тарковский «Слова». Используя эту особенную власть обратного слова, все древние виды словесного искусства запечатлевали в мир художественных образах. И создавали некую воображаемую жизненную картину, с помощью которых влияли на чувство и мысли людей. По-другому искусство слова называют словесностью. В широком смысле словесность – это совокупность произведений человеческого искусства. Словесность – это творчество, выражающееся в устном и письменном слове. Существует 2 вида словесности: устная словесность – совокупность устных словесных произведений, и письменная -литература рукописные и печатные произведения, накопленные человечеством за всю историю его существования.

Словесность в литературе обогащает и расширяет наше понимание языка и способности выражать себя. Она создает уникальный опыт чтения, который позволяет нам взглянуть на мир с новой перспективы, сопереживать героям и переживать разные эмоции. Литература позволяет наслаждаться красотой языка и искусства слов, исследовать глубокие темы и вечные вопросы, а также вдохновлять нашу собственную творческую мысль. Словесность помогает ли нам общаться, обмениваться с информацией. Мы можем передавать свои мысли, чувства, задавать вопросы, устанавливать социальные связи. Также помогает нам учиться и понимать мир вокруг нас. Одним словом, словесность открывает перед нами возможности для творчества и развития. Кроме того, сохраняет культурное наследие через литературу и фольклор. Словесность имеет различные формы, которые используются для выражения. Такие как, художественная и народная. Художественная словесность характеризуется использованием литературных средств и художественных приёмов. А народная словесность – это форма словесности, которая передаётся народной традицией и включают сказки, народные песни. Чаще всего художественную литературу относят к словесности, называют «изящная словесность».

Ю.В. Рождественский выстроил классификацию родов и жанров словесности:

- 1) устная словесность
  - дописьменная словесность (фольклор, диалог)
  - литературная (сценическая речь)
- 2) письменная (письма, документы)
- 3) печатная или литература
- 4) массовая коммуникация (массовая информация, прессы)

Каждый вид словесности имеет свои особенности и требует специфических навыков и умений в сфере письма и выражения мыслей. В любом случае, навык эффективного использования слова и языка является важным для коммуникации и успешного взаимодействия в различных областях. В результате изучения различных источников пришли к выводу, что словесность и виды словесности живут и развиваются в постоянном взаимодействии и соприкосновении друг с другом, как две могучие ветви дерева, которые произрастают из одного ствола – слова.

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## ЯЗЫК ХУДОЖЕСТВЕННОГО ПРОИЗВЕДЕНИЯ

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### ABSTRACT

The language of a work of art is a set of linguistic means used in a given literary work.

**Keywords:** language, literature, work, means, techniques, styles.

### АННОТАЦИЯ

Язык художественного произведения-совокупность языковых средств,используемых в данном литературном произведении.

**Ключевые слова:** язык,литература,произведение,средства,приёмы,стили.

Язык художественной литературы – это письменный язык,который служит для создания художественных произведений,бытующих в тех культурах, где устный, обыденный язык не совпадает с письменным.

Во втором значении язык художественной литературы – это язык литературных произведений во всём их многообразии.В наше время это тот же язык,что и обычный,разговорный.

Именно язык художественной литературы включает в себя различные средства выразительности: тропы и фигуры;  
Именно он совмещает в себе все стили литературного языка и элементы нелитературного. [1].

Язык художественного произведения - основное средство изображения картин жизни, художественных характеров и образов, которые использует в своем творчестве писатель. К средствам языка художественной литературы относятся: поэтическая лексика, поэтический синтаксис и эвфония - особенность звучания; совокупность изобразительно-выразительных средств и приемов воплощения идейно-эстетического содержания в художественной литературе. Проявляет себя и в поэзии, и в прозе. Характеристика языка художественного произведения во многом определяется особенностями авторского отбора материала из общенационального языка; этот отбор формирует авторский язык и язык персонажей.

Риторический вопрос, восклицание - вопрос, не предполагающий ответа; он выступает в значении утверждения и усиливает эмоциональность высказывания.

**Афоризм** - краткое изречение, содержащее в себе законченную мысль, философскую или житейскую мудрость; поучительный вывод, обобщающий смысл явления. Ничего не доказывает, а предлагает готовый вывод широкого уровня обобщения. К афоризмам часто относятся пословицы; вместе с тем афоризм имеет автора, в то время как пословицы - продукт народного творчества.

**Инверсия** - нарушение общепринятой грамматической последовательности речи; перестановка частей фразы, придающая ей особую выразительность; необычная последовательность слов в предложении. Часто встречается в стихах.  
Досадно было, боя ждали.

М.Ю. Лермонтов

**Повтор** - это фигура, состоящая в повторении слов, выражений, песенной или стихотворной строки с целью привлечь к ним особое внимание.

Всяк дом мне чужд, всяк храм не пуст,

И все - равно и все - едино...

М. Цветаева

**Анафора** - единоначатие; повторение слова или группы слов в начале нескольких фраз или строф.

Люблю тебя, Петра творенье,

Люблю твой строгий, стройный вид.

А.С. Пушкин

**Изобразительно-выразительные средства в художественном произведении.**

**Сравнение** – сопоставление двух предметов, понятий или состояний, имеющих общий признак.

**Эпитет** – образное определение, характеризующее свойство, качество, понятие, явление.

**Метафора** – переносное значение слова, основанное на уподоблении одного предмета или явления другому по сходству или контрасту; скрытое сравнение, построенное на сходстве или контрасте явлений, в котором слова «как», «как будто», «словно» отсутствуют, но подразумеваются. Разновидностями метафоры являются олицетворение - уподобление живому существу («...пробирается луна» А.С. Пушкина) и овеществление - уподобление предмету («Гвозди б делать из этих людей: Крепче б не было в мире гвоздей» Н. С. Тихонова).

**Метонимия** (от греч. переименовываю) - сближение, сопоставление понятий по смежности, когда явление или предмет обозначаются с помощью других слов и понятий: «стальной орапор дремлет в кобуре» - револьвер; «вел мечи на пир обильный» - вел воинов в бой; «смычок запел» - скрипач заиграл на своем инструменте.

**Гипербола** – художественное преувеличение.

**Аллегория** – перенесение значений одного круга явлений на другой, например с мира людей на мир животных, иносказание.

**Оксюморон** – это фигура, основанная на сочетании противоположных по значению слов с целью необычного, впечатляющего выражения какого-либо нового понятия, представления: горячий снег, скупой рыцарь, пышное природы увяданье.

**Звукопись** - прием усиления изобразительности текста путем такого звукового построения фраз, стихотворных строк, которое соответствовало бы воспроизводимой сцене, картине, выражаемому настроению. В звукописи используются и аллитерации, и ассонансы, и звуковые повторы. Звукопись усиливает изображение определенного явления, действия, состояния.

**Аллитерация** - это повторение в стихотворной речи (реже в прозе) одинаковых согласных звуков с целью усиления выразительности художественной речи.

Вечер. Взморье. Вздохи ветра.

Величавый возглас волн.

Близко буря. В берег бьется

Чуждый чарам черный челн. [2].

Язык художественной литературы допускает отклонения от общелитературных норм, и они могут проявляться на всех уровнях языка.

Язык художественной литературы как таковой является языком наднациональным: к поэтическому языку относятся и все ритмико-интонационные явления, в частности связанные с формой стиха. [3].

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## КОМПОЗИЦИОННЫЕ ПРИЁМЫ

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### АННОТАЦИЯ

В данной работе исследуются различные методы и стратегии, используемые в искусстве, литературе, дизайне и других областях для создания гармоничной и эффективной композиции. В работе рассматриваются основные принципы композиции, такие как баланс, пропорции, ритм, перспектива и контраст, а также предлагаются практические советы по их использованию.

**Ключевые слова:** композиционные приёмы, искусство, дизайн, баланс, пропорции, ритм, перспектива, контраст, стратегии композиции.

### ABSTRACT

This paper explores various methods and strategies used in art, literature, design and other fields to create a harmonious and effective composition. The paper examines the basic principles of composition, such as balance, proportions, rhythm, perspective and contrast, and offers practical advice on their use.

**Keywords:** compositional techniques, art, design, balance, proportions, rhythm, perspective, contrast, composition strategies.

Композиционные приемы – это искусство организации пространства, времени, формы и содержания в искусстве и дизайне. Они являются ключевыми инструментами для создания гармоничного, эстетически привлекательного и эмоционально заряженного произведения. Первый композиционный прием, о котором стоит упомянуть, – это баланс. Баланс подразумевает равномерное распределение визуальных и эмоциональных элементов в произведении. Баланс может быть симметричным или асимметричным, но в обоих случаях он создает чувство гармонии и уравновешенности. Симметричный баланс достигается путем равномерного размещения элементов по обеим сторонам оси, а асимметричный баланс – путем создания визуального равновесия, не полагаясь на геометрическую симметрию. Второй важный прием – это пропорция. Пропорция относится к размерам элементов в произведении и их отношению друг к другу. Правильное

использование пропорции помогает создать чувство гармонии и единства. Несоблюдение пропорций может привести к впечатлению дисбаланса и некоординированности. Кроме того, пропорция может использоваться для управления вниманием зрителя или читателя. Например, увеличение размера элемента может привлечь больше внимания к нему, чем к другим элементам. Третий композиционный прием – это перспектива. Перспектива добавляет глубину и трехмерность к произведению. Она позволяет создать иллюзию пространственных отношений и перемещения внутри произведения. Перспектива может использоваться для создания эффектов глубины, движения или иерархии. В литературе перспективу можно достичь с помощью описания местности, окружения или внутренних состояний персонажей. Еще одним важным приемом является ритм. Ритм относится к повторяющимся элементам или паттернам, которые создают чувство движения и активности. Ритм может быть быстрым и энергичным, медленным и спокойным или изменчивым и непредсказуемым. Он может использоваться для создания эмоционального эффекта или управления темпом произведения. [1, С. 36–38] В литературе ритм может быть достигнут с помощью постоянного повторения слов, фраз или сюжетных мотивов. И последний, но не менее важный прием – это акцент. Акцент относится к наиболее значимым или важным элементам произведения. Акценты могут быть созданы с помощью различных композиционных методов, таких как контраст, цветовое акцентирование или острое направление света. Акценты помогают привлечь внимание зрителей или читателей к ключевым моментам или идеям.

1. Использование золотого сечения в композиции картины, чтобы создать гармоничное и пропорциональное распределение элементов.
2. Применение принципа равновесия, чтобы достичь баланса между различными частями композиции.
3. Использование диагональной композиции для создания динамичности и направленности в изображении.
4. Применение контраста цветов или форм для привлечения внимания к определенным элементам композиции.
5. Использование перспективы для создания глубины и объема в композиции.
6. Применение фокусировки на главном объекте, чтобы подчеркнуть его важность в композиции.
7. Использование повторяющихся элементов для создания ритма и единства в композиции.

8. Применение принципа симметрии или асимметрии для достижения интересного и сбалансированного визуального эффекта.

Композиционные приемы – это средства, с помощью которых художники и писатели могут создавать произведения искусства, которые привлекают, впечатляют и оставляют важное эмоциональное впечатление. Правильное использование композиции важно для создания сильного визуального или текстового повествования. Они предоставляют писателям и художникам инструменты для выражения своих идей, эмоций и внутреннего мира. Поэтому понимание и освоение композиционных приемов является неотъемлемой частью искусства создания привлекательных и качественных произведений. [3, С. 19–21]

Использования композиционных приёмов в различных областях искусства:

#### 1. Использование симметрии в архитектуре:

Многие знаменитые здания и сооружения используют симметричные композиционные приёмы для создания визуальной гармонии и баланса. Например, симметрия применяется в фасадах дворцов, музеев и храмов, таких как Версальский дворец, Эрмитаж и Парфенон.

#### 2. Равновесие в живописи:

Художники используют композиционное равновесие, чтобы создать гармонию между элементами в своих произведениях. Например, в картине Леонардо да Винчи «Тайная вечеря» равновесие достигнуто через распределение персонажей и использование перспективы.

#### 3. Акцент в литературе:

В литературе авторы используют комбинацию слов, фраз или сцен для создания акцентов, обращающих внимание читателя на ключевые идеи, моменты или персонажей в тексте. Например, в романе «Преступление и наказание» Фёдора Достоевского автор создает акцент на внутренний монолог главного героя, подчеркивая его внутренние конфликты и размышления.

#### 4. Использование перспективы в фотографии:

Фотографы используют перспективу для создания визуальной глубины и трехмерности в своих работах. Применение перспективы позволяет создать эффект глубокого пространства и привлечь внимание зрителя к определенным деталям. Примером может служить фотография горизонта, создающая иллюзию бесконечности пространства.

Таким образом, композиционные приёмы играют важную роль в создании и восприятии произведений искусства, позволяя художникам, писателям,



музыкантам и дизайнерам создавать целостные, эстетически привлекательные и воздейственные произведения. Владение этими приёмами является важной частью творческого процесса и позволяет создать произведения, которые вызывают эмоции, размышления и вдохновение у зрителя, читателя или слушателя.

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## МЕТОДИКА ОБУЧЕНИЯ УСТНОЙ РЕЧИ НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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### ABSTRACT

This article is devoted to the topic of teaching oral speech in classes of Russian as a foreign language. The article touches on methods for learning the Russian language, teaching oral speech, which is the main form of communication, one of the main practical goals of teaching the Russian language.

**Keywords:** Oral speech, educational material, listening, Russian as a foreign language (RFL)

### АННОТАЦИЯ

Данная статья посвящена теме обучения устной речи на занятиях русского языка как иностранного. В статье затрагиваются методы для изучения русского языка, обучение устной речи, которая является основной формой общения, одна из основных практических целей преподавания русского языка.

**Ключевые слова:** Устная речь, учебный материал, аудирование, русский язык как иностранный (РКИ).

Обучение устной речи, которая является основной формой общения, одна из основных практических целей преподавания русского языка. Она складывается из двух взаимосвязанных компонентов: устного выражения своих мыслей и понимания на слух чужой речи на русском языке. Целью практического урока русского языка является обучение учеников умению вести устный диалог и правильно выражать на русском языке свои мысли, используя изученный лексический и грамматический материал. Важнейшая задача усиленного обучения в начальных классах — это развитие интереса детей к русскому языку. В основе методики лежит социально-коммуникативный принцип, нацеливающий на достижение сознательного осмысленного усвоения материала.

Обычно под устной речью подразумевают вид речевой деятельности, которая включает понимание звучащей речи и умение реализовать речевые высказывания в звуковой форме (говорение). Она может осуществляться непосредственно (при контакте собеседников) или опосредованно с помощью технических средств (телефон, Skype и др.). Существует принцип устной основы обучения, предполагающий: (1) устный ввод и закрепление учебного материала; (2) речевую

практику, которая проводится в устной форме на основе отобранных для занятий тем и ситуаций общения. Диалогическая речь, как форма устного общения, характеризуется ситуативностью од ним из важных положений в обучении говорению [1, с. 227].

Диалогическая речь связана с речевым поведением собеседников, каждый из которых может выступать в качестве и говорящего, и слушающего. С этой целью у учеников необходимо сформировать навыки и умения ведения беседы друг с другом на занятиях (учебные ситуации), а также с носителями русского языка в школе, дома, на улице, в транспорте и т.д. (бытовые ситуации). В процессе организации обучения устной речи национальном классе преподаватель формулирует учебные задачи, которые направлены на то, чтобы:

- научить учеников речевым приемам создания устной речи:  
отработать речевые образцы
- заучить с учениками и довести до автоматизма отобранные языковые клише с тем, чтобы уметь употреблять их в конкретной речевой ситуации [2, с. 13].

Коммуникативные упражнения являются наиболее эффективным путём выработки речевых навыков и умений в силу их следующих особенностей: во-первых, они являются показателем свободного владения речью, во-вторых, имеют воспитательную и познавательную ценность, в-третьих, в процессе формирования коммуникативных умений и навыков одновременно отрабатываются и орфоэпические, и грамматические, и орфографические навыки. Ценность использования коммуникативных упражнений в целях развития интереса к овладению навыками речи на втором языке заключается в том, что обучение приближается к жизненной практике.

Важную роль в усвоении учебного материала будут играть базовые знания, полученные в дошкольном образовании. Важнейшая задача усиленного обучения в начальных классах — это формирование и развитие интереса детей к русскому языку. В основе методики лежит социально-коммуникативный принцип, нацеливающий на достижение сознательного осмысленного усвоения учащимися языкового и речевого материала.

Примеру, можно использовать небольшие по объему речевые упражнения:

Преподаватель дает образец, затем студенты обращаются друг к другу с вопросом по цепочке. Следует указать в задании, чтобы ученики задавая вопрос, варьиовали лицо подлежащего. Такой встречный вопрос приближает искусственные условия речи к реальным, а также дает учителю возможность отработать формально-грамматическую сторону речевого образца. При выполнении данных заданий происходит не повторение одного и того же вопроса, а формулирование нового вопросительного предложения. То есть необходимость, прежде всего ответить на вопрос, а затем задавать встречный вопрос.

Рассмотрим другой способ. Это вопрос-перенос. Например, один ученик говорит: «Я приехал из России», «Мне десять лет». Задача другого ученика задать вопрос так, как будто он не расслышал, то есть переспросить: «От куда ты приехал?» или «Сколько тебе лет?». Данный прием дает возможность многократно повторять закрепляемый грамматический образец, но в почти реальной речевой ситуации.

Работу над языковым материалом параграфа следует заканчивать выполнением заданий без предварительной подготовки. Это могут быть упражнения следующего типа: рассказ о себе на заданную тему, постановка уточняющих вопросов к тексту с целью получения дополнительной информации, передача содержания рассказа от лица героя, превращение диалогической части рассказа в описание. Также можно предложить студентам выполнить задание «интервью», когда один из них должен изобразить персонаж из текста, отвечая на различные вопросы, задаваемые группой. Особый интерес у студентов вызывают так называемые «проблемные» вопросы, которые требуют оценки событий. Например: «Как бы вы поступили на месте данного персонажа? Правильно ли поступил главный герой?» и т.д. Отметим, что при составлении монологического высказывания на основе прочитанного текста ученики должны использовать отдельные слова и словосочетания, но не целые предложения из них.

В результате исследования можно сделать вывод, что рассмотренные виды упражнений достаточно эффективны. Они способствуют формированию и совершенствованию у иностранных учащихся навыков говорения и аудирования на русском языке, а также помогают им преодолеть языковой барьер и повышают мотивацию к изучению языка. Материал исследования может быть положен в основу разработки пособия, направленного на формирование и развитие навыков устной речи на начальном этапе обучения русскому языку.

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## ЛИТЕРАТУРА КАК ИСТОРИЧЕСКИЙ ИСТОЧНИК

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### АННОТАЦИЯ

В данной работе рассматривается литература как важный исторический источник, способный отражать дух времени, социокультурные особенности и идеологические тенденции эпохи, в которой она была создана. Автор исследует роль литературы в интерпретации прошлого, а также ее значение для понимания исторических событий и общественных изменений.

**Ключевые слова:** литература, исторический источник, культура, идеология, прошлое, общество.

### ABSTRACT

This paper considers literature as an important historical source capable of reflecting the spirit of the times, socio-cultural characteristics and ideological trends of the era in which it was created. The author explores the role of literature in interpreting the past, as well as its significance for understanding historical events and social changes.

**Keywords:** literature, historical source, culture, ideology, past, society.

Литература историями переплетена уже сотни и тысячи лет. Произведения литературы не только развлекают и вдохновляют своих читателей, но и становятся важными историческими документами, которые помогают нам понять прошлое и традиции различных народов. Литература может быть намного более чем просто художественным проявлением – она может стать историческим источником, проливающим свет на тот или иной период в истории человечества. Литература является одним из самых важных источников для изучения истории различных эпох и культур. Художественные произведения не только отражают быт, образ жизни и менталитет своего времени, но и помогают понять настроения и нравы общества, политические и социальные процессы, а также важные исторические события. Литература как отражение общественных и культурных процессов призвана интерпретировать исторические события, менталитет и настроения той или иной эпохи. [3, С. 161–166] Через художественные произведения мы можем увидеть, каким образом политические изменения, войны, революции или реформы

отображаются в повседневной жизни людей, их мыслях, чувствах и поступках. Кроме того, литературные произведения играют важную роль в формировании идентичности народа. Темы и мотивы, затрагиваемые в литературе, способствуют формированию исторической памяти, национальной самоидентификации, укреплению культурного наследия народа. Анализ и интерпретация литературных произведений позволяют исследователям увидеть множество аспектов истории, которые часто скрыты от глаз. С помощью литературных источников можно раскрыть моральные, эстетические и социальные аспекты истории, а также понять менталитет людей той или иной эпохи. [2, С. 119–121]

Одной из главных причин, почему литература является ценным историческим источником, заключается в том, что она отражает мысли, идеи и ценности своего времени. Через произведения литературы, мы можем узнать о социальных, политических и экономических условиях той эпохи, в которой они были созданы. Мы можем заглянуть в прошлое и проникнуться атмосферой времени, в котором жили и действовали писатели. Классические произведения мировой литературы, такие как «Война и мир» Льва Толстого или «Преступление и наказание» Федора Достоевского, являются отличным источником информации о русском обществе, его нравах, традициях и идеологии во времена, когда эти книги были написаны. Через авторский взгляд на разные социальные группы и их взаимодействие, мы можем лучше понять сложности и проблемы, с которыми сталкивалось русское общество в то время. [1, С. 12–36]

Однако, литература как исторический источник не ограничивается только классическими произведениями. Современные писатели также играют важную роль в сохранении истории и традиций своей нации. Например, «Сто лет одиночества» Габриэля Гарсиа Маркеса – это известный роман, который отражает историю Колумбии и политические события в стране. Через историю саги семьи Буэндиа, автор раскрывает сложность колумбийского общества и политические конфликты.

Несколько примеров использования литературы в качестве исторического источника: «1984» Джорджа Оруэлла и отражение политических процессов.

Роман Джорджа Оруэлла "1984" является остроумным антиутопическим произведением, которое тонко отражает политическую реальность и тоталитарные тенденции своего времени. Оруэлл в своем произведении пронизательно описывает аспекты тоталитаризма, цензуры, манипуляции массами и контроля за обществом, предвидя тенденции, которые стали характерными для некоторых политических режимов в XX веке.

Сонеты Шекспира как отражение социальных аспектов.



Сочинения Уильяма Шекспира, включая его сонеты, предоставляют уникальную перспективу на социальные аспекты эпохи Элизаветы I. В них затрагиваются темы любви, власти, нравственности и социальных отношений, что дает исследователям возможность увидеть и понять менталитет и нравы того времени.

Одним из основных достоинств литературы как исторического источника является то, что она может предоставить читателям уникальную перспективу. Часто мы можем найти описания событий или портреты исторических фигур, которые не сильно известны из учебников и других источников. Литература может рассказать нам о жизни простых людей, их радостях и бедах, их мыслях и мечтах. В этом заключается ее главная сила как исторического источника – она делает историю более живой и доступной. Конечно, как и любой исторический источник, литература имеет свои ограничения и сложности. Авторы могут быть предвзятыми или иметь свои субъективные взгляды на происходящее. Они могут приукрасить или изменить факты, чтобы подчеркнуть свою точку зрения. Однако, даже с учетом этих ограничений, литература остается ценным источником информации и историческим свидетельством определенного периода времени. В заключение, следует отметить, что литература играет ключевую роль как исторический источник. Она помогает не только понять прошлое, но и влияет на формирование и сохранение культурной, идентификационной и исторической памяти. Поэтому изучение литературы как исторического источника является важной частью исторической науки и позволяет углубить наше понимание прошлого.

Таким образом, литература – это не только искусство, но и исторический источник, она помогает нам понять прошлое, наших предков и разные культуры. Она предоставляет уникальную перспективу, оживляет историю и делает ее более доступной и увлекательной. Литература дает нам возможность заглянуть в прошлое и увидеть его глазами писателей, что делает ее неоценимым историческим источником.

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## МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В ШКОЛАХ

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### АННОТАЦИЯ:

В данном тезисе рассматриваются основные и наиболее эффективные и популярные методики преподавания. Описываются методы для повышения интереса учащихся.

**Ключевые слова:** Методика преподавания, активный метод, пассивный метод, интерактивный метод, частично-поисковой метод, наглядный метод, теоретические приёмы.

### ABSTRACT

This thesis discusses the basic and most effective and popular teaching methods. Methods for increasing student interest are described.

**Keywords:** Teaching methodology, active method, passive method, interactive method, partial search method, visual method, theoretical techniques.

Методика преподавания является одной из самых важных педагогических дисциплин. Методика преподавания – это набор практических и теоретических приемов, способов и технологий, которые используются преподавателем для достижения определенных образовательных целей. Методика преподавания включает в себя разработку учебных планов, подбор учебных материалов, организацию учебного процесса, применение различных методов обучения и оценки знаний студентов. Основная цель методики преподавания - обеспечить эффективное и качественное обучение. В современных школах важно использовать современные приёмы обучения, эффективные методы для решения конкретных задач. Активный метод преподавания - это подход к обучению, который акцентируется на активном взаимодействии студентов с учебным материалом, преподавателем и друг другом. В отличие от традиционного преподавания, где студенты пассивно слушают лекции или выполняют задания, активные методы преподавания стимулируют учащихся к самостоятельной деятельности, поиску решений, обсуждениям, анализу и выработке собственных выводов. Примеры активных методов преподавания

включают в себя обсуждение в группах, проектную работу, проблемно-ориентированное обучение, ролевые игры, кейс-метод, обучение через делание (learning by doing), а также использование современных технологий и онлайн-ресурсов для интерактивного обучения. Активные методы обучения способствуют развитию критического мышления, коммуникационных навыков, сотрудничества, творческого мышления и повышают мотивацию и заинтересованность студентов в учебном процессе.

Пассивный метод преподавания - это традиционный подход к обучению, при котором преподаватель играет центральную роль, а студенты пассивно слушают его лекции, получают информацию и выполняют задания без активного участия в учебном процессе. В таких методах учащимся предоставляется информация, которую им нужно просто запомнить и воспроизвести на тестах или экзаменах. Примеры пассивных методов преподавания включают в себя устную лекцию, чтение учебников, выполнение стандартных заданий и тестов. Недостатком данного подхода является то, что студенты могут быстро потерять интерес к учебе, не развивая критического мышления, аналитических и коммуникативных навыков. Хотя пассивные методы преподавания все еще используются, современные подходы к образованию все больше отдают предпочтение активным методам, которые способствуют более глубокому усвоению материала, развитию навыков самостоятельного и критического мышления, а также мотивации к обучению. Интерактивный метод преподавания - это подход к обучению, включающий активное взаимодействие между преподавателем и студентами, а также между самими студентами. В отличие от пассивных методов, в интерактивных методах учащиеся активно участвуют в обсуждениях, решении проблем, выполнении заданий и проектов, обмене мнениями и идеями. Примеры интерактивных методов преподавания включают в себя групповые обсуждения, деловые игры, ролевые упражнения, кейс-метод, использование технологий для обратной связи и совместного решения задач. Интерактивный метод преподавания способствует участию студентов в учебном процессе, развитию критического мышления, коммуникационных навыков, сотрудничества, творческого мышления и саморегуляции. Этот метод также обеспечивает более глубокое понимание материала и помогает студентам применить знания на практике. В результате учащиеся становятся более мотивированными, уверенными и самостоятельными в своем обучении. Наглядный метод преподавания - это метод, при котором используются визуальные средства, материалы или оборудование для улучшения понимания и запоминания учебного материала.

Этот метод направлен на создание наглядности и наглядности в процессе обучения, что помогает студентам лучше воспринимать и усваивать информацию. Примеры наглядных методов преподавания включают в себя демонстрацию видеоматериалов, использование презентаций, диаграмм, таблиц, схем, моделей, интерактивных досок, а также проведение лабораторных занятий и практических занятий. Использование наглядных методов позволяет организовать учебный процесс более эффективно, делает обучение более интересным и запоминающимся, помогает визуализировать сложные концепции и понятия, а также развивает у студентов умение анализировать и интерпретировать визуальные данные. Наглядные методы могут быть особенно полезны для визуальных и кинестетических обучающихся, которые лучше усваивают материал через зрительное и тактильное восприятие. Частично - поисковой метод - это метод преподавания, который направлен на стимуляцию студентов к самостоятельному поиску информации, анализу и применению полученных знаний на практике. В рамках этого метода преподаватель предоставляет определенную базовую информацию или контекст, после чего студентам предлагается самостоятельно исследовать тему, провести анализ, решить проблемы и представить результаты. Примеры частично-поискового метода включают в себя задачи, требующие исследования, проекты, обсуждения в группах, а также использование современных технологий для проведения поисковой работы и анализа данных. Этот метод обучения способствует развитию у студентов критического мышления, умения искать и анализировать информацию, принимать решения, а также развивает коммуникативные и творческие навыки. Частично-поисковый метод помогает студентам активнее участвовать в учебном процессе, повышает мотивацию и заинтересованность в обучении, а также позволяет более глубоко усвоить и применить полученные знания. Интерактивный метод - это подход к преподаванию, который активно включает учащихся в учебный процесс, позволяя им активно взаимодействовать между собой и с преподавателем. Целью интерактивного метода является создание более глубокого понимания материала, развитие навыков критического мышления, решения проблем, коммуникации, анализа, коллаборации и других умений. Примеры интерактивных методов включают в себя групповые обсуждения, дискуссии, ролевые игры, проектную деятельность, проблемное обучение, кейс-метод и др. Студенты активно участвуют в учебном процессе, обмениваются мнениями, анализируют случаи из практики, решают задачи в коллективе и самостоятельно, что способствует более глубокому усвоению материала. Интерактивный метод является

эффективным средством обучения, так как он способствует активизации студентов, обеспечивает обратную связь, развивает навыки сотрудничества и коммуникации, а также позволяет применять знания на практике. Он помогает студентам стать более самостоятельными, творческими и мотивированными в учебном процессе.

Также в конце урока можно использовать метод «Благодарения»- это когда учащиеся оценивают друг друга, а также учителя используя комплимент-похвалу. Такой вариант окончания урока, даёт возможность удовлетворения потребности в признании личностной значимости каждого.

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## УРОК ЛИТЕРАТУРЫ И СОВРЕМЕННЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

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### АННОТАЦИЯ

Данная работа исследует влияние современных образовательных технологий на процесс обучения литературе, рассматриваются различные методы и подходы, используемые в современном образовании для улучшения усвоения литературных знаний и развития литературного вкуса у учащихся. В работе подробно анализируются примеры успешного применения информационных технологий, интерактивных методик и онлайн-ресурсов на уроках литературы. Обсуждаются преимущества и недостатки использования современных образовательных технологий в контексте обучения литературе.

**Ключевые слова:** урок литературы, образовательные технологии, современное образование, информационные технологии, интерактивные методики, онлайн-ресурсы, обучение литературе, развитие литературного вкуса, преимущества и недостатки.

### ABSTRACT

This work explores the influence of modern educational technologies on the process of teaching literature, examines various methods and approaches used in modern education to improve the assimilation of literary knowledge and the development of literary taste in students. The paper analyzes in detail examples of successful application of information technologies, interactive techniques and online resources in literature lessons. The advantages and disadvantages of using modern educational technologies in the context of teaching literature are discussed.

**Keywords:** literature lesson, educational technologies, modern education, information technology, interactive techniques, online resources, teaching literature, development of literary taste, advantages and disadvantages.

Урок литературы – это одно из ключевых звеньев в образовательном процессе, которое способствует развитию культуры речи, литературного вкуса и обогащению внутреннего мира учащихся. В наше время современные



образовательные технологии играют все более значимую роль в процессе обучения, в том числе и на уроках литературы. Давайте рассмотрим, как современные образовательные технологии могут быть эффективно применены на уроках литературы. Одним из основных преимуществ использования современных образовательных технологий на уроке литературы является возможность создания интерактивной и увлекательной образовательной среды. С помощью интерактивных досок, мультимедийных презентаций, онлайн-ресурсов учителя могут сделать урок более интересным и доступным для учащихся. Например, показывая аудио- и видеофрагменты произведений, учитель может поддержать визуальное восприятие текста и помочь учащимся лучше понять его смысл. Другим важным аспектом применения современных образовательных технологий на уроке литературы является индивидуализация обучения. С помощью онлайн-тестов, заданий для самостоятельной работы, учитель может адаптировать материал под уровень знаний каждого конкретного ученика. Это позволяет создать комфортные условия для обучения каждого учащегося и повысить эффективность урока. Кроме того, современные образовательные технологии позволяют расширить горизонты учащихся и познакомить их с различными литературными произведениями и авторами. Благодаря онлайн-библиотекам, аудиокнигам, видеолекциям, ученики могут познакомиться с широким спектром литературных произведений и развить свой литературный вкус. Таким образом, современные образовательные технологии открывают новые возможности для проведения уроков литературы, делая их более интересными, эффективными и доступными для учащихся. Важно помнить, что технологии – это всего лишь инструмент, а ключевую роль играет профессионализм учителя и его способность правильно применять их в образовательном процессе. Использование современных технологий на уроке актуально, так как позволяет в наибольшей степени решить поставленную государством задачу гуманизации образования, заключающуюся в построения такого учебного процесса, где на первый план выдвигается взаимосвязанная деятельность учителя и ученика, нацеленная на решение как учебной, так и практически значимой задачи. Урок литературы, сочетающий традиционные методы преподавания и современные технологии, может стать не только эффективным, но и захватывающим для учащихся. Одной из важных составляющих современного образования является использование информационных и коммуникационных технологий (ИКТ). На уроках литературы учащиеся могут использовать ИКТ для проведения исследований, чтения электронных версий произведений, обсуждения литературных

произведений на форумах и в сетях социальных медиа, создания видеороликов и презентаций, написания блогов и многое другое. Использование ИКТ позволяет учащимся расширить свои возможности в изучении литературы и способствует их активной вовлеченности в образовательный процесс. Одним из преимуществ использования современных образовательных технологий на уроке литературы является возможность создания интерактивных уроков. Вместо традиционного чтения произведений вслух, учащимся предлагается посмотреть анимированные версии произведений, интерактивные графики, слайд-шоу и видео, что позволяет им лучше понять и усвоить прочитанное. Также интерактивные уроки могут включать в себя игры, викторины и другие формы активного участия учащихся в процессе обучения. [1, С. 15–18] Это позволяет сделать урок интересным и увлекательным для учащихся, а также способствует выработке навыков самостоятельного и креативного мышления. Сочетание традиционных и современных методов преподавания помогает учащимся развивать свои навыки чтения, анализа, интерпретации и критического мышления. Эффективным средством, позволяющим развитие познавательной и исследовательской компетентности, является творческая деятельность. Чтобы ученик начал «действовать», необходимы определенные мотивы. [3, С. 3–10]

Одним из альтернативных и эффективных способов изучения и добывания новых знаний, является технология мастерских. Она представляет собой альтернативу классно – урочной организации учебного процесса. В ней используется педагогика отношений, всестороннее воспитание, обучение без жёстких программ и учебников, метод проектов и методы погружения, безоценочная творческая деятельность учащихся. Актуальность технологии заключается в том, что она может быть использована не только в случае изучения нового материала, но и при повторении и закреплении ранее изученного. [2, С. 18–19] Мастерская – это технология, которая предполагает такую организацию процесса обучения, при которой учитель – мастер вводит своих учеников в процесс познания через создание эмоциональной атмосферы, в которой ученик может проявить себя как творец. Педагог создаёт условия, помогает осознать суть проблемы, над которой надо работать. Учащиеся формулируют эту проблему и предлагают варианты её решения. В качестве проблем могут выступать различные типы практических заданий. В мастерской обязательно сочетаются индивидуальная, групповая и фронтальная формы деятельности, и обучение идёт от одной к другой.

Основные этапы мастерской:

Индукция (поведение) – это этап, который направлен на создание эмоционального настроения и мотивации учащихся к творческой деятельности. На этом этапе предполагается включение чувств, подсознания и формирование личностного отношения к предмету обсуждения. Индуктор – всё то, что побуждает ребёнка к действию. В качестве индуктора может выступать слово, текст, предмет, звук, рисунок, форма – всё то, что способно вызвать поток ассоциаций. Это может быть и задание, но неожиданное, загадочное.

Рефлексия – это осознание учеником себя в собственной деятельности, это анализ учеником осуществлённой им деятельности, это обобщение чувств, возникших в мастерской, это отражение достижений собственной мысли, собственного мироощущения.

Таким образом, современные образовательные технологии имеют огромный потенциал для усиления эффективности уроков литературы. Использование ИКТ и интерактивных методов обучения способствует лучшему усвоению материала, активному вовлечению учащихся в образовательный процесс и развитию их навыков самостоятельного мышления. Однако, необходимо всегда помнить о значимости традиционных методов преподавания, чтобы сохранить глубокое понимание и анализ литературных произведений.

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## ЖИЗНЬ И ТВОРЧЕСТВО ФЁДОР ИВАНОВИЧА БУСЛАЕВА

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### ABSTRACT

Fyodor Ivanovich Buslaev (April 13 [25], 1818 [3], Kerensk, Penza province - July 31 [August 12], 1897, Lyublino, Moscow province) - Russian linguist, folklorist, literary and art historian, head of the Russian mythological school. With his works "On Teaching the Russian Language" (1844) and "An Experience in the Historical Grammar of the Russian Language" (1858), he laid the foundations of linguistic Russian studies. He laid the foundation for the scientific study of Russian folk literature. Full member of the St. Petersburg Academy of Sciences (1860), ordinary academician. Privy Councilor (1877).

**Keywords:** folklore, native language, years, author, mythology, studied, Buslaevic-Russian, science.

### АННОТАЦИЯ

Фёдор Ива́нович Буслáев (13 [25] апреля 1818[3], Керенск, Пензенская губерния — 31 июля [12 августа] 1897, Люблино, Московская губерния) — российский лингвист, фольклорист, историк литературы и искусства, глава русской мифологической школы. Своими трудами «О преподавании отечественного языка» (1844) и «Опыт исторической грамматики русского языка» (1858) заложил основы лингвистической русистики. Положил начало научному изучению русской народной словесности. Действительный член Петербургской Академии наук (1860), ординарный академик. Тайный советник (1877).

**Ключевые слова :** фольклор, родному языку, лет, автора, мифология, изучал, Буслаев, славяно-русской ,наука .

**Ф.И. Буслаев** — один из самых известных русских филологов середины XIX века. Он изучал различные лингвистические предметы, литературоведение, фольклор и историю искусств, стал блестящим педагогом, учёным, профессором Московского университета, а в 1860 году стал педагогом.. После окончания университета он несколько лет работал в

гимназии учителем русского языка и литературы, где сформировались его взгляды на методы обучения родному языку.

Буслаев считал, что язык – это средство «нахождения», он показывает всю жизнь народа. Он заявил о необходимости сравнительно-исторического исследования после изучения основных законов родного языка. Написано в 1858 году Буслаевом. «Историческая грамматика русского языка» выдержала при жизни автора пять изданий, а позднее стала названием университетского курса истории русского языка.. Буслаев — автор исторической грамматики «Церковнославянского и древнерусского языка» (1861), включающей важнейшие текстовые памятники средневековой Руси и историко-литературные и лингвистические комментарии. Взгляды Буслаева соответствуют наиболее популярным в XIX веке. Романтический взгляд на древнее состояние языка, богатое разнообразием звуков и грамматических форм. Последующий прогресс привел к постепенному исчезновению «древнего» богатства языка. XIX век в 60-е годы. Буслаев интересовался устным народным творчеством, он написал много статей о русской литературе, древнерусской народной литературе и искусстве Западной Европы и византийском искусстве, древнеславянской мифологии.. Позднее внимание ученого обратилось к изучению иконографии, настенной росписи, книжного оформления и других форм античного искусства – это было развитием глубокого интереса к выразительной, образной стороне языка.. Взгляды Бослава повлияли на создание научного подхода к описанию русской грамматики и преподаванию в школе. Самым видным среди учеников Федора Ивановича был Ф.Ф. Это был Фортунатов.[1]

Первая историческая грамматика русского языка (1858 г.) Ф.И.. Буслаев анализируется в контексте обще филологической традиции и лингвистических дискуссий середины XIX века. Представлены редкие факты и новые архивные материалы древнего характера. Оно было завершено благодаря деятельности Ф.И.. В России компаративистика Буслаева стала одним из инструментов филологического образования. Решается задача распространения достижений российских лингвистов и обновления их идей в современном образовательном пространстве.[2]

Ф.И.. Он был создателем «исторической науки о русском языке», как справедливо выразился Буслаев.. Шахматова и своими исследованиями поднялся на высоту прогрессивного европейского учёного, глубоко знавшего языка с идеями немецких философов и традициями славяно-русской компаративистики, исследований, сочетающих историческую память с чёткой системой.. Ф.И. Он был создателем «исторической науки о русском языке», как

справедливо выразился Буслаев.. Шахматова и своими исследованиями поднялся на высоту прогрессивного европейского учёного, глубоко знавшего языки с идеями немецких философов и традициями славяно-русской компаративистики, исследований, сочетающих историческую память с чёткой системой.. Строение языка он видел в языковом, семасологическом плане, как мы бы сказали сейчас, и рассматривал его элементы как реалии живой духовной летописи предков. Эта работа, наряду с последующей «Исторической хроматографией...» Ф.И.. Буслаев воздвиг памятник русской литературе: он объяснил историческую судьбу языка в грамматической традиции нескольких столетий, представил настоящую научную концепцию компаративистики на русской почве и способствовал созданию новых перспектив в идеологии гуманитарного образования. . В России в 19 веке [3].

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## ЛИТЕРАТУРА И КИНО

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### АННОТАЦИЯ

Данная работа исследует взаимосвязь между литературой и кинематографом, влияние литературных произведений на кинематограф и в то же время рассматривает, как кино влияет на литературу. В работе подробно анализируются различные аспекты этого сотрудничества, включая адаптации литературных произведений на экране, использование литературных приемов в сценариях и создание литературных произведений на основе фильмов. Эта работа помогает разобраться в сложной взаимосвязи между литературой и кинематографом, что является актуальной и интересной темой для всех любителей искусства.

**Ключевые слова:** литература, кино, адаптация, сценарий, влияние, культура, искусство.

### ABSTRACT

This work explores the relationship between literature and cinema, the influence of literary works on cinema, and at the same time examines how cinema affects literature. The paper analyzes in detail various aspects of this collaboration, including the adaptation of literary works on the screen, the use of literary techniques in scripts and the creation of literary works based on films. This work helps to understand the complex relationship between literature and cinema, which is a relevant and interesting topic for all art lovers.

**Keywords:** literature, cinema, adaptation, script, influence, culture, art.

Литература и кино – две формы искусства, имеющие свои особенности и традиции, но несмотря на это, они переплетаются и взаимодействуют друг с другом. В данной статье мы рассмотрим связь между литературой и кинематографом, их взаимное влияние и возможности совместного творчества. Исторически, литература и кино развивались параллельно и независимо друг от друга. Литература существовала много веков до появления кино, в то время как

кино, как искусство, возникло только в конце 19-го века. Литература всегда играла важную роль в культуре общества, передавая истории, идеи, эмоции и моральные ценности. Кино же, благодаря своей способности иллюстрировать и визуализировать события, стало новым средством персонализации историй, кроме того, оно обладает большим широкомасштабным потенциалом. Переход от литературы к кинематографу был насыщенным процессом. Множество классических произведений мировой литературы нашли свое отражение на большом экране, а книги стали источником вдохновения для многих известных фильмов. Примеры таких адаптаций можно найти во всех жанрах кино, от приключений и фэнтези до драм и научной фантастики. Благодаря адаптации литературных произведений, кино получает уже известный и проверенный материал, и при этом книги обретают новую целевую аудиторию и популярность.

Кроме того, иногда кино может вдохновить литературу. Популярные фильмы и сериалы вселяют в писателей и сценаристов новую энергию и идеи для создания прекрасных и уникальных произведений. Возникают книги, основанные на сценариях культовых фильмов, и это доказывает, что литературные и фильмовые миры обладают творческими источниками друг для друга. Кинематограф, в свою очередь, дает литературе новые возможности. Фильм может визуализировать сюжет, персонажей, атмосферу и многое другое. Это позволяет зрителю глубже погрузиться в историю, ощутить эмоции героев и понять их взаимодействие. Кино расширяет границы творчества, предоставляя новые форматы непосредственного восприятия, а это, в свою очередь, стимулирует писателя в исследовании глубины человеческой психологии и создании новых взглядов на мир.

Исследуя структуру кинообраза, отмечая его качественное своеобразие, нетрудно обнаружить его близость, родство с литературной образностью. Скажем, крупный план - прием выделения изображаемого предмета, как бы приближающий его временами к глазам читателя, мы нередко встречаем в произведениях Л. Толстого, который, как известно, придавал большое значение детали как средству психологической характеристики. Известен литературе и повествовательный прием торможения действия. Монтаж - способ отбора и сопоставления, а в конечном счете и обобщения - был известен литературе (да и некоторым другим искусствам) задолго до изобретения кино. В определенном смысле можно говорить о «монтажной» организации живописной картины, о «монтажном» характере симфонизма в музыке. Поэтика кино, освоив и развив эти средства и приемы, придала им новые качества.

Литература – один из краеугольных камней современной художественной кинематографии. Это находит свое прямое подтверждение в возрастающем значении сценария, который является основой картины и определяет ее содержание, образный строй, жанровое и стилистическое решения. Роль сценария особенно возросла в звуковом кино, когда живое звучащее слово пришло на смену по необходимости лаконичным, по преимуществу информационным титрам-репликам. Слияние слова и движущегося изображения вооружило кинематограф поистине могучим оружием идейно-эстетического воздействия на многомиллионную аудиторию. Сценарий, при всем своеобразии литературной формы, обусловленном природой кино и отличающемся это драматургическое произведение как от театральной пьесы, так и от других жанров словесного искусства, есть прежде всего явление литературы. [1, С 3–30] В нем достигается естественный сплав драматического действия с элементами эпического повествования. Последующие необходимые модификации литературного сценария в сценарии режиссерском (рабочем, съемочном), который уже содержит и детальный план реализации, «овеществления» замысла писателя-сценариста, с точной разбивкой на кадры, с указанием планов, их метража, изобразительного решения и т. п., не касаются сущности драматургии. [2, С. 10–14] А кинодраматургия подчиняется основополагающим законам литературного, словесного творчества.

Первоэлементом сценария является слово, фильм есть экранизация сценария, т. е. перевод литературной образности в ряд зримых динамических образов. Естественно, сценарист обязан считаться с метражом, объемом будущего фильма, предусматривать возможные режиссерско-операторские решения. Помимо диалогов и монологов, сценарий обычно содержит описания обстановки, атмосферы действия, лаконичные характеристики действующих лиц, их взаимоотношений, внешнего облика, поведения. Современный литературный сценарий испытывает тенденцию к многожанровому развитию (кинороман, киноповесть, киноновелла и т. д.). [6, С. 15–56] Оказывая воздействие на кино, прямое или опосредованное, литература в свою очередь испытывает обратное влияние кинематографии, ее стилистики, композиционных приемов, образной системы, ритма. Кстати, это предсказывал еще на заре «синема» Л. Толстой. Т. н. кинематографическое видение, монтажное построение эпизодов, быстрая смена кадров, присущий киноязыку лаконизм и пр. характерны для мн. произведений современной прозы, драматургии и поэзии. [3, С. 4–15] Съемкой фильмов по произведениям русской классической литературы

занимались еще в советские времена. Эту традицию также перенял и российский кинематограф, например:

«**Жестокий романс**» – Фильм стал первой драмой, снятой режиссером Эльдаром Рязановым в 1984 году. В основу сценария легла пьеса А. Островского «Бесприданница». «**Дама с собачкой**» – Студия «Мосфильм» сняла фильм по повести А. П. Чехова «Дама с собачкой» в 1960 году и приурочила его к столетию со дня рождения писателя. Режиссером назначили Иосифа Хейфица. «**Собачье сердце**» – Экранизация одноименной повести М. Булгакова вышла в 1988 году с черно-белым изображением. Режиссер В. Бортко сам занялся сценарием, добавив фразы из других произведений писателя. «**Война и мир**» Роман Л. Толстого экранизировал режиссер Сергей Бондарчук в 1967 году. «**Вий**» – Экранизацией одноименной повести Н. Гоголя занялось сразу два режиссера – К. Ершов и Г. Кропачев. Картина вышла в прокат в 1967 году. «**Мертвые души**» – Фильм снят по одноименному произведению Н.В. Гоголя в 1984 году режиссером М. Швейцером. «**Анна Каренина**» – Экранизацией драмы занялся режиссер А. Зархи. Картина вышла в прокат в 1967 году. «**Мастер и Маргарита**» – Несколько попыток экранизировать произведение Булгакова окончились неудачей. В 2005 году снять фильм по роману удалось В. Бортко. Премьера этого телесериала из 10 фрагментов состоялась на канале «Россия».

В современном мире литература и кино обнаруживают все больше взаимодействий. Фильмы часто становятся экранизациями популярных книг, а писатели охотно сотрудничают с сценаристами для создания телевизионных сериалов или фильмов на основе своих произведений. Такое партнерство полезно как для литературы, так и для киноиндустрии, так как они могут обмениваться идеями и взаимно поддерживать друг друга.

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## ХУДОЖЕСТВЕННЫЙ ОБРАЗ

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### АННОТАЦИЯ

показать, в чём состоит специфика художественного образа как лингвистическая характеристика по сравнению без уточняющего его характера определения

Ключевые слова: образ, образность, художественность, художественный образ, мастера словесной живописи.

### ABSTRACT

To show what is the specificity of an artistic image as a linguistic characteristic in comparison with a definition without clarifying its nature.

Keywords: image, figurativeness, artistry, artistic image, master of the verbal painting.

**Какие принципы эстетической системы Гегеля** оказались наиболее востребованными и нашли отражение в искусстве послевоенного периода? Гегель считал искусство одним из способов воплощения абсолютной идеи, мирового разума. Он утверждал, что искусство открывает эту идею не в логическом развитии, а через художественный образ, который представляет единство общего и конкретного. Это означает, что содержание искусства вытекает из идеи, а его форма – изображения. Гегель также подчеркивал, что художественное произведение должно индивидуализировать всеобщность и придавать ей чувственный характер. Согласно его учению, искусство должно опосредовать обе стороны – содержание и форму – и объединять их в целостное произведение [1]. Не затрагивая другие аспекты эстетической теории Гегеля, мы можем отметить сходство его идей с идеями многих наших современных эстетиков. Они также воспринимают искусство как способ отражения жизни через художественный образ, который придает общему явлению единичный, живой характер. Общее и единичное становятся единством в искусстве, которое остается актуальным и востребованным и в наши дни. [2]



Согласно С. Петрову, каждый художественный образ предстаёт перед нами как единичное явление, но в то же время несёт в себе общее, присущее всем людям. Несмотря на множество подобных взглядов, которые можно привести в пример, важно заметить, что гегелевские принципы имели значительное влияние на современную эстетику. И это несомненно преимущество, а не недостаток. Однако стоит признать, что трансформация гегелевских идей позволяет нам более полно понять их смысл и применить их в-современном искусстве.[3]

Недостатки данной теории заключаются в том, что она не всегда способна раскрыть специфические особенности отдельных явлений искусства. Например, в архитектуре и симфонической музыке сложно разграничить единичное и общее, что не всегда позволяет понять суть и особенности творчества в этих областях искусства. Несмотря на это, принципы слияния единичного и общего необязательны для всех видов искусства, и многие другие пути и способы художественного творчества могут быть в равной мере значимы и ценны.[4]

Ясно, что данные принципы нельзя применять к тем видам искусства, в которых отображение действительности не является ключевым. Архитектура, музыка, особенно инструментальная, а также прикладные искусства относятся к этой категории. Музыка выражает чувства, эмоции, внутреннюю жизнь людей. Архитектурный образ неотделим от красоты, гармонии, симметрии, отражая духовные устремления человека в разные исторические периоды. Тем не менее, понятие об объединении общего и единичного в художественном образе не находит подтверждения не только в вышеупомянутых видах искусства, но и в различных областях литературного и художественного творчества, на примерах из которых чаще всего опираются сторонники данной теории. Классицисты и романтики, каждое направление по-своему, стремились к идеалу. Если классицисты видели идеалом норму, а норму – идеал, то социальные романтики часто изображали своих героев как силы, способные разрушить устаревшие нормы, ограничивающие творческий потенциал человечества. Романтики метафизического толка стремились погрузиться в мир нереального, сверхчувственного, выразить его [5]. В образах классицистов и романтиков, особенно метафизических, нелегко выделить феномен, называемый эстетиками единичным в образе. Трудно это сделать, если рассматривать каждого персонажа, включая тех, кто обладает фантастическим, нереальным обликом, как уникальное явление и оценивать их только потому, что они являются частью художественного произведения в



отдельности. Остая в одиночестве, общее становится неясным, растекающимся, становится явлением вне эстетической сферы.

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## ВИДЫ И ЖАНРЫ ЭПОСА

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### ABSTRACT

During the era, different genres appeared: short story, tale, novel, epic, epic, poem, fable. Researchers include myths, heroic legends, stories, instructive tales, and stories about animals in epic works.

**Key words:** Epic, genre, form, work, literature, epic.

### АННОТАЦИЯ

В эпосе выделяются разные жанры: рассказ, повесть, роман, эпопея, былина, поэма, басня. Исследователи включают в эпические произведения мифы, героические легенды, истории, поучительные сказки, рассказы о животных.

**Ключевые слова:** Эпос, жанр, форма, произведение, литература, эпопея.

**Литературная сказка**-художественное прозаическое или поэтическое произведение авторской работы, основанное на фольклорных источниках или чисто вымышленное.

**Аллегория-малая** форма эпической поэзии, имеющая дидактический характер, короткое повествование в стихах или прозе, в котором моральный вывод формулируется в прямой форме, придавая повествованию аллегорический смысл. Аллегии универсальны и могут быть применены к самым разным ситуациям. Художественный мир аллегии включает в себя традиционные образы и мотивы (животные, растения).

**Эпическая поэзия** (греч. ἔπος - "слово", "повествование", "стих"[1]) - жанр литературы (наряду с поэзией и драмой)[2], героические сказания о прошлом, сложные картины жизни людей. Лирическая поэзия часто не имеет автора (старые собиратели стихов не знали, что они являются авторами написанного)[4]. Повествование ведется от лица реального или вымышленного рассказчика, зрителя, участника событий или героя[2]. Основные виды (жанры) эпической поэзии - короткая (малая), историческая (средняя) и романная (большая)[2]. К другим

жанрам относятся эпос, эпическая поэма, басня, стихотворение, рассказ, эссе, сказка и история[7].

### **Основные жанры эпоса**

Эпос является шедевром по своей форме и имеет большое наследие в национальных делах. **Роман** — большое поэтическое произведение, произведение с развернутым сюжетом, повествование которого сосредоточено на судьбах нескольких личностей в процессе их становления, развития и взаимоотношений, растянуто на период времени, достаточный для передачи художественного пространства и время. Мировая «организация» и анализ. Об историческом содержании. Как история частной жизни, роман представляет индивидуальную и общественную жизнь как относительно самостоятельные сущности, которые не дополняют друг друга и не сливаются друг с другом. Рассказ о судьбах отдельных лиц в романе имеет общий, более широкий смысл. История – средняя форма поэзии, как правило, повествование ориентировано на судьбу человека в процессе становления и развития личности. **Поэма** – крупное или среднее поэтическое произведение с повествовательным или поэтическим сюжетом; В импровизациях различных жанров он соединяет нравственные и героические начала, сокровенные переживания и великие исторические потрясения, стихи-поэзию и памятники, показывая свою синтетическую природу.. Тенденции.

**Рассказ** – небольшой роман, небольшой по описываемым в нем жизненным событиям, а по объему текста – произведение прозы.. Рассказ — небольшой прозаический жанр, сравнимый по содержанию с рассказом, но отличающийся от него остротой центрального сюжета, часто парадоксальностью, выразительностью и стилистической строгостью. Литературная сказка — авторское произведение художественной прозы или стихов, основанное на фольклорных источниках или целиком оригинальное; Его произведения преимущественно фантастические, волшебные, изображающие фантастические приключения героев художественной литературы или народных сказок.. В волшебстве чудо играет роль сюжетотворчества, служащего основной отправной точкой для персонажей.

**Басня** – небольшое графическое изображение, небольшой рассказ в стихах или прозе, с непосредственно заложенным моральным выводом, придающим рассказу символическое значение. Существование мифа универсально: оно применимо к разным ситуациям. Художественный мир сказок включает традиционные образы и мотивы (животные, растения, иллюстрации).

**Основные виды (жанры) эпоса** — это рассказ (малая форма), повесть (средняя форма), роман (большая форма)[2]. Также выделяются ещё жанры: эпопея, былина, сказка, поэма, новелла, очерк, басня, анекдот[7].

### **Основные жанры эпоса**

**Эпос**-монументальная форма эпического произведения, затрагивающая национальную проблематику.

**Роман**-первичная форма эпоса, произведение с развернутым сюжетом, в котором повествование сосредоточено на судьбе нескольких личностей в процессе становления, развития и взаимодействия, разворачивающегося в художественном пространстве и времени, достаточном для передачи анализа "устройства" мира и его исторической сущности. Будучи эпопеей частной жизни, роман представляет личную и общественную жизнь как относительно самостоятельные, не исчерпывающие и не поглощающие друг друга элементы. Повествование о судьбе отдельного человека в романе имеет общий и содержательный смысл.

**Эпос**-средняя форма эпической поэзии, как правило, хроника, произведение с сюжетом, в котором повествование сосредоточено на судьбе отдельного человека в процессе его становления и развития.

**Поэзия**-крупные или средней длины поэтические произведения с повествовательным или лирическим сюжетом. Модификации различных жанров обнаруживают комплексный характер, сочетая нравственное и героическое начало, интимные переживания, исторические потрясения, лирические и монументальные тенденции.

**Повесть-малая** эпическая форма художественной литературы, небольшое прозаическое произведение по количеству изображаемых живых явлений и, соответственно, по объему текста.

**Новелла**-малый прозаический жанр, сопоставимый по объему с повестью, но отличающийся от неё резко центрированным сюжетом, часто парадоксальным, отсутствием описательности и строгости композиции.

**Литературные сказки**-художественные прозаические или поэтические авторские произведения, основанные на фольклорных источниках или чистотворческие. Это преимущественно фантастические или волшебные произведения, изображающие чудесные приключения вымышленных или традиционных сказочных персонажей, в которых магия и чудеса играют роль сюжетобразующих факторов и являются основной отправной точкой для характеристики персонажей.

**Аллегория**-это малая форма эпической поэзии дидактического характера, короткий рассказ в стихах или прозе, в котором непосредственно формулируется моральный вывод и придаётся аллегорический смысл. Аллегория универсальна и может быть применена к самым разным ситуациям. Художественный мир аллегории включает традиционные образы и мотивы (животные, растения, схематические фигуры, дидактические сюжеты), часто окрашенные в комические или социально-критические тона.

Эссе-малая форма эпической литературы, которая, в отличие от рассказов и повестей, не имеет единого конфликта, который быстро разрешается, и более развита в описательной образности. Эссе затрагивают скорее вопросы гражданского и нравственного состояния "среды", чем вопросы формирования индивидуального характера в конфликте со сложившейся социальной средой, и отличаются большим познавательным разнообразием"[2].

Термин "эпос" имеет несколько значений:

- 1) героический эпос ("Слово о полку Игореве"),
- 2) эпическая поэма ("Одиссея", "Алпамыш"), байлина и др.
- 3) эпическая поэзия- это род литературы, теоретическое, а не историческое или литературное понятие[3].

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## ЛИТЕРАТУРА И ЖИВОПИСЬ

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### АННОТАЦИЯ

Данная работа рассматривает взаимосвязь между литературой и живописью, исследуя влияние одного искусства на другое. Она анализирует, какие элементы и темы часто перекликаются в литературных произведениях и произведениях живописи, и какие методы художественного выражения используются для передачи идей и эмоций в каждом из этих искусств.

**Ключевые слова:** литература, живопись, взаимосвязь, искусство, художественное выражение, темы, элементы, анализ.

### ABSTRACT

This work examines the relationship between literature and painting, exploring the influence of one art on another. She analyzes which elements and themes often overlap in literary works and paintings, and which methods of artistic expression are used to convey ideas and emotions in each of these arts.

**Keywords:** literature, painting, interrelation, art, artistic expression, themes, elements, analysis.

Литература и живопись – два искусства, которые соприкасаются и взаимно дополняют друг друга, обогащая наш мир восприятия и эстетики. Оба направления искусства имеют богатую историю развития, соприкосновения и взаимовлияния. С первых веков своего существования литература и живопись находились в тесном контакте друг с другом. Нередко произведения литературы вдохновляли художников на создание картин или иллюстраций, а произведения живописи порой становились объектом вдохновения для писателей, поэтов и драматургов. Примером такого взаимодействия могут служить картины художников–романтиков, которые воплощали в себе литературные образы и мотивы, а также литературные произведения, в которых авторы описывали картинные сцены с такой красочностью и детализацией, что читатель воссоздавал их в собственном воображении.



Один из наиболее известных примеров слияния литературы и живописи – это иллюстрации к произведениям классической литературы. Многие известные художники создавали иллюстрации к произведениям Шекспира, Гоголя, Толстого, Достоевского, что позволяло современникам более глубоко погружаться в атмосферу произведений и увидеть их героев через призму визуального восприятия. Сегодня литература и живопись продолжают взаимодействовать, вдохновляя друг друга на новые творческие достижения. Многие современные художники находят свое вдохновение в литературе, а писатели, в свою очередь, не редко в своих произведениях обращаются к импрессионистическим образам или сюрреалистическим идеям.

Литература и живопись действительно являются двумя важными искусствами, которые взаимодополняют друг друга, обогащая наше восприятие мира. Исследование их взаимосвязи и влияния друг на друга является увлекательным процессом, который позволяет лучше понять сущность искусства в целом. Многие писатели использовали живопись как средство создания образности и атмосферы в своих произведениях. Они описывали картины, мастерски передавая красоту и глубину живописных произведений, придавая им новый смысл и интерпретацию через текст. [4, С. 235–243]. Связь между литературой и живописью имеет давние корни и является одним из наиболее интересных искусствоведческих взаимодействий. Литературные произведения часто вдохновляют художников на создание картин, а живописные произведения могут стать источником вдохновения для писателей. Давайте рассмотрим несколько примеров этого взаимодействия:

1. «Мастер и Маргарита» Михаила Булгакова и картины Марка Шагала.

В романе «Мастер и Маргарита» есть много ярких образов и сцен, которые могут стать основой для живописных работ. Картины Марка Шагала, с его особым стилем и цветовыми решениями, могут отражать мистическую атмосферу произведения Булгакова. Например, сцена бала в доме Маргариты или изображение Воланда и его свиты могут быть интерпретированы художником в своем стиле.

2. «Анна Каренина» Льва Толстого и картины Густава Климта.

Роман Льва Толстого о любви и страсти содержит множество эмоциональных сцен, которые могут быть воссозданы на холсте. Стиль Густава Климта, его использование золотых оттенков и узоров, может подчеркнуть эмоциональную глубину произведения. Например, сцена встречи Анны и Вронского на вокзале или ее трагическое окончание могут быть изображены в стиле Климта.

### 3. «Преступление и наказание» Федора Достоевского и картины Пабло Пикассо.

Роман Достоевского о преступлении, наказании и внутреннем кризисе героя может найти отражение в работах Пабло Пикассо, известного своим кубистическим стилем и разрушением формы. Использование различных перспектив, геометрических фигур и ярких контрастов может передать сложность внутреннего мира главного героя романа. [2, С. 500–503]

Эти примеры демонстрируют, как литературные произведения могут вдохновлять художников на создание живописных работ, а живопись в свою очередь может помочь увидеть произведения литературы с новой стороны, раскрывая их эмоциональную глубину и символический потенциал. Взаимодействие между литературой и живописью позволяет расширить понимание и интерпретацию как литературных, так и художественных произведений. [1, С. 400–496]

Изображения русских художников, соединяющиеся с литературными произведениями: Брюллов и Жуковский, Репин и Пушкин, Перов и Пушкин, Репин и Гоголь, Крамской и Гоголь, Перов и Тургенев, Васильев и Некрасов, Прянишников и Некрасов, Перов и Некрасов. Есть несколько примеров:

К. Брюллов «Гадающая Светлана» и В. Жуковский «Светлана». Хотя название картины дает прямую отсылку к балладе Жуковского, Брюллов основной акцент сделал на психологическом портрете героини, которая «молчалива и грустна». И. Репин «Дуэль Онегина и Ленского» и А. Пушкин «Евгений Онегин». Несмотря на использование литературного материала, что становится понятно из названия картины, Репину удалось выйти из рамок иллюстрации и создать самостоятельное произведение. При помощи обычных изобразительных средств он сумел передать психологическую характеристику героев. В. Перов «Суд Пугачева» и А. Пушкин «Капитанская дочка». Вряд ли при работе над этой картиной художник ориентировался исключительно на повесть Пушкина. Однако нельзя ни отметить некоторую общность обоих произведений. И. Репин «Запорожцы, сочиняющие письмо турецкому султану» и Н. Гоголь «Тарас Бульба». Как и в предыдущей паре, эти произведения вред ли связаны напрямую, однако их роднит общий образ Запорожской Сечи, с её «бешеным разгульем веселости». И. Крамской «Русалки» и Н. Гоголь «Майская ночь». Согласно имеющимся данным, Крамской изначально планировал более бережно использовать сюжет Гоголя, но постепенно отошел от первоначального замысла, отказавшись от фантастичности в сторону поэтического начала, сделав акцент на томлении человеческого духа. В. Перов

«Старики родители на могиле сына» и Тургенев «Отцы и дети». Эта картина является обязательной иллюстрацией романа Тургенева, хотя однозначно не доказано, что художник использовал конкретно этот сюжет. [3, С. 254–289]

Таким образом, литература и живопись взаимодействуют и вдохновляют друг друга, обогащая наше восприятие и понимание мира. Важно отметить, что искусство в целом имеет способность объединять людей, вызывать эмоции и передавать глубокие мысли и идеи. Литература и живопись, переплетаясь и взаимодействуя, создают мощный мост между словом и образом, раскрывая перед нами бесконечные возможности для творчества и вдохновения.

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## ФЕДОР НИКОЛАЕВИЧ ГЛИНКА – ПОЭТ И ОБЩЕСТВЕННЫЙ ДЕЯТЕЛЬ

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### АННОТАЦИЯ

В своей поэтической практике Ф. Глинка придерживался тех эстетических принципов, которые были намечены в «Рассуждение». В данном случае суждение Глинки совпадает со словами Рылеева о поэзии самобытной: «...на самом деле нет ни классической, ни романтической поэзии, а была, есть и будет одна истинная, самобытная поэзия...» («Несколько мыслей о поэзии»).

**Ключевые слова:** практика, музыка, поэзия, лирика, эстетика

### ABSTRACT

In his poetic practice, F. Glinka adhered to the aesthetic principles that were mentioned in the Discourse. In this case, Glinka's fate coincides with Ryleev's words about original poetry: "...in fact, there is neither classical nor romantic poetry, but there was, is and will be one true, original poetry..." ("A few thoughts about poetry").

**Keywords:** practice, music, poetry, lyrics, aesthetics.

**Федор Николаевич Глинка**, поэт и общественной деятель, участник Отечественной войны 1812 года и декабристского движения, родился 8 июня 1786 года в имении Сутоках Смоленской губернии. Он получил воспитание в первом кадетском корпусе, откуда в 1803 году был выпущен прапорщиком в Апшеронский полк. Назначенный в 1805 году адъютантом гр. Милорадовича, Ф. Глинка принял непосредственное участие в войне 1805-1806 годов и сражался под Аустерлицем. После завершения военной кампании он по болезни ушел в отставку и поселился в смоленской деревне, отдавшись полностью литературе. В 1807 году в Смоленске было напечатано отдельной брошюрой стихотворение Ф. Глинки «Глас патриота», написанное в связи с избранием его сотником народного ополчения. В 1808 году в Москве вышли в свет его «Письма русского офицера о Польше, Австрийских владениях и Венгрии с подробным описанием похода россиян противу французов в 1805 и

1806 гг.». В 1812 году Ф. Глинка снова вступил в ряды действующей русской армии, участвовал в Бородинском сражении и совершил весь заграничный поход 1813-1814 годов. Свои наблюдения и мысли об Отечественной войне он включил во второе издание «Писем русского офицера» (1815-1816), а также в «Очерки Бородинского сражения» (1839). О народном характере Отечественной войны, о мужестве русских солдат и полководцев. Глинка рассказал как очевидец, поэт и художник, мысли и чувства которого проникнуты горячей любовью к родине и человечеству. Появление второго издания «Писем русского офицера» совпало со вступлением Ф. Глинки в Союз спасения, основная цель которого, как об этом свидетельствовал Пестель, состояла в пропаганде идеи освобождения крестьян. В начале 1819 года Глинка был избран председателем Вольного общества любителей российской словесности, через которое декабристы осуществляли свое идейное влияние на литературу, и руководил этим Обществом вплоть до декабрьских событий 1825 года. Глинку следует считать представителем раннего декабризма в литературе. Об исторических и эстетических интересах Глинки на рубеже 20-х годов можно судить по его «Рассуждение о необходимости иметь историю Отечественной войны 1812 года», вошедшему в «Письма к другу». «Тебе, русский историк! принадлежит священный подвиг сей: ты должен оживотворить для потомства тех, которые пострадали смертью за Отечество!» - писал Ф. Глинка. Ф. Глинка говорил здесь об «историческом повествовании», но его «Рассуждение» в одинаковой мере распространялось и на изящную литературу. Можно утверждать, что трактат Глинки об « историческом повествовании» представляет собой самый ранний документ декабристского литературного движения. Ф. Глинка не обошел в «Письмах к другу» и проблемы стиля, причем «слог», который он считал наиболее приемлемым для «исторического повествования», и есть тот самый «высокий» и вместе тем самобытный слог, о котором говорилось в «Законоположении» Союза благоденствия. Основные мысли статьи Глинки об «историческом повествовании» сводятся к следующим положениям. 1. Из «великих деяний, рассеянных в летописях отечественных», можно составить «ожерелье славы». 2. «Древнейшие русские летописи, рассеянные по разным рукам, любопытнейшие грамоты и записи, погребенные в архивах древних городов и монастырей, старинные народные предания, песни и стихотворения русские: вот первые источники для исторического путешествия». 3. Слог «исторического повествования» «...должен быть исполнен важности, силы и ясности... Слог Грека Фукидида, Римлянина Тацита и нового Тацита Иоанна Миллера без сомнения послужит образцом. Но



отнюдь не должно упускать из вида и древнего Славянина Нестора, которого рукою водила сама истина: должно напоить перо и сердце свое умом и духом драгоценнейших остатков древних рукописей наших». 4. «Слог истории должен быть чист, ясен и понятен не для одних ученых, не для одних военных; но для людей всякого состояния, ибо все состояния участвовали в славе войны и в свободе Отечества». 5. Следует очистить русский язык от засилия иностранных слов и выражений. «Русские не потерпели ига татарского; не потерпели нашествия галлов и двадцати языков; они конечно не потерпят и владычества чуждых речений в священных пределах словесности своей! ...». В основе этой статьи лежит стремление вывести современную русскую литературу на вполне самобытный путь развития, соответствующий пробужденному Отечественной войной 1812 года национальному и общественному самосознанию. Русская литература должна следовать за успехами гражданского патриотизма, ибо «во все времена и у всех почти народов слава языка следовала за славою оружия, гремя и возрастая вместе с нею». В своей поэтической практике Ф. Глинка придерживался тех эстетических принципов, которые были намечены в «Рассуждение». Оглядываясь на пройденный им путь, он в 1826 году писал В. В. Измайлову: «Я не классик и не романтик, а что-то – сам не знаю как назвать!». В данном случае суждение Глинки совпадает со словами Рылеева о поэзии самобытной: «...на самом деле нет ни классической, ни романтический поэзии, а была, есть и будет одна истинная, самобытная поэзия...» («Несколько мыслей о поэзии»). Пушкин в своем отзыве о поэме «Карелия» указывал на своеобразии дарования Ф. Глинки: «Изо всех наших поэтов Ф. Н. Глинка, может быть, самый оригинальный. Он не исповедует ни древнего, ни французского классицизма, он не следует ни готическому, ни новейшему романтизму...». Формула самого Ф. Глинки: «я не классик и не романтик» характеризует своеобразные особенности его поэтической системы. Поэзия Ф. Глинки, местами яркая и самобытная, местами тусклая и однообразная, действительно, не укладывается в обычное определение классицизма и романтизма.

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## ТРЕБОВАНИЕ НОВИЗНЫ В ЛИТЕРАТУРЕ

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### АННОТАЦИЯ

Данная работа исследует концепцию требования новизны в литературе, рассматривая ее значение, происхождение и влияние на литературное творчество. Авторы анализируют, как требование новизны отражается на современной литературе, в том числе на жанровых особенностях, структуре произведений и художественных приемах. В работе также обсуждаются различные точки зрения на роль новаторства в литературе и его взаимосвязь с традициями и канонами.

**Ключевые слова:** требование новизны, литература, литературное творчество, современная литература, жанры, художественные приемы, традиции, каноны.

### ABSTRACT

This work explores the concept of the requirement of novelty in literature, considering its significance, origin and influence on literary creativity. The authors analyze how the demand for novelty affects modern literature, including genre features, the structure of works and artistic techniques. The paper also discusses various points of view on the role of innovation in literature and its relationship with traditions and canons.

**Keywords:** the requirement of novelty, literature, literary creativity, modern literature, genres, artistic techniques, traditions, canons.

Современная русская литература представляет собой сложный и многогранный феномен, который постоянно развивается и изменяется под влиянием различных факторов. В этом контексте особенно актуальными становятся вопросы о традициях и инновациях в литературном процессе, так как именно они определяют его динамику, характер и направления развития. Традиции в литературе — это те элементы, которые передаются из поколения в поколение, сохраняя свое значение и влияние на писателей и читателей. Они включают в себя определенные стили, жанры, темы, образы, приемы и способы

выражения мыслей и чувств. Благодаря традициям, современная русская литература сохраняет свою национальную идентичность, связь с прошлым и культурным наследием. Среди наиболее заметных тенденций в современной русской литературе можно отметить усиление интереса к постмодернизму, который ставит под сомнение традиционные ценности и представления, предлагает новые способы восприятия мира и человека. Постмодернистские произведения часто содержат иронический, пародийный или гротескный стиль, что позволяет авторам выразить свою индивидуальность и оригинальность. Также стоит отметить расцвет женской прозы, которая стала особенно актуальна после распада СССР и обретения женщинами большей свободы и независимости. Женские произведения часто посвящены проблемам гендерного неравенства, самореализации и поискам идентичности. Важной особенностью современной русской литературы является ее интертекстуальность, то есть взаимодействие с другими национальными и мировыми литературами. В своих произведениях современные авторы часто обращаются к классическим образцам мировой литературы, цитируют их, интерпретируют и переосмысливают.

Однако, в то же время, литература не может оставаться статичной и неизменной, она должна постоянно развиваться и обновляться, чтобы соответствовать требованиям времени и интересам читателей. Иновационные процессы в литературе включают в себя новые темы, идеи, образы, стили и жанры, которые возникают в результате взаимодействия культурных и социальных факторов. Одним из ключевых требований, предъявляемых к литературным произведениям, является новизна. Новаторство в литературе – это способность автора создать нечто уникальное и оригинальное, что не имеет аналогов в предыдущих произведениях. Но почему именно новизна так ценится в литературе и как она влияет на развитие этого искусства? Прежде всего, новизна в литературе – это проявление творческого потенциала и интеллектуальных способностей писателя. Каждая эпоха имеет свои уникальные особенности, включая культурные, социальные и политические факторы. Новаторство позволяет писателю проявить свою способность к анализу и пониманию этих особенностей, а также предложить новый взгляд на мир и человечество. Новизна также помогает литературе оставаться актуальной. Читательское восприятие и ожидания постоянно меняются, и писатели должны следовать этим изменениям, чтобы привлечь внимание и удержать интерес аудитории. Через новаторство писатели перестраиваются, экспериментируют и ищут новые социальные и эстетические формы, которые

будут рейтинговыми для современного читателя. Требование новизны также связано с необходимостью развития литературы как искусства. Если авторы будут всегда придерживаться того же стиля, жанра и сюжетной линии, литература не сможет развиваться и инновации будут отсутствовать. Новые идеи, новые темы и новые способы изображения мира позволяют литературе эволюционировать и давать новые возможности для самовыражения и размышления. [2, С. 3–15] Однако, не следует забывать, что новизна не всегда означает качество. Часто писатели, стремясь быть оригинальными, выходят за рамки допустимых границ, предлагая непонятные и плохо спроектированные произведения. Здесь требуется баланс: новизна должна быть органичной, а не просто способом привлечения внимания. Конечная цель – создание произведения, которое сочетает в себе оригинальность, привлекательность и качество исполнения. Требование новизны в литературе отражает стремление авторов к созданию оригинальных и уникальных произведений, которые отличаются от предыдущих работ. Это требование является одним из основных принципов современного литературного творчества и играет важную роль в формировании литературных тенденций. [4, С. 3–15] Идея новизны в литературе связана с поиском свежих идей, оригинальных сюжетов, нестандартных подходов к изложению материала, использованием новых художественных приемов и техник. Авторы стремятся удивить читателя, вызвать его интерес и эмоциональный отклик, предлагая нечто новое и неожиданное.

Требование новизны в литературе может проявляться на разных уровнях:

1. Сюжетный уровень: создание оригинальных сюжетов, нестандартных поворотов событий, необычных героев.
2. Языковой уровень: использование новых лексических единиц, стилей речи, метафор и образов.
3. Жанровый уровень: эксперименты с жанрами, смешивание жанров, создание новых литературных форм.
4. Структурный уровень: изменение структуры произведения, игра с хронологией событий, использование необычных композиционных решений.

Требование новизны в литературе может вызывать дискуссии и разногласия. Некоторые критики считают, что стремление к новаторству может привести к отказу от литературных традиций и канонов, а также к потере связи с читателем. Другие же полагают, что новизна необходима для развития литературы, обогащения ее языка и форм. [3, С. 3–496]

Таким образом, требование новизны в литературе является неотъемлемой частью ее развития и процесса самовыражения авторов. Новаторство помогает писателям исследовать новые темы, предлагать свежие взгляды на мир и поддерживать интерес читателей. Однако, нельзя забывать, что новизна должна быть органичной и качественной, чтобы находиться в гармонии с традициями и ожиданиями читателей. В конечном счете, требование новизны способствует эволюции литературы и открывает новые горизонты для творчества и исследования.

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## ФОРМЫ СТИХА

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### ABSTRACT

Russian versification is based on 5 meters (meters): chorey, imb, dctyl, amphibrakhy, anpest. All poetic meters differ in stops. A foot is a group of percussive and unstressed. A foot is a group of stressed and unstressed syllables in a line.

**Keywords:** meter, line, verse, iambic, trochee, dactyl, monosyllabic meter, two-syllable meter, anapest, amphibrach.

### АННОТАЦИЯ

В основе русского стихосложения лежат 5 размеров (метров): хорей, ямб, дактиль, амфибрахий, анапест. Все стихотворные размеры различаются стопами. Стопа — это группа ударных и безударных слогов в строке.

**Ключевые слова:** размер, строка, стих, ямб, хорей, дактиль, Односложный размер, Двусложные размеры, анапест, амфибрахий.

**Стихотворный размер** — частная реализация стихотворного метра, его вариация. В силлабо-тоническом стихосложении (например, в русском) варьируется, главным образом, длина строки: так, ямбический метр может выступать в виде одностопного, двустопного, трёхстопного и т. д. ямбического размера. Характеристикой размера являются также наличие или отсутствие цезуры и характер каталектики; некоторые учёные признают размеры с цезурой и без цезуры (например, цезурованный и бесцезурный шестистопный ямб) или размеры с по-разному урегулированными каталектиками разными размерами, другие предпочитают вводить термин следующего уровня разновидность размера.

**Односложный размер: Брахиолон** — однодольный размер, при котором в каждой стопе содержится слово, состоящее только из одного слога. Слов в строке может быть несколько.

**Двусложные размеры: Хорей** — двудольный размер с ударением на первом слоге в стопе. В строке ударными являются первый, третий, пятый и т. д. слоги. Пример четырёхстопного хорея:

Бúря мглóю нéбо крóет    ́ / ́ / ́ / ́ \_  
Вíхри снéжные крутя́;    ́ / ́ / \_ ́

**Ямба** — двудольный размер с ударением на последнем слоге в стопе. В строке ударными являются второй, четвёртый, шестой и т. д. слоги. Пример пятистопного ямба:

Наря́жены мы вме́сте го́род ве́дать,    ́ / / ́ / ́ / ́ /  
Но, ка́жется, нам не́ за кем смотре́ть    ́ / / ́ / / ́    [1].

**Трёхсложные размеры.** Следуя всё той же логике, трёхсложные метры — это те, в которых ударения чередуются раз в три слога. Если ударение падает на первый слог, перед нами дактиль. Если на второй — это амфибрахий, а если на третий — анапест.

**Да́ктиль** (др.-греч. δάκτυλος «палец») — трёхдольный размер античной метрики из одного долгого и двух следующих за ним кратких слогов; в силлабо-тоническом стихосложении ему соответствует стопа из одного ударного слога и двух безударных за ним.

**Пример:** *Тучки небéсные, вéчные stráнники* [2].

**Ана́пест** (греч. ἀνάπαιστος «отражённый назад; обратный <дактилю>»); менее распространено ударение анапéст (соответствующее нем. Anapást) — трёхсложный стихотворный размер. В античной квантитативной метрике — метр, стопа которого состоит из двух кратких слогов и одного долгого. В новоевропейской силлабо-тонической метрике анапестом именуется метр, стопа которого состоит из двух безударных и третьего ударного слога.

*Пример трёхстопного анапеста:*

О, весна́ без конца́ и без кра́ю —  
Без конца́ и без кра́ю мечта́!  
Узнаю́ тебя, жízнь! Принима́ю!  
И привéтствую зво́ном щита́! [3].

**Амфибра́хий** (греч. ἀμφίβραχος «с обеих сторон краткий») — стихотворный размер (метр), образуемый трёхсложными стопами с сильным местом (ударением) на втором слоге.

**Пример:**

Не вéтер бушúет над бо́ром,  
Не с го́р побежа́ли ручьё́ —  
Морóз-воево́да дозо́ром  
Обхо́дит владе́нья свои́. [4].



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