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CONTENTS

ABDIYEV AKMAL URAKBAYEVICH. DIFFERENT METHODS OF TEACHING THE ENGLISH LANGUAGE 7

ABDIYEVA SAYIDA IRISOVNA. TEACHING ENGLISH WITH USE OF ICT 14

ABDIYEVA SAYIDA IRISOVNA. INNOVATIONAL METHODS IN TEACHING FOREIGN LANGUAGE AND THEIR PRINCIPLES 18

ABDUVAKHABOVA DILNOZA NURMUKHAMATOVNA. TEACHING EMOTIVE UTTERANCE IN A FOREIGN LANGUAGE TO THE STUDENTS OF NON-LINGUISTIC UNIVERSITY 22

ATADJANOVA MUKHAYYO AKHMADJANOVNA. FORMS AND STAGES OF INDEPENDENT WORK OF STUDENTS IN HIGHER EDUCATION 26

DURDIBAEV MALIK BAXTIYOROVICH. DISTANCE LEARNING: NECESSARY CONDITIONS FOR EFFECTIVE IMPLEMENTATION.....29

FILIMONOVA LILIA YUREVNA. THE ROLE OF INDEPENDENT LEARNING IMPROVEMENT IN ESP LANGUAGE TEACHING 34

HAKNAZAROVA Z.A. ADVANTAGES OF INNOVATIVE TECHNOLOGY IN TEACHING VOCABULARY. 40

ISMOILOVA DILOROM RUSTAMJON QIZI. TEACHING PRAGMATICS AT EARLY STAGES OF TEACHING 44

JESSICA S. MITCHELL, ED.D. EDUCATOR PERCEPTIONS OF DIGITAL LITERACY INSTRUCTION: AN INTERNATIONAL DIALOGUE IN ONLINE LEARNING ENVIRONMENTS 48

JURAYEVA MAFTUNA ERKIN QIZI. INNOVATIVE PRODUCTIVE METHODS OF TEACHING FOREIGN LANGUAGES 59

MIRZAYEV ASHURALI BAXTIYOR O`G`LI - USE OF ONLINE TECHNOLOGIES IN DISTANCE EDUCATION – DEMAND OF THE AGE 64

MUKHAMMADIEVA FARANGIS. E-LEARNING THROUGH EFFECTIVE STRATEGIES 72

NABIEVA MOKHIBA MAGDAMINKHODJAEVNA. CURRENT TRENDS IN TEACHING MEDICAL VOCABULARY TO STUDENTS IN ESP COURSE. 77

NABIYEV ELDORJON ILHOMJON O'G'LI. THE NECESSITY OF BRINGING CLIL APPROACH IN EDUCATION SYSTEM IN UZBEKISTAN AND PROVIDING SCHOOLS AND LYCEUMS WITH EXPERT TEACHERS IN THESE SPHERES 84

NEGMATOVA KHILOLA ABROROVNA. THE IMPORTANCE OF IMPLEMENTING IT TO THE TEACHING FOREIGN LANGUAGES 92

NIGMATOVA H.A THE ROLE OF MODERN INNOVATIONS IN SOLVING PROBLEMS FOR TEACHING FOREIGN LANGUAGES 96

NIYAZOVA GULNORA GULOMOVNA. THE ROLE OF PRAGMATIC COMPETENCE IN TEACHING ENGLISH LANGUAGE 100

PIRNAPASOVA UMIDA ANVAROVNA THE INNOVATIVE PEDAGOGICAL TECHNIQUES IN TEACHING ENGLISH VIA EDUCATIONAL TECHNOLOGIES 105

PIRNAPASOVA UMIDA ANVAROVNA. LINGUADIDACTIC POTENTIAL OF TEACHING MODERN ENGLISH THROUGH PEDAGOGICAL TECHNOLOGIES 114

RAKHMANOV SARDOR MUXTORJONOVICH. ASSESSING LEARNERS' LANGUAGE COMPETENCES IN EXTROVERT AND INTROVERT CHARACTERISTICS 122

RASULOVA MUNOJAT. TILSHUNOSLIKDA O'QUV LUG'ATI UCHUN MATERIAL TANLASH 131

RAXMANOVA S. M. THE ROLE OF BLENDED LEARNING AND FLIPPED LEARNING IN TEACHING EFL/ESL STUDENTS 138

RAZZAKOVA GULCHEXRA. TEACHING COLOCATIONS IN ESP CLASSES 143

SALAKHOVA ELZA ZAGIROVNA. TEACHING READING: PROBLEMS, SOLUTIONS AND RECOMMENDATIONS 147

SULEYMANOVA GALINA NIKOLAYEVNA. INFORMATION AND COMMUNICATION TECHNOLOGY INTEGRATION IN LANGUAGE EDUCATION/ DISTANCE EDUCATION FOR ESP STUDENTS 151

TURDIEV ISLOMJON MAMADAMINOVICH. ROLE-PLAYING METHOD IN TEACHING ENGLISH AS SECOND LANGUAGE FOR ADULTS 157

TURDIEVA ROZA. IMPLEMENTING CREATIVITY AND INNOVATION INTO TEACHING PROCESS 163

URALOVA H.A.THE ROLE OF INTERACTIVE METHODS TO ENHANCE SPEAKING SKILLS OF STUDENTS 167

XAYDARALIYEVA SAODAT ABDULLA QIZI. DIGITAL TECHNOLOGY IN TEACHING ENGLISH 170

DAUTOVA BEKPOSHSHA ERGASHEVNA. YUKSAK MANAVIYATLI YOSHLARNI TARBIYALASHDA TOXIR MALIK ASARLARINING AHAMIYATI 174

DJABBOROVA SADOQAT ANVARBEKOVNA MAKTABGACHA YOSHDAGI BOLALARDA MUSTAQIL FIKRLASH KO'NIKMALARINI SHAKLLANTIRISH 178

GULYAMOVA SHAHZODA BAXTIYOR QIZI. ZAMONAVIY TILSHUNOSLIKDA DISKURS VA UNING TALQINI 182

ISKANDAROVA MAQSUDA ATABAYEVNA. TAYYORLOV GURUHI BOLALARINING BADDIY-ESTETIK MADANIYATINI TABIAT GO'ZALLIGINI IDROK QILISHGA O'RGATISH ORQALI TARBIYALASH 187

JABBERGANOVA QUVONCH MAQSUD QIZI. TALABALARNI KASBIY FAOLIYATGA TAYYORLASHDA KOMPETENSIYAGA YO'NALTIRILGAN YONDASHUV 191

MO'MINOVA DILDORA O'RINBOYEVNA. MAKTABGACHA YOSHDAGI BOLANING HAR TOMOLAMA YETUK SHAXS SIFATIDA KAMOL TOPISHIDA AQLIY TARBIYANING O'RNI 196

RUSTAMOVA SHAHNOZA ARIPOVNA. BOSHLANG'ICH MAKTABDA INGLIZ TILINI O'QITISH VA O'RGANISH OMILLARI ENGLISH TEACHING AND LEARNING FACTORS IN PRIMARY SCHOOL 199

SAFAROVA GUZAL QUDRATOVNA. IJTIMOIY HAYOTDA TABU HAMDA EVFEMIZMLARNING O'RNI VA BU MASALALARGA OID QARASHLAR.....203

SALAEVA MUBORAK SABUROVNA. G'ULAMOVA SEVINCH RUSTAM QIZI TA'LIMNI AXBOROTLASHTIRISH SHAROITIDA BO'LAJAK PEDAGOGLARNING VIRTUAL AKADEMIK MOBILLIGINI SHAKLLANTIRISH 209

SALAYEVA MUHABBAT SABUROVNA. KREDIT -MODUL TIZIMIDA MUSTAQIL TA'LIM - TA'LIM JARAYONINING ENG MUHIM SHAKLI SIFATIDA 213

SAYDAKHMATOVA HILOLA. "UMID" TUSHUNCHASINING KONTSEPTUAL XUSUSIYATLARI 217

SITORABONU ATAULLAYEVA. KETRIN MENSFILD – KICHIK HIKOYALAR USTASI.....225

USMONOVA KAMOLA ERKINOVNA. FONETIK BIRLIKLAR VA ULARNING YUZAGA KELISH QONUNIYATLARI 232

АБДРАХМАНОВА МАКСАТХАН АБДИГАНИЕВНА. ФРАНЦУЗ ТИЛИДА МОДАЛ СЎЗ ВА ИБОРАЛАРНИНГ ЛИСОНИЙ ХУСУСИЯТЛАРИ 239

АБРОРОНОВА КАМОЛАХОН АБРОРХОН КЫЗЫ, ХУДОЙБЕРДИЕВА САЙЁРА КЫЛЫЧ КЫЗЫ. РАЗВИТИЕ ТВОРЧЕСКОГО ВООБРАЖЕНИЯ И ФАНТАЗИИ У МЛАДШИХ ШКОЛЬНИКОВ ПРИ ПРОВЕДЕНИИ ЭКСКУРСИЙ В НАЧАЛЬНОМ ОБРАЗОВАНИИ 248

АБУБАКИРОВА НОДИРАБЕГИМ РАФИСОВНА. ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ И ФОРМЫ СОВЕРШЕНСТВОВАНИЯ САМООБРАЗОВАТЕЛЬНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ 255

ДЎСТМАМАТОВА НИЛУФАР ПИРИМҚУЛОВНА. РУС ТИЛИДА ГРАДУАЛЛИКНИНГ ИФОДАЛАНИШ УСУЛЛАРИ 260

ИБРАГИМОВА САЙЁРА САЙДУЛЛАЕВНА. СОВРЕМЕННЫЕ ПЕДАГОГИЧЕСКИЕ ИННОВАЦИИ В ОБУЧЕНИИ РУССКОГО ЯЗЫКА В УЗБЕКИСТАНЕ 265

НАСИРОВА Н.Ш. КРЕДИТ СИСТЕМА 269

САЙДАЛИЕВА ГАВҲАРХОН АВАЗОВНА. ЛЕКСИК ДУБЛЕТЛАРНИНГ ШАКЛЛАНИШИ 272

САЛАЕВА МУБОРАК САБУРОВНА. РАЗВИТИЕ КОГНИТИВНОЙ МОБИЛЬНОСТИ УЧАЩИХСЯ В НАЧАЛЬНОМ ОБРАЗОВАНИИ 276

САФАРОВ ОДИЛЖОН. ЁЗМА ТАРЖИМА ВА ОҒЗАКИ ТАРЖИМА ТИЛ ЎРГАНИШГА ХОС КЎНИКМАЛАР СИФАТИДА 282

СУЛТАНОВА ШАХНОЗА АКМАЛ ҚИЗИ. ТЕРМИНОЛОГИЯ ВА ТЕРМИНОЛОГИК ТАДҚИҚОТЛАР ТЎҒРИСИДА 291

ЮСУПОВА НАРГИЗА НИГМАТОВНА. ПЕДАГОГИК РЕНЕССАНС-ЯЪНИ АРАЛАШ ТАЪЛИМНИНГ ЎЗБЕКИСТОН ОЛИЙ ЎҚУВ ЮРТЛАРИГА КИРИБ КЕЛИШИ.....295

DIFFERENT METHODS OF TEACHING THE ENGLISH LANGUAGE

Abdiyev Akmal Urakbayevich[1]

Annotation. *The article is devoted to information and communication technologies in education. Today, the topic of information technology in education is one of the most relevant, the second half of the twentieth century was a period of transition to an information society. Of particular interest to us are issues related to the use of information technology in education, since nowadays it becomes more and more difficult to satisfy the individual needs of students with the usual teaching methods.*

Key words: *technology, education, training, teaching methods, electronic libraries, information and communication technologies.*

Language teaching, like any other topic, has undergone a lot of changes. It has shifted to role-plays, interactive games, short visuals, etc. from the traditional ways, such as lectures by facilitators with only a blackboard to support and spell repetition and grammar worksheets, have shifted to role-plays. In general, everything you teach needs to be relevant to the students' environment, as students are the focal point of the teaching and learning process.

In line with the words of W.B Yeats, 'Education is not the filling of a pail, but the lighting of a fire,' the teachers of the 21st century have improvised specific methods to make learning more fun and easily understandable. Language teaching has its challenges. Most of the time, it is a foreign language that the learner can't pick up from his/her surroundings, and you should teach patiently and systematically so that the students become confident and can read, write and speak the language effortlessly. The English language is the language of the world, and English teachers have changed their methods of delivery over the years to suit the present scenario. In this article, I will be discussing specific popular and efficient ways of teaching the English language, which fulfills the demand of modern learners.

Primary Methods of Teaching English

According to Asher and James (1982), "Methods are the combination of techniques that are used and plasticized by the teachers in the

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classrooms to teach their students and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching."

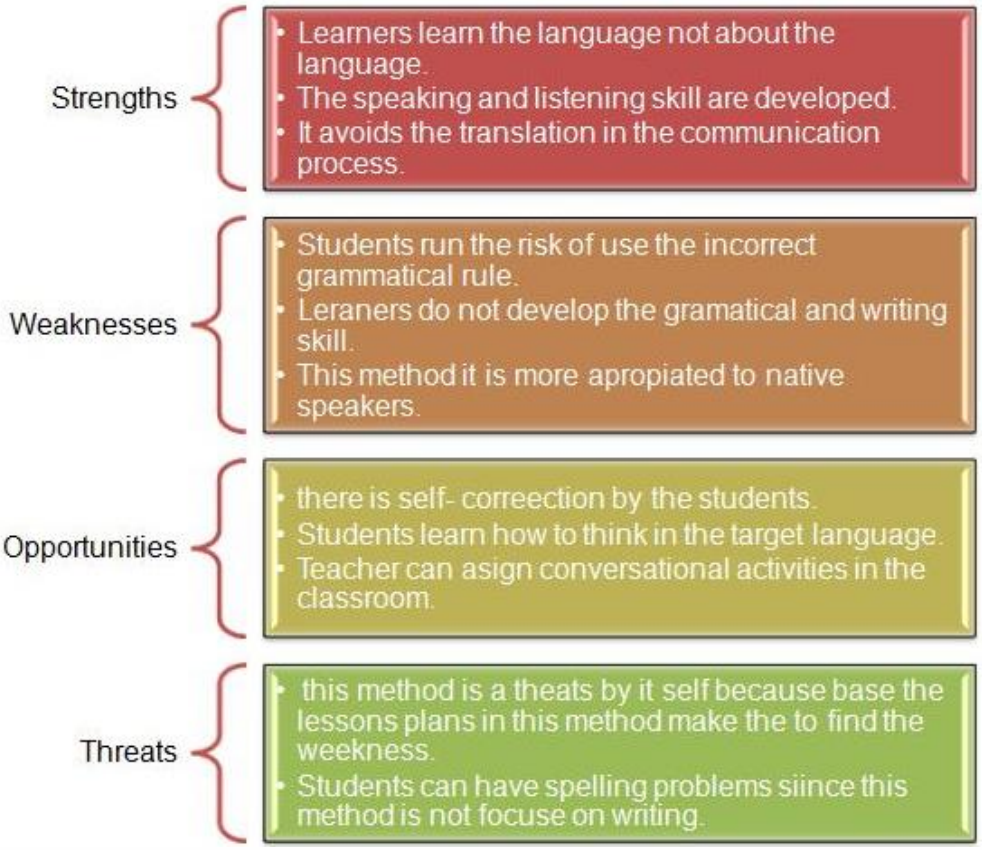
Here I will list out the Primary Methodologies for Teaching English. Some of Them are Time Tested Practices, and Some are New.

- **Grammar Paraphrasing**

This method of teaching English is a classic one used since the 16th century. This approach was improvised for teaching the Latin language, which was not commonly learned and spoken by people. The method of teaching English focused on translating the texts in Latin to the native language and then gaining it, in line with the grammatical rules and vocabulary of Latin. The rote learning method is the most used method to learn vocabulary. Later on, this method was used to learn other languages that were considered a second language. Thus, it applies to English as well. This approach lacks in the fact that it is not a very good way of teaching to communicate appropriately in English.

Though this old-fashioned method has received a lot of criticism in modern times, many institutions still use it, especially by those who want to study English scientifically.

- **Natural Method**



This method of teaching English, also known as the direct method, seems to be a response to the Grammar translation technique. In this process, the teacher who is aiming to teach English as a second language, asks the learner to think in English so that they can communicate in English. The technique aims at building a connection between thought and expression. It required the teacher to strictly prohibit the student from using his/her native language. The learner is supposed to perfectly express himself/herself in English, with proper accent and usage of grammatical skills. This method of teaching English is used in modern times and is useful in teaching to communicate in English. As the student thinks and talks in English in real-life situations, they learn the language accurately, and there is no rote learning or translation. This might take some time, but whatever is learned has a long term effect on our memory.

- **Audio Lingual**

This method of teaching English was initially called 'the Army Method,' as it was devised during the second world war when it became necessary for soldiers to learn the language of their opponents. It resembles a direct method in a way. This approach is based on thinking in the language and expressing thoughts in the same. And in the process, learning happens. The Teaching process is based on Skinner's theory of behaviorism and his representative experiment of operant conditioning. According to which a positive reinforcement helps in learning new things. In this approach, the student is supposed to learn the language's structure and everyday usage rather than emphasize understanding the words. Patterns of commonplace discussions are taught, and the learners repeat it, followed by testing. This process is carried on until the student answers correctly. To sum up, the process of the audio-lingual method is characterized by conventional drilling of set phrases which are used in daily communication, and grammatical rules are not emphasized upon, the vocabulary taught is contextual, the technique uses audiovisual aids. It focuses on pronunciation, and, lastly, any correct response is immediately reinforced positively. The method of teaching English is used until now and is suitable for learning to communicate properly in English or any other second language. Still, extensive relearning and memorization led to a lack of routine learning of English, which developed an obstacle in diverse communication.

- **Humanistic Approach**

During the 1970s, teaching and learning course underwent a radical change wherein the learner's innate potential and acquired skills were the

focal point of the education process. A few teaching methods were devised based on this idea, and these were grouped under the title of the humanistic approach.

Some of the Methods of Teaching English under the Mumanistic approach are:

- **Suggestopedia**

This method of teaching English is based on the fact that the mind has great potential and can memorize information by suggestions. This method uses certain principles of memory to teach English as a second language. The learners are provided with chunks of new information in the original language (English in our case), and it is read aloud with classical music in its background. This activity is known as a concert reading. The idea of suggestopedia is to provide a relaxed atmosphere for the mind to learn and retain that information. This method is useful if the learner is shy or apprehensive. The supporters of this technique include Georgi Lozanov, whose methods have become Accelerated Learning Movement.

- **Silent Way**

This method of teaching English, also known as the Natural approach, is based on the idea of how human beings learn to speak their mother tongue. Caleb Gattegno devised this method of language teaching. According to him, the teacher should be silent as much as possible, but the students should be motivated to speak the language. The silent way method uses elements such as color charts and the colored Cuisenaire rods, etc. Certain principles on which this method is based are: Learning happens when the learner learns to discover new things about the foreign language and is creative rather than repeating what is taught. Learning is encouraged by physical objects in the surrounding. It is based on problem-solving This method of teaching English is perfect for beginners or young learners of English.

- **Total Physical Response**

This method involves acting out language rather than speaking. It can be through mimicry or only responding to audiovisual cues. Games like ‘Simon says…’ or the charades are classic examples of this method of teaching. This method is a fun way of learning language and therefore is very useful.

Content and Language Integrated Learning (CLIL)-

This method applies to schools where most of the important subjects are taught in English. This is prevalent in modern classrooms. The focus is

on the content, and the lessons are tailored to suit the student's needs and preferences. CLIL is effective in teaching students the real-life application of the English language as a means of expressing culturally.

Communicative Language Teaching-

This broad term is an accepted standard of teaching English in modern times. It does not focus on grammatical fluency. Instead, it emphasizes on communicating the meaning of the message; in other words, it focuses on how well a person (non-native speaker) can deliver in the English language.

The various characteristics of this method are:

Interaction in English language results is a proper understanding of the language. Students are taught strategies to understand English.The experiences of the students are focused on making up the content of the lessons.

Authentic text in English is used for teaching

Principled Eclecticism: This refers to the variety of teaching methods, depending on the aptitude of the learner. Different methods are put together to suit the requirement of the student. Any single method has its strengths and weaknesses. Therefore it may not be suitable for a specific learner, so the teacher in this approach uses a combination of techniques to make the language understandable. This is the most contemporary method of teaching a foreign language and is very useful. Now let us Sum up Specific basic Approaches to Teaching English in Modern Times.Task-Based Approach – This approach focuses on competencies the students want to develop and is based on the idea, why is English taught? Rather than what is shown. So here, the language is learned by doing certain activities and relating English to daily conversation. The tasks given range from 'ordering in a restaurant' to 'reviewing a movie,' and the grammar and vocabulary revolve around the job itself.

Project-Based Approach – as a teacher, you need to ask yourself why your students have come to learn English. Now keeping their requirements in mind, you need to devise a project which the learner works on. The project might be a role-play or a presentation.

Lexical Syllabus – In this approach, the teacher is supposed to develop the student's vocabulary, which is specific to their needs. The word list, if found to be big, is categorized under different headings. For, e.g., the coronary syndrome is terms related to medicine, and so their word list will consist of these words.

Usage of Smartphones in the Classroom – Smartphones have become an inevitable part of our existence. It also provides many essential tools to students like a dictionary, reference apps, or grammar apps. The only thing is that we must guide students about how to use it.

Operative Tips for Teaching English to Beginners

Teaching English to young learners or novices is always a challenge. Especially English as a foreign language is taught to groups who are either monolingual or may be multi-lingual but not native speakers. We need to be more careful and need to keep in mind a few things when teaching English to beginners.

1. Keep your instructions clear and straightforward – Always remember while giving instructions to your new batch of students, that it should be simple and broken down into short sentences, it need not be too formal or courteous. If you want to sound polite, simple words such as 'Please' and 'Thank You' will do, because the learners in the early stage will know only a few words of English and too formal language will be overwhelming.

2. Encourage the novices to listen and then speak. You should motivate the students to listen to the pronunciations, pay attention to the grammar, and develop a vocabulary before they start speaking English. However, you will find many of the learners try to begin speaking in the language as soon as the classes commence. But there will be few who would wait. You should smartly plan your lessons so that the beginners are equipped with sufficient English knowledge and can communicate soon.

3. Drilling and repetition – The students need a lot of repetition and drilling to learn sentences carefully. It may seem monotonous but is an efficient method of teaching. Say the sentence, break it down, go back and forth and repeat it till the new learner understands it and learns it.

4. Avoid metalanguage – Do not use terminologies as the new learners do not know how to use them while communicating. E.g., irregular verbs, the learners are not sure about these or their usage. So it is better to use visual cues for better comprehension. Try to find out how much they have understood by asking relevant questions or asking them to explain again. Do not ask the question, 'Do you understand?'. The learners, when asked this question, maybe reluctant to reply correctly or may even believe that they have understood everything.

5. Keep in mind that the students are fluent in their language – Do not forget that your students, while speaking broken English, will try to think

in their language and translate it into English while speaking. Point this out to them, try to teach them to maintain a flow and rhythm, and deal patiently.

6. Do your homework correctly – When starting a new class prepare well with the topic and keep many related activities ready. Plan out clearly how you will introduce the topic, break the ice, and make your students express.

Think of the probable challenges you may face and keep a solution ready. This makes teaching effective and learning fun for new learners.

In Conclusion

Teachers are the torch bearers of a civilized society. For ages, teachers have used different methods, approaches, and styles to suit the child's requirements. Teaching English as a second language is a challenge as we can see that for non-native speakers, various methods need to be devised. In India, English teaching is an exciting task, as we are multi-lingual and have a diverse socio-economic background. Still, general thinking identifies the English language as a mark of being literate. So teachers of this century put together all the methods to find the best one for our country. Although too much use of visual aids and gamification of education are still not widespread in our country.

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TEACHING ENGLISH WITH USE OF ICT

Abdiyeva Sayida Irisovna[2]

Annotation. *The article is devoted to information and communication technologies in education. Today, the topic of information technology in education is one of the most relevant, the second half of the twentieth century was a period of transition to an information society. Of particular interest to us are issues related to the use of information technology in education, since nowadays it becomes more and more difficult to satisfy the individual needs of students with the usual teaching methods.*

Key words: *technology, education, training, teaching methods, electronic libraries, information and communication technologies.*

One of the most affordable means in this case is the use of computer technology and the Internet. Means of information and computer technologies allow automating, and thereby simplifying the complex procedure that teachers of additional education and methodologists use when creating teaching aids. Thus, the presentation of various kinds of electronic textbooks, teaching aids on a computer has a number of important advantages. Firstly, it is the automation of both the process of creating such and storing data in any necessary form. Secondly, it is working with an almost unlimited amount of data. Thirdly, pupils of creative associations participate in the creation of these, acquiring many new skills for themselves and thereby benefiting not only themselves, but also the institution of additional education for students.

The possibility of using ICT in the educational process was considered in the articles by L.A. Malinova, K.E. Afanasyev, N.V. Novozhilova.

The use of the Internet gives access to various libraries, allows both students and teachers of additional education and methodologists to participate in videoconferences and discussions. The Internet allows all

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participants in the educational process to easily and quickly exchange information. Networked communities of teachers have gained great popularity in recent years. Already, there are a large number of resources on the Internet, created and supported by students of institutions of additional education for students, as well as by teachers. Such projects develop independence, collectivism, dedication.

Thanks to the intensive development of the Internet, information has become more accessible and much more extensive. The Internet is an immense amount of information, the ability to communicate with people from different countries, thanks to the Internet; you can get answers to your questions almost instantly. Undoubtedly, the Internet has a huge potential for educational services.

Electronic newspapers and magazines are one of the types of educational services on the Internet. With the help of electronic newspapers and magazines, you can find out various news, interviews, events, announcements and other useful information about what is happening in the world.

Electronic libraries are complex information systems that most often provide access to catalogs of electronic libraries. There are also electronic libraries in which you can find the literature you are interested in in electronic form, electronic textbooks, encyclopedias, magazines, etc.

Modern society requires not only an information literate person, but also a creatively independent person. Therefore, it is necessary to develop the independence and creativity of students. This task can be realized by means of information technology, involving students in the creation of electronic textbooks for an educational institution.

The importance and necessity of introducing ICT into the learning process are noted by international experts in the "World Report on Communication and Information 1999-2000" prepared by UNESCO and published at the end of the last millennium by the "Business Press" agency. In the introduction to the report, UNESCO Director-General Federico Mayor writes that new technologies should contribute to "creating a better world in which everyone will benefit from the achievements of education, science and communication". ICTs affect all these areas, but, perhaps, the strongest positive impact they have on education, as "open up the possibility of completely new methods of teaching" [Vsemirnyj doklad YUNESKO po kommunikacii i informacii, 1999-2000].

An example of the successful implementation of ICT was the emergence of the Internet – a global computer network with its practically

unlimited possibilities for collecting and storing information, transmitting it individually to each user [https://www.prodenka.ru].

The Internet quickly found application in science, education, communications, mass media, including television, in advertising, trade, and also in other spheres of human activity. The first steps in introducing the Internet into the education system showed its enormous potential for its development.

ICTs have an active influence on the process of teaching and educating a student, as they change the scheme of knowledge transfer and teaching methods. At the same time, the introduction of ICT into the education system not only affects educational technologies, but also introduces new ones into the education process. They are associated with the use of computers and telecommunications, special equipment, software and hardware, information processing systems. They are also associated with the creation of new tools for teaching and storing knowledge, which include electronic textbooks and multimedia; electronic libraries and archives, global educational networks; information retrieval and information reference systems, etc. ICT models are currently being developed, and some of them are successfully applied in the study of education systems.

"The use of information and communication technologies (ICT) in education contributes to the improvement of educational technologies, the emergence of new forms of e-learning and information support tools for a wide range of access to electronic educational resources using the Internet" [Tihonov, 2000: 95], "the emergence of a wide range of distance educational technologies" [Obrazovanie i XXI vek: Informacionnye i kommunikacionnye tekhnologii, 1999: 127].

ICTs have had a huge impact on language learning as well. Internet technologies are an essential part of ICT. The use of ICT in education causes significant changes in its organization, methods, forms. Many scientists consider e-learning to be a new educational paradigm, because ICTs claim to model the learning process in general.

The computer can be used at all stages: both in the preparation of a lesson and in the learning process: when explaining new material, consolidating, repeating, monitoring ZUN.

The main means of monitoring and evaluating the educational results of students in ICT are tests and test tasks, which allow for various types of control: input, intermediate, midterm and final. The purpose of the entrance

control is to assess the initial readiness of the student in the subject, that is, the degree of his mastery of the knowledge required for the successful mastering of the course. Intermediate control is a test consisting of 5-10 compact tasks, implemented immediately after the studied material and designed for the rapid assessment of its assimilation. Milestone – is carried out on the basis of studying the topic, section of the course Final control is provided at the end of the course and covers its content as a whole. Its results serve as the basis for student certification. Tests can be carried out on-line and off-line [https://www.wikipedia.ru].

The advantages of using IT in school are that the efficiency of teaching students is increased by increasing the level of its individualization and differentiation, using additional motivational levers; new forms of interaction are organized in the learning process and changes in the content and nature of the teacher's and the trainer's activities; methods and technologies of selection and formation of the content of general secondary education are being improved; new specialized academic disciplines and areas of study related to informatics and information technologies are introduced and developed; changes are made in teaching most of the traditional school disciplines that are not directly related to computer science [Romanov, Toropcov, Grigorovich, 2000: 185]; the level of the student's activity increases, the development of the ability of alternative thinking, the formation of the ability to develop a strategy for finding solutions to both educational and practical problems; the acquisition of the ability to cognize the patterns of subject areas and the environment in an integration manner, in all interconnection and dependence; the ability to predict the results of the implementation of the decisions made on the basis of modeling the studied objects, phenomena, processes and relationships between them.

Thus, the disadvantages of using IT at school are that it minimizes the live communication between teachers and students, students, limited in the educational process, offering them communication in the form of a "dialogue with a computer"; the practice of social interaction and communication, individualism is reduced; the difficulty of transition from information circulating in the training system to independent professional actions, in other words, from a sign system as a form of knowledge representation on the pages of a textbook, a display screen, etc. to a system of practical actions that have a fundamentally different logic than the logic of organizing a system of signs; distraction of the student's attention in the

learning process in connection with the colossal amounts of information presented by some means of informatization, such as electronic reference books, encyclopedias, Internet portals; a decrease in the effectiveness of teaching and educating students due to the use of information resources published on the Internet, the principle of saving energy is often triggered: ready-made projects, abstracts, reports and problem solutions borrowed from the Internet are already a familiar fact at school today; negative impact of excessive and unjustified use of informatization means on the health of all participants in the educational process.

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INNOVATIONAL METHODS IN TEACHING FOREIGN LANGUAGE AND THEIR PRINCIPLES

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Annotation. *In this article, I have considered the main foreign language teaching methods still presented the theory of language and learning underlying them, their main features, principles and techniques.*

Key words*: techniques, technology, principles, method, innovation, focus, collaborate, critical, analytical.*

The main task of the high school - disclosure abilities of each student, education of the individual, ready-to-life high-technological, competitive

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world. Main goal is to teach children to speak fluently in English, to write, and read correctly in English, so that each lesson brings not only knowledge but also the joy of learning that students believe in their abilities. I actively use in my work new educational technologies (forms, methods and means of education), which allow us to collaborate with students, to awake interest in them. In recent years, innovation technologies are used more often in secondary schools. It is not just new means of technologies but also new forms and methods of teaching, a new approach to the process of learning. The main purpose of language teaching is focused on developing communicative culture of students, teaching in the practical mastery of English language. For the development of cognitive activity of students at English lessons, we use the following innovative technologies. The main characteristics of using modern innovative technologies is the ability of differentiation and individualization of education, and the possibility of development cognitive creativity activities of students. The task of teachers is to create the conditions of practical language learning for each student to choose such methods of training, which allow every student to show their activity, their creativity, to make more active student's cognitive activities in learning English language.

The purpose of education is not just making a student literate, but adds rationale thinking, knowledge ability and self-sufficiency. That's why teaching nowadays must include innovative communication methods that impart knowledge. Some innovative methods of teaching could be multimedia, the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. There are a lot of various methods of teaching. They are multimedia teaching, game teaching and so on. However, all think or prefer something new and easy. Some people prefer another method of teaching. They think that innovative teaching is modern and simple. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. Nevertheless, as for me we want to suggest very simple and very easy method of learning English well. The purpose of this paper is to evaluate the methods for teaching vocabulary as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students [1]. The importance of education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and

inculcates values, but also is also responsible for building human capital, which breeds, drives and sets technological innovation and economic growth. Nowadays information and knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social up, the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development. Currently, many institutions are moving towards problem-based learning as a solution to producing graduates who are creative and can think critically, analytically, and solve problems. Since knowledge is no longer, an end but a means to creating better problem solvers and encourage lifelong learning. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge, problem-based learning is seen as an innovative measure to encourage students to learn how to learn via real-life problems.

Innovative methods of teaching. There are many multimedia technologies that are available for developers to create these innovative and interactive multimedia applications, such as Premier. Etc. The teacher uses multimedia, interactive methods to modify the contents of the material. It helps to teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better. The new means of the technology change the classroom experience. For example, the room is wired with cameras for photographing whiteboards, so students can receive the images as digital files. In addition, PCs, compact computers that allow the teacher to write notes directly on the screen with a special pen, replace the archaic projector. Technology allows professors and teachers to make notes on charts and spreadsheets and send them directly to their students' PCs.

Principles of teaching is the original provisions that, taken together, define the requirements for the whole and its components (goals, objectives, methods, resources, organizational forms, learning).

The principle of learning is one of the basic categories of techniques from a position, which defines the requirements for the education system as

a whole and its individual components. "The Foundation of the building, whose name" the learning process "(Pass)

Principles of training-system requirements, accepted in society educational values and the essential characteristics of the subject and object of study. Guiding principles in planning and implementing the educational process: setting goals and tasks; the selection of the content and methods of teaching [2].

As you see from, we have three different principles. This principle takes into account individual peculiarities of the learner, his background knowledge, what he knows, his spheres of interest, etc., i.e. cognitive styles. It is one of the leading principles because conscious learning plays an important role in language acquisition, enlarges intellectual capacities of learners, and helps to understand new concepts and express new ideas in the target language. The principle of visuality or ostensive principle is realized in direct and visual modes of simonizing or explaining meanings, i.e. in the demonstration and naming by the teacher of objects, pictures and actions wherefrom the learners infer the meanings of words and expressions used. In FLT it is sometimes reasonable to help learners assimilate language rules rather than wait until they deduce these rules through speech activity. The teacher's task is not to put this hard work on the learner's shoulders but to facilitate the process of rule learning and to practice it in real-life situations.

We have considered the main methods and principles of FLT as models or paradigms of theory, research and school practice. Some of them may be considered obsolete from a scientific point of view, some others seem to be more current, but in fact, all of them have introduced innovations at a given moment, superimposing on the ones in an eclectic way. However, all methods have at least two things in common: 1) their belief to be the best one, and 2) a set of prescriptions that teachers have to follow necessarily. I do not suggest then from the assumptions in this article- that teaching should be approached following a particular method as a set of prescriptions, but on the contrary as a dynamic and reflective process, which means a permanent interaction.

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TEACHING EMOTIVE UTTERANCE IN A FOREIGN LANGUAGE TO THE STUDENTS OF NON-LINGUISTIC UNIVERSITY

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Abstract. *The article places emphasis on the fact, that one of the relevant tasks of teaching students of a non-linguistic university is the development of students' ability to express their feelings, emotions, and evaluations. The author analyzes the structure, role and types of emotive utterances in the process of teaching students of a non-linguistic university business communication. The article specifies that the ability to produce emotive utterances and apply them actively in different situations of business communication is one of the most important indicators of acquired professional competence. The article also deals with the influence of emotive tonality of discourse on the effectiveness of business negotiations and on partners, creating a favorable psychological environment in situations of business communication and describes the pragmatic potential of application of emotive utterances in speech.*

Keywords: *emotiveness; emotive expressions; intercultural communication; emotive tonality; professional competence; business communication.*

While teaching a foreign language, there is an acquaintance with a culture that is different from the native one. Language as a system expresses not only thoughts, but also feelings, since the interaction of the rational and emotional components in consciousness and thinking gives a person the opportunity to experience what the language reflects. This experience is reflected in the emotional attitude of the linguistic personality to the subject of speech.

Within the framework of the emotiological theory, emotions are considered in relation to cognitive processes. Since cognition is emotional, it evokes emotions. The subject reflects the world around him, highlighting the necessary and valuable for him in a certain period of time. Emotions are situational and cognitive because they are based on cognitive processes. Given this fact, the choice of language means of expressing emotions will depend on the situation. When communicating, there are at least two systems for expressing emotions - body language and verbal language. Language is the main type of sign system. This system is heterogeneous in its structure and includes linguistic and paralinguistic phenomena.

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Emotions find expression in the process of speech activity, in communication, which has a sign character, is the result of joint activity, as a result of which there is an interaction of consciousnesses and the transfer of content. This sign chain is a communicative process based on subject-subject relations. The transfer of information from one subject to another causes reciprocal thoughts, experiences, assessments, emotions. Emotional expression norms can vary from culture to culture. At the linguistic level, there is a transformation of emotions into emotivity. Emotions are evoked, transmitted, expressed, manifested in language and with the help of language. It is difficult to imagine the linguistic existence of individuals without emotions, since they permeate all aspects of human existence.

Currently, emotivity is present in various styles that were traditionally considered non-emotive. It can be noted that in business communication there are colorful presentations with an emotive slogan. When presenting a company, a new product, advertising a product, speech contains emotive lexical units, statements, slogans. “The requirements for foreign language proficiency at the initial stage contain linguistic and communicative competences sufficient to implement contacts at an elementary level. At the next stage of training, the task of developing the skills of foreign language communication in various situations and areas of activity is carried out” [Gal'skova, 2004: 5-6]. In the field of oral communication, the development of speaking skills takes place: the expression of certain communicative intentions (expressing an assessment, finding out the opinion of a speech partner, expressing one's own attitude to the information received, expressing pleasure / displeasure, approval / disapproval). At the final stage, among the requirements for proficiency in a foreign language, it is necessary to highlight the presence of communicative competence necessary for qualified information and creative activity in certain situations of business communication, foreign partnerships, joint industrial and scientific cooperation. Regarding the skills of foreign language communication in terms of speaking, it is assumed: "participation in a dialogue of a professional nature, the expression of various communicative intentions (advice, regret, joy, admiration, surprise, bewilderment, dissatisfaction)" [Gal'skova, 2004: 18-20].

The problems of the competency-based approach in education have been widely studied by Russian scientists both in methodological and theoretical aspects (Bolotov V.). The inclusion of a competency-based approach in the education system is due to a change in the educational paradigm. The main categories are "competence" and "competence" in a

different ratio with each other. A bachelor must possess a holistic social and professional competence that will allow him to effectively solve professional problems and cooperate with foreign partners. Competence also includes an emotional component. “Competence is a situational category. It is realized in readiness to carry out certain activities in certain professional or problem situations” [Bolotov, 1981: 53-55].

The emotional component is one of the main parameters that reflects the pragmatics of his communicative behavior. V. I. Shakhovsky believes that “the emotional component contains the following elements: linguistic and cultural codes of emotional communication; knowledge of the emotional dominants of these codes in the form of emotional concepts; knowledge of markers of emotional-ethnic identification of speech partners, rules of emotional communication with them; knowledge and use in speech of the means of nomination, expression and description of one's own emotions and the emotions of a speech partner" [Shakhovskiy, 2009: 61-65]. The formation and development of emotive skills occurs in the process of emotional communication. These skills are acquired in educational communication in the form of rules and techniques of emotional interaction. The verbal expression of feelings, emotions, experiences is closely related to evaluation, in view of the fact that it is in this category that the actualization of motives occurs that prompt a person to build statements in a certain way in order to influence another person. It should be noted that in recent years in the methodology of teaching foreign languages there has been a reorientation from a simple exchange of information to the interaction, cooperation of students. By emotive statement we mean "a statement containing emotive lexical units, reflecting the emotional attitude/assessment of the communicant"[Nosenko, 1975: 23].

While teaching a business foreign language, it is necessary to include emotive lexical units in training that reflect national specifics. These lexical units give the statement a national flavor, naturalness, emotionality and are used in business communication for pragmatic purposes. Emotive statements can be realized in a monologue. After reading the text or watching a commercial, a product presentation, the student is able to express his own point of view or attitude to what he read / saw. Students should be aware that the inclusion of emotive lexical units in the utterance can have a strong emotional or aesthetic impact on the communication partner. Dialogic speech is emotional. According to E. A. Didkovskaya, “emotionality is closely related to the category of evaluation, in view of the fact that emotions are a reflection of the concept of “good”, “bad”.

Evaluation can be emotional, intellectual or modal. Emotional assessment reflects the emotional state of the speech partner: joy, enthusiasm, irritation, anger, doubt. With intellectual assessment, a characteristic of the internal content of the subject of thought occurs. Modal assessment indicates how reliable, possibly, likely what was reported" [Didkovskaya, 1998: 77-78]. It should be noted that emotive lexical units, emotive statements should be studied along with neutral means of expression. When learning greetings for business partners, along with cliché phrases, it is necessary to enter phrases that reflect the emotions of joy from the upcoming cooperation. This can be a compliment to the head of the company, praise of the product, etc. When applying for a job, along with professional achievements, you can add emotive statements to influence the employer, convince him that you are the most suitable candidate, colorfully present your ideas. Emotive lexical units and emotive expressions and speech clichés can be introduced and explained through a system of exercises. Teaching emotive utterances is an important component of the formation of a "professional linguistic personality".

A positive psychological atmosphere, positive emotions in the process of interaction with partners are a prerequisite for the effectiveness and success of professional activities. These characteristics are directly related to the emotive functions of the subjects of communication. The skills of positively colored emotional communicative behavior of a partner during interaction suggest that a participant in communication can: tune in to positive emotions in situations of communication with business partners; encourage your partner to show positive emotions; create and maintain a positive emotional climate; express interest, joy, admiration, interest in a partner, product, information provided.

In conclusion, I would like to note that the education system in higher education should be focused on the individual and prepare not only a professional bachelor, but also a cultured, educated, intellectual and creative person.

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FORMS AND STAGES OF INDEPENDENT WORK OF STUDENTSIN HIGHER EDUCATION

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Annotation. This article discusses the types and stages of independent work of students. It also deals important requirements for organizing independent work of students.

Key words: *independent work of students, forms and stages of independent work, methods of organizing independent work of students.*

The contemporary system of higher education raises many challenges, the most important of which is to improve the quality of training specialists. The graduate should be creative and fluent not only in his or her specialty, but also be fully conversant in allied domains and willing to continuous professional development, social communicativeness and mobility.

It is impossible to solve this problem without increasing the role of independent work of students in the learning process, increasing the responsibility of the teacher for the development of skills of independent work in students and growing their creative activity. The student must not only master the skills and experience of using the knowledge gained from the teacher, but also be able to conduct an independent search for the information he or she needs professionally.

Independent work of students is based on the principles of independence, didactic and creative orientation, goal-oriented planning, person-centered and activity approach.

Forms of independent work of students are various. This includes:

- study and systematization of official state documents - laws, resolutions, decrees, resolutions and instructions and certificates using information retrieval systems;

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- study of educational, scientific and methodical literature, materials of periodicals using electronic means of official, statistical, periodical and scientific information;

- preparation of reports and abstracts, solving practical problems, writing term papers and final qualification papers;

- participation in student conferences, comprehensive research.

Independent work encourages students to be creative, search and solve actual modern problems.

The main goal of organizing and implementing students' independent work should be consistent with the goal of student education - the preparation of bachelors of higher education. The formation of the ability to work independently is an important and necessary condition for acquiring knowledge, skills and opportunities for organizing educational and scientific activities in the organization of the award.

The purpose of independent work of students is to acquire fundamental knowledge, professional skills and skills in the profile, experience in creative, research activities. Independent work of students contributes to the development of independence, responsibility and organization, a creative approach to solving problems at the educational and professional level. The tasks of the SSR are:

- systematize and consolidate the theoretical knowledge and practical skills of students;

- deepening and expansion of theoretical knowledge;

- to develop the skills of using normative, legal, reference documents and special literature;

- development of knowledge and activity of students: creative initiative, independence, responsibility and organization;

- develop the skills of independent thinking, self-development, self-improvement and self-awareness;

- development of research skills;

- the use of materials collected and received in the process of independent work when writing term papers and theses;

qualification documents for effective preparation for final exams.

In the educational process of the university, independent work is distinguished - extracurricular.

Extracurricular independent work is carried out by a student under the guidance of a teacher, but without his direct participation.

The main types of independent work of students without the participation of teachers:

- formation and assimilation of the content of the text of the lecture on the basis of textbooks recommended by the teacher, including educational information resources (electronic textbooks, electronic libraries, etc.);

- writing a dissertation;

- compile an annotated list of articles in relevant journals in the field of knowledge;

- performance of microphotographs;

- preparation of practical developments;

- homework in the form of solving individual problems, performing approximate calculations, individual work on a computer and individual sections of the content of science;

- current computer self-control and control of success based on e-learning and certification tests.

The main types of independent work of students with the participation of teachers:

- regular consultations;

- colloquium as a form of control over the assimilation of the theoretical content of disciplines: (during consultation hours provided for by the curriculum);

- acceptance and analysis of homework (during practical classes);

- implementation of term papers (projects) in subjects (guidance, consulting and defense of term papers (during the hours indicated in the curriculum);

- teaching and research (guidance, counseling and advocacy);

- conducting and processing the results of the internship (management and assessment of the level of formation of professional skills and competencies);

- completion of final works (supervision, consulting and defense of final dissertations), etc.

Methods for organizing students' independent work depend on the structure, nature and characteristics of the topic being studied, the number of hours and its study, the type of tasks for students' independent work, the individual qualities of students and the conditions of educational activity.

In conclusion, the process of organizing students' independent work includes the following steps:

- preparation (goal setting, program development, methodological preparation, equipment preparation);

- basic (implementation of the program, use of information retrieval methods, assimilation, processing, application, transfer of knowledge, determination of results, self-organization of the work process);

- final (assessment and analysis of the significance of the results, their systematization, evaluation of the effectiveness of programs and methods of work, conclusions on the areas of labor optimization).

The organization of independent work of students is provided by universities, educational and methodological departments, teachers, libraries, publishing houses and others.

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DISTANCE LEARNING: NECESSARY CONDITIONS FOR EFFECTIVE IMPLEMENTATION

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Abstract. *The reasons for the necessary and sufficient conditions for efficient distance training implementation are carried out in the context of the strategic priorities of education modernization linked to assuring its availability and continuity. Distance learning is defined as a method of organizing students' activities for the purpose of mastering the "pressed" human experience, acquiring creative activity experience, and developing capabilities for the purpose of applying and acquiring knowledge throughout one's life through the use of remote training technologies. Only indirectly can information technologies and their use in the course of mediated interactions between students and pedagogical workers promote the*

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formation of corresponding values and accepted in society of rules and standards of behavior, which has necessitated long-term research devoted to "embedding" distance training in educational processes so that educational function of education was staticized. The concept of "distance training" is defined based on categorical and conceptual analysis. On the basis of an examination of the institutional foundations for implementing electronic training and remote educational technologies, appropriate prerequisites for efficient distance training implementation have been established.

Keywords: distance learning, conditions, workload regulation, foreign experience, equipment and competencies, networking, financial support

Until recently, notions like distance learning, distance learning, open learning, and so on were virtually indistinguishable. However, distant learning (DL) has demonstrated its usefulness and relevance in recent years. Distance learning has high possibilities related with the implementation of lifelong learning, according to the educational community. However, the debate of whether DL is a form of education or a technology remains. This is a critical issue, because comprehension of the subject is dependent on the implementation strategy and tactics of DL, as well as teacher preparation for DL work.

The following basic definitions have been proposed by researchers and practitioners of distant learning:

•DL is “a synthetic, integral humanistic form of education based on the use of a wide range of traditional and new information technologies and their technical means, which are used to deliver educational material, its independent study, dialogue exchange between a teacher and a student, and the learning process in general case, it is not critical to their location in space and time, as well as to a specific educational institution” [1].

- DO (Centre "Eidos", A. V. Khutorskoy) - "learning using telecommunications, in which the subjects of learning (students, teachers, tutors, etc.), having a spatial or temporal remoteness, carry out a common educational process aimed at creating external educational products and corresponding internal changes (increments) of subjects of education” [3].

As a result, DL technologies are defined as follows: Educational materials are provided to students on printed and multimedia (floppy disks, SB-COM, VUB) media. SB-technology (in time requirements - case technology) - educational materials are provided to students on printed and multimedia (floppy disks, SB-COM, VUB) media. Review lectures, seminars, trainings, consultations, and assessments are typically utilized in

conjunction with full-time classes. The Internet can be used to conduct part of the communication with the teacher (for example, consultations), as well as to collect information from electronic libraries and databases of universities.

The utilization of computer training programs and electronic textbooks stored on the university's Internet servers is known as network technology. You can communicate with the teacher and take intermediate and final tests via the Internet. A few of universities also offer real-time lectures and seminars. Examinations are held at the university training location closest to the student's home. Distance learning can be structured in a variety of ways, including autonomously and via the use of information and educational environments.

As a way of teaching, consider distance learning. DL cannot be a completely self-contained system because it is a new form of education. Distance learning is developed with the same goals and content as full-time education (if it is built according to applicable educational programs). However, the manner in which the information is presented, as well as the manner in which the teacher interacts with the students and the students interact with one another, will differ. The basic didactic principles of distance learning are essentially the same as for any other type of education, but the principles of distance learning organization are distinct; they are determined by the specifics of the form, the capabilities of the Internet information environment, and its services (chats, forums, and email), and they are distinctive to distance learning.

Modularity, a change in the role of the teacher (primarily associated with the detachment of the functional units of course developers, tutors, and others), separation of the subjects of the teaching practice by distance, virtual cooperativeness of learning, the predominance of self-control over teacher control, the use of modern specialized technologies and teaching aids, and so on are all characteristics of distance learning.

The main areas of application of DL include:

- advanced training of teaching staff in certain specialties;
- preparation of schoolchildren in individual academic subjects for external exams;
- organization of specialized education for schoolchildren;
- additional education on interests;
- professional training.

We consider distance learning and technologies used in the process of its implementation in the context of ensuring accessibility and continuity of education. In this regard, it seems relevant to identify the necessary and sufficient conditions for the implementation of this goal. A system-forming necessary condition for the implementation of distance learning is the presence of a teacher who is able to develop appropriate technologies and put them into practice. The implementation of distance learning technologies is associated with a change in the role of the teacher in the educational process and the emergence of new “roles” (in addition to the developer of the training course (content)), such as a specialist in media support for the course, tutor, etc.

In foreign universities, the average workload of professors usually does not exceed 300 hours, and the vast majority of all those who teach are actively involved in science. If reaching the level of the world's leading universities is prioritized, it is necessary to limit the total teaching load of teachers at the level of 400-450 hours, while the lecture load of professors and associate professors is about 150 hours. This is about the level of workload that the leading universities manage to withstand.

Legislative regulation of the workload of a higher school teacher will require a change in the approach to its financing. To date, there are no items in the system of per capita funding related to the costs of developing innovative (including distance) learning technologies. Accordingly, there are no indicators in the indicators of monitoring the effectiveness of the activities of universities, according to which the quality of educational activities is assessed, by which one can judge the dynamics of the creation of such technologies, their quality and application in the implementation of the concept of lifelong education. There are organizational and technical problems that an educational organization may face when implementing distance learning:

Based on the analysis of organizational and technical problems, it is possible to formulate the second necessary condition for the effective implementation of distance learning - the availability of appropriate technical equipment and competencies necessary for the development of distance learning technologies. Based on a wide variety of technical means, the choice of learning technologies should be based on the following:

a) setting a diagnostically set goal (expected learning outcomes and ways to check them);

b) selection of the content of education in accordance with the characteristics of a specific subject area, the predominant type of training tasks and exercises that ensure the formation of the required competencies;

c) taking into account the level of activity of students, the degree of involvement in the educational process (the level of interactivity in teaching the discipline);

d) adaptability of technologies (the best correspondence of technology to the psychophysical characteristics of trainees).

Main problems of teaching with the use of ICT

Organizational problems:	Technical problems:
- Lack of time for teachers to develop courses based on new technologies	- Complicating course development activities
- Lack of teaching and support staff	- The need for special skills and techniques for developing training courses
- Lack of time to assess the potential of new technologies in teaching and redesigning curricula	- Increasing requirements for the quality of educational materials
- The need to strengthen the student support function in the context of the growing role of the student in the educational process	- Lack of appropriately equipped auditoriums
- An undeveloped system of encouraging work on the introduction of new technologies in the educational process and the recognition of	- The ability to establish reliable feedback from the teacher with each student

Conclusion. Obviously, the use of distance learning technologies should contribute to the development of new approaches to assessing the productivity of a higher education teacher based on the creation of a unified methodology for calculating the rating of a university teacher. It should reflect the measure of the effectiveness of educational, research, educational, methodological, organizational and educational activities carried out by the teacher. Increasing the productivity of the carriers of "compressed" human experience - teachers of higher education, which we associate with the legislative regulation of the workload in terms of determining the maximum level of classroom workload and standards for the implementation of educational, methodological, research and organizational and methodological work. This will require a change in approaches to financing universities: the section of the state assignment should include work related to the development of distance learning technologies with appropriate financial support for these works:

a) development of educational and methodological complexes for the profile of personnel training;

b) creation of intellectual property objects (patents for methods, models, programs) for use in the educational process, including their distribution on the basis of licensing agreements among a certain range of universities.

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THE ROLE OF INDEPENDENT LEARNING IMPROVEMENT IN ESP LANGUAGE TEACHING

Filimonova Lilia Yurevna[7]

Annotation. The article covers some aspects of the importance of **i**ndependent learning **i**mprovement**.** Communication in this fast developing world is impossible without learning a foreign language. The great Silk Road traditions are favorable benefits for developing historical storage of language learning abilities in our peoples. There are many possibilities for young generation today, including lessons at schools, colleges and universities, numerous language courses of different levels, exchange studies university programs, chances to travel to English speaking countries, individual learning or self-studies.

***Key words**: **i**ndependent learning, abilities, communication, foreign language teaching*

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Since 2020 New Uzbekistan is an heir of independent Uzbekistan as well as the successor of the ancient states and cultural traditions of the Uzbek people. The Great Silk Road was first of all the best route in silk delivery logistics but not the least its importance was in cultural exchange which could not be possible without communication between peoples living along the Great Silk Road. From the early days of Uzbekistan independence the first president of the Republic of Uzbekistan and present President keep emphasizing that the system of education and upbringing of new generation needs to be reformed widely in order to assist the development of the country, to build new circular society with new and traditional moral values, based on national traditions to integrate into the modern world.

Communication in this fast developing world is impossible without learning a foreign language. There are lots of benefits for young people in learning foreign languages and particularly English today. This gives them different opportunities for getting education, doing research, and work abroad. All these in its turn give us as a developed society chances to be aware of everything new in science, industry, politics development of other nations. Youth today understands the importance of learning English, though we have plenty of translators and interpreters. Teaching English in modern society does not always show concern for translation, but for the author translation is not less important than any other aspect of the language work.

Over a billion people on the Earth speak English. English is the most studied language in the world, whose influence is so great that it is able to affect not only the dictionary, but also the linguistic structure of the other languages.

One of the possible causes of spreading English is the wealth of its vocabulary (about 600 000 words, according to the Oxford dictionary, not counting special technical vocabulary) and a large percent of the international concepts (up to 200 000 words). Here we should add richness synonymous that allows English speakers to distinguish the shades of the meaning.

ESP language teaching has much in common with the general language teaching, but at the same time there are specific aspects, which will be presented in this article.

Today aspects of individual teaching and learning are the first and most important consideration in any teaching. The teacher should know

exactly what his students are expected to achieve in individual learning of his subject, what changes he can bring about in his students at the end of the course, at the end of the year, term, month, week, and each particular lesson, i. e., he should know the aims and objectives of ESP language teaching.

With the introduction of the credit module system into the higher education of Uzbekistan every student should clearly understand that the amount of the classroom studies and self-studies equals nowadays. It means that all students take responsibility to provide themselves with the same number of hours that have been spent at University for every subject. This new rule has many advantages. The students have less lectures, they can devote their time to their interests, they should not any longer listen to uninteresting for them lectures or seminars, they can

distribute their time more efficiently. For example, they can visit an exciting exhibition daytime and spend time at the library or at home studying their specialty or English in the evening.

The terms “aims” and “objectives” are clearly distinguished in this work in accordance with the suggestion given by R. Roberts. His definition is as follows: “The term ‘aims’ be reserved for long-term goals such as provide the justification or reason for teaching second languages... the term ‘objectives’ be used only for short-term goals (immediate lesson goal), such as may reasonably be achieved in a classroom lesson or sequence of lessons.” [Roberts,1995, 102]We are going to deal with long-term goals, that is, with the aims of foreign language teaching which dictate the teacher’s approach to this subject.

The changes the teacher must bring about in his students may be three in number: practical, so students acquire habits and skills in using a foreign language; educational, as they develop their mental abilities and intelligence in the process of learning the foreign language; cultural: students extend their knowledge of the world in which they live. Thus, there are at least three aims, which should be achieved in ESP language teaching: practical, educational, and cultural.

Practical aspect. The foreign language as a subject differs from other subjects of the university curriculum. Whereas the teaching, for instance, of history is mostly connected with the imparting of historical laws and facts which students are to learn and the teaching of the mother tongue leads to the perfecting of the language as a system (which is already used for

exchanging thoughts and feelings) so that students will be able to use it more effectively in oral and written language, the individual learning of a foreign language should result in the pupil's gaining one more code for receiving and conveying information; that is, in acquiring a second language for the same purpose as the native language: to use it as a means of communication. In this connection we can refer to G. Perren's words: "Whatever a new language is being taught as a curricular extra... or as an essential medium for education it will be learned only if it obviously makes possible some purposeful activity other than language learning. If it does not do this, attempts to teach it may be largely a waste of time."[G.Perren,1991,84]

In modern society language is used in two ways: directly or orally, and indirectly or in written form. Thus we distinguish oral language and written language. Direct communication implies a speaker and a hearer, indirect communication implies a writer and a reader. Hence the practical aims in teaching a foreign language are four in number: listening, speaking, reading, and writing comprehension.

When adopting the practical aims for the ESP course the following factors are usually taken into consideration: the professional knowledge of the future engineers, economic conditions of our sphere of society, that is to say, railway sphere, the requirements of the state; the general goals of education; the nature of the subject, and the conditions for instruction.

Education significance is one of the major priorities of our President. Intelligent people of all countries realize it very well. The American psychologist and lecturer Jim Rohn said: "Formal education will make you a living, self-education will make you a fortune".[Rohn,2008,62]

The length of the course, the frequency of the lessons, the size of groups should also be taken into consideration in adopting practical aims. The amount of time for language learning is one of the most decisive factors in mastering and maintaining language proficiency since learners need practice. The syllabus generally concentrates on the development of speech proficiency. Students should be able to give a short talk and carry on a conversation on the topics included in the program, to read and understand texts without a dictionary on their specialty, understand oral language and speak within the topics and material required by the syllabus, write annotations and essays.

At the present time, however, ESP language learning and teaching does not quite meet the demands of our society; better results are desirable.

We still have a wide range of questions to be settled. Nevertheless, it should be said that the achievement of practical aims in foreign language teaching makes it possible the achievement of educational and cultural aims.

Educational aspect. Learning ESP language is of great educational value. Through a new language we can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in our own communications. Even at the most elementary level learning a language teaches the cognizance of meaning, furnishes a term of comparison that gives us an insight into the quality of language. When learning a foreign language the student understands better how language functions and this brings him to a greater awareness of the functioning of his own language.

Since language is connected with thinking, through foreign language study we can develop the student's intellect. Teaching a foreign language helps the teacher develop the students' voluntary and involuntary memory, his imaginative abilities, and will power. Indeed, in learning a new language they should memorize words, idioms, sentence patterns, structures, and keep them in long-term memory ready to be used whenever he needs them in listening, speaking, reading, and writing. Teaching a foreign language under conditions when this is the only foreign language environment, is practically impossible without appealing to imagination. The lack of real communication forces the teacher to create imaginary situations, to speak about making each student determine his language behaviour as if he were in those situations.

Teaching a foreign language contributes to the linguistic education, the latter extends his knowledge of phonic, graphic, structural, and semantic aspects of language as it is through contrastive analysis of language phenomena.

Cultural aspect. Learning a foreign language individually makes the student acquainted with the life, customs and traditions of the people whose language he or she studies through visual material (such as post cards with the views of towns, countryside, and people; filmstrips, for example, "Great Britain", "Disney Land" films) and reading material dealing with the countries where the target language is spoken. Foreign language teaching should promote students' general educational and cultural growth by increasing their knowledge about foreign countries, and by acquainting them with progressive traditions of the people whose

language they study. Through individual learning the English language the student gains a deeper insight into the nature and functioning of language as a social phenomenon. Railway sphere is supposed to be studied and researched as a cultural level of the language, as we learn train operation arrangement and maintenance for both railwaymen and passengers. British railways traditionally provide high level of passengers' service, which is worth learning as one of the aspects of the high life standard.

Making conclusions it should be underlined that practical, educational, and cultural individual learning is intimately related and they form an inseparable unity. The leading role belongs to practical English as well as professional learning, for the others can only be achieved through the practical command of the foreign language in the communication sphere. Any language is only the tool of better communication, which helps people to achieve their goals, mainly professional nowadays.

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ADVANTAGES OF INNOVATIVE TECHNOLOGY IN TEACHING VOCABULARY

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Vocabulary is one of the most important skills in teaching any foreign languages. It is difficult to measure vocabulary knowledge of learners, but many studies have shown that good readers have good vocabulary knowledge. That is to say, the more you learn vocabulary, the better you brush up your vocabulary knowledge.

The term vocabulary means a collection of certain words based on one field of life. Vocabulary is an area where teachers use different strategies and methods at one time. Nowadays, digital tools and innovative technologies are available in most educational institutions where teachers could prepare for lessons more efficiently, and provide their students with necessary materials. In addition, in blooming educational process, there are comfortable strategies which help students learn by heart unknown words and increase their vocabulary skills. These strategies are appropriate for modern teaching, and connected with innovative technologies and digital tools straightly, and they are very available and easy to use in today's education [1].

Everybody knows that Internet is full of useful and necessary materials such as friendly chats, speeches of native speakers, numerous videos on different topics, and tests based on different levels of learners. If learners want to learn English better and perfectly, they can use those materials at any time. Most of learners prefer to watch short videos of native speakers. Then they have both a strong vocabulary and emotion. If they want to use these words in a situation, they know how to speak, and how to act. In addition, there are kinds of friendly chats which made by the people who live in different places of the world. Their aim is to learn something by chatting with each other. In these situations, they not only can change their ideas, but also get new information and learn new words. It's very essential way of learning foreign languages [2].

Learners can improve their vocabulary skill by organizing different debates during the lessons. In these debates, they can hear new words from the speech of their friends, remember them easily, and use them in their

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speech in the future debates. Word origins are also important component in vocabulary learning program, that's why when you see some unknown words in the texts, you should pay attention to the origins of those words too, because English language is borrowed lots of words from other languages such as Latin, Russian, French, German, and so on.

For better increasing the vocabulary skills, you should try to read different texts every day. When you read, you need to learn new vocabulary in order to gain new knowledge of specific subject matter. If there are many unfamiliar words on the page, and having to look up lots of words in the dictionary, reading will be very tedious, but should try to learn at least five words from one text a day, and you can achieve basic words in a month.

A weak vocabulary is needed a significant obstacle to good reading comprehension. Therefore, acquiring a new vocabulary is crucial if you hope to become a better reader. After all, if you do not know what the key words on the page mean, you may not understand what a writer is saying. Acquiring a solid reading vocabulary is a lifelong proposition but it has more benefits besides making you a better reader. Fair or not, people do judge others by their level of vocabulary, and if you acquire new words, you can begin to use some of them when you speak.

Here are some techniques for acquiring words: use the Three-Dot Method; use Vocabulary Note Cards; subscribe to a Word-of-the-Day Website.

The **Three-Dot Method** works like this: when you look up a word in the dictionary, make a small dot in pencil next to the entry word. The second time when you looked it up, make another dot. The third time you looked it up, add a third dot, and this time, learn the word! Any word that crops up three times within a short amount of time is obviously an important word that belongs in your permanent and active reading vocabulary.

Using **Vocabulary Note Cards** is also useful for improving your vocabulary knowledge. These cards can be easily secured with a rubber band and carried in your pocket or wallet. You can quickly review vocabulary words that you are to be tested on, sorting through the stack, omitting those you already know, and concentrating on those that you are not sure of. When the stack of cards became too unwieldy, you can organize them into parts of speech (nouns in one stack, verbs in another stack, and so on), and continue your study. It takes you just a minute to

write each card, whether you use vocabulary note cards. First, write the word (underline it for emphasis), the context in which it occurred (meaning the original sentence), and if you wish, the part of speech and pronunciation. On the other side, write the definition and etymology.

Word-of-the-Day Websites offer a painless and free way to learn new words. Most of them have the same features: an e-mail (or text message) is sent to your inbox (or to your Twitter or Facebook account). Each day you receive a new word. Typically, the information includes pronunciation symbols, a definition, a sentence or two, showing the usage and the etymology of the word. Some sites include pronunciation. By clicking on the megaphone, you will hear the word pronounced by a native speaker.

As a rule, vocabulary should be taught directly and indirectly. Direct instruction includes giving word definitions and pre-teaching of vocabulary before reading a text. Indirect methods refer to incidental vocabulary learning, e.g. mentioning, extensive reading and exposure to language-rich contexts. Repetition and multiple exposures to vocabulary items (e.g. through reading, speaking, listening and writing) are important. This should be done in connection with authentic learning tasks.

Vocabulary learning should involve active engagement in tasks, e.g. learning new vocabulary by reading texts or doing some class projects. Word definitions in texts aid vocabulary development. Multiple methods will result in better vocabulary learning. It is known that learners need not only to learn a lot of words, but to remember them. In fact, learning is remembering. Vocabulary knowledge is largely a question of accumulating individual items.

Here is a brief summary of some of the research findings that are relevant to the subject of word learning. If you write and learn five words a day, you will learn about 150 new words a month; 10 words a day would bring you over 300 new words a month!

For having a better vocabulary knowledge, you should follow these rules:

1. Keep a small notebook handy: think of a word you know in your mother tongue. As you read, study, hear or talk with other people, note down words and expressions that you think would be helpful for you. Note that often, certain words are used together frequently, particularly in specific disciplines. It’s helpful to note down not just individual words but sets of words that seem to frequently appear together. You will sound more fluent and comprehensible if you use words in combinations as native speakers do. When you find the English word, write it down on the left side of your vocabulary notebook.

2. Look it up in your dictionary. Refer only an English-English dictionary. Get into the habit of looking up words in a dictionary every now and then. Become familiar with the phonetic symbols of your dictionary and look up the correct pronunciation of words when you are not sure.

3. Write the English definition of the words on the right side of the page.

4. Copy a sentence from the dictionary. This will help you learn how to use the word correctly. Do not yet write your own sentence. Practice reading this sentence until it becomes natural for you.

5. When you have finished reading a text, go back over it and write down any useful words in your vocabulary notebook. Try to learn a few new words every day. Test yourself by reading texts that you have read before to see if you can remember all the words.

6. The best way to improve your vocabulary is to read more. There is no shortcut or substitute for this method. The idea is simple and obvious: the more you read, the more you learn new words. Having looked different ways of learning vocabulary, I have sketched the following implications:

- learners should aim to build a threshold vocabulary as quickly as possible;
- learners need to be actively involved in the learning of words;
- learners need to make multiple decisions about words;
- learners have to take responsibility themselves for vocabulary expansion;
- vocabulary learning is an item learning, and it is also a network building;
- vocabulary learning is a memory task, but it also involves creative and

personalized use, i.e. learning and using.

In conclusion, I can say the words of famous linguist David Wilkins: “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. His words prove the vital role of vocabulary in improving reading skills of students.

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TEACHING PRAGMATICS AT EARLY STAGES OF TEACHING

Ismoilova Dilorom Rustamjon qizi[9]

Annotation*: The article discusses the importance of communication in foreign language teaching. The author highlights the pragmatic competence as a crucial requirement for an adequate communication. Effective suggestions are presented to utilize while integrating pragmatic training in the classroom. Early stage is stated as a preferable phase to begin activities targeted to teach pragmatic peculiarities of the languages.*

Key words: *pragmatics, heterogeneous communication breakdown, pragmatic failure, pragmatic competence;*

It is not secret that, substantial attention is being paid to the education system by the government. Significantly, teaching foreign languages is one of the prior directions of national education system. As the main objective of learning a foreign language is communication, English teachers should create salient atmosphere for the learners in order to become perfect communicators in the future. All devoted teachers concern about heterogeneous communication breakdown which cause serious negative effects.

In pursuit of teaching communicative competent students, we should integrate all necessary skills to our lessons at early stages of teaching process. It is right that, being grammatically perfect or rich in vocabulary can not help an interlocutor to have an adequate communication. If so, what is the required knowledge for our learners to hold the conversation effectively?

We can not exclude this competence in the list of the most crucial skills of EFL learners. That is pragmatic awareness or pragmatic competence of learners. Most school syllabuses miss the lessons devoted to this aspect of the language. However, a modern teacher should be a good problem-solver too. As a devoted teacher, we should create special activities dedicated to improve pragmatic awareness of our students. If they know the fundamental features of pragmatics and experience it at least in the classroom, then pragmatic failures will not occur with our learners in the heterogeneous communication.

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Pragmatic failure occurs in the meantime of communication as a result of not understanding the interlocutor's intention. Because a language has own acts which serve to carry any kind of special meaning which are called intentions.

Pragmatic failures can be called also pragmatic misunderstanding and pragmatic unawareness too. By the means of speech acts we can generate our intention which can be request, apology, irony, astonishment, wonder, abhorrence. Why do communicators have pragmatic failure? Because these intentions can be expressed explicitly and sometimes implicitly too.

An EFL speaker may say: "I am really sorry. I just forgot. Understand?" In this situation, "understand" is a direct translation from Uzbek language, used by the first speaker with question intonation looking for the listener's cooperation. On the contrary, the meaning in English is opposite indeed, since this "understand" sounds rough in English. This is due to the fact that, whereas the Uzbek learner is a language oriented towards positive politeness, but you see, there is also linguistic difference in language use which blocked the conversation on the first turn.

Importantly, foreign language learners show significant differences from native speakers in language use, in particular, the execution and comprehension of certain speech acts: conversational functions, such as greetings and leave takings. And also conversational management, such as back channeling and short responses. Pragmatic failure happens with learners regardless of their first language background or language proficiency.

The consequences of pragmatic differences, unlike the case of grammatical errors, are often interpreted on a social or personal level rather than as a result of the language learning process. Making pragmatic mistake may have various consequences and one of them is communication breakdown. We know, such mistakes are unintentional errors of interlocutors, so on the other hand it is our professional duty to inform them about such features of learning a foreign language. For example, our learners should know the conventions for talking to a hair stylist in a foreign language, something equally difficult to observe. Because, choosing the right variety also belongs to pragmatic issues.

Some necessary features of language and language use are quite subtle and not immediately noticeable by learners, such as the turns that occur before speakers actually say "goodbye" and the noises they make when encouraging other speakers to continue their turns. Differences in making

requests, such as by saying “Can I?” instead of “Can you?” might not be immediately salient to learners. By highlighting features of language and language use, lessons should be informative for the learner.

Finally, the classroom is the ideal place in which to help learners interpret language use. Instruction can help learners understand when and why certain linguistic practices take place. It can help learners to better comprehend what they hear and to better interpret it.

A classroom discussion of pragmatics is also a good place to explore prior impressions of speakers. For example, Americans are often thought of as being very direct. Instruction provides the opportunity to discuss the absence of some types of politeness markers in English and the presence and function of others that may not be immediately recognizable to learners.

The major objective of such instruction in pragmatics is to raise learners’ pragmatic awareness and give them choices about their interactions in the target language in order avoid communicative problems based on pragmatic failure. What is the goal here? That is to help learners become familiar with a range of pragmatic devices and practices in the target language. With the help of such kind of lessons mingled with pragmatics, teaching our students can maintain their own cultural identities, particularly more fully in target language communication, and gain control of the force and outcome of their contributions.

By learning four primary communicative skills, EFL speakers understand of the root of conversation. By learning pragmatic rules, they can expand their perception of the language and those who speak. In pursuit of this goal, the classroom provides a safe place within which learners can try out new forms and patterns of communication in an accepting environment. They can experiment with unfamiliar forms of addressing. This kind of lesson is not traditional and at the end achieves own goal and let your students know some secrets of pragmatics which they may come across some time interacting with native English speakers.

Role-playing is an excellent exercise in which students can carry out similar situations to daily communication. EFL speakers must know that when a message takes place in a conversational interchange, this will be codified in a way or another depending on a series of contextual factors such as the participants, the place, the intention, the subject and the like.

A teacher can distribute several situations in training. Let’s face to some of them which can be effective in teaching pragmatics in the lesson

process. “Problem cards” are distributed to students to have a rehearsal before real heterogeneous communication. There are situations to act out by students considering pragmatic features of the target language.

Situation 1

You are a sophomore. You have an exam tomorrow and your computer will not start because of virus. You have called several people but everyone is out, and the school computer room is packed with people already. You meet one of your close senior classmates down the hall, and you decide to ask him a favor.

Situation 2

You are a graduating student. A freshman whom you know well asks you a favor. Imagine that for personal reasons, you have to refuse any request from him or her.

Situation 3

Because of a sore throat, you were absent from last Friday’s history class. So you decide to borrow a notebook from a friend to write down. One the way to class, you run into him. What do you say?

In conclusion, pragmatic peculiarities of the language can be integrated into teaching process at the earliest levels. Useful activities, especially role-plays have a constitutive role in development of EFL speakers’ pragmatic competence.

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EDUCATOR PERCEPTIONS OF DIGITAL LITERACY INSTRUCTION: AN INTERNATIONAL DIALOGUE IN ONLINE LEARNING ENVIRONMENTS

Jessica S. Mitchell, Ed.D.[10]

Abstract. This study utilized a mixed-methods case study research (MM + CSR) design to explore how the context of one group of educators in the United States enrolled in an elective course on the topic of digital literacy instruction was used to dialogue about potential barriers for the design of online coursework for educators in an international context. Of the 21 students in the course, 8 agreed to participate in the study by responding to an exit survey which probed for participant responses around their perceived relevance of digital literacy instruction, their perceptions regarding the ease and adaptability of digital tools for instructional purposes, and their plans to integrate digital literacy instruction into future coursework. A second layer of analysis was applied through researcher memos including an international visiting scholar's perspective which opened dialogue about the viability of a similar course in the scholar's home university. The article concludes with implications for collaborative online learning environments with international partnerships and recommended research for exploring how courses involving the topic of digital literacy instruction are received by a variety of audiences to understand the value and relevance to shared stakeholders.

Keywords: online education, digital literacy, global online partnership, teacher education

Overview

Over the last few decades, developments in technology have expanded opportunities for collaborative online education initiatives across the globe (O'Dowd, 2019), increasing not only the scope of education as a discipline, but also the rapidly growing discipline of digital literacy (Lawrence, Saran, Johnson, & Lafontant, 2020). While there are many definitions of digital literacy (Boechler, Dragon, & Wasniewski, 2014), a commonly adopted tenet is to provide pre-requisite knowledge for the development of skills which allows students to fully participate in digitally mediated contexts (American Library Association, 2021). While research has shown that participation in an increasingly complex, globalized context can benefit student participants by extending learning opportunities beyond the four walls of the traditional classroom to potentially impact personal, civic, and

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economic opportunities (Mitchell & Vaughn, 2020), teachers in varying contexts may not always readily adopt digital literacy instruction into classroom practices (Kennedy, 2018). In the United States, for example, barriers for adoption include educator training (Archambault & Kennedy, 2014) such as a lack of study on the significance of student preparation for global interactions, teacher beliefs such as the relevance of digital literacy instruction into a specific discipline of study such as English Language Arts (Mirra, 2019), and logistical concerns within individual school districts (Khlaif, 2018) such as access to technology and scheduled time for maintenance and technical support. As global partnerships grow and open educational platforms and partnerships become readily available across the globe, collaborative online learning initiatives among educators further complicate the design of digital literacy instruction through the increase of additional barriers such as differing language, cultural, and socio-political orientations (Silva & Scarlota, 2021) and differing access of designated digital tools and educational infrastructures (Abbasi, Ibrahim, Ali, & Elhussein, 2021). While these barriers potentially impact the perceived success of a global partnership, one potential methodology for exploring global collaborative online education initiatives is to study experiences where educators in local school systems share their perceptions of digital literacy instructors with an audience beyond their immediate context. In sharing their experiences and perspectives with a global audience, further discussions can lead to potential solutions for mitigating barriers among partners in global collaborations.

Methodology

The purpose of this study was to explore the experiences of one context of educators connected to a local educator preparation institution as they shared their perceptions of digital literacy instruction in a 15-week course. Themes of the study explored the following research questions: 1) How do educators' past experiences with technology impact their current digital literacy instruction in the classroom? 2) How are educator perceptions of digital literacy instruction influenced through participating in a digital literacy course of study? and 3) How do educators perceive the modules of an online digital literacy course to prepare them for digital literacy instruction in their own classrooms? The research methodology of the study utilized a mixed-methods case study research (MM + CSR) design (Creamer, 2021) to capture a variety of artifacts from participant

data from local educators, researcher reflections including the instructor who designed the course, and the unique collaboration which resulted from an international scholar being embedded within the course as both participant and Co-PI of the study.

Methods of Data Collection

Archival documents from the course included text of reflective assignments designed to explore the teachers' past and present experiences with technology, discussion posts aligned to educators' perceptions regarding digital literacy instruction, and an anonymous exit survey for feedback regarding their experiences during the course. The exit survey utilized a Likert measurement scale of commonly discussed themes across the course in addition to a preference scale of commonly used digital tools as referenced by the instructors and educators in the course. Reflective memos were also collected from the Co-PIs of the study to capture researcher perceptions of data collection from two differing cultural orientations.

Participants

Participants in the study included students enrolled in an elective graduate course designed for educators interested in the study of digital literacy. Students in the course were given an opportunity to review the parameters of the research study at the end of the course to decide if they were willing to allow the instructor of the course to confidentially study their responses in the course against the purpose of the research study. A total of 21 students were enrolled in the course, and a total of 8 participants agreed to participate in the study. The researchers of the study included a tenured associate professor at the host institution and an international visiting scholar introduced as a guest participant in the course.

Researcher Hypothesis Statements

At the onset of the study, the researchers expected to identify outcomes for identifying potential barriers in implementing digital literacy instruction into a classroom setting and any mechanisms which educators report as helpful in overcoming these barriers. This study was deemed significant because the course itself was a new course in educator professional development. Results from the study were anticipated to inform how teacher educator programs develop instruction for pre-service

teachers as well as how local institutions work with stakeholders in providing professional development to practicing teachers. Worldwide, the partnership of the study was anticipated to provide a contextual example of how digital literacy was being practiced and provide discussion on how partnerships between international contexts could impact explore future directions in the field.

Results

The results of the study were analyzed by the Co-PIs of the study. The researchers met weekly either in person or via digital mediums to discuss the design of the study, share researcher reflections, and analyze the results from the study. The findings were reported by the visiting scholar at the conclusion of the scholar's time at the host institution. This presentation included the results from the local educator's perceptions of a variety of digital tools for delivering digital literacy instruction and concluded with implications from the perception of the visiting scholar regarding key issues in the duplication of the course of instruction at the visiting scholar's university. In this section, the results from the local educators enrolled in the course will be shared. Following the results, an implication section which further explores the international partnership of this experience will be provided.

Educators' Perceptions of Digital Literacy Instruction

After the completion of the course, students who agreed to participate in the study reported their overall perceptions of digital literacy instruction. The first eight questions on the survey were designed to explore educators' overall perceptions of digital literacy instruction and their perceived likelihood of embedding digital literacy instruction into their own classrooms in the future. Figure 1 below summarizes the respondent's answers on a five-point Likert scale. Responses on the Likert scale were eliminated from the figure for ease of readability. Additionally, categories with the highest response rate were organized first for comparison.

Digital literacy is an essential skill for students to acquire.	**Strongly Agree** 100.00%
Digital literacy skill development is a skill that applies to my discipline.	**Strongly Agree** 87.50% **Somewhat Disagree** 12.50%

During this course, my technology usage in my own classroom increased.	**Strongly Agree** 62.50% **Somewhat Agree** 12.50% **Somewhat Disagree** 25%
After this course, I plan to continue to learn more ways to support my students to become digitally literate citizens.	**Strongly Agree** 100%
After this course, I plan to use technology more frequently in my own classroom.	**Strongly Agree** 87.50% **Somewhat Agree** 12.50%
Overall, I would rank my knowledge/skill level of universal design for accessibility as proficient to advanced.	**Strongly Agree** 87.50% **Somewhat Agree** 12.50%
Overall, I would rank my ability to choose a digital tool for a specific instructional purpose as proficient to advanced.	**Somewhat Agree** 62.50% **Strongly Agree** 37.50%
Overall, I would rank my knowledge/skill level of instructional technology use as proficient to advanced.	**Strongly Agree** 50.00% **Somewhat Agree** 25.00% **No Basis for Judgement** 12.50% **Somewhat Disagree** 12.50%

Figure 1: Overall Educator Perceptions of Digital Literacy Instruction

Most significant to the purposes of the study, the educators' responses regarding their perception of the relevance of digital literacy skill development for their own students was 100%. Additionally, all respondents reported that after the conclusion of the course, they planned to continue to learn ways to support students in becoming digitally literate citizens. These two responses correspond to the trends noted throughout the course in the discussion boards and module assignments. As students enrolled in this chose to take this course as an elective, this response was not surprising. Interestingly, while all respondents reported a high need for digital literacy instruction, 12.5% of the respondents disagreed that their specific discipline aligned with the goals of digital literacy instruction.

Respondents were even more split on their confidence for selecting the most appropriate digital tool for instructional purposes (62.50%) and for ranking their overall instructional technology skill level (50%). In the following section, educator perceptions of individual digital tools highlight educators' perceptions on a variety of tools utilized for digital literacy instruction including receptive and expressive purposes.

Educator Perceptions of Digital Tools

During instruction, the students enrolled in the course were given examples of a variety of units of study related to digital literacy instruction including a background of digital literacy research, technology integration models, receptive digital tools, expressive digital tools, universal design and accessibility of digital learning environments, and assessment of digital literacy practices. In each module, students were directed to complete an assignment which allowed them to research additional topics related to each module and select a path of study which the students perceived was most beneficial for their learning context. After submitting their assignments, students in the course participated in a discussion forum where they shared their impressions of their assignment with the class. Particularly relevant to the purposes of the study, students self-selected their favorite digital tools around the conceptualizations of *receptive* digital tools and *expressive* digital tools. Receptive digital tools were defined as tools in which students acquire knowledge, content, or skills. Expressive digital tools were defined as tools in which students shared knowledge, content, or skills. After students participated in the receptive and digital tools modules, the instructor compiled all the student responses for their highest rated digital tools in both receptive and expressive categories. This list was combined with the tools the instructor pre-selected at the beginning of the course for each module into the final exit survey. As noted in Figure 2, the total number of recommended tools from both the instructor and students' recommendations includes 30 digital tools. The following two figures provide an overview of the aggregate responses of students regarding their perceptions of the ease of integration of all tools in Figure 2 and the top responses for the future use of the digital tools in Figure 3.

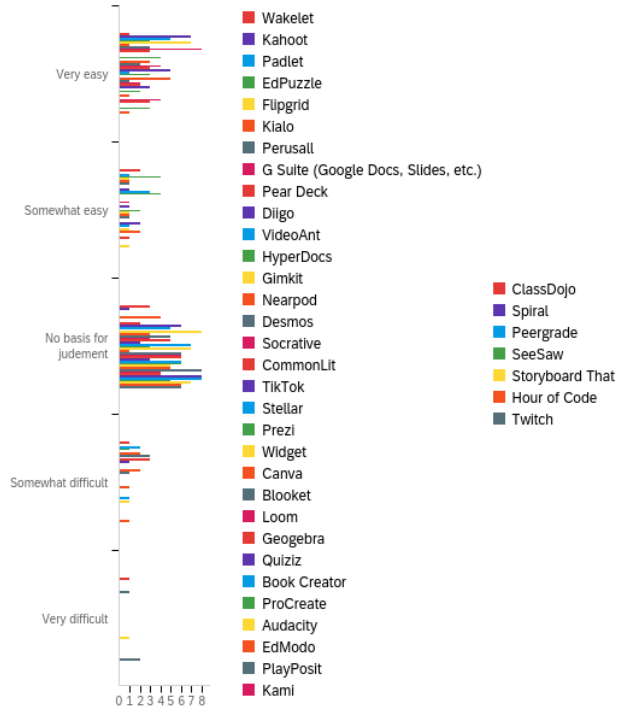

Figure 2: Top 30 Compiled Educator Recommended Tools

Tool	Yes	No	Not Sure	Need More Information
Wakelet	*14.29%*	*28.57%*	*42.86%*	*14.29%*
Canva	*85.71%*	*0.00%*	*0.00%*	*14.29%*
HyperDocs	*57.14%*	*14.29%*	*28.57%*	*0.00%*
Padlet	*85.71%*	*0.00%*	*14.29%*	*0.00%*
EdPuzzle	*100.00%*	*0.00%*	*0.00%*	*0.00%*
Flipgrid	*85.71%*	*14.29%*	*0.00%*	*0.00%*
Kialo	*14.29%*	*57.14%*	*28.57%*	*0.00%*
Perusall	*42.86%*	*14.29%*	*42.86%*	*0.00%*
Google Suite	*100.00%*	*0.00%*	*0.00%*	*0.00%*

Figure 3: Future Use of Digital Tools

As represented in the above figures, educators' perceptions regarding the ease of use for the digital tool did not necessarily correspond to their perception regarding the likelihood of their adopting this tool into their classroom practice. This finding relates back to the overall trend throughout the course regarding students' perception of the alignment of digital literacy skill in their own disciplines. Additionally, when given the opportunity to list their top recommended tools for "very easy" to integrate into instruction, the highest rated tools were as follows: TikTok (62.50%),

Socrative (50.00%), Kami (50.00%), Quiziz (37.50%), and Pear Deck (37.50%). None of the very "easy tools" were noted in the top tools that teachers ranked highly for their future use. This finding indicates a need for continued training and support in the implementation of digital tools as the tools educators perceive as most relevant to digital literacy instruction were not always found to be the simplest tool for use in the classroom. In the following section, implications for the findings are further explored through the lens of the initial design of the study and through the reflective memos provided in partnership with the visiting international scholar embedded with the course and participating as a Co-PI in the study.

Implications

Two primary implications emerged from the study for future discussion. The first area of discussion involved the immediate context of the study's design. As the course was originally designed with the local education context in mind, implications from the immediate course are described first. Additionally, as the course aligned to International Society of Technology Education (ISTE) Standards for Educators which include a significant collaborative portion of the standards including the recommendation of instructional experiences which connect students to authentic learning experiences beyond the classroom including partnerships with local and global collaborators, the importance of framing the results through the visiting scholar's perspective is particularly pertinent to the aforementioned discussion.

Domestic Digital Literacy Instruction

First, the findings suggest digital literacy instruction, as delivered in the format of the current design, is best received by educators when tailored to individual disciplines. Teacher preparation and in-service training programs may further enhance participant experiences by exploring interdisciplinary frameworks which convey the purpose of the course beyond technology integration within individual disciplines of study. Alternatively, teacher education programs may wish to offer coursework to educators by inviting cohorts of similar disciplines to register for the corresponding section of the course when listing available course options. Another possibility to circumvent this potential barrier is the inclusion of student interest groups embedded within the course so that

related disciplines can have the opportunity to spend more time working together and sharing ideas for successful integration of digital tools within each discipline. In this model, the instructor can build opportunities for both interdisciplinary and disciplinary discussions.

Global Collaborative Initiatives

Second, the findings, as analyzed through the lens of the international visiting scholar, suggest global partnerships require considerable time for development prior to the onset of the course to help communicate needs, foresee potential barriers, and development potential solutions to navigate challenges. For example, when comparing teacher preparation programs in the current study and in the visiting scholar's home university, the following similarities were noted: 1) Interest in Professional Development, 2) Preference for Receptive Tools (Over Expressive Tools), and 3) Use of Specific Tools including Google Suite, Padlet, and Kahoot. When discussing the differences, the following examples were provided by the visiting scholar: 1) University Infrastructure, Teachers Unaware of Innovative Technology, and 3) A Lack of Growth Mindset (Fear of Failure). It is recommended that future course designs of tech-heavy subjects such as digital literacy further consider the availability of tools across differing domestic and international contexts. Additionally, scaffolds which introduce each new tool to learners can create more equitable opportunities for participation across the course. Finally, an exploration of a growth mindset model with opportunities for low-stakes application was identified as helpful in supporting learners from a variety of contexts to explore new digital tools.

Conclusion

As noted in this study, this study explored one context of local educators who chose to take an elective course on the topic of digital literacy instruction. Of the 21 students in the course, 8 agreed to participate in the study by responding to the exit survey and allowing the instructor to revisit their work for further analysis. As students explored the ISTE Standards for Educators, and as the course was provided an opportunity to study alongside a visiting scholar, a second layer of analysis through the visiting scholar's perspective, opened dialogue about the viability of a similar course in the scholar's home university. Future research is

recommended for exploring how courses involving the topic of digital literacy instruction are received by a variety of audiences to understand the value and relevance to shared stakeholders.

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INNOVATIVE PRODUCTIVE METHODS OF TEACHING FOREIGN LANGUAGES

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Abstract. The article reviews innovative methods of foreign languages teaching and different techniques used in the teaching process.

Key words. Innovative, modern, method, teaching, collaborative, spaced, self-learning

1. Introduction

In modern society foreign languages is becoming an essential component of professional training. Experts in different fields interested in a high level of language proficiency, because it affects the successful solution of issues and professional growth. In many areas there is a need to establish contacts with foreign partners. The ability to use foreign languages productively is recognized as one of the main professional competences of students in Higher school. However, in practice, foreign language training in a technical university cannot provide sufficient linguistic and intercultural basis for effective professional communication. It is more difficult to teach foreign languages to international students who have low level of the Russian and English languages. Teachers and students are faced with the problem of optimizing foreign-language professional training with an aim to effectively form professional language competence as the primary goal of education in higher school that “lies at the heart of all internationalization activities” [Popova, Kogan, & Khalyapina, 2017, p. 1103]. In recent years, a considerable amount of scientific work has been done on productive method, its verification and introduction into different levels of education. These papers also describe the ways of increasing productivity of education in Russia [Almazova, Khalyapina, & Popova, 2016; Bashmakov & Gorjaev, 2014; Kabanova & Kogan, 2017; Saigushev, Savva, Gnevak, Tsaran, & Vedeneeva,2017].

The analysis of the scientific pedagogical literature on the topic of productive learning made it possible to conclude that, it is a method that promotes formation of students’ professional skills and their personal qualities development. “Productive learning is a method in which students work in groups to teach each other the information and are guided by their

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teacher. The students become the teachers and are just directed by their actual science instructor" [Candrasekaran, 2014, p.16].

2. What is modern teaching?

"The teaching method which focuses more on teaching the students for improving their intellect behavior by using various new and innovative ideas rather than making them recite the syllabus to clear the examination with the same old style is Modern Teaching Methods in simple words." The new teaching method which we called the modern teaching method is more activity-based and centres the learner's mind which involves them entirely into the process of learning. In the modern teaching method, curriculum teaching and planning are done keeping the learner as the primary target.

Through this way, learners actively participate in the whole process to build their knowledge and sharpen their skills; this is also termed as a constructivist approach. On the other hand, the mentor or teacher only leads them and guides them to focus on the objectives of the subject. This is all done by engaging in activities and by adopting innovative modern teaching methods. New demand of the era or the need of the hour for students is to embrace the contemporary teaching methods which will also help in reducing the competition among the students, promote cooperation, and boost the health study environment.

2.1. Reasons to Introduce Modern Teaching Method

In recent years, the scope of knowledge in the field of science and technology has dramatically increased, and human's ability to adapt to new knowledge in science and technology has also increased. So, there is an immense need for innovative and creative minds to explore unknown and unrevealed areas of different fields. To cope up with the modern world and the knowledge-driven era of technology, adopting modern ways are the only means to survive.

So, the students should be taught in a manner to tackle the 21st century, which is technology-driven time and which requires creative and innovative minds for the progress of individuals, society, and nation. The students should be introduced with modern teaching methods and are

provided sufficient knowledge so that they can create opportunities for themselves and others.

Following are the modern teaching methods:

2.1.1. Collaborative Learning

Earlier, when students were asked to revise the topic or syllabus during an examination or regular days, they used to revise the syllabus in isolation or at home. This practise was widespread in traditional teaching methods. To deal with this issue or provide a more useful platform for students, schools are coming up with collaborative learning. In this modern teaching method, teachers form a group of students where they can solve their problem, debates on topics, and clear their queries. This helps in developing social skills and allows students to understand the subject faster.

In this modern teaching method, every student is a part of the success of a group as they help each other to reach the desired result, and they also learn to communicate with each other. Learners learn to tolerate others, develop skills to listen to others and how to work in a team. They will be able to meet different personalities and can get a genuine review of their work.

Students present their ideas and expect a response when they are in group learning. It allows them to exchange their creativity and gain more knowledge. In return, it helps them to learn to face healthy criticism and cross-questions. So, school management should choose to take up a collaborative method of teaching to teach their students. They just need to make a few changes in the layout of the Classroom. Replace desks to whiteboard surfaces. So, the groups can work together with ease.

2.1.2. Spaced Learning

Spaced learning is one of the modern teaching methods, which is being followed by teachers. In this method, teachers repeat a lesson multiple times, basically until the students understand entirely. However, the teacher repeats the course with two 10-minute spaces (break) in-between the lessons.

The gap is meant to refresh the mind by playing physical activities or mindfulness techniques which prepares them for the next session of the same lesson. This method gives the students intervals to inherit the knowledge and create connections between learnings. Before moving forward to another chapter, this method prepares the students with basics.

It truly defines a proverb that a healthy mind is in a healthy body. So, the physical state of students should be sufficient to the growth of mental state which is crucial to gain knowledge. Spaced learning also has a scope to reduce obesity in school-going children which can be seen more nowadays. It improves both mental and physical health of a student.

2.1.3. Self-learning

Curiosity pushes the learner to learn new and more always. It drives the learners to learn and memorize large spaces of the text that they will either miss gratefully or forget immediately. Through their curiosity, students get motivated to explore the subjects they are interested in. Teaching students to operate the internet and find results themselves helps them to be self-dependent and gives them a deep understanding of the content.

A teacher should allow the students to bring new ideas and work on it for the development of their brain and ability to work alone. This modern teaching method plays a significant role in learners' period of education.

2.1.4. Gamification

It is a well-known fact that children love games either it is online games or playing games at the field. Teaching through games is one of the essential modern teaching methods that has been in use under modern teaching ways. The significance of Gamification in teaching has mostly been seen in the elementary and preschool system. Learning through playing games won't be even realized by students. It motivated students as well and proved effective not only to the students of preschool but of any age.

The responsibility of teaching through Gamification is of teachers as they should plan or design projects that will be suitable for the students of their respective age. They should incorporate attractive measures to

connect the students for a longer time and keep their interest alive. Teachers can also take help of the online platform under Gamification. Teachers can organize online quiz, puzzles or brain games. This modern teaching method is a fun learning method to teach.

3. Conclusion

Along with the upgrades made to the student educational system, the face of teaching too is witnessing a transformation in this 21st century. Before you implement the modern teaching techniques, it is essential to know more about the advantages and benefits they bring to your system. Therefore, it makes the maximum utilization of the services possible at a minimal cost. We can take a look at some of these significant advantages of Modern Teaching.

Language learning in contemporary global environment becomes one of the basic conditions providing successful professional achievements in different fields. For international students it is more important to have highly developed plurilingual and pluricultural competence which “refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw” [Common European framework of reference for languages: learning, teaching, assessment, 1986, p. 168].

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USE OF ONLINE TECHNOLOGIES IN DISTANCE EDUCATION – DEMAND OF THE AGE

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Annotation. In the following thesis, the author describes the current need for distance learning in all level of education and some online tools that can be used in distance learning, and encourages foreign language teachers to take advantage of these tools. It can be concluded from the research that the role of online learning tools in the development of distance learning is very large and the need for their research is growing. It is hoped that the current research will be one of the significant steps towards meeting the above requirement.

Key words*: distant learning, online tools, information technology, traditional education, teaching methods.*

The XXI century is not only a century of great achievements in science, technology, socio-economic spheres, another step up in living standards, but also a lot of new skills and abilities for people to live in a new way of life. It has caused to bring about a number of changes and innovations, not only in the social or medical sphere, but also in the scientific, or more precisely, in the field of education. The most notable of these issues is the popularity of distant education. Therefore, in the organization of quality education for students today, the creation of electronic textbooks and manuals with the use of modern information technology and its material basis, the use of computers, and the use of

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Internet resources and distant learning software remains the demand of the time.

Of course, the use of computer technology in education is not new to anyone today, and even schoolteachers in the most remote areas use digital technology in their classes, such as projectors, laptops, amplifiers. However, the demands of the day have changed a bit, and there is a need to use the same tools online, remotely, that is, to develop students' knowledge and skills at a distance. The educational and didactic benefits of using online technology can be considered as an example. First, while in traditional lessons, the student acts more as an observer, online technologies allow them to search for their own knowledge, to study and analyze it independently, and even to draw their own conclusions. [Jabborova, 2021:103]. This is because in traditional classes, where teachers and students are in the same class and there is no access to outsourcing, there is often a tendency to rely on the knowledge of other more educated students and try to find ready-made solutions. At the same time, online technologies, for example, through the application "Zoom", all students will be able to rely only on their own strength, to search for information in electronic databases and analyze it in a comprehensible way.

Second, it instills in young people a sense of independent decision-making. At the same time, as mentioned above, the student tries to perform tasks based on online technologies on the basis of their knowledge and skills, working independently. Another factor that it develops students' ability to think independently, as online technology is self-directed by students, and when technical problems arise, students should try to fix these problems by themselves independently. As Adizov points out, “Students should be able to solve technical problems independently when using technical means” [Adizov, 2003:101].

Another important aspect of web-based lessons is that the teacher is the facilitator and the students are the participants. A key factor in this is the availability of online tools that allow students to participate in distance learning activities, allowing all students to participate in the lessons at the same time. For example, the trainings, which are now popular among teachers of various fields through the educational websites "Nearpod.com", "Quizziz.com", " Kahoot!.com ". It allows students to engage in a variety of games or activities, which in turn encourages students to feel that they have a place in the classroom and to work more on themselves. In addition, students' subconscious thinking about lessons and exercises changes for the

better [Jabborova, 2021:231]. In the next paragraphs, one prominent online teaching platform – "Nearpod.com" is defined in terms of its functions and availabilities which can offer to both language learners and educators.

NEARPOD – THE CLASSROOM OF THE FUTURE

The idea of creating this online educational game-based platform has come to Guido Kovalskys's mind in 2012 as a result of a few problems in K-12 education zone such as schools are risk-averse, strapped for cash, and slow adopters of technology [Küng, 2017]. Not only this but there was also the demand of engaging the school boys and girls into language and other classes, because they were better educated on smart devices and no more final grade counters. When he recognized these obstacles of schooling and came into edu-software-martket he was accompanied by Felipe Sommer and Emiliano Abramzon. Since then Nearpod has become one of the most visited web-based online platform. For further information, an online platform means an internet-based platform which provides different services to the users ranging from online interaction to finding educational recourses [Ismailova, 2021]. In the coming paragraphs, some of the functions and services which are offered by Nearpod.com – educational platform are defined and their plus and minuses analyzed.

Firstly, it has a simple presentation running option which enables instructors to conducts their lessons with featured slides. It can be considered to be a substitute to Google Slides (an online platform providing a feature to make slides) or Power Point. According to Jalolov, Makhamova and Ashurov integrating visual aids such as presentation of the topic assissts to imrove the quality of the language teaching lesson [Jalolov, 2015]. Additionally, it can be accepted as a plus side of Nearpod over the traditional offline power point programms with the function of doing 'Drop and drag' in which users can utilize their preexisting pdf or ppt(x) format documents and easily adopt them into slides. Secondly, instructors can share the resources easily by the platform itself. Students can be asked to save the presentation or images or other recourses which are presented by the instructor to their drive in order to use it later on. Next and one of the most foremost features of using Nearpod in EFL classes is teachers can conduct formative and summative assessments by creating many types of quizzes including Quizzes, Polls, Open-ended Questions, Matching Pairs and many others. Teachers can utilize these formats of testing either in classes or via online mode of teaching [Jing, 2016:104]. It should be mentioned here, one of the advantages of using internet-based

tools as a formative or summative assessment is that students can have a very quick feedback on their performances which allows learners to improve their metacognitive thinking. The next priority of Nearpod platform is that students can easily self-evaluate. In traditional language teaching classes it is done by several methods and techniques such as implementing traffic lights method. Shortly defining, traffic lights method in self-evaluation is done by attaching or drawing red, yellow or green colours on somewhere of students' notebook reffering the level of understanding the topic [Khoshimova, 2021:437]. Red means the learner has hardly understand the topic, while yellow colour shows a moderately understanding and green means the input is digested well by the learner. When it comes to using Nearpod.com as a evaluation tool, it has an opportunity to conduct polls. The teacher can do this after introducing a new topic and students can do the same things to evaluate themselves by putting the right symbol to show the level of understanding as they do with 'Traffic lights' method. The minor difference between that old-fashioned method and this new generation tool, the latter can gather the data quickly and the instructor saves his/her precious time. Another assistance of Nearpod.com to language teachers is that it can enhance students' language learning by modeling. According to Ismailova modeling is providing language learners with the opportunity to experience immediately the learning input after the teacher explain [Tolkinovna, 2022:80]. This can be done by a whiteboard tool of the platform. It is an interactive whiteboard which allows several students working on it simultaneously. The instructor can make the students' performance either visible to all or only for individuals. But still the teacher can show to all participant unique works at the end of activity to praise the well-done students or showing a received example of the output. One way of enjoying the e-based teaching tool is using its pre-made resources function. This is done by pressing the 'explore recourse' button to find out thousand of pre-existed materials and recourses. By pressing 'explore resource' button the user can find massive amount of pre-made activities, videos, lessons and other teaching materials for free.

In short, conducting online classes using computer technology arouses students' genuine interest in the subject, which in turn helps them to master various disciplines and increase motivation. In addition, the use of online technologies and applications in the conduct of distance learning, which is

a modern requirement, in which to conduct real lessons with students, can be considered one of the main tasks facing educators of the XXI century.

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E-LEARNING THROUGH EFFECTIVE STRATEGIES

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Annotation: *The focal objective of this article is to highlight the arguments about the problems which are witnessed during online education as well as active, experiential teaching and learning approaches to solve such issues. There are six possible problems, rendered in detail, as well as some creative methods briefly mentioned to make an online education effective.*

Key words: *non-verbal, communication, online, ICT, ADHD, productivity, distant, e-learning.*

The first complete online course, which was offered by the university of Toronto in 1984 brought about a massive change in the world of education. Since the beginning of the 21st century, the phenomenal growth in online education has resulted in an evolving scenario in the world of technology, and the spread of education in the developing world. Experts predict that the next wave of online education will occur not in North America and Europe, but also Africa, India, and China [*Soumik Sarkar*, 2020:2].

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The significant advancement of the internet and ICT, challenges us, as promoters of education, to stay up to date with the changes that society is introducing outside of the classroom. Nowadays, students are no longer the same introverted children that studied in the workbench of two decades ago, the adult is no longer the same person closed at home, doing the repetitive daily life chores. Therefore, educators should seek different forms and ways of motivation, in and out of the classroom because we all need that the acquisition of education be aligned with the society and ICT changes [*Dan Patroc,* 2018:218]. Furthermore, the lockdown due to COVID-19 pandemic surged the importance of online learning in today's school system, and it has proven to be fruitful for both students and teachers, for example, during this period more than 20 million new learners registered for courses in 2021 [3. 2022]. E-learning enables students to gain between 25% and 60% more information. However, an increase in eLearning has resulted in a 30% increase of failing grades [4. 2021]. The reason is that both students and teachers encounter significant challenges that obstruct successful e-learning.

First and foremost, poor time management can bring about unsatisfactory results. The flexibility of online learning might fool people into thinking they have an unlimited amount of time. Actually, distance education, sets more demands on self-discipline, self-organization and self-regulation than its offline equivalent. Failure to manage time effectively can result in major curriculum slippage and a great deal of stress as well as low self-esteem. Some of ways to improve time management in online education are:

- Making a daily to-do list, sticking to it and remembering to take short breaks.
- Breaking down complex activities into smaller ones.
- In order to stop spending a lot of time on social media, using specific applications to restrict them for a specific period of time.
- Avoiding multitasking at all costs because, it lowers overall productivity and efficiency at work.
- Focusing on finishing one activity at a time, starting with the most challenging.
- There are numerous scheduling services to set reminders for the tasks, which will come in handy in the learning process.

Furthermore, the learning experience in a regular classroom is entirely distinctive from an online model. These alterations may be tough for

students who have a “traditional” perspective. In such circumstances teachers are recommended to inform students ahead of time about the online format, including the learning strategy, how much content they will need to understand, and how long an average lesson will last. As to students, they ought to embrace new circumstances with an open heart and mind and stay positive as much as possible.

Thirdly, ADHD (attention-deficit/hyperactivity disorder) is a disorder of self-control development that has an adverse effect on all aspects of the person’s social life, including family relationships, at school, and at play. This imbalance is found especially in those parts of the brain that are responsible for self-monitoring and defeating inappropriate behaviors, that is, in the frontal lobes area [*Green & Chee K. 2009:*306]. 31% of parents of kids with ADHD described remote learning as “very challenging” and struggled to educate their children at home. In the physical classroom, educators are usually able to see when students with ADHD are confused, fidgety, and in need of a quick refocus prompt—but such signals are lost in translation during online session. Moreover, learning from home is generally more independent, it requires more focus and organization, two qualities that are often in short supply for students with ADHD.

Lessons that are repetitive and long, requiring sustained mental effort, are difficult for most kids, says Sydney Zentall, a professor emerita of educational studies at Purdue University—but they are especially difficult for students with ADHD. There are some internationally proven tactics to enable students with ADHD to sustain attention longer.

- Providing an element of choice can engage students with ADHD
- Introducing another activity that draws on a different sense, standing up for a few minutes during a virtual lesson or listening to white noise or soft background music while working through math problems.
- Allowing students to fidget in order to concentrate better. In fact, fidgets are not expensive, and many items can easily be found at home and are quiet, so they don’t bother other kids: rubber bands, pipe cleaners, beaded bracelets, clay, a small handball so as to keep kids’ hands busy while they learn.

In addition, majority of students find it impossible to stay motivated, and make progress in the online format because it requires a high level of discipline and dedication. It’s easy to procrastinate when pupils are not surrounded by classmates and they lack physical supervision by a teacher. Online education should be student-centered so as to meet student needs

regarding the quality and outcomes of the learning experience. In the area of digital fluency, these expectations frequently fail, especially in higher education. Students of higher educational institutions expect technology to be a part of their learning environment and they have to be digitally fluent [***Duncan-Howell,*** 2012:828]. Such expectations collide with a gap in professional and personal development opportunities which are supplied to faculty in higher education [***Qadeer Ahmad,*** 2013:4], which makes students hopeless. Moreover, students tend to feel demotivated because of not being engaged the lessons properly. Here teachers ought to use praise and awards. They can also inspire students by giving interesting lectures, holding emotive and engaging dialogues, and connecting classroom topic to real-life situations and telling stories from their own experience and such short breaks are called "Water cooler effects".

Students are strongly recommended to follow the methods below if they wish to be motivated and effective with remote learning:

- Seeing assignments and chat topics, logging in to the learning site daily.
- Interacting with instructors, supervisors and other students, share their thoughts, ask questions, and ask for help if they need.
- Having positive talks with themselves and setting both short-term and long-term goals.
- Celebrating their every single achievement even the smallest ones.

Finally, while students can connect directly with one other and with the teacher in the classroom, responding quickly, sharing experiences, joking, and establishing non-verbal contact, they lose a vital ritual of connecting with like-minded people during distant learning. Students studying remotely may feel separated from the rest of the world. If they do not interact with friends, there is no commotion in the classroom. Both motivation and performance can be adversely affected by this psychological aspect.

In order to create a supportive, need-satisfying environment for students, educators should make an endeavor to improve relationship-building and encourage student interaction with the need to hold students accountable for participation and maintaining high academic standards [***Katy Reckdahl,*** 2012:1] According to William Glasser, M.D., author of The Quality School (1990), engaging students in the learning process necessities building a collaborative relationship with students, assisting

them to acknowledge the relevance of what they are learning, and giving instructions and models from which they can self-evaluate their work and demonstrate aimed results.

Therefore, teachers are advised to build a blog or a group chat on social media platforms to enable students to communicate, ask questions about the things they are interested in, support one other, debate issues and make group discussions in order to mitigate the feeling of isolation.

Last but not least, educators should all have access to quality training in order to deliver effective online education to their students. Moreover, they should make their students familiar with ICT and digitalize their classrooms.

The role of digital learning is increasing in this highly competitive era which means every individual has to adapt at the new learning environment with a new set of tools even if they have to start learning it from scratch. There might still be multiplicity of problems. However, they are all surmountable. Undoubtedly, online learning can bring about positive changes if it is done in a smart way.

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CURRENT TRENDS IN TEACHING MEDICAL VOCABULARY TO STUDENTS IN ESP COURSE

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ABSTRACT

The acquisition of vocabulary is an integral part of learning a foreign language, in addition, it helps to comprehend and understand interactions with people and allows them to convey their thoughts to the interlocutor, as well as exchange information. There are many strategies how learners can enrich their vocabulary and master a foreign language provided in this research. In addition, studying medical English involves not only developing basic skills, but also acquaintance with highly specialized vocabulary, which initially may seem difficult to understand and memorize. An appropriate strategy, approach and material chosen by the lecturer can facilitate this process.

Keywords

Vocabulary Learning Strategies, Medical English vocabulary, vocabulary teaching, second language vocabulary

Introduction

In a rapidly changing world, it is important to be fluent in foreign languages for several reasons. Apparently, language is one of the main means of communication through which people convey their thoughts, feelings and knowledge. In modern society, there are a huge number of different languages, however, according to recent studies; the most spoken language in the world is English, which is spoken by more than 1.35 billion people (Szmigiera, 2021). English is considered the language of education and the business world, in addition in areas such as science and technology.

Moreover, vocabulary building is an imprescriptible and reciprocal part of language learning and acquisition. Vocabulary is the number of words that is in an individual. This needs to be constantly improved by using various tools and trainings. Furthermore, it is vital to understand that vocabulary helps to formulate and expand thoughts that form the way of thinking. Continuous improvement in vocabulary leads to an improved quality of life. Adequate thinking and developed communication skills are qualities that are urgently needed in the modern era. People have the opportunity to have a competitive advantage in obtaining a position and

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achieving success in further career growth, and this makes it possible to meet interesting people and gain international experience and cultural exchange.

Literature review

Another important issue in terms of vocabulary learning relates to specific goals for which learners need to know a particular type of vocabulary. Fortunately, all words are not equally important in different stages of learning. Nation's (2001) division of vocabulary into four levels — high frequency words, academic vocabulary, technical vocabulary and low frequency words — indicates that some words deserve more attention and effort than others in different phases of language learning or for different purposes (Wang, Liang, & Ge, 2008).

Moreover, according to the research of the Nation (2001), he noted that high frequency words include all function words and many content words that provide the basis for establishing and maintaining everyday communication, also it covers a large proportion of the running words in spoken and written texts. Academic vocabulary, which is mainly called sub-technical vocabulary, is often found in academic texts in various disciplines. Content-specific or technical vocabulary is related to specialized fields, whereas low-frequency words rarely occur and do not belong to the aforementioned groups (Rogulj and Čizmić, 2018).

In addition, according to a study by Schmitt (2008) on vocabulary studies, he mentioned that it is estimated that 98% text coverage is needed to function well in both writing and speaking. In other words, effective oral and written communication requires knowledge of word families from 8000-9000 and a minimum of 6000-7000 (Rogulj and Čizmic, 2018).

Professors approach teaching and preparing class materials differently. According to the summary of (Strevens, 2014), who mentioned that there are two main alternatives offer themselves as an approach to the teaching of TTSE (Technical, Technological, and Scientific English). The first is to teach TTSE as a special-purpose course (ESP) after the learner has already learned 'common-core' English in a conventional course. The second is to produce an integrated course, in which the science or technology syllabus is taught with and through the language syllabus. Although he argued that providing ESP courses to students can be effective under certain circumstances, in addition to common-core English. Such courses can be highly specific; they can often be taught intensively over a short period; since the learners are usually adults with good motivation, they tend to co-

operate with the teacher, to work enthusiastically, and to achieve a high rate of success (Strevens, 2014). However, he also noted that attention should be paid to the level of English proficiency of the participants. Before deciding on a special purpose course, a teacher must first make a realistic estimate of the average performance in English. Furthermore, in modern conditions, high requirements are imposed on the level of qualifications of any specialist. A very important and essential component of any study courses in English is knowledge of the required level of English needed for this course. The study of a foreign language is associated with taking into account the peculiarities of professional thinking, the obligation of students, accompanied by the presence of their personal qualities. These aspects are important for the organization of the educational process in universities that conduct ESP courses for students.

Materials and Methods

Nowadays, teachers have the opportunity to use various sources to prepare materials for students; this implies the use of scientific articles, books, vocabulary, Internet sources and others, which can also visualize the material for better understanding. However, initially, it is necessary to motivate students to learn the language; in addition the study of a foreign language for the specific purposes is complicated due to the structure of the educational process. Thus, a foreign language course must be subdivided into mandatory and optional. Compulsory study of a foreign language involves a learning process in which students form primary, general knowledge of the theoretical foundations of a foreign language of medical topics in general. At the same time, an optional language course is not compulsory, and the motivation of students plays a decisive role in choosing a course. In turn, professors of the department of foreign language should make an every effort to contribute to the effectiveness of student learning by developing curriculum, preparing a full-fledged list of literature independent study, and, more importantly, trying to stimulate the desire for self-development of their students to get comprehensive knowledge and skills in the spheres.

Teaching and learning processes have to make it possible for the students to understand the meaning of their learning material. Students as the learning subject are the starting point in teaching and learning, which measure the success of the teaching learning process. Teaching and learning can be successful when the students can directly feel the

advantages of learning materials by experiencing and learning it (Alqahtani, 2015).

Unfortunately, most of the latest studies are focused on general language learning strategies. Little attention has been given to vocabulary learning strategies and its relation to the variables like learning styles and reading comprehension (Kafipour and Naveh, 2011). However, the faculty of foreign languages understands the importance of learning vocabulary and integrating it into course learning.

Furthermore, teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers should be creative and be able to master the material in order to be understood by students, and make them interested. The teachers have to know the characteristics of his\her learners. They more over need to prepare good techniques and suitable material in order to gain the target of language teaching (Susanto, 2017).

For teaching medical courses, and especially for expanding the vocabulary in English, lecturer is able to use MAWL (Medical Academic Word List). The MAWL, a medical academic word list based on a Medical RAs Corpus with 1 093 011 running words, has been compiled for the better learning and application of medical academic words in the discipline of medicine. Although a number of word lists of academic words in other disciplines have been reported, the MAWL has been so far the only list of academic words targeted exclusively on medical science. Furthermore, the MAWL was established in order to serve as a guide for medical English instructors in curriculum preparation, especially in designing course-books of medical academic vocabulary, and for medical English learners in setting their vocabulary learning goals of reasonable size during a particular phase of English language learning. (Wang, Liang, & Ge, 2008).

Moreover, the importance of using appropriate vocabulary was shown in the study of Tamimi Sa'd and Rajabi (2018), where were presented the

clear implications to inform practice. As another research of Qian (2004) pointed out, unknown words can be perceived as potential obstacles to comprehension. It, therefore, follows from this statement that teaching effective VLSs (Vocabulary Learning Strategies) will result in improved comprehension. Since, obviously, it is not feasible to teach all the vocabulary items of the target language (TL) to the students, it is then reasonable to predict that capitalising on teaching VLSs (Vocabulary Learning Strategies) instead of spending too much time and effort on teaching vocabulary items themselves can result in more effective lexical learning. This conclusion is warranted and can also lead to learner autonomy in VL (Vocabulary Learning) as was mentioned out by Wei (2007). Additionally, the learners' slight tendency to use dictionaries is of significance with the implication that learners should be made aware of the value and importance of dictionaries in enhancing one's lexical repertoire (Tamimi Sa'd and Rajabi, 2018). Vocabulary enrichment plays a dominant role in learning English, and this process is indispensable and complicated. However, recognizing a large number of words does not mean that students will have strong communication skills. Nevertheless, using words correctly and accurately is the key to the English language. When it comes to acquiring a new word, learners should not just focus on its meaning. Instead, they need to understand its precise definitions, phrases, derivatives, part of speech and pronunciation.

Furthermore, according to research of Schmitt (2007), it is important to focus on selecting of the most frequent, which are 2,000 word families certainly fall into the must-learn category. If learners wish to be able to read in English, then the vocabulary in the 2,000-5,000 frequency band could also be explicitly approached. Other than this, he suggested spend time on developing strategies that enable learners to work with unknown lower-frequency vocabulary on their own. In other words, he emphasized that lecturer should teach high-frequency vocabulary, because there is a high benefit for the cost, while teaching low-frequency vocabulary, which the learner will seldom meet, is not worth the cost. It is better to expend precious classroom time in teaching strategies to students so that they can tackle low-frequency vocabulary independently. In addition to this cost/benefit consideration, any single method of vocabulary learning will not address all of the word knowledge aspects that are required for full vocabulary use. Lecturer can explicitly address some aspects, like meaning and grammatical characteristics, but aspects like collocation, register, and

intuitions of frequency are only ever likely to be mastered through extensive exposure to the target word in many different contexts (Schmitt, 2007). At the same time, the trainees themselves must determine the effectiveness of the strategy for themselves and automate their use. Also, Schmitt (1997) proposed several strategies for better leaning; these strategies are divided in 5 categories:

1. ***Determination strategies*** used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise.

- Analyze any available pictures or gestures
- Guess meaning from textual context
- Use a dictionary (bilingual or monolingual)

2. ***Social strategies*** involve interaction with other people to improve language learning.

- Ask the teacher for a synonym, paraphrase, or L1 translation of new word
- Learn and practice new words with a study group
- Interact with native-speakers

3. ***Memory strategies*** (traditionally known as mnemonics) involve relating new words to previously learned knowledge, using some form of imagery or grouping.

- Use semantic maps
- Use the keyword method
- Associate a new word with its already known synonyms and antonyms

4. ***Cognitive strategies*** entail manipulation or transformation of information about words to be learned, although they are not so specifically focused on mental processing as memory strategies.

- Written repetition
- Keep a vocabulary notebook
- Put English labels on physical objects

5. ***Metacognitive strategies*** include planning, managing, monitoring and evaluating the entire process of acquiring foreign language vocabulary. Use spaced word practice (expanding rehearsal)

- Test oneself with word tests
- Continue to study word over time.

Conclusion

Apparently, vocabulary learning strategies and other strategies for learning and memorizing vocabulary and methods of using them should be carried out systematically and responsibly. Lacking of practice and motivation can be the result of forgetting and losing the initially results of learning a foreign language. That is why implications for learners is an essential, and constantly repeating the material is required, that will help learners to speed up the process of evolving the lexical composition of foreign language, and enrich vocabulary with new words and make them a part of an active vocabulary. Learners should know that vocabulary plays a prominent role in their L2 (second language vocabulary) acquisition and development. Learners should utilize efficient vocabulary learning strategies and resources to increase effectiveness in their vocabulary acquisition more actively. In essence, the more active they are in their vocabulary acquisition process, the more active readers and writers they will become. It is important to remember that effective storage of words will ultimately lead to effective retrieval of words: effective input always precedes effective output (Min, 2013.) In addition, there are numerous methods of learning vocabulary; however, their complex use can be more effective and efficient. Moreover, there are factors that have influence on strength of assimilation and retention of words of a foreign language in long-term memory. For instance: a logical way of memorizing vocabulary; a sufficient level of development of students' verbal and logical memory; the motivational factor in various forms; associative organization of lexical material in memory; memorizing lexical material as part of a semantic coherent text; understanding of the language system and a variety of speech practice. Lecturer needs to consider all factors that can help with choosing or creating special textbooks intended for teaching students, or with writing course lectures on the methodology of teaching a foreign language. Students gain many benefits during practice and vocabulary use as their thought process develops, as well as their ability to work independently and in pairs, and finally, their ability to objectively assess their knowledge and skills.

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THE NECESSITY OF BRINGING CLIL APPROACH IN EDUCATION SYSTEM IN UZBEKISTAN AND PROVIDING SCHOOLS AND LYCEUMS WITH EXPERT TEACHERS IN THESE SPHERES.

Nabiyev Eldorjon Ilhomjon O'g'li

Abstract

"Our young generation must be more intelligent, stronger and happier than us."
The first President of Uzbekistan Islam Karimov

Annotation

As future development of our country strictly depend on the efforts of skilled generation, educational authorities should pay more attention to the knowledge they are acquiring. To obtain candidates with high language skills who can maintain their studies or business in developed parts of the world, the whole education system in Uzbekistan should launch using CLIL method to enhance students' language skills

from early stage of their education. This process requires a lot of effort, time and financial support from both officials and teachers of those schools and lyceums.

Key words: CLIL approach, onions(lyceum students), laws and decrees, CEFR, materials, qualified teachers, financial problems, placement tests.

Introduction

Nowadays, we are living in the era of development in each sphere in Uzbekistan. Especially, learning and teaching languages are getting their own popularity and are one of the widespread topics among youths in our country. Due to the significance of foreign languages especially, English in Uzbekistan, a lot of laws and decrees are being made in order to enhance the teaching and learning of these languages and the quality of the teachers.

After reading attentively DJ Kaiser's (2018) article "growing your own onion: Teachers as Writers of Language Planning and Policy Proposals" and several other articles on this term, I found out that these articles are aimed to demonstrate the benefits of teaching English at study places and offered some very good pieces of advice both directly and indirectly as well. If we pay attention to the headline itself, we can find the metaphorical word "onion" which gives the meaning of high school (lyceum) students who we have to care for while working with them. Because without proper fertilization (laws and decision) and effort (teachers) cannot be grown well and may be damaged. Since students (onions) can be damaged easily at the period of adolescence, teachers should take into consideration a lot of factors. Thus, in order to succeed in "farming" a lot of work must be done and authorities and teachers have to be on a right track.

Educational Setting

As Einar Haugen (1959) mentioned language planning is giving relevant advice to improve ~~a~~ language learning and teaching. Due to starting properly my specific proposal to enhance studying conditions at lyceums (high schools), I would rather give brief information about the educational setting where my LPP may be implemented at the micro-level. The Academic Lyceum under Turin Polytechnic University is located in Olmazor district, Tashkent. This lyceum was established in 2011 by the efforts of the first President of Uzbekistan Islom Karimov in order to prepare highly qualified future cadres. Academic Lyceum under Turin Polytechnic University is specialized in engineering and exact sciences. Students of this lyceum are taught mathematics and physics as major

subjects. Due to the effectiveness of teaching languages and the high choices of international universities for studying among the students of the academic lyceum, English is chosen as a target language to learn.

Each year six groups of first-year students with twenty-six students in each are accepted by the lyceum administration. And more than forty staff teach students different subjects whether exact sciences or social ones. Although, the presidential decree which was made on January 25th in 2018 about "measures for cardinal improvement of the general secondary, secondary specialized and professional education system" allows pupils to maintain their 10th and 11th grades at school, there are still a plethora of students who prefer studying at lyceum where students can improve their knowledge by their specialties. Due to teaching specifically and narrow academic lyceums are estimated as a better place to enhance students' abilities where the members of these lyceums can find more hours of major subjects than others while school pupils are taught generally by all school subjects. According to the decree of the Ministry of Higher Education in 2018, in order to work and teach at academic lyceums teachers should have at least 5 years of experience and B2 or C1 level certificates by CEFR while school teachers are not required any of them. Students of Academic Lyceum under Turin Polytechnic University are divided into two groups when they are taught by major subjects such as mathematics, physics, English, IT and so on which gives them more chance to practice in a sub-group with a smaller amount of students. All teachers, especially ones who teach the English language should participate in different conferences, seminars and training in order to be up to date besides their requalification courses every three years.

Political/administrative setting.

One of the significant parts of creating English studying groups is taking into consideration the political settings of the lyceum. There are a variety of rules and laws which can help to regulate and be the guideline for running the lyceum which administration of the lyceum always has to take into attention dealing with different offers and problems related to the education system of this study place. Opening English groups is not as easy as many people thought and a lot of things should be taken into consideration in order to do it. First of all, the lyceum administration should make an agreement with the university administration because this lyceum was established under the Turin Polytechnic University in Tashkent and they will be our first supporters in terms of finance and

provision of study materials at the beginning of the process at least. Because in order to achieve higher results students must be provided with appropriate books and materials in English for different subjects. And this is the thing that the lyceum administration should work cooperatively with university principals in order to deal with this problem. Usage of local books cannot be so helpful and fruitful for English groups to cover fully their needs. So, we have to take into consideration modifying existing books in Italian Universities' libraries or creating new books special for the students of Academic Lyceum under TPUT working cooperatively with the British council or Cambridge University.

Another significant point is choosing well-qualified teachers with great experience who can assist our students to improve their knowledge and abilities in different subjects in English. Lyceum principals can face financial problems with opening English groups at the beginning of the process which is the one side of it. On the other hand, lack of the ESP teachers can be another problem for them. In spite of the improvements in English in our country, there are still a lot of problems with teachers who can teach students in English by their subjects. Either the teachers who know English and have required B2 certificates do not want to work at lyceums because of the smaller amount of salary than other places such as universities, or other teachers who are experts in their own field (for example, math/physics teachers) do not know English which is necessary for English groups specialized for engineering. As we know, students' attendance in classes and weekly or monthly diagnostic tests are depended on teachers and working on their weaknesses and strengths is a teacher's responsibility. Hence, experienced teachers play a pivotal role in succeeding students' careers.

There are several decrees and laws that must be followed while establishing English groups and running the lyceum as well.

- Resolution № 124 of Cabinet of Ministers on May 8, 2013 "On approving state educational standard in the foreign language of the continuous educational system" (Graduates of bachelor's degree courses in non-language departments of HEIs at tertiary level should meet requirements of B2 level (Independent User) of Common European Framework of Reference);
- The decree of the President of Uzbekistan №UP 1875 on "The measures of strengthening the system of learning foreign languages", December 10, 2012;

Working with different local (State Testing Center) and international (IELTS, TOEFL, SAT, etc.) testing organizations can be beneficial for the lyceum students to check their weaknesses and strengths in learning different subjects such as English and achieve their goals. Due to the significance of the high qualified cadres in order to develop not only specific (micro) topics but also the country level(macro)topics, academic lyceum should try to enhance their teaching system in Uzbekistan.

Target language features

Due to the establishment of our lyceum under TPUT (Turin Polytechnic University in Tashkent) and the existence of Uzbek and Russian groups but not English, although, the majority (almost 85%) of students apply for international universities my LPP proposal is mainly focused on creating English studying groups at Academic Lyceum under Turin Polytechnic University. Currently, everyone wants to be a worldwide specialist which gives them an opportunity to work in better places with higher salaries. So, in order to achieve their aims, they need the right place to study.

Creating English groups can be beneficial for all, especially for students. The majority of the ex-students of our lyceum complain about the difficulties with different classes at university such as chemistry, physics and so on. The main difficulty they face is terminology in chemistry and special words are in English. Because of the implementation of the university lessons in English students several students cannot continue their studies at this university and try to find ways of transferring their studies from international to local ones. But, this is not the solution to the problem. Instead, by opening English groups at high schools (lyceums) we can adapt our youths to studying at universities without a great language barrier. While teaching them general English we cannot help them to know enough things which they can deal with at university. Because, as we call “general English” this subject does not cover specific parts of the English while they have to study at least four hours of “Technical English” additionally since their major is an engineering and they will study this class after entering Turin Polytechnic University in Tashkent.

At the end of the course, students will be able to get at least B2 levels by CEFR or a 6.0 band score by IELTS which can help students to apply to different universities in Uzbekistan and the world. Bachman and Palmer (1996: 164). Studying consistently in English diverse subjects can help to widen students’ worldview and critical thinking abilities. Working

cooperatively with different testing canters can be the cause of providing students with relevant testing materials and giving them a chance to practice frequently and see their results. This process can show the students their weaknesses and strengths and give them the opportunity to work on their mistakes before a real examination. After studying in a right place with the necessary certificates, our students can maintain their studies in any part of the world.

Moreover, as a fast-developing country, Uzbekistan is attracting a lot of investors and countries. Currently, many countries and businessmen are investing money to build their own businesses here and also several developed countries are opening their embassies in Uzbekistan. So, there will be necessary English teaching pre, primary and high schools in Uzbekistan to create study facilities for foreign politicians' and businessmen's children as expected. So, creating English groups in Academic Lyceum under Turin Polytechnic University can offer high-quality classes for the children of foreign citizens in Uzbekistan who are interested in engineering and exact sciences. On the one hand, teaching subjects in English attracts foreign students and can help to raise the education system of Uzbekistan to the top ranks in Asia and the world. On the other hand, it will be a cause of exchanging cultures, intelligence and ideas of the Uzbek youths with their peers from different parts of the world.

The Stakes for Assessment.

As an assessment, I decided to give an example of placement tests that play a significant role in students' future studies. As I mentioned above students are divided into two sub-groups by their main subjects and in order to find the right place with the appropriate level for each student placement tests should be implemented at the beginning of the course. As we know that stakes for assessment can be low, medium, and high so taking placement tests can be beneficial for both school administration and students to achieve their goals. Usually, placement tests in English should cover all integrated skills receptive (reading and listening) and productive (speaking and writing). Apart from these four skills, we have to check students' two sub-skills such as grammar and vocabulary. According to ESL principles, there are several benefits to implementing placement tests. As a coin has two sides, placement tests also should be considered by another side. Placement tests also should be correct and suitable for checking students' exact knowledge. There are five principles that a good

placement test should have such as validity, reliability, practicality, authenticity and washback. As Healton (1988) mentioned, “Validity is the extent to which a test measures what it is supposed to measure”. So, test validity plays a significant role in checking students’ knowledge. While taking into serious consideration these principles in our placement tests, we can help students to realize their weak and strong points and have positive washback in learning languages.

Methods and practices

Having two hours a week in the first term and four hours a week in the second term for the first-year students and having four hours in the first and two hours in another term is not enough to learn English even for the school pupils. Unfortunately, these are given hours for learning English in academic lyceums scheduled currently. Because of the lack of practice students and their parents are needed to hire private teachers who can help them to practice after the lessons. Because of a lot of paperwork at the lyceum, teachers usually copy and paste their lesson plans from their previous ones or on the internet instead of working on their lessons and preparing for students authentic materials which they can use in real life. Teachers could make their lesson plans using SIOP methods which is really beneficial for both students and teachers to make their lessons much more meaningful.

On the other hand, it is high time to change our teaching methods from teacher-centered to student-centered lessons. In these English groups, teachers will be facilitators but not dominants during the lessons. Lessons are conducted in the rooms with full inventories starting from whiteboards which are easy to use to computers with internet. Because activities based on technology can be attractive and interesting for students to improve their language skills. For example, Kahoot.com can be a thrilling activity for students and easy for modifying and using for teachers’ students can make quizzes or multiple-choice questions for students to revise the topic. This activity is valuable not for only using English language classes but also for other subject teachers can modify and create their own questionnaires for their students.

Culture

Currently, we are living in the era of globalization where we can find different opinions, ideas and cultures which is not related to this nation. In addition to this, there are more than 100 nationalities living in Uzbekistan which administration of the study places should take them into

consideration before making and implementing their curriculum. As the Academic Lyceum under Turin polytechnic University decided to create English groups for local and foreign students, considering about culture plays a vitally important role in their curriculum. While creating new books for the students of the lyceum culture should be taken into consideration and the English language should not have a negative impact on our nationality. Because while learning English we learn the culture of England and western countries which is totally different from our cultures. For example, students or parents from deeply religious families can find it irritating and annoying if we use pictures of the girls with half-naked clothes or miniskirts. So, while creating books and materials or teaching lessons we have to mix the cultures smoothly and appropriately for each group member's mentality and nationality. Showing their nationality and costumes related to the different countries and nationalities can inspire and motivate students to study a lot and travel around the world to share our nationality and history in these countries too. Exchanging cultures can help to know more about other countries, nationalities and cultures while feeling proud of their own cultures and ancestors by comparing and contrasting the facts.

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THE IMPORTANCE OF IMPLEMENTING IT TO THE TEACHING FOREIGN LANGUAGES

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Annotation:

The use of these available technologies and others can make our teaching more effective and interesting. This use of old textbooks and methods of learning are a bit out of this world, since students are all surrounded by this new technologies which are developing very fast. This does not mean that we have to trash all old methods and textbooks but it is important to incorporate technology to make lessons more enjoyable, creative and effective.

These days has seen data and correspondence advances (ICT) quickly changing the world, empowering development and efficiency increments, associating individuals and networks, and enhancing ways of life and openings over the globe. Presently the time has come to execute data innovation to the instruction framework.

New methodologies of learning. Utilizing data innovation amid the learning procedure impressively changed the substance, figure and strategy for learning. The consequences of this changing described beneath:

✓ traditional approach which considers taking the learning and work on as per the specific subjects are supplanted by coordination approach;

✓ to understand the world is bringing out through making its model, notwithstanding customary learning technique as it was previously;

✓ the primary reason for examining isn't simply taking the information and practice however to build up the identity of understudies while they are learning;

✓ the approach which is coordinated to the regular individual changes to the individual mental methodology for every understudy.

The speed, level and efficiency of utilizing information innovation amid the learning procedure is identified with the right utilization of innovation, to the readiness of instructors, to the appreciation, digestion, PC education of understudies and their scholarly capacities of utilizing data to remember the exercise.

Keywords: language, ICT, utilizing, education, PC, learning

The importance of information technology in information society

Going to the data organize in social orders improvement, makes figuring out how to expand the instructive movement so as to complete its principle obligations. Instructive capability is viewed as the most confused

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parts of innovative action. It depends on a major heap of logical learning and thinks about high reasoning and culture of conduct. Amid the instructive action to absorb the subject and culture and utilizing them requires expanding the socio-social capability of instructors ceaselessly. That is the reason for building up the instructor's aptitudes, learning the PC efficiently, to learn unknown dialects, to hold instructive workshops, to trade of perspectives with one another in the issues of culminating educator's work and to make wide talks is essential.

In instruction process computerization condition, the significance of expanding the educational aptitudes built up the concentrated rising academic informatics. It thinks about creation and development of idea for individuals of data society. Unmistakably data society thinks about expanding scholarly capacities of individuals just as humanism and all inclusive statement of instruction. With the fore referenced deliberately sorted out errands, instructive data understands strategic assignments as to give the training data, to make individual instructive strategies on the foundation of new PC innovation, to build the PC proficiency of understudies and students.

The capability of ICTs in language training ICTs can extend access to language programs and enhance the nature of instructing and learning when all is said in done. The Internet extends the classroom setting and gives access to current, modern materials from the nation or nations of the objective language, offering students and instructors a plenty of materials in various modes, breathing life into the remote culture and language and making it progressively unmistakable. In conditions where instructing staff are not ready to satisfy all necessities of the educational modules as to the abilities and information required, instant, great various media and different projects may give adequate reinforcement to them to offer fitting courses without taking part in tedious and costly (re)training. Andreas Lund's article brings up that there is a solid custom of PC Helped Language Learning (CALL) tending to materials, programming bundles and advancements that guide and advance subjective improvement and phonetic execution, however underscores that we should give careful consideration to how advances are inserted in bigger social and social practices for them to be genuinely compelling. The expert detachment of educators likely could be consigned to the history books, in the event that they figure out how to utilize the potential for systems administration, which ICTs offer. The affordances and sending of numerous media are

very much outlined in the commitment by Dan E. Davidson and Maria D. Lekic, where they not just show how extraordinary activities can offer practice in essential abilities and how students may utilize new data to take care of issues, yet in addition how they can bring the Russian-talking world into the classroom. [1, p. 67]

ICT abilities expected of language educators Language instructors working in a media-rich condition will, similar to their partners in different controls, need to:

• perceive the individual learning issues of students;

• settle on a cautious and considered decision concerning the utilization of the media;

• check reality of data content advertised;

• create productive hunt procedures and be equipped for directing viable research with the assistance of the PC;

• have the capacity to utilize standard programming unhesitatingly and capability;

• settle on astute and basic decisions of data found.

These new abilities are regularly identified with what has turned out to be known as "the new proficiency". Essentially, we can recognize five sorts of new proficiency in connection to ICT that instructors need to comprehend and ace close by students. They are: logical, computerized, basic, semantic, and social proficiency. Logical education identifies with the capacity to think experimentally in a world, which is progressively molded by science and innovation. This sort of education requires a comprehension of logical ideas just as a capacity to apply a logical point of view. Besides, so as to work sufficiently in the realm of the new media, instructors need to get and ace an entire scope of new abilities running from the specialized to the hierarchical and applied. They have to wind up totally PC proficient in a reasonable sense, and have the certainty to utilize the accessible innovation satisfactorily. They ought to almost certainly adapt to the most widely recognized issues emerging from the utilization of PCs particularly in the manner in which that normal vehicle drivers can adapt to regularly happening issues with their engine vehicles, for example no master learning of the machine, yet comprehending what to do when routine breakdowns happen. This undertaking will without a doubt wind up less demanding for the instructors of tomorrow, who are the students of today. Given the force accumulated in the idea of advancements inside and outside the institutional condition, new authoritative and academic models

are called for, including ICT for educator instruction utilizing a learning by doing and reflecting methodology. The inventive capability of dialects going on the web must be completely gotten a handle on, where educators can manufacture and support language networks, disassemble them when they have depleted their capacity, and connection brains and hearts so as to arrange ordinary concerns or even complex issues. Language is a social action which requires genuine accomplices for correspondence, and instructors progressively need to select new collaborates with whom their students may rehearse the objective language. It turns out to be certain that new theoretical aptitudes are expected of educators when one considers the quantum jump required in moving from all around attempted controllable media like the reading material with its all around requested, valuable materials, to the more open, asking approach while abusing the new media to the full. In end overwhelmingly, the reaction to the subject of "who ought to be in charge of building up the utilization of data innovation to the training framework" was everybody. This incorporates: government, proficient social orders, personnel, instructors, administrators, understudies, distributers and makers of learning innovation items. We need to finish up our thought with the Uzbekistan President's words: "Innovation science, the capacity of procuring the muddled innovation ought to run close by with good flawlessness and autonomous knowledge." [2, p. 98]

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THE ROLE OF MODERN INNOVATIONS IN SOLVING PROBLEMS FOR TEACHING FOREIGN LANGUAGES

Nigmatova H.A[18]

Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. English, the official language of the entire world is a very tricky language to teach. In fact every language varies to teach. English Language Teaching is now at a crucial juncture as a number of methods, approaches and innovations have been discussed in series of seminars and conferences arranged at various colleges and universities in India. There are four skills of language learning i.e Listening, Reading, Writing and Speaking and to fulfill these skills one has to take constant and arduous efforts until the goal is achieved. The present paper is aimed at to find out certain problem and solution in teaching English at college level. Though some of the problems are discussed here, the main intention is to provide certain clues for better teaching –learning process.

Linguistics is such a broad field of science which consists of different branches each of which tries to investigate and find solutions to the problems which are connected with a language. The development of humanity throughout many centuries has resulted in making a great deal of progress in all spheres of life. For instance, one of the most concrete examples of such successful steps is the appearance of the varied branches of linguistics, such as sociolinguistics, psycholinguistics, neurolinguistics, applied linguistics, cognitive linguistics, cultural linguistics, text linguistics, computational linguistics and others. Indeed, each of them focuses on doing research on exact issues of linguistics separately. However, each of them has the interdisciplinary character which makes all researches more effective and complete to reach successful results in practice. One of the above-mentioned braches which is called ‘Applied linguistics’ is beneficial in teaching languages in education.

Applied linguistics is such a branch of linguistics via which new methods, ways of teaching a language, for example, a foreign language are

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discovered. To speak more concretely, theories of teaching foreign languages are applied into practice. Generally speaking, applied linguistics involves the "study of language and linguistic in relation to practical problems [2]. From this point of view, it can be said that the teaching and learning process of a foreign language is studied with the help of this science along with methodology and pedagogy. Like all innovations in other fields of science which are being accepted by specialists of those fields, the innovations in teaching and learning foreign languages are being applied step by step making the whole teaching and learning sources and means available to use easily and effectively.

A problem is such a thing which should be solved systematically because one unpredictable mistake may cause other much bigger problems to appear in the practice simultaneously. First of all, one question may appear while discussing the problematic issues of teaching and learning foreign languages that what kind of difficulties are there in the process of foreign language teaching currently? To find out them, we have had some investigations with the students who are studying at bachelor's degree at Uzbekistan State World Languages University (UzSWLU), and the results of these questionnaires are the following:

- most of the teachers of foreign languages are accustomed to using traditional methods in their lessons;
- most of the techniques which are used during the lessons are not utilized based on the specific targets of teaching foreign languages (TFL);
- most of the materials for the lessons are not updated continuously;
- most of the teachers of TFL have difficulties in implementing modern information technologies into their lesson effectively;
- most of the teachers of TFL have some difficulties in making all their pupils or students be interested in the lessons in practice;
- most of the teachers of TFL do not use modern ways and forms of assessing while working with their pupils and students;
- most of the theoretical and practical basis of TFL are not applied into the process right and conveniently.

At the same time, not only the teachers of FL, but also pupils and students are having trouble in learning foreign languages effectively and fluently nowadays, and the following issues can be noticed in practice according to what they mention during our investigation:

- most of the lessons are focused on theoretical knowledge instead of practice;

- most of the materials of the lessons, especially course books are not provided with targeted exercises enough to improve their language skills;
- most of the assignments are in ordinary forms and they need to be innovated with new technologies;
- most of them want to develop their language skills, but it is usually impossible to make it happen because of the time periods given to the lessons in practice;
- most of them want to be informed of their marks that they get during the lessons continuously;
- most of them want to receive feedbacks from their teachers for their tasks according to the tasks of teaching foreign language methodology;

The above-mentioned issues have been noticed during our observations, for example. In order to find solutions to alleviate the process of teaching and learning foreign languages, our research will continue; however, as we had aimed to make the education condition much convenient and innovative for the pupils and students at the beginning of our investigation. As a result, the following modern innovative technologies are suggested by us as the specialists of TFL:

✓ **New methods of teaching foreign languages should be introduced to teachers of TFL.** For example, new methods of the world education of TFL should be taught to them with real examples in practice by the founders or specialists of those methods widely. As a result of this, the circle of the specialists of TFL will be much stronger and effective in this field.

✓ **New modern innovative means should be implemented into the process of teaching and learning foreign languages.** Indeed, new innovative means should work as the means to build a bridge between a teacher and students to reach the target in practice. First of all, the functions of new innovative means should be utilized appropriately by teachers to feel their benefits in their field really. If we take social networking services (SNS) and messengers as an example for this factor, beneficial functions of these means are much more than we think or they look. Because almost all people use any kind of SNS and messengers nowadays, and the platforms of these means are the most convenient virtual environment to have online lessons at present. Accordingly, all the efficient sources can be united there.

✓ **New forms of the sources to learn foreign languages should be created and presented to students in practice.** A book is the source of

knowledge, and it is widely known that everyone becomes professional or master of their jobs only through books and exact references. Although this is true, it is impossible to have objections to this fact that there is a difference between a book and 'a book' because a teacher should be responsible to guide students to the target right. As a consequence of this, the materials for learning foreign languages should be appropriate and available according to the language levels of the students. If it can be approved by the teachers, infographics can be suggested as the basic and innovative material in the process to consolidate the efficiency of the lessons.

✓ **New forms of assignments should be created to improve the learners' language skills remarkably.** As time passes, and everything in human life innovated gradually is being innovated, the forms of the tasks of learning foreign languages should be innovated so as to meet the requirements of the time simultaneously. For instance, a teacher can give the assignments in e-forms to students as home tasks. Furthermore, it can be mentioned that we have received the writing, speaking, listening and reading tasks on the platforms of SNS and messengers during our research which has interested the students very much because such an approach to the lesson has changed the form of the lesson highly. In addition to that, each student as a participant of our study has received separate feedbacks for their tasks in the virtual environment which can be also a solution to the problem of not being able to work with the teacher during the lessons to improve language skills.

✓ **New forms of assessing learners should be applied into the process to hold learners active and alert for their responsibilities in practice.** It should be mentioned that traditional ways of assessing learners have already made students feel bored with according to the results of our investigation. As a result, teachers should start presenting students' scores innovatively to help them work on themselves much more. For instance, presenting scores gained by students for their tasks or participations during the lessons in both online and offline forms continuously involve them to control themselves in order to catch up with everything being active and responsible. If we take our methods to assess the participants of our research as an example, it can be seen that the learners have felt pleased with the new method.

Taking everything into account, it can be said that a problem remains a problem until it is solved fully and correctly. So, we, specialists of TFL

should change our approaches, methods and techniques to make our teaching and learning atmosphere much more convenient and efficient for our students in practice as well.

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THE ROLE OF PRAGMATIC COMPETENCE IN TEACHING ENGLISH LANGUAGE

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Abstract:
The high speed at which the world develops has created the need for a language that makes communication possible at an international level. English has achieved this position due to being the most spoken language by non-native speakers. This phenomenon has resulted in globalization and internationalization in almost all aspects of life. Consequently, the number of speakers and learners of English increases every day. Even though the hours of English classes have increased, language teaching methodologies appear not be updated and adapted yet to the new world and the new role of English. This can be observed in international situations in which misunderstandings take place very often due to the lack of pragmatic competence of the speakers. The aim of this paper is to assess if linguistic and pragmatic competences are learnt simultaneously and unconsciously or if, as hypothesized, pragmatics needs to be integrated into language courses.
Keywords: pragmatic competence, linguistic competence, greatest challenge, international language.

Internationalization is one of the greatest challenges and focus of attention and discussion nowadays in many of the aspects of life (Altbach & Knight, 2007). Due to the phenomenon of globalization and the internet, people can travel around the globe without even leaving their houses. The

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world is becoming a huge country in which English is the indubitable international language (Crystal, 2003; Canagarajah, 2006; Eichhorst, 2010). For this reason, among others, the importance and interest in learning English are growing every day, as well as the number of English users. Consequently, the citizens of the world share not just a common language, but new ‘‘global cultures’’ or even ‘‘global identities’’ are being built during the last decades.

As it is widely known, the major mechanism to achieve social change is working on the basis of society, through education. As Mandela (2003) said ‘‘Education is the most powerful weapon we can use to change the world’’. This is the main reason why governments and citizens are investing time, money and effort on schools and universities as they mean the future. Therefore, the role of English teachers is gaining value and their methodologies and materials need to be adapted to the same speed as the language spreads. This is since the contexts in which English is used as well as its speakers have changed and varied on a large scale. However, despite the growth of English around the globe, language teaching has not been completely modified to assume its role and survive in the current situation.

In general, four skills are taught, classified as the productive ones which are speaking and writing production and the receptive ones which are reading and listening comprehension (Usó-Juan & Martínez-Flor, 2006). The main problem, specifically in Spain, is that the traditional method of English teaching is focused on grammar and vocabulary (Alcalá & Lirola, 2012), as students are corrected according to what is grammatically correct and context is not always considered (Richards, 1985; Duranti & Goodwin, 1992; Halliday, 1999; Bax, 2003). These four skills are the ones that students are asked to pass the exams that classify their level of languages in accordance with the *Common European Framework of Reference for Languages* (CEFR) (2001b). It must be emphasised the belief that, despite being necessary, these exams are not based on real situations, as real life does not consist of fillings other’s gaps, and it is more about avoiding gaps (Walker, 1982; Sacks, 2004). Consequently, students tend to study to pass exams, to obtain certificates, improve their CVs and be more competitive in the future. It is assumed that not all students can afford to travel abroad and face real situations[1]; for this reason, real English must be taken to the classroom. Teachers oversee

preparing students to avoid misunderstandings, to be able to communicate as efficiently as possible; in a fluent way without clashes, given that this is the objective of learning a language. Nonetheless, this purpose cannot be achieved without mastering at least two main competences; linguistic and pragmatic. At this stage, it must be accepted. For example, the last statistics about the Erasmus program, that are from 2013-2014 academic course (since that year, the program is named Erasmus+), show that just 27,401 out of 211,995 students, who represent 12.92%, went to the United Kingdom, considered as the main English-speaking country of Europe (European Commission, 2014).

Even though pragmatics has existed since Greek times, it was not considered an independent discipline until 1987 when the International Pragmatics Association (IPrA) was officially founded (Liu, 2005). The members of this association proposed to define pragmatics as a theory of linguistic adaptation that looks into language use from all dimensions (Verschueren, 1985). From that moment, pragmatics started to be discussed in textbooks and, consequently, a wide variety of definitions arose. The most basic and standardize one is meaning in use, or meaning in context (Thomas, 2014). Or, more textually, ‘‘pragmatics can be usefully defined as the study of how utterances have meanings in situations’’ (Leech, 2014: 10). Other linguists have tried to find a proper definition, Crystal (1997), for example, defined it as “the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication” (Crystal, 1997: 301). Yule (1996) provided a more extended definition, the one that fits the most for the aim of this paper, which involves the speaker, the listener and the context: Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader) [...] Pragmatics is the study of speaker meaning. [...] This type of study necessary involves the interpretation of what people mean in a particular context and how the context influences what is said. [...] Pragmatics is the study of contextual meaning. [...] This approach also necessarily explores how listeners can make interferences about what is said in order to arrive at an interpretation of the speakers’ intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. [...] Pragmatics is the study of how more gets communicated than is said. (Yule, 1996: 3)

Nonetheless, not all academics agree on what pragmatics is, in fact, they are traditionally divided into two groups; those who directly relate pragmatics to the *speaker's meaning*, and those who equate it with *utterance's interpretation*, in other words, considering what the listener understands due to his/her own context. On the one hand, those who are more interested in the social part of the discipline are most in favour of the first term; *speaker's meaning*. Therefore, they focus on the producers. On the other hand, the term *utterance interpretation*, or ''listener's meaning'', is adopted by those focused on a more cognitive approach; the receiver's interpretation (Thomas, 2014).

Focusing on the participants of this study, the notion of interlanguage pragmatics is worthy to review. Interlanguage pragmatics is ''the study of non-native speakers' use and acquisition of L2 pragmatic knowledge'' (Kasper, 1996: 145). The study of this specific part of pragmatics by second language acquisition researchers is increasing nowadays since learners of English as a second language, despite proving a high level of linguistic competence, make communication mistakes due to their unawareness of pragmatic knowledge (Cai & Wang, 2013). These pragmatic mistakes seem even more unacceptable than grammatical mistakes. This is given that, if speakers show a high level of the target language, the pragmatic failure can be misinterpreted as made on purpose by the non-native speaker. These misinterpretations may result in undesirable situations (Blum-Kulka, 1997). The main criticism on interlanguage pragmatics is given that, until now, it has mostly focused on the comparison of the differences between L2 learners' and native speakers' production of speech acts (Kasper & Schmidt, 1996; Kasper & Rose, 2002). Nevertheless, this study will focus on the acquisition, learning and development of the pragmatic competence by non-native speakers who are learning English as a foreign language.

Language ability is considered the proficiency of a target language, which is English in the specific case of this paper. In order to achieve this level, language users need to master two components. The first one is **language knowledge,** defined as ''a domain of information in memory that is available for use by the metacognitive strategies in creating and interpreting discourse in language use'' (Bachman & Palmer, 1996: 67). In other words, to what this study has referred as *linguistic competence*. It includes two broad categories. On the one hand, **organizational knowledge**, which is in charge of ''controlling the formal structure of

language for producing or complementing grammatically acceptable utterances or sentences, and for organizing these to form texts'' (Bachman & Palmer, 1996: 67). It involves the **grammatical** and **textual** factors. This knowledge is what makes a text coherent and cohesive. On the other hand, **pragmatic competence**, the one on which this paper is focused. It is divided into two competences: **functional** and **sociolinguistic**. Functional competence (illocutionary) deals with the knowledge of functions (e.g. ideational, manipulative, heuristic, imaginative, etc.), while sociolinguistic competence includes aspects such as dialects, varieties, register, cultural references, etc.

In summary, in this paper pragmatic competence was simply defined as the ability to use the proper language in the right context.

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THE INNOVATIVE PEDAGOGICAL TECHNIQUES IN TEACHING ENGLISH VIA EDUCATIONAL TECHNOLOGIES

Pirnapasova Umida Anvarovna[20]

The teaching of EFL is, in many ways similar to the teaching of English in general although there are features that are typical in different specialized subjects and that EFL should be recognized as an approach. According to Hutchinson and Waters, the approach to EFL should be based on the learner's needs in their reflective specialized subjects. EFL teaching should be based on the principles of effective learning and teaching language for general purposes. Hutchinson and Waters further state that in the past, the teaching of EFL was primarily concerned with the linguistic aspects of the language. Now, it has shifted towards developing communication skills and learning is very much directed by specific learner's needs for mastering the language.[21]

Hutchinson and Water's view of EFL points to the importance and roles of learners both in the design of the course and its implementation in the teaching and learning processes. Crocker also recognizes that EFL courses are similar to language instruction in general which puts more emphasis on language use. The obvious difference is in the focus of interest. While English for general purposes emphasizes language proficiency, EFL courses emphasize "something outside of the language through the medium of language"[22].

This statement views language mastery as a necessary prerequisite skill that learners must have in order to function well in their future workplace. Unlike English courses in general, an EFL course is a means not an end in itself. Crocker is also of the opinion that EFL should he regarded as an approach to language teaching. McDonough states that although the interest and development of EFL has been very rapid since 1960s, the EFL teaching should not be recognized as a separate development which is very much different from language teaching in general.

[20] *UzSWLU 2nd year master's degree. Email: umida1987@gmail.com*

[21] Hutchinson & Waters. English for Specific Purposes. New York: Cambridge University Press. 1987. – P. 18-19

[22] Crocker T. Scenes of Endless Science: ESP and Education. The ESP Teacher: Role, Development and Prospects. *ELT Documents* 112, 7-15. London: The British Council. 1981. – P. 8

According to McDonough, should be taken as an instructional activity which has its own emphases and range of activities which are not totally different from other areas of language teaching[23]. Swales describes his experience in EFL programming in the third world. He states that flexibility in the program design and implementation are important because there are constraints at institutional and socio-cultural levels[24]. In general use of information technologies in classrooms reported to improve self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process, more active processing resulting in higher-order thinking skills and better recall, gain confidence in directing their own learning.

However, there are also some problems with the application of the information technologies in the educational process. We still cannot define the best method of work with the computer programs. Moreover, some teachers do not believe in the positive effects of the CALL. And others just can not manage to master the skills of work with new tools.

Anyway, we should not forget, that the effectiveness of computer-assisted language learning cannot reside in the medium itself but only in how it is put to use. Those who expect to get magnificent results simply from the purchase of expensive and elaborate systems will likely be disappointed. But those who put computer technology to use in the service of good pedagogy will undoubtedly find ways to enrich their educational program and the learning opportunities of their learners.

Nowadays importance of information technology in educational sector is well known. Information technology helps the learners, as well as, the teachers in studying the course material easily because of fast access. Studying the subjects with the help of online libraries and dictionaries has made grasping and increasing the knowledge easy for the learners. The inclusion of information technology in the syllabus in lyceums, colleges and universities has helped them in grasping the subject well and getting their basics cleared. Since, many educational centers have the online grading system, it has been a boon for the parents of the children to keep a tab on their performances. Parents can also get the details of the attendance record of their child.

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[23] McDonough. J. ESP in Perspective: A Practical Guide. London: Jo McDonough. 1984. – P.23

[24] Swales J. The Educational Environment and Its Relevance to ESP Programme Design, pp. 61-70. ELT Documents Special. London: The British Council. 1980. – P. 82

With laptops, tablet computers and other mobile devices playing an increasingly important role in education today, developing an understanding of information technology- both as its own topic and as a part of other subjects- is becoming more vital. The information society challenges the education system. In recent years, the speedy, effective and global communication of knowledge has created a new foundation for co-operation and teamwork, both nationally and internationally. The increasing role played by information technology in the development of society calls for an active reaction to the challenges of the information society. Advancements in information and communication technology can play an important role in preparing learners to apply what they learn in any subject to finding their place in a global workforce.

Information technology may assist in the facilitation of learning or serve as the actual educational structure allowing learning to occur. Information technology benefits both traditional education institutions and online educational models in fundamental ways. For example, pedagogical technologies presentations, knowledge-management software, video conferencing, cloud computing and collaborative document editing are notable information technology services benefiting education.

Advancements in information and communication technology have not only benefited education, but also continue to shape the way the field itself develops. With more powerful software and applications, along with mobile devices such as tablet computers, personal digital assistants (PDAs) and laptops becoming more prevalent in the classroom, information technology offers many benefits to all aspects of education. Nowadays using of information technology at the English lessons is also very important. The traditional English lecture-based lesson, while effective to a point, does not stimulate every type of learner. By adding a dimension to their lessons, English teachers have the opportunity to engage more learners and lead a more involved, energetic class.

Digital ink is a major advance in information technology making it easier for faculty and learners to complete tasks. Teachers can enter grades and assignment updates online, rather than in a paper grade-book. Libraries with a digital database in place of a traditional card catalog make their resources available for learners to search anywhere with an Internet connection. Staff members can find and send transcript information and other records quickly by accessing a digital filing system, saving time and paper.

As modern devices like tablet computers, laptops and projectors develop more of a presence at the English lessons. It becomes more important for educators, learners and parents to understand the role of information technology in studying English today. New technology is not only a subject in and of itself, but can also be applied to any subject, enhancing the learning experience and equipping learners to join an increasingly global workforce. Information and communication technology open the doors for better distance learning programs, allowing those in disadvantaged areas to have access to the same education as the privileged. Because this technology makes information accessible from nearly any location with a mobile device or laptop, courses can be more flexible, meaning those with full schedules who may not have the time or opportunity to further their education can choose to enroll in courses online and complete assignments on their own time.

Interactive audio and video allow real time communication using phones and computer at the English lessons. Voice over Internet Protocol enables a person's voice to be transmitted through an Internet connection. Voice and pedagogical technologies presentations can also be delivered to a dispersed class with questions and answers taking place in real time. Information technology has widened access to education. By the mid-1990s, many universities had begun using computers to provide groups remotely. Since then, rising numbers of adults have used online education to earn college credits. Information technology makes education available to a wider range of learners.

Teachers who use classroom computers for project-based or differentiated instruction reach learners with different learning styles. Teachers also use computers to provide adapted lessons for learners with disabilities. Online education assists adult learners as well, by allowing people with full-time jobs and family responsibilities to obtain professional certifications or college degrees.

Wilikins claimed that a functional and communicative definition of language could actually help develop communicative syllabi for language teaching[25], while Firth suggested that a broader sociocultural context, which included participants, their behaviour and beliefs, objects of linguistic discussion and a word choice, should also be taken into

[25] Wilkins D.A. The Linguistic and Situational Content of the Common Core in a unit/credit System. Ms. Strasbourg: Council of Europe. 1972. – P.45

consideration while teaching any language[26]. Other theorists Canale and Swain, Halliday, Widdowson, also stressed the importance of communicative approach to language teaching, particularly the communicative acts underlying the ability to use language for different purposes and the relationship between linguistic systems and their communicative values in texts and discourses[27].

Pedagogical technologies presentation software empowers both educators and learners to organize, present and consume information in novel ways. For example, at the English lessons different presentations may be made according to the theme with the help of computer and overhead projector. In addition, advanced pedagogical technologies software can empower educators to design audio-visual narrative themes involving the student's actual participation (learning video games). Adobe Flash offers industry-standard products assisting developers in creating such applications. With advancements in information technology like pedagogical technologies applications and interactive software, teachers can increase literacy and understanding in any subject. Lessons with audio and video components that directly engage learners reach more types of learners in comparison with traditional lecture methods of teaching, encouraging more learners to participate in class and raising their level of understanding. New technology also helps disabled or disadvantaged learners participate in subjects they were once unable to join, thanks to assistive programs and devices.

The ability to collaboratively edit documents from various locations is another benefit of information technology in education. For example, learners and educators utilizing cloud computing to store their homework can also modify the document's access settings to allow multiple editors and contributors to participate in an assignment. This empowers educators to design work assignments for teams of learners working together and, in so doing, cultivate a teamwork ethos preparing them for the workplace. Now information technology has made it easy to study as well as teach in

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groups or in clusters. At the English lessons with online we can be unite together to do the desired task.

There different programs, games and they help learn English language. Efficient postal systems, the telephone (fixed and mobile), and various recording and playback systems based on computer technology all have a part to play in educational broadcasting in the new millennium. The Internet and its Web sites are now familiar to many learners in developed countries and among educational elites elsewhere, but it remains of little significance to very many more, who lack the most basic means for subsistence. Providing information to parents at the touch of a button or click of a mouse is one way to help them stay involved in their children's education. Many lyceums now have online grading systems in which parents can access grades, attendance and discipline data online at their convenience.

If a student is having trouble turning work in on time, parents can follow his progress through an online grade book and encourage him to complete his work in a timely manner. Information technology provides an avenue of information for parents that can result in immediate follow-up. Learners can pass exams through computers. Besides they may check their progress (scores) through internet.

A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well; to focus on using information rather than looking for it; and to support learners' thinking at the levels of analysis, synthesis, and evaluation. Developed by Bernie Dodge with Tom March at San Diego State University, the WebQuest model has been effectively applied to all levels of education, from elementary to postgraduate study[28].

The Internet offers teachers a wealth of information and resources for use in supporting curriculum based experiences. Teachers often search the Web for hours and become frustrated with the quantity of resources and the time needed to actually identify the best sites to use with learners in a lesson for a particular unit. If turned loose on the Web, learners (and teacher candidates) can often have the same experience. In an effort to focus student learning and limit the time needed for a specific search, the WebQuest model provides teachers an option of reviewing and selecting

[28] http://edweb.sdsu.edu/people/bdodge/webquest/buildingblocks.html

Web-based lessons structured in a lesson-type format. The purpose of the Introduction section of a WebQuest is twofold. First, it should orient the learner as to what is coming. Second, it should raise some interest for the learner through a variety of means.

The Task block in a WebQuest is a description of what the learner should have done at the end of the exercise. It could be a product, like a HyperStudio stack or PowerPoint presentation, or it might be a verbal act, such as being able to explain a specific topic. For example, "MexQuake", by Edith Kelly and Ryen Partin, ends in a newspaper account and videotaped newscast in English.[29]

The Process block in a WebQuest is where the teacher suggests the steps that

learners should go through in completing the task. It may include strategies for

dividing the task into subtasks, descriptions of roles to be played, or perspectives

to be taken by each learner. The instructor can also use this place to provide learning advice and interpersonal process advice, such as how to conduct a brainstorming session. The Process description should be relatively short and clear.

For example, Week 1 of Cheryl Rondestvedt's "Ocean Pollution/Solution" unit involves learners doing a lot of activities, but the steps are clearly specified. Note that in this case, the resources needed are embedded within the steps rather than separately listed.[30] The Resources block in a WebQuest is a list of Web pages the instructor has located that will help the learner accomplish the task. The resources are preselected so that learners can focus their attention on the topic rather than surfing aimlessly. It's important to note that resources for the learners are not restricted to those found on the Web.

For example, the "Investigating Archaeotype" WebQuest, involved a wide range of resources, including an audioconference with a distant expert, a videoconference with a not-so-distant teacher, a videotape, the hard copy of an evaluation report, and a number of Web pages.[31] There's no reason that a WebQuest might not include textbooks, audiotapes, and face-to-face interaction with other people among the resources.

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[29] http://learners.itec.sfsu.edu/edt628/ mexquake/earthquakers.html
[30] http://edweb.sdsu.edu/triton/PollSol/Week1.html
[31] http://edweb.sdsu.edu/Courses/EDTEC596/ WebQuest1.htm

Very often, it makes sense to divide the list of resources so that some are examined by everyone in the class, while others are read by subsets of learners who are playing a specific role or taking a particular perspective. For example, in "Avoid It Like the Plague", by Tommy Lee, all learners look at three sites to give them a basic grounding in the Black Plague.[32] Then, depending on the role they are playing, they make use of an additional two Web sites. By giving separate data sources to learners, you ensure the interdependence of the group and give the learners an incentive to teach each other what they've learned. Since the Evaluation block has been only recently added to the model, there aren't many examples of this component to point to. In the "San Diego-Biarritz Comparison Unit", by Susanne Hirsch, Janice Thiel developed a rubric for evaluating the Web pages created in French by the learners.[33] The rubric examines six different aspects of the student product and establishes four benchmarks for each aspect. It's intended to be printed out and given to the evaluators, who could be teachers, parents, or peers. Evaluation rubrics will take a different form depending on the kind of task given to the learner.

The Conclusion section of a WebQuest provides an opportunity to summarize the experience, to encourage reflection about the process, to extend and generalize

what was learned, or some combination of these. It's not a critically important piece, but it rounds out the document and provides readers with a sense of closure. One good use for the Conclusion section is to suggest questions that a teacher might use in whole class discussion to debrief a lesson. In "The 1960s Museum", for example, Kathy Schrock asks learners to think about the sites they had visited and discern any biases represented at those sites. She also asks the learners to predict the reaction their own creations will receive once posted on the Web[34].

This model encourages teachers to create new activities and adapt already successful ones to take advantage of the power of the Web for their learners. Because the model does not specify length of lesson, these lessons can be a short WebQuest (one to three days) or a long WebQuest (one week to one month).

So, Internet sources that may come to the aid of foreign language teachers in the organization of independent work, include broadcasting,

[32] http://learners.itec.sfsu.edu/edt628/ascendedone/plagueII.html
[33] http://edweb.sdsu.edu/triton/SDBiarritz/SDBiarritzUnit.html
[34] http://school.discovery.com/schrockguide/museum/webquest.html

interacting with and searching in online resources, where cognitive information, training materials and conditions can be found that are conducive to the formation of professional competence for future specialists. Using pedagogical technology in education can be a great benefit for teachers. Whether it be through email or on message boards, teachers now have the ability to work together to create more meaningful, engaging instruction for all learners without having to schedule common planning time.

Teachers can use websites to post class schedules, assignment requirements and even samples for student and parent use. Further, when teachers do need to contact an individual parent, the contact information is easily accessible through the lyceum's technology systems. A parent's phone number or email is literally a click away, and the days of sorting through files full of paperwork to find one number are over.

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LINGUADIDACTIC POTENTIAL OF TEACHING MODERN ENGLISH THROUGH PEDAGOGICAL TECHNOLOGIES

Pirnapasova Umida Anvarovna[35]

In a short period of time English displaced other languages and became the leading means of communication worldwide. Its domination continues to extend. The modern world of media, mass communication, and Internet demands a good knowledge of English, especially of spoken English. Every person wishing to get the benefits of modern education, research, science, trade, etc., knows that it is impossible without a working knowledge of the English language and good communication skills. A person without oral communication skills will suffer in this era of competition and may find it difficult to achieve a higher position.

Thus, the problem of teaching English to learners, especially the problem of oral communication has not yet been solved, and one can find much to explore in this field. Because of the significant role of speaking, many researchers like Bailey and Goh have proposed methods to enhance speaking skills by means of syllabus design, teaching principles, types of tasks and materials, and speaking assessment.

This issue has also been in the focus of such researchers like Galskova N.D., Gez N.I., Passov E.I., Rogova G. V., Shchukin A. N., and Skalkin V. L. Working on it they proposed ways to enhance speaking skills of Russian

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learners with the help of different methods of teaching, the use of appropriate exercises, and learner-centered approach to studies.

Most researchers are sure that, since speaking is one of the four major skills necessary for effective communication in any language, speaking skills should be developed along with the other skills, so that these integrated skills will enhance the learners' ability to communicate. Effective communication by means of speaking usually creates a number of benefits for both speakers and business organizations.

In general, for learners it is essential to understand spoken utterances and give appropriate answers. Communicative competence, the ability and readiness to communicate (speaking and listening comprehension) is thus formed. To achieve this, learners should be given integrated tasks which help them develop both skills.

The aim of this article is to define the strengths and weaknesses of speaking skills of today's learners in Russia and to demonstrate the possibilities of enhancement of the speaking skills of learners learning English.

Research suggests that the integrated use of modern techniques can yield positive results and lead to the improvement of communicative competence. Learning English by using new methods in education and traveling and working abroad encourages learners to learn the language, develops their ability to speak fluently, and helps them overcome the language barrier.

As these strategies contribute to vocabulary learning in different ways, they should be combined to make language learning effective[36]. Moreover, techniques are used with greater advantage if learners are aware of the aim of the different tasks.

In pedagogical technologies tasks the same content is presented through texts, graphics, sounds and motions, which offer opportunities for a variety of learning styles and build multiple paths in memory. As learners simultaneously see and hear the same information, it is easier to recall it. The same is true for pedagogical technologies drills, most of which are programs in game formats[37]. They encourage quick response, and their fun factor helps to build a positive attitude towards learning while habit

[36] Adair-Hauck B. & Donato R. Foreign language explanations within the zone of proximal development. The Canadian Modern Language Review 50(3). 1994. – P. 534.

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formation is going on. A considerable advantage of computer-based drills over paper-based ones is the ability to offer immediate feedback to learners. The World Wide Web is fundamentally a pedagogical technologies medium, as it has a graphical presentation system which also incorporates audio and video files. In addition, free programs are available on the Internet that enable learners to listen to and watch spoken news extracts from radio or TV sites. Some experts, such as Hoven are convinced that CD-ROMs and DVDs are likely to become obsolete with time, and the long-range goal is to transmit everything through the Internet.[38]

The researchers recommend that the teaching would be highly effective if the teacher start to use the recent pedagogical technologies like usage of computers extensively or some modifications in the conventional mode of teaching. The use of computers may be very well practiced in the environment where the use of such technology is highly possible, but there must be some sort of innovation which can also be practiced in an environment where such use of technology is on its way to growth. In those environments use of humor, role playing, words –words approach, Z-A approach are the ideas that can very well be practiced.

Undoubtedly, the development of Internet and computer technologies have greatly accelerated in the last years, and the World Wide Web is becoming one of the main forces of information. However, other types of media have equally important role in people's life[39].

As technology continues to advance, we have ever-increasing opportunities to present content and to create rich, technology-based environments and experiences where learning can occur. Technology can take us to new places; technology can support new connections with others around the world, which means new perspectives and experiences. Such opportunities will certainly result in many types of learning. The need to design new research methods and techniques that support further understanding of how people learn from technology and how educators can use technology to support learning endeavors will continue to challenge.

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[39] Armstrong D. F., Stokoe W. C., & Wilcox S. E. Gesture and the nature of language. Cambridge: University of Cambridge. 1995. – P.33

Thoughtful attention to the content that is developed and the availability of that content to learners via technology will enable educators to ensure that such opportunities benefit the learning of learners in their charge.

Learning foreign languages is impossible to imagine without the use of pedagogical technologies learning tools. Of course, important tasks for the methodology of teaching foreign languages include providing opportunities to illustrate the actual process of communication in English, and creating an educational environment that provides real conditions for learning use of the target language and its culture.

The 21st century, often called the information age, is bringing about changes to the traditional teaching of language. The use of computer technology in teaching in our time is of great importance, thanks to its new possibilities. The introduction of new information and communication technology expands access to education, forming an open education system, and changes the idea of the qualifications needed by modern graduate learners.[40]

The most significant group of benefits is teaching the virtues of computer-based training. For example, teachers use the ability of computers to react instantly to input information to create simple training programs in the form of exercises. The technical advantage of teaching English with the help of pedagogical technologies technology is that sound cards allow users to record their speech and then compare it with the pronunciation of native speakers. Graphics capabilities of computers can represent any type of activity in the form of pictures or animation. This is particularly important when learning new vocabulary, as images on the monitor allow learners to associate English phrases directly with actions, rather than with phrases in their native language. Moreover, the media are an excellent means of interactive communication between different linguistic groups, which is particularly evident in the application of computer networks. This could be a local area network connecting several machines in one lyceum, or the Internet — a global network of millions of users.

These advantages allow us to conclude that pedagogical technologies have great potential for teaching oral speech in other languages. Through the optimal combination of a number technology (language laboratory,

[40] Problems of application of pedagogical technologies technology in higher education // High technology in the pedagogical process: abstracts Interuniversity Scientific Conference university professors, scientists and specialists. Frolov N. H. — Nizhny Novgorod, VSPI, 2000. — pp.96–98

video, television, radio, newspapers, magazines, books, bibliographies, and phones) and having additional features (interactivity, graphics capabilities, etc.), pedagogical technologies learning provides almost limitless opportunities for teaching and learning.

In recent years, there has been a tendency in the education system of Uzbekistan to change the learning paradigm, such that lyceums are transitioning from transfer of knowledge to learners in finished form toward the organization and management of self-learning and cognitive activity. With today's requirements for education, where a major element is independent work by learners, high lyceums can enhance the process of learning, teaching methods, and forms of work organization that will develop the ability to learn, find needed information using a variety of information sources, and learners' cognitive independence.

Modern pedagogical science seeks to use new technology in teaching. The aforementioned interactive media get their proper use. Most of the wide variety of interactive educational software for learning English is aimed at independent elaboration of phonetic and grammatical aspects and making their use automatic. Features of these programs include interactive dialogues, speech recognition and visualization of pronunciation, animated videos showing articulation of sounds, exercises for development of all kinds of speech skills, videos with translation, and tracking one’s own learning outcomes.

Since the purpose of learning the English language is communicative activity, which requires practical command of the language, the task of teachers is to revitalize all learners in the learning process to create a context for their creative activity. The use of modern means, such as awareness programs and Internet technology, as well as cooperative learning and project methodology, allow us to solve these problems.

Today we have a unique helper that allows us to bring in the best teachers from many countries through the software they create. Intensification of the process of transition to an information society, associated with the widespread introduction of new information technology and computer telecommunications, necessitates the development of other forms and methods of teaching foreign languages.

Along with the use of traditional technology learning, opportunities for new information technology can help teachers in the selection of more interesting and varied educational materials to carry out a differentiated

approach for each student, and thereby contribute to better assimilation of necessary knowledge and skills.

Among the various types of innovation, as shown by the results of a survey conducted in the universities of the CIS, teachers are most familiar with training through the use of pedagogical technologies tools. Pedagogical technologies is considered to be information technology training that integrates audiovisual information in several media (text, video, audio, graphics, animation, etc.). This implements interactive dialogue with user systems and various forms of self-employment.

The use of pedagogical technologies in the learning process allows for improvements in the process of organic combination of traditional and innovative forms and methods of education; implementation of training, information, games, modeling, design and analysis functions; performance of such general didactic principles as visibility and accessibility; feasibility of systematic transition from education to self-education; a positive emotional background for training; and linking theory to practice. In addition, pedagogical technologies is supported by pedagogical technologies programs, encyclopedias, dictionaries, and a special information educational environment created for holistic knowledge of the world in the context of computer-aided design and modeling.

Pedagogical technologies acts as a special intellectual activity, which means it has a number of advantages compared with other information technology training:

1. The pedagogy means continuous improvement of content and methods of education in modern conditions.
2. Provides opportunities to identify and support learners with linguistic abilities.
3. Represents the basis of distance learning.
4. Provides access to best practices in education and training of the general public through the educational world of the Internet and an extensive communication network.
5. Creates an artificial language environment, allowing the study of foreign languages (FL) at learners' own pace, increasing the independence and responsibility of learners when organizing FL training for all age groups.
6. Pedagogical technologies is new and apparently has limitless possibilities for creation of means of graphic clarity.

Pedagogical technologies (computer with additional devices) can be a powerful tool for everyone to learn foreign languages through self-study, and allow close monitoring and ongoing operational support.

Along with positive aspects, there are some negative trends affecting the mass creation and implementation of pedagogical technologies in the learning process. These include:

1. Lack of ability of existing education systems to make active use of pedagogical technologies, and to integrate it into the educational process and its organization;

2. Lack of qualified developers;

3. Lack of a developed methodology of pedagogical technologies;

4. Lack of financial resources for the creation and widespread adoption of pedagogical technologies;

5. The device is not designed evaluation.

In order to introduce pedagogical technologies in the learning process, it is first necessary to create conditions for sound pedagogical and methodological application of pedagogical technologies. The integration of the Internet in education and, in particular, its use in the teaching of foreign languages, is now quite relevant.

Currently, most lyceums and universities in our country are equipped with pedagogical technologies rooms for English language learning. These rooms have computers, projectors and interactive whiteboards.

Thus, the combination of traditional and newer teaching methods of language teaching will ensure a higher level of learning.

Unfortunately, at the present time, the use of pedagogical technologies to intensify individual work in the study of foreign languages is largely constrained by the high cost of computer equipment, as well as the lack of a sufficient number of theoretically grounded and experimentally tested computer programs intended for independent foreign language learning.

In general, a situation currently exists in which, on the one hand, there are a small number of theoretical studies that have not been widely put into practice; and on the other, there are many disparate programs that do not have a serious theoretical basis. This is due primarily to complexity and insufficient development of a theory of the concept of pedagogical technologies technology as a didactic tool.

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ASSESSING LEARNERS' LANGUAGE COMPETENCES IN EXTROVERT AND INTROVERT CHARACTERISTICS

Rakhmanov Sardor Muxtorjonovich[41]

Annotation. *The role of language learning competencies is vital in a second language acquisition. Also, the individual characteristics of learner, such as extrovert or introvert, can require from educator to modify the ways of conducting lessons and lesson plan.*

Key words: *an extrovert, an introvert, speaking skill, writing ability. theory, observation, research.*

Introduction

The case study depicted here effectiveness second language acquisition in introvert and extrovert personalities. The purpose of case study is to observe and analyze the participants learning process in various characters. The case study is based on 3 three stages; such as a questionnaire, a writing, a interview which are related to learning second language process.

The intention of case study is to prove of what extravert is well suited to communicate while introvert is good at writing and other fields. In this purpose we have tried to research some materials and information which are related to these personalities. In my small case-study we are going to justify diversity theories in practice whether an extravert is a good speaker while an introvert is a master in writing or vice versa.

The result of our case study will be convenient to our future teaching process. Because it might support to teach English Foreign Language (EFL) learners with different personalities in my working process. Also, the case-study will shown us how to communicate with different English Language Learners (ELL).

As experimental students we have chosen two ELLs at our university groups. They are both intelligent students who have been learning English for a long time so as to learn perfectly.

Literature review

There have been investigated several research works as well as doctoral dissertation in terms of effectiveness of Second Language Acquisition in extrovert and introvert personalities so far.

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In terms of these personalities, Dawaele and Furham [1999] state that extroversion as well as introversion are a chunk of increase. Extroverts are social active learners who like speaking with somebody, therefore sometime they may be seen as enthusiastic and outgoing. Extroverts receive decisions quickly due to their risk-taker ability. However, introverts are those who are keen on spending time alone, furthermore they think a lot before acting and speaking. They prefer to work alone with somebody's assist, for this reason it is challenge for them to join a new and team as soon as possible.

Various researches are shown various results and ideas about learning foreign language with these characteristics. Eysenck [1952] was a scientist who studied first the interrelation between extroversion and learning second language in the globe. He claimed that extroversion was not effective individuality in foreign language acquisition due to neutron-chemical sense in human mind, as a result he came to the point that being an introvert is a better way to learn second language.

The Second Language Acquisition (SLA) scientists were opponents of Eyseck's theory whether an extrovert person can learn a target language better than an introvert. For example, researcher Rossier [1976] has found that an extrovert learner has ability about language proficiency more rather than introvert. Furthermore, Tucker, Hamayan and Genesee [1976] have observed that immersion program was done better by outgoing personality members than quieter learners. Krashen [1985] claimed that the quantity of input is developed by extrovert learner.

There were some type of SLA theorists who claimed a totally different point. For example, Schneiber-Herzig [1984] said that there was no any definite relation between extroversion and SLA and he proved it his West German high school pupils who were learning English as a Second Language. Another researcher Nainman [1978] found out that theory with French students who were learning foreign language.

Participant profile

We have conducted this research work with our university students: the first learner (L1) is Bekhruz who studies at TSUE and he is now 20 years old boy. This language learner is Uzbek who was raised in a traditional family with national and traditional lifestyle. However, his lingual competence is multilingual which means he has capability in Russian which is second language than his mother tongue due to his studying place and zone of communication whether he shared his points as

possible in Uzbek at home with his family members. Plus, in terms of second language L1 is good at learning English, in other words he is in pre-intermediate level learner , therefore he can understand and explain his personal point to listener with his best ability. Besides that, he enjoys speaking with other people in a target language, he is a flexible guy who can keep in touch easily to any atmosphere. In other words, his language awareness in both languages has made him adaptable to any learning environment. Therefore, his basic interpersonal communication skill is higher rather than other language learners..

The second learner's (L2) name is Sevinch who studies the same university in 3rd course who 19 years old girl. She is from Uzbek family who was brought up in a traditional family with national and spiritual values. She studies in Uzbek group, therefore her atmosphere is surrounded with monolingual speakers. When it comes to her second language, it is English. She has been learning this target language for 3 years simultaneously. This learner is also a talented scholar who is in pre-intermediate level. She has achieved some results among her friends and classmates. The girl is studying with high GPA scores in order to continue her study process in the abroad. Sevinch is a shy person, therefore sometimes she can not explain her personal ideas in a classroom completely. Even she is a quiet person in real life, she is getting some success about learning acquisition.

L1 and L2 are our students at our university. We have been conducting Business English lessons to them for a long time. They are owners of different proficiencies in terms of language acquisition. Bekruz and Sevinch are presenting huge results rather than other learners, even though their outlook and characters are totally different. For example, L2 was accepted to Students union in this summer due to her high general scores. Moreover, she participated in essay contest which was at university was awarded with a silver medal at the end of the year. L1 also achieved some results, such as he is a Head Organizer of Youth Union at school because of his personal characters like easy-going, friendly, enthusiastic that sometimes support him to learn English as Foreign Language (EFL). In terms of cultural background of the participants, both of them were born in traditional Uzbek family whether spiritual and cultural features follow to national Uzbek mentality..We are totally convinced that these two learners are available to our case study with their personal characteristics in terms of Second Language Acquisition (SLA). It is a fact that, both university

students have enormous learning capabilities and cultural as well as language acquisition developments which are appropriate to our small-scale case study.

Research design

Due to case study, we worked with our learners for some time in order to get to know their personalities perfectly whether he/she is extrovert or introvert and get intensive results. In order to observe their characters, we have divided our work to 3 parts: a. identifying their learning type b. writing module c. speaking module (interview)

Stage 1

In this section, we decided to gain data about the identification of the learner's characteristic type whether an extrovert student or an introvert one. So as to clarify this, we shared with some sheets to experimental students, the sheets which have been done before are Intro Extro Quiz. Regarding to quiz, there are 20 questions which should be chosen TRUE or FALSE answer based on learner's personal character and horizon. In terms of evaluation of quiz, after having answered to research questions researcher told to both learners to count their TRUE answers. Because according to quiz assignment, the more TRUE answers, the more introvert learner is. Also I explained what it is an informal quiz , it means there is no an exactly identity test and all questions are prepared based on temperaments of introversion. The author of quiz is Susan Cain, the name of quiz called *"The Power of Introverts in a World That Can't Stop Talking"*. Questions are mostly about activity circumstances (individual or group), conversations, expressing himself/herself, concentration, classroom situations, etc. Both experimental learners have done to answer in 5- 7 minutes because the level of questions are formulated in basic level.

Stage 2

In the following stage, we have conducted to write a letter which is captivating to learners to communicate with each other. In order to teach how to write a good letter, we have utilized some materials from the book which is called *"Academic writing".* we have explained the types of letters such as formal and informal, afterwards the structure of letter like introduction, main body, conclusion. In the next step, in order to know what learners have understood or not, we have given a task to write a giving information letter to his/her friend which is with informal way in 30 minutes. we handed out a sample written letter. Experimental students have

done it in different times such as L1 has finished in 25 minutes while 20 minutes is enough for L2 to perform this task completely.

Stage 3

The next stage is speaking that is a fascinating part to learners. we have focused on what both students want to pass an IELTS exam in the near future, therefore questions are based on real test which are not complex to respond them. In this goal, we have used the book which is call *"IELTS speaking"* and chosen a topic is about bad habits which can interrupt them.

The question is:

Tell me about one or two bad habits you have. In your speech you should cover what the bad habits are, why you improved these, and how they affect your life

In order to carry out this task, they are given 3 minutes to prepare the speech and 2 minutes to talk about it. I guess speaking about their bad habits is not so challenge ,because learners are ready to talk in 2 minutes. L2 could speak 1:29 seconds while L1 performed in 2 minutes which is time limit.

Data collection and findings

Based on Intro Extra Quiz which is **first observation**, we could find out that our learners characters are totally different each other, in other words L1 is an extravert learner while L2 is an introvert one.

In terms of L1, we took an experiment. Because it was clear to us from several contacted lessons of Business English group, L1 who is an extrovert participated to our lessons with his best abilities better rather than other members of the group. He likes to communicate more, also he has an ability to control the group which means he is an extremely social boy, plus he is keen on multitasking that might be tough to this level students. He tries to learn not only English at university, but also he is good at other subjects such as economics, critical thinking, etc. He enjoys to do an intellectual battle with other students, even one time he has won huge money on the topic which is incredible in this age. In general, in my opinion, he is the best sample to an extrovert ELL.

Regarding to L2 who is an introvert, L2 has a lot of TRUE replies to given IQ test. We think, the result is a rightful, as she is a quiet girl which likes spending time alone. Moreover, L2 thinks a lot before making some decisions and actions. She likes listening than speaking, therefore these

features impact to her learning acquisition process. I think it is an affect of home culture, because her mother said to me that girl are taught to listen more than speak in her house. Therefore, L2 has advantages and disadvantage in terms of second language, for instance L2 can learn any writing material faster than other students which is a few phenomenon among EFL learners. On the other hand, it is challenge to her to join a new team and group as soon as possible, for this reason she prefers to work alone without getting somebody's assist.

As a proof:

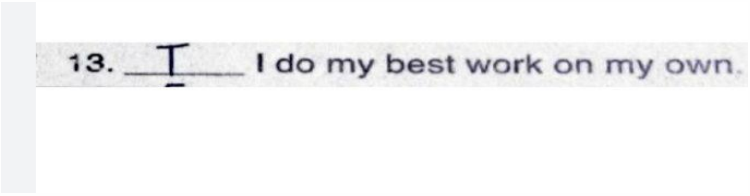

Image 1st: The result of anonymous evaluation of introvert learner.

The second observation involved to write a letter, there were some diversities among learner. L2's letter is well written than L1's because she has organized well every detail, in other words every paragraphs has shown obviously with details especially introduction part is like a sample:

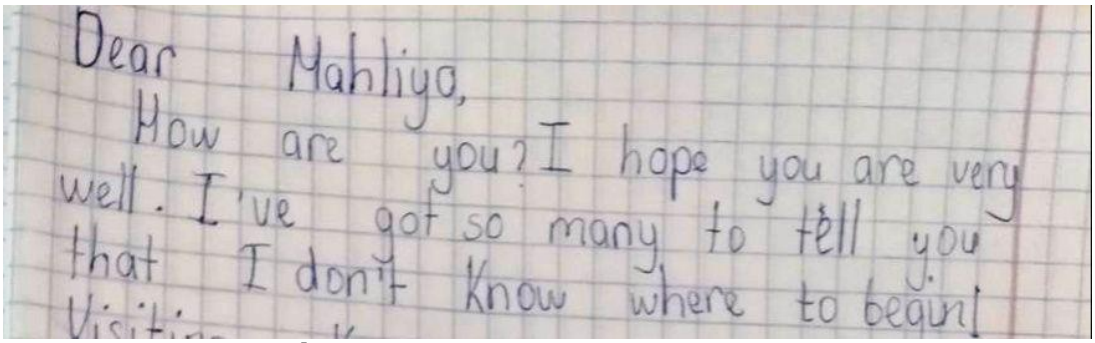

Image 2nd: A handwriting of introvert learner

It is known that, an introvert learner is an owner of wide horizon and outlook, so L2 tried to describe view with her best ability through awesome handwriting. As a teacher , we would evaluate this letter with high score.

L1 who is an extrovert has attempted to point out his personal ideas. In general his writing style is ordinary, because he made some mistakes to perform the task. For instance, he was told to write an informal letter which is a giving information letter. But he wrote an formal one which task achievement has been lost. Furthermore, he had mistakes with word choice, grammar, spelling, punctuation:

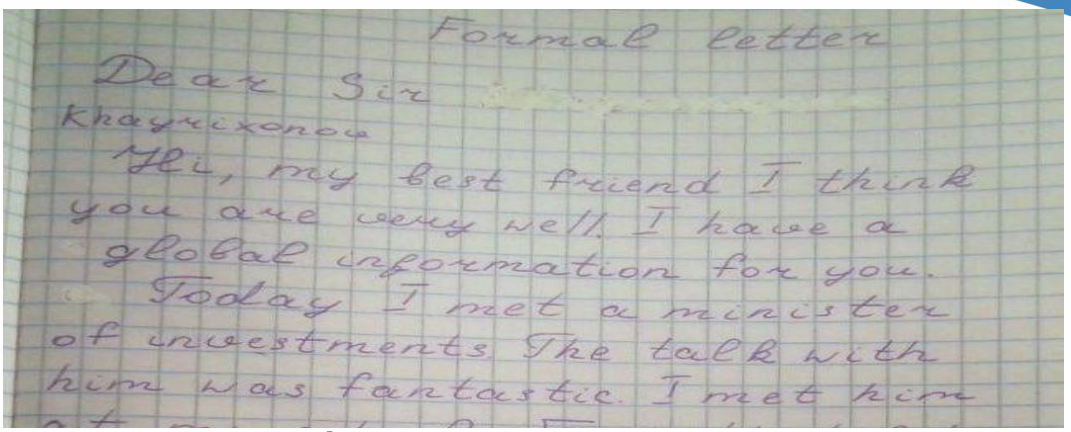

Image 3rd: The letter of extrovert learner

It is generally accepted that, an extrovert learner is an excellent communicator but not a writer. So as a teacher we explained to this student how to write a good letter with details and sample.

Table 1. The Four Points Average of Writing Test of the Extrovert Student (L1)

Total	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammar Range and Accuracy
Average	10	10	10	10
Mark	2	8	6	7

Table 2. The Four Points Average of Writing Test of the Introvert Student (L2)

Total	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammar Range and Accuracy
Average	10	10	10	10
Mark	10	9	9	10

The **third observation** revealed speaking during max 2 minutes which is about one or two bad habits. The extravert learner (L1) has spoken in given time. We would say that, the extravert has done it better rather than an introvert. Firstly, he did not focus on time limit, also he could count several bad habits what he had. However, he had some drawbacks, such as grammar rules were totally broken, he had mistakes with pronunciation. In general, he could deliver his personal ideas to listener with almost clear points.

Table 3. The Four Points Average of Speaking Test of the Extrovert Student (L2)

Total	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
Average	**10**	**10**	**10**	**10**
Mark	**9**	**9**	**7**	**7**

In terms of an introvert (L2) her voice is also acceptable but she had also some advantages and disadvantages in speaking process. For example, L2 could organized well with first, second transitions. Furthermore, she spoke less , so her speech was covered only a few information. She had hesitations while speaking, the main reason of this she was worry about to speak about her feelings in front of other people especially among her peers. I have known that the behavior of offspring is a prime focus which is home culture in her home.

Table 4. The Four Points Average of Speaking Test of the Introvert Student (L2)

Total	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
Average	**10**	**10**	**10**	**10**
Mark	**8**	**6**	**7**	**6**

Conclusion

From my small-case study, it has been proved that extroversion as well as introversion are two perceptions that are broadly acknowledged in the globe. As Dewaele and Furnham [1999] stated tremendously extrovert and introvert person are various each other, put it differently ordinary extravert is sociable, likes people to communicate. According to language methodology these people are always ready to answer orally instead of writing. When it comes to introvert learner, L1/L2 is a quiet learner who likes reading a book instead of keeping intimate friend, shortly telling L1/L2 can save feelings under close control.

It has been experimented that the theory which is about extrovert and learner language acquisition by Dewaele and Furnham is definitely true. Our extravert L1 is socially active boy who is good at speaking rather than

writing. Whenever he is at home, he can communicate well without any fences with his family and siblings, it means he does not hide his personal sensation inside. Based on SLA, this extrovert can learn language faster about speaking, plus he is not afraid of learn from his mistakes. Nevertheless, he might have drawbacks with reading and writing.

Regarding to the introvert learner , the theory is correct what our experimental learner likes writing to communicate. It might be true Eysenck [1952] theory whether an introvert is positively correlated with LLs, consequently an introvert is a better learner than extrovert. As it is shown in Table 2, an introvert learner (L2) has got high score in each assignment criteria. It seems to me that, an introvert is able to deliver her/his opinions through written form. L2 paid attention to speaking less rather than writing. I guess, it is a shortage of our traditional culture whether a girl should keep silence or not talk to much in some places. Therefore, her average score for each column is lower than L1's. So in the interview I advised her to be sociable among people and to communicate more with them. I hope my advice will be practical to her SLA. Because According to TESOL educational public policy, personality of learner definitely impact to his/her language learning process.

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TILSHUNOSLIKDA O’QUV LUG’ATI UCHUN MATERIAL TANLASH

Rasulova Munojat[42]

Annotatsiya

Ushbu maqolada lug’at uchun material tanlashning ommaviy uslubi, nutqda eng ko’p qo’llanadigan so’zlarni qamrab olish mezonlari xaqida firk yuritiladi. Tadqiqotlar material tanlashda, nafaqat eng ko’p qo’llanadigan so’zlarni kamrab olish, balki kam iste‘molli, doimiy zahirada turuvchi so’zlarni ham chetda qoldirmaslik lozimligini ko’rsatmoqda. Tahlil biror badiiy asar ustida ketganda so’zlarning qo’llanish darajasiga tayanish yaxshi natija beradi.

Kirish: Lug’at uchun material tanlash har qanday lug’atni tuzishda ham asosiy muammolardan biridir. Tilshunoslik lug’atidagi so’zlikning o’ziga xos belgisi eng zarur, eng muhim ma‘lumotlarni qamrab olishi, aniq, qisqa, lo’nda bo’lishidir.

Biroq biror tilga mansub so’zlarni qo’llanish darajasiga ko’ra ro’yxatlashtirish unaqa samarador usul emas. Chunki tildagi so’zlar turli uslubiy qurshovlarda turlicha qo’llanish darajasiga ega bo’ladi. O’quv lug’atiga material tanlashda so’zlarning qo’llanish darajasiga tayanish mezoni takomillashtirilishi, boshqa mezonlar bilan qoplanishi umumiy va mukammal mezon bo’lishi uchun kamida quyidagi uch jihatni hisobga olishi lozim:

1.So’zlarning qo’llanish miqdori, darajasiga tayanish.

2. So’zlarning mavzuviy guruhlarini tanlash.

3. Lug’at turi bilan bog’liq maxsuslashgan so’zlarni tanlash.

Shuni aytib o’tish kerakki lug’atda so’z yig’ish mezonlarining hech biri barcha o’quv lug’atlari uchun birdek qolip bo’la olmaydi, lug’at mavzusi va maqsadidan kelib chiqqan holda mayyanlashtiriladi.

O’quv lug’atchiligining oldiga quyilgan asosiy talablardan biri leksikamizning barcha bo’g’inlarini kerakli shakllarda tasvirlashdan iboratdir. Bunda asosiy e‘tibor so’zlarning turli xil ma‘noviy, sintagmatik va boshqa jihatlariga qaratiladi. So’zlarni o’rganish va yozishning turli aspektlariga bog’liq ravishda o’quv lug’atlarining quyidagi turlari yaratilishi mumkin:

1. So’zlarni to’g’ri yozish qoidalarini belgilaydigan lug’atlar – O’zbek tilining to’g’ri yozish o’quv lug’ati.

[42] Alisher Navoiy nomidagi Toshkent davlat universiteti o’qituvchisi

2. So’zlarning tuzilishi, yasalish tizimini o’rganadigan lug’atlar - O’zbek tilining so’z yasalishi o’quv lug’ati.

3. So’zlarning ishlatilish darajasini aniqlaydigan lug’atlar - O’zbek tilining chastotali o’quv lug’ati.

4. So’zlarning izohi, bosh va ko’chma ma‘nosi, ma‘nodoshlari, shakldoshlarini o’rganadigan lug’atlar - O’zbek tilining o’quv izohli lug’ati.

5. So’zlarning ma‘noli qismlarini o’rganadigan grammatik lug’atlar - O’zbek tilining so’z tarkibi o’quv lug’ati.

6. So’zlarning tarixiy shakllarini o’rganadigan lug’atlar - O’zbek tilining eskirgan so’zlar o’quv lug’ati.

7. So’zlarning leksik-semantik guruhlarini o’rganish bilan bog’liq lug’atlar –

O’zbek tilining butun-bo’lak munosabatidagi so’zlar o’quv lug’ati.

8. Iboralar, tasviriy ifodalarning izohiga bag’ishlangan lug’atlar - O’zbek tili barqaror birliklarining o’quv izohli lug’ati.

9. So’zlarning valentlik imkoniyatlarini aniqlashga qaratilgan grammatik lug’atlar - O’zbek tilining so’zlar birikuvchanligi o’quv lug’ati. Adabiyot, ona tili terminlarining o’quv izohli lug’ati, o’quv izohli lug’ati aytib o’tish kerakki, bu lug’atlarning ko’pchiligi tilshunosligimizda yaratilmoqda, yaratildi; aksariyati o’z tadqiqotchilarini kutib turibdi.

Material va metodlar: Jamiyat tafakkurini yuksaltirishda lug‘atlarning roli beqiyosligi jahon tajribasi va amalda o‘zini to‘la oqlagan haqiqatdir. Insonning mustaqil fikrlash, ong mahsulini to‘g‘ri va ravon bayon qilish qobiliyati, ijodiy tafakkurini o‘stirish harakatlari, odatda, yoshligidan boshlanadi. O‘zbekistonda kichik va o‘rta yoshdagi ta’lim oluvchilarga mo‘ljallangan maxsus lug‘atlar yaratish harakatlari yaqindan boshlandi. Lingvistik lug‘atning nashr qilinishida O‘zbekiston milliy universiteti (prof.B.Mengliyev, dots.V.Karimjonova, I.Islomov va b.), Qarshi davlat universiteti (dotsentlar B.Bahriddinova, O.Shukurov, N.Musulmanova va b.), shuningdek, Qashqadaryo viloyat xalq ta’limi bo‘limining jonkuyar olimlari, tajribali murabbiylari faol ishtirok etdilar.

Qomus maktab o‘quvchisi va o‘qituvchisi, shuningdek, filologiya yo‘nalishi talabalari va xorijiy til faniga qiziquvchilarga mo‘ljallangan. U xorijiy tilga doir tushunchalar, tillar, shuningdek, OTM darsliklari mualliflari haqida ma’lumot beradi. Har bir so‘z ixcham va sodda bo‘lib, amaldagi maktab dastur va darsliklariga mos.

Qomusdan foydalanishda uning oxirida ilova qilingan asosiy tushunchalar ko‘rsatkichiga murojaat qilish qulaylik tug‘diradi. Ko‘rsatkichda bosh harflar bilan qomus maqolalari mavzusi, unga mas’ul shaxs, maqola sahifasi berilgan.

Qomusning yana bir xarakterli belgisi shundaki, u tom ma’noda maktab va akademik litsey, kasb-hunar kolleji ona tili darsliklari materiallarini qamrab olib, undan ta’lim tizimining barcha bosqichida ta’lim oluvchilar o‘zlariga kerakli ma’lumotni topishlari, o‘rni kelganda darslik sifatida foydalanishlari mumkin.

Aytib o‘tish kerakki, hozirgacha o‘zbek tilida lug‘atchilik borasida qator ishlar amalga oshirilganligiga qaramay, bunday lug‘at tuzilmagan. U ona tili ta’limi vositalari sirasida birinchi manba. Qomusni tuzuvchi va tushunchalar tavsifi uchun mas’ullar uni mukammallashtirish ustida izlanishlarini davom ettirmoqdalar.

Keyingi yillarda jahon tilshunosligida leksikografiyaning o‘quv lug‘atchiligi tarmog‘i eng rivojlangan sohaga aylandi. Birgina rus tilshunosligida 2005-2010 yillar oralig‘ida Vedenskaya Lyudmila Alekseyevna muallifligida “Slovari russkogo yazika dlya shkolnikov” seriyasi ostida yigirmadan ortiq zamonaviy rangli, bezakli, mavzuviy o‘quv lug‘atlarining yaratilishi va qayta-qayta nashr qilinishi, ularning elektron variantlarining taqdim qilinishi fikrimizga dalil bo‘la oladi (Введенская Л.А. "Учебный словарь омонимов русского языка" 2005-2010.; "Школьный орфоэпический словарь русского языка" 2006-2010.; «Учебный словарь синонимов русского языка» 2005-2010.; "Учебный словарь паронимов русского языка" 2006-2010.; «Учебный словарь антонимов русского языка" 2005-2010.; ва ҳк.

Bugungi kunda nafaqat ona tili ta’limi, balki ta’limning barcha tarmoqlarida lug‘atlarga bo‘lgan ehtiyoj oshib bormoqda. O‘quv lug‘atlarini yaratish tamoyillarini ishlab chiqish va ularni yaratish ona tili ta’limining dolzarb masalalaridan biriga aylandi. 2006-2009 yillar oralig‘ida “Yangi asr avlodi” nashriyoti tomonidan yigirmaga yaqin mavzuviy o‘quv lug‘atlari sinov tariqasida nashr etildi. Ba’zilarining ehtiyoj tufayli qayta nashr qilinishi ham yuqoridagi fikrni isbotlaydi. (O.Shukurov, B.Boymatova “O‘zbek tilining ma’nodosh so‘zlar o‘quv lug‘ati” 2007-2009.; Mengliyev B.M. Bahriddinova B.M., Xoliyorov O‘. “O‘zbek tilining so‘z yasalishi o‘quv lug‘ati” 2008.; To‘rayeva U., Shodmonova D. “O‘zbek tilining zid ma’noli so‘zlar o‘quv lug‘ati” 2007-2009.; Xamrayeva Y. “O‘zbek tilining o‘zlashma so‘zlar o‘quv lug‘ati”

2007-2009.; Mengliyev B. Xudoyberdiyeva M. “O‘zbek tili iboralari o‘quv lug‘ati” 2007-2009.; Nafasov T. Nafasova V. “O‘zbek tilining o‘quv toponimik lug‘ati” 2007.; X.Suvonova G.Turdiyeva “O‘zbek tilining shakldosh so‘zlar o‘quv lug‘ati” 2007-2009.; X.Norxo‘jayeva “O‘zbek tilining eskirgan so‘zlar o‘quv lug‘ati” 2006.; Nafasov T. Nafasova V. “O‘zbek tilining talaffuzdosh so‘zlar o‘quv lug‘ati” 2008).

Amaliy mashg‘ulotlarda o‘quvchilarni tilimizning moddiy boyligi so‘zlarning tarkibini tahlil etishga o‘rgatish muhim masalalardan biridir. Har bir o’zbek maktabi o‘quvchisi o‘z ona tilisidagi so‘zlarni ma‘noli bo’laklarga to‘g’ri ajrata bilishi, o‘zak va qo‘shimchalarning birikish qonuniyatlari, tub, yasama, tublashgan, soddalashgan, tublashayotgan so‘zlar haqida zaruriy ma‘lumotlarga ega bo‘lishi lozim.

So‘z asosi o’zak lisoniy sathda leksemaga teng kelib, uning lug’aviy ma‘nosi, o’z yoki ko’chma ma‘noda ekanligi, shakldoshlari, ma‘nodoshlari, talaffuzdoshlari, o’z yoki o’zlashma qatlamga mansubligi, tarixiy yoki zamonaviyligini aniqlash o’quvchining so’z tarkibi tahlilida leksikologiyadan; o’zak va qo’shimcha qo’shiluvida yuz beradigan har xil fonetik jarayonlar fonetika, fonologiya, orfografiya, morfonologiyadan; qo’shimchalarning vazifasi, tuzilishi, shakldoshlari, ma‘nodoshlarini aniqlash so’z yasalishi, morfemika, morfologiyadan zaruriy bilimlarga ega bo’lishini talab etadi.

Demak, o’zbek tilida so’z tarkibi, so’zning ma‘noli qismlari deganda o’zak va qo’shimcha tushuniladi. Ammo morfema terminini, aytilganidek, so’zning barcha ma‘noli qismlariga nisbatan qo’llashga o’zbek tilining milliy tabiati to’sqinlik qiladi, shuning uchun tilimizda faqat qo’shimchaga nisbatan morfema terminini qo’llash maqsadga muvofiqdir.

Nutqimizda rus, arab, fors, shuningdek, yevropa tillaridan o’zlashgan so’zlar nihoyatda ko’p bo’lib, ularning ayrimlari o’zbek tilida ma‘noli qismlarga ajralish imkoniyatiga ega bo’lsa (shaxs-iy-at, ma‘mur-iyat, ma‘naviy-at, fikr-an, shakl-an), aksariyati flektiv tabiatini to’la saqlagan (siyosat, falsafiy, artillerist, kooperativ, mifologiya, modifikatsiya, mexanizm, mexanik, mexanist, mexanizatsiya).

O‘zlashma so‘zlarni tarkibini ajratish biroz munozarali. Chunki, aslida yasama holicha kirib kelgan o’zlashma so’zlar tub so’z sifatida qabul qilinishi, tarkibidan morfema ajratilmasligi lozim. Ammo ularning ayrimlari tilimizda shunchalik keng qo’llanadiki, maktab o‘quvchilari ularni o’z yoki o‘zlashma ekanligini ilg’ay olmaydilar. Shu bois o‘zlashma so‘zlarning o‘zak va qo’shimchalarini ajratish imkoni borlari, o’zbekcha

affiks olib yasalganlari lug’atda ma‘noli qismlarga ajratilib berilgan: medal-li, ma‘mur-iy-at-chi-lik, ma‘lum-ot, maskirovka-siz, ideal-lashtirish, aspirant-lik, adab-iy-ot, jism-an, moliya-viy, madaniy-at, mas‘ul-iyat.

Natija va taxlillar: Tillarni kuzatishdan ma‘lumki, morfologik ko’rsatkichlar mustaqil ma‘noli leksemalardan, yoki har xil qo‘shimchalarning o’zaro birikib yangi qo’shimcha hosil qilish usulidan shakllanadi. Ko’pgina so’zlar qo’shilib ketishi natijasida ikkinchi qism morfemaga aylanib ketishi mumkin: gapir (gap ur), tupir (tuf ur), supur (suv ur), berkit (berk et), to’lat (to’la et), bo’shat (bo’sh et), yo’qot (yo’q et), yo’qol (yo’q o’l), aytoladi (ayta oladi), ketaver (keta ber), ketvormoq (ketib yubormoq), boryapti (borib yotibdi).

So’z tarkibi lug’ati o’rni bilan imlo lug’ati vazifasini ham o’tay oladi. Chunki so’zlarning tarkibiy tuzilishi haqida qat‘iy bilimga ega bo’lish, o’zakka turli vazifadagi morfemalar qo’shilishi natijasida yuz beradigan fonetik o’zgarishlarni anglab olish, shubhasiz, yozuvdagi har xilliklarni bir shaklga keltirishga yordam beradi.

O’zakni ajrata bilish, so’z tarkibidagi tovush o’zgarishlarini fahmlash so’zni to’g’ri yozishga imkon beradi. Shu sababli so’z tarkibi o’quv lug’atida ayrim so’zlarning etimologiyasi, ya’ni kelib shiqishiga ishora qilib ketish lozim: anglashilmovchilik (ong-la-sh-il-ma-vchilik), sanoqsiz (son-a-q-siz), atoqli (ot-a-q-li) kabi.

Bugungi kunda soddalashish, tublashish, yaxlitlashish kasb etgan va bu jarayonni boshidan kechirayotgan o’zbecha so’zlar tarkibi tahlil qilinmaydi, ular bir o’zakka teng keladi: qizg’ish, qishloq, kungay, kunduzi, kurtak, yo’rg’a, yiring, qopqoq..

Tarkibida egalik, kelishik shakllari yaxlitlangan ayrim ravishlar, modal so’zlar ham ma‘noli qismlarga ajralmaganligi bois tarkibi tahlil etilmaydii: kunda, birga, birdan, yaqinda, kechasi, kunduzi,to’satdan, zimdan, qo’qqisdan, haqiqatdan, chamasi, aftidan, afsuski…

Har bir so’zning ma‘noli bo‘laklarga ajratilishi undagi qismlarning hozirgi o‘zbek adabiy tilida o’zaro munosabatga kirisha olish xususiyatiga asoslanadi. So‘zning tarkibini ajratishda, avvalo o’zak ajratilib, uning lug’aviy ma‘nosi aniqlanadi. O’zakka qaysi qo’shimcha turi qo’shilmasin, u har doim o’zakdagi ma‘no bilan aloqador bo’ladi va yangi so’z yasalganda ham o’zakning ma‘nosi saqlanib qoladi. Masalan, suvoqchilik so’zining tarkibi suva+q+chi+lik. Ushbu kasb-hunar bilan bog’liq soha otining o’zakdagi suvash harakati bilan aloqasi uzilmagan.

Yuqorida aytilganidek, qo’shimchalar serqirra mohiyat bo’lib, turli belgilariga ko’ra turli guruhlarga mansub bo’ladi. So’z tarkibi tahlilida ular quyidagi shartli belgilar bilan ko’rsatiladi:

- o’zak;
- so’z yasovchi ko’shimcha;
- lug’aviy shakl hosil qiluvchi (shakl yasovchi) qo’shimcha;
^- sintaktik shakl hosil qiluvchi (so’z o’zgartiruvchi) qo’shimcha;
◊- murakkab qo’shimcha;
°- shakldosh (omonim) qo’shimcha;
*- ma‘nodosh (sinonim) qo’shimcha;
#- zid ma‘noli (antonim) qo’shimcha;
∩- talaffuzdosh (paronim) qo’shimcha;

So’z tarkibi deganda o’zak va morfemalarning ma‘lum qonuniyatlar asosida birikuvi tushuniladi. Shuning uchun leksikologiyada so’z tarkibi bilan bog’liq mavzular qo’shimchalar tasnifi bilan birga o’tiladi. Asosiy e‘tibor so’zni ma‘noli qismlarga ajratish, qo’shimchalarning vazifasi, tuzilishi, shakl va ma‘no munosabatiga ko’ra turlari, o’zakka qo’shimcha qo’shilishi natijasida yuz bergan turli tovush o’zgarishlarini aniqlash yuzasidan beriladigan topshiriqlarni yechishga qaratiladi. Nafaqat o‘zbek tilshunosligi, balki jahon tilshunosligida lug‘atlar dastlab maktablar uchun yaratilgan o‘quv qo‘llanmalari hisoblangan, ya’ni ilk lug‘at namunalari aslida talabalar uchun yaratilgan ibtidoiy o‘quv qo‘llanmalari bo‘lgan. Keyinchalik lug‘atchilik rivoji bilan ularning qamrovi kengaygan. Bugungi zamonning murakkab manzarasi ta’lim oldida ham qator muammolarni keltirib chiqardi. Axborot manbalari shu qadar rang-barang va takomillashganki, ta’lim jarayonida o‘qituvchi eng qulay, eng zamonaviy, eng qiziqarli, eng oson usul bilan ma’lumotni yetkazmasa, ko‘zlangan natijaga erishishi qiyin.

Xulosa qismi: Globallashuv davri, texnika asrida o‘quvchining diqqatini jalb qilish oson kechmaydi. Shu bois jahon tilshunosligida leksikografiyaning o‘quv lug‘atchiligi tarmog‘i eng rivojlangan sohaga aylandi. Ta’limiy lug‘atlar o‘quvchining yoshi, qiziqishi, dunyoqarashiga mos tuzilib, e’tiborini o‘ziga jalb qila oladi, u kerakli ma’lumotni tez va qulay topish vositasi hisoblanadi.

Shuningdek, u o‘quvchining doimo yonida bo‘la oladigan beminnat yordamchisi, so‘z zahirasini boyitadigan manba, to‘g‘ri yozish, to‘g‘ri talaffuz, so‘z tanlash mahoratini oshiradigan bebaho xazinadir. Lug‘at

beradigan yordamni o‘quvchi ota-onasi, o‘qituvchisi va boshqa kishisidan ham olishi mumkin, biroq ularning hech qaysisi bolaning lug‘atchalik boy doimiy hamrohi bo‘la olmaydi.

Mashg‘ulot ta‘limida o‘quvchining lug‘at boyligi, so‘z zahirasini tekshirish, imlo, badiiy asarlarda qo‘llangan tarixiy so‘zlar, dialektizmlar va shunga o‘xshash tilimizda mavjud leksemalardan xabardorlik darajasi, umuman, nafaqat yozma, balki og‘zaki savodxonligini aniqlash bosh mezonlardan hisoblanadi. O‘z va o‘zlashma qatlamga mansub shakldosh so‘zlarni ajratish (palata, palla, oqibat, rasta, banda, sandal, pilla va h.), ular orasidagi ko‘chma ma‘nolarga ega bo‘lgan shakldosh-ko‘p ma’noli so‘zlarni farqlash (kech, palla, band, pand, oqlamoq, bitmoq), talaffuzdosh so‘zlarni yozuvda va talaffuzda farqlash (nufuz-nufus, yod-yot, bod-bot), ma’nodosh so‘zlardagi ma’no nozikliklarini aniqlash, juftliklardagi imlosi buzilgan qismni topish (aksiz-aksis, xat-hat, Damas-Damaz) va boshqa shu kabi topshiriqlarni bajarish samaradorligi o‘quvchining o‘z ona tilisi lug‘at boyligini qay darajada o‘zlashtirgani, o‘z ustida mustaqil ishlashi bilan belgilanadi. Bunda esa unga axborot banklari – lug‘atlar yordamga keladi.

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THE ROLE OF BLENDED LEARNING AND FLIPPED LEARNING IN TEACHING EFL/ESL STUDENTS

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Abstract; *Blended learning helps students to explore technology and use different tools or techniques for learning, for example, PowerPoint, Virtual classrooms, Video lectures, etc. Blended learning improves the quality of education and information assimilation while making teaching more efficient and productive.*

When students are introduced to blended learning, metacognitive skills are often the first they must learn, as they are essential to deep learning. The teacher becomes ***a guide, mentor, coach, and support*** *in these situations, helping students “learn about learning” and, as a result, take ownership of their success.*

Key words: *a flexible learning environment, learning culture, intentional content and professional educator.*

Working towards a safer way to interact with learners in all fields, this global crisis had led to an increase in at-home learning tools and environments. Some people wonder, is there an easier way to help these

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organizations throughout these difficult times? **People are now working towards establishing a blended learning approach or flipped classroom scenario to better engage with learners in their respective fields worldwide.**

Though it is sometimes hard to determine the difference between blended and flipped learning, here is the easiest way to understand the differences. Blended learning is the collaboration between in class or face-to-face education with online learning and other course components.

In contrast, flipped classrooms are when the instructors create courses, texts, or lectures that are watched or read at a student's own pace, and in-class teaching assists in practicing the concepts learned in the videos or other course materials.

But which one should you use? Here we will provide you with insights into the significant differences and benefits of each and how they can be applied to a learner's environment.

What Is a Flipped Classroom?

A flipped classroom reverses the traditional teaching role where the lessons are first taught, and then homework is assigned.

Instead, the **students first study the course material, typically through online lectures, then learn how to implement what they learned in a classroom setting.**

For example, students may watch online lectures, review online course materials and texts, participate in online discussions or perform research at home.

When in the classroom, **students will practice their skillsets** by having face-to-face discussions with peers, debating, making presentations, or having peer-reviewed assessments. Basically, the students do homework at school in a classroom setting.

What Are the Benefits of a Flipped Classroom?

There are several benefits of a flipped classroom. These are:

- Direct instruction that moves from group learning to individual learning
- It creates a dynamic and interactive learning environment
- Educators guide students as they learn to apply the concepts
- Student can engage creatively with the subject matter
- Flipping speaks the language of today's busy student, allowing them to excel
- Increases student-teacher and student-student interactions

- Increased transparency
- It gives learners more control over their education

What Are the Downsides to a Flipped Classroom?

When it comes to criticisms about a flipped classroom, the main points of contention are:

- The reduced opportunity for self-directed, critical thinking
- That flipped classrooms decenter the role of the student
- The curriculum can be rushed and not register with the student
- Creates an almost industrialized approach to learning where students can become overwhelmed
- Flipping does not necessarily use the latest technology
- Creates a digital divide, separating those who are technologically-inclined from those who aren't
- It relies heavily on student preparation, which may be lacking
- Increased time spent in front of a screen

How to Establish Best Practices for Flipped Classrooms

To create an optimum learning environment with a flipped classroom, it is best to create engaging learning material and lectures. First, it is best to keep **your lessons short**, as the average student's attention span begins to degrade after 10-15 minutes.

Creating in-class interactions like small-group work divides up the time spent teaching and allows the learner to better grasp the concepts. It would help if you also used online quizzes and gamification (creating online games to aid understanding) to supplement learning.

However, the upfront cost and time to create online materials, such as videos, can cause the most significant barrier to creating an effective flipped classroom. **It can take considerable time and technological knowledge to reach your learning objectives**.

The good news is that you can reuse the videos year after year, essentially repurposing them. However, many people do not have the technical know-how to make a flipped classroom work.

It is best if you also found a balance between online work and in-class activities, making sure not to overwhelm the student. Peer instruction will also play a major role in the classroom learning environment. This can cause difficulties as learners may come to the wrong conclusions based on what they are learning and then negatively influence other students.

Here is where mentoring and coaching comes in. To succeed with a flipped classroom, **you need an educator or teacher that understands**

how to make the courses more interesting for both students and instructors.

What Is Blended Learning?

Blended learning is a pedagogical or educational approach **that combines traditional teaching methods, such as in a classroom setting, with eLearning technology**, such as online courses, lectures, presentations, quizzes, games and more.

It differs from flipped classroom techniques in that it works collaboratively with a traditional classroom. Training comes from both the teacher and the online learning modules that work together compatibly.

Blended Learning's adoption has grown throughout higher education around the world and has become the new normality in the teaching-learning process. **It optimizes the use of in-classroom learning with an online environment.**

Digital technologies have been adopted, creating media-rich digital learning platforms personalized with adaptive courses and web conferencing tools that connect students and teachers.

Engagement is key, which is where blended learning comes in. In The All-Important E's of eLearning: Engagement and Effectiveness, it states that **when employees are engaged with their work and goals, they outperform their fellow employees by 147%.** This engagement is where blended learning shines.

Moving towards an impactful Learning Management System allows for more personalization for individual learners, resulting in increased efficiency in the workplace and other educational endeavours.

This ability to personalize the content helps identify struggling students and lets the educator intercede before the student is too far off-track.

Blended learning creates more meaningful learning experiences and motivates learners to use critical thinking skills. It also **promotes retention in students** and increases their commitment to their educational goals.

It even improves workplace productivity. There are many benefits to a blended learning environment if done with the right support, technology, and educational objectives.

What Are the Benefits of Blended Learning?

- Learner engagement is increased
- Increased flexibility and personalization in creating course modules
- Increased one-on-one student interactions

- Learner characteristics and learning experiences are taken into account to promote engagement that leads to desired outcomes
- Focuses on the potential of each modality to create better and meaningful learning through effective practices
- Allows online tracking, which can help target 'at risk' learners quickly
- Can create interactive simulations
- Uses visual, auditory and interactive content
- Reduces time strain allowing students to learn at a good pace
- Increases preparedness and knowledge
- Increases quality of training
- Allows for better reporting and analytics
- Tracks and improves engagement
- Overcomes geographical constraints

What Is the Downside to Blended Learning?

- Some technologies can be challenging instead of being useful
- It can require a tutor or mentor that needs to be highly skilled in eLearning
- Total teaching time is about the same between both flipped and blended classrooms
- Teachers may overdo it with educational activities and content causing a cognitive overload
- It has been found that in assignments, the credibility of sources decreased, and plagiarism increased
- Can require a significant investment in technology, like hardware and software

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TEACHING COLOCATIONS IN ESP CLASSES

Razzakova Gulchexra

Annotation

Using corpus in language classrooms has proven to be an effective tool in teaching vocabulary to learners of English as a foreign language. However, for many ESP teachers integrating corpus-based activities in their classrooms is a challenging teaching practice. Moreover, some teachers avoid using corpus because they think that compiling corpus-based activities is a complicating task. In this paper, the authors guides the readers on how corpus can help learners understand how language forms are used by native speakers of English. They will give a brief review on studies discussing the benefits and the difficulties of using corpora in language learning. The role of the teacher is also featured in this paper.

Key words: *ESP teachers, ESP classes, specialized corpus, teaching process, essential skills*

In the teaching and learning of a foreign language, vocabulary is an important component of all comprehension (Folse, 2010). Either in real world tasks such as asking for location information or in academic tasks such as textbook reading, vocabulary is essential for the progress of language learners. Teachers in ESP classes (such as introduction to Oil and gas or introduction to ICT) frequently teach content-specific vocabulary but are not aware of the challenges foreign language learners meet because they do not know the specialized vocabulary. Therefore, to help foreign language learners study more effectively in content-and-language

integrated learning, helping their vocabulary acquisition is a major focus in English for Specific Purposes (ESP) teaching and research.

English for specific purposes teachers often face dilemma in deciding what lexical items to teach their students. Corpus data can provide better insights and guide to both ESP students and teachers. ICT have become one of the main parts of human life. No one can deny the fact that technology has a great in fluency on the way people live their lives. In EFL contexts, English for specific purposes often has great significance for learners, mainly due to its multi-disciplinary nature, and for advanced learners, collocations are especially important (Abed & Mobaraki, 2014), and as Özdemir (2014) notes, concordance lines allow us to observe potential specialized collocations. For example, collocation identified from ESP corpora have served to facilitate learning for disciplines such as nursing, medicine, and tourism (Mohamad & Yu Jin, 2013, Özdemir 2013, Abed & Mobaraki, 2014).

A corpus as a collection of pieces of language text in electronic form, selected to represent a language or language variety. A corpus enables the elaboration of better quality learner input and provides researchers and teachers with a wider, finer perspective into language in use. Maddalena (2001) explains that the use of authentic and real-life examples with L2 learners is more beneficial than examples that are made up by the teacher and do not simulate real life use of language. Another benefit of using corpus for language teaching is that it gives students the chance to actually work with language and analyze it.

During the study, teachers were asked to write teaching notes like a diary, fill in a questionnaire, and create materials and activities. Findings show that teachers need to understand the nature of corpus, and how to manage this learner-centered activity. This could be done by training teachers before they start their career. Teachers also pointed out that it was very difficult to compile activities. Therefore, one may conclude that some ready-made tasks are needed. Like Simpson and Mendis (2003), Breyer featured that corpora provide both teachers and students the language in context. It will help students discuss language notions more deeply in class. Beyer also argued that after the training course, the teachers not only became familiar with using corpus, they became more aware of the language they teach and how to teach it.

Unlike the previous studies, Fuentes and Rokowski (2002) had a different context for using corpora to teach English. The researcher

proposed a model for integrating corpus-based exercises in ESP classrooms. He focused on the Business and Information Technology which integrates ESP skills with EAP skills. The use of corpus in the class revolves around the idea that students need to build some kind of language competence through active task completion so that they use such knowledge to fulfill the demands of the tasks. The tasks of the course include a number of writing tasks and presentations. For such tasks, students need to build a list of technical terms and possible collocations. A small corpus with a limited number of words is recommended to be used as it will be focused on the academic fields that the learners study. Therefore, the author considers that the corpus of Business and IT can be used. Some of the activities that can be done by learners to become aware of certain collocations is concordance analysis. Learners can define a number of words that are frequent in IT sphere. After that, they can explore the collocations of the defined words. Another idea is to have students compare words in the Business and IT corpus with words in other corpora that are either specialized ones like the Information Science and Technology Corpus or general one like the British National Corpus. Learners can then see how such words or collocations are used technically and generally. Doing so learners become aware of lexical items that are needed in preparing course tasks. Then learners are given a chance to explore the different corpus, handouts can be designed by teachers to facilitate them. Learners can be given exercises, which they have to do by finding words that collocate with others. They can also be handed a number of passages and then asked to match them with text types or writing genres.

The author provides ideas of good corpus-based activities that can be used with high level learners. Like Breyer (2008), this study proves that teacher should take into account the level of activities and the ability level of the ESP students he/she is teaching. Above mentioned notes helps to make clear that corpus has a very big impact in a language classroom of ESP. It has been proven that corpus is beneficial but a teacher needs to keep in mind before using corpora because there are certain complications. Moreover, both teachers and learners need to be trained on using corpus. It is teachers' responsibility to simplify corpus data at the beginning stage until students better understand of how to analyze their corpus results and interpret them. Otherwise, the activity becomes very confusing (Varley, 2008). One of the challenges that have been discussed in the previous review is the fact that designing corpus-based activities is difficult. In

addition, it is very beneficial that teachers have ideas about these activities. Therefore, the second part of this paper will focus on how to use corpora to teach different language features.

Though using corpus in language teaching is challenging, it has a big potential in ESP classrooms. If teachers are trained on how to compile necessary corpus-based tasks, they can help their learners to reveal a broader framework of how English is used in communication. While designing corpus-based tasks one should consider certain points such as the ability level of the learners, cultural and educational backgrounds and the age group of the learners. It is also recommended to use online corpus as they are available for anybody. During the ESP lesson a specialized corpus is needed.

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TEACHING READING: PROBLEMS, SOLUTIONS AND RECOMMENDATIONS

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Abstract*. It is in consideration to this that the aim of this investigation is to identify the problems of teaching reading in a non native speaking classroom and the way in which these skills are developed for students of English as a foreign language. The aim of this article is not only considering the problem above-mentioned but to give some recommendations concerning the issue as well.*

Keywords: teaching reading, reading skills, reading strategies, learners' problems.

Introduction

Teaching reading to students, especially in a technical university is challenging for teachers of a foreign language. Reading in the own language is very different from reading in a foreign language, because the mother tongue has different ways of reading depending on what is being read and why. To use students‟ background knowledge of certain topic could help to predict the content of a text and also to understand it easily because students already know how different texts are structured.

Harmer (2007) states that there are two types of reading: **extensive** and **intensive** reading. The first term refers to the reading that students often do for pleasure. This is better when students have the opportunity to choose what they want to read. As extensive reading is very important, teachers need to have a programme which includes materials, guidance, tasks and libraries.

On the other hand, intensive reading is the detailed focus of reading text, complemented with study activities, such as, uses of grammar and vocabulary. In this kind of reading, teachers have to motivate students to read intensively, engaging them with the topics and tasks. There are further roles teachers need to adopt when asking students to read intensively: organizer, observer and feedback organizer. Besides, when reading intensively, it is necessary that teachers find some accommodation between

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the desire of having students with a development of understanding a general message without considering every detail and the students‟ natural desire to understand the meaning of every single detail or word. If students and teachers want to get the maximum benefit from reading, learners need to be in involved in both.

How to develop reading skills

To develop reading skills, teachers play a crucial role. They should help students to focus their reading, in that way they read for meaning instead of getting involved on individual words or unimportant details an losing the main meaning of a text. Also, teachers need to help them to read in diverse ways and use sub-skills that will help them to improve and understand what are they reading efficiently. (H

According to Harmer (2007) to understand reading texts students need to do some activities or use some strategies, called Reading Skills. First, students need to be able to scan the text, which means reading quickly while looking for specific information. On the other hand, students also need to be able to skim, which is used to quickly identify the general idea of a text, readers are focused briefly on a few words per line, headings or the first and last sentence in a paragraph.

Hadfield (2008) says that reading for a gist is another strategy that implies reading with a purpose in mind. Also, reading for detail is considered as a strategy. Sometimes, students need to read carefully, because it is necessary to pay attention to all the sentences to get the meaning of the whole text.

Hadfield (2008) also talks about sub skills. These are three: Activating Background knowledge, Predicting and Linkers:

Activating Background Knowledge helps learners to understand a text by discussing the topic before reading. Brainstorming and Mind-Mapping are useful techniques to do this. The first one means to think quickly of anything related to the topic and the second one tries to order the ideas, for example in separate categories. These two activities help to activate vocabulary learners already have.

Predicting can be done by looking at titles, pictures or words from the text.

The last sub-skill is using **Linkers**. Linkers are words that act as signals that show the structure of a text and help to understand when a new piece of information is coming. The use of these sub skills can be very helpful in the development of reading skills.

Selecting tasks

Hadfield (2008) mentions three important aspects to consider when teachers choose texts for classroom use:

One of them is that texts should be interesting and motivating. It is obvious that learners will learn better if the reading material engages their interest. Being appropriate to learners‟ level is another aspect. In general the intensive reading texts worked on in class should be slightly above learners‟ level. If everything is easy for them, they will not be practising reading skills. On the other hand, extensive texts should be slightly below learners‟ level so that they can read fluently, for pleasure. Finally, to have a variety of different text types is also an aspect to consider when selecting reading tasks. Some students need to have a range of different kinds of texts and it is a good idea that teachers include some authentic texts.

Learners' problems

There may be some problems that learners may face when they are working on reading activities. Among these problems, I would like to highlight **Language,** which may be difficult for students to understand, depending on the kind of text they are working. Another problem is the one concerning the **Content** of a text, which means that the text could be too difficult as long as the content is too far removed from the knowledge and experience of the learners. A third problem is **Speed**, which means that the reading could be slow because the reader does not have a large "vocabulary" so it is difficult for him/her to understand the text. Another problem to consider is **Attention** that appears when the reader pays the same amount of attention to all parts of the text. A fifth problem is **Incomprehensible Vocabulary**. In this case the reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and feels discouraged from trying to comprehend the text as a whole. **Prediction** is the sixth aspect and its inefficient lies on the fact that the reader does not think ahead but deals with the text as it comes. Background information is also important. The reader does not have or use background information. **Motivation** is the seventh problem which affects reader's particular interest in reading. Another problem is the one related to purpose, in which the student does not have a clear idea of what he is supposed to achieve through reading.

The last, but not the least, problem is the one concerning **Strategies**, in which the reader could use the same strategy for all texts not considering the difference on the type of texts he might read.

Conclusion

So, there are some solutions for learner's problems. The advice for teachers is to make sure their students get a lot of successful reading experience: through encouraging them to choose their own simplified readers, for example, and giving them time to read what they choose. Teachers also should make sure that most of the vocabulary in reading texts is familiar to students, and that words that are unknown can be either easily guessed or safely ignored.

The next is to give interesting tasks before asking learners to read, so that they have a clear purpose and motivating challenge, or using texts that are interesting enough to provide their own motivation. Making sure that the tasks encourage selective, intelligent reading for the main meaning, and do not just test understanding of trivial details is also important.

Teachers should also allow, and even encourage students to manage without understanding every word: by the use of scanning tasks, for example, that require them to focus on limited items of information. Finally, providing as wide a variety of texts and tasks as possible in order to give learners practice in different kinds of reading is another important piece of advice so that teachers can avoid learner's problem when they are working on reading activities.

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INFORMATION AND COMMUNICATION TECHNOLOGY INTEGRATION IN LANGUAGE EDUCATION/ DISTANCE EDUCATION FOR ESP STUDENTS

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Annotation: The article deals with the use of new technologies that are becoming increasingly popular today and widely implemented in educational institutions, as well as, in teaching/learning foreign languages. The article describes successful implementation and favorable environment to teach a foreign language in a distance education program, especially in terms of addressing the key difference-lack of direct communication between teachers and learners.

Key words: *Information-communication technologies (ICT), integration of ICT, language education, distance learning system, ESP, Internet materials, teaching methodologies.*

Uzbekistan, like other countries in the world is becoming more and more involved in shaping the global information society. The development of information-communication technologies (ICT) plays an important role in modern society, satisfying its informational, spiritual and cultural requirements, providing formation of democratic institution, the constitutional development, observance of protection legacy of the rights and merits of a person, law education and enlightenment. Recent years have shown an explosion of interest in using Information and Communication Technology for language teaching and learning. A decade ago, the use of Information and Communication Technology in the language classroom was of concern only to a small number of specialists. However, with the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world. [1].

Advanced technologies open new possibilities of human connection and creativity, reshaping nearly all aspects of society. Information communication technology has not only changed the business world, but also the way we learn. Pedagogical use of this technology is now a global phenomenon, bringing together students and teachers from around the world.

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Online learning technology helps students build a stronger foundation and understanding in education at their own pace. Online programs gauge a student's conceptually week areas in a particular subject, providing immediate feedback, which is important in learning process.

According to Divaharan and Koh (2010), ICT is important in the sense that its progress allows the development of classroom based teleconference that does not require the teacher and learners to be in the classroom at all times. In addition, Knezek and Christensen (2002) further complement Gorder (2008) by agreeing that an integration of ICT into an English Language classroom can assist both the teachers and learners in achieving the intended objectives as tasks will become simpler and information will be readily available and accessible. [2] In view of the foregone, the researchers therefore wanted to find out how teachers of English Language have made use of ICT in their teaching. According to Dang (2011) this technology also provides information more quickly when required, and it is easily accessible for educational purposes, therefore, learners who grow up in an ICT rich environment are exposed to opportunities to experience and develop skills through its use in and outside the classroom.

The use of information and communication technology, including the Internet, for example, in distance education is ubiquitous. In order to succeed in university, students must adapt to the extensive use of e-learning, web-based discussions to further in-class dialogue, and the full range of information and communication technologies that language education use when teaching courses entirely in the classroom, entirely online, or in a combination of both. [3] In the modern learning environment, students are expected to download course materials from dedicated course websites; access course-management systems, and make presentations using PowerPoint. Information and Communication technology provides a fruitful learning environment, develops students' self-study work and transforms the learning and teaching process in which students deal with knowledge in an active, self-directed and proper way. Many areas of assessing skills, different test methods/ types of tests, national/international examinations are recommended for hot interactive discussions. Thus, Information and Communication technology has attracted students toward the learning process and has created a new way for today's students. [4]

New technologies give possibilities to learn about online education, including up-to-date information, online projects, multimedia authoring,

distance education, and networking for professional development. English language teachers can also use it to communicate with colleagues and find professional resources for experimenting with new methods, approaches, and techniques. Access to the Internet increases the materials and resources available to educators as well as the opportunities for exchange of ideas. It is particularly important for ESP teachers to have the essential technological skills, so they can harness the power of computers and related technologies for effective teaching. As well as, these technologies open great prospects in creating training programs and manuals taking into account a specific tendency of language training in technical higher educational institutions. Created at the Foreign languages Department, different multimedia programs make lessons more interesting and fruitful by using texts on specialty, including video materials that simplify memorizing new words and expressions, as well as sound which helps students to attain better pronunciation. Furthermore, some websites are available that take students on virtual field trips to illustrate concepts that might be difficult to reproduce by other means, as these websites, which are often free, provide visual and auditory representations and many of them are interactive. Different techniques can be used to make teaching creative, as well as, a lot of activities can be designed to expand students' knowledge. The core objective is to develop skills in ESP teachers to enable them to educate leaders of the future in technology, industry, and business and other professions, who will contribute to the development of the nation and human society. ESP teachers are making their first steps in designing online classes for fostering ESP acquisition to satisfy learners' needs, so the expected input results can be the following:

- analyzing ESP reading needs of different learners and levels;
- creating, approving curricula, flexible syllabi, manuals;
- compiling citations, phrases, video clips for triggering brainstorming;
- implementing movies, strengthening learners' knowledge. Students can converse in English about their future jobs; established relevant interdisciplinary links, elaborated glossaries help peers to support job-oriented classes;
- developing learning strategies for obtaining desired outcomes, creating students' rubrics further making them as teaching portfolios;
- appointing appropriate timetables;
- establishing attention spans due learners' different intelligences.;

-organizing in -service training for peers and advanced students about new methods, techniques and practices;

Distance education is a term certainly worth exploring as a mode of education that facilitates and encourages the production of autonomous lifelong learning skills, essential to keep up with rapid changes and growth in today's society. The definition of distance learning has been studied from different viewpoints, such as preparation of teachers and students to consider this type of education, assessment of digital systems to be used for distance learning, contact between teachers and students, drop out levels in the distance learning program. Although a general assumption is that distance education is mostly present in the field of information technology, studies show that this system can be efficiently applied to various education fields. [5] However, the increasingly intensive integration of information and communication technology in education has had a major impact on the approaches to learning and teaching foreign languages, as well as the teachers' motivation to define new models and strategies for teaching. The number of higher education institutions choosing the approach of distance teaching of foreign languages and the use of computers for interaction, cooperation and access to information has been on the rise.

With respect to the development of online resources for teaching a foreign language in a distance learning program, the following factors should be considered: basic characteristics of the distance learning method, guidelines for teaching and studying a foreign language, importance of content, needs of learners and their studying types. Such elements describe a variety of strategies to be implemented in the process of developing teaching materials. Taken approaches will enable efficient processing of information, promote effective learning and engagement, and inspire students. Materials need to be organized and presented in such a way that they can be adapted to different needs and requirements, as well as to language proficiency levels. Electronic materials for teaching a foreign language in a distance learning system can be structured by skills, with sections for reading, writing, listening and speaking.

Distance education provides ways to overcome some limitations, which are typical for in-class environment, such as a large number of students, different levels of language proficiency, lack of time for direct contact and providing personalized information to all students. The distance education system can be used by a high number of students at the same time. This system enables various types of flexibility in the learning process. Students work at their own pace and can have access to

multimodal documents (text, visual elements, video, and audio) [6]. Finally, distance learning system enables personalized approach to learning, as well as activities for different learning styles and levels of language proficiency, by offering teaching materials in different forms. Many software programs are developed to use reinforcement theory. When the user identifies a correct answer or exhibits desirable behavior, a reward is provided to reinforce and get the individual to repeat the behavior. Other software programs are developed to satisfy an individual's achievement motivation and aim at being both entertaining and educational. Some software programs with game like and competitive features are motivational to most students. Motivation to achieve meaningful learning and higher-level goals is also important. Achieving higher-level goals requires students to do hard mental work and bear most of the responsibility for their own learning. This type of motivation is often highly personal and stems from needs and cognitive theories of motivation. Working through tutorials, interacting with computer simulations, or creating websites helps provide interesting challenges to students and helps them sustain the required mental activity to process and learn meaningful information and ideas.

Distance education contributes to the development of the proposed educational Internet materials and filling the educational process with new content. This process can fully improve students' self-study work, their ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning. Language learning is most successful when it takes place in authentic, meaningful contexts. Distance learning education gives students access to vast amounts of authentic material on any topic they are interested in and allows opportunities for authentic communication and publishing. [7]

Internet represents new forms of literacy needed in the 21st century. By combining English and technology in the classroom, teachers help their students master the skills they will need for academic and occupational success. The Internet provides opportunities for students to interact with native and nonnative speakers from around the world. Interaction is the major means of acquiring a language and gaining fluency.

Distance education based lesson is completely new type of lesson, where a tutor coordinates the subject teaching technique information from the Internet. The teacher may permit the students to search information directly from the Internet. The students can use the Internet for their

homework in addition to traditional information sources such as Wikipedia, Google translator, e-dictionaries, e- journals, e-books and etc. It is convenient to use knowledge tests which can be taken from the Internet online sites. Such criteria as use of visual methods, immediate test results, wide range of database information and possibility for constant upgrading and grades free of bias are modern means of testing. Access to the Internet increases the materials and resources available to educators as well as the opportunities for exchange of ideas while participating in online trainings, seminars and conferences.

Summing up it can be said that the integration of new technologies into the classroom environment holds potential to change conventional language teaching methodologies and injects an element of vitality into teaching and motivate students as they communicate in a medium that is flexible, multimodal, constantly changing, and connected to their real-life needs. By mastering the Internet technologies, teachers and students can construct new knowledge, create multimedia future.

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ROLE-PLAYING METHOD IN TEACHING ENGLISH AS SECOND LANGUAGE FOR ADULTS

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Abstract

The study's main goal is to highlight the importance of role-playing exercises in the development of children's English language skills. This study will examine teachers' knowledge of role-play activities before delving into extensive descriptions of the activities and how they can be used to build and improve learner's English language skills, as well as the obstacles that instructors experience when conducting the activities. This research uses a qualitative method. The researcher has conducted a semi-structured interview with English teachers of Alisher Nava'i University of Uzbek language and literature. A set of 10 questions based on the research question is used as the research instrument.

First and foremost, this research aims to assist teachers in planning and implementing role-playing events with university students. The results reveal that the teachers are knowledgeable with the role-play method and have been using it for some time. The findings also suggest that the role-playing strategy can aid students in learning English as a second language. This research also assists teachers in better understanding and reflecting on previous role-play sessions, as well as identifying difficulties and strategies to address them and improvise for better outcomes. As a result, this research aids readers in comprehending how role-playing activities are related to students' growth, particularly in society, and the ideal strategy for guiding students learning English as a second language.

Keywords: *English as second language, role-play, adult education*

Introduction

The 21st Century Skills Early Learning Framework (PA21 ELF) emphasizes ten basic approaches to help youngsters learn to support the delivery of ideal 21st century early learning encounters and past experiences (Scott, 2017). Learner-centered, whole-child focus, cooperative learning, blended approach, flexible attitude, differentiated instruction, formative assessment, consistency, and merged learning domains are among them. According to the techniques, the learning environment is vital to consider since it has a big impact on how children learn and develop. Safe, diverse materials, nurturing learners, a focus on the student, and a range of activities are all characteristics of an engaging

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setting. When researching university programs, it is discovered that the primary goal of such activities is to improve adult English skills. The activity can give good learning opportunities for learners, particularly in terms of helping them learn new vocabulary. (Mohd Yusop et al., 2018), improve their speaking abilities (Mohamad Albaree Abdul et al., 2019), familiarize them with the language (Masnan & Mohd Radzi, 2015), Character and values formation in the creative process (Mamat & Asong, 2014) and enriched environment with supervision of the teacher (Craciun, 2010).

Statement of Problem

One of the key problems in conducting role plays is that a teacher can lose control of the lesson. It is quite difficult to ensure that all learners maintain the intended language focus (Masnan & Mohd Radzi, 2015). “In Uzbek classrooms, students may choose to use their native language for discussion purposes, thereby failing to achieve the goals of using role-play to develop speaking skills” (Shangeetha et al., 2010, p. 16).Apart from that, in some cases, the students may refuse to participate in the role-play or play with the character or circumstance, causing the role-play to fail. As an instructor, it is not easy to guarantee the participation of all students in a lesson of 25 or more people. Livingstone (2004) argues that role-playing games require an inordinate amount of classroom time. The students should be close to the idea of the role play and sufficient time is needed for input after the role play. Anyway, short, basic role-playing games last about 20 minutes. With a 80-minute English lesson, there should be enough time for a lecturer to introduce the role-play and give short feedback a little later. Therefore, time management could be a problem that can be overcome. In addition to time management, some researchers state that the organization of role-playing can pose some problems, such as: B. Poor organization of the classroom and high noise level. In any case, many role plays do not require many gestures on the part of the students (Williams Siegfredsen, 2017; Livingstone, 2004). You could represent the parts in their places. Even if the role-playing game requires a lot of space, it is enough to dismantle the table and chairs. If the noise from students is "healthy," meaning that "it is not a big problem since the students are performing the intended task" (Shangeetha et al., 2010, p.17). However, the instructor must ensure that noise levels are kept to a minimum so as not to disturb other classes.

Research Objective the following objectives are identified as the framework for this study. This study will highlight three objectives:

i) To be aware of the teacher's knowledge about role-play in teaching English as Second Language in adult education.

ii) To observe whether role-play influence students' ability in speaking English as Second Language in adult education.

iii) To observe the problems faced by the teacher when using role-play method in helping students learn English as Second Language in adult education.

Literature Review

There are few theories which are mentioned and supported this take a look at which might be Spolsky"s General Theory of Second Language Learning, Theory of Constructivism, Social and Cognitive Development Theory.

Spolsky's General Theory of Second Language Learning

This model represents the 'general second language learning hypothesis', which embodies the researcher's theoretical views on the general relationship between relevant components, individual learner contrasts, learning opportunities and learning outcomes. So it is an ambitious model; within the amplitude phenomena it seeks to clarify (Dulay and Burt, 1974). The rectangular boxes show the components that the researchers believe are most important for learning, ie where diversity can lead to contrasts of winning and losing. The arrows connecting the different boxes show the directions of influence. The substance of the various boxes is incredibly characterized by a series of interactions that make language learning more or less likely. These summarize the results of a stunning body of empirical research on language learning, as translated by Spolsky.

Theory of Constructivism

Jean Piaget supposed that it is needful for children to do what they are willing to learn so that they can build knowledge (WilliamsSiegfredsen, 2017). They need real and relevant experiences, with a lot of handling, direct contact and playful engagement with materials. Constructivism emphasizes the idea that human learning unfolds in the sense that learners construct new information based on past learning, and below are the benefits of constructivism (Bada & Olusegun, 2015). Social and Cognitive Development Theory Vygotsky's social and cognitive development theories interact and build upon one another. He believed that learning

takes place in the real social world when there are interactions between children and adults playing and learning together. (Williams Siegfredsen, 2017). One of the most important concepts in this theory is the Zone of Proximal Development (ZPD), which states that the distance between the most challenging task a learner can accomplish alone and the most challenging task a learner can accomplish with the help of an adult or with help an adult can cope with another learner.

The region of proximal development (ZPD) has been characterized as the gap among the actual developmental stage as determined through self-sufficient trouble tackling and the extent of capacity development as determined via trouble tackling underneath grown-up steerage or in collaboration with greater in a position peers. This system is known as scaffolding. His theoretical framework is primarily based totally upon his conviction that social interplay performs a critical component inside the development of cognition (Mohamad Albaree Abdul et al., 2019). It is essential that grownups operating with younger youngsters spend time questioning cautiously across the nature of outside encounters.

METHODOLOGY

Research Design

The qualitative, interpretive approach was chosen for the present study because it was considered important that the role-play activities in teaching English as Second Language in early childhood education should be examine through the process of gathering "thick description, acknowledging contradiction, ambiguity, inconsistency and situation-specific factors" (Carr, 2001, p. 13) as a result of obtaining the "informed and patient cooperation of people who know the setting" (Walsh et al., 1993, p. 472).

The use of an alternative approach is particularly appropriate in the early childhood setting because, as Walsh et al. (1993) also point out that interpretative research occupies an important place in research on early childhood education. It has the potential, in the negotiated and collaborative relationship between the researcher and the researched, to give voice and visibility to those groups, learners and practitioners who have historically been silenced and isolated.

Research Sample

The selection of the sample as a respondent is using the purposive sampling method that is the characteristics of the respondent required for

this study has been determined. The characteristics are that university teachers consist of male and females. Have at least a master's degree of academic achievement and have at least 2 years of teaching experience. From the predefined features, respondents will be selected using simple random sampling, which gives all respondents the same opportunity to be selected. The selection of the sample only focused on university teachers is based on the fact that the respondents already have knowledge and experience as well as long exposure related to role-play activities in teaching English as a Second Language in University Education. Therefore, the researcher is confident based on the position of the sample, the appropriate data can be obtained and reliable.

Population involved in Research

The observation population consisted of 21 university professors from the city of Tashkent. A total of 5 teachers were used as a study sample. This amount exceeds 24% of the total population. In research methods theory, it is better to have more numbers so that you can have more confidence in the study results and reduce sampling errors.

Research Instrument

Research instruments are measurement tools for collecting data to meet the needs of research. In this study, a set of semi-structured interview questions are used as tools to collect the data needed. The interview questions are designed based on the research objectives. The selection of language will help to ensure the effectiveness of interview session and the ability to gain more information for the study (Chua, 2014).

Method of data collection

Most case studies are qualitative in nature though the scientist employs mixed methodology and strategies. Well-designed qualitative study is typically small, the info aredetailed and also the methods utilized are to find the which means of the content and to answerthe analysis queries (Best, 2016).

Within the method of grouping data, it's vital to possess an honest access with the community or study location and to make a good rapport so the respondent will offer good and helpful data for the study (Othman Lebar, 2015). During this study, the methods of data collection in this study concerned semi-structured interview. The scientist follows the method of conducting analysis to get the info that meet the requirements of the research questions.

Data Analysis methodology

In fulfilling the analysis questions, info} collected were any analysed supported different methods of analysis. Qualitative analysis and interpretation are the method of constructing sense of our collected data (Best, 2016). Analysis permits investigator to kind and summarize data from qualitative measures equivalent to interviews and observations.

Qualitative analysis can provide wealthy information regarding your sample. The records of the interview was analysed by mistreatment thematic analysis. The collected data from the interview session ought to be organized consistently (Chua, 2014). The transcript is listened thrice to seek out the themes involving the research. Thematic analysis involves characteristic the most ideas or themes of the participant's responses or behaviours and then grouping common themes along and also the steps to thematic analysis.

CONCLUSION

This take a look at enables greater role-play sports to be performed in college level. The take a look at knowledgeable us that the academics are conscious and feature know-how approximately role-play method. Despite the demanding situations faced, they discover their approaches to triumph over the demanding situations and discover room to enhance themselves alongside the way. This take a look at concludes that role-play sports certainly enables beginners to analyze English as Second Language. Hence, this take a look at enables reader to recognize that role-play sports are associated to learner's improvement in particular in social, emotional, bodily and cognitive of the beginners and the excellent method to manual the beginners analyze English as their Second Language. This take a look at in wish to construct a technology in step with the desires of the National Education Philosophy which goals to provide a balanced person in phrases of intellectual, spiritual, bodily, emotional, and social beginning from the beginning

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IMPLEMENTING CREATIVITY AND INNOVATION INTO TEACHING PROCESS

Roza Turdieva[48]

Annotation

Teaching and learning, notably in the social sciences, are based on creativity and innovation. Creativity and originality pique the attention and motivation of English learners as well as English teacher-trainees, resulting in learning. Gone are the days when a professor gave a lecture while standing behind a rostrum in a large lecture hall in a one-way communication mode, where his/her words were words of God and students sat quietly embracing his/her words, busy taking notes; those days are long gone, and they have been replaced with more innovative and creative ways of disseminating, sharing, and facilitating knowledge development in students.

Key words: *English learners, creativity and innovation, teaching process, essential skills*

Creativity is widely accepted in the academic literature as the capacity to develop innovative, high-quality, and task-appropriate outputs [Kaufman, Sternberg, Pretz, 2002]. It was Cropley and Cropley that coined the term "generation of effective novelty" to describe this phenomenon.Innovation relies on fresh ideas and activities. One cannot push the edge of possible without first accomplishing the unachievable. In his forthcoming book, The Innovation Book, Max McKeown makes the following statement: There is no better place to be than in the center, but it is only temporary.

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It is possible that these outputs will take the form of goods, services, concepts, methods, or techniques [Sawyer, Woodman, Griffin, 1993]. Creativity, according to many, is the driving force behind the contemporary economy's whole innovation process. Innovation is all about "how to develop ideas for new goods and services that will be distinctive and appreciated in their markets" according to Christensen. By supporting the individual and organizational skills required to adapt to the speed and nature of change in the modern world, and by acting as a key ingredient in the process of generating new business opportunities, creativity is a driving force behind innovation [Meltzer, Carnevale, and Gainer, 1990].

The idea of something new is more appealing to us than the actual thing itself. Much more appealing to us than the disorder and disarray that frequently accompany it, the sound of creative expression intrigues us. Our love for innovation is matched only by our dislike of the changes that occurred with it. In the majority of cases, organizations aim towards the middle ground. It's completely risk-free. The center provides a sense of security and stability. Innovative concepts, creativity, and innovation don't provide a sense of safety and security. When considering the importance of individual and organizational creativity in spurring innovation, Puccio and Cabra point out that "innovation comes about as a consequence of the interaction between individuals, the activities they participate in, and the environment in which they operate. " [Puccio, Cabra, 2010, p. 149]. That which is created as a consequence of the interplay between these elements is crucial. Product engineering projects are plagued by "a lack of strategy to aid managers in choosing and assessing project selections," according to Christensen. Therefore, it is a given that we should know how to describe outputs, which are unique, high quality, and task relevant, in order for the innovation system to succeed. A company's competitive advantage is directly tied to its ability to gauge product inventiveness. Creative products are more than the end result of a creative process or the seed of a new product idea; they are the expression of that technique and the source of that innovation.

Famous American entrepreneur, blogger and the author of the book “The Lean Startup” states: “the quality of collaborative and social imaginations will determine the extent to which we will succeed in the future”. He writes in his book The Lean Startup that "When I meet with most entrepreneurial teams, I ask them a basic question: How do you know that your progress is being made?" "Most of them have no idea how to

respond it." So, in response, Ries says, "It isn't enough to merely do it. You must try it with intention and direction." We don't engage in creativity and innovation since it's wonderful; rather, it's a method of finding for new and unique ways to bring value to the organization and lives of individuals we manage at all organizational levels. In many ways, it is not a one-time event but rather a way of life. [[Puccio, Cabra, 2010, p. 149]

From classrooms to the boardroom, it's all about producing a stronger experience for the user. For this, we must not just establish whether our work is moving forward but also if it is giving the value to the user that we planned. Value may come from a variety of sources, such as something which has been selected, a device that has been used, or even the procedures and systems that our business has developed. As a result, the customer experience is negatively affected when any of these fails to bring quality to the user, which is not just a defect in the design but also causes displeasure.

And why shouldn't the purpose of education be the design of the user experience? Why aren't we designing better learning experiences, from the learning places we develop to the curriculum we produce value, rather just completion? The user's point of view should be the creator's starting point at all times. The conventional approach to education, on the other hand, has not been this. Flowing from one to the other, our focus has always been on the sequencing guide rather than the actual learning environment that includes experience.

To get away from the old ways of doing things, you'll have to do a lot more trial-and-error learning and experimentation. Making our academic institutions more creative, inventive, and nimble as businesses. In order to alter and advance our work toward more creative, inventive and agile ways of doing things, we need to adopt the same experimentation, discovery learning attitude that we use for our measurement criteria, both personally and as an organization.

In order to accomplish the creative and innovative work that is essential to educate our children for a quickly moving and changing environment, we will need to become more creative and imaginative on how we establish the metrics or measurements. Traditional metrics and measurements, when used to quantify innovation, not only lead to increasing levels of irritation, but they also generate incompatibility at every level of the system.

When everything is said and done, the purpose isn't to see if we can quantify how much development and learning are taking place in our children and teachers. And, to be honest, we don't need a rubric to tell us whether or not that's occurring at this point. Observation is the only way to know for sure whether a project is successful and adding any value. We may learn a great deal by just paying attention and conversing with others around us.

"Creative" activities have become more important in determining how innovation is measured, which means that the traditional metrics of innovation are no longer sufficient for researchers and policymakers. Innovative and creative activities are conceptually similar. Inventive actions often entail the processing of new information or ideas, while an innovation step focuses on the usage or marketing of an invention. Innovation is also likely to be sparked in situations that encourage the development of new ideas. A creative activity might therefore be deemed to involve creativity centered on imagination and uniqueness. There is a need to determine whether or not the present measurements of innovation are applicable to creativity.

Some characteristics of creativity, like the "irrational" features that are commonly linked with creativity, might not be entirely or even substantially represented by innovation assessments. Intelligence in science and technology, like technical invention, isn't dependent on actions involving sensitivity or faith. It is also possible to have a creative process that has no link to a new device or method, according to some experts, and yet be creative [Runco, 2014]. New information is obtained to determine whether the typical innovation metrics are adequate. The second question is whether or not the new measurements of creativity can reap the benefit gained via research and development and innovation.

Remember the cliché that "what gets measured, gets done," which we often repeat. Interestingly, data, like the questions we ask about it, may lead us in unexpected directions if we measure the wrong things or ask the wrong questions. Eric Ries sums it up well in The Lean Startup when he says, "Our educational system does not prepare students for the 21st century. Entrepreneurship necessitates a certain amount of failure. You may earn an A in school if you study hard, but in business, that's not how it works." This quickly evolving and tumultuous environment necessitates that we become not just more creative, inventive and agile as people and

organizations but also more creative, innovative and agile in the measures we use to gauge our success.

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THE ROLE OF INTERACTIVE METHODS TO ENHANCE SPEAKING SKILLS OF STUDENTS

H.A.Uralova[49]

Annotation: In this article it raises awareness about the role of interactive methods in increasing speaking skills of students. It explains several ideas about interactive methods and their peculiarities given by famous scientists and researchers.

Key words*: interactive methods, information and opening gap activities, jigsaw tasks, discussion games, thinking strategies.*

Speaking is fundamental to human communication. In our daily lives most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Do you think this is a good balance? If the goal of your language course is truly enable your students to communicate in English, then speaking skills should be taught and practiced in the language classroom.

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p.13). Today’s world requires that the goal of teaching speaking should improve student’s communicative skills, because, only in that way

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students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Developing speaking skills of students such as information gap and opening gap activities, warming up exercises, interviews, jigsaw tasks, ranking activities, discussion games, value clarification techniques, thinking strategies and others. Since foreign language teaching should help students achieve some kind of communicative skill in the foreign language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created.

Two devices help the teacher in making up communicative activities: information gap and opinion gap. Using a broad definition for the concept, information gap activities require students to communicate with each other to solve a problem or complete a task. In these activities, individual students do not have all of the information needed to achieve the activity's goal, which creates a "gap" that can only be overcome by speaking with other students to exchange information.

The missing information required to complete the activity can be facts, opinions, or details related to textual, audio, or visual content. Opinion gaps are created by exercises incorporating controversial texts or ideas. Another type of opinion-gap activity can be organized by letting the participants share their feelings about an experience they have in common. The teachers can change the information gap and opinion gap into more challenging communicative situations. Thus, the well-known procedure at beginner's level of having students describe each other's appearance is transformed into a communicative activity as soon as an element of guessing (information gap) is introduced.

Jigsaw tasks are an approach to reading that involves the students in speaking and summarizing skills. It is very useful when working with short authentic texts such as newspaper articles. Jigsaw reading is a great way to introduce speaking into a reading lesson. It provides a real opportunity for genuine communication.

Many of the activities are concerned with the learners themselves. Their feelings and ideas are the focal point of these exercises, around which a lot of their foreign language activity revolves. For learners, who are studying English in non-English speaking setting it is very important to experience real communicative situation in which they learn to express their own views and attitudes, and in which they are taken serious as people.

Traditional textbook exercises however necessary and useful they may be for pre-communicative grammar practice-do not as a rule forge a link between the learners and the foreign language in which a way that the learners identify with it. Meaningful activities on a personal level can be a step towards this identification, which improves performance and generates interest. Of course, talking about something which affects them personally is eminently motivating for students.

Furthermore, learning a foreign language is not just a matter of memorizing a different set of names for the things around us; it is also an additional experience. Since our language is closely linked with our personality and culture, why not use the process of acquiring a new language to gain further insights into our personality and culture. This does not mean that students of a foreign language should submit to psychological exercises or interviews, but simply that, such as learning to talk about their likes and dislikes may bring about a great awareness of their values and aims in life. Learning is more effective if the learners are actively involved in the process. The degree of learners' activity depends, among other things, on the type of material they are working on. The student's curiosity can be aroused by texts or pictures containing discrepancies or mistakes, or by missing or muddled information, and this curiosity leads to the wish to find out, to put right or to complete.

Learner activity in a more literal sense of the world can also simply doing and making things; for example, producing a radio program forces the students to read, write and talk in the foreign language as well as letting them "play" with type recorders, sound effects and music. Setting up an opinion poll in the classroom is a second, less ambitious vehicle for active learners' participation; it makes students interview each other, it literally gets them out of their seats and this is very important.

The learning process has to be successful in order to make an engagement between the students and the language, actually is quite difficult to find how active students are in the learning process and how thoroughly they take responsibility for knowledge construction have been linked to learning, to favorable learning experiences, and to students' attitudes. (Bonwell and Elson, 1991).

To make each student an active player in the learning process, an environment must be created in which there are opportunities for students to join in doing tasks. In and out of class exercises that include problems

for solving or questions for answering are important for prompting students to use language cognitively and develop thinking skills.

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DIGITAL TECHNOLOGY IN TEACHING ENGLISH

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Abstract

In most non-native speaking countries English is used as a second or third language, which means this international language is playing more and more role in our society in terms of communication among the people of different cultures and languages year by year. By the rise of demands on the English language, new innovational methods of teaching are being experimented to improve the effectiveness of teaching foreign language. In this case, new methods utilizing digital technology proved to be successful in replacing the traditional language teaching. From time to time, the number of methods the root of which consists of digital technology and multimedia is rising dramatically, which means educational system has begun dealing with the latest innovations that can really increase the quality of teaching.

The main goal of language teachers is to increase the students' interest in learning foreign language and motivate them to use learned knowledge in communication. The utilization of digital technology can be quite relevant in developing students' language skills and fulfill an effective result.

Key words: *digital technology, language teaching, multimedia, EFL teacher, teaching techniques.*

In the century of technology most of the spheres in our life depend on modern innovations of digital technology and education system is not an exception. Teaching, especially language teaching requires multimedia and digital technology to ease the practical part of teaching foreign languages and teaching how to utilize the learned language in daily communication.

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However, it is somehow scary change for some teachers to move forward to technological teaching. As professor Deborah Healey mentioned: “The pace and extent of change in technology for teaching, however, have made it difficult for many teachers, teacher educators, and administrators to know how best to employ computers, other forms of digital technology, and the global interaction enabled by the Internet in language teaching”.

Most of the developing and developed countries supported foreign language teaching classrooms with the modernized digital technologies and equipment that can improve the effectiveness of learning foreign languages. Nevertheless, there are some teachers, who do not want to say farewell to the old teaching methods. I have made some recommendations for English language teachers that can help to move to digital technology.

Firstly, teachers should not forget the fact that they should play the leading role in teaching. As Motteram[1] mentioned: “Digital technology created the opportunity to re-think what they are doing.” The application of digital technology does not mean that computers should replace teachers. For this idea Min Pun says: “Multimedia technology in spite of its extraordinary effects in teaching should be an assisting tool for the teachers.”

Secondly, the application of the digital technology does not mean that we should forget about whiteboards or blackboards. Dincay Koksal[1] says, "We should kill neither the blackboard or the mockingbird. We need blackboards or whiteboards as visual aids and the sound of the mockingbird for relaxation".

Thirdly, teachers should not depend on only digital technology and multimedia resources. We should find out teaching methods that can be used together with digital technology in order to achieve the best results.

Fourthly, teachers should not overuse digital technology in their classes. Young and Bush admit, "With no clear sense of effective technology use, teachers often ignore it altogether or resort to exposing students simply to whatever current software is most available, with little instructional support or curricular connection". Some teachers use multimedia from the beginning till the end of the lesson which makes both teacher and learner become lazy, inactive just looking at the screen whole lesson.

The aim of conducting English teaching lessons using the devices of digital technology and multimedia is to increase the interest in learning foreign languages, especially English, owing to the fact that English is becoming one of the international languages. Moreover, most of the political, economical, social and scientific conferences, meetings and

arrangement are done in English which shows the importance of learning it in developing countries like ours, facing the world.

As we teach and learn English as a foreign language, the usage of digital technology in teaching and learning process can be a practical way to get the learners who are lazy or not so interested in foreign languages involved in the language learning. In order to achieve this goal, EFL[1] teachers should be creative to "create a favourable environment for English language teaching" (Min Pun, 38p.), and it should be based on innovative method of teaching and new materials.

However, we should keep in mind the fact that utilizing multimedia and digital technology does not mean to depend on it completely. From my point of view, teachers should create a relevant lesson plan with the combination of modern and traditional methods of teaching that can enchant learners' attention and improve the effectiveness of the teaching materials. When it comes to teaching materials, in my opinion they should be as rich as possible. I mean, it is not enough to make the learners just sit and watch videos on computers or listen to audio materials. The point in teaching language with digital technology is to make the learners closer to communication, to let them practice their learned language in daily life. For that reason, teaching materials should consist of a great deal of activities that can improve speaking, listening, reading and writing skills of the learners at once.

Furthermore, there is one more feature I want to mention is that English teaching lessons should be more student-centred and less time-consuming. Multimedia and digital technology is the best helper to urge the learners say something in learned language. There is fact that if someone is interested in something it will be easier to reach the goal. The same with learners, digital technology attracts them and learners can use the English effortlessly without noticing that they are using it. In other words, digital technology is the tool that makes the learners think about what they are saying but not which language they are using.

Despite so many advantages of the usage of digital technology in teaching English, there are still some drawbacks, that are making some of the teachers to decide not to utilize such kind of innovations during language teaching lessons. One of the minuses is that some of the devices are very high-end and not everybody can afford them. Fortunately, this problem is going to be solved as our government is paying a great attention to provide the foreign language teaching classes and of course, teachers with all of the necessary equipment to ameliorate the quality of teaching and surely, the results.

Nevertheless, there is still a problem the lack of knowledge when it comes to use the latest devices of digital technology. Some of the technological tools require special ability to utilize them and most of the teachers have the difficulty to manage it. From my point of view, it would be better to create special courses where teachers can learn how to use the devices of digital technology and how to create teaching materials utilizing latest innovations in the sphere of technology.

In spite of the fact that some problems on the application of digital technology in teaching foreign languages have been occurring, generally, most of the teachers are satisfied with the employment of modern teaching methods. There are several reasons why teachers are pleased with working with digital technology.

First of all, digital technology is very comfortable to use and to make some new teaching materials like hand-outs fast and in good quality. Also, it can save time and let working with learners instead. Another pros of modern technology is its effectiveness in teaching and understanding. Digital technology can support the explanations of the teacher while explaining the new theme, which makes it easier to understand and learn the given material.

In conclusion, conducting English language teaching lessons with the usage of digital technology can be the best way to improve interest in learning foreign languages among young generation. I should admit that there are some cons of the employment of digital technology in teaching English but fortunately they are temporary and solutions are going to be found. Overall, digital technology in teaching English is one of the most efficient way to motivate young learners to learn foreign languages and to improve language skills to communicate effortlessly.

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YUKSAK MANAVIYATLI YOSHLARNI TARBIYALASHDA TOXIR MALIK ASARLARINING AHAMIYATI

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Annatotsiya

Ushbu maqolada yoshlarni yuksak manaviyatli qilib tarbiyalashda Toxir Malik asarlarining o‘rni , uni yoshlar orasida tadbiq qilish, yoshlar tarbiyasining muhim jixatlari ota-onalar va pedogoglar tarbiya borasida qayerga ahamiyat berish kerakligi va yoshlarni dunyoqarashini kengaytirishda Toxir Malik asarlarining axamiyati kabi fikrlar yoritilgan va asarlaridan parchalar keltirilgan.

Annotation

This article discusses the role of Tahir Malik's works in educating young people, its application among young people, the importance of educating young people, where parents and educators should pay attention to education, and the importance of Tahir Malik's works in broadening the worldview of young people.

Tayanch so‘zlar: *Tarbiya, manaviyat, yuksak manaviyatli shaxs, o‘zbek qadriyatlari g’arb madaniyati.*

Keywords: *Education, spirituality, high spirituality, Uzbek values, Western culture*

Bolani tergab-nazorat qilish ota-ona yuzining yorug‘ligini ta’minlaydi. Tarbiyadan tashqaridagi bola bebosh va yaramaslik sari og‘adi. Erka bo‘lib o‘sgan o‘g‘il-qizlar xatti-harakati ota-onaga mung va alam keltiradi. Shu bois ham Abdulla Avloniy ta’kid etganlaridek: «tarbiya bizlar uchun yo hayot - yo mamot, yo najot - yo halokat, yo saodat - yo falokat masalasidur» deyilmish fikrni barchamiz birdek shior sifatida qabul qilmog‘imiz lozim bo‘ladi.

Toxir Malik

Tarbiya — shaxsda muayyan jismoniy, ruhiy, axloqiy, ma’naviy sifatlarni shakllantirishga qaratilgan amaliy pedagogik jarayon; insonning jamiyatda yashashi uchun zarur bo‘lgan xususiyatlarga ega bo‘lishini ta’minlash yo‘lida ko‘riladigan chora tadbirlar yigindisi. Tarbiya insonning insonligini ta’minlaydigan eng qad. va abadiy qadriyatdir. Tarbiyasiz alohida odam ham, kishilik jamiyati ham mavjud bo‘la olmaydi. Chunki odam va jamiyatning mavjudligini ta’minlaydigan qadriyatlar tarbiya tufayligina bir avloddan boshqasiga o‘tadi.

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Pedagogik adabiyotlarda " Tarbiya" atamasi keng va tor ma’nolarda ishlatiladi. Keng ma’noda Tarbiya inson shaxsini shakllantirishga, uning jamiyat ishlab chiqarish.i va ijtimoiy, madaniy, ma’rifiy hayotida faol ishtirokini ta’minlashga karatilgan barcha ta’sirlar, tadbirlar, harakatlar, intilishlar yigindisini anglatadi. Bunday tushunishda Tarbiya faqat oila, maktab, bolalar va yoshlar tashkilotlarida olib boriladigan tarbiyaviy ishlarni emas, balki butun ijtimoiy tuzum, uning yetakchi goyalari, adabiyot, san’at, kino, radio, televideniye va boshqalarni ham o‘z ichiga oladi. Shuningdek, keng ma’nodagi tarbiya tushunchasi ichiga ta’lim va ma’lumot olish ham kiradi.

Toxir Malik hayoti va asarlari, yoshlar tarbiyasi — jamiyatdagi muhim masala[52]

1946-yilning 27-dekabrida Toshkent shahrida ziyoli oilasida dunyoga kelgan. Toshkent Davlat Universiteti (hozirgi O‘zbekiston Milliy Universiteti)ning jurnalistika fakulteti kechki bo‘limida o‘qib, kunduzi qurilish ishlarida qatnashgan. 1966-yildan beri O‘zbekiston radiosida, gazeta va jurnallar tahririyatida, O‘zbekiston yozuvchilar uyushmasida, nashriyotlarda faoliyat yuritgan. Hozirgi kunda „Sharq“ NMAK Bosh tahririyatida muharrir.

Barcha tengdoshlari singari u ham urushdan keyingi turmush qiyinchiliklarini boshidan kechirgan. Oilada besh farzand bo‘lib Tohir Malik eng kenja farzand bo‘lgan. Tohir maktabga bormay turiboq, dars tayyorlab o‘tirgan akalari va opalari yonida savodni o‘zlashtirgan. Ukasining kitobga bo‘lgan ixlosini sezgan akalari unga — “*Mard yigit”* ertaklar to‘plamini sovg‘a qilishadi va ushbu kitobni hozirga qadar e’zozlab saqlashini aytgan. Taniqli o‘zbek adibi va tarjimoni Mirzakalon Ismoiliy Tohir Malikning tog‘asi bo‘lib, uni 1949-yilda *"xalq dushmani"* degan tuhmat bilan qamoqqa olishadi. Bu haqida adibning o‘zi ushbu so‘zlarni aytgan.

[53]Darhaqiqat, inson hayoti bir necha bosqichlarga bo‘linadi. Bu bosqichlar ichida umrning yoshlik bosqichi alohida ahamiyatga egadir. Yoshlik insonning eng nozik davri hisoblanib, insonning quvvatga to‘lgan va harakatchanligi ziyoda bo‘lgan vaqtidir. Shu bilan birga bu davr insonning hayot yo‘llarining chorrahasida turgan payti hamdir. Agar, o‘sha chorrahada yaxshi yo‘lga kirib olinsa, o‘zi, oilasi, xalqi, vatani uchun juda

[52] https://uz.wikipedia.org/wiki/Tohir_Malik
[53] https://saviya.uz/ijod/adabiyotshunoslik/tohir-malik/

katta yaxshilik sari yuzlangan bo‘ladi. Agar, Alloh taolo ko‘rsatmasin, mazkur chorrahada yomon yo‘lga burilib ketsa, o‘zi, oilasi, xalqi, vatani uchun ko‘ngilsiz hodisalar sari qadam qo‘ygan bo‘ladi. Yoshlar har bir millatning kelajagidir. Bu esa yoshlarga jiddiy ahamiyat berilishi lozimligini bildiradi. Har bir shaxsning kim bo‘lishligi yoshlik paytidan bilina boshlaydi. Yoshlik paytida shakllanib qolgan sifatlar insonga butun umri davomida hamroh bo‘ladi. Shuning uchun jamiyatda yoshlarning odobli, aqlli, halol, tarbiyali inson bo‘lishlari uchun harakat qilinadi.

O‘zbek adabiyotida Tohir Malik o‘zining «Somon yo‘li elchilari», «Zaharli g‘ubor», «Chorrahada qolgan odamlar», «Falak» va boshqa fantastik, «Charxpalak», «Bir ko‘cha, bir kecha», «So‘nggi o‘q», «Shaytanat» singari detektiv asarlari bilan tanilgan va kitobxonlarning sevimli yozuvchisiga aylangan ijodkordir. Bir qator hukumat nishonlari va mukofotlari bilan taqdirlangan, O‘zbekiston xalq yozuvchisi Tohir Malik 1946-yil dekabrda Toshkentda ziyoli oilada dunyoga keldi. Barcha tengdoshlari singari u ham urushdan keyingi turmush qiyinchiliklarini boshidan kechirdi. Oiladagi besh farzandning kenjasi bo‘lgan Tohir maktabga bormay turiboq savodini chiqardi. Uning kitobga ixlosini sezgan akasi birinchi sinfga borgan ukasiga hozirga qadar e’zozlab saqlayotgani — «Mard yigit» ertaklar to‘plamini sovg‘a qildi.

Tohir Malik o‘zining barakali ijodi va ibratga to‘la hayotini o‘sib kelayotgan yosh avlod ta’lim-tarbiyasi, ularning ma’naviy-axloqiy kamolotiga bag‘ishladi. Uning asarlarida odob-axloq, mehr-oqibat va odamiylik fazilatlari targ‘ib qilingan. Yozuvchi ijodidagi g‘oyalar kitobxonni jamiyat illatlaridan ogoh bo‘lishga, inson ruhiyatidagi ba’zi qusurlardan xalos bo‘lishga chorlaydi.

«Alvido, bolalik» asari Tohir Malik ijodida alohida o‘rin tutadi. Asardagi asosiy mavzu hech kim jinoyatchi bo‘lib tug‘ilmaydi, bolani atrof-muhit, jamiyatdagi turli illatlar jinoyatchiga aylantiradi. Bu haqda adibning o‘zi shunday deydi: «Men o‘smirlar va yoshlarning jinoyat ko‘chasiga kirib qolayotganligiga befarq qarab turolmayman. Bolalar axloq tuzatish koloniyalariga har borga-nimda yuragim eziladi. Ozod, erkin yashab, o‘qib, hunar o‘rganadigan bolalar bu yerga qanday tushib qoldilar?! Nahot jinoyat olami ularga jozibali ko‘rinsa?! Men jinoyat olamini «Shaytanat», ya’ni shaytonlar yetovidagi zulmkorlar mamlakati deb atab, «Ehtiyot bo‘ling, jigarlarim, bu ko‘chaga yaqin yo‘lamang. Boshi berk bu ko‘chaning adog‘ida faqatgina azobli, xorli o‘lim topasiz», demoq

niyatida yozdim. Yozganlarimni ogohlantirish deb qabul qilishlarini istardim», deydi.

Yozuvchi “Odamiylik mulki” asarida shunday fikrlarni keltiradi “Abdurauf Fitrat hazratlarining bizga bir oz keskinroq, hatto qo‘polroq tuyulishi mumkin bo‘lgan bayonlari bor. Birga o‘qiylik: «...ko‘raylik-chi, biz musulmonlar, xususan turkistonliklar, o‘z farzandlarimizga tarbiya beryapmizmi yoki yo‘qmi? Savolning oxiridagi so‘z bunga javob bo‘la oladi, ya’ni «yo‘q!» Men buni shunday isbot qilaman: biz, turkistonliklar bolalarimizdan ko‘ra mollarimizga yaxshiroq qaraymiz. Eshak va qo‘ylarimizni farzandlarimizdan ham ko‘proq yaxshi ko‘ramiz, deb aytmayapman. Yo‘q-yo‘q, bolalarimiz jonimizdan ham aziz. Ular nazarimizda hammadan suyukli va ardoqli. Lekin baxtimizga qarshi shuni e’tirof qilish lozimki, shuncha muhabbat va mehrga qaramasdan, eshak va qo‘ylarimizdan kamroq tarbiyalaymiz! Mening bu so‘zlarimdan hayron bo‘lmang, sabr qiling, da’vomni isbotlayman. Falon narsani tarbiyalash, ya’ni uni asta-sekin kamolga yetishtirishdir. Nazarimizda qo‘yning kamoli uning semizligi va sog‘lomligidadir. Eshakning kamoli uning kuchi, oyoqlarining baquvvatligi va yaxshi yurishidadir. Faraz qiling, qo‘zi yoki ho‘tik sotib olib uyga keltirasiz. Diqqat bilan ularga qarab, bir muddatdan keyin qo‘yni semirtirib, eshakni baquvvat va yo‘rg‘a qilasiz, ya’ni ularni tarbiyalab, kamolga yetishtirasiz. Ammo aziz farzandlaringizga shunday diqqat bilan tarbiya bermaysiz. Bahona qilasizki, bolangiz ham kamolga yetishgan. E’tiroz bildirishingiz mumkinki, biz mollarimizni boqishga qancha urinsak, farzandimiz tarbiyasiga ulardan yuz barobar ko‘proq harakat qilamiz.”

Xulosa o‘rnida shuni aytamizki Toxir Malik asarlarida yoshlar manaviyatini to‘g’ri shakllantirish ularni to‘g’ri yo‘lga boshlash, yoshlarga diniy bilimlarni berish, xalol va xarom o‘rtasidagi farqlar haqida chuqur falsafiy fikrlar bayoni berilgan , Toxir Malik asarlari xozirgi kunda globallashuv davrda , g’arb madaniyati internet orqali yoshlar ongiga singib borayotgan bir davrda yoshlarni manaviy qiyofasini shakllantirishda muhim qo‘llanma hisoblanadi.

Foydalanilgan adabiyotlar :

[“Toxir Malik” “Odamiylik mulki”, Toxir Malik номидаги нашриёт уйи,]
[Toxir Malik,”Halol nimayu Harom nima” , Yangi Asr Avlodi 2014]

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MAKTABGACHA YOSHDAGI BOLALARDA MUSTAQIL FIKRLASH KO‘NIKMALARINI SHAKLLANTIRISH.

Djabborova Sadoqat Anvarbekovna[54]

Annotatsiya: Maqolada maktabgacha yoshdagi bolalarda mustaqil fikrlash ko‘nikmalarini shakllantirish haqida so'z boradi.

Kalit so'zlar: maktabgacha yoshdagi bolalar, idrok, tushunish, intilish, mantiqiy tafakkur, harakat, fikr yuritish, rivojlantirish markazlari, o‘yin, mustaqil fikrlash.

Аннотация: В статье рассматривается развитие навыков самостоятельного мышления у дошкольников.

Ключевые слова: дошкольники, познание, осмысление, устремление, логическое мышление, движение, рассуждение, центры развития, игра, самостоятельное мышление.

Annotation: The article deals with the development of independent thinking skills in preschoolers.

Key words: preschoolers, cognition, comprehension, aspiration, logical thinking, movement, reasoning, development centers, game, independent thinking.

Maktabgacha ta’lim tizimi uzluksiz ta’lim tizimining boshlang‘ich bo‘gini, poydevori hisoblanadi. Shunday ekan maktabgacha ta’lim sohasiga respublikamizdagi barcha bolalarni to‘liq qamrab olish, ularni sog‘lom barkamol, yetuk, intellektual salohiyatli shaxs sifatida shakllantirish, maktabgacha ta’lim tizimi oldidagi eng muhim vazifalardan biridir. Bolalar tarbiyasi jarayoniga o‘z ishini puxta biladigan, malakali va har bir bolaga individual yondasha oladigan pedagog- kadrlarni jalb qilgan holda, ularni go‘dakligidan ongi va tafakkurini to‘g‘ri shakllantirib bormasak, kelajakda yuksak saviya, bilim va ma’naviyatiga ega bo‘lgan barkamol avlodni tarbiyalash qiyin bo‘ladi. Buning uchun esa maktabgacha ta’lim tizimidagi barcha pedagog xodimlarni yukasak darajadagi bilimli, salohiyatli qilib shakllantirmoq lozim. Shundagina ular tarbiyalayotgan tarbiyalanuvchilar mustaqil fikrlovchi, kashfiyotlar qiluvchi, yangilikka intiluvchi bolalar bo‘lib yetishadi.

Jahonning yetakchi davlatlari maktabgacha ta’lim tashkilotlariga nazar soladigan bo‘lsak, bolalar faoliyatini tashkil qilishda tarbiyachi ularni o‘zlari xohlagan markazlarga yo‘naltiradi. Bolalar o‘zlari tajribalar o‘tkazib, ijod qilishiga guvohi bo‘lamiz. Bu albatta bolalarning kelajakda kim bo‘lmog‘ini, nima bilan shug‘ullanayotganini, ertangi kuni zamini

[54] Urganch dabvlat universiteti 1 - kurs magistranti.

ekanini, tarbiyachi anglab yetadi. Ota-ona ham buni anglagan holda, farzandlarini yoshligidan maxsus to‘garak va kurslarga jalb qiladi. Bu esa o‘z natijasini bermasdan qolmaydi.

Yurtimiz ham jahon tajribasidan kelib chiqqan holda, o‘z milliy qadriyat va an’analarimizni saqlagan holda, 2018-yil 18-iyunda “Ilk va maktabgacha yoshdaagi bolalar rivojlanishiga qo‘yiladigan davlat talablari”ni, shu yili 7-iyulda “Ilk qadam davlat o‘quv” dasturini ishlab chiqdi. Bu dastur orqali tarbiyachilar bolalarga beshta rivojlanish sohasi bo‘yicha ta’lim-tarbiya beradi va bolalarning qiziqishiga qarab, faoliyat jarayonida rivojlantiruvchi markazlar tomon yo‘naltiradi. Bolalar bu markazlarda faoliyatga doir tajribalar qiladi, ijod qiladi, qurib yasaydilar va mustaqil o‘zlari izlanadilar. Rivojlantirish markazlari bolalarda o‘yin orqali ta’lim beribgina qolmasdan, ularni mustaqil fikrlashga ham o‘rgatadi.

Maktabgacha yoshdagi bolalarning idrok etilayotgan narsaning ma’nosiga tushunishga intilishi- shu yoshdagi bolalarning mantiqiy tafakkur sohasida erishgan katta muvaffaqiyati ko‘rsatkichidir. 3-4 yoshli bolalar asosan harakat bilan fikr yuritishini va bevosita idrok eta oladigan aniq masalalarnigina hal qilishadi. Ular harakat qilib bo‘lganlaridan keyingina (shunda ham hamma vaqt emas) nimani, nima uchun qilganlarini so‘zlab bera oladilar.

Katta guruh bolalarining tafakkuri tamomila boshqacha harakter kasb etadi. Tilni ayniqsa, uning grammatik tuzilishini o‘zlashtirib olish, bolalarga erkin gaplashish, muhokama qilish, so‘rash, rejalashtirish va xulosalar chiqarish imkonini beradi. Ular tashqi olamdagi narsa va hodisalar o‘rtasida mavjud bo‘lgan xilma-xil bog‘lanishlarni aniqlay boshlaydilar. Bolaning fikri oldiga qo‘yilgan vazifani hal qilish ustida zo‘r berib ishlaydi, garchi javobi xato bo‘lishi mumkin bo‘lsa ham. To‘plangan tajriba turli murakkablikdagi mazmunni tushunish imkonini ham oshiradi, bu esa mantiqiy tafakkur rivojlantirishining ko‘rsatkichlaridan biridir. Kattalar bolalarga nima tushunarli-yu, ularning nimani tushunmaganliklarini hamma vaqt biladilar.

Tushunish nima? Rasmni, eshitilgan hikoyani, o‘qilgan xatni tushunish degani nima? Bola birinchidan, idrok etilayotgan bir butunning qismlari o‘rtasidagi bog‘lanishni aniqlaganida, ikkinchidan, anashu yangi narsa bilan undagi bilim o‘rtasida bog‘lanish hosil bo‘lgandagina tushunish haqida gapirish mumkin. Bolalarning adabiy asarlar va ularga ishlangan illyustratsiyalarini qanday tushunishlarini ko‘rib chiqamiz. Ular matn mazmunini tushunishga yordam beradigan rasmlarni, qisqacha video

roliklarni ko‘rib chiqadilar, rasmlarni tushunishga olib boradigan she’rlarni tinglaydilar.

Olti-yetti yoshli bola har bir so‘z bilan narsaning tegishli obrazi, uning sifati, harakati o‘rtasidagi bog‘lanishni aniqlagandagina matnni tushuna olishini ko‘rsatadi. Bu bog‘lanish osonlikcha aniqlanadi, chunki gap bolalarga tanish narsa va hodisalar ustida ketyapti. Ular rasmdagi voqea hodisani ko‘rib tahlil qiladilar, mustaqil fikrlaydilar va tarbiyachiga yoki uyida ota-onasi yaqin insoniga gapirib beradilar. Bu esa bolaning tafakkurini rasm orqali boyitib, nutqining rivojlanishiga katta yordam beradi.

Bolalarga tanish mazmunni ifodalovchi har bir so‘zni tushunish ularga so‘zlar o‘rtasidagi bog‘lanishlarni ham osonlikcha aniqlashga, ya’ni butun gapni tushunishga yordam beradi, bu esa hamma matnni tushunib olishning zarur shartidir. Qiyin gaplarga notanish so‘zlarning kiritilishi bolaga gapning qismlari o‘rtasidagi bog‘lanishni aniqlash, demak, muayyan gapda ifodalangan fikrni tushunish imkonini bermaydi. Bunda tarbiyachi lug‘at ustida ishlashiga to‘g‘ri keladi. Bola nutqiga yangi so‘zlar kirib kelishi, uni eslab qolib, muloqot jarayonida qo‘llashi katta ahamiyatga ega.

Bolalarga biron-bir ertakni audio eshittirib, so‘ngra qo‘liga rasmlarni berib, ertakni ketma-ketlikda to‘g‘ri joylashtirishni taklif qilish lozim. Bolalar voqeaning ketma-ketligini eslab qolgani kabi rasmni tuzadi. Ba’zi bolalar rasmni to‘g‘ri, ba’zilari esa tugal qilmasligi mumkin. Bunday holatda tarbiyachi ertakni yana bir bor o‘zi hikoya qilib berishi, yoki audio eshittirishni qayta qo‘yishi mumkin. Mana shundagina bolada eslab qolish va mustaqil fikrlash shakllanadi. Bolaga idrok etilayotgan materialdagi xilma-xil bog‘lanishlarni aniqlab olishda yordam beradigan tarbiyachining bunday ishi uning mantiqiy tafakkurini o‘stiradi. Mantiqiy tafakkurning xususiyati aynan xilma-xil narsalar, voqealar va ularning har biri ichidagi turli bog‘lanishlarni aniqlab, aniqroq ochish va bu bog‘lanishlarni so‘zlar bilan ifodalashdan iboratdir.

Topishmoqlarni topishda yoki maqollarni mulohaza qilib ko‘rishda, hikoya oxirini o‘ylab topishda, turli narsalarni guruhlar bo‘yicha umumlashtirishda, bola bajaradigan barcha aqliy ishning asosida fikrlash jarayoni: analiz va sintezdan iborat tushunish jarayoni yotadi.

Bolaning fikr yuritish faoliyatidagi analiz va sintez jarayonlarining o‘ziga xosligi ularning mantiqiy tafakkur xususiyatlarida namoyon bo‘ladi.Bolalar qanday fikr yuritadilar? Masalan, bolalar tirik quyonni tomosha qilyaptilar. Uni hozirgina guruh xonasiga olib keldilar. Bu

bolalarning ana shu hayvonni o‘rganayotganliklari “analiz qilayotganlari”, u analizning izchil emasligi, quyonning tashqi ko‘rinishi yetarlicha tahlil qilishga ham tayyor bo‘lmasliklariga qaramay , ular tezda sintezga o‘tayotganliklari haqidagi fikrlar edi. Bolalar hayvonni kuzatayotib, ko‘p narsani birinchi bor ko‘radilar, biroq bu yangiliklarni o‘zlari bilgan, o‘z tajribalarida bor bo‘lganlar asosida osonlikcha tushunib oladilar.

Tajribadan ko‘rinib turibdiki, bolalar kuzatish taqqoslash, xulosa chiqarish, o‘z taxminlarini amalda tekshirish natijasida mantiqiy to‘g‘ri xulosalar chiqaradilar. Bolalarning aqliy ishi mulohaza yuritishda, taqqoslashda va xulosa chiqarishida ko‘rinadi. Bu ishlar asosida analiz va sintez jarayonlari yotadi. Har qanday fikr yuritish mulohazasi analiz-sintez asosiga quriladi, ya’ni butunni qism, elementlarga bo‘lish va ular o‘rtasidagi bog‘lanishni aniqlash, bu esa butunni yaxshiroq tushunib olishga olib keladi. Bolalarni bu jarayonga maxsus o‘rgatish kerakki, bunda ular muayyan hollarda harakatning ma’lum usuli sifatida har bir yo‘ldan foydalanishni bilib olsinlar.

Shunday qilib, taqqoslash usuli, agarda bolani ana shunday aqliy fikr yuritishga maxsus o‘rgatilsa, bolaning aqliy faoliyatida muayyan usulga aylanishi mumkin. Aqliy faoliyat usuli sifatida taqqoslashni egallab olganligi bolaning anashu usulni qayerda qo‘llash mumkin va qayerda qo‘llash kerakligini o‘zi topishida va yangi masalani hal qilishda undan foydalana olishida namoyon bo‘ladi. Bularning barchasi bolalarning mantiqiy tafakkurini mashq qildiradi va mustaqil fikrlashiga yordam beradi.

Xulosa qilib shuni aytish mumkinki, tarbiyachi faoliyat jarayonida bolalarga turli xil topshiriqlar, qiziqarli jumboqlar berishi orqali, hikoya va ertaklar orqali ularda mustaqil fikrlash ko‘nikmalarini shakllantiradi. Bolalarni biron –bir topshiriqni bajarish orqali shu masala doirasida birlashtiradi, hamjihatlik va do‘stlik tuyg‘ularini shakllantiradi. Mustaqil fikrlashga ega bo‘lgan yoshlar vatanimizning kelajagidir. Shunday ekan, ularni ilmga chanqoq, ma’rifatli, mustaqil fikrlovchi, tanqidiy fikrlashga ega farzandlar qilib o‘stirmoq, uzliksiz ta’limning asosiy bosh bo‘g‘ini bo‘lmish, maktabgacha ta’lim tizimi zimmasida turadi.

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ZAMONAVIY TILSHUNOSLIKDA DISKURS VA UNING TALQINI
DISCOURSE AND ITS INTERPRETATION IN MODERN LINGUISTICS

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Annotatsiya: Quyidagi maqola zamonaviy tilshunoslikda diskursning tutgan o`rni va uning tilshunoslik sohasida ifodalanish borasidagi fikrlarni yoritib beradi.

Annotation: The following article gives the data about the role of discourse and its interpretation in the field of modern linguistics.

Kalit so`zlar: diskurs, diskurs tahlil, nutq, matn, muloqot, monolog, lisoniy birlik.

Mamlakatimizda til ta’limini rivojlantirish, xorijiy tillarni o‘rganish va o‘qitish borasidagi tizimli ishlarga alohida e’tibor qaratilmoqda. Dunyo tilshunosligining dolzarb muammolaridan biri tilning muayyan qatlamlarida uchraydigan xususiy diskurslarning lisoniy, ijtimoiy, madaniy, antropologik, pragmatik xususiyatlarini o‘rganishdan iborat. Shuningdek, adabiyot hamda ijtimoiy-maishiy sohalarda uchraydigan diskursning qo‘llanish doirasini tadqiq qilish keng o‘rganilayotgan muammolardandir. Monologik diskurs muayyan xalq mentaliteti, etnik xoslanishini til orqali ifodalab beruvchi murakkab jarayon. Monologik diskursda shaxs fikriy mundarijasi, uning nutqiy vaziyat bilan bog‘liqligi, pragmatik va sotsiopragmatik xoslanishi real ko‘rinishda namoyon bo‘ladi. Monologik diskursning lisoniy xususiyatlarini tadqiq qilish, terminlarning lingvokulturologik xususiyatlarini o‘rganish, millat hayoti, dunyoqarashi va adabiyotidagi o‘rnini belgilashda yordam beradi. Ikki til imkoniyatlarini o‘rganish, bir tildan ikkinchi tilga tarjima jarayonida yuzaga keladigan fikriy oqim, uning shakily tuzilishi, ichki nutqning imkoniyatlarini

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ifodalash va aniq strukturaviy xossalarini berish kabi muammolarga yechim izlashda diskurs va dirskursga aloqador lingvistik xususiyatlarni qamrab olgan ta`lim tizimini olib borish talaba hamda o`qituvchi uchun afzalliklar keltiradi.

Tilshunoslik taraqqiyoti natijasida yangi sohalar yuzaga kela boshladi. Zamonaviy tilshunoslikning turli sohalari tadqiqot obyekti, metodologik masalalari bilan bir- biridan farqlanadi, ayni damda bir-birini taqazo etadi. Pragmalingvistika va kognitiv tilshunoslikda diskurs asosiy ahamiyat kasb etadigan masalalardan biridir. Ko‘pgina zamonaviy tilshunoslar diskurs tushunchasini bevosita matn bilan bog‘lashadi. Ayrim hollarda esa birlashtirilgan matnlar to‘plami sifatida e’tirof etiladi. Matnni ham shunday deb hisoblash mumkin. Diskurs hamda diskursiv tahlil atamasini birinchi marta Zellig Xarris bog‘langan nutq va yozish tahlil qilish usuli sifatida ishlatadi. Zellig Xarisning “**Diskurs tahlil”** maqolasida diskurs haqidagi datlabki mulohazalar o‘z ifodasini topadi. Unga ko‘ra, diskurs tahlil o‘zaro bog‘langan og‘zaki va yozma nutqning formal tahlili, ayni damda bu tahlilchidan har bir morfemaning ma’nosini tahlil qilishni talab qilmaydi. Diskurs, Zellig Xarrisga ko‘ra, “Hozirgi deskriptiv tilshunoslikda birdan ortiq so‘zlar odatda hisobga olinmaydi. Tilshunos elementlarning o‘zaro bog‘liqligini bir vaqtning o‘zida faqat bitta gapda ko‘rib chiqadi. Bu materialning mumkin bo‘lgan tavsifini beradi, chunki har bir so‘z (yoki so‘z turi) ichidagi elementlarning o‘zaro aloqasi ishlab chiqilgan va boshqa nutq so‘zlarning ketma - ketligi, ya'ni o‘zaro bog‘liqliklarga ega bo‘lgan elementlarning ketma - ketligi sifatida tavsiflanadi. Bu cheklov shuni anglatadiki, ketma -ketlikdagi barcha so‘zlar o‘rtasidagi o‘zaro bog‘liqlik haqida hech narsa aytilmagan. "Xarris yondashuvining qo‘llanilishiga misol tariqasida, u quyidagi to‘rtta jumlani o‘z ichiga olgan matnni misol sifatida keltiradi:

Daraxtlar bu yerda kuzning o‘rtalarida aylanadi.

Daraxtlar bu yerda oktyabr oyining oxirida aylanadi.

Birinchi sovuq kuzning o‘rtasidan keyin keladi.

Biz oktyabr oyining oxiridan keyin isitishni boshlaymiz.

Tahlilning maqsadi taqsimot jihatidan ekvivalent bo‘lgan, lekin ma'nosi bir xil bo‘lmagan matn birliklarini ajratish; bu faqat matn uchun haqiqiy ekvivalentlar deb qaraladi.[1]

L.Grenobl Harrisning diskursga bergan ta'rifini izohlay turib shunday deydi: “Harris diskurs-tahlil qaratilgan izlanishni anchayin qiziqarli tarzda chiqarib tashlaydi. U tilshunoslik tadqiqotlari mulohaza elementlariga

asoslanadi, diskursni fikrning davomi deb hisoblash kerak, degan fikrni ilgari surgan. Harris, diskurs doirasida so‘zlar o‘rtasidagi munosabatlarni o‘rganish so‘zlashuv tahlilining hajmi o‘sha davrning nazariy apparatini qayta ishlashdan ko‘ra ko‘proq ma'lumot talab qildi, deya ta'kidlaydi. Bu 1950 va 1960-yillar uchun to‘g‘ri bo‘lsa-da, taxminan, lekin 1970-larda pragmatika, suhbatni tahlil qilish, matn tilshunosligi va dolzarblik nazariyasi kabi turli xil yondashuvlar paydo bo‘ldi”. [1]

Harris va Grenoblning diskursga bergan ta’riflariga muvofiq, diskurs nutqning istalgan ko‘rinishida so‘zlarning o‘zaro munosabtiga asoslanadi. Ushbu ta’rifni diskursga berilgan dastlabki ta’riflardan biri sifatida, uning faqat bir qirrasinigina ifodalaydi deyish mumkin. Sababi so‘zlarning o‘zaro munosabati diskursning butun mohiyatini ochib berolmaydi. Ayni damda muayyan bir qirrasini ifoda etadi. 1988-yilda nashr etilgan “Collins concise english dictionary”da diskursning 6 xil izohi keltiriladi:

Discourse. 1. Verbal communication, talk, conversation. 2. A formal treatment of a subject in speech or writing. 3. A unit of text used by linguistic phenomena that range over more than one sentences. 4.to discourse: the ability to reason (archaic). 5. To discourse on/upon to speak por write about formally. 6. To hold adiscussion. Ko‘rinadiki, diskursning quyidagi 6 xil etimologik ma’nosi yuzaga chiqadi:

1. Og‘zaki muloqot; suhbat, nutqt; 2. mavzuni nutqda yoki yozishda rasmiy muomala qilish vositasi 3. tilshunoslar bir nechta jumlalarni qamrab oladigan lingvistik hodisalarni tahlil qilish uchun foydalanadigan matn birligi; 4. gapirish: fikr yuritish qobiliyati (arxaik); 5. rasmiy gapirish yoki yozish; 6. munozara o‘tkazish.

“Longman dictionary of English language”da esa diskursga quyidagi ta’rif keltiriladi:

Discourse. 1. Conversation, especially of a formal nature; formal and orderly expression in the form of ideas in speech or writing. Bundan ko`rinadiki, diskurs atamasi ifodalaydigan ma`nolar turli xil bo`lib, tilshunoslik sohasida diskursdan foydalanishning uch asosiy sinfi alohida ta’kidlanadi. Birinchi sinfga mazkur atamaning mutlaq lingvistik qo‘llanilishi kiradi va u ilk bor Z.Harrisning “Diskurs – tahlil” maqolasida qo‘llanilgan. “Diskurs” (nutq) atamasining tilshunoslikda qo‘llanilishi ham turlicha bo‘lib, asosan matn, nutq va dialog kabi tushunchalarning an’anaviy shakllanishi va aniqlanishi holatlari ko‘rib chiqilgan. Shunday qilib, kelib chiqishi Xarrisga borib taqaladigan anchayin strukturali chiziqning o‘ziga xos davomi bo‘ladi (odatda, bunday deb nomlanmagan

bo‘lsa-da), o‘zaro ta'sirining ba'zi tuzilishini tasvirlaydi. Shu bilan birga, nutqning dinamik tabiatiga urg‘u beriladi, bundan maqsad nutq va matnning turg‘unligi haqidagi an'anaviy tushunchani farqlashdir. "Diskurs" atamasiga berilgan izohning birinchi sinfi asosan ingliz tilidagi ilmiy an'analarida uchraydi.

"Diskurs" atamasidan foydalanishning ikkinchi sinfi so‘nggi yillarda ilm-fan doirasidan tashqariga chiqdi va publitsistikada mashhur bo‘lib, fransuz tuzilmalariga va poststrukturalistlarga, birinchi navbatda M. Foukoga borib taqaladi. Mazkur ifodalar orqali an'anaviy uslub tushunchalarini ("uslub – bu inson demak") va individual til ("Dostoyevskiy uslubi", "Pushkin tili" va boshqalar) kabilarga izoh berib ketiladi. Shu tarzda tushunilgan "nutq" atamasi (shuningdek, Fuko ishlatgani kabi yasalgan va “nutqiy amaliyot” atamasi bilan tez-tez sinonim sifatida ishlatiladi) gapirish usulini tasvirlaydi va mutlaqo aniq bir ta'rifga ega. Bu yerda nutq ma’lum bir g‘oyani o‘z ichiga olgan stilistik o‘ziga xoslikni anglatadi. Nihoyat, nemis faylasufi va jamiyatshunos Y. Habermasning nomi bilan bog‘liq bo‘lgan "diskurs" atamasining uchinchi ishlatilish holati ham mavjud. Bu avvalgi tushunchaga nisbatan o‘ziga xos deb hisoblanishi mumkin, ammo u muhim xususiyatlarga ega. Ushbu uchinchi tushunchada "nutq" - bu ijtimoiy haqiqatdan, an'analardan, hokimiyatdan, muloqot holatlaridan va boshqalardan maksimal darajada olib tashlashda amalga oshiriladigan maxsus ideal muloqot turi bo‘lib, so‘zlashuv ishtirokchilarining fikr va harakatlarini tanqidiy muhokama qilish va asoslashga yo‘naltirilgan bo‘ladi.

Yuqorida sanab o‘tilgan uchta makro tushunchalar (shuningdek, ularning turlari) bir-biri bilan o‘zaro ta'sirlashgan va o‘zaro ta'sirlashib boradi. Shubhasiz, bu nuqtai nazarlar istisno emas, balki bir-birini to‘ldiradi. Diskurs atamasiga doir turli tilshunos olimlarning fikr va mulohazalari farqli ekin, ta`kidlash joizki, rus tilshunosi Arutyunovaning ta’rifi bugungi kunda ko‘pchilik tadqiqotchilar tomonidan eng ma’qul ta’rif sifatida qabul qilinmoqda. Unga ko`ra diskurs – (fransuzcha diskurs – nutq so`zidan kelib chiqqan bo`lib) – ekstralingvistik (pragmatik, ijtimoiy-madaniy, psixologik va boshqa) omillar bilan uyg‘un, voqelik nuqtai nazaridan qaralayotgan matn; maqsadli ijtimoiy harakat sifatida odamlarning o‘zaro munosabati va ularning ongli mexanizmlari(kognitiv jarayonlari)ning tarkibiy qismi sifatida ko‘rib chiqiladigan nutq shaklidir.

Diskurs ifodalaydigan ma`nolar xilma-xil ekan, diskursning ham bir qator turlari mavjud. Ular ichida monologik diskurs o`z tarkibiga nutqiy muloqot bilan birgalikda muallifning yoki so`zlovchining ichki kechinmalari, psixologik holati va xarakterli jihatlarini qamrab olishi va

keng qamrovli yaxlit nutq shaklini ifodalashi bilan ajralib turadi. Monologik diskurs o`z navbatida yakka shaxs tomonidan aytilgan muloqot turini ifodalar ekan, monologga so‘zlovchining o‘ziga qaratilgan, boshqa shaxsning tinglash va javob berishini e’tiborda tutmaydigan nutq shakli deya ta`rif berish maqsadga muvofiqdir. Shu bilan birgalikda, ayrim dramatik asarlarda personajning monologik nutqi tomoshabinga qaratilgan bo‘ladi. Monologik nutq nasriy asarlar bilan bir qatorda ham nazmda ham uchraydi. Nazmda monolog asosiy nutq shakllaridan biri hisoblanadi. Ba’zan monologik nutqda asarning kulminatsion nuqtasi bayon etiladi. Monologik nutq uchun, odatda, tuzilish va mazmun jihatdan o‘zaro bog‘liq, o‘ziga xos kompozitsion qurilishga va mantiqiy tugallikka ega bo‘lgan matnning ma’lum bo‘lagi xos bo‘ladi. Monolog shakliga ko`ra og‘zaki (nutq bayon qilish) yoki yozma (publitsistika, memuarlar, kundaliklar) shaklida ifodalanishi mumkin. Monologik nutqning og‘zaki shaklida ohang (intonatsiya) muhim o‘rin egallaydi, yozma Monologik nutqda esa ohang matnning sintaktik konstruk-siyasiga, mantiqiy urg‘u tushuvchi so‘zlarning joylashish o‘rniga bog‘liq. Monologik nutq notiqning asosiy nutqiy shakllaridan hisoblanadi; lingvo-stilistik usul bo‘lib, bir qancha turlari mavjud. Ta’sir ko`rsatuvchi (targ‘ib qiluvchi) monologik nutq, dramatik monologik nutq, lirik monologik nutq, hikoya qiluvchi (axborot beruvchi) monologik nutq. Monologik nutqda monolog personajningyoki asar qahramonlarining ichki nutqi, o‘y hayollari shaklida namoyon bo‘ladi.

Yuqorida berilgan fikrlarni inobatga olgan holda diskursni o‘rganish, uning asl mohiyati, unga xos xususiyatlarni yuzasidan izlanishlar olib borish va uning natijalaridan ta`lim tizimida ham oqilona foydalanish zamonaviy tilshunoslikla sohasida bir qator afzalliklarni tug`diradi. Diskurs (nutq) fanlararo tadqiqot obyekti hisoblanadi. Uni tadqiq qilishda nazariy tilshunoslik bilan bir qatorda kompyuter tilshunosligi, sun’iy idrok, psixologiya, falsafa, mantiq, jamiyatshunoslik, antropologiya, etnologiya, adabiyotshunoslik, samiotika, tarixshunoslik, dinshunoslik, huquqshunoslik, pedagogika, tarjima amaliyoti va nazariyasi, siyosatshunoslik va boshqalar ham o‘zaro bog‘langandir. Mazkur fanlarning har biri nutqni o‘ziga tegishli ravishda o‘rganishni tavsiya beradilar.

Foydalanilgan adabiyotlar.

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3. LA Grenoble. Discourse analysis - USA: Dartmouth College, 2000
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5. https://www.ldoceonline.com/

TAYYORLOV GURUHI BOLALARINING BADDIY-ESTETIK MADANIYATINI TABIAT GO'ZALLIGINI IDROK QILISHGA O'RGATISH ORQALI TARBIYALASH.

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Annotatsiya: Maqolada tayyorlov guruhi bolalarining baddiy-estetik madaniyatini tabiat go'zalligini idrok qilishga o'rgatish orqali tarbiyalash haqida so'z boradi.

Kalit so'zlar: Maktabgacha yoshdagi bola, baddiy-estetik madaniyat, estetik tarbiya, badiiy faoliyat ko'nikmalari, qo'shiq aytish, rasm chizish, she'rni ifodali o'qish, bilim va ko'nikmalar, mustaqil ijodiy faoliyatga qiziqish, ishtiyoq.

Аннотация: В статье речь идет о воспитании художественно-эстетической культуры детей подготовительной группы путем обучения их пониманию красоты природы.

Ключевые слова: дошкольник, художественно-эстетическая культура, эстетическое воспитание, навыки художественной деятельности, пение, рисование, выразительное чтение стихов, знания и умения, интерес к самостоятельной творческой деятельности, увлеченность.

Annotation: The article deals with the education of the artistic and aesthetic culture of the children of the preparatory group by teaching them to understand the beauty of nature.

Key words: preschooler, artistic and aesthetic culture, aesthetic education, artistic skills, singing, drawing, expressive poetry reading, knowledge and skills, interest in independent creative activity, enthusiasm.

"Insonning tabiatdan oladigan estetik tuyg'usi ta'lim va rivojlanish natijasida olingan estetik did darajasiga ko'tarilishi kerak".
V. G. Belinskiy.

"…. Tabiat bolalar uchun ma'naviy boyituvchi bitmas-tuganmas manbadir. Bolalar doimo u yoki bu shaklda tabiat bilan aloqada bo'lishadi.

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Ularni yashil o'tloqlar va o'rmonlar, yorqin gullar, kapalaklar, qo'ng'izlar, qushlar, hayvonlar, qor parchalari, daryolar va ko'lmaklar o'ziga jalb qiladi. Tabiatning cheksiz rang-barang olami bolalarda katta qiziqish va qiziqish uyg'otadi. Bolalikdan olingan tabiat taassurotlari bir umr esda qoladi va ko'pincha odamning tabiatga, ona Vatanga bo'lgan munosabatiga ta'sir qiladi.

Bolaning estetik tarbiyasi va rivojlanishi uchun rasm chizish katta ahamiyatga ega. Tasvirni yaratish bir qator ko'nikma va qobiliyatlarni talab qiladi, u idrok va g'oyalar tasvirlariga asoslanadi. Chizish jarayonida bolada kuzatuvchanlik, estetik idrok, hissiyotlar, badiiy did, ijodkorlik, mavjud vositalardan foydalangan holda mustaqil ravishda chiroyli narsalarni yaratish qobiliyati rivojlanadi. Chizmachilik darslari sizni atrofdagi hayotdagi, san'at asarlaridagi go'zallikni ko'rishga o'rgatadi. Ularning badiiy faoliyati bolalarga asta-sekin tushunishga yordam beradi

Estetik tarbiya mutaxassislari tabiatning estetikasi unga nisbatan munosib munosabatni shakllantirishning asosi deb hisoblaydilar. Bolaning his-tuyg'ulariga o'z fazilatlari (shaklning mukammalligi, rang-barang o'zgaruvchanligi) bilan ta'sir qiladigan tabiat estetik tuyg'ularni uyg'otadi. Bu narsalarga va tabiat hodisalariga munosabatning paydo bo'lishi va namoyon bo'lishiga yordam beradi. Tabiat bolaning qiziqishini uyg'otadi, uning his-tuyg'ulariga ta'sir qiladi, hissiy rivojlanishni faollashtiradi, go'zallik tuyg'usini shakllantiradi. Bola tabiat go‘zalligini idrok etish orqali dunyo go‘zalligini o‘rganadi.

Tasviriy faoliyat orqali bolalarni tabiat bilan tanishtirish bolalar ijodiyotini yangi mazmun bilan boyitishini, axloqiy-estetik tuyg‘ularini chuqurlashtirishini, tabiatni asrash va muhofaza qilishga, o‘simlik va hayvonlarni asrab-avaylashga intilishlarini uyg‘otayotganini payqadim. Men bilish jarayonini bolalar tomonidan ob'ektlar va tabiat hodisalarini kundalik idrok etish jarayonida o'zim tomonidan tashkil etilgan tizimli kuzatishlar davomida amalga oshiraman.

Sayrlarda har bir faslning rangi har xil bo‘lishiga e’tibor beraman. Masalan, kuz tabiatining rangi qishdan farq qiladi, unda sovuq ranglar ustunlik qiladi, bahor shaffof ko'k, yashil ranglar bilan, yoz esa quyoshli, yorqin, issiq rang va soyalar bilan ajralib turadi.

Maktabgacha ta’lim tashkilotida badiiy-estetik ta'limning yetakchi pedagogik roli - ma'naviy qadriyatlar bilan tanishish, musiqa, teatr, ijodiy faoliyatga jalb qilish orqali shaxsni rivojlantirishga qaratilgan ta'lim tizimini yaratishni o’z ichiga oladi. Buning uchun go'zallikni idrok etish,

tushunish, qadrlash va yaratish qobiliyatini rivojlantirish va takomillashtirishga qaratilgan tadbirlar tizimi tashkil etiladi.

V.A.Suxomlinskiy aytganidek, “Bolalarning ijodiy qobiliyatlari va iste’dodlarining kelib chiqishi ularning qo‘lida. Boshqacha qilib aytganda: bolaning qo'lida qanchalik mahorat bo'lsa, bola shunchalik aqlli bo'ladi. Haqiqatan ham, hayotning birinchi yillaridan boshlab, bola yorqin, jozibali hamma narsaga jalb qilinadi, rang-barang o'yinchoqlar va narsalardan zavqlanadi. Bola qo'shiqni, ertakni tinglaydi, rasmlarga qaraydi va bu uning uchun quvonchli voqealarining manbai bo'lib, zavq, qiziqish uyg'otadi.

Kelajagimizni qanday ko'rishni xohlashimiz ko'p jihatdan o'zimizga va bolalar ongida qo'yadigan tamoyillarga bog'liq. Inson qanday bo'lsa, uning faoliyati shunday, u o'z atrofida yaratadigan dunyo shundaydir. Zero, inson madaniyati uning ichki dunyosining ko‘zgusidir, estetik tarbiya esa inson madaniyatini shakllantirishda juda katta rol o‘ynaydi. Ijodkorlik maktabgacha yoshdan boshlanadi, maktabgacha yoshdagi bolalar katta fantaziya salohiyatiga ega bo'lgan davrda o’sib kelishmoqda.

Maqsad: maktabgacha yoshdagi bolalarda vizual, musiqiy, teatr faoliyatida estetik munosabat va badiiy va ijodiy qobiliyatlarni shakllantirish.

Vazifalar:

1. Bolalarning atrofdagi olamga estetik munosabatini shakllantirish: tabiatdagi, harakatlardagi, san’atdagi go‘zallikni ko‘rish va his qilish, go‘zallikni anglash qobiliyatini rivojlantirish; badiiy didni, bilimga bo‘lgan ehtiyojni tarbiyalash.

2. San'atning turli turlari bo'yicha badiiy mahoratni rivojlantirish: rasm chizish, modellashtirish, applikatsiya, qo'shiq aytish, musiqaga harakatlar, aktyorlik mahoratini o'rgatish.

Badiiy faoliyat ko‘nikmalarini o‘rgatishdan maqsad bolalarga qo‘shiq aytish, rasm chizish, she’rni ifodali o‘qish bo‘yicha bilim va ko‘nikmalar berishdan tashqari, ularda mustaqil ijodiy faoliyatga qiziqish va ishtiyoqni uyg‘otishdir. Pedagog bolani go`zallikni idrok etishdan, unga bo`lgan emotsional munosabatdan anglash, estetik g`oyalar, mulohazalar, baholarni shakllantirishga olib borishi kerak.

Bu mashaqqatli ish bo'lib, bolaning hayotiga go'zallik bilan muntazam ravishda kirib borish, uning atrof-muhitini har tomonlama obodonlashtirish qobiliyatini talab qiladi.

Ijod hikoyalar tuzishda, she'rlar o'ylab topishda, raqsda, teatr faoliyatida ham namoyon bo'ladi. Ammo bu tegishli tayyorgarlikni talab

qiladi. Bu jarayonda uning farzandlari o‘z fikrini so‘z, qo‘shiq, chizma, raqs, dramatizatsiya orqali obrazli ifodalash, tasvirlash usullarini puxta egallaydi.Maktabgacha yosh ijodkorlikni rivojlantirish uchun ajoyib imkoniyatlar yaratadi, bu imkoniyatlardan qay darajada foydalanilganligi ko'p jihatdan kattalarning ijodiy salohiyatiga bog'liq bo'ladi.

L.S.Vigodskiy aytganidek, “Ijodkorlikka o‘rgatish mumkin emas, lekin bu umuman pedagog uning shakllanishi va namoyon bo‘lishiga hissa qo‘sha olmaydi, degani emas”.

Bolalarni estetik tarbiyalashda badiiy so‘zga katta ahamiyat beraman, chunki adabiyot maktabgacha yoshdagi bolalarning estetik didini, estetik idrokini rivojlantiradi, kundalik hayotda haqiqiy go‘zallikni topishga o‘rgatadi.Bolalarda shakllangan g‘oyalarni inobatga olib, ularning e’tiborini shoir tabiatdagi qiziqarli narsalarni payqagan holda she’rda aks ettirishiga, rassom esa matnni tasvirlab, shoir aytganlarini chizishga intilishiga qarataman. Men bolalarni tanish tasvir yoki tabiatning oddiy rasmini tasvirlaydigan kichik asar bilan tanishtirganda, men bir vaqtning o'zida uning yorqin tasvirini namoyish qilaman. Emotsional, vizual va eshitish tasvirlarining bunday murakkab ta'siri bolalarda estetik idrok etishning rivojlanishiga yordam beradi.

Maktabgacha yoshdagi bolalar bilan ishlashda men har kuni amin bo'ldimki, ular ertak, hikoya va she'rlarni juda yaxshi ko'radilar. Men ishimni bolalarning yosh xususiyatlarini hisobga olgan holda rejalashtiraman, tarbiya dasturiga mos keladigan, mazmuni va ijrosi bo'yicha foydalanish mumkin bo'lgan ishlarni tanlayman. Farzandlarimiz kitobxon emas, tinglovchilar. Binobarin, badiiy asarning ularga estetik ta`siri ko`p jihatdan o`qituvchining uni qanday etkazishiga bog`liq.

Badiiy so‘zlarni to‘pladim va loyihalashtirdim: she’rlar, maqollar, matallar, xalq belgilari, fasllarga oid topishmoqlar. Buning uchun men mavzu, mazmun, til nuqtai nazaridan bolalarga tushunarli va tushunarli bo'lgan materialni tanlayman. Men she'riy satrlardagi ma'lumotlar kichik odamning ongida yorqin, ko'rinadigan, aniq tasvirlarni shakllantirishiga ishonaman.

Shunday qilib, har qanday tabiat hodisasining go'zalligi bola qalbida jo'shqin munosabatni uyg'otadi. Kuz keldi... Rang-barang barglar havoda aylanib, yerga silliq tushadi. Bolalar zavq bilan yig'ishdi, ularni ko'zdan kechirishdi, tarbiyachi va ota-onalarning e'tiborini ularning go'zalligiga qaratishga intilishdi. Bu yerda yigitlarning qiziqishini saqlab qolish muhim edi. Bolalar bilan birgalikda ular to'plangan barglar bilan o'ynashdi ("Rang

va shaklda bir xil narsani toping") ular barglardan kompozitsiyalar yasashni taklif qilishdi (masalan, barglar daraxtlar tasvirlangan kuzgi o'rmon). Men bolalarga ushbu materialdan nima qilish mumkinligini orzu qilish imkoniyatini berishga harakat qildim. Shu bilan birga, biz rasmlarni yopishtirmadik, shunchaki ularni joylashtirdik va nimani o'ylab topgan barcha bolalar bilan birga tomosha qildik. U o'z ishini shunday qurishga harakat qildiki, qish kelishi bilan tabiatda sodir bo'lgan o'zgarishlar bolalar ijodiyotida (rasmda) ham o'z aksini topdi. U qorning uylarni, butalarni, daraxtlarni qanday qoplaganiga e'tibor berdi. Qorong'i daraxt tanasi oppoq qor bilan uyg'unlashgan holda qishki landshaft tasvirini yaratdi, uni bolalar mustaqil ravishda "Daraxtlarga, o'tloqlarga qor yog'adi", "O'rmon ertak ostida uxlaydi" mavzularida rasm chizishda tasvirladilar.

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TALABALARNI KASBIY FAOLIYATGA TAYYORLASHDA KOMPETENSIYAGA YO‘NALTIRILGAN YONDASHUV

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Annotatsiya: Maqolada talabalarni kasbiy faoliyatga tayyorlashda kompetensiyaga yo‘naltirilgan yondashuv haqida so'z boradi.

Kalit so'zlar: Kompetensiya, yondashuv, ta'limni modernizatsiyalash, ta'lim mazmunini yangilash, pedagogik faoliyat, murakkab, dinamika, tavsif. yangi vaziyat, pedagogik muammolar, mutaxassis, shakllantirish.

Аннотация: В статье рассматривается компетентностный подход к подготовке студентов к профессиональной деятельности.

[57] Urganch dabvlat universiteti 1-kurs magistranti

Ключевые слова: компетентность, подход, модернизация образования, обновление содержания образования, педагогическая деятельность, сложность, динамика, описание. новая ситуация, педагогические проблемы, специалист, образование.

Annotation: The article deals with the competence-based approach to preparing students for professional activities.

Key words: competence, approach, modernization of education, updating the content of education, pedagogical activity, complexity, dynamics, description. new situation, pedagogical problems, specialist, education.

Zamonaviy oliy ta'limda so'nggi yillarda ushbu tizimning yangi sifat holatiga o'tishi haqida gapirishga imkon beradigan tendentsiyalar mavjud. Oliy ta’lim - bu o'quv jihozlarining yangi yuqori texnologiyali tizimi, yangi o'quv dasturlari, elektron o'quv vositalari, davlat ta'lim standartlarini amalga oshirish uchun yangi shartlarni o’z ichiga oladi.

Oliy o’quv yurti bitiruvchilarga yaxlit nazariy va amaliy bilim, ko‘nikma va malakalar tizimini taqdim etishi, yuqori ta’lim texnologiyalarini o‘zlashtirishga yordam berishi, mutaxassisning ijtimoiy moslashuv qobiliyatini shakllantirishi kerak. Ushbu vazifalarni amalga oshirish kuchli motivatsion munosabat, chuqur mutaxassislik, talabalarning intellektual va shaxsiy imkoniyatlarini faollashtirishga asoslangan pedagogni maqsadli tayyorlashga yordam beradi.

Oliy o’quv yurti professor-o'qituvchilari - bu o'ziga xos funktsiyalari, ish sharoitlari va usullari, malakasi va shaxsiy xususiyatlariga ega bo'lgan o'qituvchilarning alohida toifasi sanaladi. O‘qituvchi o‘z ishida bugungi kunda oliy o‘quv yurtlarida barcha sohalarni moliyalashtirish tizimini o‘zgartirish, uning tuzilmasi va vazifalarini takomillashtirish sharoitida ishlash uchun kadrlar tayyorlanayotganini nazarda tutadi. Shunga ko‘ra, oliy o‘quv yurti professop-o‘qituvchilarining o‘z mehnati natijalari uchun mas’uliyati ortib bormoqda. Hozirgi vaqtda samaradorlikni oshirish yo'llari qidirilmoqda. Oliy ta’lim malakaga asoslangan yondashuv bilan bog'liqdir.

Kompetensiyaga asoslangan yondashuvning dolzarbligi ta'limni modernizatsiyalash sharoitida ta'kidlangan va ta'lim mazmunini yangilashning muhim qoidalaridan biri sifatida qaraladi. Buning sababi shundaki, pedagogik faoliyat murakkablik va dinamikaning kuchayishi bilan tavsiflanadi, kompetensiyaga asoslangan o'qitishning asosiy vazifasi yangi vaziyatlarda pedagogik muammolarni hal qila oladigan mutaxassisni shakllantirishdir.

Kompetensiyaga asoslangan yondashuv - bu ta'lim natijasiga yo'naltirilgan yondashuv bo'lib, natija o'rganilgan ma'lumotlarning miqdori emas, balki insonning turli muammoli vaziyatlarda harakat qilish qobiliyatidir, boshqacha aytganda, kompetentsiyaga asoslangan yondashuv. natijalar ta'lim tizimidan tashqarida muhim deb tan olinadigan yondashuvdir.

Kompetentsiyaga asoslangan ta'limning o'ziga xosligi shundaki, tayyor bilimlar o'zlashtirilmaydi, o'zlashtirish uchun kimdir tomonidan taklif qilinadi, lekin talabaning o'zi muammoni hal qilish uchun zarur bo'lgan tushunchalarni shakllantiradi. Bunday yondashuv bilan ta'lim faoliyati vaqti-vaqti bilan tadqiqot yoki amaliy-transformativ xususiyatga ega bo'lib, o'z-o'zidan assimilyatsiya predmetiga aylanadi.

Talaba qobiliyatining tabiati shundan iboratki, u o'rganish mahsuli bo'lib, u to'g'ridan-to'g'ri undan kelib chiqmaydi, balki uning o'zini-o'zi rivojlantiriishining natijasidir, uning shaxsiy o'sishi kabi texnologik emas, o'zini o'zi tashkil etishning natijasidir. faoliyat va shaxsiy tajribani umumlashtirish imkoniyatini yaratadi.

Kompetentsiya - bu bilim, ko'nikma, ta'limning mavjudligi, shaxsning o'zini o'zi anglashiga hissa qo'shadigan, dunyoda o'z o'rnini topishning bir usuli bo'lib, buning natijasida ta'lim yuqori motivatsiyaga ega bo'lib, haqiqiy ma'noda shaxsiyatga yo'naltirilgan bo'ladi. maksimal talab shaxsiy salohiyat, shaxsiyatni boshqalar tomonidan tan olish va uning o'ziga xos ahamiyatini anglatadi.

Ta'limda kompetentsiyaga asoslangan yondashuv talabalarda yangi, noaniq, muammoli vaziyatlarda harakat qilish imkonini beradigan ko'nikmalarni rivojlantirishni o'z ichiga oladi, ular uchun oldindan tegishli mablag'larni to'plash mumkin emas. Bunday vaziyatlarni bartaraf etish va kerakli natijalarga erishish jarayonida ularni topish kerak. Asosiy qadriyat - bu talabalarga o'z maqsadlarini aniqlash, qarorlar qabul qilish va odatdagidek harakat qilish imkonini beradigan ko'nikmalarni rivojlantirishdir. Bundan tashqari, kompetensiyaga asoslangan yondashuv ta'limning yakuniy natijasi sifatida talabalarning umumiy madaniy va kasbiy kompetentsiyalarini shakllantirishni nazarda tutadi.

Kompetensiyaga asoslangan yondashuvning eng muhim xususiyati talabalarning kelajakda mustaqil ta’lim olishi bo‘lib, chuqur bilim olmasdan, mustaqil ishlamasdan turib buni amalga oshirish mumkin emas. Bilim ko'nikmalarga butunlay bo'ysunadi; talaba, agar kerak bo'lsa, ma'lum muammolarni hal qilish uchun axborot manbalaridan tez va to'g'ri

foydalana olishi kerak. Kompetensiya - bu shaxsning muayyan hayotiy vaziyatda samarali faoliyat uchun bilim, ko'nikma va tashqi resurslarni safarbar qilishga tayyorligi hamdir.

Asosiy vakolatlar universal bo'lgan, turli sohalarda qo'llanilishi mumkin bo'lgan vakolatlardir hayotiy vaziyatlar. Bu muvaffaqiyatning kalitidir. Asosiy asosiy vakolatlar:

- Axborot kompetensiyasi - axborot bilan ishlashga tayyorlik.

– Kommunikativ qobiliyat - boshqa odamlar bilan muloqot qilishga tayyorlik, axborot asosida shakllanadi.

- Kooperativ kompetentsiya - boshqa odamlar bilan hamkorlik qilishga tayyorlik, oldingi ikkitasi asosida shakllanadi.

- Muammoli kompetentsiya - muammolarni hal qilishga tayyorlik, oldingi uchtasi asosida shakllanadi.

Ta'limda kompetentsiyaga yo'naltirilgan yondashuv o'qituvchilarni o'z faoliyatida talabga javob beradigan yangi pedagogik texnologiyalar, usullar, qisman dasturlarni ishlab chiqish va joriy etish zaruriyati oldiga qo'yadi. Ta'limda kompetensiyaga asoslangan yondashuvning ikkita asosi mavjud:

1) Zamonaviy ta'lim texnologiyalari: ishbilarmonlik o'yinlari, rolli o'yinlar, keys usuli va boshqalar.

2) Olingan bilimlarni hayotiy masalalarni yechishda amaliyotda qo‘llash qobiliyatini talab qiluvchi kompetentsiyaga yo‘naltirilgan vazifalar.

Kompetentsiyaga yo'naltirilgan ta'lim texnologiyasi ta'limda muammoli vaziyatlarni yaratishga asoslangan muammoli yondashuvning mavjudligini nazarda tutadi.. Shuningdek, talabalarning faol mustaqil ishlarini o'z ichiga olgan individual va guruh loyihalaridan foydalanishga o'rgatishda juda samarali bo'lib, dars soatlari qisqargan taqdirda muhim ahamiyatga ega.

Talabalarni kasbiy faoliyatga tayyorlashda kompetentsiyaga yo‘naltirilgan topshiriqlardan olingan nazariy bilimlarni mustahkamlashda ham, ularni tizimlashtirish, nazorat qilish, sifat nazorati, bilimlarni baholashning reyting tizimi va hokazolarda ham qo‘llanilishi mumkin.

Kompetentsiyaga yo'naltirilgan vazifalardan foydalanish kasbiy faoliyatga tayyorlashda kompetensiyaga asoslangan yondashuvni amalga oshirish bilimlarni yaxshiroq o'zlashtirishga, fikrlashni rivojlantirishga, kasbiy qobiliyatlarni shakllantirish darajasini oshirishga va ko'nikmalarni egallashga yordam beradi. muvaffaqiyatli moslashish imkonini beradi.

Kompetentsiyaga yo'naltirilgan vazifalarning murakkabligining uchta darajasi mavjud:

1) Ijro darajasi. Usullarni takrorlash, jadvallar, diagrammalar, grafiklar, xaritalar ma'lumotlarini o'qish va sharhlash, oddiy hisob-kitoblarni amalga oshirishni o'z ichiga oladi.

2) Bog'lanish darajasi. Bu fanning turli bo'limlari bo'yicha havolalar o'rnatish va materiallarni birlashtirish, ko'p bosqichli hisob-kitoblarni bajarish, ifodalarni tuzish, ma'lumotlarni tartibga solishni o'z ichiga oladi.

3) Fikrlash darajasi. U nostandart muammolarni hal qilishni, umumlashtirish va xulosalarni shakllantirishni, ularni asoslash qobiliyatini o'z ichiga oladi.

Sinov, modulli va reyting tizimi bilim sifatini baholash, ta'lim portfellari, loyihalari ishlab chiqiladi. Test texnologiyalari ta'limning turli bosqichlarida talabalarning tayyorgarlik sifatini tekshirish uchun ob'ektiv va samarali hisoblanadi. Test nazorati tizimi talabalarning butun semestr davomida ishini faollashtiradi, materialni kuchliroq o'zlashtirishni ta'minlaydi. Tizimli test nazorati o‘quv materialini samarali o‘zlashtirishni ta’minlaydi, talabada dunyoqarash elementlari bo‘lgan o‘z-o‘zini nazorat qilish va o‘zini o‘zi tarbiyalashini shakllantiradi. Shuningdek, kurs davomida bilimlarni bosqichma-bosqich diagnostika qilish o'qituvchiga talabalar bilimidagi bo'shliqlarga qarab o'qitish metodikasini o'z vaqtida tuzatishga imkon beradi.

Shunday qilib, bo’lg’usi kasb egalarini tayyorlashda kompetentsiyaga yo‘naltirilgan vazifalarni qo‘llashda asosiy e’tibor bitiruvchining ishlab chiqarish faoliyatiga tayyorligini, kasbiy muammolarni hal qilishda mustaqillik, moslashuvchanlik va noaniqlikni belgilovchi ko‘nikmalarni o‘zlashtirishga, talabalarning turli vaziyatlarda olingan bilimlarni foydalanish ko‘nikmalarini rivojlantirishga qaratish lozim.

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MAKTABGACHA YOSHDAGI BOLANING HAR TOMOLAMA YETUK SHAXS SIFATIDA KAMOL TOPISHIDA AQLIY TARBIYANING O’RNI

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Annotatsiya: Maqolada maktabgacha yoshdagi bolaning har tomolama yetuk shaxs sifatida kamol topishida aqliy tarbiyaning o’rni haqida so'z boradi.
Kalit so'zlar: Maktabgacha yoshdagi bola, har tomolama yetuk shaxs, aqliy tarbiya, elementar bilim va ko'nikmalar, aqliy faoliyat, usul, shakllantirish, kognitiv qobiliyat, pedagogik jarayon, tabiat, ijtimoiy hayot, oddiy hodisalar, hissiyotlar.
Аннотация: В статье рассматривается роль умственного воспитания в развитии дошкольников во взрослом возрасте.
Ключевые слова: дошкольник, всесторонний взрослый, психическое образование, элементарные знания и умения, мыслительная деятельность, метод, формирование, познавательная способность, педагогический процесс, природа, социальная жизнь, простые события, эмоции.
Abstract: The article discusses the role of mental education in the development of preschoolers in adulthood.
Key words: preschooler, comprehensive adult, mental education, elementary knowledge and skills, mental activity, method, formation, cognitive ability, pedagogical process, nature, social life, simple events, emotions.

Maktabgacha yoshdagi bolaning har tomolama yetuk shaxs sifatida kamol topishida aqliy tarbiyaning o’rni katta ahamiyatga ega. Aqliy tarbiya- bu maktabgacha yoshdagi bolalarda elementar bilim va ko'nikmalar tizimini, aqliy faoliyat usullarini shakllantirishga va kognitiv qobiliyatlarni rivojlantirishga qaratilgan maxsus tashkil etilgan pedagogik jarayondir. Maktabgacha yoshdagi bolaning aqliy tarbiyasi bolalarda tabiat va ijtimoiy hayotning eng oddiy hodisalari to'g'risida to'g'ri qarashlarni

[58] Urganch dabvlat universiteti 1 - kurs magistranti

shakllantirishga, hissiyotlarni, idroklarni yaxshilashga, e'tiborni, tasavvurni, fikrlashni va nutqni rivojlantirishga xizmat qiladi.

Maktabgacha ta’lim tashkilotida aqliy tarbiya barcha tarbiyaviy ishlar jarayonida (ta’limiy faoliyatda, o'yinda, mehnatda) amalga oshiriladi. Tarbiyachi bolalarda mavjud bo'lgan tushunchalar bo'yicha intellektual ko'nikma va qobiliyatlarni shakllantiradi: ularni kuzatish, taqqoslash, ular orasidagi eng oddiy sabab-oqibat munosabatlarini tushunishga o'rgatadi: (masalan, harorat o'zgarishining suvning muzlashi va erishi qor, muzga ta'siri). Tarbiyachi bolaning so'z boyligini to'ldiradi va faollashtiradi, uning to'g'ri talaffuzini shakllantiradi. Maktabgacha ta’lim xodimlari tomonidan olib borilgan tadqiqotlar maktabgacha yoshdagi bolalarning nafaqat maktabgacha ta’lim tashkilotida, balki oilada ham aqliy faoliyatini shakllantirish uchun keng imkoniyatlar mavjudligini aniqlandi.

Bolalar o'yinlariga, badiiy tarbiyaga va oila muhitiga to'g'ri munosabatda bo'lish - bu tasavvur madaniyatining eng muhim yo'llari va shuning uchun bola ongini tarbiyalash. Ota-onalar sayr qilish, ekskursiya qilish, dalada, o'rmonda, daryo bo'yida va hokazolarda qolishlari paytida, albatta, suhbatlashishlari kerak, u hayajonli va tushunarli shaklda bo'lishi kerak, siz hayvonlarning odatlari haqida gapira olasiz, ko'chmanchi qushlar, uya qurish va hokazo.. Lekin shu bilan birga, o'lchovga rioya qilish va har tomonlama faktlarni to'plashdan qochish kerak. Biz bolani ko'p bilimga olib bormasligimiz kerak: ko'p bilim, deydi qadimiy maqol, o'rgatmaydi. Biz unda qiziqish uyg'otishga, hayotdagi qiziqarli narsalarni kuzatishga va qayd etishga intilishimiz kerak.

Bolaning aqliy o'sishi uchun katta ahamiyatga ega bo'lgan diqqat va kuzatishning rivojlanishi nafaqat uning diqqati va kuzatuvining doimiy ravishda tashqaridan jalb qilinishi va yo'naltirilishi, kattalar qiziqarli va zarur deb hisoblagan narsalarga erishiladi. bolaning o'zi haqidagi bevosita taassurot nima beradi.bola. Nutqning rivojlanishi bolaning aqliy rivojlanishiga kuchli ta'sir ko'rsatadi. Nutq va fikr bir-biri bilan chambarchas bog'liqdir. Bolaning oilada eshitadigan nutqi, ayniqsa, kattalarning shaxsan unga murojaat qilgan nutqi aniq va tushunarli, shakl va ifodali, mazmunan to'g'ri va tushunarli bo'lishi kerak.

Agar 3 yoshli bolaning nutqi hissiyot va istaklarni ifodalash vositasi bo'lib xizmat qilsa, 5-6 yoshli bolaning nutqi allaqachon muloqot qilish, taassurot va fikr almashish vositasidir. Shuning uchun biz kattalar bolaning hayotini shunday qurishimiz kerakki, unda nutqqa bo'lgan ehtiyoj tez-tez paydo bo'ladi. Ehtiyoj qanchalik tez-tez paydo bo'lsa, uning hayoti

shunchalik qiziqarli va rang-barang bo'ladi. Avvalo, nutq ifodali bo'lishi kerak. 5 yoshli bola allaqachon ifodali nutqqa qodir. Ota-onalar bu qobiliyatni yaxshilashlari kerak

Ota-onalar bolaga biror narsani tushuntiradimi yoki maqtadimi, uni qoralaydimi, aytamanmi yoki o'qiydimi, ularning nutqi monoton, bir xilda suyuq bo'lmasligi kerak, lekin jonli, iliqlik, sevgi va hatto norozilik, g'azab hissi bilan isinishi kerak. Badiiy hikoyani, she'rni ifodali o'qish, alohida so'zlar va tasvirlarning go'zalligini etkazish, his-tuyg'u bilan aytiladigan qo'shiq, bola musiqasini tinglash - bularning barchasi ekspressivlikni rivojlantirish uchun ajoyib vosita bo'lib xizmat qilishi mumkin. Nutqning mazmunini unutmaslik juda muhimdir. Farzandingiz so'z va iboralarni mohirona ishlata oladimi, bog'langan, izchil, aniq gapira oladimi.

Bolalar bilan do'stona suhbatlar, o'zingiz bilgan odamlar, qahramonlar (urush) haqida hikoyalar orqali ularning so'z boyligini kengaytiring va boyiting. Agar bolaga rasm ko'rsatayotganda, uni diqqat bilan, qiziqish bilan ko'rib chiqsangiz, bolaning taassurotlari va tushuntirishlarini tinglasangiz, uning savollariga javob bersangiz juda yaxshi. Keyin siz ertak yozishni taklif qilishingiz mumkin, uni albatta tinglaysiz yoki yozib olasiz, keyin bolangizning hikoyasini o'qib, uning aqliy rivojlanish darajasini aniqlaysiz. Bola tomonidan ishlatiladigan turli xil nutq shakllaridan biri alohida e'tiborga loyiqdir. Bu bolalarcha savollar.

Afsuski, oilada kattalarning bolalar muammolariga munosabati juda noto'g'ri. Ota-onalar bolalarning fikrlash harakatlarini rag'batlantirish o'rniga, ko'pincha ularni bostiradi. Ba'zilar, zerikarli savollardan xalos bo'lish uchun: "Bema'ni gaplaringiz bilan bezovta qilmang", deyishadi, boshqalari esa bola uchun tushunarsiz kitob shaklida tushuntiradi. Shuni tan olish kerakki, bolaning savollariga javob berish oson ish emas. Bolaga biror narsani tushuntirish, u bilmagan narsani tajribadan bilgan narsasi bilan bog'lashni anglatadi. Uning aqliy rivojlanishi, hayotiy tajribasi bilan hisoblashish kerak. Siz bolaga haqiqatni va u nimani tushunishini aytishingiz kerak.

Agar bola javobdan qoniqmasa, unda biz to'liq tushunish uchun juda ko'p bilim kerak, deb aytishimiz mumkin, u maktabga borganida oladi. Siz ham shunday deb so'rashingiz mumkin: “Siz nima deb o'ylaysiz? shu orqali bolani mustaqil fikrlashga undaydi.Bolalarning topqirligini rivojlantiruvchi topishmoqlar va maqollar, diqqatni talab qiluvchi va rivojlantiruvchi stol o'yinlari, tez harakat qilish qobiliyatini bolalarga berish aqliy rivojlanish uchun ham foydalidir. Ko‘rgazmali qurollar yordamida hisoblashni mashq qilish ham mumkin.

Hurmatli ota-onalar, bolaning mehnatini oqilona tashkil qiling, uning o'yin va ijodkorligi uchun qulay shart-sharoitlarni yarating, unda mustaqil fikrlarni tarbiyalang va rag'batlantiring, qiziquvchanlikni uyg'oting. Biz bolaning aqliy rivojlanishiga ta'sir qiluvchi ta'limning asosiy jihatlariga e'tibor qaratdik. Agar sizda aqliy tarbiya bo'yicha savollaringiz bo'lsa, biz bilan bog'laning, tarbiyachilar. Biz sizga bolangizni tekshirish, uning aqliy darajasini aniqlash, bolaning aqliy rivojlanishini yaxshilash uchun material taklif qilishda yordam bera olamiz.

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ENGLISH TEACHING AND LEARNING FACTORS IN PRIMARY SCHOOL

Rustamova Shahnoza Aripovna[59]

Annotation, Teaching English in the primary school means learning extra foreign language to one's first language. Several factors affect everyone’s success in learning a new language. Such a complex process, supposed to have many causes and reasons. The internal factors influencing the learning of English are the inner desires and aspirations that arise from the student’s own consciousness.

Keywords: Learning factors, language, primary school, learners, affective factors, cognitive factors intellectual analysis, language development skills, learning strategies, self-assessment;

It is known that the ability of learning a new language in elementary school, for some students is faster and easier than others, most will agree to the fact that as they got an experience of learning a second language on

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their own or teaching a second language at school. Undoubtedly, some language learners succeed because of their perseverance, diligence, and professional approach. Moreover, there are other important factors that affect success that are largely out of the student's control. These factors can be generally classified as internal and external. It is their complex interaction that determines the speed and ease of learning a new language. Gardner and McIntyre (1992, 1883) divide these internal factors into two groups:

- Affective factors
- Cognitive factors

Influencing factors include the student's attitude towards the learning process, which is very important for learning a second language. The feeling of 'anxiety' that occurs in English learning is also one of the most pressing issues, as this problem not only undermines the student's self-confidence, but also impairs the student's self-esteem. It is necessary to prevent regress of evaluation or a feeling of general insecurity in the student. [Claros 2008: 142]

It has been almost unanimously proven that the cognitive factors of English language teaching in primary school are detrimental to successful learning. The relevant factor is that attention is also paid to the individual, but also social relations, such as gender status in the classroom, the community's attitudes toward language learning. Problems such as cultural attitudes and misunderstandings can be a serious obstacle to learning English. These factors are included, although they are not limited to, language attitudes, motivation, pronunciation, and willingness to communicate. A scaffolding issue of an article is, more about cognitive factors of teaching English in an elementary level.

A primary school student has a lot of information in their brain, which is similar to a computer database. There are naturally some mental factors or traits in the personality of young learners that lead to more success than others, and the following three traits are the most effective and important way to learn a foreign language is, these factors are:

- Ability to conduct intellectual analysis
- Language development skills
- Use language learning strategies

Intelligence is important in the formation of self-assessment skills in primary school students, which in turn creates an environment for learning English, which requires the student to grow physically and mentally. In this

way, the student, especially the younger students, develops intellectual intelligence with critical thinking. Intellect is the mental ability measured by the IQ (Intelligence quotient) test. Includes language analysis and communicative English which can include grammar learning, intelligence can be a powerful factor when it comes to learning. On the other hand, it may have relatively less impact on language learning, which focuses more on communication and interaction. However, the high level of intelligence not only increases the motivation of the student, but also motivates them to develop self-esteem and personality. [Rustamova 2020: 24]

It is common for students with good intelligence to achieve good results in learning at least one foreign language, which may not affect everyone equally, though the difference is not significant. It is vital to keep in mind that intelligence is complex and forms many abilities and strengths in a person. Ability means potential for success. In this case, the purpose of using the metacognitive method, core skills and preparing students, the metacognitive method is simply to think about human thinking. Rather, it is the concept of student orientation, which refers to the processes used to plan, monitor, and evaluate activities. a) independent thinking and learning of the student b) respond to the problem and have a critical understanding as a learner.

In the primary stage, it is important to teach a foreign language in a step-by-step, communicative way, based on the individual abilities of the students:

• To form the ability to understand the function of certain words in sentences

• Identify grammatical rules from language samples, work in an inductive way

• Use text-context in developing the ability to memorize new words [Jesa 2008]

Effective language learners do not have to have all the components of an ability to be strong, some may have a strong memory, while others may only have the ability to understand grammatical rules or be strong in acquiring theoretical knowledge. Not all students have the same abilities, the child has a unique ability, they are naturally good and able to learn quickly, so the teacher is able to accept the characteristics of each child and find their own individual direction. It is proven to get into the consideration one of the strongest indicators, it is especially important for the teacher to develop students ’self-assessment skills through an individual approach to

all students, taking into account these aptitude abilities. [Rustamova 2022: 207]

In conclusion it is supposed to use specific language learning strategies while learning and teaching English. Meanwhile, strategies are the effective triggers which we apply to and which have different levels. Those who are successful in learning English have more useful strategies, such as: planning, monitoring, practicing, organizing, and so on. It was noted that it is important for students with the above motivation to learn a language to use different strategies. In the primary school, the learners prefer to learn, their ways of learning which are unique, and it is possible to self-assess by using these features in language teaching with the development of the learning skills of new material can be achieved in the short period. Surely, it is beneficial for both prodigy learners in class or slow students, those with experience, to use different strategies in mixed ability classes.

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IJTIMOIY HAYOTDA TABU HAMDA EVFEMIZMLARNING O‘RNI VA BU MASALALARGA OID QARASHLAR
THE ROLE OF TABOOS AND EUPHEMISMS IN SOCIAL LIFE AND VIEWS ON THESE ISSUES

Safarova Guzal Qudratovna[60]

Annotatsiya. *Maqolada tabu va evfemiya etnografik yoki etnolingvistik hodisa sifatida tadqiq etilishi, tabuning etnogenezisi, uning ijtimoiy, tarixiy-etnografik hodisa ekanligi, til va tafakkur kabi qadimiyligi, shuningdek, tabu va evfemiya hodisasining paydo bo‘lish sabablari va qo‘llanish maqsadiga ko‘ra umumiy tilshunoslik, turkologiya, jumladan, o‘zbek tilshunosligida mavjud fikrlar haqida so‘z boradi. Evfemizmning ijtimoiy hayotda etiket meyorlariga to‘g‘ri kelmaydigan ifoda o‘rnida qo‘llanilishi, xushmuomalalik asosida paydo bo‘lgan tabuni evfemistik varianti bilan almashtirish hodisalari, evfemizmni vujudga keltiradigan omillar, evfemizm odob-axloq me’yorlari asosida paydo bo‘lib, rivojlanayotgan til hodisasi ekanligi haqidagi tilshunos olimlarning tadqiqotlari va ular asosidagi xulosalar keltirilgan.*

Annotation. *The article talks about the study of taboo and Euphemia as an ethnographic or ethnolinguistic phenomenon, the ethnogenesis of taboo, its social, historical-ethnographic phenomenon, its antiquity, such as language and thought, as well as the reasons for the emergence of taboo and euphemia phenomenon and the opinions existing in general linguistics, Turkology, including Uzbek linguistics according to the purpose of application. The use of euphemism in social life in the place of expression that does not correspond to the subject of ethics, the phenomena of replacing the taboo with the euphemistic variant that arose on the basis of politeness, the factors that caused euphemism in the body, the research of linguist scholars on the fact that euphemism originated on the basis of norms of etiquette.*

Kalit sozlar: *evfemizm, tabu, sotsiolingvistika, ijtimoiy tilshunoslik, etnografiya, etnogenezis, etnolingvistika, totemizm, fetishizm, animizm, reinkarnatsiya, mifologik tasavvur, evfemik mazmun, xushmuomalalik, etiket me’yorlari, umumiy tilshunoslik, turkologiya, ilohiylik, qo‘rquv, irim, rasm-rusum, xurofot, bid’at, “ovchi tabusi”, “diniy tabu”, diniy e’tiqod, diniy taqiq, jamiyatni ijtimoiy boshqarish, inson ruhini poklash, nutq madaniyati, odob-axloq me’yorlari, ibtidoiy dunyoqarash, siyosiy mafkura, shaxsiy omillar, kasbiy muloqot evfemizmlari.*

Key words: *euphemism, taboo, sociolinguistics, social linguistics, ethnography, ethnogenesis, ethnolinguistics, totemism, fetishism, animism, reincarnation, mythological imagination, euphemical content, politeness, ethical norms, General Linguistics, Turkology, Divinity, fear, superstition, “hunter taboo”, “religious taboo”, religious beliefs, religious prohibition, social management of society,*

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purification of the human spirit, culture of speech, norms of decency, primitive worldview, political ideology, personal factors, professional communication euphemisms.

Tabu – ba'zi ish-harakat, faoliyat yoki so'zning man etilishi. L.Shternberg tabuni polineziyalik xalqlar qo'llaganligini ta'kidlaydi. [Штернберг Л. 1901.] L.P.Krisin hozirgi kunda tabu Afrika, Janubiy-Sharqiy Osiyo va Avstraliyaning qator qabilalarida saqlanib qolganini yozadi. [www.philology.ru Крысин Л.П. (Электронный ресурс).] Tabu va evfemiya etnografik yoki etnolingvistik planda, asosan, XIX asrning ikkinchi yarmidan boshlab tadqiq qilina boshlangan. A.Omonturdiyevning fikricha, tabuning etnogenezisini, ya'ni qayerda, qachon paydo bo'lganligi, qaysi urug', qabila yoki xalq udumi ekanini aytish mushkul. Zotan, u ijtimoiy, tarixiy-etnografik hodisa, til va tafakkur kabi qadimiy. Evfemizm ildizlari ibtidoiy ongda yaxshilik va yomonlik tushunchasi paydo bo'lishi, borliqning ilohiylashtirilishi (fetishizm), ruh tushunchasining shakllanishi (animizm), ko'chib yurish (reinkarnatsiya – tanosux), hayvonlarga sig'inish (animizm), umuman, totemik, mifologik tasavvurga borib taqaladi. Olim tabu va evfemiya hodisasining paydo bo'lish sabablari va qo'llanish maqsadiga doir umumiy tilshunoslik, turkologiya, jumladan, o'zbek tilshunosligida mavjud fikrlarga alohida to'xtalib o'tadi. [Omonturdiyev A.J. 2009: 252] Z.Freyd "Totem va tabu" asarida ilk bor ibtidoiy jamiyatda insoniyat psixik hayotining rivojlanish jarayonini tushuntirib bergan. Uning uqtirishicha, jamiyatga xos ko'pgina hodisa, ya'ni qadimgi taqiqlar paydo bo'lish jarayoni, tabu, animizm, totemizmlar qo'rquv asosida vujudga kelgan. [www.litres.ru Фрейд З.] Tabu Stiven Ullman tomonidan chuqur o'rganilgan. U tabulashgan, ya'ni taqiqlangan so'z doimo evfemizm bilan o'zgartirilib, semantik o'zgarishga sabab bo'lishini ta'kidlaydi. Olim tomonidan tilga oid tabu psixologik asosda 3 guruhga ajratilgan: 1) qo'rquv sababli tabulashgan so'z; 2) xushmuomalalik zarurati bilan tabulashgan so'z; 3) xushxulqlik asosida tabulashgan so'z.

Qo'rquvga sabab bo'lgan tabu odamlarning ilohiy hodisalarga chuqur hurmat bilan qarashiga bog'liq. Qo'rquv hurmatni keltirib chiqargan. Masalan, Ollohni o'z nomi bilan atash yahudiylarda man etilib, ular Alloh so'zi o'rnida usta so'zini ishlatishgan. Qolaversa, manbalarda shayton va yovuz ruhlar nomi ham tabulashib, tushuncha evfemizm orqali berilganligi haqida ma'lumotlar keltirilgan. Demak, tabuga xos umumiy belgidan biri –

ilohiylik. Chunki ko‘pchilik taqiqlar diniy talablarda o‘z aksini topgan. Tabu termini ilohiylik ma’nosidan tashqari qoralangan va yovuz hisoblangan tushunchaga nisbatan ham qo‘llaniladi. Bunga sabab: ibtidoiy odamning fikricha, iloh, ya’ni ezgu xudodan tashqari yovuzlik (kasallik, o‘lim, yomonlik) olib keladigan xudo ham mavjud. Tabulashgan so‘z, ayniqsa, hayvonlar nomida ko‘proq uchraydi. Ullmanning yozishicha, turli tillarda 20 dan ortiq hayvon nomi tabulashgan. [Gulyamova Sh. 2020: 14.] Ular orasida hasharotlardan chumoli va asalari, hayvonlardan sher va yo‘lbars ham bor. Shuningdek, Smal-Stoski ham hayvonlarning tabulashgan nomini o‘rgangan. Unga ko‘ra, “ovchi tabusi” va “diniy tabu” mavjud. [Пяйви Кярккяйнен.Эвфемизмы в русском языке. дип.раб. – Тамперский университет, 2006.] J.Varbot esa tabuni diniy taqiq deb hisoblaydi, shu bilan birga, shunday tabular ham borki, ular ma’lum ijtimoiy-siyosiy, tarixiy, madaniy, etik va emotsional omillar asosida izohlangan, foydalanilishi taqiqlangan so‘z, deydi. [Варбот Ж.Ж. 1979.]

Evfemizm faqat tabu asosidagina paydo bo‘lgan hodisa emas. Uning ijtimoiy hayotda etiket me’yorlariga to‘g‘ri kelmaydigan ifoda o‘rnida ham ko‘p qo‘llanilishini kuzatamiz. Xushmuomalalik asosida paydo bo‘lgan tabuni evfemistik varianti bilan almashtirish quyidagi hodisalar bilan bog‘liq: 1) jismoniy va psixologik zaiflik bilan; 2) jinoiy harakat bilan; 3) kasallik va o‘lim holati bilan. Xushxulqlik me’yori asosida vujudga kelgan tabuga jismoniy hayot, shahvoniy munosabat bilan bog‘liq jarayonlar, ma’lum tana a’zolari va ularning vazifasi bilan aloqador nojo‘ya so‘zlar xos. X.Ullman odoblilik va beadablik me’yorlari turli davrlarda turlicha bo‘lganligini alohida eslatib o‘tadi. Shunday bo‘lsa-da, xushmuomalalik va xushxulqlik haqidagi tasavvurlar qadimdan tabu va evfemizm uchun xizmat qilib kelganligi ma’lum. L.P.Krisin evfemizm qo‘llanilishiga olib kelgan omillar sifatida quyidagilarni sanaydi: 1) ba’zi fiziologik jarayon va holat; 2) ayrim tana a’zolari nomi; 3) jinsiy aloqa; 4) kasallik va o‘lim. [Крысин Л.П. 1994: 76 – 82.] O‘zbek tilshunosi N.Ismatullayev “O‘zbek tilidagi evfemizmlar” mavzusidagi dissertatsiyasida o‘zbek tilida evfemizmlarning paydo bo‘lish sabablari haqida gapirib, ularni tasniflaydi, guruhlarga ajratadi va har bir ijtimoiy qatlam nutqida qo‘llanadigan evfemizmning muomaladagi ahamiyatini, lug‘at tarkibini boyitishdagi qimmatini tahlil qilib, muayyan xulosalarga keladi. [Исматуллаев Н.1963: 19.] A.Omonturdiyev ta’kidlaganidek, ma’naviyatni qaror toptirishning dastlabki shakli tabu, ya’ni ibtidoiy jamiyatda muayyan xatti-harakatni amalga oshirish va muayyan narsaga tegish, iste’mol qilishni taqiqlash.

Tabu jamiyatni ijtimoiy boshqarish, inson ruhini poklash, ijtimoiy nazariyani yo‘lga qo‘yishning tarixiy shakli bo‘lgan. [Омонтурдиев А.Ж. 2009: 16 – 17.] A.Hojiyevning 2002 yilda qayta nashr qilingan “Tilshunoslik terminlarining izohli lug‘ati”da tabuga quyidagicha izoh beriladi: “Tabu – diniy e’tiqod, irim, qo‘rquv va shu kabilar ta’sirida so‘zning ishlatilishini cheklash yoki man etish; ishlatilishida shunday cheklangan, man etilgan so‘z. Masalan, chayon so‘zi o‘rnida eshak, oti yo‘q birliklarining qo‘llanishi”. [Hojiyev A. 2002: 96.] M.Mirtojiyev “O‘zbek tili semasiologiyasi” asarida tabu etnografik va lingvistik turga bo‘linishini aytgan. Lingvistik tabu faqat leksik hodisa, so‘z doirasida kuzatiladi. So‘z diniy irim, siyosiy mafkura (senzura) nuqtai nazaridan taqiqlanadi. Tildagi bu hodisa ibtidoiy jamoa hosilasi, u madaniylik va fan-texnika rivoji bilan yo‘qolib borayotgani yo‘q. U tilda yashab qoladi. Tabu esa so‘zning madaniy muloqotga sig‘maganligi, qo‘polligi uchun nozikta’b hamsuhbatlar doirasida qo‘llanmasligi bilan farq qiladi.

Evfemizm – tabuga uchragan so‘z ma’nosining yoqimliroq ifodali biror so‘z yoki uning hosila ma’nosi sifatida aks ettirilishidir. [Mirtojiyev M.M. 2010: 119 – 127.] Evfemizmni vujudga keltiradigan omillar sifatida quyidagilarni ko‘rsatish mumkin: 1) qo‘rquv: xalq orasida ilon so‘zi o‘rnida ip, oq ip, arg‘amchi, uzun opa, turqi sovuq so‘zlarining qo‘llanilishi (ayniqsa, tunda zarar yetkazuvchi hasharot hamda hayvonlar nomi tilga olinmaydi); 2) irim: o‘zbeklar, odatda, yangi kelin-kuyovning chimildig‘iga befarzand ayol yoki tul xotinning kirishini istashmaydi (ya’ni irim qilishadi). Befarzand yoki tul o‘rnida begona, xokisor leksik birliklari ishlatiladi; 3) ijtimoiy-siyosiy, ma’naviy-iqtisodiy hayot: masalan, ijtimoiy larza evfemizmi notinchlik, beboshlik ma’nosida, qonunni chetlab o‘tmoq bo‘ysunmaslik, itoat etmaslik o‘rnida qo‘llaniladi; 4) shaxsiy omil:

a) shaxsning biologik holati: 1. tug‘moq: 1) dunyoga keltirmoq; 2) jonidan jon bunyod etmoq; 3) ko‘zi yorimoq; 4) yengil bo‘lmoq; 5) o‘g‘il ko‘rmoq; 6) bo‘shamoq; 7) ko‘payishmoq va h.k.;

b) insonning jismoniy nuqsoni: majruh o‘rnida nogiron; kar, garang o‘rnida qulog‘i og‘ir; cho‘loq, maymoq o‘rnida oqsoq, bir oyog‘i kaltaroq va b.;

v) insonning ma’naviy nuqsoni: kallavaram, saviyasi past, dunyoqarashi sayoz o‘rnida 1) ma’naviy bo‘shliq; 2) tafakkur qulligi; 3) vakuum paydo bo‘lishi; 4) g‘oyaviy bo‘shliq;

g) insonning muomala va munosabatdagi nuqsoni: qo‘pol, dag‘al, so‘kong‘ich o‘rnida 1) nafasi harom; 2) og‘zi yomon, og‘zi buzuq;

d) inson xatti-harakatidagi nuqson: bid’atchi, mas’uliyatsizlik, shilta o‘rnida 1) tiniq suvni loyqalatuvchi; 2) panja orasidan qaramoq; 3) qo‘shmachi;

e) insonning moddiy ahvoli: 1) yalangoyoq qilmoq; 2) nochor guruhlar;

j) inson turmushi: 1) turmush o‘rtog‘i; 2) begim; 3) bekam; 4) turmushga uzatmoq; 5) nikohni buzmoq.

Evfemizmning mavzuiy tasnifidan ma’lum bo‘ladiki, borliq qanchalik rang-barang bo‘lsa, ularni ifodalovchi tushunchalar evfemiklashuvi ham shunchalik xilma-xil bo‘ladi. Yuqoridagi tasniflardan ko‘rinib turibdiki, ijtimoiy va shaxsiy hayotda evfemizm eng ko‘p qo‘llaniluvchi hodisa hisoblanadi.

Tushunchaning evfemiklashuvi masalasiga bag‘ishlangan turli tildagi ishlarni o‘rganish asosida bu hodisa yuzasidan bildirilgan nazariy qarashlarni A.Omonturdiyev uchta asosiy guruhga birlashtiradi: [Omonturdiyev A.J. 2009: 28] birinchi guruh vakillarining nazariy qarashlari bo‘yicha “evfemizmlar ibtidoiy dunyoqarash (tabu) ta’sirida paydo bo‘lib, jamiyatning madaniy bosqichida yo‘q bo‘lib boradi” [Кацев Н.И. 1977: 21.]; ikkinchi guruh “evfemizmlar til fakti, passiv leksik qatlam sifatida mavjud”, [Ергазиева Н.И. 1989: 120.] degan fikrni ilgari suradi; uchinchi guruhga oid nazariy qarashlar N.Ismatullayevning “Эвфемизмы в современном узбекском языке” nomli nomzodlik dissertatsiyasida o‘z aksini topgan. Olimning fikricha, evfemizmlar [Исматуллаев Н.1963. – 19 с.], ayni vaqtda, nutqiy vosita, aniqrog‘i, uslubiy vosita bo‘lib xizmat qiladi. Ta’kidlash kerakki, tabu va evfemizm ibtidoiy din, ongli ong egalarining dunyoqarashi, xurofot, irim, rasm-rusum ta’sirida paydo bo‘lgan eskilik qoldig‘i, ular jamiyatning keyingi taraqqiyotida, madaniylashgan bosqichlarida yo‘q bo‘lib boradi, degan qarashlar [Кацев А.М. 1977: 21.] har doim ham o‘zini oqlamaydi. Bu evfemizm hodisasiga biryoqlama yondashish natijasidir. Chunki tabu faqat ibtidoiy jamoa davrida, odamzotning ongi u qadar yuksalmaganligi tufayli paydo bo‘lgan hodisa emas.

Xulosa sifatida kuzatishlarimiz evfemizm faqat qo‘rqish, bid’at sababli tabulashgan so‘z o‘rnida qo‘llanuvchi hodisa emas, balki nutq madaniyati, odobini ta’minlash, so‘zlovchi fikrini suhbatdoshga odob doirasida yetkazish vositasi ham ekanligini ko‘rsatadi. Zero, tabulashgan so‘zlar ma’nosini qoplash uchun xizmat qiluvchi evfemizmlar madaniylashgan nutqning asosiy sifatlaridan hisoblanadi. Evfemizmlar – har bir ijtimoiy

qatlam nutqida ishlatiladigan keng hodisa. Shuning uchun u nutq uslublarining so‘zlashuv, badiiy, publitsistik, rasmiy-idoraviy, hatto ilmiy uslubida ham ishlatiladi. Demak, tilshunosligimizda til madaniyatiga erishish uchun qo‘llanadigan vositalar mavjudligi e’tiborga molik. Takror bo‘lsa ham aytish kerakki, tabu va evfemizm o‘zaro bog‘liq. Shu bilan birga, evfemizm odob-axloq me’yorlari asosida ham paydo bo‘lib, rivojlanayotgan til hodisasi hamdir.

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TA’LIMNI AXBOROTLASHTIRISH SHAROITIDA BO‘LAJAK PEDAGOGLARNING VIRTUAL AKADEMIK MOBILLIGINI SHAKLLANTIRISH

FORMATION OF VIRTUAL ACADEMIC MOBILITY OF FUTURE TEACHERS IN THE CONTEXT OF EDUCATION INFORMATION

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Annotatsiya. Maqolada ta’limni axborotlashtirish va yagona jahon ta’lim makonini yaratish sharoitida bo‘lajak pedagoglarning virtual akademik mobilligini shakllantirish masalasi muhokama qilinadi.

Annotation. The article discusses the formation of virtual academic mobility of future teachers in the context of informatization of education and the creation of a single global educational space.

Kalit so‘zlar: mobillik, akademik mobillik, virtual akademik mobillik, onlayn-kurs, ta’limning ochiqligi, axborot-kommunikatsiya texnologiyalari, ta’limiy-internet zahiralari, o‘quv muhiti, kasbiy tayyorlash, o‘quv faoliyati, mustaqil ta’lim.

Jamiyat taraqqiyotining ijtimoiy-iqtisodiy rivojlanishiga bog‘liq tarzda ta’lim tizimining doimiy o‘zgarib turishi pedagog kasbining mobilligini belgilaydi. Ya’ni, bu uning yangi kasbiy sharoitlarga moslashishi, qabul qilinadigan turli xil ta’lim standartlari va tavsiya etiladigan o‘quv adabiyotlarining yangi avlodi bilan ishlashi, baholash vositasining yangi jamg‘armasini ishlab chiqishi, o‘z faoliyatida zamonaviy ta’lim uslubi va pedagogik texnikalar hamda axborot texnologiyalarni qo‘llashi, ta’limiy-internet zahiralaridan foydalanishi, ta’lim oluvchilarga nisbatan bag‘rikenglik bilan munosabatda bo‘lishi, ular bilan samarali aloqalar o‘rnatishi, o‘zaro kelishmovchiliklarni hal qila olish ko‘nikmalarida namoyon bo‘ladi. Mazkur ko‘nikmalar oliy ta’lim muassasalarida bo‘lajak pedagoglarni tayyorlash jarayonida hosil qilinib, ularning akademik mobilligi shakllantirilishi ko‘zlanadi. Bu jarayon ta’lim oluvchilar uchun:

- ✓ birinchidan, ta’lim olishda shaxsiy harakat yo‘lini belgilash,
- ✓ ikkinchidan, oliy ta’lim muassasasi tomonidan taqdim qilinadigan o‘quv kurslaridan kelajakda o‘z kasbiy faoliyatida zarur bo‘ladiganini mustaqil tanlash kabi imkoniyatlarni yaratadi.

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Jamiyatni axborotlashtirish sharoitida oliy ta’lim muassasalarida bo‘lajak mutaxassislarni kasbiy tayyorlash jarayonida ularning akademik mobilligini shakllantirish masalasi o‘ta dolzarb muammolardan hisoblanadi. Albatta, axborot-kommunikativ texnologiyalar yordamida yoki turli OTMlarning onlayn-kurslarida ishtirok etish orqali bo‘lajak mutaxassislarda virtual akademik mobilligini shakllantirish mumkin. Bu asosan, bo‘lajak pedagoglarning o‘zini o‘zi kasbiy o‘stirishga yo‘naltirish bilan amalga oshiriladi. Ya’ni oliy ta’lim muassasasida bo‘lajak mutaxassislarni kasbiy tayyorlashda zarur bo‘ladigan muayyan tarkibiy tuzilmalardan iborat kasbiy muhim sifatlarni egallash jarayonini o‘z ichiga oladi.

Shu o‘rinda «virtual akademik mobillik» tushunchasini batafsil ko‘rib chiqishimiz uchun, avvalo, «mobillik» tushunchasiga e’tibor qaratamizx. Mazkur tushuncha psixologiya, sotsiologiya va pedagogika sohalarida keng qo‘llaniladigan tushunchadir. «Mobillik» tushunchasi grekcha so‘zdan olingan bo‘lib, harakatchanlik ma’nosini anglatadi. Psixologiyada «mobillik» tushunchasi «harakatchanlik sifatida tezkor ta’sir ko‘rsatishga tayyorgarlik», «faoliyatga tez kirishish» ma’nolari bilan belgilanadi [Конюхов, 1992: 133].

Sotsiologik ilmiy tadqiqotlarda «mobillik» atamasi XX asrning 20-yillarida tizimli qo‘llanilgan bo‘lib, bunga dastlab rus sotsiolog olimi P.A.Sorokin tomonidan asos solingan. Mazkur atama keng mazmunda qo‘llanilishi sababli muayyan vaziyatga bog‘liq tarzda sharhlanadi. Masalan: «kasbiy mobillik», «ijtimoiy mobillik», «vertikal mobillik», «akademik mobillik», «virtual mobillik» va hokazo.

«Akademik mobillik» tushunchasini o‘rgangan tadqiqotchilar talabalar «o‘z intilish va qiziqishlariga muvofiq ravishda» ta’lim yo‘nalishi, fan va o‘qitish modullarini tanlash vositasida o‘zini kasbiy-ta’limiy tayyorgarligini mustaqil shakllantirishi va amalga oshirishi bo‘yicha oliy ta’lim muassasalari tomonidan taqdim qilinadigan imkoniyatlar bilan bog‘liq bo‘lgan jarayon sifatida ko‘rib chiqadilar [Теребина, 2014: 180].

Talabalarning «akademik mobilligi» tushunchasini geografik mobillik bilan ham bog‘lash mumkin. Chunki shaxs ilgarigi ijtimoiy maqomini saqlab qolishi uchun biror bir hududdan boshqa hududga ko‘chib o‘tishi natijasida o‘z atrofidagi insonlar yoki guruhini o‘zgarishi bilan bog‘liq jarayon sifatida tushuniladi [Проскура, 2014: 94]. Shu sababli, bu o‘rinda «akademik mobillik» tushunchasi «talabalarning o‘quv jarayonini xorijda davom ettirish yoki o‘z diyorida boshqa oliy ta’lim muasssasiga ko‘chirishi

bilan bog‘liq bo‘lgan ta’lim olish shakllaridan biri» sifatida ko‘rib chiqiladi [Микова, 2013: 23].

Bunda talaba boshqa joyga o‘tishi sababli unga tugallangan ta’lim bosqichi va o‘tilgan fanlar bo‘yicha qayta topshirish uchun muddat chegaralanadi va muayyan bir davr – ko‘proq semestr yakuni, ya’ni mobillik jarayonining tugallanishiga qadar tayanch OTMga qaytariladi.

Boshqa bir tadqiqotchilar talabalarning akademik mobilligini nafaqat ijtimoiy jarayon yoki ta’lim maqsadlarining almashinuvi sifatida, balki o‘quv jarayonda shakllanadigan yaxlit shaxsiy sifatlar bilan bog‘laydilar. Mazkur holatda biz virtual akademik mobillikni aniqlashga harakat qilamiz.

Bo‘lajak pedagoglarning akademik mobilligi «o‘quv muhitini o‘zgartirishi va o‘zini qayta takomillashtirishi, ta’lim jarayoniga moslashishga tayyorlashi yoki ko‘nikishi» kabi shaxsiy sifatlarni o‘z ichiga oladi [Дмитриева, 2014: 12].

Talabaning virtual akademik mobilligi oliy ta’lim muassasasining o‘quv dasturlari doirasida boshqa universitetlar bilan sheriklikda Internet set vositasida tashkil etiladigan masofaviy ta’lim jarayonida shakllanadi. Demak, virtual akademik mobillik talabaning boshqa oliy ta’lim muassasasidagi o‘quv jarayonda ishtirok etishi sifatida ko‘rib chiqiladi. Ya’ni, u muayyan fan yoki modulni Internet texnologiyalari yordamida va onlayn-kurslar vositasida o‘rganishga muvaffaq bo‘ladi [Петрова, 2015: 177].

Talabaning akademik mobilligini virtual akademik mobillik bilan taqqoslaydigan bo‘lsak, bunda axborot-telekommunikatsiya texnologiyalari hisobiga «jismoniy-huquqiy mobillikning barcha imtiyozlariga erishishi sababli ta’lim olish jarayonini hududiy o‘zgartirish zarurati bo‘lmasligi bilan belgilanadi [Сахапов, 2016: 140]. Shu o‘rinda virtual akademik mobillikning quyidagi shakllarini keltirib o‘tamiz:

- ✓ ta’limning ochiqligi va ommabopligi;
- ✓ mamlakat va dunyo miqyosida etakchi mutaxassislarni tayyorlash kurslarida o‘qitish imkoniyatlari;
- ✓ o‘quv materialini taqdim etishning yanada qulay interaktiv va multimedia shakllari asosida talabalar faoliyatini tashkil etish;
- ✓ ta’lim jarayonini individuallashtirish;
- ✓ o‘quv mashg‘ulotlari o‘tkaziladigan joy va vaqt bo‘yicha cheklovlarning yo‘qligi;
- ✓ bir vaqtning o‘zida bir nechta ta’lim muassasalarida o‘qitish imkoniyati;

✓ talabaning maxsus sohaga yo‘naltirilgan kasbiy qiziqishlariga mos keladigan qo‘shimcha kurslarni tanlash va individual ta’lim olish harakat yo‘lini belgilash;

✓ tanlangan oliy ta’lim muassasa dasturlarini oldindan sinovdan o‘tkazish imkoniyati [Салаева, 2021..230].

Bundan kelib chiqadiki, bo‘lajak pedagoglarning virtual akademik mobilligi bir tomondan, kasbiy tayyorlash jarayonining muhim qismi sifatida belgilanadigan bo‘lsa, ikkinchi tomondan, ularning kasbiy faoliyatida zarur bo‘ladigan shaxsiy sifatlari kabi ko‘rib chiqiladi.

Xulosa o‘rnida shuni ta’kidlash joizki, bo‘lajak pedagoglarni virtual akademik mobilligi boshqa ta’lim muassasalarining o‘quv zahiralaridan foydalanish orqali o‘zlarini mustaqil takomillashtirishga tayyorgarligini ta’minlashda aniqlanadi. Demak, virtual akademik mobillik bo‘lajak pedagoglarning u yoki bu muayyan fan yoki modulni o‘zlashtirish jarayonini zamonaviy axborot-kommunikatsiya texnologiyalardan foydalanish asosida va onlayn-kurslar vositasida turli xil o‘quv faoliyatini tashkil etish, virtual ta’lim muhitida boshqa ta’lim jarayoni sub’ektlari bilan o‘zaro aloqa o‘rnatishini ta’minlash hamda mustaqil ta’lim egallashga tayyorlash uchun ximat qiladi.

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KREDIT -MODUL TIZIMIDA MUSTAQIL TA’LIM - TA'LIM JARAYONINING ENG MUHIM SHAKLI SIFATIDA

Salayeva Muhabbat Saburovna[63]

Annotatsiya: Maqolada talabalarning mustaqil ishlarini kredt-modul tizimida tashkil etishda hal qilinishi kerak bo'lgan vazifalar, shuningdek, uni tashkil etishning sifat mezonlari haqida so'z boradi.

Kalit so'zlar: talabalarning mustaqil ishi, o'z-o'zini tarbiyalash, talabalar mustaqil ishini tashkil etishning sifat mezonlari.

Аннотация: В статье рассмотрены вопросы организации самостоятельной работы студентов на основе кредитно-модульной системе, решаемые при этом задачи, а так же предложены критерии качества ее организации.

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Ключевые слова: самостоятельная работа студентов, самообразование, критерии качества организации самостоятельной работы студентов.

Annotation: The article deals with the organization of independent work of students on the basis of a credit-module system, the tasks solved in this case, as well as the criteria for the quality of its organization.

Key words: independent work of students, self-education, quality criteria for the organization of independent work of students.

Hozirgi jadal rivojlanayotgan jamiyatda tashabbuskor, mustaqil, yangi sharoitlarga oson moslasha oladigan insonlarga ehtiyoj sezilmoqda. Talabalarni nafaqat yuqori malakali mutaxassis sifatida tayyorlash sifatiga, balki ularning intellektual va ijodiy qobiliyatlarini rivojlantirish, o‘z kasbini erkin o‘zlashtirish, tanqidiy fikrlash, o‘z fikrini ifoda etish va himoya qilish qobiliyatini rivojlantirishga ham talablar ortib bormoqda.

Kredit-modul tizimi dunyoning ilg’or mamlakatlari oliy ta’lim tizimida keng qo’llanilayotgan tizimdir. Ushbu ta’lim tizimining o’ziga xos xususiyatlaridan biri o’quv jarayonida asosiy e’tibor talabalarning mustaqil ishlashiga qaratilganligidir. Talabalarning mustaqil ishlarini tashkil etish, o’quv-uslubiy ta’minotini shakllantirish va takomillashtirib borish, “o’qituvchi⇔talaba” mexanizmini doimiy harakatini ta’minlash muhim ahamiyatga ega. Ushbu maqolada kreditmodulь tizimida talabalarning mustaqil ishlarini tashkil etish va nazoratini amalga oshirish, mavjud muammolar va ularning yechimlari bo’yicha takliflar berilgan.

ECTS kredit-modul tizimida faoliyat yuritadigan oliy ta’lim muassalari amaliyoti tahlil qilinganda, ularning aksariyatida auditoriya mashg’ulotlariga umumiy o’quv yuklamasining 40%i va talabaning mustaqil ishlariga 60% ajratilganligini kuzatish mumkin. Bu nisbat boshqacha qilib aytganda 1:1.5 to’g’ri keladi. Ya’ni, talaba muayyan fan bo’yicha Mobil qurilmasi orqali bajariladigan mustaqil ishlar O’qituvchi rahbarligidagi an’anaviy shakldagi mustaqil ishlar O’qituvchi rahbarligidagi elektron shakldagi mustaqil ishlar Darsga tayyorlanish, axborot izlash (ko’p so’raladigan savollar), Forum, test yechish, nazoart ishiga tayyorlanish Misol va masalalar ishlash, referat tayyorlash, kollokvium, esse yozish, taqdimot materiallari tayyorlash, keys-stadilar bilan ishlash, ish o’yinlari, glossariy, kurs ishi va kurs loyihasini bajarish, hisob-grafik ishlarini bajarish, BMIlarni tayyorlash, amaliyot hisobotini tayyorlash, tugaraklar va tanlovlarda ishtirok etish, olimpiadalarda ishtirok etish, ilmiy tezis va maqolalar tayyorlash, ilmiy anjumanlarda ma’ruza qilish, o’quv-uslubiy materiallarni tayyorlashda ishtirok etish belgilangan

har 1 soat dars uchun unga darsdan tashqarida bir yarim soat mustaqil o’qishi, tayyorlanishi kerak bo’ladi.

ECTS kredit-modul tizimida talabani ongidan “bilim olish vaqti auditoriyadagi dars mashg’ulotlaridangina iborat” degan tushunchani chiqarib tashlashga erishishimiz kerak. Unda yangi bilimning manbai faqat o’qituvchi yoki auditoriya mashg’ulotlari emas, balki ular uning uchun yo’l ko’rsatuvchi, yo’naltiruvchi, dastlabki va umumiy ma’lumotlarni beruvchi sifatida qarash lozimligi bo’yicha tushunchalarni shakllantirishimiz kerak. Chunki talaba auditoriyada o’qituvchi tomonidan berilgan dastlabki ma’lumotlar va tushunchalarni yanada chuqurroq o’rganib mustahkamlash, o’zida malaka va ko’nikmalarni hosil qilishi o’zining bajaradigan mustaqil ishlariga, umuman olganda o’zining hattiharkati va intilishiga bog’liq ekanligini his etishi lozim. Misol orqali tushuntiradigan bo’lsak, talaba fan bo’yicha 1 kredit to’plashi uchun 12 soat auditoriya mashg’ulotlari (ma’ruza, amaliy va laboratoriya mashg’ulotlari, seminar darslari)da qatnashishi va 18 soat hajmdagi mustaqil ish turlarini bajarilishi kerak bo’ladi.

TMIning sifatli bajarilishini va talaba faoliyati yaxshi samara berishi eng avvalo fan o’qituvchisiga bog’liq, ya’ni o’qituvchining talabani fanga qiziqtira olishi, motivatsiya bera olishi, kreativligiga bog’liq. O’qituvchi talabalarga o’z vaqtlaridan samarali foydalanishlari uchun ularga darsdan tashqarida o’qish uchun adabiyotlarni va qiziqarli materiallarni taqdim etib borishi, turli topshiriqlar va muammolar berib borishi kerak bo’ladi.

TMI mazmuni fanning xususiyatidan, oliy o’quv yurtining texnik imkoniyatlaridan va kutubxonaning o’quv-uslubiy ta’minlanganligidan kelib chiqib aniqlanadi. TMI innovatsion texnologiyalarga asoslangan bo’lishi kerak.

Masofaviy ta'lim texnologiyasi nafaqat kasbiy ko'nikmalarni shakllantirish, balki axborot va telekommunikatsiya aloqalaridan foydalanish orqali bilimlarni egallashda talabaning o'zida qat'iyatlilikni rivojlantirishga imkon beradi.

Masofaviy ta'limning asosini talabaning maqsadli va qat'iy nazorat qilinadigan intensiv mustaqil ishi tashkil etadi.

Mustaqil ish - talabalarning o'qituvchining ko'rsatmasi va uslubiy rahbarligi bilan, lekin uning bevosita ishtirokisiz auditoriyadan tashqari bajariladigan rejalashtirilgan o'quv, o'quv, ilmiy, ilmiy-tadqiqot ishlari.

Universitetda talabalarning mustaqil ishi talabaning o'quv va ilmiy faoliyatining muhim turi hisoblanadi. Ta'limning reyting texnologiyasida

talabalarning mustaqil ishi katta ahamiyatga ega. Davlat standartida, qoida tariqasida, talabalarning mustaqil ishi uchun fanning jami mehnat zichligi soatlarining 60%-70% nazarda tutilgan. Shu munosabat bilan, universitetda kadrlar tayyorlash hajmi va o'zaro ta'siri jihatidan deyarli bir xil bo'lgan ikkita qismni o'z ichiga oladi - o'quv jarayoni va o'z-o'zini o'qitish jarayoni. Demak, TMI talabaning samarali va maqsadli ishiga aylanishi kerak. Ta'limni modernizatsiya qilish konsepsiyasi kasb-hunar ta'limining asosiy vazifalarini – "tegishli darajadagi va profildagi, mehnat bozorida raqobatbardosh, barkamol, mas'uliyatli, o'z kasbi bo'yicha ravon va turdosh faoliyat sohalariga yo'naltirilgan, malakali kadrlar tayyorlashni belgilaydi. Jahon standartlari darajasidagi sohalarda samarali ishlash, doimiy kasbiy o'sishga tayyor, ijtimoiy va professional harakatchanlik.

Talabalarr o'z qarashlariga ko'ra mavjud vaziyatdan chiqish yo'lini muvaffaqiyatli topadilar, ko'pincha, nostandart holatlardan tayyor bilimlarni uzatishga asoslangan an'anaviy o'quv jarayonida o'qituvchidan talabaga, bo'lajak mutaxassisning kerakli rivojlanish darajasiga erishish deyarli imkonsiz bo'ladi. Chunki talabaning asosiy faoliyati hal qilishdir, nazariy va amaliy masalalar, aniq formulaga va tayyor algoritmga ega bo'lishni talab qilmaydi, chuqur ijodiy fikrlash va ko'pincha standart harakatlarga tushadi.

Jamiyat zamonaviy mutaxassisga nisbatan keng talablar ro'yxatini qo'yadi, ular orasida bitiruvchilar ma'lum qobiliyatlarga ega va mustaqil ravishda turli manbalardan bilim olish, olingan ma'lumotlarni tizimlashtirish va muayyan moliyaviy vaziyatni baholash qobiliyatiga ega. Bunday ko'nikmaning shakllanishi o'qishning butun davrida talabalarning amaliy mashg'ulotlarda ishtirok etishi, nazorat topshiriqlari va testlarni bajarishi, kurs va bitiruv malakaviy ishlarini yozish orqali sodir bo'ladi. Shu bilan birga, talabalarning mustaqil ishi butun o'quv jarayonining borishida hal qiluvchi rol o'ynaydi.

Xulosa o'rnida ayta olamizki, talabalarning o'quv materiali bo'yicha mustaqil ishlarining rolini oshirmasdan, mustaqil ishlash ko'nikmalarini rivojlantirish uchun o'qituvchilarning mas'uliyatini kuchaytirmasdan, o'quvchilarning kasbiy o'sishini rag'batlantirish, ijodiy faollik va tashabbuskorlikni rivojlantirish uchun ushbu muammolarni hal qilish mumkin emas.

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“UMID” TUSHUNCHASINING KONTSEPTUAL XUSUSIYATLARI

Saydakhmatova Hilola[64]

Abstrakt: *Ushbu maqolada ingliz tilidagi “umid” konsepsiyasining xususiyatlari va unga aloqador hodisalar haqida so’z yurtiladi. Tabiiyki, muayyan madaniyat uchun katta ahamiyatga ega bo'lgan individual tushunchalarni o'rganuvchi zamonaviy asarlar xalqning mentalitetini tushunishga katta ta'sir ko'rsatadi. Ushbu maqolada “Umid” konsepsiyasini obyektivlashtiruvchi til vositalarini tavsiflanadi va uning lug‘aviy ma’nolarini tahlil qilinib, o‘rganilayotgan tushunchaning konseptual belgilari va xususiyatlarini aniqlanadi.*

Kalit so’zlar: *Konsept, lingvokulturologiya, kognitiv tilshunoslik, konsepsiya, umid va umidsizlik.*

Kirish

20-asrning so‘nggi yigirma yilligida tilshunoslik sohasida keng tarqalgan yo‘nalish – kognitiv tilshunoslik paydo bo‘ldi. Bu hozirgi vaqtda uning kategorik-kontseptual apparatini rasmiylashtirish bosqichida bo'lgan yangi ilmiy paradigmalardan biridir. Inson ongini o'rganish kognitiv tilshunoslikning asosidir. Uning tahlili idrok, fikrlash va hokazolar kabi xilma-xil hodisalarning asosida yotgan mexanizmlarni tushunishga yordam beradi. So'nggi paytlarda tilshunoslar kognitiv tadqiqotlar sohasiga ko'proq qiziqish bildirishdi. Konseptual tadqiqotlarning asosi dunyo haqidagi bilimlarni ifodalash strukturasini va ularni tilda kontseptsiyalash usullarini ko'rib chiqish va tahlil qilishdir. Kontseptual tizim dunyoning til tasvirining

[64] Alisher Navoiy nomidagi Toshkent davlat o’zbek tili va adabiyoti universiteti o’qituvchisi

asosidir. Tushunchalar - asosiy tarkibiy qismlar - bu dunyoning til rasmining qismlarini ajratib ko'rsatish mumkin bo'lgan so'zlar, iboralar. Ichki dunyoning lingvistik rasmining bir qismi ma'lum bir etnik guruhga xos bo'lgan shaxsning aqliy - aqliy va hissiy - dunyosi modellari to'plami sifatida tushuniladi. Kontseptsiya tarkibida tegishli madaniyat uchun muhim bo'lgan belgilar mavjud. Tushunchalarni o'rganish va tahlil qilish obyekt yoki hodisaning chuqurroq va muhimroq xususiyatlarini aniqlash imkonini beradi. Bunday xususiyatlar obyekt yoki hodisaning umumlashtirilgan belgilarini ifodalaydi, ularni aniqlash uchun eng muhim va zarur hisoblanadi. Obyekt yoki hodisaning belgilari, xususiyatlari tushunchaning shakllantiruvchi komponentlari hisoblanadi. Ma’lum bir til jamiyatining barcha vakillariga ma’lum bo‘lgan konseptsiyani tuzilishi orqali ko‘rib chiqish tushunchaning milliy-madaniy o‘ziga xos xususiyatga ega ekanligini aytishga imkon beradi. Shu munosabat bilan turli lisoniy dunyoqarashlardagi ekvivalent tushunchalarni ularning milliy-madaniy o‘ziga xosligini aniqlash uchun solishtirish maqsadga muvofiq ko‘rinadi.

Kontseptsiya lingvokulturologiya kategoriyasi sifatida

Lingvokulturologiya - bu tilshunoslik va madaniyatshunoslik chorrahasida paydo bo'lgan, madaniyat va tilning faoliyat ko'rsatishidagi munosabati va o'zaro ta'sirini o'rganadigan va bu jarayonni lingvistik va ekstralingvistik tarkibning birligida birliklarning ajralmas tuzilishi sifatida o'rganadigan murakkab ilmiy fandir. Tizimli usullar va yangi qadriyatlar tizimini aks ettiruvchi zamonaviy ustuvorliklarga yo'naltirilgan. [1]

Kognitiv lingvistikada kontseptsiya “xotira, psixik leksika, kontseptual tizim va miya tilining (lingua mentalis) operativ mazmunli birligi, inson psixikasida aks ettirilgan dunyoning butun manzarasi” deb tushuniladi.[1]

[1]G.G. Slyshkinning so'zlariga ko'ra "muloqot jarayonida tushunchalar, asosan, lingvistik belgilar - so'zlar, iboralar, frazeologik birliklar, gaplar va boshqalar bilan ifodalanadi. Shu bilan birga, tushunchaning nomi uni ongida faollashtirishning yagona usuli emas". Kognitiv tilshunoslik nuqtai nazaridan tushuncha ongda lokalizatsiya qilinadi: tushunchalar ongning murakkab diskret birliklari bo`lib, ular yordamida insonning fikrlash jarayoni amalga oshiriladi. Tushunchalar inson bilimlarini saqlash birliklari vazifasini bajaradi[1]. [1]V.I. Karasik madaniy kontseptsiyani ko'p o'lchovli semantik shakllanish sifatida ko'rib chiqishni taklif qiladi, unda kontseptning majoziy va qiymat tomonlari ajralib turadi. Kontseptsiyaning kontseptual tomoni - bu tushunchaning lingvistik fiksatsiyasi, uning belgilanishi, tavsifi, xususiyatlari tuzilishi, ta'rifi, ushbu tushunchaning

ma'lum miqdordagi tushunchalarga nisbatan qiyosiy tavsifi. Kontseptsiyaning eng muhim o'lchovlari majoziy, kontseptual va qiymatdir. Tushunchaning obrazli tomoni - obyektlar, hodisalar, hodisalarning xotiramizda aks ettirilgan ko'rish, eshitish, taktil, ta'm, hid bilish xususiyatlari, bular amaliy bilimlarning tegishli belgilaridir. Kontseptsiyaning kontseptual tomoni - bu kontseptsiyaning lingvistik fiksatsiyasi, uning belgilanishi, tavsifi, indikativ tuzilishi, ta'rifi, ushbu tushunchaning hech qachon alohida holda mavjud bo'lmagan ma'lum miqdordagi tushunchalarga nisbatan qiyosiy tavsifi, ularning eng muhim sifati gologrаfik xususiyatdir. Kontseptsiyaning qadriyat tomoni - bu aqliy tarbiyaning shaxs uchun ham, jamoa uchun ham ahamiyati. Kontseptsiyani alohida ajratib ko'rsatish uchun uning qiymat tomoni hal qiluvchi ahamiyatga ega. Qadriyatlar nuqtai nazaridan ko'rib chiqiladigan tushunchalar yig'indisi dunyoning qiymatli rasmini tashkil qiladi. [1]

“Umid” madaniy tushuncha sifatida

Kontseptsiya atamasi yoki unga mos keladigan tushunchalar, masalan, F.de Sossyur nazariyasida ham, 19-asr oxiridagi psixologik yo'nalishda ham ma'noni aniqlash uchun ishlatilgan. Albatta, bu holatda lingvistik tushunchalarning mazmuni haqidagi fikrlar ma’lum darajada farq qilishi mumkin.

Kognitiv tilshunoslik masalalari madaniyatshunoslar uchun ham, etnopsixologiya tadqiqotchilari uchun ham bir xil darajada qiziqarli bo'lib, bu yerda "an'anaviy" tilshunos so'zning lug'aviy ma'nosida aks ettirilgan vaziyatlarning qaysi komponentlari madaniyat tashuvchilari uchun mulohaza mavzusiga aylanishini so'rashi mumkin. Madaniy va diniy manbalarda ***“umid”*** konsepti umuminsoniy qadriyat sifatida, madaniy tushuncha sifatida, murakkab aqliy va hissiy shakllanish sifatida ta'riflanadi. ***“Umid”*** konseptining inson va insoniyat hayotidagi ahamiyati ijtimoiy-madaniy va tarixiy kontekstlar bilan belgilanadi, ammo ular qanday o'zgarishidan qat'iy nazar, umid, e'tiqod va sevgi bilan birga, inson mavjudligining metaqiymati bo'lib qoladi. ***“Umid”*** haqidagi hukmron falsafiy g'oyalar uning turli qismlariga qaratilgan:

- ✓ hissiy-baholovchi - ***umid*** hissiy holatga, ehtirosga, ma'lum bir affektga tushadi;
- ✓ kognitiv **-** ***umid*** qadriyatlarga ratsional-gnoseologik munosabat, inson ongining borliqning oliy haqiqatlarini bilishga bo'lgan cheksiz istagi sifatida ishlaydi;
- ✓ motivatsion-xulq-atvor **- umid** inson faoliyatini rejalashtirish va maqsadga erishish yo'lida yuzaga keladigan to'siq va to'siqlarni bartaraf etish bilan bog'liq holda ko'rib chiqiladi. Umid g'oyasi yuqorida sanab

o'tilgan barcha tarkibiy qismlarni o'z ichiga olgan murakkab integral shakllanish, inson dunyoqarashining hissiy, oqilona va faol tomonlarini bir vaqtning o'zida ifodalovchi tizimli ma'naviy sifat sifatida bizning tadqiqotimizning asosini tashkil etdi.[1]

“Umid” konseptining ning asosiy belgilari - bu mumkin bo'lgan narsani his qilish, uning obyektining yo'qligi va unga erishish qiyinligi, iymon bilan birga keladigan kelajakka e'tibor. Yorqin kelajakka ishonch, yaxshilik va mehribonlikni kutish, orzularning ro'yobga chiqishi mumkinligini his qilish sifatida namoyon bo'ladi, asosiy qarash ma'lum bir yaxshilikka ega bo'lishga mazmunli yo'naltirilmaydi, balki dunyoga umumiy ijobiy nuqtai nazarni ifodalaydi..

Umid konsepsiyaning etimologiyasini ko'rib chiqish (uning o'tmishdoshi qadimgi inglizcha **“hopian”** so'zi bo'lib, "biror narsani orzu qilish, kutish, intiqlik bilan kutish, intiqlik bilan kutish" degan ma'noni anglatadi). ***Umid*** konsepsiyasining dastlabki motivatsion belgilari “***istak va kutish”***degan xulosaga keldi, ular hali ham o'rganilayotgan kontseptsiyaning asosiy kontseptual belgilaridir.

Shuni ta'kidlash kerakki, ko'p sonli manbalarga tayanadigan **Onlayn etimologiya lug'ati**, qadimgi inglizcha “***hopian”*** fe'lini “***umid”***ning oldingi so'zlari deb hisoblaydi va u “biror narsani orzu qilmoq, kutmoq, intiqlik bilan kutmoq, kutmoq” (nimadirni orzu qilmoq, kutmoq, intizor bo‘lmoq (biror narsaga)) degan ma’noni anglatadi. Bu o‘z navbatida nemis tilidan olingan so‘z bo’lib, “***hoffen”*** so'zi ***“umid qilmoq”*** ma'nosida qo’llaniladi. [1]

Kognitiv lingvistika, lingvokulturologiya, psixologiya doirasidagi tushunchani, uning misollarini batafsil bayonlar shaklida tahlil qilib, shuni aytish mumkinki, o'rganilayotgan umid (hope) tushunchasi quyidagi konseptual xususiyatlar bilan tavsiflanadi: "kutish", " istak”, “yaxshi narsa qilish qobiliyati”, “istak birovga tayanish, ishonish”, “yaxshi narsa albatta sodir bo‘lishini oldindan sezish.

Shunday qilib, umidning asosiy belgilari bu tushunchaning asosiy boshlang'ich konseptual belgilari bo'lgan "orzu" va "kutish" so'zlari.

“Umid” (Hope) tushunchasining kontseptual xususiyatlari

Kontseptual xususiyatlar deganda lug'at ta'riflarida semantik komponentlar (semalar) shaklida aktuallashtirilgan xususiyatlar tushuniladi.[1]

Ko‘pgina lug‘atlarda ***“umid”*** leksemasining talqini turlicha bo‘lsa-da, baribir ularda umumiy tushuncha belgilari ajralib turadi.

[1]**"Cambridge Dictionaries Online"** lug'atiga ko'ra, ***hope:*** "*something good that you want to happen in the future, or a confident feeling about what will happen in the future"* – "yaxshi narsa bo'lishini orzu qilish yoki kelajakda nimadir bo'lishini ishonch his qilish." *Masalan:Young people are growing up in our cities without any* ***hope*** *of finding a job. Shaharlarimizda ish topishdan* ***umidi*** *yo'q yoshlar ulg'ayib bormoqda.*

[1]**"Longman zamonaviy ingliz tili lug'ati"** 9 ta xususiyatni taklif qiladi, ammo birinchi uchta asosiy kontseptual xususiyatlarni aks ettiradi:

1) ***a feeling of wanting something to happen or be true and believing that it is possible or likely*** *"biror narsa sodir bo'lishini yoki haqiqat bo'lishini xohlash hissi va buni amalga oshishiga yoki amalga oshish mumkinligiga ishonish".* Masalan: *We haven't had any success yet, but we live in* ***hope.*** *Hali muvaffaqiyatga erishmadik, lekin* ***umid*** *bilan yashayapmiz.*

2) something that you hope will happen *"biror narsa sodir bo'lishini intizorlik bilan kutish". Masalan: My* ***hope*** *is that by next summer I'll have saved enough money to go travelling.* ***Umid*** *qilamanki, kelasi yozgacha sayohatga chiqish uchun yetarlicha pul yig'ib bo'lgan bo'laman*.

3) a chance of succeeding or of something good happening *"muvaffaqiyatga erishish yoki biron bir yaxshi narsa sodir bo'lish imkoniyati". Masalan: It was rush hour, and there was no* ***hope*** *of getting a seat. Tig'iz vaqti bo'lganligi uchun joy olish umidi yo'q edi.*

[1]**"Merriam Webster onlayn lug'ati"** ga ko'ra, ***umid*** leksemasi:

1) desire accompanied by expectation of or belief in fulfillment *"amalga oshishiga ishonadigan istak yoki xohish". Masalan: Rescuers have not yet abandoned* ***hope*** *that more survivors will be found.Qutqaruvchilar hali ko'proq omon qolganlar topiladi degan umiddan voz kechishmagan.*

2) someone or something on which hopes are centered *"umidlar markazida bo'lgan kimdir yoki biror narsa". Masalan: He had little* ***hope*** *of attending college.Uning kollejga borishga umidi kam edi.*

[1]**"Oksford Advanced Learners"** lug'atiga ko'ra, **umid:**

1) something that you wish for "siz istagan narsa". *Masalan: They have high* ***hopes*** *for their children. Ularning farzandlaridan umidlari katta.*

2) person, a thing or a situation that will help you get what you want *"xohlagan narsangizga erishishingizga yordam beradigan shaxs,*

narsa yoki vaziyat”. Masalan: The operation was Kelly's only ***hope*** *of survival. Operatsiya Kellining omon qolishning yagona umidi edi.*

[1]**“Macmillan Dictionary and Thesaurus: Free English Dictionary Online”**ga ko’ra yuqoridagi izohlarni tahlil qilib, **umid** leksemasining quyidagi semantik tarkibiy qismlarini ajratib ko‘rsatishimiz mumkin: *"istayotgan narsaning amalga oshishiga ishonish", "biror narsaning amalga oshishiga ishonch bilan intilish", " kutish", "siz umid qilayotgan narsa amalga oshadi", "yaxshi, muvaffaqiyatli narsaning ehtimoli", "sizga xohlagan narsangizga erishishga yordam beradigan kimdir yoki biror narsa"* va boshqalar. Demak, ***umid*** tushunchasi ***e’tiqod, istak, kutish, qo‘llab-quvvatlash, imkoniyat, istak obyekti*** kabi konseptual xususiyatlarga ega.

Sinonim qatorlar, odatda, bir-biri bilan ma'no jihatdan bog'langan so'zlar zanjiri sifatida qaraladi, bu qatorda har bir leksema o'z ma'nosiga ko'ra boshqalardan farq qiladi va ayni paytda umumiy komponentga ega. Umumiy komponent – umid leksemasiga ega bo'lgan so'zlarning sinonimik qatorini hisobga olgan holda, kontseptual xususiyatlarga mos keladigan so'zlarni ajratib ko'rsatish kerak.

[1]**“The Oxford Thesaurus"** ko'ra, **umid leksemasi** ikkita sinonim so'z guruhiga to'g'ri keladi, ularning har biri o'ziga xos ma'no soyasiga ega:

1) istak, orzu, orzu, umid, xayol, ishtiyoq, intilish, orzu

2) va'da, kutish, ishonch, kutish, e'tiqod, e'tiqod, ishonch, ishonch

Sinonimlarning birinchi guruhi istak ma’nosiga ko‘ra umidga o‘xshaydi.

"Macmillan Dictionary and Thesaurus: Free English Dictionary Online" ga ko'ra:

1) va'da *- biror narsa sodir bo'lishi mumkinligiga, ayniqsa yaxshi narsaga umid qilishning belgisi yoki sababi "sabab, kutish uchun sabab";*

2) kutish *- yaxshi yoki hayajonli narsa sodir bo'lishini kutish yoki umid qilish holati "yaxshi yoki hayajonli narsa sodir bo'lishini kutish yoki umid qilish holati";*

3) ishonch *- kimgadir yoki biror narsaning yaxshi bo'lishiga, yaxshi ishlashiga yoki yaxshi natijalarga erishishiga ishonishingiz mumkin bo'lgan tuyg'u;*

4) kutish *- biror narsa sodir bo'lishini kutish va ehtimol bu haqda biror narsa qilish harakati "kutish holati";*

5) e'tiqod *- kimgadir yoki biror narsaning to'g'riligiga yoki to'g'ri ish qilishiga ishonish mumkinligiga kuchli ishonch;*

6) e'tiqod *- juda kuchli e'tiqod yoki fikr "kuchli e'tiqod";*

7) e'tiqod *- biror narsaning aniq haqiqat yoki aniq mavjudligini his qilish;*

8) ishonch *- kimningdir yoki biror narsaning halolligiga, yaxshiligiga va hokazolarga kuchli ishonch; biror narsaning yoki kimningdir xarakteriga, qobiliyatiga, kuchiga yoki haqiqatiga ishonchli ishonchlilik; "halollik va rostgo'ylikka ishonish; kimgadir tayanish qobiliyati; kimgadir ishonch" o'rnatilgan.*

Umid (Hope) leksemasi to‘plam va iboralarda keng qo‘llaniladi:

✓ **a hope chest** - the things a young woman collects to use in her home after she is married. ***Umid sandig'i*** - yosh ayol turmushga chiqqandan keyin o'z uyida ishlatish uchun yig'adigan narsalar "mahr". Gloria spent the next few months embroidering sheets for her hope chest. Gloria kelasi bir necha oyni “mahr” uchun choyshablar tikish bilan sarfladi.

✓ **to ruin someone's hopes**; to put an end to someone's dreams or aspirations ***"umidlari puchga chiqmoq"***. *Mary dashed my hopes when she said she wouldn't marry me. Mary menga turmushga chiqmasligimni aytganida umidlarimni puchga chiqardi*

✓ **Somebody’s hopes up** - to make someone think that what they want is going to happen. Kimnidir o'zi xohlagan narsa sodir bo'ladi deb o'ylashga undash. *If we can't afford the trip then we shouldn't get the children's hopes up. Safarga pulimiz yetmasa ham, bolalarning umidini uzmasligimiz kerak*

✓ **have (high) hopes of something** - to be expecting something. Biror narsaga (yuqori) umid bog‘lash – biror narsani kutmoq, ***“katta umidda bo‘lmoq”.*** I have hopes of getting there early. If you have to wait a long time for something you want, you will become despairing Agar biror narsa uchun uzoq vaqt kutishingiz kerak bo'lsa, oxir-oqibat umidsizlik boshlanadi.

Demak, yuqoridagi misollardagi umid leksemasining ma’nosini qiyoslab aytish mumkinki, so‘z o‘zining asl ma’nosini saqlab qoladi, iboralarda esa aniqroq hissiy bo‘yoq oladi.

Umid leksemasining qarama-qarshi ma’noni ifodalovchi antonimlari mavjud: **umidsizlik va umidsizlik.** “Oxford Advanced Learners” lug'atiga ko'ra:

1) despair - the feeling of having lost all hope “umidsizlik - barcha umidlarini yo'qotganlik hissi "to'liq umidsizlik hissi". Eventually, **driven to despair**, he threw himself under a train. Oxir-oqibat, umidsizlikka tushib, o'zini poyezd ostiga tashladi.

2) despond - the state of being despondent "umidsizlik holati". In their despondency they seemingly forgot that losing teams can become winning teams in a single season. Ular umidsizlikda mag'lubiyatga uchragan jamoalar bir mavsumda g'olib jamoaga aylanishi mumkinligini unutib qo'yishdi.

Umid (Hope) belgi turli lisoniy vositalar bilan ifodalanadi: yashash (yashash), omon qolish (omon qolish), yashash (yashashda davom etish) fe'llari, sifatdoshlar - jonli umid (tirik umid). *Agar o'sha oqshom biron bir umid tirik bo'lsa, - deb o'yladi kapitan, shlyapasini qo'liga olarkan, u uyni saqlab qoladi va eshikdan tashqarida emas edi; (Dikkens. Dombey va o'g'il). Kapitan Katl, butun insoniyat singari, o'lim zarbasini tark etgunga qadar, tushkunlikka tushganda uning ichida qanchalik umid saqlanib qolganini ko'pchilik bilmas edi. (Dikkens. Dombey va o'g'il). O'lim chegarasidan oshib ketadigan ajoyib, jonli umid uchun qayta tug'ilgan odam kabi. (Lorens. Oshiq ayollar). Yuragimda titrayotgan so'nggi rangpar umid! (Kolerij. She'riy asarlar). Va kasal umidli ko'zlari so'nib, yiqilib o'lishdan mamnun edi. (Kolerij. She'riy asarlar).*

Gaplardagi umid ma'nolarini tahlil qilib, ularni bir-biri bilan taqqoslab, uning kontseptual xususiyatlari lug'at ma'lumotlariga mos keladi degan xulosaga kelishimiz mumkin. Kognitiv fanning lingvistik tushunchalari murakkab tuzilishga ega bo'lib, unday, kontseptual va obrazli xususiyatlar bilan ifodalanadi. Ushbu ishning maqsadi tushunchalar tuzilishining faqat bir qismini - kontseptual xususiyatlarni aniqlash edi.

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KETRIN MENSFILD – KICHIK HIKOYALAR USTASI

Sitorabonu Ataullayeva[65]

Annotatsiya: Mazkur maqola Yangi Zellandiyalik mashhur yozuvchi Ketrin Mensfild hayoti va ijodini yoritishga bag’ishlangan. Uning bosib o’tgan umr yo’li nihoyatda ibratli. Kundaliklarida uning sabot va matonatini ko’rsatuvchi kechinmalari o’z ifodasini topgan. Bu har bir insonga hayot mashaqqatlarini yengish sirlaridan saboq beradi. Ularni g’alabalar sari ruhlantiradi. Yaratgan kichik hikoyalari esa o’zining badiiy ifoda shakllarining barkamolligi va betakrorligi bilan dunyo adabiyotida alohida o’ringa ega. Ularda yozuvchi inson ruhiyatiga chuqur kirib boradi. O’quvchini ta’sirlantirib, o’z ortidan ergashtira oladi.

Tayanch tushunchalar: Hikoya, Obraz, An’anaviylik, Adabiy ta’sir, Novatorlik, Syujet, Kompozitsiya, Tabiat tasviri.

Abstract: This article is dedicated to the life and work of the famous New Zealand writer Catherine Mansfield. Her life is exemplary. Her diaries reflect her perseverance and tenacity. It teaches everyone the secrets of overcoming life’s hardships. It inspires them to achieve their goals. Her short stories have a special place in world literature due to the perfection and uniqueness of their forms of artistic

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expression. In them, the writer penetrates deep into the human psyche and able to impress and follow the reader.

Keywords: Story, Image, Tradition, Literary Influence, Innovation, Plot, Composition, Image of Nature.

Jahon adabiyotida hikoya janri taraqqiyoti haqida so'z yuritganimizda, albatta, ingliz adabiyotini gapirmasdan ilojimiz yo'q. Bu janr rivojida , ayniqsa, Ketrin Mensfildning alohida o'rni bor. Uning ijodi ham ingliz, ham Yangi Zelandiya adabiyotidagi hikoya janri taraqqiysida muhimdir. Buni o'zining qisqa umri hamda ijodi davomida yozib qoldirgan ko'plab betakror hikoyalari tasdiqlaydi.

Ketrin Mensfild (asl ismi Ketlin Bichem) Yangi Zelandiyaning eng mashhur yozuvchilaridan biri bo'lib, 1888- yil 14- oktabrda Yangi Zelandiyaning Vellington shahrida dunyoga kelgan. Otasi Garold Bichem Yangi Zelandiya bankida ishlagan. Ketrin Mensfildning Vera (1885) va Sharlotta (1887) ismli opalari hamda Lesli Xeron (Chammi 1894) ismli ukasi bo'lgan. 1893 – yilda Mensfild oilasi bilan o'zining baxtli bolalik yillari o'tgan Karori shahriga ko'chib o'tadi. Keyinchalik Karorida o'tkazgan bolalik yillari haqidagi xotiralari uning " Muqaddima"("Prelude" , 1918) asarini yozishiga turtki bo'lgan. 1898 –yilda esa ular yana Vellington shahriga qaytib kelishadi. 1898-1899- yillarda maktab nashriyotining "High School Reporter" va "Wellington Girls' High School magazine" gazetalarida Ketrinning ilk hikoyalari nashr etiladi. 1903-yilda Mensfild opalari bilan birga Londondagi Qirollik kollejiga (Queen's College) o'qishga yo'l oladi. U yerda Ketrin violonchel cholg'usini o'rganish bilan shug'ullanadi. Shu bilan birga uning ijod namunalari maktab gazetasida nashr etilib, hatto o'zi ushbu gazetaning redaktori bo'lib ham ishlaydi. O'sha paytlardayoq u fransuz yozuvchilari hamda Oskar Uayldning ijodi bilan qiziqa boshlagan edi. Uning tengdoshlari Mensfildni o'z hayoti hamda ishiga mas'uliyat bilan yondashgani uchun ham juda qattiq hurmat qilishgan. Mensfild o'zining ibratli fazilatlaridan biri haqida kundaliklarida shunday yozgan edi: "Men xuddi olmaxondek fikrlar edim. Avval to'plardim, yig'ardim va berkitardim, uzoq "qish fasli" kelganida esa barcha boyligimni yuzaga chiqarardim…"[Биография Кетрин Менсфилд. http://elenakuzmina.blogspot.com/].

1906-yilda Mensfild Angliyadagi o'qishini tugatib, Yangi Zelandiyaga qaytib keladi va shu yerda o'z hikoyalarini yozishni boshlaydi. Ularning ayrimlari Melburnskdagi "The Native Companion" nashriyotida chop

etiladi va gonorar bilan taqdirlanadi. Bu e’tirof uning yosh qalbiga ulkan orzular urug’ini qadaydi. Unga kuchli rag’bat beradi. Natijada, o’zining qat’iy yo’lini tanlaydi. Kelajakda, albatta, professional yozuvchi bo’lishga qaror qiladi. Buni biz kundaligiga yozib qoldirgan yozuvlaridan ham bilib olishimiz mumkin: “ Men yozuvchi bo’lishim shart (1908)” [“ Я должна быть писательницей ” Л. Володарская. Кетрин Менсфилд и ее рассказы. Москва. Книга. 1989. Ст.15.]. Bu jumlalarni u 20 yashar paytida yozib qoldirgan va o’ziga Ketrin Mensfild taxallusini tanlagan. O’sha davrlardan boshlab, Mensfildning qizg’in ijodiy faoliyati boshlangan.

1908 –yilda u Yangi Zelandiyani butunlay tark etib, Angliyaga yo’l oladi. Hatto umrining oxirgi yillarida ham tuberkulyoz kasalligiga chalinganligi tufayli vataniga qayta olmaydi.

1909–yilda Belgiyaga so’ng, Bavariyaga qilgan sayohatlarida Anton Pavlovich Chexov ijodi bilan tanishadi. Chexovning ijodi Mensfildga o’zining yoshlik yillarida o’qib, ruhlangan Oskar Uaylddan ham ko’proq ta’sir ko’rsatadi. 1910-yilda Mensfild Londonga qaytib keladi. Shu yilning fevral oyida “Nyu Eydj (The New Age)” jurnalining noshiri A.R. Oradj (Alfred Richard Orage) bilan tanishadi hamda o’ndan ortiq ijtimoiy yo’nalishdagi ijodiy ishlarini uning jurnalida chop ettiradi.

Germaniyadan olgan taassurotlari asosida Mensfild o’zining “Nemis pansionatida” (German Pension, 1911) to’plamini nashr ettiradi va bu to’plam tanqidchilar e’tirofiga sazovor bo’ladi. Bu to’plamda eng mashhur “Фрау Брехенмахер посещает свадьбу”(Frau Brechenmacher Attends a Wedding) nomli hikoyasi ham bor edi. 1911-yil dekabrda Mensfild “Ritm” jurnalining redaktori Jon Midlton Marri bilan tanishadi. Jon uning “Do'kondagi ayol” (The Woman at the Store) hikoyasini bosib chiqaradi. Bu hikoya qotillik haqida edi. Shu paytlarda uni fovizm (adabiyotda bu yo’nalishni “yovvoyi” deb atashgan) hamda Chexov ta’siri chulg’ab olgan edi.

Shu yillardan boshlab uning sog’lig’i yomonlasha boshlaydi. 1913-yilda u Parijga keladi va bu yerda faqat bitta hikoya yoza oladi. Bu hikoya “Нечто ребяческое, но очень естественное” (Something Childish But Very Natural) deb nomlangan.

Mensfildning hayoti moddiy qiyinchiliklarga ham to’la bo’lgan. Buni o’z kundaliklarida yozgan ma’lumotlardan ham ko’rishimiz mumkin: “ Nega mening haqiqiy uyim, haqiqiy hayotim yo'q... Men endi qizaloq emasman - men ayolman. Menga narsalar kerak. Men ularga qachondir ega

bo'lamanmi? Ertalabdan ijodni boshlash, keyin tezgina tushlik qilib olish - va kechqurungacha yana yozib, ijod qilish... "

1915-yil oktabrda Mensfildning ukasi Lesli Bichem Birinchi jahon urushida Fransiya frontida qurbon bo'ladi. Ukasining o'limi Mensfildni qattiq qayg'uga botiradi. U o'ziga qanday qilib yupanch topishni bilmaydi. Shunday iztirobli kunlarida ukasining xotirasiga bag'ishlab she'rlar ham yozgan:

" У памятного потока брат мой стоит,

Ждет меня, ягоды держит в руках…

" Вот – тело мое. Сестра, бери и ешь ".

U she'rida o'sha paytdagi qayg'u va o'kinchlarini juda ta'sirli tarzda ifodalab bergan.

1917-yil yanvarda Mensfild yozuvchi Virjiniya Vulf bilan tanishadi. Boshida Mensfild unda yaxshi taassurot qoldirmaydi. Ammo keyin Virjiniya Vulf uni eng yaxshi ayol yozuvchi sifatida tan oladi: "Men uning bir qarashda o'rtamiyonaligidan biroz hayratda qoldim. Biroq, bu taassurot yo'qolganda, u juda aqlli va tushunarsiz bo'lib, u do'stlikni mukofotlaydi. ".

1917-yildan boshlab, Mensfild ijodining qizg'in davri bir necha hikoyalari bilan boshlanadi. Bular "Nyu Eydj" jurnalida bosilgan "День мистера Реджинальда Пикока "(Reginald Peacock's Day) va "A Dill Pickle" hikoyalaridir.

1917-yil aprelda Virjiniya Vulf va eri Leonard, yaqinda ochilgan o'zlarining "Hogars Pres" (Hogarth Press) nomli nashriyotiga Mensfilddan hikoya so'rab murojaat qiladilar. U ularga o'zining 1915-yildayoq "Aloe" nomi bilan yozishni boshlagan "Muqaddima" nomli asarini taklif qiladi. Bu asar Yangi Zelandiyalik oila hayotiga bag'ishlangan bo'lib, (yuqorida aytib o'tganimizdek, o'z vatanida o'tkazgan bolalik yillarini yodga olgan holda yozilgan), 1918-yilda nashr etilganidan so'ng o'ziga keng ommani jalb eta olmaydi. Tanqidchilar tomonidan ham kam tilga olinadi. Keyinchalik esa, Mensfildning "Muqaddima" (Prelude) asari uning eng mashhur asarlaridan biriga aylanadi.

1917-yil dekabrda Mensfild tuberkulyoz kasaliga chalinadi va bu unga juda katta zarba bo'ladi. U qattiq tushkunlik holatiga tushadi va 1918-yil fevral oyida Fransiyaning Bendol shahriga keladi. O'zining kasal holiga qaramay u hikoyalar yozishda davom etadi. Bu yerda u "Je ne parle pas francais" hikoyasini yozadi. Shu yili uning "Baxt-saodat " (Bliss) deb nomlangan hikoyasi chop etiladi. Bu hikoya erining bevafoligiga uchragan

ayolning taqdiri haqidadir. Bu hikoya tanqidchilar olqishiga sazovor bo'ladi. Keyinchalik esa, bu hikoya uning ikkinchi hikoyalar to'plamining nomi qilib olinadi va u 1920-yilda nashr etiladi.

1918-yilda Mensfild Jon Marriga turmushga chiqadi. 1919-yil boshlarida Jon Marri e'tiborli "Ateneum" (Athenaeum) haftaligiga redaktor etib tayinlanadi. Mensfild uning bu nashriyoti uchun 100 dan ortiq obzor yozadi. Ammo, bular Mensfildning o'limidan keyin, Jon Marri tomonidan nashrga tayyorlangan "Romanlar va romanchilar" (Novels and Novelists) nomli to'plamda nashr etiladi.

Mensfildning ahvoli tobora yomonlashib boradi, 1919-yil aprelda Angliyaga qaytib keladi va bu uning so'nggi safari edi. U umrining so'nggi yillarini yashayotganini his qiladi va buni kundaliklarida ham yozib boradi: "Men yozyapman... Qani edi, hamma hikoyalarni yoza olsam, qani, vaqtim yetsa!" Uning bu gaplaridan ko'rinib turibdiki, sog'lig'i yomonlashayotganiga qaramasdan, ijod qilishga ilhomi to'lib-toshib kelardi va tafakkuridagi barcha hikoyalarni qog'ozga tushirishga oshiqardi. Yozuvchilik, allaqachon, uning hayotining mazmuniga aylanib bo'lgandi. 1919-yil yozida Mensfild vaqtini Virjiniya Vulf bilan o'tkazadi, ular dugonaga aylanib ulgurishgandi. Virjiniya Vulf uni yozuvchi sifatida juda qattiq hurmat qilgan. Bu haqida u Mensfildning o'limidan so'ng o'z kundaligiga yozgan: " Men havas qilgan yagona ayol yozuvchi". 1919-yil sentabrda Mensfild Italiyaga keladi va bu yerda u "История женатого человека" (The Man Without a Temperament) hikoyasini yozadi. Bu hikoya kasallikka chalingan ayol va uning iztirob chekayotgan umr yo'ldoshi to'g'risida edi. Hayotining so'nggi yillarida u o'z hayoti muammolaridan kelib chiqqan holda hikoyalar yoza boshlagan. Bu hikoyada ham u kasal ayol va umr yo'ldoshi misolida o'z hayotini ko'rsatib bermoqchi bo'lgan, nazarimizda.

1921-yilda sog'ligining yanada yomonlashayotganiga qaramay, Mensfild eng ahamiyatga ega bo'lgan asarlarini yozadi. 1922-yil fevralda Parijga keladi va shu yerda o'zining so'nggi hikoyalarini yozadi- "Myxa "(The Fly) va "Kanareyka"(The Canary). U "Kanareyka" hikoyasini yozganda bolalik yillari o'tgan ona vatani Yangi Zelandiyaga qaytishni orzu qiladi, ammo bu unga armon bo'lib qoladi. Ketrin Mensfild 1923-yil 9-yanvarda og'ir kasalligi tufayli olamdan o'tadi. Afsuski, uning hikoyalari va she'rlarining ko'p qismi u hayotligida chop etilmagan. Bu ishni uning o'limidan so'ng turmush o'rtog'i Jon Marri o'z zimmasiga oladi. Uning yordamida Mensfildning ikkita hikoyalar to'plami "Гнездо голубки" (The

Dove’s Nest) (1923) va “Нечто детское” (Something Childish) (1924) hamda “Aloe” (The Aloe) nomli she’ri, “Romanlar va romanchilar” (Novels and Novelists) nomli tanqidiy maqolalardan iborat bo’lgan to’plami, avval nashr etilmagan bir qancha xatlari va kundaliklari chop etilib, ommaga taqdim etiladi.

Ketrin Mensfild o’z davrining eng yaxshi kichik hikoyanavislaridan biri hisoblanadi. Bugungi kunda ko’pgina maktablar uning ismi bilan nomlangan. Yangi Zelandiyaning Vellington shahridagi Karori maktabida uning xotirasi va ijodiga bo’lgan hurmat sifatida Mensfildning haykali o’rnatilgan. Fransiyaning Menton shahrida esa u yashab, ijod etgan uy joylashgan ko’cha uning sharafiga nomlangan. Har yili uning sharafiga beriladigan stipendiyaga sazovor bo’lgan Yangi Zelandiyalik yozuvchi Mensfild ijod etgan o’sha uy(Villa Isola Bella)da ishlash imkoniga ega bo’ladi. Shuning bilan birga, Yangi Zelandiyada o’tkaziladigan eng yaxshi hikoya uchun mashhur tanlov ham Ketrin Mensfild nomi bilan ataladi.

Ketrin Mensfildning ijodiy yo’nalishiga nazar tashlaydigan bo’lsak, u asarlarida ijtimoiy-psixologik muammolarni ko’proq yoritganligini kuzatamiz. Uni doim odamlar o’rtasidagi munosabat, oila a’zolari o’rtasidagi ziddiyatlar, boylik hamda qashshoqlik, yaxshilik va yomonlik, sinfiy tabaqalar o’rtasidagi qarama- qarshiliklar kabi jumboqli mavzular qiziqtirgan.

Ko’p yillar davomida tanqidchilar tomonidan Mensfild ijodida ingliz hamda rus adabiyotining ta’siri sezilib turishi haqida bahs-munozaralar olib borilgan. Ketrin Mensfild Yangi Zelandiyada ulg’aygan ilk nosir-yozuvchi edi. U o’z milliy adabiyotiga dunyo adabiyotini yaqinlashtirdi. Ulardan o’rganib, ta’sirlanib, vatani va xalqi ko’nglidagi dardu armonlarini jonli, hayotiy ko’rinishda tasvirlashga erishdi. Qalamga olgan mavzularni, fikr-g’oyalarni umumbashariy ahamiyatga molik maqomga ko’tara oldi. Masalan, hayotda bir-birini tushunmay yashab kelayotgan er va xotin, ota-ona va bolalar munosabati uning ijtimoiy – psixologik mavzudagi asarlarini yaratishiga turtki bo'lgan. Ayniqsa , uning ota-ona va farzand o’rtasidagi munosabatlarga bag’ishlangan “The little girl” (“ Qizaloq ”) va “New dresses” (“ Yangi ko’ylaklar ”) kabi hikoyalarini alohida ta’kidlashimiz lozim. “The little girl” (“ Qizaloq ”) nomli hikoyasida Mensfild Kes ismli qizaloqning dadasining oldida hayajonlanib qo’rqishi, uning oldida gapirganida jur’atsizlarcha hadiksirab turishi, hattoki, bu qo’rquvi natijasida, aynan, dadasining oldidagina gapirganida duduqlanib qolishini mahorat bilan ifodalab bergan. Qizcha otasining ish stoli ustidagi

kerakli qog’ozlardan dadasining tug’ilgan kuniga sovg’a tayyorlamoqchi bo’lganligi uchun uni qattiq jazolaydi. Qizaloq hikoya davomida otasi va onasini doimo band holda ko’radi. Holbuki, ota-ona bolasiga mehr berish uchun ham alohida vaqt ajratishi zarurdir. Nazarimizda, Ketrin Mensfild ham hikoya orqali o’quvchilarga xuddi shuni anglatishni maqsad qiladi. Hikoyaning yakunida qizaloq, uxlab qolgan, o’sha qattiqqo’l va qo’rqinchli dadasini bolalarcha beg’ubor qarashlari bilan, ojiz va oilasi uchun pul topish maqsadida ishlab toliqqan, mehribon otasi sifatida qabul qila boshlaydi. Bu bilan yozuvchi bolalar dunyosining naqadar, beg’ubor hamda sof ekanligini ko’rsatib bermoqchi bo’lgan. Keyingi hikoya “New dresses” (“ Yangi ko’ylaklar ”) da esa ota-onaning oilada farzandlaridan birini ustun qo’yishi, ularga mehr berganda teng tutmasligi hamda farzandiga nisbatan ishonchsizlik tuyg’ularini qoralaydi va buni jonli, hayotiy, ta’sirli ifodalab berishga erishadi.

Ketrin Mensfild ijodining muhim jihati uning, aynan, kichik hikoya janrini rivojlantirishga qo’shgan hissasidadir. Bunda, ayniqsa, rus yozuvchisi Chexovning ta’siri katta bo’lgan. Mensfild uning asarlaridan ruhlanib, bir qancha hikoyalar yozgan. Misol uchun, uning “The child who was tired” hikoyasiga Chexovning “Спать хочется” (“Uyqu istagi”) hikoyasining ta’siri yaqqol seziladi. Bu haqda uzoq yillar Mensfild ijodini o’rgangan adabiyotshunoslar munozara olib borishgan. Bundan tashqari, Mensfildning yana bir qancha hikoyalari Chexov asarlaridan ruhlanib yozilgani uchun ham ularda ayrim o’xshashliklarni kuzatishimiz mumkin. Bunday o’xshashliklar ko’pincha ular qalam tebratgan mavzu yuzasidan kelib chiqadi. Masalan, har ikkala yozuvchi ham urush, urush keltirgan kulfatlar, uning salbiy oqibatlari, mansabdorlar o’rtasidagi laganbardorlik, jamiyat kirdikorlari va undagi yomon illatlarni ko’rsatib berishga doir bir qancha ijtimoiy-psixologik ruhdagi asarlar yaratishgan.

Albatta, boshqa buyuk yozuvchilar singari Mensfild ijodining ham o’ziga xos, boshqa ijodkorlardan ajralib turuvchi jihatlari ham bor. U hikoya yozganda hikoyani atrof-muhitni va holatni tasvirlashdan boshlaydi va bunda u mayda detallargacha e’tibor beradi. Hikoya qahramonining ko’rinishi, holati, dunyoqarashi, ichki dunyosi hamda ichki kechinmalarini ifodalab berishga harakat qiladi. Ayniqsa, obrazlarning ichki dunyosi va o’y-fikrlarini ko’rsatib berishga alohida e’tibor beradi. Hozirgi kungacha K. Mensfildning asarlari bir necha marta qayta-qayta chop etilgan. Jumladan, she’rlar to’plami [Poems. 1923], qissalar [Prelude. 1918],

kundaliklar [The Notebooks. 1997], maktublar [The Letters. 2 vols, 1928-1929]a, hikoyalar to'plami o'quvchilarda katta qiziqish uyg'otgan.

Ketrin Mensfild atigi 35 yillik hayoti va 15 yillik ijodiy faoliyati davomida yaratgan asarlari orqali dunyo adabiyotida munosib o'rin egalladi. U ijodida Chexov an'analarini davom ettirgan bo'lsa-da, uning o'ziga xos, betakror hikoyalari ham ko'pchilikni tashkil qiladi. Shu sababli ham yozuvchining asarlariga qiziqish hech qachon so'nmaydi. U ko'targan umumbashariy muammolar hamisha dolzarb. Ketrin Mensfild esa o'z asarlarida barhayotdir.

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FONETIK BIRLIKLAR VA ULARNING YUZAGA KELISH QONUNIYATLARI
PHONETIK UNITS AND THE LAWS OF THEIR OCCURRENCE

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Annotatsiya. Maqolada fonetik birliklarning fizik-akuistik,anatomik-fiziologik va lingvistik- funktsional asoslari hamda til mexanizmidagi roli alohida yoritib berilgan.Shu bilan birga tovush, urg'u, melodika kabi birliklarning yuzaga kelish qonuniyatlarini ham ochib berilgan.

Annotation. The article highlights the physical acoustic, anatomical, physiological and linguistic functional bases of phonetic units and their role in the

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language mechanism. It also reveals the laws of formation of units such as sound,stress,melody.

Keywords: intonatsiya, melodika, segment birliklar, supersegment birliklar, morfema, fonetik qobiq

Tilning tovush tomoni nutq tovushlari, bo‘g‘in, urg‘u, ohang (intonatsiya, melodika) kabi birliklarni o‘z ichiga oladi. Fonetikaning maqsadi fonetik birliklarning fizik-akustik, anatomik-fiziologik va lingvistik- funktsional asoslarini o‘rganish, ularning til mexanizmidagi rolini aniqlashdan iborat. Bunday maqsad uning tovush, urg‘u, melodika kabi birliklarning yuzaga kelish qonuniyatlarini o‘rganish, talabalarni yuqoridagi qonuniyatlar va shu qonuniyatlarga oid ilmiy-nazariy fikrlar bilan tanishtirish, adabiy tilning fonetik-fonologik tizimiga oid munozarali masalalarni aniqlash, ularga munosabat bildirish, talabalarda fonetik tahlil ko‘nikmalarini shakllantirish, talabalarga shu sohada ishlagan fonetist-fonologlar haqida qisqacha ma`lumot berish. Har qanday tilning fonetik birliklari dastlab ikki guruhga–segment va supersegment birliklarga bo‘linadi: a) segment birliklarga nutq tovushlari va bo‘g‘in kiradi. Bunday birliklar so‘z yoki morfemalar tarkibida birin-ketin keladi, yotiq (gorizontal) yo‘nalishda bir-biriga ulanib, zanjirsimon tarzda joylashadi. Supersegment birliklarga urg‘u, ohang, melodika, pauzalar kiradi. Bunday birliklar so‘zga, frazaga, gapga yoki nutqqa yaxlit aloqador bo‘lib, ularni so‘z, gap yoki nutqdan ajratilgan holda tasavvur qilib bo‘lmaydi. Fonetik birliklar til tizimida quyidagi vazifalarni bajaradi: 1) shakllantiruvchi vazifa Bunda fonetik birliklarning so‘z yoki morfemalar tarkibida yoxud gap va nutq tuzilishida qurilish materiali sifatida ishtirok etishi nazarda tutiladi. Chunonchi, paxta so‘zining tarkib topishida 5ta tovush (t, a, x,t,a), ikkita bo‘g‘in (tax-ta) va bitta so‘z urg‘usi (taxta) «qurilish materiali» vazifasida qatnashgan, bu birliklarning shu tartibda joylashtirilishidan taxta so‘zining tovush qiyofasi - fonetik so‘z shakllangan. Ohang, melodika, pauza kabi supersegment birliklar esa gap qurilishida yoxud nutqning tarkib topishida ustama hodisa sifatida qatnashadi. Demak, so‘z va grammatik formalar o‘zining tovush materiyasi tufayligina nutqda ma`lum ahamiyat kasb etadi. Tovushgina so‘z yoki so‘z shaklini eshituvchi uchun borliq tusiga kiritadi. Fonetika fani tilning tovush tomonini turli usulda va turli maqsadlarda o‘rganadi, shunga ko‘ra uning quyidagi turlari o‘zaro farqlanadi: umumiy fonetika,

xususiy fonetika: Xususan, «Hozirgi o‘zbek adabiy tili fonetikasi» ham aslida tavsifiy fonetikadir, chunki unda o‘zbek tilining fonetik tizimi, bu tizimda mavjud bo‘lgan fonetik faktlar hozirgi o‘zbek tilida qanday bo‘lsa,

shundayligicha o‘rganiladi. Bunda ayrim olingan bir tilning fonetik tizimi, undagi fonetik hodisalar va faktlar shu tilning uzoq tarixiy taraqqiyoti bilan bog‘lab o‘rganiladi, shu asosda muayyan tilning fonetik-fonologik tizimida yuz bergan tarixiy o‘zgarishlar (divergentsiya, konvergentsiya faktlari, fonologik tizimdagi eskirish va yangilanish jarayonlari) aniqlanadi. Shunga ko‘ra u diaxron fonetika deb ham yuritiladi. O‘zbek tilshunosligida o‘zbek tilining tarixiy fonetikasiga oid ma`lumotlar V.V. Reshetov, F.Abdullaev, G‘.Abdurahmonov, A. Rustamov, E.Fozilov, Sh.Shukurov, A.Mahmudov, S.Ashirboev, H.Ne`matov, B.To‘ychiboyev kabi tadqiqotchilarning ishlarida berilgan: «Qadimgi turkiy til» [Abdurahmonov.G., Rustamov.A.,1982-y.], “Fonetiko-morfologicheskie osobennosti yazika Alishera Navai», ADD [Rustamov A., 1966-y.], «Nekotorie voprosi istoricheskoy fonetiki uzbekskogo yazika» [A.Rustamov, 1985], «K istorii utrato‘ singarmonizma v uzbekskom yazike» [F.Abdullayev, 1985], «Foneticheskie i morfologicheskie osobennosti yazika «Xibatul haqayiq», AKD (Mahmudov A. 1964-y.), «Ahmad Yugnakiyning «Hibatul haqoyiq» asari haqida» [Mahmudov A. 1972-y.], «Qadimgi obidalar va Alisher Navoiy tili» [Fozilov.E., 1969y.] shular jumlasidandir. Qiyosiy fonetika. Fonetikaning bu turi qardosh tillarning (masalan, O‘zbek, qozoq, qirg‘iz, turkman va boshqa turkiy tillarning) fonetik tizimidagi umumiy va xususiy jihatlarni aniqlash imkonini beradi. O‘zbek tilshunosligida noqardosh tillarning, xususan, O‘zbek va rus tillarining fonetik tizimlarini qiyosiy o‘rganishga ham alohida e`tibor berilmoqda. O‘zbek va rus tillari fonetikasini qiyosan o‘rganish rus maktablarida o‘zbek tilini, o‘zbek maktablarida esa rus tilini o‘qitish uslubiyatini takomillashtirish nuqtai nazaridan, shuningdek, O‘zbek-rus bilingvizmi (ikki tilliligi) masalalarini, bunday bilingvizmning har ikkala til strukturasi va sistemasiga ta`sirini aniqlash pozitsiyasidan foydalidir. 2.Eksperimental (instrumental) fonetika. Fonetikaning bu turida nutq tovushlarining fizik-akustik va artikulyatsion jihatlari maxsus asboblar (pnevmograf, ostsilograf, fonograf, spektrograf va boshqalar) yordamida tadqiq qilinadi, shu asosda tovushlarning sifat va miqdor belgilari (balandligi, kuchi, tembri, spektri, cho‘ziqlik darajasi), ularning artikulyatsiyasi (hosil bo‘lish orni, usuli) aniqlanadi. Bunday tadqiqot natijalaridan fonetik birliklarning fonologik jihatlarini tavsiflashda foydalaniladi. O‘zbek tilshunosligida eksperimental fonetikaning rivojlantirilishida Mahmudov Ahmadjon va Otamirzaeva Sora kabi fonetistlarning xizmati katta. Bu tilshunoslarning qator ishlarida O‘zbek tili fonetik tizimining tovushlari, urg‘u, bo‘g‘in kabi birliklari ayni shu usulda

tadqiq qilingan: «Unlilar» [Mahmudov.A.,1992y]. «SoglasnO‘e uzbekskogo literaturnogo yazika» [Mahmudov A., 19h6y.], «Sonornie uzbekskogo yazika» [Maxmudov, A., 19h0.], « Slovesnoe udarenie v uzbekskom yazike» [Maxmudov.A., 1960.]

Tilning tovush tomoni ancha murakkab hodisadir: a) har qanday tovushning fizik- akustik tabiati bor; b) har qanday nutq tovushining biologik asosi (nutq a`zolarining harakati va holati bilan bog‘liq jihatlari) mavjud; v) har qanday nutq tovushlari talaffuz etiladi va eshitiladi. Fonetik birliklarning ana shu jihatlarini O‘rganish fonetikaning fizik-akustik, anatomik-fiziologik, pertseptiv va lingvistikfunktsional aspektlari deb qaraladi. Fizik–akustik aspekt. Eksperimental fonetikaning bu aspekti fonetik birliklarning fizik tabiatini tadqiq qiladi. Fonetik birliklarning fizik tabiatiga tovushning balandligi, kuchi, tembri, cho‘ziqligi kiradi. Tovushning ovoz, shovqin, qo‘shimcha (yordamchi) ton kabi komponentlari ham fizik- akustik omillar sanaladi. 1.Tovushning balandligi - tovushning un paychalari tebranishi chastotasiga bog‘liq sifati. Ma`lum vaqt O‘lchovida (masalan, bir sekundda) un paychalarining tebranish miqdori qancha ko‘p bo‘lsa, tovush shuncha baland bo‘ladi yoki, aksincha, shu vaqt O‘lchovi hisobida un paychalari qancha kam (siyrak) tebransa, tovush shuncha past chiqadi. Tebranayotgan jismning, masalan, un paychalarining tinch holatdagi nuqtadan ikki (qarama-qarshi) tomonga bir marta borib kelishi bitta to‘la tebranish sanaladi, ana shu bitta to‘la tebranish bir gers hisoblanadi, demak, baland ovozda gerslar miqdori ko‘p(tebranish zich), past ovozda esa gerslar miqdori kam (tebranish siyrak) bo‘ladi. Insonning eshitish qobiliyati 16 gersdan 20000 gersgachadir.Inson oddiy so‘zlashuvda 100 gersdan 400 gersgacha balandlikdagi tovushni qo‘llaydi. Insonning eng past tovushi bas (u 40 gersga teng), eng baland tovushi esa sopranodir(u 170 gersga teng). Nutqda tovushning baland-past tarzda to‘lqinlanishi melodikani yuzaga keltiradi, melodika esa gapning ifoda maqsadiga yoki emotsionallikka ko‘ra turlarini belgilashda, sintagmalarni, kirish so‘z yoki kiritma gaplarni ifodalashda muhim vosita sanaladi. Shuni alohida-alohida ta`kidlash kerakki, tebranish chastotasi nutqda boshqa akustik vositalar (urg‘u, intonatsiya, temr, temp kabilar) bilan munosabatga kirishib, murakkab tovushni hosil qilishi ham mumkin, bunday murakkab tovushlardan esa turli ekspressiv-stilistik maqsadlarda, ayniqsa, she`riy misralardagi tovush tovlanishlarini tarkib toptirishda foydalaniladi. 2.Tovushning kuchi (intensivligi) - 1sm2 maydondan 1 sekundda ota’digan energiya miqdori.

Bunday energiya miqdorining ko‘p yoki oz bo‘lishi tebranish amplitudasining (kengligining) katta yoki kichikligiga bog‘liqdir; tebranish amplitudasining katta bo‘lishi unga berilayotgan zarba darajasiga, masalan, o‘pkadan kelayotgan havo oqimi kuchiga bog‘liq. Masalan, zarb urg‘usini (dinamik urg‘uni) yuzaga keltirishda havo zarbi kuchli bo‘ladi. Demak, tovush kuchining nutqdagi ahamiyati ko‘proq zarb urg‘usini ifodalashda namoyon bo‘ladi. Tovush kuchi odatda detsibel bilan o‘lchanadi. Ayni paytda, tovush tembri ayrim undoshlarni, masalan, sonantlarni farqlashda ham qatnashadi. Bulardan tashqari, tembr nutqning supersegment birligi, ovoz tovlanishlari tarzida ham namoyon bo‘ladi: quvnoq tembr, ma`yus tembr kabi. Tembrning bu turlari nutqning ekspresssiv-emotsional xususiyatlarini ta`minlaydi. Nutq tovushlarining biologik asosini quyidagi turlarga bo‘lish mumkin: 1) nutq a`zolarining anatomiyasi; 2) nutq a`zolarining fiziologiyasi; 3) nutq a`zolarining ijro kechimi. 1.Nutq a`zolarining anatomiyasi deyilganda shu a`zolarning shakli, tuzilishi, orni nazarda tutiladi. Bunday a`zolar quyidagi apparatlarga birlashadi: a) nafas apparati - o‘pka, bronxlar, traxeya, diafragma, ko‘krak qafasi. Bu apparat a`zolari tovush hosil qilish uchun zarur bo‘lgan havo oqimini boshqa a`zolarga etkazib beradi, shu ma`noda havo manbai sanaladi; b) bo‘g‘iz bo‘shlig‘i- traxeyaning yuqori (kengaygan) qismi. Unda un paychalari, uzuksimon, qalqonsimon, cho‘michsimon, ponasimon, shoxsimon tog‘aylar mavjud. Bu apparatdagi eng faol a`zolar un paychalaridir: -un (ovoz) paychalari tinch holatda turganda, ularning oralig‘i ochiq bo‘ladi, natijada nafas apparatidan kelayotgan havo oqimi shu oraliqdagi paychalarni tebratmay ota’di. Bunday vaziyatda ovoz hosil bo‘lmaydi; -ovoz paychalari tortilgan (taranglashgan) da, ular orasidagi ochiq bo‘shliq yumuq holatga keladi, natijada havo oqimining yo‘li to‘siladi, havo oqimi taranglashgan un paychalariga urilib, uni tebratadi. Bunday tebranish ovozni (asosiy tonni) yuzaga keltiradi. Shuning uchun bo‘g‘iz bo‘shlig‘i ovoz manbai hisoblanadi. Ovoz esa unli tovushlarni, jarangli va sonor undoshlarni shakllantirishda fizik komponent sifatida qatnashadi. -ovoz paychalari bo‘shroq tortilgan holatda shu paychalar orasida torroq bo‘shliq yuzaga keladi, havo oqimi shu bo‘shliqdan sirg‘alib, ishqalanib ota’di, ammo un paychalarini tebratmaydi., natijada shovqin hosil bo‘ladi, bu shovqin pichirlab yoki shivirlab gapirganda qo‘llanadi; v) halqum-bo‘g‘izdan yuqoriroqda joylashgan bo‘shliq. U uch qismdan iborat: pastki qismi hiqildoq(bo‘g‘iz)ga tutashgan orni; o‘rta qismi-halqumning og‘zi. Bu qism og‘iz bo‘shlig‘i tomonga ochilgan bo‘ladi; yuqori qismi- burun

bo‘shlig‘iga va eshitish paylariga birikkan (tutashgan) qismi; g) og‘iz bo‘shlig‘i- til, kichik til, tishlar, lablar, lunjlar, qattiq va yumshoq tanglay, til osti muskulidan iborat apparat. U orqa tomonidagi tomoq orqali halqumga tutashadi; d) burun bo‘shlig‘i - qo‘shimcha ton manbai. U yumshoq tanglay oxiridagi kichik tilning quyi tomon harakat qilishi natijasida rezonatorga aylanadi: havo oqimining bir qismi burun bo‘shlig‘idan o‘tib, qo‘shimcha tonlarni yuzaga keltiradi. O‘zbek tilining m,n,ng undoshlari shu apparat ishtirokida yuzaga keladi. Faol a`zolar: lablar; tilning old qismi; tilning o‘rta qismi; tilning orqa qismi; til o‘zagi; kichik til; yumshoq tanglay ; halqumning orqa qismi. Nofaol a`zolar : old tomondagi yuqori tishlarning uchi; old tomondagi yuqori tishlarning orqa qismi; qattiq tanglayning old qismi; tanglayning o‘rta qismi; yumshoq tanglayning old qismi; yumshoq tanglayning orqa qismi. 2. Nutq a`zolarining fiziologiyasi deyilganda shu a`zolarning hayotiy kechimlari, muhit bilan bo‘ladigan munosabatlari nazarda tutiladi. Bunday kechim bosh miya qobig‘ining cho‘zinchoq miya qismida joylashgan markaziy nerv sistemasi tomonidan boshqariladi. Bu sistema maxsus funktsiyalarni bajaradigan nerv hujayralari to‘plamidan iboratdir. Uning brok markazi deb nomlanuvchi turi nutqning yuzaga chiqishida qatnashadigan mushaklarni harakatga keltiradigan nerv markazi hisoblanadi. Eshituv markazi nomli turi esa eshitish a`zolaridan keladigan ta`sirni idrok etadigan nerv markazi sanaladi. Bu markaz faoliyatini o‘rganish fonetikaning pertseptiv (eshitib his etish) aspekti deb ham qaraladi. Demak, til vositasida amalga oshiriladigan nutqiy aloqa bevosita shu markazlar ishtirokida yuz beradi. 3.Nutq a`zolarining ijro kechimi- nutq a`zolarining nutq tovushlarini hosil qilishdagi ishtiroki (harakati va holati). Bunday kechim, yuqorida aytib o‘tilganidek, nutq a`zolarining fiziologiyasi bilan bog‘liqdir. Odatda, nutq a`zolarining harakati va holati artikulyatsiyani shakllantiradi. Artikulyatsiya esa har bir millat vakillarida psixologik va fiziologik ko‘nikmalarga tayanadi. Bu holat o‘sha millat tilining artikulyatsiya bazasi hisoblanadi. Shuning uchun bir millat vakilida boshqa millat tiliga xos artikulyatsiya bazasi (psixologik va fiziologik ko‘nikmalar) bo‘lmasligi mumkin. Demak, tillar bir-biridan artikulyatsiya bazalaridagi ba`zi belgilari bilan o‘zaro farq qiladi. har qanday nutq tovushining artikulyatsiyasi uch bosqichdan tarkib topadi: birinchi bosqich-ekskursiya (hozirlanish), ikkinchi bosqich – to‘xtam (ish holati), uchinchi bosqichrekursiya (talaffuzning qaytishi). Nutq jarayonida bu bosqichlarning chegarasi mavhumlashadi: odatda, bir tovushning artikulyatsiyasi nihoyasiga etmay,

ikkinchi tovush ekskursiyasi boshlanadi, natijada tovushlar bir-biriga dinamik ravishda ulanib, ular orasidagi talaffuz chegaralari sezilmas holga keladi. Bunday chegaralarni yozuvda (harflar misolida) aniq sezish mumkin. Izoh. 1) nafas apparati tovush hosil qilish uchun kerak bo‘lgan havo oqimini etkazib beradi; 2) bo‘g‘iz (hiqildoq) ovoz hosil qiladi; q) halqum, og‘iz bo‘shlig‘i tovushni shakllantiradi; 4) burun bo‘shlig‘i qo‘shimcha ton beradi. Eshitib his etish aspekti (perseptiv aspekt). Fonetikaning bu aspekti fonetik birliklarning eshitish a`zolariga ta`sirini his etish orqali so‘zning ma`nosini yoxud gap va nutq mazmunini idrok qilish qonuniyatlarini o‘rganadi. Shunday ekan, inson tashqi dunyoni o‘zining sezgi a`zolari orqali his etadi: ko‘radi, eshitadi, sezadi. Fonetik birliklar ham moddiy-material hodisa sifatida insonning eshitish a`zolariga ta`sir qiladi, ammo bu ta`sir shunchaki moddiy hodisaning ta`sirigina emas, balki fonetik so‘zning (ma`noga ega bo‘lgan formaning) yoxud gapning ta`siri bo‘ladi. Shuning uchun har qanday so‘zni, so‘z shaklini yoki gapni eshitganimizda, ongimizda shu birliklarning ma`nosi yoki mazmuni, aniqrog‘i, ma`no yoki mazmun obrazi gavdalanadi. Bunday his etish, idrok qilishsiz tilning birorta funktsiyasi(nominativ funktsiya, kommunikativ funktsiya, emotiv funktsiya va hokazolar) amalga oshirilmaydi.

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ФРАНЦУЗ ТИЛИДА МОДАЛ СЎЗ ВА ИБОРАЛАРНИНГ ЛИСОНИЙ ХУСУСИЯТЛАРИ
LINGUISTIC FEATURES OF MODAL WORDS AND EXPRESSIONS IN FRENCH

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Анотация: Модаллик категорияси мулоҳазанинг умумий мазмунини характерловчи муҳим белгилардан бири ҳисобланади, ва сўзловчининг ушбу мазмунга муносабатини билдиради, яъни унинг воқеликка муносабатини, уни тушунишини ифодалайди. Модал сўзлар (lot.modalis-ўлчов ,усул) сўзловчининг ўз фикрига турлича муносабатини англатадиган ва фикрининг аниқлиги, ростлиги, гумонли еки шартлилигини ифодалаш учун хизмат қиладиган сўзлар.

Annotation: The category of modality is one of the important features that characterize the general content of a thought, and expresses the speaker's attitude to that content, that is, his attitude to reality, his understanding of it. Modal words (lot.modalis-measurement, method) are words that signify a different attitude of the speaker to his opinion and serve to express the accuracy, truthfulness, suspicion or conditionality of his opinion.

Калит сўзлар: нутқ, интонация, инкор, сўроқ, тасдиқ, гумон, шартлилик.

Keywords: speech, intonation, denial, interrogation, affirmation, suspicion, conditionality.

Модаллик категорияси сўзловчининг нутқи мазмунига муносабатининг воситаси ҳисобланиб, яъни унинг воқеликка муносабатини акс эттириб, бу билан сўзловчиларнинг бир-бирини анча тўлиқ, бир-бирини кўпроқ тушунишига кўмаклашади.

Шу мунасабат билан акад. В.В. Виноградовнинг модаллик категориясининг шакллари ва мазмуни ҳақидаги фикрини келтириш керак: “Чунки гап, воқеликни унинг амалий ижтимоий онгида акс эттирар экан, албатта, нутқнинг воқеликка тегишлилигини ифодалайди, гап билан, унинг типларининг ранг-баранглиги билан модаллик категорияси чамбарчас боғланган. Ҳар бир гап, муҳим конструктив белги сифатида, ўз ичига модаллик маъносини, яъни воқеликка муносабатни кўрсатишни олади. Фикрнинг, туйғунинг, истакнинг бир бутун ҳар қандай ифодаси, воқеликни мулоҳазанинг у

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ёки бошқа шаклида акс эттириб, тилнинг ушбу тизимида мавжуд бўлган гапнинг интонацион схемаларидан бирига бурканади ва ўша синтактик маънолардан бирини ифодалайди-ки, улар жамулжам бўлиб модаллик категориясини ҳосил қиладилар.[68]

Мана шунинг учун ҳам у ёки бошқа тилнинг модаллик категориясини ўрганиш бу тилда сўзлашувчиларга анча мукаммал ўзаро бир-бирини тушунишга эришишга кўмаклашадиган ушбу тилнинг шаклларини ва ўша воситаларини тушуниш имконини беради.

Француз тилида, рус тилида (умуман ҳинд-европа тиллари тизимида ҳам) бўлгани каби, модалликнинг иккита турини фарқлаш лозим: 1) феълнинг шаклларида, яна шунингдек айрим ёрдамчи феълар билан ифодаланган модаллик ва 2) алоҳида сўзлар ҳамда иборалар, интонация, сўзларнинг тартиби билан ифодаланган модаллик.

Модалликликни ифодалашнинг иккинчи гуруҳи ўз қўлланилишида, шаклларда ва мазмунлардаги фарқдан ташқари яна шулар билан ажралиб турадилар: 1) бу гуруҳнинг сўзлари ҳам бутун гапга, ҳам унинг айрим бўлакларига тегишли бўлишлари мумкин; 2) улар феълларнинг шакллари билан ифодаланган модал маъноларга ҳар хил тус бағишлайдилар.

Мана мисол учун, феълнинг индикатив шакли билан ифодаланган, тасдиқни намоён қилувчи il chante гапи, кўрсатилган иккинчи гуруҳнинг модалликни ифодаловчи турли-туман модал сўзларнинг қўшилиши шарофати билан ўз маъносида ранг-баранг нозик фарқларни қўлга киритиши мумкин. Ушбу гап модаллигининг умумий характерини ўзгартирмасдан, унга тегишли сўз ва ибораларни киритиш билан кўрсатилган иш-ҳаракатнинг сифатини ўзгартириши мумкин: il chante bien (mal, médiocrement ва б.). Бироқ бу сифатлар сўзловчининг ўзи билдирган фикрига бевосита муносабатини анча аниқ кўрсатиш билан ифодаланишлари ҳам мумкин: en effet, il chante bien (mal, médiocrement).

Сўзловчининг мулоҳазага муносабатларининг бу бошқачаликлари фақат ижобий эмас, балки салбий ҳам берилишлари мумкин: en effet, il ne chante pas bien. Тасдиқ ҳам, инкор ҳам сўроқ шаклда

[2]В. В. Виноградов. О категории модальности и модальных словах в русском языке, Труды Института русского языка, изд. Академии Наук СССР, М.-Л., 1950, стр. 41.

берилишлари мумкин: “en effet, il ne chante pas bien”, - “en effet, ne chante-t-il pas bien?”. (Охирги, сўроқ-инкор шаклда, маълумки, ҳар доим шубҳа, яъни инкорни инкор мавжуд). Шундай қилиб, ушбу гапнинг келтирилган ҳар бир (тасдиқ, инкор, сўроқ, сўроқ-инкор) конструкцияси мулоҳазага бошқача тус беради; бутун гапнинг en effet ёрдамида ифодаланган модаллик маъноси ўзгармайди.

Рус тилида маълум модал нозик фарқларни сўз тартибининг ўзи билан киритиш мумкин бўлар эди, масалан, қиёсланг: “Нехорошо он поет” ва “Он поет нехорошо”; охирги ҳолда равишнинг жойини ўзгартириш ва бу билан боғлиқ бўлган интонация ифодаланаётган иш-ҳаракатга кўпроқ инкор бағишлайди. Француз тилида эса, қатъий белгиланган сўз тартиби туфайли, кўрсатилган нутқ (тил) воситалари ёрдамида модаллик нозик фарқини киритиш чекланган.

Француз тилидаги бу чеклаш француз тилида “mise en relief” деб аталувчи нутқдаги ифодалиликнинг воситаларини ўрганишга бағишланган махсус тадқиқотларда ҳам қайд қилинади.

Ҳозирги француз тилида модал сўз ва ибораларнинг қўлланилишини ва ривожланишини уларнинг барча алоқаларида ва бавоситаликларида кузатиш таклиф қилинаётган тадқиқотнинг предмети ҳисобланади.

Чет эллик олимлар томонидан француз тилининг айрим сўзлари ва ибораларининг модаллигини ўрганиш мулоҳазанинг нутқ бирлиги сифатидаги гапнинг эмоционал жиҳатини ўрганиш билан параллел борди.

Гапдаги айрим сўзларнинг маъносига биринчи бор XVII асрнинг охири XVIII асрнинг боши француз мутафаккирлари эътибор берганлиги факти ҳаддан ташқари характерли ҳисобланади. Мисол учун, аллақачон А. Арно (Antoine Arnault), машҳур картезианчи ва “Умумий грамматика”нинг муаллифи, ўзининг “Умумий грамматика”дан икки йил кейин чиққан “L’art de penser” (1662 й.) асарида сўз томонидан гапда эгалланадиган ўша қўшимча маънолар ҳақида фикр юритади.

Арнонинг кўрсатиб ўтишича, луғатлар сўзлар нутқда эгаллайдиган барча ўша маъноларни ифодалай олмайдилар, сўзларнинг баъзи бир маънолари унинг умумий маъноси билан боғлиқ бўлмасликлари мумкин. Балки унга сўзловчилар томонидан бағишланиши мумкин; одатда, унинг фикрига кўра, бу маънолар интонация, мимика, имо-ишоралар ва нутқнинг шу каби бошқа

воситалари билан ифодаланиши мумкин, уларнинг шарофати билан сўзлар сўзловчининг фикрларини ва туйғуларини акс эттирувчи маънонинг энг ранг-баранг нозик фарқларини оладилар. Айниқса сўзларнинг мазмуни учун, Арнонинг фикрича, нутқ интонацияси катта аҳамият касб этади: “… le ton signifant souvent autant que les paroles mêmes …”[69]

Даврнинг рационалистик таъсирлари, улар учун бевосита инсоннинг туйғуларига характерли эътибор ва бунинг оқибати сифатида бевосита жонли нуткқа эътибор Дидро ва Даламбернинг таклифи билан Энциклопедиянинг грамматика бўлимини тузишда иштирок этган Ц. Дюмарсе (C. Du Marsais)нинг “Des tropes” асарида ўзининг биринчи аксини топади. Дюмарсе ўзининг трактатида, метафоралар кундалик, жонли тилнинг энг оддий ҳодисасини намоён қилади, деб ҳисоблайдиган Б. Лами (B. Lamy)га, “L’art de parler”нинг муаллифига эътироз билдиради: “ … je suis persuadé qu’il se fait plus de figures un jour de marché à la Halle, qu’il ne s’en fat en plusieurs jours d’assemblées académique”.[70]

Ўша вақт олимларининг инсоннинг тўғридан-тўғри туйғуларини ифодалаган жонли тилга бу эътибори ушбу даврнинг тилида прогрессив йўналишни намоён қилди, чунки адабий тилга жонли халқ тилининг сўзларининг ва шаклларининг суқилиб киришини акс эттирди. Бироқ XVII- XVIII асрларда адабий тилнинг жонли халқ тили билан ҳаётбахш бойиши, албатта, реакцион доиралар томонидан тилнинг “бузилиши” сифатида, унинг “сусайиши” сифатида қабул қилинди.

Ушбу доираларнинг янги сўзларга ва шаклларга бундай муносабатининг ўрнакли мисоли бўлиб, ўша даврнинг сарой аҳлларига тегишли бўлган шахсларнинг суҳбати шаклида ифодаловчи, бу доираларнинг жонли халқ тилидан пайдо бўлган тил янгиликларига умумий муносабатини, суҳбатдош томонидан келтирилган мисоллар кўрсатиб турибдики, XVII асрнинг охиридаги асарлардан бири хизмат қилади:

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[69]A. Français. Précurseurs français de la grammaire “affective”, Mélanges de linguistique offerts à Charles Bally, Génève , 1939, p. 370 : “… интонация кўпинча сўз қанча нарсани ифодаласа, шунча нарсани ифодалайди…”

[70]Du Marsais. Des tropes ou des différents sens dans lequel on peut prendre un mot dans une même langue. Saint- Brieuc, 1811, p. 2: “ … ишончим комил, бозор куни академик мажлисларнинг бир неча кунига қараганда кўпроқ метафоралар қўлланилади.

“ … je voudrois bien demander encore à quoi servent ces superfluitez de langage que j’ai tantôt entendues; n’était-ce pas assez celles qui s’étoient déjà introduites dans nos meilleurs Auteurs, ces car enfin, ces en effet, ces sans mentir, ces en mon particulier qui y sont si fréquens et si inutiles, et tant d’autres verbiages de cette nature qui ne veulent rien dire et qui bien loin d’orner un discours, ne servent qu’à l’affoiblir?

Pourquoi donc les augmenter par d’autres encore plus mal inventez, comme de dire, il est vrai que j’ai été en tel lieu, il est vrai que il y avait bonne compagnie, il est vrai que nous nous y sommes bien divertis… " (Мальта оролида 20 йил ўтказган ва яқиндагина Парижга қайтган командирнинг нутқи).[71]

Умри тугаб бораётган синфнинг бундай эътирозлари адабий тилга халқ нутқининг янги оқимининг суқилиб киришини тўхтата олмади, чунки биз энди Лафонтенда “sans mentir” иборасини учратамиз: “Sans mentir, si votre ramage se rapporte à votre plumage, Vous êtes le phénix des hôtes de ces bois”. (“Le corbeau et le renard”).

“Car enfin”, “en effet” каби ибораларга келсак, улар ҳозирги кунда ҳам умумхалқ тилида, ҳам адабий тилда умумий кенг тарқалган.

XVII асрнинг охири ва XVIII асрнинг бошларидаги француз олимлари томонидан жонли тил устидаги кузатишлардан пайқаб қолинган бутун гапни ташкил қилувчи айрим сўзларини тушуниш учун маъно жорий юз йилликка қадар ўзининг на француз тили бўйича махсус ишларда, на бу тилнинг тарихи бўйича умумий ишларда ўз ривожини топмади. Мисол учун, К.Нюропнинг француз тилининг тарихи ҳақидаги монументал ишда, француз тили учун модал маъноларнинг соҳиблари сифатида ўзига хос бўлган алоҳида сўзлар, шу ҳолича мутлақо қайд қилинмайди. К. Нюроп тилда мавжуд фактларни, уларнинг маъноларини кўриб чиқмай, оддий таъкидлаш билан чекланиб қолади. Мисол учун, модал маъноли равишдошлар тўғрисида у таъкидлайди: “Le gérondif s’emploie parfois d’une manière

[71]Fronçon de Caillerei ou de Caillères. Des mots à la mode et des nouvelles façons de parler. Seconde édition, Amsterdam, M. DC. XCII, p. 69-70. “ … мен яна сўрамоқчи эдим, мен ҳозиргина эшитган тилдаги бу ортиқчаликлар нимага хизмат қилади; бизнинг энг яхши муаллифларимизнинг асарларига кирган, уларда шунчалик кўп ва бефойда ишлатиладиган бу ва ниҳоят, бу ҳақиқатан ҳам, бу айтиш хатомас, бу менга келсак ва шунга ўхшаш сафсатабозлик етарли эмасми; улар нутқни ҳеч ҳам безамай, ҳеч нарсани билдирмайдилар, фақат уни сусайтирадилар. Уларнинг сонини яна бошқа ёмонлари, масалан, чиндан, мен бундай жойда бўлдим, чиндан, улфатлар яхши эдилар, чиндан, биз у ерда яхши вақтичоғлик қилдик кабилар билан кўпайтиришнинг нима кераги бор…”

adverbiale sans se rapporter à aucun mot précis de la phrase précédente ou suivante”.[72]

Кейинги йилларда нутқнинг эмоционал жиҳатига, демак, гапнинг умуий таркибида олинадиган айрим сўзларнинг модал маъноларига француз тили тадқиқотчилари томонидан катта эътибор қаратиляпти. Модал сўзларнинг лексик маънолари, уларнинг грамматик ифодаси, уларнинг ўзлари бўлаклари ҳисобланган гапларнинг умумий структураси билан алоқаси – бу масалаларнинг ҳаммаси у ёки бу даражада ҳозирги кунда француз тили тадқиқотчиларини қизиқтираётган муаммолар доирасига киради.

Бироқ гапнинг умумий структурасида ўзининг специфик аҳамиятига эга бўлган грамматик категория сифатидаги модаллик тушунчаси, шу вақтгача француз тили тадқиқотчиларининг ишларида кўпроқ ёки камроқ аниқ таърифга эга эмас. Уларда биз ёки буржуа фани учун типикликни намоён қиладиган модалликнинг таърифининг ўзининг шакли бўйича дабдабали сўзларнинг тўплами билан, мазмуни бўйича эса мазмунсизлиги билан, масалан, Ch. Ballyнинг машҳур иши “Linguistique générale et linguistique française”да мавжуд бўлган идеологик аниқ ифодани топамиз: “l’assertion est l’âme du jugement, de même que l’expression linguistique du modus-la modalité est l’âme de la phrase”[73], ёки модал маъноларнинг тор соҳасига тегишли бўлган C. Ayerнинг “Француз тилининг қиёсий грамматикасида” бўлгани каби анъанавий тор таърифни топамиз, масалан: “… les adverbes de mode… ont pour fonction de déterminer… non pas, comme les autres adverbes le prédicat, c’est-à-dire l’action énoncée, mais le mode de l’’énonciation, c’est-à-dire, le rapport du prédicat au sujet”[74]; ёки, ниҳоят, бўлиши мумкин бўлган модал маъноларнинг ноаниқ санаб ўтилиши мавжуд, худди F. Brunotнинг “La pensée et la langue” ишидаги каби: “Une action enoncée, renfermée, soit dans une question, soit dans une énonciation positive ou négative se présente à notre jugement, à notre sentiment, à

[72]Kr. Nyrop. Grammaire historique de la langue française, Copenhague, 1930, t.VI, § 244, 3: “Герундий олдинги ёки кейинги гапнинг ҳеч қандай маълум сўзига тегишли бўлмай, баъзан равиш сифатида қўлланилади”.

[73]Ch. Bally. Linguistique générale est linguistique française, P., 1932, § 31: “тасдиқ – фикрнинг қалби, худди тилдаги модаллик ифодаси гапнинг қалби ҳисобланган каби”.

[74]C. Ayer. Grammaire comparée de la langue française, 4-e éd., Bâle, Genève et Lyon, 1896, § 249 : “Модал равишларнинг вазифаси бошқа равишларга ўхшаб предикат билан ифодаланган белгини, яъни у билан ифодаланган иш-ҳаракатни аниқлаш эмас, балки хабар қилинаётганнинг модаллигини, яъни предикатнинг субъектга муносабатини аниқлашдир”.

notre volonté avec des caractères extrêmement divers. Elle est considérée comme certaine ou comme possible, on la désire ou on la redoute, on l'ordonne ou on la déconseille, etc. Ce sont les modalités de l'idée".[75]

Модаллик тушунчасининг методологик асосланган ўз таърифининг йўқлиги шунга олиб келадики, чет эллик тадқиқотчилар, асосан, кўриб чиқилиётган ҳодисанинг иккинчи даражали масалаларига эътиборни қаратадилар. Француз тили тадқиқотчиларининг кўпларини қизиқтирувчи шундай масалалардан бири равишларни ўз грамматик вазифалари бўйича чегаралашдир: гапнинг айрим сўзига ёки гапнинг қандайдир бўлагини ташкил қилувчи сўзларнинг гуруҳига тегишли бўлган равиш ва умуман бутун гапга тегишли бўлган равиш.

Фақат асл ташқи белгиларга асосланган бундай чегаралаш кўриб чиқилаётган ҳодисаларнинг ҳақиқий тушунилишини бермайди, чунки равишларнинг грамматик ваифалари уларнинг лексик маънолари билан боғлангандир. Ҳақиқатан, масалан, sûrement равиши модал маъно билан гапнинг алоҳида бўлагига, яна шунингдек умуман бутун гапга тегишли бўлиши мумкин, қиёсланг:

1. Vous ne savez sûrement pas toutes les misères par lesquelles j'ai dû passer pour en arriver où je suis. (Morg. Mauv. Gr. , p. 59).

2. Le conducteur de la petite voiture est le lieutenant Un Tel, un jeune homme; sûrement élégant, avec une voix de salon … (Tr., Le premier accroc, p. 403).

3. Mais il ne fallut pas être à sa disposition, il en prendrait avantage, sûrement … (Tr. , Les fantômes, p. 155-156).

Биринчи ҳолда sûrement кесимга, иккинчи ҳолда – аниқловчига, охиргисида мулоҳазага унинг хулосаси сифатида тегишлидир.

Шундай равиш, масалан, "heureusement" каби, модал сўз сифатида, у гапнинг бошида турибди-ми, ўртасида-ми ёки охирида-ми, қатъий назар, фақат бутун гапга тегишлидир.

1. Heureusement, avec le temps qui passait, la vigilance policière s'atténuait. (Bonte, Le chemin, p. 54).

[75]F. Brunot. La pensée et la langue. P., 1936, p.507: "Саволда, тасдиқ ёки инкор гапда мавжуд ифодаланган иш-ҳаракат бизнинг муҳокамамизга, туйғумизга, истагимизга жуда ранг-баранг кўринишда тақдим қилинади. У мавжуд ёки бўлиши мумкин тарзда идрок қилиниши мумкин, уни хоҳлашлари ёки ундан қўрқишлари мумкин, уни буюришлари ёки маслаҳат беришлари мумкин ва ҳ.к. Бу фикрнинг модаллигидир".

2. Personne heureusement ne lui avait reproché d'être en chômage… (Morg., Mauv. Gr., p. 94).

3. Anne-Marie commençait à aimer son métier et à gagner sa vie, heureusement. (Tr. Les fantômes, p. 106).

Келтирилган мисоллардан кўриниб турибдики, айрим модал сўзлар умуман бутун гапга, бошқалари эса бутун гапга, ҳам унинг алоҳида бўлакларига тегишли бўлишлари мумкин. Модал сўзларнинг вазифасидаги бундай фарқ уларнинг лексик маънолари билан, яна шунингдек гапнинг умумий мазмуни билан боғлиқдир. Бу қоида буржуа тадқиқотчиларида тегишли ривожланишни топмайди.

Француз тили тадқиқотчиларининг ишларидаги равишларни уларнинг грамматик вазифалари бўйича мавжуд чегаралашни биз немис ва инглиз тиллари тадқиқотчиларининг ишларида ҳам учратамиз, у ерда бутун гапга тегишли бўлган равишлар учун махсус атамалар ишлаб чиқилган (немис тилида "Satzadverbien" ва инглиз тилида "Sentence-modifying adverbs"); француз тилининг тадқиқотларида ҳаммага маъқул бўлган атама ҳали ишлаб чиқилмаган, чунки равишларни чегаралашнинг ўзи ҳамда улар ўртасида умуман бутун гапга тегишли гуруҳларнинг ажратилиши фақат айрим тадқиқотчилар томонидан олиб борилади. Бунинг натижасида умуман бутун гапга тегишли равишларни билдириш учун ҳаммага маъқул бўлган атама йўқ. Бу равишлар ёки "adverbes de proposition", ёки "adverbes de phrase" деб аталадилар.[76]

Равишларнинг иккала гуруҳини уларнинг грамматик вазифалари бўйича аниқ чегаралашнинг қийинлигини француз тили тадқиқотчиларининг ўзлари ҳам тан оладилар ва вазиятдан чиқиб кетишни шундан топадиларки, бутун гапга тегишли бўлган равишлар орасидан (яъни асосан модал маъноларни ифодаловчи равишлар орасидан) ўз маъноларига кўра сўзловчининг "субъектив мулоҳазасини" намоён қилувчи равишларни ажратиб кўрсатадилар: "Il est difficile de délimiter exactement cette classe "des adverbes de proposition". Notons que le groupe le plus important qui y entre est formé par les adverbes qui expriment un jugement subjectif de la part de celui qui parle."[77]

[76]H. Nilsson-Ehle. Les adverbes en -ment, compléments d'un verbe en français moderne, Copenhague, 1941, p. 14.

[77] Ўша жойда, 14-бет. ""Гапларнинг равиши" синфини аниқ белгилаш қийин. Унга кирувчи энг муҳим гуруҳ, сўзловчининг субъектив мулоҳазасини ифодалайдиган равишлар билан ҳосил қилинган".

Модал сўзларни ажратиб кўрсатишнинг асосий мезони сифатидаги “Субъектив мулоҳаза” тушунчасини биз G. et R. Le Bidoisларнинг “Syntaxe du français moderne” ишида учратамиз. Муаллифлар, гарчи модал равишлар қаторига ундов, сўроқ ва кўпчилик (la plupart) инкор равишларни киритсаларда, шу билан бирга писанда ҳам қилиб қўядилар: “Ҳар қалай, “модаллик” тушунчаси баҳони ёки мулоҳазани ифодаловчи равишларга кўпроқ тўғри келадиганга ўхшаб туйилади (il semble cependant que le terme de “modalité” convienne surtout aux adverbes d’appréciation ou de jugement, tels que: heureusement, peut-être, sans- doute, probablement etc.”)[78]

Шундай қилиб, модаллик категориясининг объектив маълумотларга асосланган умумий таърифнинг йўқлиги тадқиқотчиларни кўриб чиқилаётган тил ҳодисаларини таснифлашда бир ёқлама субъектив мезонлардан фойдаланишга ва бу ҳодисаларни сунъий чеклашга олиб келади, демак, ҳодисаларнинг ҳақиқий моҳиятини умумий тўғри тушунишга бермайди.

Модал сўзлар тадқиқотининг кўрсатилган умумий тарзининг мисоли бўлиб Лебидуаларнинг юқорида келтирилган ишида мавжуд бўлган peut-être ва sans doute равишларининг тадқиқоти хизмат қилиши мумкин. Муаллифлар томонидан кўрсатилган равишларга тилнинг бошқа модал сўзлари қаторида ўриннинг таърифи, уларнинг ўзлари кирадиган гапларнинг умумий мазмунидаги аҳамияти, яъни бу равишларнинг моҳиятини тушунтириб берадиган асосий масалалар, тилнинг маълум лексик-грамматик ҳодисалари сифатида умумий ва ноаниқ характерга эга бўлиб, ушбу тил фактларининг ўзига хос хусусиятини тушуниш мумкин эмас. Муаллифлар модал сўзларнинг гуруҳларини таърифлашда хилма-хил атамалардан фойдаланадилар, бу гуруҳларга улар кўрсатилаётган равишларни киритадилар, бу атамаларнинг ҳар бири кўриб чиқилаётган ҳодисанинг фақат бир томонини аниқлашини сезмайдилар ҳам, демак, маълум атамани танлаш ҳодисанинг қайси жиҳати муҳим эканлигини кўрсатади. Шунинг учун муаллифлар томонидан ўзлари кўриб чиқаётган равишлар peut-être ва sans doute ҳамда бошқа равишларни “logique”

[78]Le Bidois, G. et R. Syntaxe du français moderne , P. , 1938 , t. II § 975: “Бироқ “модаллик” атамаси асосан хайрият, дарҳақиқат, шак-шубҳасиз, албатта, очиқ-ойдин, турган гап, эҳтимол, албатта, муқаррар, балки, афтидан ва ҳ.к. каби баҳо ёки мулоҳаза равишларига тўри келади.

(ou de “modalité” ou de liaison)[79] га киритилиши уларнинг лексик ва грамматик ўзига хос хусиятига ноаниқлик киритади.

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РАЗВИТИЕ ТВОРЧЕСКОГО ВООБРАЖЕНИЯ И ФАНТАЗИИ У МЛАДШИХ ШКОЛЬНИКОВ ПРИ ПРОВЕДЕНИИ ЭКСКУРСИЙ В НАЧАЛЬНОМ ОБРАЗОВАНИИ
DEVELOPMENT OF CREATIVE IMAGINATION AND FANTASY IN YOUNGER SCHOOLCHILDREN WHEN CARRYING OUT EXCURSIONS IN PRIMARY EDUCATION

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Аннотация. *В статье рассматривается проблема духовно-нравственного развития современного ребёнка. Особенность организации увлечения детей начальной школы к культурным наследиям и общечеловеческим ценностям-музейного урока.*

[79]Le Bidois G. et R. Syntaxe du français moderne, t. II, § 872.

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Annotation. The article deals with the problem of spiritual and moral development of a modern child. The peculiarity of organizing the enthusiasm of elementary school children for cultural heritage and universal values is a museum lesson.

Ключевые слова*: экскурсия, начальная школа, природа, национальная духовность, растения, дети и т.д.*

Key words: *excursion, elementary school, nature, national spirituality, plants, children, etc.*

Превратить учебу в увлекательное действие, вовлечь детей в разные виды деятельности, мотивировать их познавательную активность, развивать умения и способности детей позволит такая форма обучения, как урок-экскурсия. На таких занятиях ученики могут установить связь между учебой и реальной жизнью, изучить объекты, явления, процессы в естественной среде. Наглядность, доступность, научность, связь теории и практики — эти дидактические принципы реализуются на уроках-экскурсиях.

Английский философ-Джон Локк в XVIII веке выдвинул идею о том, что человек рождается с чистым сознанием, не загруженным никакими врождёнными знаниями. Поэтому все, что человек познаёт, он познаёт через опыт. Человек растёт, взрослеет, у него складываются собственные понятия, и за то, какими будет эти жизненные понятия и определения несём ответственность и мы-учителя.

В настоящее время большое внимание уделяется духовно-нравственному воспитанию. В образовательной программе каждой школы целый раздел посвящают именно этому направлению.

Вопросы нравственности одна из важнейших проблем нашего общества. Чтобы приобщить ученика к общечеловеческим ценностям, показать всю неповторимость родной культуры, нужно погрузить школьника в особое пространство.

Посещение музеях может обогатить детей впечатлениями, расширить кругозор представления о мире, поэтому на помощь учителю приходят музейные уроки. Музейный урок в начальной школе должен быть интересным и необычным.

Музейная экспозиция способствует особому восприятию тему, достоверной оценке исторической подлинности события или предмета. Именно предмет является объектом всестороннего изучения со стороны музея, именно через предмет как памятник человеческой культуры, музей общается с посетителем.

Уроки-экскурсии. В зависимости от места в учебной программе экскурсии могут быть трех типов:

Вводная экскурсия проводится в начале изучения новой темы. Например, в 4-ом классе по классному часу могут быть темы, связанные с историей. Вот тогда, можно провести Экскурсию в музей или в некоторе исторические места.

А на уроке окружающего мира могут быть темы про Растении, про землю. И вот тогда, можно посетить места посвященный разнообразию мира растений, можно провести на природе, на пришкольном участке, в ботаническом саду. Дети ознакомятся с травами, кустарниками и деревьями, уточнят понятия о светолюбивых и теневыносливых, дикорастущих и культурных, лиственных и хвойных растениях.

Экскурсия по определенной теме. Например, в теме, связанной по литературе. Можно пойти в Библиотеки.

Итоговая экскурсия, систематизирующая знания по разделу или курсу. Последние в учебном году уроки биологии и географии, посвященные взаимодействию человека и природы, лучше провести на экологической тропе.

И все же экскурсии являются весьма эффективной формой организации учебной работы и выполняют следующие функции:

1) на экскурсии учащиеся непосредственно знакомятся с изучаемыми предметами и явлениями;

2) экскурсии позволяют повышать уровень научности обучения и укреплять его связь с жизнью, с практикой;

3) экскурсии способствуют техническому обучению, так как дают возможность знакомить учащихся с производством, с применением научных знаний в промышленности и сельском хозяйстве;

4) экскурсии играют важную роль в пропедевтике профессиональной ориентации учащихся на производственную деятельность и в ознакомлении их с трудом работников промышленности и сельского хозяйства.

В учебных программах по каждому предмету установлен обязательный перечень экскурсий и их содержание.

1 класс. 1. Жизнь растений осенью.

2. Наблюдения за изменениями в природе.

3. Деревья и кустарники родного края зимой.

4. Экскурсия в город: достопримечательности родного края.

2 класс. 1. Мир живой и неживой природы родного края.

2. Экскурсия на школьный учебно-опытный участок.

3. Экскурсия в школьную библиотеку «Книги – наши друзья».

4. Знакомство с сельскохозяйственными машинами.

5. Экскурсия на животноводческую ферму.

6. Экскурсия в заповедник, заказник родного края.

7. Экскурсия по родному городу, селу; в краеведческий музей.

3 класс. 1. Знакомство с основными формами поверхности родного края. Ориентирование на местности.

2. Почвы родного края.

3. Природные сообщества родного края.

4. Экскурсия в краеведческий, художественный музеи.

4 класс 1. Заповедные места твоего края.

2. Твой родной край. Природные зоны.

3. Народные промыслы. Экскурсия в краеведческий, художественный музеи.

4. Экскурсия по памятным местам города.

Все проводимые в школе экскурсии условно делятся на несколько видов.

- Производственные экскурсии помогают изучению основ современного производства и способствуют расширению технического кругозора и трудовому воспитанию учащихся (2 класс).
- Естественно - научные экскурсии. Это экскурсии в поле, в лес, на луг, к речке, озеру, в зоопарк и т. д. (1-4 класс).
- Историко-литературные экскурсии предполагают выходы в исторические места, посещение художественных выставок, картинных галерей, книгохранилищ, архивов и т. д. (2-4 класс).
- Краеведческие экскурсии с целью изучения природы и истории родного края (1-4 класс).
- Комплексные. Это такие экскурсии, которые проводятся по нескольким предметам одновременно (3-4 класс).

Подготовка к уроку-экскурсии. Подготовка интересного и эффективного урока всегда требует достаточно много времени. Учитель должен четко определить **цель и задачи экскурсии** и продумать ее содержание в соответствии с ними.

Объекты для экскурсии должны быть подобраны таким образом, чтобы до них можно было легко и быстро добраться. Они должны представлять познавательную ценность, быть интересными. Важно

учитывать и требования безопасности, например, не стоит вести детей в ветхое здание, каким бы ценным в историческом отношении оно ни было.

Педагог заранее продумывает, как будет проводить урок, какие методы применять, как вовлекать детей в познавательную деятельность, в активное восприятие. Он готовит материалы, пользуясь различными источниками, составляет маршрут, пишет краткий, но емкий и интересный текст об объектах экскурсии, готовит творческие задания для детей.

Кроме этого, учителю необходимо заранее пройти маршрутом планируемой экскурсии. Это нужно для того, чтобы:

✓ легко ориентироваться на маршруте;

✓ просмотреть хронометраж, ведь для младших школьников не рекомендуются экскурсии длительностью больше часа

✓ уточнить описания объектов, при необходимости внести изменения.

Даже если **экскурсия** будет проходить в **музее**, картинной галерее, театре и т. д., учителю нужно заранее посетить эти места. Если саму экскурсию будет проводить экскурсовод, стоит обговорить с ним, на какие вопросы следует обратить особое внимание.

Принципы экскурсионной деятельности:

- учет возрастных особенностей (познавательных интересов и возможностей) учащихся;
- образовательный аспект (тесная связь с учебными программами по предметам);
- воспитательный аспект (привитие интереса и любви к родной стране, ее культуре и истории);
- практический аспект (знакомство с ремеслами, производством);
- здоровьесбережение;
- развитие общего кругозора и эрудиции;
- жесткий временной регламент (экскурсии начинаются не ранее 11 часов, заканчиваются – не позднее 16 часов);
- системный, плановый характер.

Структура экскурсии:

- Организованное следование к месту проведения экскурсии (школьный двор, парк, поле, луг, берег реки и т.д.).

- Вводная беседа. Сообщение цели экскурсии, разъяснение правил поведения в природе. Разбивка учащихся на группы. Проверка одежды, инструментов.
- Коллективное наблюдение.
- Самостоятельное наблюдение детей.
- Выполнение практических заданий. Сбор материала.
- Дидактические игры детей с собранным материалом.
- Учитель подводит итог экскурсии и напоминает от необходимости бережного отношения к природе.
- Организованное возвращение в школу.

Домашнего задания после экскурсии может и не быть. Но классу можно предложить выполнить соответствующее задание в рабочих тетрадях, провести аналогичные наблюдения в другом месте, дополнить наблюдения на экскурсии другими наблюдениями за объектами, которых не было на месте экскурсии.

Готовясь к экскурсии, надо заранее продумать приемы показа объекта и установить границы пространства, в пределах которого будет проходить экскурсия. Место проведения должно находиться недалеко от школы. Надо подобрать такой участок, чтобы на небольшой площади размещалось как можно больше объектов для наблюдения. Учитель заранее намечает маршрут и объекты исследования.

Во время экскурсии надо стараться активизировать не только зрительное восприятие объекта, но и слух, осязание и обоняние. Картина мира благодаря этому становится богаче.

Младшие школьники не могут длительное время находится в состоянии повышенного внимания, поэтому информация должна быть краткой, лаконичной, интересной.

Еще одно важное и необходимое условие проведения экскурсий – фиксация наблюдений учащимися. Формы могут быть разными:

22. путевой лист;
23. лист наблюдений;
24. вопросник;
25. маршрутный лист;
26. тест-карта;
27. групповой отчет по плану, т.д.

Наблюдая за объектами и фиксируя данные, учащиеся лучше запоминают материал, устанавливают связи, проводят самопроверку и контроль.

Например, в экскурсии по теме «Ориентирование на местности» группы учащихся получают карточки с заданиями. В первом задании они должны практически на местности с помощью тени от шеста найти север и другие стороны горизонта. Во втором задании они определяют в какой стороне горизонта находятся объекты. А в 3 задании учащиеся по компасу проверяют правильность выполнения первых двух заданий.

Итак, мы видим, что экскурсии являются неотъемлемой частью учебного процесса. Они помогают младшим школьникам самостоятельно овладевать знаниями, формировать свое мировоззрение; применять имеющиеся знания в учении и практической деятельности.

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ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ И ФОРМЫ СОВЕРШЕНСТВОВАНИЯ САМООБРАЗОВАТЕЛЬНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ
PEDAGOGICAL CONDITIONS AND FORMS OF IMPROVING THE SELF-EDUCATIONAL COMPETENCE OF STUDENTS

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Аннотация. В настоящее время одной из главных тенденций в сфере профессионального образования является усиление направленности педагогического процесса на активизацию самостоятельной работы и подготовку студентов к самообразовательной деятельности. В статье раскрываются проблемы формирования компетенции самообразования у студентов, представлено понимание категории самообразования, а также педагогические условия.

Abstract. At the present time one of the main trends in vocational education is to intensify the focus of the pedagogical process to self-education. The article shows the problems of student's self-education competence formation; presents the understanding of the category of self-education and pedagogical conditions.

Ключевые слова: самообразование, педагогические условия, компетенция самообразования, формирование.

Key words: self-education, pedagogical conditions, self-education competence, formation.

В современном обществе непрерывное самообразование становится од ним из главных условий прогресса человеческого общества, мира в целом и, конечно, условием жизненного успеха отдельно взятой личности. Особое значение приобретает самообразование в контексте обучения в течение жизни, при котором основным субъектом планирования, организации, регулирования и осуществления образования может выступать только сам человек, а процесс образования перерастает в процесс самообразования. Таким образом, в современных условиях необходимость в самообразовании вызвана, прежде всего, потребностями общества и самого человека. Вместе с тем, большинство студентов высших учебных заведений не готовы и не умеют эффективно организовать процесс своего самообразования. Следовательно, в современных условиях анализируется проблема формирования самообразовательной

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компетенции студентов и активизация самостоятельной работы студентов вуза, решение которой будет способствовать повышению качества подготовки будущих специалистов в контексте глобализации образования и повышения их конкурентоспособности. Под активизацией мы понимаем не простое увеличение ее объема, а повышение эффективности самостоятельной работы в достижении качественно новых целей образования по формированию профессиональной компетенции студентов и их готовности к самообразовательной деятельности. Готовность к самообразовательной деятельности - это личностное качество, выраженное в умении соотносить мир знаний и мир реалий, в способности самостоятельно находить ответы на актуальные вопросы, основанное на умении свободно ориентироваться в различных источниках информации и критически анализировать их. Готовность к самообразовательной деятельности используется в значении состояния или качества личности, характеризующегося знанием способов, форм и средств самообразования, умением их использовать, а также соответствующим состоянием мотивационной сферы, определяющим познавательную активность личности [Зеер, Романцев, 2002].

Самообразовательная деятельность формируется в процессе всей жизни. Ее развитие обусловлено внутренними личностными предпосылками и внешними условиями. Благоприятным периодом развития самообразовательной деятельности является период обучения в вузе, во время которого следует уделять особое внимание развитию поисковой активности, самостоятельности и творческого подхода к решению профессиональных задач. Студенчество является самой активной и действующей силой любой страны. Значимость убеждений, мотивов во многом определяет потребности и желания студентов формировать у себя определённые способности, позволяющие адаптироваться в изменяющемся мире.

Как показывают многочисленные исследования [Чикнаверова, 2016], процесс обучения в вузе должен предполагать формирование у студентов самостоятельности, мобильности, умения использовать новые образовательные технологии, а не только передачу как можно большего объёма знаний.

На сегодняшний день в литературе существует множество трактовок понятия «компетенции самообразования», основанных на

изучении феномена самообразования, однако его содержание носит фрагментарный характер и обусловлено сферой использования данного понятия.

Наиболее общее представление о самообразовательной компетентности связано с тем, что это интегративное свойство личности, которое обеспечивается ценностным и эмоциональным отношением к самообразовательной деятельности и саморазвитию, комплексом знаний о планировании и реализации соответствующей деятельности и о способах самовоспитания; опытом эффективного решения проблем разработки, развития и реализации моделей подготовки к деятельности самообразования; готовностью к перманентному саморазвитию профессиональных качеств, а также самосовершенствованию в сфере будущей профессиональной деятельности [Зеер, Сыманюк, 2005: 23-30].

По Е. А. Глуховой, возможность становления самообразовательной компетенции осуществляется на стадии осознаваемой некомпетентности, которая может быть обусловлена формированием и проявлением позитивных мотивов деятельности самообразования, личностной готовности к ней. Становление компетентности представляет собой переход от неосознаваемой некомпетентности к осознаваемой компетентности, а от неё - к неосознаваемой компетентности (к умениям, доведённым до автоматизма) [Глухова, 2010: 27].

Самообразовательная компетенция личности, по утверждению И.А. Бобыкиной, является системообразующей, т. к. одновременно органично интегрирует в себя другие компетенции и участвует в их формировании, а также обусловливает продуктивное развитие личности обучающегося в рамках образовательного процесса. При этом автор полагает, что компетентность самообразования является ключевым компонентом всестороннего развития личности, не ограничиваясь реализацией узкодидактических целей, а выступая как интегративная характеристика, включающая в себя комплекс знаний, умений и навыков самообразования, а также специфичные качества личности, которые обусловливают потребность в самореализации студента [Бобыкина, 2003: 24].

Формирование компетенции самообразования в общем случае представляет собой процесс и результат развития личности студента под воздействием внешних факторов и условий, не имеющий

итоговой формы и длящийся на протяжении всей дальнейшей жизни. Формирование компетенции самообразования имеет большое значение в любом виде образовательной (проектной, научно-исследовательской, творческой) и профессиональной деятельности, однако особенно ярко эта проблема проступает тогда, когда вид деятельности находится в начальной стадии формирования. Компетенция самообразования, по Е.С. Чеботарёвой, рассматривается как важное профессиональное качество, и поэтому перед вузами стоит важная задача определения и реализации специальных условий и разработки эффективных средств формирования компетенции самообразования у студентов. Конкретной целью при этом видится переход потребности в самообразовании в контексте проблем обучаемого, его смысловую сферу, в основу развития личностного опыта [Чеботарёва, 2009].

Анализ состояния проблемы формирования компетенции самообразования, проведённый К.Г. Чикнаверовой, показал, что это формирование может рассматриваться с позиции системного, системно-деятельностного, компетентностного, модульно-компетентностного, личностно ориентированного и других подходов. Наиболее ярко, по мнению автора, становление компетенции самообразования представляется с позиции аксиологического, компетентностного, деятельностного подходов как ключевых, которые отражают сущностные характеристики изучаемого явления. Так, в рамках аксиологического подхода компетенция самообразования определяется как ценностное явление, которое отражает ценностное отношение и личностную значимость будущего специалиста к деятельности самообразования. Этот подход является смыслообразующим, обусловливающим направленность деятельности самообразования, в основе чего лежит потребность в самосовершенствовании и саморазвитии личности студента. Компетентностный подход предполагает раскрытие условий становления и формирования ключевых компетенций, в том числе и самообразовательной, в учебном процессе, а также ориентирует на освоение этих компетенций. Деятельностный подход является практико-ориентированным направлением изучения проблемы формирования компетенции самообразования у студентов [Чикнаверова, 2016: 355].

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РУС ТИЛИДА ГРАДУАЛЛИКНИНГ ИФОДАЛАНИШ УСУЛЛАРИ
METHODS OF EXPRESSION OF DEGREE IN THE RUSSIAN LANGUAGE

Дўстмаматова Нилуфар Пиримқуловна[83]

Аннотация. Мақолада XX асрда тилшунослик фанида аниқланган градуонимия ҳодисаси, унинг ифодаланиш усуллари, ушбу ҳодиса билан боғлиқ рус тилшунослигига киритилган янги атамалар маъноси билан бир қаторда градуал семантикани ифода этувчи ва градуал муносабатга киришувчи сўзлар гуруҳларига ажратилган ҳамда градуонимия ҳодисасини ҳосил қилувчи луғавий бирликларнинг турлари келтирилган бўлиб, уларнинг ҳар бирига батафсил тўхталиб ўтилган. Бу аниқланган жиҳатлар эса градуонимия ҳодисасини функционал-семантик майдон сифатида тадқиқ этишга имкон беради.

Калит сўзлар: градуонимия, градуатор, градотатив, градосема, функционал-семантик, гранд градуал шкала, градуал оппозиция, интенсивлик.

Annotation. The article presents the phenomenon of graduonymy, identified in the science of linguistics in the 20th century, the methods of its expression, along with the meaning of new terms introduced into Russian linguistics in connection with this phenomenon, the types of dictionary units that express the degree semantics and delineate into groups of words that enter into a degree relationship and form the And these identified aspects allow us to investigate the phenomenon of graduonymy as a functional-semantic field.

Keywords: graduonymy, graduator, gradotativ, gradosema, functional-semantic, grand, gradual scale, gradual oppositionism, intensivity.

XX асрнинг сўнгида жуда долзарб мавзулардан бири градуаллик категориясини лингвистик категория сифатида ўрганиш кенг тус олди. Градуаллик категорияси бевосита фалсафа, мантиқ, психологияга асосланиб, инсоннинг онги, дунёқараши ва фаолияти, унинг атроф-оламга нисбатан бўлган муносабатларининг кўпроқ ёки камроқ намоён бўлишини акс эттиради.

Градуонимия атамаси илк бор Н.С. Трубецкой [Трубецкой, 1960: 372] ва Р. Якобсонларнинг [Якобсон, 1962: 173-186] фонология соҳасидаги ишларида фонемалардаги муайян белгининг кам ёки кўплик даражаси асосида уларнинг ўзаро зидланишлари фонемаларнинг градуал оппозициялари сифатида аниқланган.

[83] Алишер Навоий номидаги Тошкент давлат ўзбек тили ва адабиёти университети ўқитувчиси

Замонавий рус тилшунослигида пайдо бўлган градуонимия жуда кам тадқиқ этилган ҳодиса бўлса-да, рус олимлари ва тадқиқотчилари томонидан бу масалада баъзи хулосаларга келинган, жумладан, мантиқий-семантик (Э. Сэпир [Сэпир, 1985: 43-78]), лексик-грамматик (С. Колесникова, В. Горшкова) категория сифатида талқин этилган.

Градуонимия ҳодисаси юқоридаги ишларда функционал-семантик майдон сифатида ўрганилган бўлиб, унинг грамматик асосини эса парадигматик (қиёслаш даражалари) ва синтагматик (ўлчов ва даража равишлари) жиҳатлар ташкил этади.

Градуонимия ҳодисаси ва унинг ифодаланиш воситалари ҳар бир инсон тафаккурида ўзига хос равишда акс этиши исботланган. С.М. Колесникова градуаллик категориясини семантик майдон сифатида кўриб чиқади ҳамда янги "*градуатор* (белгининг турли даражада катталиги)", "*градотатив* (градуаллик натижаси)", "*градосема* (даража маъноси)", "*гранд* (маъно)", "*градацион шкала*", "*градуаллик*", "*градуонимия*", "*градуал лексика*", "*градацион муносабатлар*" [Колесникова, 2012: 7-40] каби бир қатор атамаларини рус тилшунослигига киритади.

Градуаллаштирувчи субъект субъектив модалликни ифодалайди, градуалликнинг табиати белгининг ортиқ / камлиги билан узвий боғлиқдир. Градуалликнинг асоси ва ўзига хос хусусиятлари эса градуал иборани тузишда бевосита иштирок этадиган сўз семантикасида мужассам этиб, меъёрга нисбатан бўлган психологик муносабатларни акс эттиради.

Инсон омили эса мулоқот давомида бу белгиларнинг ортиқ / камлиги, юқори / пастлигини ифодалашга хизмат қилади. Градуал функцияни акс эттиришда ёки ифодалашда иштирок этадиган семантик, прагматик, грамматик тил бирликларининг мураккаб уйғунлиги жуда катта аҳамият касб этади.

Градуонимиянинг рус тилшунослигида функционал-семантик майдон сифатида ўрганилиши баъзи қонуниятларга асосланади, масалан: белги ва ўлчов билдирмайдиган гап бўлаклари (юкламалар, боғловчилар ва ҳ.), градуал иборада контекстнинг ўрни (юқори / паст даража), градуал майдон билан миқдор, инкор, баҳолаш каби семантикалар орасидаги ҳаракатнинг ўзгариши.

Градуонимиянинг функционал-семантик жиҳатлари борасида тил бирликлари семантикасининг белги билдирувчи компонентларига аниқлик киритиш мақсадга мувофиқ бўлади. Юқорида таъкидланган

компонентларга сифатлар, равишлар, баъзи отлар ва феъллар киради. Албатта, буларнинг ичида энг асосийси – сифатлар бўлиб, айнан улар ёрдамида предметнинг белгиси, ўзгарувчан даражаларининг ифодаланиши сир эмас. Градуал семантикани ифода этувчи ва градуал муносабатга киришувчи сўзлар гуруҳларини ажратиб оламиз:

-ўлчам маъноси: *густой – редкий* (сифат), *великан – лилипут* (от), *уменьшить – увеличить* (феъл) ва ҳ.;

-миқдор, саноқ, вақт маъноси: *полный – пустой* (сифат), *малыш – старик* (от), ва ҳ.;

-фазо ва макон маъноси: *высокий – низкий* (сифат), *близко – далеко* (равиш), *отойти – подойти* (феъл) ва ҳ.;

-белги, хусусият, ҳолатнинг интенсивлиги: *ясный – тусклый* (сифат), *ускорить – земедлить* (феъл), *мягко – жёстко* (равиш) ва ҳ.;

-мавҳум миқдор маъноси: *сложный - простой* (сифат), *слишком – недостаточно* (равиш), *недолить – перелить* (феъл) ва ҳ.;

-баҳолаш маъноси (ташқи кўриниш, жисмоний ҳолатга кўра): *молодой – старый* (сифат) ва ҳ.;

-ранг маъноси: *белый – чёрный, красный – чёрный* (сифат) ва ҳ.;

-таъм маъноси: *сладкий – горький* (сифат);

-шахс мансублиги маъноси: *мальчик – подросток – юноша – мужчина* (от);

-ҳиссий ҳолат, хусусият, муносабат маъносида: *смелый – робкий* (сифат), *любить – ненавидеть* (феъл) ва ҳ.;

-субъектив баҳо маъноси: *городок – город – городище* (от), *всего – целых* (юклама) ва ҳ.;

-инсоннинг руҳий, физиологик ҳолати ва хусусияти маъноси: *радость – грусть* (от), *сытый – голодный* (сифат) ва ҳ.;

-инсоннинг ақлий қобилиятлари ва хусусиятлари маъноси: *умница – глупец* (от), *волевой – безвольный* (сифат) ва ҳ.;

-ахлоқий ва эстетик баҳо маъноси: *красиво – уродливо* (равиш), *новый – старый* (сифат) ва ҳ.;

-ижтимоий тартиб маъноси: *богато – бедно* (равиш), *дорогой – дешёвый* (сифат) ва ҳ.;

-йўналтирилган маъно: *утро – день – полдень – вечер – ночь – полночь* (от) [Колесникова, 2016: 106-110].

Юқорида келтирилган сўзларнинг семантик гуруҳлари мантиқий градуал алоқаларга ишора этиши билан бир қаторда белгиларнинг босқичма-босқичлигига кўра градуал шкала ҳосил қилади.

Градуонимия ҳодисасини ҳосил қилувчи луғавий бирликларни ҳам алоҳида кўриб чиқиш алоҳида аҳамият касб этади.

1. Бир унсурли: *удалённый* (узоқ масофада жойлашган), *серебристый* (кумушдек ялтирайдиган) – буларда аниқ оппозит учрамайди, чунки бу тоифага илмий услуб ҳамда нисбий тартибга солинмаган сўзлар туркуми киради.

2. Икки унсурли: *глубокий – неглубокий – мелкий, горячий – не горячий – тёплый* – зид қўйилаётган сўзлар қаторидаги ўрта (оралиқ) маъно англатувчи сўзнинг ўзига хос ифодаланмаслиги.

3. Уч унсурли: *плохой – нормальный – хороший* (сифат) градуонимик ҳолат учун зарурий компонент бўлиб, градацион шкалада юқори / паст даражада ўрин эгаллайди, зеро улар таркибидаги оралиқ сўз шкаланинг у ёки бу томонига нисбатан ортиши / камайишига сабаб бўлади.

4. Тўрт унсурли: бу уч унсурли гуруҳ сўзларидан ҳосил қилиниб, улар орасидаги маъноларни бирмунча ортиқ / камлигини ифодалашга хизмат қилади: *холодно – прохладно – тепло – горячо* (равиш).

5. Кўп унсурли: *красивый – симпатичный – обычный – невзрачный – безобразный* (сифат).

6. Юқорида учраган у ёки бу сўз туркумлари ҳосил қиладиган синонимлар қатори белгининг турли даражаларини ифодалши мумкин, ва бу, ўз навбатида, диалектика қонунияти бўлмиш миқдорий ва белги жиҳатларини чегаралаш ва маълум бир тартибга келтириш имконини беради.

Энди бевосита градуалликнинг *луғавий, сўз ясаш, синтактик* конструкциялардаги маъноларини кўриб чиқамиз. Градуонимия ҳодисасини ўрганишда *луғавий градуонимия* етакчи ўрин тутади. Бунда градуал маъно белги, баҳо билдирувчи сифатлар, “катта / кичик” даражаларининг синонимик қаторлари, ва, ниҳоят, гранд-маъно англатувчи сифатлар ёрдамида ифодаланади. Бу бирликлар, ўз навбатида, белгининг кам, ўртача ёки ортиқлигига ишора қилади.

Отлар кесимида градуонимия ҳодисани кўриб чиқсак, улар, асосан, *-ишк-, -енк-, -ик-, -ищ-* суффикслари ёрдамида ҳосил қилинади. Бунда *-ишк-, -енк(о)-* суффикслари кичрайтирувчи, *-ик-, -ищ-* суффикслари катталаштирувчи маъно касб этади, масалан: *дом – домик – домишко; домище; домина* каби.

-оват- суффикси сифатларга хос бўлиб, белгининг оз миқдорда эканлигига ишора қилади: *синий – синеватый; дорогой – дороговатый* ва ҳ.

Олмошлар ва юкламалар мия-нутқ фаолияти, предметнинг градуал-баҳоловчи хусусиятларига ўзига хос маъно бағишлаб, градуонимия ҳодисасини ифодалашда ўзига хос воситалар ҳисобланади; улар ёрдамида градуаллашувчи обектнинг луғавий меъёрга нисбатан узоқ / яқинлиги кузатилади, яна шуни таъкидлаш жоизки, бунда контекст, оҳанг билан бир қаторада гапдаги сўзларнинг тартиби ҳам ўзига хос маъно касб этади.

Сўз ясаш усули ёрдамида ҳам градуонимик ҳодисани кузатиш мумкин, зеро унда парадигматик муносабатлар функциясини бажарувчи кўплаб аффикслар иштирок этади. Ва, шубҳасиз, градосема ёрдамида белги семантик майдони билан чамбарчас боғлиқдир.

Мураккаб конструкция ҳисобланган ҳамда градуал семантикани, хаёлий образни ифодаловчи *синтактик конструкцияларда* градуаллаштирувчи субъект билан бир қаторда градуаллашувчи объект мавжуд бўлади. Нафақат градуонимик ибораларни ифодалашда нутқий маъно муҳит билан ўзаро боғлиқликни ифода этади, балки мулоқотда ҳам бевосита ўлчов муносабатларини ифодалайди.

Чунончи, градуонимий ҳодиса ҳақида сўз борар экан, П.П. Березницкая рус тилидаги градуал майдонлар, градуал лексика (антонимлар, синонимлар, гипонимлар) адабий асарлар поэтикасида кооннотатив баҳолашни ифодалаш мақсадида қўлланилиши, дунё тилларида градуал муносабатларни конкретлаштириш умумий ҳисобдан инсон тафаккури ва идрокининг руҳий физиологик хусусиятларига боғлиқ бўлса, қисман миллий менталитетнинг лингвомаданий хусусиятларига боғлиқлиги [Березницкая, 2004] борасида ўз изланишлари натижаларини баён этганлигини ҳам таъкидлаш жоиз.

Тилшуносликда градация қай даражада қўлланилишидан қатъий назар, бу ҳодисани янада чуқурроқ тадқиқ этиш ва тадқиқот кўлами асосида тилшунослик фанига бу борадаги тадқиқотларнинг натижаларини ҳавола этиш каби долзарб вазифалар ўз ечимини кутиб ётибди.

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СОВРЕМЕННЫЕ ПЕДАГОГИЧЕСКИЕ ИННОВАЦИИ В ОБУЧЕНИИ РУССКОГО ЯЗЫКА В УЗБЕКИСТАНЕ

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Аннотация: актуальность темы настоящей статьи очевидна тем, что многие студенты во всех странах мира изучают русский, поэтому преподавание иностранного языка, в частности русского языка, может быть проще и эффективнее с помощью различных инноваций. Использование инноваций основано на улучшении словарного запаса и грамматики; улучшении различных навыков: чтение, аудирование, говорение и письмо с использованием различных технологий. Важно уточнить, какая из них методик будет главной целью для использования на занятии.

Ключевые слова: мультимедийное обучение, коммуникативная деятельность, учебный процесс, учеба, мотивация, педагогические инновации, эффективность, технология обучения.

В связи с достижением независимости в настоящее время ведется работа по реформированию всей системы образования. Она ориентирована на широкое распространение в Республике Узбекистан. Согласно нормативным документам, регулирующих образовательный процесс, особое внимание уделяется интеллектуальному развитию подрастающего поколения ведется постоянная воспитательная работа по планированию и обновлению процесса изучения иностранных языков молодежью; учитываются

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индивидуальные психологические особенности молодежи и ее способность усваивать иностранные языки.

В нашей стране созданы условия для обучения иностранным языкам с использованием современных педагогических и коммуникативных технологий. Создание новой методики изучения иностранных языков во все этапы образования с применением современных педагогических и информационных технологий - требование времени. Эта резолюция является теоретической основой работы, проводимой в этом направлении, как результат исполнения этого постановления стал процесс организации непрерывного изучения иностранных языков, совершенствуется, что дает возможность обеспечить молодежь современными учебно-методическими материалами на всех этапах обучения. Этот документ является логическим продолжением закона «Об образовании» и «Национальной программы подготовки кадров».

Изучение иностранных языков невозможно представить без использования мультимедийных средств обучения. Безусловно, к важным задачам методики обучения иностранным языкам относится предоставление возможности проиллюстрировать реальный процесс общения на русском языке и создание образовательной среды, обеспечивающая реальные условия для обучения использованию изучаемого языка и его культуры. Наиболее значительная группа преимуществ — это обучение достоинствам компьютерной техники, повышение квалификации. Например, преподаватели используют способность компьютеров мгновенно реагировать на вводимую информацию, создавать простые тренировочные программы в виде упражнений. Техническое преимущество обучения русскому языку с помощью мультимедийных технологий заключается в том, что звуковые карты позволяют пользователям записывать свою речь, а затем сравнить ее с произношением носителей языка.

Графические возможности компьютеров могут представлять любой вид деятельности в виде картинок или изображений, анимаций. Это особенно важно при изучении новой лексики, так как изображения на мониторе позволит учащимся ассоциировать русские фразы непосредственно с действиями, а не с фразами в их родной язык. Более того, средства массовой информации являются отличным средством интерактивного общения между различными языковыми группами, что особенно заметно в применении компьютерных

технологий. Это может быть локальная сеть, соединяющая несколько машин или Интернет —глобальная сеть миллионов пользователей.

Целенаправленное использование материалов Интернета на занятиях по иностранному языку неязыкового вуза учебных заведений дает возможность эффективно решать ряд дидактических задач:

– улучшение навыков чтения;

– расширение словарного запаса современными иностранными словами;

– совершенствование монологического и навыки диалогической речи, обсуждение материалов сети;

– формирование устойчивой мотивации к иноязычной деятельности при обсуждении проблем, интересно для всех.

Образовательные инновации включают использование недорогих и доступных технологий для расширения доступа к образованию. Это может также потребовать других инновационных процессов или услуг и полагаться на технологии. Следующие образовательные инновации очень эффективны и широко используются при обучении иностранному языку:

Курсы онлайн и самообучения. Сотни языков доступны для самостоятельного изучения из множества издателей, по разным ценам, с использованием различных методов.

Аудиозаписи и книги. В аудиозаписях используются носители языка, помогающие учащимся улучшить свой акцент. В некоторых записях есть паузы, чтобы учащийся мог говорить. Другие являются непрерывными, поэтому учащийся говорит вместе с записанным голосом, как при разучивании песни. В аудиозаписях для самостоятельных занятий используются многие методы, применяемые при обучении в аудитории. Записи, выпущенные на пластинках, лентах, компакт-дисках, DVD и веб-сайтах.

Мозговой штурм. Мозговой штурм — это метод группового или индивидуального творчества, с помощью которого усилия сделаны, чтобы найти решение конкретной проблемы, собранный список идей, внесенный его членом или членами.

Техника сэндвич. В обучении иностранному языку техника сэндвича представляет собой устную вставку, однообразного перевода на родной язык между неизвестной фразой на выученном языке и его повторение, чтобы передать смысл как можно быстрее и

полнее. Использование технологий в аудитории может позволить преподавателям эффективно организовывать и проводить занятия.

Мультимедийные презентации могут сделать материал более содержательным и увлекательным. Анализируя связь между технологиями и иностранным языком в обучении, как правило, сосредоточиваемся на нескольких ключевых вопросах, включая мотивацию, чтение и письмо, исследования и изучение языков с помощью мобильных устройств.

Мощнейший источник познавательной активности учащихся, развивающий их творческие способности, интересы, навыки и другие психические характеристики — это инновационные технологии. Инновационное образовательное технологии – это, прежде всего, информационно-коммуникационные технологии, тесно связанные с приложением для компьютерного обучения. В работе первого Президента Узбекистана И.А. Каримов «Высокая духовность – непобедимая сила» отмечал: «Фундамент будущего создается в школах, утверждая, что в противном случае будущее нации зависит от того, как сегодня наши дети получают образование и воспитание."[Каримов И.А., 2008]. Душа и умы молодых людей, изучающих иностранные языки и мечтающих увидеть мир, и учеба за границей должны быть в приоритете перед различными идеями и идеологиями.

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КРЕДИТ СИСТЕМА
CREDIT SYSTEM

Насирова Н.Ш.[85]

Annotaton
Бу мақолада кредит тизимида ўқитиш ҳақида гапирилган.
This article is talking about the teacher in the credit system.
Кредит, система, интеллектуал, материал, мустақил,келажак.
Credit, system, intellectual, material, independently, future.

Ҳозирда биз янгиланиш ва тез ўзгарадиган замонда яшаб, фаолият юритиб келмоқдамиз. Муҳаммад ал Хоразмий номидаги Тошкент ахборот технологиялари университетимизга, Ўзбекистонда бу соҳадаги энг яхши 35 та Давлат олий таълим муассасаларининг академик ва ташкилий бошқаруви учун, молиявий мустақиллик берилди. 2022 йилдан бошлаб ўқув режа, таълим йўналишлари, малака талаблари ва ўқитувчилар учун ойлик ҳамда рағбатлантириш масалалари Давлат олий таълим муассасаси томонидан белгиланади.Янги ислоҳот ва ўзгаришлар таълим тизимида жуда қуванарли.

Ҳозирда, ахборот технологиялари давридир. Ўзбекистонда олий таълим муассасалари бўйича таълимга инновацияларни қўллашга қаратилган лойиҳаларни қўллаб-қувватлашга қаратилган жараёнларни молиялаштириш ишлари олиб борилмоқда. Мамлакатимиз олий таълим муассасалари олимлари жуда кўплаб ҳалқаро университетлар ва илмий ташкилотлар билан ҳамкорлик қилмоқдалар.Тилни ўқитишда илғор хорижий давлатлар тажрибаларидан фойдаланиш ва улар билан ҳамкорликдаги лойиҳаларни амалга ошириш лозим. Бугунги кунда ахборот ва маълумотлар билан ишлаш, уни қабул қилиш ва унга ишлов берувчи кўплаб техник воситалар мавжуд.Таълим бериш, ўқитиш жараёнида ўқитувчилар компьютер технологияларидан фойданадилар. Жаҳоннинг ривожланган мамлакатларида ушбу таълим кредит жараёнини йулга қуйиш орқали юксак марраларга эришиб келмоқдалар. Шу ўринда таъкидлаш жоизки баъзи кредит таълим учун яратилган платформаларда, таълимни якунлагандан сўнг иш билан таъминлаш имкониятлари мавжуд.

[85] Муҳаммад ал Хоразмий номидаги ТАТУ ўқитувчиси

Таълимнинг бугунги вазифаси ўқувчиларни кун сайин ошиб бораётган ахборот–таълим муҳити шароитида мустақил фаолият кўрсата олишга, ахборот маълумотларидан оқилона фойдаланишга ўргатишдан иборатдир. Бунинг учун талабаларга узлуксиз равишда мустақил ишлаш имконияти ва шароитини яратиб бериш зарур. Айтиш лозимки, таълим соҳаси жамият ҳаётининг иқтисодий соҳасида ўзига хос муҳим аҳамият касб этса, таълим фаолияти эса, жамият иқтисодий ривожланишининг муҳим бир бўлаги ҳисобланади.

Шу сабабли, академик ва ташкилий бошқаруви учун, молиявий мустақиллик берилди университетимизга иқтисодий таълим жараёнини технологиялаштириш, аниқ вазифаларни қўйган ҳолда, дарс машғулотларининг усул ва воситаларини тўғри танлаш орқали шахснинг интеллектуал салоҳияти ва ижодий қобилиятини ривожлантириш, жамиятдаги ҳар бир малакали мутахасисни иқтисодий билим ва малакасини ошириш, тезкор таълим учун шарт-шароит яратиш мумкин.

Кредит тизимида биз ўқиш жараёимизда кредит Lms тизимида ишлаш жуда қулай чунки талабалар шу жараёнда вазифаларни топшириқларни юклашда, ўқитувчилар томонидан вазифалар текширилаётганда 3 ва4 босқич яьни фанни текширётганда бир қанча талабага ва ўқитувчига бир қанча босқичда текшириш имконият тизимда яратилган бу жуда қулайлик ўқитувчига яратиб беради. Масалан чет тилли фанини текшираётганда матнни ўқиш,гапириш,таржима ва машқларни текшириш мумин. Lms тизимида текшириш ишлари ва қўлда юклайдиган вазифалар енгиллаштирилди бу ишларга кетадиган вақт ва энергиянинг тежалиши ва бунинг натижасида ишлашга бўлган қизиқиш талабаларда ва ўқитувчиларда ошди.Таълим жараёнини сифатини оширишнинг яна бир йўли бу – соҳа мутахассислари билан учрашувлар ташкил этиш, маълум бир соҳада юқори даражаларга эришган касб эгалари ҳақида талабаларга сўзлаб, саволларга хаётий мисоллар келтириш билан жавоб берилади. Бунинг учун фақат ўқиш, ўрганиш кераклиги хақида маслахат берадилар. Бундай малакали мутахассислар билан учрашувлар, бахс-мунозаралар ташкил этиш ҳам талабаларни фанга бўлган қизиқишларини орттиради. Биз дарс жараёнида чет эллик мутахассисларни таклиф қилиб турамиз.Бундай услубда дарс ўтиш талабаларни ўзаро фаол ҳаракат қилишга, мустақил фикрлашга, мавзуни таҳлил қилишга, билиш қобилиятини

янада оширишга ёрдам қилади. Ўқитувчи дарсда интерфаоллик услубларидан кенгроқ фойдаланиши ва унинг самарадорлик даражасини қанчалик оширишга харакат қилиши, дарсдан кутиладиган натижага ўз таъсирини кўрсатади. Ўқитишнинг интеллектуал тизимларида ўқув материалини тақдим этишда бу билимлардан фойдаланиб ва талабанинг интеллектуал имкониятларидан келиб чиққан ҳолда, тўрт йил ичида кредит тизимида энг самарали ўқитиш методлари, усуллари, фаннинг мазмуни, ҳажми ва топшириқларнинг мураккаблик даражасини аниқлаш ва тартибга солишга ёрдам берди.

Ўқитишнинг ҳар бир босқичида, талабанинг индивидуал ёндашув таҳлил қилиш натижаларига асосланган ҳолда ўқитишнинг мақсади аниқланди, ўқитиш вазифалари танланди ёки ишлаб чиқилган.

Агар талаба мустақил равишда ишлайдиган бўлса, унинг ҳаракатлари кузатилиб, хатоликлари, дуч келган қийинчиликлари қайд қилиб борилади, қачон ўқув жараёнига аралашиш,ёрдам кўрсатиш, талабанинг индивидуал ёндашиш ўзгартиришлар киритиш лозимлиги аниқланди. Мавзулар талабанинг билим жарёнига ёндашиш тамонидан силлабуслар тузилди. Барча қарорлар талабанинг индивидуал хусусиятларидан келиб чиққан ҳолда қабул қилиниши боис интеллектуал тизим таълим жараёнининг талаба учун оптимал тарзда кечишини таъминлайди.Кредит тизими раҳбари томондан фан силлабуслари,тестлар тузишда мастер класс дарслари биринчи йилдан ўргатилиб келинган. Фан дастурлари ишлаб чиқилиши,силлабуслар тузиш теслар шаблони тизимли тартибли тест тузиш ўргатилган шу катта самара беряпти.

Ҳар битта қуйилган топшириқлар учун мухлат (deadline) қўйиш имконияти мавжуд. Талабалар қўйилган муҳлатгача, берилган вазифаларни ўз вақтида бажариши ва платформага юклаб боришлари текшириб турилади. Шу орқали талабаларни берилган вазифаларни ўз вақтида бажаришга ва масъулиятни ҳис қилишга ўргатди. Фанлар бўйича вазифа ва топшириқлар ҳар ҳафта оралиғида белгиланган тартибда тизимга киритиб бориляпти. Кредит тизими талабаларга ўз вақтида баҳоланяпти бу ўқитувчига хам масъулиятни ҳис қилишга талаб қилинади.Кредит тизими талабаларни мустақил равишда кўпроқ ўз устида ишлашга ва келажакда малакали мутахассис бўлишига чорлайдиган тизимдир.

Ўқитувчининг профессионал жиҳатдан муҳим сифатларини, шунингдек педагогик йўналганлигини унинг чет тилини дарс бериш мотивациясидан ва маҳоратнинг шахсга оид ташкил этилгани дарс жарёнида яққол кўринади. Профессионал малакали мутахассис ўз касбига қизиқиши, касбининг ижтимоий аҳамиятига ишончи, тарбиявий мақсадларга эришишга эҳтиёж, ижтимоий фаоллик, малакали кадрларни етказиб беришга мисол бўлади.

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ЛЕКСИК ДУБЛЕТЛАРНИНГ ШАКЛЛАНИШИ

Сайдалиева Гавҳархон Авазовна[86]

Annotation: *The study of the functional features of modern Uzbek speech is one of the leading tasks in the field of speech culture. Therefore, this issue is related to one of the manifestations of written literary discourse - the use of words and phrases in the language of the newspaper.*

Key words: *archaism, discourse, variant, doublet, synonym, semantics, etymology*

[86] Муҳаммад ал Хоразмий номидаги Тошкент ахборот технологиялари университети чет тиллар кафедраси катта ўқитувчиси

***Аннотация**: Изучение функциональных особенностей современной узбекской речи является одной из ведущих задач в области культуры речи. Поэтому данный вопрос связан с одним из проявлений письменного художественного дискурса - употреблением слов и словосочетаний в языке газеты.*

***Ключевые слова:** архаизм, дискурс, вариант, дублет, синоним, семантика, этимология.*

***Аннотация:** Ҳозирги ўзбек нутқининг функционал хусусиятларини ўрганиш нутқ маданияти соҳасидаги етакчи вазифалардан биридир. Шу боис бу масала ёзма адабий нутқнинг кўринишларидан бири – газета тилидаги сўз ва ибораларнинг қўлланилиши билан боғлиқ.*

***Калит сўзлар:** архаизм, дискурс, вариантдорлик, дублет, синоним, семантик, этимология*

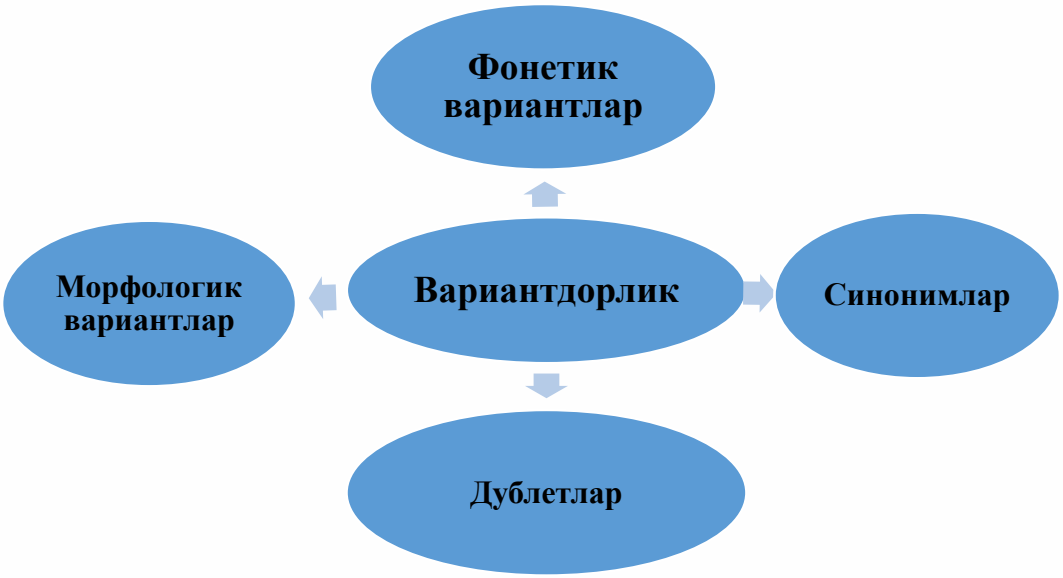
“Ҳозирги ўзбек адабий тили” китобида айрим фонетик ва морфологик вариантлар ҳам дублетлар термини билан изоҳланиб, лексик дублетлар хусусида алоҳида фикр билдирилмайди. Шунингдек, айрим шева, диалектлар тилида фонетик, морфологик ўзгаришлар билан қўлланиладиган баъзи вариантлар лексик дублетлар номи билан аталиб, булар тилдаги ортиқча ҳодисалардандир, дейилган.[87]

Вариантдорликни “вариант” сўзининг асосий маъноси ва моҳиятидан келиб чиқиб (вариантдорлик — кўп шакллилик, яъни икки ва ундан ортиқ шаклга эга бўлган), мазмун ва моҳияти жиҳатидан айнан бир хил ва бир-бирига яқин маънодаги нутқий воситаларнинг икки ва ундан ортиқ шаклда ифодаланишидир, деб таърифлаш мумкин. Шунга кўра, ҳозирги адабий тилдаги вариантдорликни тахминан қуйидаги умумий схема орқали кўрсатиш мумкин. (4-жадвал)

Дарҳақиқат, тилдаги вариантдорлик оиласига тааллуқли бўлган дублет ва синоним орасида маълум даражада ўзаро алоқадорлик, муштараклик хусусияти мавжуд. Шунинг учун дублетлар категорияси умумий лексика системасида кўпинча нейтрал синонимларнинг турли кўриниши сифатида ҳам намоён бўлади. Дублетлар умумлексикадаги функционал чегараланишда тез-тез иштирок этиб турганлиги туфайли синоним хусусиятига эга бўлади. Назарий жиҳатдан чекланмаган нейтрал элементлар қаторида ҳар қандай дублетнинг қўлланиши

[87] Ҳозирги ўзбек адабий тили. 1- кисм. Тошкент, 1966, 113-114-бетлар. Ахманова О. С. Словарь лингвистических терминов. М., 1966, с. 114

синонимик қатордаги асосий элементлардан бирининг нейтрал қўлланиши сифатида қаралади. Шуни қайд қилиш лозимки, ҳамма синонимларни ҳам вариантлар доирасига киритиш қийин. Чунки синонимларнинг вужудга келиши ва қўлланишида бош критерия, асосий омил стилистик мақсадлардир. Вариант ва дублетларда эса бу фактор асосий, етакчи роль ўйнамайди. Баъзан вариантдорликка мутлақо алоқаси бўлмаган айрим сўзлар ҳам маълум контекстда ўзаро синоним сифатида қўлланиши мумкин.



4-жадвал.Ҳозирги адабий тилдаги вариантдорлик

Шундай экан, синонимларни янада батафсилроқ ўрганиш уларнинг вариантдорлик ҳамда дублетлиликка алоқадор томонларини аниқлаш алоҳида тадқиқотни талаб этади. Ҳар хил стилистик-функционал жараёнлар тақозоси билан ҳозирги ёзма адабий тилимизда, жумладан, матбуот тилида у жуфтидан ажралиб чиқиб, деярли ёлғиз ўзи қўлланаётган *интеллигент-зиёли, сквер - хиёбон, остановка - бекат, заказ - буюртма, заповедник - қўриқхона, династия-сулола* ва б. каби шунингдек параллел ишлатилаётган *революция - инқилоб, традиция - анъана, проблема - муаммо, перспектива - истиқбол виставка-кўргазма, агитация - ташвиқот, контроль – назорат, контролёр - назоратчи, процесс-жараён, форма - шакл, эксперимент - тажриба, план - режа, минут - дақиқа, тема - мавзу, автор - муаллиф, редактор — муҳаррир, путёвка — йўлланма, рассом - мусаввир, пирамида - эҳром, ўқитувчи-муаллим* каби дублетларнинг қўлланиши табиий ва объектив ҳолатдир.

Хулоса қиладиган бўлсак, вариант ва дублетлар бир-биридан тамоман бошқа-бошқа нарса эмас. Улар (вариантлар ва дублетлар) бирдан ортиқ шаклга (кўринишга) эгалиги билан бир-бирига ўхшаб, маълум даражада бир-бири билан умумийликка эгадир. Аммо кўп шакллилик (иккидан ортик) ва икки шакллилик жиҳатидан уларнинг бири иккинчисидан фарқ килади, вариантдорлик кўп шакллилик бўлса, дублетлилик асосан икки шакллиликдир. Демак, икки сўзнинг ўзаро вариантдорлиги дублетлар деб аталса, иккидан ортиқ сўзларнинг ўзаро вариантдорлиги вариантлар дейилади. Вариантлар ҳам, дублетлар ҳам тилимиз тараққиётидаги ички ва ташқи имкониятлар, тиллар ва диалектларнинг контакт муносабатлари асосида вужудга келади. Аммо фарқ шундаки, вариантлар кўпинча бир тил доирасидаги нутқий воситалар, шунингдек кўп сонли ва турли характерли ички омиллар негизида ҳам юзага келади. Масалан, фонетик, морфологик, синтактик вариантлар ва уларнинг турли кўринишлари асосан бир тил доирасидаги нутқий воситалар билан ҳам яратилиши мумкин. Хусусан, вариантлардаги турли грамматик-синтактик ҳолатларда тилдаги ички имконият, ички эволюцион тараққиёт етакчи роль ўйнайди. Лекин дублетлар бизнинг назаримизда, асосан, бошқа-бошқа тиллар орқали (баъзан диалектлардан ҳам) ўзлашади ва кўпинча лексик шаклда бўлади.

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РАЗВИТИЕ КОГНИТИВНОЙ МОБИЛЬНОСТИ УЧАЩИХСЯ В НАЧАЛЬНОМ ОБРАЗОВАНИИ
DEVELOPMENT OF COGNITIVE MOBILITY OF STUDENTS IN PRIMARY EDUCATION

Салаева Муборак Сабуровна[88]
Мамадалиева Умида Сулаймоновна[89]

Аннотация. Мақолада инновацион жараёнда педагог ўзини ўзи шахсий-касбий ривожлантиришига оид масалалар ёритиб берилган.

Аннотация. В статье рассматриваются вопросы личностного развития когнитивной мобильности учащихся в начальном образовании.

Annotation. The article deals with the issues of personal development of cognitive mobility of students in primary education

Ключевые слова: личность, начальная школа, активно-познавательная деятельность,, развитие, образование, знание, когнитивная мобильность.

Key words: personality, elementary school, active cognitive activity, development, education, knowledge, cognitive mobility.

Складывающиеся в обществе новые отношения предъявляют повышенные требования к личности. Например:

- умение личности самостоятельно разбираться в изменяющихся ситуациях в процессе жизнедеятельности;
- быстро и оперативно принимать верные решения; - не бояться брать на себя ответственность за совершённые действия;
- быстро адаптироваться при смене рода деятельности;
- уметь анализировать, сравнивать, прогнозировать нежелательные события и моделировать целесообразный, адекватный ситуации стиль поведения.

Исходя из этого, человеку важно обладать особыми личностными качествами, которые будут формироваться на в процессе всей его жизни. В основе этих качеств находится стремление к активному познанию и самореализации личности. С целью развития личности школьника, его творческих способностей, интереса к учению, формирования желания и умения учиться в условиях модернизации общего среднего образования Узбекистана необходимым является

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реализация качественно новой личностно-ориентированной развивающей модели массовой начальной школы.

Актуальность данной проблемы обусловливается потребностью изучения путей саморазвития, самосовершенствования, самоорганизации личности. В основе этих процессов заложена активная познавательная, поисковая деятельность, начинающаяся с когнитивной мобильности. Проблема по созданию гибкой целостной системы активизации познавательной деятельности обучающихся начальной образовании обуславливается:

- важностью успешного усвоения объема получаемых знания в условиях перестройки системы образования, во всех видах человеческой деятельности;
- активизации человеческого фактора;
- вариативности подходов к обучению.

Современная школа учит, как правило, только формальным навыкам, а не способности самостоятельно мыслить и анализировать. Поэтому в настоящее время необходимой является разработка таких программ и педагогических моделей, которые будут способствовать росту и продуктивности педагогической деятельности и активизации познавательных процессов.

Проблемой развития когнитивной мобильности личности занимались такие учёные как А.Дистервег, Я.А.Коменский, Ж.Ж.Руссо, К.Д.Ушинский, Л.Н.Толстой, П.Ф.Каптерев и др.

В исследованиях В.В.Давыдова, В.П.Зинченко, Н.Ф.Талызиной, В.Д.Шадрикова и И.С.Якиманской очень широко используются разные аспекты решения дидактических задач, которые связаны с развитием когнитивной мобильности на принципах личностно-ориентированного обучения.

Сущность когнитивной мобильности в процессе обучения как основного вида деятельности в младшем школьном возрасте отражается в исследованиях, проведенных В.В.Давыдовым, Д.Б.Элькониным, Л.В.Занковым, Н.Б.Истоминой, Л.Г.Петерсон, Э.И.Александровой, А.М.Пышкало, Ю.М.Колягиным, Л.П.Стойловой, М.Н.Скаткиным, И.И.Аргинской и др. Проблеме развития когнитивной мобильности посвящены диссертационные исследования Н.Д.Раздобарова, Н.В.Внуковой, З.Ф.Чехловой, Л.Т.Зембатовой, В.Ю.Лысковой и др.

В монографической литературе и журнальных научных публикациях представлен ряд существенных научных результатов. 5 Также необходимо отметить, что в области развития когнитивной мобильности условия социализации и научные исследования не отражают данного процесса и системного видения этой проблемы. Исходя из этого, обобщение практики развития когнитивной мобильности, анализ современного состояния изучаемого процесса, который отражается в научной литературе, позволили нам выявить существующие противоречия:

- между потребностью современного общества в развитии когнитивной мобильности обучающихся и практическим отсутствием соответствующей педагогической модели;

- между потребностями современной практики обучения детей младшего школьного возраста и недостаточной теоретической разработанностью системы подготовки участников процесса обучения по развитию когнитивной мобильности с учётом социализации школьника.

В течение жизнедеятельности, каждый человек приобретает знания об окружающем мире различными способами. Одни знания приходят к нам через общение, слушание, чтение. Другие мы вырабатываем сами, но, в конечном счете, все человеческие знания когда-то и кем-то были впервые добыты посредством самостоятельной познавательной деятельности. Именно поэтому дадим определение познавательной деятельности. Познавательная деятельность - это особый процесс приобретения и развития знания, его постоянное углубление, расширение и совершенствование.

Наиболее полно отражает понятие познавательной деятельности определение, предложенное В.А. Беликовым «познавательная деятельность - это элемент целостного процесса обучения, который представляет собой целенаправленное, систематически организованное, управляемое из вне или самостоятельное взаимодействие учащегося с окружающей действительностью, результатом которого является овладение им на уровне воспроизведения или творчества системой научных знаний и способами деятельности».

Г.И.Щукина даёт такое определение познавательной деятельности «в учебном процессе познавательная деятельность ученика – учение, которое представляет собой сложный процесс перехода обучающихся

от незнания к знаниям, от случайных наблюдений, почерпнутых в опыте жизни и из разрозненных сведений, которые приобретаются от взрослых либо через средства массовых коммуникаций (радио, кино, телевидение), к системе познания».

Таким образом, можно сделать вывод, что познавательная деятельность, всегда включает в себя: - цель; -средства достижения - состоит из процесса преобразования предмета и результата. Для развития умений познавать окружающий мир важно учиться:

-определять цель познания;

-находить средства, помогающие быстро и легко справиться с поставленными задачами;

-соотносить с ними процесс своей деятельности, а также оценить полученный результат.

Познавательная деятельность осуществляется во всех видах деятельности и на каждом жизненном этапе, а также социальных взаимоотношений учащихся, путем выполнения различных предметно-практических действий в процессе обучения (экспериментирование, конструирование, решение исследовательских задач.).

Также необходимо отметить, что познание приобретает четкое оформление в особой, присущей только человеку учебно-познавательной деятельности или учении только в процессе обучения. В современном образовании меняются приоритеты, знания школьника становятся не столько важными, сколько способы и процесс их получения.

Большое значение приобретают самостоятельность и инициативность ученика. По отношению к познавательной деятельности в различных научных источниках всё чаще употребляется термин «стратегия» на разных уровнях и с различным содержанием: стратегия образования, стратегия обучения, стратегия деятельности, деятельностная стратегия, познавательная стратегия и т.д.

Термин «стратегия» был заимствован из сферы военного искусства. В широком смысле этот термин понимается как искусство планирования, руководства, составление общего плана действий, видение своих целей и средств их достижения.

Значит, стратегия - это своеобразная модель деятельности, которая рассчитана на долгосрочный период и предполагающая

движение к достижению определённых целей. Без стратегии продуктивная работа в любой сфере была бы невозможна. Термин «стратегия» в настоящее время часто используется во многих сферах человеческой деятельности, в том числе и в области когнитивной психологии, где чаще всего оно сравнивается со стилем деятельности, а познавательная стратегия — с когнитивным стилем.

Познавательная стратегия как один из способов приобретения, сохранения и использования информации, служащей достижению определенной цели.

В зависимости от характера учебной деятельности и ожидаемых результатов учащимся необходимо выбирать различные стратегии и приемы освоения конкретной предметной области. Таким образом, учебные стратегии, приемы и умения выступают основными аспектами в осуществлении успешного обучения. Учебные стратегии подразделяются на две группы: основные и вспомогательные.

К *основным стратегиям* относятся:

- стратегии памяти (стратегии, базирующиеся на механизмах человеческой памяти, а именно группировка, структурирование, создание логических связей, использование звука, образов, движений);

- когнитивные стратегии (использование приемов дедуктивного и индуктивного умозаключения, сопоставительного анализа, подведения итогов и т.д.);

- компенсаторные стратегии (использование синонимов и перефразирования, невербальных средств, уклонение от использования языковых явлений, в правильности которых учащиеся не уверены.)

Группу *вспомогательных стратегий* составляют:

- метакогнитивные стратегии (планирование процесса работы над заданием, самооценка и самоконтроль учебной деятельности, создание условий для эффективной работы, организация рабочего места);

- эмоциональные, аффективные стратегии (умение владеть собой, успокаиваться, освобождаться от чувства тревоги);

- социальные стратегии (сотрудничество с партнерами по обучению, сопереживание, учет способностей, возможностей собеседника и его социокультурных особенностей).

Эта классификация основывается не на особенностях предмета, а на действиях обучающегося, что позволяет использовать данные стратегии в любой предметной области и в дальнейшем обучении. Систематическое применение школьниками различных способов познавательных стратегий, в процессе обучении, активизирует мобильность при решении когнитивных задач. Обучающиеся будут способны более продуктивно работать с полученной информацией, знаниями, а также творчески и оперативно включать их в практическую деятельность, и применять их в новых условиях. Из чего следует, что применение обучающимися в процессе своей практике познавательных стратегий, оказывает благотворное влияние на развитие когнитивной мобильности детей.

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ЁЗМА ТАРЖИМА ВА ОҒЗАКИ ТАРЖИМА ТИЛ ЎРГАНИШГА ХОС КЎНИКМАЛАР СИФАТИДА
TRANSLATION AND INTERPRETATION AS LANGUAGE LEARNING SKILLS

Сафаров Одилжон Мамадиевич[90]

Аннотация. Хорижий тилларни ўқитиш методикасида асосан тўрт кўникма (**ўқиш, ёзиш, гапириш, эшитиш**) ҳақида фикр юритилади. **Ёзма таржима** ва **оғзаки таржима** кўникмалари эса доим эътибордан четда қолиб келмоқда.

Мақолада шу кўникмалар **моҳияти** ва уларнинг тил таълимидаги **аҳамияти**

билан боғлиқ масалалар муҳокама этилган ва улардан тўғри хулосалар чиқарилиши кераклиги таъкидланган.

Abstract. In the methodology of teaching of foreign languages it is mainly about four skills (**reading, writing, speaking, listening.**). And the skills of **translation** and Interpretation are always left out of attentions.

In the article discusses issues related to their **essence** and **significance** in language learning and emphasizes the need to draw correct conclusions from this.

Калит сўзлар. методика, кўникма, луғат, ёзма таржима, оғзаки таржима.

Key words: methodology, skills, dictionary, translation, interpretation.

Мавзуга оид изланишлар далолат беришича тил таълимида азалдан **таржима усуллари** қўлланган., икки тилли луғатлардан фойдаланилган, хорижий тилга оид айрим **лексик**, **грамматик**, **фонетик** ҳодисалар она тили орқали изоҳланган ва буларнинг барига ғайритабиий ҳол сифатида қаралмаган. Сўнгги йилларда эса, айниқса, тилларни эгаллаш даражалари бўйича **СЕФР** Common European Framework of Reference) for Languages ёки немисча **GER** (Gemeinsamer Europäischer Referenzrahmen) für Sprachen талаблари жорий қилингач, грамматикани ўқитишга, дарс жараёнида таржима усулларидан фойдаланишга эътибор кескин ўзгарди. Аммо булар қай даражада тўғри?

Бизнингча, айни пайтда худди шу саволга тегишли масалалар атрофлича муҳокама қилиниб, уларга илмий асосга эга бўлган жавоблар топилиши **долзарб** аҳамиятга эга.

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Номи юқорида қайд этилган мавзудан кўзланган мақсад – **ёзма** ва **оғзаки** таржима кўникмаларининг **моҳияти** ва уларнинг хорижий тил таълимидаги **аҳамияти** билан боғлиқ масалаларни илмий тарзда очиб бериш.

Бинобарин, нутқнинг асосан **икки** турдаги шакли, **ёзма** ва **оғзаки** нутқ мавжуд бўлгани каби, таржиманинг ҳам ёзма ва оғзаки турлари мавжуд**. Ёзма** нутқда фикр **ёзув** орқали, **оғзаки** нутқда эса **оғзаки** ҳолда ифода этилади.

Немис мутафаккири Ф. Шлайермахер ҳақли равишда ҳар қандай ёзма таржимага оғзакисинининг ёзувда ифодаси сифатида қаралиши кераклигини уқдирган.

Л.С.Бархударов эса “Язык и перевод” китобида таржима **тўрт** турда намоён бўлишини кўрсатиб беради:

“**ёзма** – **ёзма** таржима,

оғзаки – **оғзаки** таржима,

ёзма – **оғзаки** таржима,

оғзаки – **ёзма** таржима” [Бархударов, 1975:49]

Демак, **ёзма** нутқ фақат **ёзма** ҳолда, **оғзаки** нутқ фақат **оғзаки** ҳолда эмас, балки шароитдан келиб чиқиб, **ёзма** нутқ **оғзаки** ҳолда, **оғзаки** нутқ эса **ёзма** тарзда таржима қилиниши ҳам мумкин.

Маълумки, таржима асосан матнлар доирасида амалга оширилади. Матн деганда эса ёзма яхлитлик назарда тутилади.

Мавжуд луғатларнинг деярли барида, матн ёзувдаги нутқ эканлиги қайд этилган. Бироқ тилшунослик, жумладан, матншунослик борасида сўнгги йилларда олиб борилган изланишларда матн фақат ёзма нутқ эмас, оғзаки тарзда ҳам ўз ифодасини топиши мумкинлиги эътироф этилади. Масалан, Р. Бергманн ва бошқаларнинг “Einführung in die deutsche Sprachwissenschaft” (Немис тилшунослигига кириш) китобида шундай дейилади:

“Тил ҳодисалари ижтимоий ҳодисалар асосида содир бўлади. Бу ҳол оғзаки ва ёзма ифодаларнинг нисбатан тугалланган бирликларида яққол намоён бўлади. Масалан, ресторанда буюртма қилиш борасидаги суҳбатда, телефон орқали суҳбатда, ишга тааллуқли ёзувларда, бирор нимадан фойдаланиш йўриқномаларида. Матнлар ишлаб чиқарувчилар (гапирувчи ва ёзувчилар) томонидан муайяян мақсадда ва муайян қабул қилувчилар (эшитувчилар ва ўқувчилар)га мўлжалланган ҳолда ишлаб чиқилади. Вазият ва мақсадга кўра ифодаларнинг турли шаклларини кузатиш мумкин. Тил

ҳодисаларининг мақсад ва вазиятга боғлиқлиги билан тилшуносликнинг **прагмалингвистика** бўлими алоҳида шуғулланади. Тил ҳодисалари доирасида ишлаб чиқилган матн ички алоқадорлигига кўра матн деб аталади. Бу алоқадорлик қай ҳолда яратилишини, матншунослик ўрганади" [Bergmann, 1991:73]

"Texte verstehen – Texte gestalten" (Матнларни тушуниш ва матнлар тузиш) деб аталган китобда эса бу ҳол қуйидагича ифодаланган: „Ein Text ist aber nicht nur eine nach bestimmten Regeln geordnete Zeichenmenge, sondern vor allem eine sprachliche Ausprägung, die in einer bestimmten Absicht von einem Schreiber oder Sprecher an einen Leser oder Hörer gerichtet ist" [Ludwigsen, 1992:59]. – (Матн муайян қоидаларга кўра терилган белгилар миқдори эмас, балки аввало бирор ёзувчи ёки гапирувчи томонидан бирор ўқувчи ва эшитувчига қаратилган мақсаднинг тилдаги ифодасидир.)

Гётенинг замондоши бўлган немис мутафаккири Фридрих. Шлайермахер **"Über die verschiedenen Methoden des Übersetzens" (Таржиманинг турли усуллари ҳақида)** китобида ёзма таржимани оғзакисидан устун қўяди. Унинг фикрича, - "ёзма таржима ҳам **илм**, ҳам **санъат,** оғзаки таржима эса шунчаки фаолият" [Schleiermacher, 1973:40]

Газета мақолалари, сафарномалар таржимонларини ҳам Шлайермахер **оғзаки** таржимондан фарқи йўқ, деб билади. Шунингдек, у **оғзаки** таржима таржимондан алоҳида **маҳорат** талаб қилмаслигини таъкидлайди.

Унинг фикрича, оғзаки таржимон - таржима ҳолатининг бевосита иштирокчиси. Сўзловчининг ўз нутқига муносабати, суҳбат мавзусига оид ҳоллар таржимоннинг кўз ўнгида намоён бўлади. Шу боис ҳам у гап нима ҳақида кетаётганини, **илғаб олиши** ва **таржима қилиши мумкин.**

Шлайермахер **ёзма** таржимада ундай эмаслигини, таржиманинг бу тури таржимондан ўзига хос маҳорат талаб қилишини, таржимон ўзи таржима қилаётган манбани **етарлича тушуниши** ва **тушунтира олиши** кераклигини таъкидлайди.

Унинг фикрича, ёзма таржимани ўқиган хорижлик ўқувчида, муаллиф ва унинг асарига маҳаллий аҳолининг муносабати қандай бўлса, худди шундай муносабат пайдо бўлиши керак.

Изоҳли ва қомусий луғатларда **илм** – кишининг ўқиш**,** ўрганиш ва ҳаётий тажриба орқали эгаллаган билими, **санъат** – фаолиятнинг

барча соҳаларига тегишли юксак маҳорат эканлиги қайд этилган. Жумладан, немис мутафаккири **фақат ёзма** таржимани **илм** ва **санъат** дея тавсифлаб**,** оғзаки таржимага шунчаки **фаолият** сифатида қарагани тўғримикан, деган савол пайдо бўлиши табиий.

Сўнгги асрларда **ёзма** таржима билан бир қаторда оғзаки таржима масалаларини ўрганиш борасида олиб борилган кенг миқёсдаги тадқиқотлар ва уларнинг натижаларини ҳисобга оладиган бўлсак, Ф.Шлайермахер оғзаки таржима ҳақида билдирган фикрларнинг ҳаммаси ҳам унча тўғри эмаслигига ишонч ҳосил қилишимиз мумкин. Албатта, бу ҳол унинг даврида бу турдаги таржима масалалари жиддий ўрганилмагани билан бевосита боғлиқдир.

Бунинг устига ҳар қандай **ёзма** таржима **санъат** даражасида амалга оширилган, дея эътироф этилмаслиги ҳам мумкин. Масалан, Лезлие Виллсон бу ҳақда шундай ёзади:

“Айрим ёзма таржимонлар ўз ишлари уддасидан чиқа олмасликларини биладилар. Шундай бўлса-да, улар таржима қиладилар. Таржима иши кимгадир топширилади. У ё муҳаррир дўстининг дўсти бўлиши мумкин, ёки кимдир уни чет тилини билади деб, шу ишга даъват қилган бўлиши ҳам эҳтимолдан холи эмас. Лекин таржимон бўлиш учун, чет тилинигина билиш кифоя эмас. Таржима амалга ошириладиган тил ҳам мукаммал эгалланган бўлиши керак”[Willson, 1981:4]

Француз таржимашуноси Жорж Мунен ҳақли равишда қайд этишича, - “Оддий халқ асрлар давомида **оғзаки** ва **ёзма** таржимонни бир вазифани бажарувчи деб билган ва муайян киши таржимон сифатида бир фаолиятдан иккинчисига ўтишига табиий ҳол сифатида қараган. Адабиёт назарда тутилган ҳолдагина, **ёзма** таржима оғзакисидан устун қўйилган” [6].

Кўриниб турибдики, ушбу мулоҳазаси орқали Ж. Мунен Шлайермахер икки турдаги таржималар ҳақида билдирган фикрларга, улардан хабардор бўлган ёки бўлмаган ҳолда, айрим **аниқликлар** киритган.

Ж. Мунен ёзишича, **оғзаки** таржиманинг ўзига хос хусусиятлари ва аҳамияти айниқса **1919**-йилги Женева анжумани пайтида ва ундан сўнг яққол намоён бўла бошлаган. Илгарилари оғзаки таржимонларга унча эътибор берилмаган бўлса, шундан кейин улар жамиятдаги энг обрўли касб эгалари даражасига кўтарилганлар. Кейинчалик **оғзаки** таржима масалалари жиддий ўрганилиши натижасида, мазкур

фаолият ёзма таржимонларникидан анча устун туриши илмий жиҳатдан асослаб берилган.

“Энг яхши **ёзма** таржимон ҳам, ҳар доим муносиб **оғзаки** таржимон бўла олмайди” [Mounin,1967:159], - деб ёзади Мунен. Ҳақиқатан ҳам шундай.

Ҳар қандай таржима **тиллар доирасида** амалга ошириладиган фаолият эканлигини сира инкор этиб бўлмайди. Шу боис оғзаки таржимон ҳам, ёзма таржимон ҳам биринчи навбатда аслият тилини ва таржима тилини имкони борича мукаммал даражада билиши керак бўлади. Тилни мукаммал даражада билишни замонавий халқаро андазалар асосида белгилайдиган бўлсак, ҳеч қандай гумонсиз **С2** даражага эга бўлишни тақозо қилади.

Аслият тилини билиш таржимонга шу тилда ифодаланган матнни **тушуниш** имконини берса, таржима тилини билиш унга тушунганларини бошқа тилда **ифодалаш** имконини беради.

Ушбу тилларни яхши эгаллаган бўлиш, таржимондан уларнинг ҳар бирига хос лисоний хусусиятларидан, яъни **грамматикаси, фонетикаси**, **лексикасидан** етарлича хабардор бўлиши керак. Албатта, бунда уларнинг **стилистик** жиҳатларига ҳам алоҳида эътибор қаратилиши мақсадга мувофиқ. Жумладан, рус таржимашуносларининг лисоний таржима назариясида, - “**француз**, **немис**, **инглиз** ва **рус** тилларининг **луғат** таркиби, **грамматик** тузилиши ва **услубий** қўлланишидаги мосликларни ўрганиш орқали, муайян **қонуниятларни** ўрнатиш асос қилиб олинган” [Фёдоров, 1983:12]

Маълумки, айнан шу нуқтаи назардан рус олимларининг **лингвистик** таржима назариясини **лингво-стилистик** назария ҳам деб аташган ва мазкур назария XX асрнинг иккинчи ярмидаги дастлабки йилларда ўзига хос нуфузга эга бўлиб, жаҳон миқёсидаги кўп таржимашунос олимлар томонидан эътироф этилган. Бироқ ундан кейинги йилларда таржима илмида ишлаб чиқилган бир нечта **назария**, **концепция** ва **моделлар** лингвистик таржима назарияси илмий асосларга эга эканлигини шубҳа остида қолдирган.

Мана шундай шароитда амалга оширилиши жиҳатидан бир-биридан анча фарқ қиладиган оғзаки таржималар учун **синхрон** (баравар) таржима назарияси ва **кетма-кет** таржима назарияи ҳам ишлаб чиқилган. Улар орқали

таржима **тилшунослик** ва **қиёсий тилшунослик** билан бевосита боғлиқ эканлиги янвда яққолроқ намоён бўлган. Шундай ҳол **машина**

таржимаси ёки **автоматик таржима** деб аталган таржимага оид назарий ишларда ҳам ўз ифодасини топган.

Ғ. Саломов ҳақли равишда қайд этганидек, – “Таржимон тил соҳасида ижод қилади. Тилнинг асосий қурилиш материали эса сўздир. Бадиий адабиёт учун ғоятда муҳим бўлган кўрсаткичлар – бадиийлик, образ ва образлилик, мажоз ва мажозийлик – барчаси сўз замирида яширинган, **сўзда** ўз ифодасини топади ва **сўз** орқали реаллашади. Бинобарин, **сўз танлаш** бадиий таржимада бирламчи аҳамиятга эга” [Саломов, 1983:73]

А. Фёдоров эса шундай ёзади: «Лингвистический разрез в изучении переводов имеет то важнейшее преимущество, что он затрагивает самую его основу – язык. Вне которого неосуществимы никакие функции перевода. – ни общественно-политическая, ни культурно познавательная, его роль ни его художественное значение и. т. д. Вместе с тем лингвистическое изучение перевода, т. е. изучение его в связи с соотношением двух языков позволяет строить работу конкретно, оперируя объективными факторами языка. Всякого рода исследования и рассуждения о том, как отразилось при переводе содержание подлинника и какую роль она сыграло для данной литературы, будут беспредметны, если не будут опираться на анализ языковых средств выражений, использованных при переводе.

Теория перевода как специальная отрасль филологической науки, является дисциплиной лингвистической прежде всего. Правда в ряде случаев она весьма близко соприкасается с литературоведением – историей и теорией литературы, откуда черпает ряд данных и положений, и с историей тех народов, языки которых она затрагивает» [Фёдоров, 1953:14]

Худди шундай фикрлардан келиб чиқиб, А. Фёдоров лисоний таржима назариясини **учинчи** филологик соҳа сифатида ҳам эътироф этади ва бунда улардан биринчиси - **тилшунослик**, иккинчиси – **адабиётшунослик**, учинчиси – лисоний таржима назарияси эканлигини назарда тутади ва бу ҳолни асосан **услубшунослик** тилшунослик ҳам ва адабиётшуносликка ҳам бирдай тегишлилиги орқали исботлаб беришга ҳаракат қилади.

Кейинчалик **бадиий таржима** назарияси тарафдорлари ҳам таржима назарияси филологик соҳа эканлигини эътироф этишади. Бироқ улар унга оид масалаларни **адабиётшунослик** нуқтаи назаридан талқин қилишади.

Шунга каби ҳоллар бу икки таржима назарияси тарафдорлари ўртасида қизғин баҳс ва мунозараларни, кескин **зиддиятларни** келтириб чиқарган.

Ўша пайтларда хорижий тилларни ўқитишнинг **асосий** усулларидан бири **таржима** ҳисобланган ва уни дарс жараёнида қўллашга катта эътибор қаратилган.

Бу усул орқали **ўқувчи** ёки **талаба** муайян хорижий тилдаги **сўз, сўз бирикмаси, гап, абзац** ёки **матнни** қай даражада тўғри таржима қила олишигина эмас, балки тугишли мавзуларга оид билимларни қай даражада эгаллагани ҳам аниқланган.

Тил ўрганиш жараёни она тили билан ўрганилаётган хорижий тилнинг ўзига хос жиҳатларини **қиёслаш** имконини ҳам берадиган жараёндир. Бунда **икки тилли, изоҳли, расмли** ва ҳ. **луғатлардан** ҳам фойдаланиш мумкин эканлиги эса, хорижий тилни ўрганиш жараёни ҳақиқатан ҳам таржима ва таржимага бевосита тегишли ишлар билан боғлиқлигидан далолат беради.

Маълумки, агар тил ўрганишга хос кўникмалар ҳақида кетадиган бўлса, асосан **ўқиш, ёзиш, гапириш, эшитиш** назарда тутилади.

Бизнингча, уларга **ёзма таржима** ва **оғзаки таржима** кўникмалари ҳам киритилиши мақсадга мувофиқ. Зеро муайян тилларни ўқитиш жараёни азалдан ҳақиқатан ҳам **таржима** ёки **тилларни қиёси** билан боғлиқ бўлган. Ана шулар натижасида ҳосил қилинган кўникма, ҳатто таржимага оид бирор назария, модель ёки концепция ишлаб чиқилмаган даврларда ҳам, саводли шахсларга таржима ишлари билан шуғулланиш имконини берган.

Сўнги йилларда замонавий ўқитиш усулларига анча янгиликлар киритилди. Унга кўра, **грамматикани** ўқитиш **мақсад** эмас, **восита** эканлиги белгиланиб, хорижий тилларни ўқитишда таржима усулини қўллаш имконияти чеклаб қўйилди. Бироқ бу каби ҳоллар кўп баҳс ва тортишувларни келтириб чиқармоқда.

Шу ўринда қайд этиш лозимки, **грамматика** саводхонлик демакдир. Ҳар қандай кўникма (**ўқиш, ёзиш, гапириш, эшитиш)** самарали ҳосил қилиниши, айнан **грамматик** лаёқатга бевосита боғлиқ. Шу лаёқат **ёзма** ва **оғзаки** таржима кўникмаларини ҳосил қилишда ҳам муҳим аҳамият касб этади.

Демак, муайян тил таълимида ўша тил **грамматикаси** имкони борича чуқурроқ ўқитилишига жиддий эътибор қаратилиши мақсадга мувофиқ.

Ҳар ҳолда таржима ишларига ҳамма замонларда деярли барча саводли шахслар **бевосита** ёки **билвосита** дахлдор бўлганлар. Уларни энди ҳам тил таълимида қуйидаги тарзларда қўллаш фойдадан холи эмас:

1. Нутқ бирликларини бир тилдан бошқасига таржима қилишга оид тестлар тарзида.
2. Бир тилдан бошқасига таржима диктанти тарзида.
3. **Оғзаки** нутқни бир тилдан бошқасига **оғзаки** тарзда синхрон таржима қилишда.
4. Дарслик ва ўқув қўлланмаларда таржима машқлари беришда.
5. Дарслик ва ўқув қўлларида хорижий тилга оид мураккаб нутқ бирликларини она тилида изоҳлашда.
6. Тил билиш даражасини аниқлашга **ёзма** таржима топшириқларини киритишда.
7. Тил билиш даражасини аниқлашга **оғзаки** тржима топшириқларни киритишда ва ҳ.

Тил ўрганишда **ўқиш**, **ёзиш**, **гапириш**, **эшитиш** каби кўникмалар **ёзма таржима** ва **оғзаки таржима** кўникмалари билан мантиқий тарзда тўлдирилиши мумкин ва бу ҳол **илмий** асосларга эга. Масалан, бизга жуда яхши маълум бўлган ўша **тўртта** кўникмадан иккитаси, яъни **ёзиш** ва **гапириш** продуктив, нутқни **тушуниш** билан қай даражада боғлиқ бўлса, **оғзаки** ёки **ёзма** таржима ҳам муайян нутқ ёки нутқ бирлигини **тушунишни** тақозо қилади.

Ўқувчи ва талаба амалга оширадиган ҳар қандай таржима орқали эса, у тегишли нутқни қай даражада **тушунгани** ҳам, **талқин қилгани** ҳам намоён бўлади.

Юқорида қайд этилган мулоҳазалардан келиб чиқилган ҳолда, хорижий тилтаълимида ўқувчи ва талабаларнинг ўрганилаётган тил билан боғлиқ бўлган **ёзма** ва **оғзаки** таржима кўникмаларини шакллантириш ва уларни имкони борича ривожлантириб боришга эътибордан четда қолдирилмаслиги мақсадга мувофиқдир.

Бу ҳол муайян тилни ўзлаштирилишини анча **енгиллаштириши**, тил таълимини **мазмунан** бойитиши, тегишли тилни **мукаммал** даражада биладиган мутахассислар тайёрлаш имконини бериши мумкин.

Айнан шундай ҳолда, ўқувчи ва талабалар муайян хорижий тилни мунтазам равишда ўз она тили билан қиёслаб, унинг ўзига хос жиҳатларини янада теранроқ тушуниб бориш имкониятига ҳам эга

бўладилар. Зеро, буюк Гёте ҳақли равишда қайд этганидек, - “Wer fremde Sprachen nicht kennt, weiß nicht von seiner eigenen” (Ўзга тилларни билмаган, ўз тили ҳақида ҳеч нимани билмайди.)

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ТЕРМИНОЛОГИЯ ВА ТЕРМИНОЛОГИК ТАДҚИҚОТЛАР ТЎҒРИСИДА

Султанова Шахноза Акмал қизи[91]

Аннотация: Мақолада терминология ва терминологик тадқиқотлар ўртасидаги муносабатлар ҳақида сўз юритилади. Замонавий терминография масалаларини аниқлаш ва таҳлил қилиш бўйича ишларни давом эттириш зарурлигини кўрсатади.

Калит сўзлар: лексикография, терминология, терминологик луғатлар, терминологик параметрлар.

Тилшуносликнинг муҳим тармоқларидан бири лексикография лексикология билан чамбарчас боғлиқ бўлиб, асосан, лексикологик тадқиқот натижаларидан фойдаланади. Терминология ва терминологик тадқиқотлар ўртасида ҳам худди шундай ҳолатнинг гувоҳи бўлиш мумкин. Терминологлар томонидан ўрганилган кўплаб муаммолар муайян соҳага тегишли терминологик луғатларни ишлаб чиқиш амалиётида юзага келган. Бу ҳодисалар терминологик луғатларни тузиш асосларини ишлаб чиқишга асос бўлди. Махсус соҳага тегишли сўз бирикмаларни ўрганиш терминография билан боғлиқ, чунки терминологияни аниқлаш, тадқиқ қилиш ва тартибга солиш бўйича амалий натижалар луғат ҳолатида шаклланади. Лексикографиянинг бир бўлими сифатида пайдо бўлган терминография ҳар доим терминологик бирликларни қамраб олган бўлади.

Замонавий терминография бир қатор муҳим масалалар билан шуғулланади: таснифи, жанрлари, терминологик луғатларнинг турлари; яратилиш назарияси, луғатларнинг янги турлари; луғатни компьютерлаштириш имконияти; картотекаларни тузиш; луғат

[91] ТОШДЎТАУ инглиз тили кафедраси Инглиз тили ўқитувчиси

ишларини режалаштириш ва ташкил этиш; машқ қилиш ва лексикографик иш қоидаларини шакллантириш; атамаларни стандартлаштириш; миқдорий атамани луғатга киритишнинг сифат муаммоси; атама маъносини изоҳлаш / аннотациялаш усуллари ва бошқалар[92]. Муаллифнинг фикрича, терминографик параметрлар рўйхати тўлиқ эмас, бу эса терминологик параметрлар белгиларини аниқлаш ва таҳлил қилиш бўйича ишларни давом эттириш зарурлигини кўрсатади[93].

И.З.Комарова фикрича, “терминология махсус ёки терминологик, луғатларни тузиш назарияси ва амалиёти сифатида белгиланади”[94]; “Терминографиянинг назарий асоси лексикография эмас, балки терминологиядир. Лексикографияга оид дастлабки назарий ишлар 40-йилларга (Л.В.Щерба томонидан “тажриба”) тегишли бўлиб, улар лексикография назарияси шаклланишининг бошланишини белгилаб беради. Терминографияга оид асарлар 60-йиллардан бошлаб пайдо бўлган” деган қарашларни илгари сурган. И.З.Комарованинг қайд этишича, терминография терминология билан, лексикография умумий тилшунослик ва мантиқ билан яқин алоқадорликдаги фанлар ҳисобланади. Терминография лексикография каби амалиёт, тарих ва назариянинг ўзаро боғлиқлиги бирлигида мавжуд бўлади. Назарий терминография икки асосий элемент: назария ва терминография тарихидан иборат. Олим терминографиянинг предмети, вазифалари, муаммолари ва усулларини аниқлайди. Терминография предмети методология ва ўзига хос методларни ишлаб чиқиш, деб қаралиши лозим[95].

И.З.Комарованинг фикрига кўра, терминографиянинг асосий вазифаси терминологик луғатларда терминологик тизимларни аниқлаш тамойиллари ва усулларини ишлаб чиқишдан иборат. Буларнинг ичида энг муҳими иккита: махсус луғатларни таснифлаш, типология муаммоси, шунингдек, луғатнинг тузилиши муаммоси ва ҳар хил турдаги терминологик луғатларнинг алоҳида таркибий

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[92] Гринев С.В. Введение в терминологическую лексикографию: учеб. пособие / С.В.Гринев. – М.: Моск. ун-т, 1986. – 102 с.

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[95] Комарова З.И. Семантическая структура специального слова и ее лексикографическое описание. – Свердловск: Изд-во Урал. ун-та, 1991. – С. 40.

параметрларини тузиш принципларидир. Терминография лексикография соҳасига тегишли луғат тузиш тамойилларига таянади. Бу ерда муаммолардан бири махсус бирликларнинг семантикалашувидир. Лекин терминографияда умумий лексикографияга қараганда компьютерларга кўпроқ эътибор қаратилганлиги туфайли (автоматлаштирилган матн ишлаш, терминологик маълумотлар банкларини яратиш, ахборот қидирув тизимларига техник хизмат кўрсатиш, машина таржимаси ва бошқалар), структуравий усуллар унда анча кенг қўлланилади. Демак, И.З.Комарованинг фикрича, терминография ва лексикография параллел равишда мавжуд бўлган ва мавжуд, лекин лексикографиянинг аниқ таърифи топилмаган.

Бундан ташқари, тилшунос олимларнинг терминография фанига берган таърифлари турлича. Хусусан, С.Гринев ўз қарашларида терминография соҳаси махсус соҳаларга тегишли сўз қурилмаларининг луғатларини яратиш ва улардан фойдаланиш фани эканлигини қайд этади.

Шундай бўлса-да, деярли барча талқинларни бир-бирига яқинлаштирадиган мезон – бу атамани “илмий ва амалий интизом” деб эътироф этишдир, “мустақил илмий интизом” (С.Гринев) ёки “устувор қўлланадиган термин йўналиши”(А.Денгиз, В.М.Лейчик)дир. Шуни таъкидлаш керакки, З.Комарова каби баъзи муаллифлар “терминология-терминография” корреляциясининг мавжудлигини оқлайдилар. Авербух эса, унинг мавжудлигини инкор этади.

Терминологиянинг моҳиятини тушуниш учун, аввало, унинг маъноси умумлингвистик сўз билан қиёсланади. Айни вақтда терминологиянинг муҳим белгилари ҳамда “терминология” ва “терминологик тизим” тушунчалари мазмуни аниқланади. Б.Н.Головин ва Р.Й.Кобринларнинг эътироф этишича, терминологиянинг энг кичик таркибий қисми – сўз. Терминшуносликда сўз-термин назариясининг муҳим ўрин эгаллашини қайд этишади. Терминшунос олимлар терминларнинг семантик табиатини ёритишда, асосан, унинг номинатив вазифа бажаришини қайд этишади ҳамда ўз қарашларини исботлашда таниқли тилшунослар В.П.Даниленко ва М.А.Марусенко фикрича таянашади. Бу таъриф юқорида келтирилган таърифлар билан

моҳиятан бир хил. Унда фақат терминнинг номлаш функциясига эътибор қаратилган, холос[96].

Терминлар – илмий-техник жараён, турли фан соҳаларига доир билимларни акс эттирувчи ихтисослашган бирликлар[97]. “Фан-техника соҳасида илмий тушунчаларни номлаш ва баён этишда терминлар алоҳида ўрин тутади, ҳеч бир фан соҳасини терминларсиз тасаввур қилиб бўлмайди. Ҳар бир фан соҳаси ўз терминологик тизимига эга, улар билан иш кўради. Дунё тилшунослигида иш олиб бораётган терминология мактаблари, хусусан, Австриядаги “Вена терминология мактаби”, Россиядаги “Россия терминология мактаби”, Чехословакиянинг “Прага терминология мактаби” кабилар терминларнинг жамият ҳаётида, ҳар бир фан соҳасида нақадар муҳим ўрин тутишидан далолат беради”[98].

Бошқа муаллифга кўра, “илм-фан, техника, қишлоқ хўжалиги ва санъатга оид тушунчаларнинг аниқ номини билдирувчи бир маъноли сўз ва бирикмалар терминлар дейилади”[99]. Бу изоҳдан терминнинг маълум соҳага оид тушунчани номлаш хусусияти асосий планда эканлигини кўришимиз мумкин. Яна бир жиҳат алоҳида таъкидланади: терминлар – бир маъноли. Мана шу хусусият терминология соҳасида мавжуд омонимия ва полисемия ҳодисаларининг чегарасини белгилашда бироз чалкашликларга сабаб бўлади[100].

Мулоқот шакллари рақамлашаётган бир пайтда яратилаётган электрон ресурсларнинг полифункционал бўлиши, тизимларга муаммосиз боғлана олиш имкониятига эга бўлиши талаб этилади. Шу нуқтаи назардан, миллий тил корпусини яратишга тайёр материал вазифасини ўтай оладиган, тегишли соҳаларда терминларда фаол

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[96] Xodjayeva D. Tilshunoslik terminlarining leksikografik tahlili (ingliz, rus va o‘zbek tillari izohli lug‘atlari materiallari misolida). Filol. Fanlari bo‘yicha falsafa doktori (PhD) dis. – Toshkent, 2018. – B.145.

[97] Валиев Т.Қ. Ўзбек тили йўлсозлик терминларининг структур-семантик хусусиятлари ва лексикографик талқини. Фил. фанлари бўйича фалсафа доктори (PhD) диссертацияси. – Тошкент, 2018.

[98] Temmerman R. Questioning the university idealЖ the difference between socio-cognitive terminology and traditional terminology. – Amsterdam - Rodopi. 2000. – P.3.

[99] Усмонов С. Юристнинг нутқ маданияти: Юридик олий ўқув юртлари учун дарслик / Сарлавҳада Ўзбекистон Республикаси Адлия вазирлиги. -Т.: ТДЮИ нашриёти, 2005. – Б. 24

[100] Sabirova E. Some forms of legal terms in uzbek lexicography. Инновационное развитие науки и образования. Международная конференция, Павлодар, Казахстан 2020, октябрь. Сборник научных трудов. – С. 45-48.

қўлланилувчи, электрон форматдаги, мобил илова шаклидаги электрон контент яратиш учун электрон луғат яратишнинг нафақат лингвистик, балки дастурий муаммоларига ҳам илмий ечим топиши лозим бўлади.

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ПЕДАГОГИК РЕНЕССАНС- ЯЪНИ АРАЛАШ ТАЪЛИМНИНГ ЎЗБЕКИСТОН ОЛИЙ ЎҚУВ ЮРТЛАРИГА КИРИБ КЕЛИШИ

Юсупова Наргиза Нигматовна[101]

Аннотатция

Ушбу мақола **“Аралаш таълим” ни** Ўзбекистон Ресубликаси Олий ўқув юртларига кириб келиши ва ривожланишига эътибор қаратилган. Давлатимиз раҳбари президентлик фаолиятининг дастлабки кунлариданоқ мамлакатимиз учун энг катта муаммо, бу — бугунги замон талабларига мос кадрлар етишмаслигини, барча соҳада инновацион ва креатив фикрлайдиган, илғор

[101] Тошкент давлат Ўзбек тили ва адабиёти Университети “Инглиз тили” кафедраси инглиз тили ўқитувчиси. Yusupova_n@navoiy-uni.uz nargizanigmatovna@gmail.com tel; 998977702744

технологияларни ўзлаштирган мутахассисларга эҳтиёж жуда юқори эканини таъкидлаб келади. **“Аралаш таълим” -** янги технологияни таълим тизимига олиб киришдир.

Калит сўз. Аралаш таълим, учинчи Ренессанс, ўқув муассасаси, компетентли ёндашув.

“Ренессанс” луғавий французча “қайта туғилиш” деган маънони англатади. Атама сифатида унинг мазмуни анча кенг: маданиятда, илм-фанда, санъатда, таълим-тарбияда, умуман, жамият ҳаётида узоқ муддатли турғунликдан кейин қайта жонланиб, тез ривожланишни, ижтимоий онг ва қадриятлар тизими янги сифат босқичига чиқишини билдиради. Илк бор атама Европада ўрта асрлар мутаассиблигидан кейин 15-16 асрлардаги ривожланиш даврига нисбатан қўлланилган. Ренессанс аталмиш мазкур ижтимоий ҳодиса ўзбек тилига Уйғониш даври деб ўгирилган.

“Аралаш таълим”ни кириб келиши мамлакатимизда хам катта рол ўйнамоқда. Республикамизда сўнги йилларда олий педагогик таълимга айниқса рақамли технологияларни кенг тадбиқ этишга катта эътибор қаратилмоқда. Педагогик Ренессанс ўзгараётган давр, яъни янги Ренесанс, Ўзбекистон ўз таълимни дунёга кўз-кўз қиладиган давр келмоқда, президент Мирзиёев Ўзбекистонда “учинчи Ренессансга пойдевор қўйди. Бу эзгу ғоя замирида бугунги ва эртанги авлодларимизнинг янада ўз устиларида ишлаш ва янги технологияни таълим тизимига олиб киришдир. Жумладан, педагогларнинг ва талабаларнинг педагогик компонентлигини ошириш ва ривожлантириш мақсадида амалий технологик тизим ва электрон ўқув ресурслар, комуникатив қобилиятини ривожлантириш “интеллектуал интерфейс”, замонавий кўп тармоқли интерфейс ва албатта масофавий таълим ва араш таълим олиш имкониятларини кенгайтиришнинг методик тизимни янада такомиллаштириш муҳим касб тақозо этади.

Учинчи Ренессанс даврининг аломатларидан бири бу “масофавий таълим” ва албатта “аралаш таълим”дир. Бу Ренессанс таълимни ривожлантиришга жуда катта хизмат қилади. Шунинг учун хам давлат раҳбари илм-фанга бўлган юксак эътиборни янада оширмоқда. Ҳозирги кунда мамлакатимиз ривожланишида илм-фаннинг ўсиш сурати жадаллашмоқда. Катта эътибор илмий-инноцион тузилмалар, илмий марказлар, илмий –тадқиқот институтлари ва янги олий таълим муассасаларига қаратилган.

Кўриниб турибдики, Республикамизда янги даврнинг пойдевори бўлмиш кенг миқиёсда ва жуда катта қудратга эга

Ўқув муассасасида масофавий таълим жараёнини ташкиллаштиришга қўйиладиган техник ва дастурий талаблар МТ жараёнини амалга оширишда қўйида кўрсатилган босқичлар асосида амалга ошириш мумкин: 1-босқич: Таҳлил 2-босқич: Лойиҳалаштириш 3-босқич: Жорий қилиш 4-босқич: Ўқув контентларини яратиш 5-босқич: Ишга тушириш 6-босқич: Ривожлантириш 1-босқичда ўқув муассасининг масофавий таълим жараёнига бўлган эҳтиёжлари, таълим жараёнида қатнашаётган фойдаланувчиларнинг сони, ўқитиш усуллари ва шакллари, лойиҳани амалга оширишдакерак бўладиган техник, дастурий ва инсон ресурслари,лойиҳани иқтисодий асослари таҳлил қилинади. 2-босқичда таҳлиллар натижасида амалга ошириладиган ишлар кўлами ва техник топшириқлойиҳалаштирилади. 3-босқичда эса танланган масофавий таълим жараёнини бошқарувчи дастурий мажмуаа тегишли серверда ўрнатилади, тизимга тегишли домен танланади. Масофавий таълим жараёнини бошқарувчи дастурий мажмуасидан фойдаланиш ва унга техник қўллаб қувватлошчи ишчи ходимларни ўргатиш бўйича ўқув машғулотлар ташкиллаштирилади. 4-босқичда масофавий таълим жараёнининг асосий элементларидан бири бўлмиш ўқув контентлар ўқув бўлими ва соҳа мутахасислари билан ҳамкорликда яратилади. Яратилган ўқув контентлар эскпертлар томонидан текширилади. 5-босқичда масофавий таълим жараёни ишга туширилади. Таълим жараёнида ўқув жараёни доийми назоратда бўлиб туради. Тизимдаги ҳавфсизлик чоралари мониторинг қилиб борилади. 6-босқичда юқорида келтирилган босқичларда мавжуд бўлган камчиликлар тўғриланади, янги ўқув курслар яратилади, техник имкониятлар кенгайтирилади, тизимнинг ривожланишига тегишли бўлган ишлар кўлами бажарилади.

Ҳозирги кунда ривожланиб бораётган иқтисодиёт ва эркин меҳнат бозори унинг барча талабларига жавоб берадиган, мукаммал педагогик компетентликга эга рақобатбардош мутахассислар тайёрлашни тақозо этмоқда. Шу сабабли мамлакатимиз ва ривожланган хорижий давлатларда фаолият юритаётган педагог-олимлар аралаш таълим шароитида талабаларнинг педагогик компетентлигини ривожлантириш масаласига алоҳида эътибор қаратмоқдалар.

Аралаш таълим шароитида талабаларнинг педагогик компетентлигини ривожлантириш, бизнинг фикримизча, касбий фаолиятга тезроқ мослашиш ва самарали фаолият юритишни талаб этаётган замонавий таълим тизимининг асосий талаблардан биридир. Республикамизда аралаш таълимни жорий этиш борасида муайян тажрибалар тўпланган, аралаш таълим дастурларини ЮНЕСКО ташкилоти томонидан қабул қилинган таълимнинг халқаро стандарт таснифлагичи (МСКО) даражалари билан уйғунлаштириш, ўқув жараёнига Ўзбекистоннинг Миллий квалификация тизимини тўлақонли такомиллаштириш ва жорий этиш борадаси қатор муаммолар мавжуд.

Тадқиқ қилинаётган муаммонинг ҳолатини мажмуавий ўрганиб, педагог олимлар томонидан талабаларда педагогик компетентликни шакллантириш бўйича анчагина тажриба тўпланганини кўриш мумкин. Педагоглар ўзлари таклиф қилган моделларни татбиқ қилишнинг асосий компонентларини, таянч ва етакчи босқичларини, илмий тамойилларини, педагогик шарт-шароитларини акс эттирувчи махсус педагогик тизимларни ишлаб чиққанлар ва асослаб берганлар. Лекин, таҳлиллар шуни кўрсатдики, аралаш таълим шароитида талабаларда педагогик компетентликни ривожлантириш муаммоси деярли тадқиқ қилинмаган. Назаримизда мазкур муаммони ҳал этиш учун, энг биринчи навбатда педагогик компетенцияларни шакллантириш ва ривожлантириш жараёнини тадқиқ қилиш муҳим. Бунинг учун эса аралаш таълим шароитида талабаларда педагогик компетентликни фаол ривожлантиришни таъминловчи муаллифлик моделини ишлаб чиқиш мақсадга мувофиқ. Ушбу модель ҳақида тадқиқот ишининг кейинги бобларда сўз юртилади.

Маълумки, олий таълимни ислоҳ қилиш, янгилаш, такомиллаштиришда замон талабларига жавоб берадиган мутахассисларни тайёрлашнинг асосий йўлларидан бири компетентли ёндашув ҳисобланади.

Компетентли ёндашув қуйидаги вазифаларни амалга ошириш имконини беради:

- талабаларнинг мақсадлари билан педагогларга қўйилган таълим мақсадини мувофиқлаштириш;

- ўқишда талабаларнинг масъулиятлилиги ва мустақиллигини секин-аста ошириш ҳисобига ўқитувчининг меҳнатини енгиллаштириш;

- талабалар ишини таълим мазмунини механик қисқартириш ҳисобига эмас, балки индивидуал мустақил таълим улушини ошириш ҳисобига енгиллатиш;

- ўқув ва тарбиявий жараёнлар бирлигини назарияда эмас, балки амалиётда таъминлаш;

- талабаларни онгли ва масъулиятли таълимга тайёрлаш.

Бугунги кунда мамлакатимизда педагогик таълим ривожланишини белгилаб берадиган Болония жараёни доирасида компетенцияларга асосланган ёндашув алоҳида аҳамиятга эга. Шу сабабли, ушбу ёндашув нуқтаи назаридан инновацион таълим учун компетентли педагог кадрларни тайёрлаш масаласи шу куннинг долзарб муаммолари бўлиб ҳисобланади.

Р.М.Баскаев[102] [...]нинг тадқиқотларига кўра, бир қатор мамлакатлар таълим тизимида шахснинг ривожланиши, унинг ижтимоийлашуви ва ўзини ўзи намоён қилиши учун таълимнинг аҳамиятини баҳолашга асосланган “билимли” ёндашувдан компетентликка асосланган илмий педагогик ёндашувга босқичма-босқич ўтиш жараёни рўй бермоқда. Шу нуқтаи назардан, таълим натижаларига замонавий талабларни акс эттирувчи “компетенлик” атамаси Ғарб мамлакатлари педагогикасининг муваффақиятлари билан узвий боғлиқ.

Тадқиқотларни ўрганиш жараёнида бевосита аралаш таълим шароитида талабаларда педагогик компетентликни ривожлантиришга оид илмий тадқиқотлар педагогик муаммо сифатида ўрганилмаганлигини ва талабалар педагогик компетентлигининг асосида ётувчи кўпгина масалаларни ҳал қилиш зарурлигини тасдиқлайди. Таҳлиллар аралаш таълим шароитида талабаларда педагогик компетентликни ривожлантиришда қатор муаммолар мавжудлигини кўрсатади. Булар:

• аралаш таълимга оид атамаларнинг ишланмаганлиги ва тартибга солинмаганлиги;

• аралаш таълим модели ва фаолият характеридан келиб чиқиб, педагогик компетентликнинг мазмуни ва ўзига хос хусусиятлари аниқланмаганлиги;

• аралаш таълим шароитида педагогик компетентликни

[102] Баскаев Р. М, О состоянии и некоторых тенденциях современной подготовки педагогических кадров в России и за рубежом // Вестник Университета Российской Академии Образования. - 2007. - N 2. - С. . 81.

ривожлантиришга имконини берувчи педагогик модель ишлаб чиқилмаганлиги;

- ушбу моделни ривожлантириш тамойиллари аниқланмаганлиги;
- аралаш таълим шароитида педагогик компетентликни ривожлантириш босқичлари, методлари ва воситаларини аниқлаш зарурати ҳамда аралаш таълим шароитида педагогик компетентликни самарали ривожлантиришнинг педагогик шарт-шароитлари аниқланмаганлиги.

Юқорида айтилганлардан хулоса қилиб, аралаш таълим шароитида талабаларда педагогик компетентликни ривожлантириш муаммосини ҳар томонлама ўрганиш, шунингдек, педагогик компетентликни муваффақиятли ривожлантириш жараёни боғлиқ бўлган масалаларни аниқлаш ва тизимлаштириш, бу муаммони умумий касбий компетентликни ривожлантиришнинг долзарб масалалари устувор вазифаларидан бири эканлигини таъкидлаб ўтиш жоиз.

Адабиётлар рўйхати

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