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**XORIJIY TILLARNI O'QITISHDA  
TALABALARNING MUSTAQIL  
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d. to introduce students to masterpieces in British and American literature as an educative experience, and to add to students' knowledge of the world at large.

Following this trend, Carter and Long (1991:2-3) propose three models to justify the use of Literature. The first model in their discussion is the CULTURAL MODEL which represents the possibility Literature brings into the picture as regards the understanding and appreciation of different cultures and ideologies together with the developing of one's perception of feelings and artistic forms. Their second model is the LANGUAGE MODEL. This model emphasizes the fact that language is the literary medium and that literature could be seen as an instrument to teach specific vocabulary and structures. Last, their PERSONAL GROWTH MODEL entails students engaging with the reading of literary texts, appreciating and evaluating cultural artefacts and, in broad terms, the understanding of our society, culture and ourselves as we function within that social matrix. With regards to this last model, I personally interpret this aspect as one which covers the previous two since cultural understanding presupposes some cultural knowledge and in order to engage with a text and evaluate it one must resort to language to achieve such a purpose. Even though no general categories are put forward, Lazar (1993: 11) asserts that literature should be seen as an invaluable resource of motivating material and as a bridge to provide access to cultural background. Literature, she moves on to say, encourages language acquisition, expands students' language awareness and interpretation abilities, claims which might be connected to the role of stylistics in the study of literary texts (Alderson and Short, 1988; Short, 1988; Lazar, 1993; Cook, 1994; Short, 1996), and last, it educates the whole person, position which resembles the personal growth model described above. Building on previous reasons for the teaching of literature in a second language, Parkinson and Reid Thomas (2000: 9-11) add that it provides a good model for good writing; it is memorable, non-trivial and challenging, and it also helps assimilate the rhythms of a language; therefore facilitating intelligence and sensibility training.

Last, it is further claimed that literature helps enhance the psycholinguistic aspect of language learning as it focuses on form and discourse processing skills and improves vocabulary expansion and reading skills. Literature, in addition, has experienced a revival with the advent of communicative approach in language teaching as it provides learners with authentic, pleasurable and cultural material (Hall, 2005:47-57). The same justifications outlined above could be also used to justify the incorporation of a novel as one type of literary text in our syllabus or course plan. According to Lazar (1990: 204-205), when using a novel, teachers should look at both possible drawbacks and educational as well as linguistic opportunities. I will briefly mention the reasons behind the latter. First, a novel provides a more involving motivational source for pedagogic activities, and it also engages learners intellectually, emotionally and linguistically. Furthermore, it provides a picture of another culture, though some cultural background is deemed essential. Last, the act of reading a novel enhances meaning making processes and language capacity in our learners.

Why do we use Literature in English Language Teaching? First, because it is the best way to share with learners this enthusiasm and pleasure in reading fiction. Second, it can help students engage in the learning of English and at the same time improve their communicative competence. Third, because Literature enables us to grow personally and socially raising cultural awareness. Last, but not least, because English should also let learners know that they can build bridges between their backgrounds in Spanish Literature by revisiting literary terminology together with other aspects involved in the study of/about Literature.

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#### THE PATH OF BECOMING A SUCCESSFUL INDEPENDENT LANGUAGE LEARNER

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An independent language learner is someone who is in control of their own learning, and who doesn't rely on a teacher to learn a new language or to improve their language skills.

They make choices about what they want to learn, and how, and they are responsible for how much progress they make, and how successful they are. If you want to become a good independent learner build your own language learning path

You create your own learning path to follow.

♦ You know yourself better than any teacher and you will know exactly **why** you are learning the language, and you will be able to set your own aims and goals.

♦ As an independent language learner you learn the language elements **YOU** need or want to learn, at the level or levels you need.

♦ You choose topics that interest you or that you know you need to focus on for your work, your academic progress, or your social life.

♦ You decide **where** you are going to learn and **when**. You study when it's convenient for you and you plan your time to make the best use of it.

♦ There are many different methods and strategies for learning a language so you choose the methods you enjoy the most and that work the best for you and your goals.

♦ You also know how to find, organize and use good-quality resources for your language learning so you can choose materials that interest you and will help you achieve your goals.

#### What's the teacher's role in independent language learning?

The teacher helps you to be a self-directed or independent learner and provides knowledge and support to help you build your path to success and to achieve your goals.

#### Here are some of the things a teacher can help you with:

- language skills e.g. grammar, new vocabulary
- improving your study skills,
- planning your time efficiently
- showing you where to find the best materials and resources, and how to use them
- motivation and organization
- assessing your level of English
- evaluating your progress
- practising your new language skills (e.g. speaking, pronunciation)
- tell you about new and innovative language learning tools and show you new and interesting ways to learn English
- explain the language learning process and the most effective techniques or methods for learning a language

Being an independent language learner doesn't mean you have to learn alone or without support. You can get help from a teacher when you need it – as well as from family and friends and online communities of other language learners.

If you have good study skills and access to good resources, you can be almost entirely independent – but don't forget you'll still need native or fluent English speaking partners for your speaking practice. And of course an English teacher can be an excellent speaking partner. Your success will depend on your motivation and commitment and you'll still have to practise your English regularly – but knowing how to improve your English on your own means that you will need fewer formal English lessons which will save you money.

#### Different language skills

There is no such thing as across-the-board proficiency in a particular language. Proficiency is usually measured in terms of four skills:

- speaking

- reading
- listening
- writing

#### Levels of proficiency

Two widely used sets of guidelines are used to identify stages of proficiency (what one can actually do in the language), as opposed to achievement (what one has studied). Both guidelines represent a hierarchy of global characterizations of integrated performance in speaking, reading, listening, and writing. Each description is a representative sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex. It is important to understand that these guidelines are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do in the language, regardless of *where, when, or how* the language has been acquired. Both sets of guidelines reflect differences in the amount of time needed by a reasonably capable English-speaking beginning learner of the language to attain a certain level of proficiency in that language.

• ACTFL (American Council of Teachers of Foreign Languages) has guidelines for speaking (1999) and preliminary guidelines for writing. The ACTFL scale goes up only to the Superior level.

• The ILR (Interagency Language Roundtable) scale. DLI (Defense Language Institute) and FSI (Foreign Service Institute) share guidelines for speaking, reading, listening, writing, and translation. DLI uses 4 categories of language difficulty, and FSI uses 3. DLI's Category 4 languages are the same as those used by FSI.

This world is full of thousands of languages. Wikibooks also hosts many different language learning books, but on a smaller scale, of course.

Becoming fluent in a language is no walk in the park, even if you do already display an aptitude for languages. This Wikibook will act as a very useful guide showing how difficult learning any particular language you have set your eyes on is.

Many people wonder how long it will take them to become proficient in a certain language. This question, of course, is impossible to answer because a lot depends on a person's language learning ability, motivation, learning environment, intensity of instruction, and prior experience in learning foreign languages. Last, but not least, it depends on the level of proficiency the person wishes to attain. It is also one problem of learning one language independently.

Foreign language study is an increasingly prominent part of education everywhere. Not only are high school students nearly always required to study a foreign language, but many lower and middle schools have added foreign languages to their curricula, whether as an enrichment or a requirement. Foreign language "magnet" schools have been created in some school districts and seem to be very popular. And of course, it's more common than not that colleges and universities require foreign language study for graduation. For the student unencumbered by a learning disability, foreign language study is indeed an enriching and rewarding experience. For the learning disabled student, however, it can be an unbelievably stressful and humiliating experience, the opposite of what is intended.

While it has long been recognized in the learning disabilities field that foreign language study would be a terrific challenge to learning disabled students, somehow this fact has been widely ignored in the field of foreign language instruction and in schools in general until very recently. Teachers of ESL students have also recognized that there are students who have great difficulty mastering English because of learning disabilities. This fact has added some urgency to the need for recognition of this problem. As more research is being done and more teachers are recognizing the problem, more solutions are being created for the student facing the challenge of learning a foreign or second language and the teachers who teach them.

#### What causes this difficulty?

The field of second language acquisition has historically blamed language learning failure on a number of factors. Anxiety in the foreign language classroom (anxiety about making mistakes in

grammar and pronunciation, about understanding the teacher, about remembering vocabulary) has been prominent as a purported cause of the failure. Among other causes cited in the literature have been lack of effort, lack of motivation, poor language learning habits and low "ability" in language learning. In the late 1960's, Dr. Kenneth Dinklage of Harvard University was compelled to find out why some of Harvard's brightest and best were not passing their language classes. He quickly dismissed lack of effort, seeing that most of these students were putting other courses and their degrees at major risk by devoting unusual amounts of time and effort to their language classes. Similarly, lack of motivation was not a cause, as these students could not graduate without completion of their language requirement. As for anxiety, he realized that the students were coming to see him because they were suffering from extreme anxiety as a result of not being able to pass their language classes. Since most of these students had never failed a class before, he felt that anxiety had not originally played a part in their failure.

Once again, as with all things associated with learning disabilities, the answers are often complex and long-term, and everyone student's problem and solution is likely to be different. What is most important is that the problem of foreign language learning for the learning disabled be recognized for what it is and that the student be fairly and reasonably accommodated. Hopefully, as learning disabilities personnel, foreign language professionals and others become more aware of the research and literature, the path for the LD student facing foreign language requirements will become smoother.

#### References:

1. Robin L. Schwarz, M.Sp.Ed. Learning Disabilities Language Specialist
2. Learning Skills Program Coordinator The English Language Institute, American University Washington, DC October 1997

#### INNOCENT EMIR OR A PORTER WHO DERIVED FROM A PRINCE

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*Comprehending yourself begins from comprehending the history. Who has historical memory, he is considered volitional person. History lessons cause to call vigilance of people.*

Islam Karimov

It is obvious that, the Uzbek khanate period was the weakest time over the years. The reason that at that time kings of states tended to thinking only themselves and did not care of the situation of the government and citizens' enigmas. As a result, economic crisis and dissatisfaction of people began to increase. Even though, there were such kings and emirs that they were both honest governor and talented masters. To illustrate, we can say about emir Shahmurad, who was pen named as "emiri ma'sum" which is equal of "innocent emir". His life is worth for edifying for future generations. He was born in 1741 year in Bukhara city where it was capital city of his motherland. He was one of eleven sons of Doniyolbiy, and he grew up as a dervish. He was so fair on each thing that he worked at the market as a porter. All of these characters were religious man Safar's impact. He was not only his religious teacher, but also he was his life master.

According to his biography, he was announced emir of Bukhara between 1785-1800 years. Initially, his brothers resisted him, yet, later he donated ten provinces to all of them. At the beginning of his throne he ordered to execute the judge who named Nizomiddin and gathered whole nation in one area in order to be together in any occasion. He regularly followed the principle of justice as well as accepted demand of people. The most interesting fact is that, even though he was a prince (later a king) he wore only one coat and odd shoes for a year, also wore coarse calico turban on his head. It is impossible to believe that even he was a prince he prefer to survive as ordinary people.

Moreover, he had Islamabad city constructed near Marv province and rebuilt Samarkand city. Even he drew the scheme of the city. It consisted of twenty four districts. Besides, he got medrese