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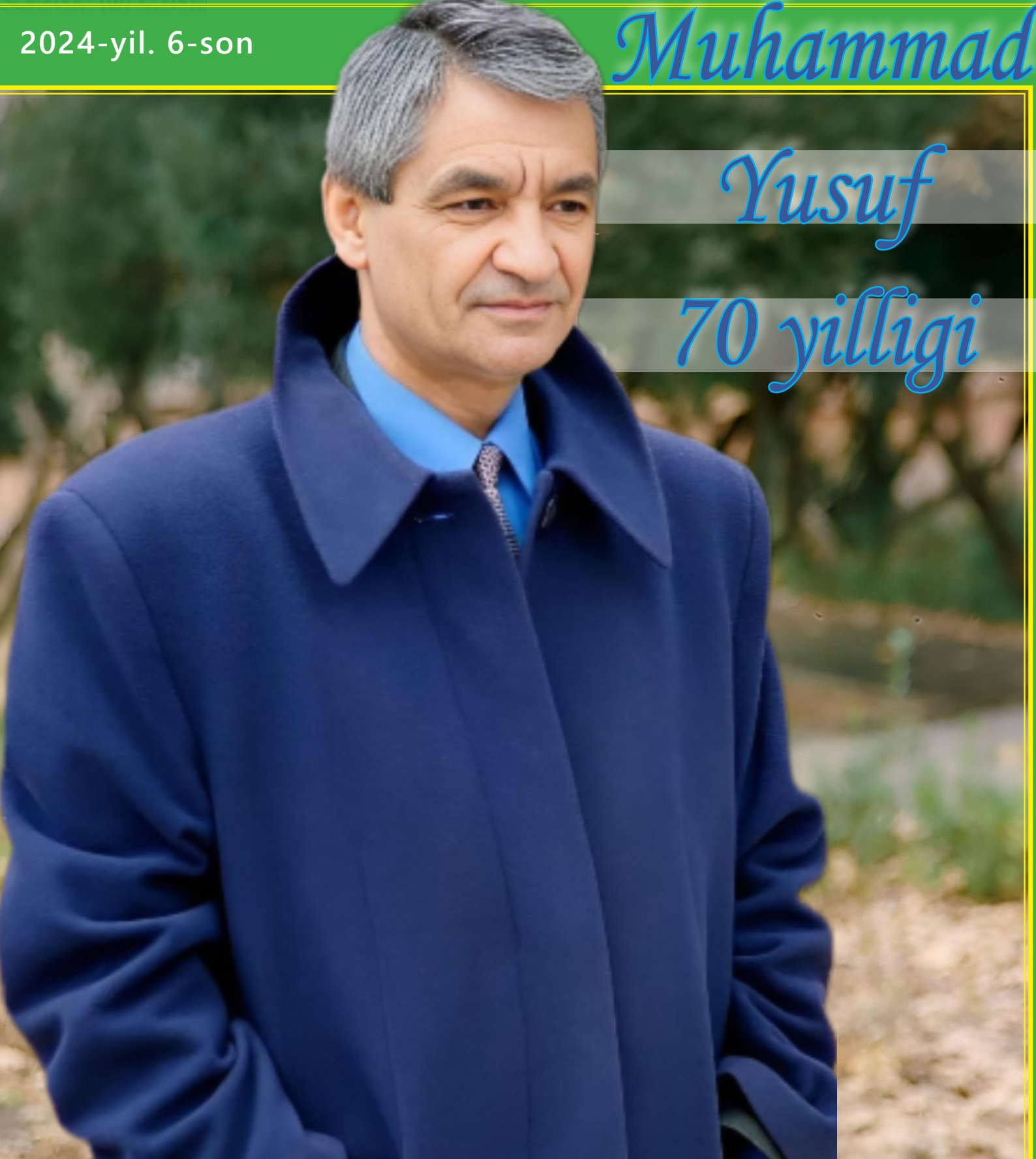
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Tilshunoslik

Patxiddin Nishonov. "Temurnoma" da
Temuriylar turkiy qatlamiga oid
antroponimlar..... 3

Marjona Radjabova. O'zbek tili onomastik
komponentli frazeologik birliklarining
lingvomadaniy xususiyatlari.....5

Dilfuza Turdaliyeva. Matn tarkibidagi
iqtisodiy mavzudagi maqollar
pragmatikasi.....9

Ilg'or pedagogik texnologiyalar

Zakirjon Isakov. Grafika va fonetika
modulini o'quvchilarga o'rgatish
usullari.....11

Gulshoda Ergasheva. Boshlang'ich
sinf savod o'rgatish darslari orqali
o'quvchilarda kreativ fikrlashni
shakllantirish.....13

Shahnoza Hojiev. Ta'limda
innovatsiyalarni qo'llash samaradorligi..15

Madina Kurbonova. Boshlang'ich
sinf ona tili va ingliz tili
darslarini integratsiyalashtirishda
pedagogik texnologiyalardan
foydalanish.....17

Tadqiqot

Nilufarxon Mahmudova. Ingliz va
o'zbek tillarida lisoniy gradasiyaning
noverbal muloqotda qo'llanilishi.....19

Dilfuza Shomalikova. Boshlang'ich
maktab yoshidagi bolalarda odob-
axloq ko'nikmalarini rivojlantirish
jarayonida kognitiv
komponentlarning o'rni.....21

Shoiraxon Xo'jayeva. "Nazm ul-
javohir" da qofiya san'atlari istifodasi...24

Manija Qudratova. O'zbek tilida
kelishik kategoriyasi va tejamkorlik.....27

Zohidjon Elchayev. Ingliz va o'zbek
tilidagi xulq-atvor fe'llarining
semantik xususiyatlari.....30

Marxobo Erkinova. O'zbek ayollari
nutqida baho bildiruvchi birliklar.....34

Nigina Axmedova. Ingliz tilining
frazeologik birliklari va ularning
grammatik jihatdan gapdagi o'rni.....36

Mukaddam Kurbanova. O'zbek
tilida turizm terminlarining tarkibi va
struktural tahlili.....37

Naima Soxibova. Arxaizmlar va
istorizmlar:amal-mansab, lavozim va
ijtimoiy tabaqani ifodalovchi tarixiy
va arxaik so'zlar.....40

Zamira Suyarova. Chet tilida muloqot
qilishning psixofiziologik
mexanizmlari.....42

Dinura Seitbekova. Matn lingvistik
tahlili va germenektika haqida
umumiy tahlillar.....45

Dilorom Sultanova. Bevosita va
bilvosita tarjima muammolari.....47

Laylo Doliyeva. Noverbal muloqotning
ilmiy-nazariy xususiyatlari.....49

Kamola Abdujabborova. Xorijiy
tilni o'qitishda o'qib tushunish
ko'nikmalarini rivojlantirish (jurnalistika
yo'nalishi misolida).....52

Firuz Abduraxmonova, Gulnoza
Zaxidova. Ilmiy diskursning ilmiy
matndagi farqli belgilari.....54

Nodira Mansurova. Ingliz va o'zbek
tillarida marketing va menejment
terminlarining semantik xususiyatlari..56

Baxodir Nematov. O'zbek tilida
olmoshlar turlari va ularning
semantik tahlili.....58

Nodira Maxmanazarova. Boshlang'ich
ta'limda ingliz tilini o'qitishning
asosiy tamoyillari.....60

Mahzuna Sotiboldiyeva. Boshlang'ich
ta'limda ingliz tili o'qitish metodikasining
sotsiolingvistik asoslari.....62

Dilnoza Ibragimova. Lingvopoetik
vositalarning o'rganilishi va Abdulla
Oripov ijodida lingvopoetikaning
ko'rinishi.....64

Nigora Botirova. O'zbek bolalar
adabiyotini o'rganishda texnologik
yondashuv.....66

Gavhar Xusanova. Nutqning
shakllanishida tovush va talaffuzning
ahamiyati.....68



Nodiraxon Sheraliyeva. Zamonaviy ommaviy axborot vositalarida gender stereotiplari aloqa vositasi sifatida.....	71	leksik- semantik tasniflash.....	116
Муштарий Аликулова, Максим Уткиров. Человеческие пороки в творчестве грибоедова в произведениях «горе от ума» (на занятиях по литературе в группах с русским языком обучения).....	73	Majnuniso Kamolova. "Yolg'izlik" motivining jahon va mumtoz adabiyotda o'rganilganlik darajasi.....	118
Sanobar Kipchakova. Making english-uzbek and uzbek -english translation a more effective learning process.....	75	Munira Ismoilova. "Mubayyin" asari va uning o'rganilishi.....	120
Nasiba Jumaeva. Expanding vocabulary and improving reading skills through hyponyms and their semantic features.....	77	Maxbuba Mardiyeva. "Shum bola" qissasida qo'llangan "yurak" komponentli iboralarning semantik tahlili va ingliz tiligai muqobil tarjimalari.....	122
Gulbahor Jumadullayeva. The importance of methods to teaching vocabulary in teaching english as a foreign language.....	79	Zafar Maxmudov. Lotin tili va tibbiy terminologiya fanini o'rganishda ijtimoiy tarmoqlardan foydalanish va uning ahamiyati.....	125
Guzal Kholturayeva. The importance of materials development for language learning.....	81	Xolidaxon Odilova. Saodat Mushtariyning qo'lyozma manbalari tavsifi.....	127
Muattarxon Ismoilova. Tilda qarashlilik-tegishlilikning ma'nosini leksik birliklar orqali bevosita ifodalanishi.....	83	Aziza Xakimova. "Mahbubul qulub" qo'lyozma nusxasining tavsifi.....	129
Ziyoda Khudoyarova. Improvement of the methodology of development of self-development competencies of students of a higher educational institution.....	86	Maftuna Sodiqova. Xiva adabiy muhitida sultoniyning tutgan o'rni.....	132
Dilfuza Ataulayeva. Formes vocales de l'etiquette communicative en français.....	88	Gulira'no Rashidova. O'zbek tilshunosligida lingvokulturologiya va lingvokulturemalarning o'rganilishi.....	134
Ezoza Kholmurodova. Importance of semi-affixes in word formation.....	90	Dilfuza Shadiyeva. Modern methods of teaching uzbek language and literature.....	136
A.A. Заболотина. Работа с терминами в процессе изучения русского языка студентами педагогических вузов.....	92	Taxmina Quziyeva. Ijtimoiy-siyosiy matnlarda qisqartirilgan birliklarning o'ziga xosligi.....	137
Лилия Искандарова. Развитие навыков критического мышления посредством чтения аутентичной литературы.....	94	Ra'no Narbekova. Ways of utilizing authentic materials effectively in lessons.....	139
Алла Ткаченко. Художественная интерпретация личности Алишера Навои в романе «Навои» Айбека и в повести «Сад жизни» л. г. бать.....	96	Nilufar Makhamadaliyeva. Strategies and tactics for implementing the category of tolerance in english political discourse.....	141
Нафиса Шаропова. Сложности перевода детской художественной прозы (на примере произведения Худайберды Тухтабаева).....	98	Markhabo Ibrokhiyeva. Investigating the fluidity of english neologisms in language teaching.....	143
Kichik tadqiqot		Muslimabonu Baxtiyorova. Learning the english language: outcomes and difficulties.....	145
Hilola Qudratova. "Xushmuomalalik" tushunchasi tadqiqiga oid turlicha yondashuv.....	102	Fayyoza Dadaboyeva. Inquiry-based learning (IBL) and foreign language teaching.....	147
Dilorom Yakibova. Bo'lajak boshlang'ich sinf o'qituvchilarining texnologik kompetentligini rivojlantirishning mazmun-mohiyati.....	106	Xurshidbek Mamatisakov. Организация пространства и времени в русских народных сказках.....	149
E'zoza Normurodova. Xosiyat Bobomurodova ijodida takrorlarning qo'llanilishi.....	108	Максуда Уролова. Специфика при изучении словарной работы имени существительного (прилагательного, глагола).....	151
Gulbaxor Mirzayeva. Badiiy matnlarda lingvokulturemalarning o'rni hamda ularning qiyosiy tahlili	109	Davlatnazar Davlatnazarov. Go'ro'g'lining tug'ilishi" dostonidagi o'z va o'zlashgan qatlamga kiruvchi antroponimlar.....	153
Gulira'no Rashidova. O'zbek tilshunosligida lingvokulturologiya va lingvokulturemalarning o'rganilishi.....	112	Dilnura Bahriddinova. Chingiz Aytmatovning "Qiyomat" asaridagi iso obrazi talqini.....	151
Dildora Aliqulova. Maishiy romanlarda obraz psixologiyasi.....	114	Shaxnoza Qayumova. Chet tilini o'qitishda leksik ko'nikmani shakllantirish.....	156
Maksuda Xusanova. Dignitonim va faleronimlarning		Feruza Ro'ziqulova. Matonat timsoli... (o'zbek huquqshunos ayoli taqdiriga bir nazar).....	158
		Gulmira Bozorova. Talmeh san'ati misolida Faxriyor ijodining o'ziga xos xususiyatlarini aniqlash.....	161
		Sabohat Hasanova. Pirls topshiriqlarini rejalashtirishda yangi darsliklardan foydalanish mexanizmlari.....	163
		Go'zal Axadova, Nilufar Mavlyanova. Chet tilini o'qitishda zamonaviy metodikadan foydalanish.....	165

The approaches to translation emphasise process, focus attention on how to translate and employ assessment and feedback for the purpose of learning. They thus avoid the tendency in some modern language programmes to use translation as a continual testing mechanism. In many higher education institutions, L1-L2 translation and L2-L1 translation are still very simple teaching and testing methods. It is difficult to prove whether translation helps students to learn a language. Many now have doubts but still argue for the retention of L2 to L1 translation, at least for final-year students, as a key skill.

Reservations about the continued use of translation relate particularly to many departments' traditional approach: students write a translation in their own time and hand it in for marking by the lecturer, who then spends most of the class hour going over the piece, highlighting problems and possibly offering a 'fair' version (Klapper, 2006). Such an approach fails to make clear how students are to learn about translation (see Millan, 2002). Instead, it treats translation simply as a vague support to general language learning, and the process becomes in effect little more than repeated testing. An alternative approach, outlined in Case study 2, aims to encourage students to learn about translation.

At the start of the module, students are shown that translation is not about simply transposing items from one language to another at the level of lexis and syntax, but that it is about conveying meaning. In order to take this first step in reconstructing meaning, short exercises are employed to encourage students to read the whole text thoroughly, actively and critically, addressing such questions as sentence length (can sentences be merged or split?), order of sentences/ paragraphs, assumed cultural knowledge, and cultural/ social/ political equivalence.

The novice translator needs to see himself or herself as a mediator between cultural worlds (i.e. as someone who helps those unfamiliar with a culture to understand and appreciate all the cultural nuances of the original text).

Students are required to produce an occasional annotated translation, giving their reasons for the

choices made. This forces them to focus consciously on the act of translation, thus helping to make them more reflective. Repeated translation without focus on the process provides no evidence of learning or progress. In order to avoid literal and 'safe' translations, the course tutor repeatedly encourages students to focus on whole text and translation-task issues rather than just grammar and lexis. The following ideas are useful for this purpose:

- Students provide an L1 summary of an L2 text as a briefing to someone visiting the foreign country for a specific purpose; this focuses attention on relevance and appropriateness of material, the target audience's information needs and students' English versions.
- The tutor supplies a specific brief (e.g. to translate an article for inclusion in a particular British broadsheet) which requires clear explication of cultural references, foreign figures or events.
- Students translate a passage for inclusion in a specialist English language journal and adapt their translation to the particular 'house style'.
- Students correct an inaccurate translation which may include errors of fact, idiom, collocation or metaphor. (Department of German Studies, University of Birmingham)

Translation into L2 poses particular problems and can be both demotivating and a poor learning experience for many students. Often learners are asked to perform too many simultaneous tasks and there is insufficient focus on individual weaknesses. There are three alternatives.

Comparison. Two L2 versions could be used and students asked to compare the two translations, focusing on, for example, lexis, grammar or even idiom. This is a demanding task but carries much potential for learning in the form of more sophisticated contrastive analysis. Setting up these tasks is not easy, but a bank of texts can be built up based on versions produced by two different language assistants or exchange students. It is also sometimes possible to find two L2 translations of English literary texts. (This exercise can, of course, work well the other way, comparing and contrasting two L1 versions of an L2 text.)

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EXPANDING VOCABULARY AND IMPROVING READING SKILLS THROUGH HYPONyms AND THEIR SEMANTIC FEATURES

Аннотация: данной статье описывается гипонимическая таксономия как объект исследования семантики и ее семантические особенности в английской лингвистике. Кроме того, приводятся примеры с объяснениями и их таксономический анализ, который рассматривается как объект семантического слоя. Это одно из самых важных достижений в когнитивном понимании информации и крайне значимых инструментов для классификации словаря и осуществления человеческого восприятия.

Annotation: this article describes the hyponymic taxonomy as an object of the study the semantics and its semantic features in English linguistics. In addition to this, some examples are given with explanations and their taxonomic analysis which is taken as an object of semantic layer. One of the most vital progresses in cognitive understanding of information and the extremely significant devices to classifying vocabulary and performing of the human perception.

Keywords: *Hyponyms, semantic features, vocabulary range, word specificity, conceptual hierarchy, contextual associations, comprehension enhancement.*

Annotasiya: ushbu maqolada ingliz tilshunoslikda semantika va uning semantik xususiyatlarini o'rganishning obyekti sifatida giponimik taksomaniya taqdim etiladi. Bu bilan birga, tushuntirishlar bilan bir qator misollar va ularning taksonomik tahlili, semantik qatlamni obyekti sifatida ko'rib chiqiladi. Ma'lumotlarni kognitiv tushunish va vokabulyar tahrir qilishning ahamiyatli vositalaridan biri sifatida juda muhim harakatlaridan biri.

INTRODUCTION: Reading and vocabulary knowledge are essential components of effective communication and comprehension. To enhance both reading skills and vocabulary range, exploring the world of hyponyms and their semantic features can be highly beneficial. Hyponyms are specific words that belong to a broader category, and understanding their semantic relationships can significantly improve vocabulary acquisition, comprehension, and overall reading proficiency. In this article, we will delve into the concept of hyponyms, explore their semantic features, and discuss strategies for utilizing them to expand vocabulary range and enhance reading skills.

1. Understanding Hyponyms: Hyponyms are words that are more specific or specialized than a general term. For example, "apple," "banana," and "orange" are hyponyms of the general term "fruit." By understanding hyponyms, readers can develop a deeper understanding of the relationships between words and concepts. This understanding enables readers to make connections, infer meanings, and comprehend texts more effectively.

2. Semantic Features of Hyponyms: Each hyponym possesses specific semantic features that distinguish it from other words in its category. These features include attributes, actions,

locations, and associations. For instance, the hyponym "poodle" has features such as "small," "fluffy," "dog," and "pet." Understanding these semantic features helps readers develop a rich mental representation of the word and facilitates comprehension.

3. Building Vocabulary Range through Hyponyms: Exploring hyponyms is an excellent strategy for expanding vocabulary range. By studying hyponyms related to a particular concept, readers can acquire a broader range of words that are interconnected in meaning. For instance, if one is learning about animals, studying hyponyms like "mammal," "reptile," "amphibian," and "bird" can enhance understanding and enable readers to express ideas more precisely. This process not only increases vocabulary range but also strengthens the ability to choose the most appropriate word in different contexts.

4. Improving Reading Skills: Hyponyms contribute significantly to improving reading skills. When readers encounter a hyponym, recognizing its semantic features and relating them to the broader category helps them grasp the intended meaning. This skill allows readers to form mental images, create connections, and retain information more effectively, resulting in improved comprehension overall. Additionally, a broader