MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATIONS,

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NEW TRENDS IN LINGUISTICS, LITERATURE, TRANSLATION AND LANGUAGE EDUCATION

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From Conference Organizing Committee

As conference organizers, we are excited to present a comprehensive collection of materials from the "New Trends in Linguistics, Literature, Translation and Language Education" conference. This conference aimed to serve as a hub for professors, educators and professionals passionate about linguistics, literature, translation and language instruction.

Main sections of the conference:

1. Language, society and new trends
2. Linguistic translation: problems and solutions
3. Translation studies: actual problems in translation
4. Modern Methodology of teaching: new strategies and technologies in foreign language teaching

As conference organizers, we express our thanks to all participants for their dedication and for enriching the conference with their knowledge and expertise.

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1. LANGUAGE, SOCIETY AND NEW TRENDS
TIL, JAMIYAT VA YANGI TENDENSIYALAR

EXPLORING FREEDOM, AUTHENTICITY, AND PURPOSE: A COMPREHENSIVE ANALYSIS OF V.S. NAIPAUL'S LITERARY WORKS

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Abstract

This research paper aims to analyze the depiction of freedom in the literary works of renowned author V.S. Naipaul, with specific focus on his novels 'In a Free State', 'Guerrillas' and 'A Bend in the River'. These novels, delve into the multifaceted nature of freedom and its implications for individuals. Through a qualitative examination of the texts, this study investigates how Naipaul examines the intricate interplay between freedom, commitment, authenticity, and the search for purpose in human existence.

Employing methods such as narrative analysis and character studies, this research sheds light on Naipaul's unique perspective on freedom by delving into the concrete realities of lived experiences, challenging abstract theoretical frameworks. By vividly portraying characters' hopes, desires, and fears, Naipaul unveils the genuine, existential challenges associated with the concept of liberty and its relationship with human nature.

This study critically evaluates Naipaul's portrayal of freedom, exploring the tensions between personal aspirations and societal constraints. It seeks to unravel the ways in which his works question prevailing ideas, dissecting the complexities of individual freedoms and their connection to authenticity and life's purpose. The findings of this research contribute to a deeper comprehension of Naipaul's literary contributions and provide valuable insights into the broader discourse surrounding freedom in contemporary literature.

Keywords: V.S. Naipaul, freedom, purpose, narrative analysis, character studies, existential, societal constraints.

1. Introduction

V.S. Naipaul undoubtedly stands as a prominent figure in Post-modern literature, especially known for his insightful portrayal and exploration of the complexities of human existence. At the core of his literary repertoire lies the theme of freedom, a subject he addresses with exceptional depth and empathy. This research paper throws light on a thorough exploration of Naipaul's conceptualization of freedom, achieved through a qualitative examination of three of his important works: "In a Free State," "Guerrillas," and "A Bend in the River." Through the adept use of narrative analysis and in-depth character studies, the researcher is attempting to uncover the complicated interplay between freedom, dedication, authenticity, and the pursuit of purpose in the human condition.

2. Literature Review

2.1 V.S. Naipaul's contribution to contemporary literature

Vidiadhar Surajprasad Naipaul, widely known as V.S. Naipaul, is a towering figure in contemporary literature whose profound impact transcends geographical and cultural boundaries with his works receiving critical acclaim and numerous awards. His keen observations of human behaviour and his skill to portray intricate characters have made him a prominent figure in the global literary landscape. His contributions to contemporary literature are marked by several key characteristics that distinguish him as a unique and influential voice.

2.1.1 Cultural hybridity and identity

V.S. Naipaul's literary work is remarkably illustrious by his close examination of cultural hybridity and its influence on individual identity. Naipaul's individual experiences as an Indian person in the Caribbean deeply influenced his understanding of identity. His stories are beyond doubt reflects cultural influences,

which creates a variety of themes of migration, displacement, and the never-ending search for a feeling of belonging. Naipaul's understanding of identity was deeply influenced by his subjective experiences as an Indian immigrant in the Caribbean. His stories are beautiful portrayal of complex characters which reflects human psyche and cultural influences in post-colonial setting. His extraordinary ability to traverse the complexities of cultural identity has reverberated with readers on a global scale, rendering his literary works universally accessible and profoundly meaningful to a diverse readership.

His keen understanding of the enduring effects of colonialism's historical legacies Is a recurring theme in his research. By examining works such as "A House for Mr. Biswas" and "In a Free State," he closely analyzes the deep-seated influence of colonialism on both individuals and societies, exploring the intricate nuances of emancipation and its subsequent consequences. This post-colonial perspective provides a distinctive viewpoint on concepts such as freedom, the dynamics of power, and the challenges linked to nation-building.

2.1.2 Post-colonial lens and historical context

V.S. Naipaul rose to prominence as a writer during a crucial period of post-colonial transformation. His keen understanding of the enduring repercussions of colonialism serves as a recurrent theme in his literary repertoire. Exemplified through seminal works such as "A House for Mr. Biswas" and "In a Free State," Naipaul meticulously dissects the profound influence of colonial history on both individuals and societies, delving into the intricate complexities of emancipation and its aftermath. This post-colonial perspective imparts a unique vantage point from which to examine notions of freedom, prevailing power dynamics, and the intricate challenges associated with the process of nation-building.

2.1.3 Complex characters and psychological depth

Naipaul's novels are populated by characters of remarkable depth and complexity. He possesses a keen psychological insight, which allows him to depict the inner

struggles, aspirations, and flaws of his characters with great nuance. Whether it is the titular character in "Mr. Biswas" navigating familial expectations, or Bobby in "In a Free State" grappling with cultural displacement, Naipaul's characters resonate with readers due to their relatability and authenticity.

Naipaul is ivilizati for his expertise to create characters of extraordinary depth and complexity. His literary creations are not mere caricatures, but rather, they are individuals imbued with intricate psychological nuances. Due to careful attention to detail and a critical understanding of human nature, Naipaul puts life into his characters. Due to keen observation and large study of human psychology, his characters are fully motivated, struggling and thoughtful.

In works like "A Bend in the River" and "Guerrillas," Naipaul employs a narrative style that allows readers to delve deep into the minds of his characters. He masterfully navigates the inner landscapes of protagonists, exposing their vulnerabilities, desires, and fears. This psychological depth lends an added layer of authenticity to his narratives, inviting readers to empathize and connect with the experiences of the characters.

Furthermore, Naipaul's portrayal of characters is often intertwined with the broader themes of cultural identity, displacement, and the search for meaning. The complexities of their inner lives mirror the complexities of the world they inhabit, creating a powerful resonance that reverberates long after the reader has turned the final page.

Basically, Naipaul pens not only human psyche but also captivating story. His ivilization ion displays properly human emotions and feelings. Additionally psychological depth of each and every characters touches the readers personally.

Naipaul's novels undoubtedly have a lasting appeal and influence due to his skill of character building and psychological depth. This has set Naipaul's name well-known for the portrayal of human characters and conditions too.

2.1.4: Exploration of global themes

Naipaul's body of work surpasses geographical boundaries by delving into universal themes while being rooted in definite cultural contexts. His extensive travels and keen observation of global societies infuse his literary creations, resulting in a body of work that engages with broader human experiences. These encompass a spectrum of topics, including the complexities of freedom and the pursuit of meaning, as well as the tensions between longstanding traditions and modern advancements. V. Naipaul's thematic scope resonates with readers facing similar dilemmas on a global scale.

2.1.5: Naipaul's literary style and narrative craftsmanship

Naipaul's literary style is characterized by a meticulous attention to detail and a precise utilization of language. His prose exhibits a notable clarity and economy, enabling the effective communication of intricate ideas with precision and conciseness. Naipaul's writing also reflects a nuanced comprehension of cultural subtleties and social dynamics, underscoring his acute observational acumen.

In terms of narrative craftsmanship, Naipaul displays a mastery of structural elements and pacing. His works typically feature well-defined character progression and intricate plot trajectories. His novels has a blend of first-person and third-person standpoints which facilitates multi-dimensional investigation of themes and perspectives.

Furthermore, Naipaul's narrative voice often adopts a detached and objective tone, which serves to offer insightful commentary on the societies and cultures he portrays. This narrative stance allows readers to engage critically with the themes and issues presented in his works.

Collectively, Naipaul's literary style and narrative craftsmanship significantly contribute to the depth and resonance of his storytelling, establishing him as a prominent figure in contemporary literature.

2.1.6: Legacy and influence

Naipaul's impact on modern literature is enduring and profound. As a result of his multi-faceted and unique contribution to literary world, he has been awarded Nobel

Prize in Literature in 2001. V. S. Naipaul's influence can be seen throughout Modern and Post-Modern period and also in the next generation of writers who have been influenced by his insightful analysis of society dynamics and human behaviour.

2.1.7 A Transformative voice in contemporary literature

Naipaul's implication in contemporary literature is rooted in his capacity to cross boundaries, whether they be geographical or cultural, by ivilization universal themes within specific contexts. V. S. Naipaul has secured his position in the literary world because of his deep understanding of concerns connected to identity, the lasting effect of colonialism, and the complexity of the human psyche. Both readers and fellow writers acknowledge his enduring legacy continues to contemporary literature.

2.2 Freedom in contemporary literature

Freedom stands as a central theme in contemporary literature, serving as a dynamic and multifaceted subject of exploration for writers worldwide. In the nuanced narratives of today, authors grapple with the complexities and dimensions of freedom, dissecting its implications on individuals and societies in the modern age. From the struggle for political emancipation to the pursuit of personal autonomy, contemporary literature navigates a diverse landscape of freedoms and constraints, offering readers a profound reflection on the human condition. Through vivid characters and compelling storylines, these works challenge established norms, provoke introspection, and illuminate the transformative power of liberation. In this literary terrain, freedom emerges not only as a cherished ideal, but as a complex terrain of rights, responsibilities, and the ever-evolving interplay between individual agency and societal forces. As contemporary authors continue to engage with this theme, they contribute to an ongoing dialogue on the essence of freedom in our rapidly evolving world.

6. Methodology

This research adopts a qualitative research methodology, specifically emphasizing narrative analysis and character studies as the principal investigative techniques.

Through an in-depth examination of the narratives and complicatedly portrayed characters within Naipaul's novels, the researcher's objective is to methodically uncover and comprehend the multifaceted dimensions of freedom as represented in his novels especially in 'In a Free State', 'Guerrillas' and 'A Bend in the River'. By immersing ourselves in the lived experiences of Naipaul's characters, we attempt to unveil the intricate interplay of societal, cultural, and individual elements that contribute to the depiction of freedom in his literary corpus. This approach seeks to provide a comprehensive and insightful exploration of the thematic underpinnings that underlie Naipaul's artistic portrayal of freedom.

4. V. S. Naipaul's Concept of Freedom

4.1 'In a Free State': Navigating the Boundaries of Freedom

Naipaul's well-known novel, 'In a Free State'offers a deep investigation of the idea of freedom against a post-colonial setting. The narrative intricately weaves together the experiences of its characters, providing a thought-provoking inquiry into the essence of liberty and its intricate interplay with individual identity and the broader societal framework.

Set against the backdrop of a newly independent nation, Naipaul's work delves into the complexities of freedom, probing beyond its surface definition. The characters grapple with the implications of newfound autonomy, contending with both personal desires and societal expectations. Through their journeys, the novel prompts critical reflections on the multifaceted nature of freedom and the intricate negotiations it demands.

Furthermore, Naipaul's deft narrative craftsmanship and astute character development serve as a poignant lens through which to scrutinize the nuances of freedom. The novel transcends the confines of a mere post-colonial narrative, emerging as a compelling exploration of universal human experiences within the context of evolving socio-political landscapes.

“In a Free State” stands as a testament to Naipaul’s literary prowess, inviting readers to engage in a profound contemplation of freedom’s boundaries and its profound impact on the human condition.

Naipaul’s novel “In a Free State” stands as a pivotal work in his literary canon, exemplifying his keen exploration of the complexities surrounding the concept of freedom. Set against the backdrop of a post-colonial world, the novel provides a nuanced portrayal of characters navigating the intricate boundaries of liberty.

4.1.1. Post-Colonial Context and Its Influence on Freedom

The novel is set in a world grappling with the aftermath of colonial rule, a period marked by political upheaval and societal transformation. Naipaul deftly captures the palpable tension between newfound political independence and the persistent vestiges of colonial legacy. Through the experiences of his characters, he sheds light on the challenges of defining freedom in a landscape where historical wounds continue to shape the present.

4.1.2. Characters and Their Quest for Freedom

Central to “In a Free State” are characters whose journeys serve as microcosms of the broader societal struggle for freedom. From Bobby, an Englishman trying to find his place in a foreign land, to Linda, a young woman seeking autonomy amidst cultural constraints, Naipaul skilfully weaves together diverse perspectives. Their individual quests for freedom highlight the complex interplay between personal desires and external forces.

4.1.2.1. Bobby’s Identity Crisis: Freedom in a Foreign Land

Bobby, a central character in the novel, serves as a symbolic representation of the disorientation and quest for identity that frequently accompany the experience of newfound freedom. Bobby’s complex thoughts, emotions and feelings in the middle of a post-colonial ivilization shows human psyche. There is conflict between his familiar landmarks of his past and a complex and unfamiliar customs and norms.

His conflict, deep thoughts and cultural shift causes a deep inner struggle due to his basic interrogations of belonging and purpose in this different circumstance.

Naipaul's skilful characterization of Bobby is nothing short of masterful. Through subtle nuances in Bobby's thoughts, actions, and interactions, Naipaul vividly depicts the turbulence within his psyche. The reader witnesses Bobby's earnest attempts to navigate the intricate terrain of personal autonomy while contending with the profound sense of displacement that accompanies cultural estrangement. This internal conflict serves as a poignant reflection of the broader challenges faced by individuals in the throes of societal transformation.

In Bobby's journey, Naipaul uncovers a universal truth: that the pursuit of freedom is often entwined with the complexities of cultural adaptation and self-discovery. Through this emblematic character, Naipaul sheds light on the intricate dynamics that shape the human experience in a world marked by shifting landscapes of identity and autonomy. Bobby's narrative arc stands as a compelling testament to Naipaul's narrative prowess and his profound insight into the human condition.

4.1.2.2 Linda's Struggle for Autonomy: Gendered Notions of Freedom

Linda's narrative trajectory provides a moving examination of the gendered dimensions of freedom. Her determined pursuit of autonomy within a society characterized by deeply entrenched patriarchal norms serves as a vivid illustration of the nuanced interplay between individual emancipation and societal limitations. Naipaul's depiction of Linda's odyssey uncovers the intricate challenges inherent in asserting one's agency while striving for freedom.

In Linda's story, Naipaul skilfully exposes the layers of societal expectations and gendered norms that act as formidable barriers to her aspirations. Her struggle to carve out a space for herself and assert her independence resonates as a powerful commentary on the broader struggles faced by individuals navigating patriarchal systems. Through Linda's experiences, Naipaul provides a window into the complexities and sacrifices entailed in the pursuit of genuine freedom.

This portrayal of Linda's journey refrains from duplicating existing narratives, offering a unique and insightful perspective on the complexities of personal empowerment within a patriarchal framework. It stands as a testament to Naipaul's ability to capture the intricacies of human existence, particularly in contexts where prevailing norms can be stifling. Linda's narrative arc emerges as a compelling exploration of the intricate dance between individual agency and societal constraints in the quest for freedom.

4.1.3 Freedom as a Shifting Paradigm

Naipaul challenges conventional and overly simplified understandings of freedom by portraying it as a dynamic and evolving construct. By immersing his characters in diverse experiences, he vividly demonstrates that freedom is not a fixed or rigid state, but rather a fluid and multifaceted phenomenon. The novel urges readers to grapple with the intricate nature of freedom, prompting a deeper reflection on its ever-shifting dynamics.

Through the journeys of Naipaul's characters, we witness the evolving nature of freedom, shaped by individual circumstances, societal contexts, and personal choices. This portrayal defies the notion that freedom can be neatly defined or universally experienced in the same way. Instead, it underscores the complexity and subjectivity inherent in the pursuit of liberty.

Naipaul's narrative approach encourages readers to confront the inherent complexities of freedom, acknowledging that it is a concept that resists easy categorization or fixed parameters. By presenting freedom in this nuanced and multifaceted light, the novel prompts a deeper engagement with the intricacies of human agency and autonomy. It challenges us to recognize that freedom is a dynamic force, subject to the ebbs and flows of individual and societal narratives.

4.1.4 Freedom and Its Limits: Intersecting Realities

"In a Free State" by V.S. Naipaul highlights the nuanced nature of freedom, emphasizing that it exists within a complex web of interconnected realities. Naipaul

adeptly probes the delicate balance between individual autonomy and collective responsibility, illuminating that personal freedoms are intrinsically tied to the welfare of the wider community. This intricate portrayal enriches the novel's exploration of freedom, introducing layers of depth and complexity to the thematic narrative.

The novel breaks the idea of total, unrestricted freedom. It reveals the inevitable interaction between the individual and the collective. The novel depicts the inevitable interaction between the individual and the collective, devastating the idea of total, unregulated freedom. His characters are confused between their personal desires and the societal responsibilities. Naipaul masterfully captures the intricate dynamics at play, showcasing that the exercise of freedom is not a solitary act but is enmeshed within the ethical, moral, and social obligations that bind individuals to their larger context.

By shedding light on these interdependencies, Naipaul challenges readers to contemplate the multifaceted nature of freedom. This simply proves freedom is not a one-dimensional, secluded notion. On the contrary, freedom is a complex, multi-dimensional and integrated concept. Naipaul's concept of freedom is deeply rooted in the complex relationships between the individual and society. As a result, 'In a Free State' offers a profound and contemplative exploration of freedom that transcends conventional and one-dimensional notions, providing a richer and more insightful perspective on the subject.

4.1.5 Conclusion: Navigating the Boundaries

'In a Free State' emerges as a vivid picture where the novelist Naipaul skilfully portrays individuals struggling with the complexities inborn in the pursuit of freedom. Viewed through a post-colonial lens, the novel offers a nuanced exploration of how individuals navigate the historical legacies that shape their understanding and attainment of freedom. The journeys of characters, particularly those of Bobby and Linda, serve as poignant reflections on the intricate challenges

and subtleties surrounding personal emancipation. Ultimately, Naipaul's literary creation encourages readers to perceive freedom as a dynamic and evolving concept, urging them to reconsider preconceived notions and engage in deeper contemplation of its intricate boundaries.

4.2 "Guerrillas": Freedom Amidst Political Chaos

In 'Guerrillas', Naipaul complexly explores the intricate dynamics of political freedom set against the backdrop of revolution and upheaval. Through his vivid and meticulously crafted character portrayals, Naipaul exposes the multifaceted challenges that individuals encounter in their pursuit of both personal autonomy and collective liberation. The novel deftly navigates the tumultuous political landscape, delving into the complexities of navigating ideological and societal shifts. As characters grapple with their own aspirations for freedom within this volatile environment, Naipaul provides a poignant commentary on the intricacies of political emancipation and the personal sacrifices it often demands. 'Guerrillas' stands as a testament to Naipaul's narrative prowess, offering readers a profound reflection on the interplay betwee' individual agency and the broader political forces that shape the quest for freedom. The novel invites readers to contemplate the enduring relevance of these themes in contexts marked by political turmoil, underscoring the universal resonance of the pursuit of freedom amidst challenging circumstances.

4.3 "A Bend in the River": Freedom and the Human Condition

"A Bend in the River" invites readers on a profound exploration of freedom within the context of a rapidly evolving societal milieu. Through Naipaul's skilled portrayal of characters traversing their own desires and confronting their deepest fears, the novel provides a poignant insight into the deep existential challenges that accompany the quest for liberty.

Set against the backdrop of a shifting societal landscape, Naipaul deftly captures the complexities of individual aspirations for freedom. The characters' journeys unfold as a poignant reflection of the human condition, as they grapple with the inherent

tensions between personal autonomy and the uncertainties of a transforming world. Naipaul's narrative skilfully picks the every details of the human experience who throws light on the many-sided concept of freedom and the intense impression it holds on individuals' lives.

"A Bend in the River" transcends mere storytelling, emerging as a compelling exploration of the universal quest for freedom and self-realization. Naipaul's narrative craftsmanship and keen insight into the human psyche offer readers a deeply introspective journey, one that prompts reflection on the enduring significance of freedom in the face of life's uncertainties and complexities. The novel resonates as a testament to Naipaul's ability to capture the profound nuances of the human condition.

5. Critical Evaluation

This section provides a thorough and evaluative analysis of how Naipaul portrays the concept of freedom, specifically delving into the complex interplay between individual aspirations and the limitations imposed by societal norms. Additionally, it explores how Naipaul's literary works serve to disrupt conventional notions surrounding freedom, shedding light on its intricate connection with authenticity and the overarching purpose of human existence. This examination is pivotal in unravelling the nuanced layers of Naipaul's thematic exploration and offers valuable insights into the deeper philosophical underpinnings of his narratives. By scrutinizing the tension between personal agency and societal boundaries, as well as reevaluating established notions of freedom in light of authenticity and life's ultimate meaning, this section engages with Naipaul's work on a profound intellectual level, contributing to a more comprehensive understanding of his contributions to contemporary literature.

6. Conclusion

The researcher through this paper comes to the conclusion with the close study of Naipaul's novels especially three novels namely, 'In a Free State', 'Guerrillas' and

‘A Bend in the River’ that Naipaul’s concept of freedom is reflected through this well-ordered characterization. Through the application of both narrative analysis and in-depth character studies, this research study has explored the complex relationship between freedom and the various ways that it manifests itself in the lives of individuals. Naipaul’s unique perspective and narrative style go beyond abstract theoretical frameworks which offers the readers a vivid and noticeable portrayal of the existential encounters and predicaments that accompany the chase of liberty.

By scrutinizing Naipaul’s narratives, this study deepens the understanding of his literary contributions, characterization, concept of freedom and significance within the broader landscape of contemporary literature. It highlights the particular facets of freedom that his works delve into, demonstrating how his distinct style of storytelling gives this complicated subject life. Subsequently, this research paper not only contributes to a more deep understanding concept of freedom of V. S. Naipaul’s ‘In a Free State’, ‘Guerrillas’ and ‘A Bend in the River’ but also provides invaluable comprehensions into the ongoing discourse surrounding the multifaceted and ever-evolving concept of freedom in the area of contemporary literature.

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BEHBUDIYNING BIR TIL EMAS, KO‘P TILLARNI BILISH G‘OYASI

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Annotatsiya

Maqolada Mahmudxo‘ja Behbudiyning til sohasidagi qarashlari va mulohazalariga bag‘ishlanadi. Unda millatning yanada taraqqiy qilishi uchun bir tilni emas, qolaversa to‘rtta tilni egallash g‘oyasi ilgari suriladi. Uning “Ikki til emas, to‘rt til lozim”, “Til masalasi”, “Har bir millat o‘z tili ila faxr etar”, “Sart so‘zi majhuldir” maqolalari asos qilib olingan. U millatparvar va vatanparvar sifatida o‘zbek milliy tilini shakllantirishga katta hissa qo‘shganligi tadqiq etiladi.

Аннотация

Статья посвящена взглядам и размышлениям Махмудходжи Бехбуди в области языка. В нем выдвигается идея овладеть не одним языком, а также четырьмя языками, чтобы нация стала более прогрессивной. Его статьи “ Не два языка, а четыре языка ”, “Языковой вопрос”, “Каждая нация своим языком гордится”, “Есть слово сарт” статьи взяты за основу. Исследовано, что он, как националист и патриот, внёс значительный вклад в формирование узбекского национального языка.

Annotation

The article is devoted to Mahmudhoja Behbudi's views and opinions in the field of language. In it, the idea of mastering not one language, but four languages is put forward for the further development of the nation. His articles "Not two languages, four languages are necessary", "Language issue", "Every nation is proud of its language", "The word Sart is unknown" are based on it. It is studied that he made a great contribution to the formation of the Uzbek national language as a nationalist and patriot.

Mahmudxo‘ja Behbudiyni xorijiy tillarning targ‘ibotchisi, tarjimon, zukko tilshunos sifatida ham ko‘ramiz. U ayni paytda Turkiston o‘lka matbuotida, qolaversa o‘zi tashkil etgan “Samarqand” gazetasi va “Oyina” jurnalida adabiyot, axloq, tarix, huquq, geografiya masalalarga oid qarashlari bilan bir qatorda til va uning taraqqiyoti, tillarni o‘rganishga doir masalalarga bag‘ishlangan turkum ilmiy maqolalarni e'lon qildi. Uning ayniqsa, “Ikki til emas, to‘rt til lozim”, “Til masalasi”, “Har millat o‘z tili ila faxr etar”, “Sart so‘zi majhuldir” maqolalarida birinchi o‘rinda millatning kelajagi uchun tillarni o‘rganish (“Ikki emas, to‘rt til

lozim")masalasini ko‘tardi, ikkinchidan lingvisik xarakterdagi maqolalaridan biri bo‘lgan “Til masalasi” maqolasida o‘zbek tilining imlosi va adabiy normasi bilan bog‘liq dolzarb masalalar to‘g‘risida fikr yuritadi. Shuningdek, behbudiy yagona adabiy til va uning sofligini saqlash, til o‘rganishda millatning taqdiri va madaniyatida tutgan o‘rni haqida munosabatlarini bildiradi.

Jadidchilik harakatining yirik arbobi Mahmudxo‘ja Behbudiy ikki til masalasiga alohida e'tibor qaratgan. Uning til o‘rganish, uning sofligiga erishish, tilning ijtimoiy aloqalar tizimida tutgan o‘rni masalalariga oid qimmatli fikrlarni bildirdi. Behbudiy bu ijtimoiy hodisaga katta ahamiyat berib, o‘zining “Ikki til emas, to‘rt til lozim[1], “Til masalasi”[2] kabi maqolalarida turli tillarning Turkiston hududidagi mavqeini tahlil qilib, ularning jamiyat ravnaqidagi o‘rnini ko‘rsatishga harakat qildi. Chunki, millat taraqqiyotidagi asosiy omillardan biri jahon ilm-fani, taraqqiyoti, iqtisodi, siyosatidan xabardorligidir. Til bilishning qanchalik zarur ekanligi Behbudiyning asosiy prinsiplaridan edi. U o‘zining “Ikki til emas, to‘rt til lozim” maqolasida ushbu masala to‘g‘risida fikrlarini bildiradi. Muallif turkiy tilni qadrlagan holda boshqa tillarni o‘rganishni ham ilgari suradi. Shuning bilan bir qatorda bu sohadagi kamchiliklarga ham o‘zining e'tiborini qaratadi. Behbudiyning ta'kidlashicha, “dars kitobi – arabiy, muallim – turkiy, taqriru tarjimani forsiyligi xiyla ajibdur”. Muallif aytadiki, “usuli ta'lim va tadrisni isloh etmak kerak”, deydi.

Behbudiy e'tirof etishicha, qadimdan beri Turkiston o‘lkasida yashovchi aholi o‘rtasida turk, fors va arab tillari joriy qilingan bo‘lib, ular davlat ishlarini yuritishda, madaniyat sohasida, ta'lim tizimida foydalanilgan. Bu turkiy, ya'ni o‘zbek tilining tarqalganligi, Turkiston xalqlarining aksariyat qismi bu tilda so‘zlashuvchi, ammo barcha madrasalardagi shar'iy va diniy kitoblarning arab tilida ekanligi, mudarrislar ularni fors tiliga tarjima qilishlari va bayon etishlari bilan izohlanadi. Demak, darsliklar fors tilida, o‘qituvchi – turk (ya'ni, o‘zbek) va bayon qilish forscha ekanligi hiyla ajiblikni ko‘rsatadi. Bu bilan, Behbudiy har bir tilning jamiyat miqyosida bajaradigan o‘z vazifasi borligini ta'kidladi. “Ammo, - deb qayd qildi Behbudiy, - bora – bora yoyinki kela – kela usuli ta'lim va kitobatg‘a ehmol (qiyinchilik) paydo bo‘lib, hozir bir darajag‘a kelibdurki, ahli savod yoyinki ahli ilmni yuzdan to‘qson to‘qquzi bu uch tilda mukammal tahriri adabiy molik yo‘qdur. Ya'ni usuli ta'lim va tadris (dars berish)ni isloh etmoq kerak”[3].

Behbudiy turk va fors tillarini maxsus tahlilsiz bilish katta saodat ekanligini, ma'naviy merosimizni o‘rganishda bu ikki til naqadar muhim ahamiyat kasb etishini e'tirof etib, quyidagilarni yozadi: “Forsiy bilgan kishi Firdavsiy, Bedil, Sa'diy, Rumiyning mashhur asarlaridan qanday lazzat olsa, turkiy bilganlar Fuzuliy, Navoiy, Boqiy, Somiy, Abdulhaq Homid, Akrambek, Sanoiy, Nobiy, Nojiylardan, yana Tolsto‘y, Jul Vern va ulamoi zamoniy asarini turkiy tarjimasidan lazzat shunday oladur”[4].

Behbudiy turkiy, ya'ni o‘zbek tilidan samarali foydalanish tarafdori edilar. Ular o‘zbek tiliga kirib kelgan, xalq uchun tushunish murakkab bo‘lgan begona so‘zlarni isloh qilish masalasini kun tartibga qo‘ydilar. Taraqqiyparvarning fikricha, o‘zbek tilidagi forscha va arabcha so‘zlarni isloh qilish oson emas, bu sun'iy amalga oshirib bo‘lmaydigan va uzoq vaqtni talab qiladigan jarayondir. Jumladan, arab tilidagi so‘zlarni isloh qilish to‘g‘risida Behbudiy shunday deb yozdi: “To‘g‘ridan – to‘g‘ri demoq kerakki, baqadri imkon arabiy oz yozulsun. Arabiy ismlik nimarsalar jamlanganda, turkcha jamlansun. Masalan, ulum, funun, ulamo, quzzot va ....demoq yerinda fanlar, ilmlar, olimlar, qozilar va...lar yozingiz”[5].

Behbudiy ona tilini o‘rganish bilan birga xorijiy tillarni ham egallash zarurligini inkor etmadilar. Bu masalaning mohiyatini yaxshi anglagan Behbudiy ham xorijiy mamlakatlar bilan iqtisodiy, madaniy aloqalarni rivojlantirish uchun hech bo‘lmaganda bu tillardan birontasini o‘rganish zarurligini e'tirof etadi.Uningcha, “Dunyomizni ilmu fandan xabardor bo‘lmoq uchun rus, nemis, fransaviy, anglis, itoliyoni, arabiy, jopuniy tillardan birini bilmoq kerak”[6].

Tillarni o‘rganib borish bu millat kelajagi uchun xizmat qilmog‘i kerak, deydi. Bu haqida Behbudiy aytadi: “Bizga lozimki, o‘z naf'imiz uchun ruscha bilayluk. Bu zamon tijorat ishi, sanoat va mamlakat ishlari, hatto, dini islom va millatga xizmat ilmsiz bo‘lmaydur”.

Behbudiy tilning sofligi masalasiga ham alohida e'tiborini qaratdi. Uning “Til masalasi” maqolasida bunga o‘zining munosabatini bildiradi. Muallif to‘xtalib aytadiki: “Bas, bizga tilimizni ajnabiy so‘zlardan muhofaza qilmoqlik eng birinchi muhim bir vazifadur” deydi. Behbudiy har bir til lug‘atning boyishida boshqa tillardan so‘z boyishi hisobiga bo‘lishini istaydi. Mutafakkirning fikricha “Begona tildan so‘z olmoqdan kutilgan til yo‘qdur”. Behbudiy har bir tilning ichki imkoniyatlaridan foydalanish zarurligi, bu yo‘nalishda amalga oshirilishi lozim bo‘lgan masalalar taraqqiyparvarni ham tashvishga soladi. Behbudiyning fikricha, arabiy so‘zlarning turkiy tilda mavjud bo‘lgan muqobillarini qo‘llash orqali ham til sofligiga erishish mumkinligini aytadi.

Behbudiy Turkiston o‘lkasida millatning taraqqiyoti uchun tilning o‘rni biqiyos ekanligiga qayta–qayta murojaat etdi. Yuqoridagi fikrlardan aytish mumkinki, Turkiston o‘lka rivojida tilni qo‘llash konsepsiyasini ko‘rsatib berdi.

Behbudiyning ta'kidlashiga ko‘ra, birinchidan ayni paytda Turkistonliklar uchun: “Turkiy, forsiy, arabiy va rusiy” bilmoq hayotiy muhim ekanligini aytdi. Turkiy ya'ni o‘zbek tilini bilishning sababini tabiiy holda Turkiston o‘lka aholisining aksari qismi o‘zbek tilida so‘zlashishi deb ta'kidladi. Ikkinchidan, forsiy tilni bilishini esa, uni adabiy til sifatida qo‘llanishiga e'tibor qaratdi. Chunki, ayni paytda madrasalarda, eski va yangi maktablarda ham ta'lim berish fors tilida amalga oshirilishi bu tilni bilishni taqozo qilishiga to‘xtaldi. Shuningdek, bu ikki tilning

Turkiston boshqaruv tizimida ham qolaversa, ta'lim tizimida ham barobar qo‘llanishi halqning til bilishidagi imtiyozi sifatida qaraydi. Muallif yevropaliklar ikkinchi bir tilni o‘rganish uchun millardlab pul sarflayotganligini aytdi. “Fors shoiru udabosi asarlari qiyomatg‘acha lazzati ketmaydurgan xazinai ma'naviydur. Bizg‘a saodatdurki, turkiy va forsiyni tahsilsiz bilurmiz”[7] deydi. Fors tilini bilish muallif fikricha foydadan holi bo‘lmaydi, albatta.

Uchinchidan, arab tilini bilishni ham ilmni, dars kitoblarini o‘rganishda qo‘l kelishini misollar orqali bayon qiladi.To‘rtinchidan, rus tilining ahamiyatiga ham to‘xtalib, aholimizning uni bilmasligidan aziyat chekadi: “Biz Rusiya taba'asi, grajdanimiz. Ruslar ila barobar huquqi madaniya va mulkiyag‘a molikmiz, ammo beiste'dodligimizg‘a taassuf qilarmiz. Bank va sudxonalar, sud mahkamalari, notarius, temir yo‘l, xulosa, zamoni paydo qilgan har bir yangi nimirsalarig‘a muxtoj bo‘lsak, avvalgi qadamdan ruscha bilmo lozim kelur”[8].

Mutafakkir tilni bilish muhimligiga to‘xtalib aytadiki, 50 yildan buyon mahalliy xalq Rossiyaga tobe bo‘lib kelmoqda, hanuz ruslar bilan musulmonlar bir – birlari bilan til nuqtai nazardan bir-birlarini tushunib yetganlari yo‘q, deydi. Uning mahalliy aholiga qarata: “Bizga lozimki, o‘z nafimiz uchun ruscha bilaylik, hukumat maktablarinda o‘quylik. Davlat mansablarig‘a kiraylik. Vatanimizg‘a va o‘z dushmanimizg‘a xizmat etayluk. Bu zamon tijorat ishi, sanoat va mamlakat ishlari, hatto dini islom va millatg‘a xizmat ilmsiz bo‘lmaydur”, deb xalqni buning uchun tilni yaxshi o‘rganib millat uchun xizmat qilishga chaqiradi. Muallif o‘lka xalqini bu boradagi sustkashligidan tashvishga tushadi: “Dumag‘a o‘z din va millatimiz nafig‘a so‘zlamoq bizlar uchun mumkin bo‘lur. Ammo anda borib so‘ylaguvchi kishi yo‘q”ligini aytadiki, buning uchun tilni bilish kerakligiga e'tibor qaratib, “nafi Vatan va millatg‘a so‘ylamoq uchun Rusiya maktablarinda bir o‘n sana o‘qimoq kerak”, zamondan, qonundan xabardor bo‘lmoq kerakdur”[9].

Ayniqsa, vatanimiz yoshlari Sharq va G‘arb mamlakatlariga borib o‘qish uchun katta imkoniyatlarga ega bo‘ldilar, chet mamlakatlardagi oliy o‘quv yurtlari talabalari bilan aloqa qilishda internetdan foydalanish uchun qulay sharoit vujudga keldi. Behbudiyning xorijiy tillarni bilishning muhimligi va chet mamlakatlarda yoshlarning ilm olishlari uchun shart-sharoit yaratish to‘g‘risidagi orzulari mustaqillik yillarida amalga oshmoqda.

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G‘ARB VA SHARQ ADABIYOTIDA INSON OBRAZI VA UNING O‘ZIGA XOS JIHATLARI

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Badiiy asarda ijodkorning dunyoqarashi, ijtimoiy hayotga bo‘lgan munosabati, maqsad va vazifalari, falsafiy yondashuvi adabiy qahramonlar misolida aks etadi. San'at va adabiyotdagi inson obrazi dastlab ilohlar, ilohiy kuchlar bilan bog‘lanib ko‘rsatilgan. Qadimgi ertak va dostonlarimizdagi Bilgamish, Alpomish, Go‘ro‘g‘li kabi qahramonlarimiz ham ilohiy kuchga ega bo‘lgan obrazlardir. Abdulla Qodiriy ham o‘zining “Ijod mashaqqati” deb nomlangan risolasida “ma'lumki, bizning omma to shu kungacha ham o‘rta asr doston va hikoyalari bilan oziqlanib keladir”, deb ta'kidlagan edi. Badiiyatga nisbatan sharqona qarashni shakllantirgan manbalarda adabiy qahramon kuchli, namunali, o‘zining ko‘p fazilatlari bilan o‘rnak bo‘larli shaxs sifatida gavdalangan.

G‘arbda esa yunon-rim san'ati asarlarida Zevs, Apollon, Afina, Afrodita, Dionis, Ares, Poseydon kabi ma'budlarga sig‘inib, ularga ibodat qilishgan. Ular haqida afsonalar yaratilib, ezgulik va qudratlilik kabi fazilatlar kuylangan. Buyuk Homer va qadimgi yunon tragediyanavislari asarlaridagi qahramonlar (Prometey, Axilles, Gektor, Odissey, Antigona) o‘sha davrlardagi yunon xalqiga xos bo‘lgan qarashlarni, his-tuyg‘ularni o‘zlarida mujassamlashtirgan edilar. Insonlar ulardagi ilohiy kuch va sehrga ishonardilar va qoyil qolardilar. Ko‘rinib turibdiki, insoniyat

azal-azaldan qanday san'at asari bo‘lmasin unda kuchli qahramon yaratilib, insoniyatga xos bo‘lgan fazilatlar uning vositasida ulug‘langan.

Rus olimasi Ginzburgning fikricha, adabiy qahramon, mohiyatiga ko‘ra, biron bir shaxsning berilgan matnda ketma-ket tilga olinishidir. Bir badiiy matn davomida qahramon turli xil ko‘rinishda tasvirlanishi mumkin ya'ni boshqa qahramonlarning suhbatlari davomida eslanishi, qahramon xarakteri tahlil qilinishi shuningdek, uning so‘zlar, imo-ishoralar, harakatlar va boshqalar bilan ro‘y bergan kechinmalari, fikrlari, nutqlari, tashqi ko‘rinishi va sahnada muallif yoki hikoyachining xarakter bilan bog‘liq voqealarda yodga olinishi mumkin. Haqiqatdan ham qahramon nafaqat asarda o‘zi ishtirok etishi, balki u haqida boshqa qahramon tomonidan butun asar davomida gapirilishi mumkin.

Adabiyot haqida gap ketganda, shubhasiz, qog‘ozda yozilgan biron bir voqea, ularda ishtirok etgan odamlar, hayrat, dahshat, zavq yoki hayqiriqlardan tortib barchasi haqida gap ketadi. Go‘yo bularning hammasi bir xildek. Asardagi “buyuk xarakter” buyuk badiiy asarning yorqin belgisidir. Chunki badiiy asarning negizida qahramon mujassamdir. Badiiy asar asosiy mavzusi inson bo‘lib, u orqali adabiyot o‘zining muqaddas burchini xarakterlar va tiplarni badiiy ko‘rsatish yuli bilan ado etadi. Haqiqatdan ham asarning barcha tafsilotlari inson atrofida ro‘y beradi. Asar qahramonlari hayvon obrazlari bo‘lgan taqdirda ham badiiy asarni o‘qib, hulosa chiqaradigan ham insondir.

Adabiyotshunoslikda adabiy qahramon tushunchasi bilan hamohang ravishda “obraz”, “personaj”, “xarakter”, ”tip” kabi atamalar uchraydi. Obraz haqidagi dastlabki ma'lumotlarni Aristotelning “Poeziya san'ati haqida” nomli asarida “mimesis”, ya'ni taqlid nazariyasi shaklida uchratish mumkin. Olim tabiatga taqlid sifatida obraz yaratildi deb hisoblagan. Keyinchalik nemis faylasufi Hegel' o‘zining estetikaga oid asarlarida san'at haqida fikr yuritib, “san'at – obrazlar orqali fikrlash” demakdir, deb ta'kidlagan .

Adabiyotshunos T. Boboevning ta'rificha, “obraz” asarda qatnashuvchi barcha kishilar hayoti tasviri (asar syujetida har xil “yuk” tashuvchi shaxslar – bosh qahramon, asosiy obraz, epizodik obraz anglashiladi). Asarda iroda yo‘nalishi va

individual ruhiy xususiyatlari bilan bir-biridan ajralib turuvchi, asar syujetida “katta yuk” tashuvchi shaxslargina xarakter bo‘lsa, ijtimoiy guruh yoxud sinfning muhim xususiyatlarini ifodalovchi — davrning katta umumlashmasi bo‘la oladigan xarakter adabiy tip deb yuritiladi. Demak, bu va boshqa nazariy fikrlar orqali xulosa qilish mumkinki, adabiy qahramon tushunchasi badiiy asarda ko‘proq xarakter va tip sifatida gavdalanishi mumkin.

Akademik M.Qo‘shjonov “xarakter”ga “aniq iroda yunalishi va o‘zining individual xususiyatlari bilan boshqalardan keskin ajralib turadigan obraz” , deya ta'rif beradi. Agar o‘zbek akademigining qarashlarini ingliz olimlarining Oksford lug‘atida “qahramon”ga bergan ta'rifi bilan qiyoslasak, “Qahramon – badiiy yoki dramatik asardagi bosh xarakter. Ko‘pgina asarlarda (epik she'rlardan tashqari), odatiy qahramonlik jihatlari mujassamlashgan hayratlanarli jasorat yoki olijanoblik kabi fazilatlarga ega inson tushunilmaslik uchun ko‘proq “protogonist” neytral atamasi sifatida qo‘llaniladi. Chunki bosh qahramon ma'naviy yoki boshqa jihatdan ustun bo‘lmasligi mumkin. Qahramonlik fazilatlariga ega bo‘lmagan, kitobxonni umidini puchga chiqargan markaziy xarakter bo‘lsa “anti-qahramon “(anti-hero) deb qo‘llaniladi”. Ingliz olimlarining “Adabiy terminlar lug‘ati”da hatto qahramon “hero” sahifasida bu so‘zga ta'rif qoldirib ketilib, “plot”, ya'ni asar mazmuniga ta'rif berilganda qahramon so‘zi quyidagicha ta'riflanadi: “The chief character in a plot, on whom our interest centers, is called thepro-tagonist(or alternatively, theheroorheroine), and if the plot is such that he orshe is pitted against an important opponent, that character is called the antagonist”. Bizning asosiy maqsadimiz yo‘naltirilgan syujetning markazidagi bosh qahramon (yoki muqobil qahramon), agar syujet muhim raqibga qarshi turadigan bo‘lsa, o‘sha personaj antogonist deb ataladi. Ushbu o‘rinda adabiy qahramon mohiyatidan ko‘ra, unga bo‘lgan munosabat ko‘proq namoyon bo‘lmoqda. Demak, adabiy istiloh sifatida qahramonga munosabat o‘zbek va ingliz olimlarining ishlarida farqli jihatlari bilan kuzatilmoqda.

Adabiyotshunoslikda adabiy davrlarning o‘zgarishi, o‘z navbatida, adabiy qahramonning o‘zgarishi bilan belgilanadi. Badiiy haqiqat garchi turli xil tarixiy

davrlarda va turli yozuvchilar orasida turli tarzda uchrasa-da, u har doim hayotiy haqiqat bilan uzviy bog‘liqdir. Vaqt, davr o‘tgan sari mavzular, muammolar, g‘oyalar, motiv, syujetlar: muhabbat, yaxshilik va yomonlik, ota-ona va bolalar munosabati, odamlar, kuch-qudrat va xalq turlicha bo‘lishi mumkin. Asarlarda ijodkor o‘zining davridan kelib chiqqan holda fikr yuritib, qahramon yaratadi. Ammo har bir yangi davr adabiyoti, tarixiy davr bilan birga o‘zgarib, hayotdagi o‘zgarishlarga yangi ijtimoiy munosabatlarga teran qarab, yangi shakllar, vositalar, texnikalar, ritmlarni o‘zgarishi bilan, birinchi navbatda, adabiy asosiy qahramonni o‘zgartirishi orqali o‘z rivojlanishining yangi bosqichiga o‘tadi.

Yozuvchi o‘zi mansub bo‘lgan xalqning milliy mavqeida mustahkam tursa, tasvirlanayotgan voqea-hodisalarga o‘z xalqining ilg‘or farzandi nuqtai nazaridan qarasa va kelajakka nazar sola bilsa, uning asarida ifodalangan milliy tuyg‘ular umumbashariylik tusini oladi. Adabiyotning bunday xislatlarini esa kitobxon, birinchi galda, qahramon siymosida, uning faoliyatida, xatti-harakatlarida, qiliq-odatlarida, axloq va odobida ko‘radi. Bizning milliyligimizni madh etgan barcha asarlarimiz bunga yaqqol misol bo‘la oladi.

Ingliz adabiyotining shox asarlaridan bo‘lgan Jeyn Ostinning “Andisha va g‘urur” asarida milliy urf-odat va ijtimoiy hayot voqealaridan kelib chiqqan holda qahramonlarning qarashlari o‘y-fikrlarini ifodalangan. Har bir adabiy davr qahramoni “berilgan formulalar” asosida yaratilgan (L. Ginzburg atamasi), davr qahramoni taniqli va u muayyan belgilar, fazilatlar tizimining boshlovchisi vazifasida tasvirlanadi.

Yozuvchining asar yozish davomidagi ruhiy holati asar yozib tugatilganidan so‘ng ham davom etishi mumkin. Bu holat haqida olim U. Normatov ko‘rsatishicha, “ba'zi yozuvchilarda bunday holat uzoq davom etishi mumkin. Asar yaratilgan, kitob bitgan, yillar o‘tgan bo‘lsa-da, baribir o‘sha asar ruhidan, qahramonlar hayajonidan, ta'siridan qutula olmaydilar. Buni Said Ahmad va uning “Ufq” romani ustidagi kuzatishlar ham isbotlaydi: “...kitob qattiq hayajon, izlanishlar, turli ruhiy ezilishlar, quvonchlar bilan yozilganidan u bitgandan keyin ham, o‘quvchilar qo‘liga tegib, adabiy tanqid yaxshi-yomon aytgandan keyin ham uning ruhidan chiqib

ketolmadim. Biron hikoya yozsam, yo shu romanga kirmay qolgan bobga, yo qahramonga o‘xshab qolaveradi”. Haqiqiy yozuvchining iztiroblari yuqorida keltirilgandek bo‘lishi kerak. Chunki asar yaratlayotganda o‘sha asar bilan nafas oladi, o‘sha asar bilan yashaydi. Shuning uchun ham asarda muallifning kayfiyati, muallif “meni” kitobxon ko‘z o‘ngida bo‘rtib ko‘rinib turadi.

Adabiy qahramon ijodkori xoh Yevropaning taniqli adibi, xoh Sharq mutaffakiri bo‘lsin, maqsad bitta: insoniyat dunyosini adabiy qahramonlar timsolida aks ettirishdan iboratdir.

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JAHON TILSHUNOSLIGIDA METAFORA MASALALARINING ANTROPOSENTRIK PARADIGMA ASOSIDAGI TADQIQI

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Annotation: In world linguistics, cognitive linguistics began to emerge as a complex field. Many researchers admit that cognitive linguistics is one of the leading directions of the anthropocentric paradigm. At the end of the last century, linguist E.S. Kubryakova wrote that “Cognitive science is a science that studies the reflection and storage of knowledge within the framework of perception, classification, evaluation and understanding of the world.” This article discusses the importance, formation, development of the linguo-cognitive direction in linguistics, its types, and its role and functions in speech communication.Also, aspects such as the formation, types, characteristics of cognitive tools in the expression of metaphor, their relationship with the psychophysiological state of man and society are considered.

Key words:cognitive linguistics, cognitive metaphor theory, metaphor, understanding, perception.

Аннотация: В мировой лингвистике когнитивная лингвистика стала формироваться как комплексная область. Многие исследователи признают, что когнитивная лингвистика является одним из ведущих направлений антропоцентрической парадигмы. В конце прошлого века лингвист Е.С. Кубрякова писала, что «Когнитивистика — это наука, изучающая отражение и хранение знаний в рамках восприятия, классификации, оценки и понимания мира». В данной статье рассматривается значение, становление, развитие лингвокогнитивного направления в языкознании, его виды, а также роль и функции в речевом общении. Также рассматриваются такие аспекты, как формирование, виды, характеристики когнитивных средств выражения метафоры, их связь с психофизиологическим состоянием человека и общества.

Ключевые слова: когнитивная лингвистика, теория когнитивных метафор, метафора, понимание, восприятие

Annotatsiya. Jahon tilshunosligida kognitiv tilshunoslik majmuaviy soha sifatida paydo bo‘la boshlagan**.** Ko‘plab tadqiqotchilarning e’tirof etishicha, kognitiv tilshunoslik antropotsentrik paradigmaning yetakchi yo‘nalishlaridan biri hisoblanadi. O‘tgan asr so‘nggida tilshunos E.S.Kubryakova “Kognitiv fan bu-

dunyoni idrok etish, tasniflash, baholash va tushunish doirasida bilimlarni aks ettirish va saqlashni o‘rganadigan fan”dir deb yozadi.Ushbu maqolada tilshunoslikda lingvokognitiv yo‘nalishining ahamiyati, shakllanishi, taraqqiyoti, uning turlari va nutqiy aloqadagi o‘rni, vazifalari xususida fikr yuritilgan. Shuningdek, metafora ifodalanishida kognitiv vositalarning shakllanishi, turlari, xususiyatlari, ularning inson va jamiyat psixofiziologik holati bilan aloqadorligi kabi jihatlari haqida ham mulohaza yuritilgan.

Kalit so‘zlar*:* kognitiv tilshunoslik, kognitiv metafora nazariyasi, metafora, anglash, idrok qilish.

Metafora antik davrdan buyon bir qancha soha vakillarini qiziqtirib kelgan. Shuning uchun uning ishlatilish doirasi kengaygani sari metaforaga qiziqish ham ortib bormoqda. Ko‘p manbalarda metaforaning o‘rganilish tarixi yunon faylafusi Arastu nomi bilan bog‘liq. U o‘zining “Poetika” asarida ilk marotaba metafora atamasiga to‘xtalib o‘tgan. Faylasuf metafora atamasiga *bir tur nomini boshqa bir tur tavsifi uchun qiyosiy ishlatilishda foydalanuvchi tushuncha*[Aristotel. Poetika.,1936. 178] .degan ta’rifni beradi. Bundan tashqari Arastu o‘zining “Ritorika” asarida ham metaforaning xususiyatlari va funksiyalariga oid bir qancha ma’lumotlar aytib o‘tgan.

O‘zbek tilining izohli lug‘atida metaforaga quyidagicha ta’rif berilgan,(yun. *metaphora- ko‘chirish,ko‘chish*) so‘z yoki iborani o‘xshashlik yoki o‘xshatishga asoslangan ko‘chma ma’noda ishlatish va shunday ma’noda ishlatilgan so‘z yoki ibora; istiora, majoz[O‘zbek tilining izohli lug‘ati., 2008. 680].

Metaforaning tabiati va mexanizmiga xos berilgan turli sharhlar xilma-xil konsepsiyalar yuzaga kelishiga turtki bo‘ldi Faylasuf olimlardan A.Richards o‘z tadqiqotlarida Arastu kabi o‘sha davrning boshqa olimlari ham metaforaga so‘z o‘yini, sodda nutq bezagi sifatida baho berganliklari to‘g‘risida ma’lumotlar bergan. Biroq I.A.Alekseyevaning ta’kidlashicha, “Ritorika” asarida Arastu quyidagi fikrlar orqali metaforaning kognitiv va everistik vazifalari ham mavjudligini ko‘rsatib o‘tgan. Metaforani hosil qilishda bir-biriga muvofiq keluvchi, ya’ni aynan o‘xshash

emas, balki falsafiy jihatdan mos tushunchalardan foydalanish kerak, zero insonlarni qiziqtiruvchi oqilona tuzilgan jumboq asosida aynan metafora yotadi.

Antik davrdan to milodiy yilning 70-80-yillariga qadar metafora aksariyat faylasuf olimlar tomonidan o‘rganilgan bo‘lib, bunda ma’no ko‘chishining mantiqiy asosi, sabablari hamda ushbu hodisaning sodir bo‘lish bosqichlari chuqur o‘rgangan. Falsafiy nazariyalar asosida tilshunoslikda ham metaforaning nazariy xususiyatlari shakllana bordi. Tilshunoslik tarixida ilk marotaba italiyalik faylasuf J.Viko so‘zlarning ko‘chma ma’nolari haqida ma’lumot bergan. U hozirgi adabiy tilimizda mavjud bo‘lgan metafora, metonimiya, sinekdoxa va boshqa vazifalardagi so‘zlar haqida ma’lumot bergan. Faylasuf J.Viko, ibtidoiy odamlar faqatgina poetik nutq orqali jumlalarni ifoda eta olishgan, degan nazariyani olib kirdi. Bundan kelib chiqadiki, Arastu odatiy nutqdan farqlagan va muntazam metaforalardan iborat poetika- ayni inson nutqining mahsulidir.

Nemis faylasufi E.Kassirer o‘zining inson madaniyati belgilari xususidagi tadqiqoti jarayonida kognitiv masalalarga alohida urg‘u berib metaforaning evristik imkoniyatlarini yuqori baholab, so‘zlarni ko‘chma ma’noda qo‘llash inson ongi va tasavvurlari qay tarzda olamni qabul qilishi to‘g‘risidagi ma’lumotlarni o‘rganishga imkon berishini ta’kidlaydi. E.Kessirerning fikriga ko‘ra inson miyasi faoliyatining ikki ko‘rinishi mavjud: metaforik (mifologik) va diskursiv(mantiqiy) fikrlash.

Ispan faylasufi X.Ortega Gasset o‘zining “Ikki buyuk metafora” to‘g‘risidagi ilmiy ishida metaforani zaruriy fikrlash quroli, ilmiy tafakkur shakli sifatida baholaydi. U metaforani nom ko‘chishi orqali aniqlashtirib, uning ikki asosiy vazifasi borligini aytib birinchisi - nomlash, ikkinchisi - fikr quroli bo‘lish. Metafora fikrlarimizni yetkazishimiz uchun muhim vosita bo‘libgina qolmasdan, u eng avvalo tafakkurimizda ba’zi narsalarni tushunib olishimiz uchun ham juda ahamiyatlidir.

Shuningdek, falsafiy tadqiqotlar doirasida olmon faylasufi F.Nitsshe ham metaforaning kognitiv mohiyatini o‘rgangan. Olim dunyoni bilish metaforik asosga ega, real mohiyatli tushunchaning o‘zi mavjud emas, deya ta’kidlaydi. Tildagi har

bir so‘zning paydo bo‘lishi inson tafakkuri faoliyati bilan uzviy bog‘lik bo‘lib, predmet va hodisalarga nom berish, o‘xshatish, qiyoslash orqali yuzaga keladi. O‘z nazariyasi orqali F.Nitsshe metaforalar hosil bo‘lishining izchil xaritasini, ya’ni tilda sodir bo‘luvchi doimiy kontseptual birlashuvlar manzarasini shakllantirdi.

Keyingi yillarda metaforaga kognitiv-semantik jihatdan yondashuvlar boshlandi. Metaforik jihatdan hosil bo‘lgan jumlalar tilning nutq shakllanishidagi ilk yashirin belgilarini o‘zida namoyon etib, ongning kognitiv funksiyasiga xos vosita sifatida xizmat qiladi. Mazkur yo‘nalishdagi tadqiqotlarni keyinchalik J.Lakoff, M. Jonson, M. Xesse, M.Arbib, E Kitti, E.K. Uey va S.S Gusevlar [МасловаВ. А. Когнитивнаялингвистика., 2004. 145] o‘zlarining ishlarida davom ettirishgan. Ayniqsa, amerikalik tilshunos J. Lakoff va faylasuf M.Monsonparning tadqiqot ishlari kognitiv lingvistikada aloqida e’tirof etiladi. Olimlar nazariy qarashlar bilan birgalikda amaliy tahlillar vositasida metaforaning inson kundalik hayotida nechog‘li muhim tafakkur faoliyati ekanligini isbotlab berishdi. Berilgan nazariyalar asosida falsafiy tahlil muhim omil sifatida qo‘llanilganligiga qaramasdan ular bugungi kunda tilshunoslikda ham keng foydalanilib kelinmoqda. Shunday bo‘lsada, metaforaning falsafiy jihatlari turli rakurslarda o‘rganilishda davom etmoqda. Kristina Marrasning falsafada metaforaning qo‘llanilishiga bag‘ishlangan kitobi shular jumlasidandir.

Mazkur asar ilmiy xarakterga ega bo‘lib, bunda italiyalik mashhur faylasuf Leybnits asarlaridagi metaforalar mohiyati izohlangan. Olimning fikricha, Leybnits asarlarida berilgan daryo, ummon, o‘rmon, tog‘lar va sayohat mavzulari falsafiy qarashlarning metaforik ifodasi bo‘lib, fikrning izchil rivojlanib borishiga hamda hayot masalalarining yoritilishiga xizmat qilgan.

Metaforaning falsafiy-nazariy asoslarini o‘rganish jarayonida metaforalarning faylasuf olimlar tomonidan berilgan quyidagicha izohlari mavjudligini aniqladik:

Antik ta’rif: metafora nutq bezagi sifatida;

Metafora - inson tafakkurini o‘lchovchi omil;

Chuqur semantik, kognitiv va pragmatik xususiyatga ega fenomen.

Metaforalarning falsafiy-nazariy asoslari, mantiqiy tahlili, yondosh ko‘chimlardan farqli jihatlari, kontseptual metafora tushunchasining kognitiv, pragmatik, lingvomadaniy jihatlarini ochib berganlar.[Safarov Sh. Kognitiv tilshunoslik., 2006. 91]. Tarjimashunos olimlar L.Barxudarov, A Shveytser, S. Vlaxov, S.Florin, V Vinogradov, A. Fedorov, F.Salfzov, K.Musayev R. Fayzullayeva, X. Xamrayev, M.Xolbekov, SH.Safarov, I To‘xtasinov, O Karimov, S.Sirojiddinov, P. Nishonov, M.Sattarovalar ham metafora haqida muhim ma’lumotlar aytib o‘tgan.

O‘zbek tilshunoslari SH.Rahmatullayev, M.Mirtojiyev, M.Mamadaliyeva va G. Qobuljonovalar o‘zbek tili materiali asosida metaforaning milliy-madaniy, lisoniy, semantik hamda kognitiv xususiyatlarini tadqiq etishgan. Biroq zamonaviy o‘zbek adiblari asarlarining fransuzcha tarjimasida kontseptual metaforalarning milliy-madaniy xususiyatlari o‘rganilmagan hamda metaforalar tarjimasining zamonaviy tamoyillari ishlanmagan.

Metaforaning kognitiv jarayon sifatidagi xususiyatlariga M.Blek o‘zining ulkan hissasini qo‘shgan amerikalik faylasuf olimlardandir. Uning tadqiqotlaridagi asosiy jihat shundaki, bunda metafora yakka tartibdagi ko‘chma ma’noli so‘z emas, balki to‘liq matn asosida shakllangan jumla sifatida o‘rganiladi. Aynan M.Blek fanga “kognitiv metafora” tushunchasini olib kirib, metaforaga shunchaki ornomental (nutq bezagi) vosita sifatida emas, balki chuqur mohiyatga ega hodisa ekanligini ochib berdi.

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TILLARARO VA MADANIYARO ALOQALAR KONTEKSTIDA TIL O‘ZLASHMALARI: TIZIMLAR, O‘ZGARISHLAR VA YONDASHUVLAR

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Annotation: This article explores linguistic borrowings in the context of language systems and cultural interactions. It delves into the processes of morphophonemic, semantic, and syntactic changes that occur when elements of one language are assimilated into another. The study highlights various linguistic theories and methodologies used to analyze these phenomena, including corpus linguistics, sociolinguistics, and cognitive linguistics. The article provides insights into how these adaptations contribute to our understanding of language learning processes and cultural integration.

Keywords: linguistic borrowings, morphophonemic changes, semantic shifts, cultural integration, language adaptation, sociolinguistics, corpus linguistics, cognitive linguistics.

Аннотация: Статья исследует явление заимствований в контексте языковых систем и культурных взаимодействий. Рассматриваются процессы морфофонемических, семантических и синтаксических изменений,

происходящих при ассимиляции элементов одного языка в другой. В статье подчеркиваются различные лингвистические теории и методологии, используемые для анализа этих явлений, включая корпусную лингвистику, социолингвистику и когнитивную лингвистику. Авторы предоставляют информацию о том, как эти адаптации способствуют пониманию процессов изучения языка и культурной интеграции.

Ключевые слова: языковые заимствования, морфофонемические изменения, семантические сдвиги, культурная интеграция, адаптация языка, социолингвистика, корпусная лингвистика, когнитивная лингвистика.

Annotatsiya: Ushbu maqola til tizimlari va madaniy o‘zaro ta‘sirlar kontekstida til o‘zlashmalari masalasini o‘rganadi. Til elementlarining boshqa tillarga moslashuvi natijasida ro‘y beradigan morfofonemik, semantik va sintaktik o‘zgarishlar jarayonlari ko‘rib chiqiladi. Maqolada ushbu hodisalarni tahlil qilish uchun ishlatiladigan turli tilshunoslik nazariyalari va metodologiyalari ta'kidlanadi, jumladan korpus tilshunosligi, sotsiolingvistik va kognitiv lingvistika. Maqola til o‘rganish jarayonlari va madaniy integratsiyani tushunishga qanday hissa qo‘shishini yoritadi.

Kalit so‘zlar: til o‘zlashmalar, morfofonemik o‘zgarishlar, semantik o‘zgarishlar, madaniy integratsiya, til moslashuvi, sotsiolingvistik, korpus tilshunosligi, kognitiv lingvistika.

Hozirgi zamon tilshunosligida o‘zlashmalar masalasiga yondashuvlar, til tizimlari va madaniy o‘zaro ta‘sirlar kontekstida o‘rganiladi. Til o‘zlashtirish jarayonida til elementlari boshqa tillardan o‘zlashtiriladi va bu jarayon turli tilshunoslik nazariyalari yordamida tushuntiriladi. Bu jarayonlar odatda morfofonemik, semantik va sintaktik o‘zgarishlar orqali amalga oshadi va madaniy integratsiya kontekstida muhim ahamiyat kasb etadi. Olimlar bu jarayonlarni tilshunoslikning turli sohalarida, jumladan korpus tilshunosligi, sotsiolingvistik va kognitiv lingvistika doirasida tahlil qilishadi. O‘zlashmalar til birliklarining yangi til

muhitiga moslashuvini va til o‘rganish jarayonlarini yoritishga yordam beradi, shuningdek, til o‘zgarishlarining ijtimoiy va madaniy aspektlarini ochib beradi.

Tilshunoslikdagi o'zlashmalar mavzusini chuqurroq tahlil qilish uchun quyidagi asosiy yondashuvlar va konseptsiyalarni ko'rib chiqish muhim:

Morfofonemik o'zgarishlar so'zlar bir tildan boshqasiga o'tganda ro'y beradigan o'zgarishlarni anglatadi. Morfofonemik jarayon bu tilning morfemalari allomorflarining fonologik amalga oshirilishini yoki turli muhitlarda morfemalarining fonemik tasvirlanishini o'rganish jarayonidir. Morfofonemik jarayonlar, ayniqsa, affikslar (qo'shimchalar) jarayonlari bilan bog'liq bo'lib, bu jarayonlarga "morfofonemik jarayonlar" deb nom berilgan. Bu jarayonlar tilning strukturaviy va fonetik xususiyatlarini chuqur tushunish uchun muhimdir va har xil til muhitlarida morfemalar qanday o'zgarishini o'rganishga yordam beradi[Nurhayati D., 2015:59].Ushbu o'zgarishlar so'zning talaffuzi va yozilishida namoyon bo'ladi. Masalan, "internet" so'zi ingliz tilidan ko'plab tillarga o'zlashganida, har bir tilning fonetik va ortografik qoidalari asosida talaffuzi va yozilishi o'zgartiriladi. Bu jarayon til elementlarining yangi til muhitiga moslashuvini ta'minlaydi va til o'rganishdagi osonlik yoki qiyinchiliklarni belgilaydi. Morfofonemik o'zgarishlar tilshunoslikda muhim o'rganish obyekti hisoblanadi, chunki ular til o'zaro ta'sirining aniq misollarini taqdim etadi va tillararo integratsiyaning dinamikasini ko'rsatib beradi.

Ramlan morfofonemikni fonemaning o'zgarishini bir morfema boshqasi bilan birlashishi natijasida sodir bo'ladigan jarayon sifatida ta'riflaydi[Hidayat R., 2018:11]. U shuningdek, morfofonemik jarayon fonema va morfema jalb qilingan shakl o'zgarishlar jarayoni ekanligini ta'kidlaydi. Dobrovolsky va Aronoffga ko'ra, morfologiya lingvistikasi so'z tuzilishini o'rganishdir va so'z shakllanishi hamda talqin qilinishida qatnashadigan toifalar va qoidalar tizimini aniqlashga intiladi[Aronoff M., Dobrovolsky M., 1997]. Psixolingvistik morfologik jarayonlarni o'rganish so'z tuzilishi tilni qayta ishlashdagi o'rni qanday ekanligini tushunishga qaratilgan. Dobrovolsky va Aronoff shuningdek, allomorflar o'rtasidagi alternatsiyalarni tushuntiradigan qoidalarni morfofonemik qoidalar deyishadi.

Semantik o'zgarishlar, so'zlar yangi tilga o'zlashganda ularning ma'nosida yuz beradigan o'zgarishlarni anglatadi. Misol uchun, rus tilidagi "магазин" so'zi ingliz tilidagi "magazine" so'zidan kelib chiqqan bo'lib, ingliz tilida bu so'z asosan "jurnal" ma'nosini anglatadi, rus tilida esa "do'kon" degan ma'noni bildiradi. Bu kabi o'zgarishlar, so'zlar yangi tilga moslashganda, ularning dastlabki semantik yuklari qanday qilib o'zgarishi yoki kengayishi mumkinligini ko'rsatib turadi. Bu jarayon, so'zlar va iboralar turli tillar va madaniyatlarga kirib borishi bilan ularning ma'nolari ham o'zgarib turadi.

Einar Haugenning o'zlashish jarayonida morfofonemik va semantik o'zgarishlar haqida qilgan tadqiqotlari, bir tildan boshqasiga morfemalar integratsiyasi natijasida fonemalar qanday o'zgarishini ta'kidlaydi. Ushbu jarayonlar shaklning o'zgarishlarini o'z ichiga oladi, bu yerda fonemalar va morfemalar muhim komponentlar hisoblanadi. Bu asosiy tushuncha yangi til tizimida qarz so'zlar qanday moslashishini tushunishda hal qiluvchi ahamiyatga ega bo'lib, ularning fonetik va semantik jihatlarini ta'sirlaydi [Haugen E., 1950:210].

Fransuz tilidagi "souris" so'zi "sichqon" (hayvon) ma'nosini anglatadi. Ingliz tilidagi "mouse" so'zi kompyuter sichqonchasini anglatadigan qo'shimcha ma'noni qabul qilgandan so'ng, fransuz tilida so'zlashuvchilar ham kompyuter sichqonchalarini "souris" so'zi orqali ingliz tilidagi kengaytma analogiyasi bilan ta'riflashni boshladilar. Agar fransuzlar "mouse" so'zini ishlatishni boshlaganida, bu o'zlashma bo'lar edi. Lekin ular so’zning ma’nosini ko’chirib olishdi va bu semantik o’zlashmaga sabab bo’ldi. Shu o’rinda “qayta qarz olish” kabi tushunchaga to’htalib otish muhim hisoblanadi.

Qayta qarz olish tilshunoslikdagi hodisa bo'lib, bir tildan boshqa tilga o'zlashgan so'z yanada semantik, fonetik yoki morfologik o'zgarishlarga uchragach, yangi xususiyatlari bilan asl tilga qaytariladi. Bu jarayon tillar o'rtasidagi dinamik va aylanma til almashinuvining tabiatini yoritadi. Masalan, ingliz tilidagi "pioneer" so'zi o'rta fransuz tilidan "qazuvchi, piyoda askar" ma'nosida o'zlashgan, keyinchalik

ingliz tilida "erta mustamlaka, yangilik kashfiyotchisi" ma'nosini olgan va bu ma'no fransuz tiliga qayta o'zlashgan [Durkin P 2009].

Ikki tillilik sohasining qaysi jihatlari ko'p diqqatga sazovor bo'lganligi haqida ko'p gapirish mumkin, lekin til o'zlashtirish masalasi ko'pincha, ma'lumotlarning yuzaki, osonlikcha kuzatilishi tufayli alohida e'tiborga olinadi. Shunga qaramay, faqat "oziq-ovqat ro'yxatlari"ni tuzish va asosan tasodifiy hodisalarni sharhlashga qarshi fikrlar kuchayib bormoqda. Bu jarayon Uriel Vaynrayxning 1959-yilda chop etilgan "Aloqadagi tillar" ("Languages in Contact") asarida boshlab berilgan bo'lib, u til jarayonlarining psixologik va ijtimoiy hamroh hodisalarini o'rganishni talab qiladi [Jdetawy, Loae & Hamzah, Mohd Hilmi., 2020:98]. Sotsiolingvistik yondashuv tilshunoslikda muhim o'rinni egallaydi, chunki u tilning ijtimoiy funksiyalari va maqomiga bog'liq o'zgarishlarni tahlil qilishga imkon beradi. Ushbu yondashuv, jamiyatning turli qatlamlari orasida til birliklarining qanday qo'llanilishi va shu orqali o'zaro ijtimoiy va madaniy aloqalarni aks ettirishini o'rganadi. Tilning har bir birliklari, so'zlar, iboralar, va jumla tuzilishlari ijtimoiy kontekstga ko'ra turlicha ma'nolarga ega bo'lib, ular orqali jamiyatdagi turli sinflar, etnik guruhlar va jinslar o'rtasidagi farqlar namoyon bo'ladi.

O'zlashmalar, ya'ni tilga yangi elementlar qo'shilishi va tilning o'zgarishi jarayonlari ham jamiyatning ijtimoiy dinamikasi bilan chambarchas bog'liq. Masalan, iqtisodiy, siyosiy yoki madaniy aloqalar natijasida boshqa tillardan so'zlar yoki iboralar o'zlashtirilishi, tilning fonetik, leksik va grammatik tizimida o'zgarishlarni keltirib chiqaradi. Bu o'zgarishlar, o'z navbatida, tilning ijtimoiy maqomini ham o'zgartirishi mumkin, masalan, ayrim so'zlar yoki iboralar ma'lum bir sinf yoki guruhga xos bo'lib qolishi yoki keng tarqalib, umumiy qabul qilingan normaga aylanishi mumkin.

Shunday qilib, sotsiolingvistik tahlillar tilning ijtimoiy funksiyalarini va jamiyatdagi o'rni va rolini chuqurroq tushunish imkonini beradi. Ushbu tahlillar tilning o'zgaruvchanligini, shuningdek, til o'zgarishlarining ijtimoiy, madaniy va siyosiy sabablarini yoritib beradi. Natijada, tilshunoslar va ijtimoiy olimlar til va

jamiyat o'rtasidagi o'zaro ta'sirni aniqroq tushunish va bu bilimlardan jamiyatni yanada yaxshiroq tushunish va boshqarishda foydalanishlari mumkin.

Shuningdek, o’zlashma so‘zlar leksik qardosh so‘zlar (shuningdek, leksik qardoshlar deb ham ataladi) bilan farq qiladi, ular ikki yoki undan ortiq tillarda bir xil kelib chiqish etimologiyasiga ega bo‘lgani uchun o‘xshash bo‘lgan so‘zlar sifatida ta'riflanadi. Ya'ni, bir so‘z boshqa so‘z bilan qardosh deb hisoblanadi agar ikkalasi ham ajdod tilidagi bir xil so‘zdan kelib chiqqan bo‘lsa. Masalan, ingliz tilidagi ‘gratitude’ so‘zi ispan tilidagi ‘gratitud’ bilan bir ma'noni anglatadi (ikki so‘z ham lotin tilidagi ‘gratitudo’ so‘zidan kelib chiqqan bo‘lib, bu minnatdorchilik’ degan ma'noni anglatadi). Yana bir misol - ingliz tilidagi ‘dish’ va ‘desk’ so‘zlari hamda nemis tilidagi ‘Tisch- table’ so‘zi qardosh so‘zlar hisoblanadi, chunki ularning barchasi lotin tilidagi ‘discus’ so‘zidan kelib chiqqan bo‘lib, bu ularning tekis yuzalariga ishora qiladi[Crystal D., 2011]. Darhaqiqat, ‘cognate’ so‘zi lotin tilidagi ‘cognatus’ otidan kelib chiqqan bo‘lib, bu ‘qon qarindosh’ degan ma'noni anglatadi [American Heritage Dictionary., 1987].

Ba'zan qardosh so'zlar orasida, ular bir-biriga bir darajada bevosita bog'liq bo'lsada va o'xshash yoki bir xil tovushlarga ega bo'lsada, ularning ma'nolari tubdan farq qilishi yoki hatto zid bo'lishi mumkin. Masalan, ingliz tilidagi "embarrassed" so'zi va ispan tilidagi "embarazada" so'zi, bu "homilador" degan ma'noni anglatadi, qardosh so'zlardek tuyuladi, biroq aslida ularning ma'nolari farq qiladi. Bunday hollardagi qardosh so'zlar "yolg'on do'stlar" deb ataladi [Domínguez P., 2002:1833]. Bundan tashqari, ba'zi hollarda qardosh so'zlar o'xshash tovushga ega bo'lsa-da, ular bir xil ildizdan kelib chiqmagan, ya'ni ularning etimologiyalari farq qiladi. Masalan, ingliz tilidagi "much" va ispan tilidagi "mucho" so'zlari ma'nolari o'xshash bo'lsa-da, ularning Proto-Indo-Yevropa ildizlari butunlay farq qiladi. Bunday hollardagi qardosh so'zlar "yolg'on qardoshlar" deb ataladi.

O’zlashma so’zlar shuningdek kalqlar (inglizchada "loan translation" deb ham ataladi) bilan farq qiladi, bu jarayon boshqa tildan so'z yoki iboraning komponentlarini to'liq tarjima qilishni o'z ichiga oladi, natijada maqsadli tilda yangi

leksem yaratiladi. Darhaqiqat, "kalq" atamasi o'zi ham fransuz tilidan olingan qarz so'z bo'lib, "nusxa olish", "taqlid qilish" va "yaqin nusxa" degan ma'nolarni anglatadi [Knapp K., 2009]. Durkinga ko'ra, kalqlar yoki (qarz tarjimalar) "chet tilidagi so'z yoki iboraning tuzilishini, qarz oluvchi tilning sinonimik so'z shakllaridan foydalanib, ko'chirishni ko'rsatadi"[Durkin P., 2009]. Boshqacha qilib aytganda, bu qarz olinaëtgan so'z kamida-kam yoki to'liq tarjima qilinadi. Ingliz tilida boshqa tillardan tarjima qilingan umumiy iboralar kalqlarining ko'plab misollari mavjud. Masalan, "Adam's apple" fransuz tilidagi "pomme d'Adam" iborasining kalqi bo'lib, "beer garden" esa nemis tilidagi "Biergarten" so'zining kalqidir. Har ikkala holda ham inglizcha iboralar asl matndan to'g'ridan-to'g'ri, so'zma-so'z tarjima qilingan [Schmitt N., Schmitt D., 2020].

Shuni ham ta'kidlab o’tish joizki, kalqlash jarayoni fonosemantik moslashuv jarayonidan farq qiladi. Kalqlash jarayonda semantik tarjima amalga oshiriladi, ya'ni manba so'zning qo'shimcha ma'nolari maqsadli tilda bir xil asosiy ma'noga ega bo'lgan so'zga o'tkaziladi. Boshqa tomondan, fonosemantik moslashuv jarayonida fonetik moslashuv mavjud bo'lib, bu manba tilidan olingan asl so'z yoki iboraning taxminiy tovushi va ma'nosi maqsadli tilda shunga o'xshash tovushli oldindan mavjud so'zlar yoki morfemalar bilan fonetik va semantik jihatdan moslashtirilgan holda saqlanadi [Bloomfield L., 1983:303]. Fonosemantik moslashuvning bir misoli arab tilidagi ‘arḍī shawkī’ so'zi bo'lib, bu "engil bodom" degan ma'noni anglatadi. Tarixiy jihatdan arab tilida "engil bodom" uchun ishlatilgan so'z ‘al-khurshūf’ edi, ammo keyinchalik bu so'z arab tilida ‘arḍī’ (yer) va ‘shawkī’ (tikanli) so'zlaridan iborat bo'lgan ‘arḍī shawkī’ so'ziga fonosemantik moslashuv orqali o'zgartirildi [Zuckermann G., 2009:40].

Yuqorida ko'rib chiqilgan tilshunoslikdagi o'zlashmalar yondashuvlari orqali, biz tilning qanday qilib madaniy va ijtimoiy kontekstlar ichida evolyutsiya qilishini va bu jarayonlar qanday qilib til tizimlariga ta'sir qilishini chuqurroq tushunishimiz mumkin. Morfofonemik va semantik o'zgarishlar til elementlarining strukturaviy va ma'noli evolyutsiyasini ko'rsatib, bu o'zgarishlar qarz oluvchi tilning fonetik va

grammatik normativlariga moslashuvini ta'minlaydi. Shu bilan birga, sotsiolingvistik yondashuv til o'zgarishlarini kengroq ijtimoiy va madaniy muhitda tahlil qilish imkonini beradi, bu esa tilning o'zlashtirilish jarayonini faqat lingvistik hodisa sifatida emas, balki kengroq madaniy va ijtimoiy o'zaro ta'sirlashuvlar kontekstida ko'rib chiqishni talab qiladi.

O'zlashmalar til tizimlarining dinamikasini va tillararo va madaniyatlararo aloqalarni o'rganishda muhim omil hisoblanadi. Ushbu yondashuvlar orqali tilshunoslar tilning o'zgaruvchan tabiatini va bu o'zgarishlar qanday qilib jamiyatdagi turli guruhlar va madaniyatlar o'rtasida ko'priklar qurishga yordam berishini aniqlay oladilar. Natijada, til o'zgarishlari faqat lingvistik jarayon sifatida emas, balki kengroq ijtimoiy va madaniy o'zgarishlarni aks ettiruvchi omil sifatida baholanadi. Shu sababli, tilshunoslikda o'zlashmalarning tahlili bu sohada muhim tadqiqot yo'nalishlaridan birini tashkil etadi va kelajakda ham bu borada chuqurroq izlanishlar davom ettirilishi zarur.

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OILADAGI NIZOLI VAZIYATLARNING O'SMIR SHAXSIGA PSIXOLOGIK TA'SIRI

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Annotation. At first, brothers and sisters, and later, the mother, will know what activities and what kind of work the teenager is engaged in in the family. Nevertheless, in the matter of family upbringing, the main responsibility falls primarily on the parents, the morals and relationships they establish with each other and with other family members.

Disputes between husband and wife, their origin and influence on the outlook and character of children brought up in this family have always been one of the

urgent problems. Therefore, in order to study this problem, in this article we will study conflicts and their impact on the psyche of the adolescent personality.

Key words. Adolescent, personality, character, ability, self-concept, behavior, family.

Аннотация. Сначала братья и сестры, а позже и мать будут знать, какой деятельностью и какой работой занимается подросток в семье. Тем не менее в деле семейного воспитания основная ответственность ложится прежде всего на родителей, нравы и отношения, которые они устанавливают друг с другом и с другими членами семьи.

Споры между мужем и женой, их происхождение и влияние на мировоззрение и характер детей, воспитывающихся в этой семье, всегда были одной из актуальных проблем. Поэтому с целью изучения данной проблемы в данной статье мы изучим конфликты и их влияние на психику личности подростка.

Ключевые слова. Подросток, личность, характер, способности, самооценка, поведение, семья.

Anotatsiya. Oilada o‘smirning qaysi faoliyat bilan bandligi va qanday ishlar bilan shug‘ullanishi dastlab, aka-singillar yoxud opa-ukalar, keyinchalik esa onaga ma’lum bo‘ladi. Shunga qaramay, oilaviy tarbiya masalasida asosiy mas’uliyat birinchi navbatda, ota-onaning, ularning o‘zaro va boshqa oila a’zolari bilan o‘rnatadigan muomala maromlari va munosabatlari zimmasiga tushadi

Er-xotin o‘rtasidagi nizolar, ularning kelib chiqishi va ushbu oilada tarbiyalanayotgan farzandlar dunyoqarashi, fe’l-atvoriga ta’siri hamisha dolzarb muammolardan biri bo‘lib kelgan. Shu boisdan bu muammoni o‘rganish uchun biz ushbu maqolada nizolar va uning o’smir shaxsi psixikasiga ta’sirini o’rganib chiqamiz.

Kalit so’zlar. O’smir, shaxs, xarakter, qobiliyat, men konsepsiyasi, xulq atvor, oila.

Oilada kamol topayotgan yosh avlod dunyoqarashining to‘g‘ri shakllanishi oila a’zolari o‘rtasida barqaror bo‘lgan sog‘lom munosabatlarning xarakteriga bog‘liq. Bu esa, bola ongida ijobiy va salbiy munosabatlar, nizolar hamda ularning oqibatlari to‘g‘risidagi tasavvurlar shakllanishiga zamin bo‘ladi.

Ijtimoiy tasavvurlar doirasidagi oilaviy nizolar muammosining o‘rganilishi jarayonida, asosan, er-xotin (ota-ona) o‘rtasidagi munosabatlarni nazarda tutish maqsadga muvofiq sanaladi. Chunki oila muhiti muvozanatini ota-ona saqlab turadi. Oila borasidagi ilmiy izlanishlardan yana shu narsa ma’lumki, oilaviy nizolarning asosiy qismi er-xotin o‘rtasidagi nizolardan tashkil topadi.

O‘smir yoshli bolalarda oilaviy nizolarga aloqador ijtimoiy tasavvurlarning shakllanishi masalasi xorijlik ayrim psixologlar, xususan, D. Mayers, V. Kvinn, F.Zimbardo va boshqalarning tadqiqotlarida qisman yoritib berilgan. Shuningdek, umuman ijtimoiy tasavvurlar muammosi S.Moscovisi, J.Jodelet, L.C.Kovar, P.S.Rosendlatt olimlar tomonidan ham muayyan darajada o‘rganilgan.

Olib borilgan ilmiy izlanishlarda er-xotin o‘rtasidagi nizolar, ularning kelib chiqish sabablari, klassifikatsiyasi, motivlari, ijtimoiy-psixologik xususiyatlari, bolalarning psixik holatiga ta’siri masalalari atroflicha tadqiq qilingan. Shunga qaramasdan o‘smir yoshli bolalarning oilaviy nizolar haqidagi ijtimoiy tasavvurlari qanday shakllanishi, ularning tabiati, mazmuni, psixologik hamda shaxsga aloqador oqibatlari to‘liq tadqiq qilinmagan.

Xorijiy mamlakatlarda oila va nikoh muammolarining ortib borishi munosabati bilan, so‘nggi yillarda oilaviy masalalar quyidagi ikki yo‘nalishda o‘rganilmoqda:

a) jamiyat tomonidan oilaga nisbatan alohida munosabatning shakllanayotganligi, ya’ni nasl qoldirish, bolalar tarbiyasi kabi qator ijtimoiy rollar ahamiyatining ortishi;

b) oilada sodir bo‘layotgan ayrim salbiy hodisalar, jumladan, oilaviy ajrimlarning ko‘payishi, bolalar tarbiyasidagi kamchiliklar, o‘zaro munosabatlardagi turli xil nizolar, er-xotin mojarolarini ortishi kabi holatlarning jamiyatga keltirayotgan zararining ortishi kabilar.

Hozirgi paytda xorijda olib borilayotgan qator ilmiy tadqiqot ishlari “Ayol - oila” tizimidagi ijtimoiy-psixologik muammolariga yo‘naltirilgan. Yuksak darajadagi taraqqiyot ta’sirida ayollar psixologiya-sining ommaviy ravishda o‘zgarayotganligi darajasi hamda oilaviy munosabatlar tizimida ro‘y berayotgan yangilanishlar oqimini o‘rganish, quyidagi ikki yo‘nalishdagi tadqiqotlarni o‘z ichiga qamrab olmoqda:

1) xotin-qizlar mavqeining professional sohada o‘zgarishi va uning oilaviy munosabatlarga ta’siri;

2) ayollar xarakteridagi o‘zgarishlar oqibatida, uning qarama-qarshi jinsga nisbatan munosabatini o‘rganishga qaratilgan maxsus tadqiqotlar.

O‘tkazilgan ko‘plab tadqiqotlardan ma’lum bo‘lishicha, ayollar erlaridan ko‘ra ko‘proq oiladagi shaxslararo munosabatlar xarakteriga (erning xushmuomalaligi, qo‘llab-quvvatlashi, qo‘llamasligi, muloqot shakli va boshqalarga) e’tibor berishar ekan. Shaxslararo munosabatlar xususidagi qarashlarda, ayolning shaxs sifatida o‘zini oilada namoyon etish jarayonida unga ta’sir etuvchi omillarning ahamiyati katta ekanligi e’tirof etiladi. Zamonaviy ayollardan, ayniqsa, ularning ichida biror kasb yoki ma’lumotga ega bo‘lganlarining o‘zini-o‘zi baholashi va “Men” obrazlari alohida tadqiqotlar predmeti sifatida o‘rganilgan. Natijalarning ko‘rsatishicha, bu ayollarda boshqa toifadagilarga nisbatan aqlli, bilimdon, jozibali, muloqotga kirishuvchanlik xususiyatlari kuchliligi aniqlangan. Bu holat esa, o‘z navbatida, farzandlar ongida turli xil (sog‘lom - nosog‘lom) munosabatlar to‘g‘risidagi tasavvurlarning shakllanishiga turtki bo‘ladi.

Shunday qilib, er-xotin munosabatlarining shakllanishi, o‘zaro munosabatlar tizimida qanday namoyon bo‘lishi, avvalo, oilada ayolning professional mavqei va

ma’lumotlilik darajasiga bog‘liqdir. Bu holat mavjud muammo yechimining bir tomoni hisoblanadi. Ma’lumki, oila doimo bolalar tushunchasi bilan bog‘liq bo‘lgan jamiyat bo‘g‘inidir. Shu bois ham, oilaning katta va kichik a’zolari o‘rtasidagi o‘zaro munosabatlar yoritilgan ayrim tadqiqotlar natijalarini nazariy jihatdan tahlil qilish ham bu o‘rinda maqsadga muvofiqdir.

An’anaviy oilalarning bosh vazifasi, bu - bola tarbiyasidir. Mohiyatan, mazkur jarayon oilani tashkil etuvchi shaxslarning o‘zaro munosa-batlari xarakteri bilan bog‘liqdir. Tahlillar shundan dalolat beradiki, onasi ijtimoiy mehnatda ishtirok etadigan qizlar faolroq, mustaqilroq, maqsadga intiluvchanroq bo‘lib, uy bekalarining qizlariga nisbatan raqobatga intiluvchanroq va dadilroqdirlar. Ulardagi shaxs sifatlari feminin xislatlar shkalasi bo‘yicha tekshirilganda, ayollik fenomenlari indeksi pastroq ekanligi hamda ijtimoiy hayotning turli vaziyatlariga ko‘nikish darajasi osonroq ro‘y berishi ma’lum bo‘ldi. Shu ayol mavqeining o‘g‘liga ko‘rsatadigan bevosita ta’siri o‘rganilganda esa, uning o‘ziga xos ekanligi, ya’ni xotin-qizlarga nisbatan yangicha qarash ruhi mavjudligi kuzatilgan. Oilaviy munosabatlar jarayonida esa, an’anaviy ustanovkalardan chekinish aniqlangan.

Otaning bolalarga ta’sirini o‘rganishga bag‘ishlangan tadqiqotlar natijalarining ko‘rsatishicha, zamonaviy erkakning bolalarida shaxs sifatlarini tarbiyalashdagi roli onalarnikidan past bo‘lib chiqdi.

Hozir paytda muammolarni amaliy jihatdan bartaraf etish borasida ham qator chora-tadbirlar amalga oshirilmoqda. Masalan, chexiyalik olim Stanislav Kratoxvil o‘z qarashlarida, oiladagi kelishmovchilik-larning bosh sababi sifatida, intim munosabatlardagi buzilish va funksional patologiya hodisalarini ko‘rsatib o‘tgan. O‘z tajribasi asosida bunday buzilishlarning oldini olish yo‘lida, zamonaviy psixologiyaning ilg‘or metodlaridan biri hisoblangan trening – o‘rgatish yordamida oilaviy munosabatlarni me’yorida shakllantirishga harakat qilgan.

Amerikalik psixolog va psixoanalitik Erik Bern (89. 312) oilaviy psixoterapiyaga asos solib, ko‘p yillik izlanishlari samarasida transaksion tahlil

uslubini yaratdi. Bu uslub yordamida esa, oilaviy o‘zaro munosabatlar tizimi o‘rganildi.[1] Natijalar asosida muallif, psixologik tanglik holatlarini keltirib chiqaradigan oilaviy o‘zaro munosabatlardan iborat klassifikatsiyani yaratdi. U o‘zaro munosabatlarni “o‘yin” deb atab, bu tushuntirish barobarida faoliyatni “halol emas, nohaq”, deb baholagan. Chunki undagi ishtirokchilardan biri boshqalarning mag‘lubiyati hisobiga o‘z hukmini uqtiradi.

So‘zsiz E. Bern formulasi asosida o‘tkazilgan oilaviy treninglar katta amaliy ahamiyatga ega. Lekin, afsuski, u ham er-xotin munosabatlaridagi nizolarning farzandlar ongi (tasavvurlari)ga qanday ta’sir ko‘rsatishi mumkinligiga e’tiborni qaratmagan.[1] Qolaversa, mazkur modelni o‘zga xalqlar psixologiyasi muhitida joriy etish mumkin emas. Fikrimizcha, ijtimoiy-psixologiyaning faol metodlari – treninglar va rolli o‘yinlarni qo‘llashda har bir xalqning milliy rasm-rusmlari, odatlari, didini hisobga olish maqsadga muvofiqdir.

Ingliz faylasufi Frensis Bekon qarashlarida, ayrim psixologik omillar inobatga olinganligini ko‘rish mumkin. U ijtimoiy tartib-sizliklarning moddiy, siyosiy va psixologik shart-sharoitlarini sinchiklab o‘rgangan holda, ularni bartaraf etish yo‘llari to‘g‘risida o‘z mulohazalarini bayon etgan. Xususan, u ijtimoiy tartibsizlik – nizoning asosiy psixologik omili sifatida “rahbarlarning tilidan chiqqan keskin va achchiq so‘z”, “jamiyat hayotidagi ko‘rolmaslik illati”, “jamiyatda odamlar o‘rtasida tez-tez ko‘tariladigan va oson tarqaladigan mish-mishlar, yolg‘on yoki bo‘hton tashviqotlar” kabilarni alohida e’tirof etgan.

F. Bekon qarashlarida nizolarning oldini olish, uni bartaraf etishda siyosiy manyovr san’ati alohida xususiyat kasb etgan. U shunday yozgan: “Odamlarni bir umiddan ikkinchisiga yetaklash norozilikning oldini oladigan eng yaxshi vosita. Insonlarning ehtiyojlarini qondira olmasalarda, ularni kelajakka faqat umidlar bilan ishontira oladigan, har qanday adovatni o‘z vaqtida orzu va umid uchqunlari bilan yumshata oladigan hukumat oqildir; bu narsa aytarli mushkul emas, zero, shaxslar va ba’zan butun boshli partiyalar o‘z istiqbollariga ishonmasalarda, baribir, orzu-umidlar to‘g‘risida ochiq gapirib, o‘zlarini ana shular bilan ovutadilar”.[1]

Amerikalik amaliyotchi psixolog Charlz Likson, nizolar va ularni keltirib chiqaruvchi omillar to‘g‘risida to‘xtalib, muammoning inson psixikasiga salbiy ta’siri va vaziyatdan chiqishning yetti yo‘lini kitobxonlar hukmiga havola etib: “Nizo – bu hayot normasi”, – deb yozadi. U ko‘p yillik advokatlik va amaliyotchi psixologlik tajribasidan kelib chiqqan holda, oilaviy nizolar xususida o‘zining mazmunli fikrlarini bayon etadi. Uning fikricha, oilaviy nizo ma’lum ma’noda shaxs taraqqiyotini boshlab beruvchi ilk nuqtadir. Shu bois, bunday nizolar pozitiv nuqtai nazardan baholanishi mumkin. Zero, nizo yuz berayotgan jarayonda er, xotin hamda bolalarning, unga nisbatan bahosi hamisha salbiy bo‘ladi.[2]

Likson er-xotin o‘rtasida mavjud nizolarning bolalarda o‘zaro ro‘y beradigan hamda ota-onalar bilan farzandlar orasidagi kelishmovchi-liklardan farq qilishini alohida e’tirof etadi. Uning fikricha, er-xotin o‘rtasidagi nizo, asosan, jinsga oid tafovutlarning borligi, doimiy xukmronlik yoki zo‘ravonlikka intilish hislarining mavjudligidan kelib chiqadi. Bu holat oilada tarbiyalanayotgan farzandlar ongi va tasavvurlariga ham o‘z ta’sirini ko‘rsatadi. Ota-ona bilan farzandlar orasidagi nizolar esa, ko‘proq hissiy-emotsional xususiyat kasb etib, ularning negizida yoshga oid tafovut yotadi. Ya’ni, kattalar o‘zlaridan ancha yosh va kuchsizlar bilan o‘zaro nizoga borishadi. Agar bu holat tez-tez takrorlansa, boladagi mavjud kuchsizlik yoki nochorlik xususiyati keyinchalik bemehrlikka aylanib, ota-onaga nisbatan shafqatsizlik, rahmsizlik tuyg‘usining shakllanishiga olib kelishi mumkin. Olimning yozishicha, ota-onalar bilan bolalar o‘rtasidagi nizolar yosh davrlariga monand (jismoniy, fiziologik, psixologik jihatdan) turlicha kechadi. Bu esa ularni bartaraf etish yo‘llarining ham xilma-xil bo‘lishini taqozo etadi. Ayniqsa, oilada bo‘ladigan aka-uka, opa-singil o‘rtasida yoki oilaviy biznes doirasida kelib chiqadigan nizolar taraqqiyotning yosh davrlari bo‘yicha farqlanib, ijtimoiy tasavvurlar va ustanovkalarning asoratlari ham har xil namoyon bo‘ladi. Aka-uka, opa-singil nizolari yoshlararo tafovut bois, adolatsizlik, tengsizlik, nohaqlik kabi hissiyotlarni keltirib chiqaradi. Bu sharoitda ota-ona bolalariga bir-birini kechirishga, shafqatliroq bo‘lishga o‘rgatishlari lozim bo‘ladi.

Ch. Likson tomonidan olib borilgan izlanishlarning barchasi amaliy ahamiyatga ega bo‘lib, ular mahalliy shart-sharoitlardan kelib chiqib, oilalardagi nizolarning psixologik tizimini yaxlit o‘rganish zaruratini keltirib chiqaradi.[5]

Yana bir amerikalik olim Karen Xornining tadqiqot ishlari nevroz asoratidan kelib chiquvchi nizolarni o‘rganishga bag‘ishlangan. Bu izlanishlarning maqolamiz uchun ahamiyatli tomoni shundaki, to‘plangan ilmiy-amaliy material oilada ro‘y berishi mumkin bo‘lgan nizolarning o‘sib kelayotgan bola psixikasida qanday asorat qoldirishini tushunish imkoniyatini beradi. Urushqoq ota-onadan tug‘ilgan bolalar nevroz vaziyatini ko‘proq idrok etishib, mavjud nizolarga nisbatan asablari tarang hamda stresslarga beriluvchan bo‘lib o‘sadilar.[2]

Miroslav Plzak o‘zining qarashlarida er va xotin (ota-ona) larni arzimagan bahonalar bilan janjallashib qolishdan qanday asrash lozimligi borasida qator maslahatlar bergan. Uning tavsiyasiga ko‘ra, ona bolasiga nisbatan qanday mas’uliyatlarni yuklashi mumkinligini juda yaxshi biladi.[4] Ota esa o‘z navbatida bolaning individual layoqatlariga aloqador mashg‘ulotlarini nazorat qilishi lozim. Ona ana shu jarayonda o‘zini dadil va erkin tutib, mustaqil fikrlarini bera olsa, ota uning bu mavqeini qabul qiladi. Shunda er va xotin arzimas narsalar orqasidan urushmaydi va bo‘lajak nizolarning oldi olinadi.

Chexiyalik olima M. Klimova-Fyugnerova o‘zining “Bolaning axloqiy tarbiyasi” maqolasida er-xotinning bola ko‘z o‘ngidagi obro‘-e’tibori nimalarga bog‘liq ekanligi borasida fikr bildirib: “to‘g‘ri tarbiya ota-onaning obro‘-e’tiborisiz ro‘y bermaydi”, – deb ta’kidlaydi.[3] Bunga qanday erishmoq mumkin, degan savolga u, faqat mehribonlik, lekin bir vaqtda bolaga nisbatan izchillik, qat’iyat va halollik munosabatlari bilan, deb uqtiradi. Ma’lumki, bolalar mehnatni, tirishqoqlikni, bilim va malakani qadrlaydilar. Aynan shu sifatlar uning ko‘z o‘ngida ota-ona mavqeini yaratadi, obro‘sini ko‘tarib, avtoritetli bo‘ladi. Zero, zo‘rlab va ataylab avtoritetli bo‘lish orqali bolaga ijobiy ta’sir ko‘rsata olishga umid qilmaslik lozim. Bolalar mehr uyg‘otuvchi, samimiy munosabatni tez ilg‘ash xususiyatiga egadirlar. Hatto, ular ota yoki onaning tovushiga qarab, undagi samimiyat, qo‘pollik

va tazyiqni ajrata oladilar. Shuning uchun bir-birini tushunish, o‘zaro hurmatga asoslangan munosabatlar bolalarning axloqan pok tarbiyalanishiga asos bo‘ladi.

Shuningdek, hududiy, milliy, diniy an’analarga asoslangan ota-onaning bola tarbiyasidagi ulushi masalasi ham bir qator tadqiqotlarning ob’ekti sifatida o‘rganilgan. Chunki ma’lum davrlarda va turli millatlarda (Sharq, G‘arb) o‘z bolasini tarbiyalash uchun farzandini begonalarga uzoq muddatlarga topshirish an’analari mavjud bo‘lgan. Masalan, turk va mongol xalqlaridagi “otaliqqa berish”, xristianlardagi monastirga berish kabi an’analar, ma’lum ma’noda bolani o‘z oilasi muhitidan chetlashishni nazarda tutgan. Fikrimizcha, bu muhitda sun’iylik mavjud bo‘lib, u bolaning hayotga va yaxshilikka oid qarashlari, o‘zaro hamda ota-ona nizolari to‘g‘risidagi tasavvurlaridan ustun bo‘lgan.

R. Levining fikricha, jamoa psixologiyasi va o‘zgalar fikriga tobelikning shakllanishi, bolaning o‘zidan katta opalari, akalari hamda tengqurlari bilan bo‘ladigan o‘zaro munosabatlari xarakteridan kelib chiqadi. Ko‘rib turganimizdek, ushbu izlanishlarda ham ota-onaning o‘zaro nizoli munosabati bolada shakllanuvchi nizolar to‘g‘risidagi tasavvurlarga bo‘lgan ta’sir darajasi ochiq qolgan. Chunki olimlar asosiy diqqatlarini bolalar jamoasi, o‘yini hamda dunyoqarashining shakllanish masalasiga qaratganlar.[4]

XX asrning boshida Amerikada o‘tkazilgan qator izlanishlar asosida, bola ijtimoiylashuvi jarayonida otaning o‘rniga xos bo‘lgan quyidagi umumiy sifatlar qayd etildi:

1. Otasiz bolalar sonining ortib borayotganligi, oilada otaning kam bo‘lishi;
2. Ota bilan bola o‘rtasidagi muloqotning onanikiga nisbatan sezilarli darajada kamligi;
3. Pedagogik nuqtai nazardan otalarning bilimsizligi, malakasizligi;
4. Bolaga, ayniqsa, kichik yoshlilarga g‘amxo‘rlik qilish malakalasining otalarda kamligi va unga bo‘lgan sovuqqon munosabat, layoqatsizlik.[5]

Bu fikrga qo‘shiluvchilarning soni sekin-astalik bilan G‘arbiy Yevropa va yapon mutaxassislari orasida ham ortib bordi. Ular ham oila va uning tashqarisida ota va ona bajarayotgan faoliyatning, bolasi tomonidan idrok qilinishini o‘rganishlari asosida, otaning mavqei tobora pasayib borayotganligini aniqlashga muvaffaq bo‘lganlar. Ona otadan farqli ravishda, oila yumushlarini ko‘p bajaruvchi, mehnatkash kishi sifatida idrok qilinadi. Otaning ko‘chada bandligi mazmunidan bexabar bola, uyda uning kam faoliyat yuritayotganligi bois, oilaviy munosabatlardagi o‘rni va mavqeni pastroq his qiladi.

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SHAXSLARARO MUNOSABATLARDA IMPERATIV MULOQOTNING IJTIMOIY-PSIXOLOGIK ASOSLARI

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Annotatsiya: Shaxslararo munosabatlarda imperativ muloqot, yoki ma’noli so‘zlar bilan aytganda, ularning ijtimoiy-psixologik asoslariga tushunish muhimdir. Bu tur muloqot shakllari, odamlar o‘rtasida munosabatlarni shakllantirishda va mustaqil hayotda ham ahamiyatga ega. Ushbu maqolada, imperativ muloqotning ijtimoiy va psixologik asoslari haqida so‘z boradi.

Kalit so‘zlar: Psixologik ta’sir, adekvatlik, identifikatsiya, hissiy komponent, empatiya,manipulyatsiya

Аннотация: Императивное общение в межличностных отношениях, или иными словами, важно понимать их социально-психологическую основу. Этот вид общения важен также в формировании взаимоотношений между людьми и самостоятельной жизни. В данной статье рассматриваются социальные и психологические основы императивного общения.

Ключевые слова: Психологическое воздействие, адекватность, идентификация, эмоциональный компонент, эмпатия.

Abstract: Imperative communication in interpersonal relationships, or in other words, it is important to understand their socio-psychological basis. This type of communication is also important in the formation of relationships between people and independent life. This article discusses the social and psychological foundations of imperative communication.

Key words: Psychological impact, adequacy, identification, emotional component, empathy.

Muloqot - odamlarning birgalikdagi faoliyatlari ehtiyojlaridan kelib chiqadigan, turli faolliklari mobaynida bir-birlari bilan o‘zaro munosabatlarga kirishish jarayonidir. Ya’ni, har bir shaxsning jamiyatda bajaradigan faoliyatlari (mehnat, o‘qish, o‘yin, ijod qilish va boshqalar) o‘zaro munosabat va o‘zaro ta’sir shakllarini o‘z ichiga oladi. Chunki har qanday ish odamlari bir-birlari bilan til topishish, bir-birlariga turli xil ma’lumotlarni uzatish, fikrlar almashinuvi kabi murakkab hamkorlikni talab qiladi. Shuning uchun ham har bir shaxsning jamiyatda tutgan o‘rni, ishlarining muvaffaqiyati, obro‘si uning muloqotga kirisha olish qobiliyati bilan bevosita bog‘liqdir. Bir qarashda osongina tuyulgan shaxslararo muloqot aslida juda murakkab jarayon bo‘lib, unga odam hayoti mobaynida o‘rganib boradi. Biz hozir aytmoqchi bo’lganimiz, anashu muloqotning imperative shakli sanaladi.

Imperativ muloqotda adolat va barqarorlik kabi qiymatlar o‘rtasida o‘zaro munosabatlar shakllanadi. Bu muloqot shakli odamlar o‘rtasida adolat va barqaror munosabatlar, imperativ so‘zlarni o‘z ichiga olgan holda muloqotda bo’lishga olib keladi. Bu singari imperativ muloqotlar, boshqa insonlarga adolatli va barqaror munosabatlarni ta’minlashda katta rolini o‘ynaydi. Muloqotning bu kabi shakllarini oydinlashtirishda bir nechta istilohlarga bevosita murojaat qilamiz. Shulardan biri makiavellizm dir.

Ayni kunda «makiavellizm» tushunchasi turli ijtimoiy fanlarda tez-tez ishlatiladi. Makkiavelizm ilmiy kategoriya sifatida chet el psixologik tadqiqotlarida keng tarqalgan, ammo bizning psixologiyada amaliy jihatdan umuman qo’llanmaydi.

Makiavilizmni psixologik tushuncha sifatida tadqiq qilish, mazkur mavzu bo’yicha o’zbek psixologlari ishlarining yetarli emasligi bois, qiziqish uyg’otadi.

Bu borada makiavellizmiga bag’ishlangan bir qator izlanishlarni kuzatishimiz mumkin. Jumladan Leongardning qarashlariga ko’ra makiavellizmning:

yaqqol namoyon bo’lgan aktsentuatsiyalar bilan (Leongardning xarakter aktsentuatsiyalarini aniqlash metodikasi bo’yicha);

xulq-atvor turlari (T.Lirining shaxslararo munosabatlarni aniqlash metodikasi bo’yicha);

o’zimiz uchun muhim hodisalar ustidan nazoratning eksternal/internal turlari bilan (J.Rotterning sub’ektiv nazorat darajasini aniqlash metodikasi bo’yicha);

sinaluvchining qadriyatlar orientatsiyasi bilan (Rokichning «Qadriyatlar orientatsiyasi» metodikasi bo’yicha) aloqalari yuqori/quyi darajasini aniqlashga uringan kichik tadqiqotlarida yuqoridagi singari bir qator belgilarini ochiqlagan.

Tadqiqot 19 dan 30 yoshgacha bo’lgan o’n nafar ishtirokchida o’tkazilgan. Barcha ishtirokchilar oliy (ijtimoiy yoik texnik) ma’lumotga ega (yoki ta’lim olish jarayonida).

So’rovnomalar qayta ishlangandan so’ng olingan ma’lumotlar ishning nazariy qismida olingan natijalarga solishtirishga harakat qilindi. Natijada , makiavellizm boshqa kishiga shaxsiy manfaat yo’lida qurbon qilish mumkin bo’lgan vosita sifatidagi munosabatni anglatuvchi tushunchalardan biri sanaladi deb qaraldi.

Tarixiy jihatdan esa makiavellizm kelib chiqishi italiyalik alloma va davlat arbobi florentsiyalik Nikolo di Bernardo Makiaveli (1469-1527) ta’limoti bilan bog’liq, ammo aynan mazkur ta’limotga mos kelmaydi. Makiavellining boy, yorqin, shu bilan birga yetarli tizimlashmagan ta’limotida so’nggi to’rt yarim asr davomida teskari talqin qilib kelingan jihatlar borligi ma’lum bo’ldi.

Tarixan «makiavellizm» atamasidan avval frantsuz siyosiy yozuvchisi N. Frumento 1581 yili «Finanslar» asarida, keyin esa 1589 yili Angliyada T.Nesh o’z falsafiy asarlaridan birida qo’llagan «makiavelist» atamasi paydo bo’lgan. 17-asrda «makiavellizm» atamasini qo’llay boshlaganlar, italiyalik sotsialist-utopist T.Kampanella esa «Antimakiavellizm» deb nomlangan asar bitdi.

«Makiavellizm» tushunchasining mazmuni florentsiyalik yozuvchining alohida asarlarida qo’llangan tushunchalar, keyinchalar ko’plab boshqa allomalarning ularga bergan ta’rifi asosida shakllandi va shaklan o’zgardi. Bu ma’noda uning Lorentso dei Medichiga bag’ishlangan «Hukmdor» asari juda qiziqarli. Asarda, Makiavelli o’z o’rnini uzoq va muvaffaqiyatli saqlab qolish istagida bo’lgan hukmdor maslahatchisi sifatida namoyon bo’lib, oliy maqsadlar yo’lidagi hokimiyat uchun kurashda axloq qoidalarini buzish va istalgan, hatto shafqatsiz, munofiqona usullardan foydalanish mumkinligini bildiradi. «Barcha qurollangan payg’ambarlar g’alabaga erishgan, hamma qurolsizlar halok bo’lishdi», – deb yozadi Makiavelli.

Florensiyalik alloma haqida gapirganda, unga nisbat beriladigan qarashlar o’z hayotiga ega bo’ldi va «makiavellizm», «antimakiavellizm» singari afsonaviy tarmoqlar bilan o’sdi.

Shunday qilib, makiavellizmda siyosiy qarashlar mujassami sifatida quyidagi g’oyalarni farqlash mumkin:

Jamiyat hayoti dinamikasi va xususiyatiga aniqlik kirituvchi sifatida ta’sir etuvchi inson tabiatining muntazamligi va nomukammalligi haqidagi qarash;

Davlat o’z qiziqishlari bilan maqsad ekanligi haqidagi fikr;

Siyosatda qudrat omilining hal qiluvchi ahamiyatini ta’kidlash;

Siyosat va axloqning alohidaligi to’g’risidagi qarash.

Psixologik jihatdan esa bu tushuncha alohida odamga nisbatan qo’llanganganda, makiavellizm shaxslararo munosabatlarda umumiy xulq-atvor strategiyasi, o’z manfaati yo’lida boshqalarni manipulyatsiya qilishga moyillikni anglatadi deya baholandi.

60-yillarda amerikalik olimlar N.Makiavellining «Hukmdor» asarini kontent analiz qildilar va shu asosda makiavellizmning ikki shkalasi yaratildi: Mach 4 i Mach 5.

Bizning davrimizga kelib «makiavellizm» tushunchasi turli ijtimoiy fanlarda tez-tez qo’llanadi. Makiavellizm ilmiy kategoriya sifatida xorijdagi psixologik tadqiqotlarda keng tarqalgan, ammo bizning psixologiyada amaliy jihatdan umuman qo’llanmaydi. «Mak-shkala» deb nomlangan psixologik so’rovnoma g’arb ijtimoiy va shaxs psixologiyasida keng qo’llanadi.

G’arb psixologlari odamning shaxslararo munosabatlarda boshqalarni manipulyatsiya qilishga moyilligini makiavellizm deb ataydilar. Gap sub’ekt haqiqiy maqsadlarini yashiradigan holatlar haqida bormoqda. Shu bilan birga, yolg’on chalg’ituvchi manyovrlar yordamida u hamkorning o’zi anglamagan holda birlamchi maqsadlarini o’zgartirishiga erishadi. «Makivellizm odatda odamning shaxslararo muloqot paytida xushomad, aldov, pora berish yoki qo’rqitish singari nomoddiy agressiv yoxud nozik, sezilmaydigan usullar yordamida boshqalarni manipulyatsiya qilishi sifatida tarbiyalanadi». deb qaraldi.

Shaxsning tahlil qilinayotgan xususiyati o’zga ishda boshqacharoq talqin qilinadi: unda makiavellizmga shunday ta’rif beriladi: «boshqalarni, ko’pincha ularning qiziqishlariga teskari tarzda, shaxsiy manfaat yo’lida manipulyatsiya qilishni o’z

ichiga olgan ijtimoiy xulq-atvor strategiyasi. Makiavellizmni miqdoriy tavsif sifatida ko'rish kerak. Hamma turli darajada manipulyativ xulq-atvorga moyil, biroq ayrim kishilar boshqalarga nisbatan ko'proq moyil va qobiliyatli»dir.

Makiavellizmning psixologik korrelyatlari.

So'rovnomalar yaratilgandan so'ng makiavelizmning mazmuni va sabablari, uning boshqa ijtimoiy sifatlar bilan aloqalariga bag'ishlangan izlanishlar boshlandi.

Mak-shkala ijodkorlaridan R.Kristi va uning shogirdi F.Geys fikricha, makiavellizm o'zaro aloqador kognitiv, motivatsion va xulq-atvor xususiyatlar mutanosibligiga asoslangan psixologik sindrom singari. Hamda ular shaxs xususiyatlarida ham bir qator xususiyatlar kasb eta boshladi. Keeling imkon darajasida ularni ta'riflab ketamiz.

Makiavelizmning shaxs xususiyati sifatidagi asosiy psixologik jihatlari:

sub'ektning o'zgalar bilan muloqotda ularni manipulyatsiya qilish mumkinligi va hatto zarurligi to'g'risidagi ishonchi;

manipulyatsiya qilishning aniq ko'nikmalari.

Oxirgi jihat boshqalarni ishontira olish qobiliyati, ularning maqsadlarini hamda harakatlari sabablarini tushunishni o'z ichiga oladi.

Makiavelistona ishonch va ko'nikmalarning mos kelmasligi mumkinligi va xulq-atvorda «avtonom» tarzda amalga oshmasligi qiziqishi shaxs makiavellizmning ontogenezda rivojlanishini o'rganishga qaratilgan izlanishlar ko'rsatishicha, ayrim bolalar xulq-atvoriga bevosita emas, bilvosita ta'sir etuvchi ishonch tizimi ota-onalaridan o'tadi. Boshqalari – odamlarni manipulyatsiya qilishning muvaffaqiyatli usullarini ota-onalaridan aynan ko'chirib oladilar, ammo makiavellistik ishonchni qabul qilib olmaydilar.

Makiavellizm shaxs xususiyati sifatida umumiy olganda sub'ektning ko'pchilikka ishonish mumkinligi, ularning al'truistligi, mustaqilligi, kuchli iroda sohibi ekanligiga ishonmasligini aks ettiradi.

Makiavellizmning odam yetuklik yoshiga yetguncha o’sib borishi va ozmi-ko’pmi muvozanatlashib qolishi haqida ayrim tahminlar mavjud. Keksalarda makiavellizmning past darajasi aniqlangan bo’lib, inson hayoti davomida o’zlashtirib boradigan ijtimoiy ahamiyatli qadrilatlar gipotezasiga bog’liq, deyiladi.

Yosh va makiavellizmning aloqadorligini o’rganar ekan, P.I.Madrak (P.E.Mudrack) Mach 4 yordamida 115 nafar katta yoshli kishilar orasida so’rov o’tkazdi. U yoshning makiavellizm darajasiga, asosan, uning xushomad va aldov singari komponentlariga teskari korrelyattsiyaga egaligi haqidagi xulosaga keldi.

Manipulyatsiyalashga harakat mavjudligidagi farq o’n yoshli bolalardayoq kuzatilgan. Braginski (Braginsky) tadqiqotlarida avvaliga o’n yoshli bolalarda makiavellizm darajasi Kiddie Mach bo’yicha aniqlangan, so’ng ularning o’yindagi xulq-atvori o’rganilgan. Shkala bo’yicha yuqori ball olgan bolalar o’yinda o’zlarini katta manipulyatorlar sifatida ko’rsatganlar.

S.N.Rey va M.D.Gapta makiavellizm ko’rsatkichi yuqori bolalarning ham onasi, ham otasida bu ko’rsatkich yuqori bo’lishi; va aksincha eng past ko’rsatkichli bolalarda – ota-onalarda ham past ko’rsatkich mos kelishini aniqlaganlar.

Kristi tajribalarida bolada makiavellizm shakllanishiga ta’sir etuvchi omillar sirasida oiladan tashqari ijtimoiylashuv omillari – tengdoshlar, ommaviy axborot vositalari sanab o’tiladi.

Makiavellizmdagi individual farq bir qator kompleks ijtimoiy jarayonlar bilan belgilanadi.

Yuqori darajali makiavellizmga ega odamlarning boshqalarga befarq munosabati, umuman kishilarga va alohida shaxslarga nisbatan beadab munosabat bildirishi haqida ma’lumotlar juda ko’p.

Yuksak makiavellistlar boshqalarning kuchsiz tarafini oson payqab oladilar va ulardan ustalik bilan foydalanadilar.

Past darajali makiavellistlar o’z harakatlarini, munosabatlar sub’ekt-ob’ektning aksi bo’lgan sub’ekt-sub’ekt asosiga qurilgan, boshqalar bilan hamkorlikning ideal ko’rinishiga moslab shakllantiradilar.

Xarris (Harris) o’tkazgan tadqiqotda 76 nafar erkakdan Mach so’rovnomasini to’ldirish, so’ng hamkorlarini yigirmata bipolyar shkala (masalan, samimiy – manman, muloyim – qo’pol va hokazo) bo’yicha baholash so’raldi. Yuqori va past darajali makiavellistlarning bahosi birday shkalaning ijobiy kesimida joylashgan, ammo yuqori makiavellistlar yigirma shkalaning o’n to’qqiztasida kishilarga yomonroq baho berganlar, ya’ni uncha samimiy emas, u qadar do’stona munosabatga ega emas, qiziqarli emas va hokazo.

R.V.Ikslayn, J.Tibo, S.B.Xikey va P.Gampert (R. V. Exline, J. Thibaut, C.B. Hickey va P. Gumpert) yuqori makiavellistlik darajasiga ega odamlarni shaxs quvvati, tashabbuskorligi, ijtimoiy munosabatlarda ishonchliligi atamalarida tavsiflash, yuqori/quyi axloqiy sifatlar atamalari yordamida baholagandan ma’qulligi haqidagi fikrni ilgari suradilar. Mualliflar yuqori va past darajali makiavellistlarning axloqiy yoki noaxloqiy xulq-atvorida farq topa olmaganlar. Biroq, yuqori darajali makiavellizmga ega odamlarning boshqalarni manipulyatsiya qilishning muvaffaqiyatli yo’lini tanlay olishlari, o’zi haqidagi axborotni mahorat bilan «soxtalashtira» olishi, yolg’ondakam taassurot shakllantira bilishi qayd etilgan.

Shu bilan birga, rus millatiga mansub kishilar orasida o’tkazilgan tajribalar, makiavellizmning shaxs axloqiy sifatlariga nisbatan salbiy korellyatsiyaga ega ekanini ko’rsatdi. Buni makiavellistlarning qadriyatlar tizimida muruvvat, axloq degan tushunchalar katta o’ringa emasligi, shuningdek, makiavellistlarning o’zlariga to’g’ri baho berishi, muloqotda o’z maqsadlariga noto’g’ri usullar yordamida erishishlarini tan olgan holda o’z axloqiy sifatlari yuqori darajada emasligini tan olishlari bilan izohlash mumkin.

Mak-shkala bo’yicha yuqori natijaga ega bo’lgan kishilar boshqalar bilan muloqotga kirishganda emotsional begonalik, alohidalik, hamsuhbatga emas muammoga diqqat

qaratish, atrofdagilarga ishonchsizlik ko’rsatishga moyil bo’ladilar. Bunday sub’ektlar past ko’rsatkich egalariga nisbatan do’stlar, qo’shnilar bilan ko’proq, ammo sayoz munosabatlarga ega bo’ladilar. Masalan, tadqiqotlardan birida talabalar bir-birlariga maslahat va ko’mak berishi jarayonida namoyon bo’ladigan makiavellizm va hamdardlikning teskari aloqasi aniqlangan. Kristi va Geys makiavellizmning yuqori darajasini «emotsional sovuqlik sindromi» deb ataganlar, chunki ijtimoiy chetlashuv bunday odamlarning asosiy belgisi hisoblanadi. Shu bilan birga tajribalar natijasi MAK-shkala bo’yicha past darajali makiavellizmga ega kishilardan farqli o’laroq, yuqori ko’rsatkichga ega kishilar hamsuhbatga rost yoki yolg’on so’zlashidan qat’iy nazar kirishimli va ishontira olishga usta ekanliklarini ko’rsatdi. Natijalar esa besamar ketmadi. Bu yo’nalishning murakkablgi insonning ijtimoiy munosabatlarida namoyon bo’lishini ko’rsatib berdi.

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Важность художественных произведений с философской тенденцией для развития современного общества

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Аннотация: Данное исследование посвящено теме литературных произведений с философской тенденцией, а именно их важности для современного читателя. Философские романы способствуют развитию интеллектуальных способностей, миропонимания. Они помогают человеку найти ответы на вопросы в период мирового кризиса и найти смысл человеческого существования. Романы таких писателей, как Ризы Негарестани, Михаэля Хампе и Филипа Киндред Дика рассмотрены с точки зрения романов с философским обобщением и их роли в развитии современного общества.

Ключевые слова: философская тенденция, философский роман, технокапитализм, миропонимание, интеллектуальное развитие, спекулятивная теология, диалогические ситуации, религиозные искания, общественный кризис.

Annotation: This study is devoted to the topic of literary works with a philosophical tendency, namely their importance for the contemporary reader. Philosophical novels contribute to the development of intellectual abilities and worldview. They help a person find answers to questions during a period of world crisis and find the meaning of human existence. The novels of such writers as Riza Negarestani, Michael Hampe and Philip Kindred Dick are investigated from the point of view of novels with philosophical generalization and their role in the development of modern society.

Key words: philosophical tendency, philosophical novel, technocapitalism, worldview, intellectual development, speculative theology, dialogical situations, religious quest, social crisis**.**

Annotatsiya: Ushbu tadqiqot falsafiy yo'nalishdagi adabiy asarlar mavzusiga, ya'ni ularning zamonaviy o'quvchi uchun ahamiyatiga bag'ishlangan. Falsafiy romanlar aqliy qobiliyatlarni, dunyoqarashni rivojlantirishga yordam beradi. Ular insonga global inqiroz paytida savollarga javob topishga va inson mavjudligining ma'nosini topishga yordam beradi. Riza Negarestani, Maykl Xempe, Filipp Kindred Dik kabi yozuvchilarning romanlari falsafiy umumlashtirilgan romanlar va ularning zamonaviy jamiyat taraqqiyotidagi o‘rni nuqtai nazaridan ko‘rib chiqiladi.

Kalit so’zlar: falsafiy tendentsiya, falsafiy roman, texnokapitalizm, dunyoqarash, intellektual rivojlanish, spekulyativ teologiya, dialogik vaziyatlar, diniy izlanish, ijtimoiy inqiroz.

Под выражением роман мы понимаем объёмное эпическое произведение, с его с его формой повествования и оригинальным содержанием. В нашем исследовании мы хотим продемонстрировать ряд романов современной литературы, в которых присутствует философский подтекст. Последние годы, которые пришлось пережить нашему миру оставили за собой неизгладимый след, который требуется заново осмыслить и продолжить жить в правильном русле. За минувшие годы в свете событий Пандемии коронавируса, а также политической нестабильности у человечества всё чаще возникают экзистенциальные вопросы. Именно рассуждения о смысле жизни, бытие, неизбежности смерти и существовании свободы становятся одними из самых главных перед человеком, что является последствием деформаций социального контекста жизни людей. [Гришина Н., 2011: 109]. Вопросы о смысле жизни интересуют не только простых людей, но также и писателей, которые показывают их через художественное мастерство в своих романах. На современном этапе развития мировой цивилизации появляются всё больше авторов, которые создают свои романы в духе философствования, то есть придерживаются той или иной философской тенденции с целью заставить читателя погрузиться не только в художественный мир, но также задуматься о смысле жизни и своём

предназначении в ней. В нашей статье мы хотим рассмотреть ряд художественных текстов, которые затрагивают актуальные проблемы науки и современного общества.

Прежде чем анализировать роман с философским подтекстом, нужно определиться с термином философский роман. Его трактовку, хорошо определяют российские критики такие как Л. И. Тимофеев, В.В Агеносов, Н.В Забабуров. По их мнению, такого рода роман, это прежде всего произведение философского характера, которое по форме и содержанию напоминает эпическое произведение, где писатель, подобно древнейшим мыслителям рассуждает о вопросах человеческого бытия в стремлении найти истину. Идейная составляющая философского романа нацелена на то, чтобы показать читателю какую-либо философскую концепцию, которая может проявляться в популярных литературных произведениях.

Роман, который заставляет человека задуматься о будущем нашей планеты с точки зрения науки является произведение "Циклонопедия", которое было написано в 2008 году иранским философом и писателем Ризой Негарестани. Сюжет романа строится на загадочном попадании книги "Циклонопедии" в руки обычной женщины Кристен Алвансен. В тексте рукописи она узнаёт о поисках учёного Хамида Парсани загадочного артефакта "крест Ахта" при помощи которого был заключён в заточение демонический червь зороастрийским царём Ашурбанипалом. Основными темами, которые занимают сознание писателя являются – “технокапитализм”, "исламский монотеистический энтузиазм", которые связаны между собой темой добывания нефти, аллюзией которых, является демоническая сущность-червь. Безжалостное потребления данного природного ископаемого ведёт к разрушению экологии и последующему апокалипсису нашей планеты. Писатель спекулирует о том, что безопасность мира представляет собой “*проекцию интенсивности конфликтов между ксеноагентом (демоном) и системой, регистрирующей новые неопределяемые язвы*”. [Негарестани Р., 2019: 1] Таким образом, роман “Циклонопедия”, является одной из книг

принадлежащей к жанру спекулятивной теологии и определяющих интеллектуальное развитие будущих читателей.

Ещё один роман, который мог бы повлиять положительно на сознание человека в период усугубления актуальных проблем общества и окружающей среды в целом является роман Михаэля Хампе «Тунгуска, или Конец Природы" написанный в 2011 году. Вымышленные герои физики Гюнтер Хазингер и Стивен Вайнберг, философ Пол Фейерабенд, биолог Адольф Портманн и математик Альфред Норт Уайтхед пытаются выяснить страшную причину падения метеорита на территорию Сибири. Актёр и художник немецкого происхождения, Михаэль Хампе [Buck,Elmar., 2007: 1] искусно обращается к вопросам философии и предельно ясно создаёт “диалогические ситуации”, в ходе развёртывания которых проясняются наболевшие проблемы наших дней, такие как глобальное потепление, разрушение природы, разумное использование природных ресурсов. Писатель рассуждает о роли человека в природе, о том, что будет если мы перестанем вмешиваться в её взаимодействие с остальными объектами земли, и о том, является ли природа добром или злом, или это всего лишь мысль, которую мы сами придумали в себе. О последнем умозаключении высказывается герой философ Фейерабенд: “*Если действительно природный мир мы мыслим, как многообразие однократностей, то мы его также должны мыслить, как многообразие настоящих.”* [Никифоров О., 2013: 1].

Философские, творческие и религиозные искания, которые влияют на сознание людей в период мирового кризиса, можно найти также в романе американского писателя Филипа Киндред Дика, который в 2007 году был включён в список, как первый автор классической научной фантастики в американской серии LibraryofAmerica. Произведение представляет собой религиозно-философскую и теологическую концепцию, которая основана на биографии самого писателя. Герой с прозвищем Толстяк Лошадник получает божественное откровения в результате взаимодействия с лазерным лучом. Из онкобольного пациента рассказчик превращается в религиозного деятеля,

который имеет связь с Богом и пробуждает эту веру в остальных людях. Несмотря на то, что текст романа читается очень трудно и соответствует стилистике жанра постмодернизма и классической научной фантастики, смысл этого произведения предельно прост. Эта история о человеке, который ищет Бога и о людях, которые стремятся быть ближе к Богу и познать радость и божественную силу, несмотря на трудности, с которыми им приходится сталкиваться. Автор пишет высказывания о Боге: *"Бог может быть добрым и ужасным, но не по очереди, а одновременно. Вот почему мы ищем посредника между собой и Богом. Мы общаемся с Богом через священника и отгораживаемся от него при помощи обрядов. Мы поступаем так из соображений безопасности, ограничивая Бога рамками, внутри которых он безвреден."* [Баканов В., 2021: 1]

Таким образом, философские романы являются очень важным для изучения. Они подталкивают читателя к размышлению над смыслом жизни, осознанию его действий и поступков, а также пониманию реальности. В период общественного кризиса, важно время для самопознания, взвешивания мнений великих философов, и оценки будущего. Именно, через философские художественные книги, человек может соприкоснуться не только с непростым миром науки, а также и с прекрасным увлекательным сюжетом.

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2. LINGUISTIC TRANSLATION: PROBLEMS AND SOLUTIONS LINGVISTIK TARJIMASHUNOSLIK: MUAMMOLAR VA YECHIM

LINGUISTICS ISSUES IN CREATION OF LANGUAGE CORPORA

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Language corpora are important resources for linguists and researchers studying various aspects of language. However, the creation of language corpora is not without its challenges. One linguistic issue in the creation of language corpora is the selection and representation of language varieties [1]. It is important to ensure that language corpora represent a diverse range of linguistic varieties, including different dialects, sociolects, and registers. This ensures that the corpora capture the full spectrum of linguistic variation and can be used to study language in its natural context.

Creating a comprehensive and representative language corpus is a complex and multifaceted endeavor that requires careful consideration of various factors. One of the key challenges lies in ensuring the corpus accurately reflects the nuances and complexities of natural language use [2]. Representativeness is a crucial aspect of language corpus creation. The corpus must include a diverse range of text types, genres, and domains to capture the breadth of language usage. Achieving this balance can be challenging, as the selection of source materials can be influenced by factors such as availability, accessibility, and legal constraints [3].

Additionally, the linguistic and cultural diversity within a language must be considered to ensure the corpus is representative of the full spectrum of language use. Another important consideration is the process of corpus annotation and

metadata collection. Detailed annotations, such as part-of-speech tags, syntactic structures, and semantic information, can greatly enhance the utility of the corpus for linguistic research and natural language processing applications.

However, the development of robust and consistent annotation guidelines can be a complex and time-consuming task, requiring collaboration among linguistic experts and computational linguists. Furthermore, the ethical and privacy implications of corpus creation must be carefully addressed. The issue of data privacy and the protection of individual information is a growing concern in the field of corpus linguistics. Researchers must ensure that the corpus does not contain any personally identifiable information and that the collection and use of data adhere to relevant legal and ethical guidelines.

Hence, researchers and language experts must work together to address these challenges and create a corpus that accurately reflects the nuances of natural language use while respecting ethical considerations and protecting individual privacy [4]. The creation of a comprehensive and representative language corpus is a multifaceted challenge that requires careful consideration of various factors, including representativeness, annotation, and ethical concerns [5]. Therefore, researchers and language experts must work together to address these challenges and create a corpus that accurately reflects the nuances of natural language use while respecting ethical considerations and protecting individual privacy. Consequently, researchers and language experts must work together to address these challenges and create a corpus that accurately reflects the nuances of natural language use while respecting ethical considerations and protecting individual privacy. The creation of a comprehensive and representative language corpus is a complex task that involves considerations such as representativeness, annotation, and ethical concerns. Researchers must carefully select and collect a diverse range of texts that accurately represent the various aspects of language use they wish to study. They must also ensure that the corpus is annotated in a consistent and standardized manner, considering the heterogeneity of annotation conventions used by different researchers. Additionally, researchers must prioritize data privacy and adhere to legal and ethical guidelines to protect individual information within the corpus. This includes ensuring that personally identifiable information is not included in the corpus and obtaining consent from individuals whose texts are being used. Furthermore, researchers should also consider the potential impact of their corpus creation on marginalized communities and ensure that their work does not perpetuate biases or reinforce harmful stereotypes. In addition, researchers should strive for transparency in their corpus creation process by documenting and sharing their methodology, annotation guidelines, and any biases or limitations that may have

influenced the corpus. In summary, creating a language corpus requires careful consideration of factors such as representativeness, annotation, and ethical concerns. Researchers must navigate these challenges and work collaboratively with language experts to ensure that the corpus accurately captures natural language use, while also upholding ethical standards and respecting individual privacy. So, researchers and language experts must work together to address these challenges and create a corpus that accurately reflects the nuances of natural language use while respecting ethical considerations and protecting individual privacy.

In conclusion, the creation of a comprehensive and representative language corpus is a multifaceted challenge that requires careful consideration of various factors, including representativeness, annotation, and ethical concerns.

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INGLIZ TILIDAGI REKLAMALARDA QADRIYATLARNI AKS ETTIRISH XUSUSIYATLARI

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Annotatsiya

Maqolada bugungi kundagi ingliz tilidagi ijtimoiy reklamalarda qadriyatlarni ham aks ettirilishi, ularda reklamalar u yoki bu g‘oyalarni ilgari suruvchi vosita bo‘libgina qolmay, muammolarga metodologik jihatdan ijtimoiy-

madaniy yondashuvning va ommaviy madaniyat janrining fenomeni ham ekanligi ko‘rsatib o‘tilgan. Jamiyat tomonidan qabul qilinmagan me’yorlarni maqbul me’yorlarga aylantirishning bosqichlari, shuningdek tildagi transformatsiya jarayonlari qadriyatlarning o‘zgarishiga, boshqa shaklga aylanishiga olib kelayotganligi misollar yordamida yoritib berilgan.

Tayanch so‘z va iboralar:ijtimoiy reklama, tushuncha, reklama, jamiyat, ijtimoiy muammo, nomaqbullik, radikallik, an’anaviy qadriyatlar, maqbullik, ma’no, tushuncha, ibora, evfemizm, lingvomadaniy.

Аннотатция

В статье современная социальная реклама на английском языке, показано, что реклама является не только средством продвижения той или иной идеи, но и явлением методологического социокультурного подхода к проблемам и жанром массовой культуры. На примерах выделены этапы трансформации не принятых обществом стандартов в приемлемые, а также процессы трансформации в языке, приводящие к смене ценностей и трансформации в другую форму.

Ключевые слова и выражения: социальная реклама, концепция, реклама, общество, социальная проблема, неуместность, радикализм, традиционные ценности, приемлемость, смысл, концепция, выражение, эвфемизм, лингвокультурный.

Annotation

In the article today's social advertising in Englishit is shown that advertisements are not only a means of promoting one or another idea, but also a phenomenon of a methodological socio-cultural approach to problems and a genre of mass culture. The stages of transformation of standards not accepted by the society intoacceptable standards, as well as transformation processes in the language leading to the change of values and transformation into another form, are highlighted with the help of examples.

Keywords and expressions: social advertising, concept, advertising, society, social problem, inappropriateness, radicalism, traditional values, acceptability, meaning, concept, expression, euphemism, linguocultural.

“Qadriyat” tushunchasi bir qancha ta’limot va fanlarni o‘z ichiga oladi va insonning borliqqa bo‘lgan munosabatining o‘ziga xos jihatlarini ochib beradi. Qadriyatlar, odatda, inson va jamiyat uchun ijobiy ahamiyat kasb etgan narsa va hodisalarni ifodalaydi. XIX asr o‘rtasiga qadar falsafada “borliq” va “qadriyat” tushunchalari bir-biridan ajratilmagan edi. Aksiologiya (yunoncha axia - qadriyat va logos ta’limot so‘zlaridan) mustaqil fan sifatida borliq tushunchasi ikki komponentga ajralgan paytda yuzaga keladi: bir narsaning mavjud bo‘lishi va uning mohiyati. Boshqacha qilib aytganda, ob’ekt va sub’ektning o‘zaro ta’siri paytda sub’ekt uchun ob’ektda shunday bir narsa ayon bo‘ladiki, uni ob’ektning mavjud bo‘lishining o‘zigagina bog‘lab bo‘lmaydi, ya’ni u go‘yo ushbu mavjudlik chegarasidan tashqarida turadi va u uchun muayyan ahamiyatga ega bo‘ladi. Ob’ekt va sub’ektning o‘zaro ta’sirini ana shunday tushunish qadriyat tushunchasini hozirgi zamon falsafasining kategorial apparatining elementi sifatida shakllanishi uchun boshlang‘ich nuqta bo‘lib xizmat qildi. Qadriyatlar – voqelikdagi muayyan hodisalarning qimmatini belgilash uchun xizmat qiluvchi falsafiy kategoriya bo‘lib, u mazkur hodisaning sub’ekt tomonidan aks ettirilishi natijasida paydo bo‘ladi. Jamiyatdagi ustuvor qadriyatlar – madaniyat asoslarni mustahkamlovchi axloq me’yorlaridir.

Qadriyatlar dunyosidagi farq xalqlarning faoliyati, turmush tarzi va madaniyatining o‘ziga xosligi bilan bevosita bog‘liqdir. Millatlarning hayotiy haqiqatlarga bo‘lgan munosabati bilan shartlangan o‘ziga xosligini ko‘rsatishda u yoki bu madaniyatda doimiy mavjud bo‘lgan qadriyatlar mazmuni va ahamiyatiga yoki madaniyat konstantiga, ya’ni madaniy qadriyatlarning davomiyligiga e’tibor qaratish muhim hisoblanadi. [1] Bu konstantlarni madaniyatning ustuvor qadriyatlari, deb ataydi. Bunga esa, bugungi kunda ingliz-amerika lingvomadaniyatida, xususan, dominant sifatida qabul qilingan Success va Fair Play

hamda ular doirasida tashkil etilgan madaniyat sohalarini Individual Freedom va Self-Reliance, Equality of Opportunity and Competition, The American Dream va Hard Worklarni misol qilib keltirish mumkin.

Madaniyay qadriyatlarning yana bir muhim xususiyatlaridan biri uning nisbatan barqarorligida hisoblanadi. [2] Qadriyatlar – odamlar xulqini o‘zgaritishning eng qiyin bo‘lgan omilidir. SHu sabali Benetton, UnHate campaignning bir turdagi reklamasi turli etnik auditoriyaga turlicha ta’sir qo‘rsatadi. Misol sifatida kiyim-kechak ishlab chiqaruvchi – United Colors of Benetton nomli mashhur kompaniyaning reklamasini keltirish mumkin. “UnHate” (“YOmon ko‘rib qolish”) slogani ishlatilgan ijtimoiy reklamada siyosiy va diniy arbob-muxoliflar bir biri bilan o‘pishib turgan holda tasvirlangan Bag‘rikenglik g‘oyalarini ifodalovchi mazkur reklama kampaniyasini Vatikan hurmatsizlik, diniy his-tuyg‘ularni mensimaslik, deb baholadi.

Ijtimoiy reklama ma’lum bir ma’noda jamiyat ko‘zgusi hisoblanadi. Ammo F.Breton va S. Pruning qayd etishicha, reklama va jamiyat o‘rtasidagi munosabatlar dialektikaga asoslangan bo‘lishi bilan bir qatorda etarli darajada murakkab hamdir, ya’ni: reklama xabarining mazmuni jamiyatni qisman aks ettirgan deb qaralishi mumkin. Reklama jamiyatga madaniy bosim o‘tazish kuchiga ega bo‘lish bilan bir qatorda madaniy qadriyat sanaladi; ular jamiyatining aksariyat qismi tomonidan ma’qullangan va bir jihatdan konservativ va mavjud har qanday o‘zgarishlarga qarshilik ko‘rsatuvchi tartib-qoidalarni o‘zida aks ettiradi. SHunday esa-da, reklama zamon talablariga moslashishni targ‘ib qiluvchi bo‘lishi bilan bir qatorda odamlarga turli yangi qadriyat va me’yorlarni taklif etish xususiyatiga ega ham bo‘ladi. [3]

Madaniyat rivojlanib borgan sari qadriyatlar ham o‘zgarishi, avvalgi qadriyat va axloqiy me’yorlardan darhaqiqat ustunroq bo‘lgan yangi etalonlar paydo bo‘lishi mumkin. Undan tashqari qadriyat avvalgisidan farqli, qolaversa, uning aksi shaklini olishi ham mumkin. Madaniy qadriyatlarning o‘zgarishiga globallashuv jarayonlariga ham ta’sir ko‘rsatishi mumkin.

Bugungi kunda ingliz tilidagi ijtimoiy reklamalarni, qadriyatlarning yangi yo‘nalishlarini ommaviy tarzda majburan qabul qildirilishi fenomenining tadqiqi ularni hayotga joriy etish mexanizmi bilan bir qatorda sub’ektlarni kommunikativ amaliyotga o‘rgatish va ijtimoiy jarayonlarni boshqarish usullarini anglashga imkon bermoqda. SHunday mexanizmlardan biri – ijtimoiy muammolarni omma orasiga yoyishdan iborat. P.Burdening qayd etishicha, kishilarga o‘z-o‘zidan ma’lum bo‘lgan ijtimoiy muammo – jamoaning ijtimoiy hayotni shakllantirish faoliyati tufayli paydo bo‘lgan ijtimoiy mahsulotdir; muammolarni hal qilish uchun esa, majlislar, komitetlar, assotsiatsiyalar yig‘ilishlari o‘tkazilib, dastur va qarorlar kabilar qabul qilinadi. Bularning bari shaxsiy, ayrim yoki kichik muammoni keng omma uchun qiziqarli va foydali ijtimoiy muammoga, jamiyat oldida turgan dolzarb masalaga aylantirish uchun qilinadi.

Turli ilmiy tadqiqot ishlarida global siyosiy boshqaruv jarayonlar ta’sirida ommaviy tasavvurning qadamba-qadam o‘zgarishi mexanizmlari keng muhokama qilingan. Bunga “Overton derazasi” deb shartli nomlangan va Glenn Bekning (Glenn Beck) “The Overton Window” (2010) romanida jamiyatning an’anaviy turmush tarzining o‘zgarishi texnologiyasi tafsifini misol keltirish mumkin. Jamiyat tomonidan qabul qilinmagan me’yorlarni maqbul me’yorlarga aylantirishning (nomaqbul → radikal → maqbul → ratsional → ommabop va hozirgi kunda eng zarur siyosat) besh bosqichdan iborat bo‘lgan texnologiyasi olimlar tomonidan tadqiq etilgan bo‘lib [4] u o‘zida ommaviy ongni boshqarish usullarini birlashtirgan. Ta’kidlash joizki, xozirgi vaqtda ingliz tilidagi ijtimoiy reklamalarda “Nomaqbullik”ni “radikallik”ga aylantirish masalasi ya’ni man etilgan yoki qat’iyan ta’qiqlangan mavzularga oid axborotni ilmiy muhokama qilish uchun tarqatishni va ularni aktuallashtirishda fan nufuzidan foydalanishni nazarda tutuvchi reklamalr ko‘payib bormoqda. “Radikallikni” “maqbullik”ka aylantirish esa, u yoki bu hodisani nomlash strategiyasi yordamida va keyinchalik ularni ommaviy madaniyat mahsuloti qatoriga verbal va vizual axborot shaklidagi fikr-mulohaza sifatida kiritish orqali amalga oshiriladi. Mazkur bosqich negativ tushunchalarni

qabul qilinmasligini oldini olish maqsadda ularni tanib bo‘lmas darajada niqoblash uchun evfemizmlarni, ya’ni oshkora aytish noqulay bo‘lgan so‘z o‘rnida ishlatiladigan pardali so‘z yoki iboralarni yaratish va qo‘llashni nazarda tutadi. Masalan, drug ‘narkotik’ so‘zi o‘rniga substance ‘modda’ so‘zini qo‘llash, violence ‘kuch ishlatish’ o‘rniga passionate expression ‘o‘zini tuta bilmaslik’ so‘zini, prostitution ‘fohishabozlik’ so‘zi o‘rniga sex work / care kabi so‘zlarini qo‘llash bugungi kunda ingliz tilidagi ijtimoiy reklamalarda keng qo‘llanilmoqda. A.I. Sininaing qayd etishicha, evfemizmlarning lingvistik tabiati shundayki, ular axborot qabul qiluvchi sub’ektning diqqatini ta’qiqlangan tushunchadan boshqa tomonga qarata oladi, ammo doim ham uning ma’nosini to‘liq bervaermaydi. [5]

An’anaviy qadriyatlarni o‘zgartirish, etnik doimiylikka mos kelmaydigan tushuncha va tasavvurlarni jamiyatda shakllantirishga qaratilgan lingvistik jihatdan munosib va qulay taktik usullar orasida so‘z va iboralarni maqsadga moslash, manipulyasiya qilishning bir biridan farq qiladigan turlari ajralib turadi.[6] V.A. Buryakovskayaning taqiqot ishida begona madaniy kodlarni amaliyotga samarali tadbiq etishda axborot orqali assotsiativ alomatlar mazmunining ma’no-mag‘ziga e’tibor qaratishga ahamiyat berilgan. Mazkur jarayonlar so‘zning ma’no-mag‘zini o‘zgartirishga, uning shakli-shamoyilini boshqa so‘z bilan almashtirishga qaratilgan.

Tildagi transformatsiya jarayonlari qadriyatlarning o‘zgarishiga, boshqa shaklga aylanishiga olib keladi. Yigirma birinchi asrga kelib Ingliz-Amerika qadriyatlarning o‘zgarishiga misol qilib “family” so‘zining ma’no jihatdan buzib talqin qilinishini, ya’ni an’anaviy qarindoshlik ma’nosini beruvchi iboralarni (father, mother, son, daughter) huquqiy hujjatlarda mother, father iborasini parent №1, parent №2 (ota-ona №1, ota-ona №2) iboralariga almashtirib yozilishi, shuningdek nikohning yuridik ta’rifiga ikki odam o‘rtasida, ularning jinsi, jinsiy orientatsiyasi yoki jinsiy o‘xshashligidan qat’iy nazar, tuzilgan er-xotinlikka o‘zgartirish kiritilishini keltirish mumkin.

Ma’no va tushunchalarni almashtirishga urinishlarga yana bir misol sifatida Christmas ‘Rojdestvo’ so‘zi o‘rniga Winterval (*Winter festival ‘qishki bayram’ so‘zining qisqartirilgan shakli*) leksemasidan (so‘zidan) foydalanishni, ‘qishki bayram’ tushunchasini Santa Klaus bilan bog‘lab, yangi yil sovg‘alari sotib olinishini keltirish mumkin. Xristian faollarining Britaniya assotsiatsiyasi – Churches Advertising Network (CAN) Rojdestvo bayramini tijoratga aylantrishga qarshi kurashish maqsadida 2003 yili Santa-Klaus libosidagi Iso tasviri tushirilgan rojdestvo plakatlarini chiqardi. Reklama slogani: “Go on, ask him for something this Christmas – Rojdestvo bayrami munosabati bilan undan biror narsa tilab ol!” jumlasidan iborat edi. Xristian faollarining Britaniya assotsiatsiyasi vakillarining fikricha plakatning asl maqsadi – hozirgi zamonda Rojdestvo bayramiga nisbatan bo‘lgan narsaparastlikni ko‘rsatish edi. SHunisi qiziqarliki, Germaniyada “Santa-Klausdan holi hudud” mavzuli nakleykalar chiqarilib, aslida sovg‘a ulashuvchi amerikalik Santa emas, go‘dak Iso ekanini eslatuvchi broshyuralar tarqatildi.

Hozirgi vaqtda ingliz tilidagi ijtimoiy reklamalarda “Maqbullik” tushunchasini “ratsionallik” tushunchasiga aylantirish haqida so‘z ketar ekan, bu jarayonda individuallik jamiyatdan ustun ekanligini va qadriyatlarni afzal bilishning pasayishi yoki kuchayishi darajasini asoslash nazarda tutiladi. Ushbu bosqich voqelikni tasavvur qilishni “tantanalashtirish”, “an’anaviy qadriyatlarni targ‘ib etilayotgani bilan qat’iyatlik bilan o‘zgartirib tashlash” bilan uzviy bog‘liqdir, [7] bu jarayonlar man etilgan tushuncha va qadriyatlarga nafosat bag‘ishlashni taqozo qiladi.

Ijtimoiy voqelikka nafosat va joziba bag‘ishlashning zamonaviy muammolari falasafaning postmodern yo‘nalishi yordamida o‘rganiladi. [8] Ilmiy asarlarda ijtimoiy voqelikning mazkur jarayoniga “postmodern jamiyatida nazorat qilish prinsipiga asoslangan hukmli munosabatlarni rivojlantirish “usuli” sifatida qaraladi. [9]“Ratsionallik”dan “ommaviylik”ka o‘tish jarayoni avval man etilgan mavzularni media hukmiga taqdim etish, ularni omma tomonidan muhokama qilish yo‘li bilan amalga oshiriladi. Mazkur muammoni bo‘rttirib ko‘rsatish orqali

muhokamada ishtirok etayotgan ommada doimiy serial effektiga o‘xshash bo‘lgan o‘ziga xos ko‘nikish paydo bo‘ladi. [10] Ijtimoiy jihatdan ma’qullangan axborot va bilimning shakllanish jarayoni ro‘y beradi; aynan unga nisbatan jamoyatchilik fikri asoslanadi, bu esa, o‘z navbatida, “ommaboplik”dan “faol kundalik siyosat” darajasiga ko‘tarilishini ta’minlaydi. Ijtimoiy voqelikning loyihalash qonuniyati A. SHyutsning ilmiy ishlarida ham tadqiq etilgan bo‘lib, unda muallif mazkur jarayonning qo‘yidagi bosqichlarini alohida ajratib ko‘rsatadi, ya’ni, dunyoqarash va voqelikni loyihalashga yordam beruvchi yo‘nalishlarni belgilash va ixtisoslashtirish, tiplarga bo‘lish, qoidalarga moslash, qonuniylashtirish (mavjud ijtimoiy munosabatlar jarayonining qonuniyligini asoslash), g‘oya va tushunchalarni moddiylashtirish (qonuniylashtirilgan voqelikka ob’ektiv voqelik statusini berish). Bu erda olim voqelikni tilga oid loyihalash bosqichida ijtimoiy munosabatlarni qonun-qoidalashtirish jarayoniga alohida e’tibor qaratadi.

P. Burde ijtimoiy voqelik va uni aks ettiruvchi so‘z va tushuncha ma’lum bir dunyoqarashni kishi ongiga majburan singdirish imkoniyatiga ega bo‘lish, ya’ni ideologik jihatdan ta’sir ko‘rsatishga hukmronlik qilishni qonuniylashtirish uchun olib borilayotgan siyosiy kurashning asosiy mo‘ljali ekanini alohida ta’kidlab o‘tadi. Olim bu erda hukmronlikning o‘ziga xos turi – ramziy hukmronlik yoki “yaratuvchi” hukmronlik haqida so‘z yuritadi. Mazkur hukmronlik ijtimoiy muhit asoslarida ro‘y berayotgan jarayonlarni qo‘llab-quvvatlash yoki o‘zgartirish (integratsiyalash va bo‘lib tashlash, tashkillashtirish va izdan chiqarish); mavjud ijtimoiy tasnif va ta’rifni saqlab qolish yoki o‘zgartirish (milliy, hududiy, yoshiga, ijtimoiy-professional xususiyatlariga muvofiq); individlar, guruhlar, muassasalarni anglatuvchi yoki tasvirlovchi so‘zlarni boshqarish qobiliyatiga ega. P. Burdening ta’kidlashicha, ramziy hukmronlikning eng ko‘zga ko‘ringan xususiyati aynan uning ijtimoiy guruhlarni yaratish, hosil qilish qobiliyatiga ega ekanligidadir. Bu o‘rinda “ijtimoiy muhitda hamisha ramziy hokimiyatning turli tarmoqlari o‘rtasida jamiyat strukturasini o‘z tushunchasi va tasavvuricha shakllantirish ya’ni jamiyatni o‘z manfaatlari yo‘lida loyihalashtirish (konstruksiyalash) borasida to‘qnashuvlar sodir

bo‘lib turadi”.[11]Mazkur nuqtai nazardan kelib chiqqan holda ijtimoiy reklamani “ramziy hukmronlik”ni belgilovchi va shakllantiruvchi, shuningdek guruhlar maslagi, maqsadi va faoliyatini ommaviy tarzda ilgari suruvchi vosita, deb hisoblash mumkin. Avvaldan mavjud ommaviy odat va tasavvur, tushunchalarni qo‘llab-quvvatlash yoki yangilarini vujudga keltirish yoki an’anaviy qadryatlarni transformatsiyalashga (bir shakl va mazmundan boshqasiga o‘zgartirish) yo‘naltirilgan ushbu vosita keng doirada siyosiy boshqaruvni amalga oshirish imkonini ham beradi.

Xulosa o‘rnida aytish mumkinki ingliz tilidagi ijtimoiy reklamalarning predmetli mavzusi sifatida turli ijtimoiy muammolarni hal etish borasidagi asosiy qadriyatlar, ijtimoiy mas’uliyat, boshqalar farovonligini ustun ko‘rish masalalari ham o‘rin olgan.

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A COMPARATIVE ANALYSIS OF GENDER LINGUISTICS IN ARABIC AND ENGLISH PHRASES

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Annotation: Language has always been an essential means of communication and a reflection of societal norms and cultural values. One key aspect of linguistics is gender, and how it is employed in different languages sheds light on societal attitudes toward gender roles and identities. In this comparative analysis, we will explore the usage of gender in Arabic and English, two languages with distinct linguistic features and cultural backgrounds.

Key words: cultural, structural, linguistic contexts, phrases, Semitic language, pronouns, masculine and feminine.

Аннотация: Язык всегда был важным средством коммуникации и отражением общественных норм и культурных ценностей. Один из ключевых аспектов лингвистики - это гендерная проблематика, и способы ее использования в различных языках проливают свет на общественные отношения к гендерным ролям и идентичности. В данном сравнительном анализе мы рассмотрим

использование гендера в арабском и английском языках, двух языках с различными лингвистическими особенностями и культурными основами.

Ключевые слова: культурный, структурный, лингвистический контекст, фразы, семитский язык, местоимения, мужской и женский род.

Annotatsiya: Til doimo kommunikatsiya uchun zarur vosita bo'lib kelgan va jamiyat norma va madaniyat qiymatlari ko'rsatmalaridir. Lingvistikada eng muhim tomonlardan biri jinsiyatdir, va bu qanday tilarda qanday qilib ishlatilishi jinsiyatning jamiyatdagi rolini va identitetini ko'rsatadi. Bu taqqoslashma tahlilida, biz arab va ingliz tilida jinsiyatning foydalanishini o'rganamiz, ular bir nechta o'ziga xos lingvistik xususiyatlarga va madaniy asoslariga egadir.

Kalit so‘zlar: madaniy, tuzilma, tilga oid mazmuniy, iboralar, semit tilida, zamirler, erkak va ayol.

Introduction

Arabic and English are both widely spoken languages, but they differ significantly in their structure and usage of gender. In Arabic, gender plays a crucial role in grammar, as nouns, pronouns, and adjectives are gender-specific. There are two genders in Arabic, masculine and feminine, and this distinction is deeply embedded in the language. For example, the word for “teacher” in Arabic is”معل” (mu'allim) for a male teacher and “معلمة” (mu'allima) for a female teacher. The gender of the noun is evident in the word itself, requiring modifications to related words and sentence structures.

In English, gender is less prominent in grammar compared to Arabic. Nouns are not inherently gendered, and the language relies on pronouns (he, she, it) and adjectives to indicate gender. However, there is a growing awareness and discussion around gender-neutral language in English, with efforts to use inclusive terms such as “they” as a singular pronoun for individuals who do not identify within the traditional gender binary.

In terms of social and cultural implications, the usage of gender in Arabic reflects the value placed on traditional gender roles and the clear distinction between masculine and feminine domains. This is evident in various aspects of society, from family dynamics to professional settings. On the other hand, the evolving use of gender-neutral language in English aligns with the broader movement towards gender equality and recognition of diverse gender identities.

One area where the differences in gender linguistics are particularly pronounced is in addressing and titles. In Arabic, specific honorifics and titles differ based on the gender of the person being addressed. For example, "Mr." is "السي" (al-sayyid) for a man and "Mrs." or "Ms." is "السيدة" (al-sayyida) for a woman. In contrast, English has a more standardized approach to titles, regardless of gender.

Another interesting contrast can be found in the realm of professional and occupational titles. In Arabic, as mentioned earlier, the language specifically designates the gender of the person with words like "doctor" becoming "طبيب" (ṭabīb) for a male and "طبيبة" (ṭabība) for a female. In English, most professional titles are gender-neutral, such as "doctor", "engineer", and "scientist", without inherent gender markings, reflecting a more egalitarian approach to occupational roles.

The exploration of gender in language has long been a subject of intrigue and scrutiny within the realms of linguistic analysis. This comparative study aims to analyze the usage of gender within phrases in Arabic and English, delving into the distinct ways in which each language embodies and portrays gender within its linguistic constructs. By scrutinizing the intricate interplay of gender within phrases in these two languages, this study endeavors to unravel the multifaceted and culturally-informed systems of gender representation that exist within Arabic and English.

By delving into the linguistic representations of gender within phrases in Arabic and English, this study not only examines the cultural and structural underpinnings of

these languages but also provides valuable insights into the multifaceted nature of gender linguistics within global linguistic contexts.

Gender in Arabic Phrases:

Arabic, as a Semitic language, manifests a rich and pervasive system of gender representation within its phrases. This representation extends beyond noun gender and permeates the structure of phrases, infusing them with nuanced gender-related nuances and grammatical agreements. For example, the use of honorifics such as "Sayed" (صاحب) and "Sayedah" (سيدة) in Arabic phrases reflects a notable gender differentiation in addressing and referring to individuals, showcasing the pervasive nature of gendered encoding within everyday expressions.

Gender in English Phrases:

In contrast, English exhibits a less overt system of grammatical gender within its phrases. While gendered pronouns and certain familial terms convey gender distinctions, the language does not inflect phrases to the same extent as Arabic. However, even within the constraints of its comparatively limited gender representation, English phrases do introduce distinct gender references, as seen in expressions such as “businessman” and “businesswoman”, illustrating a selective but observable gender-differentiated phraseology.

Contrasting Gendered Phrase Usage:

This analysis demonstrates a significant contrast in gender representation within phrases of Arabic and English. Arabic phrases consistently embed gender through nuanced linguistic mechanisms, reflecting the language's deep cultural and historical association with gendered representation. On the other hand, English phrases, while embodying certain gender references, present a system that is less widespread and pervasive.

This comparative linguistic analysis offers rich insights into the intricate and culturally-informed gender representations within phrases in Arabic and English. By

dissecting the underlying mechanisms that shape gender in language, we gain a deeper understanding of how cultural, social, and historical factors give rise to distinctive patterns of gender representation within linguistic constructs. Ultimately, this exploration enriches our comprehension of language as a mirror of societal values and paves the way for a deeper appreciation of the complex relationship between language and gender. This comparative analysis reveals the distinct strategies employed by Arabic and English in embodying gender within phrases. By examining the pervasive representation of gender within Arabic phrases and the selective deployment of gender references within English phrases, we gain valuable insights into the diverse and culturally-informed systems of gender linguistics that underpin these languages. Overall, the exploration enriches our comprehension of the complex interplay between language, culture, and gender representation within linguistic constructs.

In conclusion, the comparative analysis of gender linguistics in Arabic and English reveals how language reflects and shapes societal perceptions of gender. Arabic demonstrates a more explicit and ingrained system of gender differentiation in language, mirroring traditional gender norms. In contrast, English exhibits a more nuanced and evolving approach to gender in language, reflecting broader social changes and movements towards gender inclusivity. Understanding these differences is crucial for effective cross-cultural communication and for recognizing the impact of language on shaping gender perceptions.

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THE ORIGIN OF ENGLISH PROVERBS AND SAYINGS

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Annotation: Proverbs are used in a wide range of situations and there are no limits to the use of the proverb. Proverbs are basically conversational, but occur commonly in both spoken and written communication.

Keywords: proverb, sayings, origin, communication.

Аннотация:Пословицы используются в самых разных ситуациях, и нет никаких ограничений на использование пословиц. Пословицы в основном разговорные, но часто встречаются как в устной, так и в письменной форме.

Ключевыеслова:пословица, поговорка, происхождение, общение.

Annotatsiya: Maqollar turli vaziyatlarda qo'llaniladiva maqolning qo'llanilishida chegara yo'q. Maqollar asosan suhbatdosh, lekin og'zaki va yozma nutqda ko'p uchraydi.

Kalit so'zlar: maqol, kelib chiqishi, aloqasi.

INTRODUCTION. Proverbs, being an important part of culture, are an important tool for effective communication and for the comprehension of different spoken and written discourses. The person who does not acquire competence in using proverbs will be limited in conversation, will have difficulty comprehending a wide variety of printed matter, radio, television, songs etc., and will not understand proverb parodies which presuppose a familiarity with a stock proverb.Work with proverbs and sayings at the lessons not only helps to diversify educational process and to make its brighter and interesting. Moreover it helps to solve a number of very important educational problems: proverbs in the classroom can improve students` learning experiences, their language skills, and their understanding of themselves and the world.

A bird in the hand is worth two in the bush.

Meaning

It's better to have a lesser but certain advantage than the possibility of a greaterone that may come to nothing.

Origin

This proverb refers back to mediaeval falconry where a bird in the hand (thefalcon) was a valuable asset and certainly worth more than two in the bush (the prey).The first citation of the expression in print in its currently used form is foundin John Ray's A Hand-book of Proverbs, 1670, in which he lists it as:A [also 'one'] bird in the hand is worth two in the bush.

By how long the phrase predates Ray's publishing isn't clear, as variants of itwere known for centuries before 1670. The earliest English version of the proverbis from the Bible and was translated into English in Wycliffe's version in

1382,although Latin texts have it from the 13th century: Ecclesiastes IX - A living dog is better than a dead lion. Alternatives that explicitly mention birds in hand come later. The earliest ofthose is in Hugh Rhodes' The Boke of Nurture or Schoole of Good Maners, circa1530: "A bird in hand - is worth ten fly at large." John Heywood, the 16th century collector of proverbs, recorded anotherversion in his ambitiously titled A dialogue containing the number in effect of all the proverbs in the English tongue, 1546: "Better one bird in hand than ten in the wood."

The expression fits well into the catalogue of English proverbs, which areoften warnings, especially warnings about hubris or risk taking. Some of the better known examples that warn against getting carried away by that exciting newprospect are: 'All that glitters is not gold', 'Fools rush in where angels fear to tread', “Look before you leap”, 'Marry in haste, repent at leisure', "The best-laid schemes ofmice and men gang aft agley'.The Bird in Hand was adopted as a pub name in England in the Middle Agesand many of this name still survive. English migrants to America took the expression with them and 'bird in hand'must have been known there by 1734 as this was the year in which a small town inPennsylvania was founded with that name

Other languages and cultures have their own version of this proverb, notablythe Czech 'Lepsi vrabec v hrsti nez holub na strese' (A sparrow in the first is betterthan a pigeon on the roof.). [2]

A fish rots from the head down.

Meaning

When an organization or state fails, it is the leadership that is the root cause.

Origin

This proverb is of ancient origin but precisely which of the ancients coined it isprobably beyond our ken at this distant remove. Many countries lay claim to it. I've seen sources that place it in China, Russia,Poland, England, Greece and so on.., but usually with no evidence to substantiatethose claims. A correspondent of mine has asserted that it was written in a Greektext by Erasmus, who died in 1546.

That may be the case, but I've not been able tosubstantiate that claim.

All of the early examples of the phrase in print in English prefer the 'a fishstinks from the head down' variant to 'a fish rots from the head down', which is morepopular nowadays. Those early examples all ignore the nations mentioned above andcredit the term to the Turks. Sir James Porter's Observations on the religion, law,government, and manners of the Turks, 1768, includes this:

The Turks have a homely proverb applied on such occasions: they say "thefish stinks first at the head", meaning, that if the servant is disorderly, it is because the master is so.The early date of this citation and the fact Porter was in a position to beauthoritative on the Turkish custom, being as he was British ambassador to theSublime Porte of the Ottoman Empire for 15 years in the second half of the 18thcentury, gives Turkey a strong claim to be the birthplace of this proverb.

Of course, the proverb isn't a lesson in piscine biology. The phrase appears tohave been used in Turkey in a metaphorical rather than literal sense from the outset.That's just as well as, in reality, it is the guts of fish that rot and stink before the head.

A friend in need is a friend indeed.

Meaning

Almost always it is the origin of a phrase or saying that requires the most research;the meaning being well understood. This phrase is interesting because there arevarious interpretations of its meaning. Firstly, is it 'a friend in need is a friend indeed' or 'a friend in need is a friendin deed'? Secondly, is it 'a friend (when you are) in need' or 'a friend (who is) inneed'? If the former, then the phrase means: 'someone who helps you when you arein need is a true friend'. If the latter, it is 'someone who needs your help becomesespecially friendly in order to obtain it'.

So, that gives us four options'[3]:

1. A friend, (when you are) in need, is indeed a true friend. ('indeed')

2. A friend, (when you are) in need, is someone who is prepared to act to show it('in deed')

3. A friend, (who is) in need, is indeed a true friend. ('indeed')

4. A friend, (who is) in need, is someone who is prepared to act to show it (indeed').

The original meaning can be resolved to some degree by the documentaryevidence - see below. Nevertheless, there is no unambiguous right or wrong hereand this is a phrase that we probably infer the meaning of from context when we firsthear it. Whichever of the above options we initially opt for will cement ourunderstanding of the phrase; probably forever, if the vehemence of the mutuallycontradictory mails I get on this subject are anything to go by.

Origin

A version of this proverb was known by the 3rd century BC. Quintus Enniuswrote: 'Amicu certus in re incerta cernitur'. This translates from the Latin as 'a surefriend is known when in difficulty'. The Oxford Dictionary of Quotations lists it as existing in English from the1lth century. The earliest version I can find is from Caxton's Sonnes of Aymon,1489:"It is sayd, that at the nede the frende is knowen."

The morality play Everyman also contains similar lines. The play's date isuncertain and scholars place it as 'late 15th century', which could be before Caxton'swork:

Fellowship: Sir, I say as I will do in deed.Everyman: Then be you a good friend at need; By the l6th century, when the proverb was recorded in John Heywood's ADialogue Conteynyng Prouerbes and Epigrarnmes, 1562: Prove [that is, test] thy friend ere [before] thou have need; but, in-deed A friend is never known till a man have need. Before I had need, my most present goes. Seemed my most friends; but thus the world goes So, what does that evidence indicate in terms of original meaning? Ennius'text is ambiguous and, being a later translation, can't be considered the originalsource of the phrase in English. Caxton's version is

also unhelpful. The Everymanplay is clearer in its intent and supports interpretation 2. Heywood's verse can't beconsidered the original meaning as the other citations predate it. It is worthconsidering though as Heywood was an indefatigable recorder of proverbs asunderstood in England in the 16th century. It is safe to say that, whatever view wehave now, in 1562 either 1 or 2 was the accepted meaning.

Neither 3 nor 4 appears to be supported by carly texts and, as they aren'twidely held today either, it seems safe to discount them. On the balance of evidence, interpretation 2 has the best claim to be the original meaning of the phrase, that is, 'a friend, when you are in need, is someone who is prepared to prove their friendship by their deeds'. A search of web-based material shows that 'a friend in need is a friend indeed' has about twice the public currency as 'a friend in need is a friend in deed'. Those who stand up for the latter are probably correct, but they will have achanging the mind of the 'indeed' contingent.

CONLUSION. For our study the most interesting phraseologicalexpressions, as they as they include proverbs and sayings, which are popular, orcolloquial language Foundation andmost fully reflect the life of the people. And in Russian, and in English proverbs areexpressions of popular wisdom, this is the rulebook of life, practical philosophy, andhistorical memory. They focused their content almost exclusively on man - hischaracter traits, actions, relationships in the family, the community and society. So among the proverbs it is possible to highlight the thematic group of proverbs aboutlove and friendship, honesty, laziness, the mind, and proverbs, reflecting the lite of the people, although the precise boundaries between clusters can be arbitrary. AsRussian proverbs and sayings, in English, also divided into three classes on characterof motivation?.[4]

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THE PRAGMATIC FEATURES OF UNITS EXPRESSING SURPRISE

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Annotation: Surprise is a universal human emotion that can be expressed in various ways across different languages and cultures. In linguistics, the study of surprise as a pragmatic feature involves analyzing the linguistic units and strategies that speakers use to convey surprise in communication. This article will explore the pragmatic features of units expressing surprise, focusing on the different linguistic devices and structures that speakers employ to convey surprise in conversation.

Keywords:surprise, pragmatic features, Grice's maxims, intonation, exclamation

Аннотация: Удивление - это универсальная человеческая эмоция, которая может быть выражена различными способами в разных языках и культурах. В лингвистике изучение удивления как прагматической характеристики предполагает анализ языковых единиц и стратегий, которые носители языка используют для выражения удивления в общении. В этой статье мы рассмотрим прагматические особенности единиц, выражающих удивление, уделяя особое внимание различным языковым приемам и структурам, которые говорящие используют для выражения удивления в разговоре.

Ключевые слова:удивление, прагматические особенности, принципы Грайса, интонация, восклицание

Annotatsiya: Hayratlanish – bu turli xil tillar va madaniyatlarda turli yo'llar bilan ifodalanishi mumkin bo'lgan universal insoniy tuyg'u. Tilshunoslikda hayratlanishni pragmatik xususiyat sifatida o'rganish ma'ruzachilar muloqotda hayratni yetkazish uchun foydalanadigan lingvistik birliklar va strategiyalarni tahlil qilishni o'z ichiga oladi. Ushbu maqola hayratni ifodalovchi birliklarning pragmatik xususiyatlarini o'rganadi, ma'ruzachilar suhbatda hayratni yetkazish uchun foydalanadigan turli xil lingvistik qurilmalar va tuzilmalarga e'tibor qaratadi.

Kalit so’zlar: hayratlanish, pragmatik xususiyatlar, Grisning maksimallari, intonatsiya, undov

Introduction: The contribution of psychology to linguistic pragmatics has been considerable. According to P.L. Carrell (1983) [1], the authors of Grice's logic and conversation, and relevance theory, have looked to psychological research to identify strategies that might be used to capture speaker meaning potential. Carrell reviews the current state of research on three of Grice's maxims [2], namely the maxim of quantity, quality, and relation to show how developments in processing theories have been used to account for what happens when these maxims are flouted. Influential processing frameworks used to interpret conversational implicature and other types of non-literal meaning associated with verbal irony, metaphor, and hyperbole have included D. Sperber and D. Wilson's (1986/1995) [3] relevance theory, and S. Glucksberg and M. McGlone's (1999) [4] graded salience model. These study how hearers search for and infer pragmatic meaning, both involve accounts where default literal interpretation may be overridden by a sense of the speaker's communicative intent, which is then constructed as a hypothesis and tested against an input. D. Sperber and M. Wilson's echoic mention theory which examines how some words in an utterance can be used to echo or mention a concept that is only fully elaborated in following utterance, has been substantiated with the use of data where participants are required to remember and repeat what has been said. This has shown that when an echoic mention occurs, errors tend to be made in repeating the first part of the utterance before it has been fully expressed. Finally, L. Carrell mentions relevance theorists' future plan to use more detailed cognitive models to

capture on-line processing of meaning in context. This may provide further fruitful collaboration between psychology and pragmatics in our quest to understand language and mind.

Definition of Surprise

In general, surprise is needed to maintain adaptability and as an avoidance for our system in order not to be trapped in recurring wrong expectations. In communication, surprise usually occurs as a result of someone else's intentional communication. This is because surprise emerges as someone fails to predict an event; hence, a failed prediction is a probability assignment that, given the information, anticipates the future event (J. Cutting, 2002). [5] By such considerations, surprise is involving the predictive inferences in determining the results of sentence interpretation, which involves the attribution of truth value to sentence meaning (J. Cutting, 2002).

Surprise is one of numerous emotional states which can be expressed by a human being. It emerges when something unforeseen or rather unexpected occurs, or simply when someone fails to predict the event. According to J. Paulhan (cited in J. Cutting, 2002), surprise is a brief primary emotion; the other two are astonishment and amazement. Both are typical responses to the event that does not go by the expectations. Often, surprise is slightly negative. Most people don't like to be surprised by some resulting of an unexpected event. This is because when someone is surprised, it means that our mental system must change the state of processing information into a new configuration because the new information is fully different from our prediction (J. Cutting, 2002). This is known as the disconfirmation or discrepancy that gives rise to a variety of actions, and at the same time, surprise is a way of entering corrective actions (J. Cutting, 2002).

Importance of Studying Pragmatic Features

All language is rule-governed, but rules can be vague. There are often many ways to say the same thing, and every utterance does not have the same range of interpretations. Meaning is divided into 'what is said' (the literal meaning) and 'what is implicated' (the implied/suggested meaning). Often, what is implicated is more

important than what is said. A failure to grasp the implicature of an utterance can cause a lot of confusion, especially for language learners. An implicature can be very subtle; for example, the word 'slimline' on a packet of crisps may lead the addressee to believe that the speaker thinks he should lose weight. An understanding of the difference between literal meaning and implicature is vital in understanding the interpretation of meaning.

When studying language, it is very important to understand that words do not carry meaning themselves. Their meaning is constructed within a cultural context and within a specific situation. Each culture, and indeed each social group, has its own set of norms and values which will affect the interpretation of a message. The meaning of an utterance is therefore rarely explicit, and a failure to understand this often leads to misunderstanding between people who are speaking the same language, but have different social/cultural backgrounds.

One of the most common linguistic units used to express surprise is intonation. Intonation refers to the rise and fall of pitch in speech, and it can be used to convey a range of emotions, including surprise. When a speaker is surprised, they may use a rising intonation to indicate their astonishment or disbelief. For example, in English, a rising intonation on the final word of a sentence can convey surprise, as in the sentence *"You're going to Dubai?"*. The rising intonation on *"Dubai"* signals the speaker's surprise at the unexpected news.

Another pragmatic feature of units expressing surprise is the use of exclamations. Exclamations are linguistic devices that convey strong emotions, such as surprise, excitement, or anger. In English, exclamations are often marked by an exclamation point at the end of a sentence, and they can be used to express surprise in a more emphatic way. For example, the exclamation *"Oh my goodness!*" conveys a strong sense of surprise and astonishment.

In addition to intonation and exclamations, speakers may also use lexical items to express surprise. Lexical items are words or phrases that carry specific meanings and connotations, and they can be used to convey surprise in conversation. For example, in English, words such as *"wow", "amazing" ," an incredible"* are

commonly used to express surprise and astonishment. These lexical items signal the speaker's emotional reaction to a surprising event or piece of information.

Furthermore, speakers may use syntactic structures to convey surprise in communication. Syntactic structures refer to the arrangement of words and phrases in a sentence, and they can be manipulated to emphasize surprise. For example, in English, the use of fronting or clefting can be used to highlight the surprising element in a sentence. By fronting a word or phrase, speakers draw attention to the unexpected information, signaling their surprise to the listener.

Conclusion

Overall, the pragmatic features of units expressing surprise encompass a range of linguistic devices and structures that speakers use to convey their astonishment or disbelief in communication. Intonation, exclamations, lexical items, and syntactic structures all play a role in signaling surprise and emphasizing the unexpected nature of a situation. By analyzing these linguistic units and strategies, linguists can gain insights into how speakers express and interpret surprise in conversation, shedding light on the complex interplay between language and emotion.

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THE ROLE OF NEURO-LINGUISTIC PROGRAMMING (NLP) IN FOREIGN LANGUAGE LEARNING

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Annotation: This article explores the role of Neuro-Linguistic Programming (NLP) in foreign language learning, focusing on how cognitive and linguistic strategies derived from NLP can enhance the language acquisition process. Furthermore, the article addresses common language barriers such as fear and lack of confidence, presenting NLP techniques like changing internal dialogues and beliefs to foster a more positive learning environment. Practical NLP strategies such as modeling, anchoring, and reframing are discussed as tools to improve language learning efficiency and overcome challenges.

Key words: Neuro-Linguistic Programming (NLP), Sensory Modalities (Visual, Auditory, Kinesthetic), Learning Styles, Rapport Building, Modeling, Anchoring, Reframing

Аннотация: в данной статье исследуется роль нейролингвистического программирования (НЛП) в изучении иностранных языков, с акцентом на то, как когнитивные и лингвистические стратегии, производные от НЛП, могут улучшить процесс освоения языка. Кроме того, статья затрагивает распространенные языковые барьеры, такие как страх и неуверенность, представляя техники НЛП, такие как изменение внутреннего диалога и убеждений для создания более позитивной среды обучения. Практические стратегии НЛП, такие как моделирование, якорение и переосмысление, обсуждаются как инструменты для повышения эффективности изучения языков и преодоления препятствий.

Ключевые слова: Нейролингвистическое программирование (НЛП), Сенсорные модальности (Визуальная, Аудиальная, Кинестетическая), Стили

обучения, Строительство отношений, Моделирование, Якорение, Переосмысление

Annotatsiya: Ushbu maqola nevrolingvistik programmalashning (NLP) chet tillarni o’rganishdagi ro’li haqida so'z yuritadi va NLPdan keltirib chiqarilgan kognitiv hamda lingvistik strategiyalar til o’zlashtirish jarayonini qanday yaxshilashi mumkinligiga urg'u qaratadi. Bundan tashqari, maqola keng tarqalgan til to’siqlari, masalan qo’rquv va o’ziga ishonchsizlik kabi masalalarni qamrab oladi va yanada ijobiy o’quv muhitini yaratish uchun ichki dialoglarni va e’tiqodlarni o’zgartirish kabi NLP texnikalarini taqdim etadi. Amaliy NLP strategiyalari, masalan modellashtirish, bog’lash va qayta ramkalash kabi usullar til o’rganish samaradorligini oshirish va qiyinchiliklarni yengishda vosita sifatida muhokama qilinadi.

Kalit so’zlar: Nevrolingvistik Programmalash (NLP), Hissiyuslublar (Vizual, Eshitish, Kinestetik), O’rganishUslublari, AloqaO’rnatish, Modellashtirish, Bog’lash, QaytaRamkalash

Introduction

Neuro-Linguistic Programming (NLP) has increasingly become a subject of interest within the context of foreign language learning [Purnama Y., Sobirov B., Ino L., Handayani F., Al-Awawdeh N., & Safitri W., 2023:51]. This approach, which interlinks cognitive psychology with linguistic strategies, aims to enhance the language learning process by tapping into the learner's internal programming [EspinalesA.N.V., && Moreno J.A.V., 2021: 5570]. The core principle of NLP is that an individual's perception of the world is filtered through language, beliefs, and past experiences, and by understanding and modifying these filters, learning processes, including language acquisition, can be optimized [Ilyas M., 2017:23].

Regarding understanding NLP in language learning, NLP in foreign language learning involves a set of strategies that focus on the learner's internal experiences and the sensory modalities—visual, auditory, and kinesthetic (VAK)—they prefer

to use when learning [Tosey P., & Mathison J., 2006: 381]. By identifying a learner's preferred learning style, educators can tailor their teaching methods to match, potentially leading to more effective and faster language acquisition. For instance, a visually-oriented learner might benefit more from reading and visual aids, while an auditory learner might find listening activities more useful [Hedayat N., Reza R., &Solmaz A. A., 2020:1141].

Concerning building rapport and enhancing motivation, a key component of NLP is building rapport between the teacher and the student. According to NLP, effective communication and a strong teacher-student relationship can significantly enhance the learning process. Techniques such as mirroring body language and matching speech patterns can create a more conducive learning environment [Farahani F., 2018: 83]. Additionally, NLP strategies aim to boost motivation by setting well-defined, achievable goals and providing positive feedback, which is crucial in language learning [Lashkarian A., &Sayadian S., 2015: 512].

In terms of overcoming language barriers with NLP, language barriers, such as fear of making mistakes and lack of confidence, are significant hurdles in language learning. NLP offers techniques to overcome these barriers by changing the learner's internal dialogue and beliefs about their language abilities [Alroudhan, H.E., 2018:186]. By adopting more positive and empowering beliefs, learners can reduce anxiety and improve their willingness to communicate in the foreign language.

With regard to NLP techniques in practice, some practical NLP techniques that can be applied to foreign language learning include:

1. Modeling: Observing and replicating the behaviors, strategies, and beliefs of proficient language learners or native speakers.

2. Anchoring: Creating a stimulus-response pattern where a specific positive emotional state is triggered by a particular cue, which can be useful for recalling vocabulary or phrases [Rayati M., 2021:55].

3. Reframing: Changing the perception of language learning challenges from being obstacles to opportunities for growth.

However, there are some critique and considerations despite its potential benefits. NLP has faced criticism, mainly due to the lack of empirical evidence supporting its effectiveness [Delbio, A., and M. Ilankumaran., 2018:625]. Critics argue that NLP is pseudoscientific and that its claims are not grounded in rigorous research. Therefore, while NLP offers innovative approaches to language learning, it should be integrated with caution and complemented with evidence-based teaching methods.

NLP presents a unique perspective on foreign language learning, emphasizing the importance of the learner's internal processes and the teacher-student rapport. While its techniques offer promising strategies for enhancing language acquisition, it is crucial to approach NLP critically, acknowledging both its potential and its limitations. As with any educational method, the most effective approach is likely to be eclectic, drawing on a range of strategies to suit the diverse needs of learners.

To conclude, the article has highlighted the significance of building rapport between educators and students, suggesting that effective communication and a strong relational foundation can significantly impact learning outcomes.Despite the potential benefits, the article also presents a critical perspective on NLP, acknowledging the skepticism and criticism it faces due to the lack of empirical evidence supporting its effectiveness. The conclusion advocates for a balanced approach to using NLP in language learning, suggesting that it should be integrated with caution and complemented with evidence-based teaching methods.

Overall, the article provides a comprehensive overview of NLP's application in foreign language learning, offering insights into its techniques and strategies while also considering the critiques and limitations of NLP within the educational context.

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THE CONCEPT OF HOSPITALITY IN ENGLISH AND UZBEK PROVERBS

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Abstract: This article deals with linguocultural analysis of proverbs related to hospitality. They have been analyzed in English and Uzbek languages efficiently. Indeed, there are a lot of qualities which are appreciable for Uzbek people such as honesty, truthfulness, piety, non-betrayal of trust, shame,honor, speech, respect for the elderly or little ones. Hospitality is in the blood of Uzbeks. A lot of proverbs which belong to hospitality have been analyzed deeply between two languages in order to define their exact meaning.

Key words: hospitality, guest, host, attitudes, respect, honor, truthfulness, phraseology, lexical, etymology, national and cultural property.

Аннотация: Данная статья посвящена лингвокультурологическому анализу пословиц, связанных с гостеприимством. Они были эффективно проанализированы на английском и узбекском языках. Действительно, качеств много которые ценны для узбекского народа, такие как честность, правдивость, благочестие, не предательство доверия, стыд, честь, речь, уважение к старикам или малым. Гостеприимство у узбеков в крови. Многие пословицы, относящиеся к гостеприимству, были глубоко проанализированы на двух языках чтобы определить их точное значение.

Ключевые слова: гостеприимство, гость, хозяин, отношения, уважение, честь, правдивость, фразеология, лексика, этимология, национальные и культурные ценности.

Annotatsiya: Ushbu maqolada mehmondo’stlikka oid maqollarning lingvomadaniy tahlili ko’rib chiqiladi. Ular ingliz va o‘zbek tillarida samarali tahlil qilingan. Darhaqiqat, juda ko'p fazilatlar mavjud bulib, jumladan halollik, rostgo'ylik, taqvodorlik, omonatga xiyonat qilmaslik, uyat, or-nomus, nutq, keksalar yoki kichiklarga hurmat kabilar o'zbek xalqi uchun qadrlidir. Mehmondo‘stlik o‘zbekning qonida bor. Mehmondo'stlikka oid ko'plab maqollar ularning aniq ma’nosini to’g’ri ifodalash maqsadida ikki til o'rtasida chuqur tahlil qilingan.

Kalit so'zlar: mehmondo'stlik, mehmon, mezbon, munosabat, hurmat, izzat, rostgo'ylik, frazeologiya, leksik, etimologiyasi, milliy va madaniy boyliklari.

Introduction.

As a matter of fact that Uzbek people share the last loaf of bread at home for the guest. In spite of borrowing from a neighbor, she tries to treat the guest better than she expected. It is true, in our daily life, we come across the same situation on a daily life: a man, of course, hands over to his wife the groceries he brings home. The wife gives the fruit to her kids and husband, and she doesn’t consume them on her own. Women save the best ones for the guests. In fact, hospitality is appreciated among all peoples. In our independent country some hospitality is extremely essential during party or ceremonies. Each guest, it doesn’t matter whether he /she lives in Uzbekistan or abroad, any way we welcome everyone we meet, at least once. I suppose it's a great value for each uzbek. So that other foreign visitors are surprised when they come here. Of course, they respect our traditions and great customs such as hospitality and honesty. Proverbs and sayings such as "The guest is greater than your father", "The guest comes through the door, the food comes through the hole", "Even if the hotel is narrow, let your kindness be wide", "Don't even cook your cat in front of the guest" are not in vain.[1,32.] Our people consider hospitality as a symbol of goodness. The reputation of the family as a frequent visitor to the house grows. Their children also develop good qualities, such as kindness and sincerity. Semantics is considered as a present in all units of language: grammar, lexicon, phonetics. However the national cultural semantics is very clearly expressed in the moving units of language. Such language units consist of words and stable compounds. In the process of speech, people do not only express their thoughts with the help of words, but also, they also use units that are formed from a constant association of two or more words, coming into the speech ready. These units define our speech and on the other hand refer to it in a meaningful, and fundamental way, brief, colorful manner.

In fact, English and Uzbek languages belong to various language families, radically unlike from linguistic and cultural ones, is also obvious in its phraseological units, which express generosity. Uzbek people have been friendly since ancient times, so that there are a lot of proverbs about hospitality written in uzbek language. I have tried to translate them into English and share some of them .For example:
1)Mehmon -otangdan ulug'(A guest is great as your father);
2)Osh -mehmon bilan shirin.(Meal is delicious with guest);
3)Qo'noqqa osh ber, otiga yem.(Give meal your guest, feed his horse);
4)Mehmonning oldida mushugingni pisht dema(Don't push your cat in front of the guest)These examples show that the term hospitality plays an essential role in the Uzbek language. In the first example, the guest is described as "a person who must be valued", in the fourth example, "the guest must be treated very carefully", even with a small gesture, it is vital not to be rude to the guest. Some of the proverbs were borrowed from other languages.I will give their translation into two languages. For instance:
1)Guest coming into house –God coming into house (polsha xalq maqoli) (mehmon kelgan uyga Xudo keladi) Mehmon–atoyi Xudo
2)A constant guests never welcome. (lotin maqoli) (doimiy mehmon hechqachon xush kelmas) Oyda kelganga –oyoq, kunda kelganga tayoq.b)a) Fish and guests smell when they are three days old. (hind maqoli)(uch kunlik mehmon va baliqning hidi bir xil hid taratadi) Even the most welcome guest is more than enough for three days. (venger maqoli) (hatto eng yoqimli mehmon ham uch kun qadrlanadi)Mehmonning izzati -uch kun. They mean that the vocabulary of each language changes and enhances on the basis of numerous foundations. They are improved by the basis of their internal capabilities (internal resources) and the basis of words from other languages (external source). There is no any language that develops on its own merits without stating other patois.In any case, the hospitality, which is the millennial value of our people, serves to strengthen the bonds of friendship, brotherhood, harmony and mutual understanding between people. So can we find a nation in the world other than the Uzbeks that provides for its own food, the share of its children, and cuts and cuts it for guests. This quality is passed down from Uzbek ancestors to our children and grandchildren, whether we like it or not.

The etymological study of the Uzbek language displays that in this language there are more phraseological units that express hospitality than in other languages, and distinctive attention is paid to this area. Such units can be characterized according to their use in dissimilar senses. For example:
I)Proverbs expressing the dignity of the guest: 1)Mehmon –aziz, mezbon –laziz(The guest is dear, the host is pleasant);
2)Mehmon izzatda, mezbon xizmatda(The guest is honored, the host is in service);
3)Mehmon kelgan uyning chirog'i ravshan(The light in the guest house is bright);
4)Mehmon –uy ziynati(the guest is the adornment of the house) and etc.
II)Proverbs about the need to treat a guest:

1) Osh –mehmon bilan aziz(plaf is dear with the guest);
2)Qo'noqqa osh ber, otiga –yem(Give soup to the guest, feed to the horse);
3)Mehmonga osh qo'y, ikki qo'lingni bo'sh qo'y(Put soup on the guest, leave both hands empty);
4)Mehmon kelsa pastga tush, palov bermoq ahdga tush(When a guest comes, go down and make a pact to give plaf).
III)According to the fact that no matter how much the guest is glorified, there are limits to it, and the guest should know his honor and dignity:
1)Oyda kelganga –oyoq, kunda kelganga –tayoq(for every month -a foot, for every day -a stick);
2)Chaqirilmagan mehmon –sariq itdan yomon
(An uninvited guest is worse than a yellow dog);
3)Chaqirilmagan qo'noq –yo'nilmagan tayoq(An uninvited guest is an untrimed stick);
4)Betamiz mehmon meznonni qistar(Barefaced guest hastens the host).We can cite many such examples.

Indeed, vocabulary makes an essential role in the language system. Surely, the vocabulary of each language improves and enhances on the basis of numerous sources. They are principally divided into two groups: 1) on the basis of their internal capabilities (it is called internal resources); 2) on the basis of words from other languages (it is called external source). There is no any kind of language in the world that progresses on its own advantages without stating other exist languages. In the English language is no exception. Based on a number of studies of scientists dedicated to the concept of "hospitality", one of the scientists is able to to depict its general prototypical meaning, generalizing pragmatic notions about this socially significant accomplishment, its emotional-evaluative characteristics and associated figurative ideas that exist among representatives of the Uzbek and English people.
Cultural linguistics is "a holistic theoretical and descriptive study of objects as a functioning system of cultural values reflected in the language, a contrastive analysis of cultural linguistic spheres of different languages (peoples) based on the theory of linguistic relativity".
The concept in philology is the content side of a verbal sign, behind which stands a concept related to the mental, spiritual or material sphere of human existence, fixed in the social experience of the people, having historical roots in their life, socially and subjectively comprehended and - through the stage of such understanding - correlated with other concepts closely related to it or, in many cases, opposed to it.
When we wanted to analyze the concept of „hospitality''in the relevant literature, we came across the following issues.The problems of defining the structure and content of the concept of "hospitality" and about its connection with the national character is of increased interest not only to linguists, but also representatives of sciences related to linguistics: psycholinguists, culturologists, psychologists, philosophers, see: M.M. Bakhtin, E.M. . Vereshchagin, V. V. Vorobiev, N. I. Zhinkin, AA Zalevskaya, V. I. Karasik, V. G. Kostomarov, E. S. Kubryakova, D. S.

Likhachev, V. A. Maslova, V. N. Telia, A. R. Luria, E. Kassirer, AB Losev and others. A characteristic feature of research in recent decades is anthropocentricity, that is, their focus in the study of the human factor, including in the field of language. The transition from descriptive and classification linguistics to anthropological linguistics became possible thanks to N. Chomsky's theory of generativism, in which one can single out an essential postulate for our research: language must be considered as a phenomenon of mentality and human psyche. Lingvoculturology is a direction of ethnolinguistics and studies the components of traditional and modern culture in their linguistic implementation.

Cultural linguistics is a science that can be considered an independent branch of linguistics, which took shape in the 90s of the XX century. The term "linguoculturology" appeared in connection with the works of the phraseological school headed by V. N. Teliya, the works of Yu. S. Stepanov, A. D. Arutyunova, V. V. Vorobyov, V. Shak-Lein, V. A. Maslova and other researchers [2. p.208]. Consequently, linguoculturology is a product of the anthropocentric paradigm in linguistics, which has been developing in recent decades. Linguoculturology studies language as a phenomenon of culture. This is a certain vision of the world through the prism of the national language, when the language acts as an expression of a special national mentality.

Conclusion.

According to the structure of phrases, a phrase is a lexical unit that is corresponding to a sentence, semantically whole, has a generalized meaning, is not created in the speech process, but is ready to be introduced into the speech. According to the linguist Mamatov, phrases are a separate unit of language, which, according to their structure, is a free connection or equivalent to a sentence, fully or partially semantically reconstructed figurative, stable phrases. Phrases are specific figurative expressions of people's conclusions based on observation of life events, assessment of acceptable and unacceptable actions in society, generalization of life experiences. Writers are often not content to select and use phrases appropriate to the purpose of the image. Maybe the nature, mood, and lifestyle of the protagonists alter and rework. In this way, folk expressions are refined and saturated with new subtleties of meaning.[2, 21] This means that a interpreter have to work hard to illuminate the whole existence of a nation to another one clearly. Because the level of the literary work that he "created" will be the basis for complete understanding that nation. We did not use the word "created" in vain. A translator works harder than a writer in translating a work of art. [8, 320]. The state of the characters in the work targets to transfer their feelings to the reader in their own way, as described by the author. In this process, stylistic knowledge in two languages the original and the goal ones aids the translator. The use of various paremias, phraseological units, and metaphors in speech is unique to each nation. But how and when to use them can differ from nation to nation. Individualtranslator who realizes this correctly can produce an excessive translation work.

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FUNCTIONAL PROPERTIES OF NEOLOGISMS

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Annotation: This article aims to define the term 'neologism' and classify it based on the functional and stylistic characteristics of new words commonly found in newspaper and journal articles. It seeks to clarify the contextual meaning of these new words and their role in news reports.

Keywords: neologisms, occasional words, pragmatic meaning, context, lexicon, universal neologisms, individual neologisms.

Аннотация: Целью данной статьи является определение термина «неологизм» и его классификация на основе функциональных и стилистических характеристик новых слов, обычно встречающихся в газетных и журнальных статьях. Он стремится прояснить контекстуальное значение этих новых слов и их роль в новостных сообщениях.

Ключевыеслова: неологизмы, окказиональные слова, прагматическое значение, контекст, лексика, универсальные неологизмы, индивидуальный неологизм.

Annotatsiya: Ushbu maqolada neologizm terminining mazmun - mohiyati, uning gazeta va jurnallarda uchraydigan vazifaviy va stilistik xususiyatlari klassifikatsiyasi yoritilgan. Shuningdek, axborot matnlarida qo'llanilayotgan yangi so'zlarning ma'nosini hamda ularning bunday matnlardagi rolini kengroq ochib berish ham maqsad qilib olingan.
Kalit so'zlar: neologizm, okkazional so'zlar, pragmatik ma'no, matn, lug'aviy qatlam, universal va individual neologizmlar.

Neologisms, or newly coined words, serve various functions in language. They are not just used to name a particular object or concept, but they also acquire a pragmatic meaning based on the speaker's intended purpose and how they affect the listener's mind. Context plays an essential role in understanding neologisms, as any speech requires a situation, and words are chosen based on the situation. In this context, the importance of context cannot be overstated. It helps to understand new words whose meanings are not yet familiar to many people, and it strengthens the unstable meanings of neologisms.

To comprehend the meaning of a new word in its appropriate context, learners must possess a significant level of knowledge and pay attention while reading. Contextual cues play a crucial role in understanding new vocabulary. These cues include words or phrases that are related to the new term, its synonyms or antonyms, or other indicators that describe the situation surrounding that word. As a result, recognizing and comprehending contextual cues necessitates learners to be well-informed and discerning.

Neologisms perform various tasks in speech and language, including the nominative function, enriching the language vocabulary, condensing information, summarizing and differentiating, and providing expressiveness. The main function of neologisms is the nominative function. The need to name a certain innovation or event is the reason for creating each new word, and this function takes the main place in the language layer. However, when it moves to the speech process, other stylistic and coloring functions of neologisms become more advanced.

Neologisms primarily serve the purpose of naming new innovations or events. However, their function extends beyond that in the speech process where they serve as stylistic and coloring tools. As the need to name new inventions and discoveries grows, the lexicon of a language expands. The question arises whether the addition of new words to the language makes it difficult for people to use. Continuously adding new words in the language can lead to an excessive increase in the number of words, which may then destroy the language's unique features and literary laws. Therefore, creating a new word should not be done blindly. Instead, effective use of existing words is preferred, such as creating words with multiple meanings or finding similarities to the newly created words in the existing language. For instance, the word "blue" is currently used to refer to dollars. This is because of the color of the dollar, which is a form of polysemy for the word blue. While adding new words to the language, it is also important to remove old words to maintain the language's stability and unique features.

Enriching the language lexicon is another important aspect of neologisms, particularly in the language layer. Individual neologisms or occasional words, which are words that are used only once and do not become part of the language, do not always rise to the level of a neologism and do not play any role in enriching the lexicon. As soon as universal neologisms become understandable and often used by the majority, they are accepted from speech into the language and are automatically included among the lexical units of the language.Many new words have been introduced into the Uzbek language and have become part of our everyday vocabulary. Words such as computer, telephone, internet, marketing, contract, manager, college, personnel, and textile were once considered new words, but are now commonly used in modern Uzbek. These words have been introduced through various aspects of life such as the press, television, and mass media, and have had a direct impact on the language and its speakers. Neologisms, or new words, play an important role in the development of language and contribute to its evolution over time.

The next functional feature of neologisms is to give more information in a short form.This means that a small word conveys much more information than it appears. This condition is especially noticeable in neologisms. For example, the word "fitness" is often repeated in the mass media and health-oriented magazines. This word entered the English language and is translated into Uzbek as "beautifully preserving the figure". But as you can see, the literal translation shows spiritual madness and dullness. In addition, the translation in this way does not adequately illuminate the original meaning of this neologism. Fitness also includes processes such as healthy eating, a proper and organized lifestyle, and playing sports. It can be seen that our language needs this neologism to fully express such content and essence. In a compact form, this acquisition, like all other neological units, expresses a great meaning despite its brevity. Another example is the phrase IT (Information technology), which is gaining popularity, and is familiar to many people. This neologism was adapted from English to the Uzbek language in an abbreviated form through mass media. Although many people think that it is just computer science, in fact, it has a wider meaning, that is, "the field of science aimed at the collection of information and the creation of ease of use with the help of computers and other electronic devices." it's worth it. In fact, the fact that such a long sentence is expressed in a combination of these two letters is another distinguishing feature of neologisms. Also, new words such as boycott, biodiversity, VIP, talk show, and post-showhave the same feature.

Neologisms have two important properties: generalization and differentiation. Generalization is the process of combining things, events, and concepts that are similar to each other. This is why each period has its own innovation, which is combined with a similar concept to form the name of that innovation. For example, video cameras, video cassettes, and video recorders are all united under the name of video devices because they all have one thing in common - they all record. This aspect lays the foundation for their common name and results in a new neologism that combines several neologisms. On the other hand, the differentiation feature of neologisms arises from the need to distinguish new terms belonging to different

types and categories from each other. These situations create the need to generalize one type of things and events while also prompting the emergence of new terms that are distinct from one another.

The use of neologisms as a stylistic tool differs from other methods, such as metaphor or metonymy. While imagery is the focus in other methods, neologisms place more emphasis on being new and distinctive to create impact. Neologisms are words that are linguistically and stylistically unique with their own names. Creating neologisms within noun and verb word groups is a fruitful process. Noun neologisms, such as "speaker," "green card," and "summit," add a unique novelty to the language and bring aesthetic beauty and impressiveness to speech. These words add a special spirit to the communication process, and they refer to a person or object in the form of a noun.

In conclusion, neologisms have different functions in language. They are crucial for naming new objects and concepts, enriching the language lexicon, condensing information, and providing expressiveness. Understanding a new word in context is essential, and contextual signals are critical in this regard. Therefore, learners must be knowledgeable and careful and understand the contextual signals associated with a new word.

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Ijtimoiy tarmoqlar tilining xususiyatlari Instagram, Facebook, Tik-tok misollari

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Annotatsiya: Ushbu maqola ijtimoiy tarmoqlar tilining xususiyatlari, uchta mashhur ijtimoiy media platformalarida - Instagram, Facebook va TikTokda ishlatiladigan tilning o'ziga xos xususiyatlari, har bir platformaning aloqa uslublari va tendentsiyalariga qanday ta'sir qilishi to'g'risida to'liq bayon qilingan.

Kalit so'zlar: ijtimoiy tarmoqlar, aloqa uslublari, media platformalari, lingvistik xususiyatlar, raqamli aloqa, ijtimoiy media.

Kirish: Bugungi raqamli asrda ijtimoiy media platformalari bizning kundalik muloqotimizning ajralmas qismiga aylandi. Instagram, Facebook va TikTok kabi har bir ijtimoiy tarmoq foydalanuvchilarning muloqot qilish va muloqot qilish usullarini shakllantiradigan o‘ziga xos til xususiyatlariga ega. Ushbu maqola uchta mashhur ijtimoiy media platformalarida - Instagram, Facebook va TikTokda ishlatiladigan tilning o‘ziga xos xususiyatlarini o‘rganib chiqadi - har bir platforma aloqa uslublari va tendentsiyalariga qanday ta’sir qilishini tushuntirish uchun.

Raqamli iqtisodiyot jadallik bilan takomillashayotgan asrimizni texnologiyalarsiz tasavvur qilib bo‘lmaydi. Ularning o‘rni insonlar hayotida kundan-kunga yanada ortib bormoqda. Ayniqsa, ijtimoiy tarmoqlar insonlar hayotining bir bo‘lagiga aylanib bo‘lgan. Ijtimoiy tarmoqlarning insonlar hayoti va faoliyati uchun foydali tomonlari talaygina, biroq shu bilan birga zararli tomonlari ham yo‘q emas.

Adabiyotlar tahlili va metodologiya:

Ijtimoiy tarmoqlar hozirgi globallashgan vaqtida aloqa o‘rnatish, ish topish, uyushgan guruhlar harakatini muvofiqlashtirishda, iqtisodiy va siyosiy masalalarda birlamchi vosita vazifasini bajarmoqda. Ijtimoiy tarmoq tushunchasi 1954-yilda paydo bo‘lgan bo‘lib, dastlab, ushbu tushuncha internetga bog‘liq bo‘lmagan. 1991-yilda internet atamasi paydo bo‘lganidan keyin ijtimoiy tarmoq tushunchasi internet

atamasi bilan yonma-yon foydalanila boshladi. Xalqaro ijtimoiy tarmoqlar dunyo bo‘ylab tez fursatda asosiy ahamiyat kasb etayotgan eng yosh saytlardan biriga aylanib ulgurdi. Xorijiy ijtimoiy tarmoqlardan foydalanish kishilar orasidagi ijtimoiy, siyosiy, iqtisodiy munosabatlar bilan bog‘liq vaziyatlarni tez oson va ortiqcha qiyinchiliklarsiz hal qilishda muhim vosita vazifasini amalga oshirmoqda.

Instagram, vizual tarzda boshqariladigan platforma, tasvirlar va qisqa taglavhalarga urg‘u berishi bilan mashhur. Instagramda ishlatiladigan til ixcham, zamonaviy va ko‘pincha postlarni toifalarga ajratish va ko‘rinishni oshirish uchun hashtaglar bilan birga keladi. Emojilar hissiyotlarni yetkazishda va matnga asoslangan muloqotni yaxshilashda muhim rol o‘ynaydi. Foydalanuvchilar ko‘pincha filtrlar, hikoya qilish texnikasi va vizual estetikadan o‘z izdoshlari bilan rezonanslashadigan jozibali hikoyalarni yaratish uchun foydalanadilar.

2004 yilda tashkil etilgan Facebook ijtimoiy tarmog‘i hozirgi vaqtda dunyodagi eng ommabop tarmoq sanaladi. Uning milliarddan ortiq foydalanuvchisi ro‘yxatdan o‘tgan. Facebookda ma’lum bir mavzu yoki mutaxassislik yo‘q. U muloqot uchun, tarmoq tezkor qisqa xabarlarni almashish uchun belgilangan internetdagi telegraf analogining bir turi sanaladi. Ko‘p qirrali platforma bo‘lgan Facebook turli xil aloqa shakllariga, shuningdek matnli postlar, rasmlar, videolar va jonli translyatsiyalarga xizmat qiladi.

Facebookdagi til suhbatdosh, ma’lumot beruvchi va boshqa platformalarga nisbatan ko‘pincha uzunroq shakldagi tarkibni o‘z ichiga oladi. Foydalanuvchilar munozaralarda qatnashadilar, maqolalar bilan almashadilar va keng doiradagi mavzular bo‘yicha o‘z fikrlarini bildiradilar. Reaktsiyalardan foydalanish nozik fikr-mulohazalar va hissiyotlarni ifodalashga imkon beradi.

Qisqa shakldagi video kontentiga yo‘qotilgan TikTok platformasi ijodiy va qiziqarli muloqot uslublarini ommalashtirdi. TikTokdagi til ko‘pincha o‘ynoqi, g‘alati va vizual yo‘qotilgan bo‘lib, platforma formatini to‘ldiradi. samaralilar

musiqa, effektlar va auditoriya bilan rezonanslashadigan virusli tarkibni global vizuallar. TikTok tufayli o‘zaro hamkorlik va interaktiv muloqotga yordam beradi.

Natijalar:

Mazkur ijtimoiy tarmoqlar ma’lum lingvistik xususiyatlar keng tarqalgan. Qisqartmalar, qisqartmalar va jaranglar ko‘pincha muloqotni soddalashtirish va foydalanuvchilar o‘rtasida hamjamiyat hissini o‘rnatish uchun ishlatiladi. Hashtaglar tashkiliy vosita bo‘lib xizmat qiladi va kontentni topishni osonlashtiradi. Foydalanuvchilar tomonidan yaratilgan kontent va foydalanuvchilarning faolligi ijtimoiy tarmoqlarning til dinamikasida markaziy o‘rinni egallaydi, faol ishtirok etish va o‘zaro ta’sirli suhbatlarni boshqaradi.

Bugun dunyo bo‘ylab internet foydalanuvchilarining aksariyati Facebook, You tube, WhatsApp, Instagram, Twitter, Snapchat, Pinterest, line, Telegram kabi ijtimoiy tarmoq va messenjerlardan foydalanishmoqda. Ular jahon bo‘yicha qamrovi va auditoriyasi keng ijtimoiy muloqot platformalari hamdir. Bir asr ilgari ommaviy kommunikatsiyaning bu tur yo‘nalishi faqatgina xayollarda yoki fantastik yo‘nalishdagi adabiyotlarda uchragan. Biroq hozirgi kunda biz bir necha o‘n yillar avvalgi inson xayolotining mahsuli hisoblanadigan muloqot turlaridan haqiqiy hayotda faol foydalanmoqdamiz.

Barcha yangiliklarni ijtimoiy tarmoqlar yordamida kuzatishga odatlangan insonlar esa bunga ko'r-ko’rona ishonadilar va shu yordamida ularda o'z yurtiga nisbatan norozilik kuchi rivojlanadi va bu bir kun salbiy natijaga olib keladi. Ijtimoiy tarmoqlarning yana bir bahslarga sabab bo'lgan va bo'lib kelayotgan tomonlaridan biri bu, yoshlarning ijtimoiy tarmoqlardan foydalanishidir. Hozirgi vaqtda juda ko'pchilik yoshlar vaqtlarining katta qismini ijtimoiy tarmoqlarga sarflashadi.

Butun dunyo yoshlarining deyarli 96 foizi Facebook tarmog'idan foydalanadi va bu ko'rsatkich kundan-kunga ortib bormoqda. O'zbekiston yoshlari o'rtasida eng keng tarqalgan ijtimoiy tarmoq bu Instagramdir. Juda ko'pchilik O'zbekiston yoshlari bugun vaqtlarini Instagram tarmog'i uchun rasm olish va uni tarmoqqa

joylash bilan o'z vaqtlarini o'tkazishmoqda. Yoshlarning kun bo'yi ijtimoiy tarmoqlarda vaqt o'tkazishlari, birinchi o'rinda ularning ma'naviyatiga jiddiy ta'sir qiladi.

Muhokama:

Ijtimoiy tarmoqlar kundan-kunga takomillashgani sari uning turli xil diskursiv ya’ni munozaralarga sabab bo'layotgan, munozarali xususiyatlari namoyon bo'lmoqda. Ulardan biri bu ijtimoiy tarmoqlarning mamlakat bo'ylab va dunyo miqyosida sodir bo'layotgan yangiliklarni tez va televideniya, radio, gazeta va jurnallar kabi ommaviy axborot vositalaridan oldin ommaga ma'lum qilishidir, ya'ni hozirgi kunda har qanday yangilik sodir bo'lishi bilanoq Telegram, Youtube, Instagram kabi ijtimoiy tarmoqlar orqali keng ommaga yetib boryapti.

Ijtimoiy tarmoqlarning bu xususiyatining insonlar uchun foydasi anchagina yuqori. Chunki ular barcha yangiliklardan, masalan, Prezident qarorlaridan yo bo'lmasa, davlat hokimiyat tarafidan yaratilayotgan turli xildagi insonlar hayotini va masalalarini yengillashtiradigan imkoniyatlardan ertaroq xabar topgani albatta kerak emas. Bundan tashqari juda ko'p odamlarning bugungi kunda oilaviy ishlari, kasbiy topshiriqlari ko'p bo'lganligi tufayli televizor ko'rishga yoki radio eshitishga yetarlicha vaqtlari yo'q. Shu sabablarga ko'ra, ularga ijtimoiy tarmoqlar orqali ma'lumotlarni yoki yangiliklarni o'qish qulay.

Internetni ijtimoiylashuvi shunchalik tez takomillashib bordiki endi har bitta davlatda yoki hududiy nuqtayi nazardan insonlarni birlashtirgan ijtimoiy tarmoqlar paydo bo‘ldi. Bu tarmoqlarning ko‘pchiligini ishlash prinsipi bir biriga yaqin edi. Ya’ni unda bir vaqtning o‘zida do‘stlar bilan onlayn gaplashish ular saytga joylashtirgan rasmlarga baho berish do‘stlar qoldirgan yozuvlarga fikr bildirish mumkin edi. Dastlab kim bilandir shunchaki gaplashish uchun tarmoqlarga kirgan odamlar u yerdan chiqib keta olishmasdi.

Mobil telefonlar YouTube bloglar Facebook, Twitter ijtimoiy tarmoqlari qaynoq nuqtalardan to‘g‘ridan to‘g‘ri axborot jo‘natadigan muhim manbaga aylandi.

Chunki bunday vaqtlarda hukumat an’anaviy ommaviy axborot vositalarini o‘z nazorat ostiga olishi tabiiy edi. Biroq ijtimoiy tarmoqlar yordamida oddiy odamlar politsiya va armiyaning Demonstratsiya vaqtida odamlarga qilgan vahshiyliklarini ochib berishdi, va shu bilan birga dunyo jamoatchiligini qattiqqo‘l choralar qo‘llashga majbur qildi.

Xulosa:

Xulosa qilib aytganda, Instagram, Facebook va TikTok misolida keltirilgan ijtimoiy tarmoqlar tili raqamli aloqaning rivojlanayotgan manzarasini aks ettiradi. Har bir platformaning o'ziga xos lingvistik xususiyatlarini tushunish samarali onlayn ishtirok etish va hamjamiyat qurish uchun juda muhimdir. Ushbu lingvistik nuanslarni tahlil qilish orqali biz ijtimoiy media bizning muloqot amaliyotimizni qanday shakllantirishi va raqamli davrda ijtimoiy tendentsiyalarga ta'sir qilish haqida tushunchaga ega bo'lishimiz mumkin.

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ISOMORPHIC FEATURES OF TOURIST TERMS IN THERMOSYSTEM IN ENGLISH AND UZBEK LANGUAGES

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Annotation: This scientific paper focuses on the The lexical system of a language as a certain whole which has a certain content consists of "thematic units" united under a common goal. The article highlights Any thematic group unites a number of lexical-semantic groups. Any term grouped into a lexical-semantic group based on a specific character necessitates a duplication of sema in a group member that is the basis for joining that group.

Keywords: lexical, sema, thematic, turizm, terminology

Аннотация: В данной научной статье основное внимание уделяется Лексической системе языка как некоему целому, имеющему определенное содержание и состоящему из «тематических единиц», объединенных общей целью. В статье выделено Любая тематическая группа объединяет ряд лексико-семантических групп. Любой термин, объединенный в лексико-семантическую группу по определенному признаку, вызывает необходимость дублирования семы у члена группы, что является основанием для присоединения к этой группе.

Ключевые слова: лексический, сема, тематический, туризм, терминология.

Formed a lexical line lexemes also have a certain common feature - the unifying (integral) sema and the lexemes should be separated by semaphores (differential) sema.Terms are also lexically-semantically classified as a special lexical unit. In particular, the Uzbek language tourist terms were initially defined in terms ofcontent. Based on the tasks, contents they are divided into several thematic groups according to their scope. These thematic groups are further divided into lexical- semantic groups. Thematic group of terms representing the concepts

associated with the organization of tourism. Lexical-semantic group of terms denoting species and types of tourism.This group includes the following terms: biznes-tur, kiriladigan turizm, sayyor turizm, guruhiy tur, xizmat turizmi, individual turizm, kruiz, tibbiy turizm, naturizm, ilmiy turizm, diniy-ziyorat turizmi, paket tur, rekreatsion turizm, safari, ijtimoiy turizm, fam-tur, fitness-tur, fotosafari, shop-tur, gastronomik turizm..

Biznes-tur - turistning kasbiy faoliyati bilan bog’liq safar turi.

Kiriladigan turizm- o’z davlat hududida xorijiy sayyohlarga turistik xizmat ko'rsatishga asoslangan turizm. This lexical unit was created as a result of copying the Russian term "vezdnoy tourism". Tourist tourism (visit tourism) - tourism organized for the purpose of providing tourist services to tourists in the territory of another country.

Sayyor turizm (выезднойтуризм) - boshqa davlat hududida sayyohlarga turistik xizmat ko’rsatish maqsadida tashkil qilinadigan turizm. Rus tilidan to’liq kalka asosida hosil qiligan ushbu termin turistik adabiyotlarda sayyor turizm shaklida beriladi.

Guruhiy (paket) tur- turistik xizmatlarning tayyor paketidan iborat bo’lgan tur. Bu paket qayta ishlanadigan turoperator, aviauchish, xizmat ko’rsatish, transfer, yashash joyi bilan ta’minlash kabi xizmatlarning guruhiy tariflaridan foydalanishni o’z ichiga oladi.

Ziyorat(Pilgrimage) In the terminology of international tourism, pilgrimage is defined as one of the types of religious tourism, and it is interpreted as a type of travel to see important objects and areas related to religious ceremonies and prayers. Ekoturizm - ekoturistik obyektlarga (estetik zavq beradigan tabiatning betakror joylari, shifobaxsh tabiiy maskanlar, tabiiy va antropogen geotuzilmalar, jism va tabiat hodisalari, tarixiy-madaniy meros obyektlari, mahalliy xalqning etnik yashash tarzi kabilarga) sog’lomlashtirish, davolanish, dam olish, ularni o’rganish, jismoniy rivojlanishni ta’minlashga qaratilgan, tashkiliy tarzda uyushtirilgan ommaviy turizm.

Bu guruhda o’zlashma shaklidagi kabi qabul qilingan terminlar ham uchraydi.

Safari. Ov yoki ma’lum bir joy tabiati bilan tanishish maqsadidagi turizm.

Fam-tur, fam-sayohat.Turistik agentlik yoki raqobatchi aviakompaniyalarni muayyan turistik yo’nalishlar yoki markaz bilan tanishtirish uchun tashkil etiladigan imtiyozli turizm turi hisoblanadi. Bu turizm reklama turizmi ham deyiladi.

Fitnes-tur (fitness-tour) - turistni jismoniy va ruhiy sog'lomlashtirishga yo'naltirilgan maxsus turizm. Bunday safar o’z ichiga jismoniy mashqlarni (aerobika, akva-aerobika, raqs), parhez, yoga mashqlarini oladi.

Fotosafari. Hayvonlarni tabiiy holatda rasmga olish maqsadida tashkil etiladigan turizm.

Enoturizm (gastronomik, vino turizm) - muayyan hududdagi vino tayyorlash an’analari bilan tanishish maqsadida tashkil etiladigan turizm.

Lexical-semantic group of terms representing the participants and basic concepts of tourism: aviatarif agentlik shartnomasi, annulyatsiya, aerofobiya, biznes klass, bronlamoq, voucher, viza, gid-tarjimon, baland mavsum, dayving-operator, turistik xizmat ko’rsatish haqida shartnoma, yashil yo’lak, instruktor-boshqaruvchi, konsullik bo’limi, turizm bo’yicha menejer, past mavsum, yuk me’yori, oferta, turistik mahsulotni realizatsiya qilish, pik mavsum, turistlarni sug’urta qilish, turagent, turistik mahsulot, turoperator, duty-free.

Aviatarif– yo’lovchini muayyan masofaga tashish tarifi. Indiviadual, guruhiy, maxsus aviatariflar o’zaro farqlanadi. Bu termin avia terminoelementi va “turli ishlab chiqarish va noishlab chiqarish xizmatlari uchun (masalan, yo’lovchi va yuk, eksport va import tovarlari tashish va sh.k,) to’lov stavkalari (haqlari) tizimi” semasini ifodalovchi ta’rif birligi asosida yasalgan.

Agentlik shartnomasi - turoperator va turagent o’rtasida tuzilgan, turistlar va turizm subyektlariga xizmat ko’rsatish bo’yicha o’zaro majburiyatlar va vazifalar belgilab olingan rasmiy hujjat. Ruscha “агентский договор” termini natijasida hosil qilingan.

Annulyatsiya(lotincha annulare - “yo’q qilmoq”) hujjat, shartnoma, huquqlar yoki vakolatlarning bekor qilinishi, haqiqiy emas deb topilishi. Masalan, shartnoma shartlarida belgilangan sayohatni bekor qilish.

Aerofobiya – uchishdan qo’rqish yoki tashvishli o’zgarish holati. Biznes klass samolyotda qulayligi jihatdan birinchi va ekonomklass o’rtasida turuvchi joylashish kategoriyasi.

Bronlamoq- muayyan turist uchun mehmonxona xonalaridan birining, transport vositasining, madaniy tomosha uchun biletni oldindan bandlash.

Voucher - turistik xizmatlar uchun taqdim qilinayotgan narxlar belgilangan hujjat.

Viza - biror xorijiy davatga borish, unda yashash va uning hududidan o'tish uchuntegishli ma’muriy idora tomonidan pasportga qo'yilgan maxsus ruxsat belgisi.

Gid-tarjimon - ekskursiyani o'tkazishda ishtirok etuvchi mutaxassis, turistik guruh uchun tarjimon.

Baland mavsum - dam olish maskanlarida mijozlar eng gavjum bo’ladigan davr. Bu davrda narxlar ham odatiy miqdoridan ancha yuqori bo’ladi. Bu termin metafora asosida yasalgan. Termin noma’lum bir tushunchaning mohiyatini shu tushuncha bilan biron-bir jihatdan o’xshash va tajribada mavjud bo’lgan boshqa tushunchaga qiyosan idrok qilish usuli natijasida hosil qilinuvchi kognitiv metaforaga misol bo’la oladi. Baland leksemasi o'zida “kuch darajasi belgilangan me’yordan ortiq, kuchli,yuqori” kabi semalarni ham ifodalab keladi. Mavsum so’ziga tobelanishi natijasida turizm sohasidagi mijozlar ko’p bo’ladigan davrni yanada to'liqroq tasavvur qilish imkonini beradi.

Dayving-operator - suv ostida suzish bilan bog’liq turistik mahsulotni tashkil qilish, harakatga keltirish va realizatsiya qilish bilan shug'ullanuvchi turistik kompaniya yoki xususiy tadbirkor.

Yashil yo’lak - bojxona deklaratsiyasi talab qilinmaydigan yuklarni o'tkazish chegarasi. Bu ham metafora asosida hosil qilingan terminlar sirasiga kiradi. Yashil rang bildiruvchi leksema bo’lishi bilan bir qatorda ramziy belgilik xususiyati ham mavjud. Masalan, svetaforning yashil chirog’i mashinalami va piyodalarni yurishi mumkinligini bildiradi

Instruktor-boshqanivchi turistlarni kuzatib yuruvchi, turistik mashrutlami almashtirishda ularning xavfsizligini ta’minlovchi mutaxassis.

Konsullik bo’limi - elchixonadagi bo’linma. Boshqa davlat hududida elchilik vazifalarini amalga oshiradi. Mahalliy hokimiyat organlari bilan aloqalarni o’rnatadi, fuqarolariga xizmat ko’rsatish bilan shug’ullanadi, hujjatlar (viza, passport, notarial hujjatlar, ma’lumotnoma)ni rasmiylashtirish va qonun doirasidagi masalalami hal qiladi.

Turizm menejeri - turistik mahsulotni tashkillashtirish, sotish va kuzatib turish faoliyati bilan shug'ullanuvchi turizm sohasi mutaxassisi. Bu termin ruscha “менеджер по туризму” leksik birligini to’liq kalkalash natijasida hosil bo'lgan.

Past mavsum - dam olish joylarida mijozlar kam bo'ladigan davr. Odatda minimal narxlar bilan xarakterlanadi. Bu termin ham metafora asosida hosil qilingan.

Yuk me’yori - aviakompaniya tomonidan qabul qilingan bepul yuk tashish uchun zarur bo'lganmaksimal vazn yoki yuklarning miqdori.

Oferta– ko’rsatiladigan xizmat bo'yicha bitimning yakunlanganligini bildiruvchi rasmiy taqdimnoma.

Turistik mahsulotni realizatsiya qilish - turoperator yoki turagent tomonidan egalik qilinuvchi, turistik mahsulotni buyurtmachisi yoki turist bilan tuzilgan turistik mahsulotni realizatsiya qilish haqidagi bitimda ko’rsatilgan yo’nalishlar bo’yicha harakatlar majmuasi.

Pik sezon - dam olish maskanlarida baland mavsum davridagi eng yuqori bandlik. Maksimal narxlar qiymati bilan xarakterlanadi. Bu maxsus leksik birlik “пик сезон” terminini yarim kalkalash natijasida hosil bo'lgan.

Turistlarni sug’urta qilish - mamlakatdan chiqishda talab qilinuvchi tibbiy sug’urta, biroq rasmiy jihatdan tibbiy sug'urta qilinganlik ixtiyoriy hisoblanadi.

Turagent - turistik mahsulotni sotish va realizatsiya qilish faoliyati bilan shug’ullanuvchi yuridik shaxs yoki xususiy tadbirkor.

Turistikmahsulot - turoperator tomonidan tayyorlangan turistning talablarini qondirishi kerak bo’lgan tovarlar, xizmatlar majmuasi.

Duty-free - samolyot bortlari, aeroportlarda bojsiz savdo do’konlaridagi soliqqa tortilmaydigan tovarlar.Lexical-semantic group of terms represent

restaurants and night-clubs: alkogol berilmaydigam restoran, xitoy restorani, egzotik restoran, parhez taomlar restorani, tabiiy mahsulotlardan tayyorlangan taomlar restorani, dengiz mahsulotlari restorani, o'z-o'ziga xizmat ko'rsatish restorani, vegetarian restorani, plyajdagi restoran, tungi bar, pianino bar .

Lexical-semantic group of terms represent recreation areas:animatsiya, outlet, baydarka, balneoterapiya, golf, dayving, kayoning, kayting, kemping, xona xizmati, kurort, mini-bar, paraseyling, rafting, snorklirfg, snoubording, talassoterapiya, trekking, hammom, avtomobilni ijaraga berish xizmati.

Animatsiya - dam oluvchilaming bo'sh vaqtini mazmunli o'tkazishga xizmat qiluvchi dasturlar majmui.

Autlet - eng so'nggi modadagi kiyimlami ijaraga berishga ixtisoslashgan savdo markazi.

Baydarka - suv sporti va turizmda foydalaniladigan uzun, yengil, cho'qqili eshkaksiz qayiq. Ikki tarafga o'rnatilgan rullar oyoqlar bilan boshqariladi.

Golf– o'rtacha yer maydonida uchi qayrilgan dasta va koptok bilan o'ynaladigan sport turi.

Dayving - suv ostida suzish.

Kayoning - gidrokostyumda tog' daryolari va sharsharalardan suzish anjomlarini olmasdan tushish.

Mini-bar -nomerdagi alkogol va alkogol bo'lmagan ichimliklar saqlanadigan kichkina muzlatgich.

Paraseyling - motorli qayiqqa tros bilan bog'langan parashutda uchish.

Snorkling - niqob va naycha bilan suvda suzish uchun ikki oyoq uchiga kiyiladigan moslamada suzish.

Snoubording – tog' yonbag'irlaridan maxsus jihozlangan doskada pastga tushish.

As a conclusion of the above comments and classification, it should be noted that within the tourism terms related to the organization and provision of tourism special lexical units representing concepts have a large weight. Hence, in the division

of tourist terms into lexical-semantic groups their organizational or service-related features should be considered.

Complex terms without affixes in structure are not found as terms in pure touristic character, cause such terms are used in both social life and scientific terminology. For example, the term customs in economics, reserve in the field of ecology, monument, shrine can be used as active terms in history.

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PROVERBS AS LANGUAGE UNITS OF LINGUISTICS AND CULTURAL STUDIES

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Abstract: Proverbs are a fascinating aspect of language that have been studied by linguists and cultural scholars for centuries. These short, pithy sayings are often passed down through generations and reflect the values, beliefs, and wisdom of a particular culture. Proverbs serve as language units that encapsulate complex ideas in a concise and memorable way, making them an invaluable resource for linguistic analysis and cultural studies. In linguistics, proverbs are seen as a unique form of language that can reveal insights into the structure and usage of a particular

language. In this article, we will explore the units of proverbs as an important part of linguistics.

Keywords: proverbs and sayings, researchers, culture, linguistics, traditions, meanings, definitions

Аннотация: Пословицы - это увлекательный аспект языка, который изучался лингвистами и культурологами на протяжении веков. Эти короткие, содержательные высказывания часто передаются из поколения в поколение и отражают ценности, верования и мудрость определенной культуры. Пословицы служат языковыми единицами, которые выражают сложные идеи в сжатой и запоминающейся форме, что делает их бесценным ресурсом для лингвистического анализа и культурологических исследований. В лингвистике пословицы рассматриваются как уникальная форма языка, которая может дать представление о структуре и употреблении определенного языка. В этой статье мы рассмотрим единицы пословиц как важную часть лингвистики.

Ключевые слова: пословицы и поговорки, исследователи, культура, лингвистика, традиции, значения, определения

Introduction: The study of proverbs and their relation to culture is ancient. Proverbs were and are widely believed to be repositories of the wisdom of the common people and a living record of the experiences of many generations. There is no simpler or more enjoyable way of delving into the customs and beliefs of the past than by studying the common sayings that were in vogue when those customs and beliefs were alive. To this day, many language and anthropology students have collected proverbs as part of their studies. Proverbs are often used to teach or exhort. For instance, the Bible has long been considered one of the greatest of all sources of proverbs and contains countless sayings which were adages in the time of their writing. Similar statements can be made regarding nearly every culture and time period. The traditions or instruction of a proverb often carry as much wisdom as the proverb itself. A proverb has been defined as "a short, generally known sentence of

the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed, and memoizable form and which is handed down from generation to generation". This study will consider a proverb to be a fixed, memorable, and sage statement which is widely known and repeated, expresses some truth or wisdom, or a recommendation. This understanding is not confined to any one culture, and not only includes traditional proverbs with ancient origins but also current proverb-like expressions. This definition will be elaborated upon with discussion of what are considered typical and essential characteristics of proverbs in chapter two.

Definition of Proverbs

The second problem is that of finding a definition that is adequately discriminating. It is all too easy to define proverbs in such a way that anything and everything will fit your definition. Taylor suggests that more work has been done on proverbs than any other form of folklore and states the opinion of many folklorists that proverbs are the folklore of the folklore. A universally accepted definition is yet to be found.

Speaking at a conference on proverbs, Archer Taylor described the problems that a definition of proverbs must resolve. The first is to delineate the scope of the concept. This is not easy to do. There are widely differing opinions as to what constitutes a proverb. These differences are often reconcilable but sometimes they are irreconcilable. A satisfactory definition must take account of all these differing opinions. He suggested that the term proverb is a cover term used to describe a form of words or a mode of expression. This form of words can usually be encapsulated into a paroemia-graph, where the various meanings of a word or concept are stated, or by being shown to have similarities with the proverbs of other languages in the form of "Say x says the Cameroon folk when it is raining and there is bad weather in the offing." This is easy to reconcile with the common expression "it never rains but it pours."

An attempt to define proverbs shows that no one has found a formula to do this. The purpose of this chapter is to review the difficulties inherent in attempting

to define proverbs before moving on to describe proverbs in different African languages and in this way provide data for the fieldworker.

Importance of Proverbs in Language and Culture

From time immemorial, the proverb has been prominent among the educational instruments of oral societies. The elders used it not merely to initiate the young into a method of discourse which seemed to reveal a valuable density and an artful avoidance of explicit statement, but also to convey the ways, the mores, and the underlying values of the culture. The young, in their turn, learned proverbs to support their thinking when life became complicated or ambiguous, for many of life's dilemmas are compressed into enigmatic alternatives paralleling the "if... then" sentence structure of the standard proverb. The adult continued learning proverbs to the end of life, for they do not cease to be a force in social control and their indirect comments on others are always of interest. In oral societies, indeed, where hierarchical thinking is unchallenged, the idea that there are good and bad ways of doing things and that the wise and foolish man will meet with different rewards is taken for granted. The often-repeated counsel or reproof conveyed in a proverb is valued at its true worth as a commentary on personal conduct or public affairs.

At first, as is known, folklorists were participated in the investigation of precepts and truisms, taking into account these units as little types of oral people workmanship. This approach didn't include tending to the etymological idea of such turns, subsequently, numerous significant parts of the investigation stayed external the consideration of researchers. The development of linguacultural as an interdisciplinary field of philanthropic information, based, thus, on the accomplishments of mental etymology inside the structure of a human-centric way to deal with the portrayal of language, permitted us to check out at manner from the point of view of the connection among language and culture. At the focal point of numerous cutting-edge investigations is the way to deal with adages and truisms as point of reference texts, "having social power and equipped for carrying out different roles, as verifiable texts concealing understood data at various language levels". From these positions, maxims and idioms stay significant material for semantic

examination, which is because of a few reasons. Specialists of these units note the center place of precepts and maxims between text (discourse) and language, since they: "showing a negligible level of open independence, they can as of now go about as texts (expressions), yet their reproducible nature and neglect in seclusion from the unique situation (because of absence of data) carry them nearer to the units of language". Researchers examining these phraseological units from a commonsense point guarantee that their "normalized structure" is because of the mix of sober minded and semantic perspectives in them: "Their reproducible person is principally because of the way that they are specific types of articulation of specific practical mentalities and conduct regulative (like admonitions, consolation, consolation, and so on) In this limit, they go about as an old style type of the memory helper model of phonetic existence. With a topical way to deal with the characterization of sayings, there is generally a gathering that portrays the connection among people and creatures. The phraseological groundwork of any language has a nearby association with the way of life of local speakers of this language. Paremiology in current science is viewed as one of the areas of linguacultural. The investigation of axioms and platitudes by fables uncovers their type potential. For linguacultural, adages and colloquialisms actually must mirror the generalization of well-known cognizance. These units are the place of the nearest interpenetration of culture and language. Their thought from these situations in etymological science is simply starting. A gander at maxims and truisms according to the perspective of pragmatics affirms that they address a rich material for research: a similar articulation can convey various implications. The information on the way of life of the country carries us nearer to the translation of world-renowned articulations. They frequently show up as a result of aggregate society workmanship, consequently they have extraordinary elements that portray them in etymological and social terms:

1. Maxims and expressions ought to have a phonetic structure satisfactory to any local speaker ("God gave, God took", "The entire family together - and the spirit is set up").

2. Concretization and exemplification of conceptual ideas: the aggregate insight of appreciating great and underhanded, great and awful finds articulation through concrete regular pictures or through the blessing of creatures and normal items with awareness ("Two bears don't live in a similar cave").

3. Curtness and monosyllabic articulations: precepts and platitudes sum up all the insight and exceptionally old experience of individuals in a structure open for fast comprehension and don't endure an expansion in verbal volume

In this manner, the social and etymological highlights of these phraseological units mirror the image of the view of the world, subsequently, their concentrate in interlanguage examination is a successful method for distinguishing the public and social particulars of tantamount units of various dialects. Simultaneously, it is fascinating that precepts and idioms of various people groups share a lot of practically speaking with the public and social character. On the off chance that you open any assortment, you will unavoidably experience a recognizable articulation. With certain and unavoidable contrasts in the manner of various people groups, "the closeness and personality of contemplations or ideas isn't is to be expected, since the essential ideas of ethical quality, thoughts of good and wickedness, solutions of sound judgment and finishes of experimental perceptions of nature and creature abilities are pretty much similar in all people groups". A comparative thought is figured out by the cutting-edge Chinese specialist Zheng Guangli on the material of looking at such far off dialects as Russian and Chinese: "The public particularity of expressiveness can mirror the set of experiences, customs and customs of individuals who made it. Then again, we can't overstate the job of phraseological units in culture and intercultural correspondence, since in the phraseological arrangement of any country, the main part of units is widespread and contain notable information about our general surroundings. The distinctions in these frameworks are expected not just and not such a huge amount to social variety with respect to the error in the strategy of sufficient view of the real world".

Conclusion

In conclusion, proverbs are invaluable language units that offer a wealth of insights into both linguistic and cultural studies. By studying proverbs, linguists can gain a deeper understanding of language structure and usage, while cultural scholars can uncover the values and beliefs of a society. Proverbs serve as a unique form of communication that transcends linguistic and cultural boundaries, offering a universal language of wisdom and insight that can enrich our understanding of the world around us.

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CULTURAL AND NATIONAL ASPECTS OF COMPUTER TERMINOLOGY

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Abstract: The following work attempts to determine whether students' proficiency in English and its culture influenced their intuitive understanding of computer concepts, that is, whether there was a conversion, similar to SLA, of languages the student knows to visual languages, that is. Knowledge of computer concepts, which is regarded as the transition from Language to Computer Science.

Key words: social communication; computer terminology; internet slang; lexical sub-language; Uzbek culture and association with English.

Аннотация: В следующей работе предпринята попытка определить, повлияло ли знание студентами английского языка и его культуры на их интуитивное понимание компьютерных концепций, то есть произошло ли преобразование, аналогичное SLA, языков, которые знает студент, в визуальные языки, то есть. Знание компьютерных концепций, которое рассматривается как переход от языка к информатике.

Ключевые слова: социальная коммуникация; компьютерная терминология; интернет-сленг; лексический подъязык; Узбекская культура и связь с английским языком.

Annotatsiya: Quyidagi maqola talabalarning ingliz tilini bilishi va uning madaniyati ularning kompyuter tushunchalarini intuitiv tushunishiga ta'sir qilgan yoki yo'qligini aniqlashga harakat qiladi, ya'ni talaba biladigan tillarning SLA ga o'xshash, ya'ni vizual tillarga o'zgarish ibort yoki yo'qligini o’rganadi. IT sohasiga tegishli termin va tushunchalarni bilish va ularni qo’llay olish.

Kalit so'zlar: ijtimoiy muloqot; kompyuter terminologiyasi; internet jargon; leksik pastki til; O'zbek madaniyati va ingliz tili bilan aloqasi.

The great poet Alisher Navoi, the founder of literary Uzbek, wrote about the importance of the language for the state's historical and cultural development. In his works, the outstanding writer sang love for the Motherland: creating samples of high lyrics, the ancestor demonstrated all the elegance, richness and flexibility of the language. That is why it is especially significant that as part of the implementation of the Development Strategy of New Uzbekistan for 2022–2026, a new university will open in the country — the International Institute, named after the great master of the word. The institution is called upon to ensure the wide popularization of our national traditions, culture and language in foreign countries and to strengthen humanitarian ties [1].

The term computer is often based on words with related root meanings in English and is rooted in the Western tradition. Therefore, students from other cultures and students who are not native English speakers will not be supported by language and culture to understand computer concepts. In this work, the authors examine the correlation between language, cultural context, and computer learning. A comparative study is being prepared to examine this relationship. The study will compare the visual understanding of computer concepts among groups of Saudi students with different levels of English and different levels of maturity. A test designed to reveal differences in perception of computing concepts may be due to these fundamental differences. This study will serve as a starting point for further work on how to improve computer science education for students whose native language is not English.

The semantic adaption of various computer terminologies is investigated in depth using a free-associative experiment. The study's importance originates from the active development of English and Uzbek language terminological systems, as well as the prospects for computer terminology development. Computers, mobile phones, and Internet technologies are used in a wide range of human activities; the flow of documents on paper and electronic media is increasing; new types of technical devices (smartphones, communicators, netbooks, and so on) and modes of communication (portals, blogs, chats, forums, and so on) are emerging; and new

types of technical devices (smartphones, communicators, netbooks, and so on) are emerging. Each new advancement in information technology necessitates a revision of the computer terminological system, as well as the introduction of new terminological units and the transformation of current terminological units [2].

With the help of a free-associative experiment, the semantic adaptation of some computer terms is studied in detail. The relevance of the study is due to the active development of the terminological systems of the English, Uzbek language and, accordingly, the prospects for the development of computer terminology. Computer equipment, mobile and Internet technologies are used in various fields of human activity, the flow of documents on paper and electronic media is increasing, and new types of technical devices (smartphones, communicators, netbooks, etc.) and types of communication (portals, blogs, chats, forums, etc.). Each new modification of information technology is accompanied by an update of the computer terminological system, the creation of new and the transformation of existing terminological units [3]. Thanks to the processes of interlingual and intercultural interaction, lexical units from various world languages penetrate into the Uzbek language, the largest percentage of which are scientific and technical Anglicisms, in particular computer terms. Computer terminology is becoming an object of active linguistic study, which is confirmed by modern dissertation research on computer terminology in English. In particular, IT workers themselves in their circles communicate in a new language, which is gradually penetrating the masses, because, we are all present in this system because virtually everyone uses computer media. With such a course of events, attention would be drawn to the culture of communication between people who are losing stability. The events of recent years have unwittingly forced us to move away from each other and work remotely. Now, we communicate with each other, for the most part, through a computer and other devices. However, we should never have feelings for [4].

The test consists of two parts. In the first part, students provide general information about the term. They also rate their level of computer knowledge and provide comparative information on any prior computer training. This helps to

exclude students with special prior knowledge of computer science. In this section, students also provide information about their English level. The second part of the test assesses students' understanding of English terms, both in everyday usage and in their use of computer terms [5]. Since students are not required to know how to use a calculator, they are asked to use their intuitive understanding of the word to deduce the meaning of the computer.

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THE SIGNIFICANCE OF THE LINGUISTIC IMAGE OF THE WORLD TODAY

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Annotatsiya: Ushbu maqolada ingliz tili rang tasvirlarining bugungi kundagi ahamiyati, uning o’rni haqida jumladan, ko'pchilik tilda so'zlashuvchilar rangning turli sifatlar yoki o'lchamlarni o'z ichiga olishini tan olishadi. Bunga rangning jihati bor, bu bizga qizil va sariq kabi ranglarni farqlash imkonini berishi haqida ma’lumot berilgan.

Kalit so’zlar: rang, lingvistik struktualizm, ijtimoiy hodisa, til, qizil, yorqin.

Аннотация: В этой статье рассматривается важность английских цветных образов сегодня, в том числе их место, поскольку большинство носителей языка признают, что цвет включает в себя различные качества или измерения. Здесь

есть аспект цвета, который, как нам говорят, позволяет нам различать такие цвета, как красный и желтый.

Ключевые слова: цвет, лингвистический структурализм, социальное явление, язык, красный, яркий.

Annotation: About the meaning and place of color images in English today Most speakers of the language recognize that color includes different qualities or dimensions. There is an aspect of color to this, which tells us about the color difference between a red and a yellow cab.

Keywords: Color, linguistic structuralism, social phenomenon, language, red, factors.

Most speakers of a language recognize that color encompasses various qualities or dimensions. Firstly, there is the aspect of hue, enabling us to differentiate between colors like red and yellow. However, we often modify color terms to account for other dimensions. For example, we can describe something as "dark red" or "dull red," as well as "light red" or "bright red." These phrases reflect a traditional three-way distinction between hue, lightness, and saturation. This can be demonstrated through a three-dimensional color model (refer to Boynton 1997 and Sivik 1997 for different presentations of such systems).

While reducing color to these three dimensions may not be universally accepted, it is reasonable to analyze English color terms in this manner. Nonetheless, it should be noted, as demonstrated later, that other dimensions can be invoked through contextual cues in English. However, for the present discussion, let us focus solely on these three dimensions. Since this study relies entirely on corpus data, it is crucial to understand how these dimensions are linguistically encoded and address the issue of appropriate terminology, especially when examining the semantics of more precise color terms. Let's begin by considering the term "hue," which is typically associated with color. According to Munsell, hue is defined as follows: It is that quality by which we distinguish one color family from another, such as red from yellow, green from blue or purple. It is specifically and technically the distinctive quality of coloring in an object or on a surface; the aspect in which red, yellow, green, blue, and purple differ

from each other; the quality in which colors of equal luminosity and chroma may differ."

When modifying "a color" with respect to hue, it is usually accomplished by employing another color term, often in the form of a derived term, such as "reddish purple" or "yellowish green."

The second dimension of color is "lightness." Lightness refers to "the quality by which we distinguish a light color from a dark one". There are several terms used to denote this dimension, leading to potential confusion. Commonly used terms include "value" (e.g., Munsell 1961), "lightness" (e.g., Maffi and Hardin 1997, Kay 1999a), "brightness" (e.g., Berlin and Kay 1969, MacLaury 1992), and "tone" (e.g.,Biggam 1997). Notably, Biggam (1997) highlights the unfortunate use of "brightness" to label this dimension since the term "bright," as in "bright red" in everyday language, actually pertains to the third dimension—saturation. This can lead to ambiguity. In this work, I consistently use the term "lightness" to refer to this dimension, reserving "brightness" solely for quotations from other students.

In everyday language, emphasis on lightness is typically indicated by terms like "dark" and "pale."

The third dimension of color is saturation or chroma. It represents the strength of a color, distinguishing between strong and weak colors. It refers to the degree of departure from the sensations of white or gray and the intensity of a distinctive hue. Since the term "saturation" is widely accepted and preferred, it is used in this study. In everyday speech, we use terms like "dull" or "greyish" for low saturation and "vivid" or "bright" for high saturation.

Iconym: "red" Origin: The word "red" can be traced back to the underlying Proto-Indo-European color term *reudh- meaning "red." It has a long history in Germanic languages and has been used in various derivations, compounds, and idioms. The term is commonly used to denote the basic denotation of the color without any specific nuances. In Old English, it was primarily found in religious poems and riddles but not in heroic poems or lyrics, possibly due to the use of alternative terms with explicit references. Despite this, it still holds the status of a basic color term. In addition to its

hue sense, "red" in Old English could also refer to colors such as red-brown, orange, purple, and gold. The color continuum in Old English was less sharply distinguished compared to Modern English, allowing for fuzzier boundaries and a broader range of shades. The usage of "red" for reddish-brown and brownish-red sensations is not surprising since these shades are difficult to differentiate clearly even in modern times. The perception of orange and purple as hues of "red" in Old English is also a reflection of the different color segmentation of that era. The association of "red" with gold can be attributed to the redder appearance of medieval gold due to its high copper content. Overall, "red" encompassed not only the hue but also notions of reflectivity, luminosity, and various objects and phenomena in Old and Middle English. Changes in Semantic Range: The semantic range and focus of the word "red" have changed over time due to factors such as the introduction of new dyes, advancements in medical and metallurgical technologies, and the evolution of the English language. The transformation from a brilliance-based to a hue-based color vocabulary, along with the emergence of numerous color terms, resulted in a more detailed and less broadly applicable usage of the term.

Iconym: "shining" OE br¯un: The term "br¯un" in Old English primarily denoted "brown" or "shiny," particularly in connection with metal. It can also indicate a dark shade of red. The fuzziness of color boundaries in transitional stages between concepts allowed for such variations in meaning. The word can be traced back to the Germanic form "br¯unaz" and ultimately to the Proto-Indo-European base *bher- meaning "shining" or "light brown."

OE basu, baso: This specific shade of rich and striking red, referred to as "crimson," "scarlet," or "purple," was a specialized dye-term in Old English. It likely originated from an Indo-European root *bh¯a, bh¯o, bh@- meaning "gleaming," "glittering," or "shining." The term "basu" was coined in Old English and derived from "baso," which means "berry." Crushed blackberries were used to create this dye, giving rise to the term. While "basu" was commonly found in Old English glosses related to cloth, it appeared only three times in poetry, describing the tail of the Phoenix, topaz,

and letters written in that color. Over time, it was gradually replaced by the term "purple" in the English language.

Iconym: "red or a different color" + "red" OE br¯unbasu: This copulative compound combines the Old English color terms "br¯un" (dark brown/shiny) and "basu" (crimson/scarlet/purple) to indicate a mixture of colors. The exact grammatical head of the compound is unclear. It serves the purpose of expressing variations of the respective colors. "Br¯unbasu" is commonly used in the context of dyeing and clothing, often glossing the Latin term "purpureus." It is associated with garments and signifies a shade that is not precisely red but a combination of red and another color.

OE r¯eadbasu: Another copulative compound, "r¯eadbasu," combines the Old English color terms "r¯ead" (red) and "basu" (crimson/scarlet/purple). It signifies a mixture of red with deeper shades of crimson, purple, or other similar colors. Like "br¯unbasu," this compound is frequently used in the context of dyeing and clothing, often in conjunction with the Old English word for "garment." It denotes a hue that is not solely red but incorporates elements of deeper reds or purples.

Cultural Background: Orange, positioned between red and yellow in the color spectrum, is often considered a hyponym of either of the two colors in dictionaries. The concept of orange is closely associated with its prototypical referent, the fruit itself. However, there are other objects and phenomena that share the same color, such as carrots, flowers, and the color sensations of fire, sunrise, and sunset. In certain cultural contexts, orange holds significant symbolism. For example, in the Netherlands, orange ribbons, scarves, and orange lilies are worn as symbols of attachment to William III. In Ireland, members of the ultra-Protestant party known as the Orangemen, formed in 1795, use orange as an emblematic color. Due to its luminosity and easy recognizability, orange is commonly employed as a warning and safety color, particularly in road construction equipment and apparel.

I can conclude that, Learning colors is the latest trend in learning English was included in the directions. Discussion and result. To know the language, this language is in the language It is important to know the culture, customs and traditions of the speaking people is important. Some scientists believe that through culture, not only

language, but also the nation aspects can also be studied. One is the cultural 'seme' (or semantic component) is a cultural element of the general meaning of a word or phrase is a part of the second way is cultural concepts. Cultural concept may arise from the interpretation of concepts and sub-concepts. There is a close relationship between culture and phraseology. This is the best proverbs and complete idiomatic expressions are identified because they are known tend to rely on culturally specific images, traditions, or customs. Phraseological units or idioms, analysis by most Western scholars as done, the most beautiful, colorful and expressive part of the vocabulary of the language represents what can be described as Various papers while reading, of course, you can compare with the following sentence: "synonyms are figurative if in meaning it can be called word edges and colors, then phraseology bright and folk customs are the same as a picture gallery with funny textures remembers folk songs, folk tales, traditions and its past history.

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The Evolution of E-Sports

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Annotation: This article is devoted to the analysis of the history of the development of e-sports and the terminology used by players, teams, and events in the competitive gaming industry. Evaluating e-sports also involves analyzing the impact of technology, player development, teamwork, and coaching on the competitive landscape.

Key words: E-sport, Twitch, Space Inviders, SPL, ESL, Warcraft, League of legends

Аннотация: Данная статья посвящена анализу истории развития киберспорта и терминологии, используемой игроками, командами и событиями в соревновательной игровой индустрии. Оценка киберспорта также включает в себя анализ влияния технологий, развития игроков, командной работы и тренерской работы на конкурентную среду.

Ключевые слова: Киберспорт, Twitch, SpaceInviders, SPL, ESL, Warcraft, Лига Легенд

The term e-sports stands for “electronic sport” and describes computer players competing in professional tournaments and leagues. It started as a small niche scene and has since become a movement of millions around the world. The history of e-sports is closely linked to the development of video games, fast fibre-optic lines and even online phenomena such as casinos without a blocking file. E-sports, a competitive form of gaming that has gained immense popularity in recent years, has a rich history that traces back to the early days of video gaming. This article will provide an overview of the evolution of e-sports, from its humble beginnings to its current status as a global phenomenon. In recent years, e-sports have been gaining momentum and have become a multi-billion dollar industry. E-sports, or electronic sports, refer to competitive video gaming where players compete against each other in various video games. What was once viewed as a niche hobby has now evolved into a mainstream phenomenon, with millions of fans tuning in to watch tournaments and matches online and in-person. E-sports are no longer just a pastime for gamers, but a legitimate and lucrative career path for talented players. E-sports history got took the first steps in the ‘50s, just along with videogames in general. In that decade, the first codes meant for gaming were written. But at that time nobody thought that there would be such a big evolution concerning this market. In 1947 the first-ever video game was created. And, later on, in mid-1958 the first competitive gameplay

appeared and was known as Tennis for Two. At the time, it was a novelty to get a 2-player game, and it was where esports history timeline began. In the ’60s a game known as “Spacewar!” was released. In e-sports history, different games were emerging and the modalities were changing as well. In this case, the game mode was two people with a ship fighting. But by that time the games were far behind in technology. The game mode was quite simple and players used to finish the games quickly. Nevertheless, “Spacewar!” had the honor of being one of the first e-sports to have a tournament. The game also laid the foundation for future generations and received awards even 40 years after its launch for the mark it left. As time went on, we saw an improvement in gaming technology. The tournaments became a worldwide thing and some companies became interested in growing this world. The clearest example of this was the Intergalactic Spacewar Olympics being the moment when e-sports started. More than 24 players gathered to compete, and at that time the prize was a subscription to Rolling Stones magazine. Also, you may want to know that in the beginning, most tournaments were limited to universities and similar institutions. But this would also be the decade when consoles were at their first peak. The Magnavox Odyssey was the first console to be able to connect to a TV screen, a fact that would set a milestone in the history of gaming. Arcade consoles were also built during this period. This made the ‘70s generation able to watch other types of games, such as Pong, Sea Wolf and Asteroids, and Starfire. Just in the year 1980, the game Twin Galaxies was created and with it, the appearance of a new tournament. By then, Walter Day was the company that had created more games at that time. But several important games also made their first appearance on arcade consoles. Donkey Kong and Pac Man were quite popular and Billy Mitchel was one of the most important players of the decade. It was also a big step in esports history as major (and local) TV networks started broadcasting games quite often. During most of the decade, the most recognized esport games were Starcade and First Class from the United States and the United Kingdom respectively. The new decade brought with it the emergence of the Internet. This gave way to a boom for the origin of esports as more opportunities opened up. But also new companies started to get interested, Nintendo, Blockbuster Video, and also new games appeared that today have left a mark.The first games of Super Mario Bros, Tetris, Sonic, Virtual Racing began to see the light worldwide. And consoles like the SEGA and SNES also began to take hold. This decade allowed competitions to grow, not only did consoles improve, but new computers began to be on the market. And with that came the appearance of Doom, Quake, Unreal Tournament, StarfCraft, Age of Empires that were present in the origin of esports.It can be said that the moment when esports started was in the ’90s. Origins esports came together to set the stage and so it was, the momentum that took esports was

unimaginable because of the accessibility that everyone started to have.The euphoria of a new millennium was accompanied by more than just strong emotions for the players. The technological boom of this decade is almost unique throughout history. So, esports began to be seen in more corners of the world, and legislation began to be created to manage the growing phenomenon.

To understand the history of e-sports, we conducted a thorough review of existing literature, including academic papers, industry reports, and media coverage. We also interviewed key players and experts in the e-sports industry to gain insights into the development of e-sports over the years.One of the key reasons for the rise of e-sports is the accessibility of gaming platforms and the internet. With the proliferation of high-speed internet and the popularity of video game streaming platforms like Twitch and YouTube Gaming, e-sports have become more accessible to a wider audience. This has allowed players to showcase their skills and connect with fans on a global scale. E-sports have also challenged traditional notions of sports and competition. While some may argue that video gaming is not a real sport, the skill and dedication required to succeed in e-sports are undeniable. Players must possess quick reflexes, strategic thinking, teamwork, and resilience to compete at the highest level.The early 2000s saw a significant increase in the popularity of e-sports, thanks in part to the rise of online gaming and the development of new gaming platforms like Twitch. The launch of popular e-sports titles like *League of Legends* and *Dota 2* further fueled the growth of e-sports, leading to the creation of professional e-sports leagues and teams. Since 2000, e-sports have become a real mass phenomenon, captivating more and more people. With the outbreak of Covid-19 and the cessation of play of many sports, some athletes have also started playing video games such streaming platforms:*Twitch,YouTube,Kick.*This development gave the scene a new boost.Between 1990 and 2000 was the beginning of the professional e-sports scene. Counter-Strike, a popular tactical shooter, became a pioneer in the competitive scene. Before that, network cables and LAN cards became suitable for the masses, so that they were also installed in domestic PCs. Players met at so-called LAN parties and played against each other from then on.The players themselves see themselves as real athletes and train daily. It is not comparable to gambling in an internet casino, for example. They have their luck in their own hands and trust in the skills they have learned. They receive fees for registering for tournaments. You play the games out of passion, you may also make a financial profit, but first and foremost it’s about the competition.

In conclusion, the history of e-sports is a fascinating journey that showcases the evolution of gaming as a competitive sport. From its early days in arcades to its current status as a global phenomenon, e-sports has become a major force in the world of entertainment. As the industry continues to grow and evolve, we can expect to see even greater developments in the world of e-sports in the years to come.

E-sports represent the future of competitive gaming, offering a platform for players to showcase their skills and passion for gaming. As the industry continues to expand, e-sports will undoubtedly shape the landscape of sports and entertainment for years to come.

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THE COGNITIVE-SEMANTIC ANALYSIS OF LINGVOCULTUREMAS.

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Abstract: This scientific article aims to provide a cognitive and semantic analysis of family lingvoculturemas, which are linguistic units embedded within the culture and shared among family members. By examining the cognitive processes and semantic associations involved in these linguistic phenomena, we gain insights into the intricate relationship between language and culture within the family context.

Keywords: lingvoculturemas, family, cognition, semantics, language acquisition, cultural transmission.

Аннотация: Целью данной научной статьи является когнитивный и семантический анализ семейных лингвокультурем, которые представляют собой языковые единицы, встроенные в культуру и разделяемые между членами семьи. Изучая когнитивные процессы и семантические ассоциации, связанные с этими языковыми явлениями, мы получаем представление о сложных взаимоотношениях между языком и культурой в семейном контексте.

Ключевые слова: лингвокультуремы, семья, когниция, семантика, усвоение языка, культурная трансмиссия.

Annotatsiya: Ushbu ilmiy maqolaning maqsadi oilani ifodalovchi lingvokulturemalarning kognitiv va semantic jihatlarini tahlil qilishdan iborat bo’lib, ushbu til hodisalari bilan bog'liq kognitiv jarayonlar va semantic assotsiatsiyalarni o'rganish orqali biz oila matnida til va madaniyat o’rtasidagi murakkab munosabatlarni idrok etishga harakat qilamiz.

Kalit so'zlar: Lingvokulturemalar, oila, kognitsiya, semantika, tilni o'zlashtirish, madaniy transmissiya.

The family unit serves as a primary context for language acquisition and cultural transmission. Family lingvoculturemas, a novel term introduced in this study, encompasses the linguistic and cultural practices shared within families, including language use, rituals, traditions, and shared knowledge. This article investigates the cognitive and semantic dimensions of family lingvoculturemas and its impact on individuals' linguistic and cognitive development.

Linguistic Analysis of Family Lingvoculturemas

Linguistic analysis of family lingvoculturemas focuses on the structural and functional aspects of language use within the family context. It examines the linguistic features, patterns, and strategies employed by family members in their communication.

Family lingvoculturemas exhibit specific syntactic patterns and sentence structures that reflect the linguistic norms and conventions within the family that investigates how family members organize and structure their sentences, including word order, grammatical constructions, and syntactic complexity. For example: In some families, caregivers may use simplified sentence structures and shorter utterances when interacting with young children, adapting their language to the child's developing linguistic abilities. This linguistic adaptation within family lingvoculturemas supports language acquisition and comprehension.

Furthermore, family lingvoculturemas involve distinct phonological patterns and pronunciation characteristics, which examines the phonetic features, intonation, accent, and speech sound variations used by family members in their everyday communication. For instance,within family lingvoculturemas, regional accents or dialects might be preserved and passed down through generations, contributing to a shared family linguistic identity. These phonological variations within the family reflect the regional or cultural heritage of the family. As well as, these lingvoculturemas encompass specific morphological processes and word formation strategies by exploring how family members create and modify words, employ morphological rules, and use word derivations within their linguistic interactions.

In addition, family lingvoculturemas involve particular discourse and conversation patterns that shape the flow of communication within the family. For example, in some families, storytelling is a common practice during family gatherings. Within family lingvoculturemas, specific discourse patterns, such as narrative structures, vivid descriptions, or suspense-building techniques, may be employed to engage listeners and convey the intended messages effectively.

Cognitive Analysis of Family Lingvoculturemas

The cognitive analysis of family lingvoculturemas focuses on how language use within the family influences cognitive processes such as memory, attention, language comprehension, categorization, concept formation, and problem-solving.

By examining these cognitive aspects, we can gain insights into the ways in which family lingvoculturemas shape individuals' cognitive development.

First of all, family lingvoculturemas can have a significant impact on memory processes within the family context. For example, family members may use mnemonic devices, such as rhymes or songs, to help children remember important information or cultural knowledge. These memory-enhancing strategies employed within family lingvoculturemas can contribute to the development of effective memory skills. In addition, they can influence individuals' attentional processes by using certain linguistic features or patterns in the family, such as exaggerated intonation, repetition, or gestures, can capture the attention of family members and enhance their comprehension of spoken language.

Secondly, family lingvoculturemas can shape cognitive strategies employed during language comprehension. For example, family members may use contextual cues, simplification, or elaboration techniques to facilitate comprehension for younger or less proficient language users within the family. These cognitive strategies employed within family lingvoculturemas can support effective language comprehension and communication. Family lingvoculturemas also play an important role in the categorization and concept formation processes within the family unit. Linguistic categories and concepts are often embedded in family language use. For instance, family members may use specific terms or labels to categorize objects, actions, or experiences, thereby influencing children's cognitive organization and understanding of the world.

Semantic Analysis of Family Lingvoculturemas

Semantic analysis of family lingvoculturemas focuses on the meaning and interpretation of language within the family context. It examines how family members create and convey meaning through their linguistic practices, including the use of words, phrases, idioms, metaphors, and cultural symbols. By analyzing the

semantic dimensions of family lingvoculturemas, we can gain insights into the cultural values, beliefs, and knowledge embedded in family language use.

Family lingvoculturemas involve the use of specific vocabulary and lexicon that are unique to the family unit by examining the meanings and connotations associated with the words and phrases used within the family. It explores how family members create and negotiate meanings through their shared language practices. In some families, terms of endearment such as "sweetie," "honey," or "darling" are used to express affection and reinforce familial bonds. These words carry specific semantic associations of love, warmth, and familiarity within the family lingvoculturemas.

By analyzing idiomatic expressions, proverbs, and cultural sayings in the family context that carry deep cultural meanings, we can investigate the semantic nuances and cultural significance of such linguistic expressions. For example: the idiom "like father, like son" reflects the belief that children often inherit traits, behaviors, or values from their parents. This idiom, used within family lingvoculturemas, conveys the idea of familial resemblance and the passing down of characteristics from one generation to another. Metaphorical language is also a prominent feature of family lingvoculturemas.. It investigates how metaphors are employed to convey abstract concepts, emotions, and cultural knowledge. For instance: a family might use the metaphor of a "family tree" to represent their genealogy, emphasizing the interconnectedness and rootedness of family members. This metaphorical usage within family lingvoculturemas conveys the idea of familial lineage and shared ancestry.

The pragmatic aspects of language used in family lingvoculturemas influence the contextual meaning and interpretation of linguistic expressions that investigates how family members interpret and negotiate meaning based on contextual cues, shared knowledge, and cultural norms. In family lingvoculturemas, a simple phrase like "Do you want to come over for dinner?" can carry a deeper meaning of inclusion, hospitality, and familial warmth. The pragmatic interpretation of this

invitation within the family context is shaped by the shared understanding of family values and traditions.

In conclusion, this scientific article provides a comprehensive cognitive and semantic analysis of family lingvoculturemas. By exploring the cognitive processes involved in their acquisition and usage, as well as the semantic associations and cultural significance they entail, we deepen our understanding of the intricate relationship between language, culture, and cognition within the family context. The findings of this study contribute to the broader field of linguistics, psychology, and anthropology, shedding light on the role of family lingvoculturemas in shaping familial identity, communication patterns, and intergenerational transmission of culture.

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LINGUISTIC AND CULTURAL CHARACTERISTICS OF COSMONYMS

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Annotation

This article examines the characteristics of cosmonyms found in English, Russian, and Uzbek languages and their translation, as well as linguistic and cultural characteristics of cosmonyms. The relevance of the topic of the article, the place and importance of cosmonyms in the terminology of today's English, Russian and Uzbek languages is demonstrated as a result of this research.

Key words: cosmonyms, terminology, symbol, semantic model, linguistics, cultural, aviation

Аннотация

В данной статье рассматриваются особенности космонимов, встречающихся в английском, русском и узбекском языках, их перевод, а также лингвокультурные особенности космонимов. В результате данного исследования продемонстрирована актуальность темы статьи, место и значение космонимов в терминологии современного английского, русского и узбекского языков.

Ключевые слова: космонимы, терминология, символ, семантическая модель, лингвистика, культурология, авиация.

Annotatsiya

Ushbu maqolada ingliz, rus va o‘zbek tillarida uchraydigan kosmonimlarning xususiyatlari va ularning tarjimasi, shuningdek, kosmonimlarning lingvistik va madaniy xususiyatlari ko‘rib chiqiladi. Maqola mavzusining dolzarbligi, kosmonimlarning bugungi kuningliz, rus va o‘zbek tillari terminologiyasidagi o‘rni va ahamiyati mazkur tadqiqot natijasida namoyon bo‘ldi.

Kalit so'zlar: kosmonimlar, terminologiya, ramz, semantik model, tilshunoslik, madaniyat, aviatsiya

Beyond the boundaries of terminological and general literary transfer regularity, the field of express regularity begins. For example, if only the word ship is defined in the field of aviation, then other ship names retain the possibility of figurative transfer, cf. Grigorovich's flying boats were considered the best seaplanes of their time (G. Beregovoy. Attack angle. 1971); Huge dimensions of airships (M. Arlvzorov, Designers, 1975); Now my four-motor frigate does not refuel on the ground (I. Shelest. From wing to wing, 1977). In the nominative or purely expressive field, fact-finding can be unpredictable. The Yak-40 was called a "winged bus" (A. Yakovlev, "The purpose of life"), comparing the plane to a bus was quite expressive. Nowadays, the word aerobus has emerged as a neutral name, but the word space bus is expressive (in the first place, it still doesn't really have any proper term). The central place of the term ship in the space vocabulary includes a wide range of water (sea) vocabulary in figurative lines, for example: For this we were advised to put a drift station, so to speak. We tried differently. They put the station adrift, but in the mode of gravitational stabilization, that is, it stayed in a "pocket" and floated like a float; "Salyut-6" orbital manned station is a unique space station, where passenger and cargo ships approach its parking place; Cosmonauts had to take on the prosaic tasks of space dockers after the arrival of another cargo carrier, Progress 10, from

Baikonur (Moskovsky Komsomolets, July 20, 1980); S.P. Korolev likens space navigation to navigation and calls the earth "the shore of space"; .... to build "space islands of orbital stations..." (Red star, - 1965, April 11); It was difficult for the friends at the height, reluctantly, in the heat wave.

We appreciate the artistic level of comparison here. Marks, the inertia of the implementation of certain associative series is also worth noting. 1) air, water, space vocabulary groups, you can see regular extracts correctly expressed in line 11. Along with the expression of sea wolves, the expression of air wolves (M. Vodopyanov, Mechta pilota, 1936) about the air atmosphere is continued by the fifth ocean, the space ocean. The lexical groups organized by the idea of movement include the following semantic places: From where to where moves (if we are talking about hardware); Who moves from what to where (if the subject of the movement is a person). During the formation of the space dictionary, it is necessary to name the type of movement, the aircraft, the person in the apparatus and the special device for launching the apparatus - TOB. The name of the person who made the flight was not obtained from aviation. It is known that the most common symbol of the flying profession in the modern language is the word pilot. He won the competition with pilot, flyer, aviator 13. The word flyer has disappeared, the pilot has acquired a narrower meaning, the aviator remains in the 1st line of the stylistically distinguished "higher" vocabulary. Aviation and space expressive nouns are approached by another series of common associations, which is reflected in the use of related words. The contrast between heaven and earth has a different meaning in language. It is this that gives rise to comparisons with a solemn color, see: in March 1000, the first future celestials, the pioneers of the universe, appeared in Star City. We managed to have a short conversation 4) The chief designer of space engines ... He comes here with the "god of fire"; The main event of the day was the technical meeting. Now, indeed, it was a council of gods (N. P. Kamanin. Pilots and astronauts, 1971); It was necessary to have the original mind of Jules Verne to see in a dead weapon - a ball - a means of ascending to heaven alive" (Y. Perelman, Mejplanetnye putishestvia,

1933); The most common name for space travel was the term space flight vehicle - KLA 15. In aviation terminology, there is also the term hardware. At the beginning of the twentieth century, the words plane and annapat could be used interchangeably (for example, according to P. Nesterov, see: K. Trunov, M. Golyshev, Petr Nesterov, 1971). In colloquial speech, the term airplane is still replaced by the word machine, and in terminology and journalism, the word ship. As mentioned above, in space "len slo sika" the lexeme of a ship was chosen for a spaceship. For now, only the aviation nomenclature uses the -let -"affixoid" constructions, as soon as the difference in height and speed between aircraft and spacecraft will be eliminated and a new class of aircraft will appear, rocket planes, aerospace camouflage , space planes and other titles have already been created. These new vehicles will take off like today's spaceships and return like modern airplanes from the airfield (G. Titov, My blue planet, 1973). Based on this model, the names of spaceships are widely used in popular science (prediction) and science fiction literature. In the framework of the space dictionary, the choice of words took a specific form of the word, which was supposed to name the movement of a person in space. On March 18, 1965, the Soviet cosmonaut A. Leonov left the pressurized cabin of the spacecraft for the first time, where he spent 10 minutes in a state of "free flight", "free floating". Several "verbs" were used in newspaper reports about this flight: swam, climbed, hung, bathed, strolled. The cosmonaut was called a floater in space and a space walker" (Ogonyok, 1965, M 13). Here are a few quotes from the story of A. Leonov himself: "I swam into the cell through this hatch. In addition, A. Leonov spoke about his feelings "during free swimming" (Izv., 1965, March 27); Some like to compare swimming in space to swimming in water. I say this: there is nothing in common. When you swim in the water, you feel the support, the glide. There is no such feeling in space. You just fly near the ship (Trud, 1964, March 23); Here you can hang out as long as you want. I, for example, hung with my arms and legs spread. And under me was the Earth (Izv., 1965, March 21).

The words used to describe the movement of a person in a new physical environment have at first changed in their meaning and seemed to be descriptively vague. A choice had to be made in language. It was necessary to fill in a new box among the action verbs that differ in relation and environment. Therefore, in 1965, a large number of citizens took part in a survey organized by "Vechernyaya Moskva" newspaper and answered the question "Which word best describes the movement of a person in open space." In the responses sent to the newspaper, a certain group of readers expressed the opinion that there is no need to create a new word, as they noted that already existing verbs can be used in a cosmic context. Most often, the verbs to swim, climb, fly in the sky and "high vocabulary" were preferred (there were also verbs to fly, to accompany). All proposed new formations can be distinguished according to the principle: is the motivational feature reflected in their derivative form? The largest group consists of verbs derived from nouns denoting the place of action or the environment itself: a) from the word root "cosmos" (cosmosite, cosmos, cosmos, cosmos, cosmos, cosmos, cosmonaut, cosmos, cosmos; b) from other bases galactization, drip, extraterrestrial, ethereal-light, celestial, sphere-parit-celestial flight. Verbs based on the name "paths of movement" are added to this line: orbit, trajectory. Denominative verbs are built and moved according to the semantic model: bird, star, planet, satellite: to bird, star, planet, satellite. The sign of movement in the state of weightlessness gave the formation of weightlessness. Since the opposite of the verbs to walk, fly, and swim is connected with the symbol "environment of movement", it was natural to refer to the impulse with this symbol. At the same time, the introduction of the derived word would have violated the formal legality of the line, since the symbol "environment" is hidden in it, it cannot be brought to the external form of the word.

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EXPLORING THE SYMBIOTIC RELATIONSHIP BETWEEN PRINT AND ELECTRONIC MEDIA COMMUNICATION PRODUCT CREATION

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Abstract: This paper delves into the intricate interplay between print and electronic media in shaping media communication products. As the digital age continues to revolutionize the media landscape, understanding how these two mediums collaborate and complement each other is crucial. Through an analysis of their respective strengths, weaknesses, and collaborative potentials, this article explores the symbiotic relationship between print and electronic media in the creation of media communication products.

Key words: electronic media, media communication, media landscape, audience worldwide, broader audience.

Аннотация: В данной статье рассматривается сложное взаимодействие печатных и электронных СМИ в формировании продуктов медиакоммуникаций. Поскольку цифровой век продолжает революционизировать медиа-ландшафт, понимание того, как эти два средства взаимодействуют и дополняют друг друга, имеет решающее значение. Посредством анализа их сильных и слабых сторон и потенциала сотрудничества в этой статье исследуются симбиотические отношения между печатными и электронными СМИ в создании продуктов медиакоммуникаций.

Ключевые слова: электронные СМИ, медиакоммуникация, медиаландшафт, мировая аудитория, более широкая аудитория.

In today's digital era, the media landscape is constantly evolving, with print and electronic media playing pivotal roles in shaping communication products. While the rise of electronic media has led some to speculate about the demise of print, the reality is far more nuanced. Print and electronic media often collaborate synergistically, each leveraging its unique strengths to create compelling communication products. This paper examines the dynamic relationship between these two mediums and their combined impact on media communication product creation [1].

The Strengths of Print Media: Print media has long been a cornerstone of communication, offering tangible and enduring content to audiences worldwide. The tactile nature of print fosters a sense of intimacy and credibility, with readers often perceiving printed materials as more trustworthy than their digital counterparts. Additionally, print media allows for precise targeting, as publications can tailor content to specific demographics and interests. Furthermore, print offers a break from screen fatigue, providing readers with a welcome respite from the constant barrage of digital information.

The Strengths of Electronic Media: Electronic media, on the other hand, offers unparalleled immediacy and interactivity, enabling real-time communication on a global scale. The internet, social media, and digital platforms have democratized content creation, allowing individuals and organizations to share their message with audiences worldwide. Electronic media also facilitates multimedia storytelling, incorporating text, images, video, and audio to create immersive experiences. Moreover, electronic media enables precise audience targeting through data analytics, ensuring that content reaches the right people at the right time [2].

Collaborative Opportunities: Despite their differences, print and electronic media often collaborate to enhance media communication products. Print publications utilize electronic media to extend their reach and engage with digital-native audiences. Conversely, digital platforms leverage print media to lend credibility and authority to their content. For example, newspapers and magazines often repurpose their articles for online publication, reaching a broader audience and driving traffic to their websites. Likewise, digital platforms may partner with print publications to produce special editions or sponsored content, tapping into the publication's expertise and readership base.

Case Studies: To illustrate the collaborative potential between print and electronic media, we examine two case studies: the New York Times and National Geographic. The New York Times, a venerable print publication, has successfully transitioned to the digital age, leveraging its brand reputation to build a thriving online presence. Through multimedia storytelling and interactive features, the Times engages readers across multiple platforms, extending its reach far beyond its traditional print audience. Similarly, National Geographic, known for its stunning photography and in-depth reporting, has embraced electronic media to showcase its content to a global audience [3]. Through its website, social media channels, and digital editions, National Geographic reaches millions of readers worldwide, complementing its print offerings with multimedia experiences.

Challenges and Considerations: While the collaboration between print and electronic media presents exciting opportunities, it also poses challenges and considerations. Print publications must adapt to the changing media landscape, investing in digital infrastructure and talent to remain relevant. Likewise, digital platforms must uphold journalistic integrity and ethical standards, particularly as they partner with traditional print publications. Moreover, both mediums must navigate issues of misinformation and disinformation, ensuring that their content is accurate, credible, and trustworthy [4].

Future Directions: Looking ahead, the collaboration between print and electronic media is likely to continue evolving, driven by technological advancements and changing consumer behaviors. As new mediums and platforms emerge, media organizations must remain agile and adaptable, embracing innovation while staying true to their core values. By leveraging the strengths of print and electronic media, media communication products can deliver compelling content that informs, educates, and inspires audiences worldwide [5].

The symbiotic relationship between print and electronic media is a testament to the adaptability and resilience of the media industry. By working together, these two mediums can create media communication products that resonate with audiences across diverse channels and platforms. As technology continues to reshape the media landscape, collaboration and innovation will be essential for driving the future of media communication product creation.

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“TARIXI ANBIYO VA HUKAMO”DAGI TEONIMLAR NIMA DEYDI?

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Annotatsiya: ushbu maqola onomastika tarkibiga kiruvchi, tilshunoslikning to’liq tadqiq qilinmagan sohasi – teonimlar va ularning A.Navoiy bilan bog’liqlik tomonlari xususida. Shuningdek, “Tarixi anbiyo va hukamo” asaridagi teonimlarning ayrimlariga murojaat bor.

Tayanch iboralar: “Tarixi anbiyo va hukamo”, Payg’ambarlarning eng birinchisidan tortib so’nggiga qadar

Kalit so’zlar: diniy-afsonaviy, teonimiya, teotoponim, teogidronim, teozoonim, ajdarho, dev, pari, shayton, jin (ajina), ot, bo’ri, Xudo, Yaratgan, Tangri, A.Navoiy, payg’ambar, Azroil, Mikoyil, Iblis, Jin, Havo, Ibrohim a.s, Isrofil, Judi tog’i, Iydgoh.

Tilshunoslikda o’zbek teonimiyasi haqida gap ketganda hali zabt etilmagan hudud yoxud qo’rig’i ochilmagan yer xayolga kelsa ajab emas. Negaki, nafaqat O’zbekiston, balki O’rta Osiyoda-da hanuzgacha bu mavzu ustida to’laqonli tadqiqot olib borilmaganligi haqida ushbu soha taqdiqotchisi G.S.Senesarev ham yozgan. Onomastikaning oldida turgan katta vazifalaridan biri mana shu qo’riqni ochish – o’zbek teonimlarini to’plash, guruhlash, lisoniy va diniy-afsonaviy xususiyatlari asosida ma’lum tizimga keltirishdir. Bir tushunchani ifodalovchi Olloh, Xudo, Tangri leksemalari, Ollohning sifatini bildiruvchi atamalar va ularning o’zbek ismlarida zuhur bo’lishi, islomgacha bo’lgan xudolarning nomlari, afsonaviy maxluqotlar – ajdarho, dev, pari, shayton, jin (ajina), ot, bo’ri va boshqa mavjudotlar nomlari, payg’ambar, pir va turli ilohiy tushuncha hamda tasavvurlarning nomlari teonimlar tizimiga kirib, o’zbek nomlarining o’ziga xos bir tarmog’ini tashkil etadi. Buni o’rganish, taqdqiq etish nima beradi degan savolga javob shunday bo’ladi: diniy nomlarni tushuna olishlik, ma’no-mohiyatini yaxshi anglashlik, o’rnida qo’llay olishlik, din va til o’rtasidagi muvozanatning bir maromda ildamlashiga

turtki bo’lishdir. Birgina Xudo kalimasining qaysi davrda qanday ahamiyat kasb etgani, shu birgina so’z ayni birlikni ifodalaganmi, ya’ni Xudo deganda faqat Yaratgan tushunilganmi yoki boshqa yondosh shakllar-da (sanam, but kabi) anglashilganmi mana shularga javob olishimiz uchun ham makon-zamon nuqtayi nazaridan o’rganilishi zarur deb hisoblayman. Olima Ra’no Nuritdinovaning onomastika sohasidagi ishlarida ham teonimiya o’z tadqiqini kutib turgan yo’nalishlardan biri ekanligi ta’kidlangan.

O’zbek teonimikasi juda boy, chunki shu paytgacha bir nechta dinga (zardushtiylik, moniylik, buddaviylik, ma’jusiylik kabi) e’tiqod qilingan. Islomgacha va undan keyingi davrlardagi shoir-yozuvchilar asarlarida bu albatta, sezilmay qolmagan. A.Navoiy asarlarida afsonaviy va diniy antroponimlar ham salmoqli o‘rinni egallaydi. Afsonaviy antroponimlar shoirning badiiy va ilmiy asarlarida uchraydi. Bu kabi antroponimlar xayoliy mavzularni bayon qilish, ba’zi diniy mavzudagi asarlarni yozishda shoirga qo‘l kelgan. Shoir bunday nomlardan “Xazoyin ul-maoniy”, “Tarixi anbiyo va hukamo” asarlarida o‘rni bilan foydalangan. O’zbek teonimiyasi deganda esa ko’z-o’ngimizda eng avval A.Navoiy gavdalansa ajab emas. Vaholanki, har bir asari – fardidan tortib “Xamsa”sigacha Alloh ishqi bilan limmo-lim. Har birida unga murojaat bor. Bundan tashqari dev, pari, shayton va boshqa teonimlarni ham uchratishimiz mumkin. Umuman Navoiy ijodi teonimlar ustida qurilgan desak, mubolag’a bo’lmaydi. Shuning uchun biz teonimlarni ochishda aynan Navoiy ijodiy merosiga murojaat qilishga qaror qildim. Payg’ambarlar tarixi ketma-ketlikda berilgan “Tarixi anbiyo va hukamo” dagi teonimlarni o’rganish jarayonida ushbu asar o’zbek teonimikasi uchun juda katta manbaa ekanligiga guvoh bo’ldim. Shuning barobarida teonimlardan tashqari teotoponim, teozoonim, teogidronim, teomorflarni ham uchratish mumkin ekan. Bu esa o’z navbatida bizni din bilan, borib bo’lmas tarix bilan bog’laydi. Qisqacha aytganda, kichik hajmli, ammo qamrovi juda katta bo’lgan ushbu asar Payg’ambarlarning eng birinchisidan tortib so’nggiga qadar qimmatli ma’lumotlar

beradi. Asarni teonim jihatdan tom ma’noda tur-jinsga ajratib o’rganish esa, Navoiyni chuqurroq anglashga, o’zbek teonimikasi boyishiga xizmat qiladi.

№	**Teonimlar**	**Teotoponim**	**Teozoonim**	**Teogidronim**
1.	Alloh	Abul Qays tog‘i	Hudhud	Zam-zam
2.	Odam salavotulloh alayh	Baytul-muqaddas	Tuya	Nil
3.	Bulbashar	Judi tog’i	Ot	
4.	Safiyulloh	Iydgoh	Kiyik	
5.	Jabrail alayhis-salom	Harif rudxona	It	
6.	Mikoyil	Suvod	Bolig’	
7.	Isrofil			
8.	Azroil			
9.	Hazrati Muhammad sallallohu alayhi vasalam			
10.	Maloik			
11.	Maloyikayi muqarrab			
12.	Iblis			
13.	Jin			
14.	Havo			
15.	Irodatulloh			

Bu jadvalni uzoq davom ettirish mumkin. Alloh nomlari ham turli shakllarda kelgan. Ba’zi o’rinlarda Alloh bo’lsa, ba’zilarida Tengri taolo. Payg’ambarlarning-da bizga ma’lum ismidan tashqari xalq tomonidan qo’yilgan boshqa ism (laqab)lari mavjud

ekan. Shu bilan birgalikda qahramonlar tilidan aytilgan turli xil oyat va kalimalar ham borki, ular asar jonliroq chiqishiga xizmat qilgan. Shunday teonimlarning ma’nolari izlab topilib, ular ham bayon qilindi. Quyida qisqacha:

Ibrohim a. s. – Laqabi Xalilulloh va Xalilul-rahmondur. Va kunyati Abuz-Ziyfon va Abul-An-biyo va Abul-Muhammaddur. San’ati dehqonliq. Va Ibrohim Abu rohimdur, ya’ni rahmliq ota. Anbiyog‘a millat otasidur.

«laysa kamislihi shay’un va huvas-sami’ul-basir» 16 – Biron narsa U zotga o‘xshash emasdur. U eshitguvchi va ko‘rib turguvchidir («Sho‘ro» – 11)

«Rabbi lotazarni alal arzi minal kafirina dayyoro» - Parvardigorim, yer yuzida kofirlardan biron hovli-joy egasini qoldirmagin («Nuh» – 26) kabi.

Ushbu tezis fikrimiz debochasi hisoblanadi. Bu asar va undagi teonimlar haqida soatlab yozish, gapirish mumkin. Xulosa o’rnida shuni aytish kerakki, A.Navoiyning ushbu asari teonim soha mutaxasislari tomonidan chuqur o’rganilishi lozimligi, teonim va uning ma’nolari bilan cheklanib qolmasdan tahlilga tortilishi (morfologik, semantik, leksik) kerakligi anglashildi. Teonimlarni Navoiydan boshlash bu chiroyli kirish bo’lgan bo’lar edi.

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INGLIZ TILIDAGI SHAXS RUHIY HOLATINI IFODALOVCHI BIRLIKLAR SEMANTIKASI

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Annotatsiya. Ushbu maqolada ingliz tilidagi shaxs ruhiy holatini ifodalovchi birliklarni ma’no va mazmun jihatdan turli olimlarning tajriba va nazariyalariga asoslangan holda turli xildagi leksema va birliklar tasvirlangan.
Kalit so‘zlar: ruhiy holat, ongli,ongsiz, xohish,ishonch,idrok

Абстракт. В данной статье на основе опыта и теорий различных ученых описаны различные типы лексем и единиц с точки зрения значения и содержания единиц, отражающих психическое состояние человека в английском языке.
Ключевые слова: психическое состояние, сознательное, бессознательное, желание, убеждение, восприятие.

Abstract. This article, based on the experience and theories of various scientists, describes various types of lexemes and units in terms of the meaning and content of units that reflect the mental state of a person in the English language.
Key words: mental state, conscious, unconscious, desire, belief, perception

Ingliz tilida ruhiy holat tushunchasi o‘zbek tilidagi ruhiy holat terminidan ma’lum bir jihatlari bilan farq qiladi. Ingliz tilshunosligida David C. Martin, James Tartaglia, Tuomas K. Pernu, Irwin Goldstein, Timothy Williamson kabi olimlar ruhiy holat hamda shu ma’noni bildiruvchi til birliklari semantikasi ustida juda katta izlanish va ilmiy ishlar qilganlar. Shulardan T. Williamson o‘zining “Knowledge and its limits” asarida ruhiy holat (mental state) tushunchasini quyidagicha izohlaganlar: “ Ogoh bo‘lish - bu ruhiy holat. Ogoh bo‘lish tushunchasi subyektning ruhiy holati sifatida aniqlanadi. Bu asosan paradigmatik ruhiy holat tushunchasini ham anglatadi. Paradigmatik ruhiy holatlar og'riq, zavq, nafrat va sevgini o'z ichiga oladi. Bundan tashqari, ular biror narsa to'g'ri deb o'ylash yoki ishonish, biror narsa haqiqat deb umid qilish yoki qo'rqish, biror narsa haqiqatmi yoki yo'qligini so'rash, biror narsa haqiqat bo'lishini xohlash kabi takliflarga munosabatni ham o'z ichiga oladi. Biror narsaning haqiqat ekanligini bilish ham bu ruhiy holatdir.”

Don Lok og‘riqni ham ruhiy holat deb izohlaydi. “Og‘riq-ma’lum bir turdagi tuyg‘u, u sezgilarimiz qanday his qilinishiga qarab emas, balki uning sabablari va oqibatlari va unga xos bo‘lgan xatti-harakatlar bilan belgilanadi”,- deb izohlaydi Don Lok o‘zining “Myself and Others” (“O‘zim va boshqalar”) asarida. U o‘z izlanishlarida psixologik so‘zlar hech qanday ruhiy holatni anglatmaydi degan xulosaga keladi.

Alan Donagan xulosasiga ko‘ra istaklar va niyatlar “shaxsiy ong oqimining obyektlari” emas deb izohlangan tushuncha yuzaga keladi. Daniel Farrel *rashk* tushunchasini tuyg‘u emas degan xulosaga keladi. Norman Malkolm o‘zining “Dreaming” (“Tush ko‘rish”) asarida “*tush ko‘rish* inson ruhiy holati va ichki hissiyotlarining ko‘rinishi emas” degan xulosaga kelgan. Don Lokning fikriga qarama-qarshi bo‘lgan holatda L.J. Vitgenshteyn *og‘riq* hissini insonning hissiy va ruhiy holatiga kiritish xato ekanligini ta’kidlab o‘tgan. Aftidan, agar odam o'zining xatti-harakati va muhiti mos bo'lgan holatda qaysidir ta’na a’zosida "og'riq" sezsa , u so'zlarini to'g'ri ishlatadi va his-tuyg'ulari bo'lmasa ham, og'riq davom etaveradi. "Og'riq" so'zi nimani anglatishini xotirasida saqlay olmaydigan odamni tasavvur qiling-a, u doimo turli xil narsalarni shu nom bilan ataydi, lekin shunga qaramay, bu so'zni og'riqning odatiy belgilari va taxminlariga mos keladigan tarzda ishlatadi - qisqasi.”- deya izohlaydi L.J. Vitgenshteyn. Shu o‘rinda aytmoqchiman: “Burish mumkin bo‘lgan g‘ildirak u bilan boshqa hech narsa harakatlanmasa ham, mexanizmning bir qismi emas”, deb yozadi Vitgenshteyn. Bu izoh to'g'ridan-to'g'ri L.J. Vitgenshteyn tegishli tashqi belgilar mavjud bo'lganda, his-tuyg‘ular muhim ahamiyat kasb etmaydi deya izohlaydi. L.J. Vittgenshteyn odamlarning xatti-harakati va muhiti, ular qanday his-tuyg'ularni his qilishlaridan qat'i nazar, mos kelganda og'riqli bo'lishini aytib o‘tgan. Tashqi belgilar psixologik so'zlarni to'g'ri ishlatish uchun zarur va etarli shart-sharoitlarni beradi.

Ingliz tilida shaxs ruhiy holatini ifodalovchi birliklar turli so‘z turkumlari doirasida ifodalanadi. Holatni ifodalovchi birliklar sifatida asosan ot, fe’l, sifat, ravish so‘z turkumlariga oid leksemalarni misol tariqasida keltiriladi. Franz Brenato o‘z tajribalaridan kelib chiqqan holda ruhiy holat tushunchasini ifodalovchi

birliklarni yuqoridagi uch tarmoq ichiga bo‘linishini ta’kidlab o‘tgan. Ular taqdimotlar, hukm, sevgi va nafrat hodisalari hisoblanadi. Taqdimotlar asosan tashqi ta’sirlar natijasida shaxs ruhiy holatni namoyon qiluvchi birliklarda , masalan: angry-jahli chiqqan, silent-sokin, careful- ehtiyotkor, to be upset-xafa bo‘lmoq kabi leksemalarda namoyon bo‘ladi. Aksincha, hukm oddiy idrokda bo'lgani kabi, taqdimotga yo'naltirilgan va uning to'g'ri yoki noto'g'ri ekanligini bildiradigan munosabatdir. Bunga misol tariqasida ***fair*** *-adolat, haqiqat* ma’nosini bildiruvchi leksema keltiriladi.

Sevgi va nafrat baho beruvchi hodisalardir; ular voqelikning ideallashtirilgan versiyasini taqdim etadilar va berilgan narsa yaxshi yoki dahshatli deb hisoblanadi. Bu, masalan, istaklarda sodir bo'ladi. ***Desire****-istak,* ***wish****-xohish,* ***hatred****-nafrat,* ***enjoyment****-rohatlanish* leksemalari misol tariqasida keltiriladi.Ushbu asosiy turlarning kombinatsiyasi yanada murakkab turlarni yaratishi mumkin. Masalan, biror voqeadan umidsizlikni his qilish, bu hodisaning noxush ekanligi va bu sodir bo'lmasligi kerakligi haqidagi hukm sifatida talqin qilinishi mumkin. Ushbu holat istak, xohish hissiyotini keltirib chiqaradi. Brentano tomonidan taqdimotlar, sevgi va nafrat hodisalari va hukmlar o'rtasidagi farq ruhiy holat va dunyo o'rtasidagi moslik yo'nalishi haqidagi so'nggi kontseptsiya bilan chambarchas bog'liq bo'lib, u uchta toifaga bo'linadi: shunchaki taqdimotlar uchun moslikning nol yo'nalishi, sevgi va nafrat hodisalariga moslikning dunyodan fikrga yo'nalishi va hukmlar uchun moslikning aqldan dunyoga yo'nalishi. Ushbu ta’limotdan kelib chiqqan holda ingliz tilidagi ruhiy holatni ifodalovchi birliklarni o‘z ichida turli guruhlarga ajratiladi.

Ushbu jihatdan kelib chiqqan holda ingliz tilida ruhiy holatni bildiruvchi birliklar turli so‘z turkumlari kesimida hamda turli gap bo‘laklari tarkibida izohlanadi. Bir nechta psixolngvistika bilan shug‘ullanuvchi olimlar nazariya va tajribalariga asoslangan holda har bir leksemalar o‘ mazmun-mohiyatidan kelib chiqqan holda ongli va ongsiz holatni bildiruvxhi leksemalarga ajratiladi. Og‘riq, hissiyotni

ifodalovchi birliklar ya’ni ***admiration-hayrat, adoration-sajda qilish, appreciation of beauty-go'zallikni qadrlash, amusement-o'yin-kulgi, anger-g'azab, anxiety-tashvish***singari hissiyotni ifodalovchi leksemalar ongli ruhiy holatni ifodalovchi birliklar turiga kiradi.

Ishonch, xohishni ifodalochi leksemalar ongsiz ruhiy holatni ifodalovchi birliklar turkumiga kiradi. Bularga misol tariqasida ***trust-ishonch hosil qilmoq, wish-xohish, want-xohlamoq, confidence-ishonch*** kabi turli so‘z turkumlariga oid birliklar keltiriladi.

Xulosa qilib aytaganda ingliz tilidagi holatni va hissiyotni ifodalovchi til birliklari o‘zbek tilidan o‘z mazmun va mohiyatiga ko‘ra bir biridan farq qiladi.

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TILSHUNOSLIKDA KONSEPT HODISASINI O‘RGANISH METODLARI

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Lingvistik adabiyotlarda “konsept” tushunchasiga turlicha yondashuvlar mavjud, shu sababli ham bu termin haqida juda ko‘p izohlar mavjud, turli yondashuvlar natijasida esa konseptning tasniflari ham turlicha aniqlanadi.

Konsept turlari: Konsept o‘z strukturasiga ega.Oddiy muayyan fikr, butun konseptual struktura, mavhumlikning bosqichlarini tashkil qilgan tushuncha ham konsept funksiyasini bajarishi mumkin. O‘z mazmuni va mavhumlik darajasiga ko‘ra A.P.Babushkin konseptni quyidagi turlarga tasniflab chiqqan:

1) konkret obraz;

2) sxema;

3) tushuncha;

4) prototip

5) freym

6) senariy(skript),

7) geshtalt.

Konkret obraz — bu tasavvur yoki tafakkurdagi konkret predmet yoki voqelikning aks etishi.

Mavhumlik darajasi yuqoriroq bo‘lgan konsept turi tasavvur (fikrlar kartinkasi) – turli predmet yoki voqeliklarning umumlashtirilgan obrazlari.Tasavvur konseptning ko‘proq tashqi belgilariga asosan aks ettirgan turi hisoblanadi.

Sxema – umumlashgan makon-grafik obrazlari haqidagi tasavvurlar («daryo» ko‘k lentaga qiyoslanadi).

Tushuncha — predmetning umumiy yoki konkret belgilari, obyektiv, mantiqiy xarakteristikalarini o‘zida aks ettiradi. Tushuncha tasavvur yoki sxema asosida ikkinchi darajali begilardan bosqichli abstraktlashtirish natijasida yuzaga keladi.

Prototip – muayyan kategoriyali tipik predmet yoki voqelik haqida boshlang‘ich tasavvurni yuzaga keltiruvchi birlikdir.Misol uchun ideal uy bekasi haqida tasavvur, avtomobil haqidagi tasavvur. Mazkur konseptlar kishiga olamdagi obyekt va voqeliklarni kategoriyalarga ajratishga yordam beradigan birlik sifatida xizmat qiladi.

Freym – xotiradagi assotsiatsiyalar. Konsept-freymni “kadr” tushunchasi bilan solishtirish ham mumkin, chunki bu konsept turi muayyan konseptning ramkasiga tipik tarzda nima kirsa, shu belgilarni o‘zi chiga oladi.Freymlar sxemasidan tashqari voqealar sxemasi degan tushuncha ham mavjud.

Ssenariy - faktor freymidan vaqt o‘lchami orqali farq qiladi. Sssenariy o‘zida voqealarning syujetli rivojlanishi haqidagi bilimlarni jamlaydi. Bu esa kishiga kundalik hayotiy hodisalarga diqqat qaratishga imkon beradi.

Geshtalt– xis-tuyg‘u yoki ratsional komponentlarni o‘zida jamlab konseptual struktura yoki butun bir obrazni aks ettirishi, situatsiyaning butun holda qabul qilinishi, abstraktlikning eng yuqori darajasi bilanbog‘liq birlikdir. Geshtalt anglash va tushunish jarayonining boshlang‘ich bosqichidir: bironpredmet, voqelik haqidagi qismlarga bo‘linmagan bir butun tasavvurlar to‘plami. Insonda konseptning har bir obyekti va komponenti haqida yetarlicha bilim mavjud bo‘lganida geshtalt shu bilimlar ichida eng yuqori pog‘onadagi birlik bo‘lib turadi. Geshtalt konsept turlarini bir birlikka jamlovchi konseptual sistema, konsept esa shu sistema ichiga kirgan qolgan obyektlarni aniqlashtiruvchi termin sifatida qo‘llaniladi.

A.P.Babushkinning aniqlashicha, bu kabi konsept turlarining o‘rtasidagi farq juda katta emas.Ularning har biri nisbatan o‘zgaruvchanlik xossasiga ega bo‘lib, vaqt o‘tishi bilan qayta qayta shakllanishi ham mumkin. Erkin so‘z birikmalari konsept kartinalar, sxemalar, freymlar, ssenariylarning shakllanishi uchun manba ya’ni material vazifasini o‘taydi.

Hozirgi kunga kelib konseptlarni o‘rganishning bir necha metodikalari ishlab chiqildi.Bugungi kundagi tadqiqotlar uchun konseptual analizni amalga oshirish metod va usullari bir talaygina.

Konseptual tahlil qilishdan maqsad “madaniy ahamiyatga ega konseptlarning paradigmasini aniqlash va ularning konseptosferasini ta’riflashdir”.Bu kabi tadqiqotning obyekti alohida so‘zlar, grammatik kategoriyalar yoki matnlar orqali beriladigan fikrlar, shuningdek kattakorpusli so‘z va leksemalarning badiiy adabiyotda qo‘llanilishi nafaqat o‘rganilayotgan konseptni ta’riflash, uni strukturasini tuzish, asosiy belgilarini aniqlash imkonini beradi.

V.A.Maslova konseptning struktur xususiyatlariga asoslanib konseptual analizni amalga oshirish metodikalarini ishlab chiqdi.Yadro u yoki bu leksemaning lug‘at ma’nosi bo‘lib, konseptning mazmunini ochish va uning tildagi ifodasining spetsifikasini yoritishda juda katta imkoniyatlarga ega. Periferiya esa subyektiv taasurot, leksemaning turli pragmatik tarkibiy qismlari, konnotatsiyalar va assotsatsiyalardir.

V.I.Karasikning fikriga ko‘ra, konseptning ta’riflanishi – uning nomlanishi, unga yaqin ma’no kasb etuvchi birliklarni izohlash bo‘yicha ilmiy tadqiqot jarayonidir:

1) Definitsiya berish- ma’noviy belgilarining aniqlanishi;

2) Kontekstual analiz – assotsiativ bog‘liq ma’noviy belgilarning ajratib ko‘rsatilishi;

3) Etimologik tahlil;

4) Paremiologik tahlil;

5) Intervyular, anketalar, kommentlar olish.

Konseptlarning tahliliga turlicha yondashuvlar, ularni ta’riflashning turli yo‘llari mavjud.Quyidagi metodikalar nisbatan ko‘proq qo‘llaniladi:

1. Kalit so‘zning sema tarkibining aniqlanishi.

Turli izohli lug‘atlarda konseptning leksik reprezentatsiyasi tahlil qilinadi. Shuningdek diaxron tahlil ham juda ko‘p olimlar tomonidan qo‘llaniladi: Leksemaning kelib chiqishi haqidagi etimologik ma’lumotlarning to‘planishi.

2. Turli hajm va turdagi u yoki bu konseptni verballashtiruvchi leksik paradigmaning tahlili:

a) kalit so‘zning sinonimik qatori. Bunday tahlil ma’nosi yaqin so‘zlar bilan kalit so‘zni solishtirib, konseptning differensial belgilarini aniqlash;

b) kalit so‘zning leksik-semantik, leksik-frazeologik, assotsiativ-semantik maydonining tahlili. Bu metod nafaqat kalit so‘zga sinonimlar, balki antonim, giperonimlar, maydonning yadro va periferiyasini tahlil qilishni ham taqozo qiladi;

d) kalit so‘zning derivatsion maydonining tahlili. Kalit leksemaning derivatsion tahlili, ajratilgan derivativlar semantikasi o‘rganilayotgan konseptning qo‘shimcha kognitiv belgilarini aniqlashga imkon beradi.

3. Paremiya va aforizmlar materialining tahlili.

Til konseptosferasini tadqiq qilishda bu metoddan foydalanuvchilar mos konseptlarning milliy-madaniy o‘ziga xosligi, u yoki bu madaniyat vakiliningkonseptosferasida mutanosib konseptlarning spetsifikasi va mazmunining aks etishini o‘rganishadi.

4. Konseptning so‘z-reprezentlarining leksik mosligining tahlili.Bu kabi tahlil odatda badiiy, publisistik matnlar materiali asosida olib borilib, konsept tarkibida simvolik ma’no kasb etadigan belgilarni aniqlashga yordam beradi.

Konsept mazmunini tariflashga eksperimental metodikalar juda samaralidir.

1. Erkin assotsiativ eksperiment metodi.

Bu metod shunisi bilan muhimki, bunda biron fikrni ifoda qilish uchun miyaga kelgan stimul so‘zlar bilan fikrni ifodalash eksperiment testi deb olinadi. Bu konsept belgilarini topishda juda ko‘p yordam beradi. Reaksiyaning chastotasi esa konseptning aktual yoki noaktual ekanligini bildirib turadi.

2.Retseptiv eksperiment metodi.

Eksperimentning maqsadi – bilim, til birligining tushunilishini tadqiq qilish.Bunda esa turli xil ko‘rinishdagi metodlar qo‘llanilishi mumkin. (Masalan, eksperiment asosida kuzatilayotgan subyekt, ya’ni shaxsdan biron konsept-so‘zga ta’rif berilishi so‘raladi, yoki shu konsept so‘zga, mazmunan zid antonimik so‘zlarni aytish, vizual obrazini tasvirlash so‘raladi).

Konseptni o‘rganish uchun qanday turdagi metod tanlanmasin, agar uning reprezentatsiyasi keng qamrovda ko‘rib chiqilsa, bu o‘rganilayotgan konseptning mazmuni va strukturasini kengroq tasavvur qilishga yordam beradi.

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Tilshunoslikda stilistik vositalarning xususiyatlari va ahamiyati.

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Annotation: This article talks about stylistics, its important aspects in linguistics, types of stylistics, phonetic, lexical and grammatical tools of stylistics and their features.

Key words: stylistics, rhyme, alliteration, assonance, pronunciation, contrast, phonetic, lexical and grammatical tools.

Аннотация: В данной статье говорится о стилистике, ее важных аспектах в лингвистике, видах стилистики, фонетических, лексических и грамматических инструментах стилистики и их особенностях.

Ключевые слова: стилистика, рифма, аллитерация, ассонанс, произношение, контраст, фонетический, лексический и грамматический средства.

Annotatsiya: Ushbu maqolada stilistika, uning tilshunoslikdagi ahamiyatli jihatlari, stilistika turlari, stilistikaning fonetik, leksik hamda Grammatik vositalari va ularning xususiyatlari haqida so’z yuritiladi.

Kalit so’zlar: stilistika, qofiya, alliteratsiya, assonans, talaffuz, tazod, fonetik, leksik va grammatik vositalar.

Qadimdanoq stil so‘zi “bo‘g‘in, nutq stili” ma’nosida qo‘llana boshlangan. Goratsiyning “Agar sen o‘qish uchun loyiq narsa yozmoqchi bo'lsang, stilingni tez-tez almashtirib tur. Dunyoqarashi tor odamlarni qoyil qoldira olmasang, kuyinib o‘tirma, ozgina bo‘lsa ham tushungan odamlar bilan qoniq” deb yozib qoldirgan jumlalari ichidan “stilingni tez-tez almashtirib tur” degan ifodasi keyinchalik greklarda maqolga aylanib ketgan.

Demak barchamizga ma’lum stilistika atamasi foydalaniladigan tillarimiz va o’qiladigan adabiyotlarimizdagi turli uslublarni,ularga qo’shiladigan turli emotsiyalar,bo’yoqdorlik va rang-baranglikni anglatar ekan. Qo’llanish doirasi va joyiga qarab har xil stillardan foydalanamiz va ulardagi vositalar orqali ilmiy,badiiy ishlarimizni o’quvchiga tushunarli, jozibali va mukammal qila olamiz.

Stilistika ikki xil ko‘rinishga ega: 1.Nutq stilistikasi. Bunga so‘zlashuv stili, rasmiy stil, ilmiy stil, publitsistik va badiiy stil kiradi.

2.Lingvistik, ya’ni til stilistikasi. Uning turlari: a) fonetik stilistika b) leksik stilistika d) grammatik stilistika. [Sultonsaidova S. 2009. 112]

Fonetik stilistika nutq tovushlarining stilistik imkoniyatlarini o‘rganadi.Bunda har bir tovushning nutqni ta’sirchan,jozibali va e’tiborli qilishdagi,asar yoki matnda ko’zda tutilgan maqsadni aniq va to’g’ri ifodalashdagi ahamiyati nazarda tutiladi.

Stilistikaning fonetik vositalari ikki xil bo‘ladi: 1. Muallifga xos vositalar. 2. Ijro etishga xos vositalar. [Sultonsaidova S. 2009. 112]

Muallifga xos bo‘lgan fonetik vositalar quyidagilar: qofiya, assonans, alliteratsiya.

She’riy misralardagi ayrim so’zlarning, ba’zan qo‘shimchalarning bir xilda o‘zaro ohangdosh bo‘lib kelishi qofiya deyiladi. Qofiyalar a-a-a-b, a-b-a-b, a-b-v-b va hokazo ko‘rinishlarda bo’ladi. [Sultonsaidova S. 2009. 112]

Yonib quyosh, porlamas oying, **a**

Shovqin solib oqmasdi soying, **a**

To’rda emas, poygakda joying, **a**

Agar Onang duo qilmasa. **b**

Alliteratsiya. Lotincha «litera» so‘zidan olingan bo‘lib, she’rdagi har bir misrada bir xil undosh tovushlarning takror ishlatilishi alliteratsiyadir. Zamonaviy o`zbek adabiyotining yorqin namoyondalaridan biri Iqbol Mirzo she’rlarida ham alliteratsiyaning go`zal namunalari ijod etilgan:

Shimoldan shoshqaloq shamollar kelur

Halqumga hanjardek hilollar kelur,

Siynadan sirtilgan savollar kelur,

Rahmingiz kelmasmi? [Mirzo I. 2020. 100]

Assonans va alliteratsiya birgalikda qo‘llanib, nutqning ohangdorligini yanada oshiradi. Bu bilan nutq tinglovchi yoki o‘quvchiga tez ta’sir qiladi.

Oltin oyg’a olma otar Oybodom

Oybotarda yig’lab yotar Oybodom,

Oyqizlarning oyparisi Oybodom

Kunbotardan kuyib o’tar Oybodom.

Shifokor,notiq,ma’ruza o’qiydigan,olim,boshlovchi va o’qituvchilar nutqida talaffuzning to’liq shakliga guvoh bo’lamiz.Bir-birini bilan bo’ladigan dialogik suhbatlarda,gavjum davralarda talaffuzning to’liqsiz xususiyatlaridan keng foydalaniladi. To’liqsiz talaffuzda ba’zi tovushlar qisqa aytilib, bo’g’inlar tushurib qoldirilsa,to’liq talaffuzda aksincha barcha tovush va bo’g’inlar aniq aytiladi.

Masalan, **Bahodir-Boxodir, Muhabbat-Mabat, Salima-Salma, Mohichehra-Moyichera,Farmon-Parmon.**

To’liqsiz talaffuz o’zbek xalq dostonlarida, ayniqsa ko’p uchraydi.

Leksik stilistikada tilimizning lug‘at boyligidagi birliklaming stilistik xususiyatlari

o’rganiladi. Ular ichida, ayniqsa, sinonimlar, antonimlar, omonimlar stilistik imkoniyatga boy vositalar hisoblanadi.

Faylasuf shoir Maqsud Shayxzoda qaytariq so‘z haqida shunday fikr bildiradi: «Qaytariq so‘z nazm uyini qiladi vayron... Ma’nodosh so‘zlarni ishlatish so‘z san’atkori uchun farz. Tilimizning shu tovlanib turishida shoir uchun ne-ne bitmas-tuganmas xazinalar bor».

Baxtim bor: ajoyib kishilar aro

Tug’ilib,gurkirab… **keksayar** umrim,

O’shalar she’rimga baxsh etgan sado

Hayotim yo’lini yoritgan nurim.

Zulfiya qalamiga mansub ushbu misralarda ***tug’ilib*** va ***gurkirab*** so’zlarini sinonim sifatida keltiradi va bu so’zlarga antonim holatda ***keksaydim*** so’zini qo’llaydi.

Badiiy adabiyotda antonimlardan antiteza hosil qilish uchun foydalaniladi. Antiteza adabiyotshunoslikda tazod san’ati deb ham yuritiladi. Tazod san’ati, ayniqsa, mumtoz adabiyotda ko‘p uchraydi.

*Qissa aytur **moziy**din goh**, erta**dan afsona goh,*

*Goh **savol** aylar ko‘ngilga, goh **javob** aylar xayol.* [Erkin Vohidov]

XX asr adabiyoti vakillari ijodida ham yuqoridagidek tazod san’atiga misollarni ko’rish mumkin.

Omonimlar nutqda tuyuqlar, so‘z o‘yinlari hosil qilish uchun ishlatiladi.

Xorazmiyning: "Bo’yung sarvu sanubartek, beling-**qil,**

Vafo qilgan kishilarg’a vafo **qil**" baytida qil so‘zi 2 ma’noda (qilga o‘xshash ingichka va qilmoq fe’lining o‘zagi ma’nosida ishlatilgan.

Omonimlardan mumtoz adabiyotda tuyuq janrida keng qo’llanilgan:

Qadimni firoq mehnati **yo qildi,**

Ko’nglum g’am-anduh o’tig’a **yoqildi.**

Holimni sabog’a aytib erdim ey gul,

Bilmon sanga sharh qilmadi,**yo qildi.**

Tuyuqda yo qildi(yoqildi) omonim so’zlari turli ma’nolarni ifodalab kelgan.

1-misrada yo qildi- tanimni egdi,bukdi,2-qatorda g’am olovida yondi, oxirgi misrada esa yoki aytdi,bayon qildi so’zlarini anglatib kelgan.

Grammatik stilistika grammatik tushunchalar va grammatik shakllaming nutq stillari bo‘yicha xoslanib ishlatilishi masalalarini o‘rgatadi. Ma’lumki, grammatik tushunchalar har bir so‘z turkumi uchun xoslangandir. Ot turkumiga son, egalik, kelishik tushunchalari, fe’l uchun bo‘lishli-bo‘lishsizlik, nisbat, mayl, zamon tushunchalari mansub. Ular morfologiyaning obyekti bo'lib, turli stilistik xususiyatlarga ega. [Ergash Q.1992]

Badiiy asarlarda, og’zaki nutqda ta’sirchanlik, kamtarlik, mag’rurlanish ma’nolarini ifodalash uchun egalik affikslari shaxslar bo’yicha almashtirilib qo’llanishi mumkin. ***Nevarasi*** *buncha shirin bo’lmasa odamning*; — deb chol qizchani quchoqlab ko’tardi. (S. A.) Misolda uchinchi shaxs birlik shakli birinchi shaxs birlik (nevaram) ma’nosida ishlatilgan. [Ergash Q.1992]

Fe’llarda zamon, mayl, nisbat tushunchalari stilistik imkoniyatga boy shakllarga ega. O’tgan zamon shakllaridan ***-gan*** va ***-di*** ning o‘zaro munosabatiga e'tibor beraylik: *O’tgan yil paxtadan mo’l hosil* ***olindi.*** *— O’tgan yil paxtadan mo‘l hosil* ***olingan***.

Kelishik affikslarining stilistik xususiyatlariga e’tibor bersak, ularning biri o‘rniga ikkinchisi biror stilistik maqsadda ishlatilganini ko’ramiz.

Masalan, **mashinaga chiqdi-mashinadan chiqdi,oshni yedi- oshdan yedi**kabi.

Ba’zan kelishik affikslarining tushirib qoldirilishi o‘zgacha stilistik ma’no kelib chiqishiga sabab bo‘ladi.[Sultonsaidova S. 2009.50]

Masalan: **tanga yutgan bola.**

O‘zbek tilida yo‘nalishni bildiradigan **-ga, -ka, -qa** kelishik qo’shimchalari adabiy tilga xos bo‘lib, neytral shakllarda, **-a, -g‘a, -na** esa ma’lum stilga xos bo‘lib, stilistik vosita sifatida xizmat qiladi. Masalan:

To yor kimni istaru **ko'nglina** kim yoqar,

Tashvishi bejihat durur oxir **sanga, manga**. (Bobur)

Sifat so‘z turkumi poetik vosita sifatida ham katta ahamiyatga ega. U badiiy adabiyot tilida eng ko‘p uchraydigan epitetlar hosil qilishda qo‘llaniladi.

J.Lapasovning “Badiiy matn va lisoniy tahlil” qo’llanmasida epitetga shunday izoh bergan:“Epitetgrekcha so‘z bo‘lib,izohlovchi demakdir. U o‘zbek tilida sifatlash ham deb yuritiladi. Epitet HYPERLINK "https://azkurs.org/sheriy-va-nasriy-nutq-poetik-nutqning-oziga-xosligi-badiiy-asa.html"poetik HYPERLINK "https://azkurs.org/sheriy-va-nasriy-nutq-poetik-nutqning-oziga-xosligi-badiiy-asa.html" aniqlovchi bo‘lib, narsa, hodisa, tushunchaning biror xususiyati, belgisini alohida HYPERLINK "https://azkurs.org/taqdimoti.html" baholab ko‘rsatish uchun so‘zlar oldidan qo‘shimcha tarzda keltiriladigan so‘zdir”

Bunda gulning eng asllari,

Alvon poyondoz

Tabiatning bor fasllari

Bahor va yoz qarshimda peshvoz

Cho’qqilarda otash saraton

Yonba’g’irlar **binafsha bahor.** [No’monova M.2022]

Shoir Hamid Olimjonning “Chimyon esdaliklari” she’ridan keltirilgan yuqorid agi misralarda epitetning ajoyib namunalarini ko‘rishingiz mumkin. Bu misolda “b axmal” so‘zi “gilam” ga, “alvon” so‘zi “poyondoz” ga, “binafsha” so‘zi “bahor” ga nisbatan epitetdir. Yuqorida keltirilgan epitetlar matndan tashqarida boshqa ma’nolarni beradi, ya’ni “baxmal” so‘zi “mato”, “alvon” so‘zi “rang”, “binafsha” esa “gul” ma’nosi tushuniladi.

Tilshunoslikda barcha sohalarning o’z davri bo’ladi. Ma’lum bir soha qaysidir davrda rivoj topadi, o’rganilib tadqiq etiladi, u bo’yicha ilmiy izlanishlar qilinadi. Kerak bo’lsa, sohaga o’zgarishlar kiritilib, tilshunos olimlar o’rtasida mazkur sohaga oid muammolarga javoblar topiladi. Biz yuqorida so’z yuritgan Stilistika sohasi boshqa sohalardan keskin farq qilib, barcha davrlarning eng dolzarb sohalariga

aylangan, shu paytgacha juda ko’p marotaba tadqiq etilganiga qaramasdan hali hamon tilshunoslik “shohsupasi”dan tushmay kelmoqda.

U juda keng sohadir. Inson tilidan aytilgan har bir so’z stilistikada tahlil qilinishi mumkin.

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LINGVISTIK TARJIMONSHUNOSLIK: MUAMMOLAR VA YECHIM

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ANNOTATSIYA. Ushbu maqolada lingvistik tarjimonshunoslikda vujudga kelayotgan muammolar va ularning yechimlari haqida fikr yuritilgan bo‘lib, bu sohada faoliyat yuritgan olimlar ishlari tahlil qilingan, shuningdek O‘zbekistonda tarjimashunoslikni rivojlantirish va bu jarayonda yuzaga kelgan muammolarni batraraf etish haqida xulosa va takliflar keltirilgan.

Kalit so‘zlar: Lingvistik tarjimonshunoslik, lingvistik yo‘nalish, asl nusxa va tarjimadagi tafovutlar, tarjimachilik nazariyasi, lisoniy va g‘ayrilisoniy muammolar, sinonimlar, tarjimon, so‘z o‘yinlari, lingvistika, so‘z tanlash masalasi, avtomatik tarjima.

АННОТАЦИЯ

В данной статье рассматриваются проблемы, возникающие в лингвистическом переводоведении, и пути их решения, анализируются работы ученых, работающих в этой области, а также приводятся выводы и

предложения по развитию переводоведения в Узбекистане и устранению проблем, возникших в этом процессе.

Ключевые слова: лингвистическое переводоведение, языковая направленность, различия между оригиналом и переводом, теория перевода, лингвистические и неязыковые проблемы, синонимы, переводчик, словесные игры, лингвистика, проблема выбора слова, автоматический перевод.

ABSTRACT

This article discusses the problems arising in linguistic translation studies and their solutions, analyzes the works of scientists working in this field, and also provides conclusions and suggestions about the development of translation studies in Uzbekistan and the elimination of problems that have arisen in this process.

Key words: Linguistic translation studies, linguistic orientation, differences between original and translation, theory of translation, linguistic and non-linguistic problems, synonyms, translator, word games, linguistics, problem of word choice, automatic translation.

KIRISH

Bugungi kunda tarjima va tarjimashunoslik sohalarining ahamiyati kundan-kunga ortib bormoqda. Bugungi yoshlar uchun tarjima sohasida keng koʻlamli imkoniyatlar yaratilmoqda. Bundan tashqari, yurtimizda turizmning rivojlanishi bilan birga tarjima sohasidagi professional kadrlarning ushbu soha boʻyicha faoliyati ham ortib bormoqda.Tarjima va tarjimonlik uzoq asrlardan buyon dunyo xalqlari tarixi va madaniyatida shakllanib kelayotgan koʻhna ijodiy faoliyat sohalaridan biridir. Yer yuzining turli qitʼalari va mintaqalarida bir necha ming yildan buyon umrguzaronlik qilib kelayotgan odamzod nasllari oʻz ijodkorlik havaslari, qiziqishlari, imkoniyatlari, manfaatlarini tarjima vositasida ham namoyon qildi. Uni xalqlar-aro aloqa vositasiga aylantirdi, undan doim samarali tarzda foydalandi. Tarjima va tarjimonlar orqali insoniyat qavmlari bir-birlaridan xabardor boʻldi, oʻzaro borish-kelish qildi. Shu bilan birga savdo, hunarmandchilik, uy-joy, yoʻl qurilishi, dehqonchilik, aslaha-anjomsozlik kabi sohalarni asrma-asr tadrijiy rivojlantirib, yoʻlga qoʻyib bordi. Odam qavmlari qulay va xatarsiz hayot kechirishni bir-biridan oʻrgandi, bir-biriga yoʻl koʻrsatdi, bir-biridan ulgi oldi va rang-barang madaniyatlarning jozibali qirralarini bir-biriga namoyon qildi. Tilmochlar ishlarining oʻzaro muvofiq, adolatli bitishi va xalqlarning totuvliklariga xizmat qiladilar. Ular insoniyat qavmlarini turli jaholat balo-ofatlari, behuda qirgʻinlardan saqlashga saʼy-harakat qilardilar. Tilmoch oʻzini tilchi deb ham bilgan. Tilmochlarning tilchiligi juda katta aql-u zakovatni talab qilar, ular tarixiy-ijtimoiy jarayonlarda tenglikni vujudga keltirishga urinardilar. Tilchilar va tilmoch hamma

vaqt o‘z davri madaniyatining oldingi qatorlarida borardi. Shu tariqa tarjimonlik insoniyat yaratgan sohalar ichida bebaho, qadrli, oliyjanob, ilg‘or faoliyat turiga aylandi. Tarjimonlar xalqlarning bir-birlarini bilish va o‘rganishlariga tengsiz hissa qo‘shdi. Birinchi tarixchilar, geografiya, geodeziya bilan shug‘ullanuvchi kishilar ham tarjimonlar ichidan yetishib chiqdi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Adabiy tarjimashunoslikning xorijiy maktabi A. Lefebr, J. Lambert, T. Xermans, S. Bassnett, G. Turi, L. Venuti kabi nomlar bilan ifodalanadi. Bu olimlarning tadqiqotlari ayrim badiiy matnlar va ularning tarjimalarini o‘rganish bilan cheklanadi. Ular tarjima adabiyotini o‘z til madaniyatining muhim elementi deb biladilar, shu tilda yozilgan boshqa matnlar orasida munosib o‘rin egallashga intiladilar.

XX asr o‘rtalarida lingvistik yo‘nalish tarjima jarayonida yetakchi o‘rinni mustahkam egalladi. O‘sha paytda bir vaqtning o‘zida bir qancha G‘arb davlatlarida bu yo‘nalishni rivojlantiruvchi jiddiy ilmiy maktablar vujudga kelgan edi. Turli davrlarda tarjimaga ilmiy-ijodiy yondashuv usuli masalasiga lingvistik jihatdan tilshunoslikning turli yo‘nalishlari: strukturalizm, transformatsion grammatika, deskriptivizm, kognitiv lingvistika, korpus lingvistikasi va boshqalar ta’sir ko‘rsatganligini haqli ravishda qayd etib o‘tish lozim.

Lingvistik tarjimashunoslik vakillari tomonidan kiritilgan asosiy tushunchalardan biri ekvivalentlik tushunchasidir. 1965 yilda ingliz tilshunosi J.Ketford tarjimaga ilmiy-ijodiy yondashuvni bir tildagi matn materialini boshqa tildagi ekvivalent matnli material bilan almashtirish deb ta’riflagan. Ushbu ta’rifda qo‘llangan “ekvivalentlik” tushunchasini ochib berish, muallifning fikricha, tarjimaning markaziy muammosidir. Ketford o‘zining “Tarjimaning lingvistik nazariyasi” asarida “rasmiy yozishmalar”ni “matnli ekvivalentlik”ka qarama-qarshi qo‘yadi va unga erishish yo‘llari va shartlariga katta e’tibor beradi. Ekvivalentlikning asosiy shartlaridan biri sifatida Ketford ushbu vaziyatda manba va maqsad matnlarining o‘zaro almashinuvini ko‘rib chiqadi. Amerikalik tilshunos Y.Nida esa “dinamik ekvivalentlik” tushunchasini ilgari surdi, bu esa tarjimada tilning to‘g‘ridan to‘g‘ri tarjimasini emas, balki badiiy-ijodiy yondashuvni ilgari surishni bildiradi. Shu o‘rinda aytish mumkinki, dinamik ekvivalentlik deganda asliyatning semantik mazmuni ko‘rsatilayotgan tilda tarjimani o‘quvchining reaksiyasi asosan asl nusxadagi o‘quvchining munosabati bilan o‘xshash bo‘ladigan tarzda yetkaziladigan tarjima sifati tushuniladi.

TAHLIL VA NATIJALAR

Ma’lumki, til so‘zga qo‘shimchalar qo‘shish orqali so‘z hosil bo‘lishi, yangi ixtirolarni nomlash, so‘zni boshqa tillardan o‘z holicha o‘zlashtirish va tarjima amaliyoti jarayonida boyib boradi. Til boyishining tarjima amaliyotidagi jarayoni murakkab va o‘ta mas’uliyatli jarayondir. Sababi shundaki, tildagi bitta noto‘g‘ri tarjima ko‘plab muammolarga sabab bo‘ladi. Mavzu davomida ayni mana shu tarjima, uning ahamiyati, tarjimashunoslikdagi muammolar, va albatta yechimlar va istiqbollar haqida batafsil fikr yuritamiz. Matnning mazmuni, muallifning maqsadini tushunish va boshqa tilda ifodalab berish uchun ko‘pincha tildan tashqari ham ancha-muncha narsalarni bilishga to‘g‘ri keladiki, bu g‘ayrilisoniy omillar deyiladi. Binobarin, tarjimaning faqat til bilan bog‘liq, til doirasida hal qilinadigan muammolari lisoniy, til qobiqlarini yorib o‘tgan, tildan tashqari muammolari g‘ayrilisoniy muammolar hisoblanadi.

G‘. Salomovning yozishicha, “ tarjima, shubhasiz, lisoniy faoliyatga asoslanadi, lekin sof til tafovutlarini bartaraf qilish tarjima jarayonida bosib o‘tiladigan bir bosqichdir, xolos. Tarjima ikki grammatika (grammatik sistema), tarixan tarkib topgan ikki uslubiy sistema, ikki tarixiy-adabiy an’ana, ikki she’riy sistema, ikki individual yozuvchi-muallif va tarjimonning qiyos qilinishi yoxud to‘qnashuvini taqozo etuvchi ijodiy jarayondir”. “Asl nusxa bilan tarjima tili bevosita bir-biriga teng emas. Ikki tilning lisoniy imkoniyatlari bir-biriga “ ekvivalentlik holatida bo‘lmaydi. Shu sababdan ko‘r-ko‘rona tarjima qilish mumkin emas. So‘zlarning aniq mazmuni bilan estetik sifatlari o‘zaro bir-birining o‘rnini qoplay olmaydi. Shuning uchun ham matnning tili qanchalik serma’no, badiiy tarafdan serjilo bo‘lsa, tarjima shunchalik qiyinlashadi”. Asl nusxa va tarjima o‘rtasidagi asosiy tafovutlar, avvalo, ikki til o‘rtasidagi farqlarda namoyon bo‘ladi. Ba’zi so‘zlar bir tilda boshqa ma’noda, ikkinchi tilda boshqa ma’noda kelishi mumkin. Bir tilda ijobiy mazmunda qo‘llanadigan so‘z boshqa tilda salbiy ma’no bildirishi mumkin, deb bu tafovutlarni ming yil burun Abu Rayhon Beruniy ham ko‘rsatib ketgan edi. Chunonchi, tarjimashunos Zahiriddin Isomiddinovning yozishicha, **jo‘ra** so‘zi o‘zbeklarda erkaklarga nisbatan qo‘llansa, turkmanchada **dugona** ma’nosida keladi. Yoki **olchoq** so‘zi bizda muttaham, pastkash, ablah kimsani bildirsa, turkmanchada **xushfe’l**, **ko‘ngli ochiq** kishini anglatadi. Qirg‘izchada esa **qatiq**ni **ayron** deyishadi. **Qizg‘anmoq**- o‘zbekchada qizg‘anish, tatarchada **rahm qilish**; **yurt** - o‘zbekchada **xalq**, **o‘lka**, **jamoat**, **Vatan**, tatarchada **o‘y**, **fikr**; quyma-o‘zbekchada **holva**, tatarchada **devor**; **qir** – o‘zbekchada **tepa**,**yaylov**, tatarchada **chet**, **qirra** va hokazo. Binobarin, o‘zaro o‘xshashligiga ishonib, bu so‘zlarni shundoqqina o‘zbek tiliga ko‘chirib qo‘yib bo‘lmaydi. Sinonimlar- ma’nodosh so‘zlar ham har bir tilning boyligi. Masalan,

“Boburnoma”da “o‘ldi” so‘zi 27 xil ifodalangan ekan: o‘ldi, vafot etdi, dunyodan o‘tdi, shunqor bo‘ldi, shahodat sharbatini ichdi, juvonmarg bo‘ldi, boqiy dunyoga rixlat qildi, bu dunyoyi foniyni tark etdi, jon qushi tan qafasini tark etdi, ajal sharbatini ichdi, jonini jabborga topshirdi va hokazo. Bu so‘zning dunyodagi biror tilda shuncha ko‘p ma’nodoshlari bo‘lmasa kerak. “Boburnoma” ning ellikdan ortiq sahifasida “g‘arib”so‘zi kelib, turli-tuman ma’no ifodalagan. Ingliz tili tarjimasida **g‘arib** ma’nosidagi 35 ta so‘z va iboradan foydalanishgan. L. Tolstoyning “Anna Karenina” romani tarjimasida M. Ismoiliy **сердцеежалось** so‘zini bir yerda **yuragi dukurlab ura boshladi** deb tarjima qilsa, boshqa bir yerda **yuragi suyunganidan o‘ynab ketdi** deb tarjima qiladi. Chunki birinchi o‘rinda u – shubha, ikkinchisida esa – quvonch ma’nosida kelgan. Yoki: **Съестьсобаку**iborasining so‘zma-so‘z tarjimasi- “ it yemoq”. Ma’no tarjimasi esa “Suvday bilmoq”, “ezib ichmoq”, ”juda yaxshi bilmoq”. **Кудаглазаглядат**iborasi esa **boshi oqqan tomonga** deb tarjima qilinadi. “L. N. Tolstoyning “ Anna Karenina” romanida **хорошо**so‘zining qanday ma’nolarda kelishi va tarjimada ular qanday so‘zlar bilan berilganini ko‘raylik:

1.“ ПотомсказалКитиотом, чтоонаоченьхорошасегодня “ -“ Keyin Kitiga bugun juda ochilib ketganligini aytdi”.

2.”-Хорошы вы- обратились она Левину “

-“Keyin Levinga qarab:-Chakki emassiz!”- deb qo‘ydi”.

3. “-Я-то хорош! Я затем приехал… Непременно приезжай нынче ко мне обедать”. –“ Esim qurmasin! Seni aytgani keluvdim-ku… Bugun biznikiga albatta tushlik qilgani borasan”.

4.”-Ну, хорошо, хорошо. Погоди ещё, и ты приедешь к этому. -“ Xayr, xo‘p, xo‘p, sen ham bir kun eshigimizni qoqib kelarsan”.

5.”- А я забылась, Костя!- сказала она ему. -И мне так хорошо теперь “

-“ Hech narsani bilmay yotib qolibman, Kostya! – dedi Kiti.- Endi qushdayman”.

Ko‘rinadiki, birgina” хорошо “ so‘zi besh o‘rinda besh xil tarjima qilingan:” ochilib ketmoq”, “qushday”,” chakki emas”, “xo‘p”, “esim qurmasin”. Bu ma’nolarning ko‘pi lug‘atlarda ham yo‘q. Ikki lisoniy sistemani chog‘ishtirish bilan quyidagi natijalarga erishish mumkin: a) ikki tilning qaysi axborot vositalarini taxminan ekvivalent hisoblasa bo‘lishi; b) asl nusxa tilida mavjud bo‘lgan qanday axborot vositalarining tarjima tilida mavjud emasligi; c) asl nusxa tilida mavjud bo‘lmagan qanday axborot vositalari tarjima tilida mavjudligi. Tarjimaning muhim

muammolaridan biri bu turli tillardagi frazeologizmlar (maqol, matal, idioma,) tarjimasidir.

K. Chukovskiy iloji boricha maqollarni so‘zma-so‘z tarjima qilishga intilish kerakligini aytadi. Chunki “ularda xalqning tug‘ma xususiyati, fikrlashning milliy uslubi o‘z ifodasini topgan bo‘ladi”. “Biroq,- deb yozadi G‘.Salomov,- boshqa tillarda shunday maqol va matallar ham borki, ulardan kelib chiqadigan hikmat hijjalab qilinadigan tarjima ichidagi so‘zlarda o‘z in’ikosini topmaydi. Ana shunday maqol va matallar juda ko‘pdir. Shunday qilib, boshqa tillardagi ko‘plab maqol, matal va idiomalarda aks etgan hikmatni ularning ona tilimizdagi muqobillari bilan almashtirish vositasidagina ro‘yobga chiqarish mumkin”. Ma’lum bo‘ladiki, tarjimaning lisoniy (lingvistik) muammosi faqat ikki tilni bilish bilan chegaralansa, g‘ayrilisoniy ekstralingvistik muammolari nihoyatda ko‘p ekan: bu – ikki adabiyot, ikki madaniyat, ikki tarix, ikki xalqning turmush tarzi, urf-odatlari, diniy e’tiqodi va marosimlari… Avtomatik tarjima faqat bir ma’noli so‘zlar va bir xil grammatik tuzilishga ega tillardan tarjimada muvaffaqiyat keltirishi mumkin. Aksincha, u so‘zlarni o‘z o‘rnida tarjima qilib qo‘ya qoladi – keyin ular asosida qayta gap tuzish kerak bo‘ladi. Bu ikkinchi ish bo‘ladi. Badiiy bo‘yoqqa ega matnlarni esa hech qachon avtomatik tarjima qilib bo‘lmaydi. Chunki badiiy matnlarda so‘zlar ko‘pincha o‘z ma’nosida kelmaydi, yoki bir necha ma’noga ega bo‘ladi. Isbot:”Одряхлевшись, восклицательныйзнакстановитсявопросительным”- Undov belgisi bukchayib, so‘roq belgisiga aylanadi. Asl ma’no: Alif qartayib, dol bo‘ldi misolida o‘z ifodasini topgan. Sir emaski, tarjimaga oid deyarli barcha zamonaviy tadqiqotlarda shu faoliyat bilan bog‘liq masalalar turlicha, ko‘p hollarda qiyosiy tilshunoslik yoki qiyosiy adabiyotshunoslik nuqtai nazaridan yoritib kelindi. Buning oqibatida kelib chiqqan ziddiyatlar tarjima ilmi taraqqiyotiga to‘sqinlik qilib keldi. Tarjimon omili masalasi esa, bunday tadqiqotlarda deyarli e’tiborsiz qolib ketdi. Albatta, bu katta xato edi. Holbuki, har qanday holda ham, muayyan tarjima qay darajada amalga oshirilgani yoki amalga oshirilishi tarjimon omiliga, ya’ni uning bilimi va mahorati bilan bog‘liq masalalarga bevosita bog‘liq. Bas shunday ekan, tarjima ilmiga oid tadqiqotlar,shu omilga tegishli masalalarni ham qamrab olishi maqsadga muvofiq.

XULOSA VA TAVSIYALAR

Tarjimon — tilning mana shunday ulug‘lovchi, odamni baxtiyor qiluvchi imkoniyatlarini ishga solib, taraqqiyotga xizmat qiluvchi shaxsdir. Xulosa qilib aytadigan bo‘lsak, 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, tarjimonni ko‘proq o‘zi ustida ishlash, qayta-qayta tahlil qilib, so‘zning nozik jihatlarini taqdim etishi uchun grammatik va

stilistik bo‘yoqdorlik bilan bog‘liq muammolarni, yanada chuqurroq o‘rganishga undaydi. Buning sababi biror bir tildan ixtiyoriy olingan bir matnni, boshqa bir tilga tarjima qilishda, til bilish ko‘nikmalarining o‘zigina kifoya qilib qolmasligi aniq. Buning uchun tarjimon, biz yuqorida sanab o‘tgan tarjima muammolari haqida to‘liq ma’lumotga ega bo‘lishi kerak.

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A Theoretical Exploration of Scholars’ Contributions to Understanding Forms of Address

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Annotation: This article offers a thorough theoretical analysis of the contributions made by academics to our knowledge of address forms in various linguistic contexts. It explores the many theoretical frameworks and methodological strategies used by scholars in this area. The article provides insights into the complex dynamics of address forms in language usage and social interaction by summarizing important studies and conceptualizations.

Keywords: Sociolinguistics, Forms of Address, Language Usage, Theoretical Frameworks, Methodological Approaches, Societal Interaction

Аннотация: Эта статья предлагает тщательный теоретический анализ вклада ученых в наше знание форм обращения в различных лингвистических контекстах. Она исследует множество теоретических рамок и методологических стратегий, использованных учеными в этой области. Статья предоставляет понимание сложных динамик форм обращения в языковом использовании и социальном взаимодействии путем обобщения важных исследований и концептуализацией.

Ключевые слова: Социолингвистика, Формы обращения, Языковое использование, Теоретические рамки, Методологические подходы, Общественное взаимодействие

Anotatsiya: Ushbu maqolada olimlarning turli lingvistik kontekstlardagi murojaat birliklari haqidagi bilimimizga qo‘shgan hissalarini chuqur nazariy tahlil qilinadi. Bu sohada olimlar qo‘llagan ko‘plab nazariy asoslar va metodologik strategiyalar o‘rganilib chiqiladi. Maqolada muhim tadqiqotlar va tushunchalarni umumlashtirish orqali tildan foydalanish va ijtimoiy o‘zaro ta’sirdagi murojaat shakllarining murakkab dinamikasi haqida tushunchalar berilgan.

Kalit so‘zlar: Sotsiolingvistika, Murojaat shakllari, Tildan foydalanish, Nazariy asoslar, Metodologik yondashuvlar, Jamiyatning o‘zaro ta’siri

The concept of forms of address widely studied in linguistics especially in sociolinguistics since it encompasses the lexical and grammatical choices made by speakers to designate the identity and status of the addressee, reflecting societal

norms, power differentials, and politeness strategies within a given linguistic community [Brown & Gilman, 1960: 253-276]. According to Hudson (1980) forms of address refer to the linguistic expressions used to refer to individuals in social interactions, including titles, pronouns, and honorifics, which vary according to social norms, cultural conventions, and the relationship between interlocutors.

Prominent scholars all around the world made significant contributions on the study of forms of address such as Roger Brown, Maicol Formentelli, Frederike Braun by his book called "Terms of Address: Problems of patterns and usage in various languages and cultures", Russian scholars such as Robert Lagerberg, Heinz L. Kretzenbacher John Hajek- "Forms and patterns of address in Russian: Recent research and future directions", Uzbek scholars M. Kodirova, – "Tilshunoslikda murojaat birligi tadaqiqi masalasi". Z. Akbarova- "O'zbek tilida murojaat birliklari" and so on.

The publications by Roger Brown, Albert Gilman, and Marguerite Ford, along with their colleagues, have arguably received the greatest attention among all those who discuss forms of address. Frequently, they were republished and translated; it is nearly hard to discuss address these days without discussing them, just as it is impossible to write about language issues these days without bringing up Saussure. This is warranted because, above all, Albert Gilman, Roger Brown and Marguerite Ford can be considered the pioneers of contemporary sociolinguistic study of address forms, a topic that later gained popularity.

"Terms of Address: Problems of Patterns and Usage in Various Languages and Cultures," written by Frederike Braun, provides a thorough analysis of address forms in a variety of linguistic and cultural setups. Braun examines the nuances of address patterns and usage, highlighting differences and similarities throughout different languages and cultures, drawing on extensive research. His research offers insightful information about the sociolinguistic dynamics of address forms and how they function in global communication practices. His research includes analysis of The Kiel research project, aspects of address theory, methodological considerations,

publications on forms of address and two topics of address in interlingual perspective.

The aim of the research done by Russian scholars Robert Lagerberg, Heinz L. Kretzenbacher and John Hajek was to give an overview of recent research into forms of address in Russian, with an emphasis on the choice between ты (ty) and вы (vy), also taking into account the other members of the Slavonic languages as and when appropriate. Areas of interest discussed by Stone will be traced forward through subsequent research and include the following:

(a) the treatment of address forms in descriptive grammars (2.1)

(b) semantic agreement (2.2)

(c) the social functions of address forms and the decline of non-reciprocal usage in Russian (2.3)

(d) the use of ты and вы in conjunction with the use of first name and patronymic (имя-отчество) (2.4), and,

(e) switching between ты and вы (2.5)[Lagerberg R., Kretzenbacher H. L., & Hajek J., 2014: 180-181].

There are several scholars who did research on the theme “Forms of address” in Uzbek language. One of the recent research done by M. Qodirova which is called “Tilshunoslikda murojaat birligi tadqiqi masalasi (ingliz va o‘zbek tillari tahlili asosida). This monograph is devoted to the scientific-theoretical study of reference units in linguistics. In particular, the communicative-pragmatic features of the units of reference on the basis of the English and Uzbek languages, the analysis of the historical development processes of the language and the research of the social functions of the language are highlighted. She set the following tasks for her research and successfully achieved:

The first one was to reveal the content of the concepts of speech etiquette, address and their historical and progressive development through the analysis of scientific literature. The second one was classification of the communicative function of the units of appeal in the corresponding languages from a communicative-pragmatic point of view. Thirdly, researching the grammatical-

semantic features of the appeals in the languages of the target languages from a communicative-pragmatic point of view, lastly cross-sectional analysis of units expressing appeal in English and Uzbek based on their appearance in different situations of speech communication of social groups. One of the conclusion from her research was the following are the criteria that determine the selection of forms of address by dialogue participants in English and Uzbek: gender-age parameter (taking into account gender and age of dialogue participants); status-role parameter; individual-positional parameter; emotional and personal parameter; parameters of the level of education and professional employment of the addressee (affecting the choice of using literary or colloquial forms of speech); communicative situation parameter; formality level parameter of the situation.

In conclusion, this paper provides a thorough theoretical study of linguistic forms of address by reviewing scholarly works from a range of linguistic contexts. It explains the complex dynamics of address forms in language usage and social interaction by examining theoretical frameworks and methodological techniques. From foundational works by Roger Brown, Albert Gilman, and Marguerite Ford to contemporary research by Frederike Braun, Robert Lagerberg, Heinz L. Kretzenbacher, and M. Qodirova, the study of forms of address has evolved significantly, providing insights into linguistic structures, cultural implications, and sociolinguistic functions.

While Russian scholars Lagerberg, Kretzenbacher, and Hajek offer insights into Russian address choices, Braun's analysis in “Terms of Address: Problems of Patterns and Usage in Various Languages and Cultures” offers a nuanced knowledge of address forms across diverse settings. Kodirova's monograph emphasizes communicative-pragmatic aspects of reference units in English and Uzbek language research, defining factors affecting address form selection. Overall, this synthesis advances our knowledge of the complexity of language use and social interactions and directs future investigations in this broad area of study.

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BUILDING SPECIALIZED DICTIONARIES FOR TECHNICAL FIELDS AND THEIR MAIN FEATURES

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Abstract: This article explores how specialized dictionaries in technical fields are organized and structured to facilitate efficient access to domain-specific terminology. Through an analysis of existing dictionaries, the study uncovers innovative strategies for organizing entries and enhancing usability.

Key words: Specialized dictionaries, technical communication, organization, structure, terminology, domain-specific, usability, navigation, hierarchical arrangement, user-friendly features, case studies.

In the realm of technical communication, specialized dictionaries serve as indispensable tools for accessing domain-specific terminology, ensuring precision and clarity in professional discourse. The organization and structure of these dictionaries are fundamental to their usability and effectiveness, yet the nuances of how they are designed and implemented remain underexplored in the existing

literature. While numerous studies have investigated the role of specialized dictionaries in technical fields, there exists a notable gap in the literature regarding the specific strategies employed to organize and structure these lexicons. Existing research has primarily focused on the content and coverage of specialized dictionaries, overlooking the crucial aspect of their organization, which directly impacts usability and comprehension.

Here's an explanation of the significance of technical terminology in various fields In various fields like Engineering, Medicine, Information Technology (IT), Science, and Legal, precise technical terminology holds immense significance. Engineers heavily rely on standardized terminology to ensure accurate interpretation of design plans and technical documentation, preventing errors in construction and maintenance. Similarly, medical professionals utilize specialized terms for accurate diagnosis and treatment, ensuring patient safety. In IT, precise language is crucial for troubleshooting and software development, while in science, standardized terminology facilitates communication of research findings and collaboration among scientists. In the legal realm, precise language in contracts and documents prevents disputes and legal complications. Across all these fields, standardized terminology promotes clarity, accuracy, and effective communication, supporting collaboration and innovation. Specialized dictionaries play a vital role in providing this standardized vocabulary, aiding knowledge transfer and fostering progress in specialized domains, which is increasingly vital as technology and knowledge continue to advance. At all precise technical terminology is essential across various fields for effective communication, knowledge transfer, and avoiding misunderstandings. Standardized terminology ensures clarity, accuracy, and consistency in conveying complex concepts and information, facilitating collaboration, innovation, and problem-solving in specialized domains. In an increasingly specialized world, the construction of specialized dictionaries for technical fields is indispensable. By providing a standardized vocabulary, these dictionaries enhance communication, foster innovation, and facilitate knowledge transfer within and across domains. As technology continues to advance, so too will

the need for dynamic and comprehensive dictionaries to support the ever-evolving lexicons of specialized fields.

There are some specific features in building specialized dictionaries for technical fields. Here are some features given that example including Domain-specific terminology that specialized dictionaries need to capture the unique vocabulary and terminology of the targeted technical field accurately. This includes terms, acronyms, abbreviations, and their definitions, along with any context-specific usage. In the comprehensive coverage: The dictionary should strive to include a comprehensive range of terms relevant to the technical domain it serves. This involves not only common terms but also niche or specialized terms that may be less frequently used but are critical for precise communication within the field.

Accuracy and correctness: Ensuring the accuracy and correctness of definitions is paramount. Entries should be thoroughly researched and validated by subject matter experts to avoid inaccuracies or ambiguities that could lead to misunderstandings or errors.

Regular updates:Technical fields are constantly evolving, with new terms and concepts emerging regularly. The dictionary should be regularly updated to incorporate these changes, ensuring that it remains relevant and up-to-date with the latest developments in the field.Cross-referencing and relationships: Entries in the dictionary should be interconnected through cross-references and relationships to provide users with additional context and insights. This includes linking related terms, concepts, and definitions to facilitate navigation and understanding.

Multimodal content: In addition to textual definitions, specialized dictionaries may incorporate multimedia content such as diagrams, illustrations, examples, and usage scenarios to enhance comprehension and retention, especially for complex or abstract concepts.

Accessibility and usability: The dictionary should be designed with usability in mind, with intuitive navigation, search functionalities, and user-friendly interfaces. It should be accessible across different platforms and devices to accommodate the diverse needs of users.

Collaborative features: Leveraging the collective expertise of the community, specialized dictionaries may incorporate collaborative features that allow users to contribute new terms, suggest revisions, or provide feedback on existing entries. This fosters a dynamic and inclusive approach to dictionary development and maintenance.By incorporating these specific features, specialized dictionaries can effectively support S2communication, learning, and innovation within technical fields, serving as invaluable resources for professionals, researchers, students, and enthusiasts alike.

Introduction to the case study: In exploring the importance of specialized dictionaries in technical fields, we examine real-life situations where these dictionaries are crucial for effective communication and success. Through case studies, we illustrate how specialized dictionaries contribute to precision and clarity across diverse domains. Our initial case study focuses on a software development team struggling with inconsistent technical terminology and coding practices. By introducing a specialized IT dictionary, the goal was to improve communication, coding efficiency, and collaboration within the team. The team, consisting of developers, testers, and project managers, faced challenges in delivering a critical software project due to communication breakdowns and terminology inconsistencies. These challenges included varied terminology usage, communication barriers, and a lack of standardization, which hindered progress and led to errors in coding and testing. Recognizing the need for standardized terminology and clear communication channels, the software development team introduced a specialized IT dictionary integrated into their development environment. This dictionary included definitions of programming languages, coding conventions, and technical terms commonly used in their projects. As a result The IT dictionary improved communication clarity and precision within the team, reducing misunderstandings and fostering better collaboration. Standardized terminology and coding conventions ensured consistency in coding approaches, resulting in fewer errors and improved integration of code segments. With smoother communication and better coding practices, the software development team

achieved higher productivity levels. They met project milestones more effectively and delivered top-notch software within the set timeframe.

In conclusion, specialized dictionaries play a crucial role in technical fields by enabling clear communication, sharing of knowledge, and fostering innovation. While the importance of technical terminology in areas such as Engineering, Medicine, IT, Science, and Law cannot be overstated, the organization and structure of these dictionaries are equally vital for their effectiveness. Despite existing literature highlighting their significance, there's a noticeable gap in understanding the strategies used in their design and implementation. The key features of specialized dictionaries, such as capturing domain-specific terminology, offering comprehensive coverage, ensuring accuracy, providing regular updates, facilitating cross-referencing, incorporating multimodal content, ensuring accessibility and usability, and including collaborative features, are essential for ensuring their relevance and usability in rapidly changing technical environments. By integrating these features, specialized dictionaries not only establish standardized vocabulary but also improve understanding, encourage collaboration, and promote ongoing learning within specialized fields. As technology and knowledge progress, the creation and maintenance of dynamic and comprehensive dictionaries will remain crucial, serving as indispensable tools for professionals, researchers, students, and enthusiasts navigating the evolving terminologies of specialized domains.

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HOMONYMS IN LITERATURE: EXPLORING THE USE OF WORDPLAY IN FAMOUS WORKS

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Abstract: Words are the building blocks of literature, but their power extends far beyond simple communication. Within each word lies the potential for multiple meanings, subtle shades, and delightful ambiguity. This is particularly true for homonyms – those mischievous words that sound alike but carry distinct meanings. While often considered a source of confusion, homonyms, when wielded by skilled authors, become potent tools for enriching narratives, creating humor, and adding layers of depth to literary works. This exploration delves into the fascinating world of homonyms in literature. We will embark on a journey through famous works, uncovering how authors have harnessed the playfulness of these words to achieve various effects.

Key words: homonyms, depth, complexity, William Shakespeare, James Joyce, Lewis Carroll, "Twelfth Night,""Hamlet," be, bee, sea, see, wordplay, linguistic acrobatics, ambiguity

Homonyms are words that sound alike but have different meanings and often different spellings. In literature, the use of homonyms can add depth and complexity to a text through wordplay and double entendre. By playing with the multiple meanings of a word, authors can create puns, jokes, subtle nuances, and layers of meaning that enrich the reading experience for the audience.In this essay, we will explore the use of homonyms in famous works of literature. We will examine how authors such as William Shakespeare, James Joyce, and Lewis Carroll use homonyms to great effect, creating clever wordplay that engages readers and enhances their understanding of the text. By analyzing these examples, we will gain a greater appreciation for the creative possibilities of homonyms in literature.William Shakespeare is perhaps the most famous playwright in the English language, known for his wit and wordplay. In his comedic play "Twelfth Night," Shakespeare employs homonyms to create humor and disguise. In Act 3, Scene 1, the character Sir Andrew Aguecheek says to Olivia, "I am a great eater of beef, and I believe that does harm to my wit." Here, Shakespeare plays on the homonym "beef," which can mean both the meat and a complaint or grudge. By using this double meaning, Shakespeare adds a humorous touch to Sir Andrew's character, highlighting his foolishness and lack of intelligence.Another example of homonyms in Shakespeare's work can be found in his famous tragedy "Hamlet." In Act 3, Scene 1, Hamlet delivers the famous soliloquy that begins, "To be or not to be, that is the question." Here, Shakespeare plays on the homonyms "be" and "bee," using them interchangeably to create a sense of ambiguity and depth. By exploring the multiple meanings of these words, Hamlet reflects on the complexities of existence and the uncertainties of life and death.James Joyce, a pioneering modernist writer, is also known for his use of homonyms in his seminal work "Ulysses." In the novel, Joyce employs homonyms to create a sense of linguistic playfulness and experimentation.

For example, in the "Circe" episode, Joyce plays on the homonyms "foul" and "fowl," using them to create a surreal and dreamlike atmosphere. By blurring the lines between these words, Joyce challenges traditional notions of language and meaning, pushing the boundaries of literary expression.Lewis Carroll, the beloved author of "Alice's Adventures in Wonderland," is another writer who excels in using homonyms to create whimsical and fantastical worlds. In the novel, Carroll plays on the homonyms "sea" and "see" to create a sense of confusion and disorientation. For example, in the conversation between Alice and the Mock Turtle, the characters discuss the Mock Turtle's experiences at sea, leading to a playful exchange about the nature of sight and perception. By exploring the multiple meanings of these words, Carroll invites readers to question the limits of language and reality, inviting them to enter a world of imaginative possibilities.

Perhaps the most recognizable use of homonyms, puns rely on the humorous interplay of similar-sounding words with different meanings. Shakespearean comedies are rife with such wordplay, as seen in Mercutio's quip from Romeo and Juliet: "Ask for me tomorrow, and you shall find me a grave man."These are the unintentional misuse of words that sound similar to the intended word, often resulting in comical situations. Sheridan's play "The Rivals" features Mrs. Malaprop, whose misuse of words like "pineapple" for "pinnacle" creates hilarious misunderstandings.Homonyms can be cleverly used to mislead readers and create red herrings. In Agatha Christie's novels, for instance, seemingly innocuous phrases with double meanings can hint at hidden motives or secret identities. The ambiguity inherent in homonyms can reflect the inner turmoil or unreliable narration of characters, leaving readers questioning reality and intentions. The use of specific homonyms can help establish a character's regional background or social class. Mark Twain's Huckleberry Finn, for example, uses dialectal homonyms to portray the unique speech patterns of the American South.A character's understanding or misunderstanding of homonyms can reveal their intelligence, education, or naivety. Homonyms can create layers of meaning and symbolism within poems. Emily

Dickinson's use of "tell" and "tale" in her poem "Tell all the Truth but tell it slant" hints at the multifaceted nature of truth and the power of storytelling.The deliberate repetition of certain homonyms can subtly reinforce the themes of a work. For instance, the recurrence of words like "light" and "dark" can emphasize the conflict between good and evil.Homonyms can be used to expose hypocrisy, criticize societal norms, and highlight the absurdity of certain situations. George Orwell's "Animal Farm" employs homonyms like "all animals are equal, but some animals are more equal than others" to satirize totalitarian regimes.Beyond these categories, homonyms can also contribute to the overall aesthetic experience of literature. Their rhythmic qualities can enhance the musicality of poetry, while their potential for wordplay can add an element of intellectual engagement for the reader.

In conclusion, the use of homonyms in literature offers a rich and diverse field for exploration and analysis. By examining the works of authors such as Shakespeare, Joyce, and Carroll, we can see how homonyms can add depth, humor, and complexity to a text, enhancing the reading experience for audiences. Through their clever wordplay and linguistic acrobatics, these writers demonstrate the creative possibilities of homonyms in literature, inviting readers to engage with language in new and exciting ways. As we continue to explore the use of homonyms in famous works of literature, we can gain a greater appreciation for the power of wordplay and the transformative effects it can have on the written word.

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3. TRANSLATION STUDIES: ACTUAL PROBLEMS IN TRANSLATION

TARJIMASHUNOSLIK: TA'LIM VA AMALIY TARJIMA MASALALARI

TRANSLATION AS TRANS CREATION AND TRANSFER: MEANS, METHODS AND PRAXIS

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Abstract

The process of translation is inherently complex, entailing not merely the transference of meaning from one language to another, but also the creative act of re-expressing ideas within a novel linguistic and cultural context. Language, an integral component of culture, develops within a socio-cultural milieu and is employed in any form of literary creation. Given the multitude of languages surrounding us, the activity of translation has emerged as a natural phenomenon, fulfilling social necessities, and disseminating human expressions. However, a clear historical division exists between the perception of language as culture and the view of language and culture as distinct entities. Consequently, translation is perceived by the latter group as a universalist encoding-decoding linguistic activity, transferring meaning from the source language to the target language, utilizing what Reddy termed the 'conduit metaphor of language transference'. This paper explores the notion of translation as a form of "transcreation" - a term that emphasizes the transformative and transactional nature of the translator's work. Drawing upon theories of translation, semiotics, and cultural studies, it examines the various means, methods, and praxis of translation, with a particular focus on how translators navigate the challenges posed by linguistic and cultural differences. The paper argues that translation is a form of intercultural communication that requires not only linguistic competence but also cultural awareness, creativity, and a willingness to engage in a process of mutual transformation.

Key Words: Transcreation, Means, Method, Equivalence, Socio cultural praxis, Globalisation.

Translation is often perceived as the act of transferring meaning from one language to another, but it encompasses much more than mere linguistic conversion. The translator functions not merely as a passive conduit but as an active participant who influences the text's meaning through their choices and interventions. This perspective views translation as a form of "transcreation," emphasizing the creative and transformative role of the translator. Each audience interprets a text based on their unique expectations, making translation inherently a relativist form of 'manipulation' (Hermans 1985), 'mediation' (Katan 1999/2004), or 'refraction' (Lefevere) between distinct lingua-cultures (Agar 1994). Language fundamentally relies on the intricate interplay between complex linguistic structures and extensive cultural frameworks.

Nida, Newmark, and others have criticized linguistic translation theories that focus solely on words and texts without adequately considering cultural elements. Susan Bassnett and Andre Lefevere have gone further by challenging earlier translation theorists who meticulously compared originals and translations without contextualizing the text within its cultural milieu. Culture, an integral aspect of language, is always present in translation studies, albeit with varying degrees of emphasis. Bassnett and Lefevere advocate for a broader perspective that goes beyond language to explore the dynamic relationship between translation and culture, highlighting how culture influences and shapes the translation process within the broader contexts of history, convention, and environment.

Building upon the discussion of equivalence in the translation process within linguistic theories, it is evident that the concept revolves around the dynamic interplay between the linguistic and cultural systems of both the writer and the translator. Understanding the socio-cultural context of the author involves a multifaceted analysis encompassing dimensions such as geographical origin, social class, language complexity, social roles, and attitudes, which collectively shape the linguistic and cultural framework of the source text.

In parallel, the translator operates within their own socio-cultural context, navigating the text through the lens of linguistic and cultural systems, resulting in a semiotic transformation that blends autonomous and communicative aspects of sign orders. This nuanced approach underscores that equivalence in translation transcends mere replication, emphasizing the intricate relationship between signs and their users, integrating both autonomous and communicative dimensions.

By considering the specific linguistic and cultural systems of both the writer and the translator, one gains insight into the translated version of a literary text, focusing on the translator's strategies, objectivity levels, the balance between generalization and specificity, and the utilization of bilingualism. This comprehensive perspective highlights the complex interplay between linguistic and cultural elements in achieving equivalence and effectively conveying the essence of the original text in the translated work.

The tools and resources utilized in the translation process play a crucial role in enhancing cultural understanding and facilitating effective communication across languages. In the digital era, translators have a plethora of tools at their disposal, such as dictionaries, corpora, translation memories, and machine translation systems, which have revolutionized the translation landscape, enabling more efficient and accurate translations.

Dictionaries serve as fundamental resources for translators, offering insights into word meanings, usage, idioms, and linguistic nuances in both the source and target languages. Online dictionaries and terminology databases have become indispensable, providing access to a vast array of linguistic information and aiding in overcoming language barriers. Corpora, as another essential tool, allow translators to analyze language patterns, contextual usage of words, and common expressions. By studying corpora, translators can grasp the intricacies of language use, including collocations and idiomatic expressions, enhancing their ability to convey cultural nuances effectively. Translation memories, databases storing previously translated text segments, are invaluable for ensuring consistency and expediting the translation

process. They enable translators to maintain coherence across translations and streamline repetitive tasks, contributing to the preservation of cultural nuances and linguistic accuracy. Furthermore, machine translation systems, though not as refined as human translators, offer a valuable means of quickly translating large volumes of text. While machine translations may lack the finesse of human interpretation, they can aid in generating initial drafts and handling extensive text efficiently.

By leveraging these tools and resources, translators can delve deeper into the cultural context of a text, understand nuances specific to different languages and cultures, and bridge communication gaps effectively. The integration of technology in translation practice not only enhances efficiency but also fosters a deeper appreciation and understanding of diverse cultural perspectives embedded within the text, ultimately enriching the translation process and promoting cross-cultural communication.

The profound impact of English hegemony on non-English-speaking regions is twofold: while it has been a catalyst for growth and development, it has simultaneously posed threats to indigenous languages and cultures. The dominance of English has led to the marginalization of local languages, as individuals and societies increasingly prioritize proficiency in English for economic and social advancement. This linguistic shift has profound implications for the preservation of cultural heritage and diversity.

For example, The *Therigatha*, a collection of poems attributed to the early Buddhist nuns, provides a poignant example of the challenges faced in translating culturally specific texts. The *Therigatha* reflects the unique perspectives and experiences of women, shedding light on their personal journeys towards enlightenment and offering a glimpse into the cultural and religious context of ancient India. The *Therigatha*, composed in Pali, reflects the unique experiences and perspectives of these women, deeply rooted in the cultural and religious context of ancient India. Translating such a text into English or other languages requires a nuanced understanding of the cultural context, as well as a sensitivity to the linguistic and stylistic features that convey the essence of the original work. Translations of the

Therigatha, influenced by the personality, historical period, and linguistic choices of the translator, can vary significantly in their interpretation and representation of the original text. These variations shed light on the evolving attitudes of the target culture towards literature, as well as its broader societal perspectives on topics such as gender, religion, and cultural identity.

The cultural contexts embedded within the *Therigatha* are deeply rooted, shaped by centuries of religious and social traditions. To fully comprehend and accurately translate such a text, one must delve into the historical causes and deterministic structures that underlie the "recursive" nature of the sensibility and expressive codes of the source culture. Failure to recognize and account for these cultural nuances can lead to misinterpretations and the loss of essential meaning in translation. In the face of English hegemony, the preservation of linguistic and cultural diversity remains a critical challenge. Translators and scholars must strive to maintain the integrity of culturally specific texts like the *Therigatha*, while also facilitating cross-cultural understanding and exchange. This requires a commitment to linguistic and cultural sensitivity, as well as a willingness to engage with the complexities of translation in an increasingly globalized world.

In the context of translation and cross-cultural communication, the *Therigatha* poses intriguing challenges due to its deep-rooted cultural and linguistic nuances. Translating the text involves navigating the complexities of conveying pragmatic meaning across different cultural and historical settings, emphasizing the dynamic equivalence proposed by Nida. While striving for equivalence of pragmatic meaning, translators must navigate the intricate interplay between linguistic units and their users in communication, reconstructing the source text pragmatically to facilitate effective cross-cultural communication.

The methods of translation play a crucial role in navigating the complexities of culturally rich texts, allowing translators to convey the essence and nuances of the original work effectively in the target language. As discussed in the previous paragraphs, translation is not merely a linguistic exercise but a creative process that involves adapting the text to the cultural and linguistic norms of the target audience.

One of the key methods that translators can employ when dealing with culturally specific texts is adaptation. Adaptation involves modifying references to cultural or historical events, as well as adjusting the style and register of the text to suit the expectations of the target audience. This method is particularly useful when translating literary or creative works, where the goal is to produce a text that has a similar effect on the target audience as the source text had on its original audience.

Another method that can be effective in translating culturally rich texts is transcreation. Transcreation involves re-creating the source text in the target language, rather than simply translating it word-for-word. This method allows translators to adapt the content, style, and tone of the original work to suit the needs and expectations of the target audience, while still preserving the core meaning and cultural significance of the text. When dealing with culturally specific terminology or concepts that have no direct equivalent in the target language, translators can employ techniques such as borrowing or calque. Borrowing involves directly incorporating the source language term into the target text, often with an explanation or contextual clues to aid understanding. Calque, on the other hand, involves translating the term literally, creating a new expression in the target language that captures the essence of the original.

Ultimately, the choice of translation method depends on a variety of factors, including the purpose of the translation, the characteristics of the source and target languages, and the preferences of the translator and client. Translators often use a combination of methods, depending on the specific challenges and requirements of the text being translated. By employing these various methods and techniques, translators can effectively navigate the cultural complexities of a text, preserving its essence while adapting it to the linguistic and cultural norms of the target audience. This not only ensures that the translated work is accessible and engaging for its intended readers but also promotes cross-cultural understanding and appreciation.

The praxis of translation, involving the actual practice and methods employed by translators, is crucial in navigating the complexities of culturally rich texts. As

active agents, translators shape the meaning of the text through their choices, interventions, and cultural mediation

One key aspect of translation praxis is the role of the translator as a cultural mediator. Possessing proficiency in both the source and target languages, as well as a deep understanding of their cultural contexts, translators identify and navigate differences, expressing the meaning of the source text in an accessible and relevant manner for the target audience.

The collaborative nature of translation praxis is another important element. Translators work closely with clients, subject matter experts, and stakeholders, engaging in negotiation and revision to refine the translation and ensure its accuracy, idiomaticity, and effectiveness.

Creativity is essential in translation praxis, as translators think creatively and problem-solve when faced with linguistic and cultural challenges. They find innovative ways to express the meaning of the source text in the target language while preserving its essence and style.

The specific context in which a translation is produced shapes its praxis, with translators encountering various settings and text types. The unique challenges and requirements of each translation project influence the translator's approach. In essence, translation praxis encompasses the active, creative, and collaborative process through which translators, as cultural mediators, produce translations that effectively convey meaning across linguistic and cultural boundaries.

The primary concern for translators when engaging with culturally intricate texts is the accurate translation of culture-bound terms, referred to as 'culturemes,' which encompass a wide range of semantic fields from geography to traditions. Scholars, building on the work of Vinay and Darvelnet, have proposed diverse strategies to address the challenge of cultureme equivalence, echoing the ongoing discourse between Vibadi and prativadi groups. Kwiecinski categorizes these strategies into four groups:

i) Exoticising procedures: Introducing local color or foreign terms like "burka" used by Muslim women into the target language.

ii) Rich explicatory procedures: Adding extra terms to provide context, often through local analogies, to guide readers towards a more equivalent understanding.

iii) Recognized exoticism: Utilizing accepted translations for well-known geographical and personal names and titles, such as "Geneva" for "Ge`neve" in Swiss.

iv) Assimilative procedures: Transforming text into functionally equivalent target terms or omitting non-central elements.

The ongoing debate between Domestication and Foreignization, as articulated by Venuti, revolves around balancing the ethnocentric reduction of the foreign text to target language cultural values and the ethnodeviant pressure on target language cultural values to reflect linguistic and cultural differences. By adopting a middle path and integrating the strategies mentioned above, translators can cultivate a diverse and 'heterogeneous discourse,' ensuring that foreignization is seamlessly embedded within the domesticity of the target text. This approach facilitates a nuanced and culturally sensitive translation process, aligning with the complexities and challenges highlighted in the study on translating cultures.

The article delves into the intricate process of translating culturally rich texts, emphasizing the challenges and strategies employed by translators. It highlights the importance of understanding culture-bound terms, known as 'culturemes,' and the various methods used to compensate for the lack of equivalence in translation. Scholars have proposed strategies such as exoticising, explicatory, recognized exoticism, and assimilative procedures to navigate cultural nuances effectively. The debate between Domestication and Foreignization underscores the balance between preserving the foreign text's cultural values and reflecting linguistic and cultural differences in the target language. By adopting a middle path and integrating diverse translation strategies, translators can cultivate a nuanced and culturally sensitive discourse, ensuring that foreignization is seamlessly embedded within the domesticity of the target text.

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TARJIMADA PRAGMATIK MUAMMOLAR (INGLIZ VA QORAQALPOQ TILLARI MISOLIDA)

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Annotatsiya: Maqolada tarjimaning pragmatik muammolari va qoraqalpoq tilidan ingliz tiliga tarjimasi ko’zda tutiladi. Tarjima jarayonidagi pragmatik muammolarning ikki til kesimida echilishi ko’rilgan.

Kalit so’zlar: tarjima, pragmatika, semiotika, pragmatik muammo.

Annotation: The article will cover the pragmatic problems of translation it’s translation from Karakalpak to English. Pragmatic problems in the translation process have been seen to be solved in two language cross sections.

Key words: Pragmatics, semiotics, pragmatic problem.

Pragmatika tilshunoslikning keyingi tarmoqlaridan biri bo’lib u semiotika hamda nutqda til belgilarining amal qilishini o’rganuvchi sohasi hisoblanadi. Ya’ni

boshqacha qilib aytganda, unda muayyan belgilar tizimini o’zlashtirib, undan foydalanuvchi subyektlarning ayni shu belgilar tizimiga munosabatini o’rganuvchi fan sifatida qarash mumkin. Pragmatika g’oyasini asosan amerikalik olim Ch.Pirs tomonidan muomalaga kiritilgan shuningdek yana bir olim Ch. Morris ushbu g’oyani rivojlantirgan va “pragmatika” terminini semiotika bo’limlaridan birining nomi sifatida amaliyotga kiritgan.

Pragmatik muammolar yashirinligi, ma'qulligi va muomala ishonuvchanligi bilan bog'liq bo'ladi. Bu muammolar yaqqol bo'lsa, ular misolni hal qilishda yordam beradilar. Shuningdek, muammolarni o'rganish va ularni yechish uchun amalda harakat qilish ham muhumdir. Pragmatik muammolarni hal qilishda qiyosiy qaror qabul qilish, yaxshi va yomon natijalarni ta'kidlash, va muhokama qilish imkoniyatlarini ko'rib chiqish ham muhumdir. Bu sabablarga ko'ra, pragmatik muammolar yechim topishda qiyosiy qarorlarni qabul qilishga ko'p vaqt sarflanadigan bo'ladi. Masalan*:*

"I'll believe it when I see it – Men tek ko’zlerime isenemen

Actions speak louder than word – Is ha’reketin’ ba’rin ko’rsetedi

Don't count your chickens before they hatch – Jumis baslamastan paydani esaplama, [R.Esemuratova., 1984]

You can't have your cake and eat it too – Eki kemenin’ basin uslama sho’gip ketesen’

Tarjima jarayonida pragmatik belgilarning o’rni beqiyosdir. Tadqiqotchilar va kitobxonlar e’tiborini o’ziga jalb qilib kelayotgan tilning pragmatik jihatlari tarjimondan chuqur lingvistik bilimdan tashqari yana ko’pgina boshqa fanlar, madaniyatlar ma’lumotlaridan xabardor bo’lishni talab qiladi. [G.Raximov., 2016]

Tarjimada pragmatik vositalardan o’rinli foydalanish esa asliyatda ifodalangan zaruriy ma’noni to’la-to’kis etkazib berishga xizmat qiladi. Shundan kelib chiqadigan bo’lsak tarjimaning pragmatik xususiyatlari haqida to’liq ma’lumotga ega bo’lib, ularning tahlilini tarjimada berishni, asosli misollar bilan

ko’rsatish zarur deb hisoblaymiz. Masalan: Amerika madaniyatida biror kishi to’satdan yiqilib tushsa, uning ahvolini so’rash uchun «*Are you all right*? » savolini berish mumkin. Ammo ushbu iborani qoraqalpoq tiliga «Awhalin’ qalay» qabilida tarjima qilsak, yiqilgan odamning ustidan kulgan, uni haqoratlagan bo’lamiz. Bizning madaniyatimiz normasiga binoan «*Hesh ten’e qilmadima? Awrip atirg’an joqpa? Ja’rdem kerekpe*?» qabilidagi savollar berish o’rinlidir.

Tarjimaning pragmatik aldovlari orasida aloqa ma'nosini to'g'ri yetkazish, madaniy ma'lumotnomalarni to'g'ri tushunish va muloqotni samarali olib borish kabi masalalar mavjud. Bundan tashqari, tarjimaning to'g'ri atamalardan foydalanishi, til ko'nikmalarining yetarliligi va muloqotda mumkin bo'lgan noto'g'ri talqinlarning oldini olish kabi masalalar ham muhim sanaladi. Shuning uchun tarjima o'zining pragmatik jumboqlariga dosh bera olishi uchun u til bilimi bo'yicha malakali bo'lishi, muloqot qobiliyatiga ega bo'lishi va madaniy farqlarni hisobga olgan holda muloqotni to'g'ri boshqarishi kerak.

Xulosa qiladigan bo’lsak, har qanday tildan boshqa tilga tarjima jarayonida pragmatik muammolar uchrashi aniq, bu hol qoraqalpoq va ingliz tillarida ham kuzatildi, zero matnning pragmatik salohiyati axborotning mazmuni va shakli bilan ifodalanadi. Mazmun va shakl avvaldan tilda mavjud bo‘lgan ifoda vositalaridir va muallif ulardan faqat o‘rinli foydalanadi xolos.

Ba’zida tarjimaning o’ziga xos pragmatik xususiyatlarini ifodalsh uchun ba’zi bir izohlovchi so’zlardan foydalaniladi. Bunday izohlar asliyat tilida mavjud biroq, qoraqalpoq kitobxoni uchun notanish bo‘lgan asliyat tili xalqiga, ularning turmush sharoitiga oid realiyalarni yaxshiroq tushunishga yordam beradi.

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PRAGMATIC EQUIVALENCE IN LITERARY TRANSLATION

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Abstract. This paper explores the concept of equivalence in translation studies, focusing on its theoretical underpinnings and practical applications. Drawing upon the works of prominent scholars such as Vinay, Darbelnet, Jacobson, Nida, Newmark, and Baker, the study focuses on different dimensions of equivalence, including formal and dynamic equivalence. It examines the significance of equivalence in maintaining pragmatic effect in translation in the original text while adapting it to the target language and culture. Additionally, the paper discusses pragmatic equivalence as a novel approach to translation strategy, particularly in addressing implicatures and coherence in cross-cultural communication. Through theoretical analysis and examples from Uzbek literature translated into English, the study highlights the challenges and complexities involved in achieving pragmatic equivalence and underscores the importance of considering cultural words and their contextual meanings in translation.

Keywords: equivalence, translation theory, pragmatic equivalence, implicatures, cross-cultural communication, literary translation.

1 Introduction

Linguistic difficulties of translation from one language to another are explained by the specific features of the semantics, syntax and pragmatics of expressions of the source language and the translation language. Achieving

adequacy involves the selection of equivalents by the translator, and it must be carried out in strict compliance with the norms of the language of translation. Adequacy, equivalence, translation transformations, invariance, lacunization and other translation methods are examples of the main approaches used by the translator in translation activities.

The concept of equivalence has been of particular concern to translation scholars because it is closely related to descriptive and practical aspects of translation. Equivalence, which became an important feature of translation theories in the 1960s and 1970s, is used to indicate that the concepts of the source text (henceforth AT) and the target text (henceforth TT) are "identical". Also, an attempt is made to critically analyze the paradigm of equivalence as conceptualized by famous scientists in this field, J. Vinay and J. Darbelnet, Jacobson, Y. Nida, P.Newmark, M. Baker.

2A theoretical overview of the study of equivalence

Jean-Paul Vinay and Jean Darbelnet have produced Stylistic Comparison in French and English, a comparative stylistic analysis of different translation strategies and processes used in French and English. In the English version first published in 1995, they distinguish between direct and oblique translation, and the former refers to literal translation and the latter to free translation. In addition, they suggest seven translation strategies and they include: borrowing, copying, literal translation, transposition, modulation, equivalence, and adaptation. From the above, equivalence is considered as a method of translation in which the same situation is repeated as in the original, but different expressions are used.

In the classification of equivalence, Yu. Naida notes that it has two main types:

(1) formal equivalence;

(2) dynamic equivalence

According to Yu. Nida, in formal equivalence, TT is very similar to AT in both form and content, and in dynamic equivalence, TT tries to convey the information in AT as naturally as possible. It is worth noting that Yu. Nida supports dynamic equivalence in almost all of his scientific works, because he believes that

this method is a more effective method of translation. In this regard, the scholar used dynamic equivalence in the translation of the Bible, and he tried to have the same effect on different audiences at the same time. The type of equivalence put forward by Yu. Nida's ideas and always emphasized as "preferred" was later called "pragmatic equivalence" and is considered one of the main types of equivalence in the theory of translation studies.

Why should the equivalent method be used in translation? Trying to answer the question, V. Koller distinguishes five different types of equivalence:

a) denotative equivalence, which includes the extralinguistic content of the text,

b) connotative equivalence related to lexical choices,

c) text-normative equivalence related to text types,

d) pragmatic equivalence in the presence of the recipient of the text or message,

e) formal equivalence related to the form and aesthetics of the text.

In this case, the scientist emphasizes that the use of equivalence through other translation methods helps the reader to understand the text in TT more clearly and accurately.

V.N. Komissarov distinguishes five types of equivalence in translation. In its first three types, the main elements of the text content are preserved in the translation. As a unit of speech communication, the text is always determined by its communicative function, situational (scenic) orientation, and the selection of the situation statement. These symbols are also stored in the phrase, which is the smallest unit of text. In other words, in the content of each phrase, a communicative goal emerges through a statement of a situation. In the first type of equivalence, the specified first part of the original content is stored (communicative purpose), in the second type, in addition to the first part, the second part is also stored - the statement of the situation. In the third type of equivalence, all three parts (communicative purpose + situation statement + statement method) are stored. In the fourth and fifth types, in addition to the signs of the previous three types, equivalence in meaning

and content is not limited only to the communicative purpose, attention to the situation and the method of its expression, but in the original and translation, syntactic and lexical units are essentially maximally approximated. The first and highest level of the types of equivalence classified by V. Komissarov is manifested through its communicative purpose, and although it partially corresponds to the concept of pragmatic equivalence, it is not considered the same concept.

In translation studies, there is also the concept of cultural equivalence, and it is important to distinguish it from pragmatic equivalence. In his article, Chinese scientist Xiu Zou discusses the importance of cultural equivalence in translation and in which cases this method should be used. The researcher said, “To avoid the human factors, how to achieve cultural equivalence in translation is also determined by the following four factors:

① Types of the original text.

② The importance of cultural color in the original text.

③ The purpose of translation.

④ The reader type of the target text”.

In our view, cultural equivalence in translation emphasizes the faithful expression of customs, traditions, idiomatic expressions and symbolic meanings of the culture of the original language in the translated language. This includes conveying not only the exact meaning of the words, but also the main cultural connotations and associations embedded in the source text. The goal is to ensure that the translated content resonates authentically within the target culture while embracing the same cultural influences as the original text. On the other hand, pragmatic equivalence aims to correctly and effectively translate not only the exact meaning, but also the pragmatic and contextual elements present in the source text. It involves preserving the communicative intentions, implied meanings, speech acts, and writer's intention of the source text in the original language. The goal is to ensure that the pragmatic effect, social context, and communicative aspects of the original language content are fully conveyed in the translation.

In this regard, Mona Baker addresses the issue of equivalence by adopting a neutral approach when she states that equivalence is a relative concept. In particular, the chapters of his book are structured at different levels of equivalence, that is, word, phrase, grammar, text, and pragmatics. Hence, terms such as grammatical, textual, and pragmatic equivalence arise. More specifically, differences between word-level and higher-level equivalence are explored in the case of English and Arabic languages. Using a bottom-up approach, M. Baker recognizes the importance of individual words in the translation process, because the translator first considers words as a single unit in order to find their equivalent in the TT.

3 Pragmatic equivalence as a new approach of translation strategy

According to the M.Baker's theory, pragmatic equivalence consists of two principles:

- *Implicatures;*

- *Coherence.*

Also, as pragmatic equivalence is connected with implicatures, which are the main part of pragmatics, P. Grice's theory is also an integral part of it. According to M. Baker, implicature focuses on the implied meaning of a sentence rather than the spoken meaning. In other words, the focus is not on what is actually said, but on the meaning implied or intended to be implied in a given context. For example:

Speaker: Will you go to Tom's party?

Listener: I should check the weather

As you can see in the example above, when S (the speaker) asked to go to a party, T (the listener) said that he should check the weather. In this case, T meant that he couldn't go to the party, not that he decided to go to the party because of the weather. And this not going to the party (or not being able to go)" is an implicature in the given dialogue, and in the analysis of examples involving implicature in scientific and theoretical literature, the sign "+>" is placed next to the implicature.

Implicatures play a decisive role in communication due to the intangible relationship between speech and its hidden meanings. The concept of implicature as implied meanings was first introduced by Paul Grice in 1989, who divided explicit

and implicit meanings into implicatures by asking what the speaker actually means. explains.

Implicatures are of two types: first, conventional implicatures and non-conventional or communicative implicatures. Traditional implicatures are conditional conclusions that are not true and do not follow from certain rules. In other words, the listener does not need to think about another meaning behind what the speaker said, because he directly understands the meaning of the communication without identifying implicature due to the absence of hidden meaning. Conventional implicatures are not based on Grice's maxims "principle of coherence" and therefore they do not need a special context to determine the intended meaning, and to realize a certain meaning, they require the conjunction "but" or "and". the passengers will be enough. For example, the word "but" is enough to find out the implicature understood from the sentence "He is poor, but happy".

Communicative implicatures cause cross-cultural variation due to their context-based nature, which makes it more difficult for a translator to translate them from one language to another. Because both simple words and implicatures are conveyed to the reader through language. Therefore, it can be difficult to reveal them in languages with different cultural elements and convey their hidden meanings. The Uzbek language is rich in national-cultural elements such as praises, traditions, religious beliefs. Also, our language contains a lot of idiomatic and figurative linguistic units, so translators are very blind to mistakes and shortcomings when translating from Uzbek to other languages, especially English, which is not a sister language and has a completely different culture. they allow. That's why we decided to give our views and analyze examples about the possibility of using the pragmatic equivalence translation method, which has not been widely studied and applied in practice, in the translation of literary texts.

4 Pragmatic equivalence and implicatures

Pragmatic equivalence has been widely studied in English, Russian, Persian, Arabic, and involves the translation of national-cultural specific language units, expressions and metaphors, and is always analyzed in a context-dependent manner.

Pragmatic equivalence applies only in contexts where communication is involved. That is, it takes an important place in the translations of oral discourse and in the translations of works, taking into account the communicative-pragmatic nature of artistic works. P. Grice emphasizes that 4 maxims are very important for any communication to take place, and they include:

Figure 1. P.Grice's 4 maxims of conversational implicatures

P.Grice's Cooperative Principle is achieved by following one of the 4 maxims mentioned above. Some norms observed by interlocutors in four cooperative categories of communication, namely quantity (informativeness), quality (accuracy), attitude (direction of conversation) and style (way of expression) means the like. He argues that implicatures are implicit meanings suggested by speakers that result from non-compliance with cooperative maxims. It follows that one of the 4 maxims of P. Grice's must be violated in order to create implicatures.

5 Discussion

In Uzbek	In English
Qarshi quda bo'lmoq *uchun qizliq va o'g'ullik havlini uchratish va buning ustiga "naslu nasabda tekislik", olinadirg'an* ***kelinning silliqina bo'lishi*** *– ana shunday mushkilotlar orqasida ikki yil chamasi Naimaning umri sarg'ayib o'tdi.*	*She wanted to engage Naima with someone and then to find somebody for Mahdum from that family. In order to find an appropriate family* ***with good manner*** *which had both a son and a daughter.*

According to the explanatory dictionary of the Uzbek language, there are several meanings of the word "silliq" in the Uzbek language, and they include:

- Flat, hilly, undulating;
- Slippery, slippery, mirror-like;
- Smooth, flat, polished;
- Mobile - s. t. Handsome, elegant, beautiful;

- Fluent - flawless, fluent (about language, style, speech, etc.);
- Pleasant, not harsh, soft
- Without a problem, as desired, without obstacles; fluffy; careless;
- Silent; without realizing it;
- Evenly, smoothly, without noise.

In the excerpt from the above-mentioned work, the author meant more than one meaning by saying *"kelinning silliqqina bo'lishi"*. If they include (4), (6) and (7) meanings, only (6) meaning is intended in the translation. In this context, the use of the word *"silliq"* in relation to the bride, her appearance, behavior, and family status are perfect, creating the image of the "perfect Uzbek bride" in Naima's speech. Interpreting this text into English, the translators replaced the word *"kelin"* in the form of *"appropriate family"* through the method of generalization. However, in our opinion, it is in this context that the word "bride" is a cultural word and it is necessary to convey to the readers its meaning and what the writer means by *"kelinning silliqqina bo'lishi"*.

There are several reasons why we consider the word *"bride"* to be ethnographic lexeme. Firstly, the role of *"bride"* in Uzbek national culture and its pragmatic effect are not the same as the concepts of bride" or *"daughter-in-law"* in English culture. In our culture, *"daughter-in-law"* represents a girl who serves her husband and in-laws, treats all the members of her husband's family with respect, and takes care of the housework and child-rearing. is seen as an equal member. Therefore, the translators interpreted the ethnography of «bride" not as *"bride"* or *"daughter-in-law"*, but in the form of *"appropriate family"*. Based on this context, we can claim that when analyzing ethnographisms pragmatically, contextual ethnographisms arise. So, contextual ethnographism is a word or a combination of words characteristic of a certain culture, tradition, which acts as an cultural word only in certain contexts and reflects all the characteristics of that culture. Due to their context-dependent nature, they can embody pragmatic effects and implicatures. The following translation of the fragment of the work given above into English, strengthening its pragmatic effect on the addressee, we tried to convey the implied

meaning that writer wants to convey to adressee and through it to reach pragmatic equivalence:

She wanted Naima to marry with a man at the same time who also has a sister for Mahdum. It took her almost 2 years to find an appropriate family ***with an ideal daughter*** *who* ***meets all of her criteria (including social status, appearance and behavior).*** *(Our translation)*

In the translation proposed above, the method of pragmatic adaptation was used, and in order to make the translation text understandable to the addressee, the ethnographisms *qarshi quda* and *kelin* were omitted, but the successful delivery of meaning hidden implicitly in the implicature was achieved by pragmatic equivalence in translation.

In the next example, *"atlas ko'ylak"* in the Uzbek language is involved as a cultural word, and we can see that its contextual meaning includes a national cultural characteristic:

In Uzbek	**In English**
...Balli Ra'no, ana jinnilik! – dedi Maxdum, – ***atlas ko'ylak*** *senga hayf, senga* ***bo'z****dan boshqasi albatta hayf!*	*- Atta girl, Rano, good for you, what a mess! - Said Mahdum. You are supposed to wear only linen dress, not atlas. You are not worth* ***the atlas dress!***

In this context, "atlas ko'ylak" is considered a cultural word, and according to Uzbek traditions, it is a dress worn on holidays and celebrations. That is, in this sentence, Rano's playing in the mud in a atlas dress was condemned by her father Salih Makhdum by saying "*atlas ko'ylak senga hayf*". In the process of translation, simply translating it as *the atlas dress* provided a little national color, but no pragmatic effect was achieved. Coherence, which is one of the main elements of pragmatic equivalence, is not ensured in this example. In this case, the pragmatic effect can be strengthened by simply adding the word "such". This shows how much emphasis is placed on the "atlas dress" and how luxurious it is. Also, the translation

of the unit *"Balli Ra'no"* as *"good for you"* caused confusion in the translation. Because in this context, the word *"balli"* is not a compliment, but an irony. Also, here, in a polite way, by saying *"my beautiful girl"*, he tried to convey to the addressee how Makhdum treated his daughter as a learned person, giving both reprimand and sarcastic meanings, but in the translation *"you are not worth"* caused a change in the pragmatic meaning and effect understood from the context.

6 Conclusions

Therefore, the examples and excerpts from the works analyzed in this paragraph focus on the correct interpretation of ethnographic component units and national culture in English. We can say that the Uzbek and English cultures are different from each other in every aspect, and the influence of this is directly reflected in the language and artistic works. Almost all Uzbek works of art embody Uzbek national traditions and values, and are rooted in ancient traditions. For this reason, translating a work of art from Uzbek to English is fundamentally different from other types of translation and is a very complicated process. This process becomes doubly difficult when it comes to the way of life of two different nations, people's opinions and pragmatics. Because in many cases, the semantic equivalent of a word can be found in the second language, but finding a pragmatic equivalence, revealing the pragmatic aspects of the writer and original culture and language in the translated language requires a high skill from the translator.

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NEW TRENDS IN TRANSLATION

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ABSTRACT

This thesis refers detailed information about the development of translating. It is said that translation plays the most important role in each field. Nowadays, translation is frequently developing day by day. Moreover, the field of translating is being paid attention by a lot of experienced teachers. Furthermore, this article reveals examples which belong to translation.

В данной диссертации содержитсия подробная информация о развити и переводческого дела. Перевод играет важнейшую ролъ в каждой области. В настоящее время перевод часто развивается с каждым днем. Более того, переводческой сфере уделяется внимание много опытных переводавателей. Кроме того, ветой статъе раскрываются примеры, относящиеся к переводу.

Ushbu maqolada tarjimaning rivojlanishi haqida batafsil ma`lumotlar keltirilgan. Tarjima har bir sohada eng muhum rol o`ynashi aytiladi. Hozirgi kunda tarjima sohasi kundan kunga jadal rivojlanib bormoqda. Bundan tashqari, tarjimonlik sohasiga ko`plab tajribali o`qituvchilar hamda olimlar e`tibor qaratmoqda. Shuningdek, ushbu maqolada tarjimaga oid misollar ham keltirilgan.

INTRODUCTION

In the rapidly evolving world of global communication, the translation industry stands at the forefront of bridging linguistic and cultural divides. As we enter 2024, the landscape of translation and localization is undergoing transformative changes driven by technological advancements, shifting market demands, and an ever-growing need for cross-cultural understanding.

Today, we will reveal into the heart of these dynamic shifts, exploring the latest and most influential trends shaping the translation and localization industry in 2024. From cutting-edge AI technologies to innovative approaches in human translation, we will navigate through the diverse methodologies that are redefining how languages are translated and localized content. Based on the interpreting industry trends above, there has been a consistent trend toward integrating technology with human expertise, particularly AI and machine translation. The focus has expanded from just language translation to encompass localization, adapting content culturally and contextually for global audiences. The rise of remote communication, especially during the pandemic, has accelerated these translation technology trends, necessitating more specialized and diverse translation services.As we look towards 2024, these top translation trends have persisted and evolved, highlighting the translation and localization industry's adaptability and critical role in an increasingly interconnected world.The translation industry is a vital part of the global business world, and facilitating online engagement will affect the future of translation.The industry is growing rapidly as businesses become more globalized and with the rise of online communication and the need for real-time translations, the demand for translators has never been greater.Translation services are a fundamental tool for global communication and they offer better and better results every year.

Translation services can bridge communication, making it possible for your business to connect with more people worldwide.While there are certainly challenges involved in translating content for different audiences, the benefits of

doing so can be remarkable.The tech industry understands what the significance and benefits of translation services are in this day and age.For that reason, entertainment companies, schools, businesses, and the tourism industry employ various technologies to help with translations.Innovation alongside the translation industry is following a fruitful and promising path over this decade.Translation can help millions of people to communicate easily, with innovation and investment being the sources to bring out better results.Meanwhile, software engineering will play a trailblazing role in the future of translation. These trends above give just a small insight into the impact that machine learning and AI will have on our generation.

As the translation industry evolves, the integration of software engineering services becomes increasingly crucial, offering innovative solutions to enhance accuracy and efficiency in language translation. Translation can help millions of people to communicate easily, with innovation and investment being the resources to bring out better results.

Meanwhile, software engineering will play a trailblazing role in the future of translation. These trends above give just a small insight into the impact that machine learning and AI will have on our generation.

As the translation industry evolves, the integration of software engineering services becomes increasingly crucial, offering innovative solutions to enhance accuracy and efficiency in language translation.The translation landscape is transforming with the integration of multimodal approaches. Traditionally, translation primarily focused on text, but the emergence of multimedia content necessitates a more inclusive approach. Advancements in translation technology now enable the translation of audio, video, and images, expanding the scope of accessibility. This multimodal integration not only caters to a broader range of content types but also enhances the overall user experience by providing a seamless and comprehensive language translation solution.In the age of instant communication, the demand for real-time translation solutions has surged. Translation technology is responding to this need by offering real-time translation

capabilities, allowing users to communicate seamlessly across language barriers. Whether in business meetings, video conferences, or messaging apps, these advancements empower users to engage in multilingual conversations without the need for time-consuming manual translation.

2024 promises to be a defining period for trends in translation technology, with machine translation, neural networks, natural language processing, multimodal approaches, and real-time communication taking center stage. These advancements are not only reshaping the translation landscape but are also playing a crucial role in making content more accessible globally. As we embrace the potential of these technologies, it is essential to remain vigilant, addressing challenges and ethical considerations in translation to create a future where language is no longer a barrier to effective communication on a global scale.

CONCLUSION

Translation is becoming increasingly important in today's social and economic climate. While countries have established trading routes between their settlements for centuries, the world has only moved towards globalisation relatively recently. And also, translation is said to play an important role in language development. Because, in each field, as, in language, translation is encouraging studies. Companies have extended their reach beyond the country where they established their headquarters, making communication in different languages a legitimate necessity. Moreover, they are developing their field via translation and making communication easily with their partner with the help of translators. As such, the need for high-quality translations has increased over the years and shows no signs of decreasing in importance. Tech innovation is also on a continuously ascending path. There is no way to accurately predict its exact direction, only that it continues to evolve and shape the landscape of the industries associated with it.

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INGLIZ VA O'ZBEK TILLARIDAGI FE'L TURLARINING PRAGMATIK XUSUSIYATLARI (INGLIZ VA O'ZBEK BADIIY ASARLARI MISOLIDA)

Hulkar Mingbayeva G'afforovna
Aniq va ijtimoiy fanlar universiteti magistratura talabasi

ANNOTATSIYA

Mazkur tezisda birinchi navbatda she'riy yo'sindagi tarjima usullari va transformatsiya, lingvokultorologik va tovushlarning fonetik, leksik, morfemik, grammatik, sintaktik va shunga ba'zi bir nechta tomonlarini ko'rib chiqamiz.

Kalit so'zlar: transformatsiya, lingvokultorologiya, fonetika, leksika, morfemika, grammatika, sintaktika

АННОТАЦИЯ

В данной дипломной работе, прежде всего, мы рассмотрим фонетические, лексические, морфемные, грамматические, синтаксические и другие аспекты поэтических способов и трансформаций перевода, лингвокультурологических и звуковых.

Ключевые слова: трансформация, лингвокультурология, фонетика, лексикон, морфемика, грамматика, синтаксис.

ABSTRACT

In this thesis, first of all, we will consider phonetic, lexical, morphemic, grammatical, syntactic and other aspects of translation, linguistic and cultural and poetic methods and transformations of sound.

Key words: transformation, linguistic culture, phonetics, lexicon, morphemics, grammar, syntax.

KIRISH

Dastavval, she’rning original matni bilan yaxshilab tanishamiz, bunda asosiy jihat matnning fonetik leksemalarini leksikologik jihatdan tahlil qilishdan boshlaymiz.

ASOSIY QISM

JUG – JUG, MAJESTY JUG
UMARALI KING MADALIBEK
AT THE PERIOD MADALIBEK
PLAY WELL, PLAY, ENJOY.

XUM – XUM HAZRATI XUM,
UMARALI XONU MADALIBEK
MADALIBEKNING ZAMONIDA
TARALA GIJBANGU

Endi asosiy tahlilga o’tadigan bo’lsak, tarjima tilida at the period Madalibek deb berilmoqda, bunda o’zbek tili va ingliz tilining asosiy farqli jihati ko’ringan, ya’ni punktuatsion tomonlama so’z birikmaatan ingliz tilida ko’pincha rioya etilmasligi, bunda o’zbek tilidagi qaratqich kelishigi qo’shimchasi muhim punktuatsion va imlo jihatdan anchayin e’tiborli hisoblanandi, bu ingliz tilida apostrophe (‘) belgisidir.

Ya’ni tarjima tilida qaratqich kelishigi qo’shimchasi tushib qolish, aniqroq termin bilan aytganda transliteratsiya hodisasi ro’y bergan, asliyat tilidan tarjima tiliga o’girish jarayonida.

Shu bilan birga, Tarala Gijbang leksemasini qo’shma ot so’z turkumiga kiritamiz, tarala so’zi taralmoq fe’lidan gijbang so’ziga bog’lanib qo’shma ot so’z turkumini yasayapti.

Tarjima tilida Play well, play, enjoy kabi fe’l+ravish ya’ni holat ravishdoshi va harakatning qay tarzda, qay holatda davom etayotganini ko’rasatish uchun qo’llanilgan. Asosiy farqli jihat asliyat tilidagi qo’shma ot so’z turkumidan fe’lning vazifasiga ko’ra turlaridan biri ravishdoshni hosil qilyapti.

I WILL GO AND YOU REST CRYING BURST
LIKE BIRD’S CHILD BOTH OF US WAITER
I HAVEN’T REST OR STRENGTH IN MY BODY
LIKE WALKING FLY I HAVEN’T REST PATIENTLY

MEN KETARMAN YO’LDA YIG’LAB, SEN QOLURSAN ZOR – ZOR,
QUMRI QUSHNING BOLASIDEK IKKALAMIZ INTIZOR,
INTIZORLIK TORTA – TORTA TANDA TOQAT QOLMADI.
YO’L CHIVINDEK SARG’AYIB, YURARGA HOLAT QOLMADI,
YO’L CHIVINNING HOLINI YO’LDA YO’LOVCHIDAN SO’RANG,
BIZ G’ARIBNING HOLIN AQLI RASOLARDAN SO’RANG.

Mazkur qismda bir nechta transliteratsion va sintaktik, morfologik, leksik, fonetik jihatlarini ko’rib chiqamiz; bunda birinchi qatorda ko’zga tashlanadigan asosiy

jihat, ya’ni juft sifat so’z turkumidan fe’l so’z turkumiga o’tish holatini ko’rishimiz va analiz qilib chiqishimiz kerak bo’ladi, avvalambor bu leksemalar asliyat tilidagi zor – zor juft sifat va tarjima tilidagi burst fe’lidir.

Asosiy analiz qismi bu yerda ingliz tilida ko’pincha qo’shma leksemalar kamdan kam uchrashi, va o’zi umuman olganda ma’no jihatdan ham o’zbek tilidan keskin farq qiladi.

Ingliz tilida zor – zor yig’lamoq leksemasi albatta yo’q emas, bor hisoblanadi, sob – bu leksema, o’zbek tiliidagi zor – zor yig’lamoq leksemasiga to’g’ri keladi. Nima uchun “burst” leksemasi o’rnida “sob” leksemasi qo’llanilmadi degan savol tug’ilishi tabiiy, albatta!.

Tarjima tilidagi asosiy ma’noga e’tibor bersak, ya’ni tarjima tilidagi ma’nosi bo’yicha yondashilsa bu yerda “crying” fe’lidan keyin ketma ket fe’l kelib qolish holati uchragani sabab, she’rning ma’nosiga katta salbiy ta’sir ko’rsatishi tabiiy edi, shuning uchun tarjima tilidagi ma’noga chuqur e’tibor bersak “burst” fe’li, fe’l ma’nosida emas aynan ot so’z turkumi o’rnida ishlatilgan, ya’ni to’satdan, birdan degan ma’nolarni anglatib kelgan.

Shuning uchun tarjima jarayonida har doim ham to’g’ridan to’g’ri tarjima qilish holatlarimiz umuman olganda ma’noga, har bitta leksemani qay tarzda ishlatilish holatlarini chuqur analiz qilish ko’nikmalarini oshirishimiz darkor hisoblananadi, ya’ni bunda har bitta leksema alohida shug’ullanish juda muhim faktorlardan biridir.

Endi ikkinchi qator analizida qumri qushning – like bird’s, leksemalarida asosiy jihat ingliz tilida o’zbek tilidagi qumri qushiga bironta ham mos variant qushning to’g’ri kelmaslik holatidir.

Ya’ni bunda tarjima tilidagi qumri qushi emas, umumiy ma’noda qushlar varianti berilib ketganidir. Bu albtta tarjimada bir paytning o’zida kalkalash, konkrezatsiya, adaptatsiya (moslashtirish), kabi bir nechta transliteratsion holatlarni keltirib chiqargan.

Kalkalash – transformatsiyasiga uchrash holati – bu like bird’s, ya’ni leksemalarini alohida – alohida ajratib o’tganida, konkrezatsiya – bunda yakka bird’s leksemasi bilan cheklanmasdan –dek ma’nosini beruvchi morfemani ham asosiy leksema oldidan aniqlashtirib o’tganidir. Adaptatsiya – like bird’s leksemasini keyingi qatordagi leksemalarga moslashib ma’noni yo’qotmasdan saqlab qolishidadir.

THESE BLACK EYES CRY UNDER EYEBROW
THE WORLD SEEMS BAD UNDER THE EYES OF MINE
I AM A WANDERER I NEED KINDNESS AND TREAT,
I NEED A LITTLE SQUINT, BRICK AND GROUND TO SLEEP.

BU QARO KO’ZLAR MUDOM YIG’LAR, CHOTIQ QOSH OSTIDA,
KO’ZGA OLAM TERS KO’RINGAY, MIJJALAR YOSH OSTIDA.
DARBADARMAN, MEHRIBON, ISSIQ QUCHOQQA INTIZOR,
TONGGACHA YER – KO’RPAYU BIR PARCHA G’ISHT BOSH OSTIDA.

Mazkur parchada umumlashtirish va konkrezatsiya usullaridan foydalanilgan. Bunda ko’rishimiz kerak bo’lgan asosiy analizlar sifatida, asliyat tilidagi bitta so’z turkumi doirasida umumiy bitta yaqqol ma’no anglashilyabdi. She’rni tarjima qilishda ot so’z birikmalarini o’zgartirish muammolari.

Sintaksis, gaplar, bo’laklar va iboralarda so’zlarning joylashishi va ularni o’rganish gaplarning shakllanishi va ularning tarkibiy qismlarining munosabati turlichadir. Bir tilda Ingliz tili kabi so’zlar orasidagi munosabatni ko’rsatadigan asosiy qurilma so’zdir.

Grammatik to’siqlarga kelsak, tarjimon oldida yugurish, biz e’tiborga olishimiz kerak ikki til: o’zbek va ingliz tillari bir-birini yaxshi bilishmaydi.

Faqat alifbolar deyarli bir xil, ba’zi harflar yo’qligi bilan bir qatorda, o’zbek tilida “sh”, “c”, ingliz tilida “g’”, “sh”, “ch”, “ng” va “o’” kabi yoki grammatikani emas, balki ma’noni tozalash uchun so’zlardan foydalanishning keng doirasidan

foydalanilgan. O’zbek tili agglyutinativ bo’lsa, ingliz tili o’zining o’zgarmasligi bilan so’z tuzilishini tashkil etadi.

Ko’rinib turganidek, adabiy va mazmunliroq ko’rinsa ham, bu ikki yarim qatorli asl jumla uchun juda uzun. Buning aksincha, birinchi ko’rinish ancha qisqaroq: bir yarim chiziq. Tarjima tilida juda qisqa bo’lishining yana bir sababi ergash gapli ergash gaplardir.

Ular so’roq vositalari bilan tuzilgan “nima”, “qaysi”, “nima uchun”, “qachon”, “qanday”, “qaysi”, “kim” kabi so’zlar yoqilgan. Bunday gaplarni esa o’zbek tiliga “-gan” affiksi bilan tarjima qilish taklif etiladi. Demak, ergash gaplar o’zbek tiliga ot so`z birikmalariga aylanganini ko`rishimiz mumkin. Tarjimon bu xususiyatdan mohirona foydalangan.

Ta’kidlanganidek, tarjimaning grammatik muammolariga quyidagilar kiradi: o’zgartirish masalalari tobe va mustaqil ergash gaplar, inversiya, fe’l zamonlari, yozuvchi usullari o’zbekchaga to’g’ri kelmaydigan va ularning mazmun va shaklga ta’siri tarjima, yosh darajasi va qiyinchilik darajasi kabilar.

Fe’l boshqa so’z turkumlariga qaraganda turli xil kategoriyalarga egaligi bilan ajralib turadi. Ingliz va o’zbek tillarida fe’l grammatik kategoriyalarga boy so’z turkumi hisoblanadi, lekin har ikkala tillarda fe’lning kategoriyalari bir-biridan farq qiladi. Ba’zan o’xshashlik tomonlarini ham kuzatishimiz mumkin.

Ingliz tilida fe’lning quyidagi grammatik kategoriyalari mavjud: Perfekt (korrelyatsiya) kategoriyasi (The category of perfekt (correlation Order)), niso’z birikmaat kategoriyasi (The category of voice), shaxs kategoriyasi (The category of person), son kategoriyasi (The category of number), zamon kategoriyasi (The category of tense), aspekt (tus, tarz) kategoriyasi (The category of aspekt), mayl kategoriyasi (The category of mood).

Hozirgi o’zbek tilida fe’lga xos grammatik kategoriyalar quyidagilarni tashkil etadi: Daraja, bo’lishli - bo’lishsizlik, mayl, zamon, shaxs – son. Fe’llarning grammatik kategoriyalari fe’l turkumiga kiruvchi so’zlarning sintetik yoki analitik formalarini

o’zaro qarama – qarshi qo’yish vositasida ifodalanadi. Perfekt kategoriyasi (The category of perfect) ish – harakatning ma’lum muddat yoki vaqtdan oldin sodir bo’lishini, tugallangani yoki tugallanishini ko’rsatadi.

Masalan: I have finished my work - Men ishimni tugatdim. Perfekt kategoriyasi bo’yicha fe’l shakllari 2 xil bo’ladi:

I. perfekt bo’lmagan fe’l shakllar (Non – perfekt verb forms)

II. II. perfekt analitik fe’l shakllari (Analytical perfect forms of the verb).

Fe’lning perfekt bo’lmagan shakllari turli kategoriyalarda perfekt shakllarga qarama – qarshi qo’yiladi, ya’ni oppozitsiyaga kirishadi.

XULOSA

Fe’l harakat ma’nosini bildiruvchi so‘zdir. Shu jumladan, biz o‘z tadqiqotimizda ingliz va o‘zbek tillarida fe’llarning morfologik, leksik-semantik, leksik-grammatik, sintaktik xususiyatlariga ko‘ra boshqa so‘z turkumlaridan ajralib turishini ko‘rib chiqdik. Fe’llar gapda ma’lum bir subyekning harakatini ifodalab keladi. Fe’l murakkab kategoriyalarga boy so‘z turkumi hisoblanadi.

Fe’llarning grammatik kategoriyalari fe’l turkumiga kiruvchi so‘zlarning sintetik yoki analitik shakllarini o‘zaro qarama-qarshi qo‘yish vosita sida ifodalanadi.Tadqiqotimiz natijasida shuni ko‘rdikki, o‘zbek tilida fe’l sintaktik jihatdan kesim vazifasida gapning oxirida kelsa, ingliz tilida esa ikkinchi o‘rinda kelishini kuzatdik.

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4. MODERN METHODOLOGY OF TEACHING: NEW STRATEGIES AND TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

ZAMONAVIY METODIKA: CHET TILLARNI O'QITISHDA YANGICHA YONDASHUVLAR

UNVEILING THE EVOLUTION: APPLIED LINGUISTICS' IMPACT ON 21ST CENTURY LANGUAGE TEACHING

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Abstract: In the ever-evolving landscape of language education, the role of applied linguistics stands as a beacon guiding the practices of 21st-century language teachers. This abstract delves into the profound impact of applied linguistics on modern language teaching methodologies, shedding light on its transformative influence and implications.

Applied linguistics, as a multidisciplinary field, bridges the gap between linguistic theory and practical language use. Its application in language teaching has revolutionized pedagogical approaches, offering a nuanced understanding of language acquisition, communication dynamics, and learner needs. By integrating insights from psycholinguistics, sociolinguistics, and cognitive linguistics, applied linguistics equips educators with a holistic framework to tailor language instruction to diverse learner profiles and contexts.

One of the pivotal contributions of applied linguistics to 21st-century language teaching lies in its emphasis on communicative competence. Moving beyond traditional grammar-focused instruction, contemporary language pedagogy prioritizes the development of learners' ability to comprehend and produce language in authentic communicative settings. Applied linguistics informs the design of communicative tasks, role-plays, and authentic materials, fostering meaningful language engagement and proficiency development.

Furthermore, the advent of technology has catalyzed innovation in language teaching, with applied linguistics at its helm. Computer-assisted language learning (CALL), corpus linguistics, and language assessment tools leverage technological advancements to enhance language instruction efficacy and accessibility. Applied linguistics provides theoretical underpinnings and methodological frameworks for the integration of technology into language teaching, empowering educators to leverage digital resources for personalized learning experiences.

Moreover, the sociocultural dimension of language learning underscores the influence of context, culture, and identity on language acquisition. Applied linguistics acknowledges the importance of sociocultural factors in shaping language attitudes, motivation, and learning outcomes. By embracing culturally responsive pedagogy and intercultural communicative competence, language teachers cultivate inclusive learning environments that celebrate linguistic diversity and promote mutual understanding.

In addressing the complexities of language teaching in the 21st century, applied linguistics extends its purview to professional development and teacher training. Equipping educators with theoretical knowledge, pedagogical strategies, and reflective practices, applied linguistics fosters a community of lifelong learners committed to continuous improvement and innovation in language education.

In conclusion, the evolution of applied linguistics has profoundly shaped the landscape of 21st-century language teaching, offering insights, methodologies, and tools to empower educators and optimize learning outcomes. As we unveil the transformative potential of applied linguistics, we embrace a dynamic journey of discovery, adaptation, and excellence in language education.

Keywords: Applied linguistics. language teaching, 21st century, communicative competence, technology

AUTONOMOUS LANGUAGE LEARNING

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Abstract

This conference paper reviews the implementation of autonomous learning in foreign language acquisition. Considering developing skills that are the requirements of today's job market, the technology of adapting textbook exercises has been developed.Thus, learners should be active and responsible for their study, errors, and correction. This paper suggests and gives examples of how to adopt textbook materials that encourage deep learning and active participation of students in the learning process.

Keywords: autonomous language learning, adapting tasks, receptive skills, productive skills.

Autonomy in foreign language learning is considered important term in recent years, since learner-centered approach gain popularity instead of traditional teaching. The concept of autonomouslanguage learning defined by many scholars over the years to clarify insight. Henri Holec, who developed autonomous learning, defined it as “the ability to take charge of one’s ownlearning, to take charge of one’s learning is to have the responsibility for all the decisionsconcerning all aspects of this learning” [1]. However, Trebbi argues that “taking chargeof one's own learning” is a simultaneous action since no studying happens unless the learner is incharge [4]. Autonomous learning, according to Little, is the ability to do a task independently, with contextual adaptabilitywith awareness and reflection [2]. Oxford defines autonomous learning morecomprehensively as it is “the ability and willingness to perform a task without assistance, withadaptability related to the situational demands, with transferability to other relevant contexts, andwith reflection, accompanied by relevant action (the use, usually conscious and intentional, ofappropriate learning strategies) reflecting both ability and willingness” [3]. By

reviewing research works, autonomous learning can be summarized as ability to learn autonomously with a little contribution from the teacher and to socialize with peers to workcooperatively, to learn with each other, to reflect obtained knowledge and self- evaluate as well as peer-assessment.

In implementing autonomous learning, teacher's role is critical and play important role applying encouraged autonomous environment to support students to make decisions and take control of their own learning. Teacher should be facilitator and create appropriate atmosphere to encourage students to be more independent and responsible for their academic achievements.To encourage students to be actively engaged in the learning process teachers should give responsibility for creating tasks that stimulate deep learning.

Textbook activities should be adaptedto encourage students' critical thinking and give them freedom to create activities themselves and motivate to make decisions independently. Many recent textbook activities designed to trigger student's critical thinking skill and language skill at the same time. Looking at Bloom's taxonomy helps the teachers to understand the objectives of classroom teaching. When Bloom's taxonomy is used, by doing ready-made activities students remember or understand the content. For the next (applying) level, ready textbook activities and adapted materials can be used to apply learned information in a new situation. By reflecting on their learning process or during self-evaluation or peer-assessment, students are expected to acquire analyzing and evaluating skills. To reach the top of the taxonomy to produce new and original work, students should learn how to create activities themselves. By doing these stages, future foreign language teachers learn how to adapt activities as well as develop assessment skills.

To develop receptive language skills, exercises should be adapted as follows: 1) After listening to or reading an English text, students will not answer questions about the text, but they should make questions or true/false sentences based on the text. 2) Then the students will exchange their questions to check their understanding of the text.

In the proposed technology for productive language skills, the exercises to develop speaking and writing, as well as assessment skills, can be adapted as follows: 1) A topic for students to speak or write about, instructions, and rubric should be provided. Exercises can be done individually or in small groups. 2) After completing the task based on the given topic and rubric, students swap their work with each other, evaluate their peer's work based on the given rubric, and write feedback in the peer feedback section. 3) Reflecting on peer feedback, students rewrite their work, then submit it to the teacher for grading. In speaking exercises, they will have the opportunity to give a better speech to the teacher, correcting mistakes, and taking into account the peer's feedback. This will lead to a reduction in the number of student mistakes and, most importantly, a step towards autonomous learning.

Creating/adapting activity takes time, it can be challenging each time to create a new one. Therefore, created/adapted activities can be compiled as a portfolio and used for another group. By collecting adapted activities, teachers save time as well as have a repertoire of activities.

In conclusion, it can be said that autonomous learning plays an important role in teaching foreign languages. For students, autonomous language learning is essential with the features of active participation in the learning process. As a result, students become more involved in their studies and the error-correction process.

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EFFECTIVE STRATEGIES FOR INSTRUCTING LARGE CLASSES

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The best way to become an expert
is through practice—thousands of
hours of practice. The more the practice, the better the performance.

Abstract. Teaching English to large classes presents unique challenges due to the sheer number of students and the diverse learning styles and abilities within the group. In this article, we will explore effective techniques for managing and engaging massive classes to ensure that all students have the opportunity to learn and succeed. By implementing these strategies, educators can create a positive and productive learning environment that fosters language acquisition and communication skills.

With the right strategies and techniques, teaching large classes can be a rewarding experience for both teachers and students.

Keywords: English language teaching, massive classes, classroom management, engagement strategies, differentiated instruction

Key Strategies:

1. Establish clear expectations: Clearly communicate the course objectives, expectations, and guidelines to students at the beginning of the semester to set a positive tone for the class.

2. Use technology effectively: Utilize technology tools such as online platforms, interactive presentations, and virtual discussions to enhance student engagement and facilitate communication.

3. Differentiated Instruction:

In a large class, it is important to recognize and accommodate the diverse learning needs of students. Differentiated instruction involves tailoring teaching methods and materials to meet the individual needs of each student. Some techniques for differentiated instruction include:

- Providing multiple modes of instruction, such as visual, auditory, and kinesthetic
- Offering flexible grouping options to allow for collaborative learning
- Using formative assessment to monitor student progress and adjust instruction accordingly
- Incorporating project-based learning and hands-on activities to appeal to different learning styles

4. Break down content into manageable chunks: Divide the course material into smaller segments to make it more digestible for students and prevent overwhelming them with information.

5. Incorporate active learning activities: Include group work, discussions, case studies, and other interactive activities to promote student engagement and participation.

Engagement Strategies:

Engaging students in a massive class is essential for maintaining their interest and motivation. Some effective engagement strategies include:

- Incorporating interactive activities and games to make learning fun and interactive

- Using real-world examples and authentic materials to connect language learning to everyday life
- Encouraging student participation through group discussions, debates, and presentations
- Providing opportunities for self-directed learning and exploration through projects and research assignments

6. Provide regular feedback: Offer timely feedback on assignments, assessments, and class participation to help students track their progress and make necessary improvements.

7. Foster a sense of community: Create opportunities for students to connect with each other through group projects, study groups, or online forums to build a sense of community within the large class.

8. Manage classroom logistics: Organize seating arrangements, use visual aids effectively, and establish routines to help manage the logistics of teaching a large class.

Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in manageable amounts, modeling, guiding student practice, helping students when they made errors, and providing for sufficient practice and review. Many of these teachers also went on to experiential, hands-on activities, but they always did the experiential activities after, not before, the basic material was learned.

The following is a list of some of the instructional principles that have come from educational sources:

• Begin a lesson with a short review of previous learning.

• Present new material in small steps with student practice after each step.

• Ask a large number of questions and check the responses of all students.

• Provide models.

• Guide student practice.

• Check for student understanding.

• Obtain a high success rate.

•Provide scaffolds for difficult tasks.

• Require and monitor independent practice.

• Engage students in weekly and monthly review.

Teachers face a difficult problem when they need to cover a lot of material and don't feel they have the time for sufficient review. However, the research states (and we all know from personal experience) that material that is not adequately practiced and reviewed is easily forgotten. More details for the above-mentioned principles will be provided in our further research works.

Conclusion:

Teaching large classes requires creativity, organization, and effective communication to ensure that all students have the opportunity to learn and succeed. By implementing these strategies and techniques, educators can create a positive and engaging learning environment for their students, despite the challenges of teaching a large class.

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Ingliz tilini o‘qitishda korpusga asoslangan yondashuvning qo‘llanilishigao‘qituvchilar munosabati.(O‘zbekiston OTMlari misolida).

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Kalit so‘zlar: til korpusi, korpusga asolangan yondashuv, korpusga asoslangan metodologiya, korpusga asoslangan materiallar, o‘qituvchilar munosabati.

Ключевые слова: языковой корпус, корпусный подход, корпусный.методология, корпусные материалы, отношение учителя.

Keywords: language corpus, corpus-based approach, corpus-basedmethodology, corpus-based materials, teacher attitudes.

Til o‘qitishda zamonaviy yondashuvlarning kirib kelishi, o‘qituvchilarning korpusga asoslangan yondashuvni til darslarida o‘qitish va o‘rganishni osonlashtirish uchun turli korpusga asoslangan materiallar, mashqlar va vositalar haqidagi munosabatlarini o‘rganishga ehtiyoj borligini ko‘rsatadi.O‘qituvchilarning munosabatlari ikkita asosiy mezonga ko‘ra o‘rganildi. Birinchisi, o‘qituvchilar va talabalarining ingliz tilini o‘qitish va o‘rganish uchun korpusga asoslangan materiallar va vositalardan foydalanishga munosabatini o‘rganishdir.

Ikkinchisi ingliz tili sinflarida korpusga asoslangan yondashuvdan foydalanishga o‘qituvchilarning munosabatini o‘rganishdir. Ingliz tili sinflarida korpusga asoslangan materiallardan foydalanishda talabalar va o‘qituvchilarning munosabatlari bir xilligini ko‘rish mumkin.

Mavzuga oid adabiyotlarning tahlili (Literature review)

A.Boulton, Frankenberg-Garsia, Grenjer va Gilkiunga ko‘ra lingvistik korpuslardan foydalanish borasida ko‘plab tadqiqotlar zarur ekanligini ta’kidlagan.Misol uchun J. Mukerji tomonidan o‘takizilgan so‘rovnomada 248 ta maktab o‘qituvchilari korpus lingvistikasi haqida umuman eshitmaganliklarini ta’kidlagan.[1.] S.Konradga ko‘ra yozuv darslarida korpus vositalarining afzalliklariga oid tadqiqotlarida olib borilgan korpus tahlillari, o‘qituvchilarga haqiqiy tilni o‘rganish imkonini berishi haqida ijobiy fikrlar keltirilgan.[8] Shuningdek S. Hanstonga ko‘ra til darslariga korpus materiallarini kiritish o‘qituvchilarning til bilimlarini kengaytirishi mumkin. Shuningdek, o‘qituvchilarning til bilish darajasini baholashga ham yordam beradi.[9.15-35] U.Ro‘merning tilning haqiqiy qo‘llanilishini ko‘rsatdigan korpus asosidagi til materiallarini ishlab chiqish uchun korpus bazasini yaratish juda muhim hisoblanashini [4.121-134] va o‘qituvchilarga korpusga asoslangan yondashuvning afzalliklari borasida tavsiyalar keltirgan

G.Aston, J.Sinkler, J.Bennet, R.Reppenlar tomonidan ingliz tili sinflarida korpus materallaridan o‘qituvchilar va talabalar uchun maksimal darajada foydalanishni qo‘llab quvvatlagan. [11,12,16]

Pokistonlik olimlar G.Haydar, H. Durrani, M.Imranlar Pokistondagi ta’lim holati bo‘yicha olib borgan tadqiqotlar shuni ko‘rsatadigi, chet tillarni zamonaviy texnologiyalar asosida o‘qitish va ana’naviy ta’limni isloh qilishga ehtiyoj borligini ta’kidlagan.[14.215, 15,167-172,2.121-129].Shu sababli Pokistonda ham ingliz tilini o‘qitishda korpusga o‘qitish metodikasini kiritish o‘qituvchilar tomonidan ma’qullangan.

Shuningdek Pokistonda o‘qituvchilar uchun korpusga asoslangan yondashuvdan foydalanishlari bo‘yicha nashr etilgan adabiyotlar etarlicha emasligi,

o‘qituvchilarning korpusga asoslangan yondashuvdan foydalanish bo‘yicha munosabatlarni o‘rganish muhim deb hisoblangan. [7.] Xitoylik tadqiqotchi M.Quingga ko‘ra o‘qituvchilarni korpusga asoslangan yondashuvni o‘qitish bo‘yicha quyidagi ikki bosqichli trening dasturini keltirib o‘tgan.[17] Birinchi bosqichda o‘qituvchilar korpusga asoslangan yondashuvni dars jarayoniga integrasiya qilishni o‘rganish, ikkkinchisi kopusga asoslangan materiallarni yaratish uchun kompetensiyani rivojlantirishdir.Quyida jadvalda ikki bochqichli asosning mazmuni keltirilgan.(1-jadvalga qarang)

1.Bosqich. Korpus lingvistikasi haqida ma’lumot berish	**2.Bosqich. Korpusga asoslangan yonshaduv haqida ma’lumot berish**.
1.Korpus lingvistikasi va korpus haqida ma’ruza o‘qish. 2.Onlayn korpusdan qidiruvni amalga oshirish 3.O‘qitish va o‘rganish uchun fikrlarni jamlash	1.Pedagogik manbalar (veb sahifalar,vediolar, dars ishlanmalaridan namunalar) 2. Korpusga asoslangan dars ishlanmalarini yaratish prinsiplari 3.Individual o‘rganish 4. Kollabarativ o‘rganish
Korpusga asoslangan o‘qitish materiallarni yaratish kompetensiyani rivojlanishi.	

Birinchi bosqichning asosiy maqsadi o‘qituvchilaning korpus lingvistikasi haqidagi bilimlarini ma’ruza va seminar kombinatsiyasi orqali rivojlantirishga qaratilgan.Shuningdek o‘qituvchilar korpus haqida, undan foydalanishning afzalliklari, korpus qidiruvini amalga oshirish, konkordans satrlarini tahlil qilishni o‘rgatishdir. Ikkinchi bosqich korpusga asoslangan materiallarni yaratishni amaliyotda sinab ko‘rish va korpusga asoslangan mashq namularini tuzishdan

iboratdir.Shuningdek o‘qituvchilarga Lextutor (www.lectutor.ca) va Word and Phrase (https://www.wordandphrase.info/) korpus saytlaridan konkordans satrlarini qidirish va mashq tuzish ishlanmalarni bajarishi ham trening tarkibiga kiradi. Bundan tashqari o‘qituvchilar uchun tadqiqotchilar tomonidan tuzilgan tayyor korpusga asoslangan dars ishlanmalar va ularning veb-sahifalari taqdim qilinadi. (https://corpus.eduhk.hk/cap/).Gass tomonidan korpusga asoslangan dars ishlanmalarining to‘rt bosqichli modeli (https://www.youtube.com/embed/qjnPYA2yz0A) videosi ushbu kanalida taqdim qilingan. Ya’ni o‘qituvchilarga mustaqil o‘zlashtirish va o‘rganish imkonini beradi. Qo‘yida jadvalda to‘rt bosqich tasnifi keltirilgan.Ushbu loyiha modeli tilni o‘rganish, o‘qitish va mashg‘ulotlar olib borish uchun korpus ilovalari haqida ma’lumot beradi. Ushbu pedagogik resurslar o‘qituvchilarga qisqa vaqt ichida korpus asosidagi darslarni qanday loyihalash bo‘yicha resurslar va g‘oyalarni taqdim etishga qaratilgan.Demak ingliz tili o‘qituvchilarga yuqorida keltirilgan nazariy va amaliy tavsiyalarga tayangan holda malakalarini oshirishlari mumkin.

Ingliz tili xorijiy til sifatida o‘qitiladigan sinflarida korpus asosidagi materiallardan foydalanishning bir qancha pedagogik afzalliklari mavjud.Ma’lumotlar bazalari yoki korpuslarga asoslangan til materiallaridan foydalanish g‘oyasi o‘quvchilarimizni haqiqiy tildan foydalanishga imkon beradi.[3.5-25]. O‘qituvchilar korpus lingvistikasidan o‘quv materiallari sifatida ingliz tili darslarida foydalanadilar. So‘zlarning ma’nolari, ta’riflari va qo‘llalanilishini izlash uchun lug‘atlardan foydalanishning an’anaviy usuli murakkab va ko‘p vaqt talab qilada. Ammo til o‘rnanuvchilari uchun korpus vositalari yordamida til o‘rganishning bir qancha afzalliklari bor.

O‘.Romerga ko‘ra korpus materiallari lug‘atni o‘rgatish va o‘rganishda qimmatli vositadir. U o‘qituvchilar va o‘quvchilar uchun real kontekstidagi tilga oid qimmatli ma’lumotlarni taqdim etadi [4.121].Reppenning ta’kidlashicha korpusga asoslangan metodologiya o‘qituvchilar uchun juda ko‘p afzalliklarga ega. O‘qituvchilar til o‘qitish materiallaridan foydalanishni nazorat qilishni o‘rganadilar.L.Floverdoga ko‘ra korpus o‘rganuvchilarga tilning real hayotda

qanday qo‘llanilishini o‘rganishga imkon beradi va shuning uchun ona tilida so‘zlashuvchining til konstruksiyalari, ingliz tilida tez-tez yoki kamdan-kam qo‘llaniladigan so‘z yoki iboralar haqidagi fikriga ishonish shart emasligini ta’kidlaydi. [6.393-417]

Ushbu tadqiqotni olib borishda G.Bennet,L.Floverdo, D.Biberlar tavsiya qilgan nazariyalariga tayanib olib borildi. D.Biberga ko‘ra korpusga asoslangan yondashuv to‘rtta xususiyatga ega: tabiiy emperik, tabiiy matnlaring yirik bazasidan foydalanadi, kompyuter va dasturlardan hamda kualitativ va kuantitativ texnikalardan foydalanadi. Ushbu xususiyatlar korpusga asolangan tadqiqot uchun asos sifatida qabul qilindi. Ishtirokchi o‘qituvchilar til materiallarini yaratishda turli korpus saytlari va vositalaridan foydalanish va o‘larni ingliz tili darslarida qo‘lllash va o‘qituvchilarning korpusga asolangan yondashuvdan foydalanish bo‘yicha munosabatlari tahlil qilindi.

Tadqiqot davomida o‘qituvchilarning korpusga asolangan yondashuvga munosabati va ushbu yondashuvni yaxshiroq tushunishni rivojlantirish uchun ikki xil ma’lumot to‘plash usuli: so‘rovnoma va intervyu orqali o‘rganildi.Asosiy savol sifatida Ingliz tili o‘qituvchilarinning korpusga asoslangan yondashuvga munosabati qanday? deb belgilandi. So‘rovnoma va intervyuda qatnashish uchun 60 nafar ya’ni 49 ta ayol va 11 ta erkak o‘qituvchi ishtirok etdi.

Tajriba-sinov jarayonida o‘tkazilgan anketaning maqsadi o‘qituvchilar munosabatini o‘rganishdir.So‘rovnoma qog‘oz shaklda, kuantitativ tahil qilindi. Asosiy yondashuv sifatida J.Jamal,A.Shavkat, E.Afzal ishlari olindi. 7.8-20] So‘rovnoma ikki qismdan: birinchisi ingliz tili darslarida korpusga asoslangan yondashuvdan foydalanishga oid, iikinchisi ingliz tilini o‘qitishda korpusga asoslangan materiallar va mashqlarga bo‘yicha o‘tkazildi. Shu tartibda o‘qituvchilar bilan intervyu ham olib borildi.

Ma’lumotlarni tahlil qilish uchun ikki xil usul ishlatilgan. Anketalar foizlarni vizual tarzda hisoblash va ma’lumotlarni taqdim etish uchun MS Yexcel dasturidan foydalangan holda jadvallar, doiraviy diagrammalar va klasterli diagrammalar yordamida tahlil qilindi. Bundan farqli o‘laroq, intervyular ozozli xabarlar yozib

olindi va statistik tahli qilindi. Quyidagi jadvallarda so‘rovnoma natijalarini ko‘rish mumkin.

So‘rovnomada OTMlardan 60 nafar professor o‘qituvchilar ishtirok etgan va tahlil qilinganda TerDU professor -o‘qituvchilarning 39% ni tashkil qildi.O‘zMU professor-o‘qituvchilar soni 28 %ni tashkil qildi, shu qatori ChDPI professor-o‘qituvchilar soni 33 % ni tashkil qildi.Quyidagi jadvalda OTM professor-o‘qituvchilar %larda qo‘rish mumkin.

So‘rovnomada professor-o‘qituvchilardan korpusga asoslangan yondashuvdan dars jarayonida foydalanasizmi kabi Yes\No savoli so‘ralganda 70 % o‘qituvchilar No javobini va 30 % o‘qituvchilar Yes javobini berishgan. Bundan ko‘rinadaki OTMlarda ingliz tili darslarida korpusga asolangan yondashuvni takomillashtirish zarurligi ma’lum bo‘ladi.

So‘rovnomaning 5 bandida professor-o‘qituvchilaring korpus saytlari va dasturlaridan foydalanish tajribasi tahlil qilindi.O‘nga ko‘ra COCAsaytidan foydalanish 25% ni, BNC saytidan 33% ,Sketch-enginedan foydalanish holati esa 42%ni va Antconc dasturidan 0% darajada tashkil qildi.

So‘rovnomada ishtirok etgan professor-o‘qituvchilardan korpusga asoslangan yondashuvdan foydalanish sabablari o‘rganib chiqildi. Tahlil natijalarigan ko‘ra grammatikani o‘qitish uchun foydalanish 75% ni, Leksikani o‘qitishda 66% ni, korpusga asoslangan dars ishlanmalarini yaratish uchun 83%ni, Mustaqil ta’limni rivojlantirish uchun 16%ni, til o‘rganish uchun talabalarga motivatsiya berish uchun 41%ni, til o‘qitishda korpusga asoslangan yondashuvning foydaliligi uchun 100% ni tashkil qildi.

7-Bandga ko‘ra professor -o‘qituvchilar korpusga asoslangan yondashuv til ko‘nikmalarini rivojlantirish foydaliligi jihatlari tahlil qilinganda 33% o‘qituvchi leksikani, 33% grammatikani, yozish 16%ni, o‘qish 16%ni, tinglash va gapirish 0% ni ko‘rsatdi.

Tahlil natijalariga ko‘ra so‘rovnomada ishtirok etgan o‘qituvchilarda korpusga asoslangan yondashuvdan leksika, grammatika,yozish ko‘nikmalarini rivojlantirishda ijobiy fikrlar paydo bo‘ldi. O‘qituvchilar korpusga asoslangan dars

ishlanmalarini yaratishda BNC, Sketch-engine foydalanishni tajribada sinab ko‘rishdi.Berilga fikrlarga ko‘ra korpusga asoslangan materiallar va mashqlar o‘qitiuvchilar uchun juda foydali hisoblanadi. O‘qituvchilar real misollarni dars jarayonida qo‘llash va so‘z shakli, ma’nosi va kontekstda ishlatilishini aniqlashga yordam beradi. Shuningdek korpusga asolangan yondashuvda darslar texnologiyalar integrallashgan holda olib boriladi va konkordans satrlaridan gap fillign, matching, multiple-choice kabi mashqlarni tuzish mumkin. Korpusga asoalngan yondashuv pedagogika, materiallarni yaratish va trening mashg‘ulotlar uchun foydali soha deb hisoblaymiz.

Tadqiqotimizning asosiy maqsadi o‘qituvchilarning korpusga asoslangan yondashuvga munosabati va korpusga asoslangan materiallarini dars jarayonida qo‘llashning samarali jihatlarini o‘rganib chiqish edi.Natijaga ko‘ra ingliz tilini o‘qitish va o‘rganish uchun, asosan leksika va grammatikani real til kontekstlaridan foydalangan holda o‘qitish samarali deb topildi. So‘rovnoma va intervyular tahlil natijalariga ko‘ra, ingliz tilini o‘qitish va o‘rganinsh uchun korpus asoslangan materiallardan foydalanish, an’anaviy o‘qitish usullaridan samaraliroqdir. Chunki dars jarayoniga haqiqiyy tildan foydalanish imkonini beradi va til o‘qitish va o‘rganishda innovatsion usul deb baholangan.

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TA'LIMDA INNOVATSION TEXNOLOGIYALARINI RIVOJLANTIRISH SIFATLI TA'LIMNING KAFOLATIDIR

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Annotation: In this article, considering innovative activity as one of the main features of the modern education system, it is clear that innovation in pedagogy is determined by the level of readiness and compliance of teaching staff with innovative activities, their professional knowledge, skills and qualifications, creativity in the everyday education system, as well as the level of quality and effectiveness of education.

Keywords: Innovative education, pedagogical technologies, education, assessment, younger generation, methods.

Аннотация: В данной статье, рассматривая инновационную активность как одну из основных особенностей современной системы образования, видно, что инновации в педагогике определяются уровнем готовности и соответствия педагогических кадров инновационной деятельности, их профессиональными знаниями, умениями и квалификацией, креативность в повседневной системе образования, а также уровень качества и эффективности образования.

Ключевые слова: Инновационное образование, педагогические технологии, образование, оценка, молодое поколение, методы.

Annotatsiya: Ushbu maqolada, innovatsion faoliyatni zamonaviy ta’lim tizimining bosh xususiyatlaridan biri sifatida qaralar ekanmiz, pedagogikadagi yangiliklar pedagogik kadrlarning innovatsion faoliyatga tayyorlik va muvofiqlik darajasi, ularning kasbiy bilim, ko‘nikma va malakalarni egallaganligi, kundalik ta’lim tizimida yaratuvchilik xususiyatlari, ta’limdagi sifat va samaradorlik darajasi bilan belgilanishi ko‘rib chiqilgan.

Kalit so’zlar: Innovatsion ta’lim, pedagogik texnologiyalar, ta’lim-tarbiya, baholash, yosh avlod, usullar.

Ta’lim oluvchilarni umuminsoniy qadriyatlar, xalqimizning boy madaniyati bilan tanishtirish, ularda bilimlarni egallashga ko‘nikma va malakalarini oshirishga bo‘lgan talablarni shakllantirish, estetik tushunchalarni kamol toptirish, ta’lim oluvchilarning ijodkorligi va iqtidorini yuzaga chiqarish, ularni qo‘llab-quvvatlash uchun shart-sharoit yaratishda ta’limiy texnologiyalarning o‘rni beqiyos.

Har qanday pedagogik texnologiyaning o‘quv-tarbiya jarayonida qo‘llanilishi mashg‘ulotlarni samarali tashkil etishga, yoshlarning muhim hayotiy yutuq va muammolariga o‘z munosabatlarini bildirishlariga intilishlarini qondirib, ularni fikrlashga, o‘z nuqtayi nazarlarini asoslashga imkoniyat yaratadi va ingliz tilini o‘qitishda samarali natijalarni beradi.

Ingliz tilini o‘rganish borasida mamlakatimizda bir qator hukumatimiz tomonidan me’yoriy-huquqiy hujjatlar qabul qilindiki, bularning barchasi yoshlarga til o‘rganishga katta imkoniyat yaratib berdi va bo‘lajak mutaxassislarning iqtidorini yanada yorqinroq namoyish qilishga qaratildi.

Mamlakatimizda 2012-yil10-dekabrdagi “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ-1875- son Qarorning amalga jadal kiritilishi natijasida ingliz tilini o‘rganishga katta e’tibor qaratildi [1], chunki ta’lim-tarbiya ta’sirchanligi taraqqiyotning talabigina bo‘lib qolmay, balki ingliz tilini mukammal o‘rganish, bilim olish, intellektual salohiyatni oshirish, o‘zlashtirish darajasining yuksalishi bilan ham belgilanadi. “Yuksak bilimli va intellektual rivojlangan avlodni tarbiyalash mamlakatni barqaror taraqqiy ettirish va

modernizatsiya qilishning eng muhim sharti” [2].Demak, zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda, o‘qitishning ilg‘or metodlarini joriy etish, mutaxassislarni tayyorlash tizimini tubdan takomillashtirish hamdabuning negizida, ularning jahon sivilizatsiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko‘lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart-sharoit va imkoniyatlar yaratish uchun xorij tillarini bilish talab etilmoqda[ЮсуповаМ.А., 2019: 137].

Innovatsion texnologiyalarni rivojlantirish, ularni barcha faoliyat sohalariga joriy etish, yosh avlodda ular bilan ishlash ko‘nikmalarini hosil qilishga katta e’tibor qaratilmoqda. Shu asnoda, ta’lim jarayonining har bir bosqichida innovatsion pedagogik faoliyat mavjud bo‘lsagina, yosh avlod tafakkurida innovatsion faoliyatga intilishni shakllantirish mumkin bo‘ladi.

Zamonaviy ta’lim-tarbiya jarayoni-o‘qituvchi shaxsining innovatsion maqsadga yo‘naltirilganligi, o‘z faoliyatini tashkil qilishning innovatsion shakl, usul, metod va vositalarini egallaganligi, ta’lim mazmuniga mos ravishda innovatsion pedagogik faoliyatini tashkil qila olishini taqozo etadi. Shu jihatdan olganda, ta’lim-tarbiya jarayoniga loyiha texnologiyasini joriy etish pedagogikadagi muhim masalalar sirasiga kiradi va u milliy dasturda belgilangan xorijiy tillarni o‘qitish faoliyatini har tomonlama jadallashtirish va rivojlantirish maqsadini amalga oshirish yuzasidan mamlakatimizda keng ko‘lamda ishlar olib borilishida o‘z aksini topmoqda[ЮсуповаМ.А., 2019: 328].

Ilmiy-pedagogik adabiyotlar ko‘zdan kechirilganda muayyan muammo yuzasidan tajriba-sinov ishlarini olib borish jarayonida asosiy e‘tibor tadqiq etilayotgan muammoning amaliy jihatlariga qaratilishi ta‘kidlab o‘tilganining guvohi bo‘lamiz [Юсупова М.А., 2019: 137].

Pedagogik jarayon ta‘lim beruvchi (o‘qituvchi-pedagog) hamda ta‘lim oluvchi (o‘quvchi-talabalar) orasida ro‘y beruvchi va o‘zida didaktik xususiyatlarni namoyon etuvchi amaliy faoliyat mazmunini yorituvchi jarayondir. Nazariy pedagogik g‘oyalar bevosita amaliyotda ta‘lim va tarbiyaviy jarayon mohiyatini

o‘rganish, tahlil etish hamda umumlashtirishi asosida qaror topadi. Shuning uchun ham pedagogik izlanish jarayonida tajriba sinov ishlarini tashkil etish shu jarayonning asosiy o‘zagi sifatida namoyon bo‘ladi [Ishmuhamedov R., 2014: 47]. Yuqorida bayon etilgan fikrlar asosida talabalarda tashkilotchilik mahoratini shakllantirish bo‘yicha tashkil etilgan tajriba-sinov ishlarining boshida talabalarning shakllanganlik darajalari quyidagi jadvalda o‘z aksini topgan (1-jadvalga qarang).

1-jadval

Tashkilotchilik mahoratining pedagogik asoslariga doir nazariy bilim va ko‘nikmalardan xabardorligi

№	Tashkilotchilik mahoratining pedagogik asoslariga doir nazariy bilim va ko‘nikmalardan xabardorligi	Talabalarning umumiy soni			
		Tajriba guruhi n1=58		Nazorat guruhi n2=60	
		Ijobiy	Salbiy	Ijobiy	Salbiy
1	O‘z ishiga muhabbat, bolalar bilan ishlashga qiziqish.	15	43	29	31
2	Tashabbuskorlik, bolalarda biror ishga ixlos va qiziqish uyg‘ota bilish	18	40	17	43
3	Bolalarni tushuna bilish qobiliyati, ularning yaxshi va yomon xislatlarini ko‘ra bilish, dars materialiga ular qanday idrok qilayotganini seza bilish, ularning bilimlari va qobiliyatini obyektiv baholash, psixolog- amaliyotchi bo‘lish.	14	44	23	37
4	Yuksak umumiy madaniyat, ko‘p qirrali bilim egasi bo‘lish, salmoqli pedagogik bilimi va mahorati.	20	38	21	39
5	O‘z faniga qobiliyat, uni yaxshi bilish va unga qiziqish, o‘z fani bo‘yicha bilimlarini kengaytirish va unga intilish.	21	37	24	36
6	Kuch-quvvat, faollik, maqsadga intiluvchanlik, irodaviy sifatlar.	19	39	25	35
7	Mehnatga ijobiy munosabat.	24	34	20	40

8	Bilimlarni, his-tuyg‘ularni, e‘tiqod, fikrlarni boshqalarga bera bilish.	13	45	23	37
9	Tashkilotchilik qobiliyati.	8	50	12	48
10	Bolalar jamoasini boshqara bilish qobiliyati.	14	44	15	45
11	Mas‘uliyat hissi, kamtarlik, o‘z mahoratini takomillashtirishga to‘xtovsiz intilish, o‘z nuqsonlarini seza bilish va tuzata bilish qobiliyati.	18	40	11	49
12	Hurmat qozona bilish qobiliyati.	16	42	12	48

Auditoriya va auditoriyadan tashqari ishlar jarayonida talabalarning tashkilotchilik mahoratini shakllantirish pedagogik tizimdagi fanlardan o‘zlashtirgan bilimlari darajasining yuqoridagi jadvaldagi raqamlar orqali namoyon bo‘lishi, uning past darajada ekanligini ko‘rsatdi.

Pedagogik tajriba ishlari uchun maxsus tayyorlangan metodikani amaliyotda sinash natijasida talabalarda tashkilotchilik mahorati sezilarli darajada o‘zgarishga uchradi. Mazkur o‘zgarish quyidagi jadvalda o‘z aksini topdi [Ishmuhamedov R., 2014: 186]**.**

Talabalar tomonidan auditoriya va auditoriyadan tashqari mashg‘ulotlar jarayonida tashkilotchilik mahorati mazmunining to‘liq o‘rganilish darajasini aniqlash maqsadida ushbu g‘oya mohiyatini o‘zida batafsil mujassam etgan anketa savolnomasini ishlab chiqdik **(**2-jadvalga qarang).

2-jadval

Pedagogik tajriba ishlari uchun maxsus tayyorlangan metodikani amaliyotda sinash natijasi

№	**Tashkilotchilik mahoratining pedagogik asoslariga doir nazariy bilim va ko‘nikmalardan xabardorlik**	**Talabalarning umumiy soni**			
		Tajriba guruhi n1=58		**Nazorat guruhi n2=60**	
		Ijobiy	**Salbiy**	**Ijobiy**	**Salbiy**
1	**O‘z ishiga muhabbat, bolalar bilan ishlashga qiziqish.**	46	12	24	234

2	Tashabbuskorlik, bolalarda biror ishga ixlos va qiziqish uyg‘ota bilish.	50	8	13	47
3	Bolalarni tushuna bilish qobiliyati, ularning yaxshi va yomon xislatlarini ko‘ra bilish, dars materialiga ular qanday idrok qilayotganini seza bilish, ularning bilimlari va qobiliyatini obyektiv baholash, psixolog amaliyotchi bo‘lish.	47	11	14	46
4	Yuksak umumiy madaniyat, ko‘p qirrali bilim egasi bo‘lish, salmoqli pedagogik bilimi va mahorati.	39	19	25	35
5	O‘z faniga qobiliyat, uni yaxshi bilish va unga qiziqish, o‘z fani bo‘yicha bilimlarini kengaytirish va unga intilish.	55	3	24	36
6	Kuch-quvvat, faollik, maqsadga intiluvchanlik, irodaviy sifatlar.	43	15	27	43
7	Mehnatga ijobiy munosabat.	42	16	28	32
8	Bilimlarni, his-tuyg‘ularni, e‘tiqod, fikrlarni boshqalarga bera bilish.	52	6	27	33
9	Tashkilotchilik qobiliyati	48	10	24	36
10	Bolalar jamoasini boshqara bilish qobiliyati.	51	7	18	42

Tajriba sinov ishlarini matematik statistik tahlil qilganimizda quyidagi natijalarga erishdik: Ushbu savolnoma tajriba-sinov ishlarining boshi va oxirida talabalar e‘tiboriga havola etildi [Нарзиев Ш.М., 2021: 128]. Tajriba-sinov ishlari boshi va yakunida tajriba hamda nazorat guruhi talabalari tomonidan qayd etilgan ko‘rsatgichlar taqqoslandi hamda matematikstatistik metod yordamida qayta ishlandi. Mazkur holat biz tomonimizdan ishlab chiqilgan va tajriba-sinov ishlari jarayonida amaliyotda sinovdan o‘tkazilgan uslubiyatning samaradorligini tasdiqladi.

Pedagogik salohiyatga ega bo‘lgan oliy o‘quv yurtlarida talabalarda tashkilotchilik mahoratini shaklantirishda interfaol usullardan foydalanishning pedagogik jihatlarini matematik-statistik tahlil qilishda tashkilotchilik tushunchalarini shakllantirish bo‘yicha mashg‘ulot tashkil etildi. Ularning natijalari ushbu guruhda o‘tkazilgan joriy nazorat ishi bilan o‘zaro qiyoslandi. Baholash nazorat ishlarining o‘rtacha baholari yuqori ishonchlilik darajasidan kam farqlansa, u holda tashkilotchilikka oid tushunchalarni shakllantirish bo‘yicha materiallar talabalar tomonidan qanday o‘zlashtirilsa, ana shunday o‘zlashtiriladi deb hisoblanadi.

Talabalar bilimini baholashda tashkilotchilikka oid tushunchalarning shakllanishini ko‘rsatish maqsadida tajriba va nazorat guruhlarida o‘tkazilgan nazorat ishlari natijalarini hisobladik. Bu 2-jadvalda ifodalangan.

Pedagogik faoliyatda innovatsiyalar qancha ko‘p bo‘lsa, o‘qituvchi xususiy tajribani shuncha yaxshi tushunadi. Innovatsion faoliyat – pedagogning o‘z kasbini takomillashtirishdagi mavjud shakl va vositalarni egallashga ijodiy yondashuvini nazarda tutadi.

Ta‘limdagi innovatsiyalar va innovatsion pedagogik faoliyat haqida barqaror va hammaga ma‘qul bo‘lgan ilmiy tasavvurlar va tasniflar shu paytgacha mukammal tarkib topgan emasligini ham e‘tirof etish lozim. Bunday holatning asosiy sabablaridan biri ta‘limga yo‘naltirilgan ilmiy bilimlar tizimlari o‘rtasidagi qiyinchilik bilan yengib o‘tiladigan uzilishlardir. Yana kattaroq sabab esa ta‘limiy bilim va amaliy pedagogik faoliyat o‘rtasidagi uzilishdir.

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MANTIQIY TESTLAR ORQALI O‘QUVCHILARNING TILNI TUSHUNISH VA TAHLIL QILISH QOBILIYATINI BAHOLASH

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Annotation: In this article, the tests used to evaluate students' ability to think, understand, and analyze with the help of logic tests and feedback on their effectiveness were expressed. Differences of logical tests from ordinary tests and the goals set in them are listed.

Keywords:test, ability, opinion, analysis, assignment.

Аннотация: В данной статье были выражены тесты, используемые для оценки способности студентов мыслить, понимать и анализировать с помощью логических тестов, а также отзывы об их эффективности. Перечислены отличия логических тестов от обычных тестов и поставленные в них цели.

Ключевые слова: тест, способность, мнение, анализ, задание.

Annotatsiya: Mazkur maqolada mantiqiy testlar yordamida o‘quvchilarning fikrlash, tushunish, tahlil qilish qobiliyatini baholashda foydalaniladigan testlar va ularning samarasi haqida fikr-mulohazalar bildirildi. Odatiy testlardan mantiqiy testlarning farqi va ulardagi qo‘yilgan maqsadlar sanab o‘tildi.

Kalit so‘zlar: test, qobiliyat, fikr, tahlil qilish, topshiriq.

Til ta’limi o’quvchilarning fikrlash qobiliyatini kengaytirishga, fikrlarini erkin, to‘g‘ri va aniq ifodalash, ijtimoiylashuv jarayonida uchragan ma’lumotlarni mantiqiy tahlil qilish ko‘nikma va malakalarini rivojlantirishga xizmat qiladi. Ana shu jarayonda mantiqiy testlar orqali o‘quvchilarni fikrlashga undash, bilimini baholash, test natijalariga ko‘ra o‘quvchilarning til ta’limining qaysi sohasida kamchiliklar borligini aniqlab, ularni bartaraf etish chora-tadbirlarini ko‘rish bugungi kunning dolzarb masalalaridandir.

Mantiqiy testlar, o‘quvchilarning tilni tushunish va tahlil qilish qobiliyatini baholash uchun muhim vosita bo‘lib keladi. Bu testlar, mantiqiy tushunchalar, tahlil qilish, savollar tahlili va boshqa mantiqiy ko‘nikmalarni o‘rganishga yordam beradi. Bu testlar o‘quvchilarning mantiqiy fikrlash, tahlil qilish, savollarga javob berish va mantiqiy masalalarni yechish qobiliyatini o‘lchashga imkon beradi. Ularning natijalari o‘quvchilarning mantiqiy tushunchalarini rivojlantirishga yordam beradi va ularni o‘zlashtirishga imkon beradi.

Mantiqiy testlar o‘quvchilarning o‘zlashtirish va tahlil qilish qobiliyatini oshirishga yordam beradi va ularni mantiqiy fikrlashda rivojlantiradi. Bu testlar o‘quvchilarning mantiqiy tushunchalarini o‘rganish va rivojlantirishda muhim vosita bo‘lib keladi.Maktab o‘quvchilari o‘rtasida tez-tez turli xil qiziqarli mavzularda mantiqiy testlar o‘tkazib turish bilan birga, ularning tilni tushunish ko‘rsatkichlari rivojlanib borayotganligini tekshirib borish, baholash sohadagi yutuq va kamchiliklarni tahlil qilib borish uchun yetarli darajada imkoniyat beradi.

Til ta’limida qo‘llaniladigan mantiqiy testlar silliogistik rag‘batlash, deduktivrag‘batlash va kritik fikrlash kabi umumiy turlarga bo‘linadi.Til ta’limida mantiqiy testlarning ahamiyati juda katta, jumladan, mantiqiy testlar o‘quvchilarning kritik tasavvurlarini rivojlantirish asnosida ma’lumotlarni tahlil qilish va baholash orqali ma’lumotni qabul qilishiga yordam beradi. Shuningdek, mazkur testlar yordamida til o‘rganuvchilar masalalarni tizimli hal qilish, testda ko‘rsatilgan dalillarni tartibga solish, ularning alternativlarini ko‘rib chiqish orqali mantiqiy tafakuriga tayangan holda mustaqil qaror qabul qilishga o‘rgatadi. Quyida ushbu fikrni testlarning umumiy turlari asosida yoritilgan nazariyasi beriladi:

- **deduktiv mantiqiy testlar** o‘quvchilarning berilgan tushunchalar asosida mantiqiy natijalarga kelish qobiliyatini (silliogizmlar yoki shartli ifodalar) baholaydi;
- **induktiv mantiq testlari** esa o‘quvchilarning guruhlarda jamoa bo‘lib ishlash, testlarni yechishda gipotezalar chiqarish qobiliyatini baholaydi;
- **kritik fikrlash testlari** o‘quvchilarning kritik fikrlash qonbiliyati, ya’ni tahlil qilish, mantiqiy qarorlar qabul qilish qobiliyatini baholaydi.

Umumiy o‘rta ta’lim maktablarida o‘quvchilar bilan mantiqy testlar ustida ishlanganda vaqtni boshqarishga ahamiyat berish muhim omillardan sanaladi. Bunda har bir savol uchun aniq vaqt belgilashi zarur. O‘quvchilarning sinflar kesimidagi yosh doirasiga mos ravishda kritik fikrlashga, tahlil qilishga, mantiqiy qarorlar qabul qilishga undovchi testlar tuzilishi lozim.

O‘quvchilarning bilim, ko‘nikma, malaka va kompetensiyalarini baholashda ma’lum bir qonuniyatlar va talablar hisobga olinmog‘i lozimki, bu qonuniyat va talablar pedagogik o‘lchovlar fanining obyektini tashkil qiladi.

Baholash – biron-bir domenning (bilim, ko‘nikma, malaka va kompetensiyalar majmuyining) ta’lim oluvchilarda (test topshiruvchilarda) shakllanganlik darajasini o‘lchashjarayoni.Baholash jarayonining maqsadi **o‘lchash** ekan, o‘lchashnima ekanligini ko‘rib chiqishimiz lozim. Klassik test nazariyasining asoschilaridan Frederik Lord *(Frederick Lord)*vaMelvinNovik*(MelvinNovick)*«o‘lchash»atamasiga quyidagicha ta’rif beradi: «o‘lchash – bu tajriba obyektining konkret xususiyatlariga raqamlar (ballar)ni biriktirish jarayoni». Misol uchun, biolog olim tomonidan ko‘l suvining bir tomchisida qancha bakteriyalar borligi aniqlanishi – buo‘lchash jarayonidir. Ushbu misolda tajriba obyekti – ko‘lsuvining bir tomchisi, ushbu obyektning konkret xususiyati –undagibakteriyalar soni.

Mualliflar bu jarayonda uch bosqichni ajratib ko‘rsatadilar:

- birinchi:tajriba**obyektini** aniqlash;
- ikkinchi:o‘lchanadigan**xususiyatni** aniqlash;
- uchinchi: tajriba obyektining o‘lchanayotgan xususiya-tini **raqam bilan ifodalash** qoidasini aniqlashtirishimiz lozim.

Xulosa qilib aytganda, ananviy ta’lim tizimida testlar doirasidagi sinov topshiriqlarining barchasi o‘quvchining xotirasini tyekshiriga asoslangan, bundan farqli ravishda mantiqiy testlar o‘quvchilarning tushunchalarini va muhokamalarini oshirishga yordam beradi. Bu sinovlar o‘quvchilarning mantiqiy o‘ylash va muhokama qilish qobiliyatlarini oshirishda yordam beradi. Mantiqiy testlar orqali o‘quvchilarning muhokama qilish, muammolarni hal qilish, va mantiqiy chiziqli o‘ylash qobiliyatlarini oshirish mumkin. Bu jarayon o‘quvchilarning o‘zlashtirilgan bilimlarini tushunish va rivojlanishiga yordam beradi.

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INGLIZ TILI DARSLARI JARAYONIDA MEDIATA’LIM ORQALI MILLIY QADRIYATLARNI SINGDIRISH

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Annotatsiya: Maqola zamonaviy til ta’limi metodikasiga bag‘ishlangan. Ushbu maqolada chet tillarini o‘qitish usullaridan biri, shuningdek, ommaviy axborot vositalaridan foydalanish orqali chet tilini o‘qitish jarayonida milliy qadriyatlarni singdirish yo‘llari muhokama qilinadi.

Kalit so‘zlar: media ta’lim, o‘qitish uslubi, chet tillar, milliy qadriyat, integratsiya, o‘quv jarayoni, madaniyat.

Annotation: The article is dedicated to the methods of modern language education. This article discusses one of the methods of teaching foreign languages, as well as ways to integrate national values into the process of teaching a foreign language through the use of media education.

Keywords: media education, teaching method, foreign languages, national value, integration, learning process, culture.

Аннотация: Статья посвящена методике современного языкового образования. В данной статье рассматривается один из методов преподавания иностранных языков, а также способы интеграции национальной ценности в процесс обучения иностранному языку путём использования медиа обучения.

Ключевые слова: медиа обучение, метод преподавания, иностранные языки, национальная ценность, интеграция, процесс обучения, культура.

Bugungi kunda jahonda umuminsoniy va milliy qadriyatlarni, tarixiy-madaniy merosga qadriyatli munosabatni yosh avlodlarda shakllantirish, ta’lim oluvchilarda bugun va o‘tmishga nisbatan hurmat hissini tarbiyalash, insonni o‘zligini anglab yetish, milliy til, urf-odat va an’analarni qadrlash, tarixiy va madaniy bilim va tajribaga ega bo‘lishini ta’minlash muhim ahamiyat kasb etadi. Yosh avlodni tarbiyalash va ularga ta’lim berish jarayonida ularni milliyqadriyat va milliy ruhda tarbiyalashni yo‘lga qo‘yish umumbashariy miqyosda yuksak ma’naviy ahamiyatga ega. Bularning barini samarali amalga oshirishda esa, albatta, o‘qituvchilarning o‘rni katta.

Sir emas-ki, hozirgi globallashuvning yoshlar tarbiyasiga o‘tkazayotgan salbiy ta’siri information vositalarning jadal rivojlanishi natijasida internet, uyali telefon,telekommunikatsiyalar va turli axborot nashrlarining kirib kelishi va bu vositalar orqali taklif etilayotgan “qadriyatlar” juda ko‘p hollarda yoshlarimizni milly qadriyatlarimizdan uzoqlashtirib qo‘ymoqda. Shu nuqtai nazardan barcha ta’lim maskanlarida, shu jumladan, ingliz tili ta’limi jarayonida ham milliy qadriyatlarni singdirish masalalarini o‘rganish dolzarb ahamiyat kasb etmoqda.

Shuni ham e’tiborga olish kerak-ki, bizning jamiyatimiz ko‘pmillatlidir. Unda yashovchi har bir elatning o‘ziga xos urf-odatlari, an’ana va madaniyati bor. Har qanday jamiyatda ta’lim tizimlari ular o‘rtasida mavjud bo‘lgan simbiotik (o‘zaro manfaatli) munosabatlar tufayli ijtimoiy ehtiyojlar bilan chambarchas bog‘liqdir va ta’lim tizimlari o‘z muhitini tashkil etuvchi siyosiy, iqtisodiy va madaniy-mafkuraviy sohalarni e’tibordan chetda qoldira olmaydi. Aholining soni, texnologik taraqqiyot va ijtimoiy harakatlar ta’lim funktsiyalariga ta’sir qiluvchi atrof-muhit omillaridan biridir[1].

Ta’lim jarayonida til, madaniyat va milliy qadriyatlarni hamohang o‘rganish bir-biri bilan uzviy bog‘liqdir. Ammo chet tili ta’limi jarayonida madaniyat va milliy qadriyat qanday rol o‘ynaydi va ular qanday o‘rgatiladi? Chet tili o‘qituvchilari ularni o‘z darslarida ko‘proq qo‘llashni boshlagan bo‘lsalar-da, hozirgi kun talabalarini chet tilida samarali muloqot qilib, o‘zaro hamkorlik munosabatlarini o‘rnatishlariga tayyorlaydigan madaniyat, milliy qadriyatlar va tilni singdirishning samarali usullarini topish asosiy muammo bo‘lib qolmoqda.

Til ijtimoiy o‘zaro ta’sirlar oqibatida paydo bo‘lganligi sababli, chet tilini o‘rganuvchi talabalar tilni uning madaniyati va ona tilida so‘zlashuvchilari haqida ma’lumotga ega bo‘lmasdan chinakam o‘rgana olmaydi[2]. Avval aytib o‘tganimizdek, boshqa madaniyatni o‘z madaniyati bilan hamohang o‘rganish bugungi kun chet tili darslarida asosiy maqsadlardan biri bo‘lib hisoblanadi. Shuningdek, madaniyat (aksariyat olimlar uni “beshinchi mahurat” deb atashadi) har bir chet tili fanining o‘quv dasturining ajralmas qismi bo‘lishi kerak. Buning uchun chet tilidan ta’lim beruvchi o‘qituvchi o‘z oldiga aniq va real maqsadlarni qo‘yishi hamda madaniyatni o‘rgatish uchun mos yondashuvni, shuningdek, mos texnika va tadbirlarni ko‘rib chiqishi kerak. Shunga qaramay, o‘qituvchi shuni ham yodda tutish kerakki, madaniyatni o‘rgatishning yakuniy maqsadi-talabalarda madaniyatlararo muloqotni rivojlantirishdir[3].

Globallashuvning salbiy oqibatlarini, ya’ni “ommaviy madaniyat” niqobidagi aksil madaniyat va turli g‘arazli noxolis axborotlar xurujining ta’sirini mumkin qadar kamaytirish uchun yoshlarning siyosiy ongini, ahloqiy, estetik

madaniyatini yuksaltirishni talab etadi. Bu ishlarni amalga oshirishda ta’lim tizimiga mediata’limni joriy etish va uni rivojlantirish ko‘zlangan samarani beradi. Yagona axborot makonini yaratish media axborotni qabul qila olish va medialashgan muloqotni amalga oshira bilishni talab qiladi. Hozirgi vaqtda media kompetentlik shaxsning muhim sifatlaridan biridir, uni shakllantirish esa umumiy pedagogikaning dolzarb muammolaridan bo‘lib qolmoqda [4].

Mediata’lim hozirgi kunda shaxsning ommaviy axborot vositalari orqali rivojlanishini anglatadi. Mediata’lim – asosiy qoidalarni tushunishga yordam beradigan, oddiy yo‘nalishlardagi media axborot tilini o‘rganishga ko‘maklashadigan, o‘quvchilarni badiiy salohiyatining o‘sishi, rivojlanishiga hissa qo‘shadigan, mediamatnlarni qabul qilish, o‘rganish va tanqidiy tahlil etish ko‘nikmasini shakllantirishga yo‘naltirilgan ta’lim jarayonini ifodalaydi. Mediata’lim – ta’limning yangi yo‘nalishi, bir so‘z bilan aytganda, ommaviy axborot va kommunikatsiya sohasidagi ta’limdir. Mediadarslar – komputer texnikasi va dastur vositalari yordamida tashkil etilgan darslar hisoblanib, ularni tayyorlashda internet tarmog‘idan keng foydalanish mumkin. Mediadarslar orqali o‘qituvchi bir paytning o‘zida ham nazariy, ham amaliy bilim berish, yangi darsni tushuntirish yoki o‘tilgan mavzuni mustahkamlash chog‘ida yuqori darajali ko‘rgazmali materiallardan keng foydalanish imkoniyatiga ega bo‘ladi. Chet tili o‘qituvchilari ommaviy axborot vositalari til o‘rganish jarayonini yaxshilashi va uni egallashni tezlashtirishi mumkinligiga shubhasiz ishonishadi, bundan tashqari, media tashqi dunyoni sinfga olib kirib, til o‘rganishdek mushkul bo‘lgan vazifani yanada mazmunli va qiziqarli qiladi.

Til o‘rgatish jarayonida ommaviy axborot vositalaridan foydalanishda o‘qituvchi tomonidan quyidagi bosqichlar e’tiborga olinishi lozim:

- darsning boshida til o‘rganuvchilarga madaniyat yoki milliy qadriyatlarga doir qiziqarli, dolzarb va asl hisoblangan ma’lumotni taqdim qilib, ularning diqqatini ushbu ma’lumotga jalb qilgan holda, berilgan materialni zudlik bilan o‘rganishga kirishishlarini ta’minlay olish;

- taqdim etilgan material yoki ma’lumotlarni mohiyatini tushunishni ta’minlaydigan darsning kirish qismiga o‘tish;
- talabalar o‘z diqqatlarini taqdim etilgan materialga oid mashq va vazifalarni bajarishga qaratib, material yuzasidan o‘z bilimlarini puxta bo‘lganligiga ishonch hosil qilgunlaricha mustahkamlash imkoniyatini berish;
- taqdim etilgan material yuzasidan til o‘rganuvchilarga shaxsiy sharhlar yoki tajriba almashish imkoniyatini berish orqali ularning kommunikativ kompetentsiyani rivojlanishiga erishish;
- talabalarning darsdagi ishtirokini isbotlovchi audio yoki video yozuvlari ularning mashg‘ulot mobaynidagi faoliyatini (ya’ni ularning nutqining ravonligi, talaffuzining sofligi, muhokamalardagi aktiv ishtiroki, rolli o‘yinlardagi faolligi, suhbat va bahslarga erkin va oson kirisha olish qobiliyatlarini) o‘qituvchi shaffof baholay olishini ta’minlaydi.

Yuqorida keltirilgan jihatlar o‘qituvchilar uchun media darslarini loyihalash va ularni olib borish chet tili darsini samarali tashkillashga va ijobiy natigalarga erishishga imkon beradi. Bundan tashqari, ommaviy axborot vositalari darsning har bir, qolaversa barcha bosqichlarida qo‘llashga mos va darsning har bir jarayonini bir-biriga hamohang holda to‘ldirib, belgilangan o‘quv maqsadiga erishish uchun ishlatilishi mumkinligini yana bir bor isbotlaydi.

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INGLIZ TILI O'QITUVCHILARINI YOZISH MALAKASINI OSHIRISH.

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Abstract: In an era of constant evolution in educational practice, the importance of teaching writing skills to English language teachers cannot be overstated. In order to empower teachers to excel in written communication, this article explores key principles, strategies, and resources to guide English language teachers in improving their writing skills.

Keywords: English, writing skills, idea, practice, feedback.

Аннотация: В эпоху постоянного развития образовательной практики важность обучения учителей английского языка навыкам письма невозможно переоценить. Чтобы дать учителям возможность преуспеть в письменном общении, в этой статье рассматриваются ключевые принципы, стратегии и ресурсы, которые помогут учителям английского языка улучшить свои навыки письма.

Ключевые слова: Английский язык, навыки письма, идея, практика, обратная связь.

Annotatsiya: Ta'lim amaliyotidagi doimiy evolyutsiya davrida ingliz tili o‘qituvchilari uchun yozish ko‘nikmalarini o‘rgatishning ahamiyatini oshirib bo‘lmaydi. O‘qituvchilarga yozma muloqotda ustunlik qilish imkoniyatini berish maqsadida ushbu maqola ingliz tili o‘qituvchilarining yozish malakasini oshirishda yo‘l-yo‘riq ko‘rsatadigan asosiy tamoyillar, strategiyalar va resurslarni o‘rganadi.

Kalit so‘zlar: Ingliz tili,yozish ko‘nikmalari, g‘oya, amaliyot, fikr-mulohazalar.

Ingliz tili o‘qituvchilari til bilimi va samarali muloqotning himoyachilari sifatida o‘quvchilarning yozish ko‘nikmalarini shakllantirishda muhim rol o‘ynaydi. O‘qituvchilarning fikr, g‘oya va tushunchalarni yozma so‘z orqali etkazish qobiliyati til ta'limida mukammallikning standartini belgilaydi. Shu sababli, ingliz tili o‘qituvchilari nafaqat o‘zlarining professional malakalarini oshirish, balki o‘z talabalari uchun ilhomlantiruvchi murabbiy sifatida xizmat qilish uchun o‘zlarining yozish qobiliyatlarini doimiy ravishda takomillashtirib borishlari va rivojlantirishlari juda muhimdir. O‘qituvchilarni zarur vositalar va texnikalar bilan jihozlash orqali biz ularning doimiy kasbiy rivojlanishini qo‘llab-quvvatlash va til o‘qitishda mukammal madaniyatni rivojlantiramiz.

Ingliz tilini o‘qitish sohasida o‘qituvchilarning yozma muloqotdagi malakasi katta ahamiyatga ega. Ingliz tili o‘qituvchilari o‘z o‘quvchilari uchun namuna bo‘lib, tilning nozik tomonlarini og‘zaki va yozma ifodalash orqali namoyish etadilar. Shu sababli, ingliz tili o‘qituvchilari nafaqat o‘zlarining kasbiy rivojlanishini oshirish, balki o‘quvchilariga yuqori standartlarni o‘rnatish uchun ham yozish qobiliyatlarini doimiy ravishda oshirishlari juda muhimdir.Ingliz tili o‘qituvchilari uchun yozish ko‘nikmalarini rivojlantirish turli shakllarda bo‘lishi mumkin, seminarlar va o‘quv dasturlaridan tortib doimiy o‘z-o‘zini o‘rganishgacha. Muayyan strategiya va usullarga e'tibor qaratish orqali o‘qituvchilar aniq, qiziqarli va samarali yozma muloqotni yaratish qobiliyatini yaxshilashlari mumkin.Samarali yozish uchun grammatika, sintaksis va lug‘atda mustahkam poydevor zarur. Ingliz tili

o‘qituvchilari o‘z fikrlarini aniq va to‘g‘ri etkazish uchun ushbu asosiy tamoyillarni yaxshi bilishlari kerak. O‘qituvchilar argumentni tuzish, fikrlarni mantiqiy tartibga solish va turli maqsadlarda mos ohang va uslubdan foydalanish kabi yozish usullarini o‘rgatishdan foyda olishlari mumkin. Ushbu ko‘nikmalarni amaliyot va fikr-mulohazalar orqali yaxshilash mumkin. Yaxshi yozish uchun keng so‘z boyligi va ingliz tilini nozik tushunish zarur. Ingliz tili o‘qituvchilari o‘zlarining so‘z boyligini kengaytiradigan va til bilimlarini oshiradigan mashg‘ulotlar bilan shug‘ullanishlari kerak. Tengdoshlar o‘rtasidagi fikr-mulohazalar va hamkasblar bilan hamkorlik yozish bo‘yicha qimmatli fikrlar va konstruktiv fikr-mulohazalarni berishi mumkin. Tengdoshlarni tahrirlash mashqlarida qatnashish va yozuv namunalarini almashish o‘qituvchilarga o‘zaro yordam va rag‘batlantirish orqali yozish qobiliyatlarini yaxshilashga yordam beradi.Ingliz tili o‘qituvchilari uslublar bo‘yicha qo‘llanmalar, yozish qo‘llanmalari, onlayn vositalar va malaka oshirish kurslarini o‘z ichiga olgan bir qator yozuv resurslaridan foydalanish imkoniyatiga ega bo‘lishi kerak. Ushbu manbalar o‘qituvchilarga yozish qobiliyatlarini oshirishga qaratilgan sa'y-harakatlarida yordam berishi mumkin.Yozishni ingliz tili o‘qituvchilarining o‘qitish amaliyotiga kiritish kerak. Yozma topshiriqlar, loyihalar va mashg‘ulotlarni o‘z darslariga kiritish orqali o‘qituvchilar o‘quvchilarga o‘zlarining yozish ko‘nikmalarini rivojlantirish va o‘zlarining yozish qobiliyatlarini rivojlantirish imkoniyatini berishlari mumkin. Doimiy ravishda o‘z-o‘zini baholash va yozish amaliyotlari bo‘yicha fikr yuritish doimiy takomillashtirish uchun zarurdir. Ingliz tili o‘qituvchilari rivojlanish sohalarini aniqlash va yozish ko‘nikmalarini oshirish uchun maqsadlar qo‘yish uchun reflektiv amaliyot bilan shug‘ullanishlari kerak.

Ingliz tili o‘qituvchilar uchun (EfT) O‘zbekistondagi oliy va o‘rta maxsus ta'lim muassasalarida, shu jumladan universitetlar, institutlar, kollejlar va litseylarda faoliyat yuritadigan ingliz tili o‘qituvchilari uchun tilni rivojlantirish dasturi hisoblanadi. Kurs kasbiy tayyorgarlik dasturlariga qo‘yilgan barcha zamonaviy xalqaro talablarga javob berib, u Britaniya Kengashi, O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta'lim vazirligi, Ilmiy-amaliy innovatsiya markazi bilan

hamkorlikda ta'lim sohasidagi britaniyalik yetakchi mutaxassis Rod Bolitoning maslahati ostida ishlab chiqilgan. Bu ikkita yuzma-yuz va bitta onlayn modulni uyg‘unlashgan holda o‘zida mujassam etuvchi, o‘quv kursi hisoblanadi.Ushbu dasturning maqsadi Oliy va o‘rta maxsus ta'lim vazirligining strategiyasi doirasida butun mamlakat bo‘ylab ingliz tili standartlarini takomillashtirishdan iborat. Ushbu strategiyani faqat ingliz tili o‘qituvchilari orasida ingliz tili standartlari yuqori darajaga yetkazilgan taqdirdagina amalga oshirish mumkin.Dars materiallari ingliz tilini chuqur o‘rganishni rag‘batlantirish va kursda ishtirok etuvchi o‘qituvchilarga o‘z ingliz tillarini takomillashtirishlari lozim bo‘lgan sohalarni aniqlash va shu sohalarda ish olib borish imkoniyatini taqdim etish uchun ishlab chiqilgan. Til bilish malakasini oshirish uchun vaqt va mehnat talab etiladi, shu sababdan 2-Modul (onlayn) uzoq vaqt davomida olib boriladi.

1-Modul tilning asosiy sohalari bo‘yicha ishlab chiqilgan bo‘lib, u qatnashchilarni ingliz tilini tadqiq qilish va o‘rganishga jalb etish uchun, o‘zida qiziqarli vazifalarni mujassam etadi. U har bir til ko‘nikmalariga, jumladan grammatika, lug‘at boyligi, diskursni (nutqni) tahlil qilish hamda til va madaniyat sohalariga oid masalalarni o‘z ichiga oladi.

2-Modul olti qisimga bo‘lingan; ularning har biri turli mavzudagi va har biri bir oy davom etadigan to‘rt haftalik bosqichdan iborat. Ushbu davr mobaynida murabbiylar qatnashuvchilarning bilim olishini masofadan turib qo‘llab-quvvatlaydilar. Shu bilan birga, oydan oyga belgilab qo‘yilgan vazifalarning jihatlarini muhokama etish uchun, vaqti-vaqti bilan yuzma-yuz uchrashuvlar o‘tkazish imkoniyatlari mavjud. Shunday bo‘lsada, asosiy e'tibor qatnashchilarga masofadan turib o‘qishni davom ettirish uchun talab etiladigan mustaqil o‘rganish strategiyalarini ishlab chiqish va o‘z-o‘zini tarbiyalashga qaratilgan.

3-Modul asosan qatnashchilarning til jihatlarini tushunib yetish va ular bo‘yicha taqdimotlar tayyorlash orqali tilni o‘rganishlarini kuchaytirishga qaratilgan. Kursdan so‘ng o‘qishni davom ettirishni rejalashtirish masalasiga ham e'tibor qaratilgan. O‘z tillarini takomillashtirishda bardavom bo‘layotgan o‘qituvchilar o‘z o‘quvchilariga yaxshi o‘rnak ko‘rsatadilar.

Xulosa:

Xulosa qilib aytadigan bo‘lsak, ingliz tili o‘qituvchilari yozma ko‘nikmalar bo‘yicha kasbiy rivojlanishga sarmoya kiritib, yozma muloqotda o‘zlarining malakalarini oshirishlari va o‘z navbatida o‘z talabalariga taqdim etayotgan ta'lim sifatini oshirishlari mumkin. Yozish ko‘nikmalarini yaxshilash bo‘yicha birgalikdagi sa'y-harakatlar orqali o‘qituvchilar til o‘sishi va rivojlanishiga yordam beradigan qo‘llab-quvvatlovchi va ilhomlantiruvchi o‘quv muhitini yaratishi mumkin.

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XORIJIY TIL LEKSIKASINI O`QITISHDAGI YONDASHUVLAR

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Annotation. This article is devoted to the issue of different approaches to teaching foreign language lexicon; "Incidental" approach, "Intentional" approaches are highlighted.

Key words: lexicon, "Incidental" approach, "Intentional" approach, lexical exercises, self study.

Annotasiya. Ushbu maqola xorijiy til leksikasini o`qitishdagi turli yondashuvlar masalasiga bag`ishlangan bo`lib, “Tasodifiy” yondashuv, “Maqsadli” yondashuv turlari yoritilgan.

**Kalit so`zlar:** leksika, “Tasodifiy” yondashuv, “Maqsadli” yondashuv, lug`atga doir mashqlar, mustaqil ta’lim.

Аннотация. Данная статья посвящена вопросу различных подходов к обучению лексике иностранного языка, выделены «случайный» подход, «целенаправленный» подход.

Ключевые слова: лексика, «случайный» подход, «Целевой» подход, словарные упражнения, самостоятельное обучение.

Tarixan, talabalarga leksikani o’rgatish chet tili metodikasidagi barcha yondashuvlar negizida muvaffaqiyatli amalga oshgan deb bo’lmaydi(Celce-Murcia & Olshtain, 2006). Xususan, Grammatik tarjima yondashuvida (Grammar-translation approach), til o’rganishda talabaga o’z ona tilisidan foydalanish imkonini beradi(Kelly, 1969), O’qish yondashuvi (Reading approach)da esa kalit so’zlar ro’yxatini tuzish orqali o’rganish asosiy o’rinni egallaydi. Audiolingualizmda (The Audiolinguailism) esa, aksincha, talaffuz va grammatikani o’rgatish birlamchi bo’lib, lekiskani o’rganishga e’tibor qaratilmaydi.

So’nggi paytlarda naturalistik va kommunikativ yondashuvlarda (Naturalistic and Communicative approaches) xorijiy til leksikasi tasodifan o’zlashtirilishi, tashqi tomondan o’rgatilishi shart emas degan qarashni olib keldi. Bir guruh olimlar lug’at tasodifan o’zlashtiriladi, alohida o’rgatishga zaruriyat yo’q deb ta’kidlashadi. Biroq,

tadqiqotlar shuni ko’rsatdiki, xorijiy til leksikasiga o’qitishdagi turli yondashuvlarning barchasidan foydalanish nafaqat o’quvchilarning so’z boyligini o’zlashtirishga, balki o’qitish jarayonigaga ham ijobiy ta’sir qiladi (Nation, 2008; Johnson, 1996).

"Tasodifiy yondashuv" (Incidental approach) va "maqsadga yo’naltirilgan yondashuv" (Intentional approach)leksikani o’zlashtirishdagi ikki xil yondashuv hisoblanib. Tasodifiy yondashuvda o’rganuvchining diqqati berilgan matn mazmunini tushunishga qaratiladi, leksikani alohida o’rganishga emas (Wesche, 1996).

Bu yondashuvning o’ziga xosligi talabalarga keng sig’imli so’zlarni taqdim etishdir, ya’ni "leksika boshqa nutq faoliyati natjasida o’rganiladi", masalan, o’qish nutq faoliyati orqali(Gass, 2001, 379-bet). Alemi va Tayebi (2011) ma’lumotlariga ko’ra, tasodifiy yondashuv so’z boyligini mazmunga yo’naltiritgan kommunikativ faoliyat orqali egallash jarayonini bildiradi, masalan, jonli muloqot.

Bunga erishishning eng samarali usuli talabalarni xorijiy tilda gapiradigan muhit (native speaking environment) ga ko’chirish kerak (Milton, Meara, 1995; Schimitt, 2000). Afsuski, bunday imkoniyat barcha til o’rganuvchilarda mavjud emas. Shuning uchun talabalarni katta hajmdagi o’qish va tinglash materiallaridan foydalanishga rag’batlantirish tavsiya etiladi "(Nation, 1982, 15-bet).

Ko’pchilikning fikricha (Chun, 1996; Knight 1994; Zimmerman,1997; Woodinsky ,1988 va boshqalar) tasodifiy yondashuvdaxorijiy til materiallarini o’qish va tinglash talabalarning so’z boyligini oshirishni osonlashtiradi. Webb (2008) ham talabalarga tasodifiy yondashuv orqali xorijiy til leksikasini o’rgatishni shartlaydi.

Sökman (2004) xorijiy til leksikasini o’rgatishda kontekstdan so’z ma’nolarini chiqarishga qaratilgan tasodifiy yondashuvga qarshi bir qator dalillarni ilgari surdi. Avvalo, kontekstda so’zlarning ma’nosini taxmin qilish juda sekin jarayondir. Sökman ning ta’kidlashicha, talabalarning bu yo’l orqali katta miqdordagi so’zlarni o’rganishiga vaqti chegaralangan. Ikkinchidan, darajasi past bo’lgan

o’rganuvchilarga kontekstdan so’zning ma’nosini chiqarish qiyin.(328-bet).Uchinchidan, garchi moslashuvchan strategiyalarga ega bo’lgan bilim darajasi past talabalar ham so’z boyligi kamligi sababli mazmunni keltirib chiqarishga qiynaladi. Bundan tashqari, har bitta talaba notanish so’zlarni o’rganishda o’zining uslubiga ega. Ayrim talabalar esa umuman so’z ma’nosini taxmin qilishga qodir emas. Tadqiqotlar shuni ko’rsatadiki, so’zning ma’nosini kontekstdan aniqlash ushbu leksikaning xotirada uzoq mkddat saqlanishiga olib kelmaydi. Sökman ning ta’kidlashicha so’zlarning kontekstdan ma’nosini keltirib chiqarish bilimi yuqori darajadagi til o’rganuvchilarga foydali bo’lsada, so’zlarni alohida o’rganish ham muhim ahamiyatga ega.

Boshqa tadqiqotchilar (Haynes, 1993; Coady, 1993) ham ushbu fikrni qo’llab-quvvatlab, xorijiy til leksikasiga o’qitishda Tasodifiy yondashuv samarasiz deb ta’kidlashadi.

Maqsadli yondashuv leksik birliklarni alohida olib o’rgatish yoki o’rganish jarayoni sifatida tavsiflanadi. Maqsadga yo’naltiritgan yondashuvda talabalar topshiriqlarda bo’ladigan so’zlarni oldindan bilishadi (Alemi, Tayyebi; 2011). Ga binoan

Nation (1982, 15-bet)ning fikricha, “so’z birliklarni kontekstda yoki alohida o’rganishga rasional harakat qilinadi.” va so’zlar ro’yhati, so’z yasalishi (affiks va o’zaklar) ni o’rganish, lug’atga doir mashqlarni bajarish ushbu yondashuvga tegishlidir. Nation (1990) va Zimmerman (1997) ga ko’ra, bu yondashuv xorijiy til leksikasini sezilarli darajada rivojlantirishga yordam beradi. Masalan, Sökman (2004) darslarda xorijiy til leksikasiga o’qitishning aniq bir rejasi kiritilishi kerakligi va o’rgatilayotgan leksemalarni qisqa va lo’nda tushuntirish zaruriyatini taklif qiladi. Nation (2008)ham ushbu fikrga qo’shilib leksikaga o’rgatishning barcha yondashuvlarida leksik birliklarni alohida olib tushuntirish kiritilishi kerakligini shartlaydi.

Nation g’oyasiga muvofiq, Sökman (2004) aniq lug’at ko’rsatmalarini va ushbu yondashuvni amaliyotda amalga oshirish uchun bir qator asosiy o’qitish tamoyillarini ishlab chiqadi:

Xorijiy til o’rganuvchilariga so’zlarni har tomonlama o’rgatish orqali so’z ma’nosini avtomatik tarzda ikkilanmasdan ma’nosini bilish. Bu nutqda ko’p uchraydigan so’zlarni ham, murakkab so’zlarni ham o’z ichiga olishi kerak. Talabalardagi yangi so’zlarni avval o’rgangan so’zlar bilan bog’lashga undash kerak, chunki leksikosemantik nazariya shuni ko’rsatadiki, inson ongida so’zlar soni ko’payganda, ong so’zlarni qayta tiklash uchun yaxshi tashkil etilgan tizimni o’rnatadi (Lado,1990).

Talabalar o’qish faoliyati davomida o’rgangan so’zlari bilan bir necha bora duch kelishi kerak. Turli topshiriqlarda, turli kontekstlarda so’zlarni ko’rish o’rganilgan so’zlarning ma’nosini chuqur tushunish, nutqda to’g’ri qo’llash imkonini beradi.

So’zlarni uzoq muddatli xotirada saqlash uchun ko’proq turli xil mashqlarni bajarish kerak(Craik & Lockhart, 1972). Masalan, talabalardan so’zlarni boshqa so’zlar bilan bog’lash, yangi so’zlardan foydalangan holda hayotiy voqyealar haqida gapirish so’raladi.

Lug’at bilan ishlashga doir mashqlar quyidagicha:

1. What is it? (Bu nima?)

A stirrup is silver. A stirrup is strong. A stirrup is made of iron. A stirrup has a flat bottom. We can find a stirrup on a horse. A stirrup is used to put your foot into when you ride a horse (Nation, 1990, p. 67).

2. Describing techniques (Tasvir texnikasi. har bir qatordagi mos kelmaydigan so’zni olib tashlang)

a. Order command advise demand

b. Order tell instruct suggest

c. Order ask obey

(Sökmen, 2004, p. 243)

3. Meaning techniques (kontekst asosida ma’noni chifarish)

a. If people or things saturate a place or object, they fill it so completely that no more can be added.

b. If someone or something is saturated, they are extremely wet (Sökmen, 2004, p. 243).

O’rganish jarayoni tasvirlar orqali ham jadallashadi (Sökman, 2004). Shuning uchun o’qituvchi dars davomida turli xil rasmlar ko’rsatishi, modellar yaratishi, hayotiy voqyealarga bog’lab misollar bilan tushuntirishi maqsadga muvoffiq.

Mustaqil ta’lim strategiyalarini oshirish. O’qituvchilar darsdan tashqarida talabalarning leksikani mustaqil o’rganishni davom ettirishga rag’batlantirishi kerak. Masalan, talabalar o’zlarining ta’lim usullarini aniqlash maqsadida quyidagi savollarni o’z ichiga olgan o’z-o’zini baholash so’rovnomalaridan foydalanishi mumkin(Sökman,2004, 256 ,b.):

Sinfdoshlarim bilan xorijiy tilda gaplashib, yangi so’zlarni osonroq o’rganamanmi?

Men so’z qismlarini tahlil qila olamanmi?

Menga ko’proq qaysi biri yordam beradi kartochkalardagi so’zlarni to’plashmi yoki so’zlar ro’yxatini tuzishmi?

So’z o’yinlari menga o’rganishga yordam beradimi?

Men so’zlarni tasvirlaganimda yaxshiroq eslaymanmi?

Ko’p olimlarning tadqiqotida tasodifiy yondashuv ham maqsadga yo’naltirilgan yondashuv ham til ta’limida o’z o’rniga ega, biri ikkinchisini to’ldirib keladi deb ta’kidlashadi.

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SOHAGA OID INGLIZ TILI O‘RGANISHNING O‘RNI

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Ingliz tilini o‘rganish muhimdir chunki u dunyodagi bir qancha mamlakatlarda amal qilinadigan eng ko‘p o‘zlashtiriladigan til. Kompyuter dasturlashidan xaridorga qadar har sohada foydalanishingiz mumkin. Shuningdek, global bozorda ishlash uchun ingliz tilini bilish juda muhimdir. Til o‘rganish xalqaro aloqalarda ishlash, xaridorga chiqish, yoki xalqarokaryerangizni rivojlantirish imkoniyatlarini ochadi. Bundan tashqari, ko‘p narsalarni ingliz tilida o’rganishingiz sizga yangi imkoniyatlar ochadi, masalan, yangi kitoblar o‘qish, yangi filmlarni ko‘rish va global onlayn muloqotlarga qo‘shilish imkonini beradi.[1]. Ingliz tilini o‘rganish har bir kishining shaxsiy va professional rivojlanishida juda muhim ahamiyatga ega.

Ingliz tilini muayyan maqsadlarda o‘rganish juda samarali bo‘lishi mumkin. Agar sizning maqsadingiz, misol uchun, xalqaro biznesda ishlash, akademik tadqiqotlar qilish, yoki sayohat qilish bo‘lsa, bu maqsadlarga yo‘naltirilgan usullar va materiallar bilan ingliz tilini o‘rganish juda foydali bo‘ladi.

Masalan, ish uchun ingliz tilini o‘rganish uchun, so‘zlashma, email yozishni o‘rganishingiz kerak bo‘ladi. Bu maqsad uchun, online kurslar, so‘zlashma, va o‘zlashtirilgan maktab darslari ham ingliz tilini o‘rganishingizga yordam berishi mumkin.

Akademik tadqiqotlar uchun ingliz tilini o‘rganish kerak bo‘lsa, akademik maqolalar, darsliklar va tadqiqot materiallariga ega bo‘lgan kurslar va o‘quv dasturlar sizga yordam berishi mumkin.

Sayohat maqsadi uchun ingliz tilini o‘rganish, masalan, muloqotlar qurish, sayohat ilovalaridan foydalanishni o‘z ichiga oladi.

Jamiyat, ta’lim muassasalari va online platformalar kabi vositalar orqali maqsadlarga yo‘naltirilgan ingliz tilini o‘rganish jumladan tibbiyot, yuridika, iqtisodiyot, geologiya va boshqa sohalarga mos ravishda ingliz tilini o‘rganishingiz mumkin[2].

Shu jumladan Geologiya fanlari universiteti talabalaridan ingliz tilini bilish qay darajada kerak vamuayyan maqsadlarda sohaga oid ingliz tili o'rganish (ESP) kerakmi yoki yo'qmi degan savollarga javob olish maqsadida so'rovnoma o'tkazildi.So'rovnomada 1 kurs o'zbek guruhi talabalaridan 79nafari ishtirok etishdi. So'rovnomaning maqsadlar qismida 68.4% talabalar ingliz tilini o'rganish juda muhimligini ta'kidlab o'tishgan qolgan 31.6% talabalar esa ular uchun til o'rganish o'rtacha xolat ekanligini belgilashgan.

Motivatsiya qismida esa 73.4% ya'ni 58 nafar talaba ijobiy javob berishgan. Ingliz tili darslari uchinchi semestrdan sohaga oid o'qitilishini hoxlaysizmi degan savolga 71.1% Ha javobini berishgan.

Yuqoridagi fikrlardan xulosa qilib aytish mumkinki ingliz tilini o'rganish xozirda juda ham ommabop xisoblanadi. Nofilologik oliy o'quv yurtlari talabalari ham til o'rganishga qiziqishlari kundan kunga ortib borayotganini kuzatishimiz mumkin. Talabalarning ilmiy salohiyatlarini sohaga oid ingliz tili bilan boyitish va ularga mukammal bilim berish uchun zamonaviy platformalardan hamda eng so'nggi manbalardan samarali foydalanish maqsadga muvofiq bo'lar edi.

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THE ROLE OF NEW APPROACHES AND METHODS IN TEACHING FOREIGN LANGUAGE

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Annotation: This article is considered a partial collection of thoughts about the importance of new approaches and new methods and directions for foreign

language teachers and learners. New approach and methods in teaching a foreign language not only increase the effectiveness of language learning, but also encourage familiarization with the lexical and grammatical rules of the language being learned. The article presents new approaches , teaching methods ,new modern techniques of teaching foreign language and the opinion of scientists .
Key words: *Methods, approach, foreign language, teaching methods, CLT, TPR, English, methodology.*
Аннотация :Эта статья представляет собой частичный сборник информации о важности новых подходов, новых методов и направлений для преподавателей и учащихся иностранного языка. Новый подход и методы преподавания иностранного языка не только повышают эффективность изучения языка, но и способствуют ознакомлению с лексическими и грамматическими правилами изучаемого языка. В статье представлены новые подходы, методы обучения, новые современные методики преподавания иностранного языка и мнение ученых в сфере образовании.
Ключевые слова: *Метод, методология, иностранный язык , методы обучение, современные технологии и методы ,английский язык.*
Annotatsiya : Ushbu maqola chet tili o'qituvchilari va o'quvchilari uchun yangi yondashuvlar va yangi usul , yo'nalishlarning ahamiyati haqidagi fikrlarning qisman to'plami hisoblanadi. Chet tilini o‘rgatishda yangicha yondashuv va usullar faqatgina til o‘rganish samaradorligini oshiribgina qolmay, balki o‘rganilayotgan tilning leksik va grammatik qoidalari bilan yaqindan tanishishga ham ko’mak beradi . Maqolada chet tilini o'qitishning yangicha yondashuvlari, o'qitish usullari, yangi zamonaviy uslublari hamda olimlarning fikrlari keltirilgan.
Kalit so’zlar: *Metodika, metod, zamonaviy metodlar, Ingliz tili, yondashuvlar,xorijiy til, til o’qitish.*

Today the world is changing rapidly, science is progressing, people's interest in language and world view is growing. That’s why; the way we learn and teach is evolving. Language does not only fulfill the function of communication between people, but it has its place in every aspect of life. In particular, teaching in our

country requires new approaches every day. This is especially true for foreign language education, where traditional methods are increasingly being challenged by new approaches fueled by technological advancements and a deeper understanding of the learning process. This article explores the crucial role these new approaches and methods play in shaping the future of foreign language teaching.

The history of language teaching has been characterized by a search for more effective ways of teaching second or foreign languages. For more than a hundred years, debate and discussion within the teaching profession have often centered on issues such as the role of grammar in the language curriculum, the development of accuracy and fluency in teaching,. The teaching of any subject matter is usually based on an analysis of the nature of the subject itself and the application of teaching and learning principles drawn from research and theory in educational psychology. The result is generally referred to as a teaching method or approach, by which we refer to a set of core teaching and learning principles together with a body of classroom practices that are derived from them. The same is true in language teaching, and the field of teaching methods has been a very active one in language teaching since the 1900s. New approaches and methods proliferated throughout the twentieth century .

What are the difference between the words “method” and “approach”? Due to the similarities in meaning between these two words, “method” and “approach”, they are frequently used interchangeably. Both are instructional designs that have principles and practices that guide the teaching and learning process. Moreover, the approach sets the general rule or general principle to make learning possible. Contrarily, a technique is a planned, well-organized, systematic process that is meant to facilitate and improve students’ learning.

Method is generally a particular way of doing something**.** As scientists’ opinion : ‘‘A language teaching method is a single set of procedures which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning’. Researchers are quick to point out, of course, that

no two teachers will implement a method in exactly the same way – hence the idea of a method being 'a single set of procedures' is necessarily an idealized one."

Method and approach have their place in teaching a foreign language. Depending on the individuality of each student, and how effectively he accepts the foreign language, new words and knowledge teacher should use a new approach or special methods.Methods and methodology of foreign language teaching can increase the result of language learning up to two or three times.the methodology ,methods used in the course of the lesson is chosen by the teacher according to the topic of the lesson, the level of knowledge, the number of students, their interests and activities.Nowadays, many scientists and teachers are developing new methods.

METHODS OF TEACHING FOREIGN LANGUAGES : The Direct Method In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation. The method relies on a step-by-step progression based on question-and answer sessions which begin with naming common objects such as doors, pencils, floors, etc. It provides a motivating start as the learner begins using a foreign language almost immediately

Grammar-translation Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.

Audio-lingua! The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situations. New language is first heard and extensively drilled before being seen in its written form

Total Physical Response (TPR) TPR works by having the learner respond to simple commands such as «Stand up», «Close your book», «Go to the window and open it.» The method stresses the importance of aural comprehension. **Communicative language teaching (CLT)** The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be

likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

These are considered traditional foreign language teaching methods, and of course, they have an invaluable role in the course of the lesson. Nowadays, methods that can meet new teaching requirements and interest students are being introduced.

Modern trends in teaching English. The communicative teaching method is more student-centered and takes less time. The quality of teaching is better, and the applied communication of students in English can be effectively cultivated, which means that students' communicative competence will be successfully developed. Ideally, language in education is usually built on such a naturally acquired language ability,

which, enriched by literacy, turns into a tool for abstract thinking and acquiring academic knowledge.

Teachers use various texts in English for translation, listening, and grammar tests. With the proliferation of tablets and smartphones, the textbook is believed to disappear in a few years.

Web learning is one of the fastest-growing areas. There are thousands of English language web classes that offer to teach of various basic language skills such as learning, speaking, reading, and writing in interactive ways. Some common techniques are as follows: students can correspond with native speakers via email by creating a personal email account (g-mail, yahoo, hotmail, etc.) which is free. Students can mail their homework to teachers and have it reviewed. The teacher can create his blog. A blog is a personal or professional journal, updated frequently for public consumption. Blogs allow you to upload and link files, which are very suitable for use as online personal journals for students. A blog becomes communicative and interactive when members take on multiple roles, as readers/reviewers who respond to other authors' posts and as writer-readers who, returning to their posts, respond to criticisms of their posts.

Readers, in turn, can comment on what they read, although blogs can also be hosted in secure environments.

Laptops with cameras have audio features and technology tools. Students can communicate with their teachers and friends who are far away

In conclusion, every new methodology and approach to education not only guarantees a good result, but also provides the right solution and an effective lesson. One of the tasks of teachers is to overcome the fear of a foreign language student or language learner, and teach them based on different methods and approaches and of course to increase students' interest in language learning.

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THE IMPORTANCE OF INTERACTIVE METHODS IN TEACHING FOREIGN LANGUAGES

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Abstract: This article discusses the importance of using interactive methods and educational materials in teaching different foreign languages. In this, traditional teaching methods, which have always been used together with interactive methods, are compared, and conclusions of the final result are given based on specific observations.
Key words: interactive methods, communicative light, traditional lesson, modern technology.
Annotatsiya: Ushbu maqolada turli xorijiy tillarni o'qitishda inter faol usullar va o'quv materiallaridan foydalanishning ahamiyati muhokama qilinadi. Bunda hamisha interfaol usullar bilan birga qo‘llanib kelingan an’anaviy o‘qitish usullari solishtirilib, aniq kuzatishlar asosida yakuniy natijaga oid xulosalar keltiriladi.
Kalit so'zlar: interfaol usullar, kommunikativ yorug'lik, an'anaviy dars, zamonaviy texnologiya.
Аннотация: В данной статье рассматривается важность использования интерактивных методов и учебных материалов при обучении различным иностранным языкам. При этом сравниваются традиционные методы обучения, которые всегда использовались вместе с интерактивными методами, и на основе конкретных наблюдений даются выводы об окончательном результате.
Ключевые слова: интерактивные методы, коммуникативный свет, традиционный урок, современные технологии.

Nowadays, the need to teach and learn foreign languages is increasing day by day. The measures taken in our country have also opened the door to wide opportunities for learning foreign languages and applying them in practice. According to it, languages such as English, German, and French were taught along with Russian in colleges, lyceums, universities and schools, and methods of assessing skills and qualifications were developed in accordance with European requirements. We know that any foreign language subject is divided into four important aspects (listening, reading, writing and speaking). The use of modern information technologies in

education is of great importance in the process of imparting special skills and concepts in each aspect. Bringing modern innovativetechnologies into the educational process means increasing the quality and efficiency of education. In particular, there are several significant advantages of using such communication technologies in learning and teaching foreign languages. Currently, foreign language skills assessment tests such as IELTS, CEFR, TOEFL have been developed. The use of technological tools in these processes is accompanied by modern approaches such as non-traditional and interactive tasks in teaching every aspect of a foreign language. For example, it is difficult to imagine without various devices, players, CDs for listening comprehension. For this reason, it is necessary to use modern technology and methods.

The use of these technical tools makes the process of learning a foreign language more interesting and effective for students, besides, by means of action games, students' attention is focused in one place during the lesson. Interactive method - increasing activity between students and the teacher in the educational process

It serves to activate students' learning and develop their personal qualities. The use of interactive methods helps to increase the effectiveness of the lesson. The main criteria of interactive education: conducting informal debates, the possibility of free expression and use of educational material, the number of exposures is small, but the number of seminars is large, the creation of opportunities for students to take initiative, small group, large it consists of assigning tasks to work as a group, class team, doing written work and other methods, which are of special importance in increasing the effectiveness of educational work.

Today, we cannot imagine language learning and teaching without computer technologies. At the same time, the teacher now does not organize a lesson in the traditional way by explaining all the information, but only instructs and explains to the students to independently search.This requires an unusual innovative interactive task system and lesson organization in the educational process.

Currently, every teacher prefers to use the inductive way of teaching in the classroom. In this case, before the main topic is introduced to the student, various

visual materials related to the topic are presented to the student. Then thought-provoking questions are asked. While this student is eagerly waiting to find the answers to the questions, the contexts are slowly introduced to him.

This method paves the way for explaining, clarifying and justifying the teaching process. Now the student begins to analyze and understand the knowledge he has learned. He can distinguish between connections and differences with his previous knowledge. In the process of general learning, the student performs creative work. Using all the knowledge he has acquired, he comes up with his own plan to experiment. We can see that whether the student wants to or not, whether he knows it or not, he becomes interested in the topic. Of course, it is necessary to know how to choose the right interactive method when conducting interactive training. It is necessary to take into account the age, level of education and environment of the student. It is worth noting that interactive methods are used in the education of students in our countrydeveloped since ancient times. We can see similar styles in various poetry evenings and debates. By developing students' thinking, intelligence, reasoning, talent and speech, these methods make them independent, well-rounded andhas been serving the formation of a perfect person. It can be seen that the main goal of the interactive method is to create a free atmosphere for active thinking of the student by creating favorable conditions for improving the quality of education in educational processes. It shows its potential capabilities and mental potential and helps to increase educational efficiency and quality.

There are many different interactive methods, and all of them, like any progressive methods, first of all, require a lot of preparation from the teacher before the training. Methods such as motivating students, using various small materials, organizing brainstorming by asking questions about the topic, giving problem situations, conducting debates, and working in small groups are very important in the rational organization of the lesson process. encourages any low-achieving student to work on his or her own.

Regarding the full implementation of interactive methods in educational processes, it is worth mentioning that the youth of our time differs from our ancestors in the

past by their modern views and especially the ability to use advanced digital technologies.

By now, the use of such computer technologies, not only the use of interesting interactive games, but also the provision of thorough and intelligent education is becoming an urgent problem of the time. Therefore, a strong criterion, hard work, dexterity and careful planning are required to raise the future generation as a well-rounded person. The use of a combination of various traditional and modern methods plays a big role in the teaching process without a one-sided approach. In this case, the teacher gives the topic based on different approaches to the topic and reinforces the knowledge given with the help of other interactive games.

At the end of the lesson, he presents projects or various problem situations for them to work on independently. Of course, working on a project increases their creative thinking and enthusiasm for creating new things. In short, as a result of using innovative methods in foreign language teaching processesstudents' speech becomes more fluent, mental and logical thinking skills develop, and the skills of correct and quick answers are formed. Such interactive methods not only increase the desire of students and young people to learn, but also psychologicallyencouraging. As a result, students begin to thoroughly prepare for the lesson process and improve the quality of education.

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ROLE OF PRAGMALINGUISTICS IN TEACHING LANGUAGE

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Annotation.

The complexity of the learning process is related to its development and the growing need for knowledge. Pragmalinguodidactics has also entered as a new concept and a new learning process technique that means teaching in the process of merging society, language and methodological disciplines. The purpose of this research is to reveal the importance of pragmalinguistics in the field of education, as well as its need in the military field.

Keywords- Linguodidactics, pragmalinguodidactics, tasks, interdisciplinary linguodidactic approach, didactic research, pragmalinguistics, sociolinguistics and linguistics, pragmatization, integration of pragmatics.

Аннотация.

Сложность процесса обучения связана с его развитием и растущей потребностью в знаниях. Прагмалингводидактика также вошла как новая концепция и новая техника процесса обучения, подразумевающая обучение в процессе слияния социума, языка и методических дисциплин. Цель данного исследования – выявить значение прагмалингвистики в сфере образования, а также ее необходимость в военной сфере.

Ключевые слова: лингводидактика, прагмалингводидактика, задачи, междисциплинарный лингводидактический подход, дидактические исследования, прагмалингвистика, социолингвистика и лингвистика, прагматизация, интеграция прагматики.

Annotatsiya.

O'quv jarayonining murakkabligi uning rivojlanishi va bilimga bo'lgan ehtiyojning ortishi bilan bog'liq. Pragmalingvodidaktik ahamjamiyat, til va uslubiy fanlarni birlashtirish jarayonida o‘qitishni anglatuvchi yangi tushuncha va yangi o‘quv jarayoni texnikasi sifatida kirib keldi. Ushbu tadqiqotning maqsadi pragmalingvistikaning ta'lim sohasidagi ahamiyatini, shuningdek, harbiy sohaga bo'lgan ehtiyojini ochib berishdir.

Tayanch so'zlar- Lingvodidaktika, pragmalingvodidaktika, vazifalar, fanlararo lingvodidaktik yondashuv, didaktik tadqiqot, pragmalingvistika, sotsiolingvistika va tilshunoslik, pragmatizatsiya, pragmatikaning integratsiyasi.

Oral activities of students in a foreign language have become one of the main problems of language teaching. The combination of pragmatics, sociolinguistics and methodology has led to a new direction in methodology, which can be called "pragmalinguodidactics". Its purpose is to study the problems of teaching the ability to communicate in a foreign language, to allow students to participate properly in real intercultural communication, depending on the state of communication. The main task of pragmalinguistics is to teach students the global changes taking place in modern languages, to ensure the development of communication in a foreign language, to develop the ability to be clear, concise, concise.

Despite the importance of didactic research, it is a mistake to link linguodidactics to linguistics alone. Although linguistics is a unique feature of foreign language teaching methods, the multifunctionality and versatility of the science learning process cannot be overlooked.

The method of analysis, as well as the methods of induction and deduction were used in the study of the essence and importance of pragmalinguistics in the field (military) and their coverage.

The modern paradigm of higher linguistic education places new demands on the level of knowledge of foreign languages aimed at the participation of linguist students in real intercultural communication. Pragmalinguodidactics is a new direction in the methodology of teaching foreign languages and culture and linguistics, developed at the Department of Theory and Methods of Teaching Intercultural Communication at Pyatigorsk State Linguistic University. Methodological technologies of pragmalinguistics, created in the interrelationship between pragmalinguistics, sociolinguistics and linguistics, effectively solve the problems of teaching communicative competence in a foreign language and rationally ensure the pragmatism of students' foreign language speech using linguistic materials appropriate to the modern image of English. . future linguists will have the opportunity to participate in real intercultural communication in different registers of speech communication.

In the process of choosing a field in which students can play a role in social life, and in the process of organizing that field, the goals and objectives of developing intercultural communicative competence, the development of their skills as intercultural communicators are considered in pragmatic didactics. The analysis of the practice of teaching English in terms of modern ideas about them leads to the conclusion that in the current context it stems from the peculiarities of textbooks and teaching. A new generation of tools designed to take into account the pragmalinguodidactic aspect of foreign language teaching is required.

A pragmatic-didactic approach to the content of teaching foreign languages and cultures is associated with expanding students ’intercultural knowledge, which means knowing and understanding the similarities and differences between their home country and country culture in the modern educational space. The language being studied is the need today to know and understand the regional and social diversity of both countries, as well as to learn more about world cultures. Let us now consider the importance of Pragmalinguodidactics in the military field, in which students studying in the military field not only learn the terms of their field in their own language, but also in a foreign language, ie English. Pragmalinguodidactics also

deals with the context and necessity of the use of terms from the origin of terms in society and within the field, as well as the bilingual analysis of terms acquired.

Linguodidactic traditions have been the main focus for many years in teaching students the language and in the methodology of teaching foreign languages as a specialty. However, modern higher education requires changes in the language preparation of students, both in terms of methodology, teaching aids and its content. Students will not be able to fully work with different registers of speech communication in a foreign language. Often there are inconsistencies between the syntactic and lexical aspects of student speech.

Knowledge of a foreign language as a specialty is required in cases where it is pragmatic and the specialist is able to effectively use foreign language competencies in their field of professional activity. Pragmatization of students' foreign language activities has become one of the most pressing issues in their language teaching.

The integration of pragmatics, sociolinguistics, and foreign language teaching methods has given rise to a new direction in methodology called pragmalinguodidactics work.

The purpose of pragmatic linguistics is to study the problems of teaching communicative competence of a foreign language, which allows students to participate properly in real intercultural communication, depending on the state of communication (formal, neutral and informal).

The priority of pragmatic language teaching is to introduce students to the practice of preparing for the global changes taking place in modern English. ensures the formation of the ability to make adequate use of appropriate language tools

In conclusion, the developed concept of pragmalinguodidactics as a teaching of modern English speech and the system of technologies that provide it are universal and can be used in the teaching of foreign languages in different contexts. Learning pragma-communicative complexes can be developed in another language material that corresponds to the modern lexical layer of the studied foreign language. Just as pragmalinguistics can be used as a necessity for communication in all areas of teaching, its application in the military field is comparable to the need for the present.

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NEW APPROACHES TO TEACHING ENGLISH FOR PROFESSIONALPURPOSES (REGARDING THE CUSTOMS SPHERE)

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Annotation: New approaches to teaching English in the field of Customs, necessary to improve the professional language skills of employees. This article, in addition to traditional techniques, provides modern teaching methods covering interactive applications, gamification, mobile applications and online resources. The article aims to improve the communication skills of customs officers in English to help them understand international trade laws, customer interactions, and Customs terminology. The article also aims to improve the quality of communication in

customs by using new technologies in teaching English and responding to the real professional needs of students.

Keywords: customs, English, professional education, language learning methods, communication skills, modern technologies

Аннотация: Новые подходы к преподаванию английского языка в сфере таможенного дела, необходимые для совершенствования профессиональных языковых навыков сотрудников. В данной статье, помимо традиционных методик, представлены современные методы обучения, охватывающие интерактивные приложения, геймификацию, мобильные приложения и онлайн-ресурсы. Цель статьи - улучшить коммуникативные навыки сотрудников таможни на английском языке, чтобы помочь им понять законы международной торговли, взаимодействие с клиентами и таможенную терминологию. Статья также направлена на повышение качества общения на таможне за счет использования новых технологий в преподавании английского языка и удовлетворения реальных профессиональных потребностей студентов.

Ключевые слова: таможня, английский язык, профессиональное образование, методы изучения языка, коммуникативные навыки, современные технологии.

Annotatsiya: bojxona sohasida ingliz tilini o'qitishda xodimlarning kasbiy til ko'nikmalarini oshirish uchun zarur bo'lgan yangi yondashuvlar. Ushbu maqola an'anaviy metodlardan tashqari interaktiv ilovalar, gamifikatsiya, mobil ilovalar va onlayn resurslarni qamrab oluvchi zamonaviy o'qitish usullarini taqdim etadi. Maqola bojxona xodimlarining xalqaro savdo qonunlari, mijozlarning o'zaro munosabatlari va bojxona terminologiyasini tushunishga yordam berish uchun ingliz tilidagi muloqot ko'nikmalarini yaxshilashga qaratilgan. Maqola, shuningdek, ingliz tilini o'qitishda yangi texnologiyalardan foydalanish va talabalarning haqiqiy kasbiy ehtiyojlariga javob berish orqali bojxonada aloqa sifatini yaxshilashga qaratilgan.

Kalit so'zlar: bojxona, ingliz tili, kasb ta'limi, til o'rganish usullari, muloqot qobiliyatlari, zamonaviy texnologiyalar

New approaches to teaching English for professional purposes are aimed at meeting the specific professional needs of students, in contrast to traditional methods of teaching English. The field seeks to make the language learning process more efficient and purposeful, adapting to the realistic situations and language skills that students face in their workplace. In customs, this approach includes specific programs and materials to help improve the communication skills of employees in English. For example, training is provided on topics such as customs terminology, international trade laws, and customer interaction. New approaches can include Interactive programs, virtual reality, role-playing games, new generation devices and mobile applications, online learning, videos, and podcasts.

Interactive programs, programs that allow students to practice customs procedures in a virtual environment. Interactive programs provide a virtual environment designed to study and practice customs procedures. Such programs allow customs officers to simulate real situations, work with documents, and gain a deeper understanding of customs legislation. Platforms such as iCustoms, for example, provide an opportunity for each business to automate complex customs procedures using AI under global trade laws. This type of application has the following advantages:

- Simulation of Real situations: customs officers can review various customs situations in a virtual environment and develop strategies to solve them.

- Work with documents: simplify and speed up the process of documents using AI, which will save time and resources.

- A Deeper Understanding of legislation: to study customs legislation and increase the knowledge necessary to apply it in practice.

-Easy access to training materials: through e-learning courses, webinars and platforms that include News, employees can independently improve their knowledge.

Virtual reality (VR) is an emerging technology that has the potential to revolutionize English language teaching. VR technology allows students to immerse themselves in a simulated environment that can be tailored to their language learning needs. For example, customs students can practice their language skills in a virtual classroom, engage in simulations of real-world conversations and interactions that are connected with their profession, and explore virtual environments that are relevant to their language learning goals.

Thus, interactive programs can be considered as new approaches to teaching English in the field of Customs. They help to develop not only theoretical knowledge, but also practical skills, which contribute to improving the work efficiency of employees.

Role-playing games, games that make language learning fun and practical by simulating customs situations. Role-playing games are an effective way to revitalize and guide the English learning process into practice. Role-playing games in the field of Customs help to develop the skills of employees to communicate in English in real situations. This includes situations such as games of sorts, customs procedures, communication with customers, filling out documents and discussing legal issues. For example, in the case of a one-role game scenario, participants play the role of a customs inspector and a representative of an importing company. The inspector communicates with the importer in English by checking the goods and requesting the necessary documents. The importer, in turn, provides the information necessary to legally import the goods. In the process, participants will have the opportunity to practice English-language customs terminology and communication styles. Role-playing games also develop teamwork skills as well as improving staff communication skills in English. Participants will have to collaborate with each other, find creative solutions to problems, and express their opinions clearly in

English. This process will help to increase the ability of employees to express themselves in English and develop a quick adaptability to situations in the customs sphere. Thus, role-playing games can be seen as a new and effective approach to teaching English in the customs industry. They help to develop not only theoretical knowledge, but also practical skills, which contribute to improving the work efficiency of employees.

New generation devices meet the requirements of young people, allowing them to study, communicate on social networks, travel, and be mobile. Media streaming devices like Google chrome cast and Rokku make group explorations interactive and presentations amazing. One of the devices can stream media to a smart TV using a dongle. Another device, the e-reader, is a boon for the new generation on the move. The brand new kindle white paper is another invention. Portable Document Scanner is a great app that sorts Flatbet photos and notebooks. Other devices are voice recorders, such as Olympus, which can be used to record all English lectures and playback at a convenient time.

Mobile apps, designed for employees to continue learning English, are apps that can be used at any time and place. Mobile applications are designed to make the English learning process convenient, flexible and efficient. They allow employees to continue learning the language, whether at work or on the road. These apps help students develop their English language skills independently and often include a variety of learning materials such as interactive exercises, games, video lessons, and tests.

Mobile applications offer the following main advantages when learning English:

- Flexibility: users can learn according to their schedule, which makes their learning process more efficient.

- Permanent access: it is possible to learn a language anywhere and at the time when there is an internet connection.

- Personalized learning: users can choose learning directions to suit their needs.

- Interactivity: many applications allow users to actively participate in the language learning process.

- Self-assessment: users can track their progress and evaluate themselves.

Mobile applications designed for employees working in the customs industry can offer special programs for Learning English, including special customs terminology and procedures. These applications are aimed at improving the language skills of employees in the professional sphere, preparing them for real-world situations such as international trade, communication with customers and filling out documents. Thus, mobile applications are an important tool in learning English and, due to their convenience, flexibility and efficiency, can be especially useful for employees working in the customs industry. They provide the resources necessary to continue the language learning process and help to independently develop the English language knowledge of the staff.

In online learning, all or most of the instruction is delivered through digital means. While in blended learning, the instruction is a combination of online and face-to-face learning. Online and blended learning offer several benefits;

Increased flexibility for students, More individualized learning, Access to a wide range of digital resources.

Educational materials reflecting real situations in the field of Customs. Videos and podcasts are effective tools used in customs education. They help students learn complex customs procedures and standards, and also allow them to develop communication skills in English. The videos reinforce visual insights and show readers realistic situations such as customs checks, filling out documents, and communicating with customers. Podcasts, on the other hand, will allow readers to listen to English customs terminology and conversational styles at any time. These teaching materials through videos and podcasts, students learn by seeing and hearing

real-World Customs situations, which further shape their concepts, communication is important in language learning, through videos and podcasts, students practice communicating in English in practice, videos and podcasts for students make the learning process interesting and engaging, which increases their motivation, students will be able to view videos or listen to podcasts at any time and place, making their learning process more flexible, being able to have these advantages. At the same time, videos and podcasts also provide teachers with a number of opportunities. They will have the opportunity to keep the teaching materials up to date, provide students with new information and current topics. Teachers can use these tools to make their classes more interactive and effective.

Professional development opportunities are also important for teachers. They can teach students more effectively by applying new methods and technologies in their fields. These approaches aim to improve the quality of communication in customs by using new technologies in teaching English and responding to the real professional needs of students.

New approaches to teaching English in customs are important in the context of global trade and international relations. Through this article, in addition to traditional textbooks and classrooms, new techniques have been introduced that cover modern teaching methods, including interactive applications, gamification, mobile applications, and online resources. The results of the study show that through these new approaches, customs officers can significantly increase their ability to communicate in English, helping them understand international trade laws, customer interaction, and Customs terminology. During the article, the importance and effectiveness of Interactive Applications, role-playing games, mobile applications and multimedia resources in teaching English in the customs sphere were analyzed. These approaches, aimed at improving the language skills of employees in the professional sphere, prepare them for real situations. The article also aims to improve the quality of communication in customs by using new technologies in teaching English and responding to the real professional needs of students.

In conclusion, new approaches to teaching English in the customs industry seek to make the language learning process more effective and purposeful, adapting to the real situations faced by employees in their professional activities. These new techniques will help improve the communication skills of customs officers in English, thereby contributing to their increased work efficiency. In the future, further research and innovation will be needed to further develop these approaches and improve their effectiveness.

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IMPORTANCE OF TEACHING CHILDREN THROUGH SONGS AND CHANTS IN THE EFL CLASSROOM

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ABSTRACT

Today, there's a lot of focus on teaching foreign languages using modern and efficient methods. This scientific article informs about why it's important to use songs in English as a Foreign Language (EFL) classes, how they can impact learning, and different ways to incorporate songs into EFL teaching.

Keywords: young learners, songs, chants, rhymes, fun activities, classroom atmosphere, warm-up activities

АННОТАЦИЯ

Сегодня большое внимание уделяется преподаванию иностранных языков с использованием современных и эффективных методов. В этой научной статье рассказывается о том, почему важно использовать песни на уроках английского как иностранного языка (EFL), как они могут повлиять на обучение, а также о различных способах включения песен в преподавание EFL.

Ключевые слова: юные ученики, песни, песнопения, стишки, веселые занятия, атмосфера в классе, разминка.

ANNOTATSIYA

Bugungi kunda xorijiy tillarni zamonaviy va samarali usullardan foydalangan holda o‘qitishga katta e’tibor qaratilmoqda. Ushbu ilmiy maqolada ingliz tilidagi qo‘shiqlardan chet tili (EFL) darslarida foydalanish nega muhimligi, ular

o‘rganishga qanday ta’sir qilishi va qo‘shiqlarni EFL o‘qitishga kiritishning turli usullari haqida ma’lumot beradi.

Kalit so'zlar: yosh o'quvchilar, qo'shiqlar, qo'shiqlar, qofiyalar, qiziqarli mashg'ulotlar, sinf muhiti, isitish mashg'ulotlari

INTRODUCTION

As English becomes more widely used worldwide, more people are choosing to learn it. The global importance of English has encouraged individuals to start learning it at an early age. Teaching English to young learners requires a specialized approach because they have unique characteristics and learning styles of their own. Fun activities like songs, chants, and rhymes are popular methods for engaging children in language learning. Teaching children can be both fulfilling and demanding. English teachers who specialize in working with kids must navigate unique challenges. Unlike adults, children grasp languages swiftly and thrive on engaging, enjoyable learning activities, which make language acquisition feel natural and effortless.

The Significance of Songs and Chants for Young Learners

The music genre, with its lyrical essence, vividly portrays societal aspects within a language's cultural context. Unlike educational texts, songs evoke emotions and stimulate creativity. They reveal a community's spirit and culture, with educators guiding students' exploration. Introducing songs in foreign language lessons sparks creativity, as observed in Carol Graham's "Jazz Chant" methodology, where simple lyrics are adapted into melodic compositions.

When considering the significance of songs and chants, it becomes imperative to delve into the rationale behind their relevance in EFL classrooms, as well as to explore the appropriate methodologies for their utilization.

Why teach songs and chants:

Music serves as a potent tool for engaging students, tapping into their emotions while allowing analytical thinking. Lo and Li (1998) suggest that songs can transform the classroom atmosphere, creating a comfortable environment that enhances language development. Additionally, utilizing songs in class not only entertains students but also helps alleviate negative attitudes towards learning a foreign language (Sarıçoban, 2000). Recognizing children's natural affinity for music, English language educators globally employ such enjoyable methods to facilitate language learning (Cakir, 1999). Music and poetry are integral aspects of foreign language education for young learners (Philips, 1993), as Murphey (1992) argues that songs leave a lasting impression on our memory, making them valuable tools in language classrooms.

Below are some reasons why incorporating songs and chants in a more structured manner can be beneficial:

- Children can significantly expand their vocabulary and grasp complex sentence structures suitable for various sociolinguistic contexts, such as greetings, requests, and classroom routines.
- Improved English speech patterns, intonation, and pronunciation can be observed.
- Memorization of longer word strings becomes more manageable.

Integrating music and rhythm into grammar and language activities adds an element of enjoyment and creativity to classroom sessions. This allows for more varied teaching approaches, providing students with ample opportunities to practice and enhance their language skills beyond traditional English lessons.

How to teach songs and chants:

Songs, chants, and rhymes can be utilized at the beginning, during, or end of any lesson. In the language classroom, they serve various purposes, including acting as short warm-up exercises to start our lessons, introducing new language, reviewing

and practicing language, altering the mood, or grabbing everyone's attention. So, the first step is clear: teach the song or chant. But how should we do it? First, consider how old the students are, and then think about whether the song or chant fits what they're learning. Kids love music, so why not use that to teach them words and phrases they can use every day? But it doesn't mean all the songs or chants have to be serious – sometimes, it's just about having fun! Here are some basic tips:

- Start by saying the words out loud, don't worry about writing them down yet.
- It's better to teach a little bit each time than to try to do a lot all at once.
- Remember what you learned last time and add a little more each lesson.
- Practice the songs and chants you've already learned to get better and feel more confident.

As you get more into teaching songs and chants, you can:

- Build on them to learn more about grammar or new words.
- Use them to practice how we say words and where we put stress in sentences.
- Make up your own songs or chants to fit what you're learning.

Here's how you might teach a chant:

- Start by saying most of the words yourself, and then let the kids repeat after you.
- Over time, let the kids say more of the words themselves.
- Use the chants to have little conversations.
- Once you've learned the chant, try changing some words to learn new things.
- Practice using the words from the chant in different ways, so they become a natural part of how you talk and think.

Benefits of using Songs and Chants:

Using music in different settings offers numerous advantages. Firstly, it aids in concentration, providing a rhythmic background that assists individuals in staying focused on tasks. Secondly, music has been demonstrated to enhance memory retention, making it easier to recall information. Additionally, incorporating music fosters a sense of community within groups, as shared musical experiences create bonds among participants. Furthermore, music serves as a potent motivator for

learning, inspiring individuals to engage more deeply with educational material. Moreover, it acts as a soothing influence, particularly beneficial for individuals experiencing stress or overwhelm, offering relaxation and comfort. Finally, integrating music into learning activities injects an element of enjoyment and creativity, making the process more engaging and enjoyable. Overall, these benefits contribute to enhanced learning experiences and overall well-being.

A Collection of Songs, Chants and Rhymes

Colors

Purple, yellow, green and blue,
green and blue,
Purple, yellow, green and blue,
green and blue,
Black, white brown, red orange too;
Purple, yellow, green and blue,
green and blue,
(Stand up when you sing your colour word) What's your favourite colour?

(Numbers and Present continuous Tense)

One, Two, I'm Tying My Shoe!

One, two, I'm tying my shoe!
Three, four, he's closing the door.
Five, six, she's picking up sticks.
Seven, eight, they are painting the gate.
Nine, ten, they're catching a hen.
Eleven twelve, he's putting books on the shelves.
Thirteen, fourteen, boys are talking.
Fifteen, sixteen, girls are singing.
Seventeen, eighteen, they are skating.
Nineteen, twenty, my plate's empty!

Days of the Week

Sneeze on Monday, hug your mother.

Sneeze on Tuesday, play with brother.

Sneeze on Wednesday, find a cat.

Sneeze on Thursday, lose your hat.

Sneeze on Friday, have a good day.

Sneeze on Saturday, see friends on Sunday.

My Day

This is the way I wash my face,

wash my face, wash my face.

This is the way I wash my face,

wash my face in the morning.

This is the way I brush my teeth,

brush my teeth, brush my teeth.

This is the way I brush my teeth,

brush my teeth in the morning

This is the way I comb my hair,

comb my hair, comb my hair.

This is the way I comb my hair,

comb my hair in the morning.

I'm a Little Teapot

I'm a little teapot,

Short and *stout*

Here is my handle,

Here is my *spout.*

Where's mine? Is this mine?

Where's mine? Is this mine? No, that's hers.

Where’s mine? Is this mine? No, that’s his.

Where are mine? Are these mine? No, they are theirs.

Where are mine? Where are mine? Yours are there, on the chair.

Where? On the chair.

CONCLUSION

They contribute to building a broader vocabulary base, including expressions and useful sentences. Moreover, they aid in enhancing listening and speaking skills. Songs assist learners in becoming accustomed to word stress and intonation, and the rhythmic patterns of spoken or sung words also aid in memorization. Once memorized, children tend to repeat them frequently. Additionally, they are exposed to informal or colloquial English, which they may encounter beyond the classroom, thus gaining familiarity

with aspects of foreign culture and viewing it as enriching their own lives.

Emotionally, songs stimulate children's interest in the new language, add enjoyment and variety to learning, foster a relaxed atmosphere, motivate them to actively engage in learning, offer encouragement, and help shy or slow learners overcome their hesitations and participate more confidently.

As Piaget (1970) stated, "Children are active learners and thinkers," highlighting their natural inclination to learn actively. Similarly, Vygotsky (1962) emphasized the importance of social interaction in children's learning process. Plato's advice resonates as well, suggesting that children should not be coerced into learning but rather guided towards it through activities that captivate their minds, allowing educators to discern each child's unique talents accurately. Overall, making English learning active and enjoyable is essential.

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THE METHODS OF TEACHING SPEAKING TO B2 LEVELS

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Abstract. The current paper attempts to examine the various aspects of the discussion and debate methods of teaching at university and its role in enhancing students' linguistic and academic skills. The discussion and debate methods allow establishing a rapportwith students, stimulating their critical thinking and articulating ideas clearly,to heighten collaborative learning skills as well as amiliorating their speaking skills to the higher step than they are (from B2 to C1).The findings showed that majority ofrespondents indicated that a good opportunity to interact is provided during the discussion , debate and that the lecturer is not the sole

authority in class. Theimplications of this research could be reflected on students' learning through their participation in discussion and debate [1].

Key words: Debates, discussion, teaching, critical thinking, collaborative learning, method, speaking skills , B2 levels, strategies, imitation, WebQuest technology.

Абстрактный. В настоящей статье предпринята попытка изучить различные аспекты дискуссионных и дебатных методов преподавания в университете и их роль в совершенствовании языковых и академических навыков студентов. Методы обсуждения и дебатов позволяют установить контакт со студентами, стимулировать их критическое мышление и четко формулировать идеи, повысить навыки совместного обучения, а также поднять их разговорные навыки на более высокую ступень, чем они есть (от B2 до C1). Результаты показали. что большинство респондентов указали, что хорошая возможность взаимодействия предоставляется во время дискуссии, дебатов и что преподаватель не является единственным авторитетом в классе. Последствия этого исследования могут отразиться на обучении студентов посредством их участия в дискуссиях и дебатах [1].

Ключевые слова: Дебаты, дискуссия, обучение, критическое мышление, совместное обучение, метод, разговорные навыки, уровни B2, стратегии, подражание, технология WebQuest.

Abstrakt. Ushbu maqola universitetda o'qitishning munozara va munozara usullarining turli jihatlarini va uning talabalarning til va akademik ko'nikmalarini oshirishdagi rolini o'rganishga harakat qiladi. Munozara va munozara usullari o‘quvchilar bilan aloqa o‘rnatishga, ularning tanqidiy fikrlashini rag‘batlantirishga va g‘oyalarni aniq ifodalashga, hamkorlikda o‘rganish ko‘nikmalarini oshirishga, shuningdek, ularning nutqiy ko‘nikmalarini avvalgidan yuqori pog‘onaga ko‘tarishga imkon beradi (B2 dan C1 gacha). Respondentlarning ko'pchiligi munozara, bahs-munozaralar davomida o'zaro muloqot qilish uchun yaxshi imkoniyat mavjudligini va o'qituvchi sinfda yagona hokimiyat emasligini ta'kidladi.

Ushbu tadqiqot natijalari talabalarning munozara va munozaralarda ishtirok etishi orqali o'rganishida aks ettirilishi mumkin [1].

Kalit so'zlar: Debatlar, muhokamalar, o'qitish, tanqidiy fikrlash, hamkorlikda o'rganish, metod, nutq qobiliyatlari, B2 darajalari, strategiyalar, taqlid, WebQuest texnologiyasi.

INTRODUCTION

Speaking is one of the important skills in language learning besides listening, writing and reading. Speaking is activity in giving and asking information as if dialoguing by two or more people.

Based on the result of interview with English teacher of SMA Negeri 1 Lasusua on March 2015 , it found kinds of student problem in learning English, especially in speaking. The teacher said that his students cannot express their idea, they were afraid to make mistake and did not have enough vocabulary. He should prepare a good technique in conducting their teaching to motivate the students to speak English.

Based on the explanation above, the researcher is interested in conducting the research entitled “Improving students’ speaking skill through debate technique…” [2].

The discussion method could be one of the available teaching methods utilised by university lecturers to promote learning. However, the dynamics of the discussion technique may not be realized by most of these lecturers . Research on the efficiency of group discussion methods has shown that team learning and student-led discussions produce favorable student performance outcomes, and foster greater participation, self-confidence and leadership ability [1].

Debate.

Debate is a teaching strategy to improve verbal communication and critical thinking skills. Debate is presented as a valuable learning activity for teaching

critical thinking and improving communication skills. Debating is an effective pedagogical strategy because of the level of responsibility for learning and active involvement required by all student debaters. Debate can motivate students' thinking, moreover if they must defend their stand or opinion which is in contradiction with them. This strategy can involve all students to be active, not only debate performer.

Orossays debates can be integrated into course design and assessment and introduced to students from the beginning of a module. For these academics, debates can be used to complement other teaching strategies and provide a variety of teaching styles to keep students actively engaged in content.

Most students in Goodwin'sresearch appeared to be happy to participate in debates. Students appear to value the development of skills such as communication and collaborative and critical thinking skills. However, previous research also highlights design concerns that need to be consideredsuch as whether students feel comfortable in defending their position in debates in an argumentative environment; whether students value debates over traditional teaching methods as a teaching strategy; whether all students gain from the debate process and whether the assessment process is effective for the students and the module. Despite critical reflections on the use of debates Kennedyfound that around 85% of students would consider participating in future debate opportunities.

Jacksonemphasises that lecturers need to seek experiences for students that will increase their critical thinking and problem solving skills, as well as the art of communication in teaching sessions. The use of debates can enhance critical thinking skills such asdefining the problem, assessing the credibility of sources, identifying and challenging assumptions, recognising inconsistencies and prioritizing the relevance and salience of various points with the overall argument and enables students to develop their knowledge of social issues, consider multiple viewpoints and accept that, as individuals, there will be differing perspectives on any topic area. Importantly, students need to engage in research to develop their

understanding of evidence that aligns with either the for or the against perspective in the debates [2].

Debate was proven one of the best method from my experience. While the time I studied college, I turned to the habit going to the National libraray called Alisher Navai for participating debate in speking club.In that time I completed all grammer rules in English, but I couldn't use them, even I couldn't speak well.When I started to speak, I always thought about grammer, organizing the sentences as well as I was a kind of person who was shy to communicate in English.Because I had a concept "When I do mistake while my speech, other participants laugh on me and I feel myself in discomfort zone".However when I started taking part in debate, everything changed in a good way.I gave so many questions to myself like "Look, they are speaking as much as they can", "You are person like them", "They are doing , so you can do", "Don't shy,shying is your enemy", "If you don't do it right now, you have no chance again to do it anymore" after observing speking club members.To be honest their determination motivated me a lot.First time I wrote my ideas on a paper and read it.Next time I read pretty and I spoke without looking at my written version.Then I commenced to express my opinions without thinking grammer.Debating method not only helped me improving speaking skills but also it caused extending my horizons.That is why I find debate is the one of the best way to ameliorate speking skills whose level is B2 as well as critical thinking and general English.

Imitation.

Imitating is one of the great way amilioriating speaking abilities as native speakers. You feel that you have a growth in your speaking when you turned imitation to your everday exercises as well as you start to speak automatically.Imitation (material is not changed or changed pretty) and showing attitude using information resources (pictures,cinema and diafilms…) as well as based on learnt topic [3].

WebQuest technology.

WebQuest technology is one of the sample for improving comminication skills. Living modern world, this method is more appropriate because of a lot of things is by internet".At the initial stage of experimental work , various resources for the development of speaking skills in the upper grades were also studied and topics for practice were analyzed as well as was selected.In addition, since WebQuest technology is closely related to the Internet, Internet sources were also studied.So, at this stage,2 WebQuest tasks were prepared based on the students' interests and were divided into 2 topics.Then, within the selected WebQuest topics, various Internet sources were searched and studied, tasks were prepared in Word program in advence.The main purpose of these tasks was to develop speaking skills in students and be able to express their thoughts freely, and the tasks were adapted to their interests" [4].

Discussion.

Generally speaking, 'discussion' could be considered an activity which involves written or oral expression of different points of view in a given situation. Also, Brookfield and Preskill define it as an alternately serious and playful effort by a group of two or more to share views and engage in mutual and reciprocal critique. Proper discussion would assist learner participants to reach a critically informed understanding of the topic, self-awareness and capacity for self-critique, appreciation of diversity, and informed action.

The discussion process is not merely controlled by one individual presentation as the case in the lecture. The lecturer as the discussion leader may try to strike a balance between controlling the group and letting students air their views with no restrictions. Participation in a class discussion can be voluntary to avoid embarrassment of shy or introvert participants and would be achieved by creating a supportive climate.

In a university class, discussion could be among the common strategies which would be used by lecturers to stimulate active learning. It can offer the lecturer an opportunity to check students' understandings of the material and comprehending ideas thoroughly through expressing their own viewpoints and questions. Sybing reports that discussions provide students with a platform to participate in their learning process. When students are actively involved in using the relevant material, learning would be more interesting for them and students would be more motivated.

Han emphasizes that a sufficient knowledge base established prior to discussion tasks is essential to learner participation. When students gain confidence in their knowledge, then they are more motivated to participate freely in the oral discussion.

Discussion approaches are appropriate to a number of objectives which include providing the lecturer feedback about students' learning; meeting higher-order cognitive objectives, such as application, analysis, synthesis, and evaluation. These approaches also help students develop their interests and values and change attitudes as well as allowing students to become more active contributors to their own learning.

Lecturers' performance also declines over an hour. Lecturing may be less effective than discussion or individual work in class as there is a lack of concentration on the part of students.

The discussion method could be one of the available teaching methods utilised by university lecturers to promote learning. However, the dynamics of the discussion technique may not be realized by most of these lecturers. Research on the efficiency of group discussion methods has shown that team learning and student-led discussions produce favorable student performance outcomes, and foster greater participation, self-confidence and leadership ability [1].

Conclusion

The study indicated that the discussion and debate methods improve students' ability to think and could be more tempting to learning than mere listening to a lecture. It may also assist in fostering intellectual growth, individual expression and character development. It offers students opportunities to exchange thoughts and views with each other and heightens language proficiency through constant reinforcement and use.

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HELPING TOOL IN PRODUCTIVE CONVERSATION IN MODERN ENGLISH

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Annotation: In this article, we examine the importance of effective conversation in modern English and provide practical tips to help navigate a variety

of communication scenarios with confidence and ease. There is given information about improving speaking skills and using modern English to improve the relationships of a speaker and create a lasting positive impression when communicating..

Keywords:modern English language, modern education, information media, effective communication, comprehension, reading and speaking skills.

Аннотация: В этой статье рассматривается важность эффективного разговора на современном английском языке и приводятся практические советы, которые помогут уверенно и легко ориентироваться в различных сценариях общения. Узнайте, как улучшить свои разговорные навыки и как использовать современный английский, улучшая отношения и создавая неизгладимое положительное впечатление при общении.

Ключевые слова: современный английский язык, современное образование, средства информации, эффективное общение, понимание, навыки чтения и разговорной речи.

Annotatsiya: Ushbu maqolada zamonaviy ingliz tilida samarali suhbatning ahamiyatini va turli xil nutq ko’nikmalarini ishonchli va oson boshqarishga yordam beradigan amaliy maslahatlarni ko’rib chiqamiz. Suhbatlashish mahoratini oshirish va zamonavi ingliz tilidan foydalanishning ko’rinishlari hamda shu bilan birga munosabatlarni yaxshilash va muloqotda bo'lganda davomiy qoniqarli taassurot qoldirish haqida ma’lumot berilgan.

Kalitso’zlar: zamonaviy ingliz tili, zamonaviy ta'lim, axborot vositalari, samarali muloqot, tushunish, o'qish va nutq qobiliyatlari.

In today's digital age, effective conversation in modern English plays a crucial role in strengthening connections and building relationships. Whether you're chatting with friends on social media, participating in discussions at work, or communicating at events, the ability to communicate clearly and respectfully in English is a valuable skill the ability to engage in cryptic conversations is a valuable

skill that leads to deeper connections and understanding. Here we look at the key elements that make up an effective conversation in modern English and explore how mastering these aspects can help people navigate a variety of communication scenarios with ease and confidence. The foundation of effective conversation lies in clear and concise communication. The use of direct and understandable language helps convey thoughts and ideas with clarity and avoids misunderstandings and confusion. Modern English is dominated by simplicity and clarity, which allows for continuous communication that resonates with clarity and purpose. Active listening is a key aspect of effective conversation. A sense of understanding and connection can be fostered by showing sincere interest and attention to the speaker. Practicing active listening involves not only hearing the words spoken, but also interpreting the feelings and intentions behind them. Through active listening, people can develop empathy, show respect, and improve the quality of communication.

Empathy plays an important role in the development of meaningful conversations in modern English. By putting yourself in the speaker's shoes and trying to understand their point of view, people can build rapport and trust. Acknowledging and validating the feelings and experiences of others fosters mutual respect and creates an environment conducive to open and honest communication.Effective conversational engagement often involves asking open-ended questions that encourage reflection and deeper discussion.By asking questions that prompt thoughtful responses and help explore ideas, people can keep the conversation dynamic and interesting. Open-ended questions serve as catalysts to encourage dialogue and uncover new insights. Respect is paramount in all communication interactions. Maintaining a respectful tone, listening carefully, and not interrupting or talking to others are important components of effective conversation. By showing consideration and empathy for the views and opinions of others, people can create a space where different perspectives are valued and appreciated. Authenticity is the key to building real connections through conversation. By expressing thoughts and feelings honestly and without pretense,

people can build trust and develop authenticity in their relationships. Being true to yourself in communication creates the foundation for meaningful communication and strengthens the bonds between speakers. Flexibility is crucial in managing the complexities of modern communication. Being flexible in your communication style, adapting to the content and nuances of the conversation, and showing openness to different points of view are important aspects of effective communication. Embracing flexibility allows people to truly connect with others and navigate a variety of communication scenarios with ease.

Effective conversation in Modern English includes various elements necessary for clear, interesting and effective communication.It is important to use clear, simple and jargon-free language to ensure understanding. Avoiding complex sentences or technical terms that may confuse the listener will help you get your message across more effectively. Listening carefully and responding thoughtfully are important aspects of effective conversation. Paying attention to the other person's words, asking relevant questions, and showing interest in their perspective show respect and can lead to more meaningful exchanges. Empathizing with the other person's feelings and experiences can improve the quality of the conversation. Trying to understand their perspective, acknowledging their feelings, and responding with compassion can foster a deeper connection. Asking open-ended questions that require more than a simple yes or no answer can encourage deeper conversation. Such questions invite the other person to share their thoughts, feelings, and experiences, which leads to a more interesting conversation. Maintaining a respectful tone, avoiding interruptions, and acknowledging the other person's point of view are effective are important aspects of communication. Respecting different opinions, listening without judgment, and engaging in civility can all contribute to a positive interview experience. Being genuine and confident in a communication helps build trust with the other person. Expressing thoughts, feelings, and opinions honestly and openly can create more meaningful communication and foster a sense of connection. It is important to be flexible and adaptable in your communication

style based on the context and the needs of the other person. Tailoring an approach, tone, and language to the situation will help your message get across effectively. By incorporating these key elements into your conversations, you can improve your Modern English communication skills and create more engaging and effective interactions with others. Effective conversation is not just about exchanging words; it's about building connections, developing understanding, and creating meaningful relationships through language.

In today's fast-paced, interconnected world, the ability to engage in meaningful conversations is more important than ever. Developing effective communication skills in Modern English is important not only for developing strong relationships, but also for navigating different social and professional environments with confidence and ease. Whether you're engaging in casual conversation with friends, attending business meetings, or networking at social events, mastering the art of conversation can open doors to new opportunities and deepen your connections with others.

The key to engaging in meaningful conversations is active listening. You can pay attention without interrupting what the other person is saying, show genuine interest in their thoughts and feelings, and show understanding through verbal and nonverbal cues. By actively listening, you convey respect and empathy, which are key elements of effective communication. Choose your words carefully and convey your ideas clearly and concisely. Avoid using jargon or complicated language that might confuse the listener. Instead, try to express yourself in a way that is understandable and interesting to the audience. Put yourself in the shoes of the other person and try to see things from his point of view. Acknowledge their feelings, validate their experiences, and show that you are sensitive to their needs and concerns. Be open to different perspectives and points of view during the conversation. Be willing to consider alternative ideas, even if they go against your beliefs. Avoid jumping to conclusions or making premature judgments, and engage in respectful communication to exchange ideas and gain new insights. Treat others

with respect and courtesy in all your interactions. Avoid talking, talking over others, or engaging in confrontational behavior. Be grateful for different opinions and keep the tone positive and constructive throughout the conversation. Like any skill, effective conversation takes practice and feedback. Engage in regular conversations with a variety of people to improve your communication skills and build confidence in your abilities. Seek feedback from trusted individuals to identify areas for improvement and improve your conversational style. By incorporating these strategies into the conversations, you can develop the confidence and skills to effectively practice Modern English. We should remember that communication is a two-way street, and by actively listening, expressing yourself clearly, showing empathy, being open-minded, and showing respect, you can improve your communication skills and develop meaningful relationships with others. Mastering the horse is a lifelong journey of learning and growth. Communicate with others, practice your communication skills and build strong and authentic relationships through effective conversations in Modern English. Your ability to communicate effectively will not only enrich your personal and professional life, but also contribute to a more connected and harmonious world.

In conclusion, mastering the art of effective conversation in Modern English is a valuable skill that can enrich personal and professional relationships, foster understanding, and foster meaningful communication. By incorporating elements such as clarity, active listening, empathy, open-ended questions, respect, authenticity, and adaptability into conversations, people can improve their communication skills and create lasting impressions in a variety of settings. Through thoughtful and purposeful communication, people can harness the power of language to bridge gaps, build consensus, and develop enriching connections that go beyond words alone.

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CORPUS LINGUISTICS IN LANGUAGE EDUCATION: EVALUATING THE ROLE OF CORPORA AS LEARNING RESOURCES AND TEACHING METHODOLOGIES

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Abstract: This article highlights the pivotal role of corpora in language education, emphasizing their multifaceted contributions to learning outcomes. It explores how corpora provide authentic language data for analysis, serve as reference materials for learners, facilitate exposure to real-world language use, enhance language proficiency and vocabulary acquisition, and inform the design of task-based learning activities. Furthermore, the article underscores the importance of fostering critical thinking and data-driven decision making in language classes, offering strategies for their integration into language instruction. By embracing corpora and data-driven approaches, educators can empower students for success in a data-driven world while enriching their language learning experiences.

Keywords: Corpora, authentic language data, reference materials, real-world language use, corpus-based activities, data-driven decision making

Аннотация: В этой статье подчеркивается ключевая роль корпусов в языковом образовании, подчеркивая их многогранный вклад в результаты обучения. В нем исследуется, как корпуса предоставляют аутентичные языковые данные для анализа, служат справочными материалами для учащихся, облегчают знакомство с реальным использованием языка, улучшают знание языка и приобретение словарного запаса, а также служат основой для разработки учебных мероприятий, основанных на задачах. Кроме того, в статье подчеркивается важность развития критического мышления и принятия решений на основе данных на языковых уроках, предлагая стратегии их интеграции в обучение языку. Применяя корпоративные подходы и подходы, основанные на данных, преподаватели могут помочь учащимся добиться успеха в мире, управляемом данными, одновременно обогащая их опыт изучения языка.
Ключевые слова: Corpora, authentic language data, reference materials, real-world language use, corpus-based activities, data-driven decision making

Annotatsiya: Ushbu maqola til ta'limida korpusning muhim rolini ta'kidlab, ularning ta'lim natijalariga ko'p qirrali hissasini ta'kidlaydi. U korpusning tahlil qilish uchun haqiqiy til ma'lumotlarini qanday taqdim etishini, o'quvchilar uchun ma'lumotnoma sifatida xizmat qilishini, haqiqiy dunyo tillaridan foydalanishni osonlashtirishini, tilni bilish va lug'atni o'zlashtirishni yaxshilashni va topshiriqlarga asoslangan o'quv faoliyati dizaynini xabardor qilishni o'rganadi. Bundan tashqari, maqola til darslarida tanqidiy fikrlashni va ma'lumotlarga asoslangan qarorlar qabul qilishni rivojlantirish, ularni til o'qitishga integratsiya qilish strategiyalarini taklif qilish muhimligini ta'kidlaydi. Korporativ va ma'lumotlarga asoslangan yondashuvlarni qo'llagan holda, o'qituvchilar talabalarga ma'lumotlarga asoslangan dunyoda muvaffaqiyat qozonishlari va til o'rganish tajribasini boyitishi mumkin.
Kalit so‘zlar: Corpora, authentic language data, reference materials, real-world language use, corpus-based activities, data-driven decision making

INTRODUCTION

The article is to highlight the importance of corpora in language education, specifically focusing on their role in providing authentic language data for analysis, serving as reference materials for language learners, facilitating exposure to real-world language use through corpus-based activities, enhancing language proficiency and vocabulary acquisition through corpus analysis, and designing task-based learning activities based on corpus findings. Additionally, the text emphasizes the significance of encouraging critical thinking and data-driven decision making in language classes and provides strategies for incorporating these skills into language instruction. Overall, the text underscores the transformative potential of integrating corpora and data-driven approaches into language education to enhance learning outcomes and prepare students for success in a data-driven world.

Definition of corpora in the context of language education

In the context of language education, corpora refer to large collections of authentic language data that have been systematically compiled and stored for linguistic analysis and research purposes. These corpora consist of written texts, spoken conversations, and other forms of language use, sourced from a variety of genres, registers, and sources. By analyzing corpora, language educators can gain valuable insights into the patterns of language use, vocabulary frequency, grammar structures, and discourse features that are present in natural language contexts. Corpora serve as valuable resources for language teaching and learning by providing learners with access to real-world language data that can enhance their understanding of language usage and structure. Through corpus analysis, language educators can design targeted language activities, develop language teaching materials, and facilitate evidence-based instruction that is grounded in authentic language use.

Importance of corpora in providing authentic language data for analysis

Corpora play a crucial role in providing authentic language data for analysis in language education for several reasons:

1. Authenticity: Corpora contain real-world language data that accurately reflect how language is used in different contexts and settings. This authenticity helps learners develop a deeper understanding of natural language patterns, idiomatic expressions, and discourse conventions.

2. Variety: Corpora encompass a wide range of language sources, including written texts, spoken conversations, academic papers, news articles, and more. This variety allows educators to expose learners to diverse language styles, registers, and genres.

3. Frequency: Corpora capture the frequency of word usage, collocations, and grammatical structures in natural language. Understanding the frequency of certain language features can help educators prioritize teaching objectives and focus on high-utility language items.

4. Evidence-based Insights: Analysing corpora provides educators with evidence-based insights into language usage, which can inform instructional decisions, material design, and curriculum development. Educators can tailor their teaching strategies based on data-driven observations from corpora analysis.

5. Skill Development: By engaging with corpora, learners can refine their language skills in areas such as vocabulary expansion, grammar proficiency, and discourse comprehension. Working with authentic language data enhances learners' ability to communicate effectively in real-world situations.

6. Cultural Awareness: Corpora often include language samples from diverse cultural contexts, allowing learners to gain insights into cultural nuances, societal norms, and intercultural communication practices through authentic language usage.

In summary, corpora provide invaluable resources for language educators to offer authentic language data for analysis, supporting evidence-based language instruction, enriching language learning experiences, and empowering learners to develop proficiency in the target language

Utilization of corpora as reference materials for language learners

Corpora serve as valuable reference materials for language learners, offering authentic language data that can enhance various aspects of language acquisition and

proficiency. Here are some ways in which corpora can be utilized effectively as reference materials for language learners:

1. Vocabulary Expansion: Language learners can use corpora to explore word usage in context, identify common collocations, and discover synonyms and antonyms. This helps learners expand their vocabulary knowledge and understand how words are used naturally in different contexts.

2. Grammar Analysis: Corpora provide learners with examples of grammatical structures, sentence patterns, and syntactic constructions in authentic language use. By analysing corpus data, learners can improve their understanding of grammar rules and usage in real-world contexts.

3. Phrase and Idiom Learning: Corpora contain numerous examples of phrases, idioms, and expressions used in everyday language. Language learners can consult corpora to learn common phrases, understand idiomatic expressions, and grasp the nuances of language through authentic examples.

4. Writing Practice: Learners can use corpora as a reference tool for improving their writing skills. By studying the writing styles, sentence structures, and discourse features in corpus texts, learners can enhance their own writing abilities and produce more coherent and effective written work.

5. Speaking and Pronunciation: Corpora can help learners practice speaking and improve their pronunciation skills by providing audio recordings of spoken language samples. By listening to authentic spoken data from corpora, learners can model native speakers' intonation, stress patterns, and pronunciation, enhancing their oral communication skills.

6. Cultural Insights: Corpora often include language samples from various cultural contexts, offering learners insights into cultural practices, societal norms, and regional dialects. By exploring corpus data, learners can gain a better understanding of cultural nuances and develop intercultural competence.

In conclusion, corpora serve as valuable reference materials for language learners, offering authentic language data that can support vocabulary expansion, grammar analysis, writing practice, speaking and pronunciation skills development, and

cultural awareness. By utilizing corpora effectively, language learners can enhance their language proficiency and communicate more confidently and effectively in the target language

Exposure to real-world language use through corpus-based activities

Corpora-based activities provide language learners with valuable exposure to real-world language use, offering authentic language samples that reflect natural communication patterns and usage. Here are some activities that leverage corpora to enhance learners' exposure to real-world language use:

1. Collocation Exercises: Language learners can use corpora to identify common collocations – words that frequently appear together in natural language. By engaging in collocation exercises using corpus data, learners can better understand how words are used in real-world contexts and improve their ability to produce natural-sounding language.

2. Phrase Mining: Learners can conduct "phrase mining" activities with corpora to discover frequently used phrases and idiomatic expressions. By analyzing common phrases in corpus data, learners can expand their repertoire of ready-to-use language chunks and enhance their ability to express themselves more naturally in conversations or writing.

3. Error Analysis: Teachers can use corpora to create error analysis activities that help learners identify and correct common language errors. By examining authentic language samples in corpora, learners can compare their own language production to correct usage and improve their accuracy in grammar, vocabulary, and syntax.

4. Writing Prompts: Teachers can provide writing prompts based on corpus data to encourage learners to write in response to authentic language samples. By using corpus texts as inspiration for writing tasks, learners can practice incorporating new vocabulary, structures, and styles into their own writing and develop their expressive skills in a contextually relevant manner.

5. Listening Comprehension: Incorporating corpus-based audio recordings into listening comprehension activities can expose learners to natural spoken language features, such as intonation, stress patterns, and colloquial expressions. By listening

to authentic language samples from corpora, learners can improve their listening skills and better understand real-world conversations.

6. Comparative Analysis: Learners can compare different corpora to analyze language use variations across genres, registers, time periods, or dialects. By examining how language changes in different contexts, learners can gain insights into the nuances of language variation and develop a deeper appreciation for the diversity of real-world language use.

In summary, corpus-based activities offer language learners valuable exposure to real-world language use by providing authentic language samples that reflect natural communication patterns and usage. By engaging in these activities, learners can improve their vocabulary, grammar, writing skills, listening comprehension, and intercultural competence, ultimately enhancing their overall language proficiency and communicative competence.

Enhancement of language proficiency and vocabulary acquisition through corpus analysis

Corpus analysis plays a crucial role in enhancing language proficiency and vocabulary acquisition for language learners. By utilizing corpus data, learners can gain valuable insights into authentic language usage, patterns, and structures. Here are some ways in which corpus analysis can contribute to improving language proficiency and vocabulary acquisition:

1. Vocabulary Expansion: Corpus analysis helps learners identify and learn new vocabulary words in context. By examining how words are used in authentic language samples, learners can gain a deeper understanding of word meanings, collocations, and nuances, leading to more effective vocabulary acquisition.

2. Collocation and Word Patterns: Corpus analysis allows learners to explore collocations and word patterns that commonly occur together in natural language. By studying these patterns, learners can improve their ability to use words in context and develop more natural-sounding language expressions.

3. Contextual Understanding: Corpus analysis provides learners with contextually rich language samples that reflect real-world usage. By analyzing language

structures, registers, and genres in corpora, learners can enhance their comprehension of how language is used in different contexts and improve their ability to produce appropriate language responses.

4. Grammar and Syntax: Corpus analysis helps learners identify grammatical structures and syntactic patterns that are commonly used in authentic language. By studying these structures, learners can improve their grammar accuracy, sentence construction, and overall language proficiency.

5. Register and Style: Corpus analysis enables learners to explore different language registers and styles, such as formal vs. informal language or academic vs. colloquial language. By analyzing variations in language use across registers, learners can develop a more versatile language repertoire and adapt their language choices to specific communicative contexts.

6. Phraseology and Idiomatic Expressions: Corpus analysis allows learners to discover commonly used phrases, idioms, and expressions in natural language. By studying these phraseological units in context, learners can enhance their fluency, expressiveness, and ability to produce natural-sounding language expressions.

In summary, corpus analysis is a valuable tool for enhancing language proficiency and vocabulary acquisition by providing learners with authentic language samples, insights into language usage patterns, and opportunities to explore vocabulary, grammar, syntax, register, style, phraseology, and idiomatic expressions in context. By leveraging corpus data effectively, learners can improve their language skills, expand their vocabulary, and develop a deeper understanding of how language is used in real-world communication.

Designing task-based learning activities based on corpus findings

Task-based learning is a learner-centered approach that engages students in authentic, real-world tasks to enhance language acquisition. By integrating corpus findings into task design, educators can create meaningful and effective learning activities that cater to learners' linguistic needs and promote language proficiency.

- Task-Based Learning: Task-based learning is an approach to language teaching that focuses on engaging students in communicative tasks to facilitate language

acquisition. Tasks are designed to simulate real-life communication scenarios and promote active participation and collaboration among learners.

Benefits of Integrating Corpus Findings into Task Design:

1. Authenticity: Corpus findings reflect real-world language usage, allowing educators to design tasks that are grounded in authentic language samples and contexts.

2. Personalization: Corpus analysis can help educators tailor tasks to individual learner needs, focusing on areas of vocabulary, grammar, or discourse that require improvement.

3. Data-Driven Approach: By incorporating corpus findings, educators can adopt a data-driven approach to task design, ensuring that tasks are based on empirical evidence of language usage.

Strategies for Designing Task-Based Learning Activities Based on Corpus Findings:

1. Vocabulary Tasks: Analyze collocations, word frequency, and lexical patterns in corpora to design vocabulary tasks that focus on word usage in context, word associations, and collocation exercises.

2. Grammar Tasks: Explore grammatical structures, syntactic patterns, and sentence constructions in corpora to create grammar tasks that target specific grammar rules, language functions, or discourse markers.

3. Discourse Tasks: Study discourse features, cohesion devices, and rhetorical structures in corpora to develop tasks that enhance learners' understanding of text organization, coherence, and cohesion.

4. Error Correction Tasks: Utilize corpus findings to identify common errors, language pitfalls, and areas of confusion among learners, and design error correction tasks that target these specific language challenges.

Case Studies and Examples:

- **Task 1:Vocabulary Builder:** Analyze collocations and word frequency in a corpus to design a vocabulary building task where students match words with their most common collocations in context.

- Task 2: Grammar Detective: Examine syntactic patterns and sentence structures in a corpus to create a grammar detective task where students identify and correct grammatical errors in sentences.

- Task 3: Discourse Explorer: Explore discourse features and cohesion devices in a corpus to develop a discourse explorer task where students analyze and compare text structures in different genres.

In conclusion, designing task-based learning activities based on corpus findings offers a wealth of opportunities for enhancing language learning outcomes. By integrating corpus research into task design, educators can create more meaningful, authentic, and effective learning experiences for students.

As we continue to explore the synergies between task-based learning and corpus linguistics, let us embrace the transformative potential of incorporating corpus findings into language instruction. I look forward to continued discussions and collaborations on the innovative design of task-based learning activities informed by corpus research. Thank you for your attention, and let us together embark on a journey of empowering learners through data-driven and engaging language tasks.

Encouraging Critical Thinking and Data-Driven Decision Making in Language Classes

I address the importance of encouraging critical thinking and data-driven decision making in language classes. These skills are essential for equipping students with the ability to analyze, evaluate, and make informed choices based on empirical evidence. In this research paper, we will explore how fostering critical thinking and data-driven decision making can enhance language learning outcomes and prepare students for success in a rapidly evolving, data-driven world.

- Critical Thinking: Critical thinking involves the ability to analyze information, evaluate arguments, and make reasoned decisions. It encourages students to question assumptions, consider multiple perspectives, and develop independent thought processes.

- Data-Driven Decision Making: Data-driven decision making relies on the analysis of empirical data to inform choices and actions. In language learning, data can include linguistic corpora, assessment results, student feedback, and performance metrics.

Importance of Critical Thinking in Language Classes:

1. Empowering Students: Critical thinking empowers students to engage with language materials critically, evaluate sources of information, and develop a deeper understanding of language structures and functions.
2. Enhancing Problem-Solving Skills: Critical thinking fosters problem-solving skills by encouraging students to think creatively, analyze language issues, and propose effective solutions based on evidence.
3. Promoting Quality Learning: By promoting critical thinking, educators can cultivate a culture of intellectual curiosity, academic rigor, and excellence in language learning environments.

Incorporating Data-Driven Decision Making in Language Classes:

1. Analyzing Linguistic Data: Encourage students to analyze linguistic corpora, language samples, and text data to extract patterns, trends, and insights that inform language learning strategies.
2. Setting Learning Objectives: Use assessment data, student performance metrics, and feedback to set data-driven learning objectives that target specific language skills and areas for improvement.
3. Adapting Instructional Approaches: Utilize data on student learning styles, preferences, and progress to adapt instructional approaches, provide targeted support, and enhance personalized learning experiences.

Strategies for Encouraging Critical Thinking and Data-Driven Decision Making:

1. Socratic Questioning: Engage students in Socratic questioning to stimulate critical thinking, prompt deeper reflection, and encourage analytical reasoning in language classes.

2. Evidence-Based Discussions: Foster evidence-based discussions where students support their arguments with data, examples, and empirical evidence from linguistic sources.

3. Problem-Solving Tasks: Design problem-solving tasks that require students to analyze language challenges, propose solutions, and justify their decisions based on linguistic data.

Case Studies and Examples:

- Case Study 1: Corpus Analysis Project: Assign students a corpus analysis project where they analyze language samples from a corpus to identify patterns, collocations, and stylistic features, and present their findings in a data-driven report.

- Case Study 2: Data-Driven Essay Writing: Ask students to write essays on language topics supported by data from linguistic corpora, research studies, and empirical evidence to strengthen their arguments and develop critical thinking skills.

CONCLUSION

In conclusion, fostering critical thinking and data-driven decision making in language classes is paramount for cultivating informed, analytical, and independent language learners. By integrating these skills into language instruction, educators can empower students to think critically, evaluate language data, and make evidence-based choices in their language learning journey. Let us continue to champion the development of critical thinking and data-driven decision making skills in language classes, preparing students for success in a world that values analytical reasoning and informed decision making.

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DEVELOPING MEDICAL STUDENTS' GRAMMATICAL AND LEXICAL COMPETENCIES IN ENGLISH

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Abstract: English language proficiency is essential for Uzbek medical students to access global medical knowledge, participate in international collaborations, and communicate effectively in clinical settings. This study examines strategies for enhancing Uzbek medical students' English grammatical and lexical skills. A literature review identified effective approaches including explicit grammar instruction, extensive reading and listening, medical vocabulary learning, and communicative practice. Analysis suggests that an integrated curriculum combining these strategies in a context-specific way is most beneficial. Uzbek medical schools should provide robust language support, leveraging available resources and technologies.

Keywords: English for medical purposes, language development, Uzbek learners, medical education, communicative competence

Annotatsiya: ingliz tilini bilish o'zbek tibbiyot talabalari uchun global tibbiy bilimlarga ega bo'lishlari, xalqaro hamkorlikda ishtirok etishlari va klinik sharoitda

samarali muloqot qilishlari uchun juda muhimdir. Ushbu tadqiqot o'zbek tibbiyot talabalarining ingliz tili grammatik va leksik ko'nikmalarini oshirish strategiyasini o'rganadi. Adabiyotlarni o'rganish samarali yondashuvlarni, shu jumladan aniq grammatikani o'qitish, keng o'qish va tinglash, tibbiy so'z boyligini o'rganish va kommunikativ amaliyotni aniqlaydi. Tahlil shuni ko'rsatadiki, ushbu strategiyalarni konteksga xos tarzda birlashtirgan integratsiyalashgan o'quv dasturi eng foydali hisoblanadi. O'zbek tibbiyot muassasalari mavjud resurslar va texnologiyalardan foydalangan holda tilni mustahkam qo'llab-quvvatlashi kerak.

Kalit so'zlar: tibbiy maqsadlar uchun ingliz tili, tilni rivojlantirish, o'zbek tilini o'rganuvchilar, tibbiy ta'lim, kommunikativ kompetensiya

Аннотация: Знание английского языка необходимо узбекским студентам-медикам для получения доступа к мировым медицинским знаниям, участия в международном сотрудничестве и эффективного общения в клинических условиях. В данном исследовании рассматриваются стратегии совершенствования грамматических и лексических навыков английского языка у узбекских студентов-медиков. Обзор литературы выявил эффективные подходы, включающие четкое обучение грамматике, углубленное чтение и аудирование, изучение медицинской лексики и коммуникативную практику. Анализ показывает, что наиболее выгодной является интегрированная учебная программа, сочетающая эти стратегии с учетом конкретных условий. Медицинские вузы Узбекистана должны предоставлять надежную языковую поддержку, используя имеющиеся ресурсы и технологии.

Ключевые слова: Английский для медицинских целей, развитие языка, изучающие узбекский язык, медицинское образование, коммуникативная компетентность

INTRODUCTION

In Uzbekistan's rapidly internationalizing healthcare sector, English language skills are increasingly vital for medical professionals [1]. English is the primary language of global medical research and practice guidelines [2]. Uzbek medical

students need proficiency in English to read international journals, participate in conferences, and communicate with foreign colleagues and patients [3].

However, many Uzbek students face challenges in achieving academic and professional-level English competence alongside a demanding medical curriculum [4]. Secondary school English education in Uzbekistan has historically emphasized rote learning over communicative skills [5]. Students may struggle with grammar, medical terminology, and fluent communication [6].

To address these needs, Uzbek medical schools are seeking to enhance English language instruction and support [7]. This article reviews international research on effective strategies for developing medical students' English skills, analyzes their applicability in the Uzbek context, and provides recommendations for implementation.

METHODS AND LITERATURE REVIEW

To identify evidence-based strategies for fostering Uzbek medical students' English grammatical and lexical competencies, a comprehensive literature search was conducted. Databases including PubMed, ERIC, and Google Scholar were searched using terms such as "English for medical purposes", "language development", "medical students", "Uzbekistan", and related phrases. The date range was limited to 2000-2023 to capture current research.

2.1 Explicit grammar instruction

Research consistently emphasizes the importance of overt teaching of grammatical structures frequently used in medical English, such as passives, conditionals, modality, and noun phrases [8] [9]. Consciousness-raising activities, explicit rule explanation, and error correction are valuable [10].

2.2 Extensive reading and listening

Exposure to abundant target language input is crucial for implicit learning of lexicogrammatical features [11]. Medical students should engage in narrow reading and listening on healthcare topics to build field-specific language [12] [13]. Graded medical readers and podcasts are helpful resources [14].

2.3 Medical vocabulary development

Command of medical and academic vocabulary correlates strongly with English proficiency [15]. Explicit teaching of high-frequency medical terminology via word lists, flashcards, and vocabulary notebooks is effective [16] [17]. Students should also learn strategies like inferring meaning from context [18].

2.4 Communicative practice

Authentic opportunities to use English for meaningful interaction are essential for skill development [19]. Problem-based learning tasks, role plays, case discussions, and presentations simulate real-world medical communication [20] [21]. Collaborative projects also foster language growth [22].

RESULTS

The reviewed literature offers substantial evidence for the efficacy of the identified strategies in improving medical students' English grammar and vocabulary.

Salager-Meyer [23] reported that teaching genre-specific grammatical features of medical research articles improved Venezuelan medical students' reading comprehension and writing accuracy. Xue and Chen [24] found that interactive grammar instruction incorporating medical texts significantly enhanced Chinese students' grammatical knowledge and performance.

Multiple studies demonstrate the value of extensive reading and listening for implicit language development. Mehrabi [25] reported that narrow reading of medical texts on cardiology topics produced significant lexical gains for Iranian students compared to a control group. Uzbek students in Sadullaeva's [26] study made sizable gains in aural comprehension and vocabulary after listening to medical lectures.

Research affirms the power of direct vocabulary instruction and learning strategies. Divaeva [27] found that teaching prefixes, suffixes, and roots of medical terminology improved Kazakh students' word retention and spelling. Uzbek learners in Murodkasimova's [28] study successfully inferred word meanings through contextual analysis.

Communicative activities are shown to build fluency and confidence. Nigmatulina and Chaklikova [29] reported that Uzbek students engaged in problem-based learning discussions of medical cases made significant improvements in speaking and listening skills. Collaborative research projects enhanced Uzbek learners' language and critical thinking in Abdurakhmanova's [30] study.

ANALYSIS

The evidence indicates that an integrated instructional approach combining explicit focus on form, meaning-focused input, and authentic communication practice is most effective for developing Uzbek medical students' English proficiency. This aligns with current language acquisition theory favoring balanced attention to accuracy, fluency, and complexity.

Each of the key strategies targets a crucial facet of language competence. Explicit grammar instruction builds conscious understanding of English structures necessary for comprehension and accurate production. Extensive reading and listening provide input for implicit acquisition of the lexicogrammar of medical English. Direct vocabulary study efficiently builds the specialized lexicon required for medical study and practice. Meaningful communication tasks consolidate linguistic knowledge and develop real-world language skills.

To maximize the benefit for Uzbek students, the strategies should be adapted to fit local cultural, linguistic, and educational realities. Contrastive analysis of Uzbek and English highlights high-priority grammatical targets. Selection of reading and listening materials relevant to the Uzbek healthcare context promotes motivation. Incorporation of first language and translation can make vocabulary learning more efficient. Communicative activities should reflect cultural norms of doctor-patient interaction in Uzbekistan.

The realities of Uzbek medical education also shape strategy implementation. Large class sizes may necessitate greater reliance on independent study and peer collaboration. Limited access to authentic medical English materials and expert language instructors requires leveraging of open educational resources and

communication technologies. Integration of language instruction with medical content capitalizes on students' background knowledge.

DISCUSSION

These findings have important implications for English language education in Uzbek medical schools. Administrators should work to integrate evidence-based language instruction throughout the curriculum, rather than treating it as an add-on. Sustained language development is most effective when incorporated across courses and clinical experiences.

A first priority is establishing clear proficiency benchmarks and assessments to identify students needing support and to track progress. Validated instruments like the Occupational English Test can measure healthcare-specific language skills. Locally developed assessments of grammar and vocabulary are also useful.

To deliver effective instruction, Uzbek medical schools should collaborate with trained language teaching specialists to design and implement EMP courses. Grammar and vocabulary can be taught explicitly in the context of medical topics and tasks. Courses should assign level-appropriate medical reading and listening and include ample opportunities for authentic communication practice. Mobile technologies can provide access to language learning resources and activities.

English language development should also be integrated into core medical courses. Instructors of medical subjects should highlight key terminology, model language use, and require students to employ English productively. Clinical experiences offer ideal opportunities for authentic language practice. Mentoring and feedback from English-proficient medical faculty can foster language growth.

Professional development for instructors is crucial for successful language development. Workshops should introduce effective strategies for explicit language instruction, input enhancement, vocabulary building, and communicative task design. Training in language-aware teaching can help medical faculty support multilingual students. Programs can be delivered through international partnerships and online learning.

Resource constraints remain a challenge for many Uzbek institutions. However, strategic allocation of available resources can have a powerful impact. Investing in high-quality language learning materials, educational technologies, and faculty training promotes long-term student success. Collaboration with international organizations and universities can enhance capacity.

CONCLUSIONS AND RECOMMENDATIONS

Developing English language proficiency is essential for Uzbek medical students to succeed in the globalizing healthcare sector. This review has shown that Uzbek medical schools can foster students' grammatical and lexical competence through an integrated approach incorporating explicit instruction, extensive input, vocabulary building, and communicative practice. To implement these strategies effectively, medical schools should:

- Establish proficiency benchmarks and assessments to guide student placement and progress monitoring
- Collaborate with language education experts to design and deliver contextualized EMP courses
- Integrate language instruction into core medical content courses and clinical experiences
- Provide professional development for faculty in effective language teaching strategies
- Leverage technological resources to increase access to authentic input and practice opportunities
- Cultivate international partnerships to share expertise and resources for English language education

Further research is needed to identify optimal ways of adapting these strategies for the Uzbek cultural and educational context. Uzbek medical educators can design studies to evaluate the effectiveness of specific instructional interventions, to develop and validate culturally appropriate language assessments, and to explore scalable models for faculty development and curricular integration.

By prioritizing contextualized, evidence-based English language education, Uzbek medical schools can equip students with the linguistic tools to access global medical knowledge, engage in international research and practice, and become leaders in delivering high-quality patient care in diverse contexts. This investment in English proficiency will strengthen Uzbekistan's integration with the international medical community and improve health outcomes for all.

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THE IMPORTANCE OF ROLE PLAY IN TEACHING ENGLISH LANGUAGE

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Annotation: Educators often face the challenge of teaching practical communication skills and helping students overcome shyness. Role play is a lively method that not only engages students but also helps them adapt to real-life situations effortlessly. This article aims to show English teachers the benefits of using role plays in their lessons.

Keywords: role-play, communication, speaking, fluency, teaching technique, social context.

Аннотация: Педагоги часто сталкиваются с проблемой обучения практическим навыкам общения и помощи учащимся в преодолении застенчивости. Ролевая игра – это живой метод, который не только вовлекает учащихся, но и помогает им легко адаптироваться к реальным жизненным ситуациям. Цель этой статьи – показать учителям английского языка преимущества использования ролевых игр на уроках.

Ключевые слова: ролевая игра, общение, речь, беглость речи, методика обучения, социальный контекст.

INTRODUCTION

English is considered the most important language worldwide, as it's used by people from many different countries for communication. This widespread use is due to English's significance in various aspects of life. Speaking, as a skill, allows individuals to express ideas, feelings, opinions, and information, facilitating interaction with others. Learning a language isn't just about grammar and vocabulary; it's about understanding how to effectively communicate with others and make oneself understood. Additionally, to improve speaking skills, students need a conducive environment where they can practice speaking frequently, such as being immersed in the language during their learning process.

The Impact of Role-Play on Communication Skills

Some teachers hesitate to use role-play in class, fearing it may disrupt discipline or that students might resist participating due to language barriers or discomfort with assuming different roles. However, role-play is a valuable technique for teaching speaking skills. It offers students a chance to practice communication in diverse social settings and roles, fostering creativity and empathy. It provides an ideal platform for students to use English creatively and enhance their communication skills by simulating real-life conversation scenarios. According to George and Daisy Stocker, “Role-plays are one of the ways ESL instructors can ease students’ transition into using English in real world situations.” The purpose of role-play that applies to practical usage in communication demands the flexibility of participants' words, generally speaking, the more approximately the activity access to reality, the more interests students will take in, so the choice of roles and contexts become very important.” Role play exercises provide students with the opportunity to adopt various roles or enact specific scenarios. These roles may be undertaken individually, in pairs, or within groups, allowing for more intricate interactions (Bonwell & Eison, 1991, p.47). Engaging in role plays exposes students to real-life situations that can be daunting, unfamiliar, or contentious, encouraging them to reflect on their own emotions and perspectives (Bonwell & Eison, 1991, p.47).

Unlike simulations and games, which often require extensive planning and may span long durations, role play exercises are typically brief and spontaneous presentations. However, they can also be structured as prearranged research assignments, offering flexibility in their implementation (Bonwell & Eison, 1991, p.47).

Benefits and Drawbacks of Role Playing

In the classroom, role-playing is a powerful tool that fosters active student engagement. It involves students fully in learning activities, fostering high levels of participation and interest. This approach not only enhances teaching methods but also improves the effectiveness of instructional approaches utilized by educators. By introducing scenarios mirroring everyday life, role-playing facilitates practical learning experiences, promoting real-life situational learning. Moreover, it teaches valuable abilities like negotiation and teamwork, essential for real-world application, thus promoting practical skill development.

Furthermore, role-playing enables critical peer observation, allowing students to carefully assess and learn from their classmates' performances or actions. It also encourages understanding of diverse perspectives and stimulates innovative thinking, thus promoting empathy and creativity. Additionally, it facilitates the acquisition and refinement of language skills, particularly in communication, providing language learning support.

Role-playing also plays a crucial role in confidence building in social settings. It strengthens students' self-assurance in engaging with others across various social contexts. Moreover, it nurtures the ability to effectively address challenges and find solutions in different situations, thus fostering problem-solving skill development.

However, role-playing has its drawbacks that language educators need to be mindful of in order to make the most of these activities. For instance, role-play activities can be daunting for students who are shy or anxious, leading to reduced

participation and learning. To address this, it's important to ensure that all students have the chance to participate by considering individual learning needs and providing alternatives for those facing challenges.

Furthermore, group exercises may result in uneven participation, limiting learning opportunities. Opting for small group sizes encourages active involvement and lessens anxiety for shy learners. Additionally, sometimes role-play scenarios may feel forced or artificial, impeding the development of genuine communication skills. Incorporating a variety of scenarios, including everyday situations and professional interactions, helps keep the learning experience interesting and relevant.

Lastly, evaluating role-play activities can be challenging, especially regarding subjective areas like language fluency or cultural sensitivity. Clear communication of assessment criteria to students beforehand ensures they understand how they will be evaluated and what aspects of their performance will be graded.

Guidelines for Developing Role-Playing Exercises

Utilizing a set of guidelines can aid in the planning of role-playing exercises. Harbour and Connick (2005) provide the following suggestions:

1. Introduce small, informal role plays early in the semester, especially if you intend to assess role playing as part of the grading criteria. This helps students become familiar with the process and prepares them for more substantial role plays later on.

2. Decide how the role play will be evaluated. Will there be an assessment rubric for observers? Will observers' feedback and scores be shared with the role players? Will observer scores be combined with the instructor's evaluation? Will students have the opportunity to revise and re-present their role play? Additionally, ensure observers are trained to provide constructive feedback that is practical and unbiased.

3. Emphasize to students that the goal of the role play is to convey a message about the topic rather than focusing solely on individual performance.

4. Align role plays with learning objectives to demonstrate their relevance to the course content.

5. Allow sufficient time for students to practice the role play, even if it's impromptu, so they can engage deeply with their roles and present them effectively.

6. Break down large amounts of content into smaller sections that can be more effectively portrayed through role play.

7. When assigning a role play, clarify its purpose and address any questions students may have to ensure proper preparation. Provide guidelines regarding presentation behavior (eye contact, gestures, voice projection), use of props, and specific language to be used (relevant vocabulary) and avoided (profanity, slang).

Examples of Role Play Exercises

Examples of role-playing activities encompass a variety of scenarios designed to stimulate children's imagination and encourage active participation.

1. Supermarket: Children can engage in a simulated shopping experience where they select items from a makeshift store, such as fruits, vegetables, and packaged goods. They may use toy cash registers to process payments and even create their own currency for transactions.

2.Shops: Different shop environments, like florists or shoe shops, provide opportunities for children to enact specific roles. For instance, in a pet shop, children can pretend to be customers selecting items for their pets while others play the role of shopkeepers, managing transactions and assisting customers.

3. Bakery: Through role-playing as bakers, children can imagine themselves baking and serving various bread and pastries to customers. They may use props like food models or craft materials to create a bakery setting.

4. Cooking: Using play food or kitchen play sets, children can engage in cooking role plays, simulating the preparation of different dishes. Alternatively, they can construct food items from cardboard and paper or utilize old cooking utensils for a more authentic experience.

5. Household Activities: Children can mimic household chores like sweeping, ironing, or cleaning in a home corner play area. They may use old household items or improvised props to enhance the role-playing experience.

6. Doctors and Dentists: Role-playing as medical professionals allows children to take on the roles of doctors, nurses, and patients. They can use toy medical equipment to diagnose and treat various ailments.

7. Pilot: Children can imagine themselves as pilots and passengers in an airplane setting, using chairs or cushions to create seating arrangements. This role play enables them to simulate flight experiences and interactions.

8. Construction Engineers: Through building activities with blocks or Lego bricks, children can assume the role of construction engineers. They may use toy tools to assemble structures and solve imaginary construction challenges.

These examples provide diverse opportunities for children to explore different roles, scenarios, and environments, fostering creativity, social interaction, and cognitive development.

CONCLUSION

Role plays give students a chance to engage in activities that simulate real-life work situations. To make sure students grasp the purpose of role playing, it's important that the scenarios focus on the subject matter, align with learning goals, and relate to actual situations they might encounter. These activities prompt students to think deeply about challenging topics and consider different viewpoints. When

used effectively, role plays can inspire students and make learning enjoyable and exciting.

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INSTRUCTING STUDENTS ON ARABIC VERB GRAMMAR THROUGH THE UTILIZATION OF THE CASE METHOD.

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Annotation: This article explores the effectiveness of using the case method to teach Arabic language grammar. The case method involves presenting students with real-life scenarios to analyze and apply grammar rules in context. The article discusses the key words related to this teaching approach, introduces the case method, outlines methods for implementation, presents results from studies on its effectiveness, engages in a discussion about its benefits, and concludes with insights on the potential of the case method in teaching Arabic grammar.

Keywords: Arabic language, grammar teaching, case method, language education, contextual learning.

Аннотация: В данной статье исследуется эффективность применения метода кейсов для преподавания грамматики арабского языка. Метод кейсов включает в себя представление студентам реальных сценариев для анализа и применения грамматических правил в контексте. В статье обсуждаются ключевые термины, связанные с этим подходом к обучению, представляется методика внедрения, приводятся результаты исследований эффективности метода, ведется дискуссия о его преимуществах и завершается выводами о потенциале метода кейсов в обучении грамматике арабского языка.

Ключевые слова: арабский язык, преподавание грамматики, метод кейсов, языковое образование, контекстуальное обучение.

Annotatsiya: Ushbu maqolada arab tili grammatikasini o'qitish uchun keys metodidan foydalanishning samaradorligi tahlil qilinadi. Keys metod talabalar bilan amaliy hayotiy holatlarni taqdim etishni va grammatik qoidalarni mazmunlo qo'llashni ta'minlaydi. Maqolada ushbu o'qitish usuliga oid asosiy so'zlarni baholanadi, keys metodi tahlil qilinadi, amalga oshirish usullarini misollar orqali tushuntiriladi, uning samaradorligi bo'yicha o'rganuvchilardan olingan natijalarni taqdim etadi, undagi foydalariga oid munozara tahlil qilinadi va arab tili grammatikasini o'qitishda keys metodining potentsialiga oid tushunchalar bilan yakunlanadi.

Kalit so'zlar: Arab tili, grammatik o'qitish, hodisa usuli, til ta'limi, mazmuniy o'qish.

Introduction:

Teaching grammar in any language is a crucial aspect of language education. In the context of Arabic language learning, educators are constantly exploring innovative methods to make grammar lessons more engaging and effective. One such method that has gained attention is the case method, which involves presenting students with

real-world situations where they can apply grammar rules in context. This article delves into the use of the case method in teaching Arabic language grammar, highlighting its benefits and effectiveness.

Teaching Arabic language grammar using the case method involves presenting grammatical rules and concepts through real-life examples and situations. This method is effective because it allows students to understand how grammar functions in context, making the learning process more practical and engaging.

The case method is a teaching approach that involves presenting students with real-life situations or scenarios, and then guiding them through the process of analyzing and solving problems related to those situations. When it comes to teaching Arabic language grammar using the case method, this can be an effective way to help students understand the rules and nuances of the language in a practical and engaging way.

In this context, teachers can create case studies or scenarios that involve various aspects of Arabic grammar, such as verb conjugation, noun-adjective agreement, or sentence structure. Students are then asked to analyze these cases, identify grammatical patterns or errors, and propose solutions or explanations.

For example, a case study could involve a conversation between two characters in Arabic, with certain grammatical mistakes deliberately included in their dialogue. Students would then need to identify these mistakes and correct them by applying the appropriate grammar rules they have learned. Another example could be a scenario where students are asked to write a short paragraph describing their daily routine in Arabic. They would need to apply their knowledge of verb conjugation and sentence structure to accurately convey the information.

By using the case method in teaching Arabic language grammar, students are able to see how grammar rules are applied in real-world contexts, which can help them better understand and internalize the concepts. This approach also encourages critical thinking skills and active participation in the learning process.

Methods:

The case method involves presenting students with authentic scenarios or cases that require them to analyze and apply grammar rules. Educators design these cases to reflect real-life situations where students can see the relevance of grammar in communication. To implement the case method in teaching Arabic grammar, educators can create scenarios such as dialogues, short stories, or role-playing activities that focus on specific grammar points. Students are then encouraged to identify and apply grammar rules within these contexts, fostering a deeper understanding of the language structure.

Here is how teaching Arabic language grammar with the case method works:

1. Nominative Case (الرفع): This case is used for the subject of a sentence. For example:

- الكِتابَ يَقْرَأُ الولدُ The boy reads the book

2. Accusative Case (النصب): This case is used for the direct object of a verb. For example:

- الكِتابَ يَقْرَأُ الولدُ The boy reads the book

3. Genitive Case (الجر): This case is used to show possession or relationship between nouns. For example:

- الولدِ كِتابُ The boy's book

4. Vocative Case (النداء): This case is used for calling or addressing someone. For example:

- ولدُ يا، هنا تعال Oh boy, come here

Results:

Studies have shown that teaching Arabic language grammar using the case method yields positive results. Students who engage with real-life scenarios to learn grammar demonstrate improved retention and application of grammar rules. By

contextualizing grammar lessons, students develop a better understanding of how grammar functions in everyday communication. The interactive nature of the case method also enhances student engagement and participation in the learning process.

Presenting Case Studies: Instructors can introduce case studies that consist of authentic Arabic language materials like dialogues, texts, or articles. Students are required to analyze these cases to identify grammar rules and structures in action. By examining these real-world examples, students gain a deeper understanding of how grammar functions in practical contexts.

Example: Provide students with a conversation between two characters discussing a recent event. Ask them to identify verb tenses, pronouns, and sentence structures used in the dialogue to understand how grammar is applied in natural language use.

Utilizing Problem-Based Learning: Design language problems or exercises that challenge students to apply grammar rules in solving linguistic issues within a given context. This method encourages students to think critically, problem-solve, and actively engage with grammar concepts.

Example: Present students with a paragraph containing grammatical errors related to verb agreement. Task them with correcting these errors by applying the appropriate conjugation rules, thus reinforcing their understanding of verb forms in Arabic.

Engaging in Analytical Reasoning: Encourage students to critically evaluate language patterns, sentence structures, and linguistic conventions through deductive reasoning. This analytical approach allows learners to dissect and understand the underlying grammar principles within texts or dialogues.

Example: Provide students with a passage from an Arabic literary work and ask them to analyze the sentence structures, syntax, and use of conjunctions to uncover the grammatical rules governing the text. This exercise helps students deepen their comprehension of Arabic grammar in literature.

Discussion:

The case method offers a dynamic approach to teaching Arabic language grammar by immersing students in practical applications of grammar rules. By presenting grammar concepts within relevant contexts, students can better grasp the nuances of the language and apply their knowledge effectively. The interactive nature of case-based learning encourages critical thinking, problem-solving skills, and linguistic creativity among students. Furthermore, the case method promotes active participation and collaboration in the classroom, creating a dynamic learning environment.

By incorporating these methods, teachers can enhance the learning experience for students studying Arabic grammar. The case method fosters active learning, encourages critical thinking, and promotes practical application of grammar rules in real-world contexts, ultimately leading to a more profound understanding of the Arabic language's grammatical intricacies.

Conclusion:

In conclusion, the case method presents a valuable approach to teaching Arabic language grammar by integrating real-world scenarios into the learning process. By applying grammar rules in context, students develop a deeper understanding of the language structure and enhance their communication skills. Educators can leverage the case method to create engaging and effective grammar lessons that promote active learning and critical thinking. As language education continues to evolve, incorporating innovative methods like the case method can enrich the learning experience for Arabic language learners.

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DEVELOPING STUDENTS' LISTENING SKILLS THROUGH READING

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Annotation: This thesis discusses the benefits of incorporating reading while listening into English as a Foreign Language (EFL) learning contexts. It highlights studies that have investigated the positive effects of this approach on students' reading and listening skills, emphasizing improvements in fluency, comprehension, and vocabulary acquisition. Additionally, the text explores the obstacles students encounter in developing listening skills, such as mental blocks and frustration, and offers strategies for overcoming these challenges. Overall, it advocates for the integration of reading while listening as a valuable tool for skill development in EFL learning, ultimately contributing to effective language acquisition and mastery.

Keywords: Reading while listening, fluency, comprehension, vocabulary growth, language input, speed of speech, mental block, skill development, vocabulary acquisition, spoken and written discourse

Аннотация: В этой диссертации обсуждаются преимущества включения чтения во время прослушивания в контекст изучения английского как иностранного языка (EFL). В нем освещаются исследования, изучавшие положительное влияние этого подхода на навыки чтения и аудирования

учащихся, подчеркивая улучшение беглости речи, понимания и приобретения словарного запаса. Кроме того, в тексте рассматриваются препятствия, с которыми сталкиваются учащиеся при развитии навыков слушания, такие как умственные блоки и разочарования, и предлагаются стратегии преодоления этих проблем. В целом, он выступает за интеграцию чтения и аудирования как ценного инструмента развития навыков в обучении EFL, что в конечном итоге способствует эффективному овладению языком.

Ключевые слова:Reading while listening, fluency, comprehension, vocabulary growth, language input, speed of speech, mental block, skill development, vocabulary acquisition, spoken and written discourse

Izoh: Ushbu tezisda ingliz tilini chet tili sifatida tinglashda (EFL) o'rganish kontekstlarida o'qishni qo'shishning afzalliklari muhokama qilinadi. Unda ushbu yondashuvning o'quvchilarning o'qish va tinglash ko'nikmalariga ijobiy ta'sirini o'rgangan tadqiqotlar ta'kidlangan, ravon gapirish, tushunish va so'z boyligini o'zlashtirishda yaxshilanishlarga urg'u berilgan. Bundan tashqari, matn o'quvchilarning tinglash ko'nikmalarini rivojlantirishda duch keladigan to'siqlarni, masalan, aqliy bloklar va umidsizlikni o'rganadi va bu qiyinchiliklarni engish uchun strategiyalarni taklif qiladi. Umuman olganda, u ingliz tilini o'rganishda ko'nikmalarni rivojlantirish uchun qimmatli vosita sifatida tinglash paytida o'qishning integratsiyasini targ'ib qiladi va natijada tilni samarali o'zlashtirish va o'zlashtirishga hissa qo'shadi.

Kalit so‘zlar: Reading while listening, fluency, comprehension, vocabulary growth, language input, speed of speech, mental block, skill development, vocabulary acquisition, spoken and written discourse

INTROUCTION

Reading while listening holds substantial benefits for English as a Foreign Language (EFL) learners, as evidenced by extensive research within EFL learning contexts. Studies consistently highlight the positive effects of this approach on students' reading and listening skills, contributing to enhanced fluency, comprehension, and vocabulary acquisition. The symbiotic relationship between reading and listening

underscores the efficacy of reading as a means to improve listening proficiency. As language learners navigate the complexities of acquiring English as a foreign language, they often encounter challenges stemming from differences in communication norms compared to their native tongue. However, ample exposure to language input, facilitated by reading materials, plays a pivotal role in expanding vocabulary and fostering language acquisition.

Central to the effectiveness of reading while listening is its ability to bolster learners' receptive skills. By engaging in simultaneous reading and listening activities, students not only reinforce comprehension abilities but also refine reading and listening proficiencies. Challenges such as deciphering the pace of spoken language or encountering unfamiliar vocabulary during reading tasks are mitigated through this integrated approach, enabling learners to gain a deeper understanding of textual content. The acquisition of effective listening skills presents a formidable task for educators due to its nuanced nature and absence of rigid grammatical rules. Unlike grammar exercises conducive to improvements in speaking and writing, developing listening skills demands consistent practice over time. Overcoming obstacles such as mental blocks during listening activities requires a shift in mindset among learners, fostering an acceptance of occasional incomprehension as part of the learning process.

The benefits of reading while listening for English as a Foreign Language learners have been investigated in English as Foreign Language learning contexts, particularly in teaching reading and listening. Same studies have shown that reading while listening has positive effect on student's reading and listening skills . It also helps Learners with reading and listening fluency and comprehension. Reading is a powerful tool that can significantly improve students' listening skills, because reading and listening are closely related.It is sometimes difficult for us to learn English as a foreign language, that is, as a second language. The reason for this is that learners can communicate differently in the same situation in their mother tongue. Whereas "input" is the key to language learners. If students are exposed to more language input, they will recognize more words, leading to more vocabulary

growth. A key feature of more language learning is that when given a text, the learner can easily choose what he or she wants to read without having to understand the text in detail.

Reading while listening is one of the language learning programs that help students improve their receptive skills as well as their listening and reading skills and improve their performance. Many students often find it difficult to understand what they hear and read and then understand.the speed of speech in the listening task is a problem faced by the students who have lower comprehension of the content of the lecture, as well as when the students come across unknown words while reading the text in the second language, they understand the whole meaning of the text. it will be difficult

One of the most difficult tasks for any teacher. This is because successful listening skills are acquired over time and with lots of practice. This is frustrating for students because there are no rules like in grammar teaching. It has very specific exercises that lead to the improvement of speaking and writing skills. That's not to say there aren't ways to improve your listening skills.The main part One of the biggest inhibitors for students is often a mental block. While listening, the student suddenly decides that he does not understand what is being said. At this point, many students try to translate a particular word or get stuck in an internal dialogue. Some students convince themselves that they cannot understand English well and create problems for themselves.The key to helping students improve their listening skills is to convince them that it's okay not to understand. It's more of an attitude adjustment than anything else, and it's easier for some students to accept than others. Students should listen to English as often as possible, but for a short time. they may have less of these problems if they practice reading along with listening. Because they can see the word they don't understand while listening. In conclusion, reading while listening is beneficial because you can hear and see a word by reading it, and it helps you to pronounce words quickly and of course remember how they are written.

Conclusion

In conclusion, reading while listening emerges as a valuable tool in the arsenal of language learners, offering multifaceted benefits for skill development. By harnessing the complementary dynamics of reading and listening, learners can enhance linguistic proficiency, expedite vocabulary acquisition, and cultivate a nuanced understanding of both spoken and written discourse. Thus, the integration of reading while listening stands as a cornerstone in the pursuit of effective language acquisition and mastery.

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ADVANTAGES AND DISADVANTAGES OF TRANSLANGUAGING IN THE CLASSROOM

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Annotation: this thesis explores the concept of translanguaging and its advantages and disadvantages in the classroom environment.

Keywords: translanguaging, linguistic diversity, target language, separate language, bilingual teachers, misconceptions, monolingual, marginalizedstigmatized.

Аннотация: в данной диссертации исследуется концепция трансъязыка, его преимущества и недостатки в учебной среде.

Ключевые слова: транслингвизация, языковое разнообразие, изучаемый язык, отдельный язык, двуязычные учителя, заблуждения, одноязычие, маргинализированные, стигматизированные.

Translanguaging has been defined by Baker (2011, p. 288, as quoted in Lewis et al., 2012, p. 655) as “the process of making meaning, shaping experiences, and gaining understanding and knowledge through the use of two languages”, although it can involve more than two languages as well. In education, it is “the planned and systematic use of two languages inside the same lesson” (Baker, 2011, p. 288, as quoted in MacSwan, 2017, p. 170). According to Lewis et al., in the school context, “translanguaging tries to draw on all the linguistic resources of the child to maximize understanding and achievement” (2012, p. 655). Consequently, “both languages are used in a dynamic and functionally integrated manner to organize and mediate mental processes in understanding, speaking, literacy, and, not least, learning” (Lewis et al., 2012, p. 655).

Still, in the case of multilingual students, it is possible to mediate between three or more languages, though—given the deference between the students’ language

repertoires—the process must be assumed to be largely personalized and (as will be discussed in more detail below) it requires of the teacher a high level of multilingual prociency and language awareness.

The origins of translanguaging can be traced back to Williams's research on alternating between English and Welsh in both receptive and productive use, as a pedagogical practice. It might thus be regarded as a fairly controversial concept, especially in view of the traditional approach to language teaching and learning, which has always involved teaching languages in isolation, either establishing connections between L2 (or L3, etc.) and L1—as in the grammar translation method—but excluding other languages, or even eliminating L1 as well, in an attempt to avoid interference—as in the direct method (Yu, 2001, p. 176, as cited in Cummins, 2008, p. 66). As Gorter and Cenoz remark, "traditionally, languages have been kept separate in school settings" (2017, p. 235). Similarly, the exclusion of the native language from foreign language classes is one of the assumptions which "are rarely discussed or presented to new teachers but are taken for granted as the foundation stones of language teaching" (Cook, 2001, pp. 403–404, as cited in Gorter & Cenoz, 2017, p. 235)

Translanguaging in the classroom refers to the practice of allowing students to use their full linguistic repertoire, including their native language(s), to aid in their learning. Here are some advantages and disadvantages of translanguaging in the classroom:

Advantages:

1. Fosters better understanding: Translanguaging can help students better understand new concepts by allowing them to make connections between their native language and the language being taught.
2. Promotes inclusivity: Translanguaging acknowledges and values the linguistic diversity of students, creating a more inclusive and welcoming environment that celebrates their full range of language skills.

3. Enhances communication: Students can more effectively communicate their thoughts, ideas, and questions when they are allowed to draw on all of their language resources.

4. Supports language development: Translanguaging can support language development in both the native language and the target language by allowing students to compare, contrast, and transfer language skills.

Disadvantages:

1. Dependency on native language: Overreliance on the native language may hinder the development of proficiency in the target language, as students may be less motivated to practice and improve their language skills.

2. Potential for miscommunication: Translanguaging can sometimes lead to misunderstandings if students and teachers are not proficient in the same languages or if translations are inaccurate.

3. Challenges in assessment: Assessing student performance and language proficiency can be difficult when translanguaging is allowed, as it may be challenging to separate language abilities in different languages.

4. Resource-intensive: Implementing translanguaging effectively requires additional resources, such as bilingual teachers, materials in multiple languages, and time for planning and coordination.

inviting students to share their cultural backgrounds, stories, and linguistic expertise in a way that enhances the classroom community and fosters a sense of belonging.

5. Encourages critical thinking: Translanguaging can promote critical thinking skills as students navigate between languages to express complex ideas, encouraging them to analyze language structures and meanings.

6. Personalized learning: Allowing translanguaging in the classroom can help teachers tailor instruction to meet individual student needs, providing a more personalized and effective learning experience.

7. Cognitive benefits: Research suggests that translanguaging can have cognitive benefits, such as improved problem-solving skills, cognitive flexibility, and metalinguistic awareness.

8. Preparation for multilingual contexts: In an increasingly globalized world, translanguaging in the classroom can better prepare students to navigate multilingual environments and develop intercultural competencies.

On the other hand, some potential disadvantages of translanguaging in the classroom include:

1. Language hierarchy: Allowing translanguaging without addressing potential language hierarchies and power dynamics in the classroom can lead to certain languages being marginalized or stigmatized.

2. Pedagogical challenges: Teachers may face pedagogical challenges in effectively integrating translanguaging into instruction, including planning for multilingual activities and managing diverse language abilities.

3. Standardized testing limitations: Translanguaging may not align well with standardized testing requirements, which often prioritize monolingual assessment practices and may not fully capture students' language abilities.

4. Resistance and misconceptions: Some educators, parents, and policymakers may have misconceptions about translanguaging or may resist its implementation due to concerns about the impact on language proficiency or academic outcomes.

In sum, while translanguaging can offer numerous benefits for students in terms of language development, cultural understanding, and cognitive skills, it is essential for educators to consider the potential challenges and complexities involved in implementing translanguaging effectively in the classroom. With thoughtful planning, support, and ongoing reflection, translanguaging can be a powerful tool for creating inclusive and engaging learning environments that celebrate linguistic diversity.

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ENHANCING LEARNER ENGAGEMENT AND MOTIVATION IN FOREIGN LANGUAGE EDUCATION THROUGH ARTIFICIAL INTELLIGENCE

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Abstract

In modern education, significant emphasis is placed on leveraging artificial intelligence (AI) to enhance the quality of foreign language learning and teaching. This paper explores how AI use can boost motivation and engagement among language learners. Effective foreign language education requires high learner engagement and a combination of intrinsic and extrinsic motivation. The article examines various studies that highlight the capabilities of AI-assisted language learning programmes, especially those accessible via computers and smartphones. It underscores the adaptability of these AI tools to diverse learning needs, facilitating

a more personalised and immersive learning experience. Additionally, the paper focuses on the essential psychological and pedagogical principles that drive motivation in learning foreign languages, using English as a prime example. It also provides practical recommendations for both educators and students on how to maximise the benefits of AI tools in language education. These recommendations aim to bridge the gap between technology and traditional language teaching methods, offering a more integrated and effective approach to language learning.

Keywords: artificial intelligence; chat GPT; activity; motivation; technology-assisted language learning (TALL).

Annotatsiya. Zamonaviy o‘qitish va o‘rganish jarayonida ta’lim sifatini oshirish, ayniqsa, xorijiy tillarni o‘rganish sohasida sun’iy intellektdan (SI) foydalanishga jiddiy e’tibor qaratilmoqda. Ushbu maqolada sun’iy intellektdan foydalanish chet tili o‘rganuvchilarining motivatsiyasi va qiziqishdarajasini oshirish usullari muhokama qilingan. Xorijiy tillarni samarali o‘rganishning asosiy tamoyillaridan biri — o‘quvchilarning yuqori darajadagi faolligini hamda ichki va tashqi motivatsiyaning uyg‘unligini saqlab qolishdir. Maqolada sun’iy intellekt yordamida xorijiy tillarni o‘rganish dasturlari, ayniqsa kompyuterlar va smartfonlar orqali mavjud bo‘lgan imkoniyatlar ta’kidlangan turli tadqiqotlar tanqidiy tahlil qilingan. Sun’iy intellekt vositalarini o‘quvchilarning turli o‘rganish ehtiyojlariga moslashtirish orqali xorijiy tilni yanada idvidual va qiziqarli o‘rganish metodlari tavsiya qilinib, xorijiy tilni o‘rganishda motivatsiyaning asosiy psixologik va pedagogik tamoyillari, xususan, ingliz tilini o‘rganish misoli sifatida ta’kidlangan. Bundan tashqari, o‘qituvchilar va talabalar uchun til ta’limida SI vositalaridan qanday qilib optimal foydalanish bo‘yicha amaliy tavsiyalar berilgan. Ushbu tavsiyalar texnologiya va til o‘rgatishning an’anaviy usullari o‘rtasidagi tafovutni bartaraf etish, xorijiy til o‘rganishda yanada kengroq va samarali yondashuvni taklif qilishni o‘z oldiga maqsad qilgan.

Kalit so‘zlar: sun’iy intellekt; Chat GPT; faollik; motivatsiya; texnologiya yordamida til o‘rganish (TYTO‘).

Аннотация. В современном учебно-образовательном процессе уделяется значительное внимание вопросу применения искусственного интеллекта (ИИ) с целью повышения качества образования, особенно в сфере изучения иностранных языков. В данной статье рассматриваются способы, с помощью которых использование ИИ может повысить уровень мотивации и вовлеченности изучающих иностранные языки. Ключевыми компонентами эффективного изучения иностранных языков являются поддержание высокого уровня активности учащихся и сочетание внутренней и внешней мотивации. В статье критически анализируются различные исследования, освещающие возможности программ для изучения иностранных языков с помощью ИИ, особенно тех, которые доступны через компьютеры и смартфоны. В ней подчеркивается, как эти инструменты ИИ могут быть адаптированы к различным потребностям обучения, обеспечивая тем самым более персонализированный и увлекательный опыт обучения. В статье также акцентируется внимание на основные психологические и педагогические принципы, лежащие в основе мотивации при изучении иностранных языков, в особенности на изучении английского языка в качестве примера. Кроме того, в ней предлагаются практические рекомендации для преподавателей и студентов по оптимальному использованию инструментов ИИ в языковом образовании. Эти рекомендации призваны преодолеть разрыв между технологиями и традиционными методиками преподавания языков, предлагая более комплексный и эффективный подход к их изучению.

Ключевые слова: искусственный интеллект; ChatGPT; активность; мотивация;обучение языкам с помощью технологий (ОЯТТ).

Introduction

The concept of AI dates back to ancient civilizations, but the foundations of AI as a scientific discipline, as it is widely known, appeared in the middle of the 20th century. The term "artificial intelligence" was first introduced by John McCarthy during the 1956 Dartmouth Conference, which is considered the birth of AI as an autonomous field. Originally, AI was used to program computers to follow rules and make decisions (as an expert human). But this approach had its limitations. Thus, in the 1980s, AI turned its attention to machine learning algorithms. AI is the ability of computer systems to perform creative and intellectual activities that have been characteristic of humans until now. It combines the most complex new areas of science, such as neural networks, machine learning, natural language processing, cognitive (conscious) calculations, computer vision.

Machine learning technology is computer systems that can deeply "learn" knowledge to process data. These systems depart from the algorithm written by the programmer who created it, independently analyze vast data and experiences, find commonalities and regularities, and "enrich their knowledge" on this basis. For example, 570 GB of data was used in world famous ChatGPT. This indicator is much higher than the limits of human thinking. ChatGPT, which Microsoft invested $10 billion at the beginning of the year, can easily chat with people in many languages, write articles or poems.

Decree No. 6079 of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev dated October 5, 2020 "On approval of the Digital Uzbekistan - 2030" strategy and measures for its effective implementation and "Artificial intelligence" dated February 17, 2021 Decision No. 4996 "On measures to create conditions for rapid introduction of technologies" made it possible to systematize and organize work in this field. In particular, the "Program of measures to improve the position of the Republic of Uzbekistan in the index of readiness for artificial intelligence" was approved. Special attention is paid to the development and use of AI technologies in economic sectors and social spheres, in the state administration system, and the

introduction of these technologies in the fields of agriculture, energy, health care, and electronic government.

The past few decades have seen remarkable advances due to increases in computing power, the availability of large datasets, and innovations in algorithms. Deep learning, which involves multi-layer neural networks, has led to breakthroughs in areas such as image and speech recognition. AI is a dynamic and rapidly developing field with deep roots in history and diverse interdisciplinary connections. Its impact on society and technology continues to grow, making it an important area of research in modern education, particularly foreign language teaching.

Language learning is a complex process that involves various cognitive, emotional and motivational factors. In recent years, AI has emerged as a transformational direction in the educational system, offering new opportunities to attract and motivate foreign language learners to acquire new knowledge and skills. This article aims to study the role of AI in increasing the level of motivation and activity in language learners.

Literature review

Many studies show the positive impact of AI on education, focusing on personalization of the learning experience. Educational programs managed by AI have an individual approach to each student and their needs. AI administered curricula can be individualized to each student, responding to their unique needs and interests. This flexibility is important in improving learning outcomes.

Despite the fact that this field is new, a number of Uzbek scientists, professors and teachers are carrying out a number of research works on AI. In particular, O. Eshbayev wrote about the integration of natural language processing (NLP) and data analysis in the development of intelligent systems to improve language learning. The article emphasizes the importance of incorporating linguistic and computational perspectives into the design of these systems (8).

G. Absalamova, G. Ergashova, O. Bobokulova emphasize the importance of digital technologies in teaching foreign languages and say that it is necessary to

integrate technology into the teaching process to increase the effectiveness of the lesson. It was emphasized that the role of digital tools in making the learning of foreign languages more dynamic and interactive and in increasing the interest and cognitive activity of students is great. Instead of traditional methods, the role of artificial intelligence in increasing activity and reducing barriers to effective language acquisition was discussed. The article emphasizes the importance of AI in the modernization and improvement of language teaching processes (1; 10; 3).

M. Islamova studied the integration of AI tools and platforms such as FluentU, Puzzle English and Khan Academy into language education, researched the role of artificial intelligence in improving teaching methods and learning experience (15), Sh. Maksimkulova analyzed how digital translators and online learning platforms changed traditional teaching methods (21). F. Nurmukhamedova studied the expanding and transformative role of AI in various fields and discussed its impact on such fields as finance, national security, health care, and transportation (23). Also, F. Nurmukhammedova emphasized the need for ethical considerations and legal foundations in the rapidly developing period of AI.

G. Musayeva discussed the modern trends of computerization of the higher education system, showed the role of IT technologies in teaching foreign languages, their influence on the development of written speech skills (22). She emphasized computer technology as an important tool for improving language teaching methods. R. Ayupov, Sh. Maksimkulova and G. Baltabayeva analyzed various modern methods of using digital technologies in teaching foreign languages, their didactic, methodological and educational features. In addition, the authors proposed various algorithms, methodologies and tools for language translation and learning to improve the effectiveness of the educational process using digital technologies (3). A. Tkacheva reviewed the possibilities of neural networks in teaching foreign languages in Uzbekistan and studied how these technologies can improve the effectiveness of teaching, personalized learning experience and improve language skills. A study evaluated the integration of neural networks in higher education and their potential impact on the educational system of Uzbekistan (26).

The need to involve students in learning foreign languages is an urgent issue in higher and secondary education. However, engagement and involvement are not such clear-cut concepts. Active participation in language learning is measured by the degree of interest and diligence in language learning (1).

If we look at history, the rules and views put forward by many pedagogues are generalized and scientifically based on the status of didactic (educational) principles. Although sometimes there are differences in their naming and content, today in education there are the following didactic principles accepted by many pedagogues and linguists: educative, awareness, activity, demonstrability, systematicity (consistency) , individual approach, thorough assimilation (of knowledge), matching student's strength, etc. (2).

J. Jalolov defined the principle of activity as follows: "The principle of activity is closely related to active participation in foreign language speech. First of all, it is necessary to know that external activity - saying a lot of sentences, the amount of exercises performed without the participation of consciousness are not the leading indicators of activity" (2, 84). An important factor in the formation of productive skills is the desire of the student to satisfy his needs. In psychology, the main signs of activity are manifested in concepts such as interest, desire, and mental striving. The student's level of success in language learning depends on how active he is in the learning process. If the foreign language the student is learning brings joy to him, his activity increases, otherwise he becomes inactive and interest fades away.

Activness consists of three forms: mental, emotional and verbal. Activity increases only when language learning brings positive emotions - emotional joy and intellectual development. In the age of technology and AI, the activity of language learners can be increased in new directions. The correct composition of language materials and their use in accordance with the age and interests of students directly affects the level of activity. Previous studies recommend several ways to increase engagement: not being afraid of making mistakes when speaking a foreign language, overcoming difficulty, making the student's speech relevant to his personal life, student-student, teacher-student in lessons. Using different approaches such as

teacher-class, student-class, holding competitions and games are among the factors of increasing activity.

AI creates a number of reliefs for teachers and a new direction and content for students in teaching foreign languages. Among these opportunities, AI-driven programs and chatbots can directly influence language learners' engagement.

Materials and methods

How can we use AI technology to make foreign language learning more fun and keep students motivated? It is widely known that in this age of improved technology, it is not enough to increase the motivation of students only with traditional lessons in the classroom. Students' participation in classes does not mean that they are involved in learning a foreign language and that they are active in the real sense. Research shows that students who are motivated and engaged in learning perform better in class (13). In the age of technology, language learners, especially many teenagers, are using various gadgets and their applications and programs with great interest. Therefore, today, a modern foreign language teacher should be aware of the opportunities created by modern technologies and effectively use them in creating lesson materials in the classroom and increasing the activity of students in the lesson. With the new technologies offered by AI, there are great opportunities to engage young language learners coming of age in the age of technology.

It has been proven in previous studies that technology assissted language learning (TALL) has a positive effect on the motivation and activity of students. According to L. Weinberg, TALL increases student motivation in improvement independence and self-efficacy (28).

Several studies have examined the relationship between TALL and motivation. For example, K.M. Alraimi et al. H.K. Huang and C.Y. Chow, G. Stockwell, Y.C. Chen found that TALL can increase students' motivation, desire to communicate and independence (2;14;19;5). Similarly, AI tools such as ChatGPT have been found to help students develop basic language learning skills (reading,

writing, listening comprehension, speaking) and language materials (vocabulary, pronunciation and grammar) (12;11 ; 18).

From a psychological perspective, TALL gives students a sense of control over their language learning process, which leads to increased student self-efficacy, self-confidence, and self-esteem.

From a pedagogical point of view, TALL provides an opportunity to create a more interactive and interesting learning environment for students. For example, AI Chat GPT can be used to create multimedia materials that suit different learning styles and interests.

One of the most important advantages of using AI in language learning is its individual approach based on the needs of each student. AI platforms can collect and analyze information about a learner's strengths and weaknesses, allowing for a more targeted approach to language teaching. For example, a number of AI-powered language learning programs (Duolingo, Rosetta, Stone, Babbel, Lingodeer, Pronunciator) can assess a learner's speech and provide instant feedback on pronunciation, intonation, and rhythm. This feedback helps students improve their speaking skills faster and more accurately than traditional methods. In addition, AI can adapt to a student's preferred learning style. Every student has a unique learning style, and AI takes this into account when providing a personalized learning experience. If a learner responds better to visual materials, AI tailors instructional materials and activities accordingly (23, 25). If they prefer hands-on activities, AI provides interactive simulations or games to make the learning experience more engaging. This approach helps students stay motivated and focused, allowing them to make faster progress in language learning.

It should be noted that AI platforms have made language learning more convenient for students around the world. Traditional language learning methods often require students to attend classes regularly or hire private tutors, which can be costly and time-consuming. However, with the help of AI, students can connect to the Internet and use language learning materials and tools using a computer or phone, anytime, anywhere. AI language learning apps provide learners with a wide range

of resources, including vocabulary lists, grammar explanations, listening exercises and interactive activities. Another benefit of using artificial intelligence in language learning is that it can extend language learning beyond the classroom, allowing students more flexibility and independent learning. AI gives learners access to a variety of online platforms, mobile apps and chatbots that help them practice language skills anytime and anywhere at their own pace and preference. For example, AI-based platforms such as Duolingo and Rosetta Stone provide language instruction that is individualized to students' level, interests, and goals (29). Artificial intelligence-based applications such as HelloTalk and Tandem allow students to communicate with other students from different parts of the world and exchange ideas about cultures (5). Artificial intelligence-based chatbots such as Replika and ChatGPT can have natural and interesting conversations with students and provide them with immediate and constructive feedback (20).

Developing intelligible pronunciation is a constant challenge for students and teachers of English as a foreign language. There are now free technologies available to help teachers and students alike. It is possible to transcribe speech, check pronunciation and respond to voice commands. Before trying the following practical suggestions in the classroom, ask your students to add English to the list of languages in their smartphone settings. In order for the system to understand and transcribe the student's speech, the language setting must be set to English.

Google Docs speech recognition. In the field of foreign language teaching, Google Docs Voice typing can be used as a practical tool in foreign language teaching classes. Speech recognition makes it easy to translate spoken words into text. It's a simple process to use: Activate the Voice Typing feature under the Tools menu in Google Docs, then dictate the real-time recording and use voice commands for punctuation and formatting. The fact that the function includes many languages allows you to practice in different languages.

Writing aloud has a number of advantages in language teaching. It helps students to practice speaking and improve their pronunciation and speech clarity. This tool is especially useful for students with spelling mistakes or writing

disabilities. In addition, this interactive technology increases students' activity and interest in the lesson. However, it is necessary to take into account small shortcomings, such as sometimes inaccuracy in speech recognition, the need to connect to the Internet.

Working with Google Assistant. It can be both fun and useful for students to interact with Google Assistant during class. They can ask the assistant various questions, for example: "What's the weather like in ...?", "How can I get to ...?" in which students develop pronunciation and communication skills through an interactive and interesting activity. For example, students can take turns asking questions to the assistant based on the model set by the teacher. At the end of the assignment, they can share their results with other classmates.

Another option in the classroom is to use *Google Maps* to practice directions in English. Tools integrated with AI not only help students practice pronunciation, but also improve their general knowledge. Google Maps is a navigation and mapping application that provides satellite images. This popular mobile app can be used when teaching directions and how to get to a destination or in the maps section of listening comprehension tasks. After teaching basic commands and direction words *(turn right/left, cross the street, next to, straight ahead, opposite, etc.)* places close to the place of education are listed. The goal is for students to learn to go from their address (school) to the listed places one by one. By being able to see a map, they have to tell their classmate how to get where they need to go in English. This exercise is not only fun, but also very close to real-life tasks.

In addition, SI and Chat bots offer a new approach to increase activity and motivation in language learning through the use of various games (gamification) in lessons. Gamification, the use of game design elements in non-game contexts, has been recognized for its effectiveness in increasing student engagement (7). When combined with AI, these strategies are further enhanced, providing easy and convenient opportunities for individualized tutoring. I. N. Chebotareva and A. V. Lyaskovets (2020) studied the role of the game in education more widely. They

highlight the pros and cons of gamification and offer a balanced perspective to improve its traditional teaching methodology (6).

Result and Discussion

The emergence of AI in the field of teaching foreign languages has created the basis for an innovative and harmonious learning environment. AI-powered platforms can now bring together learners from different geographic and cultural backgrounds; which improves language practice and cultural exchange. Such an environment offers students the opportunity to engage in authentic conversations and collaborative projects with their peers from around the world, thereby enriching their linguistic and cultural understanding.

AI GPT Chatbot offers unique opportunities for language learning. Its ability to simulate real-life conversations and provide instant feedback makes it a great tool for practicing language skills. For educators, this means an opportunity to create engaging and interactive learning experiences that match the digital sensibilities of today's learners.

The integration of artificial intelligence in foreign language teaching and learning creates new opportunities for increasing students' motivation and activity. Through an individualized experience, AI meets the needs of students and thereby creates an environment where all students can learn the language effectively. AI's adaptive learning algorithms can detect and resolve challenges, provide tailored resources and instant feedback. This individualized approach ensures that students receive content and challenges at their own level, enhancing engagement and retention. closely related. In addition, AI-powered analytics provide educators with insight into student performance and engagement, allowing them to make informed decisions to optimize instructional strategies. The elements of the game and the interactive content created by AI can make the learning process more interesting and alive, and increase the activity and motivation of students.

AI technologies allow students to access educational content anytime, anywhere, eliminating the limitations of traditional classroom instruction. This flexibility allows for continuous learning and practice, which is essential for

language acquisition. This information helps teachers adjust their instruction and identify areas where students need additional support.

AI can provide evaluation and feedback on the student's creative work. He can assess your oral and written language skills and make suggestions for corrections and improvements. This, in turn, makes the teacher's job a little easier and can be a practical help to young teachers. Also, AI can make learning a foreign language more interesting and increase students' motivation by using gamification elements. AI can tailor these elements to individual student preferences and encourage continued participation. The integration of AI with gamification in education not only offers a new approach to teaching and learning, but also requires careful consideration of its implications. Educators need to critically examine these technologies and understand their potential benefits and limitations.

2019 UNESCO International Conference on Artificial Intelligence and Education, Planning for Education in the Age of Artificial Intelligence, held in Beijing, it is stated that the broad possibilities of AI can not replace the teacher in the classroom. Therefore, it is important to balance AI with traditional teaching methods. The correctness of information and feedback given through AI chat bots must be controlled by the teacher. It is important to consider ethical implications and biases in AI language learning tools. Ensuring that AI algorithms are fair and unbiased is important for language learning (27).

Conclusion

Training and support for teachers is essential for effective use of AI. It is desirable for teachers to participate in trainings on the use of AI tools and receive continuous support. This means that they have sufficient knowledge and skills to effectively integrate AI into teaching practice and to overcome any problems.

The right guidance and creativity of the teacher creates the ground for discovering new aspects of the tools of AI technologies in foreign language education. When used correctly, AI can be an effective tool in enriching the learning experience and driving student motivation and interest to new heights.

In conclusion, the integration of AI into foreign language education transforms the traditional classroom environment to offer an interactive, culturally rich, and collaborative learning experience. As technology continues to evolve, these AI environments will become more sophisticated and make collaborative language learning even more effective.

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Challenges and Considerations in Integrating Technology into Teaching Foreign Languages

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Abstract: In the contemporary educational landscape, the integration of technology has become increasingly prevalent, offering numerous benefits to language teaching and learning. However, this integration is not without its challenges. This article explores the various problems associated with integrating technology into teaching foreign languages. It examines issues such as access and infrastructure, training and support for educators, alignment with curriculum, quality of content, privacy concerns, the digital divide, overreliance on technology, technical issues, distractions, and cost. By addressing these challenges, educators can navigate the complexities of integrating technology effectively into language teaching, thereby enhancing the learning experience for students.

Key words:integrating new educational technologies, access and infrastructure, data privacy and security, financial costs, technology-mediated activities.

Аннотация: В современном образовательном пространстве интеграция технологий становится все более распространенной, предлагая многочисленные преимущества для обучения и изучения языков. Однако эта интеграция не обходится без своих проблем. В данной статье рассматриваются различные проблемы, связанные с интеграцией технологий в преподавание иностранных языков. Она исследует вопросы такие, как доступ и инфраструктура, обучение и поддержка преподавателей, соответствие учебному плану, качество контента, проблемы конфиденциальности, цифровое неравенство, чрезмерная зависимость от технологий, технические проблемы, отвлечения и затраты. Адресуя эти проблемы, педагоги могут успешно справляться с сложностями интеграции технологий в преподавание языков, тем самым повышая качество обучения для студентов.

Ключевые слова: интеграция новых образовательных технологий, доступ и инфраструктура, конфиденциальность и безопасность данных, финансовые затраты, технологические средства обучения.

Annotatsiya: Zamonaviy ta'limda texnologiyalarni integratsiyalash ko'proq keng tarqalgan bo'lib, til o'qitish va o'rganishga ko'plab afzalliklar taklif etadi. Lekin, ushbu integratsiya muammolardan holi emas. Ushbu maqolada til o'qitishda texnologiyalarni integratsiyasiga oid turli muammolar ko'rib chiqiladi. Bu, internetdan foydalanish imkoniyati va infratuzilma, o'qituvchilarni texnologik savodxonligi, dars rejalari bilan moslik, raqamli ma'lumotlarning mazmuni va sifati, maxfiylik muammolari, texnologiyalarga bog'lanib qolish, texnologiyalarni talim jarayoniga integratsiya qilish xarajatlar kabi masalalar ko'rib chiqiladi. Ushbu muammolarni hal qilish orqali o'qituvchilar til o'rgatishda texnologiyani samarali integratsiyalashning murakkabliklarini engib o'tishlari va shu bilan talabalarning o'rganish tajribasini oshirishlari mumkin.

Kalitso'zlar: yangi ta'lim texnologiyalarini integratsiyalash, internetdan foydalanish va infratuzilma, ma'lumotlar maxfiylik va xavfsizlik, moliyaviy xarajatlar, texnologik o'quv vositalari.

Technology stands as a dominant force reshaping the educational arena in contemporary times. Numerous school districts are demonstrating their commitment to maintain technology usage in classrooms through initiatives like furnishing hardware such as tablets and computers, upgrading internet connectivity, and introducing programs aimed at enhancing computer literacy among both educators and students. While educators generally recognize the advantages of educational technologies, they frequently encounter hurdles in seamlessly and efficiently integrating new educational technologies. Whether it involves acquiring new technology equipment or adjusting curricula and teaching methodologies to accommodate novel educational tools, educators face considerable challenges at every tier of the educational system when it comes to integrating technology.

The incorporation of technology into foreign language teaching has the potential to revolutionize language learning by providing access to a vast array of resources, facilitating interactive learning experiences, and fostering engagement among students. However, despite its promise, the integration of technology presents numerous challenges that educators must navigate. This article explores the key problems associated with integrating technology into teaching foreign languages and offers insights into how these challenges can be addressed.

Access and infrastructure is one of the challenges that teachers may face and need to deal with. One of the primary challenges in integrating technology into language teaching is ensuring equitable access to technology and reliable internet connectivity for all students. Disparities in access to technology and infrastructure can exacerbate existing inequalities in education, hindering the effectiveness of technology integration efforts. Educators must consider the diverse needs of their students and implement strategies to mitigate the digital divide.Initially, we address concerns related to inadequate equipment or connectivity, referred to as the access limitation. When a school lacks sufficient computers and high-speed internet access, the utilization of educational technology becomes impractical for teachers (Amy M. Johnson. at.all. 2016).

Effective integration of technology into language teaching requires educators to possess the necessary skills and knowledge to leverage technology tools effectively. However, many educators lack adequate training and support in this area, leading to underutilization of technology or ineffective implementation. Professional development opportunities and ongoing support are essential to equip educators with the skills needed to integrate technology seamlessly into their teaching practice. We introduce the challenge of inadequate training related to technology. If teachers are not provided effective professional development on new technologies, they will not be capable of using it to its full potential. Even if a school district were to recruit exclusively teachers proficient in contemporary classroom technology, numerous new technologies will emerge throughout their teaching tenure, necessitating

ongoing training to maintain their expertise. In the absence of sufficient resources for continual technological training, schools and districts will consistently identify inadequate professional development as a significant obstacle to technology adoption (Amy M. Johnson. at.all. 2016).

Integrating technology into language teaching requires careful alignment with curriculum goals and learning objectives. Educators must ensure that technology-based activities and resources complement the curriculum and enhance students' language proficiency. Failure to integrate technology cohesively with the curriculum may result in disjointed learning experiences and ineffective use of technology resources. Dr. Saint Cyr, Harry (2021) state that aligning curriculum with technology presents a significant hurdle for educators and school administrators globally. Numerous research endeavors in educational technology emphasize that merely providing devices to all students and teachers, while a crucial step toward digital equality, doesn't ensure effective incorporation of technology into learning.Yet, if the curriculum isn't properly synced with technology, the potential benefits of integrating technology into teaching and learning won't be fully realized. The ultimate aim of such integration is to empower learners with the skills required to address real-world challenges in the 21st century.

The proliferation of online resources and language learning apps presents educators with a vast array of options for supplementing their teaching. However, not all online content is created equal, and educators must discern the quality and relevance of the resources they use. Linguistic accuracy, cultural authenticity, and pedagogical effectiveness are essential considerations when selecting technology-based resources for language teaching. Dian Wahyuningsih at.al (2021) argue that teachers need the skill to identify relevant material content within their field of study. This proficiency facilitates the selection of appropriate learning resources for instruction. The capability to choose such content is an integral part of a teacher's professional competence, which encompasses mastery of learning strategies, including the classification of material content.

Integrating technology into language teaching raises concerns about data privacy and security, particularly when using online platforms and apps. Educators must prioritize the protection of student data and ensure compliance with relevant privacy regulations. Selecting reputable platforms with robust security measures is essential to safeguarding student privacy in technology-enhanced language learning environments.

The digital divide is another challenge that refers to the gap between those who have access to technology and digital resources and those who do not. Integrating technology into language teaching may exacerbate existing inequalities among students, particularly those from disadvantaged backgrounds who lack access to technology or reliable internet connectivity. Educators must implement strategies to bridge the digital divide and ensure equitable access to technology for all students.

While technology can enhance language learning, overreliance on it may lead to a neglect of traditional language learning methods. Educators must strike a balance between technology-mediated activities and traditional pedagogical approaches to ensure holistic language development. Incorporating a variety of learning modalities, including speaking and listening practice, writing exercises, and cultural immersion, is essential to providing a comprehensive language learning experience.Another significant issue that can arise from excessive reliance on smart e-assistants and chat bots is the danger of becoming overly dependent on technology. Should users rely too heavily on these tools, they might compromise their problem-solving skills and critical thinking abilities when confronted with unforeseen circumstances. For instance, if a user encounters a problem beyond the scope of intelligent e-assistants or chat bots, they may struggle to find a solution on their (Ilya Kalagin.2023).

Technical issues such as software glitches, internet outages, or hardware malfunctions can disrupt language teaching activities and impede learning progress. Educators must be prepared to troubleshoot technical issues quickly and effectively to minimize disruptions to the learning process. Additionally, contingency plans

should be in place to address technical downtime and ensure continuity of learning activities.Certain teachers and students face challenges in accessing the internet due to geographic constraints and their socio-economic circumstances. A significant barrier to digital learning lies in the absence of educational institutions furnished with digital tools. Technology and internet connectivity pose crucial obstacles to online learning, leading to student frustration and hindering the learning process (Tika Putri Wulansariet.al.2023).

The proliferation of devices and digital distractions poses a significant challenge to technology-enhanced language learning. Students may be easily distracted during language learning activities, leading to reduced engagement and learning outcomes. Educators must implement strategies to mitigate distractions and foster a focused learning environment conducive to language acquisition.Tika Putri Wulansariet.al. (2023) point out that character education should be integrated into digital learning. Weaknesses in digital learning include potential student cheating, challenges in incorporating cultural values, and the risk of fostering a consumerist mindset towards the internet. Integrating character education into digital-based learning faces obstacles due to the lack of a supportive curriculum.

Implementing technology in the language classroom often incurs financial costs, including the purchase of devices, subscriptions to online platforms, and maintenance of technology infrastructure. Budgetary constraints may limit educators' ability to integrate technology effectively into their teaching practice. Schools and educational institutions must prioritize investment in technology resources to ensure equitable access to technology-enhanced language learning opportunities for all students.
Even with ample funding, budgeting poses challenges due to potential costs linked to the ownership of digital tools over the lifespan of educational technology services. Without clarity from companies, schools risk being tied to tools and services they may not require or utilize. Additionally, innovative and newer technologies often come with substantial costs, limiting access to more affluent systems or schools.

Thus, it's crucial to strike a balance between the expenses of developing, maintaining, and procuring digital technologies in education systems and their potential benefits(Francesca Gottschalkat.al.2023).

Integrating technology into teaching foreign languages offers immense potential to enhance language learning outcomes and engage students in meaningful language acquisition experiences. However, this integration is not without its challenges. By addressing issues such as access and infrastructure, training and support, alignment with curriculum, quality of content, privacy concerns, the digital divide, overreliance on technology, technical issues, distractions, and cost, educators can navigate the complexities of technology integration and maximize its benefits for language teaching and learning. Through strategic planning, ongoing professional development, and a commitment to equitable access, educators can harness the power of technology to create dynamic and engaging language learning environments for students.

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METHODS OF ELIMINATING PHONETIC INTERFERENCE THROUGH AUDIO EXERCISES IN TEACHING ENGLISH IN GRADES 1-4

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ANNOTATION:

This article explores effective methods and strategies that leverage audio exercises to enhance pronunciation skills and reduce phonetic interference in English language instruction for students, strategies for minimizing phonetic interference in the early elementary grades.

Key words: audio exercises, phonetic interference, interactive engagement, listening comprehension, phonetic awareness, conversational skills.

ANNOTATSIYA:

Ushbu maqola talaffuz ko'nikmalarini oshirish va o'quvchilar uchun ingliz tilini o'qitishda fonetik interferensiyani kamaytirish uchun audio mashqlardan foydalanadigan samarali usullar va strategiyalarni, boshlang'ich sinflarda fonetik interferensiyani minimallashtirish strategiyalarini o'rganadi.

Kalit so'zlar: audio mashqlar, fonetik interferensiya, interfaol ishtirok, tinglab tushunish, fonetik ong, so'zlashuv qobiliyatlari.

АННОТАЦИЯ:

В этой статье рассматриваются эффективные методы и стратегии использования аудиоупражнений для улучшения навыков произношения и уменьшения фонетического шума при обучении учащихся английскому языку, а также стратегии минимизации фонетического шума в начальных классах.

Ключевые слова: аудиоупражнения, фонетическая интерференция, интерактивное участие, понимание на слух, фонетическая осведомленность, навыки говорения.

INTRODUCTION

Teaching English pronunciation to young learners in grades 1-4 presents unique challenges and opportunities, especially concerning the elimination of phonetic interference that may arise from the learners' native language influences. Emphasizing the role of audio exercises in teaching English pronunciation to young learners underscores the transformative impact of auditory learning, interactive engagement, and strategic phonetic training in shaping confident, proficient English speakers from an early age.

LITERATURE ANALYSIS AND METHODOLOGY

Phonetic interference refers to the influence of one's native language sounds, intonation patterns, and speech habits on the pronunciation of a target language like English. For students in grades 1-4, whose linguistic repertoire is still developing, phonetic interference can hinder accurate pronunciation and communication in English. Common examples include challenges with English sounds not present in the native language, incorrect stress patterns, and difficulties with English rhythm and intonation. Recognizing these sources of interference is crucial for designing effective strategies to address them through targeted audio exercises.

Audio exercises are valuable tools in teaching English pronunciation to young learners as they provide auditory input, model correct pronunciation, and offer opportunities for learners to practice listening and speaking skills in an interactive and engaging manner. Audio resources such as recorded dialogues, songs, pronunciation drills, and listening activities help students develop their ear for English sounds, improve their pronunciation accuracy, and internalize correct intonation and stress patterns. By incorporating audio exercises in English language

instruction, teachers can create a dynamic learning environment that fosters phonetic awareness, auditory discrimination, and oral fluency in young learners.

RESULTS

Utilize audio exercises that focus on individual English phonemes that are challenging for students, allowing them to listen, repeat, and differentiate between similar sounds. Engage students in audio activities that feature minimal pairs to help them distinguish between similar English sounds that may cause confusion.

Provide clear audio models of correct English pronunciation through native speakers or proficient speakers to guide students in replicating accurate sounds, stress patterns, and intonation. Incorporate rhythmical chants, rhymes, and songs in English that highlight stress, intonation, and natural speech patterns to immerse students in the musicality of the language and reinforce correct pronunciation. Engage students in audio dialogues where they listen, repeat, role-play, and interact with English language exchanges to practice conversational skills, pronunciation, and listening comprehension.

DISCUSSION

Integrate interactive audio-based activities and pronunciation games into English lessons to make learning engaging, fun, and effective for students in grades 1-4. Activities such as phonics games, word stress exercises, tongue twisters, dictation tasks, and listening comprehension quizzes challenge students to actively listen, speak, and distinguish between English sounds, words, and sentences, promoting phonetic accuracy and reducing interference from their native language habits.

Provide ongoing reinforcement and constructive feedback during audio exercises to guide students in improving their pronunciation, intonation, and listening skills in English. Encourage self-monitoring, peer assessment, and teacher feedback to help students identify pronunciation errors, correct them, and develop

greater phonetic awareness and fluency over time through consistent practice and auditory exposure.

CONCLUSION

In conclusion, the integration of audio exercises in teaching English to students in grades 1-4 offers a dynamic and effective approach to minimize phonetic interference, enhance pronunciation accuracy, and cultivate phonetic awareness in young learners. By implementing targeted strategies, interactive activities, and continuous reinforcement through audio-based learning experiences, educators can empower students to overcome pronunciation challenges, develop oral fluency, and build a strong foundation in English phonetics that lays the groundwork for successful language acquisition and communication skills in the early elementary grades.

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USE OF ROLE-PLAYING TECHNOLOGY IN THE DEVELOPMENT OF STUDENTS' DISCOURSE COMPETENCIES

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Annotation: The article describes some methods of activating oral speech, describes efficient means of shaping verbal and non-verbal skills, especially, high level students' speaking skills too. Theories in English lessons are aimed at shaping the oral skills of secondary school students. Also, discourse competence plays an important role in the lives of students today, and there are several reasons for this.

Key words: discourse, oral speech, communicative competence, technology of role-playing games, primary school teachers, story, work, fairy tale, creativity activity

Annotatsiya: Ushbu maqolada og'izaki nutqni faollashtirishning bir nechta metodllari tasvirlangan bo'lib, xususan yuqori sinf o'quvchilarning nutq qobilyatlarini shakllashtirishning samarali vositalari ham tasvirlangan. Ingliz tili darslarida umumta'lim maktablari o'quvchilarning og'izaki nutq ko'nikmalarini shakllantirishga qaratilgan nazariyalar keltirilgan. Shuningdek, diskurs kompetensiyasi bugungi kunda o'quvchilar hayotida muhim rol o'ynamoqda va buning bir nechta sabablari mavjud.

Kalit so'zlar: diskurs, og'izaki nutq, kommunikativ kompetensiya, o'yin texnologiyasining roli, boshlang'ich maktab o'qituvchilari, hikoya, loyiha, ertak, ijodiy faoliyat

Аннотация: В статье описаны не которые метод ы активизации устнойречи, описаны эффективные средства формирования вербальныхи невербальных навыков, в частности, речевых навыков студентов высокого уровня. Теории на уроках английского языка направлены на формирование устных навыков учащихся средних школ. Также дискурсивная компетентность сегодня играет важную роль в жизни студентов, и этому есть несколько причин**.**

Ключевые слова: дискурс, устная речь, коммуникативная компетентность, технология ролевых игр, учителя начальных классов, рассказ, произведение, сказка, творческая деятельность.

Introduction.

People were in constant communication and interaction with each other is a social being. Therefore, students have real communication in a foreign language, it's important to develop situations where they can. In support of this idea a supporting argument is given in Bygate [1]: "Our students are themselves often speak with confidence to carry out the most basic operations should get it's the skill they value the most, and it's the skill they make or lose friends through.

Oral speech of students in the upper class of the general education school the problem of development is becoming more and more important. Today's modern school the goal is to form a multicultural personality of students, which means that they acquire a certain amount of knowledge about a foreign language, not only understanding rather, it consists in forming the ability to communicate freely.

“In the science of modern methodology, the formation of the ability to create one’s own oral speech in monologic and dialogic forms is defined as the main goal of teaching a foreign language and is expressed through the concept of a foreign language “, claimed A.V.Smenova. [2]

The term "discourse" has become one of the most widely used terms in the field of linguistics. Historically, this term was first used by the American linguist Z. Harris in an article called "Discourse Analysis" published in 1952. The full range of the term "discourse" Lami has become popular in linguistics in the last twenty years.

According to linguist scientist A. Pardaev, discourse is the most effective of linguistic and non-linguistic tools used by the speaker and listener to exchange ideas and influence each other. Discourse is a process, a type of human activity. It is the manifestation of linguistic and hundreds of non-linguistic factors in a common form towards a goal.

Oral speech, as an effective process, requires a lot of time and effort from the student, because it requires the inclusion of language, speech and communicative

competences. As a type of communicative activity, it should be an integral part of every lesson.[3] The main goal of teaching students a foreign language is a pan-European language the main corresponding to the threshold level of knowledge on the scale of competence is to have speech structures. Teaching speech at the top of the secondary school which meets the real needs and interests of students at the stage based on themes. A positive environment to encourage student interaction it is important to create. In such an environment, they express their opinions without fear of making mistakes can express their feelings and thoughts. Students are communicative they can perform tasks effectively. Willis (1996) states that low stress creating an environment and using language for meaningful communication. It is possible to reach and acquire students' speaking skills through interaction will have the opportunity. Willis also has implications for effective language learning highlights important terms such as doing, using, and motivating. The language is like that from the point of view, task-based learning is communicative many in the design of activities and in the development and improvement of oral speech gives advantages.

One of the main reasons why discourse competence plays an important role in students' lives today is that their desire and desire for multifaceted development.

For example, this situation is more common in primary classes than in senior classes. That is why primary school teachers should pay more attention to this.[4] Through the formation of oral speech, students can better acquire oral, written, and thinking competencies. That's why I focused more on the importance of the first part of my article.

Speech to facilitate student communication - it is necessary to take into account the specific characteristics of this type of activity, for example, motivation, purposefulness, activity, heuristics related to the personality and mental activity of a person, independence, speed and sensitivity. If there are goals and motives for communication, if the characteristics of the participants of the communication, their age, and the level of development are taken into account, the act of communication within any speech situation will certainly be carried out. Many English language

teachers face problems such as "student silence" in their speaking skills development classes. In order to prevent this, modern pedagogical technologies suggest changing the educational situation in such a way that the teacher becomes a partner in the process of learning from a "happy authority" to an attentive and useful interlocutor. The task of the teacher is to create educational and educational bilingual situations that facilitate the communication of students. The best ways to activate students' speaking are human interaction, that is, interactive techniques. Interactive learning is based on the interaction of students and the learning environment, which is an area of expertise in the psychology of human relationships and interactions is based on Such training is considered as a joint process of cognition, in which dialogue in the process of joint activity of knowledge obtained through polylog". [4] It follows that these methods allow subjects of the educational process to "peer" level of interaction, in which the teacher and the class participant are one being part of a team, they work to achieve a common goal. S. B. Suvorova interactive teaching based on communicative functions offers a unique classification of methods. In this classification, all methods are divided into three groups. 1) discussion (dialogue, group discussion, analysis of life situations); 2) game (didactic games, business games, role-playing games, organizational and methods of operation); 3) psychological group of interactive methods (sensitive and communicative training, empathy)[4]

It should be noted that teaching interactive interaction in English classes requires the use of learning material taken from life, which is properly organized helps natural communication in the studied language in the given conditions. Students are any to create interactive interaction situations should exclude the limitation of working with the tasks that they have to imagine themselves in the situation. Rather, tasks are purposeful, and their text incorporates the need for interactive interaction. Such tasks are structured in such a way that they cannot be performed independently. Methods of discourse competence development: Above you can see how the methods are divided into 2 types. It is a mistake to spend all the time allocated to the lesson only with reading or playing. It is recommended to organize the lesson by choosing the

most appropriate and correct methods, dividing the time equally. In this way, the teacher can prevent the students from getting bored and can conduct the lesson in an interesting way. It follows that the importance of teaching methods is to adapt them to students.- Brainstorming method - Technology of role-playing games In this case, students can choose their favorite characters from a certain story, work, fairy tale, and create a new scene or script. Role-playing games develop students' creativity, fluency, variety of thinking, and the competences of getting along with others. Through this, it is possible to learn about the new abilities of students that have not been revealed so far. Foreign language communicative methodology in the field of language that the purpose of teaching with is to teach oral and written communication in a foreign language within the speech situation. It is known that oral speech is a method of communication. The purpose of teaching speech at school is to develop students' ability to communicate in different situations. Creative activity is developed in the process of creative activity, which forces students to learn and find solutions in non-standard situations. If a student likes to speak, read, listen to a speech in a foreign language, and learn new things, then we can say that he has an interest in the subject of a foreign language, and the conditions for achieving certain success have been created. In addition to learning English, students will have the opportunity to develop their personal characteristics, develop skills necessary for future professional activities and communication with other people in everyday life.

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NEW APPROACHES TO TEACHING IN HIGHER EDUCATION ON A GLOBAL SCALE

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Abstract: This paper explores the concept of innovative teaching methods and its significance in the context of higher education on a global scale. The aim is to examine how these creative approaches to teaching have the potential to enhance the learning experience, foster student engagement, and prepare students for the challenges of the modern world. By investigating various examples and case studies from different regions, this research sheds light on the diverse range of innovative teaching methods used in higher education institutions worldwide.

Keywords: Teaching approaches, higher education, project-based learning, peer teaching, online learning, blended learning, student-centered learning, critical thinking, real-world application.

Аннотация: В данной статье исследуется концепция инновационных методов обучения и ее значение в контексте высшего образования в глобальном масштабе. Цель статьи состоит в том, чтобы изучить, как эти творческие подходы к преподаванию могут улучшить учебный опыт, способствовать вовлеченности учащихся и подготовить их к вызовам современного мира. Изучая различные примеры и тематические исследования из разных регионов, это исследование проливает свет на разнообразный спектр инновационных методов обучения, используемых в высших учебных заведениях по всему миру.

Ключевые слова:подходы к преподаванию, высшее образование, проектное обучение, взаимное обучение, онлайн-обучение, смешанное обучение,

личностно-ориентированное обучение, критическое мышление, практическое применение.

Introduction

Adapting to the changing educational landscape is crucial for educators as they meet the evolving needs of students, especially in the context of online courses. To cater to twenty-first-century learners, traditional teaching methods in higher education must undergo transformation. This article explores innovative approaches like active learning, blended learning, and personalized learning within higher education. The aim is to equip students with skills essential for their future careers.

***Active learning*, blended learning, and personalized learning** are innovative approaches that enhance the educational experience for students. *Active learning* promotes engagement by encouraging students to actively participate in interactive activities and collaborative projects. It fosters critical thinking, problem-solving skills, and a deeper understanding of the subject matter. By actively engaging with the material, students can develop higher-order cognitive skills and retain information more effectively.

The flipped classroom approach reverses the traditional lecture-based teaching model. Students are assigned pre-recorded lectures or readings to review before class, while class time is dedicated to interactive activities, discussions, and application of knowledge. This approach allows students to explore concepts at their own pace and come to class prepared to engage in deeper discussions and problem-solving. The flipped classroom approach encourages active learning, collaboration, and student-centered instruction. [Bergmann, J., & Sams, A. 2012]

Blended learning combines traditional face-to-face instruction with online components, leveraging technology and digital resources. This approach provides flexibility and personalization, allowing students to access materials and engage in discussions at their own pace while still benefiting from in-person interactions and guided instruction [Garrison, D. R., & Vaughan, N. D. 2018].

Personalized learning tailors education to the individual needs and interests of students. By utilizing technology and data-driven approaches, educators can create customized learning pathways. They adapt the content, pace, and instructional strategies to accommodate each student's unique learning style and preferences [Tucker, B. 2012]

These approaches offer exciting possibilities for transforming education, empowering students to take an active role in their learning and achieve greater success in their academic journeys.

The factors to change the approach in teaching.

The need to change the approach in teaching arises from several factors. *First*, traditional teaching methods often result in passive and disengaged learning experiences for students. This limits their ability to develop critical thinking, problem-solving, and collaboration skills, which are essential for success in today's job market.

Second, the availability of information online has transformed the role of educators. Instead of being mere providers of information, educators should now focus on facilitating learning and guiding students in navigating the vast amount of information available. This requires a shift towards more interactive and application-based learning experiences.

Third, the traditional approach to teaching, centered around lectures, textbooks, and exams, may not adequately prepare students for the demands of the professional world. Employers are increasingly seeking graduates who can think critically, adapt to change, and collaborate effectively. By adopting a student-centered approach that emphasizes experiential learning, internships, and real-world projects, higher education institutions can bridge the gap between theory and practice [Moore, M. G., & Kearsley, G. 2011]

Overall, changing the approach in teaching is necessary to equip students with the skills and competencies they need to succeed in a rapidly changing and complex

world. By promoting active engagement, critical thinking, problem-solving, and collaboration, these innovative teaching and learning approaches prepare students for their future careers and foster a lifelong love for learning.

The reasons for the necessity to change the approach in teaching.

There are several *compelling reasons* why we need to change the approach in teaching:

1. *Evolving Needs of Students:* The needs and expectations of students are continuously evolving. Today's learners are digital natives who are accustomed to technology and seek engaging and interactive learning experiences. By changing the approach in teaching, we can align with their preferences and create more effective and meaningful learning environments [Garrison, D. R., & Vaughan, N. D. 2018].

2. *Advancements in Technology:* Technology has transformed virtually every aspect of our lives, including education. It provides new tools, resources, and platforms that can enhance teaching and learning. By embracing technology in the classroom, we can leverage its potential to facilitate personalized learning, collaboration, and access to a wealth of information [Mayer, R. E. (2014].

3. *Preparation for the Future:* The world is changing rapidly, driven by technological advancements, globalization, and the demand for new skills. The traditional approach to teaching may not adequately prepare students for the challenges and opportunities they will face in their future careers. A change in teaching approach can equip students with the critical thinking, problem-solving, communication, and adaptability skills they need to thrive in a dynamic and evolving world [Clark, R. C., & Mayer, R. E. 2016]

4. *Engagement and Motivation:* Active and learner-centered approaches to teaching can enhance student engagement and motivation. When students are actively involved in their learning, they are more likely to be motivated, retain information better, and develop a deeper understanding of the subject matter [Topping, K. (2005].

5. *Real-World Application:* Traditional teaching often focuses on the transmission of knowledge without emphasizing its real-world application. By changing the approach, we can incorporate more experiential and project-based learning opportunities, allowing students to apply their knowledge in practical contexts. This bridges the gap between theory and practice, preparing students for the complexities and challenges they will face outside of the classroom.

These approaches for teaching and learning in higher education promote active student engagement, critical thinking, collaboration, and practical application of knowledge. By incorporating these approaches, educators can create dynamic and meaningful learning experiences that prepare students for success in their academic pursuits and future careers.

Conclusion

In conclusion, changing the approach in teaching is essential to meet the evolving needs of students, leverage technology, prepare students for the future, enhance engagement and motivation, and promote real-world application of knowledge. By embracing innovative teaching methods, we can create more effective, engaging, and relevant learning experiences for students. These approaches not only promote deeper understanding and retention of knowledge but also cultivate essential skills such as critical thinking, problem-solving, communication, and collaboration, equipping students with the tools necessary for success in their academic and professional journeys. As higher education continues to evolve, embracing these approaches can inspire a love for learning, empower students to take ownership of their education, and prepare them to thrive in a rapidly changing world.

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IMPROVING LEARNER'S SPEAKING AND WRITING SKILLS THROUGH PEER ASSESMENT

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Annotation: Peer assessment is a valuable educational strategy that can significantly enhance learners' speaking and writing skills. This article provides a comprehensive analysis of the effectiveness of peer assessment in improving language proficiency, highlighting its benefits, challenges, and best practices. Drawing on recent research and theoretical frameworks, this article presents a thorough examination of peer assessment as a pedagogical tool, focusing on its impact on learners' linguistic development and overall learning experience.

Keywords: peer assessment, speaking skills, writing skills, language proficiency, EFL learners, oral communication, online learning, collaborative learning.

Аннотация: Взаимное оценивание является ценной образовательной стратегией, которая может значительно улучшить навыки устной и письменной речи учащихся. В этой статье представлен всесторонний анализ эффективности взаимного оценивания в улучшении владения языком, выделены его преимущества, проблемы и лучшие практики. Опираясь на недавние исследования и теоретические основы, в этой статье представлен тщательный анализ взаимного оценивания как педагогического инструмента с упором на его влияние на языковое развитие учащихся и общий опыт обучения.

Ключевые слова: оценка коллег, навыки разговорной речи, навыки письма, владение языком, учащиеся EFL, устное общение, онлайн-обучение, совместное обучение.

Annotatsiya: Tengdoshlarni baholash qimmatli ta'lim strategiyasi bo'lib, u o'quvchilarning nutq va yozish ko'nikmalarini sezilarli darajada oshiradi. Ushbu maqola tilni bilish darajasini oshirishda tengdoshlarni baholash samaradorligini har tomonlama tahlil qiladi, uning afzalliklari, muammolari va ilg'or tajribalarini ta'kidlaydi. Yaqinda olib borilgan tadqiqotlar va nazariy asoslarga tayangan holda, ushbu maqola o'quvchilarning til rivojlanishiga va umumiy o'rganish tajribasiga ta'siriga e'tibor qaratib, pedagogik vosita sifatida teng doshlarni baholashni chuqur tahlilini taqdim etadi.

Kalit so'zlar: tengdoshlarni baholash, nutq ko'nikmalari, yozish ko'nikmalari, til malakasi, EFL o'rganuvchilari, og'zaki muloqot, onlayn ta'lim, hamkorlikda o'rganish.

In recent years, peer assessment has gained recognition as an effective approach to improving learners' speaking and writing skills in language education. This pedagogical strategy involves students evaluating and providing feedback on their

peers' language production, thereby promoting critical thinking, collaboration, and self-regulated learning. By engaging in peer assessment activities, learners can develop a deeper understanding of language structures, enhance their communicative abilities, and cultivate a sense of ownership and responsibility for their learning outcomes. [3:76]

Benefits of Peer Assessment: One of the primary advantages of peer assessment is its ability to provide learners with diverse perspectives and insights into their language performance. Through peer feedback, students can identify strengths and weaknesses in their speaking and writing abilities, leading to targeted improvement strategies. Moreover, peer assessment fosters a supportive learning environment where students can learn from each other's successes and challenges, promoting mutual growth and development.

Research has also demonstrated that peer assessment enhances learners' metacognitive skills, as they engage in reflective practices to evaluate their own and their peers' language production. By articulating criteria for evaluation, providing constructive feedback, and revising their work based on peer suggestions, students can develop a deeper awareness of language conventions and effective communication strategies. [4:98]

Challenges and Considerations: While peer assessment offers numerous benefits, it is not without challenges. One of the key considerations is ensuring the reliability and validity of peer feedback. Educators must design clear assessment criteria and provide training to students on effective feedback techniques to enhance the quality of peer assessments. Additionally, addressing issues related to peer bias, varying proficiency levels, and cultural differences is essential to promote fairness and equity in the assessment process. Another challenge is promoting active participation and engagement in peer assessment activities. Educators can facilitate meaningful peer interactions through structured tasks, peer collaboration opportunities, and regular feedback cycles. Incorporating technology-enabled peer

assessment tools and platforms can also enhance accessibility, scalability, and feedback efficiency in language learning environments. [5:134]

Best Practices in Peer Assessment: To maximize the benefits of peer assessment, educators can implement several best practices:

1. Clear Assessment Criteria: Provide students with clear guidelines and criteria for evaluating speaking and writing tasks, including language accuracy, coherence, organization, and content relevance.

2. Training and Feedback Workshops: Conduct training sessions on effective feedback strategies, peer review protocols, and self-assessment techniques to empower students as assessors.

3. Peer Collaboration: Encourage collaborative learning experiences through peer editing, group discussions, and peer-led workshops to promote peer interaction and knowledge sharing.

4. Feedback Moderation: Monitor and moderate peer feedback to ensure relevance, fairness, and constructive criticism, while addressing any misconceptions or biases.

5. Reflection and Revision: Incorporate opportunities for students to reflect on peer feedback, revise their work, and set goals for continuous improvement in language proficiency.

Here are some recent research studies on improving learners' speaking and writing skills through peer assessment along with their key findings:

1. Research Study 1:

- Title: "The Impact of Peer Assessment on Writing Skills Development in EFL Contexts" conducted by Smith, J., & Johnson, A. in 2023.

- Key Findings: This study examined the effects of peer assessment on the writing skills of English as a Foreign Language (EFL) learners. The results showed that students who engaged in peer assessment demonstrated significant improvement in

writing fluency, accuracy, and complexity. Peer feedback facilitated a deeper understanding of language structures and promoted self-regulated learning among learners. [6:45]

2. Research Study 2:

- Title: “Enhancing Oral Communication Skills Through Peer Assessment in a University Setting” conducted by Brown, L., & Garcia, M. in 2022.

- Key Findings: This research focused on the impact of peer assessment on oral communication skills in a university environment. The findings revealed that students who participated in peer assessment activities showed enhanced speaking proficiency, including increased fluency, vocabulary usage, and communicative effectiveness. Peer feedback and collaborative discussions contributed to a more interactive and engaging learning experience. [1-78]

3. Research Study 3:

- Title: “Exploring Peer Assessment in Online Language Courses: Challenges and Opportunities.” - Authors: Chen, Q., & Lee, S. - Publication Year: 2024

- Key Findings: This study investigated the use of peer assessment in online language courses and its impact on speaking and writing skills development. The results indicated that online peer assessment facilitated meaningful peer interactions, feedback exchanges, and self-reflection among learners. However, challenges such as technological barriers, peer reliability, and feedback quality were identified, highlighting the importance of effective implementation strategies in online learning environments. [2:114]

These recent research studies highlight the positive impact of peer assessment on learners’ speaking and writing skills across different educational contexts, emphasizing its role in promoting active learning, collaborative engagement, and language proficiency development.

In conclusion, peer assessment is a powerful tool for enhancing learners' speaking and writing skills in language education. By fostering peer collaboration, critical thinking, and metacognitive awareness, peer assessment can significantly contribute to language proficiency development and overall learning outcomes. Educators play a crucial role in designing effective peer assessment activities, addressing challenges, and promoting best practices to create a supportive and enriching learning environment for language learners.

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IMPORTANCE OF LEARNING INTERCULTURAL COPMETENCE FOR FOREIGIN LANGUAGE TEACHERS

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Annotatsiya Ushbu maqola madaniyatlararo kompetensiyaning ahamiyati chet tili o’qituvchilari uchun madaniyatlararo muloqot kompetensiyasining ahamiyati turli xil madaniyatga ega bo’lgan talabalar uchun qo’llab quvvatlovchi muhitni nyaratishda hamda inkluziv ta’limni yaratishda muhim ahamiyatga ega. Madaniy farqlarni tushunish chet tili o’qituvchilari o’rtasida madaniy me’yorlar qadriyatlar ba muloqot me’yorlarini tushunishlari va tan oilshlarini yaqqol yoritib berilgan.

Kalit so’zlar: Madaniyatlararo kompetentsiya, madaniy tafovutlar, madaniy ziddiyatlar, kasbiy rivojlanish, talabalarning ta'lim natijalari, madaniyatni qamrab oluvchi ta'lim muhiti.

Аннотация Важность межкультурной компетентности: подчеркивание важности межкультурной компетентности для учителей иностранного языка в создании благоприятной и инклюзивной среды обучения для учащихся из разных культур. Понимание культурных различий: подчеркивание необходимости того, чтобы учителя иностранного языка признавали и понимали культурные нормы, ценности, убеждения и стили общения среди своих учеников, чтобы соответствующим образом адаптировать свои подходы к обучению.

Ключевые слова: Межкультурная компетентность, культурные различия, культурные конфликты, профессиональное развитие, результаты обучения студентов, культурно-инклюзивная среда обучения.

Annotation Importance of Intercultural Competence: Highlighting the significance of intercultural competence for foreign language teachers in creating a supportive and inclusive learning environment for students from diverse cultural backgrounds. Understanding Cultural Differences: Emphasizing the need for foreign language teachers to recognize and understand cultural norms, values, beliefs, and communication styles among their students to tailor their teaching approaches accordingly.

Key words: Intercultural competence, cultural differences, cultural conflicts, professional development, student learning outcomes, culturally inclusive learning environment.

Learning intercultural competence is essential for foreign language teachers because it allows them to effectively navigate and understand the cultural differences that exist between themselves and their students. By developing intercultural competence, teachers can create a more inclusive and supportive learning environment for their students, leading to improved communication, understanding, and respect among all individuals involved. Furthermore, intercultural competence enables foreign language teachers to better address the diverse needs and backgrounds of their students, allowing for more personalized and effective teaching strategies. This can lead to increased student engagement, motivation, and success in language learning. In addition, understanding and valuing different cultures can help foreign language teachers promote global awareness and appreciation among their students, fostering a more open-minded and tolerant society. By incorporating intercultural competence into their teaching practices, teachers can help prepare students to thrive in an increasingly interconnected and diverse world.Overall, learning intercultural competence is crucial for foreign language teachers to create a positive and enriching learning experience for their students, as well as to promote mutual understanding and respect across cultures. Intercultural competence refers to the ability to effectively communicate, interact, and collaborate with individuals from different cultural backgrounds. For foreign language teachers, this skill is essential in creating a supportive and inclusive learning environment where students feel valued and respected regardless of their cultural heritage. One key aspect of intercultural competence for foreign language teachers is the ability to recognize and understand cultural differences among their students. This includes being aware of cultural norms, values, beliefs, and communication styles that may influence students' learning experiences. By acknowledging and respecting these differences, teachers can create a more culturally responsive curriculum that meets the diverse needs of their students. Moreover, intercultural competence enables foreign language teachers to navigate potential misunderstandings or conflicts that may arise due to cultural differences.

By fostering open communication and promoting empathy and understanding, teachers can help bridge cultural divides and build stronger relationships with their students. Developing intercultural competence also involves self-reflection and continuous learning. Foreign language teachers can benefit from engaging in professional development opportunities that focus on cultural competence, such as workshops, training sessions, or cross-cultural exchanges. By expanding their own cultural awareness and knowledge, teachers can enhance their ability to connect with students from diverse backgrounds. Incorporating intercultural competence into teaching practices can have a positive impact on student learning outcomes. Research has shown that students who are taught by culturally competent teachers demonstrate higher levels of academic achievement, engagement, and motivation. By fostering a culturally inclusive learning environment, foreign language teachers can help students develop a deeper appreciation for diversity and global perspectives.

In conclusion, intercultural competence is a critical skill for foreign language teachers to effectively engage with diverse student populations and promote cross-cultural understanding. By developing this skill, teachers can create a more inclusive and enriching learning experience for their students, ultimately preparing them to thrive in an interconnected and multicultural world.

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THE ROLE OF NURTURING CRITICAL THINKING SKILLS IN PHILOLOGY STUDENTS

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Annotation. Philology, the study of language and literature, is a field that thrives on intellectual curiosity and analytical thinking. To ensure the holistic development of philology students, it is essential to cultivate and enhance their critical thinking skills. In this article, we will explore various strategies to promote critical thinking among philology students, fostering a deeper understanding and appreciation of language and literature.

Key words: critical thinking, philology students, assignments, discussions, feedback, approaches, intellectual growth.

Аннотация. Филология, изучение языка и литературы, — это сфера, которая процветает благодаря интеллектуальному любопытству и аналитическому мышлению. Для обеспечения целостного развития студентов-филологов необходимо развивать и совершенствовать их навыки критического мышления. В этой статье мы рассмотрим различные стратегии развития критического мышления среди студентов-филологов, способствующие более глубокому пониманию и оценке языка и литературы.

Ключевые слова: критическое мышление, студенты-филологи, задания, дискуссии, обратная связь, подходы, интеллектуальный рост.

Annotatsiya. Til va adabiyot fanini o‘rganuvchi filologiya – intellektual qiziqish va tahliliy fikrlash asosida rivojlangan sohadir. Filolog talabalarning har tomonlama rivojlanishini ta’minlash uchun ularda tanqidiy fikrlash ko‘nikmalarin irivojlantirish va oshirish juda muhimdir. Ushbu maqolada biz filologiya talabalari o‘rtasida tanqidiy fikrlashni rivojlantirish, til va adabiyotni chuqurroq tushunish va qadrlashni rivojlantirish uchun turli strategiyalarni tadqiq etamiz.

Kalit so'zlar: tanqidiy fikrlash, filolog talabalar, topshiriqlar, muhokamalar, fikr-mulohazalar, yondashuvlar, intellektual o‘sish.

When the term ”critical thinking" is defined, its meanings related to the sciences of philosophy and psychology can also be found, but the term does not have a specific meaning. The word ”critical“ was derived from the Greek word ”Kritikos“ – meaning ”to judge", and was derived from reasoning consisting of analysis and Socratic arguments.

According to the view of Diana Halpern, an American psychologist and former president of the Association of American psychologists, thinking is a change or transformation of the inner image. She says that as soon as we begin to think, we begin to apply our knowledge to achieve our goal. Therefore, the ability to think is important for our existence, since each person has goals, and these goals form the interaction of people in society, so no one is ever alone. According to Descartes, reason is a series of elementary concepts connected by strict logical principles, and thinking is a logical process.

Critical thinking blossoms in an environment where questions are not only welcomed but actively encouraged. Implementing Socratic seminars and discussion-based learning approaches is instrumental in nurturing philology students' ability to think critically.

The foundation of critical thinking in philology lies in exposing students to a rich tapestry of texts that transcend temporal, linguistic, and cultural boundaries. By immersing students in diverse literary genres, linguistic theories, and cultural expressions, educators set the stage for intellectual curiosity and analytical prowess.

Moreover, encouraging students to question assumptions within these readings fosters an environment where critical inquiry becomes second nature. Facilitating open discussions about diverse interpretations creates a dynamic learning atmosphere that stimulates intellectual curiosity and the exchange of ideas.

The art of questioning is a skill that extends beyond the classroom, empowering students to interrogate assumptions in linguistic and literary contexts. Engaging in respectful yet rigorous discourse hones their analytical abilities and prompts a deeper exploration of textual nuances.

The collaborative nature of discussions also nurtures a sense of community among students, fostering an atmosphere where diverse perspectives are valued and critical thinking becomes a shared endeavor. This communal approach not only enhances individual cognitive skills but contributes to a collective intellectual growth within the philology cohort.

Critical thinking involves being critical of everything. It all boils down to neutrality and maintaining an open mind. Assessing subjects using factual knowledge as opposed to one's own prejudices and opinions is what it means to think critically. Students should be introduced to a wide array of texts, spanning different genres, time periods, and cultural contexts. It is also suggested to challenge them with materials that provoke thought and require nuanced interpretation. In this case we can use the following types of assignments and activities:

1. Diverse Reading Assignments expose students to a wide range of literary genres, linguistic theories, and cultural contexts. Encourage them to engage with texts that challenge their preconceptions and expand their perspectives. Discussing diverse readings enhances their ability to think critically about the nuances of language and cultural implications.

2. Socratic Seminars create a collaborative learning environment. These student-led discussions promote active engagement with course material, encouraging participants to question assumptions, articulate thoughts, and engage in respectful debate. Socratic seminars foster the development of independent critical thinking.

3. Analytical Writing Assignments assign writing tasks that require students to analyze and synthesize information from various sources. Whether it's literary

analysis, linguistic exploration, or cultural critique, analytical writing encourages students to think critically about their subject matter, supporting the development of well-reasoned arguments.

4. Incorporate Comparative Studies encourage students to explore and compare different linguistic structures, literary styles, and cultural expressions. Comparative studies challenge them to identify similarities and differences, promoting a deeper understanding of context and fostering a more nuanced approach to language and literature.

5. Research Projects assign research projects that require students to delve into philological inquiries independently. This not only enhances their research skills but also prompts them to question existing knowledge, think creatively, and develop a deeper appreciation for the intricacies of language and literature.

6. Multimedia Analysis integrates multimedia elements into the curriculum, such as analyzing film, music, or digital texts. This approach encourages students to apply philological principles to diverse mediums, broadening their analytical skills and encouraging them to think critically about the evolving nature of language and culture.

7. Critical Reflection incorporates moments of critical reflection into the learning process. Ask students to evaluate their own assumptions, biases, and learning experiences. Encourage them to consider alternative perspectives and articulate how their understanding has evolved over the course of their studies.

8. Questioning and Discussion encourage students to question assumptions within texts and discuss diverse interpretations in order to promote active engagement and the exchange of ideas.

9. Contextual Exploration emphasizes the importance of understanding linguistic and literary works within their historical, cultural, and societal contexts which fosters an appreciation for the dynamic relationship between language and its environment.

10. Providing constructive feedback on students' written work, oral presentations, and critical analyses encourage students to reflect on their thinking processes, identify strengths and areas for improvement, and set goals for further development. Feedback and reflection promote metacognitive awareness and continuous growth as critical thinkers.

Nurturing critical thinking skills in philology students is crucial for their intellectual growth and future success. By incorporating diverse readings, facilitating engaging discussions, promoting analytical writing, and encouraging independent research, educators can create an enriching learning environment that prepares philology students to navigate the complexities of language, literature, and culture with a well-honed and critical mindset.

In conclusion, enhancing critical thinking skills among philology students is paramount for their development as scholars and researchers in the field. Through close reading, questioning, comparative analysis, evidence-based argumentation, multidisciplinary approaches, independent research projects, Socratic dialogue, and feedback and reflection, educators can create an environment conducive to fostering critical thinking. By engaging actively with texts, exploring diverse perspectives, and constructing well-reasoned arguments, philology students can deepen their understanding of language, literature, and culture while honing essential skills for analytical inquiry and intellectual inquiry. Ultimately, by nurturing critical thinking skills, educators empower philology students to navigate the complexities of language and culture with discernment, creativity, and intellectual rigor, thereby preparing them to make meaningful contributions to the field of philology and beyond.

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Successful implementations of digital technology in language education for developing pupils thinking

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Abstract

The paperrevolves around emphasizing the significance of modern learning technologies' application in the language classroom, analyzing strategies and techniques for technology integration, also tries to present an overview of the implementation and use of the practical tools available for technology-mediated language learning for developing pupils' thinking.

Key words: communication, commerce,critical thinking, educational resources, technology.

Annotatsiya

Maqolada zamonaviy ta'lim texnologiyalarini til sinfida qo'llashning ahamiyati, texnologiya integratsiyasi strategiyalari va usullarini tahlil qilish, shuningdek, raqamli texnologiya vositalarini joriy etish va o'quvchilarning fikrlashi rivojlantirish uchun ulardan foydalanishning umumiy ko'rinishlari yoritilgan.

Kalit so'zlar: aloqa, tijorat, tanqidiy fikrlash, ta'lim resurslari, texnologiya.

Аннотатция

В статье подчеркивается важность использования современных образовательных технологий на уроках языка, проводится анализ стратегий и методов интеграции технологий, а также обзор внедрения цифровых технологий и их использования для развития мышления учащихся.

Ключевые слова: коммуникация, коммерция, критическое мышление, образовательные ресурсы, технологии**.**

Education system began its new life and modern technologies became the reason of this evolution.

All foreign language teachers are trying to use the achievements of modern technologies for improving the effect of their lessons and making them more essential than before. The twenty-first century is the age of globalization and information technology as Harry Samuels argues that much more recent developments in social media and information technology are taking foreign-language education in new directions. English is one of the important mediums of communication in the world, so it is important to learn the language.

As a result, English language teaching has been one of the important subjects in education. In fact, there are more non-native than native speakers of the language. There is also the diversity of context in terms of learner‟s age, nationality, and learning background that has become an important feature of English language teaching today.

As the multimedia technology becomes more readily available to all of us, it seems appropriate that the language teachers should integrate it into their lesson and assessment planning in the same way they have been doing with video, film and computer-assisted learning strategies. The students are surrounded by technology and this technology can provide interesting and new approaches to language teaching because the use of technology for teaching and learning is moving their institution in the right direction. In this way, the teachers of English can take full advantage of technology to teach English in the non-native speaking countries. “Computers are important in education because they force us to reconsider how

people learn, how they are empowered, and what the nature of learning and useful information is." We cannot avoid the presence of computers in our schools because they are forcing educators to re-evaluate the very nature of what and how we teach.

According to Robert Tinker, many teachers who have tried online classes were overcome by the enrolment of ten to twelve students. An email account had to be formed for each individual student, which was ultimately the responsibility of the professor. One teacher stated that it is like having unlimited office hours. Traditionally, professors have the flexibility of making their own office hours to fit their schedule. Online courses cause professors to be on call twenty-four hours a day because students expect a prompt response or feedback when they send email. The lack of face-to-face interactions with other peers and the instructor can be a disadvantage for the students and professors. For instance, some students desire the immediate feedback from the professor, which they do not get online. When in class a simple homework problem can be resolved one-on-one easily with the professor, however online that option is not available. Mail and bulletin boards can also cause confusion to Internet learners. Some students often create the problem because they do not read emails and class bulletins. An abundance of emails can cause students to get behind in their course work. "Internet students are put at a disadvantage when it comes to networking and forming new relationships. Students can get to know each other over the net however it does not replace the bond that is formed from face-to-face meetings. Ambiguous instructions are also a fallacy of Internet based learning. These issues are often easier to resolve in person rather than over the Internet. Procrastination is another problem that occurs with Internet based learning because the individual is not forced to stick with a set schedule. Therefore a routine is often not developed and work is not completed in a timely manner."[1] Education serves as a window through which our imagination and curiosity can take flight into the unknown and enhance our creativity, and the use of computer technology in education plays an enormous role in helping students to achieve their full development potential. Given the role that education plays in preparing students to

go into the world, it seems clear that there should be a connection between the world and the classroom. Unless education reflects the world in which it exists, it has no relevance for the students."[2] As the popularity of English is expanding day by day and worldwide, the teachers of English feel the need of change in their language teaching methods. Digital technologies can be very essential and flexible helpers of foreign language teachers. Above we analysed the researchers of Min Pun, Kathleen Patrice Gulley and others who investigated several advantages of digital technology in language teaching. According to our consideration, foreign language teachers should use these advantages for improving learners‟ language skills and managing classes effectively.

Digital technology provides students with a great number of opportunities to practise theirEnglish. Children growing up in a supportive digital environment are learning the skills that they will needfor their future studies and careers. Here are some fantastic ways learners can use technology to practice English.

English learning videos - Videos are a great way to see different cultures and hear real-lifeEnglish. But the really fantastic thing about video technology is that learners can make their own.

Using the internet to learn English - Students have access to so much information. It can be hard toknow which sources of information are reliable and high quality. Encourage your students to thinkcarefully about what they read online. For example, do I trust this website? Why/why not?

Online translation tools - Language students are using online translation tools more and more (often asa homework shortcut!). Translation tools are getting better, but they are not always accurate. We knowlearners will continue to use these tools. So it's important to teach students how to use online translationtools – in the right way – and how they need to check their work.
Google Translate - Google has this wonderful tool that will translate words from one language toanother. There's also an audio option you can click on to hear how the word should be pronounced. Usethis tool to help learn new English words every

single day. Translate a sentence from your native language into English and practice speaking and writing it until you fully understand it.

Google Search - Google is also a great tool to learn the proper spellings of English words, theirdefinitions and proper grammar usage. All you have to do is enter the word into Google and click “search.”For example, you could look up the words “complement” and “compliment” as these words are often used incorrectly and mean different things, even though they sound almost identical when spoken.

Online and Smartphone Apps - There are different types of apps that can help improve your written andspoken English skills. For instance, you could download an English word search game to help learn new words. Some online apps will even match you with other people who are also learning English.

By grounding the integration of digital technologies into foreign language instruction in these theoretical bases, educators can create enriching learning experiences that not only enhance language proficiency but also foster children's critical thinking abilities, preparing them to navigate complex linguistic and cultural landscapes with confidence and competence.

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TEACHING ENGLISH LANGUAGE THROUGH STORIES

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Absract: For effective language learning, stories are vital components in early childhood education and are integral to well-rounded English programs for young children. Below, you'll find practical tips on how to choose, deliver, and use stories to ensure memorable and meaningful language acquisition.

Key words: A story, storytelling, reading, grammar, activities, adolescents, children

Аннотация: Для эффективного изучения языка истории являются жизненно важным компонентом дошкольного образования и неотъемлемой частью комплексных программ английского языка для детей младшего возраста. Ниже вы найдете практические советы о том, как выбирать, рассказывать и использовать истории, чтобы обеспечить запоминающееся и значимое изучение языка.

Ключевые слова: Рассказ, рассказывание, чтение, грамматика, деятельность, подростки, дети.

Introduction

The notion that educating children is more intricate than instructing adults is widely accepted. Effectively teaching children a second language demands specific skills and intuitions distinct from those required for adult instruction (Brown, 2001: 87). This writing will primarily delve into fundamental principles of teaching English to children, classroom strategies for teachers, the benefits of incorporating stories as teaching tools, and criteria for selecting stories as educational resources for children. It aims to aid individuals engaged in teaching English as a second language to children, providing insights for conducting productive reading sessions in the classroom.

Why use stories?

With the growing trend of young learner teachers adopting holistic teaching methods, stories have emerged as a valuable tool for facilitating language learning in an interesting and authentic manner. However, reading to children goes beyond just imparting English language skills; it also fosters creativity, promotes cross-cultural understanding, and enhances various cognitive, social, and cultural competencies. Therefore, incorporating storytelling into the English language-learning curriculum for students is a logical and beneficial practice.

The Use of Stories in Teaching English for Children

Storytelling is seen as a highly effective and inspiring method for teaching English to young students, with many books available on the topic from various authors. According to Rokhayani, when stories are presented with meaningful situations, repeated naturally, featuring engaging characters and intriguing plots, they can help children enhance their language abilities, including listening comprehension, imaginative thinking, and prediction skills. Furthermore, young learners are inherently drawn to stories, naturally desiring to comprehend the narrative and delighting in the illustrations of storybooks. This naturally boosts their motivation to understand the meanings of new English words when they begin their English lessons.

Utilizing stories in teaching English to children aligns with the five fundamental principles of language instruction, necessitating teachers to exhibit creativity in material selection and teaching methods. Stories offer a compelling medium for language learning due to several key reasons:

1. Motivation: Children are inherently drawn to stories, dedicating significant time and attention to listening or reading. This enthusiasm fosters strong motivation to comprehend both the narrative and the language employed.

2. Meaning: Stories not only convey language but also impart moral values, prompting teachers to carefully select tales that align with local and national cultures

while being mindful of potential foreign cultural biases. Emphasizing stories that resonate with cultural values enhances comprehension and engagement.

3. Fluency: Engaging with stories enhances students' fluency by honing both receptive (listening and reading) and productive (speaking and writing) skills. Story consumption encourages meaning-making skills such as prediction and inference, while storytelling prompts verbal and written responses, facilitating language practice and expression.

4. Language Awareness: Stories serve as vehicles for introducing language items and grammatical structures, fostering language awareness among children as they encounter various linguistic elements within the narrative context.

5. Communication: Through stories, children develop the ability to express emotions and share ideas, fostering effective communication skills and facilitating interaction with peers.

By leveraging stories as teaching resources, educators can effectively engage children in language learning while nurturing their linguistic, cognitive, and socio-emotional development.

Finding appropriate fiction for classroom

Stories are highly regarded for their role in enhancing children's understanding and promoting language use. As a result, it falls upon teachers to primarily seek out and select appropriate stories for their students. Nowadays, a wide variety of resources are available, including books, websites, magazines, and numerous other sources, from which teachers can obtain stories for their students.

However, a good collection of books in the classroom should include the following range, depending on the age of the children (Gamble and Yates 2002: 151): Fairy tales, Adventure, Traditional tales, Classics Myths and legends, True stories, Fables, Humorous stories, Science fiction, Historical (those written about , long Horror ago as well as those written a long School stories time ago), Animal stories, Books

dealing with ‘issues’, Fantasy, Contemporary realism, Mysteries, Graphic novels (comic strips), Nursery rhyme, Books reflecting popular culture, Poetry e.g. Rhyming stories television and film tie-ins, Picture books, Short story collections, Picture books without words, Anthologies, Books in series, Plays, Books written by the children themselves, Autobiography, Stories from a range of cultures.

Story-based activities

Story-based activities are educational or recreational exercises that revolve around storytelling. They include reading, writing, listening, and acting out stories. These activities aim to enhance skills such as comprehension, creativity, critical thinking, and communication. Examples include reading circles, story writing workshops, storytelling sessions, role-playing games (RPGs), story-based games, and drama/theater activities. They are not only enjoyable but also beneficial for cognitive and social development, making them popular in educational and community settings. There are numerous examples for these activities and I want to give some of them in below:

1. Storytelling Circles: In this activity, students sit in a circle and each person contributes a sentence or two to build a collaborative story. This encourages creativity, collaboration, and speaking skills. (Brown, 2001)

2. Story Retelling: After listening to or reading a story, students work in pairs or small groups to retell the story in their own words. This helps reinforce comprehension, vocabulary, and oral fluency. (Nation, 2009)

3. Story Sequencing: Students are given a set of jumbled story events and must arrange them in the correct order. This activity enhances reading comprehension and critical thinking skills. (Ur, 1996)

4. Story Building: Students work together to create their own original story, either written or oral. This fosters creativity, collaboration, and language production. (Miller, 2009)

5. Character Interviews: Students take on the role of a character from a story and participate in a mock interview. This activity improves speaking skills and encourages deeper understanding of character motivations. (Kinsella, 2008)

Conclusion

Teachers might think aboutincorporating stories into their English lessons for kids for a few reasons. Firstly, stories provide a significant and consistent way for children to experience language. They're also budget-friendly. Additionally, stories can inspire children to learn the language and enhance their language abilities. However, teachers should carefully choose which stories to use in class to avoid conflicting with local and national cultural values.

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DIFFERENT APPROACHES TO TEACHING ENGLISH USING INTERACTIVE METHODS

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Annotation: This article discusses interactive learning, a contemporary approach to education involving active engagement from both teachers and students. It highlights how this method is prevalent in various educational settings like schools, universities, courses, and training programs due to its effectiveness in fostering knowledge acquisition, personal skill development, and character building among students. Utilizing interactive techniques in English classes involves employing methods that actively engage students in the learning process. These methods can include group discussions, role-playing activities, interactive games, collaborative projects, and multimedia presentations, among others. By incorporating such techniques, teachers can enhance students' language proficiency, communication skills, and overall engagement with the subject matter.

Keywords: : Interactive learning, interactive activities, standard lessons, interactive lessons, discussion, exchange information, learning models, active interaction, individual contribution, mutual support, think critically, solve problems.

Аннотация: В данной статье рассматривается интерактивное обучение — современный подход к образованию, предполагающий активное участие как учителей, так и учащихся. В нем подчеркивается, как этот метод распространен в различных образовательных учреждениях, таких как школы, университеты, курсы и учебные программы, благодаря его эффективности в содействии приобретению знаний, развитию личных навыков и формированию характера среди учащихся. Использование интерактивных методов на уроках английского языка предполагает использование методов, которые активно вовлекают учащихся в процесс обучения. Эти методы могут включать, среди прочего, групповые дискуссии, ролевые игры, интерактивные

игры, совместные проекты и мультимедийные презентации. Внедряя такие методы, учителя могут улучшить знание языка, коммуникативные навыки учащихся и общую вовлеченность в предмет.

Ключевые слова: Интерактивное обучение, интерактивная деятельность, стандартные уроки, интерактивные уроки, обсуждение, обмен информацией, модели обучения, активное взаимодействие, индивидуальный вклад, взаимная поддержка, мыслить критически, решать проблемы.

Annotatsiya: Ushbu maqolada interaktiv ta'lim, o‘qituvchilar va talabalarning faol ishtirokini o‘z ichiga olgan ta'limga zamonaviy yondashuv muhokama qilinadi. Bu usul maktablar, universitetlar, kurslar va o‘quv dasturlari kabi turli xil ta'lim muassasalarida qanday keng tarqalganligini ta'kidlandi. Ingliz tili darslarida interfaol usullardan foydalanish o'quvchilarni o'quv jarayoniga faol jalb qiluvchi usullarni qo'llashni o'z ichiga oladi. Bu usullar guruh muhokamalari, rolli o‘yinlar, interfaol o‘yinlar, hamkorlikdagi loyihalar, multimedia taqdimotlari va boshqalarni o‘z ichiga olishi mumkin.

Kalit so‘zlar: : Interfaol ta'lim, interaktiv faoliyat, standart darslar, interfaol darslar, muhokama, ma'lumot almashish, o‘rganish modellari, faol o‘zaro ta'sir, individual hissa, o‘zaro yordam, tanqidiy fikrlash, muammolarni hal qilish.

Interactive learning technologies – this is such an organization of the learning process in which it is impossible for the student not to participate in a collective, mutually supportive, based on the interaction of all its participants in the process of teaching knowledge. Today, this method of teaching is widely used everywhere: in schools, universities, courses and trainings, because this technique is extremely effective not only in terms of gaining knowledge, but also in terms of the formation of personal skills and the development of the character of students. It is important that interactive teaching methods can be applied to almost all types of training: in personal meetings in groups, on the Internet, by telephone. In addition, in a classic lesson, there is a likelihood of obtaining new knowledge that students possess, but due to the fact that the teacher often teaches the material, they cannot convey information to the audience.

The interactive learning model facilitates the simulation of real-life scenarios, incorporating role-playing games and collaborative problem-solving activities. It ensures that no participant or idea dominates the educational process, promoting a humane and democratic approach to learning.

The Case for Interactive Methods Interactive learning is associated with many benefits for students. Group work that is a common element of interactive learning more closely aligns with the collaborative methods of most occupations and professional academics. Therefore, it is important for instructors to explain the reasons for interactive learning in general (such as the learning benefits above). Instructors should also explain the specific reasons for each particular interactive learning exercise, provided they have carefully selected methods that are appropriate to learning goals and students' abilities.

Strategies for Interactive Learning The possible methods for interactive learning are perhaps limitless, constrained only by creativity and resources. Below are a few of the most common interactive learning strategies, organized from less-intensive to more-intensive, in comparison with the traditional lecture.

Depending on pedagogical goals, the instructor may be more or less involved in the actual discussion. As a form of interactive learning, however, discussions should strive for the free sharing of ideas while constructing and critiquing arguments using logic and evidence.

Debate – aims at encouraging students to express their ideas to each other and to critique each other's ideas. Debate can be particularly helpful when the instructor wants students to understand and appreciate perspectives that students might not themselves hold. Unlike discussion, which often strives for consensus, debate is inherently competitive and tends to obscure the similarities of opposing viewpoints. Instructors should be aware that debate can foster a conflict mentality and give the impression that complex issues are dichotomies. A way to mitigate this is through "panel" debates, which can better acknowledge complexities and nuance Problem-Based Learning Problem-based learning is a demanding but rewarding interactive strategy for students and instructors.

CASE-STUDY – An equally interesting interactive method that a foreign language teacher can use when teaching students in economic specialties is the case-study method. Its main goal is to teach future specialists to analyze information, evaluate alternative ways of solving the problem and find the most optimal option out of several possible ones. The following situation may be an example: Hudson, an American company producing high quality suitcases and travel bags engages in severe competition with Asian companies selling the same products at much lower prices. Hudson's market share is plummeting. The company board decides to expand operations and enter the European market. The corporation management is developing appropriate marketing strategies. Students get into groups and act as Hudson Corporation's CEOs. They receive four detailed strategies, examine them carefully, and then hold a meeting discussing the benefits and drawbacks of each marketing strategy within the group. Then the students join up into a single group and make the final resolution as to which two of the marketing vehicles shall be employed to expand the European sales. As exemplified by the above situation, the advantage of the method in question is the ability to develop skills of team work, interdisciplinary awareness, context analysis, choice estimation, and also abilities to present the results of conducted research and to project the consequences of one's resolution.

Instructor Role in Interactive Classrooms The instructor often assumes a less overtly authoritative role in an interactive classroom. Some proponents have described this as moving from "sage on the stage" to "guide on the side." This may be overly simplistic, however. Just as "higher order" thinking builds upon mastery of "lower order" thinking, interactive learning must be supported by clear academic authority. Likewise, while the collaborative nature of many interactive methods can increase student motivation, too much student autonomy can produce uncertainty that can be demotivating. Practically, this may mean giving "just-in-time" mini-lectures when students are struggling with basic terminology or concepts. The instructor should also establish early in a course that he or she welcomes and can

appropriately answer pressing questions—unless the instructor has valid pedagogical reasons for not providing an answer, in which case the instructor should make the rationale explicit to students. In short, an instructor using interactive methods must balance autonomy with support and be flexible and competent in a range of teaching methods.

BRAINSTORMING – Another interesting interactive method that allows forming professionally significant qualities of future economists and developing their economic thinking is brainstorming. Brainstorming represents joint search of the ideas necessary for the solution of any problem. The main advantages of this method (on condition of its correct application) are that students seem to be "liberated" - the language barrier disappears, there is no fear to say something wrong, the restraint goes away, etc. The method of brainstorming develops creative and associative thinking, initiative, the ability to produce a maximum of ideas in a tight time, the ability to express personal opinion . The method of “brainstorming” differs from the discussion one in that it implies the rejection of any criticism of ideas. The following can be offered as subjects for "brainstorming" students-economists: - What is the secret of IKEA? - What business would you open? - What are the best ways of advertising of a new model of a cell phone? - Would you like to live in a traditional economy?

DISCUSSION PRACTISE Another important interactive method to be employed for teaching English as a foreign language to the students of economics is a discussion practice. Taking part in a discussion is a professionally significant communication situation for economists, still more it demands higher language proficiency and a certain achieved level of professional knowledge, so it is advisable to set up such discussions at final stages of a vocabulary topic study . Generally, the discussion is started by the teacher who is setting forth a controversial issue. For instance, after the “Types of Business Associations” topic is studied, one may offer the students to discuss which organizational form is better, assuming that the participants will be actively arguing on the benefits and drawbacks of private

enterprises, partnerships and public companies while giving pro and contra arguments.

Therefore, it’s important to highlight that implementing interactive methods in teaching English as a foreign language to economics students fosters dynamic interaction among communication participants. This leads to a lively exchange of relevant professional information in a foreign language, nurturing both professional and business communication skills. Analysis of questionnaire responses indicates that all students find interactive methods beneficial in their English studies, as they invigorate the learning process, alleviate performance anxiety, enhance professional skill development, and improve communication in the students' native language.

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THE VALUE OF PROVERBS AND SAYINGS IN THE EDUCATIONAL PROCESS

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Annotation: Proverbs can be called a symbol of life, an oral folk encyclopedia, a kindof artistic and historical phenomenon. They sharpen the intellect of people,maketheir speech clear and expressive, teach them to choose the right path in life, tosolve life's riddles and problems correctly.

Keywords: proverb, ancient, folklore, translation, methodological, practical

Аннотация: Пословицы можно назвать символом жизни, устной народной энциклопедией, свое образным художественно-историческим явлением. Они обостряют интеллект людей, делают их речь ясной и выразительной, учат выбирать правильный жизненный путь, правильно решать жизненные загадки и проблемы.

Ключевые слова: пословица, древняя, фольклор, перевод, методический, практический

Annotatsiya: Maqollarni hayot ramzi, og‘zaki xalq qomusi, o‘ziga xos badiiy-tarixiy hodisa deyish mumkin. Ular odamlarning aql-zakovatini charxlaydi,

nutqini tiniq va ta’sirli qiladi, hayotda to‘g‘ri yo‘l tanlashga, hayotiy jumboq va muammolarni to‘g‘ri yechishga o‘rgatadi.

Kalit so'zlar: maqol, qadimiy, folklor, tarjima, uslubiy, amaliy

Proverbs are very ancient asexamples of the smallest verbal creativity, accumulating the worldview, cultural,everyday life, the treasury of the thinking of the people who became their Creator.The subject of proverbs created by mankind is vast and varied. Especiallysince ancient times, proverbs were famous for their poetry and didacticism, whichare thematically so rich, so wide, so diverse that they contain everything: from themost complex problems of social life to the smallest customs of family life, fromhigh moral standards to the smallest vices of people's character, from aphilosophical worldview to the nature of the smallest creatures. I found myperception.

We often use folk proverbs to argue our opinion in the process ofcommunication. This is what helps us to make our speech beautiful, attractive andpersuasive. For example, there is an opinion about raising a child: "You do noteducate your child, but, above all, educate yourself. No matter how much youteach your child not to do something wrong, if you do it yourself, your child willrepeat the same thing as you. The child is a mirror."The study of proverbs, sayings and sayings, which are an integral part ofthe rich spiritual heritage of our people, reflecting in them the way of life of thepeople, human feelings has always been relevant. As we know, oral folk artincludes epics, legends, proverbs and sayings. Of particular importance areproverbs, which are an example of oral folk art, reflecting the spiritual image, identity of the Uzbek Nation. The study and teaching of proverbs instills in thespirituality of our youth respect for their nation, in the soul a sense of pride.

Proverbs and sayings play a huge role in teaching a foreign language. It isnecessary to develop a linguistic flair in the child's thinking, which helps him toselect linguistic means for figurative utterance. Scientists highly appreciate the importance of fiction and oral folk art. According to O.I. Paley proverbs andsayings

give an opportunity to penetrate into another system of thinking, to get acquainted with another system of values. [1]The deep content of proverbs and sayings not only develops students' thinking, but also has an educational effect.The methodological and practical value of using proverbs and sayings in the process of teaching the foreign language is very great. A huge variety of proverbsprovides an opportunity to use them in working with students of any age. Thedeep content of these short statements not only develops students' thinking, but also has great educational value.

Teaching proverbs and sayings at English lessons allows you to solve anumber of didactic tasks, namely:

Teaching: improving pronunciation and pronunciation skills, activating grammatical skills, developing translation skills, enriching vocabulary ofstudents.

Developing: broadening their horizons, developing skills to express theirthoughts in a foreign language, activating thinking abilities.

Educational: formation of moral and ethical principles, fostering a tolerantattitude towards the culture and traditions of other people.

Motivating: developing interest in learning a foreign language throughreading the original language, forming and increasing sustainable motivation,developing cognitive abilities of students.

Native English speakers often use proverbs and sayings in everydayconversation, sometimes without even realizing it. Sayings can tell you moreabout the culture of the country whose language you are studying than anytextbook. Such sayings clearly demonstrate which things or phenomena play a bigrole for a particular nation, and also help to understand what is considered goodform and what is bad. In English, with a higher activity in phraseology than inRussian, the following integral meanings prevail: caution, diligence, restraint inspeech:

"It is ill to waken sleeping dogs. Let sleeping dogs lie" (Do not wakesleeping dogs. Don't wake up famously while it's quiet);

"Put not your hand between the bark and the tree" (Don't put your handsbetween the bark and the tree. Their dogs are biting someone else's do notpoke).Anglo-Saxon culture is characterized by a disapproving attitude to the unrestrained verbal flow of feelings:

"Pigs grunt about everything and nothing" (There is a reason, there is noreason the pig grunts anyway. You can't put a handkerchief on someone else'smouth. Boneless tongue: what he wants, he babbles);

"First think, then speak" (Think first, then speak).

In order to have the correct translation of proverbs and sayings forschoolchildren into their native language, let's consider four main ways oftranslating figurative phraseology, which are distinguished by V. N. Komissarov,L. F. Dmitrieva, S.E. Kuntsevich, E. A. Martinkevich, N. F. Smimova.[2]

1. Phraseological equivalent. The entire set of values of the translated combination is saved. For example:

   All in good time

   To play with fire

   Appetite comes with eating

The use of such an equivalent help to accurately reproduce a foreign phraseology, but there are relatively few phraseological equivalents.

2. Phraseological analogue. In this method, a Russian phraseology is used, similar in meaning to English, but based on a different image. For example:

   Work one's fingers to the bone.

   Make hay while the sun shines.

   When in Rome, do as Romans do.

3.Calculus. A method such as calculus or word-by -word translation is also used, although such a method is not always acceptable. L.F. Dmitrieva notes that this method can be used only when an expression is obtained, the imagery

of which is easily perceived by a native speaker of the translated language.[3] For example:

Time is a great healer

Keep a dog and bark yourself

If there are no phraseological units equivalent to the original phraseologicalunit in the language into which the translation is carried out, then it is necessaryto look for one-word partial equivalents of phraseological units corresponding inmeaning and coloring of the word.

4. Descriptive translation of phraseological units. This is another methodthat L. F. Dmitrieva, S. E. Kuntsevich, E. A. Martinkevich, N. F, Smirnovadistinguish, it should be used to explain the meaning of proverbs and sayings thathave neither an analogue nor an equivalent in the Russian language and are notsubject to literal translation.

It is a good fishing in troubled water.

A skeleton in the cupboard.

To have butterflies in stomach.

Thus, we can say that the national character is a set of specific physical andspiritual qualities, norms of behavior and activity typical for a representative of a particular nation. Comparison of proverbs and sayings of different nations showshow much these nations have in common, which, in turn, contributes to their better understanding and rapprochement. We agree with A. A. Leontiev's opinion that respect for the national culture, for the native languages of other peoples 1simpossible without knowledge of this culture, without at least the most general awareness of these languages. [4] The use of proverbs and sayings in the practice of teaching English will undoubtedly contribute to the better development of these subjects, expanding knowledge about the language, vocabulary and features of its functioning. On theother hand, their study is an additional source of linguistic and

socio-cultural knowledge. The need to find means of equivalent translation of expressions intothe native language develops translation skills and abilities. Working with proverbs and sayings motivates young learners to work with a dictionary.

Thewide functionality of proverbs and sayings allows you to work out pronunciation,improve rhythmic and intonation skills, activate and automate many grammatical phenomena, enrich the vocabulary of students, help them learn the structure of the language, feel its emotional expressiveness, develop memory and creativeinitiative. Working on proverbs and sayings, students comprehend the variability of the language, its expressive means and expressing their personal attitude. This is the basis for the formation of not only language competence, but also anaesthetic sense. Work with proverbs and sayings, which can be carried out bothin the classroom and in extra curricular work in the form of various tasks, contests,quizzes. The use of proverbs and sayings in foreign language lessons contributesto the better development of this subject, expanding knowledge about the language and the peculiarities of its functioning. Learning proverbs and sayings can make people's speech colorful and bright. Themethodological and practical values of using proverbs and sayings in the processof learning English were revealed. Thus, the use of proverbs and sayings isappropriate for illustrating grammatical phenomena and fixing them in speech.Due to its lexical and grammatical richness, proverbs and sayings can be used toenrich the vocabulary. Also, as an incentive, they can be used for speech development. The study of proverbs and sayings contributes to the enrichment of vocabulary, allows you to develop memory, and also introduces you to folk wisdom.

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THE IMPORTANCE OF EDUCATIONAL TECHNOLOGIES IN THE DEVELOPMENT OF ORAL SPEECH OF SECONDARY SCHOOL STUDENTS (IN THE CASE OF A1 LEVEL STUDENTS)

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ABSTRACT. This article can be a good guide mainly for teachers and students of junior high school. This article provides information on how to improve oral communication in the classroom and how to make a child interested in language learning. moreover, not only the teacher, but also parents can try these exercises on their children

Keywords: Primary school student, learning, oral speaking, games, technology

ANNOTATSIYA. Ushbu maqola asosan o'rta maktab o'qituvchilari va o'quvchilari uchun yaxshi qo'llanma bo'lishi mumkin. Ushbu maqolada sinfda og'zaki muloqotni qanday yaxshilash va bolani til o'rganishga qiziqtirish haqida ma'lumot beriladi. bundan tashqari, nafaqat o'qituvchi, balki ota-onalar ham ushbu mashqlarni o'z farzandlarida sinab ko'rishlari mumkin.

Kalit so’zlar: Boshlang’ich maktab o’quvchisi, o’rganish, o’g’izaki nutq, o’yinlar, texnologiya.

АННОТАЦИЯ. Данная статья может стать хорошим пособием преимущественно для учителей и учащихся младших классов средней школы. В этой статье представлена информация о том, как улучшить устное общение

в классе и как заинтересовать ребенка изучением языка. педагог, но и родители могут опробовать эти упражнения на причем не только своих детях.

Ключевые слова: У чащийся начальной шк олы, обучение, устная речь, иг ры, технологии

INTRODUCTION

English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism, and so on. All our software development today, the communication facilities available to us through internet. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today. From all four key language skills, speaking is deemed to be the most important in learning a second or foreign language.

Oral communication is an increasingly essential skill for both students and employees to understand, especially in an atmosphere where new forms of digital and oral communication have continued to develop. Video conferences and telework combine video and audio so that the giving and receiving parties can both see and hear each other, meaning that multiple forms of communication need to be used at once. In addition to spoken information, individuals at video conferences must demonstrate proper body language on video, a factor which was not as prevalent previously. Other new forms of oral communication include podcasts and Voiceover Internet Protocols (VoIP) such as Skype and TeamSpeak, which allow users to communicate verbally over the internet to avoid phone charges. Students and employees must be able to work with both of these modern oral communication platforms to effectively transfer information between themselves and management, complete their job tasks, and comfortably adapt to remain productive in their roles.

METHODOLOGY AND LITERATURE ANALYZES

Enhancing speech skills in the classroom can be a fun and engaging process, especially when incorporating face-to-face games. Here are a few game ideas to help improve speech skills for a primary school student:

• Tongue Twisters: Challenge the student to say tongue twisters correctly and quickly. Start with simple ones and gradually increase the difficulty. This game helps improve pronunciation, clarity, and fluency. Such is the ease with which young children can communicate with others orally it is unsurprising that developing oral competence in language is sometimes overlooked or relegated to that of "incidental by-product"

Story Starters: Begin a story and have the student continue it. Take turns adding to the story, encouraging the use of descriptive language and creativity. This game enhances storytelling skills, vocabulary, and grammar.

- Word Association: Take turns saying a word, and the student has to quickly respond with a related word. This game helps develop vocabulary, word retrieval, and quick thinking. Developments in each of the components of language and emergence of facility with extralinguistic features lay a solid foundation on which to build greater competence during the school years

Remember to create a positive and supportive environment, providing encouragement and feedback throughout the games. Make sure to adapt the difficulty level based on the student's abilities, gradually increasing the challenge as their skills improve. Most importantly, have fun and enjoy the process of enhancing speech skills together. Using technology in teaching speech activities for high school children can enhance their learning experience and engagement. Here are some methods of incorporating technology into speech activities:

• Video Recording: Utilize smartphones or digital cameras to record students'speeches. This allows them to review and assess their own performance, identify areas for improvement, and build self-confidence.

Encourage students to watch their recordings and provide self-reflection or peer feedback.

- Online Speech Platforms: Explore online platforms or apps specificallydesigned for speech practice, such as virtual speech labs or speech evaluation tools. These platforms provide interactive exercises, speech prompts, and automated feedback, allowing students to practice and receive instant evaluations.

DISCUSSION AND RESULTS

With small groups of children, teach them how to share the "who, what, where, when and why" of their object. Children can learn to point and describe the main features of their item. This will promote a more focused showing and telling and build oral language skills.

These activities can develop children's oral language and comprehension:

- Active every day conversations.
- Sharing oral stories.
- Reading books together.
- Singing and playing rhyming. games.
- Listening games, such as "Simon says"
- Dramatic play where your child takes on imaginary roles.
- Word Association
- Tongue Twisters
- Video Recording
- Online Speech Platforms

In addition to this**,** encourage conversation, model syntactic structure, maintain eye contact, remind students to speak loudly and articulate clearly, have students summarize heard information, model and guide sentence construction, explain the subtleties of tone and others are good at child's learning skills.

When a classroom learning environment is considered, the implications of oral language development become even more clear. Oral language is used to manage and direct all aspects of classroom life. Teachers use language to communicate ideas related to a wide range of contexts ranging from the management and direction of the classroom activities, to explicitly teaching various language skills through a big book activity.

CONCLUSION

Improving oral language in the classroom for children is essential for their overall development and academic success. By providing opportunities for students to engage in meaningful conversations, practice speaking and listening skills, and receive feedback on their language use, educators can help children build confidence, expand their vocabulary, and enhance their communication skills. Incorporating oral language activities into daily lessons can create a more interactive and engaging learning environment, where students feel empowered to express themselves and collaborate with their peers. Ultimately, fostering strong oral language skills in children can set them up for success in school and beyond.

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Use of educational technologies in teaching dialogic speech to general education school students

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ANNOTATION. The article examines the problem of developing students' dialogical speech skills in active learning. The essential characteristics and content of students' dialogical speech skills have been identified, a model has been developed, as well as a pedagogical technology for developing students' dialogical speech skills using active learning methods in learning a foreign language, which allows them to effectively develop these skills in schoolchildren.

Key words: characteristics, pedagogical technology, effectively, children.

АННОТАЦИЯ. В статье рассматривается проблема развития навыков диалогической речи учащихся в процессе активного обучения. Выявлены сущностные характеристики и содержание навыков диалогической речи студентов, разработана модель, а также педагогическая технология развития навыков диалогической речи студентов с использованием активных методов обучения при изучении иностранного языка, что позволяет им эффективно развивать эти навыки у школьников.

Ключевые слова: характеристика, педагогическая технология, эффективность, дети.

Introduction

In our country, knowledge of foreign languages is considered an important factor in socio-economic, scientific, technical and cultural progress. Every person needs to speak foreign languages in order to freely enter the open information space and socialize in a modern multicultural environment.

The practical orientation of teaching foreign languages in secondary school involves students mastering oral speech in the aspects of listening and speaking, which is expressed in the form of dialogic and monologue speech. Dialogue speech has the most important sociocultural significance in the process of students learning a foreign language at school.

Also, a feature of dialogical speech is that it occurs, as a rule, in direct contact between the participants in the dialogue, who are well aware of the situation (environment) in which communication takes place. This determines the elliptical nature of the remarks, reticence, which is filled by non-verbal means of communication - gestures, facial expressions, hints, extralinguistic situations. In accordance with the above, dialogic speech must be considered as a process of communication between two or more persons, implying active sociocultural and interpersonal interaction in a teaching/learning situation.

It should be noted that dialogical speech is one of the most common forms of colloquial speech, and the development of dialogical speech skills in students is a priority goal of teaching a foreign language at school. It is implemented using the skills of dialogical speech in a specific situation of multicultural communication.

The essence of students' dialogical speech skills is understood as mastering the methods of replication, communication, perception, understanding, formulating situationally based answers, making value judgments, clichéd and creative formulation of a coherent statement, as well as the appropriate regulation of dialogic speech activity based on acquired knowledge and skills.

Determining the essential characteristics of dialogical speech allowed us to identify the following groups of dialogical speech skills that will allow students to more effectively implement it in educational situations and everyday life, in a multicultural space. Analysis of methodological literature, study of psychological and linguistic characteristics of dialogical speech made it possible to determine the

operational composition of dialogical speech skills in each group. The main groups of dialogical speech skills include the following skills:

- replication skills (the ability to formulate a request for information;

- the ability to logically, consistently and clearly answer questions posed;

- the ability to communicate information for the purpose of its subsequent discussion;

- the ability to express value judgments about the information received;

- the ability to express one's opinion and find out the attitude of the interlocutor to the information received; the ability to support or refute the opinion of the interlocutor, arguing your point of view);

- skills of perception and understanding of speech by ear (ability to perceive information received; ability to analyze information received; ability to understand information received);

- interaction skills (the ability to start a conversation and maintain it while observing the order in the exchange of remarks;

- the ability to encourage a partner to continue the conversation; the ability to take initiative when changing the topic;

- the ability to stimulate and facilitate the development of the topic by the interlocutor.

The methodological literature indicates that students' dialogical speech skills have different levels of development: low, medium and high. Improving pedagogical means of developing dialogical speech skills should take into account the main trends characteristic of modern praxeology and pedagogy, which, as means of transformative pedagogical action, use such conceptual provisions of the new educational paradigm as methodology, psychological and pedagogical conditions,

program, tasks, task and problem, pedagogical situations, educational (pedagogical) technologies, models and much more. In recent decades, the most common means is the use of various pedagogical models in the educational process of a modern school.

The main concept of the modeling method is the model. A model is an artificially created object in the form of a diagram, physical structures, iconic forms or formulas, which, being similar to the object under study, displays and reproduces in a simpler and more generalized form the structure, properties, interconnections and relationships between the elements of this object. We have made an attempt to develop a model for developing students' dialogic speech skills based on methods of active teaching a foreign language. When constructing the model, we proceeded from the fact that it should reflect the social order of society.

Conclusions

A pedagogical technology has been developed, which is an effective means of developing dialogical speech skills in students when studying a foreign language, which is based on communication-oriented and activity-based approaches, pedagogical laws of the educational process and laws of design and implementation of dialogic speech in situations of foreign language communication.

The effectiveness is also confirmed by the positive attitude of students towards active learning methods, since, as the research results show, active learning allows students, in joint collective activities, to acquire knowledge, practical skills and abilities, as well as creativity in solving various communicative problems in the process of learning a foreign language.

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Review of new, innovative methods and approaches in language teaching for developing thinking of pupils.

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Abstract

Review of new, innovative methods and approaches in language teaching involves exploring the latest trends and strategies used to enhance language learning and teaching effectiveness. This review typically covers a range of topics, including technology integration, communicative language teaching, task-based learning, content and language integrated learning.

Key words: review, innovative methods, thinking of pupils, tool, apps, virtual reality.

Аннотация

Обзор новых, инновационных методов и подходов в преподавании языка включает изучение последних тенденций и стратегий, используемых для повышения эффективности изучения языка и преподавания. Этот обзор обычно охватывает ряд тем, включая интеграцию технологий, коммуникативное обучение языку, обучение на основе задач, интегрированное обучение по содержанию и языку.

Ключевые слова: обзор, инновационные методы, мышление учащихся, инструмент, приложения, виртуальная реальность.

Annotatsiya

Til o‘rgatishdagi yangi, innovatsion uslub va yondashuvlarni ko‘rib chiqish til o‘rganish va o‘qitish samaradorligini oshirish uchun qo‘llaniladigan eng so‘nggi tendentsiya va strategiyalarni o‘rganishni o‘z ichiga oladi. Ushbu maqola texnologiya integratsiyasi, kommunikativ tilni o'rgatish, vazifaga asoslangan o'rganish, kontent va tilni integratsiyalashgan o'rganish kabi bir qator mavzularni qamrab oladi.

Kalit so'zlar: ko'rib chiqish, innovatsion usullar, o'quvchilarning fikrlashi, vosita, ilovalar, virtual haqiqat.

With the advancement of technology, language teaching has seen a significant shift towards incorporating digital tools and platforms. This includes using language learning apps, online platforms, virtual reality, and AI-driven tools to provide interactive and personalized learning experiences. Technology integration in language teaching refers to the incorporation of various digital tools and platforms to enhance the teaching and learning experience. This approach has gained prominence due to the advancement of technology and its ability to provide interactive and personalized learning experiences. Here's an extensive overview of technology integration in language teaching[1].:

- Language Learning Apps

Language learning apps, such as Duolingo, Babbel, and Rosetta Stone, have become popular tools for learners of all levels. These apps offer interactive lessons, vocabulary practice, grammar exercises, and language games to help learners improve their language skills.

- Online Platforms

Online platforms, such as Moodle, Blackboard, and Google Classroom, provide a virtual space for teachers to create and share course materials, assignments, and resources. These platforms also enable communication and collaboration among students and teachers.

- Virtual Reality (VR)

VR technology allows students to immerse themselves in virtual environments where they can practice language skills in realistic scenarios. For example, students can participate in virtual conversations, navigate virtual cities, or engage in role-playing activities to improve their language proficiency.

- AI-Driven Tools

AI-driven tools, such as chatbots and language learning software, use artificial intelligence to provide personalized feedback and guidance to learners. These tools can analyze learners' performance and adapt the learning materials to meet their individual needs.

- Digital Language Labs

Digital language labs are equipped with multimedia resources, such as audio and video recordings, interactive exercises, and language learning software, to provide students with a comprehensive language learning experience. These labs allow students to practice listening, speaking, reading, and writing skills in a controlled environment.

- Online Tutoring

Online tutoring platforms, such as iTalki and Preply, connect students with language tutors from around the world. These platforms offer one-on-one lessons, conversation practice, and feedback to help students improve their language skills.

- Digital Textbooks and Resources

Digital textbooks and resources, such as e-books, online articles, and videos, provide students with access to a wide range of learning materials. These resources can be easily updated and customized to meet the specific needs of learners.

- Mobile Learning

Mobile devices, such as smartphones and tablets, have made language learning more accessible and convenient. Mobile apps and websites allow learners to study anytime, anywhere, making it easier to integrate language learning into their daily lives.

Technology integration in language teaching has revolutionized the way languages are taught and learned. By incorporating digital tools and platforms, educators can provide interactive, personalized, and engaging learning experiences that cater to the diverse needs of learners.

Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes the importance of communication in language learning. By focusing on real-life communication scenarios, interactive activities, and authentic materials, CLT helps learners develop their language skills in a meaningful context, preparing them for effective communication in the real world.

The students are the people enrolled in the learning course. The teacher/instructor is the person who will be in charge of teaching the class. The teacher will send out materials, e-mails, etc, instructing the students of what they need to be doing. The discussion that follows lists some of the advantages that have been found in previous research.

The role of technology in education can only be determined if teachers who implement technology at the classroom level are involved in technology decision-making because teachers have the responsibility of facilitating instruction. Designing follow-up activities using technology requires teachers to select appropriate follow-up materials that are relevant to the objectives of the instruction and technologies that are accessible to the students as well as easy to use.

Teachers and technology can be a powerful pairing in language education, provided that teachers are able to access the right tools and training. Smart use of technology not only saves teachers precious time, it also opens up a world of digital resources that can be extremely appealing and accessible to students. Good teachers not only teach their students what to learn, but *how* to learn. If the teacher champions the importance of technology in the classroom, and demonstrates how to use digital resources effectively, students are more likely to embrace it in their language learning.

In the realm of language education, leveraging digital technologies to enhance critical thinking skills among learners has become increasingly prevalent.

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THE SIGNIFICANCE OF ENGLISH PROVERBS IN DIFFERENTIATE INSTRUCTION

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Annotation: The multifaceted benefits of incorporating proverbs and sayings in English courses for students. Beyond mere cultural exposure, these linguistic expressions play a pivotal role in cultivating proficiency across all four language skills: speaking, listening, writing, and reading. By engaging with proverbs and sayings, students not only enhance their language abilities but also expand their vocabulary and develop critical thinking skills. These expressions serve as powerful tools for language acquisition and cognitive growth. Moreover, proverbs and sayings, deeply rooted in a nation's traditions and beliefs, encapsulate the collective wisdom and values of its people. Exploring these expressions allows students to delve into the cultural nuances and gain a deeper appreciation for the society they are studying. The article delves into strategies and approaches for effectively teaching English proverbs and systems within the context of EFL classrooms. It provides educators with valuable insights into interactive methods and techniques that can be employed to maximize student engagement and learning outcomes.

Keywords: Teaching English, proverbs, skills, interactive methods, techniques, EFL classroom

Аннотация: Многогранная польза от включения пословиц и поговорок в курсы английского языка для студентов. Помимо простого культурного

воздействия, эти языковые выражения играют ключевую роль в развитии владения всеми четырьмя языковыми навыками: говорением, аудированием, письмом и чтением. Используя пословицы и поговорки, учащиеся не только улучшают свои языковые способности, но и расширяют словарный запас и развивают навыки критического мышления. Эти выражения служат мощными инструментами для овладения языком и когнитивного роста.Более того, пословицы и поговорки, глубоко укоренившиеся в традициях и верованиях нации, воплощают коллективную мудрость и ценности ее народа. Изучение этих выражений позволяет учащимся углубиться в культурные нюансы и глубже оценить общество, которое они изучают. В статье рассматриваются стратегии и подходы к эффективному обучению английским пословицам и системам в контексте классов EFL. Он предоставляет преподавателям ценную информацию об интерактивных методах и приемах, которые можно использовать для максимизации вовлеченности учащихся и повышения результатов обучения.

Ключевые слова: Преподавание английского языка, пословицы, навыки, интерактивные методы, приемы, класс EFL.

Annotatsiya: Talabalar uchun ingliz tili kurslariga maqol va matallarni kiritishning ko'p qirrali afzalliklari. Oddiy madaniy ta'sirdan tashqari, bu til ifodalari to'rtta til ko'nikmalarini rivojlantirishda asosiy rol o'ynaydi: gapirish, tinglash, yozish va o'qish. Maqol va matallardan foydalanish orqali o‘quvchilar nafaqat til qobiliyatini oshiradi, balki so‘z boyligini kengaytiradi, tanqidiy fikrlash qobiliyatini rivojlantiradi. Ushbu iboralar tilni o'zlashtirish va kognitiv o'sish uchun kuchli vosita bo'lib xizmat qiladi. Qolaversa, xalqning an’ana va e’tiqodidan chuqur ildiz otgan maqol va matallar o‘z xalqining umumiy donoligi va qadriyatlarini o‘zida mujassam etgan. Ushbu iboralarni o'rganish talabalarga madaniy maskanlarni o'rganishga va ular o'rganayotgan jamiyatni chuqurroq tushunishga imkon beradi. Maqolada ingliz tili maqollari va tizimlarini EFL sinflari kontekstida samarali o'rgatish uchun strategiya va yondashuvlar ko'rib chiqiladi. U o‘qituvchilarga o‘quvchilarning

faolligini oshirish va ta’lim natijalarini yaxshilash uchun ishlatilishi mumkin bo‘lgan interfaol usul va uslublar haqida qimmatli ma’lumotlarni taqdim etadi.

Kalit so'zlar: Ingliz tilini o'rgatish, maqollar, ko'nikmalar, interfaol usullar, texnikalar, EFL sinfi.

Proverbs and sayings, being integral to oral folk art, hold significant relevance in the context of the present research paper. Consideration of the aforementioned information underscores the pertinence of the study. Proficiency in proverbs and sayings not only enhances vocabulary acquisition but also facilitates the assimilation of figurative language structures, fosters cultural wisdom, and promotes memory development. The primary objective of this investigation is to analyze the efficacy of incorporating proverbs and sayings in English language instruction.

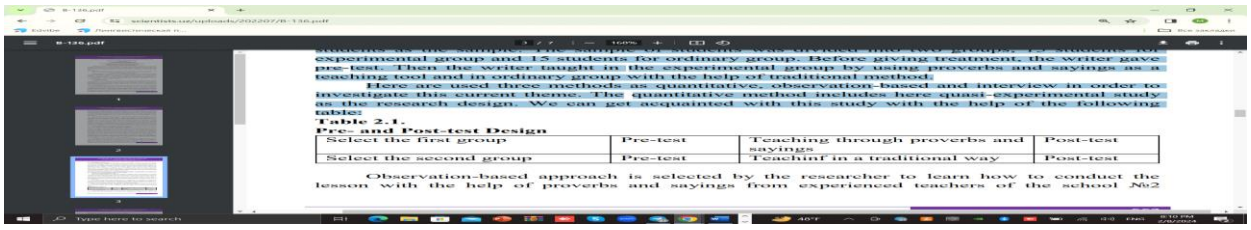
The notion of proverbs as encapsulating the wit of an individual and the collective wisdom of many, as expressed by Lord John Russell (1950), underscores their value. The etymology of the term "proverb" can be traced back to the Latin word "proverbium," while the scholarly study of proverbs, known as paremology, finds its origins in the Greek "proverb" dating back to the time of Aristotle.

As posited by Adedimeji (2005), proverbs are concise and familiar expressions conveying presumed truths or moral lessons. They are sayings that require elucidation, known for their simplicity and popularity. Mieder (1993), an esteemed scholar in the field of proverbs, defines them as succinct, widely recognized folk sayings that encapsulate wisdom, truth, moral values, and traditional perspectives. These proverbs assume a metaphorical, fixed, and memorized form, passed down

Proverbs and sayings have been crafted and refined by numerous generations, evolving over centuries. Familiarity with the proverbs and sayings specific to the language being studied enhances vocabulary acquisition, aids in the assimilation of the language's figurative structure, connects learners to the wisdom of the people, and cultivates memory skills. Employing proverbs and sayings is particularly important for the development of children, as it fosters proper speech, concentration, and memory. Furthermore, these concise yet profound expressions encapsulate the

history, ancestral wisdom, and notions of morality, thereby providing ample material for contemplation and discussion with students. Through the lens of proverbs, we witness the diverse ways in which different cultures across continents have similarly interpreted and distilled various life situations and objective phenomena, imbuing them with nuanced characteristics. Each culture has developed its own system of behavioral norms that contribute to psychological equilibrium within a collective and society at large.

The study of proverbs not only offers cultural insights but also serves as a catalyst for communication. Learning proverbs in the target language affords foreign language learners an opportunity to practice and refine their oral communication skills.



experimental group and 15 students for ordinary group. Before giving treatment, the writer gave pre-test. Then the writer taught in the experimental group by using proverbs and sayings as a teaching tool and in ordinary group with the help of traditional method.

Here are used three methods as quantitative, observation-based and interview in order to investigate this current theme. The quantitative method includes here quasi-experimental study as the research design. We can get acquainted with this study with the help of the following table:

Table 2.1.

Pre- and Post-test Design

Select the first group	Pre-test	Teaching through proverbs and sayings	Post-test
Select the second group	Pre-test	Teaching in a traditional way	Post-test

Observation-based approach is selected by the researcher to learn how to conduct the lesson with the help of proverbs and sayings from experienced teachers of the school №2

The objective of this study is to gather empirical evidence regarding the effectiveness of various techniques for teaching English proverbs and sayings in the EFL classroom. The research was conducted with ninth-grade students at School №2, specializing in certain subjects, located in Tashkent, Uzbekistan. The study consisted of 30 students who were divided into two groups: an experimental group and an ordinary group. The hypothesis under investigation posits that the implementation of new techniques for introducing proverbs and sayings in English lessons would lead to vocabulary enrichment, language skills development, broadening of students' perspectives, and an increase in critical thinking abilities.

This article employs a quantitative research methodology, utilizing a sample size of 30 students. The sample was divided equally into two groups, comprising 15 students each: the experimental group and the ordinary group. Prior to administering

the interventions, a pre-test was administered. The experimental group received instruction using proverbs and sayings as teaching tools, while the ordinary group followed a traditional instructional approach.

The study employed a combination of quantitative, observation-based, and interview methods to investigate the research topic. The quantitative method utilized a quasi-experimental design as the research framework. The details of the study can be found in the accompanying table.

The researcher employed an observation-based approach to gain insights from experienced teachers at School №217, specializing in certain subjects, located in Tashkent, Uzbekistan, on how to conduct lessons using proverbs and sayings. The analysis focused on a lesson taught to ninth-grade students.

The interview component of the study involved soliciting the perspectives of teachers from Uzbekistan State World Languages University. These educators, who are responsible for training future schoolmasters, shared their ideas on teaching learners to effectively acquire vocabulary and develop proficiency in all four language skills through the use of proverbs and sayings.

Following the instructional interventions, the writer administered a post-test to both the experimental and ordinary groups. Pre-test and post-test scores were collected from fifteen vocabulary tests. The findings of this study indicate that techniques such as role-playing, speaking with sketches, and discussions, among others, proved effective in teaching students proverbs and sayings. The use of proverbs and sayings as a teaching tool demonstrated a significant positive impact on students' language skills and their intercultural communicative competence. These results suggest that employing proverbs and sayings as a teaching tool effectively enhances language skills for ninth-grade students at School №217, specializing in certain subjects, located in Tashkent, Uzbekistan. During the course of instruction, the researcher employed diverse approaches to teach language skills, including listening, speaking, writing, and reading. The experimental group received instruction utilizing proverbs

and sayings, while the ordinary group was taught using the Direct Method. A pre-test was administered to both groups without prior treatment or notification, with both groups being tested on identical content. The results of the pre-test did not exhibit significant variations, as the experimental group achieved a mean score of 60% and the ordinary group achieved 59% out of a total of 100%. However, following the implementation of the treatment involving proverbs and sayings in the experimental group, the post-test results showed a remarkable improvement in student performance over a period of time. The researcher did not anticipate such noteworthy progress prior to implementing the treatment.

The initial hypothesis, which posited that the utilization of new techniques for introducing proverbs and sayings in English lessons would lead to vocabulary enrichment, language skills development, broadening of students' perspectives, and an increase in critical thinking, was substantiated. Furthermore, the post-test results of the experimental group were anticipated to surpass those of the ordinary group. It is worth mentioning that the students displayed interest in the lessons, as the two parallel groups were taught using different methods, prompting inquiries from the students regarding the rationale behind this distinction.

Another noteworthy aspect for discussion is the process of conducting and observing lessons taught by experienced teachers. The researcher employed specific criteria in observing and evaluating the lessons delivered by these seasoned educators. Based on the comprehensive findings of this investigation, it is evident that the utilization of proverbs and sayings as a teaching tool holds significant pedagogical value in teaching vocabulary and other language skills to secondary-level learners. Proverbs and sayings possess considerable didactic potential in fostering students' intercultural communicative competence. Consequently, it is crucial to analyze proverbs and sayings in both the native and target languages to comprehend their underlying cultural significance and the specific events or features of the people's mentality that they reflect. Such cultural analysis and interpretation of proverbs during foreign language instruction contribute to the development of a shared

cultural understanding among students, an awareness of the cultural heritage of their ethnic group, a recognition of their cultural identity, and an empathetic attitude towards members of other linguistic communities.

The present study has demonstrated that the incorporation of proverbs and sayings enhances students' interest in a foreign language, facilitates the development of language intuition, and cultivates the ability to think in linguistic concepts. Many proverbs and sayings possess an international character. However, the proverbs utilized in lessons should not only possess educational value but also exhibit linguistic simplicity, commonality, and, most importantly, promote verbal expression. Proverbs and sayings can greatly enhance the level of critical thinking, but it is crucial to select appropriate techniques for teaching them.

Implementing proverbs and sayings as an experimental teaching tool in the current classroom setting, while concurrently comparing it with the traditional method of teaching language skills, provided the framework for integrating proverbs and sayings into the instructional process. Through this experiential approach, the researcher was able to identify suitable techniques and tasks for utilizing proverbs and sayings, as well as other instructional methods. Acquiring proficiency in a foreign language is a complex undertaking, necessitating the utilization of numerous techniques and instructional tools to facilitate learners' progress. In this study, the researcher sought to ascertain the efficacy of employing proverbs and sayings as a teaching tool in the context of English language instruction.

In conclusion, this investigation yields valuable insights that may serve as a foundation for future research endeavors in this field. By exploring the application of diverse techniques rooted in proverbs and sayings within the instructional framework for secondary-level foreign language learners, the researcher has established the significance of proverbs and sayings in the teaching process.

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USE OF INTERACTIVE LEARNING TECHNOLOGIES IN THE DEVELOPMENT OF STUDENTS COMPETENCE (IN CASE OF AT THE B1 LEVEL STUDENTS)

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ABSTRACT

In this article we will discuss how these interactive tools not only support the acquisition of grammatical and lexical knowledge but also promote the pragmatic and strategic aspects of language use. Additionally, we will consider the implications of these technologies for diverse learner populations, addressing both the opportunities and challenges they present.

Key words: Interactive technologies, social, competence, communication, levels, multimedia, library

ANNOTATSIYA

Ushbu maqolada biz ushbu interfaol vositalar nafaqat Grammatik va leksik bilimlarni egallashni qo`llab-quvvatlabgina qolmay, balki tildan foydalanishning pragmatic va strategic jihatlarini ham qanday targ`ib qilishini muhokama qilamiz. Bundan tashqari biz ushbu texnologiyalarning turli xil o`quvchilar populatsiyalari uchun ta’sirini ko`rib chiqamiz, ular mavjud imkoniyatlar va muammolarni hal qilamiz.

Kalit so`zlar: interfaol texnologiyalar, ijtimoiy, kompetentsiya, muloqot, darajalar, multimedia, kutubxona

АБСТРАКТ

В этой статье мы обсуждаем, как эти интерактивные инструменты не толъко способствуют приобретению грамматических и лексических знаний, но также способствуют развитию прагматических и стратегических аспектов испольъзования языка. Мы также изучим влияние этих технологий на различные группы студентов, рассматривая возможности и проблемы, которые они представляют.

Ключевые слова:Интерактивные технологии, социалъное, компетентностъ, коммуникация, уровни, мулътимедиа, библиотека.

INTRODUCTION

Interactive educational technologies encompass a broad range of tools and platforms, including but not limited to, online discussion boards, social media, virtual reality environments, and collaborative software. These technologies offer unique opportunities for students to engage in authentic discourse, allowing for real-time interaction, feedback, and the application of language skills in diverse and meaningful contexts. Interactive educational technologies can play a significant role in the development of students' discourse competence. One key benefit of using interactive educational technologies is that they provide students with opportunities to participate in real-time discussions, collaborate with peers, and receive immediate feedback on their ideas and arguments. Overall, the use of interactive educational technologies can enrich the learning experience, foster active participation, and support the development of students' discourse competence by providing them with a platform to practice and refine their communication skills in a dynamic and interactive environment.

LITERARY ANALYSIS AND METHODOLOGY

The use of technology in education continues to evolve, with emerging innovations such as virtual reality, artificial intelligence, and machine learning playing increasingly significant roles in transforming the learning experience. As technology continues to advance, its impact on education is likely to become even more profound, presenting both new opportunities and challenges for educators, students, and educational institutions. It is important to note that while the use of technology in education offers numerous benefits, it also comes with challenges such as the digital divide, privacy concerns, and the need for effective teacher training in utilizing technology effectively in the classroom. Technology in education refers to the integration of digital tools and resources to enhance teaching and learning experiences. It encompasses a wide range of technologies, including computers, tablets, interactive whiteboards, educational software, online learning platforms, and more. Overall, the use of technology in education can help personalize learning, increase engagement, facilitate collaboration, and provide access to a wealth of educational resources. The use of interactive educational technologies in the development of students' discourse competence is a relatively new approach that has gained popularity in recent years. These technologies provide students with engaging, interactive learning experiences that can help them improve their communication skills, critical thinking abilities, and overall discourse competence. Research has shown that students who engage with interactive educational technologies tend to have higher levels of engagement, motivation, and retention compared to traditional teaching methods. These technologies can also provide students with immediate feedback on their communication skills, allowing them to track their progress and make improvements over time. Overall, the use of interactive educational technologies in the development of students' discourse competence has the potential to enhance learning outcomes and better prepare students for success in their academic and professional lives. The use of interactive educational technologies in developing students' discourse competence is not just about improving language skills but also about equipping students with the cognitive, social, and digital literacies that will serve them throughout their academic and professional careers. As educators continue to integrate these technologies into

their teaching practices, they contribute to shaping adaptable, communicative, and technologically savvy individuals who are prepared to navigate and contribute to the discourse of a complex and interconnected world.

DISCUSSION AND RESULT

The use of technology in education refers to the integration of technological tools, resources, and platforms in the learning and teaching process. Technology has significantly transformed the education sector, enhancing the way knowledge is imparted and acquired. There are several key aspects to consider when discussing the use of technology in education:

- Access to Information: Technology provides students and educators with access to a vast amount of information and resources through the internet, digital libraries, and online databases. This enables a comprehensive understanding of subjects and better research capabilities;

- Interactive Learning: Educational technology offers interactive and engaging learning experiences through multimedia, simulations, and educational games. This helps to cater to different learning styles and keeps students motivated and interested in the learning process;

- Personalized Learning: Technology allows for personalized learning experiences by providing adaptive learning platforms and educational software that cater to individual student needs, allowing for self-paced learning and targeted interventions;

A multimedia presentation is a method of communication that integrates multiple forms of media to present information in a more dynamic and engaging way compared to traditional, single-medium presentations. It combines elements such as text, graphics, audio, video, animations, and interactive content to convey a message or information to an audience. The main goal of a multimedia presentation is to improve the audience's understanding and retention of the information by catering to various learning styles and keeping the presentation interesting. The use of multimedia can also

facilitate more effective communication by allowing presenters to emphasize key points and concepts through the strategic use of different media types.

The use of technology some examples:

1. Khan Academy: An online platform offering free educational resources, including video tutorials, practice exercises, and personalized learning dashboards for students;

2. Seesaw: A digital portfolio platform that enables students to showcase their work, receive feedback from teachers and peers, and track their progress over time;

3. Kahoot!: A game-based learning platform that allows teachers to create and host interactive quizzes, surveys, and discussions to promote student engagement and learning.

CONCLUSION

In conclusion, the use of interactive educational technologies plays a pivotal role in the development of students' discourse competence. These technologies provide dynamic and engaging platforms through which students can actively participate in learning activities, practice communication skills, and gain exposure to a variety of linguistic and cultural contexts. Interactive technologies such as online discussion forums, virtual classrooms, language learning apps, and collaborative software enable students to engage in meaningful discourse, offering immediate feedback and facilitating peer-to-peer interaction. This interaction is crucial for developing the ability to understand and produce coherent, contextually appropriate language. Interactive educational technologies are invaluable for fostering communicative competence, critical thinking, and the ability to engage in effective discourse.

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Developing Young Learners’ Speaking Skills Through Storytelling Technique

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Abstract: In recent years, educators and researchers have recognized the tremendous benefits that storytelling can have on language development and vocabulary acquisition, particularly in young learners. By introducing young learners to the magic of storytelling, not only do they develop a love for narratives, but they also sharpen their language skills and expand their vocabulary. In this article, we will delve into the ways in which storytelling enhances **language skills and vocabulary in** young learners, exploring the various techniques and strategies that educators can employ to maximize its impact. Everybody, both young learners and teenagers, as well as adults, loves stories, whether these stories are fairy tales, folktales, legends, fables or short stories, because they are based on real-life incidents experienced by learners themselves, therefore implementation of storytelling technique is considered one of the most beneficial approaches for teaching speaking to different age group learners. This technique is a unique way for developing an understanding, respect and appreciation for other cultures, as well as it can promote a positive attitude towards people from different lands, races and religions.

Key words: diverse linguistic patterns, use different types of activities, young learners, primary classes, storytelling technique, language acquisition,

speaking, developing an understanding , cognitive development, language skills, including communication and language skills , communicative activities.

INTRODUCTION

Teaching English to young learners is different from teaching teenagers and adults. It is one of the most demanding, at the same time challenging and rewarding job. Young learners are extremely energetic and have a lot of physical energy, as they play, they learn and practice social skills, including communication and language skills, and stories play a significant role in their language learning process, as well as enhancing their speaking skills. So, this article deals with the benefits of using storytelling techniques in teaching and developing young learner's speaking skills. They are social, energetic, playful, naturally curious, still developing and able to formulate their own language rules through comprehensible language input, as well as they are open to what happens in the classroom. They learn languages through playing games, practicing social skills, including communication and language skills.

Young learners are "me"-focused learners and they respond emotionally to learning activities. Therefore, teachers should know how to create a warm, friendly English atmosphere in the classroom, how to use different types of activities and how to set up activities in order to enable children to work together in groups. Speaking is one of the most important skills, which allows learners to communicate with each other and express their thoughts and feelings, and the goal of teaching speaking is communicative efficiency.

Telling a story or using storytelling techniques in the classroom is one of the most effective ways of teaching speaking in English to young learners. It is fun, as they create a motivating and challenging atmosphere in the classroom and help children enhance a positive attitude towards English.

MATERIALS AND METHODS

But the fact is teaching speaking at school is not easy. The writer as a teacher at a junior high school in Banda Aceh found some difficulties with teaching her students ESL speaking such as:

(1) many times the students had no idea about what to say, so they just kept silent, **(2**) some were shy and uncomfortable and worried that they would make mistakes, **(3)** some students were afraid of making errors in class because they feared they would be laughed at by their friends, **(4**) some students were not used to talking in front of the class (i.e. of public speaking), **(5)** some worry that their vocabulary was limited and their pronunciation might not be good, and (**6)** some students did not want to speak until their leaders have spoken even though these leaders were unofficial.

Besides those difficulties from the students, there were also problems with the teacher herself in teaching speaking which include: (1) she still used a traditional teaching technique and had not tried any new techniques for teaching ESL speaking; thus the motivation of her students to speak was still low, (2) she did not create a situation in which her students were comfortable and were stimulated to try speaking, and (3) she failed to get the students to speak ESL communicatively and effectively either in the classroom or outside of the classroom.

Based on the traditional technique usually used for teaching speaking, most of the students could not reach the minimum criteria score set by her school. The minimum criteria score stated by the school for speaking competency was 7, but 80% of the students got scores lower than that. She could not get her students to reach the goals for the standard competency. Other problems that she found in the teaching of speaking were that whilst these middle school students were able to read and understand various genres in a reading text, they could not yet retell the content of the texts or retell the stories in those genres to their friends.

Storytelling has been discussed and recommended by some experts, such as Abrahamson (1998) who argues that storytelling forms the very foundation of the

teaching profession. Moreover, storytelling can be used as a learning strategy for online education to build a more personal learning environment and one that allows learners to make meaningful and genuine reflections as they link old knowledge with new knowledge (Heo, 2004).

Educational theorists and researchers have offered a number of theories that further explain why storytelling has such a positive impact on learning. Erickson and Rossi (1976) offer a theory in support of storytelling as a teaching and learning tool that surrounds the concepts of learner receptivity or hypnotic trance. Other theorists support storytelling as a brain-based learning activity and teaching pedagogy because it fulfills many of the criteria that comprise brain-based learning theory (Caine, et al., 2005).

Furthermore, many studies (e.g. Bloch, 2010; Davies, 2007; Fox, 1993; Tsou, Wang & Tzeng, 2004) show that storytelling can make a significant contribution in the language classroom to build speaking, writing, reading and listening skills. According to Haven (2000), using storytelling in the classroom was a powerful and effective way to improve and develop language skills; moreover, activities where students participate in telling, writing, reading and listening to stories can motivate them to be active learners, developing within them a constructive approach towards ESL language learning.

Storytelling exposes young learners to a variety of language patterns and structures. Through stories, children encounter different sentence structures, verb tenses, and grammatical forms. This exposure to diverse linguistic patterns helps them internalize the rules of language and develop a strong foundation for effective communication. As they become more familiar with these patterns, children can incorporate them into their own speech and writing. Young learners learn better with stories, as stories are energizers and can lead to harmony, understanding, and peaceful resolution of conflict. Stories are unquestionably a significant tool in the learning process. They are not only a rich resource in language learning and teaching, but also they offer a wider window on the world, and through them

children learn much more than words. Telling stories can reduce the stress in the classroom, promote literacy and speaking, as well as help children develop thinking strategies and language skills.

So, why is story telling considered one of the most effective approaches and why do teachers need to use stories in teaching speaking to younger learners?

A.Wright, in his book "Storytelling with Children" defined some important factors on effectiveness of stories in teaching languages to children:

*Motivation.*Stories lead to a very strong motivation to learn and understand the story and the language used to deliver the story

Meaning. Teachers, using stories in their classes, will be able to teach both the language and moral values.

Fluency. Stories will improve fluency as well as promote language learning, as there are a lot of acting roles and practicing dialogues

Language awareness. Stories can help the children to be aware of the language.

Communication. Stories develop young learners' ability to communicate and to share their ideas with others Methodologists Slattery & Willis state that "*young learners acquire language unconsciously. The activities you do in class should help this kind of acquisition. Stories are the most valuable resource and they offer children a world of supported meaning that they can relate to. Later on stories can help children practice listening, speaking, writing and reading".* According to Cameron*, 'stories use a holistic approach to language teaching and learning' as "stories offer a whole imaginary world, created by language that children can enter and enjoy, learning language as they go", and Al Harrasi stresses that "stories can educate moral lessons to children for instance, the good people are rewarded and the bad are punished. Stories also provide authentic uses of language".* Moreover, *Rivers states that young learners "Love to imitate and mime; they are uninhabited in acting out roles, and they enjoy repetition because it*

gives them a sense of assurance and achievement". So, taking into account all above-mentioned methodologists' opinions we can say that stories play a beneficial role both in teaching speaking to young learners and improving their language acquisition, as well as cognitive skills.

Cultural Awareness

Storytelling serves as a window into different cultures and traditions. Through stories from around the world, young learners are exposed to diverse perspectives and experiences. This exposure fosters cultural awareness and empathy, helping children appreciate and respect different languages, customs, and traditions. By engaging with stories from various cultures, children develop a broader understanding of the world and expand their language skills in a culturally sensitive manner.

COLLOBORATIONS AND COMMUNICATION

Storytelling provides opportunities for collaboration and communication among young learners. Group storytelling activities encourage children to work together to create and share stories. This collaborative process promotes language development as children engage in discussions, negotiate ideas, and express their thoughts. Through storytelling, children learn to communicate effectively, listen to others, and respect different viewpoints, all of which are essential language skills.

RESULTS AND DISCUSSIONS

One of the key benefits of storytelling is that it provides children with context for language learning. Instead of presenting isolated words or grammar rules, storytelling offers a meaningful and contextualized experience. By listening to stories, children can grasp the meaning of words and phrases in a natural and authentic way. They learn how language is used in different contexts, which aids in their overall language development.

Naturally, children love stories, as they enjoy listening and retelling, as well as acting, and, of course, they want to understand what is happening. In addition, being engaged in story events makes children try to predict what will happen next and guess the meaning of new words. This may lead to the ability to communicate with others and improves young learners' fluency in terms of encouraging their receptive skills. Although stories are excellent to use in the classroom, teachers need to use them from the students' own culture and heritage, but, first, teachers should select stories carefully according to their teaching objectives and their pupils' needs. Ellis & Brewster point out, that when choosing a story, teachers need to select carefully "authentic storybooks that are accessible, useful and relevant for children learning English". That is why methodologists suggest the following criteria, which should be taken into consideration for selecting the right story in teaching young learners:

- ***The theme*** - the story should deal with a topic children are learning about in English class.
- ***Appropriate language level*** – the language should be accessible, but rich, authentic and expressive as well.
- ***A clear storyline*** – children should be familiar with about 75% of the language in order to understand the story.
- ***Plenty of repetition*** – if children are exposed to repeated chunks of language, they will immediately pick them.
- ***Content*** - it should be interesting, fun, motivating, memorable and should encourage participation while developing imagination and arousing curiosity.
- ***Helpful illustrations*** – it should have high quality illustrations, which synchronize with the text; a good visual aid provides a supportive context for language learning and helps children understand the story.

Therefore, while selecting activities, teachers should follow the following principles:

provide plenty of opportunities for children to work in pairs or groups. This encourages maximum participation and individual practice in speaking.

use instructions, which have a clear and strong beginning, middle, and end, they should introduce things using strong opposites, address absolute meaning sand should have strong emotional and moral appeal.

take into account learner differences in developmental levels and individual characteristics.

When teachers incorporate storytelling into their English lessons in Primary education, they can create a dynamic and interactive learning environment that fosters language development and sparks young learners' imagination and creativity.

In order to improve young learners' speaking skills teachers should take intoaccount the following specific tips for using storytelling:

Choosing age - appropriate stories. Stories should be suitable for young learners in terms of content and language complexity;

Using visual aids. Colorful visual aids, such as pictures, flashcards should be chosen in order to help support comprehension, capture the attention and make the story more engaging

Encourage interaction. In order to encourage young learners actively participate in storytelling process teachers should use simple questions, invite them to predict or retell some parts of the story.

Focusing on vocabulary. New words should be chosen in the context of the story and provide opportunities to practice using them in communication. Teachers should know the ways of designing vocabulary activities related to the story in order to reinforce learning.

Follow up with activities. In order to help reinforce comprehension and vocabulary retention hands-on activities, such as drawing, writing, role-playing, crafting related to the story should be chosen.

Cultural Awareness

Storytelling serves as a window into different cultures and traditions. Through stories from around the world, young learners are exposed to diverse perspectives and experiences. This exposure fosters cultural awareness and empathy, helping children appreciate and respect different languages, customs, and traditions. By engaging with stories from various cultures, children develop a broader understanding of the world and expand their language skills in a culturally sensitive manner.

Collaboration and Communication

Storytelling provides opportunities for collaboration and communication among young learners. Group storytelling activities encourage children to work together to create and share stories. This collaborative process promotes language development as children engage in discussions, negotiate ideas, and express their thoughts. Through storytelling, children learn to communicate effectively, listen to others, and respect different viewpoints, all of which are essential language skills.

CONCLUSION.

In conclusion, we can state that teaching speaking to young learners through storytelling technique provides a possibility to communicate in real-life situations, discussing the plot of the story and presenting it. Through stories we, teachers, can increase children's exposure to English and help them build their own vocabulary, involving them directly in their learning process and it is considered an effective way to attract young learners' attention to learning to English, as they are interested in acting out.

So, there are a lot of advantages of using stories in teaching speaking to young learners, as telling stories can:

* reduce the stress in the classroom;

* promote literacy, speaking and listening skills of young learners;

* allow the child to use his or her imagination more fully;

* enable children to empathize with unfamiliar people/places/situations

In addition, the benefits of implementing storytelling technique in teaching speaking and promoting young learners' language skills are great as it increases children's willingness to communicate, encourage cooperation, develop imagination and creativity, enhance speaking skills, as well as understanding comprehension.

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TEACHING ENGLISH TO INTERMEDIATE LEARNERS WITH THE HELP OF SPEAKING

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ABSTRACT

Mastering the skill of speaking poses a significant challenge for both teachers and learners. The teacher must devise effective procedures to assist the learner, while the learner grapples with the task of language mastery. This article aims to shed light on the intricacies of speaking, delving into pertinent issues related to the effective teaching of speaking to learners of English as a foreign language (EFL). The focus includes strategies for raising awareness and addressing oral errors through correction.

Keywords: EFL teaching, Speaking skills, Consciousness-raising, verbal responses, elementary, intermediate, and advanced levels.

INTRODUCTION

For many individuals, the ability to speak is the ultimate language skill they strive to develop when learning a foreign language. The idea of effortlessly opening one's mouth and smoothly conversing in a foreign tongue is undoubtedly appealing.

Speaking is widely considered the most challenging foreign language skill, demanding quick and spontaneous verbal responses in various situations. So, how can you cultivate your speaking abilities at elementary, intermediate, and advanced levels?

Before diving into specific levels, it's essential to note that even if you consider yourself beyond the elementary stage, the information provided here is valuable for learners at various levels.

RESULTS AND DISCUSSION

At the elementary level, when you are just starting to learn a foreign language, there might not be much you can express verbally. However, you can lay the groundwork for future speaking activities. For instance, you can focus on refining your pronunciation.[1]

When working on pronunciation, you have the option of taking a structured approach, concentrating on individual sounds, contextualized sounds, and intonation. Alternatively, if you lack the time for dedicated pronunciation practice, you can repeat words and phrases after a native speaker and engage in reading aloud alongside silent reading. This approach helps diminish the physical barriers often encountered by language learners, preparing you for future speaking endeavors.

The term "physical barrier" refers to the challenge of your speech organs adapting to produce sounds in a foreign language. Since these sounds differ from those in your native language, your tongue, lips, and soft palate may struggle to move in the required manner, resulting in awkwardness, frustration, and even discomfort. This difficulty can make you feel like a clumsy toddler, attempting to convey words correctly but facing resistance from your own body, akin to a toddler demanding a "bug" instead of a "mug," with adults failing to understand the distinction.[2]

Whether you adopt a structured approach to pronunciation or simply repeat after a speaker and read aloud, you engage your facial muscles and train your speech organs to handle the new sounds and intonation. This preparation pays off when you eventually speak, allowing you to articulate in the target language without grappling with your body over each unfamiliar sound or sound combination.

Around the point of acquiring approximately 400 words and phrases, you can begin speaking. Yet, as an adult language learner accustomed to complex conversations in your native language, uttering isolated words or simple phrases might feel embarrassing and futile. It may seem preferable to remain silent until you can deliver a lecture on your favorite quantum physics topic in the target language.[3]

While there's some validity in this perspective, it overlooks a couple of crucial points. First, development takes time, and initiating speaking early accelerates and enhances your progress. Second, speaking doesn't always imply genuine communication, especially when practicing with specific speaking tasks or exercises and engaging in self-dialogue. In these scenarios, the focus is primarily on form (language) rather than content (information exchange).[4]

Although free-flowing conversation may pose challenges at the elementary level, structured speaking tasks or exercises are more manageable as they revolve around specific topics or situations. For instance, discussing your family, describing your house, or talking about the weather are topic-based exercises, while improvising dialogues in various situations like a restaurant, airport, or grocery store constitutes situational exercises, employing typical phrases you've learned.

If you utilize a language course book, you've likely encountered speaking exercises, which you might have skipped, especially when tasks suggest group discussions or partner interactions. However, skipping these tasks means missing out on valuable opportunities to enhance your speaking skills, even if you're studying independently.[5]

Teaching English to intermediate learners, particularly focusing on speaking skills, involves a strategic and communicative approach. Here are some key considerations and methodologies:[6]

1. Interactive Conversations:

Encourage regular interactive conversations in the English language.

Organize pair or group activities where students discuss specific topics or share their opinions.

2. Role-Playing:

Introduce role-playing scenarios related to everyday situations or professional contexts.

This helps learners practice language in a realistic setting, enhancing their speaking skills.

3. Debates and Discussions:

Conduct debates on relevant topics to stimulate critical thinking and articulate opinions.

Engage students in discussions that require them to express and defend their viewpoints.

4. Vocabulary Expansion:

Focus on expanding vocabulary relevant to intermediate proficiency levels.

Encourage the use of varied and sophisticated vocabulary during speaking exercises.

5. Real-life Simulations:

Create real-life situations where learners need to use English, such as ordering food, making travel arrangements, or solving problems.

This practical application reinforces language skills in authentic contexts.

6. Storytelling:

Promote storytelling as a means of improving fluency and creativity.

Students can share personal experiences or create fictional narratives.

7. Public Speaking Opportunities:

Provide opportunities for public speaking, such as class presentations or speeches.

Offer constructive feedback to help students refine their speaking abilities.

8. Use of Multimedia:

Integrate multimedia resources like videos, podcasts, or interviews to expose learners to different accents and speaking styles.

Discuss and analyze these materials to enhance comprehension and speaking skills.

9. Peer Assessment:

Incorporate peer assessment where students evaluate each other's speaking performances.

This encourages collaboration and helps learners identify areas for improvement.

10. Cultural Discussions:

Explore English-speaking cultures, traditions, and customs through discussions.

This broadens learners' cultural awareness and language comprehension.

11. Feedback Sessions:

Regularly provide constructive feedback on pronunciation, grammar, and overall communication skills.

Encourage self-reflection and goal-setting for continuous improvement.

12. Task-Based Learning:

Design tasks that require collaboration and communication to achieve a goal.

This can include problem-solving activities or projects that involve verbal interaction.

13. Incorporate Technology:

Utilize language learning apps, online platforms, or virtual language exchange programs to supplement traditional teaching methods.

Technology can provide additional speaking practice outside the classroom.

14. Situational Drills:

Conduct situational drills where learners respond to specific prompts or scenarios.

This helps in developing spontaneity and responsiveness in spoken language.

15. Encourage Reflection:

Incorporate reflective practices where students analyze their speaking progress, challenges, and achievements.

Goal-setting based on self-reflection can enhance motivation.[7]

By incorporating these strategies, English teachers can create a dynamic and engaging learning environment that promotes effective speaking skills among intermediate learners.[8]

The use of the English language for communication involves two primary processes, both from the perspective of the speaker and the listener. These processes include transmitting ideas, beliefs, emotions, and attitudes while interpreting the produced message. This study focuses on the productive aspect of communication,

specifically on how to enhance the spoken performance of English as a Foreign Language (EFL) learners. It addresses teaching issues related to spoken skills by examining the concept of spoken language and highlighting distinctions between spoken and written forms. The work also explores teachers' interventions aimed at enhancing EFL learners' outcomes in this aspect, covering approaches to teaching speaking and strategies for engaging learners in the learning process and correcting their oral errors.[9]

CONCLUSION

In summary, the approach to Speaking Tasks should prioritize flexibility over rigidity. Rather than adhering strictly to a set of questions, teachers should aim to stimulate students' minds, ignite their imagination, and prompt them to express their experiences or perspectives on various topics in a structured, yet not overly complex manner. This approach aims to prevent any apprehension or hesitancy among students. By following this adaptable path and organizing the sequence of speaking questions with a spirit of versatility, optimal learning outcomes can be achieved, ultimately bringing out the best in each student.

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21ST CENTURY EDUCATION: PREPARING STUDENTS FOR THE 4CS

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Abstract. This article aims to introduce instructors and students to the fundamentals of 4C, 21st-century skills. It includes a variety of suggestions and recommendations for organizing instructional procedures using the 4Cs (communication, collaboration, critical thinking, creativity) in the classrooms.

Keywords:*21st-century education, implementing 4C skills, learning experiences, developing life skill sets,*

Annotatsiya. Ushbu maqola o’qituvchilar va talabalarni 21 asr tamoyillari bo’lgan, 4K modeli bilan tanishtirishga qaratilgan. Unga ko’ra dars jarayonlarida 4K (muloqot, jamoaviy ishlash, tanqidiy fikrlash, ijodkorlik) dan foydalangan holda o’qitish jarayonlarini tashkil etish bo’yicha taklif va tavsiyalarni ham o’z ichiga oladi.

Kalit so’zlar: *21 asr ta’limi, 4Ktamoyillarini jarayonga tadbiq qilish, tajribalarni ko’rib chiqish, hayotiy tajribalarni rivojlantirish.*

Аннотация. Цель этой статьи — познакомить учителей и учащихся с моделью 4K, основанной на принципах 21 века. По нему также включены предложения

и рекомендации по организации учебного процесса с использованием 4К (коммуникация, работа в команде, критическое мышление, творчество) в процессах уроков.

Ключевые слова: *образование XXI века, применение принципов 4К в процессе, анализ опыта, развитие жизненного опыта.*

INTRODUCTION

The traditional function of education has been to instruct students about the demands of the present time. However, nowadays, we need to educate young people not only based on current standards but also with an emphasis on developing their critical thinking skills and nurturing their creativity. Furthermore, in a world where knowledge is being created and discovered at a pace faster than we can incorporate it into our classrooms, authentic 21st-century learning must encompass more than just information literacy. The Partnership for 21st Century Skills (P21) emphasizes the need for an educational system that goes beyond traditional learning methods. According to P21, students require a broad range of skills to thrive in today's global marketplace. This includes not only traditional subject matter, but also the development of what P21 refers to as the "4 Cs": critical thinking and problem-solving, communication and collaboration, and creativity and invention. These skills are seen as crucial for students to effectively navigate, adapt, and succeed in the fast-paced and interconnected world of the 21st century.

4Cs In Education

The 4 Cs of education are collaboration, communication, creativity, and critical thinking. These skills are essential for preparing students for the future workforce, as highlighted by the Partnership for 21st Century Learning.

In its Framework for 21st Century Learning, P21 emphasizes how the 4Cs - critical thinking, communication, collaboration, and creativity - are fundamental skills for promoting growth in the classroom.

The 4Cs approach to teaching and learning emphasizes whole-child education and aims to promote children's emotional, social, and academic capabilities. P21 also includes interdisciplinary concepts like global awareness and civic literacy In her

book “Mind In The Making”, Ellen Galinsky explores the essential skills that children need to succeed in today's complex world. Galinsky outlines seven crucial "life skills" that are essential for children to thrive in an ever-changing society, providing the building blocks for success in school, work, and relationships. Through real-life examples and practical strategies, Galinsky highlights the importance of nurturing these skills in children from a young age, empowering them to reach their full potential and become lifelong learners. [Ellen Galinsky. 2010]

How to Implement the 4Cs in Education

1. Collaboration

From the beginning of kindergarten, children learn the value of cooperation, which is vital to the concept of collaboration, occurring when two or more people work together to achieve a shared objective. Educators encourage cooperation through active learning tactics like think-pair-share and jigsaw, including small group work in class activities to help students acquire and practice participation and teamwork skills. Here are several recommendations that discuss how to establish collaborative learning experiences in the classroom:

- Integrate collaborative classroom debates into all lessons.
- Prioritize feedback during discussions.
- Make collaborative learning visible.
- Encourage collaboration and contribution in many ways.
- Enhance interpersonal and social-emotional abilities.

2. Communication

Collaboration requires good communication abilities. Today's communication abilities vary depending on whether the communication takes place in person, in writing, or virtually online. As educators enhance their teaching methods and employ more interactive communication strategies, there has been a greater emphasis on 21st-century literacy skills such as speaking and listening.

Students should develop communication abilities that reflect the media-rich society they live in. Instead of traditional essays, ask students to solve problems and share

their solutions using multimedia, e-books, virtual museums, video magazines, news broadcasts, and interactive games.

3. Creativity

Many teachers aim to develop multidisciplinary learning objectives to help students better connect with new information and apply it in real-life situations. Improvisation and creativity are used to promote taking chances and creation. Educators employ various learning styles and provide students with a wide range of methods to engage with knowledge. Multimedia and interactive tools are used to enhance learning. Asking specific questions can help improve creativity and critical thinking skills. With abundant online information, the focus is now on thinking about ideas rather than issues.

4. Critical Thinking

Finally, critical thinking abilities are essential for all activities. This emphasis on decision-making and problem-solving extends to promote analytical thinking in critical subject areas. Critical thinking begins, then when we start thinking about our thinking to improve it. [Richard Paul, Linda Elder. 2014] Critical thinking involves the capacity to comprehend, analyze, and assess information (including facts and opinions!) to challenge arguments, create decisions, and think about alternatives. Exemplary reasoning abilities include cultivating an authentic ability to listen to and analyze the ideas of others. This progressive attitude is critical in a world that is always changing making one-time solutions obsolete. The remaining Cs rely on critical thinking abilities to help students become intelligent respondents (communication), beneficial participants (collaboration), and fundamental contributors (creativity). Our ever-changing workforce creates a critical need for innovation. Ken Key remarked, “Today’s students need critical thinking and problem-solving skills not just to solve the problems of their current jobs, but to meet the challenges of adapting to our constantly changing workforce”. [Dennis Van Roekel. 2010]

Incredible to think we've been in the 21st century for two decades. Teaching techniques have evolved, and students need to be skilled at adapting to rapid change.

Our purpose is to prepare them for whatever comes next. Teachers and educators share the common goal of preparing students for success, both today and in the future. The four Cs of education - collaboration, communication, creativity, and critical thinking have played an important role over the past two decades and will continue to do so.

Being 21st-century teachers, we recognize the amount of flexibility and adaptability required for educational achievement. Model instructors display critical thinking, problem-solving, creativity, innovation, communication, and collaboration. Implementing these abilities into our classrooms at every grade level and subject area will provide students with the tools they need to succeed throughout their lives and in their careers.

CONCLUSION

When we think about the potential of the 21st-century classroom, our schools become more than just places to prepare students for their next stage of education. They become environments where we prepare and empower students for long-term success and personal fulfillment. As educators, we have always aimed to prepare our students for success beyond the classroom and in the workplace. The 21st century has brought new qualities to the skill set needed for success. Within the P21 and Framework for 21st Century Learning, students should develop critical thinking, creativity, communication, and collaboration skills. These "4Cs" are interrelated and provide an effective basis for students' future preparation. Proficiency with modern technology tools is also essential. Whenever we talk about transformation in the classroom, we frequently add another topic to the tasks we require educators to address. However, as all constructivists already know, learning occurs when we assist our learners in discovering material rather than only presenting it to them.There is nothing we need to add when it comes to incorporating the 4C's into our classroom. The most effective strategy to help students learn these abilities is to improve how we engage with them in the classroom. The method of learning, rather than the actual content of learning, covers each of the 4C's.

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DEVELOPING THE SPEAKING SKILLS OF STUDENTS THROUGH CLIL

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Abstract. Content and Language Integrated Learning (CLIL) has emerged as a promising approach to enhance students' speaking skills by integrating content learning with language acquisition. This article explores the effectiveness of CLIL in developing students' speaking abilities and examines the key factors contributing to its success. The study employs a mixed-methods approach, combining quantitative data from pre- and post-tests and qualitative data from student interviews and classroom observations. The findings reveal significant improvements in students' speaking proficiency, fluency, and confidence after participating in CLIL lessons. The analysis highlights the importance of carefully designed content, scaffolding strategies, and interactive learning environments in facilitating speaking skill development. The article concludes by discussing the implications of CLIL for language education and providing recommendations for future research and practice.

Keywords: CLIL, speaking skills, language acquisition, content-based instruction, language education

INTRODUCTION

The development of speaking skills is a crucial aspect of language learning, enabling students to communicate effectively in various contexts. Content and Language Integrated Learning (CLIL) has gained popularity as an innovative approach that combines content learning with language acquisition [1]. By integrating subject matter content with language instruction, CLIL aims to create a meaningful and authentic learning environment that promotes both content mastery and language proficiency [2]. This article investigates the potential of CLIL in enhancing students' speaking skills and explores the key factors contributing to its effectiveness.

METHODS AND LITERATURE REVIEW

This study employed a mixed-methods approach, combining quantitative and qualitative data to gain a comprehensive understanding of the impact of CLIL on students' speaking skills. The quantitative component involved pre- and post-tests to measure students' speaking proficiency before and after participating in CLIL lessons. The qualitative component consisted of student interviews and classroom observations to gather insights into students' experiences and the learning processes within CLIL classrooms.

CLIL has been extensively researched in recent years, with studies highlighting its potential to enhance language skills, including speaking proficiency [3]. The integration of content and language learning creates a meaningful context for language use, promoting authentic communication and motivation among learners [4]. CLIL also encourages the development of cognitive skills, such as critical thinking and problem-solving, which are essential for effective speaking [5].

RESULTS

The pre- and post-test results revealed significant improvements in the speaking proficiency of students in the experimental group compared to the control group. The experimental group demonstrated higher levels of fluency, accuracy, and complexity in their spoken language production. The qualitative data from student interviews and classroom observations provided further insights into the factors contributing to these improvements.

ANALYSIS

The analysis of the qualitative data revealed several key themes that contributed to the effectiveness of CLIL in developing students' speaking skills:

CLIL lessons provided students with authentic and meaningful content that stimulated their interest and engagement. The integration of subject matter content created a purposeful context for language use, encouraging students to communicate their ideas and opinions.

CLIL teachers employed various scaffolding strategies to support students' language development, such as visual aids, graphic organizers, and language frames. These strategies helped students structure their thoughts and express themselves more effectively.

CLIL classrooms fostered an interactive learning environment that encouraged student participation and collaboration. Group discussions, presentations, and debates provided opportunities for students to practice their speaking skills in a supportive and engaging setting.

DISCUSSION

The findings of this study highlight the potential of CLIL in enhancing students' speaking skills. The integration of content and language learning creates a meaningful context for language use, promoting authentic communication and motivation among learners [6]. CLIL also encourages the development of cognitive

skills, such as critical thinking and problem-solving, which are essential for effective speaking [7].

However, the successful implementation of CLIL requires careful planning and consideration of various factors. Teachers need to select appropriate content that aligns with students' language proficiency levels and interests [8]. Scaffolding strategies should be employed to support students' language development and ensure comprehensible input [9]. Moreover, creating an interactive and supportive learning environment is crucial for fostering student engagement and promoting speaking practice [10].

Conclusions This study demonstrates the effectiveness of CLIL in developing students' speaking skills. The integration of content and language learning provides a meaningful context for language use, promoting authentic communication and motivation among learners. The findings highlight the importance of carefully designed content, scaffolding strategies, and interactive learning environments in facilitating speaking skill development.

The implications of this study suggest that CLIL can be a valuable approach for language education, particularly in developing speaking proficiency. Language teachers and educational institutions should consider incorporating CLIL principles into their curricula to create engaging and effective learning experiences for students.

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МЕХАНИЗМЫ РАЗВИТИЯ ТВОРЧЕСКОГО И КРИТИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТОВ НА ОСНОВЕ ПРОБЛЕМНО-ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ

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Annotation: this article presents the mechanisms of developing students' creative and critical thinking through the problem-based learning method in foreign language teaching and analyzes the advantages of using it.

Keywords: Problem-based learning, critical and creative thinking, globalization era, hard skills, integration, young generation.

Аннотация: статье представлены механизмы развития творческого и критического мышления студентов с помощью метода проблемного обучения в преподавании иностранных языков и проанализированы преимущества его использования.
Ключевые слова: Проблемно-ориентированное обучение, критическое и творческое мышление, эра глобализации, жесткие навыки, интеграция, молодое поколение.

Модель проблемно-ориентированного обучения является одной из моделей обучения, которая может развивать критическое мышление студентов, так как использует реальные проблемы в качестве основы учебной деятельности. Целью данного исследования было описать применение проблемно-ориентированного обучения (далее PBL-Problembasedlearning) в обучении английскому языку для развития критического и творческого мышления студентов, роль преподавателя в PBL, барьеры преподавателя и влияние PBL на критическое мышление студентов. Исследование проводилось в одной из школ Ташкента. Наблюдение проводилось три раза в классе девятого класса, а затем было проведено интервью с одним из учителей английского языка. В результате исследования было выявлено, что 1) PBL в обучении английскому языку начинается с того, что учитель ставит перед учениками проблему как основу учебной деятельности, причем проблема плохо структурирована и требует глубокого анализа для формулировки решения; 2) учитель выступает только в роли фасилитатора и соинвестора, предоставляя ситуацию ученикам и помогая им в анализе; 3) распределение времени, возможности преподавателя и способность студентов говорить являются барьерами в реализации PBL; и 4) PBL развивает навыки критического мышления студентов, это можно наблюдать через характеристики студентов, которые являются элементарным прояснением, базовой поддержкой, умозаключением, продвинутым прояснением, стратегией и тактикой.

ВВЕДЕНИЕ

Одной из важнейших проблем, возникающих в связи с развитием технологий, является переизбыток информации в средствах массовой информации и интернете. Поэтому молодое поколение, особенно студенты, должны быть подготовлены, чтобы противостоять этой ситуации. При этом подготовка заключается не только в жестких навыках, которые связаны с предметами, изучаемыми в школе, но и в мягких навыках, которые помогают студентам овладеть жесткими навыками (6).

Одним из таких навыков является способность критически мыслить и решать проблемы. Критическое мышление можно определить как способность каждого человека получать, оценивать и анализировать информацию, а затем выносить обоснованные суждения, чтобы прийти к выводу и решению. Между тем, способность к критическому мышлению не может быть растущее вместе с развитием тела каждого человека, она должно быть натренирована и изучена (6).

Роль критического и творческого мышления очень важна для выживания в эту эпоху (5). Преподаватели должны создавать учебную ситуацию, которая поможет студентам развить навык критического мышления. Есть несколько моделей обучения: 1) открытый; 2) проблемное обучение; 3) проектное обучение; 4) контекстное обучение и 5) кооперативное обучение. Сходство между ними заключается в том, что центр учебной деятельности возлагается на ученика, но наиболее подходящим для развития критического мышления учащихся является проблемно-ориентированное обучение (PBL), которое может помочь ученику развить навыки рассуждения и общения, необходимые для успеха в жизни. Таким образом, внедрение PBL помогает учителям создать учебную ситуацию в классе, когда раньше внимание уделялось только передаче знаний от учителя к ученикам, а теперь оно больше сосредоточено на том, как ученики строят свои собственные знания на основе полученного опыта.

Ряд исследователей ставят своей целью внедрение моделей проблемно-ориентированного обучения для развития у учащихся навыков критического мышления (1, 4, 6, 7).

Изучив все предыдущие исследования, прихожу к выводу, что PBL может быть реализован на всех уровнях учащихся и в различных предметах, что в результате может развить у учащихся "критическое мышление". Между тем, в предыдущих исследованиях не рассматривались барьеры на пути внедрения PBL с точки зрения преподавателей. Поэтому в данном исследовании я хочу описать процесс внедрения PBL для развития критического и творческого мышления учащихся, а также выяснить барьеры, мешающие внедрению PBL.

МЕТОД

В исследовании использовался метод описательного анализа, поскольку в нем описывается процесс обучения английскому языку с использованием моделей проблемно-ориентированного обучения с целью развития у учащихся навыков критического и творческого мышления, которое проводится в старших классах средней школы.

Данные были получены путем проведения интервью и наблюдения за учителем английского языка и учениками 9-го класса и в основном были направлены на выяснение процесса проблемно-ориентированного обучения, роли учителя в классе PBL, препятствий со стороны учителя и влияния PBL на навыки критического и творческого мышления учеников.

ВЫВОДЫ И ОБСУЖДЕНИЕ

Процесс проблемно-ориентированного обучения.

Первоначальный процесс проблемно-ориентированного обучения - это постановка проблемы в качестве основы учебной деятельности. В начале занятия преподаватель предоставляет студентам несколько реальных проблем в качестве основы для учебной деятельности. Результаты интервью также подтверждают эти данные.

Затем учитель начал делить учеников на несколько групп по три человека. Цель группы заключалась в том, чтобы помочь ученикам обсудить проблему,

сотрудничая между собой, а также найти другой источник информации, чтобы поддержать их в принятии решения.

По мере получения новой информации ученики сообщают друг другу о своем открытии и анализируют информацию, чтобы найти решение. Учитель должен помочь им, чтобы ученики не упустили ни одной детали информации.

Студенты делают презентацию решения проблемы, в то время как другие студенты внимательно слушают докладчика и проверяют, является ли его решение лучшим и приемлемым. Учитель также помогает им прояснить все недоразумения в презентации. В конце концов, преподаватель завершает учебную деятельность, подведя итог и дав дополнение к решению проблемы, чтобы все студенты имели одинаковую точку зрения.

Все описанные выше процессы в классе PBL соответствовали процессу, где класс PBL начинается с: 1) знакомства с проблемой; 2) анализа проблемы и изучение вопросов; 3) выявления и отчета; 4) представления решения и размышление; 5) обзора, интеграция и оценки.

Роль преподавателя в классе PBL

Модель проблемно-ориентированного обучения - одна из моделей обучения, используемых в учебном плане. В этой модели учебная деятельность разворачивается вокруг студентов. Таким образом, учитель не принимает активного участия в учебной деятельности вместе с учениками. Роль учителя в классе - это просто фасилитатор и проводник для учеников, следовательно, цели учебной деятельности могут быть достигнуты. Все роли учителя в классе PBL в данном исследовании соответствовали теории, упомянутой Торпом и Сейджем (13). Первая роль - это роль учителя как провайдера. Учитель представляет студентам реальную и плохо структурированную проблему как основу учебной деятельности.

Первое, что нужно делать, когда начался урок, - это разогреть класс, давая им несколько проблем, которые существуют в реальной жизни, поэтому ученики будут готовы проанализировать проблему и попытаться найти решение.

После того как проблема была дана, роль учителя заключается только в том, чтобы поощрять учеников, таким образом, они пытаются использовать опыт, знания и другие источники информации, чтобы сформулировать решение проблемы. Преподаватель также помогает студентам углубить понимание проблемы. Таким образом, ученикам удается найти решение. В этом виде деятельности учитель выступает в роли тренера и фасилитатора для учеников, что также согласуется с теорией Торпа и Сейджа (13).

Преподаватель дает студентам время на сбор литературы и источников, которые помогут им найти решение проблемы. Учитель ходит по классу, поэтому, если кто-то из учеников застрял в поиске решения или испытывает трудности при его построении, он может им помочь. Фасилитатор также направляет их, когда обнаруживает, что ученики неправильно поняли проблему. Учитель как будто становится их партнером.

Также видно, что преподаватель выступает в роли со-исследователя для студентов, помогая им прояснить свои сомнения в отношении информации, а также внести коррективы.

Преподаватель дает обзор и обратную связь по обучению студентов.

В конце встречи преподаватель подводит итоги презентации и проводит рефлексию с учащимися после того, как они представили свои решения проблемы.

Барьеры учителя в классе PBL

По результатам наблюдения и интервью было обнаружено 2 фактора, которые становятся барьером для учителя при внедрении PBL в процесс обучения английскому языку:

Управление временем и словарный запас студентов - слабые места в реализации проблемно-ориентированного обучения, особенно на уроках английского языка.

Во-первых, это распределение времени. По результатам наблюдения, не все студенты успевают представить свое решение проблемы. Ученики тратят много времени на сбор дополнительной информации, которая поможет им

сформулировать решение. Преподаватель также склонен сбиваться с пути, обсуждая с учениками некоторые рассуждения, из-за чего в конце занятия у класса не хватало времени. В результате интервью учитель отметил, что хорошая подготовка к тому, что мы собираемся делать на уроке, облегчит учителю достижение целей обучения. Хотя иногда влияние оказывает и умение учителя распоряжаться временем. Учитель отвечает следующим образом:

"Я думаю, это подготовка к тому, что мы собираемся делать на уроке, чтобы не сбиться с пути и не потратить слишком много времени. Потому что иногда, когда я преподаю в классе, я всегда отклоняюсь от курса, например, обсуждаю другой материал вне класса, и это моя личная слабость".

И последнее - это словарный запас студентов, который повлиял на их способность говорить. В классе PBL студенты должны представить свои аргументы в конце урока. Хотя некоторым студентам удалось хорошо изложить аргументы по поводу решения, но в целом некоторые студенты все еще смешивают свои аргументы на русском. Таким образом, делаесят вывод, что способность студентов говорить также повлияла на учителя при внедрении PBL в процесс обучения английскому языку.

Влияние PBL на критическое мышление студентов

Как утверждают Торп и Сейдж, "проблема, поставленная в PBL, стимулирует студентов к критическому и творческому мышлению, чтобы довести проблему до приемлемого завершения с доказательствами в поддержку их решений". Преподаватель ответил следующим образом:

"Я думаю, что PBL отличается от других моделей обучения тем, что студенты используют свой ум и знания, потому что при использовании PBL студентов просят придумать решение, чтобы решить проблему".

Более того, преподаватель также добавляет, что PBL действительно развивает критическое и творческое мышление у студентов. Это видно по тому, как студенты могут представить решение проблемы, заданной преподавателем.

Преподаватель ответил следующим образом:

"Конечно, как я уже говорила, PBL заставляет студентов думать, искать, реконструировать аргументы для решения проблемы, и когда им это удается, мы можем сделать вывод, что их навык критического мышления также развивается".

В данном исследовании используется теория критического мышления, а именно:

1. Элементарное прояснение, которое сосредоточено на постановке вопросов, анализе аргументов и ответе на вопрос об объяснении аргументов.
2. Базовая поддержка, которая заключается в рассмотрении того, являются ли источники достоверными или нет, а также в наблюдении и оценке отчета о результатах наблюдения.
3. Умозаключение, которое состоит из деятельности по дедукции и индукции, оценки результатов дедукции и индукции, а также суждения о результатах дедукции и индукции.
4. Продвинутое разъяснение, которое состоит из определения терминов, оценки определения и выявления предположения.
5. Стратегия и тактика, которые заключаются в принятии решения о действии и взаимодействии с другими людьми.

Первый показатель - элементарное прояснение. В начале занятия по PBL преподаватель дает студентам несколько задач. Преподаватель дает студентам несколько задач. Одна из проблем - цена на сахар в Узбекистане имеет тенденцию к увеличению с каждым годом. Студенты начали анализировать корень проблемы и задавать себе вопросы о том, почему так происходит. Один из студентов выдвигает аргумент, что Узбекистан должен импортировать сахар из другой страны, чтобы контролировать цены на рис на рынке. Другие студенты начали оспаривать и подвергать сомнению этот аргумент.

Второй показатель - базовая поддержка. Из-за недостатка информации студенты начали искать другую информацию, чтобы сформулировать проблему решения, после того как учитель разделил их на группы. Студенты

обмениваются полученной информацией внутри группы и обсуждают ее достоверность.

Третий показатель - умозаключение. Ученики начали сокращать информацию, которую они считают ненужной, чтобы помочь им сформулировать проблему решения. Затем они обобщают свою идею, чтобы прийти к решению. Они считают, что есть и другое решение, кроме импорта сахара из другой страны.

Последний показатель - стратегия и тактика. Студенты начали определять проблему с корня. Студенты утверждают, что причина, по которой цена на сахар растет каждый год, заключается в благосостоянии фермера. Студенты поясняют это на примере того, что в наши дни многие поля для сахарного тростника и сахарной свеклы в Узбекистане превратились в здания, такие как фабрики, квартиры и жилье. Студенты также рассказывают о том, что в наши дни фермеры используют современные инструменты для ведения сельского хозяйства. Таким образом, цена на сахар возрастет, потому что расходы на содержание инструментов также высоки. Лучшее решение - перенести средства с импорта на обеспечение благосостояния фермеров.

Исходя из вышеизложенного, делается вывод, что PBL в обучении английскому языку действительно оказывает влияние на развитие у студентов навыка критического мышления. Несмотря на то, что не все показатели проявляются в наблюдениях.

ЗАКЛЮЧЕНИЕ

Основываясь на результатах вышеупомянутых данных, исследователь приходит к выводу, что процесс проблемно-ориентированного обучения в классе английского языка в развитии критического мышления учащихся начинается со знакомства с проблемами, анализа проблем и изучения вопросов, обнаружения и сообщения, представления решения и размышления, а также обзора, интеграции и оценки со стороны учителя. Роль учителя в классе PBL не является активно вовлеченной, скорее учитель действует как стимул для учеников и направляет их, больше, как фасилитатор. Единственный барьер преподавателя - это тайм-менеджмент, который также

может быть связан со способностью преподавателя управлять временем, а также уровень словарного запаса студентов, который может быть барьером для студентов, чтобы выразить свое мнение в представлении решения проблем. Наконец, делается итог, что PBL также влияет на критическое мышление студентов, наблюдая за поведением студентов во время учебной деятельности и наблюдая за тем, как студенты строят свои аргументы, представляют их и хорошо их разрабатывают.

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THE ROLE OF NEEDS ANALSIS IN ESP CONTEXT

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Annotation. The main purpose of the following paper is to provide brief insight into main characteristicsof needs analysis. It also highlights its crucial role in developing curriculum in English for specific purpose context, particularly in EMP.

Key words: needs analysis, English for specific purpose, data collection, skills.

Аннотация.Основная цель данной работы– дать краткое представление об основных характеристиках анализаязыковых потребностей. В нем также подчеркивается его решающая роль в разработке учебной программы на английском языке для специальныхцелей, особенно в АМЦ.

Ключевыеслова: анализ языковых потребностей, английский для специальных целей, сбор данных, навыки.

Annotatsiya. Quyidagi tezisning asosiy maqsadi til o’rganish ehtiyojlarni tahlil qilishning asosiy xususiyatlari haqida qisqacha ma'lumot berishdir. Shuningdek,

uning Maxsus maqsadlar uchun ingliz tili kontekstda, xususan, TIt da o'quv dasturlarini ishlab chiqishdagi muhim roliham ta'kidlab o’tiladi.

Kalit so’zlar: til o’rganishehtiyojlarni tahlil qilish, Maxsus maqsadlar uchun ingliz tili,ma'lumotlarni yig'ish, ko'nikmalar

Nowadays, one can state that people’s demand in learning English is increasing in every sphere of the society. Government authorities and policy makers of all countries are aware of the fact that in order to progress and reach close integration with developed countries in various sectors, ESP related projects should also be addressed appropriately in academic sites.

Historically, ESP was considered as short-term language courses usually designed for hotel emplyees, restaurant stuff and medical personal which could be instructed by General English teachers without any in-depth preparation. Once this L2 teaching landscape has been investigated in depth, and related articles, books, course materials have been published many EFL instructors notice how their beliefs on ESP reshaped and enriched.According to V.Viana et al.,(2018)specific contextual factors should be considered while developing ESP syllabus, and texts to be used during the course are to be relevant to the tasks that target learners have to perform in their working/academic context (p 2). Considering this point we have also conducted observations in our target learners’ academic/ working environments . Additionally, Dudley- Evans & St. John (p 116) point out that ESP sub branch related to one’s profession is known as English for occupational purposes, and a particular EOP course cannot be suitable to all professionals in target area. On other words, chosen occupation is to be specified (Dudley-Evans& St. John ,1998).

Virtually, needs analysis of ESP students plays crucial role in curriculum planning, and releases true or covert wants and interests of analyzed learners. It provides educators, curriculum developers, material writers and other stakeholders with valid information to shape or reform lesson plans, teaching materials ,syllabus design and curriculum development which meet educational

standards and expectations of the society (Ishihara, N., & Cohen, A. D., 2010).Woodrow (2018 p.29) suggests "a linear process" of ESP course design, which includes the following steps:identifying stakeholders > data collection >transferring findings into communicative events >deciding syllabus components> evaluating the course. Generally, derived data may yield in designing comprehensive ESP project which assist target students in achieving desired learning outcomes.

As for designing EMP course which meet language needs and wants of target learners ESP instructors can conduct needs analysis through triangulated approach, in particular, by administering questionnaires, semi-structured interview and target context observations. Administered NA questionnaire and semi-structured interview items are based on suggested comprehensive framework of needs analysis with elements of TSA, PSA, linguistic analysis, discourse analysis, subjective need by Dudley-Evans (Dudley-Evans& St. John 1998, p.125).Mostly, target learners' in this context are doctors or medical students seeking to enhance their L2 communication skills for interaction with English-speaking patients and medical experts/ professors/ stuff . "Typically, the discourse in a given clinical setting is analyzed and courses developed on this basis " (Shi et al., as cited in L. Woodraw, 2018). R. Berwick (1989) states that majority of NA findings conducted in medial academic sites, clinics, hospitals indicate that target learners prefer inclusion of macro skill-based authentic tasks with follow up activities in the form of discussions, role-plays and peer-talks. Once gathered NA data analyzed ESP instructors are suggested to design communication-focused courses which compose of authentic scenarios between doctor and doctor/ doctor and patient. Provided materials with technology incorporated activities allow target learners to practice the sort of conversations doctors are likely to have in "real" hospital environment (M. N.Kayaoglu& R.D. Akbash., 2016).Topics presented include body language and presented complaints interpretation, pre-operation assessment, accurate explanation of possible complications of surgical operation, drug/patient chart as well as working in cultural diverse occupation. Developed sessions provide

opportunity to practice instructed structures/ grammar forms within authentic as well as pragmatic activities such as role plays, discourse completion task and diversity bingo game. Such raise awareness activities assist learners to avoid pragmatic failure which frequently occur in cultural diverse community practices (Ishihara & Cohen, 2010, p 28). Additionally, presented specific range of medical vocabulary gives the learners confidenceto functionin L2 appropriately in authentic environment of target occupational setting.Regarding assessment part of the syllabus, H. Brown (2004) mentions that alternative assessment tools, in particular performance-based assessment are consistent with target context goals and objectives, and learners' are likely to be more motivated to perform as authentic as possible tasks (p 123). Although this process can be time-consuming, we will be sure for what we assume about the learners needs and wants. We think that it is not always the case that 'need-to-have' approach can satisfy the learners, in addition to their needs and wants we need to take their 'good-to-have' aspects. This is to say, EMP learners are not limited to use their language for medical situations only, so we should, to some extent, address to learners' hobbies and other interests as well.

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