

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK TILI VA  
ADABIYOTI UNIVERSITETI HUZURIDAGI ILMIY DARAJALAR  
BERUVCHI DSC. 03/30.12.2019.FIL.19.01 RAQAMLI  
ILMIY KENGASH ASOSIDAGI  
BIR MARTALIK ILMIY KENGASH**

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**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK TILI VA  
ADABIYOTI UNIVERSITETI**

**AHMEDOVA GULNOZA MUXTOROVNA**

**O‘ZBEK TILI DARSLARIDA RUSIYZABON O‘QUVCHILAR  
NUTQIY MULOQOT MADANIYATINI RIVOJLANTIRISH (umumiy o‘rta  
ta’lim maktablari asosida)**

**13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi (o‘zbek tili)**

**PEDAGOGIKA FANLARI DOKTORI (DSc) DISSERTATSIYASI  
AVTOREFERATI**

**Toshkent – 2023**

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**Toshkent – 2023**

**Fan doktori (DSc) dissertatsiyasi mavzusi Oliy attestatsiya komissiyasida B2022.3. DSc /Ped 245 raqam bilan ro'yxatga olingan.**

Dissertatsiya Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetida bajarilgan.

Dissertatsiya avtoreferati uch tilda (o'zbek, rus, ingliz (rezyume) ilmiy kengashning veb-sahifasining [www.navoiy.uni.uz](http://www.navoiy.uni.uz) hamda "ZiyoNet" Axborot-ta'lim portali [www.ziynet.uz](http://www.ziynet.uz) manzillariga joylashtirilgan.

**Ilmiy maslahatchi:**

**Rasulov Ravshanxo'ja**  
filologiya fanlari doktori, professor

**Rasmiy opponentlar:**

**Niyozmetova Roza Xasanovna**  
pedagogika fanlari doktori, professor

**Muxitdinova Xadicha Sobirovna**  
pedagogika fanlari doktori, professor

**Yetakchi tashkilot:**

**Hamroyev G'ofur Hasanovich**  
pedagogika fanlari doktori  
**Nizomiy nomidagi Toshkent davlat**  
**pedagogika universiteti**

Dissertatsiya himoyasi Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti huzuridagi Ilmiy darajalar beruvchi DSc.03/30.12.2019.Fil.19.01 raqamli kengash asosidagi bir martalik ilmiy kengashning 2023-yil 10 may soat 10.00 dagi majlisida bo'lib o'tadi. (Manzil: 100100, Toshkent, Yakkasaroy tumani, Yusuf Xos Hojib ko'chasi, 103. Tel.:(99871)281-42-44; faks: (99871) 281-24-44, (e-mail: [info@navoiy-uni.uz](mailto:info@navoiy-uni.uz)).

Dissertatsiya bilan Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining Axborot-resurs markazida tanishish mumkin (256 raqam bilan ro'yxatga olingan) Manzil: 100100, Toshkent, Yakkasaroy tumani, Yusuf Xos Hojib ko'chasi, 103. Tel.:(99871)281-42-44; faks: (99871) 281-24-44, (e-mail: [info@navoiy-uni.uz](mailto:info@navoiy-uni.uz)).

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Ilmiy darajalar beruvchi ilmiy kengash asosidagi bir martalik ilmiy kengash  
raisi, ped.f.d., professor.



**Q.B.Yo'ldoshev**

raisi, ped.f.d., professor.

**Q.U. Pardayev**

Ilmiy darajalar beruvchi ilmiy kengash asosidagi bir martalik  
ilmiy kengash ilmiy kotibi, fil.f.d., dotsent.

**S. Ashirboyev**

Ilmiy darajalar beruvchi ilmiy kengash asosidagi bir martalik  
ilmiy kengash qoshidagi ilmiy seminar raisi,  
fil.f.d., professor.

## **KIRISH (Fan doktori (DSc) dissertatsiyasi annotatsiyasi)**

**Dissertatsiya mavzusining dolzarbligi va zarurati.** Jahon miqyosida ta'lim jamiyat taraqqiyotini belgilovchi asosiy omil sifatida e'tirof qilinib, uni rivojlantirish tilni, ma'rifat va ma'naviyatni yuksaltirishning ustuvor jihatidir. Hozirda yoshlarning o'zga tildagi nutqiy muloqot madaniyatini rivojlantirish, ushbu jarayonni samarali tashkil etish, ta'lim mazmunining lingvodidaktik va metodik asoslarini takomillashtirish, muomala odobi qoidalarini bilish, dialogik nutqqa e'tibor qaratmoq, o'zga tildagi nutqiy muloqot madaniyati komponentlarini ona tili komponentlari bilan qiyoslash, shular asosida ularni o'rgatishga doir noan'anaviy, innovatsion texnologiyalarga ko'ra ish turlarini, mashqlar tizimini ishlab chiqish hamda amaliyotga joriy etish alohida muhim ahamiyat kasb etmoqda.

Dunyo tilshunoslarining, xususan O'zbekiston, Qozog'iston, Rossiya, AQSh va boshqa mamlakat metodist olimlarining ta'lim oluvchilarga nutqiy muloqot madaniyatini o'rgatish, muloqot jarayonida dialogik nutqdan unga xos birliklardan maqsadli foydalanish, muomala odobiga jiddiy rioya qilish kabilar ularning diqqat markazida turibdi. Shunga ko'ra o'quvchilarning nutqiy muloqot madaniyati komponentlarini rivojlantirish – muomala odobi yuzasidan mukammal ta'lim berish borasida ilmiy izlanishlar olib borilayotganligi shak-shubhasiz dolzarbdir.

O'zbekistonda ham o'zbek tilining davlat tili sifatidagi mavqeyi va nufuzini oshirish sohasida yangilangan o'qitish metodikasini takomillashtirishga oid tizimli faoliyat joriy etilmoqda. Davlatimiz Farmonlari va boshqa hujjatlarda mazkur sohada juda muhim vazifalar belgilanmoqda. Mamlakatimiz hududidagi alohida til siyosati uni o'qitish tizimiga ham muhim talablar qo'ygan. “Har qaysi mustaqil davlat o'z milliy manfaatlarini ta'minlash, bu borada o'z madaniyatini, azaliy qadriyatlarini asrab-avaylash va rivojlantirish masalasiga ustuvor ahamiyat qaratishi tabiiy”<sup>2</sup> ekanligini o'zbek tili ta'limi oldidagi, ayniqsa, ta'lim rus tilida olib boriladigan maktablarda o'quvchilarning nutqiy muloqot madaniyatini rivojlantirish borasidagi dolzarb vazifadir.

O'zbekiston Respublikasi Prezidentining 2021-yil 29-apreldagi “O'zbekiston Respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida”gi PF-5712-son, 2019-yil 8-oktabrdagi “O'zbekiston Respublikasi oliy ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida”gi PF-5847-son, 2019-yil 21-oktabrdagi “O'zbek tilining davlat tili sifatidagi nufuzi va mavqeyini oshirish chora-tadbirlari to'g'risida”gi PF-5850-son, 2020- yil 20-oktabrdagi “Mamlakatimizda O'zbek tilini yanada

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<sup>1</sup> O'zbekiston Respublikasi Prezidentining 2020-yil 19-oktabrdagi “O'zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to'g'risida”gi Farmoni //O'zbekiston Respublikasi qonun hujjatlari to'plami. - Toshkent, 2020-yil, 19-oktabr [https:// www.xabar.uz.siyosat.prezident-ozbek](https://www.xabar.uz/siyosat/prezident-ozbek).

<sup>2</sup> O'zbekiston Respublikasi Prezidentining 2020-yil 20-oktabrdagi PF-6084-sonli “Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida”gi Farmoni //O'zbekiston Respublikasi qonun hujjatlari to'plami. - Toshkent, 2020-yil, 20-oktabr.

rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida"gi ПФ-6084-son Farmonlari, O'zbekiston Respublikasi Vazirlar Mahkamasining 2021-yil 5-iyuldagi "Ma'naviyat va davlat tilini rivojlantirish masalalari departamenti to'g'risida"gi 419-son, 2020-yil 11-martdagi "O'zbek tili va adabiyoti bo'yicha fundamental va amaliy tadqiqotlar samaradorligini yanada oshirish chora-tadbirlari to'g'risida"gi 139-son Qarorlari, 2020-2030-yillarda amalga oshirish dasturida va mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishga ushbu dissertatsiya tadqiqoti ham xizmat qiladi.

**Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi.** I. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishi doirasida bajarilgan.

**Dissertatsiya mavzusi bo'yicha xorijiy ilmiy tadqiqotlar sharhi<sup>1</sup>.** O'rta ta'lim bosqichida ta'lim oluvchilar lug'at zahirasiga oid nutqiy muloqot madaniyati komponentlarini qolip gaplar bilan boyitish metodikasini takomillashtirishga yo'naltirilgan ilmiy tadqiqotlar dunyoning yetakchi markazlari va oliy ta'lim muassasalarida, jumladan, Budapesht telekommunikatsiya va media axborot texnologiyalari universiteti qoshidagi Nutqiy muloqot va smart (intellegent) interaktiv laboratoriyasi (Vengriya so'zlashuv departamenti, tilshunoslik va so'zlashuv ilmi), Fliyency va muloqot laboratoriyasi (elektropsixologiya, bolalar tili, neyrorabilitatsiya, musiqa persepsiyasi) ilmiy nutq laboratoriyasi (Xalqaro Avstraliya milliy universiteti), Braziliyada (Kompinas universiteti, Lafara) Fonetikada akustika va tajribaviy psixologiya markazi, Belgiya so'zlashuv studiyasi (Belgiya tilshunoslik universiteti), Kanada audiologiya milliy markazi, Mayami muloqot maktabi studiyalarida olib borilmoqda.

Til ta'limi jarayonida talabalarda kognitiv ko'nikmalarni rivojlantirishga oid quyidagi ilmiy natijalar olingan: xorijiy til ta'limida o'quvchilarni faol fikr yuritish jarayoniga tayyorlashda kreativ faollikni rivojlantirish (Oxford University Centre Language (Angliya); muloqot kompetensiyasi kabi pedagogik faoliyatni samarali

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<sup>1</sup> Dissertatsiya mavzusi bo'yicha xorijiy ilmiy tadqiqotlar sharhi:

<https://scienceweb.uz/publication/954>;

<https://cyberleninka.ru/article/n/dialogue-communicative-structures-in-the-process-of-teaching-foreign-language-dialogic-communication-skills>;

<https://emjms.academicjournal.io/index.php/emjms/article/view/408>;

[https://www.researchgate.net/publication/307760973\\_the\\_principle\\_of\\_crosscultural\\_dialogue\\_in\\_teaching\\_foreign\\_language\\_dialogical\\_speech\\_activity](https://www.researchgate.net/publication/307760973_the_principle_of_crosscultural_dialogue_in_teaching_foreign_language_dialogical_speech_activity);

[https://www.researchgate.net/publication/275019250\\_Developing\\_Dialogic\\_Communication](https://www.researchgate.net/publication/275019250_Developing_Dialogic_Communication)

[Culture in Media Education Integrating Dialogism and Technology](#);

[https://www.researchgate.net/publication/275019250\\_Developing\\_Dialogic\\_Communication\\_Culture\\_in\\_Media\\_Education\\_Integrating\\_Dialogism\\_and\\_Technology](https://www.researchgate.net/publication/275019250_Developing_Dialogic_Communication_Culture_in_Media_Education_Integrating_Dialogism_and_Technology);

[https://link.springer.com/chapter/10.1007/978-3-030-36271-3\\_6#:~:text=In%20the%20dialogic%20culture%2C%20the,be%20said%20in%20the%20future](https://link.springer.com/chapter/10.1007/978-3-030-36271-3_6#:~:text=In%20the%20dialogic%20culture%2C%20the,be%20said%20in%20the%20future) va boshqa manbalar

asosida amalga oshirildi

boshqarishga yoʻnaltirilgan taʼlim-tarbiyaviy vazifalarni loyihalash, maʼnaviy-axloqiy fazilatlarni zaruriy nutqiy vaziyatlarda qoʻllashni optimallashtiruvchi psixologik treninglar tizimi ishlab chiqilgan (University of Tokiyo va Braziliyada (Kompinas universiteti, Lafara). Fonetikada akustika va tajribaviy psixologiya markazi); taʼlimni dinamik rivojlantirishning modulli-integrativ texnologiyalari fanlararo aloqadorlikni qoʻllash asosida ishlab chiqilgan (Belgiya soʻzlashuv studiyasi (Belgiya tilshunoslik universiteti); nutqiy muloqot kompetensiyasini takomillashtirish texnologiyasi kognitiv qobiliyatlarni rivojlantirish asosida ishlab chiqilgan (University of Bordeaux (Fransiya); taʼlim oluvchi maʼnaviyatini shakllantirishning neyropsixologik va lingvistik dasturlashtirishga yoʻnaltirilgan rivojlantiruvchi taʼlim texnologiyasini qoʻllash asosida takomillashtirilgan (Mayami pedagogika universiteti).

Jahon olimlari tomonidan til taʼlimining rejali tashkil etilishi va boshqarilishi sohasida oʻtkazgan ilmiy tadqiqotlar natijasida taʼlim tizimida taʼlim-tarbiyaviy faoliyatni tizimli tashkil etish va boshqarishning pedagogik tamoyillarini diagnostika qilish va yangilash asosida takomillashtirish; oʻquvchilarning nutqiy muloqot jarayonida muvaffaqiyatli kreativ faolligini takomillashtirish; pedagogik tizimni modullashtirishda oʻquvchilarning lingvistik sezgirligi malakasini shakllantirish mexanizmlarini ishlab chiqish; taʼlim tizimida pedagog va taʼlim oluvchining nutqiy muloqot texnologiyasini fanlararo tashhislash asosida nutqiy muloqot odobini shakllantirish kabi pedagogik faoliyatlarni tashkil etish jarayonini modellashtirishga erishilgan. Til taʼlimida oʻquvchilarning kreativ nutqiy faoliyatini tashkil qilish jarayonida pedagog hamda oʻquvchi oʻzaro munosabatini rejalashtirish va boshqarilishini modellashtirish; oʻquvchilarning nutqiy muloqot madaniyatidagi (xulq-atvoridagi) kognitiv faoliyatini modellashtirishga oid zamonaviy tamoyillar va xorijiy tajribalardan ijodiy foydalanish yondashuvlarini tatbiq etish; oʻquvchilarning erkin nutqiy muloqot yuritish faoliyatini tashkil etishni tizimli oʻrganishga alohida eʼtibor berilmoqda.

**Muammoning oʻrganilganlik darajasi.** Taʼlim rus tilida olib boriladigan umumtaʼlim maktablarida oʻzbek tilini oʻqitish metodikasi boʻyicha amalga oshirilgan ilmiy tadqiqotlar, metodik ishlar sanoqli. Ayniqsa, dialogik nutq oʻstirishga bagʻishlangan ishlar juda oz. Metodist R.A.Yoʻldoshevning “Oʻzbek tili darslarida oʻquvchilar nutqini oʻstirish (III –VIII sinflar)” mavzusidagi metodik qoʻllanmasida<sup>2</sup>, “Taʼlim rus tilida olib boriladigan maktablarda oʻzbek tilini oʻqitish metodikasi” nomli monografiyasida<sup>3</sup> bu masalalar alohida boʻlimlarda yoritilgan. Professor X.S.Muxitdinovanning “Oʻzbek tilini oʻqitishda uzluksizlikni taʼminlashning ilmiy-metodik asoslari” nomli monografiyasida nutqiy muloqot

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<sup>2</sup> Yoldoshev R.A.Oʻzbek tili darslarida oʻquvchilar nutqini oʻstirish (III –VIII sinflar), – Toshkent: Oʻqituvchi, 1978, – 76 b. B. 8-10.

<sup>3</sup> Yoʻldoshev R.A. Taʼlim rus tilida olib boriladigan maktablarda oʻzbek tilini oʻqitish metodikasi: Monografiya. – Toshkent: – Fan va texnologiyalar Markazi, –2015. – 157 b.

mavzulari, nutqiy qurilmalar, nutqiy modellar, qoliplar yuzasidan fikrlar bayon qilingan<sup>4</sup>.

F.H.Aminovanning “O‘quvchilarni muloqot matn yaratishga o‘rgatishning didaktik asoslari”<sup>5</sup> mavzusidagi nomzodlik ishida o‘quvchilarni turli xil matnlar tuzish, shu matnlar vositasida muloqotga, muloqot odobiga o‘rgatish yo‘llari yoritilgan.

G.Z.Muhamedjanovanning “Darsdan tashqari mashg‘ulotlarda rusiyzabon o‘quvchilarning o‘zbekcha nutqini o‘stirish metodikasi (5–9-sinflar misolida)”<sup>6</sup> mavzusidagi tadqiqot ishida dialogik nutq o‘stirish xususida ayrim mulohazalar bayon qilingan. Muloqot madaniyati bilan bog‘liq ayrim masalalar G.X.Jumasheva, A.X.Jo‘rayev, R.O.Nabiyeva, V.I.Andriyanova, O‘.H.Islamov, M.M.Bazarova va boshqa olimlarning ishlarida<sup>7</sup> tilga olingan. O‘zbek tili metodikasiga oid tadqiqotlarda, monografiya va metodik qo‘llanmalarda dialogga xos nutqiy birliklar asosida o‘quvchilarning o‘zaro savol-javoblarini, namuna asosida o‘zaro so‘zlashishlarini tashkil etish mazmuni va usullari haqida so‘z yuritilib, nutqiy muloqot madaniyati masalalariga kam e‘tibor qaratilgan, qolip gaplar<sup>8</sup> to‘planmagan, rus tili materiallariga qiyoslanmagan, muloqot odobi qoidalari yetarlicha yoritilmagan.

Mustaqil Davlatlar Hamdo‘stligi mamlakatlari olimlari G.V.Rogova (Rossiya), I.N.Vereshagina (Rossiya), Ye.M.Rozenbaum (Rossiya), V.A.Pankrushev (Rossiya), R.X.Abubakirova (Rossiya), G.X.Agababyan (Yerevan), M.S.Balabayko (Rossiya), O.G.Miskovalar (Rossiya), V.S.Aliyeva

<sup>4</sup> Myxitdinova X.S. O‘zbek tilini o‘qitishda uzliksizlikni ta’minlashning ilmiy - metodik asoslari. – Monografiya. – Toshkent, – Fan va texnologiyalar Markazining bosmaxonasi, – 2008, – 238 b.

<sup>5</sup> Aminova F.H. O‘quvchilarni muloqot matn yaratishga o‘rgatishning didaktik asoslari: Ped. fan. nom. diss. – Toshkent: 2007, – 157 b.

<sup>6</sup> Muhamedjonova G.Z. Darsdan tashqari mashg‘ulotlarda rusiyzabon o‘quvchilarning o‘zbekcha nutqini o‘stirish metodikasi (5–9-sinflar misolida): Ped. fan. nom. diss.avtoref. TDPU, – Toshkent: 2003, – 21 b.

<sup>7</sup> Жумашева Г.Х. Формирование основ культуры общения дошкольников на каракалпакском языке в условиях двуязычия средствами театрализованных игр: Автореф. дисс. на соис. уч. степ. канд. пед. наук. – Ташкент: 1996. – 16 с. Jo‘rayev A.X. Chet tilda talabalar kommunikativ malakalarini takomillashtirish texnologiyasi (ispan tili sinonimlari materialida): Ped. fan. nom. diss.avtoref. TDPU, – Toshkent: 2009, – 22 b. Набиева Р.О. Обучение ситуативному диалогу в речевом общении на занятиях по русскому языку в 5-6 классах таджикской школы: Дисс. на соис. уч. степ. канд. пед. наук. – Ташкент: – 1998, – 175 с. Андриянова В.И. Теория и практика обучения узбекских школьников устноречевому общению на русском языке: Дисс. на соис. уч. степ. док. пед. наук. ТГПИ, – Ташкент: 1997. Islamov O‘.H. Alisher Navoiy asarlarida nutq madaniyati talqini: Filol. fan. nomz. ilm. dar.ni. olish taqdim etilgan diss. – Toshkent: 2012, – 160 b. – B. 9-10. Dadajonova N.M. O‘zbek tili ta’limi jarayonida oliy o‘quv yurtlarining nofilologik ixtisosliklarida o‘qiydigan talabalarning nutqi ustida ishlash metodikasi: Ped. fan. nom. diss.avtoref. TDPU, – Toshkent: 2002, – 20 b. Umarova N.Z. Talabalarning o‘zbekcha yozma nutqini o‘stirishda zamonaviy texnologiyalardan foydalanish metodikasi (texnika oliy oquv yurtlarining rusiyzabon guruhlarida): Ped. fan. nom. diss.avtoref. TDPU, – Toshkent: – 2007, – 21 b.

<sup>8</sup> Qolip gap atamasi ilk bor metodist olim R.A.Yoldoshevning “O‘zbek tili darslarida o‘quvchilarning og‘zaki nutqini ularni ko‘p gapirtirish orqali o‘stirish metodikasi (Ta’lim rus tilida olib boriladigan maktablar misolida)” nomli 145-b., “Ta’lim rus tilida olib boriladigan maktablarda o‘zbek tilini o‘qitish metodikasi” nomli (9-, 39- va b.betlarda) metodik qo‘llanmasida qo‘llangan. “Umumiy o‘rta ta’limning milliy o‘quv dasturi. O‘zbek tili”dagi nutqiy va lingvistik kompetensiyalarga doir talablarda “qolip gap” atamasi ishlatilgan. (18-22-b). O‘zbek tilining izohli lug‘ati”da QOLIP so‘zining 4-ma’nosi (ko‘chma ma’nosi) andaza, shablon deb ko‘rsatilgan, misol tariqasida esa “Bir qolipdagi gaplar” atamasi keltirilgan. Biz “Bir qolipdagi gaplar” ifodasini qolip gaplar deb qo‘llashni ma’qul topganmiz.

(Yerevan), M.L.Vaysburd (Rossiya), L.A.Vvedenskayalar (Rossiya)<sup>9</sup> tomonidan o'quvchilarga rus va chet tillarining leksik va grammatik materiallarini, nutqiy muloqot komponentlarini o'rgatish muammolari bo'yicha ko'plab ilmiy tadqiqotlar yaratilgan. O'rganilayotgan til bilan ona tilini qiyosiy o'rganish, dialogik nutq o'stirishning lingvodidaktik asoslarini takomillashtirish muammolari ma'lum darajada xorijiy davlat olimlari tomonidan o'rganilgan. Rus tili metodist olimlarining ishlarida rus tilidagi qolip gaplar o'zbek tiliga oz qiyoslangan, bunda ruscha qolip gaplar ko'lamidan kelib chiqilgan. Rus tili, chet tillarning nutqiy shtamlari ham, muomala odobi qoidalari ham o'zbek tilidagi qolip gaplardan farq qiladi. Ushbu qiyosiy ma'lumotlardan o'zbek tili darslarida to'g'ridan-to'g'ri foydalanishning iloji yo'q. Bir qator metodist olimlar (N.I.Formanovskaya, M.S.Balabayko va b.) nutqiy muloqot madaniyati xususida izlanish olib borib, suhbatdoshlar qo'llaydigan qolip gaplar, ularga javob so'zlarni ajratib chiqish, qolip gaplarni nutqiy vaziyatga ko'ra (salomlashish, xayrlashish, tanishish va b.) mavzular bo'yicha bo'lib chiqish, muomala odobi qoidalariga aniqliklar kiritish, ikki xalqning (masalan, rus va o'zbek xalqlarining) tarixan shakllangan muomala odobi qoidalarini o'zaro qiyoslash, qolip gaplarni, muomala odobi qoidalarini o'rgatish yo'llarini tadqiq etmoqdalar.

Xorij metodist olimlaridan Larri King "How to Talk to Anyone, Anytime, Anywhere: The Secrets of Good Communication" (Как разговаривать с кем угодно, когда угодно) nomli asarida<sup>10</sup> suhbatdoshi bilan qay mazmunda, qay tarzda gaplashish, o'zini qanday tutish, qayerda kimlar bilan gaplashayotganini qay tarzda hisobga olish kabi bir qator masalalar yoritilgan, tavsiyalar bayon qilingan. Ushbu tavsiyalar, asosan, katta yoshdagilarga moslab aytilgan. Lekin ulardan ayrimlaridangina maktab ta'limida foydalanish mumkin.

Nutqiy muloqot madaniyatini rivojlantirish sohasida qator tadqiqot ishlari amalga oshirilayotgan bo'lsa-da, bugunga qadar o'zbek tilidagi qolip gaplarni ko'proq to'plash, ularni rus tiliga qiyoslash orqali umumiy va farqli tomonlarini aniqlash, sharqona muloqot madaniyati, xususan, muomala odobi qoidalarini

<sup>9</sup> Рогова Г.В., Верещагина И.Н. Методика обучения английскому языку на начальном этапе в средней школе. – Москва, Просвещение, 1988, – 66 с. Розенбаум Е.М. Основы обучения диалогической речи на языковом факультете педагогического вуза: Автореф. дисс. соис. уч. степ. док. пед. наук. – Москва: 1983, – 42 с. Панкрушев В.А. Обучение студентов национальных групп педвузов профессиональному общению: Автореф. дисс. канд. пед. наук. – М: 1986. – 15 с. Абубакирова Р.Х. Пути совершенствования русской диалогической речи студентов национальных групп вузов: Автореф. дисс. на соис. уч. степ. канд. пед. наук. – Москва: 1979, – 16 с. Агабабян Г.Х. Развитие русской диалогической речи учащихся 4–6 классов армянской школы: Автореф. дисс. на соис. уч. степ. канд. пед. наук. – Ереван: – 1980, – 28 с. Балабайко М.С. Обучение моделированию диалогической речи //Иностранные языки в школе. – Москва: 1976. №1. – С. 27–29. Мысцова О.Г. Взаимосвязное обучение диалогическому и монологическому видам речевой деятельности на английском языке в средней школе: Автореф. дисс. на соис. уч. степ. канд. пед. наук. – Москва: 1980, – 21 с. Алиева В.С. Речевые штампы и их место в практическом курсе русского языка для национальных (азербайджанских) групп языкового пединститута: Автореф. дисс. на соис. уч. степ. канд. пед. наук. – Ереван: 1978, – 17 с. Вайсбурд М.Л., Климентенко А.Д. Требования к речевым умениям. //Иностранные языки в школе. – Москва: 2013, – № 8. – С. 11–19.; Введенская Л.А., Павлова Л.Г. Риторика и культура речи. Издание 5-е, дополненное и переработанное. Серия Высшее образование, – Ростов на Дону: Феникс, 2005, – 544 с.

<sup>10</sup> Larry King. How to Talk to Anyone, Anytime, Anywhere: The Secrets of Good Communication. 1995. Как разговаривать с кем угодно, когда угодно и где угодно. – Москва: Альпина Бизнес Букс, 2006, 268 с.

ishlab chiqish, ikki til hodisalarini o‘zaro chog‘ishtirish, rus tilida so‘zlovchi o‘quvchilarga o‘zbekcha nutqiy muloqot madaniyatiga o‘rgatish metodikasi tadqiq etilayotgani yo‘q.

**Dissertatsiya mavzusining dissertatsiya bajarilgan oliy ta’lim muassasasining ilmiy tadqiqot ishlari bilan bog‘liqligi:** Tadqiqot ishi Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti ilmiy tadqiqot ishlari rejasiga muvofiq “O‘zbek tili ta’limining dolzarb muammolari” mavzusi doirasida bajarilgan.

**Tadqiqotning maqsadi** ta’lim rus tilida olib boriladigan maktablarning o‘zbek tili darslarida o‘quvchilarning nutqiy muloqot madaniyatini rivojlantirish, uning komponentlari bilan bog‘liq ta’lim mazmuni va metodlarini ishlab chiqishdan iborat.

**Tadqiqotning vazifalari:**

nutqiy muloqot madaniyati tushunchasini mohiyatan tahlil qilish, muloqot turlarini aniqlash, nutqiy muloqot madaniyatini o‘rgatish metodikasi bo‘yicha izlanishlarning zaruriyat ekanligini hamda nutqiy muloqot madaniyatini o‘stirish muammosining ta’lim jarayonidagi ahamiyatini asoslash;

o‘zbek tili darslarida o‘quvchilarni dialogga o‘rgatish, nutqiy muloqot madaniyatini rivojlantirishning bugungi holatini tahlil qilish asosida o‘quvchilarga nutqiy muloqot madaniyati komponentlari – qolip gaplar, muomala odobi qoidalari yuzasidan beriladigan bilim, ko‘nikma va malakalarni, ta’lim vositalari, metod va usullarini ishlab chiqishda amal qilinadigan asosiy yondashuv va tamoyillarni belgilash;

nutqiy muloqot madaniyatini rivojlantirishga doir ta’lim mazmunini belgilash maqsadida o‘zbek tilidagi qolip gaplarni to‘plash va tasniflash, o‘zbek xalqiga xos muomala odobi qoidalarini ko‘paytirish, qiyoslash yo‘li bilan o‘ziga xos xususiyatlarini aniqlash orqali metodik xulosalar chiqarish;

nutqiy muloqot madaniyatini o‘rgatish vositalari, an’anaviy va noan’anaviy metod va usullarni, mashqlar tizimini ishlab chiqish asosida o‘zbek tili darslarida o‘quvchilar nutqini rivojlantirish metodikasini ishlab chiqish.

**Tadqiqotning ob’yektini** ta’lim rus tilida olib boriladigan maktablarning o‘zbek tili darslarida o‘quvchilarning nutqiy muloqot madaniyatini rivojlantirishda muomala odobi qoidalari va qolip gaplar bilan faollashtirish, nutqiy mashqlar orqali mustahkamlash, muomala odobi qoidalariga rioya qilish, qolip gaplarni qo‘llash malakasini hosil qilish jarayoni tashkil qiladi.

**Tadqiqotning predmetini** o‘quvchilarning nutqiy muloqot madaniyatini o‘rganish komponentlari – muomala odobi qoidalari va qolip gaplarni faollashtirishning shakl, metod va vositalari aks etgan lingvodidaktikasi va metodikasi hamda texnologiyalari tashkil qiladi.

**Tadqiqotning usullari.** Dissertatsiyada kognitiv-differensial kuzatish, qiyosiy tahlil, tasniflash, suhbat, so‘rovnomalar, pedagogik tizimga solish, umumlashtirish, tajriba-sinov, matematik-statistik tahlil etish usullaridan foydalanilgan.

### **Tadqiqotning ilmiy yangiligi** quyidagilardan iborat:

ta'lim rus tilida olib boriladigan maktablarda nutqiy muloqot madaniyati tushunchasi o'zbek tilini o'qitishda o'quvchilarning dialogik nutqini o'stirish amaliyoti bilan yangilash metodikasini ularning muloqot madaniyatini rivojlantiruvchi, o'zligini va suhbatdoshlarning shaxsi, ruhiyati, jamiyatda tutgan mavqeyini anglash, nutqning kommunikativligiga e'tibor berish, ijtimoiy munosabatlar bilan shartlangan replikalar: tarkibi anglanadigan gaplar va qolip gaplar asosidagi o'zaro muloqot jarayoni uchun milliy til korpusiga mo'ljallangan o'quv lug'atlari tayyorlash va ularni qo'llashga oid vaziyatli topshiriqlar tizimini ishlab chiqish zaruriyati asoslangan;

nutqiy muloqot madaniyati komponentlaridan biri sifatida qolip gaplarni tushuntirishda dars lug'atida ularning ruscha tarjimasini, izohtalab o'rinlarda qisqa sharh berish, o'zbekcha-ruscha qolip gaplar qiyosi asosida olingan o'rganishni osonlashtiradigan va qiyinlashtiradigan holatlar haqidagi ma'lumotlaridan, ko'rsatmalilik (nutqiy vaziyat aks etgan rasmlar), nutqiy namunalar,: sahna ko'rinishlaridan foydalanish; suhbatdoshlarni ma'naviy-estetik boyitish, muomala odobi qoidalarini asosida so'zlash ohangiga alohida ahamiyat berishdan foydalanish, faollashtirishda o'quvchilarning muomala odobi qoidalariga amal qilib o'zaro so'zlashishidagi mustaqilligini yangi axborot almashinuviga yo'naltirish, muloqotning izchil bo'lishini ta'minlashda (tashkiliy qism → asosiy axborot almashinuvi → so'zlashuvni tugallash qismlari mazmunida *o'zaro so'zlashishni mashq qilish*) onglilikka erishish, bilan shakllanadigan ko'nikma va malakalar ko'lamini ta'minlovchi mashqlar tizimi yaratilgan;

o'zbek tili darslarida o'quvchilarga nutqiy muloqot madaniyatini o'rgatish metodikasi, qo'llanadigan qolip gaplarni tushuntirish va faollashtirish metod hamda usullari, innovatsion texnologiyalar, rolli va kasbiy o'yinlarni ishlab chiqishga doir asosiy yondashuv va tamoyillar: *kompetensiyaviy, kommunikativ, pragmatik, nutqiy vaziyatli, faoliyatga asoslanganlik, induktiv-ongli, funksional, modulli yondashuvlar* hamda *qolip gaplarning tag ma'nosi, mazmuni, qo'llanilishini anglatish yondashuvlari va tamoyillari*, mashqlar tizimida loyihalash asosidagi mashqlar, shuningdek, sahnalashtirish tipidagi o'yinlar, namunadan foydalanib o'zaro so'zlashish, boshlab berilgan dialogni davom ettirish, dialog replikalari asosida o'zaro so'zlashish, nutqiy faoliyatda qo'llash, testlar bajarish, bahs-munozaralar kabi metodlarni qo'llashda qolip gaplarni qiyosiy o'rganish asosida takomillashtirilgan;

o'zbek tili darslarida rusiyzabon o'quvchilarga muomala odobi qoidalarini, qolip gaplarni o'rgatishning yaxlit metodikasi o'quvchilarning qolip gaplarni o'zbek tilidan rus tiliga tarjima qilish, aksincha, rus tilidan o'zbek tiliga tarjima qilish, berilgan nutqiy vaziyatga mos qolip gapni aytish, nuqtalar o'rniga mazmunan mos qolip gapni qo'yib o'qish yoki ko'chirish, berilgan izohlar asosida mos qolip gaplarni aytish, qolip gap asosida tegishli nutqiy vaziyatni aytish, o'rganilgan qolip gaplarni qatnashtirgan holda dialog tuzish yoki o'zaro so'zlashish metod va usullari asosida takomillashtirilgan;

o'quvchilarning nutqiy muloqot madaniyatini rivolantirish ehtiyojlaridan, dialogik nutq o'stirish mazmunidan kelib chiqqan holda muomala odobi qoidalarini va qolip gaplarni tanlash, to'plash, tasniflash, 2–5- va 6–9-sinflar bo'yicha guruhlash amalga oshirilgan.

**Tadqiqotning amaliy natijalari** quyidagilardan iborat:

o'zbek tili ta'limida o'quvchilarning nutqiy muloqot madaniyatini o'stirishda qo'llanishini anglatish tamoyillari asosida o'quvchilarning nutqiy muloqot mahoratlarini tizimli holda rivojlantirishi ilmiy-metodik aspektda asoslangan;

dissertatsiya natijalari ta'lim oluvchilarning bilim, ko'nikma, malakalari va kompetensiyalarini takomillashtirishda qo'llanilgan;

ta'lim rus tilida olib boriladigan maktab o'quvchilarining o'zbek tilini o'rganishlarida kognitiv usulda nutqiy muloqot kompetensiyalarini shakllantirishning metodik ta'minotiga erishilgan;

ta'lim rus tilida olib boriladigan maktablarning o'zbek tili ta'limida orfoepik, aksentologik, lug'aviy me'yorlar asosidagi ijodiy va ijodiy produktiv mashqlar ustuvorligida o'quvchilarning nutq odobini o'stirish hamda o'zbek tili darsliklarining mundarijasini yangilashga oid ilmiy-metodik tavsiyalar ishlab chiqilgan;

ilmiy tadqiqot natijalaridan kompetensiyaviy yondashuvlarga asoslangan yangi DTS va fan dasturlari hamda darsliklar yaratishda foydalanish qulayligi dalillangan;

o'zbek tili o'qituvchilari risiyzabon o'quvchilarning nutqiy muloqot madaniyatini o'stirish maqsadida "Rusiyzabon o'quvchilar nutqiy muloqot madaniyatini o'stirishning ilmiy-metodik asoslari" nomli monografiya materiallaridan foydalangan;

muomala odobi qoidalariga rioya qilgan holda qolip gaplarni ongli ravishda qo'llashga o'rgatishni ta'minlash uchun o'qituvchilarga o'zbekcha-ruscha lug'at elektron variantda tarqatilgan.

**Tadqiqot natijalarining ishonchliligi.** Nutqiy muloqot madaniyati tushunchasining mazmun-mohiyatini ochish uchun yetarlicha lingvistik va metodik manbalardan foydalanilgani, rusiyzabon o'quvchilarning o'zbek tilidagi dialogik nutqini o'stirish metodikasi nutqiy muloqot madaniyati ustidagi ishlar bilan boyitilgani, nutqiy muloqot madaniyati komponentlari: muomala odobi qoidalari va qolip gaplar tegishli lingvistik va metodik manbalar, badiiy asarlar asosida o'rganilib, to'ldirilgani, o'zbek tilidagi qolip gaplar rus tiliga qiyoslanib, metodik xulosalar chiqarilgani, tavsiya etilayotgan mashq va topshiriqlar asosida qolip gaplarni o'quvchilar nutqida faollashtirishga erishilgani, tajriba-sinov ishlari samaradorligi matematik-statistik metodlar vositasida aniqlanib, xulosa, taklif va tavsiyalarining amaliyotga joriy etilgani hamda olingan natijalarning vakolatli tuzilmalar tomonidan tasdiqlangani bilan izohlanadi.

**Tadqiqot natijalarining ilmiy va amaliy ahamiyati.** Tadqiqot natijalarining ilmiy ahamiyati nutqiy muloqot madaniyati tushunchasining mazmun-mohiyati va nutqiy muloqot turlari va omillari lingvometodik jihatdan aniqlashtirilib, o'zbek

tilidan tuzilgan dastur va darsliklarda muomala odobi qoidalarining, qolip gaplarning berilishi, sinflar kesmasida izchilligi, mashq turlari tahlil qilinib, ulardan muhim metodik xulosalar chiqarilgani, rusiyzabon o'quvchilarning nutqiy muloqot madaniyatini rivojlantirish bilan bog'liq ta'lim mazmunining lingvodidaktik va lingvometodik asoslariga oid nazariy xulosa va tavsiyalardan o'zbek tilshunosligiga oid ilmiy-tadqiqot ishlarini rivojlantirishda, nutqiy muloqot madaniyati fanini takomillashtirishda, mavzu yuzasidan tadqiqot olib borish va monografiyalar, yangilangan DTS, o'quv dasturlari va darsliklar yaratishda, ta'lim rus va o'zga tillarda olib boriladigan maktablarning dars jarayoni sifatini oshirishda o'qituvchilarga metodik muammolarni o'rganishda ilmiy-metodik manba bo'lib xizmat qilishi bilan belgilanadi.

Tadqiqot natijalarining amaliy ahamiyati xulosalar va tavsiyalardan oliy ta'lim (pedagogika oliy o'quv yurti) muassasasi talabalari, ta'lim rus va o'zga tillarda olib boriladigan maktab o'qituvchilari uchun "O'zbek tilini o'qitish metodikasi", "Nutq madaniyati", "O'zbek adabiyotini o'qitish metodikasi", "Nutqiy muomala odobi" fanlaridan ma'ruza va amaliy mashg'ulotlar mazmunini boyitish, darslik va o'quv qo'llanmalarni yaratish, "Xorijiy talabalar uchun o'zbek tilini o'rganish", "O'zbek va rus tillarining qiyosi" kabi qiyosiy tilshunoslik fani mazmunini nazariy xulosalar bilan takomillashtirishi mumkinligi bilan izohlanadi.

**Tadqiqot natijalarining joriy qilinishi.** Ta'lim rus tilida olib boriladigan maktablarda o'zbek tili darslarida o'quvchilarning nutqiy muloqot madaniyatini rivojlantirish metodikasi bo'yicha olingan ilmiy natijalar asosida:

o'quvchilarning nutqiy muloqot madaniyatini rivojlantiruvchi, shaxsning o'zligini va suhbatdoshlarning shaxsi, ruhiyati, jamiyatda tutgan mavqeyini anglash, nutqning kommunikativligiga e'tibor berish, ijtimoiy munosabatlar bilan shartlangan replikalar: tarkibi anglanadigan gaplar va qolip gaplar asosidagi o'zaro muloqot jarayoni uchun milliy til korpusiga mo'ljallangan o'quv lug'atlari tayyorlash va ularni qo'llashga oid vaziyatli topshiriqlar tizimini ishlab chiqishga doir xulosalardan Alisher Navoiy nomli Toshkent davlat o'zbek tili va adabiyoti universitetida 2020-2021-yillarda bajarilgan AM-FZ-201908172 raqamli "O'zbek tilining ta'limiy korpusini yaratish" mavzusidagi amaliy loyihada foydalanilgan (Alisher Navoiy nomli Toshkent davlat o'zbek tili va adabiyoti universitetining 2021-yilning 28-dekabridagi № 15-2645 raqamli ma'lumotnomasi.) Natijada tayyorlanayotgan loyiha "Lug'at" qismi mazmuni boyib, o'zbek va rus tillaridagi qolip gaplarning qiyosiy tahlili, shuningdek, tayyorlangan monografiya mazmunan yangi, tahliliy ma'lumotlar orqali boyitilgan;

qolip gaplarni nutqiy namunalar, ko'rsatmalilik: nutqiy vaziyat aks etgan rasm, sahna ko'rinishi orqali tanishtirish, suhbatdoshlarni ma'naviy-estetik boyitish, muomala odobi qoidalari asosida so'zlash ohangiga alohida ahamiyat berish, yangi axborot almashinuviga yo'naltirish, muloqotning izchil bo'lishini ta'minlashda (tashkiliy qism → asosiy axborot almashinuvi → so'zlashuvni tugallash qismlari mazmunida *o'zaro so'zlashishni mashq qilish*) onglikka erishish, ruscha tarjimasi, izohtalablariga qisqa sharh berish bilan shakllanadigan

ko'nikma va malakalar ko'lamiga doir xulosalardan Alisher Navoiy nomli Toshkent davlat o'zbek tili va adabiyoti universitetida 2017-2018-yillarda bajarilgan OT-A1-018 raqamli "O'zbek tili va uning tarjimai bilan bog'liq elektron va bank-moliya terminlarining ko'p tilli lug'atlarini yaratish" mavzusidagi amaliy loyihada foydalanilgan (Oliy va o'rta maxsus ta'lim Vazirligining 2020-yil 24-iyundagi № 89-03-2234-raqamli ma'lumotnomasi). Natijada o'zbek tilini o'qitishda nutqiy muloqot madaniyatini rivojlantiruvchi vaziyatli mashq va topshiriqlar ishlab chiqish metodikasi takomillashtirilgan;

nutqiy vaziyatga asoslanganlik yondashuviga muvofiq mashqlar tizimida loyihalash asosidagi mashqlar, shuningdek, sahnalashtirish tipidagi o'yinlar, rolli, kasbiy o'yinlarga ko'proq ahamiyat berish, namunadan foydalanib o'zaro so'zlashish, boshlab berilgan dialogni davom ettirish, dialog replikalari asosida o'zaro so'zlashish, nutqiy faoliyatda qo'llash, testlar bajarish, bahs-munozaralar kabi metodlarni qo'llashda qolip gaplarni qiyosiy o'rganishga oid ilmiy-nazariy xulosalardan ta'lim rus tilida olib boriladigan maktablar uchun "O'zbek tili" darsliklarini yaratishda foydalanilgan. (O'zbekiston Respublikasi Xalq ta'limi Vazirligi huzuridagi Respublika ta'lim markazining 2021-yil 18-maydagi 01/11-01/7-625-sonli ma'lumotnomasi.) Natijada o'zbek tili darslarida o'quvchilarning nutqiy muloqot madaniyatini o'rgatish mazmuni, vositalari, metod va usullari takomillashtirilgan metodika asosida maktab o'qituvchilari kasbiy kompetensiyasini rivojlantirish samaradorligi ortgan;

o'quvchilarning qolip gaplarni o'zbek tilidan rus tiliga tarjima qilish, aksincha, rus tilidan o'zbek tiliga tarjima qilish, berilgan nutqiy vaziyatga mos qolip gapni aytish, nuqtalar o'rniga mazmunan mos qolip gapni qo'yib o'qish yoki ko'chirish, berilgan izohlar asosida mos qolip gaplarni aytish, qolip gap asosida tegishli nutqiy vaziyatni aytish, o'rganilgan qolip gaplarni qatnashtirgan holda dialog tuzish yoki o'zaro so'zlashishga oid ilmiy ma'lumotlardan O'zbekiston Respublikasi Teleradiokompaniyasining "O'zbekiston-24" kanalining "Radiojurnal" dasturida "O'zbek tilidagi qolip gaplarni qiyoslab o'rganishning ayrim masalalari" mavzusidagi intervyusidan samarali foydalanilgan (O'zbekiston Respublikasi Teleradiokompaniyasining 2020-yil 23-iyundagi 03-09/318-son ma'lumotnomasi). Natijada tadqiqot ahamiyati keng xalq ommasi, o'quvchi yoshlarga targ'ib etilib, eshittirishlarning ma'naviy-ma'rifiy, ilmiy-metodik jihatdan samaradorligi ta'minlangan.

**Tadqiqot natijalarining aprobatyasi.** Dissertatsiya natijalari 5 ta xorijiy konferensiyalar va 23 ta respublika ilmiy-amaliy anjumanlarida muhokamadan o'tkazilgan.

**Tadqiqot natijalarining e'lon qilinganligi.** Dissertatsiya mavzusi bo'yicha jami 38 ta ilmiy ish e'lon qilingan, shulardan 1 ta monografiya, O'zbekiston Respublikasi Oliy attestatsiya komissiyasining DSc dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda 15 ta maqola, ulardan 10 tasi respublika va 5 tasi xorijiy ilmiy jurnallarda nashr etilgan.

**Dissertatsiyaning tuzilishi va hajmi.** Tadqiqot kirish, to‘rt bob, xulosa va tavsiyalar, foydalanilgan adabiyotlar ro‘yxati va ilovalardan iborat, jami 236 sahifa.

## **DISSERTATSIYANING ASOSIY MAZMUNI**

Dissertatsiyaning **“Kirish”** qismida mavzuning dolzarbligi, o‘rganilganlik darajasi bayon qilingan, tadqiqotning maqsadi, vazifalari hamda ob‘yekt, predmeti, tadqiqot usullari belgilangan. Ilmiy tadqiqotning O‘zbekiston Respublikasi fan va texnologiyalarni rivojlantirishning uctuvor yo‘nalishlariga mosligi ko‘rsatilgan. Tadqiqotning ilmiy yangiligi, amaliy natijalarining ishonchliligi, nazariy va amaliy ahamiyati, amaliyotga joriy etilishi, e‘lon qilinganligi, ishning tuzilishi borasidagi ma‘lumotlar keltirilgan.

Dissertatsiyaning birinchi bobi **“O‘zbek tili darslarida rusiyzabon o‘quvchilarga nutqiy muloqot madaniyatini o‘rgatishning nazariy va amaliy asoslari”** deb nomlangan. Bunda nutqiy muloqot madaniyati tushunchasi sharhlangan, mazmun-mohiyati, uning turlari, rivojlanish shart-sharoitlari asoslangan.

Rusiyzabon o‘quvchilar nutqiy muloqot madaniyatini rivojlantirishning hozirgi ahvoli, xususan, dastur va darsliklar tahlil qilingan. O‘quvchilarning qolip gaplar yuzasidan bilim va malakalari tavsiflangan.

Dialogik nutq ikki xil birlikdan: mustaqil ravishda tarkiban gap tuzish mumkin bo‘lgan replikalardan va qolip gaplardan tuziladi. O‘zbek tili darslarida gap tuzishni o‘rgatish metodikasi R.Yo‘ldoshev tomonidan mukammal ishlab chiqilgan<sup>11</sup>. Shuni nazarda tutib, tadqiqot ishida mustaqil ravishda gap tuzishga o‘rgatish muammolari tadqiq etilmagan. Qolip gaplar o‘ziga xos tuzilish va qo‘llanish xususiyatlariga ega bo‘lib, ayni xususiyatlar nutq madaniyati, muomala odobi qoidalariga bilan bog‘lanadi.

Ilmiy tadqiqotda nutqiy muloqot madaniyati deganda kishilikning o‘zbek xalqining uzoq tarixiy taraqqiyot davri davomida shakllangan muomala odobi qoidalariga rioya qilib, ijtimoiy shart-sharoit, ijtimoiy munosabatlardan kelib chiqib, shuningdek, shaxsning o‘zligini va o‘zgalarning (suhbatdoshlarning) shaxsini, ruhiyatini, jamiyatda tutgan mavqeyini anglash asosida, nutqning kommunikativligiga e‘tibor bergan holda muloqotda ishtirok etishi tushuniladi, deb ta‘riflangan.

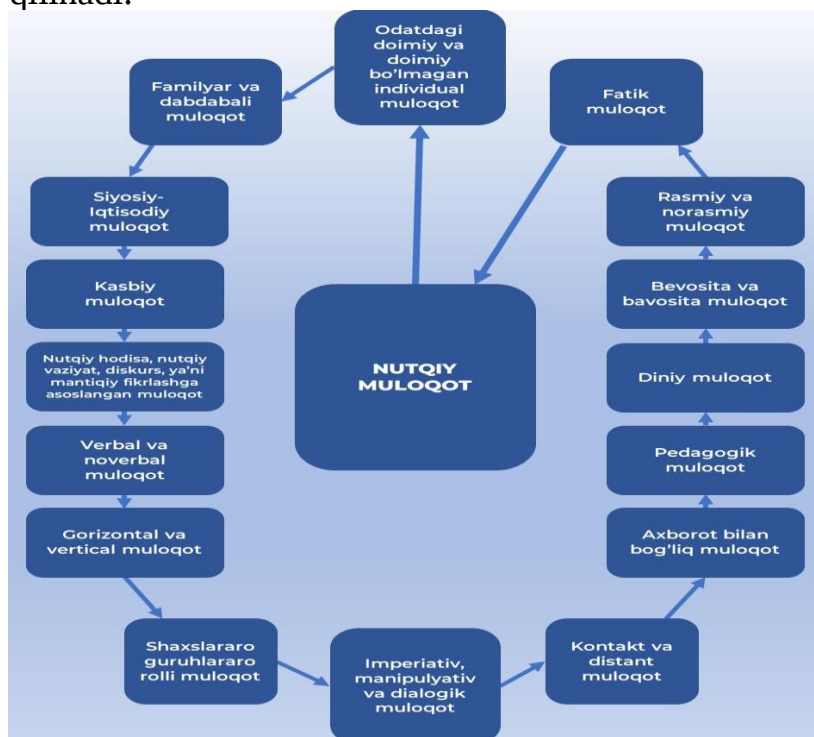
Ijtimoiy hayotda nutqiy muloqot uchun so‘z tanlash va ishlatish mahoratining o‘zi yetarli emas: suhbatdoshlar o‘z replikalarida mustaqil ravishda tuziladigan gaplar yoki yod olib ishlatadigan shablon so‘z-gaplar, qolip gaplarda ijtimoiy munosabatlarni ham e‘tiborda tutishlari lozim.

Dissertatsiyada muloqotning og‘zaki va yozma, nutqiy va imo-ishora tarzidagi, shaxslararo va guruhli, kontakt va distant, rasmiy yoki bevosita va

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<sup>11</sup> Йўлдошев Р.А. Ўзбек тили дарсларида ўқувчиларнинг оғзаки нутқини уларни кўп гапиртириш орқали ўстириш методикаси (Таълим рус тилида олиб бориладиган мактаблар мисолида): Монография. – Тошкент, – Fan va texnologiya, 2012, 212 б.

bavosita hamda boshqa qator turlari haqidagi manbalarga murojaat etgan holda fikr yuritiladi, bayon qilinadi.



### 1-rasm. Nuqiy muloqot turlari.

Tadqiqotda istiqbolning dastlabki davridan boshlab, shu kunga qadar yaratilgan “O‘zbek tili” darsliklaridagi dialogik nutq o‘stirishga doir materiallar (matn namunalari, qolip gaplar, mashqlar), ularning qay tarzda taqdim etilganligi, qanday mashq va topshiriqlar havola qilingani tahlilga tortilgan, nutqiy muloqot madaniyatini rivojlantirish imkoniyatlari ochib berilgan.

Tahlildan ma’lum bo‘lishicha, mashq turlarining takroriyliigi har xil: 1) bir-ikki marta uchraydigan turlari; 2) ko‘p uchraydigan turlariga ajratib tahlil qilish mumkin.

Dissertatsiyada darsliklarda qo‘langan qolip gaplar 50 dan ortiq ekanligi, muomala odobi yoritilgan matnlar ko‘p emasligi ko‘rsatilgan. Qolip gaplar dars lug‘atlarida rus tilidagi tarjimasi, zarur o‘rinlarda, qay vaziyatlarda ishlatilishi haqidagi qisqa izohlarsiz berilgan. Bu ta’lim jarayonini qiyinlashtiradigan salbiy holat deb tavsiflangan.

Darsliklarining ayrimlarida avvalgilarga nisbatan qolip gaplarga ko‘proq ahamiyat berilgan bo‘lsa-da, ular asosan dialogik matnlarda uchrashiga qarab ajratilgan, ba’zan “Muomala odobi” sarlavhasi ostida “Eslab qoling” topshirig‘i bilan lug‘at shaklida berilgan, o‘quvchilarning yoshi, hayot tajribasi va bilim saviyasi yetarlicha hisobga olinmay, faol va nafaollariga qaramay kiritilgan. Qolip gaplarni o‘rgatish va faollashtirish uchun xizmat qiladigan maxsus mashqlar keltirilmagan.

Darsda o‘qilgan matndan olingan yoki o‘qilajak matnni nazarda tutib, tuzilgan savollar mazmunini tushunish qiyinchiligi yengib o‘tilgan taqdirdagina sun’iy

soʻzlashuv vaziyatini yuzaga keltirib chiqarish mumkin: “Savollar asosida suhbatlashing”, “Suhbat matnini oʻqing va uni davom ettiring”, “...savollar asosida (...haqida) suhbatlashing”.

Dissertatsiyada darsliklardagi mashqlar materiallarini oʻzgartirish yoki oʻzgartirmaslik nuqtai nazaridan uch turga ajratilgan: oʻzgarishsiz bajariladigan (mexanik) mashqlar; yarim ijodiy mashqlar; ijodiy mashqlar. Ular misollar asosida keng izohlangan. Mahsuldor, ijodiy mashq turlariga alohida toʻxtalangan.

Tadqiqotda dialogik matn asosidagi nutqiy mashqlar bir necha guruhga ajratilgan va izohlangan.

Dissertatsiyada nutqiy vaziyatlarga tayanib bajariladigan ish turlari ham keng izohlangan.

Oʻquvchilarning oʻzbek tiliga xos muomala odobi haqidagi matnlarni va qolip gaplarni oʻzlashtirish saviyasini aniqlashga doir nazorat ishlari (test, tarjima) oʻtkazilgan va natijalari tahlil qilingan, notoʻgʻri tarjimalarning sabablari koʻrsatilgan. Masalan, “Bir qolip gapning ruscha oʻgirmasida boshqa qolip gapning tarjimasi keltiriladi”.

Tadqiqotda taʼkidlanishicha, qolip gaplar mazmunini tushunishda tag maʼnosiga koʻra ularni bir-biridan farqlash ham muhim rol oʻynaydi.

Dissertatsiyaning ikkinchi bobi **“Oʻzbek tili darslarida rusiyzabon oʻquvchilarga nutqiy muloqot madaniyatini oʻrgatishning lingvodidaktik asoslari”** deb nomlangan. Mazkur bobda dastlab qolip gaplar roʻyxati birmuncha mukammal holga keltirilgan, ular mavzuviy guruhlariga ajratilgan, soʻng oʻzbek tilidagi qolip gaplar, muomala odobi qoidalari rus tilidagi materiallarga qiyoslangan, nihoyat, qolip gaplar va muomala odobi qoidalarini oʻrgatishga doir bilim, koʻnikma va malakalar, qolip gaplar yuzasidan tegishli BKMLarni hosil qilishda amal qilinadigan asosiy yondashuv va tamoyillar belgilab chiqilgan.

Dissertatsiyada “Oʻzbek tili” darsliklarida berilgan, xorij metodist olimlaridan N.I.Formanovskaya, M.S.Balabayko, X.R.Sokolovlar, oʻzbek tilshunoslari keltirgan, badiiy asarlardagi dialogik parchalarda faolroq qolip gaplarni ajratgan, “Oʻzbek tili” darsliklaridagi tasniflarni hisobga olgan, ularning mundarijasini kengaytirgan holda bir qadar mukammalroq roʻyxatlar berishga harakat qilganmiz. Oʻqituvchining qoʻlida ushbu roʻyxat, shuningdek, qiyosiy materiallar mavjud boʻlsa, taʼlimiy tadbirlarni rejalashtirish ham mazmunli amalga oshirilishi mumkin. Fikrimizcha, oʻzbek tilidagi aksariyat qolip gaplarning, shablon soʻz va iboralarning ruscha muqobilini topish oson kechmagan. Bu ishlar taʼlim beruvchiga ham, taʼlim oluvchilar uchun ham qiyin. Oʻquvchilarning ularni oʻz nutqida erkin ishlata olmasliklarining asosiy sababi ayni tag maʼnoni, maʼno-mazmunini anglash qiyinchiligi bilan bogʻliq.

Oʻzbek tilidagi qolip gaplar, shablon soʻz va iboralar rus tilida turlicha ifodalanadi:

1. Ikkala tildagi ushbu til hodisalari leksik va grammatik jihatdan toʻliq mos kelib, soʻzma-soʻz tarjimaga imkon beradi. Masalan: *Sogʻ boʻling. – Будьте*

здоровы. *Ishlar qalay? – Как дела? Labbay, eshitaman! – Алло, слушаю! Mayli! – Ладно. Marhamat.*

2. O‘zbek va rus tillaridagi qolip gaplar leksik jihatdan qisman mos kelmaydi. Masalan: *Oq yo‘l! – Светлого пути! Xayrli tun! Спокойной ночи! Доброй ночи!*

3. O‘zbek va rus tilidagi qolip gaplar bir-biriga leksik jihatdan mos kelgan holda, ba‘zan grammatik jihatdan farqlanadi. Masalan, o‘zbek tilidagi “*Sog‘-salomatmisan?*”, “*Tuzukmisan?*” kabi replikaier rus tilida ikki xil ifodalanishi mumkin: “*Ты здоров?*”, “*Как твое здоровье?*” Birinchi variant o‘quvchining real holati – salomatligi yomon ko‘ringan paytda beriladi. Ikkinchi variantda yashiringan ega (sen) so‘zi, unga ishora qiluvchi shaxs-son qo‘shimchasi (-san) rus tiliga притяжательный olmoshi bilan tarjima qilinadi.

4. O‘zbek tilidagi qolip gaplar rus tilida leksik va grammatik jihatdan butunlay mos kelmaydigan analogiyasi bilan beriladi. Masalan: *Xormang. – Бог в помощь. – Shukur. – Слава Богу.*

5. Qolip gapdagi so‘zning rus tilida asl ekvivalenti bo‘lmaydi. Masalan: – *So‘rayvering, bemalol. – Спрашивайте (bemalolning tarjimasi yo‘q).*

Tadqiqotda o‘zbek va rus tillarida muloqot madaniyati, jumladan, muomala odobi qolip gaplarda bo‘lgani kabi mushtarak hamda farqli jihatlar keng yoritilgan. Masalan, ikkala tilda nutqiy muloqot madaniyati muomala odobiga rioya qilish, so‘zlash ohangining suhbatdoshga ma‘qul tarzda bo‘lishiga intilishda o‘z ifodasini topadi. Gapirishda odob va odobsizlik muomala tavsifiga bog‘liq.

Har bir xalqning o‘ziga xos muloqot odobi, kishilarning ijtimoiy shartlangan xulq-atvor qoidalari mavjud bo‘lib, bu qoidalar shu shaxslarning egallab turgan lavozimi, mehnat faoliyati bilan bog‘liq nutqiy muloqot madaniyatida o‘z ifodasini topadi. Ushbu muloqot madaniyati muayyan kommunikativ nutqiy vaziyatlarda bir tipdagi standart so‘zlashuv odatlarini ham o‘z ichiga oladi.

**Dissertatsiyada nutqiy muloqot madaniyatiga doir bilim, ko‘nikma va malakalar** “Практикум по методике обучения русскому языку в начальных классах”<sup>12</sup> nomli o‘quv qo‘llanmasida keltirilgan BKMlardan ijodiy foydalangan holda bayon qilingan.

Izlanishda nutqiy muloqot madaniyatini o‘rgatishga doir ta‘lim mazmuni va metodlari, mashqlar tizimini ishlab chiqishda amal qilinadigan asosiy yondashuv va tamoyillar ikkinchi tilni o‘qitish metodikasiga, shuningdek, o‘zbek tilini davlat tili sifatida o‘qitish metodikasiga oid tadqiqot ishlariga, monografiyalar va metodik qo‘llanmalarga tayangan holda ajratilgan va izohlangan. Chunonchi, *kommunikativ yondashuv, faoliyatga asoslanganlik yondashuvi, nutqiy vaziyatga asoslanganlik yondashuvi o‘qish orqali yondashuv, axborot texnologiyalari asosidagi yondashuv, jamoaga asoslangan yondashuv, qolip gaplarning tag ma‘nosi,*

<sup>12</sup> Практикум по методике обучения русскому языку в начальных классах: учеб. пособие для студ. высш. пед. учеб. заведений / Т.И.Зиновьева, О.Е.Курлыгина, Л.С.Трегубова. — Москва: Академия, 2007. 304 с.

*mazmuni, qo'llanishini anglatish tamoyili, ta'lim va tarbiya birligi tamoyili, ona tili xususiyatlarini hisobga olish tamoyili va boshqalar.*

Tadqiqotning uchinchi bobi **“O'zbek tili darslarida rusiyzabon o'quvchilarga nutqiy muloqot madaniyatini o'rgatish metodikasi”** deb nomlangan. Bu bobda o'zbek tili darslarida rusiyzabon o'quvchilarning dialogik nutqini o'stirish vositalari, shart-sharoitlari, metod va usullari, ko'rsatmalilik, ayniqsa, zamonaviy axborot texnologiyalarining o'quvchilar dialogik nutqini o'stirishdagi o'rni, qolip gaplarni, ular bilan bog'lab muomala odobini, o'quvchilarga dialogik shaklda o'zaro so'zlashishni o'rgatishga doir mashqlar tizimi masalalari yoritilgan.

Fikrimizcha, o'quvchilarning o'zbek tilida o'zaro so'zlashuv ko'nikma va malakalarini shakllantirish ishining sifati va samaradorligi bevosita tanlanadigan metod va usullarga bog'liq. Metod va usullar esa nima o'rgatilishiga qarab tanlanadi. O'rganiladigan materiallarni uch turga ajratishimiz to'g'ri bo'ladi:

- 1) qolip gaplar, ularning ma'no-mazmuni, rus tilida ifodalanishi, qaysi nutqiy vaziyatlarda qo'llanishi;
- 2) muomala odobi qoidalari, bu qoidalarining o'zbek tili etiketiga xos jihatlari;
- 3) yaxlit so'zlashuv (dialog) namunalari.

Dissertatsiyada o'zbek tilidagi qolip gap namunalarini o'quvchilarga turli yo'llar bilan anglatish (semantizatsiya), jumladan, rus tilidagi tarjimasi va zarur o'rinlarda qo'llanishini izohlash, rus tilidagi ekvivalenti bilan qiyoslash amallari tavsiya etiladi. Mustahamlashda esa mashqlar qatori – *interaktiv usullardan* foydalanish ko'zda tutiladi.

**Ko'rsatish-namoyish etish metodi** qolip gaplar mazmunini tushuntirishga nisbatan tatbiq etiladigan bo'lsa, bunda foydalaniladigan ko'rsatmalilik nutqiy vaziyatli tasvirlar (bajarib ko'rsatiladigan harakatlar, ijro etiladigan dialoglar) tarzida bo'lishi kerak. Masalan, transportda bolaning keksa kishiga joy ko'rsatishi tasvirlangan rasm va h.k. Keyingi davrlarda bunday tasvirlar multimediya (ovozli tasvir) sifatida tayyorlanmoqda.

Darsda kichik-kichik sahna ko'rinishlari ijro etilishi ham ko'rsatish-namoyish etish metodiga xosdir. Bunda ham o'quvchilar nutqiy vaziyatli harakatlarni ko'radilar va dialoglarni eshitadilar. Aslida ushbu metod ham bevositalik metodining takomillashgan holatini ifoda etadi.

Dissertatsiyada ta'kidlanishicha, muomala odobi qoidalari darslikdagi shu mazmunda berilgan matn ustida ishlash, o'qituvchining ayrim nutqiy vaziyatlarni izohlashi, ba'zan o'zbek xalqiga xos sharqona muomala odobi yuzasidan ma'lumot berishi tarzida o'rganilishi mumkin.

**“Muomala odobi qoidalari bilimdoni”** o'yini darslikdagi va darslikdan tashqari ma'lum qilingan shunday qoidalar zahirasi to'plana boshlagan davrda tashkil etilgani ma'qul.

Zamonaviy ta'lim jarayonini ilg'or modellar bazasida rivojlantirishning asosiy yo'nalishlari sifatida ta'lim oluvchilarning dialogik nutqini **har tomonlama**

o‘stirish imkonini beruvchi metod va usullardan foydalanish taqozo etiladi. Jumladan, o‘quvchilarning mustaqil fikrlashiga imkon beruvchi usul – guruhda ishlash usuli qo‘l keladi. Bu usul oz fursat ichida ham yangi materialni o‘zlashtirish, ham avvalgi darsda o‘tilgan mavzuni takrorlashi mumkin, bunda o‘quvchilar faolligi ta‘minlanadi, ular ham savol tayyorlashlari, ham kutilmagan paytda javob bera bilishlari kerak.

Fikrimizcha, o‘rgatish bosqichlarini esa tanishtirish, mashq qildirish va qo‘llash metodlari orqali atash maqsadga muvofiq. Eslatish lozimki, ta‘lim metodlari davrga hamohang ravishda takomillashib boradi: mashqlar turkumiga kompyuter texnologiyasi qo‘shib ishlash. Bugungi kunda video metodlar sifatida ko‘rish, o‘rgatish, elektron o‘qituvchi nazorati ostida mashq qilish, nazorat keng qo‘llanmoqda. Ayniqsa, animatsiya effektlari tasvirni yaqqol ko‘zga tashlanadigan qiladi.

Tadqiqotda rusiyzbbon o‘quvchilarga o‘zbekcha qolip gaplarni singdirishning bir necha usuli taklif qilingan va tushuntirilgan:

Ikkinchi turdagi qolip gaplarni ta‘lim oluvchi 8-9-sinflarda yoki litsey va kasb-hunar kollejida o‘rganishi maqsadga muvofiq. Bu davrda yoshlarning mantiqiy tafakkuri birmuncha rivojlangan bo‘lib, ularni o‘zlashtirishga osonlik bilan erishadi:

1) tarkiban anglash mumkin bo‘lganlarini so‘zma-so‘z tarjima qilish:

*Demak, masala hal. – Значит все решено. Yana kimda takliflar bor?– У кого есть еще предложения? Albatta kelaman. – Обязательно придут deb so‘zma-so‘z tarjima qiladi.*

2) leksik asnoda o‘rganish mumkin bo‘lganlarini ma‘no-mazmun jihatdan variantlarini keltirish:

*Qoyil! Zo‘rsan-ku! ni ta‘lim oluvchi Bravo! Какой ты молодец! ёки Какой ты классный deb tarjima qiladi. Xo‘sh, qulog‘im sizdani– Я вас слушаю deb, ma‘no variantlarini keltiradi.*

\* Ikkinchi turdagi qolip gaplarni ta‘lim oluvchi 8–9-sinflarda yoki litsey va kasb-hunar kollejida o‘rganishi maqsadga muvofiq. Bu davrda yoshlarning mantiqiy tafakkuri birmuncha rivojlangan bo‘lib, ularni o‘zlashtirishga osonlik bilan erishadilar.

3) grammatik asnoda o‘rgatish mumkin bo‘lganlari: *Yo‘q, asloni нет, вовсе, никогда, ахирни наконец, в конце концов, же, ведь, разве deb o‘g‘irish mumkin.*

Dissertatsiyada ayrim izohtalab qolip gapning qo‘llanishi haqidagi izohlarni uch xil usul bilan berish mumkinligi ta‘kidlangan:

1) mashqda uch ustun ajratib, birinchisida o‘zbekcha qolip gap, ikkinchisida uning ruscha muqobili, uchinchisida qaysi nutqiy vaziyatda ishlatilishiga doir izoh berish;

2) mashqda qolip gaplar ro‘yxatidan keyin tegishli qolip gapni tilga olgan holda qo‘llanishiga doir izoh keltirish;

3) izohni og‘zaki ravishda bayon qilish.

Bizningcha, slaydda yuqorida ko‘rsatilgan mazmunda keltirilgan yangi til hodisalarini tinglab tushunish va ularning o‘qilishi va yozilishini bilib olish, dialog matnini yaratayotganda yozma ravishda ifodalash ko‘nikmalarini mustahkamlashga e‘tibor qaratish zarur bo‘ladi. Shuningdek, ma‘lum bosqichda taqdimot texnologiyasi qolip gaplar ro‘yxati bo‘yicha ishni samarali tashkil qilish, vaqti-vaqti bilan takrorlab borish imkonini beradi.

“O‘zbek tili” darsliklarida rollarga bo‘lib o‘qish uchun tavsiya etilgan dialog namunalari har bir ijrochidan ikki, nari borsa uch gap aytish uchungina imkon beradi. Bunday kichik hajmli matnlar bilan dastlabki nutqiy muloqot ko‘nikmalarini hosil qilish amri mahol. Bizningcha, namunalarni, gap miqdorini ko‘paytirish orqali faollashtirish maqsadga muvofiqdir.

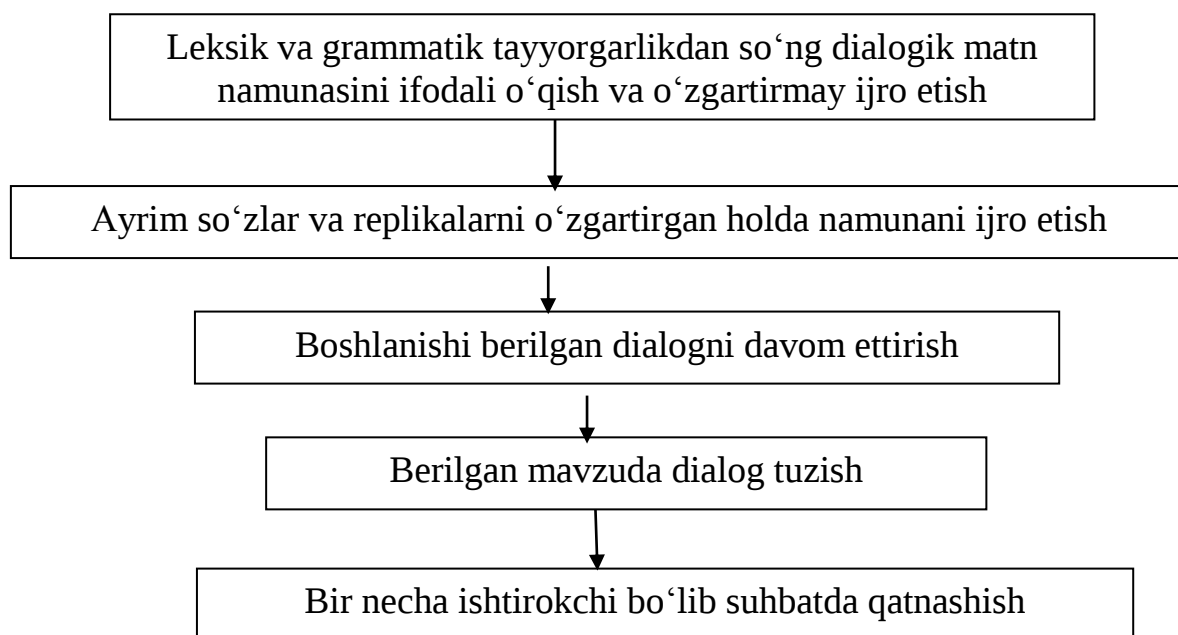
Rusiy zabon o‘quvchilar qolip gaplardan foydalana bilishlari lozim. Buning uchun dissertatsiyada quyidagi kabi mashq turlari va topshiriqlarni bajarish tavsiya qilinadi, ularning har biri keng izohlanadi.

Fikrimizcha, darsda o‘quvchilarning dialogik shakldagi muloqotini uyushtirish eng murakkab jarayonlar jumlasiga kiradi. Bunda yoshlarning ushbu ish turiga qiziqish bilan munosabatda bo‘lishlarini ta‘minlash muhim. Bu esa o‘qituvchining darsga ko‘radigan tayyorgarligi va bunda hal qilinishi lozim bo‘lgan vazifalariga bog‘liq.

Matn namunasi asosida dialogik nutq o‘stirishga qaratilgan mashqlar tizimi ham o‘ziga xos bo‘lishi, muayyan izchillik ta‘minlanishi kerak. Ushbu izchillikni quyidagi chizma orqali ifodalash mumkin (3.1-rasmga qarang):

Tadqiqotda muloqotni ikki xil amalga oshirish mumkinligi ko‘rsatiladi:

- 1) dialogik matndagi replikalarga qarab, esda olib qolgan holda o‘zaro so‘zlashish;
- 2) yangi so‘zlarni o‘zlashtirgan, grammatik vositalarni erkin ravishda gap tuzish darajasida egallagan ko‘yi o‘zaro muloqotga kirishish.



## **2-rasm. Dialogik nutq o‘stirish mashqlari dinamikasining gipotetik modeli.**

Dissertatsiyaning to‘rtinchi bobi (**“O‘zbek tili darslarida rusiyzabon o‘quvchilarga nutqiy muloqot madaniyatini o‘rgatish metodikasining samaradorligi”**) deb nomlangan. Tajriba-sinov materiallari tavsiflanadi, sinov natijalari matematik-statistik tahlil qilinadi.

Tadqiqotda o‘quvchilar dialogik nutqining rivojlanish darajasini baholashda ham ushbu ikkala ish turi bo‘lgan ***o‘zlashtirish parametrlaridan biri sifatida nazorat ishlari asos qilib olingan.*** Bunday nazoratning maqsadi, afzalliklari asoslangan.

Tajriba-sinov materiallari sifatida, bir tomondan, dissertatsiyaning asosiy paragraflari taqdim etilgan, ikkinchi tomondan, olti xil ish turi havola qilingan, ko‘zlangan maqsad va natijalarni ish rejasida nazarda tutish tavsiya etilgan.

**“Multimediya – videodasturlar bilan dars o‘tish”** (ma’lum bir mavzudagi muloqot namunasini dasturli, ovoqli, ko‘rgazmali, televizor, video qurilmalari yordamida taqdim etish va ijro ettirish usuli).

**“Muayyan vaziyat yoki holatni tahlil qilish”** (biron-bir hayotiy voqeya, vaziyat yuzasidan bahs-munozara o‘tkazish).

**“Nuqtai nazaring bo‘lsin”** (o‘qituvchining nutqiy vaziyatga doir muammoli topshiriqlari yuzasidan har bir o‘quvchi o‘z nuqtai nazarini bildiradi).

**“Tanqidiy tafakkur”** (o‘quvchilar biror nutqiy vaziyat yuzasidan o‘qituvchining bergan savollariga bir-birini takrorlamagan holda, tanqidiy yondashib fikr bildiradilar).

Mustaqil fikrlash o‘quvchilarda kreativlikni rivojlantiradi. Bunga quyidagi kabi o‘yinlar yordam beradi: **“Taqdimot”, “Multimediya”, “Nuqtai nazaring bo‘lsin”, “Intellectual bellashuv”, “Tanqidiy tafakkur”, “Kim ko‘p qolip gap biladi?”, “Qor uyumi”, “Notiqlar bellashuvi”, “Fikrlar sandig‘i”, “Zakovat o‘yini”.**

Dissertatsiyada har bir o‘yin turi izohlangan.

Tadqiqotda tajriba-sinov ishlarining 3 bosqichda (ta’kidlovchi, shakllantiruvchi va yakuniy bosqich) tashkil etilgani ma’lum qilingan:

yakuniy tajriba-sinov ishlari boshida va oxirida qolip gaplarni o‘zbek tilidan rus tiliga va rus tilidan o‘zbek tiliga tarjima qilish mazmunidagi nazorat ishlari o‘tkazdik. Birinchi nazorat turi uchun quyidagi variantlarda qolip gaplardan foydalanildi:

### **1-variant**

Omon bo‘ling. Baraka toping. Tuzukmisiz? Bezovta qilmadimmi? Tinchmisiz? Hormang. O‘zingni qanday his qilyapsan? Sizga (senga) nima bo‘ldi? Yaxshi yuribsanmi?

### **2-variant**

Xo‘p bo‘ladi. Yo‘q bo‘lib ketmang. Rahmat, nima desangiz shu. Qanday bo‘larkin? Demak, masala hal. Bor bo‘ling. Siz kim bo‘lasiz? Hammasi joyida. Yaxshi borib keling! Omad sizga yor bo‘lsin!

### 3-variant

Ishingiz o‘ngidan kelsin! Xudo xayringni bersin! Ixtiyoringiz. Ilojim yo‘q. Arzimaydi. Ishing bo‘lmasin! Nima qilib turibsiz? Bor umidim sizdan. Haddingdan oshma! Nima deb qo‘yay?

Qolip gaplarning qilingan tarjimalarini baholashda ularning **to‘g‘ri** yoki **noto‘g‘ri** ekanligi hisobga olingan.

O‘tkazilgan nazorat natijalari quyidagi 4.1-jadvalda keltirilgan.

### 4.1-jadval.

#### O‘ZBEK TILIDAN RUS TILIGA TARJIMA QILISH NATIJALARI

| Sinf (guruh)<br>maktab                                             | O‘quvchilar<br>soni | Sinovga<br>nisbatan<br>nazorat<br>vaqti | To‘g‘ri<br>tarjimalar | Noto‘g‘ri<br>tarjimalar |
|--------------------------------------------------------------------|---------------------|-----------------------------------------|-----------------------|-------------------------|
| M.Ulug‘bek tum. 225-<br>maktab<br>9-“A”, 9-“B”- sinflar            | 60                  | oldin<br>keyin                          | 291<br>379            | 309<br>221              |
| Yunusobod tum. 98-<br>maktab<br>10-“A”, 10-“B”, 10-<br>“G”-sinflar | 60                  | oldin<br>keyin                          | 289<br>379            | 311<br>221              |
| Yunusobod tum. 247-<br>maktab<br>9-“A”, 9-“B”, 8-“B”-<br>sinflar   | 60                  | oldin<br>keyin                          | 280<br>370            | 320<br>230              |
| Yangiyo‘l shahar 10-<br>maktab<br>11-“A”, 11-“B”-sinflar           | 60                  | oldin<br>keyin                          | 319<br>411            | 281<br>189              |
| Jami o‘quvchilar soni                                              | 240                 | oldin<br>keyin                          | 1179<br>1539          | 1221<br>861             |

Rus tilidan o‘zbek tiliga tarjima qilish uchun quyidagi nutqiy qolip gaplar berilgan:

### I вариант

Пусть удача сопутствует Вам. Бог вам в помощь! Не пропадайте. Доброго вам пути! Долгой вам жизни! Пусть сбудется все сказанное Вами! Воля Ваша! Все в порядке. Не твое дело! Не стоит!

### II вариант

Что мне ему сказать? Не выходи из себя! Как Вы скажете. Удачной Вам поездки! Ради бога! Я не побеспокоил Вас? Как ты себя чувствуешь? Что с Вами? Значит, вопрос решен. Ништяк.

#### 4.2-jadval.

#### RUS TILIDAN O‘ZBEK TILIGA TARJIMA QILISH NATIJALARI

| Sinf (guruh)<br>maktab                                             | O‘quvchilar<br>soni | Sinovga<br>nisbatan<br>nazorat<br>vaqti | To‘g‘ri<br>tarjimalar<br>soni | Noto‘g‘ri<br>tarjimalar<br>soni |
|--------------------------------------------------------------------|---------------------|-----------------------------------------|-------------------------------|---------------------------------|
| M.Ulug‘bek tum. 225-<br>maktab<br>9-“A”, 9-“B”- sinflar            | 60                  | oldin<br>keyin                          | 366<br>444                    | 234<br>156                      |
| Yunusobod tum. 98-<br>maktab<br>10-“A”, 10-“B”, 10-<br>“G”-sinflar | 60                  | oldin<br>keyin                          | 380<br>458                    | 220<br>142                      |
| Yunusobod tum. 247-<br>maktab<br>9-“A”, 9-“B”, 8-“B”-<br>sinflar   | 60                  | oldin<br>keyin                          | 383<br>462                    | 217<br>138                      |
| Yangiyo‘l shahar 10-<br>maktab<br>11-“A”, 11-“B”-sinflar           | 60                  | oldin<br>keyin                          | 378<br>469                    | 222<br>131                      |
| Jami o‘quvchilar soni                                              | 240                 | oldin<br>keyin                          | 1507<br>1833                  | 893<br>567                      |

O‘tkazilgan tajriba-sinov ishlari natijalariga asoslangan holda o‘zbek tilidan rus tiliga va rus tilidan o‘zbek tiliga tarjima qilish bo‘yicha olingan natijalarning samaradorligini aniqlash yuzasidan o‘tkazilgan tajriba-sinovda o‘quvchilarning tajriba-sinovdan oldin va keyingi o‘zlashtirishlarini Styudent-Fisher va Pirsonning  $\chi^2$  matematik-statistika metodi yordamida tahlil etdik. Tajriba-sinovda jami 240 nafar o‘quvchi qatnashdi.

Masalaning qisqacha mohiyati quyidagilardan iborat: ikkita bosh to‘plam berilgan bo‘lsin. Biri – tajribadan keyin o‘quvchilarning o‘rtacha ballari, ikkinchisi esa – tajribadan oldin o‘quvchilarning o‘rtacha ballari. Baholar bu holda normal taqsimotga ega deb hisoblanadi. Bunday faraz o‘rinlidir, chunki normal taqsimotga yaqinlashish shartlari sodda bo‘lib, ular amalda bajariladi.

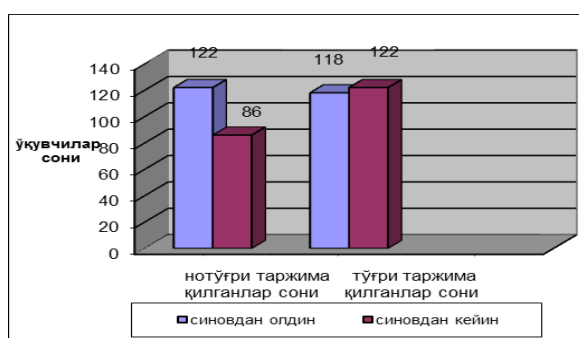
Jadval asosida o‘quvchilarning tajribadan oldin va keyingi o‘zlashtirishlari samaradorligini ko‘rsatuvchi  $N_1$  gipoteza va unga zid bo‘lgan  $N_0$  gipotezani tanlaymiz hamda quyidagi jadvalda aks ettiramiz.

#### 4.3-jadval.

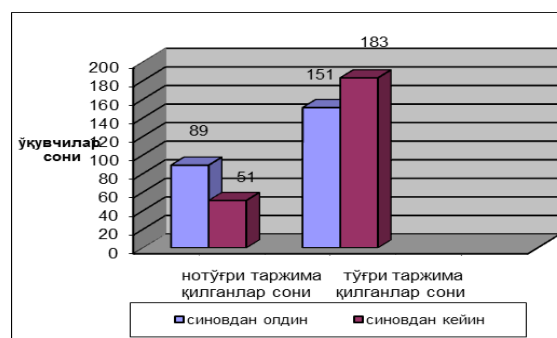
#### O‘zbek tilidan rus tiliga tarjima qilish asosida olingan umumiy ko‘rsatkichlar

|                                                 | Sinovga nisbatan nazorat vaqti | O'quvc hilar soni | To'g'ri tarjimalar soni | Noto'g'ri tarjimalar soni |
|-------------------------------------------------|--------------------------------|-------------------|-------------------------|---------------------------|
| <b>O'zbek tilidan rus tiliga tarjima qilish</b> | Sinovdan keyin                 | 240               | 154                     | 86                        |
|                                                 | Sinovdan oldin                 | 240               | 118                     | 122                       |
| <b>Rus tilidan o'zbek tiliga tarjima qilish</b> | Sinovdan keyin                 | 240               | 183                     | 57                        |
|                                                 | Sinovdan oldin                 | 240               | 151                     | 89                        |

Bu tanlanmalarga mos kelgan diagramma quyidagicha ko'rinishni oladi:



**3-rasm. O'zbek tilidan rus tiliga tarjima qilishda**



**4-rasm. Rus tilidan o'zbek tiliga tarjima qilishda**

Yuqoridagi natijalarga asoslangan holda matematik-statistik tahlil qilinib, tajriba yakunidagi holat uchun topilgan natijalardan o'rtacha kvadratik chetlanish, tanlanma dispersiya, variatsiya ko'rsatgichlari, Styudentning tanlanma mezoni, Styudent mezoni asosida erkinlik darajasi, Pirsonning muvofiqlik kriteriysi va ishonchli chetlanishlari topildi. Bular quyidagi jadvalda aks etgan:

| $\bar{X}$ | $\bar{Y}$ | $S_x^2$ | $S_y^2$ | $C_x$ | $C_y$ | $T_{x,y}$ | $k$   | $X_{n,m}^2$ | $\Delta_x$ | $\Delta_y$ |
|-----------|-----------|---------|---------|-------|-------|-----------|-------|-------------|------------|------------|
| 1,64      | 1,49      | 0,2304  | 0,2499  | 2     | 2     | 3,41      | 474,3 | 10,99       | 0,06       | 0,06       |
| 1,78      | 1,63      | 0,33    | 0,2331  | 1     | 2     | 3,95      | 437,5 | 10,08       | 0,04       | 0,06       |

Yuqoridagi natijalarga asoslanib, tajriba-sinov ishlarining sifat ko'rsatgichlarini hisoblaymiz.

O'zbek tilidan rus tiliga tarjima qilishda:

Ma'lumki,  $\bar{X}=1,64$ ;  $\bar{Y}=1,49$   $\Delta_x = 0,06$ ;  $\Delta_y = 0,06$  ga teng.

Bundan sifat ko'rsatgichlari:

$$K_{yc\delta} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{1,64 - 0,06}{1,49 + 0,06} = \frac{1,58}{1,55} = 1,02 > 1;$$

$$K_{\delta\delta\delta} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (1,64 - 0,06) - (1,49 - 0,06) = 1,58 - 1,43 = 0,15 > 0;$$

Rus tilidan o'zbek tiliga tarjima qilishda:

Ma'lumki,  $\bar{X} = 1,78$ ;  $\bar{Y} = 1,63$   $\Delta_x = 0,04$ ;  $\Delta_y = 0,06$  ga teng.

Bundan sifat ko'rsatkichlari:

$$K_{yc\delta} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{1,78 - 0,04}{1,63 + 0,06} = \frac{1,74}{1,69} = 1,03 > 1;$$

$$K_{\delta\delta\delta} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (1,78 - 0,04) - (1,63 - 0,06) = 1,74 - 1,57 = 0,17 > 0;$$

Demak, 95 % foiz ishonch bilan aytish mumkinki, tajriba-sinov guruhlaridagi o'rtacha o'zlashtirish ko'rsatkichlari har doim nazorat guruhlaridagi o'rtacha o'zlashtirish ko'rsatkichlaridan yuqori bo'ldi va ular hech qachon bir xilda bo'lmaydi.

Olingan natijalardan o'qitish samaradorligini baholash mezoni birdan kattaligi va bilish darajasini baholash mezoni noldan kattaligini ko'rish mumkin. Bundan ma'lumki, o'zbek tilidan rus tiliga tarjima qilishda ham rus tilidan o'zbek tiliga tarjima qilishda ham sinovdan keyingi o'zlashtirish tajribadan oldindagi o'zlashtirishdan yuqori ekan.

Demak, o'zbek tilidan rus tiliga tarjima qilish hamda rus tilidan o'zbek tiliga tarjima qilish bo'yicha olingan natijalarning samaradorligini aniqlash yuzasidan o'tkazilgan tajriba-sinov ishlari samaradorligi statistik tahlildan ma'lum bo'ldi.

## XULOSA

Olib borilgan ilmiy-pedagogik tadqiqotlar natijalari tahlili va yakunlariga asoslangan holda quyidagi xulosalarga kelindi.

1. Metodik adabiyotlarni o'rganish, yaqin davrlargacha ta'lim jarayonida qo'llanib kelgan dialogik nutq o'stirish metodikasini tahlil qilish va samaradorligini aniqlash, dialogik nutq o'stirishda nutqiy muloqot madaniyatiga, nutqiy muloqot komponentlariga o'rgatish imkoniyatlarini baholash shuni ko'rsatdiki, dialoglarga xos replikalar (savollar berish, savollarga javob qaytarish) o'zbek xalqining uzoq tarixdan buyon shakllangan muomala odobi an'alariga murojaat etmagan holda qo'llangani, suhbatni jonlantirish uchun suhbatdoshlarning bir-biriga qarab savol berishi hamda javob qaytarishi tarzidagi metodikani muomala odobi qoidalariga rioya qilgan holda asl kommunikatsiya jarayonini tashkil etish borasidagi tavsiya va takliflar bugungi kunda dolzarb, tadqiqotimiz ularni ishlab chiqish va yechimlarini aniqlash zarurat ekanligini asoslash imkonini berdi.

2. Nutqiy muloqot madaniyati ifodasida ma'no-mazmun ko'lamiga ko'ra muloqotda muomala odobi qoidalariga rioya qilib, ijtimoiy shart-sharoit, ijtimoiy munosabatlardan kelib chiqib, shaxsning o'zligini va o'zgalarning (suhbatdoshlarning) shaxsini, ruhiyatini, jamiyatda tutgan mavqeyini anglash asosida, nutqning kommunikativligiga e'tibor bergan holda ishtirok etish ekanligini nazarda tutib, o'zbek tili darslarida tashkil etiladigan o'zaro muloqot mashqlarini oddiy dialoglarga xos savollar berish, savollarga javob qaytarish tarzida emas, balki muomala odobi qoidalariga rioya qilgan, ijtimoiy munosabatlar bilan shartlangan replikalar: tarkibi anglanadigan gaplar va qolip gaplar asosidagi o'zaro muloqot jarayoni deb topildi.

3. O'quvchilarning nutqiy muloqot madaniyatini rivojlantirish uchun ularni muomala odobi qoidalari va qolip gaplar bilan izchil tanishtira borishda ularning ma'no-mazmunini tushuntirish, onglilikni ta'minlash hal qiluvchi ahamiyatga ega. Muomala odobi qoidalari "O'zbek tili" darsliklarida o'qib o'rganiladigan matnlar tarzida taqdim etiladi, tajriba-sinov ishlari ularni slaydlar, multimediya vositasida havola qilish, muloqot mashqlari, sahnalashtirish mashqlari jarayonida ushbu qoidalarga amal qilish mashqlari samarali ekanligini tasdiqladi.

4. Rusiyazon o'quvchilarga qolip gaplarni anglatish zaruriyati ularning ushbu til birliklarining mazmunini turli yo'llar, jumladan, tarjima usulidan foydalanish, dars lug'atida berilgan qolip gaplarning ruscha ekvivalentlarini, ayrim izohtalablariga esa, qaysi nutqiy vaziyatlarda qo'llanishiga doir tegishli izohlar berish kerakligini ko'rsatdi, diagnostik maqsadlarda o'tkazilgan nazorat ishlari (test, tarjima) ushbu masalalar bilan bog'liq metodik yechimlarni tayyorlash, ana shu yechimlardan biri sifatida o'zbek tilidagi qolip gaplarning rus tilidagi muqobillarini aniqlash va o'zbekcha-ruscha qolip gaplar lug'ati uchun material hozirlash zarurligi asoslandi.

5. O'zbek tilidagi qolip gaplarni o'rganish ishlarini osonlashtiradigan yoki qiyinlashtiradigan ifodalanish holatlarini aniqlash maqsadida ularni rus tiliga qiyoslash lozim. O'zbekcha qolip gaplar rus tilida asosan besh xil ifodalanadi: 1) ikkala tildagi ushbu til hodisalari leksik va grammatik jihatdan to'liq mos kelib, so'zma-so'z tarjimaga imkon beradi; 2) o'zbek va rus tillaridagi qolip gaplar leksik jihatdan qisman mos kelmaydi; 3) o'zbek va rus tilidagi qolip gaplar bir-biriga leksik jihatdan mos kelgan holda, ba'zan grammatik jihatdan farqlanadi; 4) o'zbek tilidagi qolip gaplar rus tilida leksik va grammatik jihatdan butunlay mos kelmaydigan analogiyasi bilan beriladi; 5) qolip gapdagi so'zning rus tilida asl ekvivalenti bo'lmaydi.

6. "O'zbek tili" darsliklarida nutqiy muloqot orqali egallash uchun tavsiya etilayotgan mavjud qolip gaplar umumiy o'rta ta'lim bosqichi uchun yetarli emasligini aniqlash, o'zbek tilshunoslari, xorij metodist olimlari ma'lumotlari, badiiy asarlardagi dialogik parchalarni o'rganish, so'zlashuv nutqini kuzatish asosida o'zbek xalqi tarixiy taraqqiyot mobaynida to'plagan qolip gaplar merosidan rusiyazon o'quvchilar saviyasiga moslarini ajratish va ushbu qolip gaplar boyligi muloqot mavzulari nuqtai nazardan, nutqda faol ekanligini hisobga

olib tanlash, to'plash, tasniflash hamda 2–5- va 6–9-sinflarda o'rganish ma'qul bo'lgan variantlarda bo'lib chiqish natijasida ta'lim mazmuni samaradorligini oshirish imkoniyatlari tug'ildi.

7. Kuzatishlardan ma'lum bo'lganidek, rusiyzabon o'quvchilar tuza oladigan sintaktik qurilmalar sanoqli ekanligi, mustaqil ravishda gap tuzib, fikr bayon qila olish malakalari yetarli rivojlanmagani, ular dialogik shakldagi so'zlashuvda ishtirok etish uchun aksariyat replikalarni, shu jumladan, qolip gaplarni yod olishlarini o'zbek tili darslaridagi jiddiy kamchiliklar deb hisoblash lozimligi asoslandi.

8. Qolip gaplarni nutqiy namunalar, ko'rsatmalilik: nutqiy vaziyat aks etgan rasm, sahna ko'rinishi orqali tanishtirish, suhbatdoshlarni ma'naviy-estetik boyitish, muomala odobi qoidalari sirasida so'zlash ohangiga ustuvor ahamiyat berish, yangi axborot almashinuviga yo'naltirish, muloqotning izchil bo'lishini ta'minlashda (tashkiliy qism → asosiy axborot almashinuvi → so'zlashuvni tugallash qismlari mazmunida *o'zaro so'zlashishni mashq qilish*) onglilikka erishish uchun dars lug'atida ularning ruscha tarjimasini, izohtalablariga qisqa izoh berish, zaruriyatga qarab muomala odobi qoidalari bilan tanishtirib borish samarali deb topildi.

9. Taklif etilayotgan innovatsion metod va usullar ta'lim mazmunini belgilash, bilim, ko'nikma va malakalarni aniqlab olishdan tortib to ta'lim jarayonini tashkil etishga qadar ishlab chiqilishi, bunda amal qilinadigan asosiy yondashuv va tamoyillar belgilanishi zamonaviy ta'lim jarayonini ilg'or modellar bazasida rivojlantirishning asosiy yo'nalishlari sifatida ta'lim oluvchilarning dialogik nutqini *har tomonlama* o'stirishga erishish mumkinligini nazariy va metodik jihatdan asoslash imkonini berdi.

10. Rusiyzabon o'quvchilarning qolip gaplarni to'g'ri va ko'proq qo'llay bilishlari uchun ularni o'zbek tilidan rus tiliga tarjima qilish, aksincha, rus tilidan o'zbek tiliga tarjima qilish, berilgan nutqiy vaziyatga mos qolip gapni aytish, nuqtalar o'rniga mazmunan mos qolip gapni qo'yib o'qish yoki ko'chirish, berilgan izohlar asosida mos qolip gaplarni aytish, qolip gap asosida tegishli nutqiy vaziyatni aytish, o'rganilgan qolip gaplarni qatnashtirgan holda dialog tuzish yoki o'zaro so'zlashish, "Qolip gaplar bilimdoni" o'yinini (musobaqasini) o'tkazish va boshqa shu kabi o'n xil mashq turlari va topshiriqlardan unumli foydalanish lozim.

11. Dialogik nutq o'stirish maqsadida foydalaniladigan mashqlar sirasida loyihalash asosidagi mashqlarga, shuningdek, sahnalashtirish tipidagi o'yinlarga, rolli, kasbiy o'yinlarga ko'proq ahamiyat berish, namunadan foydalanib o'zaro so'zlashish, boshlab berilgan dialogni davom ettirish, dialog replikalari asosida o'zaro so'zlashish, nutqiy faoliyatda qo'llash, testlar bajarish, bahs-munozaralar kabi metodlardan foydalanish maqsadga muvofiq ekanligi o'z isbotini topdi.

**Shuningdek, dissertatsiya natijalari sifatida quyidagi tavsiyalar ishlab chiqildi:**

1) o‘zbek tilidagi qolip gaplarning rus tilidagi muqobillari yuzasidan tayyorlangan materiallar asosida “O‘zbekcha-ruscha qolip gaplar lug‘ati”ni nashr qilish;

2) o‘zbek tilshunoslari, xorij metodist olimlari ma’lumotlari, badiiy asarlardagi dialogik parchalarni o‘rganish, so‘zlashuv nutqini kuzatish asosida o‘zbek xalqi tarixiy taraqqiyot mobaynida to‘plagan muomala odobi qoidolari va qolip gaplar asosida ta’lim mazmunini boyitish;

3) “O‘zbek tili” darsliklarida qolip gaplarni va ularni faollashtirishga qaratilgan mashq turlarini, ayniqsa, mahsuldor, ijodiy mashqlarni, noan’anaviy ish turlarini tadqiqot ishimizda berilgan noa’naviy va yangi pedagogik texnologiyalarga asoslangan metod va usullar bilan boyitish;

4) o‘zbek tili darslarida rusiyzabon o‘quvchilarga nutqiy muloqot madaniyatini o‘rgatish jarayonini muomala odobi qoidolari va qolip gaplarni dissertatsiyada ishlab chiqilgan samarali ta’lim mazmuni, vositalari, metod va usullaridan foydalanib tashkil etish maqsadga muvofiq.

**ONE-TIME TASHKENT SCIENTIFIC COUNCIL  
AT THE SCIENTIFIC COUNCIL NUMBER DSc.03/30.12.2019.Phil.19.01  
ISSUER OF SCIENTIFIC DEGREES UNDER TASHKENT STATE  
UNIVERSITY OF UZBEK LANGUAGE AND LITERATURE NAMED  
AFTER ALISHER NAVOI**

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**TASHKENT STATE UNIVERSITY OF UZBEKI LANGUAGE AND  
LITERATURE NAMED AFTER ALISHER NAVOI**

**AKHMEDOVA GULNOZA MUXTAROVNA**

**DEVELOPMENT CULTURAL CONVERSATIONS, RUSSIAN SPEAKING  
LEARNES ON CONTINUOUS EDUCATION**

**13.00.02 – Theory and methodology of education and training (Uzbek)**

**DOCTOR OF PEDAGOGICAL SCIENCES (DSc)  
DISSERTATION ABSTRACT**

**Tashkent – 2023**

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**Scientific supervisor:**

**Rasulov Ravshanxodja**

Doctor of filological sciences,  
professor

**Official opponents:**

**Niyozmetova Roza Xasanovna**

Doctor of pedagogical sciences,  
professor

**Mukhitdinova Xadicha Sobirovna**

Doctor of pedagogical sciences,  
professor

**Khamroyev Gofur Hasanovich**

Doctor of pedagogical sciences

**Leader organization**

**Tashkent State university of  
Pedagogical named Nizamy**

The defense of the dissertation will be held at the meeting of the Scientific Council numbered DSc.03/30.12.2019.Phil.19.01 at the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi in 2023 at 10 may at 10.00. (Address: 100100, Tashkent city, Yusuf Xos Khojib, 103, Tel.: (0371) 281-45-11; fax: (0366) 239-17-14; e-mail: [interdep@navoiy-uni.uz](mailto:interdep@navoiy-uni.uz).)

The dissertation can be reviewed in the Information Resource Center of Tashkent State University of Uzbek Language and Literature named after Alisher Navoi (registered with number \_\_\_\_). (Address: 100100, Tashkent city, Yusuf Xos Khojib, 103. Tel.: (0371) 281-45-11.)

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**Q.B.Yuldashev**

Chairman of the Scientific Council granting scientific degrees,  
DSc, professor

**Q.U.Pardayev**

Secretary of the Scientific Council granting scientific degrees,  
DSc, Associated professor

**S.Ashirboyev**

Chairman of the Scientific seminar under the  
Scientific Council granting scientific degrees, DSc, professor

## INTRODUCTION (Doctor of Science (DSc) Dissertation Annotation)

**Relevance and necessity of the dissertation topic.** Globally, education is recognized as the main factor determining the development of society, and its development is a priority aspect of raising the language and enlightenment and spirituality. In particular, the development of the culture of speech communication in a foreign language among young people in the world, the effective organization of this process, the improvement of the linguo-didactic and methodical foundations of the educational content, the rules of etiquette, the division into units specific to dialogic speech, the components of the culture of speech communication in a foreign language, the components of the mother tongue. It is important to compare them with, based on this information, to train them in non-traditional, innovative technologies, to develop a system of exercises, to improve them based on experiences, and to put them into practice.

Linguists of the world, in particular Methodist scientists in Uzbekistan, Kazakhstan, Russia, the USA and other countries, teach students the culture of socially important speech communication, the units of dialogic speech in the communication process, and the observance of appropriate etiquette in communication. They do not ignore such educational problems. Accordingly, scientific research is being carried out on the development of the components of students' speech communication culture, including providing excellent education in terms of etiquette, and developing a system of work and exercises that serve this.

PF-5712 of the President of the Republic of Uzbekistan dated April 29, 2021 "O'zbekiston Respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida", dated October 8, 2019 "Uzbekistan PF-5847, dated October 21, 2019, "O'zbekiston Respublikasi oliy ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"on. PF-5850, Decree No. PF-6084 of the Cabinet of Ministers of the Republic of Uzbekistan dated October 20, 2020 "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeyini oshirish chora-tadbirlari to'g'risida" no. 419 of July 5, 2021 "On the Department of Spirituality and Development of the State Language", March 11, 2020 "O'zbek tili va adabiyoti bo'yicha fundamental va amaliy tadqiqotlar samaradorligini

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<sup>1</sup> O'zbekiston Respublikasi Prezidentining 2020-yil 19-oktabrdagi "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to'g'risida"gi Farmoni //O'zbekiston Respublikasi qonun hujjatlari to'plami. - Toshkent, 2020-yil, 19-oktabr [https:// www.xabar.uz.siyosat.prezident-ozbek](https://www.xabar.uz/siyosat/prezident-ozbek).

<sup>2</sup> O'zbekiston Respublikasi Prezidentining 2020-yil 20-oktabrdagi PF-6084-sonli "Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida"<sup>1</sup>gi Farmoni //O'zbekiston Respublikasi qonun hujjatlari to'plami. - Toshkent, 2020-yil, 20-oktabr.

yanada oshirish chora-tadbirlari to'g'risida" Resolutions No. 139, 2020-2030 to a certain extent, this dissertation research serves the implementation of the tasks specified in the implementation program and other regulatory legal documents related to this activity.

**Compliance of the research with the priorities of the development of science and technology of the republic.** I. It was carried out within the framework of the priority direction "Formation of a system of innovative ideas and ways of their implementation in the social, legal, economic, cultural, spiritual and educational development of an informed society and a democratic state".

**Review of foreign scientific research on the topic of the dissertation<sup>1</sup>.** Scientific research aimed at improving the methodology of enriching the components of speech communication culture with stereotyped sentences for the vocabulary of students at the secondary level of education is carried out by the world's leading centers and institutions of higher education, including Budapest University of Telecommunications and Media Information Technologies. Laboratory of Speech Communication and Smart Interactive (Hungarian Department of Speech, Linguistics and Speech Science), Fluency and Communication Laboratory scientific speech laboratory (International Australian National University), It is being conducted in the studios of the Center for Acoustics and Experimental Psychology in Phonetics in Brazil (Compinas University, Lafara), the Belgian Speech Studio (Belgian University of Linguistics), the Canadian National Audiology Center, and the Miami School of Communication.

The following scientific results were obtained regarding the development of cognitive skills in students in the process of language education: development of creative activity in preparing students for the process of active thinking in foreign language education (Oxford University Language Center (England); effective management of pedagogical activities such as communication competence A

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<sup>1</sup> Review of foreign scientific research on the topic of the dissertation:

<https://scienceweb.uz/publication/954>;

<https://cyberleninka.ru/article/n/dialogue-communicative-structures-in-the-process-of-teaching-foreign-language-dialogic-communication-skills>;

<https://emjms.academicjournal.io/index.php/emjms/article/view/408>;

[https://www.researchgate.net/publication/307760973\\_the\\_principle\\_of\\_crosscultural\\_dialogue\\_in\\_teaching\\_foreign\\_language\\_dialogical\\_speech\\_activity](https://www.researchgate.net/publication/307760973_the_principle_of_crosscultural_dialogue_in_teaching_foreign_language_dialogical_speech_activity);

[https://www.researchgate.net/publication/275019250\\_Developing\\_Dialogic\\_Communication](https://www.researchgate.net/publication/275019250_Developing_Dialogic_Communication)

[Culture in Media Education Integrating Dialogism and Technology](#);

[https://www.researchgate.net/publication/275019250\\_Developing\\_Dialogic\\_Communication\\_Culture\\_in\\_Media\\_Education\\_Integrating\\_Dialogism\\_and\\_Technology](https://www.researchgate.net/publication/275019250_Developing_Dialogic_Communication_Culture_in_Media_Education_Integrating_Dialogism_and_Technology); [https://link.springer.com/chapter/10.1007/978-3-030-36271-3\\_6#:~:text=In%20the%20dialogic%20culture%2C%20the,be%20said%20in%20the%20future](https://link.springer.com/chapter/10.1007/978-3-030-36271-3_6#:~:text=In%20the%20dialogic%20culture%2C%20the,be%20said%20in%20the%20future)

and based on other sources.

system of psychological training was developed to design focused educational tasks, to optimize the use of spiritual and moral qualities in necessary speech situations (University of Tokyo and Brazil (Compinas University, Lafara) Center for Acoustics and Experimental Psychology in Phonetics); modular-integrative technologies of dynamic language development were developed based on the application of interdisciplinary communication (Belgian Conversation Studio (Belgian University of Linguistics); technology for improving speech communication competence was developed based on the development of cognitive abilities (University of Bordeaux (France); developed on the basis of the use of developmental educational technology focused on neuropsychological and linguistic programming of the formation of the learner's spirituality (Miami Pedagogical University).

As a result of scientific research conducted by world scientists in the field of planned organization and management of language education, improvement of pedagogical principles of systematic organization and management of educational activities in the educational system based on diagnosis and renewal; students' speech improvement of successful creative activity in the process of communication; development of mechanisms for forming students' linguistic sensitivity skills in modularizing the pedagogical system; modeling of the process of organizing pedagogical activities such as the formation of speech etiquette on the basis of the interdisciplinary diagnosis of the speech communication technology of the pedagogue and the learner in the educational system has been achieved. Modeling the planning and management of the interaction between the pedagogue and the student in the process of organizing students' creative speech activity in language education; implementation of modern principles and

<sup>3</sup> Yoldoshev R.A. O'zbek tili darslarida o'quvchilar nutqini o'stirish (III –VIII sinflar). – Toshkent: O'qituvchi, 1978, – 76 b. B. 8-10. Yo'ldoshev R.A. Ta'lim rus tilida olib boriladigan maktablarda o'zbek tilini o'qitish metodikasi: Monografiya. – Toshkent: – Fan va texnologiyalar Markazi, –2015. – 157 b.

<sup>4</sup> Myxitdinova X.S. O'zbek tilini o'qitishda uzliksizlikni ta'minlashning ilmiy - metodik asoslari. – Monografiya. – Toshkent, – Fan va texnologiyalar Markazining bosmaxonasi, – 2008, – 238 b.

<sup>5</sup> Aminova F.H. O'quvchilarni muloqot matn yaratishga o'rgatishning didaktik asoslari: Ped. fan. nom. diss. – Toshkent: 2007, – 157 b.

<sup>6</sup> Muhamedjonova G.Z. Darsdan tashqari mashg'ulotlarda rusiyzabon o'quvchilarning o'zbekcha nutqini o'stirish metodikasi (5–9-sinflar misolida): Ped. fan. nom. diss.avtoref. TDPU, – Toshkent: 2003, – 21 b.

Жумашева Г.Х. Формирование основ культуры общения дошкольников на каракалпакском языке в условиях двуязычия средствами театрализованных игр: Автореф. дисс. на соис. уч. степ. канд. пед. наук. – Ташкент: 1996. – 16 с. Jo'rayev A.X. Chet tilda talabalar kommunikativ malakalarini takomillashtirish texnologiyasi (ispan tili sinonimlari materialida): Ped. fan. nom. diss.avtoref. TDPU, – Toshkent: 2009, – 22 b. Набиева Р.О. Обучение ситуативному диалогу в речевом общении на занятиях по русскому языку в 5-6 классах таджикской школы: Дисс. на соис. уч. степ. канд. пед. наук. – Ташкент: – 1998, – 175 с. Андриянова В.И. Теория и практика обучения узбекских школьников устноречевому общению на русском языке: Дисс. на соис. уч. степ. док. пед. наук. ТГПИ, – Ташкент: 1997. Islamov O'g'li. Alisher Navoiy asarlarida nutq madaniyati talqini: Filol. fan. nomz. ilm. dar.ni. olish taqdim etilgan diss. – Toshkent: 2012, – 160 b. – B. 9-10.

Dadajonova N.M. O'zbek tili ta'limi jarayonida oliy o'quv yurtlarining nofilologik ixtisosliklarida o'qiydigan talabalarining nutqi ustida ishlash metodikasi: Ped. fan. nom. diss.avtoref. TDPU, – Toshkent: 2002, – 20 b.

Umarova N.Z. Talabalarining o'zbekcha yozma nutqini o'stirishda zamonaviy texnologiyalardan foydalanish metodikasi (texnika oliy oquv yurtlarining rusiyzabon guruhlari): Ped. fan. nom. diss.avtoref. TDPU, – Toshkent: – 2007, – 21 b.

approaches of creative use of foreign experiences related to the modeling of students' cognitive activity in the culture (behavior) of speech communication; special attention is paid to the systematic learning of students' organization of free speech communication activities.

**Level of study of the problem.** There are a number of scientific studies and methodical works carried out on the methodology of teaching the Uzbek language in general schools where education is conducted in the Russian language. There are very few works dedicated to the development of dialogic speech. Methodology of Uzbek language teaching in schools where education is conducted in Russian, in the methodical guide “O'zbek tili darslarida o'quvchilar nutqini o'stirish (III –VIII sinflar)”, “Ta'lim rus tilida olib boriladigan maktablarda o'zbek tilini o'qitish metodikasi”<sup>3</sup> by Methodist scientist R.A. Yoldoshev. These issues are covered in separate sections in his monograph. Methodist scientist X. S. Muxitdinova's monograph entitled “O'zbek tilini o'qitishda uzluksizlikni ta'minlashning ilmiy-metodik asoslari”<sup>4</sup> describes some works on the topics of speech communication, speech devices, speech models, patterns.

F.H. Aminova's candidate research work on the topic “O'quvchilarni muloqot matn yaratishga o'rgatishning didaktik asoslari”<sup>5</sup> covered the ways of creating

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Qolip gap atamasi ilk bor metodist olim R.A.Yoldoshevning “O'zbek tili darslarida o'quvchilarning og'zaki nutqini ularni ko'p gapirtirish orqali o'stirish metodikasi (Ta'lim rus tilida olib boriladigan maktablar misolida)” nomli 145-b., “Ta'lim rus tilida olib boriladigan maktablarda o'zbek tilini o'qitish metodikasi” nomli (9-, 39- va b.betlarda) metodik qo'llanmasida qo'llangan. “Umumiy o'rta ta'limning milliy o'quv dasturi. O'zbek tili”dagi nutqiy va lingvistik kompetensiyalarga doir talablarda “qolip gap” atamasi ishlatilgan. (18-22-b). O'zbek tilining izohli lug'ati”da QOLIP so'zining 4-ma'nosi (ko'chma ma'nosi) andaza, shablon deb ko'rsatilgan, misol tariqasida esa “Bir qolipdagi gaplar” atamasi keltirilgan. Biz “Bir qolipdagi gaplar” ifodasini qolip gaplar deb qo'llashni *ma'qul topganmiz*.

Рогова Г.В., Верещагина И.Н. Методика обучения английскому языку на начальном этапе в средней школе. – Москва, Просвещение, 1988, – 66 с. Розенбаум Е.М. Основы обучения диалогической речи на языковом факультете педагогического вуза: Автореф. дисс. соис. уч. степ. док. пед. наук. – Москва: 1983, – 42 с. Панкрушев В.А. Обучение студентов национальных групп педвузов профессиональному общению: Автореф. дисс. канд. пед. наук. – М: 1986. – 15 с. Абубакирова Р.Х. Пути совершенствования русской диалогической речи студентов национальных групп вузов: Автореф. дисс. на соис. уч. степ. канд. пед. наук. – Москва: 1979, – 16 с. Агабабян Г.Х. Развитие русской диалогической речи учащихся 4–6 классов армянской школы: Автореф. дисс. на соис. уч. степ. канд. пед. наук. – Ереван: – 1980, –28 с. Балабайко М.С. Обучение моделированию диалогической речи //Иностранные языки в школе. – Москва: 1976. №1. – С. 27–29. Мыскова О.Г. Взаимосвязное обучение диалогическому и монологическому видам речевой деятельности на английском языке в средней школе: Автореф. дисс. на соис. уч. степ. канд. пед. наук. – Москва: 1980, – 21 с. Алиева В.С. Речевые штампы и их место в практическом курсе русского языка для национальных (азербайджанских) групп языкового пединститута: Автореф. дисс. на соис. уч. степ. канд. пед. наук. – Ереван: 1978, – 17 с. Вайсбурд М.Л., Климентенко А.Д.Требования к речевым умениям. //Иностранные языки в школе. – Москва: 2013, – № 8. – С. 11–19.; Введенская Л.А., Павлова Л.Г. Риторика и культура речи. Издание 5-е, дополненное и переработанное. Серия Высшее образование, – Ростов на Дону: Феникс, 2005, – 544 с.

Larry King. How to Talk to Anyone, Anytime, Anywhere: The Secrets of Good Communication. 1995. Как разговаривать с кем угодно, когда угодно и где угодно. – Москва: Альпина Бизнес Букс, 2006, 268 с.

various texts, teaching students to communicate and manners of communication through these texts.

In the research work of G. Z. Muhamedjanova on the topic “Darsdan tashqari mashg‘ulotlarda rusiyzabon o‘quvchilarning o‘zbekcha nutqini o‘stirish metodikasi (5–9-sinflar misolida)”<sup>6</sup>, some comments on the development of dialogic speech are stated. Some issues related to communication culture were mentioned in the works of G.Kh. Jumasheva, A.X. Jorayev, R.O.Nabiyeva, V.I.Andriyanova, O‘.H.Islamov, M.M.Bazarova and other Methodist scientists. Research works, monographs and methodological manuals created in the methodology of the Uzbek language talk about the content and methods of organizing students' mutual question-and-answer, model-based dialogue on the basis of dialogue-specific speech units is little related to the issues of the culture of speech communication, standard sentences are not collected, they are not compared to Russian language materials, and the rules of etiquette are not sufficiently covered.

G.V.Rogova (Russia), I.N.Vereshagina (Russia), Ye.M. Rosenbaum (Russia), V.A.Pankrushev (Russia), R.X.Abubakirova (Russia), G.X.Agababyan (Yerevan), M.S.Balabayko (Russia) from the scientists of the countries of the Commonwealth of Independent States.), O.G.Miskova (Russia), V.S. Aliyeva (Yerevan), M.L. Weisburd (Russia), L.A. Vvedenskaya (Russia) on the problems of teaching students lexical and grammatical materials of Russian and foreign languages, components of speech communication plab scientific researches were conducted. The problems of comparative study of the mother tongue with the studied language, improvement of the linguo-didactic foundations of dialogic speech development have been studied by scientists of some developed foreign countries. In the works of Methodist scientists in the field of the Russian language, the standard sentences in the Russian language are slightly compared to the Uzbek language, which is based on the scope of Russian standard sentences. The Russian language, the speech stamps of foreign languages, and the rules of etiquette are different from the standard sentences in the Uzbek language, therefore, it is. In the research work of G. Z. Muhamedjanova on the topic “Darsdan tashqari mashg‘ulotlarda rusiyzabon o‘quvchilarning o‘zbekcha nutqini o‘stirish metodikasi (5–9-sinflar misolida)”<sup>6</sup>, some comments on the development of dialogic speech are stated. Some issues related to communication culture were mentioned in the works of G.X. Jumasheva, A.X. Jorayev, R.O.Nabiyeva, V.I.Andriyanova, O‘.H.Islamov, M.M.Bazarova and other Methodist scientists. Research works, monographs and methodological manuals created in the methodology of the Uzbek

language talk about the content and methods of organizing students' mutual question-and-answer, model-based dialogue on the basis of dialogue-specific speech units is little related to the issues of the culture of speech communication, standard sentences are not collected, they are not compared to Russian language materials, and the rules of etiquette are not sufficiently covered. A number of Methodist scientists (N.I. Formanovskaya, M.S. Balabayko, etc.) conducted research on the culture of speech communication, identified stereotypes used by interlocutors, their response words, classified stereotypes according to the speech situation (greeting, farewell, introduction and b.) discussing topics, clarifying the rules of etiquette, comparing the historically formed rules of etiquette of two nations (for example, Russian and Uzbek people), teaching stereotypes, rules of etiquette are exploring their ways.

Larry King, one of the foreign Methodist scientists, in his book “How to Talk to Anyone, Anytime, Anywhere: The Secrets of Good Communication” (Как разговаривать с кем угодно, когда угодно) a number of issues, such as how to take into account who is talking with whom, are covered, and recommendations are given. These recommendations are mainly for adults. But only some of them can be used in school education.

Although a number of research works are being carried out in the field of the development of the culture of speech communication, until today it is still necessary to collect more stereotyped sentences in the Uzbek language, to determine their similarities and differences by comparing them with the Russian language, to establish the eastern communication culture, in particular, development of rules of etiquette, mixing of phenomena of two languages, methodology of teaching Russian-speaking students to the culture of Uzbek speech communication is not being researched.

**The connection of the subject of the dissertation with the scientific research work of the higher educational institution where the dissertation was completed:** The research work was carried out in accordance with the scientific research work plan of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi within the framework of the topic “O‘zbek tili ta’limining dolzarb muammolari”.

**The purpose of the research** is to develop the culture of oral communication of students in the Uzbek language classes of Russian-language schools, to develop educational content and methods related to its components.

**Tasks of the research:**

to analyze the essence of the concept of the culture of speech communication, to determine the types of communication, to justify the necessity of research on the methodology of teaching the culture of speech communication and the importance of the problem of developing the culture of speech communication in the educational process;

**Teaching students to dialogue in Uzbek language classes**, based on the analysis of the current state of the development of the culture of speech communication, knowledge, skills and competences, educational tools are given to students on the components of the culture of speech communication - stereotyped sentences, rules of etiquette, defining the main approach and principles to be followed in the development of methods and methods; in order to determine the educational content for the development of the culture of speech communication, to collect and classify stereotyped sentences in the Uzbek language, to increase the rules of etiquette specific to the Uzbek people, to draw methodological conclusions by determining their specific characteristics by comparison ;

development of a methodology for the development of students' speech in Uzbek language classes based on the development of tools for teaching the culture of speech communication, traditional and non-traditional methods and methods, and a system of exercises;

**The object of the research** is to activate the rules of etiquette and clichés in the Uzbek language classes of schools where education is conducted in the Russian language in the development of the culture of speech communication of students, to strengthen the skills of observing the rules of etiquette and using clichés through speech exercises. forming processes.

**The subject of the research** is language didactics, methods and technologies reflecting the components of learning the culture of students' speech communication - the rules of etiquette and the forms, methods and means of activating stereotyped sentences.

**Research methods.** The methods of cognitive-differential observation, comparative analysis, classification, interview, questionnaires, pedagogical systematization, generalization, experiment-testing, mathematical-statistical analysis were used in the course of the dissertation.

**The scientific novelty of the research is as follows:**

the concept of the culture of speech communication in Russian-language schools is the method of updating the methodology of developing students' dialogic speech in the teaching of Uzbek language, which develops their culture of communication, understanding the identity and the personality of the interlocutors,

their mentality, their position in society, and the communicativeness of speech. "attention, replicas conditioned by social relations: for the process of mutual communication based on comprehensible sentences and standard sentences, it is based on the need to prepare educational dictionaries for the national language corpus and develop a system of situational tasks related to their application;

as one of the components of the culture of speech communication, in the explanation of clichés, their Russian translation in the lesson dictionary, a short review in explanatory places, information about situations that make learning easier and more difficult, obtained on the basis of a comparison of Uzbek-Russian clichés, speech situations (speech situation the picture shown), speech samples, instructiveness:, introduction through the presentation of the scene, spiritual and aesthetic enrichment of interlocutors, the use of giving special importance to the tone of speech based on the rules of etiquette, in the activation of students' mutual conversation following the rules of etiquette directing independence to new information exchange, ensuring consistency of communication (organizational part → main information exchange → practicing interaction in the content of the parts of conversation completion) achieving awareness, skills and competencies formed by A system of exercises has been created that provides;

methodology of teaching speech communication culture to students in Uzbek language classes, methods and methods of explaining and activating stereotyped sentences, innovative technologies, basic approaches and principles for the development of role-playing and professional games: competence, communicative, pragmatic , speech-situational, activity-based, inductive-conscious, functional, modular approaches and the principles of understanding the meaning, content, application of standard sentences, exercises based on the design of the exercise system, as well as games of the staging type, interaction using an example improved on the basis of comparative study of stereotyped sentences in the use of methods such as speaking, continuing the started dialogue, interacting on the basis of dialogue replicas, using in speech activity, performing tests, debates;

in Uzbek language classes, the integrated methodology of teaching Russian-speaking students the rules of behavior and stereotypes is to translate stereotypes from Uzbek to Russian, conversely, to translate them from Russian to Uzbek, using a template suitable for the given speech situation. to say a sentence, to read or copy a pattern sentence that is appropriate in content instead of points, to say a suitable pattern sentence based on the comments given, to say an appropriate speech situation based on a pattern sentence, to create a dialogue using learned pattern sentences or to study improved communication methods and techniques;

based on the needs of students to develop the culture of speech communication, the content of developing dialogic speech, the rules of etiquette and standard sentences were selected, collected, classified, and grouped by 2-5 and 6-9 grades.

**The practical results of the research are as follows:**

In Uzbek language education, the systematic development of students' speech communication skills is based on the scientific-methodological aspect, based on the principles of understanding the use of students in developing the culture of speech communication;

the results of the dissertation were used to improve the knowledge, skills, qualifications and competencies of the students;

methodical support for the formation of speech communication competences in a cognitive way was achieved in the study of the Uzbek language by the students of the schools where education is conducted in Russian;

in the Uzbek language education of Russian-language schools, with the priority of creative and creative productive exercises based on orphoepic, accentological, lexical standards, the development of students' speech etiquette and updating the content of Uzbek language textbooks - methodological recommendations were developed;

the ease of use of scientific research results in the creation of new DTS and science programs and textbooks based on competency approaches has been proven;

Uzbek language teachers used the materials of the monograph “Rusiyzabon o‘quvchilar nutqiy muloqot madaniyatini o‘stirishning ilmiy-metodik asoslari” in order to develop the culture of speech communication of students;

In order to ensure that teachers are taught to consciously use stereotyped sentences in compliance with the rules of etiquette, the Uzbek-Russian dictionary was distributed to teachers in an electronic version.

**Reliability of research results.** Sufficient linguistic and methodical resources are used to reveal the essence of the concept of speech communication culture, the methodology of developing dialogic speech of Russian-speaking students in Uzbek language is enriched with works on speech communication culture, components of speech communication culture: rules of etiquette and standard sentences, relevant linguistic and methodical resources, artistic it was studied and completed on the basis of the works, Uzbek stereotypes were compared to Russian, methodical conclusions were drawn, based on the recommended exercises and tasks, the activation of stereotypes in students' speech was achieved, the effectiveness of

experimental work was determined by means of mathematical and statistical methods, conclusions, suggestions and recommendations it is explained by the fact that it has been put into practice and the obtained results have been approved by the competent bodies.

**Scientific and practical significance of research results.** The scientific significance of the results of the research is the content and essence of the concept of speech communication culture and the types and factors of speech communication are clarified from a lingvo-logical and methodological point of view, and the rules of etiquette and standard sentences in the programs and textbooks compiled from the Uzbek language, the consistency of the cross-section of classes, the types of exercises are analyzed, and important methodological conclusions are drawn from them. issued, from the theoretical conclusions and recommendations on the lingvo-didactic and lingvo-methodical foundations of the educational content related to the development of the culture of speech communication of Russian-speaking students, in the development of research works on Uzbek linguistics, in the improvement of the science of speech culture, to conduct research on the topic and by serving as a scientific-methodological resource for teachers in the study of methodological problems in creating monographs, updated DTS, curricula and textbooks, improving the quality of the teaching process of schools where education is conducted in Russian and foreign languages is determined.

The practical significance of the results of the research is from the conclusions and recommendations “O‘zbek tilini o‘qitish metodikasi” for students of higher education (pedagogical higher education institution), teachers of schools where education is conducted in Russian and foreign languages. Enriching the content of lectures and practical exercises, creating textbooks and training manuals, “Nutq madaniyati”, “O‘zbek adabiyotini o‘qitish metodikasi”, “Nutqiy muomala odobi” is explained by the fact that it can improve the content of the science of comparative linguistics with theoretical conclusions.

**Implementation of research results.** Based on the scientific results obtained on the methodology of developing students' speech communication culture in Uzbek language classes in Russian-language schools:

developing students' speech communication culture, understanding the identity of the person and the personality, mentality of the interlocutors, their position in society, paying attention to the communicativeness of the speech, replicas conditioned by social relations: for the process of interaction based on comprehensible sentences and stereotyped sentences from the conclusions on the

development of a system of situational tasks related to the preparation of educational dictionaries intended for the language corpus and their use, “O‘zbek tilining ta’limiy korpusini yaratish” (Reference No. 15-2645 of Alisher Navoi Tashkent State University of Language and Literature dated December 28, 2021.) and a comparative analysis of stereotyped sentences in Russian languages, as well as a prepared monograph content enriched by new, analytical information;

to introduce clichés through speech samples, instructiveness: to introduce the speech situation through a picture, a scene, to enrich the interlocutors spiritually and aesthetically, to give special importance to the tone of speech based on the rules of etiquette, to direct the exchange of new information, to improve communication to ensure consistency (organizational part → main information exchange → practicing interaction in the content of parts of speech completion) to achieve awareness, Russian translation, to the scope of skills and competences that are formed by giving a brief comment on the requirements from the conclusions of Alisher Navoi Tashkent State University of Language and Literature, 2017-2018 No. OT-A1-018 “O‘zbek tili va uning tarjimasi bilan bog‘liq elektron va bank-moliya terminlarining ko‘p tilli lug‘atlarini yaratish” was used in a practical project on the subject (Reference No. 89-03-2234 of the Ministry of Higher and Secondary Special Education dated June 24, 2020) As a result, teaching the Uzbek language the method of development of situational exercises and assignments that develop the culture of speech communication has been improved;

In accordance with the approach based on the speech situation, in the exercise system, exercises based on design, as well as games of the staging type, giving more importance to role-playing, professional games, interaction using an example, continuation of the started dialogue, based on dialogue replicas “O‘zbek tili” textbooks for schools where education is conducted in Russian from scientific-theoretical conclusions on the comparative study of stereotyped sentences in the application of methods such as conversation, use in speech activity, tests, debates used to create (Reference number 01/11-01/7-625 of the Republican Education Center under the Ministry of Public Education of the Republic of Uzbekistan dated May 18, 2021.) the effectiveness of developing the professional competence of school teachers has increased based on the improved methodology of teaching content, tools, methods and methods;

students to translate stereotyped sentences from Uzbek to Russian, conversely, to translate from Russian to Uzbek, to say a stereotyped sentence suitable for a given speech situation, to read or see a stereotyped sentence with content instead of periods from the scientific data on speaking, speaking appropriate clichés based on

given explanations, telling the appropriate speech situation based on clichés, creating a dialogue using learned clichés, or talking to each other, "Uzbekistan-24" channel's "Radiojurnal" program effectively used the interview on the topic "Some issues of comparative study of stereotyped sentences in the Uzbek language" (Reference No. 03-09/318 of the Republic of Uzbekistan Teleradiokompaniya dated June 23, 2020). As a result, the importance of research was promoted to the general public, students and young people, and the spiritual-educational, scientific-methodological effectiveness of the broadcasts was ensured.

**Approval of research results.** The results of the dissertation were discussed at 4 foreign conferences and 24 national scientific-practical conferences.

**Publication of research results.** A total of 38 scientific works have been published on the subject of the dissertation, including 1 monograph, 15 articles in scientific publications recommended for publication of the main scientific results of DSc dissertations of the Higher Attestation Commission of the Republic of Uzbekistan, 10 of which are national and 5 foreign. published in scientific journals.

**The structure and scope of the dissertation.** The study consists of an introduction, four chapters, conclusions and recommendations, a list of references and appendices, totaling 236 pages.

## THE MAIN CONTENT OF THE DISSERTATION

In the "Introduction" part of the dissertation, the relevance of the topic, the degree of study are described, the purpose, objectives and object, subject, research methods of the study are defined. The correspondence of the work to the forward directions of development of Science and technology of the Republic of Uzbekistan is indicated. Information on the scientific novelty of the study, the reliability of its practical results, theoretical and practical significance, introduction into practice, publication, structure of the work is presented.

The first chapter of the dissertation was called "**O'zbek tili darslarida rusiyzabon o'quvchilarga nutqiy muloqot madaniyatini o'rgatishning nazariy va amaliy asoslari**". In this case, the concept of the culture of speech communication is interpreted, the essence of which is based on its types, conditions of development. Russian-speaking students analyzed the current state of development of the culture of speech communication, in particular, programs and textbooks. The students' knowledge and skills on mold sentences are described.

Dialogical speech is formed from two different units: replicas and mold sentences, from which it is possible to independently compose a compound

sentence. Methodology for teaching sentence structure in Uzbek language lessons developed by Yuldashev. In view of this, the.

In social life, the skill of choosing and using words for speech communication is not enough: interlocutors should also pay attention to social relations in sentences that are formed independently in their replicas or template words and mold sentences that they use to memorize.

The work provides an opinion, statement, referring to sources about oral and written, speech and sign-style communication, interpersonal and group, contact and distance, official or direct and a number of other types.

In the study, materials on the cultivation of dialogical speech in the textbooks “O‘zbek

tili”, created from the initial period of independence to this day (text samples, mold sentences, exercises), in what way they are presented, what exercises and tasks are referenced, opportunities

research work did not study the problems of teaching to independently form a sentence. Mold

sentences have their own characteristics of structure and application, and the same features are associated with the rules of speech culture, manners of behavior.

The culture of speech communication in the work is defined as the participation of people in communication based on understanding the identity of the individual and the personality of others (interlocutors), their psyche, their position in society, taking into account the communicative nature of speech based on social conditions, social relations, following the rules of behavior of the Uzbek people formed during From the analysis, it turns out that the repetition of the types of exercises is different: 1) types that occur one to two times; 2) it is possible to analyze by dividing into many types of exercises.

In the dissertation, it is indicated that the residual sentences used in the textbooks are more than 50, there are not many texts illuminated by the manners of treatment. You are given short explanations about the translation of prepositions in Russian in lesson dictionaries, in the necessary places, in what situations they are used. It has been described as a negative condition that makes the learning process difficult.

Although some of their textbooks place more emphasis on mold sentences than the previous ones, they are mainly separated according to their meeting in dialogical texts, sometimes given in the form of a dictionary with the assignment “remember” under the heading “manners of treatment”, the age, life experience and cognitive level of students are not sufficiently taken into account, despite their

<sup>11</sup> Йўлдошев Р.А. Ўзбек тили дарсларида ўқувчиларнинг оғзаки нутқини уларни кўп гапиртириш орқали ўстириш методикаси (Таълим рус тилида олиб бориладиган мактаблар мисолида): Монография. – Тошкент, – Fan va texnologiya, 2012, 212 б.

active and inactive without special exercises have been cited that serve to train and activate mold sentences.

An artificial conversational situation can be brought to the surface only if the difficulty of understanding the content of the structured questions is overcome, referring to the text taken or read in the lesson: “talk based on questions”, “read the text of the conversation and continue it”, “...based on questions (...about) talk”.

In the dissertation, from the point of view of changing or not changing the materials of exercises in textbooks, it is divided into three types: (mechanical) exercises that are performed unchanged; semi-creative exercises; creative exercises. They are widely interpreted based on examples. Particular attention is paid to the types of productive, creative exercises.

In the work, speech exercises based on a dialogical text are divided into several groups and interpreted.

The dissertation also extensively interprets the types of work performed, relying on speech situations.

Control work (testing, translation) was carried out to determine the level of assimilation of texts and mold sentences about the behavior of students in the Uzbek language, and the results were analyzed, the reasons for incorrect translations were indicated. For example, «In the Russian translation of one mold of a sentence, a translation of another mold of a sentence is quoted».

The work notes that in understanding the content of mold sentences, it also plays an important role to distinguish them from each other according to the meaning of the tag.

The second chapter of the dissertation was called **“O‘zbek tili darslarida rusiyzabon o‘quvchilarga nutqiy muloqot madaniyatini o‘rgatishning lingvodidaktik asoslari”**. At the beginning of this chapter, the list of mold sentences is somewhat perfect, they are divided into thematic groups, then the mold sentences in Uzbek, the rules of treatment are compared to the materials in Russian, finally, the basic approaches and principles that are followed in the formation of relevant articles on the rules of mold sentences and rules of treatment are defined.

The dissertation is given in the textbooks “O‘zbek tili”, from foreign Methodist scientists N.I.Formanovskaya, M.S.Balabayko, X.R.Sokolovas, brought by Uzbek linguists, divided more active mold sentences in dialogical passages in

works of art, taking into account the classifications in textbooks “O‘zbek tili”, trying to give somewhat more perfect lists, expanding their content. In the presence of this list, as well as comparative materials in the hands of the teacher, the planning of educational activities can also be carried out meaningfully.

The study noted that it was not easy to find a Russian alternative to most mold sentences, template words and phrases in Uzbek. These works are difficult for both the educator and the educators. The main reason why students cannot freely use them in their speech is due to the difficulty of understanding the same single meaning, meaning and meaning.

Mold sentences, template words and phrases in Uzbek are expressed differently in Russian:

1. These linguistic phenomena in both languages are lexically and grammatically fully compatible, allowing literal translation. For example: Sog‘bo‘ling. – Будьте здоровы. Ishlar qalay? – Как дела? Labbay, eshitaman! – Allo, slushayu! Mayli! – Ладно. Marhamat.

2. The prepositional clauses in Uzbek and Russian are partially incompatible lexiconically. For example: Oq yo‘l! – Светлого пути! Xayrli tun! Спокойной ночи! Доброй ночи!

3. Mold sentences in Uzbek and Russian are sometimes grammatically differentiated, while they correspond to each other lexically. For example, in the Uzbek language remarks such as: “Sog‘-salomatmisan?”, “Tuzukmisan?” in Russian can be expressed in two ways: “Ты здоров?”, “Как твое здоровье?”. The first option is given to the real state of a person – when his health looks bad. The word holder (sen), hidden in the second option, the suffix-son (-san), which refers to it, is translated into Russian with the possessive pronoun.

4. Mold sentences in Uzbek are given in Russian by their completely incompatible analogue in lexical and grammatical terms. For Example: Xormang. – Бог в помощь. – Shukur. – Слава Богу.

5. The mold will not be the original equivalent of the word in the sentence in Russian. For example: – So‘rayvering, bemalol. – Спрашивайте.

In the work, the culture of communication in Uzbek and Russian languages, including manners of behavior, as well as common and different aspects, are widely covered. For example, the culture of speech communication in both languages finds its expression in adhering to the etiquette of treatment, in striving for the tone of speech to be in a way pleasing to the interlocutor. Decency and decency when speaking depend on the description of the treatment.

Each people has their own communication etiquette, socially conditioned rules of behavior of people, these rules find their expression in the culture of speech communication, conditioned by the position held by these people, labor activity. This culture of communication also includes standard colloquial habits of one type in certain communicative speech situations.

The dissertation describes the **knowledge, skills and abilities related to the culture of speech communication with the creative** use of the CCMS presented in the textbook “Практикум по методике обучения русскому языку в начальных классах”.

In the dissertation, the content and methods of education on teaching the culture of speech communication, the basic approaches and principles that are followed in the development of the exercise system are allocated and explained in research work on the methodology of teaching a second language, as well as the methodology of teaching Uzbek as a state language, with reference to monographs and methodological. For example, communicative approach, activity-based approach, speech situation-based approach through reading, information technology-based approach, community-based approach, the principle of meaning of tag meaning, content, application of mold sentences, the principle of unity of education and upbringing, the principle of taking into account the characteristics of the native language, etc.

The third chapter of the study was called “**O‘zbek tili darslarida rusiyzabon o‘quvchilarga nutqiy muloqot madaniyatini o‘rgatish metodikasi**” Here, the Uzbek language lessons covered the means, conditions, methods and methods of cultivating dialogical speech of Russian-speaking students, instructiveness, especially the role of modern information technologies in the cultivation of students' dialogical speech, the etiquette of connecting mold sentences with them, the system of exercises on teaching students to interact in a dialogical form.

In the work, it is noted that the quality and effectiveness of the work of students in the formation of mutual speaking skills and abilities in the Uzbek language directly depends on the methods and techniques to be selected. And methods and techniques are selected depending on what is taught. It will be correct for us to divide the materials to be studied into three types:

- 1) mold sentences, their meaning-content, expressed in Russian, which are used in speech situations;
- 2) rules of conduct, specific aspects of these rules to the Uzbek language etiquette;
- 3) examples of holistic speech (dialogue).

In the dissertation, it is recommended that the Uzbek-language sample of the mold sentence be meant to students in different ways (semantization), including Russian translation and interpretation of their application in the necessary places, as well as comparative actions with the Russian-language equivalent. In addition, the use of interactive methods as well as exercises is envisaged.

While the show-demonstration method is applied to explaining the content of mold sentences, the guideline used should be in the form of speech-situational images (actions to be performed, dialogues to be performed). For example, a picture depicting a child showing a place for an elderly person in transport, etc.k. In later times, such images were being developed as multimedia (voice image).

The performance of small-to-small scenes in the lesson is also characteristic of the show-Show method. Even in this, students see speech situational actions and hear dialogues. In fact, this method also expresses an improved state of the method of infidelity.

It is noted in the work that the rules of etiquette can be studied in such a way as to work on the text given in the textbook, to interpret certain speech situations of the teacher, and sometimes to provide information on Oriental manners characteristic of the Uzbek people.

It is desirable that the game" connoisseur of rules of conduct" was organized during the period when such a reserve of rules, known in addition to textbooks and textbooks, began to accumulate.

As the main directions for the development of the modern educational process on the basis of advanced models, it is necessary to use methods and techniques that allow comprehensive cultivation of dialogical speech of educators. In particular, a method is used that allows students to think independently – a method of working in a group. This method can at a small opportunity both to master new material and to repeat the topic covered in the previous lesson, providing students with activity, they need to both prepare a question and be able to answer it at an unexpected moment.

The dissertation explains that it is permissible to call the stages of teaching through the methods of introducing, practicing and applying. It should be noted that the methods of education are improving in harmony with the era: work by adding computer technology to the series of exercises. Today, as video techniques, vision, training, training under the supervision of an electronic teacher, control are widely used. Animation effects in particular make the image stand out.

In the work, several methods of instilling Uzbek mold sentences were proposed and explained to Russian students:

It is advisable for the second type of mold to study sentences in the 8th-9th grade or in the Lyceum and vocational college. During this period, the logical thinking of young people is somewhat developed, and their assimilation is easily achieved.

3) those that can be taught against grammatical background: Yo‘q, asloni net, вовсе, никогда, axirni na konets, в конце концов, же, ведь, разве deb o‘girish mumkin.

In the dissertation, it is noted that some annotations can be presented in three different ways, comments on the application of the sentence:

1) allocate three columns in the exercise and give an explanation of the Uzbek mold sentence in the first, its Russian alternative in the second, and in the third, in which speech situation it is used;

2) to make a comment on the application of the corresponding mold after the mold sentence list in the exercise;

3) verbally statement of comment.

The work explains that when listening to the new language phenomena presented in the above content on the slide, it will be necessary to understand and learn their reading and writing, to focus on strengthening the skills of written expression when creating a dialogue text. Also, at a certain stage, the presentation technology allows you to effectively organize work on the list of mold sentences, periodically repeating them.

Examples of dialogue recommended for reading in Uzbek textbooks for roles allow only to say two words from each performer and three if they go further. It is impossible to form basic communication skills with such small texts. It seems to us that it is advisable to saturate samples, by increasing the amount of sentence.

Russian-speaking students should be able to use mold sentences. To do this, in the dissertation, it is recommended to perform such types of exercises and assignments as follows, each of which is widely interpreted.

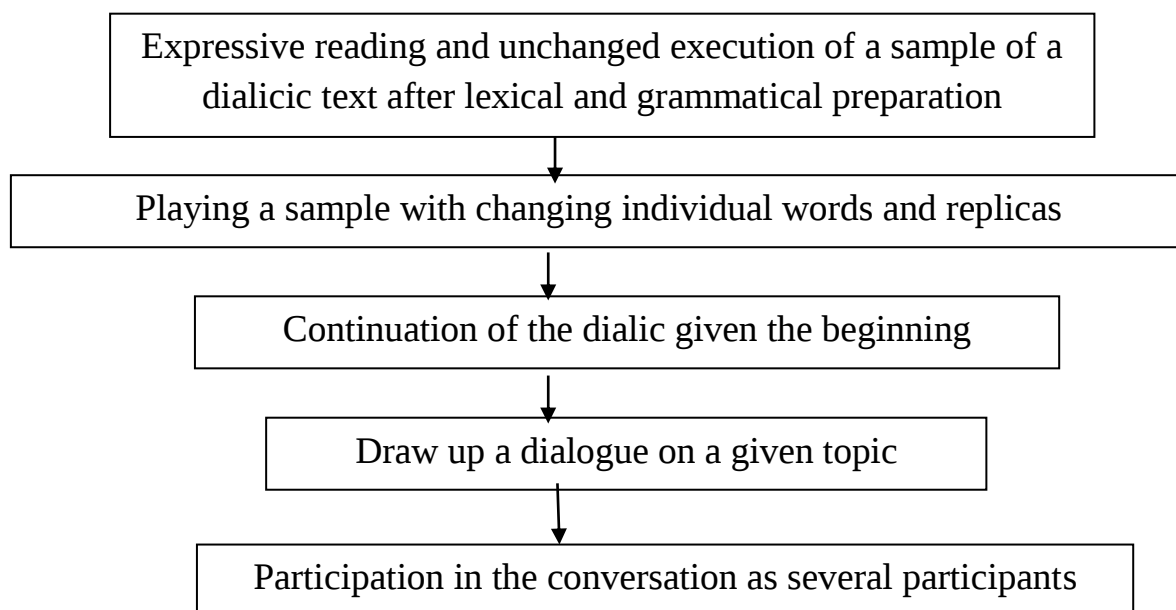
It is noted in the dissertation that the organization of students ' dialogue in a dialogical form in the lesson is included in the sentence of the most complex processes. In this, it is important to ensure that young people are treated with interest in this type of work. This is due to the presence that the teacher sees in the lesson and the tasks that he must solve in this.

A system of exercises aimed at cultivating dialogical speech based on a sample text should also be specific, a certain consistency should be ensured. This consistency can be clearly expressed through the following drawing (pictures 3.1):

The work shows that communication can be carried out in two ways:

1) mutual speaking, taking into account the memorization, depending on the replicas in the dialogical text;

2) to enter into mutual communication, having mastered new words, freely occupying grammatical means at the level of sentence construction.



**Picture 1 hypothetical model of the dynamics of dialogical speech cultivation exercises.**

In the fourth chapter of the dissertation (**“O‘zbek tili darslarida rusiyzabon o‘quvchilarga nutqiy muloqot madaniyatini o‘rgatish metodikasining samaradorligi”**), experimental and test materials are described, the test results are mathematically-statistically analyzed.

In the work, when assessing the level of development of students' dialogical speech, control work was taken as the basis as one of the parameters of assimilation, which are both of these types of work. The purpose of such control, the advantages of which are based.

As experimental-test materials, on the one hand, the main paragraphs of the dissertation are presented, on the other hand, six different types of work are referenced, it is recommended to stipulate the intended purpose and results in the work plan.

**“Multimedyia – videodasturlar bilan dars o‘tish”** (a way to present and play a sample of communication on a specific topic using programmatic, voice, visual, television, video devices).

**“Muayyan vaziyat yoki holatni tahlil qilish”** (discussion of any life event, situation).

**“Nuqtai nazaring bo‘lsin”** (each student expresses his point of view on the problematic tasks of the teacher regarding the speech situation).

**“Tanqidiy tafakkur”** (students express an opinion on the questions asked by the teacher about a speech situation, not repeating each other, with a critical approach).

Independent thinking develops creativity in students. This is facilitated by games such as: **“Presentation”, “Multimedia”, “Let your point of view”, “Intellectual competition”, “Critical thinking”, “Who knows a lot of mold sentence?”, “Snow pile”, “Speaker competition”, “Chest of thoughts”, “Game of intelligence”**.

In the dissertation, each type of game is interpreted.

It was noted that the work was organized in 3 stages (highlighting, shaping and final stage:

Final experience-at the beginning and at the end of the test work, we conducted control work on the content of translation of mold sentences from Uzbek into Russian and from Russian into Uzbek. For the first type of control, mold sentences were used in the following options:

#### 1-variant

Omon bo‘ling. Baraka toping. Tuzukmisiz? Bezovta qilmadimmi? Tinchmisiz? Hormang. O‘zingni qanday his qilyapsan? Sizga (senga) nima bo‘ldi? Yaxshi yuribsanmi?

#### 2-variant

Xo‘p bo‘ladi. Yo‘q bo‘lib ketmang. Rahmat, nima desangiz shu. Qanday bo‘larkin? Demak, masala hal. Bor bo‘ling. Siz kim bo‘lasiz? Hammasi joyida. Yaxshi borib keling! Omad sizga yor bo‘lsin!

#### 3-variant

Ishingiz o‘ngidan kelsin! Xudo xayringni bersin! Ixtiyoringiz. Ilojim yo‘q. Arzimaydi. Ishing bo‘lmasin! Nima qilib turibsiz? Bor umidim sizdan. Haddingdan oshma! Nima deb qo‘yay?

When evaluating the translations of standard sentences, their correctness or incorrectness was taken into account.

The results of the control are presented in Table 4.1 below.

**4.1- table.**

### RESULTS OF TRANSLATION FROM UZBEK INTO RUSSIAN

| Class (group)<br>school | Number of<br>students | Control time<br>compared to | Correct<br>translatio | Incorrect<br>translatio |
|-------------------------|-----------------------|-----------------------------|-----------------------|-------------------------|
|-------------------------|-----------------------|-----------------------------|-----------------------|-------------------------|

|                                                           |     | <b>testing</b>  | <b>ns</b>    | <b>ns</b>   |
|-----------------------------------------------------------|-----|-----------------|--------------|-------------|
| M.Ulug'bek reg. 225-school<br>9-"A", 9-"B"- grader        | 60  | before<br>after | 291<br>379   | 309<br>221  |
| Yunusobod reg. 98-school<br>10-"A", 10-"B", 10-"G"-grader | 60  | before<br>after | 289<br>379   | 311<br>221  |
| Yunusobod reg. 247-school<br>9-"A", 9-"B", 8-"B"-grader   | 60  | before<br>after | 280<br>370   | 320<br>230  |
| Yangiyo'l 10- school<br>11-"A", 11-"B"-grader             | 60  | before<br>after | 319<br>411   | 281<br>189  |
| Summa                                                     | 240 | before<br>after | 1179<br>1539 | 1221<br>861 |

For translation from Russian into Uzbek, the following colloquial sentences are given:

**I вариант**

Пусть удача сопутствует Вам. Бог вам в помощь! Не пропадите. Доброго вам пути! Долгой вам жизни! Пусть сбудется все сказанное Вами! Воля Ваша! Все в порядке. Не твое дело! Не стоит!

**II вариант**

Что мне ему сказать? Не выходи из себя! Как Вы скажете. Удачной Вам поездки! Ради бога! Я не побеспокоил Вас? Как ты себя чувствуешь? Что с Вами? Значит, вопрос решен. Ништяк.

**4.2-table.**

**RESULTS OF TRANSLATION FROM RUSSIAN INTO UZBEK.**

| <b>Class (group)<br/>school</b>                           | <b>Number of<br/>students</b> | <b>Control time<br/>compared to<br/>testing</b> | <b>Correct<br/>translatio<br/>ns</b> | <b>Incorrect<br/>translatio<br/>ns</b> |
|-----------------------------------------------------------|-------------------------------|-------------------------------------------------|--------------------------------------|----------------------------------------|
| M.Ulug'bek reg. 225-school<br>9-"A", 9-"B"- grader        | 60                            | before<br>after                                 | 366<br>444                           | 234<br>156                             |
| Yunusobod reg. 98-school<br>10-"A", 10-"B", 10-"G"-grader | 60                            | before<br>after                                 | 380<br>458                           | 220<br>142                             |
| Yunusobod reg. 247-                                       | 60                            | before                                          | 383                                  | 217                                    |

|                                               |     |                 |              |            |
|-----------------------------------------------|-----|-----------------|--------------|------------|
| school<br>9-“A”, 9-“B”, 8-“B”-<br>grader      |     | after           | 462          | 138        |
| Yangiyo‘l 10- school<br>11-“A”, 11-“B”-grader | 60  | before<br>after | 378<br>469   | 222<br>131 |
| Summa                                         | 240 | before<br>after | 1507<br>1833 | 893<br>567 |

The experiment-based on the results of the test work, to determine the effectiveness of the results obtained for translation from Uzbek into Russian and from Russian into Uzbek-in the test, we analyzed the experimental-pre-test and subsequent assimilation of students using the method of methodent-Fisher and Pearson's method of  $\chi^2$  Mathematics-Statistics. In total, 240 students took part in the experiment.

The brief essence of the issue is as follows: Let two sets of Heads be given. One is the average student scores after the experiment, and the other is the average student scores before the experiment. Grades are considered to have a normal distribution. Such a hypothesis is appropriate, since the conditions for approaching the normal distribution are simple, they are fulfilled.

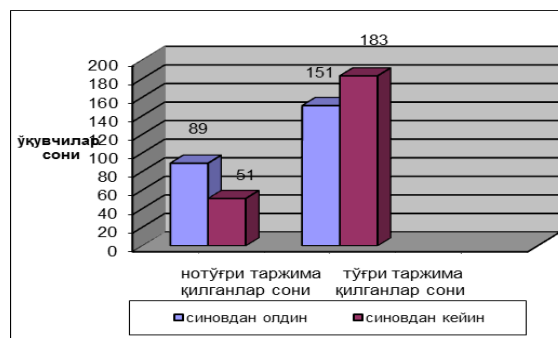
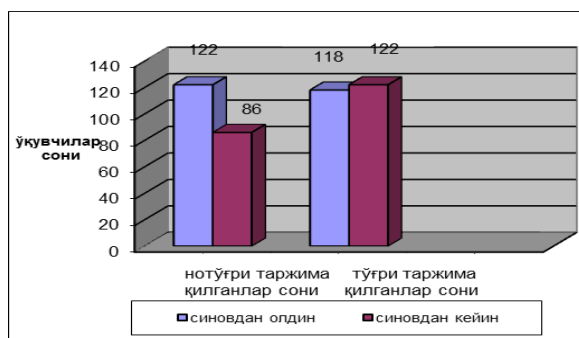
Based on the table, we select the N1 hypothesis and the N0 hypothesis that contradict it, indicating the effectiveness of pre-and post-experimental assimilation of students, and reflect it in the table below.

#### 4.3- table.

##### **General indicators obtained on the basis of translation from Uzbek into Russian**

|                                           | Control time<br>compared to<br>testing | Number<br>of<br>readers | Number of<br>correct<br>translations | Number of<br>incorrect<br>translations |
|-------------------------------------------|----------------------------------------|-------------------------|--------------------------------------|----------------------------------------|
| Translation from<br>Uzbek into<br>Russian | Control before                         | 240                     | 154                                  | 86                                     |
|                                           | Control after                          | 240                     | 118                                  | 122                                    |
| Translation from<br>Russian into<br>Uzbek | Control before                         | 240                     | 183                                  | 57                                     |
|                                           | Control after                          | 240                     | 151                                  | 89                                     |

The diagram corresponding to these selections will look like this:



## 1- results of translation from uzbek into russian.

## 2- results of translation from russian into uzbek.

Based on the above results, a mathematical-statistical analysis was carried out to find the average quadratic deviation from the results found for the case at the end of the experiment, selective dispersion, variation pointers, Styudent selection criterion, degree of freedom based on the Styudent criterion, Pearson's compliance criterion and reliable deviations were found. These are reflected in the table below:

| $\bar{X}$ | $\bar{Y}$ | $S_x^2$ | $S_y^2$ | $C_x$ | $C_y$ | $T_{x,y}$ | $k$   | $X_{n,m}^2$ | $\Delta_x$ | $\Delta_y$ |
|-----------|-----------|---------|---------|-------|-------|-----------|-------|-------------|------------|------------|
| 1,64      | 1,49      | 0,2304  | 0,2499  | 2     | 2     | 3,41      | 474,3 | 10,99       | 0,06       | 0,06       |
| 1,78      | 1,63      | 0,33    | 0,2331  | 1     | 2     | 3,95      | 437,5 | 10,08       | 0,04       | 0,06       |

Based on the above results, we calculate the quality indicators of experimental-test work.

When translating from Uzbek into Russian:

It is known,  $\bar{X}=1,64$ ;  $\bar{Y}=1,49$  equal to  $\Delta_x = 0,06$ ;  $\Delta_y = 0,06$

Quality indicators from this:

$$K_{yc6} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{1,64 - 0,06}{1,49 + 0,06} = \frac{1,58}{1,55} = 1,02 > 1;$$

$$K_{666} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (1,64 - 0,06) - (1,49 - 0,06) = 1,58 - 1,43 = 0,15 > 0;$$

When translating from Russian into Uzbek:

It is known,  $\bar{X}=1,78$ ;  $\bar{Y}=1,63$  equal to  $\Delta_x = 0,04$ ;  $\Delta_y = 0,06$

Quality indicators from this:

$$K_{yc6} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{1,78 - 0,04}{1,63 + 0,06} = \frac{1,74}{1,69} = 1,03 > 1;$$

$$K_{666} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (1,78 - 0,04) - (1,63 - 0,06) = 1,74 - 1,57 = 0,17 > 0;$$

So, with a 95% percentage of confidence, it can be said that the average mastering performance in experimental-test groups has always been higher than the average mastering performance in control groups, and they never overlap. From the results obtained, it can be seen that the criterion for assessing the effectiveness of training is suddenly greater than zero in size and the criterion for assessing the level of cognition. It is also known that in translation from Uzbek into Russian, both in translation from Russian into Uzbek, and in post-test mastering is higher than in pre-experience mastering.

So, the effectiveness of the experimental and testing work on the translation from Uzbek into Russian and determining the effectiveness of the results obtained on the translation from Russian into Uzbek was revealed from the statistical analysis.

## Conclusion

Based on the analysis and results of the results of the scientific and pedagogical research carried out, the following conclusions were drawn.

1. The study of methodological literature, analysis and determination of the effectiveness of the methodology of dialogical speech cultivation used in the educational process until recently, assessment of the possibility of teaching the culture of speech communication, the components of speech communication in the cultivation of dialogical speech showed that dialogue-specific replicas (asking questions, answering questions) were used by the Uzbek people without resorting, in order to revive the conversation, the recommendations and suggestions on the organization of the original communication process in compliance with the rules of etiquette of handling the methodology in which the interlocutors ask questions and answer each other, made it possible to substantiate the fact that today it is urgent, our research is necessary to develop them and determine their solutions.
2. Observing the rules of conduct in communication according to the scale of meaning and content in the expression of the culture of speech communication, it is necessary to take part in the exercises of interaction organized in Uzbek language lessons on the basis of understanding the identity of the individual and the personality, psyche of others (interlocutors), their position in society, paying attention to, replicas conditioned by social relationships: the composition was found to be a process of interaction based on perceived sentences and mold sentences.
3. In order to develop the culture of students' speech communication, it is decisive to explain their meaning and content, to ensure awareness when it comes to consistently introducing them to the rules of etiquette and mold sentences. The rules of etiquette are presented in the form of texts that are studied in the textbooks of the "O'zbek tili", experience and test work confirmed that they are effective in the process of slides, multimedia reference, communication exercises, staging exercises.
4. The need for Russian-speaking students to mean mold sentences has shown their content of these Language units in different ways, including the use of the translation method, the Russian equivalents of the mold sentences given in the lesson dictionary, and some students need to make appropriate comments regarding which speech situations they are used in, control work carried out for diagnostic purposes (test, translation), as one of these solutions, the need to

identify Russian-language alternatives to Uzbek-Russian mold sentences and prepare material for the dictionary of Uzbek-Russian mold sentences was justified.

5. They should be compared to the Russian language in order to identify cases of expression that facilitate or complicate the study of mold sentences in the Uzbek language. Uzbek mold sentences in Russian are mainly represented in five different ways: 1) these linguistic phenomena in both languages fully compatible in lexical and grammatical terms and allow literal translation; 2) mold sentences in Uzbek and Russian are partially incompatible in lexical terms; 3) mold sentences in Uzbek and Russian are sometimes grammatically differentiated, while lexically corresponding to each other; 4) mold sentences in Uzbek are given in Russian with a completely incompatible analogue of lexical and grammatical; 5) the mold will not be the original equivalent of the word in the sentence in Russian.

6. To determine whether the existing mold sentences recommended for acquisition by Speech Communication in the textbooks “O‘zbek tili” are not enough for the stage of general secondary education, to study the information of Uzbek linguists, foreign Methodist scholars, dialogical passages in works of art, to distinguish the corresponding values of the Russian-speaking students from the legacy of mold sentences collected by the Uzbek- and as a result of being in the options that it is desirable to study in grades 6-9, opportunities were born to increase the effectiveness of the content of Education.

7. As is known from the observations, it was substantiated that the syntactic devices that Russian-speaking students can make are numbered, the skills of being able to independently compose a sentence and make a statement of opinion are not developed enough, they need to memorize most replicas, including mold sentences, as serious shortcomings in Uzbek language lessons.

8. Sample speech samples, instruction: a picture with a speech situation, a scene, spiritual and aesthetic enrichment of the interlocutors, priority over the tone of speech among the rules of etiquette, orientation to a new exchange of information, ensuring consistent communication (organizational part → basic information exchange → practice of mutual speech in the content of parts of speech completion) in order to achieve, it was found effective to familiarize yourself with the rules of etiquette of treatment depending on the necessity.

9. The proposed innovative methods and methods were developed to determine the content of education, to determine knowledge, skills and abilities, to organize an educational creation, the establishment of the basic approach and principles to be followed in this way made it possible to theoretically and methodically substantiate

the possibility of achieving a comprehensive cultivation of dialogical speech of educators as the main

10. In order for Russian-speaking students to be able to correctly and more correctly apply mold sentences, translate them from Uzbek into Russian, on the contrary, translate from Russian into Uzbek, say a mold sentence suitable for a given speech situation, read or move a corresponding mold sentence in the content instead of points, say suitable mold sentences based on the given comments, say, It is necessary to conduct the game (competition)" the connoisseur of mold sentences " and make good use of ten other similar types of exercises and assignments.

11. During the exercises used for the purpose of developing dialogic speech, more importance should be attached to design-based exercises, as well as staging-type games, role-playing, professional games, dialogue using an example, continuation of the started dialogue, it has been proven that it is appropriate to use methods such as dialogue based on dialogue replicas, use in speech activity, tests, debates.

Based on the results of the study, the following recommendations were developed:

1) publication of the "Uzbek-Russian dictionary of mold sentences" based on materials prepared on the Russian-language alternatives to mold sentences in Uzbek;

2) enrichment of educational content on the basis of information from Uzbek linguists, foreign Methodist scientists, the study of dialogical fragments in works of art, observation of colloquial speech based on the rules of etiquette and mold sentences collected by the Uzbek people during historical development;

3) enrichment of mold sentences in textbooks "O'zbek tili" and types of exercises aimed at their activation, especially productive, creative exercises, non-traditional types of work with techniques and methods based on non-traditional and new pedagogical technologies given in our research work;

4) it is advisable to organize the process of teaching Russian-speaking students the culture of speech communication in the lessons of the Uzbek language using the rules of etiquette and effective educational content, tools, methods and methods developed in the dissertation.

**РАЗОВЫЙ НАУЧНЫЙ СОВЕТ DSC.03/30.12.2019.FIL.19. 01 ПО  
ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ ТАШКЕНТСКОМ  
ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ УЗБЕКСКОГО ЯЗЫКА И  
ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ**

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**ТАШКЕНТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ**

**АХМЕДОВА ГУЛНОЗА МУХТАРОВНА**

**РАЗВИТИЯ КУЛЬТУРЫ РЕЧЕВОГО ОБЩЕНИЯ РУССКОЯЗЫЧНЫХ  
УЧАЩИХСЯ НА УРОКАХ УЗБЕКСКОГО ЯЗЫКА**

**13.00.02- Методика и теория обучения и воспитания (узбекский  
язык)**

**АВТОРЕФЕРАТ  
ДОКТОРСКОЙ РАБОТЫ (DSc) ПО ПЕДАГОГИЧЕСКИМ НАУКАМ**

**Ташкент – 2023**

Тема диссертации на соискание ученой степени доктора наук (DSc) зарегистрирована за номером B2022.3.DSc/Ped245 в Высшей аттестационной комиссии при Кабинете Министров Республики Узбекистан.

Диссертация выполнена в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои.

Автореферат диссертации доступен на трех языках (на узбекском, английском и русском (резюме)) размещен на веб-странице Научного совета ([www.vocedu.uz](http://www.vocedu.uz)) и на Информационно-образовательном портале Ziyonet ([www.ziyonet.uz](http://www.ziyonet.uz))

**Научный консультант:**

**Расулов Равшанходжа**

доктор филологических наук, профессор

**Официальные оппоненты:**

**Ниязметова Роза Хасановна**

доктор педагогических наук, профессор

**Мухитдинова Хадича Сабировна**

доктор педагогических наук, профессор

**Хамраев Гафур Хасанович**

доктор педагогических наук, доцент

**Ведущая организация:**

**Ташкентский государственный  
педагогический университет  
имени Низами**

Защита докторской диссертации (DSc) 03/30.12. 2019.Fil.19.01 состоится в разовом научном заседании Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои в 2023 году 10 мая 14.00 ч

(Адрес: 100100, г. Ташкент, ул. Юсуфа Хос Ходжиба, дом 103. Тел.: (0371) 281-45-11; факс: (0371) 281-45-11; e-mail: [interdep@navoiy-uni.uz](mailto:interdep@navoiy-uni.uz).)

С диссертацией можно ознакомиться в информационно-ресурсном центре Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои (зарегистрирован под номером \_\_\_\_). (Адрес: 100100, г. Ташкент, ул. Юсуфа Хос Ходжиба, Дом 103. Тел.: (0371) 281-45-11.)

Автореферат докторской диссертации раздан: « \_\_\_\_ » \_\_\_\_\_ 2023 года

(Объявление \_\_\_\_\_ цифрового реестра в « \_\_\_\_ » \_\_\_\_\_ 2023 года

**К.Б.Юлдашев**  
Председатель Научного совета по присуждению  
ученых степеней, д.ф.н., профессор.  
**К.У.Пардаев**  
ученый секретарь Научного совета по  
присуждению ученых степеней, д.ф.н., доцент  
**С.Аширбаев**  
Ученый совет по присуждению ученых степеней,  
председатель научного семинара, д.ф.н., профессор

## **ВВЕДЕНИЕ (аннотация диссертации доктора наук (Dsc))**

**Цель исследования** состоит из разработки содержания и методов обучения связанных с его компонентами, развития культуры речевого общения учеников на уроках узбекского языка в школах с русским языком обучения.

**Объект исследования** составляют процессы активизации правил речевого поведения и речевых штампов, закрепления их путем речевых упражнений, соблюдения правил речевого поведения во время общения, умения в процессе применения речевых штампов с целью развития у учащихся культуры речевого общения на уроках узбекского языка в школах с русским языком обучения.

**Научная новизна исследования** состоит из следующих:

обоснована необходимость разработки системы ситуативных заданий по методике обновления практики развития диалогической речи учащихся понятием «культура речевого общения» при обучении узбекскому языку в школах с русским языком обучения; по подготовке учебных словарей, предназначенных для корпуса национального языка и применения их в процессе взаимообщения на основе реплик: предложений, структура которых осознаваема, и речевых штампов, обусловленных социальными отношениями, развитием культуры общения, понимания себя и уделением внимания личности, психологии собеседника, его занимаемого положения в обществе, коммуникативности речи;

рекомендовано при семантизации речевых штампов, как одного из компонентов культуры речевого общения, использовать способ подачи их в поурочном словаре с переводом на русский язык, в случаях, требующих пояснения, давать краткие комментарии; привлекать материалы, полученные на основе сопоставления узбекских и русских речевых штампов, об облегчающих и затрудняющих их изучение сторонах, использовать наглядность (рисунок, где отражена речевая ситуация), речевые образцы, инсценировки; создана система упражнений, обеспечивающая духовно-эстетическое обогащение собеседников, усвоение интонации на основе правил речевого поведения, направляя учащихся к самостоятельности при активизации взаимообщения при обмене новой информацией с соблюдением правила речевого поведения; обеспечение последовательности общения (упражнения во взаимообщении в таком содержании: организационная часть → основной обмен информацией → заканчивание разговора), достижение сознательности при овладении знаниями, умениями и навыками;

определены основные подходы и принципы по разработке методики обучения учащихся культуре речевого общения на уроках узбекского языка, методов и способов семантизации и активизации применяемых речевых штампов, инновационных технологий, ролевых и профессиональных игр: *коммуникативный, компетентностный, прагматический, ситуативный, деятельностный, индуктивно-сознательный, функциональные, модульные*

*подходы и принципы;* совершенствованы применяемые на основе сопоставления речевых штампов такие методы, как упражнения на основе проектирования в системе упражнений, также игры типа инсценирования, взаимообщения по данным образцам, продолжить начатого диалога, взаимообщение на основе диалогических реплик, применение их в речевой деятельности, тестирование, дискуссии;

совершенствована целостная методика обучения правилам речевого поведения, речевым штампам на основе методов и приемов перевода с узбекского языка на русский язык и, наоборот, с русского языка на узбекский, воспроизведения его данной речевой ситуации речевого штампа, чтение или списывание, вставляя вместо точек соответствующий по содержанию речевой штамп, называние соответствующих речевых штампов, основываясь на данные комментарии, называние нужной речевой ситуации на основе речевого штампа, составление диалога или взаимообщение, применяя изученные речевые штампы;

осуществлены отбор, накопление, классификация, группировка по 2–5 и 6–9 классам правил речевого поведения и речевых штампов, исходя из потребности развития культуры речевого общения, из содержания развития диалогической речи.

**Внедренность результатов исследования.** На основе научных исследований по теме развития культуры речевого общения учеников на уроках узбекского языка в школах с русским языком обучения:

результаты диссертации были использованы в практическом проекте “Создание учебного корпуса узбекского языка” АМ-FZ-201908172, реализуемом в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои (Справка 15/2645 от 28 декабря 2021 года Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои). В результате обогащена «Словарная» часть подготовленного проекта, а также сопоставительный анализ узбекских и русских речевых штампов и монографии; усовершенствована разработка ситуационных упражнений и заданий развивающая культуру речевого общения преподавания узбекского языка;

научно-теоретические выводы использованы в фундаментальном проекте “Узбекский язык и создание его электронного и многоязычного терминологического словаря связанного с его переводом” ОТ-A1-018, выполненным в 2017-2018 годах, реализуемом в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои (Справка № 89-03-2234 от 24 июня 2020 года Высшего и средне-специального образования) о речевых образцах, картинок с отражением ситуации, ознакомление с сценкой, духовно-эстетическое обогащение собеседников, уделение особенного внимания интонации разговора, направление на обмен информацией. В результате усовершенствована методика разработки ситуационных упражнений и

заданий развивающие культуру речевого общения изучения узбекского языка;

благодаря совершенствованию продуктивных и ситуационных упражнений, современных инновационных методов и рефлексивных технологий, разработаны и внедрены в практику современные методы преподавания узбекского языка как государственного (справка Министерство высшего и средне-специального образования Республики Узбекистан от 4 сентября 2020 года № 89-03-3071).

В результате исследования на основании ситуационных упражнений, профессиональных игр, основанных на функциональном подходе, у русскоязычных школьников была создана система развития осознанных умений понимания, построение творческого текста, самостоятельное мышление и активное участие в различных ролях.

В результате, разработка современных методов обучения узбекскому языку как государственному, с использованием поурочных словарей, ролевых интонационных упражнений, своеобразной инновационной технологией, которые совершенствуются на основе компетентного подхода, предназначенной для развития речевых навыков, повышение культуры речевого поведения в взаимо общении учащихся.

Вся научно исследовательская деятельность была основана на том принципе, что при совершенствовании продуктивных и творческих способов и методов была определена их целевая направленность, научить обучающегося на мышление, на дифференцированный подход с учебными материалами, овладевая умения выполнения методов проверки сформированных когнитивных навыков и квалификаций.

Кроме того, научные результаты диссертации были использованы при подготовке таких передач, как “Радиожурнал”, “Тил тараққийёт тарозиси” телеканала “Маданият ва маърифат” (Справка Телерадиокомпания Узбекистана от 23 июня 2020 года 03-09/318).

**Структура и объем диссертации.** Диссертация состоит из введения, четырех глав, заключения, списка использованной литературы и приложений. Общий объем 236 страницы.

**E'LON QILINGAN ISHLAR RO'YXATI**  
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