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# **ILM SARCHASHMALARI**

*Jurnal O‘zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasining FILOLOGIYA, FALSAFA, FIZIKA-MATEMATIKA hamda PEDAGOGIKA fanlari bo‘yicha doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrdir.*

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Вместе с этим подчеркивается, что неверный выбор профессии может привести к нежелательным последствиям как в профессиональной, так и в других сферах жизни личности: неудовлетворенность профессией, частая смена работы, низкая производительность труда, разочарованность в жизни вообще, проблемы в семье, в межличностном общении, отсутствие возможности для самореализации и т. д. Именно поэтому так велика значимость исследований проблемы осознанного выбора профессии.

Однако, в настоящее время имеется ряд проблем, замедляющих осуществление профориентационной деятельности на должном уровне:

1. Трудовая деятельность не связывается с понятиями самореализации.
2. Практически отсутствует или осуществляется крайне взаимодействие государства, органов образования, образовательных учреждений с профориентационной наукой.
3. Отсутствует продуманная система по ознакомлению детей в школах и детских садах с миром профессий, рынком труда, приучения к труду.
4. Отсутствие знаний и родителей и других заинтересованных лиц о формах и методах профориентационной работы с детьми на всём протяжении обучения.
5. Отсутствие руководства и методической помощи со стороны различных социальных институтов в выявлении и устранении проблем по профориентации.
6. Существующие противоречия между общегосударственными установками и заказами на востребованные профессии и отставание системы образования от их выполнения в связи с направленностью на некоторые устаревшие виды профессиональной деятельности. Результатом является трудоустройство выпускников по другим специальностям, невыполнение запросов рынка труда.

В качестве мер по устранению указанных недостатков и совершенствованию системы профориентационной работы в республике можно назвать следующие:

1. Использовать опыт лучших международных практик, осуществлять взаимосвязь науки (педагогической, психологической, социальной, экономической) с процессом профориентации с учётом местных реалий и особенностей.
2. Наладить подготовку учителей и преподавателей, отдельных специалистов к работе по профориентации учащихся и студентов на специальных курсах, курсах повышения квалификации педагогических работников.
3. Совершенствовать кадровую политику, более тщательно подходить к выделению образовательных квот по различным специальностям соответственно производственным и общественным потребностям.

Главная задача сегодня, при рыночных отношениях – подготовка школьников к работе по конкретной специальности, формирование личности, готовой правильно осуществить выбор профессии, осознать значение мобильности профессиональных функций в условиях научно-технического прогресса и конкурентной борьбы.

Развитая и имеющая поддержку от государства системная профориентация должна решать все возникающие вопросы и существенно способствовать на распределение людских ресурсов, определение оптимальных профессий по способностям, успешно заниматься адаптацией трудовых ресурсов к полученной специальности и заниматься трудовым воспитанием подрастающего поколения.

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TRANSLATION OF ENGLISH PHRASAL VERBS THROUGH STEP BY STEP  
IMPLEMENTATION OF ACTIVITIES**

***Аннотация.** Таржима мушкул соҳалардан бири бўлгани сабабли таржимонлар учун турли хил муаммоларни келтириб чиқаради. Бу каби қийинчиликларни бартараф этиши талабалардан олий таълим муассасаларида ўқини пайтида кўпроқ ўз устида ишлашларини талаб қилади. Ушбу мақолада таржима назарияси ва амалиёти соҳасида мураккаблиги босқичма-босқич қийинлаштириб тузилган машқлар орқали фраземаларни ўрганиш методикаси келтирилган.*

***Аннотация.** В настоящем перевод стал обширным полем для языковых специалистов на карте мира, где переводчикам приходится сталкиваться с различными проблемами, преодоление которых требует от студентов больших усилий во время учебы в университете. Статья рас-*

крывает роль изучения фразовых глаголов с помощью упражнений, составленных от простых до сложных в области теории и практики перевода.

**Annotation.** Translation has become a big and broad field on the world map where translators have to come across various problems, overcoming such difficulties requires much effort from students during their study at university. This article presents the role of learning phrasal verbs through exercises which are designed from simple to complicated ones in the field of translation theory and practice.

**Калим сўзлар:** компетенция, машқ, талаба, матн, таржима, фразема.

**Ключевые слова:** компетенция, упражнения, студент, текст, перевод, фразема.

**Key words:** competence, exercises, phrasal verbs, students, text, translation.

With the development of civilization, the role of translation in the life of mankind steadily increased, and in the second half of the 20th century there was a real explosion of translation activity. At present, the requirements for the level of proficiency in foreign language specialists have changed significantly. To be able to speak a foreign language and translate from source language into target language and from target language into source language means today not only to learn vocabulary units and formal rules for their connection in speech, but also to master the idioms of the language. On the other hand, as practice shows, the greatest difficulties for students are lexical units that reveal specific idiomatic structural and semantic properties. Such units, in particular, include phrasal verbs, which are the unity of the verb and the preposition.

Phrasal verbs are a characteristic feature of modern English language, a bright, lively and highly productive element, they easily formed by speakers, they present a certain difficulty, since a phrasal verb can have not only its direct meaning, but also completely different from direct. A wide use of phrasal verbs - one of the most unexpected pitfalls that a foreigner stumbles upon when trying to understand live English, read a newspaper article or fiction composition. The most used phrasal verbs are the followings (be, bring, break, fall, get, go, give, hold, keep, come, let, look, make, put, pull, run, see, set, stand, take, turn)

It should be emphasized that phrasal verbs are a unique section of the English vocabulary that is absent in Uzbek, which, no doubt, is a difficulty for students, since there are no analogues for most English phrasal verbs in Uzbek. Secondly, the challenge can cause a large number and polysemy of phrasal verbs. Third, the two-component structure of phrasal verbs, representing unity, and the often idiomatic meaning of the phrasal verb, which is not composed of the meanings of the components, can also cause difficulties.

Currently, the demand for the profession of a translator has significantly increased, and the requirements for the professional training of translators have changed. The analysis of the conditions for teaching translation showed that the practical goal of teaching translation at present is the formation of translation competence, the components of which are communicative competence with linguistic (speech and language), sociolinguistic, educational, cognitive and compensatory competences, as well as text-forming, technical and general educational competence. Translation competence can be defined as the readiness of students on the basis of a set of certain knowledge, skills and abilities to successfully solve professional translation tasks. Communicative competence refers to the readiness of students based on knowledge, skills and abilities to understand and generate foreign language statements in a variety of socially determined situations, taking into account the linguistic and social rules that native speakers adhere to, carry out intercultural communication, infer the meaning and compare the inferential capabilities of representatives of two linguistic groups.

In the process of studying phrasal verbs, in addition to linguistic and sociolinguistic competencies, students also develop compensatory competence, which is understood as the ability of an individual to get out of difficult communicative situations due to a lack of language or speech means through the use of compensatory strategies and skills. The study and use of synonyms, definitions, interpretation in English when describing the meaning of a phrasal verb contributes to the development of such basic skills of compensatory competence as the ability to use synonyms and resort to paraphrasing. In addition to the communicative competence described above and the competencies included in it, text-forming competence is distinguished in the structure of translation competence, that is, the ability to create texts of different types in accordance with the rules and stereotypes adopted in a given language community.

Another component of translation is technical competence, that is, possession of specific knowledge, skills and abilities necessary to perform this type of activity, for example, the skill of choosing the

best option for translation, the skill of highlighting the center of the statement, the skill of orientation in the text and so on. The developed system of techniques and exercises for the formation of translation competence is an independent training module. The formation of translation competence takes place in exercises that are understood as structural units of the methodological organization of educational material and as a unit of teaching foreign language speech activity, and, consequently, translation as an activity. The exercises are conventionally divided into three groups. **At the first stage**, when improving communicative competence, it seems important, first of all, to perform a set of exercises aimed at improving students' components, namely linguistic (1), sociolinguistic (2) and compensatory (3) competencies, as well as exercises to improve general educational (4) competence. For instance:

1. Read the text and replace the verbs in bold with the suggested phrasal verbs **Phrasal verbs**: walk out, get across, come out, get a kick out of **Text**: The woman (1) *enjoyed* the film, even though it (2) *was released* a long time ago. She explains that when it was first shown, some people couldn't (3) *understand* what it was about and (4) *left*.

2. Paraphrase the following sentences using phrasal verbs: get on with, put up with, take off, look forward to.

**Exercises:** a) The plane left a bit early and we arrived at the airport about twenty minutes ago.

b) We had to tolerate his bad temper on the plane.

3. Read the dictionary meaning on the phrasal verb "go off" and correlate the meanings of the verb with the sentences below:

1. go off 1 LEAVE to leave a place and go somewhere else She's gone off to the pub with Tony.

2. FOOD UK informal If food goes off, it is not good to eat any more because it is too old.

3. STOP If a light or machine goes off, it stops working. The heating goes off at 10 o'clock.

4. EXPLODE If a bomb or gun goes off, it explodes or fires.

5. MAKE NOISE If something that makes a noise goes off, it suddenly starts making a noise. His car alarm goes off every time it rains.

**Exercises:** a) When the light goes off, the machine has finished.

b) My alarm clock went off early this morning

As a result of first stage, learners are taught how to paraphrase sentences and replace the words or phrases accurately during the interpretation of speech or translation of text. **At the second stage**, we will enhance "Actual translation" competence, namely technical competence, that is, possession of specific knowledge, skills and abilities necessary to perform such an activity as translation.

The process of forming technical competence is carried out in the following sequence:

•communication of knowledge about translation and translation rules.

**Instruction:** Read the text and find phrasal verbs in it. Guess what they mean. When did context help you? What phrasal verbs do you understand based on the meaning of the verb and the preposition?

**Text:** Last month, I had an important English exam. I decided not to put off studying (as I normally do!) and got up early every morning to get down to work straight away. I'm a 'morning person' and I got a lot out of my revision sessions. I always began by going over a practice test I had done - checking my answers and finding out what things I'd gotten wrong.

**At the third stage**, the formation of text-forming competence occurs, that is, the ability of students to create texts of different types in accordance with the accepted rules, it seems possible to carry out, provided that the technical competence is formed. At this stage, students are invited to complete tasks for the actual translation of various types: written - written full and extract, written - oral consecutive, oral - oral consecutive translation. It is important to note that at this stage students perform not only translation from a foreign language into their native language, but also from their native language into a foreign one, for:

**Exercise:** Complete the written abstract translation of magazine informational text from Uzbek into English. What phrasal verbs did you use?

**Text:** Nasiba choyini apil-tapil ichgancha maktabga yugurdi. Lekin yo'l chekkasida yotgan ko'zlari ma'yus kuchukchani ko'rdi - yu taqqa to'xtadi.

"Bechoraning ochlikdan sillasi quridimikan, yoki tunda begona kuchuklar taladimikan? Biror narsa yeyishi kerak. Ovqat yesa, sog'ayib ketadi", deganicha undan uzoqlashdi.<sup>1</sup>[Contemporary experience in the formation of translation competence among students of a language university shows that the main

<sup>1</sup> Journal of Gul Khan, 2019, the extract from the story named "Yo'l chetidagi kuchuk", p. 98.

attention is paid to translation as the goal of learning at the second and third stages of work. However, we assumed that this process will be more effective if it is carried out in parallel with the improvement of communicative competence already at the first stage of training, where knowledge of linguistic phenomena (including phrasal verbs), skills and abilities of their use are formed on a conscious communicative basis, such as foreign language speech activity. In this case, translation can be viewed not only as a learning goal, but also as a mean. This assumption has been tested in experimental learning. We have developed several options for experimental teaching students to translate phrasal verbs. In the first stage, teaching translation was subordinate in relation to improving the communicative competence of students of the translation department (translation was used as a means of improving communicative competence). In the second stage, translation training was carried out autonomously, without focusing on the purposeful improvement of communicative competence (translation was the goal of training). The third stage of experimental training involved the parallel improvement of communicative competence and the formation of translation competence and was modular in nature.

Relatively recently, when studying phrasal verbs, it became the method of combining phrasal verbs into small thematic groups, that is, both verbs and particles can be different, but in their semantics, they can be used on a specific topic. You can take a text on the topic “travel”, “fashion”, etc., find there phrasal verbs and study them. This method has the advantage of that learners can more quickly guess the meaning of phrasal verbs and then use them when discussing the text and composing situations about yourself. For example, fashion text can contain phrasal verbs such as: *try on, dress up, get into, pick out* and so on. Simultaneously, translation methods and strategies could be taught based on texts. The most natural approach to learning phrasal verbs is study them in a coherent authentic text – in context – as they are found in texts of any type.

**The successful result** of teaching the translation of English phrasal verbs, which involves a step-by-step implementation of exercises to improve communicative competence and the formation of general educational, technical and text-forming competencies, allows us to consider the presented method of teaching the translation of English phrasal verbs to be effective for students of the translation theory and practice department.

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TEACHING THEORY OF THE ENGLISH LANGUAGE IN HIGHER EDUCATION**

**Annotatsiya.** *Maqola oliy o‘quv yurtlarida ingliz tili nazariyasini o‘qitishning dolzarb muammolarini ochib beradi. Hozirgi kunda globallashuv davrida ingliz tili nazariyasini o‘qitishning o‘ziga xos xususiyatlari va muammolari bor. Birinchidan, bu ingliz tilini o‘qitish mazmuni, uslublari va o‘quv qo‘llanmalarini zamonaviy jamiyat talablariga mos ravishda o‘zgartirishdir. Oliy o‘quv yurtlarida ingliz tili nazariyasini o‘qitish an’anaviy emas, umuman, ta’lim tizimi, shu jumladan, til ta’limi o‘zgartirilmoqda. Chet tili nazariyasini o‘rgatish va talabalarni madaniyatlararo muloqotga tayyorlashda maqsadga erishish uchun chet tili o‘qituvchilari madaniyatlararo muloqotning o‘ziga xos xususiyatlarini hisobga olishlari, zamonaviy aloqa va pedagogik texnologiyalarni yaxshi bilishlari kerak.*

**Аннотация.** *В статье раскрываются актуальные вопросы преподавания теории английского языка в высшей школе. В настоящее время преподавание теории английского языка в эпоху глобализации имеет свои особенности и проблемы, во-первых, это изменение содержания преподавания английского языка, методике и учебных пособий в соответствии с требованиями современного общества. Преподавание теории английского языка в высших учебных заведениях не мо-*

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## ILMIY AXBOROT

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