

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
НАМАНГАН ДАВЛАТ УНИВЕРСИТЕТИ**

**“ЯНГИ ЎЗБЕКИСТОННИ ҚУРИШ ВА
РИВОЖЛАНИШИДА ЁШЛАРНИНГ
ФАОЛЛИГИ” МАВЗУСИДАГИ
IV ОНЛАЙН КОНФЕРЕНЦИЯ**

**6-СЕКЦИЯ:
ХОРИЖИЙ ТИЛЛАР**

НАМАНГАН-2020

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БОШҚАРУВ КАДРЛАРИГА ХОРИЖИЙ ТИЛНИ ЎҚИТИШНИНГ ЎЗИГА ХОСЛИКЛАРИ

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Аннотация: Мазкур мақола давлат хизматчилари, жумладан, бошқарув кадрларига инглиз тили ўргатишнинг айрим жиҳатларини ўрганишни мақсад қилган. Давлат бошқарув академияси мисолида Ўзбекистонда давлат хизматчиларига инглиз тили ўргатишнинг хусусиятлари таҳлил қилинади.

Калит сўзлар: давлат хизмати, давлат хизматчиси, бошқарув кадрлари, инглиз тили, Давлат бошқарув академияси, магистратура, “Давлат бошқарувида инглиз тили”, музокара, мажлис, мулоқот.

Давлат фуқаролик хизмати кадрлари, асосан, олий ўқув юртлари битирувчиларидан шаклланишини таъкидлаш лозим. Давлат фуқаролик хизматчиларининг малака ошириш масаласи эса, одатда, муайян идоралар ҳузурида тузилган малака ошириш курслари ва марказлари орқали амалга оширилади. Мисол сифатида Адлия вазирлиги, Молия вазирлиги, Халқ таълим вазирлиги, Олий ва ўрта-махсус таълим вазирлиги, вилоят ҳокимиятидаги ва бошқа ўқув курслари ва марказларини айтиш мумкин [1].

Фикримизча, бошқарув кадрларини тайёрлаш ва заҳирасини шакллантириш давлат фуқаролик хизматининг энг муҳим жиҳати ҳисобланади. Ўзбекистонда бошқарув кадрларини тайёрлаш бўйича институт Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси бўлиб, 1995 йил Давлат ва жамият қурилиш академияси сифатида тузилган[2] ҳамда 2012 йилдан бошлаб ҳозирги ном билан аталади[3]. Давлат бошқаруви академияси бошқарув кадрларини тайёрлаш билан бир қаторда бошқарув кадрларини қайта тайёрлаш ва малакасини ошириш вазифаларини ҳам бажаради. Академия фаолиятини такомиллаштиришда Ўзбекистон Республикаси Президентининг 2017 йил 8 августдаги “Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академиясида бошқарув кадрларини тайёрлаш, қайта тайёрлаш ва уларнинг малакасини оширишнинг самарали тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги ПФ-5139-сон Фармони [4] муҳим роль ўйнайди. Ўзбекистон Республикаси Президентининг 2019 йил 27 июндаги “Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқарув академиясида бошқарув кадрларини тайёрлаш, қайта тайёрлаш ва малакасини ошириш тизимини такомиллаштиришга доир қўшимча чора-тадбирлар тўғрисида”ги ПҚ-4365-сон қарорига биноан, Академияда “Давлат бошқаруви” мутахассислиги бўйича ишлаб чиқаришдан ажралган ҳолда бир йиллик ва ишлаб чиқаришдан ажралмаган ҳолда икки йиллик магистратура, шунингдек, ишлаб чиқаришдан ажралган (4 ойлик) ва ишлаб чиқаришдан

ажралмаган (10 ойлик) ҳолда бошқарув кадрларини қайта тайёрлаш курслари таълим дастурлари асосида ўқув фаолияти йўлга қўйилган.

Улардан 1 йиллик ва 2 йиллик магистратура ва 4 ойлик қайта тайёрлаш тингловчилари учун “Давлат бошқарувида инглиз тили” фани ўқитилади [5].

“Давлат бошқарувида инглиз тили” фан сифатида умумий фанлар қаторига киради. Мазкур фан давлат олий ўқув юрти фанларидан фарқ қилиб, тингловчиларнинг нафақат хорижий тилдаги коммуникатив кўникмасини ривожлантиришга имконият беради, балки жамият ҳаётида тенг иштирок этиш, жамоада ишлаш, бошқа мулоқотчиларнинг фикр ва истакларини эътиборга олган ҳолда амалий вазифаларни бажаришда тўғри қарор қабул қилиш кўникмаларни хорижий тилда шакллантиради. Шунинг учун, билим бериш нафақат назарий билимларни ўргатиш, балки тингловчиларнинг тўртта, яъни Reading (ўқиш), Writing (ёзиш), Listening (тинглаб тушуниш) ва Speaking (гапириш) кўникмаларини ривожлантириш асосида олиб борилади.

Фан тингловчиларда инглиз тили бўйича коммуникатив, илмий, касбий кўникмаларини шакллантириш; тингловчиларда давлат бошқарувида инглиз тилининг долзарб аҳамияти тўғрисида тушунчани шакллантириш; ижтимоий, иқтисодий ва ҳудудий бошқарув, менеджмент, молия, сиёсатшунослик, тадбиркорлик, ҳалқаро бизнес сингари давлат аҳамиятига молик жабҳаларда кўп қўлланиладиган инглизча сўз ва иборалар базасини ривожлантириш ва юқорида санаб ўтилган соҳаларга тааллуқли инглиз тилидаги матнларни тушуниб талқин қила олиш маҳоратини такомиллаштиришни назарда тутати [6].

“Давлат бошқарувида инглиз тили” фанини ўзлаштириш натижасида шакллантириладиган компетенциялар қуйидагилар:

1. Мулоқот кўникмаларини шакллантириш:
 - Саломлашув, танишув;
 - Сухбатни бошлаш, давом эттириш ва якунлаш;
 - Ўзи ва касби ҳақида маълумот бериш;
2. Тақдимот ўтказиш:
 - Тақдимотнинг муҳим талаблари;
 - Тақдимотни самарали ўтказиш кўникмалари;
 - Тақдимотда қўлланиладиган иборалар;
3. Музокара олиб бориш:
 - Ҳамкорлар билан музокара ўтказиш;
 - Муҳокамаларда қатнашиш;
 - Музокара олиб бориш стратегиялари;
4. Мажлис ва йиғилишлар ўтказиш:
 - Мажлисни тўғри ташкил қилиш (сўз ва иборалар);
 - Мажлисни олиб бориш (сўз ва иборалар);
 - Мажлисни якунлаш (сўз ва иборалар).

“Давлат бошқарувида инглиз тили” фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларида фойдаланиш, янги информацион-педагогик технологияларни татбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, тарқатма ва электрон материаллардан фойдаланилади. Шунингдек, ташкилотчилик ва бошқарув соҳасига оид инглизча материаллардан тузилган кейс-стадилардан фойдаланилади.

Замонавий ахборот ва педагогик технологияларнинг турларидан бири интерфаол усулда ўқитиш ҳисобланади.

Бу усулнинг туб моҳияти шундан иборатки, деярли барча магистрантлар ўқув жараёнига жалб этилади. Интерфаол усулларни қўллаш янги материални ўзлаштириш жараёнини енгиллаштиради, ҳамда тингловчиларнинг танқидий фикрлашини ривожлантиради. Бунинг учун дарсларда индивидуал, жуфт ва гуруҳ-гуруҳ бўлиб ишлаш, роль ўйинлари, турли манбалар билан ишлаш, ақлий ҳужум, хотира картаси, кластер ва бошқалар ташкил қилинади.

“Давлат бошқарувида инглиз тили” фанини ўқитишда қуйидаги методлардан фойдаланилади:

1. Ўқитишнинг стандарт услублари:

- Амалий машғулот;
- Ёзма ва оғзаки уй вазифаси;
- Тингловчилар томонидан тайёрланган тақдимот, ёзма ишларни муҳокама қилиш;
- Ўқитувчилар консультацияси;
- Тингловчиларнинг мустақил ишлари (мавзуга оид сўз ва сўз бирикмаларини ёдлаш, матнларни таҳлил қилиб мазмунини инглиз тилида сўзлаббериш).

2. Интерактив таълим технологияларидан фойдаланган ҳолда ўқитиш услублари:

- Интерфаол машғулотлар;
- Тинглаб тушуниш кўникмаларини ривожлантириш машғулотлари;
- Роль ўйинлари;
- Давра суҳбатлари;
- Тингловчилар тайёрлаган тақдимотларни муҳокама қилиш;
- Гуруҳлар мунозаралари;
- “Ақлий ҳужум”, “кичик гуруҳларда ишлаш” орқали турли вазиятларда муаммоли кейсларни инглиз тилида ҳал қилишни ўрганиш;
- Тингловчилар билан “аудиториядан ташқари” учрашувлар ўтказиш ва унда тингловчиларга мустақил тайёргарлик кўриш, эссе, тақдимотлар тайёрлаш бўйича услубий ёрдам бериш [7].

Хулоса қилганда, Ўзбекистонда давлат хизматчилари, жумладан, бошқарув кадрларига инглиз тилини ўқитиш тил ўргатишнинг умумий жиҳатларини ўз ичига олиш билан бир қаторда айрим фарқли хусусиятларга эга. Мазкур фарқ давлат хизмати ва бошқарув соҳасидаги амалий жараёнлар, жумладан, хорижий ҳамкорлар билан музокара ўтказиш, қўл остидаги ходимларга мажлис ўтказиш каби жиҳатлардан иборат.

Фойдаланилган адабиётлар:

1. Давлат бошқаруви соҳасидаги мутахассислар (бошқарув кадрлари)ни тайёрлаш тизими: миллий ва хорижий тажриба. Ахборот-таҳлилий маълумотнома. / Хусанов О.Т., Рахимова Д.Н., Қодиров А.М., Асадов Ш.Ғ. – Т.: Tafakkur qanoti, 2019. – Б. 57.

2. Ўзбекистон Республикаси Президенти Фармони. Ўзбекистон Республикаси Президенти ҳузурида Давлат ва жамият қурилиши академиясини ташкил этиш тўғрисида. // <https://lex.uz/docs/181694>

3. Ўзбекистон Республикаси Президенти Фармони. Давлат бошқаруви соҳасида кадрлар тайёрлашни янада такомиллаштириш чора-тадбирлари тўғрисида. [//https://lex.uz/docs/2037212](https://lex.uz/docs/2037212)

4. Ўзбекистон Республикаси Президенти Фармони. Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академиясида бошқарув кадрларини тайёрлаш, қайта тайёрлаш ва уларнинг малакасини оширишнинг самарали тизимини янада ривожлантириш чора-тадбирлари тўғрисида. [// https://lex.uz/m/acts/3300782](https://lex.uz/m/acts/3300782)

5. Ўзбекистон Республикаси Президенти Қарори. Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқарув академиясида бошқарув кадрларини тайёрлаш, қайта тайёрлаш ва малакасини ошириш тизимини такомиллаштиришга доир қўшимча чора-тадбирлар тўғрисида. [//https://lex.uz/docs/4389743](https://lex.uz/docs/4389743)

6. www.dba.uz // Давлат бошқарув академияси расмий сайти.

7. www.estudy.uz // Давлат бошқарув академиясининг масофадан ўқитиш портали

BASIC ESSAY STRUCTURE

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Abstract: *This article scientifically describes basic important structure of writing any kind of essays in English. Moreover, the author gives some tips pupils to write a good essay which is the mostly-required skill in modern English*

Key words: *tedious task, penultimate sentence, types of essays, organization of essays, introductory paragraph*

Have you experienced staying up all night because of too much worrying about your assignments that you don't know how to finish? Have you ever tried writing essays but then give up at the middle of the process because you simply could not do it anymore? Essay writing is really a tedious task. However you may want to avoid writing, this will not be possible. Having to write essays on various topics is a common assignment for students in any academic level. There are many ways to write an essay. However, the standard essay form follows the same basic patterns as discussed in this 'how to'.

Select the topic of your essay.

Choose the central idea, or thesis, of your essay. For example: Information technology has revolutionized the way we work. Outline your essay into introductory, body and summary paragraphs. The introductory paragraph begins with an interesting sentence. For example: Home workers have grown from 150,000 to over 12 million in the past 5 years thanks to the wonders of the computer. After this first sentence, add your thesis statement from above. Use one sentence to introduce everybody paragraph to follow. For example: The Internet has made this possible by extending the office into the home. Finish the introductory paragraph with a short summary or goal statement. For example: Technological innovation has thus made the traditional workplace obsolete. In

each of the body paragraphs (usually two or three) the ideas first presented in the introductory paragraph are developed.

Develop your body paragraphs by giving detailed information and examples. For example: When the Internet was first introduced it was used primarily by scientists, now it is common in every classroom.

Body paragraphs should develop the central idea and finish with a summary of that idea. There should be at least two examples or facts in each body paragraph to support the central idea.

The summary paragraph summarizes your essay and is often a reverse of the introductory paragraph. Begin the summary paragraph by quickly restating the principal ideas of your body paragraphs. For example: The Internet in the home, benefits and ease of use of modern computer systems.

The penultimate sentence should restate your basic thesis of the essay. For example: We have now passed from the industrial revolution to the information revolution. Your final statement can be a future prediction based on what you have shown in the essay. For example: The next step: The complete disappearance of the workplace.

Tips:

Use strong verbs and avoid modals to state your opinion. It is better to write: The workplace has evolved than the workplace seems to have evolved

Do not apologize for what you are saying. An essay is about your opinion.

Do not translate from your mother tongue. It will quickly get you into trouble!

The Modes of Discourse - Exposition, Description, Narration, Argumentation (EDNA) - are common paper assignments you may encounter in your writing classes. Although these genres have been criticized by some composition scholars, the Purdue OWL recognizes the wide spread use of these approaches and students' need to understand and produce them. This resource begins with a general description of essay writing and moves to a discussion of common essay genres students may encounter across the curriculum. The four genres of essays (description, narration, exposition, and argumentation) are common paper assignments you may encounter in your writing classes. Although these genres, also known as the modes of discourse, have been criticized by some composition scholars, the Purdue OWL recognizes the wide spread use of these genres and students' need to understand and produce these types of essays. We hope these resources will help.

In the English Department you learn how to respond to literary texts. This is an interesting and worthwhile thing to do, but unless you become a teacher of English remarkably few people in later life will be interested in your thoughts about Jane Austen. What they will be interested in (I'm talking about potential employers now, but not only them) is your ability to talk, to think, and to write. This part of the course is where you learn to write: professionally. The guidelines that follow tell you how to do it, or rather how to learn to do it. They set a higher standard than is usually asked of a first year undergraduate essay in this Department. This is for the following reasons.

= I think it's my job to offer you the best advice I can, not to tell you how to get by.

= If you learn what these guidelines teach, you will get better marks in all the essays you do from now on until finals. You will surprise the markers with the quality of your presentations, by producing a better quality than they expect.

= You will learn a skill, a not-very-hard-to-learn skill that will last you for the rest of your life.

The first task is to get the material together. The material comes in two kinds: primary and secondary sources. Primary sources in this case are literary texts: the actual material that you work on. Secondary sources are works of criticism. Here is your Second Important Message:

It is always better to read an original text and refer to it than to read and refer to a critic.

Always write one idea and one idea only per page of the shorthand notebook. Why? So, that you can file them. Once a week go through all of the notes that you've accumulated during the week. Take them out of the shorthand notebook: tear them out, or remove the spiral. You put headings on each note, throwing away the dross (the obvious dross, that is: dross can turn to gold if left to itself for a bit). Rewrite if necessary; make more notes if more ideas occur. Then file them in a way that you can find them again. Make sure you know where all the quotes came from: editions, page numbers, and so on.

Bibliography

For this you need a booklist, either computer-based, or in the form of a card index. A bibliography, some call it. Every book you read should have its details listed in your master book-list, your card index or computer file. Authors, title, date, publisher, shelf mark, place of publication. I repeat: every single book and article you read should be in this list. In (only) two and a bit years' time when you are desperately trying to find something original to say about The Book of the Duchess for an exam that is going to happen in a few weeks' or days' time, you will need this booklist and these carefully filed notes, containing your ideas about literary texts. Believe me.

Planning and structuring

So: you've gathered the material, read it, made notes, had ideas, written them down on separate slips, headed and filed them. How do you write the essay?

Like this. You gather together all of the slips you have on the topic of the essay. You read through, writing new ones and rewriting old ones if more or different ideas come to you, and making sure each of them is headed. You put the headings together in a logical order (headings, sub-headings, sub-sub-headings) on a sheet of paper in the form of an outline of the essay. You arrange the slips in order of the outline. You assemble the pile of slips, the outline, and blank paper (or a blank word-processor screen) in front of you. You write the essay, going from heading to heading and slip to slip. The essay writes itself, painlessly, because you've done most of the thinking already. On the way, you observe the following rules and wise bits of advice.

The last paragraph is not so important. You can proudly announce that you have fulfilled the aims of the first paragraph, if you like, or you can just end: it's up to you.

But the main thing is to make each paragraph a solid unit that develops a clearly announced sub-theme of the essay. This way the indented outline that's behind it will be obvious (not too obvious: don't write subheadings before every paragraph) and the marker will not have that terrible lost feeling that immediately precedes giving the essay a low mark in disgust.

Up to now, most of the writing you've done has been for people who are paid to read what you've written. They have no choice: they have to do it. After you leave here, most of the writing you will do (in the course of your working lives) will be writing you

are paid to do for other people. They won't, on the whole, have to read it: if they don't follow it or feel offended by its scruffy presentation or even are having an off-day and are not instantly seduced by its beauty and clarity, they will just throw it away and do something else instead.

University teachers are somewhat in between these two classes. On the one hand, they are in fact paid to read your essays. On the other, if you can imagine the sheer labor of having to read a large number of long assessed essays on the same topic, you can imagine that no-one really likes doing it. It's extremely hard work, and they would normally rather be doing something else. Therefore, if they're not immediately seduced by the clarity and beauty of the thing they're reading, they may get irritated. If this happens they won't be able to throw it away and do something else, so they will get even more irritated. The end product of this will be: a lousy mark. Or at least, a worse mark than you would otherwise get, even if the ideas are good. This is a good thing, in fact, because you can use it to train you to. Therefore, make your essay as beautiful, compelling, and as professionally presented as possible, is my advice. Here are some guidelines. Every essay without exception should end with a list of books and articles used. Often a marker will look at this first, to see what kind of work you've done: where, as it were, you're coming from. On the whole and within reason, the longer this is, the better. As long, that is, as you can reasonably show that you have indeed used the works on the list. There are various ways of styling (as printers call it) references (ie book and article titles) and it doesn't matter which you adopt, but you should learn one and adopt it. Hart's Rules is a beautiful little book, the printer's bible and ultimate authority, and it's very nice to own a copy; the MLA f16 Handbook is more use for students (it has a chapter on how to do indented outlines, for instance--see section 8 for more on this.) I have both, right by my desk, all the time. These books will tell you how to style your references and how also to lay out quotations in an essay, how to refer to a book or an article in the body of an essay, how to punctuate, and so on. I would buy one of them, if I were you, and use it. I very rarely look at mine now: I more or less know what they say. So should you: it's the essence of professionalism in writing.

Spelling and punctuation

If you produce work that is miss-spelt and/or badly punctuated and/or ungrammatical, however good the ideas are, people will tend to think that you are stupid. They will be wrong; it will just mean that you can't spell, or can't punctuate, or don't know some of the grammar rules. Nonetheless, that's what they will think. Since it will almost always be in your best interests to show that you are intelligent, rather than stupid, if you have a problem in any of these areas you should do something about it. If you have a word processor, get a spelling checker. Persuade someone you know who can spell, punctuate, etc. to read over your work first and check it: learn the sort of mistakes you make, and don't make them again. There are very good suggestions on how to manage punctuation in the Oxford Guide to Writing. If you have a problem with punctuation, I strongly suggest you get hold of this book. There is one particular error that is very common, students quite often are in the habit of running two or more sentences together and joining them with commas, it is really a very bad idea to do this, a marker when he or she sees it will become very irritated, I hope you are by now with the strange breathless quality of this sentence. Don't do it. A sentence is a sentence. It should end in a full stop.

Putting two sentences together with commas between them is becoming acceptable in creative writing, but it's still a bad idea to do it in an essay.

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“TEACHING ANALYTICAL READING ”

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Shahrixon tumani 46-sonli umumiy o'rta ta'lim maktabi ingliz tili fani o'qituvchisi

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Abstract: The actuality of this article is that reading is one of the most important and effective means of receiving information. It is closely connected with other skills- listening, writing and speaking. We should stimulate the developing these skills.

Key words: reading, knowledge, education, assembling, strategie, multiple and meaningful opportunities, Analytical and Reflective reading

A clear social orientation is a distinctive feature of fundamental policy reforms, which are implemented under the supervision of the Head of State from the very first days of independence and aimed at building a prosperous democratic state and society.

Today, more than 60 percent of Uzbekistan's population is young people. Therefore, a key priority of all the positive changes in the country has become a concern for the upbringing of harmoniously developed younger generation as to be physically healthy and spiritually mature, intellectually rich, having not only the comprehensive knowledge and popular professions in the modern world, but also the creative, independent thinking.

Provisions of the Constitution of our Republic laid a solid legal foundation in this sphere. An important step in this direction was the adoption of the Law "On state youth policy in the Republic of Uzbekistan" dated November 20, 1991; it raised the attention to younger generation to the level of state policy.

It is important to note the National Program for Personnel Training, which, in the opinion of international experts, has no analogues in the world on importance and scale. Presidential Resolution "On additional measures for the implementation of the Republic of Uzbekistan of the state youth policy" on February 6, 2014, became a logical continuation of gradual reforms conducted in the years of independence, and marked the beginning of a new phase of work.

At the same time, Uzbekistan annually develops a special state program, proclaiming the social direction of the current year. In particular, 2008 was declared "Year of Youth", 2010 - "Year of harmoniously developed generation", 2014 - "Year of a healthy child", and the current 2016 - "Year of a healthy mother and child". This fact testifies to the colossal activities undertaken towards creating a brighter future for the younger generation.

The state creates thousands of new jobs each year, including through the development of small business and private entrepreneurship, where youth are increasingly involved. Thus, over the past year Uzbekistan created 990,400 jobs instead of planned 987,500, employed more than 90% of young professionals.

Ti-faceted support to all young people. In fact, as President Islam Karimov emphasized repeatedly "young people are not only our hope and future, young people - a decisive force of our today and tomorrow".

As students progress through school, they are asked to read increasingly complex informational and graphical texts in their courses. The ability to understand and use the information in these texts is key to a student's success in learning. Successful students have a repertoire of strategies to draw upon, and know how to use them in different contexts. Struggling students need explicit teaching of these strategies to become better readers.

Struggling readers need:

- knowledge of different types of texts and the best strategies for reading them.
- multiple and meaningful opportunities to practise reading in subject-specific contexts.
- opportunities to practise reading with appropriate resources.
- opportunities to talk about their reading and thinking.
- background knowledge in subject areas.
- expanded sight vocabularies and word-solving strategies for reading subject-specific texts.
- strategies for previewing texts, monitoring their understanding, determining the most important
- ideas and the relationships among them, remembering what they read, and making connections and inferences.
- strategies for becoming independent readers in any context.

Reading is the active process of understanding print and graphic texts. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text.

Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

The role of reading in our education. What happens when we read well ? The structure of this part of the site crystalised itself out of following the process of reading. Any reader follows the thread of printed words through a half-seen maze of associations, evocations, references, background knowledge ... and the more informed and skilful the reader, the more he or she is actively aware of what is going on.

All reading involves something of that 'half-seen maze' because even the most straightforward, matter-of-fact expression uses words which have associations, references, etc = but it is surely part of the definition of 'literature' that such connotations are consciously a significant part of the message of the text. We expect to read between the lines in order to discover levels of meaning and develop more complex interpretations.

If this is true in general, then the Literary Skills proposed below are what we need to be teaching our students, over and above the Basic Reading Skills (q.v. - grasping outline meaning) and the Key Reading Skills (q.v. - grasping the detail of the outline meaning). In other words, Literary Reading Skills are the most sophisticated level of reading, involving grasping complex texts in all their complexity.

Note that the Literary Skills employ the same basic procedures as the Basic and Key skills (e.g. summary, scanning) - but in different order, for deliberately different purposes (e.g. scanning not just for the basic overall message, but in order to study and define the imaginative world of the text). In order to teach and develop the skills of a sophisticated approach to literature, have a look at the page The tasks took it , which proposes a range of specific tasks to encourage students to read methodically.

Reading well. I propose below a way of envisaging the process of reading closely and methodically. This involves four stages, in the sense that these stages follow the sequence in time of grasping a text. But they can also be seen as levels, in that they represent a movement from surface understanding to deep understanding.

Basic Reading. Reading involves imagining – we form a model of what is happening, of what is described, of ideas - and responding - we react with surprise or curiosity or (dis)agreement. If these don't happen, it's hard to think that we are engaged at all (you know those moments when you're tired or distracted, and you suddenly realise you haven't the faintest idea of what the last page meant?). Forming that model involves skimming & reviewing - new details appear and we think - "...ah yes, Alan was the one who ... that scene in the railway station ... so that's why the dog was so agitated ..."

Reflective reading. As the pattern of the text forms, we start selecting key details - "... all these references to how dark the room is ... 'miles meandering with a mazy motion' - lots of 'm's ... always goes back to importance of the family..."

The key details demand attention and so we start scanning for more details that relate - "... 'dark'? but she's called 'dark' as well ... now he's changed his point of view ... where did he say he was on the Thursday night?..." - and such scanning will involve tracking & filing of the information we have.

Analytical reading. From the start, as we read, we will have been interpreting figurative effects and interpreting meaning (at whatever level of sophistication) - and if we then choose to think about the piece of writing critically, we will be analysing and assessing the figurative effects and the meaning.

Assembling. Finally, we will wish to make full sense of all that we have understood through the previous three stages by reviewing, revising, relating our impressions - we will think of assembling our ideas into some form of coherent model of the text. More specifically, if we are reading for a specific purpose (writing a critical study or researching for a report), we will have to think of assembling the model we have formed into some form of writing.

The diagram. That description of the reading process can be reformulated as the following list ... or it can be viewed graphically, as shown to the right, with arrows indicating the flow of attention and interaction between the various elements.

Basic Reading, Imagining & responding, Skimming & reviewing, Reflective Reading
Selecting key details, Scanning ... Tracking & filing, Analytical Reading,
Interpreting figurative effects & meaning, Analysing effects & meaning
Assembling, Writing critical commentary, (or, presenting ideas orally)

In this article we have looked one of the vital aspects of reading in EFL, namely the origin of analytical reading and how teachers teach it. Our findings make us suggest that there are several steps that can be made in order to improve teaching of analytical reading.

First of all, teachers need to be made aware of the importance and benefits of reading. If the teachers do not know why reading is so important, then they will not be able to instruct and influence the pupils to read either. We believe that the public debate in the wake of the TEACHING reports have made teachers more aware of the importance of that type of reading. However, We are not sure that all know why it is so important.

The second point is therefore that teachers need to be made aware of how to teach analytical reading. We found an evident lack of systematic teaching of reading and among most of my informants. And again, we believe that it is not because of negligence, but because of lack of knowledge of how to go about teaching reading and systematically.

Finally, We believe that pupils must be allowed the time to actually read. It is necessary to practice a skill in order to excel at it, and so it is with reading as well. There is so much research and evidence showing that reading, and particularly extensive reading, is very helpful in learning a second language, that teachers should be willing to incorporate it into their programs.

It has been very interesting to work with this thesis. We have learned so much about the field in general and in particular about the situation of some teachers of English. We have a much better understanding of the challenges that lie in balancing the edge between one's ideals and reality in the classrooms. This is but a very small contribution to the discussion of reading instruction in EFL, but my wish is that pupils in every classroom might discover the enjoyment, potential and possibilities that lie in reading

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“SHUM BOLA” TARJIMASIDA MILLIYLIKNING SAQLANISHI MASALASIGA OID AYRIM MULOHAZALAR

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Annotatsiya: Taniqli yozuvchi Gʻ.Gʻulomning “Shum bola”si oʻzbek adabiyotida alohida oʻrin tutadigan asarlar sirasiga kiradi. Mazkur asarning ingliz tiliga tarjima qilinishi uning dunyo miqyosida ham tan olinishiga bir qadam boʻlsa ajab emas. Maqolada “Shum bola” qissasining ingliz tiliga qilingan tarjimasida erishilgan yutuqlar, shuningdek, yoʻl qoʻyilgan ayrim kamchilaklar xususida soʻz yuritilgan.

Tarjimon qaysi tildan tarjima qilayotgan boʻlsa, oʻsha xalqning milliy xususiyatlarini sinchiklab oʻrganmogʻi, chuqur bilmogʻi lozim. Xalq badiiy faoliyatining hamma shakllari har bir xalqda oʻz milliy xususiyatlariga monand maʼnolarga egadir. Quyida biz Gʻ.Gʻulomning “Shum bola” asari tarjimasidagi aynan shu jihatlariga eʼtibor qaratamiz.

The tearoom is full of people. The rich of long rows, haberdashery rows and other rows gather there at the table served with lumps of sugar, nuts, jam, hot- bread, and oil-bread, and they are having endless chattering [2,5].

Choyxonada joy yetishmaydi. Uzun rasta, Juhud rasta, attorlik va boshqa rastalarning boyvachchalari savdodan boʻsh vaqtlarida bu choyxonaga yigʻilib mehmonxonalardek oʻrtada katta barkkashlardan qand-qurs, pista-bodom, murabbonisholda, obi non, shirmoy nonlar bilan shamaloq bezatilgan dasturxon atrofida chaqchaqlashib oʻtirishardi[3,3].

Bizningcha, mazkur matnda choyxona soʻzining tearoom tarzida soʻzma-soʻz tarjima qilinganligi milliy oʻziga xoslikning toʻla saqlanishiga putur yetkazganday. Zero, “Oʻzbek tilining izohli lugʻati”da choyxona soʻziga quyidagicha izoh berilgan: “Choyxona [choy + xona]; Damlangan choy, qand- qurs, non va sh. k. bilan xalqqa xizmat qiladigan, baʼzan choyxoʻrlik va gurung bilan hordiq chiqariladigan madaniy- maishiy muassasa. samovar, samovarxona. Mahalla choyxonasi. Otalar choyxonasi. Choyxonada uch-toʻrt chol chaq-chaq suhbat qiladi...”[1, 377]. Ingliz tilida “Tea room- a café in which tea, coffee,

cakes, and sandwiches are served.” [4] ma’nosida qo’llaniladi. Ko’rinib turibdiki, tarjimaga milliy o’ziga xoslikning saqlanishi nuqtai nazaridan yondashilganda, ikki tildagi choyxona atamasi biri boshqasida uchramaydigan ma’no nozikliklariga ega. Agar bu holat tarjimada o’z aksini to’la topganida edi, nur ustiga nur bo’lardi. Aslida tarjimon harfma-harf tarjima qilishdan hamisha o’zini tiyishi lozim. Zero, asl nusxaga yaqinlik asardagi so’zlarninggina emas, balki uning ruhini anglatish hisoblanadi. Shu sababdan biror bir asarni tarjima qilishda barcha so’zlar uchun muqobil variant topishga urinish befoyda: “choyxona” so’zining “tearoom” tarzida tarjima qilinganidek. Bunday holatlarda muayyan so’zni o’z holicha qoldirish eng maqbul yo’l sanaladi. Quyidagi parchadagi yaktak so’zining tarjimasi xususida xuddi shunday fikr bildirish mumkin:

Asra, the owner of the tea house, was a bald, thin, and prompt man. He wore a yaktak on his shoulder, leather- shoes on his legs, and glittering blue belt on his waist and covered his shoulders with a shawl[2,5].

Samovarchi Asra kal degan xipchadan kelgan, qotma, epchil yigit edi. Ustida oldi ochiq yaktak, oyog’ida qala kovush, zangori shohi qiyiq bog’lagan, yelkasiga xolparang ro’mol tashlagan xushfe’l yigit edi[3,3].

Badiiy asar tarjimasida eng murakkab masalalardan biri – shubhasiz, frazeologik birliklarning bir tildan ikkinchisiga uslubiy xususiyatlarni saqlagan holda o’girilishi hisoblanadi.

These words said by the Mad suited the Stupid and he calmed down[2,7].

Zirapchani nina bilan olganday, jinnining gapi jinniga ma’qul tushib, odamlarni urishdan to’xtadi[3,5].

Ushbu o’rinda zirapchani nina bilan olmoq iborasi ingliz tiliga juda o’rinli tarjima qilingan. Bu tarjimonning badiiy mahoratidan dalolat beradi.

Jinnilarning ichida o’ziga xos tantiqlaridan biri Mayramxon edi. Asli ismi Mamatravim bo’lib, xalqqa “erka” bo’lganidan “Mayramxon” deb atar edilar. U eskidan chilangar ekan. Ketmonning zo’g’otasi, eski tish, otashkurak, tunuka qaychi, shunga o’xshagan eski- tuski temir-tersaklarni bir simdan o’tkazib, boshiga kiyib yurar edi. O’z qo’li bilan ovqat yemas edi. Uning bozordagi mayda kosiblardan ixlosmandlari ko’p edi. Beshikchilar, taroqchilar, dukchilar Mayramxonni o’z qo’llari bilan ovqatlantirishni “baxt” deb bilar edilar. Go’yo Mayramxon biror kosibning do’koniga borib egasi qo’lidan ovqatlansa, shu do’konga qut- baraka kirgan hisoblanar edi. Temir- tersak asboblar zavoddan chiqa boshlagandan keyin Mayramxon sinib jinni bo’lib qolgan ekan.

Xullas, Toshkentda jinni ko’p edi. Ba’zi kunlar bir jinniga tosh otib, ikkinchi jinnini o’yinga solib, uchinchini jinnidan kaltak yeb, kech kirib qolganini ham sezmas edik. Namozgar-namozshom o’rtasi uyga qaytib atalami, umochmi, moshqovoqmi, moshxo’rdami, ugra oshmi apir-shapir ichib, yana ko’chaga chopar edik.

Mahallamizning bir tomoni- Tikonlimozor, bir tomoni Qo’rg’ontegi, Uzun ko’chaning o’ng, chap tomonidagi pastqam, tor ko’chalarda o’g’il va qiz bolalar to’planib, har xil o’yinlar o’ynaymiz. Kurash, “Botmon-botmon”, “Oq terakmi-ko’k terak”, “Qushim boshi”, “Mindi-mindi”, “O’g’ri keldi”, “Bekinmachoq” degan o’yinlarmiz bor[3,6].

But the haughtiest mad among the others was Mayram. His real name was Mamatravim, but the people called him Mayram. He didn’t eat food with his hands. The people would feed him.

So, there were a lot of stupid people in Tashkent then. We disturbed these mad people and did not notice that it got dark. We came home, had dinner and again ran out.

We gathered in the street and played some games. We had many games such as: “Wrestling”, “Botman-botman”, “White poplar or Blue poplar”, “The head of my bird”, “Ride-ride”, “A thief came” and so on[2,7].

Keltirilgan ushbu matnda aynan milliyligimiz belgilari hisoblangan mahalla so’zi yoki ba’zi bolalar o’yinlari (bekinmachoq, zumchillak) nomlari tarjima jarayonida tashlab ketilmaganda edi, tarjimaning badiiy qiymati yanada oshardi. Yoki asl nusxadagi “...namozgar-namozshom o’rtasi uyga qaytib atalami, umochmi, moshqovoqmi, moshxo’rdami, ugra oshmi apir-shapir ichib, yana ko’chaga chopar edik...” jumlasining tarjimada “...we came home, had dinner and again ran out...” tarzida berilishi ham bizning nazarimizda unchalik to’g’ri bo’lmagan.

-Boys, let’s do clubbing, shall we?

-All right.

-Where?

-At the yard of Rizki halfa

-All right[2,10].

- Bolalar, xalfana qilamizmi?

- Bo’pti, qilamiz.

- Qayerda?

- Rizqi xalfananing ko’chib ketgan hovlisida.

- Bo’pti[3,10].

Yuqoridagi dialogda o’zbek tilida sherikchilikda masalliq to’plab tayyorlanadigan ovqat ma’nosida qo’llanuvchi halfana so’zining ingliz tiliga har qanday sarf-xarajatning o’rtada bo’linishi ma’nosini anglatuvchi clubbing tarzida o’girilishi tarjimonning yutug’i hisoblanadi.

Yuqorida ta’kidlanganidek, tarjima – asliyatni aynan takrorlash san’ati emas. Bu holatni tarjimondan talab qilish nazariy jihatdan ham, amaliy jihatdan ham mumkin bo’lmagan ishdir. Zero, tillararo o’zaro tafovutlar ham bunga yo’l qo’ymaydi. Tarjima san’ati ijodiy jarayon bo’lib, mazmunni qayta tiklash, asarni qayta yaratish san’atidir. Bu jarayonda ijodkorning kayfiyati, qarashlari, malakasi, tajribasi kabi juda ko’p omillar o’z izini qoldiradi. Shu sababdan tarjima asl nusxa bilan qiyoslanarkan, yuz foiz moslikni talab qilib emas, balki uning asliyatga, asl nusxa ruhiyatiga qanchalik yaqinligiga qarab fikr yuritish lozimligi xususidagi fikrlarga biz ham qo’shilamiz. Biroq, bizningcha, bunday mulohazalarni hamisha dastak qilib olish ham unchalik to’g’ri bo’lmasa kerak. Chunonchi “Shum bola” asari tarjimasida ayrim abzaslar tarjima qilinmasdan qolib ketganki, milliylikning aks ettirilishi nuqtai nazaridan bunday holatlar ijobiy sanalmaydi:

Mendan ketdimi, ulardan ketdimi – Xudoga ayon. Tavakkal, yo ostidan, yo ustidan.

Bu yuklar Qumriga qaraganda ikki baravardan ko’proq og’ir edi. Hammasini yelkamga qo’yib, bu “shahardan” ham chiqib ketdim. Oldimda katta bir cho’li-azim paydo bo’lgan edi, “qush uchsa qanoti, odam yursa oyog’i kuyadigan” bu cho’lda yelkamda boyagi yuklar bilan ketib borar edim. Uzoqdan bir kishining qorasi ko’rina boshladi. Men unga, u menga qarab kelar edik. Nihoyat, to’qnashdik, bu to’qnashish mening behad va bepoyon xursandchiligimga sabab bo’ldi. Chunki bu kishi o’z shahrimdan, bir mahallalik, mendan bir- ikki yosh kattaroq Omonboy- Tursun pichoqchining o’g’li, o’z o’rtog’im edi. Yelkasida yetti yarim qadoqli ketmon- mardikor ishlab yurgan ekan. U mening ustimdagi yuklarni ko’rib hayron qoldi. Ayniqsa, gardishni ko’rib, meni chalma qo’yish uchun qishloqqa ketyapti, deb o’ylagan ekan. Yo’lning

chekkasiga chiqib, bu cho'l-biyobonda bo'lgan yakkagina jiydaning salqinida o'tirib hasratlasha ketdik[3,15-16].

Bozorning bir chekkasida – beshyog'ochlik qo'ychi boylardan Soyibnazar qo'ychi bilan Ilyos bo'rdoqi[3,23].

Bularni ko'rishi bilanoq Omonning chaynagani og'zida, yutgani bo'g'zida qolib, menga baqrayib qaradi. Men unga "Supani bo'shatamiz", degandek imo qildim. O'rnimizdan turdik[3,27].

Xulosa qilib aytganda, "Shum bola" qissasining ingliz tiliga o'girilishi o'zbek adabiyoti namunalarini jahon miqyosiga olib chiqilishi yo'lidagi tahsinga loyiq qadamlardan biridir. Tarjimadan tarjimonning badiiy mahorati yuqori darajada ekanligi ko'rinib turadi. Shu bilan birga tarjima jarayonida bevosita milliylikning saqlanishi masalasiga bog'liq ba'zi kamchiliklar ham ko'zga tashlanadi. Zero, tarjimon asl nusxa muallifi va ikki millat kitobxoni oldida mas'uliyat his etmog'i kerak. Tarjima ayni bir vaqtning o'zida asl nusxa hamdir. Tarjimon asl nusxaning suratini ko'chirmaydi, balki uni ijodiy ravishda yangidan barpo etadi. Tarjimon asl nusxa muallifining fikrini, xuddi aktyor o'z rolining xarakterini tushunganday his qilishi kerak.

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GAMES IN THE TEACHING OF ENGLISH

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Abstract: *In this article, it is spoken about a skilful combination of games of different types which makes the English lesson interesting, allows students to be active throughout the class, so that the motivation to study the subject does not fade and students achieve high results in learning.*

Keywords: *games, educational, create, difficulties, interest, develop, activity, lesson*

Every person needs to know a foreign language. English is the language of international communication. The language acts as a means of learning about the world's pictures, familiarizing with the values created by other peoples. At the same time, language is the key to discovering the uniqueness and originality of one's own national identity and the historical achievements of representatives of other cultures. Teaching a foreign language at the initial stage meets many difficulties since in most cases children are not yet familiar with the studied realities in their native language. Therefore, the task of a teacher in such a situation is to interest children in learning a foreign language and make the training session the most "easily digestible" for the child. The most optimal form

of organizing educational activities for children of primary school age is the game, since, at this stage of development, the game is the main activity of the child.

Many teachers believe that at the early stage of mastering a foreign language, it is the game that is the most effective form of learning. With the help of the game, students develop an interest in foreign language communication, carry out international, aesthetic education, create a foreign-language information base (dictionary, speech cliches, phrases), form speech mechanisms. Game methods and techniques perform two main functions in a foreign language lesson. The first function is to improve and consolidate knowledge. At the same time, the child does not just reproduce knowledge in the form in which they were learned, but transforms, transforms them, learns to operate them regardless of the game situation. The essence of the second function is that children learn simultaneously knowledge and skills of different content. Games created by adults and used during classes for the purpose of teaching and upbringing are called educational or didactic. Didactic games are games that arise on the initiative of an adult. There are several classifications of didactic games. The authors of the first of them are Friedrich Froebel and Maria Montessori.

In primary classes, you can organize English language learning. Games with objects (toys, natural materials, etc.) are most accessible to children, since they are based on direct perception, correspond to the child's desire to act with things and thus get acquainted with them.

For example, when studying the topic "Acquaintance", students practice language material ("What's your name?", "How are you?", "Where are you from?" , etc.) using dolls and toys. Students are endowed with the roles of the different entities (the characters) speak to the studied phrase. Various dolls and animals are used in the study of flowers, clothing, and human body parts. Children learn to build the simplest sentences in English:

- Hello, I'm a bear. My name is Tom. I've got a jacket. It's yellow. I've got jeans. They are blue.

- Hello, I'm a mouse. My name is Mary. I'm grey. I've got two eyes, a small nose, and two big ears. I've got a long tail.

Another example, The teacher instructs the class to name everything in the study room, grouping nouns by type: parts of the room, furniture, and study supplies. This type of games in the classroom contributes to the development of communication skills.

Board-printed games, as well as games with objects, are based on the principle of visibility, but in these games, children are given not the object itself, but its image. Like a didactic toy, a Board-printed game is only good if it requires the independent mental activity of students.

For example, in the game " Fox "one student is chosen for the role of driving - "Fox". "Fox" is sitting in the corner on a chair, "sleeping". Children approach the "Fox" and say:

- Foxy, Foxy, Let us play!

"Fox", "waking up", answers:

- I am hungry! Runaway!

Children run away. The Fox runs around the room, trying "to tag" some of the guys, he is driving.

Game "Fishing" – two "catchers" are chosen from among the children. They hold a "fishing net" (a large headscarf) by the ends and raise their hands up. Under the net "fish swim" (other children). They all say the rhyme in unison:

Fish is tasty,
Fish is fat,
Fish is here,
In my net.

At the end of the rhyming, the "catchers" cover the child who is running between them with a handkerchief. The caught player replaces one of the drivers. The game continues.

Games-instructions. They are based on actions with objects, toys, and verbal instructions (to put together all objects of the same colour, arrange objects by size and shape). The game is a warm-up on the repetition of verbs. The teacher gives commands:

"Students, let's run! (jump, swim, hop, fly, dance, etc.)."

Children perform movements corresponding to verbs until the next command from the teacher. Students stand in a line. The teacher stands in front of them and names the parts of the face and body. Children should cover or show only those parts of the body that the teacher names.

Games-assumptions. "What would...?" or "What would I do...?" etc. The didactic content of the game is that children are given a task and create a situation that requires an understanding of the subsequent action. These games require the ability to relate knowledge to circumstances and establish causal relationships.

Puzzle games are used to test knowledge and resourcefulness. The main feature of riddles is a logical problem. The methods of constructing logical tasks are different, but they all activate the child's mental activity. Children like puzzle games. The need to compare, remember, think, guess is the joy of mental labour. Solving riddles develops the ability to analyze, generalize, form the ability to reason, draw conclusions, and make conclusions. The origin of riddles goes back to the distant past. Riddles were created by the people themselves and reflect the wisdom of the people. Riddles were included in rites, rituals, and holidays. They were used to test knowledge and resourcefulness. This is the obvious pedagogical orientation and popularity of riddles as smart entertainment.

One face, two hands, it goes, yet stands (a clock).

Two brothers, but they don't see each other (eyes).

It doesn't have legs, but it jumps (a ball).

Clean, but not water, white, but not snow, sweet, but not ice-cream (sugar).

What is white when it's dirty and black when it's clean? (blackboard)

What has four legs but cannot walk? (a table)

The child, playing, always tends to go forward, not back. In games, children seem to do everything together: their subconscious, their mind, their imagination work synchronously. The most intensive development of many functions occurs before the age of 7-9 years of a child's life, and therefore the need for play at this age is especially strong, and play becomes an activity that controls development. It forms the personal qualities of the child, his attitude to reality, to people.

Game-exercise "Making up a word". Description: the teacher tells students a word in Uzbek, they translate it into English and emphasize the letter that the teacher points to, and then from the underlined letters a new word is obtained, which is usually well remembered. Purpose: checking the assimilation of the passed vocabulary and familiarization with a new word. Reflection: it is best to use this type of work when

moving from one topic to another because such a test of knowledge is much more interesting and effective than an ordinary dictation or test work.

Game-exercise "Guess the word". Description: students are divided into teams. The teacher reads out the characteristic of the word, the task of students is to guess which word is in question and pronounce it correctly. Purpose: repetition of lexical units, familiarization with their synonyms. Reflection: this exercise is extremely necessary when learning a new vocabulary because it makes it possible to understand the meanings of words and their synonyms.

Game methods were selected in accordance with the stages of learning the vocabulary of a foreign language, each of which can be used certain game techniques. The value of the didactic game as an educational tool is that by influencing the collective of children playing, the teacher through the collective influences each of them. Organizing the life of students in the game, the teacher forms not only game relationships, but also real ones, fixing useful habits in the norms of behaviour of students in different conditions and outside the game - thus, with the right guidance of students, the didactic game becomes a school of education. Game methods are one of the most effective methods of teaching a foreign language since their psychological and pedagogical basis is a game activity, which makes a great contribution to the mental development of the individual. The game activates thought processes and increases motivation to learn a foreign language. Game material: cards. (A game for learning lexical material) The teacher describes the situation, and the students depict it on paper, for example, "Description of the picture".

There is the sun in the sky. There are three red flowers. There are seven yellow butterflies".

When the children finish their drawings, the teacher checks whether they match the description. Game material: coloured pencils, paper.

Game for learning the construction of There is/There are)

The teacher asks students to look around the classroom and gives the task to list the items in it as follows: the first player names the largest item in the room, the second names the smaller item, the next-even smaller, and so on.

So, on command, the players take turns saying sentences with words that correspond to an ever-narrowing circle of attention. For example:

Pupil 1: There is a window in the classroom.

Pupil 2: There is a table in the classroom.

Pupil 3: There is a picture in the classroom.

Pupil 4: There is a vase on the table... Students who make mistakes and do not name a smaller subject compared to the previous one are out of the game.

Thus, the game can be considered as a situational-variable exercise, where it is possible to repeatedly repeat the speech pattern in conditions that are as close as possible to real speech communication with its inherent characteristics - emotionality, spontaneity, purposefulness, and speech influence. The essence of the didactic game is that children solve mental problems proposed to them in an entertaining way, find solutions themselves while overcoming certain difficulties. The child perceives the mental task as a practical, playful one; this increases his mental activity.

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USING GAMES TO TEACH YOUNG CHILDREN ENGLISH LANGUAGE

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Abstract: *The author of the article discusses the game as a method of teaching English lessons in primary classes. As a result, the author concludes that the game has a universality that allows you to adapt it to different goals and tasks. Game techniques perform many functions in the process of child development, facilitate the learning process, help to learn the increasing material every year and unobtrusively develop the necessary competencies.*

Keywords: *didactic, students, games, active, interesting, help, develop*

We all know that in primary classes, the foundations of knowledge, skills and practical skills that are necessary for further education are laid. Moral qualities are formed, children's ability to master knowledge independently, and their interest in learning and creative search is aroused.

In my opinion, one of the most effective ways to develop an interest in the subject, along with other methods and techniques that are used in the classroom, is the game. Even K. D. Ushinsky advised to include game moments in the serious work of students so that the process of learning was more productive.

I believe that with the help of the game, interest in foreign languages develops and the first encounter with the foreign world of another country occurs. It's no secret that the game makes it even easier to focus students' attention and engage them in active work. All this is due to the psychological characteristics of the child's body. The game makes it possible to make the process of repeating the vocabulary and grammatical structures fun for students. The use of educational games makes it possible to think actively, developing creative abilities while completing tasks, to develop the abilities inherent in the child's nature. There are a huge number of games that will help any English teacher diversify their lesson and make it more interesting. I want to present some of them that I have been using in my lessons for years. By naming letters of the alphabet from A to Z, students add a phrase with a word to their letter: "A is for Apple", "B is for Ball".

I propose to decipher a phrase in which each letter is encoded by a number that corresponds to the ordinal number of letters in the alphabet: A-1, B-2, C-3. (9), (12,9,11,5), (5,14,7, 12, 9, 19, 8)- I like English. Two students from different teams come to the Board. They must remember three words that start with a given letter and write them on the

Board. Then the children read the written words. For each correctly written and read the word, the team receives a point. Students are asked to find words in sentences where the same letter is read differently. The one who completes the task faster and more correctly gets a point.

One of the best moments in the game is when the child gets a surprise. What if it's a surprise assignment? Recently, I quite often began to use in my practice kinder — surprises, or rather eggs from kinder. Inside the eggs, you can hide any word or sentence that needs to be translated. You can also hide grammar tasks. Any child will be happy to take a surprise and look at what is in it, trying to cope with the task. In another interesting game, I involve children in the process of learning words with the help of a game with flyswatters. In advance on the Board, I write the words in a different order from the required topic. I call two students to the blackboard and give them flyswatters. The point of the game is that when the teacher calls a word, students must quickly find it on the Board and slap it. The winner is the one who slapped the most words (if the words on the Board are written in Uzbek, the teacher pronounces them in English and Vice versa).

Of course, you cannot do without more standard, but no less interesting games with cards. For example, the game “Calendar”. The teacher in the classroom puts up numbers from one to seven, which indicate the ordinal number of the day of the week. Seven students receive cards with the days of the week written on them. Students' task: stand in front of the number that defines the day of the week. Each child names the day of the week on their cards. Students are offered an unfamiliar image on the topic “Appearance”, such as a portrait of a boy. The children take turns describing his features, clothing, and character. Everyone has the right to say only one sentence. The task will be more exciting if the teacher takes a portrait of a famous person.

In my classes, children often ask for a “Step by step” game. This game is for checking new words. Students should stand away from the teacher. Then the teacher sets a word (for example Board games). The one who first correctly translates board games will take a step towards the teacher if the student does not know the word, he stands still. The winner is the one who reaches the teacher faster.

I can't help but think of the game “Snowball”, which I use both in the Junior and middle levels. One student utters the phrase: I see a pen. The next student repeats this phrase and adds another word: I see a pen and a textbook. The winner is the one who names the most items in the order in which the children named them. And you can also conduct this game with the help of images.

During games, we must remember that the game should make children think and be active. Waiting a long time for your turn to be included in the game reduces interest in it. The material that is used during the game should be easy to use. If several games are played in a lesson, we should alternate between light and heavy games.

Game “The last letter.” Two teams are formed. The representative of the first team calls the word, students from the second team must come up with a word with the letter that ends the word named by the first team, and so on. The winner is the team that last called the word.

For example tea, apple, egg, etc.

The game “What's in the box?”. One of the students draws a gift box on the blackboard, tells who the gift is for, and asks the others to guess what's in it. If it is difficult for children to guess, the theme of the gift is indicated, for example, “Food”, “Clothing”.

This game allows you to repeat all the vocabulary for a year of training. It can also be timed to coincide with the birthday of one of the students.

“Bingo” game. Pre-prepared cards for each student with words on a specific topic, or students themselves in a notebook write down 5-6 words from the topic being studied. The teacher calls the words on the topic, the named word must be crossed out. The one who first crosses out all the words shouts “Bingo!” and becomes the winner.

Game “Guess the riddles”. Students are divided into two teams. The teacher gives riddles to each team in turn. For example: “It is a vegetable. It is long. It is orange» (Carrot). The team that has guessed the most riddles wins.

The game is “Colours”. The task is to name items of the same colour. The team that can name more items and animals of the same colour wins.

The game is “More – less”. Learn the phrases: It is more. It is less. That's it. The driver thinks of a number. The others ask questions, trying to guess. The one who guessed the number becomes the driver of the game.

Is it seven? - It is more.

Is it ten? — It is less.

Is it nine? — It is less.

Is it eight? — That's it.

“Name the word” game. Game progress: The teacher takes turns throwing the ball to the participants of the game, calling the sound. Participants return the ball by naming the word in which this sound is heard (based on the studied vocabulary).

Game “What sound do I have in mind?” The teacher names a string of words that contain the same sound, and the other participants in the game guess this sound. This game helps you form your listening skills from the first lessons.

Game “Unusual phone”. Game progress: A large phone is drawn on the Board with transcription characters instead of numbers. All participants of the game are divided into two teams. The task of the teams is to type familiar words that the teacher pronounces by sounds.

Summing up, we can say that the game is a traditional, recognized method of training and education. This is a unique tool for non-violent education of children. The game meets the natural needs and desires of the child, and therefore with its help, he will learn with pleasure. Play is an activity in which the child first emotionally and then intellectually learns the entire system of human relations. They have a complex effect on the intellectual, emotional, volitional, communicative and other aspects of the growing personality.

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IMPROVING B1 LEVEL LEARNER'S VOCABULARY COMPETENCE

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Abstract: *The article under discussion outlines the importance of vocabulary teaching to ESL learners in terms of communication and suggest effective ways and interesting strategies to improve the vocabulary competence of learners, exactly in learning the English language.*

Keywords: *intermediate-level (B1), text, vocabulary, picture, lists of words, pantomime style,*

Teaching intermediate-level (B1) vocabulary isn't an easy task, so students need more focus than their learning excitement. According to CEFR, it is expected that B1-level candidates in ESL learning (i.e. intermediate independent target language users) will be able to understand the main point of clear, standard input on familiar issues that are regularly encountered in work, school, leisure etc. In addition, they are supposed to be able to cope with most circumstances likely to occur when they use the target language at home or abroad, in various social contexts. They may produce a clear, cohesive text on topics of personal or social interest, explain experiences and events, desires, hopes and goals, and provide brief explanations and arguments for viewpoints and plans. Nunan [1] believes that certain standards exist to help students learn vocabulary.

1. Teachers can model how to use techniques and draw learner's attention explicitly to aspects of technique use. For example, teachers can show how to find clues to the meaning of a new word in a picture or in other words in the same sentence.

2. Teachers can teach the sub-skills needed to make use of techniques. For example: to use dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.

3. Classroom tasks can include structured opportunities for using techniques. For example: when reading a story, teachers can explicitly encourage prediction of the meanings of new words.

4. Independent technique use can be rehearsed in classrooms. For example, learners can be helped to prepare lists of words that they want to learn from a lesson, can be shown ways of learning from lists and later can be put in pairs to test each other.

5. Intermediate (B1 level) learners can be helped to reflect on the learning process through evaluating their achievements. For example, at the end of the lesson they can be asked how many new words they have learnt, and which words they need to learn more about. Through regular self-evaluation, learners can come to understand more about what they are learning and how.

Looking at the basic concepts of intermediate teaching (level B1), there are several ideas that can be applicable to situation in the intermediate classroom. For instance, Harmer asserts ESL learners as active learners and thinkers [2, p.p. 67-89]. That is, in phases of development, they create information from the active contact with the physical world. They understand through their own acts and adventures. Charades technique is

one of the valuable techniques that linguists deliver in teaching ESL learners. Nunan identifies charades as an excellent strategy for promoting the learners' emotional education [1, p.p. 34-45]. It can be useful for learners with emotional problems, or for EFL learners who tend to be lacking in emotional growth, to be remedied. Since this method allows the learner to be at the center of focus or for a few minutes, it is genuinely motivating. Charade or pantomime games involving body movement and facial expressions are enjoyable, and promote the child's imagination and naturalness. In addition, Ur states that charades is a technique which mimics the individual parts of a word [3,p.p.4-8]. It means mime style is used in the technique to know the meaning of phrase. Moreover, Ur notes that the technique of charades is a technique for creating a mental picture of a word to assist in remembering the phrase. It means charades technique can help the students quickly recall the new vocabulary. On the basis of the above description, the writer concludes that charades technique will enable students to know the meaning of words as the practices of this technique use pantomime style signs, encourage students in physical activity, and increase students' interest to find out, as learners prefer to learn by engaging directly.

Based on the above methods, I can conclude that vocabulary teaching can be done in a number of ways. The teachers can use various techniques based on the learners' needs and level. In addition, vocabulary instructor must have experience using simple stages by vocabulary teaching methods that can attract students' attention to understanding the content well. Before using the techniques in teaching vocabulary teachers must first test techniques to decide if they are suitable for use or not, since using a technique that is more relevant to the content increases the interest and excitement of learners. Additionally, learners must be taught in a way that helps them to learn the language they need to communicate with others. A lot of research and surveys are being performed to show what kind of strategies are most effective and effective in teaching vocabulary in ESL classes.

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TEACHING GRAMMAR EFFECTIVELY USING TECHNOLOGICAL TOOLS AT SECONDARY SCHOOLS

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Abstract: *This article discusses about the technological tools in teaching English at schools effectively. Nowadays learning and teaching Grammar anywhere in the world let alone Uzbekistan has become easy and interesting with the advent of online tools such as computers, mobiles, and social media such as Blog, Twitter, Facebook, Skype, Moodle, etc. Online instruction promotes language learning. During the quarantine period teachers and students are learning to use effectively social media both in teaching and learning process. It is well known that language is guided by Grammar for correct usage so that proper meaning is given to the words and sentences used. Grammar enables learners to use language to describe the world in terms of how, when and where things happen. Keeping this in view, technology is adapted for learning and teaching purposes, to meet the demands of man and enable him to attain the imperishable and flawless treasure of learning. This paper aims at listing and evaluating some of the technological tools used for effective teaching and learning of grammar.*

Key words: *teaching grammar, technology for grammar teaching, teaching grammar to schoolpupils*

UMUMTA'LIM MAKTABLARDA GRAMMATIKANI TEXNOLOGIK VOSITALARIDAN SAMARALI FOYDALANGAN HOLDA O'RGATISH

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Namangan davlat universiteti, ingliz filologiyasi fakulteti ingliz tili fani o'qituvchisi,
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Annotatsiya: *Ushbu maqolada maktablarda ingliz tilini samarali o'qitishda texnologik vositalar haqida gap boradi. Hozirgi kunda dunyoning istalgan joyida, shu jumladan O'zbekistonda ham grammatikani o'rganish va o'qitishda, kompyuterlar, mobil telefonlar va bloglar, Twitter, Facebook, Skype, Moodle va boshqalar kabi onlayn vositalarning paydo bo'lishi bilan o'rganish oson va qiziqarli bo'lib qoldi. Karantin davrida o'qituvchilar va talabalar o'quv jarayonida ijtimoiy axborot vositalaridan samarali foydalanishni o'rganmoqdalar. Ma'lumki, til grammatikani to'g'ri ishlatishda qo'llanilgan, shuning uchun ishlatilgan so'z va jumalarga to'g'ri ma'no beriladi. Grammatika o'quvchilarga dunyoni tasvirlash uchun tildan foydalanishga, narsalar qayerda, qachon va qayerda sodir bo'lishiga yordam beradi. Shuni hisobga olgan holda, texnologiya o'qish va o'qitish maqsadlariga, insonning talablarini qondirish uchun va unga bilimning barkamol va benuqson xazinasiga ega bo'lish uchun moslashtirilgan. Ushbu maqola grammatikani samarali*

o'qitish va o'qitish uchun foydalaniladigan ba'zi texnologik vositalarni sanab o'tish va baholashga qaratilgan.

Kalit so'zlar: grammatikani o'qitish, grammatikani o'qitish texnologiyasi, maktab o'quvchilariga grammatikani o'rgatish

ЭФФЕКТИВНОЕ ПРЕПОДАВАНИЕ ГРАММАТИКИ С ИСПОЛЬЗОВАНИЕМ ТЕХНОЛОГИЧЕСКИХ СРЕДСТВ В СРЕДНИХ ШКОЛАХ

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Аннотация: В данной статье рассматриваются технологические инструменты эффективного преподавания английского языка в школах. В настоящее время изучение и преподавание грамматики в любой точке мира, не говоря уже об Узбекистане, стало простым и интересным благодаря появлению онлайн-инструментов, таких как компьютеры, мобильные телефоны и социальные сети, такие как блог, Twitter, Facebook, Skype, Moodle и т. Д. Онлайн инструкция способствует изучению языка. В течение карантинного периода учителя и ученики учатся эффективно использовать социальные сети как в процессе преподавания, так и в процессе обучения. Хорошо известно, что язык направляется грамматикой для правильного использования, так что правильное значение дается используемым словам и предложениям. Грамматика позволяет учащимся использовать язык для описания мира с точки зрения того, как, когда и где что-то происходит. Принимая это во внимание, технология адаптирована для целей обучения и преподавания, чтобы удовлетворить потребности человека и позволить ему достичь нетленного и безупречного сокровища обучения. Эта статья направлена на перечисление и оценку некоторых технологических инструментов, используемых для эффективного преподавания и изучения грамматики.

Ключевые слова: преподавание грамматики, технология обучения грамматике, преподавание грамматики школьникам.

Introduction

The use of technology in teaching and learning has changed the classroom environment which is one of the most important aspects that draws more attention from teens in recent years especially in Uzbekistan. Smart classrooms are coming into existence based technological advancements. Smart classrooms use Interactive whiteboards which is one of the online devices for effective teaching and learning. Tablet is another device which promotes interactions among teens and with teachers thus changing the classroom environment. Innovative technological tools like computers, mobiles, multimedia and social media have enhanced teen's interest, interactivity and created a student centered environment for better learning. As Sarah Lohnes and Charles Kinzer remarks that "College Students seek to integrate technology into all aspects of their college experience." [1,p.5] Integrating with technology enhances the Teens' interest in learning and helps to clarify doubts relating to their subject.

There are a few packages and software for Grammar available through online teaching. They are as follows.

- **Longman Interactive English Dictionary** is an exciting tool which combines a computer database with sound, video and picture. The user has the access to different kinds of information available on the database about grammar, meanings of words, pronunciation etc. It is provided with real life video situations, photographs, maps etc. This tool helps the learner to understand and learn the structural form of a language and also provides many interactive exercises. (Longman Interactive English Dictionary)

- **The Grammar ROM:** Hilary Rees-Parnall & Ingrid Freebairn[2,p.3] emphasizes that Grammar ROM is a program available for students to revise and practice their English grammar in a more exciting way. It contains effective, interactive exercises and tasks on grammar at intermediate level. Students can use The Grammar ROM by themselves as part of their study, or to supplement any intermediate level English language study.(The Grammar ROM-Intermediate Language Study)

- **Welcome to English for Business:** These CD's are available for people who wish to improve their English language skills in the English speaking business environment. These CD programs enable the teens to understand real business English; and they contain many videos which form the centre of the learning activities. The most important feature of these CDs is the fact that it develops grammar and vocabulary. In the business environment the learner learns to use standard English with good grammar.

- **BBC English Expressions:** It is an English Language Course on CD ROM. BBC English Expressions is designed to teach the spoken language required in some of the common situations that one is likely to meet with. The users can learn grammar, vocabulary and pronunciation. This also helps him to speak good English with proper grammar.(BBC Learning English) [3,p.2]

Software Automated Writing Evaluation, also referred to as automated essay scoring, was under development since the 1960s. As stated by Chi-Fen Emiy Chen & Wei-Yuan Eugene Cheng (2008)[4,p.4] Automated Writing Evaluation was used to evaluate writing quality in terms of discourse structures, grammatical usage, word choice & content development. The above researchers have admitted the fact that AWE programs provide a variety of writing assistance features which include **My Editor, Thesaurus, Word Bank, Scoring Rubrics, My Portfolio** and others and of all these features **My Editor** is a proofreading system that automatically detects errors in spelling, grammar and style and hence provides suggestions on how to eradicate and correct such problems.

Mobile Assisted Language Learning as a Technological Tool

MALL is a branch of technology-enhanced learning in English which can be implemented in many forms including face-to-face or on-line modes. Students could learn grammar through mobile phones using short text messages and websites, which are developed to explain sentence structure and English idioms. Mobile devices help learners have a better involvement in learning grammar and to have a better interaction. The use of mobile phone as a learning tool is widely used in educational systems.

Mobile Phone is considered as a miniature of a computer. MALL consists of short lessons of grammar, vocabulary lessons, dictionary, and recorded lectures for better understanding and language learning games. The advantages of using mobile phones as a tool for language learning are promotes social interactivity among students, enhances individual learning by referring to recorded lectures and easy accesibility which enable learners to learn language outside classroom settings.

Multimedia is a combined use of several media such as sound and videos in computer applications. It also refers to information in different formats such as text, images, sounds music, videos and animations. In teaching learning process especially in classroom situations different multimedia devices are used, namely, T.V, video, computer, a movie projector and video tape player.

There are different ways to use Multimedia in classrooms for effective learning of grammar for teens. They are as follows:

1. **Group Video Reports:** In Group video reports 3 to 5 students are assigned to a team and make each team choose a topic based on which they can make a short movie. It fosters team building and grammar learning without any stress.

2. **Video Language Lessons** help speed learning and developing grammar skills through listening. Many types of software are used to make grammar learning effective and interesting. They offer lessons on active and passive voice, direct and indirect speech, parts of speech, uses of tenses, kinds of sentences and patterns, to enhance interest among the teens to learn grammar.

3. **Slide Show Presentation** can be used in any subject. Grammar learning becomes easy and interesting when presented in visual forms by using pictures to teach tense, parts of speech and so on.

4. **Convert Lessons to CDs or DVDs:** Students can listen to Grammar Learning material more than once. With sound forge software one can record lessons, edit and convert the file to CD or DVD format for playback on a personal CD or DVD. This enables learners to analyze how to use the structure of sentences in various situations by listening to the audio and video format.

5. **Podcasting** is a method of communication allowing anyone to create audio files of grammar exercises and post them on the internet for others to download.

7. **Multimedia language lab:** The main purpose of language lab is to focus on sound, text images, videos, animation and interesting context that is accessed from electronic devices such as computer, mp3players, cell phones, and ipods. These tools can develop all the four skills of language as well as grammar skills. Thus Language laboratory has the following facilities to enhance learners' interest in grammar like online tutorials, teaching materials, audio recording, video recording, LCD, teaching software, games, functional grammar and group discussion.

So the challenges before a teacher of grammar is to make the teaching meaningful and relevant to the needs of the learners by contextualizing it using examples derived from the socio-cultural situations of the learners. An important part of grammar instruction is to provide examples but the examples should be accurate and appropriate. But the examples should focus on a particular theme or topic so that students have more contact with specific information and vocabulary.

Another challenge before the teacher is to decide the amount of rules to be taught to the learners. A teacher should select those grammatical rules and patterns which have greater communicative potential. Overtaxing of learners with rules which do not exist or do not facilitate the learning of a language has a retarding effect on the learners. For example, only two forms of nouns 'John' and 'John's' exist in the case system but the old grammar unnecessarily teach five cases, namely, i) Nominative ii) Vocative iii) Genitive iv) Accusative and v) Dative to the students, as mentioned in Nesfield's *English Grammar, Composition and Usage*. [5,p.6] Therefore it depends on the teachers to make a selection of

only those grammatical items and patterns which have wide communicative range and could cover a number of speech situations.

One of the problems generally faced by most of the secondary school teachers of English is the poor standard of the students. Students are even ignorant of the basic rules and structural patterns which they are supposed to have learnt at the lower level. If a teacher directly starts his teaching at the graduate level without trying to know the level of the students, his efforts will not bear any fruits as he will not be able to raise a structure over a feeble foundation. A teacher should begin from the simple grammatical terms and proceed towards the complex ones. Thus by carefully selecting the frequently recurring grammatical items and by grading them as per the background of the learners, a teacher should provide constant practice to the students in creating and using sentences based on the grammatical forms and structures in various day to day situations of their lives.

The teacher should identify the core rules and structures of English grammar and to provide practice in their use. The rules which have greater frequency in use should be taught first and emphasized by a teacher and the rules of peripheral nature which represent the exceptions, irregularities and anomalies should be taught at a later stage, when a learner acquires competency in the use of core rules and structures. One of the dilemmas of a teacher is to decide whether the aim of teaching grammar is to teach rules or to help the learners in learning a language. The aim of teaching grammar is to provide necessary exposure to the learners in the learning of a language. Teaching of only rules without providing sufficient practice in their use will not contribute to the learning of a second language. Rules should be taught simultaneously with their uses. Both grammatical rules and their situational uses should be taught side by side, and then only communicative competence which is the ultimate aim of teaching can be achieved.

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РОЛЬ МОТИВАЦИИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Мотивация - это слово, которое и учителя, и учащиеся широко используют, когда говорят об успехе или неудаче в изучении языка, и обычно считается само собой разумеющимся, что мы понимаем, что охватывает этот термин. Однако это кажущееся однозначным понимание резко контрастирует с восприятием мотивации как технического термина в литературе по психологической и прикладной лингвистике. Несмотря на то, что оно используется часто, значение этого понятия может охватывать такой широкий спектр, что иногда мы задаемся вопросом, говорят ли люди вообще об одном и том же. На самом деле существуют серьезные сомнения в том, что мотивация-это нечто большее, чем довольно устаревший обобщающий термин для широкого круга переменных, которые имеют мало общего друг с другом. Действительно, мотивация рассматривалась и как аффект (эмоция), и как познание; она использовалась и как стабильная переменная индивидуальных различий (т. е. признак), и как атрибут переходного состояния; и даже как процесс, находящийся в постоянном движении, проходящий через приливы и отливы. Пожалуй, единственное, с чем согласится большинство исследователей в отношении мотивации, - это то, что она, по определению, касается фундаментального вопроса о том, почему люди ведут себя именно так. Соответственно, мотивация определяет направление и величину человеческого поведения или, другими словами, выбор того или иного действия, упорство в нем и затраченные на него усилия.

Основная проблема концептуализации мотивации как основы человеческого поведения заключается в том, что на поведение человека можно влиять и формировать самыми разнообразными способами, начиная от внешних мотивов, таких как вознаграждения и стимулы, и заканчивая различными видами давления, угроз и наказаний. С внутренней точки зрения существует также широкий спектр причин для совершения поступков: мы можем быть мотивированы любовью к деньгам или власти, любовью к людям и окружающему миру или любовью к миру и свободе. Наша основная мотивация также может быть сосредоточена вокруг нашей веры, нашей семьи, нашей профессии или нашего автомобиля. Чтобы сделать вещи еще более сложными, несколько из этих мотивов могут воздействовать на нас одновременно, взаимодействуя друг с другом на временной или постоянной основе.

Однако среди всей этой запутанной сложности есть и хорошие новости. Несмотря на то, что лежит за нашей мотивацией, действительное состояние мотивации ясно различимо с феноменологической (то есть эмпирической) точки

зрения; мы просто знаем и чувствуем, когда мы мотивированы, а когда нет, и мы можем даже оценить это отчетливое переживание желания.

Было широко замечено, что, хотя дальновидные будущие саморуководители обладают способностью мотивировать действия, это не всегда происходит автоматически, но зависит от ряда условий. Следующий список содержит некоторые из наиболее важных предварительных условий; этот список очень важен, когда мы рассматриваем способы формирования видения L2 у учащихся, потому что стратегии улучшения зрения направлены на обеспечение выполнения этих условий.

У ученика есть желаемый образ себя в будущем. Люди различаются в том, насколько легко они могут создать успешное возможное "я", и поэтому не от каждого ожидается наличие развитого идеала или должного самонаведения.

Будущее "я" ученика достаточно сильно отличается от нынешнего, если нет заметного разрыва между нынешним и будущим "я", не ощущается необходимости в усилении усилий и не возникает мотивации.

Будущая самооценка ученика является сложной и яркой. Люди различаются яркостью своих мысленных образов, и возможное "я" с недостаточной конкретностью и детализацией может не вызвать необходимой мотивационной реакции.

Будущий образ себя учащегося воспринимается как правдоподобный. Возможные "я" эффективны только в той мере, в какой индивид действительно воспринимает их как возможные, то есть реалистичные в рамках индивидуальных обстоятельств человека. Таким образом, чувство управляемости (то есть вера в то, что его или ее действия могут изменить ситуацию) является существенной предпосылкой. Будущая самооценка ученика не воспринимается как вполне уверенная в том, что она будет достигнута, то есть находится в пределах его досягаемости.

Ученик должен верить, что возможное "я" не произойдет автоматически, без заметного увеличения затраченных усилий.

Будущий образ себя учащегося находится в гармонии (или, по крайней мере, не конфликтует) с ожиданиями его семьи, сверстников и других элементов социальной среды. Воспринимаемые социальные ожидания или групповые нормы, которые не согласуются с представлением о себе (например, изучение языка для девочек), очевидно, контрпродуктивны, как и идеальные и долженствующие представления о себе, которые находятся в конфликте друг с другом.

Во-первых, в мотивационных стратегиях заложено гораздо больше, чем в предложении вознаграждений и наказаний. Хотя вознаграждения и наказания часто рассматриваются как единственные инструменты в мотивационном арсенале учителей, более пристальный взгляд на спектр других, потенциально более эффективных мотивационных стратегий показывает, что в нашем распоряжении имеется целый ряд разнообразных методов для повышения энтузиазма наших учеников к обучению L2. На самом деле большинство педагогов-психологов считают вознаграждения и наказания слишком упрощенными и довольно нежелательными инструментами. Подход "кнута и пряника" может сработать в краткосрочной перспективе, но редко приводит к реальным долгосрочным обязательствам. Например, были написаны книги о потенциальном ущербе оценок, которые на сегодняшний день являются наиболее часто используемыми формами поощрений и

наказаний; получение наград— и особенно хороших оценок— может стать более важным, чем обучение, и учащиеся могут легко стать ориентированными на оценку. Поэтому я призываю учителей начать экспериментировать с другими мотивационными методами, например, сделать процесс обучения более увлекательным или продвигать языковое видение учащихся. Разнообразие способов, с помощью которых можно продвигать человеческое обучение, настолько велико, что учителя должны быть в состоянии найти что-то, что работает в большинстве учебных ситуаций.

Во-вторых, само по себе генерирование мотивации студента недостаточно— она также должна поддерживаться и защищаться. В обыденном языке мотивация кого-то равнозначна порождению первоначальной мотивации в человеке. Однако в образовательном контексте это далеко не полная картина. Хотя формирование мотивации является важнейшим аспектом любой мотивационной педагогической практики, если мотивация активно не поддерживается и не защищается в течение длительного процесса обучения L2, естественная человеческая тенденция терять из виду цель, уставать или скучать от деятельности и уступать место привлекательным отвлекающим факторам приведет к тому, что первоначальная мотивация постепенно иссякнет. Таким образом, мотивация нуждается в активном воспитании, а это значит, что любая мотивационная практика должна быть постоянной деятельностью.

В-третьих, важно качество (а не количество) используемых нами мотивационных стратегий. Одна из проблем, связанных с изучением богатства мотивационных стратегий в литературе, заключается в том, что мы начинаем осознавать огромное количество доступных полезных методов, которые мы не применяем последовательно в нашей собственной педагогической практике. Разве это проблема? Необязательно. В классе L2 есть так много того, что требует нашего постоянного внимания, что мы просто не можем позволить себе постоянно стремиться к достижению статуса супермотиватора; если мы попытаемся сделать это, мы в конечном итоге выгорим. Я пришел к убеждению, что нам нужно качество, а не количество. Несколько хорошо подобранных стратегий, которые подходят как учителям, так и их ученикам, могут быть достаточными для создания позитивного мотивационного климата в классе. Действительно, некоторые из наиболее мотивирующих учителей полагаются только на несколько методов.

Следующие стратегии предлагают репрезентативный выбор методов и подходов, доступных учителю.

Возбуждение аппетита у студентов. Ключевым моментом в формировании интереса к обучению является возбуждение аппетита студентов, то есть пробуждение их любопытства и внимания, чтобы создать привлекательный образ для курса L2. Это очень "продающая" задача, в которой учитель может указать на сложные, экзотические или удовлетворяющие аспекты обучения L2; связать обучение L2 с деятельностью, которую учащиеся уже находят интересной или уважают (например, компьютерное обучение); выделить разнообразие видов деятельности, которые могут включать в себя обучение L2; и обеспечить демонстрацию некоторых особенно приятных задач (например, игр, симуляций или соревнований).

Повышение ожидаемой успешности учащихся. Понятие ожидаемого успеха было одним из наиболее исследованных факторов в мотивационной психологии в течение последних четырех десятилетий. Это связано с тем неоспоримым фактом, что люди делают вещи лучше всего, если они верят, что могут преуспеть в них. Ожидает ли ученик успеха в выполнении той или иной задачи-вопрос довольно субъективный, поэтому эффективным способом мотивации учащихся является приведение их в более позитивное или оптимистическое настроение. Конечно, лучший способ гарантировать, что студенты ожидают успеха, - это убедиться, что они достигают его последовательно; кроме того, это также помогает, если критерии успеха ясны, учащимся обеспечена достаточная предварительная подготовка, и они осознают, что могут рассчитывать на постоянную помощь как со стороны учителя, так и со стороны своих сверстников.

Создание учебных материалов, имеющих отношение к учащимся. Один из самых демотивирующих факторов для обучающихся-это необходимость учиться чему-то, что не имеет очевидного отношения к их жизни. К сожалению, этот опыт встречается гораздо чаще, чем многие из нас думают. Соответственно, большая часть мотивационных советов, предлагаемых учителям в учебной литературе, сводится к следующему общему принципу: выясните, какие цели преследуют учащиеся и какие темы они хотят изучать, а затем максимально встройте их в учебный план.

Нарушая монотонность обучения. Даже в классах, характеризующихся смешением интересных подходов к обучению, существует опасность привыкания к привычным рутинам, которые затем могут легко превратиться в монотонную повседневную рутину. Чтобы предотвратить монотонность, учителям необходимо варьировать как можно больше аспектов учебного процесса (например, направленность и характер задач, тип вовлечения учащихся, учебные материалы и даже расположение мебели). Конечно, попытка постоянно менять все аспекты преподавания становится идеальным рецептом для выгорания учителя; скорее всего, учителя должны рассматривать эти факторы как ингредиенты для приготовления пищи и следить за тем, чтобы они не подавали точно такую же еду каждый день.

В заключение мы должны подчеркнуть, что в таком по своей сути социальном процессе, как овладение языком, обучающийся не может быть осмысленно отделен от социальной среды, в которой он работает, и поэтому задача будущих исследований мотивации состоит в том, чтобы принять динамическую перспективу, которая позволяет нам одновременно рассматривать текущие множественные влияния между факторами окружающей среды и обучающимся во всей их компонентной сложности. На более практическом уровне мой опыт показывает, что мотивационные вопросы до сих пор не получают должного значения в образовании учителей языка. Одним из следствий этого является то, что учителя, как ожидается, будут отвечать сложным требованиям управления сложными классами без достаточной осведомленности и подготовки для решения психологического уровня—это немного похоже на отправку солдат на войну без достаточного количества боеприпасов. Есть надежда, что эта ситуация изменится, и в этой главе было изложено множество стратегий и подходов, которыми располагают учителя иностранных языков для мотивации своих учеников. Однако позвольте мне повторить здесь, что стремление достичь статуса супермотиватора может легко привести учителя к выгоранию; вместо этого учителям достаточно выбрать

несколько стратегий, которые подходят как им самим, так и их ученикам, чтобы создать позитивный мотивационный климат в классе. Некоторые из наиболее мотивирующих учителей полагаются только на несколько приемов.

Кроме того, мотивация касается фундаментального вопроса о том, почему люди ведут себя так, как они это делают, то есть выбора конкретного действия, настойчивости в нем и затраченных на него усилий. При длительном процессе обучения, таком как овладение вторым языком, конечный успех учащихся будет в значительной степени зависеть от уровня их мотивации. Поскольку мотивация всегда проявляется в динамическом взаимодействии с другими личностными и контекстуальными факторами, особенно плодотворным подходом к концептуализации мотивации является сосредоточение внимания на мотивационных конгломератах различных мотивационных, когнитивных и эмоциональных переменных, которые образуют когерентные паттерны и, как таковые, действуют как единое целое. Одним из мотивационных конгломератов, который предлагает особенно полезную основу для преподавателей иностранных языков, является видение будущего самих учащихся.

THE PROBLEM OF IMPLEMENTATION OF INTERNATIONAL PROGRAMS IN TEACHING ENGLISH AND ITS SOLUTION

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Annotation. The article illustrates the problem of implementation of international programs including IELTS, CEFR and TOEFL in teaching English and relevant solutions are suggested.

Annotatsiya. Mazkur maqola CEFR, IELTS va TOEFL kabi xalqaro dasturlarning ingliz tilini o'qitishda joriy etilishi muammosini yoritib beradi va munosib yechimlar tavsiya etiladi.

Аннотация. Статья иллюстрирует проблему реализации международным программ в том числе CEFR, IELTS и TOEFL в преподавании английского языка и предлагаются некоторые соответствующие решения.

Abstract: In Uzbekistan ELT is seen as a career in a field of educational specialization, so it requires a specialized knowledge base obtained through both academic study at modern standards and practical experience. In this article review is about adapted national CEFR variant advantages and the problems of its implementation into the English learning materials as the examples of CEFR task types.

Key words: international program, IELTS, CEFR, TOEFL, listening, reading writing, listening, assessment, error correction.

In today's rapidly advancing world, modernization in teaching foreign languages requires considerable and slight changes in education system of majority countries all over the world. XXI century's innovation in teaching English deals with the international programs such as IELTS, CEFR and TOEFL. In Uzbekistan ELT is seen as a career in a field

of educational specialization: it requires a specialized knowledge base obtained through both academic study and practical experience.

Nowadays the demonstration of a certain level of proficiency in English as component of certification like IELTS, CEFR and TOEFL is required. In Uzbekistan the multistage model of FLT – CEFR has been worked out on the basis of continuous, succession, taking into consideration the international standards, and localization of EL teaching and learning methodology and materials (adapting to the national context). It is related to the well-known multilevel model of FLT in the foreign countries.[1] Besides it is necessary to use humanizing material as activities which help to make the language learning process a more affective experience and finding ways of helping the learners

to connect “what is in the book to what is in their minds” [3]. Thus, it is necessary to humanize the teaching materials.

The domestic model of education has the following advantages:

1) Introducing the primary and post-graduate education, that contributes to work out the successive structure and content of FLT. Succession provides systematic and continuous content in FLT, an absence in doubling transitive components of FLT content from one stage to another one. Multistage and gradual character of the process of cognition is reflected in the FL progress. But at the same time the post-graduate education is not stopped, this model is intended to the life-long independent-learning (self-study) of FL.

2) Taking into consideration the international standards for the evaluation the language level (communicative competence) at all stages gives the opportunity to enter into the world education space. The CEFR levels and descriptors are adapted to the social context of Uzbekistan, especially to each stage, aim and objectives, etc. Accounting the CEFR, levels are reflected in the FLT content and requirements to the language levels as the result of FLT.

3) Localization of EL teaching and learning materials. English teaching materials come from different places, where English is a native or an official language, or a foreign language. Material from these countries does not reflect the learning style, cultural values and local conditions of Uzbekistan, as a result, students’ motivation suffers and they become reluctant to interact in class and share opinions or ideas. Localization of the EL teaching and learning methodology and teaching materials is based on the idea that relevant contexts and balance between local and foreign cultural

concepts and images naturally can improve ELT.[2]

In our conditions the CEFR is used for development of the language policy to set minimum language requirements for a wide range of purposes, in curriculum planning, preparing coursebooks, and development of methods of teaching and tools of evaluation. It is intended for dynamic progress in acquiring FL.

Within this scope, the efforts of teachers and learners at all levels of education are encouraged and supported by developing appropriate methods and teaching materials, appropriate forms and instruments for the evaluating of learning programs. Research and development programs leading to the introduction, at all educational

levels, of methods and materials best suited to enabling different classes and types of student are promoted to acquire a communicative proficiency appropriate to their specific needs.

However, English language learners are having difficulties to do international English language exam tasks. If we deepen the problem, they are facing unfamiliar types of tasks while practicing not only IELTS or TOEFL assignments but also adapted CEFR tasks. Because English language learning materials didn't cover complete demands of adapted CEFR and other international programs.

For instance, there exist an error correction task in lexico-grammar part of adapted CEFR, but none of school textbooks include this exercise. Error correction task has the following forms:

Form 1. In the following text, each sentence (1-10) has three underlined words or phrases marked A, B, or C. Find the word or the phrase which has a mistake and must be changed in order for the sentence to be correct. If there is no mistake in the sentence, choose D (no mistake).

Q1. A recent paper (A) by Dora Costa, an economist at the Massachusetts Institute of Technology, looks through (B) the living standards (C) debate from an unusual direction. (D - no mistake).

Q2. Rather than (A) worrying about cash incomes, Mrs. Costa investigates Americans' (B) recreational habits over (C) the past century. (D - no mistake).

Q3. She finds that the people (A) of all income levels have steadily (B) increased the amount of time and money they devote to having (C) fun. (D - no mistake).

Form 2. Read the following passage. Decide if each sentence of the text (1-15) has a mistake and must be changed in order for the sentence to be correct. In your answer sheet, mark:

A - if the line has a mistake and must be corrected;

B - if there is no mistake in the line.

Q1. When people talk about "global English" they are usually referring to the common

features which identify the variety of we call standard English. – (answer)

Q2. Increasingly, however, attention has been drawn at the regional features which differentiate one part of the English-speaking world from another. – (answer)

Q3. So today we happily talk about British, American, Australian, South African, Indian, and other "Englishes", and studies are accumulating of the way these varieties make distinctive use of pronunciation, orthography, grammar, vocabulary, and discourse. – (answer)

Form 3. Identify and correct the errors in the following sentences.

1. For make its nest, the yellow-headed blackbird weaves a small cup and fastens it to reeds above water.

2. Native American beaded designs are often characterized by geometric shaped and bright colors.

3. The codfish lays million of eggs each year, only a small percentage of which actually hatch.

Form 4. The following text has twelve underlined parts (A-L), some of which are incorrect. Find the parts which have a mistake and must be changed in order for the sentence to be correct. Correct the mistakes.

The 21st century's leading energy source may very well depend from (A) the development of a technology that first discovered (B) in 1839. Indeed, many experts

believe that the future of electricity generation will not come from farther (C) refinement of solar, wind, coal or nuclear energy, but from fuel cells.

Form 5. Read the following passage. Decide if each line of the text (16-30) has a mistake and must be changed in order for the sentence to be correct.

Choose:

A if the line has a mistake and must be corrected;

B if there is no mistake in the line.

	A nswer	Questions.
	A	The first decade of the twentieth century was ushered in by significant
	A	turmoil, as unrest felt around the world. On September 6, 1901, U.S.
	B	President William McKinley was fatally shot.

As a result of this kind of unfamiliar exam tasks for English language learners which haven't faced in learning materials, especially textbooks, there exist problematic situations like failing exam and losing motivation to learn the English language.

Hence, in order to cut off this issue all English language learning materials must include entire varieties of adapted Cefr tasks together with appendix including data about other international programs such as IELTS, CEFR Esol and TOEFL.

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MAIN PROBLEMS OF TEACHING GRAMMAR

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Abstract: *The rules of combinability of linguistic units are connected with the most general and abstract parts of content of the elements of language. These parts of content together with the formal means of their expression are treated as “grammatical categories”. In syntax, they are, for instance, the categories of communicative purpose or emphasis, which are actualized by means of word-order. So, word-order (direct or indirect), viewed as a grammatical form, expresses the difference between the central idea of the sentence and the marginal idea, between emotive and unemotive modes of speech.*

Key words: *linguistic units, grammar charts, expressions, inductive approach.*

Teaching grammar plays a central role in every ESL / EFL teacher's classroom. The important question that needs to be answered is: how do I teach grammar? In other words, how do I help students learn the grammar they need. This question is deceptively easy. At first look, you might think that teaching grammar is just a matter of explaining grammar rules to students. However, teaching grammar effectively is a much more complicated matter. There are a number of questions that first need to be addressed for each class:

- What are the objectives of this class?

Is the class preparing for an examination? Is the class improving their English for business purposes? Is the class preparing for summer holidays? The answer to this question is important as it will help you decide on how much grammar really needs to be taught. If students are preparing for a Cambridge Exam then grammar will play a large role in your lesson plans. On the other hand, if you are teaching a business class, linguistic formulas may play a larger role as you provide the learners with standard phrases for written documents, participating in meetings, etc.

- What type of learning background do the learners have?

Are the students at school? Have they not studied for a number of years? Are they familiar with grammar terminology?

Adults who have not been attending school for a number of years are likely to find grammar explanations confusing while as students who are currently studying will probably be much more adept at understanding grammar charts, expressions, etc.

- What learning materials and resources are available?

Do you have the latest student workbooks? Do you have no workbooks at all? Is there a computer in the classroom?

The more learning resources you have the easier it will be for you to employ different strategies when teaching your students grammar. For example, a group of students who like using computers could use the computer to study a certain grammar task while another group who prefers spoken explanations might prefer to have you explain the point with a number of examples. Obviously, the more varieties of learning opportunities the better your chances are that each student will be able to learn the grammar point well.

- What kind of learning style does each student have?

Is the learner comfortable with standard right brain learning techniques (logical charts, study sheets, etc.)? Does the learner work better with listening and repeating exercises?

This is one of the most difficult aspects of teaching - especially teaching grammar. If you have a class of learners with similar learning styles, you can afford to use a similar approach. However, if you have a class of mixed learning styles then you need to try to provide instruction using as many different methods as possible.

Once you have answered these questions you can more expertly approach the question of how you are going to provide the class with the grammar they need. In other words, each class is going to have different grammar needs and goals and it is up to the teacher to determine these goals and provide the means with which to meet them. First a quick definition: Inductive is known as a 'bottom up' approach. In other words, students discovering grammar rules while working through exercises.

E.g.: A reading comprehension which includes a number of sentences describing what a person has done up to that period in time.

After doing the reading comprehension, the teacher could begin to ask questions such as: How long has he done this or that? Has he ever been to Paris? etc. and then follow with When did he go to Paris? To help the students inductively understand the difference between the simple past and the present perfect, these questions could be followed with which questions spoke about a definite time in the past? Which questions asked about the person's general experience? etc. Deductive is known as a 'top down' approach. This is the standard teaching approach that has a teacher explaining rules to the students. E.g.: The present perfect is made up of the auxiliary verb 'have' plus the past participle. It is used to express an action which has begun in the past and continues into the present moment... etc. We personally feel that a teacher needs in the first place to facilitate learning. That is why I prefer to provide students with inductive learning exercises. However, there are certainly moments when the teacher needs to explain grammar concepts to the class.

Generally, we recommend the following class structure when teaching grammar skills:

- Begin with an exercise, game, listening, etc. that introduces the grammar concept.
- Ask students questions that will help them identify the grammar concept to be discussed.
- Follow with another exercise that more specifically focuses on the grammar concept, but takes an inductive approach. This could be a reading exercise with questions and responses in the structure that is being taught.
- Check responses, ask students to explain the grammar concept that has been introduced.
- At this point introduce teaching explanations as a way of clearing up misunderstandings.
- Provide an exercise which focuses on the correct construction of the grammar point. This could be an exercise such as a fill the gap, cloze or tense conjugation activity.
- Ask students to once again explain the concept.

As you can see, the teacher is facilitating students to do their own learning rather than using the 'top down' approach of dictating rules to the class. So, now we can come to

a conclusion that teaching English grammar is one of the essential problems of teaching English as a foreign language.

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DICTIONARIES. WHICH ONE IS BETTER: ONLINE OR PAPER VERSION?

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Abstract: *This article represents the importance of using dictionaries while learning new languages. In addition, advantage and disadvantages of using paper or e-version dictionaries and their role are discussed.*

Key words and expressions: *definitions, etymology, translating, effective, memory.*

Аннотация: *эта статья представляет важность использования словарей при изучении новых языков. Кроме того, обсуждаются преимущества и недостатки использования бумажных или электронных версий словарей и их роль.*

Ключевые слова и выражения: *определения, этимология, перевод, эффективность, память.*

Annotatsiya: *Ushbu maqola yangi tillarni o'rganishda lug'atlardan foydalanishning ahamiyatini ko'rsatib beradi. Shuningdek, kitob va onlayn lug'atlarning farqlari muhokama qilinadi.*

Kalit so'z va iboralar: *izohli lug'at, etimologiya, tarjima qilish, foydali, xotira.*

Since we are living in fast changing and developing world we all should be aware of requirement of our century. Learning different languages, being able to use modern technologies can be example for this. Now we will take a look how it is important using dictionaries while learning and what is the difference between print and online dictionaries.

First of all, it cannot be denied that dictionaries are very helpful for teachers, translators or language learners. A dictionary is a reference book containing the words of a language usually in alphabetical order, with information on their forms, pronunciation, functions, meanings etymologies, spellings and idiomatic uses. If language learners know how to use a dictionary effectively, then the dictionary can be a very helpful resource for their studies.



A dictionary generally contains some information about each word which can be used by the foreign language learners. For example, its spelling, pronunciation, definition or more meanings, parts of speech, example sentences in which the word used, synonym and antonym of the word. In addition other information may be include, such as history and etymology of the word.

Nowadays most people argue that paper dictionaries are better or online ones. Everyone has different opinions about them. Let's start with paper dictionaries.

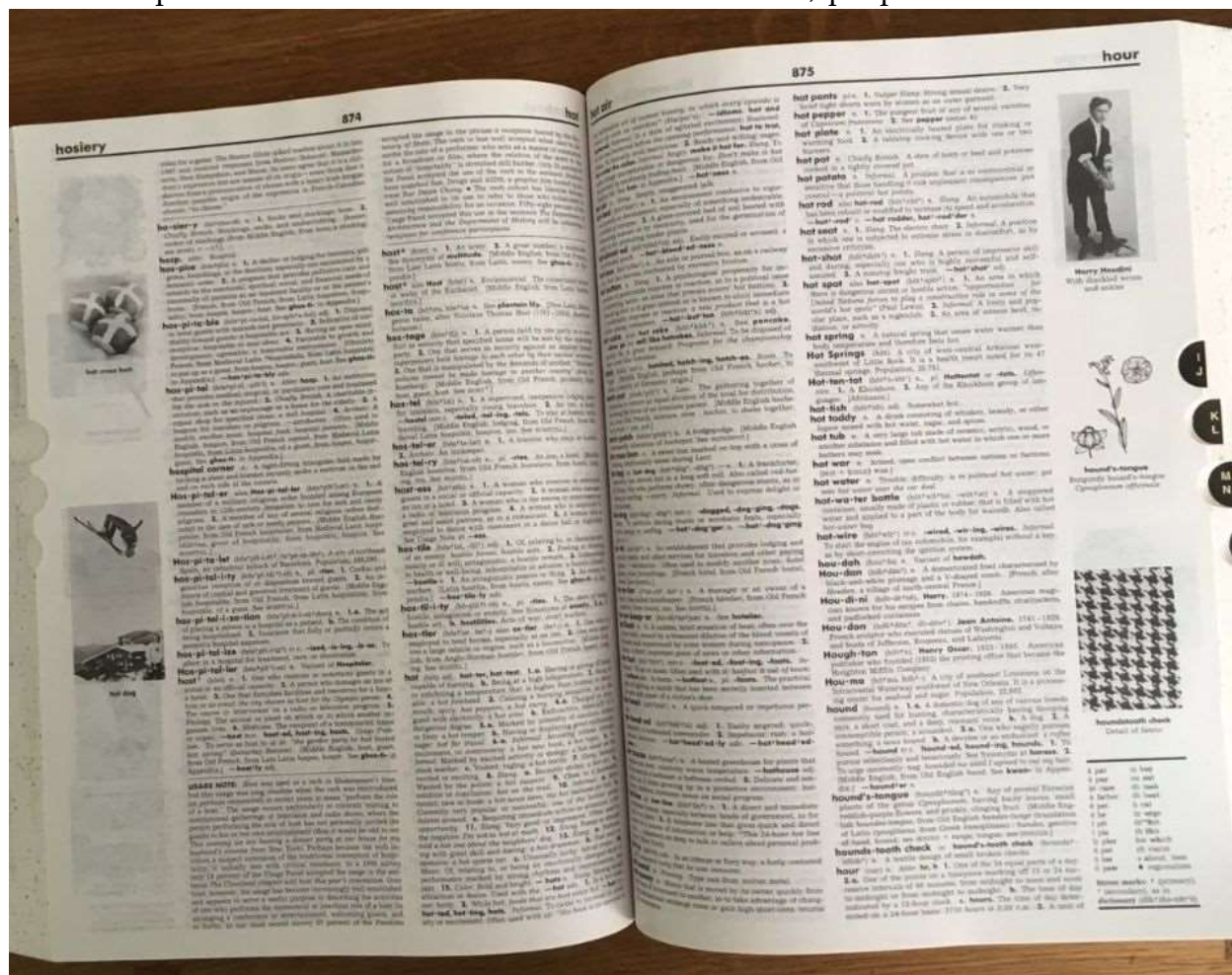
When you open a dictionary to any two-page spread, you are usually looking up a word. It is usually the case, though, that your eye wanders. Words are tantalizing, and a dictionary page holds so much information that it is easy to see something else interesting on the page. Print dictionaries allow for serendipity.

In paper dictionaries, a word's entry is presented in a wrap around paragraph form. Finding the sense and the information you are searching for is a great way of making the brain exercise. If you are reading the entry for pronunciation, the brain exercise extends by requiring you to either already understand the dictionary's pronunciation system or find the table for it so you are sure you understand the pronunciation symbols. This happens the history - etymology of the word.

Learning new words is one of the best upsides of looking up in a print version because you can open to any page spread and will very likely see a word or words you do not know.

Another advantage in opening a print dictionary randomly or having a look around when performing a specific lookup, is seeing words you have forgotten about. While seeing a word and wondering, “what does that mean?” and reading about it you will think about that word and probably use it again.

Despite of this it has also downsides. For instance, people find it difficult to search



for a word in print version. Besides, most dictionaries are heavy to carry so it is sometimes uncomfortable.

When it comes to online dictionaries, they are practical, so you can have them in a smart device or also you can use them on the internet. They are cheap because most of the times you do not have to pay for them. they can be updated every specific time to have enough information to make better people's work.

In addition, language learners can listen the spelling of the word while using e-version dictionaries. It will help them to improve their pronunciation and speaking, too. Finding information is time consuming in paper version while it takes few seconds to search for a word with e-version.

In conclusion, dictionaries are indispensable in learning foreign languages. However, being addicted to only paper or e-version of them is not appropriate. Using both types will be more helpful approach to improve one's language ability. What is mor, it cannot be denied that learners who make good use of dictionary will be able to continue learning outside the classroom and this will give them considerable autonomy about the decisions they make about their own learning.

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THE WAYS OF TEACHING PHRASES IN ENGLISH

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Abstract: *The phrase is a combination of two or more notional words which is a grammatical unit but is not an analytical form of some word. The main difference between the phrase and the sentence is in their linguistic function. The phrase is a nominative unit, the sentence is a predicative one.*

The sentence is the immediate unit of speech built up of words according to a definite syntactic pattern and distinguished by a communicative purpose. The sentence, naming a certain situation, expresses predication, i.e. shows the relation of the denoted event to reality through the grammatical categories of tense, person and mood.

Key words: *Recognition exercises, Drill exercises, Creative exercises, grammar skills, phrasal verbs.*

There are a lot of methods and ways of teaching English phrases such as Recognition exercises, Drill exercises, Creative exercises (speech exercises), Grammar tests and many others. Let us begin with the Precognitive exercises.

These exercises are the easiest type of exercises for pupils to perform. They observe the grammar item in structures (sentence patterns) when hearing or reading. Since pupils only observe the new grammar item the situations should be natural and communicative. For example:

- Listen to the sentences and raise your hands whenever you hear the verbs in the Past Simple.

Mike lives in Pushkin Street. I lived there last year. Ann gets up at 7 o'clock in the morning. She got up at half past seven yesterday. Etc.

It is desirable that sentences formed should concern real situations and facts.

Pupils listen to the teacher and raise their hands when they hear a verb in the Past Simple. The teacher can see whether each of his pupils has grasped the sentence.

- Read the sentences and choose the correct form of the verb. The following sentences may be suggested:

I (go, went) quickly to school yesterday.

Tom rarely(takes, took) a bus when he goes to school.

She usually (got, gets,) up at 7 o' clock every day.

Pupils should read the sentences and find the signals for the correct choice of the form. Since the necessary form is suggested in each sentence they should only recognize the one they need for a given context.

Recognition exercises are indispensable as pupils retain the grammar material through auditory and visual perception. Auditory and visual memory is at work.

The next is drill exercises.

They are more completed as they require reproduction on the part of the pupils. In learning a foreign language drill exercises are indispensable. The learners cannot assimilate the material if they only hear and see it. They must reproduce it both in outer and inner speech. The more often they say it the better they assimilate the material. Though drill exercises are those in which pupils have only one difficulty to overcome, they should also be graded:

– Repetitive drill. Pupils pronounce the sentence pattern after the teacher, in imitation of the teacher, both individually and in unison. For example:

Teacher: They are dancing in the park happily.

Class: They are dancing in the park happily.

Individuals: They are dancing in the park happily.

Or pupils listen to the dialogue and say it after the speaker.

-Is Ann dancing now?

-No, she isn't.

-What is she doing?

-She is watching television with interest.

Attention is drawn to the correct pronunciation of the sentence pattern as a sense unit, as a statement (sounds, stress, and melody).

– Substitution. Pupils substitute the words or phrases in a sentence pattern. For example:

The children are dancing happily in the park.

The children are dancing sadly in the garden.

The children are dancing gloomy in the street.

The children are dancing fast in the yard.

The children are dancing slowly in the hall.

The children are dancing after classes.

The children are dancing cheerfully at the party.

A pupil substitutes a phrase, the rest may say it in unison. Then they are invited to replace the word *dancing* with other words.

They are singing in the park.

They are working in the park.

They are walking in the park.

They are playing in the park.

They are running in the park.

They are talking in the park.

They are watering flowers in the park.

They are planting trees in the park.

They are helping the workers in the park.

The use of a particular verb is stimulated with pictures (or a Russian word). Quick revision is achieved with a small expenditure of effort. In this way they review many

words and phrases. As pupils have only one difficulty to overcome the work does not take much time. Or pupils are invited to replace the words in the dialogue with those given in columns (see the dialogue above).

There is one more advantage in performing this type of exercises—pupils consolidate the grammar item without thinking about it. They think of the words, phrases, but not of the form itself, therefore, involuntary memory is at work.

– Completion

Pupils complete the sentences the teacher utters looking at the pictures he shows.

For example:

Teacher: Look at the picture.

Mike is

Pupil: Mike is getting up.

Class: Mike is getting up.

Teacher: Mike is

Pupil: Mike is dressing.

Class: Mike is dressing.

Attention should be given to the use of *is* in this exercise. The teacher should pronounce *Mike is ...* to prevent the typical mistake of the pupils (*Mike dressing*). This is essential structural element of the tense form of the Present Continuous; Russian-speaking pupils, however, do not feel any necessity to use it.

Answering the teacher's questions

For example:

Teacher: Is Mike getting up?

Pupil: Yes, he is.

Teacher: Who is getting up?

Pupil: Mike is.

Teacher: What is Mike doing?

Pupil: He is getting up.

Drill exercises may be done both orally and in written form. Pupils perform oral exercises during the lesson and written ones at home. For example, they are told to write five or seven sentences on the model given.

During the next lesson the work done at home is checked orally. In this way pupils have practice in pronunciation while reading their own examples, and in auding while listening to their classmates.

The next type of exercises is creative exercises (speech exercises).

This is the most difficult type of exercises as it requires creative work on the part of the learners. These may be:

– Making statements either on the picture the teacher shows, or on objects. For example, the teacher hangs up a picture and asks his pupils to say or write three or five statements in the Present Continuous.

– Asking questions with a given grammar item. For example, pupils are invited to ask and answer questions in the Past Indefinite.

– Speaking about the situation offered by the teacher. For example, one pupil gives commands to perform this or that action, the other comments on the action (actions) his classmate performs.

Pupil 1: Go to the door, Sasha.

Pupil 2: Sasha is going to the door.

Pupil 3: Open the door.

Pupil 4: Sasha is opening the door.

Speaking on a suggested topic.

For example:

a pupil tells the class what he did yesterday.

– Making dialogues using the grammar item covered.

– Telling the story (read, heard).

– Translating into English.

Participating in free conversation in which pupils are to use the grammar item they have learned. E. g., pupils have learned sentence patterns with the impersonal *it*.

Through these questions pupils are stimulated to speak about the weather and use the grammar item they have learnt.

All the exercises of the creative type are designed for consolidating grammar material pupils need for hearing and speaking.

All the exercises mentioned above are designed:

– to develop pupils' skills in recognizing grammar forms while auding and reading English texts;

– to accumulate correct sentence patterns in the pupils' memory which they can reproduce whenever they need these patterns for speaking or writing;

– to help the pupils to produce sentences of their own using grammar items necessary for speaking about a situation or a topic offered, or writing an essay on the text heard or an annotation on the text read.

Grammar tests play an important role in teaching verb phrases in English.

A check on the assimilation of grammar material is carried out through:

– auding (if a pupil understands what he auds, he knows grammar);

– speaking (if a pupil uses the grammar item correctly, he has assimilated it);

– reading (if a learner understands what he reads, he knows grammar);

– tests.

Tests allow the teacher to evaluate pupils' achievement in grammar, that is, how each of them has mastered forms, meaning, and usage. Tests in grammar may involve: filling in the blanks; opening the brackets; transformation (e. g., make it negative, change into plural, etc.); extension (e. g., *I like to read books — I like to read English books in our library*); completion (e. g., *When I came home ...*); making statements on the pictures given; translation.

Besides above given types of exercises other types of such which will be given below as expansion can be used in teaching the verb phrases in English:

Expand the following sentences by filling the given Determinate in their proper positions:

1. He made for the door (suddenly, without a word).

2. The city came into view (slowly, in the valley below).

3. He was standing (close to the door, still, silent).

4. The play gripped him (gradually, then).

5. The storm raged (by the shore, fiercely).

6. She waved them (to a vacant table, from the counter).

7. The orchestra broke into a light tune (after a pause, all of a sudden).

8. Jenny passed a cup of coffee to Anna (with a smile, across the table).
9. He snatched the book (from her hand, abruptly).
10. She stopped the story (quickly, at his sight).
11. He made for the door (quickly, without a word).
12. He was standing (still, silent).
13. The orchestra broke into a light tune (after a while, suddenly).
14. She stopped the story (quickly, suddenly).
15. He took the book (from the table, abruptly, all of a sudden).
16. The orchestra broke into a light tune (with a pause, suddenly, rapidly).
17. They looked each other (happily, awfully, ugly)
18. She entered the room (silently, noise)

Above mentioned types of exercises can be used in practical lessons on English grammar in order to improve pupils' or learners' grammar skills. As we know grammar is one of the main language skills such as teaching vocabulary, pronunciation, reading, speaking and academic writing.

In order to understand a language and express oneself correctly one must assimilate the grammar mechanism of a language. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relationship between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meanings of these words or at least find them in a dictionary. No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism. Children need grammar to be able to speak, and write in the target language.

Our aim is to form grammar skills and prevent children from making grammar mistakes in their speech. The aim of foreign languages in primary schools is to develop pupils' skills in order to understand speech and participate in conversation.

The method and techniques the teacher should use in teaching children of primary school is the direct method and various techniques which can develop pupils' listening comprehension and speaking.

We have examined two kinds of grammar skills: the reproductive and receptive grammar skills. The reproductive grammar skills give pupils an opportunity to make up their own sentences in oral and written forms in other words to communicate and the receptive grammar skills give them an opportunity to read texts or listen and understand it.

To master the reproductive grammar skills one should study the basic sentences or models (grammar is presented as itself in the basic sentences), to master the receptive grammar skills one should identify and analyze the grammar item. We teach children to read by means of grammar. It reveals the relationship between the words in the given sentence.

We have such a conclusion that the forming of grammar skills depends on training. Training is of great importance to realize the grammar item. We must use a lot of training exercises for the assimilation of grammar. We should provide the motivation of learn English, encourage children to communicate and remember that the correction of errors in the early stages of a language course may foster the following negative aspects:

- children lose confidence when they have fear of making grammar mistakes

– children become reluctant to take risks: they only say the information they know they can say

To sum up, we should realize the importance of training exercises and the role of the individual approach to teaching the children. Besides, the teacher must have a clear idea of the grammar of the language, its structure and usage; everything he teaches must be based on it; he should always be conscious of introducing or practicing some point of grammar.

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CLASSICIFICATIONS OF PHRASES IN MODERN ENGLISH

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Abstract: *It should be underlined that the topic of the work, as knowledge of this linguistic level allows communicating with the native speakers on their mother tongue. If we demonstrate not only fluent speech but also a richness of the vocabulary you use in the everyday speech and what is more the complete understanding of phrasal verbs, you hear and say, then you may be considered to achieve the very top level of knowing the foreign language.*

Key words: *Noun phrase, Appositive Phrase, Adverbial Phrase, Verb Phrase, Adjectival Phrase, Prepositional Phrase.*

A phrase is a group of words without both a subject and predicate. Phrases combine words into a larger unit that can function as a sentence element. For example, a participial phrase can include adjectives, nouns, prepositions and adverbs; as a single unit, however, it functions as one big adjective modifying a noun (or noun phrase).

Noun Phrase - "The crazy old lady in the park feeds the pigeons every day." A noun phrase consists of a noun and all of its modifiers, which can include other phrases (like the prepositional phrase in the park). More examples.

Appositive Phrase – “Bob, my best friend, works here” or “My best friend Bob works here.” An appositive (single word, phrase, or clause) renames another noun, not technically modifying it. See this page from the Armchair Grammarian for everything you ever wanted to know about appositives.

Gerund Phrase - “I love baking cakes.” A gerund phrase is just a noun phrase with a gerund as its head.

Infinitive Phrase – “I love to bake cakes.” An infinitive phrase is a noun phrase with an infinitive as its head. Unlike the other noun phrases, however, an infinitive phrase can also function as an adjective or an adverb. More examples.

Verb Phrase – The verb phrase can refer to the whole predicate of a sentence (I was watching my favorite show yesterday) or just the verb or verb group (was watching).

Adverbial Phrase – The adverbial phrase also has two definitions; some say it’s a group of adverbs (very quickly), while others say it’s any phrase (usually a prepositional phrase) that acts as an adverb — see this second definition.

Adjectival Phrase – As with adverbial phrases, adjectival phrases can either refer to a group of adjectives (full of toys) or any phrase (like a participial or prepositional phrase) that acts as an adjective – see this second definition.

Participial Phrase – “Crushed to pieces by a sledgehammer, the computer no longer worked” or “I think the guy sitting over there likes you.” A participial phrase has a past or present participle as its head. Participial phrases always function as adjectives.

Prepositional Phrase – “The food on the table looked delicious.” A prepositional phrase, which has a preposition as its head, can function as an adjective, adverb, or even as a noun.

Absolute Phrase – “My cake finally baking in the oven, I was free to rest for thirty minutes.” Unlike participial phrases, absolute phrases have subjects and modify the entire sentence, not one noun. Almost a clause, the absolute phrase can include every sentence element except a finite verb. For example, “My cake finally baking in the oven” would be its own sentence if you just added one finite verb: “My cake was finally baking in the oven.”

Phrases are considered as the second level of classification as they tend to be larger than individual words, but are smaller than sentences. We refer to the central element in a phrase as the head of the phrase. If the head is a noun then the phrase is called a noun phrase.

There are nine generally accepted classifications for phrases. These classifications are generally based on the headword or construction of the phrase. The headword can usually stand alone as a one-word phrase. It is the only part that cannot be omitted from the phrase.

1. NOUN PHRASES

Noun phrases may serve as subjects, direct objects, indirect objects, or objects of prepositions. Most noun phrases are constructed using determiners, adjectives and a head noun.

Examples: My coach is happy. (noun phrase as subject)

2. VERB PHRASES

Verb phrases are composed of the verbs of the sentence and any modifiers of the verbs, including adverbs, prepositional phrases or objects. Most verb phrases function as predicates of sentences.

Example: Henry made my coach very proud. (verb phrase as predicate)

3. ADJECTIVAL PHRASES

Adjectival phrases are composed of the adjectives that modify a noun and any adverbs or other elements that modify those adjectives. Adjectival phrases always occur inside noun phrases or as predicate adjectives.

Example: Dad bought [(a blue and green) sweater]

4. ADVERBIAL PHRASES

Adverbial phrases are composed of the adverbs that modify verbs, adjectives, or clauses. Adverbial phrases may occur with more than one word. The extra adverb is called an intensifier.

Example: He scored the goal very quickly.

5. PREPOSITIONAL PHRASES

Prepositional phrases are composed of the preposition and a following noun phrase. Prepositional phrases are used either adjectivally to modify nouns or adverbially to modify verbs, adjectives, or clauses.

Examples:

The man in the house rented it. (prepositional phrase modifies a noun adjectivally)

He went in the arena. (prepositional phrase modifies a verb adverbially)

Dad was happy about the goal. (prepositional phrase modifies an adjective adverbially)

On reflection, I believe that she was correct. (prepositional phrase modifies a clause adverbially)

6. GERUNDIVE PHRASES

Gerundive phrases may function in any way in which nouns may function: as subjects, objects, objects of a preposition, or even nouns functioning as adjectives. Gerundive phrases may contain gerunds, adjectives, objects, adverbs or other main verb elements.

Example: Dad talked about winning the game.

7. PARTICIPIAL PHRASES

Participles are root verbs with an "ed, en or ing" suffix. In the case of the past participial, the form may be irregular. Participial phrases may contain objects and other elements that might occur with main verbs. Participial phrases always function as adjectives.

Example: Racing around the corner, he slipped and fell.

8. ABSOLUTE PHRASES

Absolute phrases are composed of a subject noun phrase and a participial phrase. The absolute phrase is formally independent of the main clause. The subject of the absolute phrase does not have to appear in the main clause--because the absolute phrase has its own subject!

Example: [(My chores) (completed for the week)], I went on a walk.

9. INFINITIVE PHRASES

Infinitive phrases are composed of an infinitive verb (the base form of the verb preceded by to) and any modifying adverbs or prepositional phrases. The infinitive phrase has three functions: noun, adjective, adverb.

Examples:

My duty as a coach is to teach skills. (infinitive phrase functions as a noun)

My sister wanted a cat to love. (infinitive phrase functions as an adjective)

Bill is eager to work on his skating. (infinitive phrase functions adverbially, modifying an adjective)

Noun Phrases are groups of words that can function as subjects or objects in sentences.

They may take on various forms:

Water is important for survival.

(Single words)

In giving a general preview of our subject we pointed out that within the domain of syntax two levels should be distinguished: that of phrases and that of sentences. In giving characteristics of a part of speech we consistently kept apart the two layers in so far as they concern the syntactical functions of parts of speech — their ability to combine with other words into phrases, on the one hand, and their function in the sentence, on the other¹.

In starting now to analyse problems of syntax itself, we must first of all try to elucidate as far as possible the sphere belonging to each of the two levels. After that we will proceed to a systematic review of each level.

We will term "phrase" every combination of two or more words which is a grammatical unit but is not an analytical form of some word (as, for instance, the perfect forms of verbs). The constituent elements of a phrase may belong to any part of speech. For instance, they may both be nouns, or one of them may be an adjective and the other a noun, or again one of them may be a verb and the other a noun, or one may be a preposition and the other a noun; or there may be three of them, one being a preposition, the other a noun, and the third a preposition, etc.

We thus adopt the widest possible definition of a phrase and we do not limit this notion by stipulating that a phrase must contain at least two notional words, as is done in a number of linguistic treatises. The inconvenience of restricting the notion of phrase to those groups which contain at least two notional words is that, for example, the group "preposition + noun" remains outside the classification and is therefore neglected in grammatical theory.

The difference between a phrase and a sentence is a fundamental one. A phrase is a means of naming some phenomena or processes, just as a word is. Each component of a phrase can undergo grammatical changes in accordance with grammatical categories represented in it, without destroying the identity of the phrase. For instance, in the phrase *write letters* the first component can change according to the verbal categories of tense, mood, etc., and the second component according to the category of number. Thus, *writes a letter, has written a letter, would have written letters*, etc., are grammatical modifications of one phrase.

With a sentence, things are entirely different. A sentence is a unit with every word having its definite form. A change in the form of one or more words would produce a new sentence.

¹ Blokh M.Y. A Course in Theoretical English Grammar. Moscow 'Visshaya shkola' 1983 (383p)

It must also be borne in mind that a phrase as such has no intonation, just as a word has none. Intonation is one of the most important features of a sentence, which distinguish it from a phrase.

Last not least, it is necessary to dwell on one of the most difficult questions involved in the study of phrases: the grammatical aspect of that study as distinct from the lexicological.

The difference should be basically this: grammar has to study the aspects of phrases which spring from the grammatical peculiarities of the words making up the phrase, and of the syntactical functions of the phrase as a whole, while lexicology has to deal with the lexical meaning of the words and their semantic groupings.

Thus, for instance, from the grammatical point of view the two phrases *read letters* and *invite friends* are identical, since they are built on the same pattern "verb + noun indicating the object of the action". From the lexicological point of view, on the other hand, they are essentially different, as the verbs belong to totally different semantic spheres, and the nouns too; one of them denotes a material object, while the other denotes a human being. Thus, the basic difference between the grammatical and the lexicological approach to phrases appears to be clear. However, it is not always easy to draw this demarcation line while doing concrete research in this sphere.

It is to the phrase level that the syntactical notions of agreement (or concord) and government apply.

In studying phrases from a grammatical viewpoint we will divide them according to their function in the sentence into (1) those which perform the function of one or more parts of the sentence, for example, predicate, or predicate and object, or predicate and adverbial modifier, etc., and (2) those which do not perform any such function but whose function is equivalent to that of a preposition, or conjunction, and which are, in fact, to all intents and purposes equivalents of those parts of speech. The former of these two classes comprises the overwhelming majority of English phrases, but the latter is no less important from a general point of view.

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ON APPROACHES TO THE ANALYSIS OF A PROVERB RIDDLES MAXIMS AND ITS STRUCTURES

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Abstract: *The purpose of this experiment is conditioned by: 1) the objectives of paremiological units in English; 2) necessity of different aspect of the paremiological units which belong to linguistics, paremiology; 4) improving the process of distinctive features of paremiological analysis in linguistics. It is specific feature of paremiological units in several principles in English and working out the successful way of paremiology implementation into linguistics. And it is considered the importance of paremiological units in structural analysis in English language and various philological approaches of proverbs as well understanding of the traditional features; the history of the paremiological units in some nations using different kind of proverbs and its conceptual structures; different comparative analysis of using English proverbs in linguistics branch with paremiological semantic peculiarities and pedagogical conditions; using different vocabulary in interpreting a simple explanation of the position that is related to semantic shades in structural analysis of proverbial statements in English language. The suggested way of paremiological units in English implementation in linguistics has proved its effectiveness.*

The functions of paremiological units in linguistics; the specific peculiarities using of some analysis of proverbs, maxims, expressions, traditional statements, the framework of phraseology as well the history of their structure in English.

Key words: *Paremiology, proverbial, distinctive, implementation, conceptual, interpreting, phraseology.*

The proliferation of paremiological units begins with the Egyptian people. In past, paremiological units were recorded on paper by Aristotel in III-IV centuries. He put in order the saying of ancient Roman poets and philosophers, constantly writing them down for him. The collection of saying of philosophers, led by Aristotel, was important for rhetorical speakers and philosophers. These wise words were brief, rhythmic, harmonious and consistent and it's meaning solid and wide and attracted a large part of its interest on the part of society. In England, paremiological units for English people, patters and riddles, poems, proverbs, maxims and aphorisms, in one word, didactic poetry is one of the most beloved genres of literature. Sure, paremiological units are widely used in modern society since ancient times. People could not express their own feelings and thoughts in written form. Even, they did not know how to write. They had to remember and tell mouth by mouth their generation similar to paremiological units. The importance of paremiology is considered to be able to study and teach richness of paremiological units and its peculiarities such as proverbs, riddles, maxims, proverbial phrases and other types. Initially, it was the subject of deep study of scientists in most proverbial branches. According to the scientist agreed the proverbs are folklore speech. All of the paremiological units play important role in language. They give emotionality, expressiveness to the speech. They have certain pure linguistic features that must always be taken into account in order to distinguish than from ordinary speech. These units inform people of humanities' origins, traditions, habits, moral and religious ceremonies

and meaning of them always are cause of only goodness. Paremiological units are not appeared in every new speech of people or they do not create in order to upset or discipline somebody, but they are produced suddenly in finishing units of the language or to be main cause for them. The paremiological units explored one of the fields of folklore in literature and in linguistics. Overall, the number of definitions to paremiological units is much greater all of the paremiological units.

The vocabulary of a language is enriched not only by words but also by paremiological units. Many scholars in their definitions emphasize cultural significance of them. Accordingly, Palmer regards proverbs as cultural texts which fix knowledge, experience and expertise of generations; they manifest basic concepts and thus reflect the specific cultural knowledge and associations, which underlie the perception of the world (Palmer 1996, p.25) [1]. There are many analyses of paremiological units: to guide and differentiate people between white and black lines, to analyze a regular daily routine, to put valuable relationships with the most familiar members of life and, especially, to organize healthy life style. Some proverbs reveal and criticize people's negative peculiarities and some riddles joke their unhealthy characteristics as well maxims summarize their knowledge and experience of humanities' world looking. Analyzing above- mentioned paremiological units, we may express following explanation to the paremiological units: Paremiological units have educatory, cultural, aesthetic, artistic and figurative characteristics depending on a certain circumstance. It is in touch with truth and human wisdom, with the traditions and customs of the people. They express allegorically, having a deep meaning. It is a stereotyped idea that is used as a communication tool. The stereotypical idea is a stable and normal position of the public group in relation to the situation or reality (Rsaliyeva Zhulduz, 2015) [2]. It is a short, generally known sentences of the folk which contains wisdom, truth, moral and traditional views in a metaphorical fixed and memorial form and which is handed down from generation (Mieder, 1994) [3]. Proverbs are often handed down through generation. Therefore, many proverbs refer to old measurement, obscure professions, outdated weapon and various other traditional matters. So that, it is common that they preserve words that become less popular and archaic in broader society. Mieder has also worked to increase the amount of analysis rather than focus on collecting this thesis attempts to offer some paremiological units' analysis to add to the discussion in related and non related languages. At present, in our modern and classic linguistics' works have been used in collecting the examples. The analysis of English proverbs made it possible to determine them into the giving groups, reflecting: 1) the peculiarities of lifestyle; 2) geographical position; 3) customs and traditions; 4) religious views; 5) Greek and Roman myth; 6) English literature; 7) historical events (D.U Ashurova, M.R Galiyeva, 2019) [4]. The analysis of proverbs which describe relationship between language and culture and they are considered to be national, traditional relevant features since they express moral habits and concepts. And there are many approaches of proverbs from different peculiarities. D. U. Ashurova and M. R Galiyeva defines them as "There are many functions of proverbs: to advice, inspire, teach and persuade, convince and so on. Most proverbs are of an instructional character and provide deep philosophic insight into many phenomena of life. Proverbs guide people, teach them to differentiate between right and wrong, to lead a regular life, to establish good relations with the community members" (Ashurova, Galiyeva, 2019). Really, paremiological units are very believable and the most educative source of information

about culture and mentality of nations. They always express habits, traditions, customs and the origin of nations, humans' cares, national wisdom and traditional roots. They are of universal significance and are trustworthy. They also helps to find out his way of teaching, especially, in the early stages of teaching.

The study of paremiological units has functions in a number of fields. Clearly, those who study folklore and literature are interested in them, but they have been used to study a variety of branches of proverbs. Additionally, the objective of analysis of a proverb, a wide- ranging field which vary from discussion of proverb constituent structure to the role of it in the socio cultural society. Related to paremiology, there are many compendiums of proverbs in hundreds of languages. While proverb collections are useful, these documents do not typically after an analysis of the proverbs or even annotations of the meaning of the proverbs within the cultures. The actuality of the study folk literature- proverbs is confined oral expression but changing modern life with literature has appeared in written literature for a long time. The proverbs that expresses in terse form a statement embodying observations about the nature of life or about wise or unwise conduct may be so much an oral tradition as to serve in some preliterate societies. Proverbs may provide interesting little glimpses or clues to a people's geography, history, social organizations, social views, attitudes. The functions of paremiological units also focus on using for educational purposes, revealing issues in using paremiology in all approaches, determining ways of successful implementation of proverbial statements in analysis of proverbs, giving a definite opinion to a specific situation in a paremia, studying in some linguistic features of proverbs and its values and interpreting of proverbs in various structural analysis in English with organizing experimental exploring and work out traditional recommendations. The paremiological units permanently affect humanity both the young and older inhabitants. A deep meaning of them makes people to think critically and it leads them in a right way. Paremiological units do not teach the younger generation, but from generation to generation they will be a good adviser and leader the whole people of a certain society. By using them people can describe their inner feeling in one sentences to express own ideas or opinions.

It is good to know the really common paremiological units in English because you hear them come up in conversation all the time. Indeed, they serve not only enrich of the debate among educated people but also they help to show wealth of literature of those nations. By these features, paremiological units are cause of rich vocabulary of humanity. Sometimes people say the entire proverb to give advice to a friend. Besides that, proverbs also reflect different kind of factors such as individual characters, deep psychological and philosophic instincts, to lead good relationships among members of society and other phenomenal of life. In addition, the actuality of the study of the paremiological characteristics in English is that the usage of them in speaking is very necessary. The important usages of given distinctive follows are also significant and that is the reason of the study of the theme to have taken under discussion. So express any idea or plot by proverbs or maxims of the work in any situations as in original demand, person's different skills as well deep knowledge. Clearly, analyzing of paremiological units reflect a variety of classifies in some groups, for instance: to illustrate factors of daily routine (some of paremiological units express people's everyday life and work. The definition of them is simple routine and concerns. A great number of examples were created by working people such as singers, housewives, barmen, workmen, teachers, even, businessmen and so on,

using terms of lifestyle that were associated with their trades and occupations), to represent cultural and traditional habits (some units are related to our past ancestors who could not write anything namely, could express their opinions by their beliefs and superstitions), to give moral and psychological phenomenon (using of paremiological units a need for disciplining young generation and they impact on their inner behavior and outlook), to illustrate religious views (As is known, Christianity is a dominant religion in English-speaking countries and therefore the Bible, a sacred book of all Christians, became the richest source of English proverbs. It is believed that European cultures are greatly influenced by the Bible, however in Muslims' holy book of Quran has no any kind of paremiological units, but it has lots of holy sentences by God).

Summarizing above mentioned information the following general definition can be given to a paremiological unit. It is the collection and study of proverbs; it has rhythmic organization in poetic style that people had created for centuries in their social and historical life. To understand meaning the paremiological units in other languages and the factors of the sentences, it is not enough to give definition their analysis. So, paremiological units for every imaginable context and they are thus as contradictory as life itself. The English paremiological units are impressive with their peculiarities. The ability of every paremiological units such as proverbs, maxims, proverbial phrases, riddles and others to be used in this case can be attributed to the fact that they are also used in the linguistics and can be considered as one of the factors that contribute to the richness of these facilities. They analyze understandable options in every units of paremiological and they serve people well not only oral speech but also written word, coming to mind almost automatically as prefabricated verbal units.

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SOME WORDS ABOUT ARGUMENTATIVE ESSAYS

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The argumentative essay is a genre of writing that requires the student to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner. Please note: Some confusion may occur between the argumentative essay and the expository essay. These two genres are similar, but the argumentative essay differs from the expository essay in the amount of pre-writing (invention) and research involved. The argumentative essay is commonly assigned as a

capstone or final project in first year writing or advanced composition courses and involves lengthy, detailed research. Expository essays involve less research and are shorter in length. Expository essays are often used for in-class writing exercises or tests, such as the GED or GRE.

Argumentative essay assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews, surveys, observations, or experiments. Detailed research allows the student to learn about the topic and to understand different points of view regarding the topic so that s/he may choose a position and support it with the evidence collected during research. Regardless of the amount or type of research involved, argumentative essays must establish a clear thesis and follow sound reasoning.

The structure of the argumentative essay is held together by the following:

A clear, concise and defined thesis statement that occurs in the first paragraph of the essay.

In the first paragraph of an argument essay, students should set the context by reviewing the topic in a general way. Next the author should explain why the topic is important (exigency) or why readers should care about the issue. Lastly, students should present the thesis statement. It is essential that this thesis statement be appropriately narrowed to follow the guidelines set forth in the assignment. If the student does not master this portion of the essay, it will be quite difficult to compose an effective or persuasive essay. Clear and logical transitions between the introduction, body, and conclusion.

Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay's argument, and the structure will collapse. Transitions should wrap up the idea from the previous section and introduce the idea that is to follow in the next section.

Body paragraphs that include evidential support.

Each paragraph should be limited to the discussion of one general idea. This will allow for clarity and direction throughout the essay. In addition, such conciseness creates an ease of readability for one's audience. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph. Some paragraphs will directly support the thesis statement with evidence collected during research. It is also important to explain how and why the evidence supports the thesis (warrant).

However, argumentative essays should also consider and explain differing points of view regarding the topic. Depending on the length of the assignment, students should dedicate one or two paragraphs of an argumentative essay to discussing conflicting opinions on the topic. Rather than explaining how these differing opinions are wrong outright, students should note how opinions that do not align with their thesis might not be well informed or how they might be out of date.

Evidential support (whether factual, logical, statistical, or anecdotal).

The argumentative essay requires well-researched, accurate, detailed, and current information to support the thesis statement and consider other points of view. Some factual, logical, statistical, or anecdotal evidence should support the thesis. However, students must consider multiple points of view when collecting evidence. As noted in the

paragraph above, a successful and well-rounded argumentative essay will also discuss opinions not aligning with the thesis. It is unethical to exclude evidence that may not support the thesis. It is not the student's job to point out how other positions are wrong outright, but rather to explain how other positions may not be well informed or up to date on the topic.

A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.

It is at this point of the essay that students may begin to struggle. This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. Do not introduce any new information into the conclusion; rather, synthesize the information presented in the body of the essay. Restate why the topic is important, review the main points, and review your thesis. You may also want to include a short discussion of more research that should be completed in light of your work.

In conclusion, one should take into consideration the above ideas and the suggestions if he/she wants to get a satisfying marks on writing.

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THE BRIEF HISTORY OF ESSAYS IN ENGLISH

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The name “essay” goes back to 1588 when the writer Michel de Montaigne published his book “Essays”. Since then the word essay has been widely used to describe a short work that reveals the writer's point of view on some particular subject. This word has come from French and has the same origin as the French verb “essayer” (to attempt). It was a unique piece of literature in the 16th century, and it has not lost its unique nature. Really, we have been reading novels and are attracted by short stories; we are thrilled by the plot of drama, however these types of literature masterpieces create their own characters and have their own, frequently fictional plots. Unlike the written works mentioned above the writer of an essay communicates directly with the reader and thus the author gives his/her own opinion of the event, story, subject and even life in general. It might describe, it may generalize, and it can teach or entertain but the opinion of the

writer should be clearly and plainly stated. You may choose whatever topic you want for an essay, but we advise to choose some topic you are really interested in, especially if you have got such an opportunity. Certainly, Montaigne was not the first essayist, some ancient Greek writers such as Plutarch and Roman philosophers, such as Seneca also composed and wrote essays; yet Montaigne was the one who invented and popularized the term. Since Montaigne, a lot of famous English writers have been using this type of written work to express their own opinion of some subjects or events. Abraham Cowley, Joseph Addison and Francis Bacon to name but a few.

In the 19th century several other prominent writers such as Virginia Woolf and J.B. Priestly followed the suit. In the USA, the essay has been frequently used as the means of literary criticism. Some American essayists such as R.W. Emerson, H. Thoreau and Edgar Allan Poe were the most remarkable reviewers. Their essays have already become classical masterpieces and have been able to excite, enlighten and entertain several generations of grateful readers. The impact of their essays extends far beyond the year and even century when they were produced.

The Modes of Discourse - Exposition, Description, Narration, Argumentation (EDNA) - are common paper assignments you may encounter in your writing classes. Although these genres have been criticized by some composition scholars, the Purdue OWL recognizes the wide spread use of these approaches and students' need to understand and produce them. This resource begins with a general description of essay writing and moves to a discussion of common essay genres students may encounter across the curriculum. The four genres of essays (description, narration, exposition, and argumentation) are common paper assignments you may encounter in your writing classes. Although these genres, also known as the modes of discourse, have been criticized by some composition scholars, the Purdue OWL recognizes the wide spread use of these genres and students' need to understand and produce these types of essays. We hope these resources will help.

According to well known English expert on writing, "Bryan Greet ham" says that the essay is a commonly assigned form of writing that every student will encounter while in academia. Therefore, it is wise for the student to become capable and comfortable with this type of writing early on in her training. Essays can be a rewarding and challenging type of writing and are often assigned both in class, which requires previous planning and practice (and a bit of creativity) on the part of the student, and as homework, which likewise demands a certain amount of preparation. Many poorly crafted essays have been produced on account of a lack of preparation and confidence. However, students can avoid the discomfort often associated with essay writing by understanding some common genres within essay writing. Before delving into its various genres, let's begin with a basic definition of the essay.

What is an Essay?

Though the word "essay" has come to be understood as a type of writing in Modern English, its origins provide us with some useful insights. The word comes into the English language through the French influence on Middle English; tracing it back further, we find that the French form of the word comes from the Latin verb exaggerate, which means "to examine, test, or (literally) to drive out." Through the excavation of this ancient word, we are able to unearth the essence of the academic essay: to encourage students to test or examine their ideas concerning a particular topic.

Essays are shorter pieces of writing that often require the student to hone a number of skills such as close reading, analysis, comparison and contrast, persuasion, conciseness, clarity, and exposition. As is evidenced by this list of attributes, there is much to be gained by the student who strives to succeed at essay writing.

The purpose of an essay is to encourage students to develop ideas and concepts in their writing with the direction of little more than their own thoughts (it may be helpful to view the essay as the converse of a research paper). Therefore, essays are (by nature) concise and require clarity in purpose and direction. This means that there is no room for the student's thoughts to wander or stray from its purpose; it must be deliberate and interesting.

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LEXICAL MEANING AND SEMANTIC STRUCTURE OF ENGLISH WORDS

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***Annotation.** Lexicology plays a prominent part in the general linguistic training of every philologist by summing up the knowledge acquired during all his years at the foreign language faculty. It also imparts the necessary skills of using different kinds of dictionaries and reference books, and prepares for future independent work on increasing and improving one's vocabulary.*

***Key words:** Lexicology, language system, word-formation, word-building, Etymology, stylistics, phonetics, phonology, morphemes*

The treatment of words in lexicology cannot be divorced from the study of all the other elements in the language system to which words belong. It should be always borne in mind that in reality, in the actual process of communication, all these elements are interdependent and stand in definite relations to one another. We separate them for convenience of study, and yet to separate them for analysis is pointless, unless we are afterwards able to put them back together to achieve a synthesis and see their interdependence and development in the language system as a whole.

The word, as it has already been stated, is studied in several branches of linguistics and not in lexicology only, and the latter, in its turn, is closely connected with general linguistics, the history of the language, phonetics, stylistics, grammar and such new branches of our science as sociolinguistics, paralinguistics, pragmalinguistics and some others.²

The importance of the connection between lexicology and phonetics stands explained if we remember that a word is an association of a given group of sounds with a given meaning, so that *top* is one word, and *tip* is another. Phonemes have no meaning of their own but they serve to distinguish between meanings. Their function is building up morphemes, and it is on the level of morphemes that the form-meaning unity is introduced into language. We may say therefore that phonemes participate in signification.

Word-unity is conditioned by a number of phonological features. Phonemes follow each other in a fixed sequence so that [pit] is different from [tip]. The importance of the phonemic make-up may be revealed by the *s u b s t i t u t i o n t e s t* which isolates the central phoneme of *hope* by setting it against *hop*, *hoop*, *heap* or *hip*. An accidental or jocular transposition of the initial sounds of two or more words, the so-called *s p o o n e r i s m s* illustrate the same point. Cf. *our queer old dean* for *our dear old queen*, *sin twister* for *twin sister*, *May I sew you to a sheet?* for *May I show you to a seat?*, *a half-warmed fish* for *a half-formed wish*, etc.

Discrimination between the words may be based upon stress: the word *'import* is recognised as a noun and distinguished from the verb *im'port* due to the position of stress. Stress also distinguishes compounds from otherwise homonymous word-groups: *'blackbird* : : *'black 'bird*. Each language also possesses certain phonological features marking word-limits.

Historical phonetics and historical phonology can be of great use in the diachronic study of synonyms, homonyms and polysemy. When sound changes loosen the ties between members of the same word-family, this is an important factor in facilitating semantic changes.

The words *whole*, *heal*, *hail*, for instance, are etymologically related.² The word *whole* originally meant 'unharméd', 'unwounded'. The early verb *whole* meant 'to make whole', hence 'heal'. Its sense of 'healthy' led to its use as a salutation, as in *hail!* Having in the course of historical development lost their phonetic similarity, these words cannot now exercise any restrictive influence upon one another's semantic development. Thus, *hail* occurs now in the meaning of 'call', even with the purpose to stop and arrest (used by sentinels).

Meaning in its turn is indispensable to phonemic analysis because to establish the phonemic difference between [ou] and [o] it is sufficient to know that [houp] means something different from [hop].

All these considerations are not meant to be in any way exhaustive, they can only give a general idea of the possible interdependence of the two branches of linguistics.

² *P a r a l i n g u i s t i c s* — the study of non-verbal means of communication (gestures, facial expressions, eye-contact, etc.).

P r a g m a l i n g u i s t i c s — the branch of linguistics concerned with the relation of speech and its users and the influence of speech upon listeners. See: *Leech G. Principles of Pragmatics*. London, 1985.

Stylistics, although from a different angle, studies many problems treated in lexicology. These are the problems of meaning, connotations, synonymy, functional differentiation of vocabulary according to the sphere of communication and some other issues. For a reader without some awareness of the connotations and history of words, the images hidden in their root and their stylistic properties, a substantial part of the meaning of a literary text, whether prosaic or poetic, may be lost. Thus, for instance, the mood of despair in O. Wilde's poem "Taedium Vitae" (Weariness of Life) is felt due to an accumulation of epithets expressed by words with negative, derogatory connotations, such as: *desperate, paltry, gaudy, base, lackeyed, slanderous, lowliest, meanest*.

An awareness of all the characteristic features of words is not only rewarded because one can feel the effect of hidden connotations and imagery, but because without it one cannot grasp the whole essence of the message the poem has to convey.

¹ Spoonerism — from the name of W.A. Spooner, warden of a college at Oxford, who was known for such slips.

² Etymology that branch of linguistics which deals with the origin and history of words, tracing them to their earliest determinable base.

The difference and interconnection between grammar and lexicology is one of the important controversial issues in linguistics and as it is basic to the problems under discussion in this book, it is necessary to dwell upon it a little more than has been done for phonetics and stylistics.

A close connection between lexicology and grammar is conditioned by the manifold and in severable ties between the objects of their study. Even isolated words as presented in a dictionary bear a definite relation to the grammatical system of the language because they belong to some part of speech and conform to some lexico-grammatical characteristics of the word class to which they belong. Words seldom occur in isolation. They are arranged in certain patterns conveying the relations between the things for which they stand, therefore alongside with their lexical meaning they possess some grammatical meaning. Cf. *head of the committee* and *to head a committee*. The two kinds of meaning are often interdependent. That is to say, certain grammatical functions and meanings are possible only for the words whose lexical meaning makes them fit for these functions, and, on the other hand, some lexical meanings in some words occur only in definite grammatical functions and forms and in definite grammatical patterns.

For example, the functions of a link verb with a predicative expressed by an adjective cannot be fulfilled by every intransitive verb but are often taken up by verbs of motion: *come true, fall ill, go wrong, turn red, run dry* and other similar combinations all render the meaning of 'become smth. The function is of long standing in English and can be illustrated by a line from A. Pope who, protesting against blank verse, wrote: *It is not poetry, but prose run mad*³

On the other hand the grammatical form and function of the word affect its lexical meaning. A well-known example is the same verb *goes* when in the continuous tenses, followed by *to* and an infinitive (except *go* and *come*), it serves to express an action in the

³ A modern 'invasion' of grammar into lexicological 'territory' is a new and promising trend referred to as semantic syntax, in which a lexico-semantic approach is introduced into syntactic description. See, for example, the works by T.B. Alisova, V.V. Bogdanov, V.G. Gak, I.P. Sousov. Compare also communicative syntax as studied by L.P. Chakhoyan and G.G. Pocheptsov.

near and immediate future, or an intention of future action: *You're not going to sit there saying nothing all the evening, both of you, are you?* (Simpson)

Participle II of the same verb following the link verb *be* denotes absence: *The house is gone*. In subordinate clauses after *as* the verb *go* implies comparison with the average: ... *how a novel that has now had a fairly long life, as novels go, has come to be written* (Maugham). The subject of the verb *go* in this construction is as a rule an inanimate noun.

The adjective *hard* followed by the infinitive of any verb means 'difficult': *One of the hardest things to remember is that a man's merit in one sphere is no guarantee of his merit in another*.

The ties between lexicology and grammar are particularly strong in the sphere of word-formation which before lexicology became a separate branch of linguistics had even been considered as part of grammar. The characteristic features of English word-building, the morphological structure of the English word are dependent upon the peculiarity of the English grammatical system. The analytical character of the language is largely responsible for the wide spread of conversion¹ and for the remarkable flexibility of the vocabulary manifest in the ease with which many nonce-words are formed on the spur of the moment.

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INGLIZ VA O'ZBEK TILLARIDA ANTONIMLAR TAVSIFI, O'RNI VA ULARNIG TURLI JIHATDAN TASNIFLANISHI

NABIYEVA MOHINUR DILSHODJON QIZI
FARDU TALABASI

Annotatsiya: *ushbu maqolada antonim so'zlarning ingliz va o'zbek tillaridagi ahamiyati, ularning tasniflanishi hamda ular orasidagi farq va o'xshashliklar to'g'risida tavsiflar keltirilgan.*

Kalit so'zlar: *antonim, antonimiya, til birligi, sintaktik antonim, leksik antonim, affiksial antonim, asliy antonim, nisbiy antonim, to'ldiruvchi antonimlar, yarim antonim, to'liq antonym*

Ma'lumki, o'zbek tiliga davlat tili maqomi berilgandan so'ng, yurtimizda ko'plab o'zgarishlar yuz berdi, shu bilan birgalikda, xorijiy tillarni o'qitishga oid turli islohotlar amalga oshirildi. Chet tillariga bo'lgan e'tibor ham yanada oshdi. O'zbek tili bilan bir qatorda ingliz, rus, nemis, fransuz kabi tillar ham o'qitilishi davlatimizning porloq kelajagini bunyod etish maqsadida yo'lga qo'yildi.

Umuman olganda, barcha tillar keng imkoniyatli va rang-barang tillar ekanini yaxshi bilamiz. Bugun biz ushbu maqolamiz orqali ingliz hamda o'zbek tillarida

antonimlarning qanday ahamiyat kasb etishiga to'xtalib, ularga yangicha nigoh bilan qarashlikni oldimizga maqsad qilib qo'ydik va bu haqda qisqacha yozishga qaror qildik.

Antonimiya bu semantik aloqadorlikni ifodalovchi konsept sifatida muhim lisoniy ahamiyat kasb etadi. Antonimlar odatda juftlik tarzida iborlarda (Yerga ursang, ko'kka sapchiydi), maqollarda (*Avval o'yla, keyin so'yla. A friend to everybody is a friend to nobody. (Hammaga do'st bo'lgan hech kimga do'st bo'lmaydi.)*), va boshqa turli adabiy janrlarda (tazod: *Bu yerda na g'urbat, na ofat, na g'am. Bunda bor: harorat, muhabbat, shafqat. G'.G'ulom*) keng foydalaniladi va nutqqa o'ziga xos bezak beradi. Bundan tashqari antonimlar til o'rganishda ham o'z o'rniga lisoniy hodisadir. Masalan "tall" (baland so'zi) "not short" (past emas) so'zi bilan izohlanadi.

Antonim so'ziga olimlar turlicha ta'riflar berganlar. XIX asrda tilshunos S. J. Smit "antonim" tushunchasini oddiygina qilib "sinonim" tushunchasining teskarisi yohud aksi deb ta'rif berdi, keyinchalik esa bu ta'rif turli muhokamalarga sabab bo'ldi, chunki ma'no torayib ancha soddalashib qolgandi. XX asrga kelib esa antonim konseptiga aniqlik kiritila boshlandi. Xususan, 1977-yilda Lyons antonimni zidalanish va qarama-qarshilik asosiga qurilgan so'zlar munosabati deya ta'rif berdi. [2, 32] Masalan, ochmoq va yopmoq so'zlari o'rtasidagi aloqadorlik antonimiyani ifodalaydi. Boshqa bir tilshunos Lich esa antonim va antonimiyani semantik tushunchalar sifatida ta'riflab qarama-qarshi ma'nolar o'rtasidagi aloqadorlik antonimiya, qarama-qarshi ma'noni esa antonim deb ataydi. [3, 54] Xitoylik mashhur tilshunos Hu Zhuanglin oddiygina qilib antonimiya qarama-qarshilik asosidagi aloqadorlik ekanini tasdiqlaydi. [1, 164] O'zbek tilshunosligida dastlabki antonimlar tadbiqu o'tgan asrning 70- yillarida R. Shukurov tomonidan tadqiqotlar amalga oshirildi va dastlabki "O'zbek tilida antonimlar" nomli ilmiy asar yozildi. Ushbu asarda bir-biriga yaqin tushunchalar omonimlik, polisemiya va antonimiyaning farqlari ularning leksik-semantik xususiyatlari yoritib o'tilgan. Bizning fikrimizcha bu asarda ham asosan antonimlarni yasaliish jihatidan turlarga ajratilganligi, ya'ni shakl nuqtai nazaridan xosil qilinishi tadbiqu etilganligi, ma'noning miqdoriy jihatdan antonimlarning tasniflanishi tahsinga loyiqdir. [4]

Antonimlar formal jihatdan xosil bo'lishiga ko'ra quyidagi turlarga bo'linadi: **leksik antonimlar** (*yaxshi-yomon, good-bad*); **affiksial antonimlar** (*muhim-nomuhim, important-unimportant*) hamda **sintaktik antonimlar** (*qalbi pok-ichi qora*). Bulardan shunday ma'no anglashiladiki, **antonimiya** bu ma'lum bir lison birliklarining o'zaro qarama-qarshiligi. Ingliz tili semantikasi o'zbek tiliga nisbatan qisman murakkabroq bo'lib, ularda antonimlarning 3 turi mavjud va ular: **gradable antonyms**-asliy antonimlar (*beautiful-ugly ya'ni, go'zal-xunuk*); **complementary antonyms**-to'ldiruvchi antonimlar (*day-night ya'ni, kun-tun*); hamda **relational antonyms**-nisbiy antonimlar (*teacher-pupil ya'ni, o'qituvchi-o'quvchi*). O'zbek tilshunosligida antonimlarning leksik semantik xususiyatlariga ko'ra tasnifini birinchi bo'lib S.Usmonov boshlab berdi. Uning fikricha antonimlar bir-birini inkor etish darajasiga ko'ra 2 turga bo'linadi: to'la va yarim. [5, 33] To'la antonim bu biz yuqorida keltirgan gradable (asl, asliy) antonimga to'g'ri keladi. Ular doim bir konsept doirasida vujudga keladi. Masalan, issiq-sovuq- hamma joyda, do'st-dushman- hamma. Yarim antonimlarda esa o'zaro zidlik kuchsizligi yaqqol sezilib turadi, lekin bu shuni anglatadiki, ular o'rtasida hamon aloqadorlik va qarama-qarshilik mavjuddir. Masalan: aka-uka (ular umumiy tushuncha-farzand tushunchasi ostida birlashsa-da, biri ikkinchisiz ham mavjud bo'lishi mumkin: ular muntazam juftlik xossasiga ega emaslar, lekin tenglik nuqtayi nazaridan bir xil darajadadirlar.)

Yuqorida ta’kidlangan fikrlar shuni ko’rsatadiki, o’zbek tilida ingliz tilidan farqli ravishda 2 ta leksik-semantik antonimlar turi bo’lsa, ular ingliz tilida 3 tadir.

Yana bir muhim farq shuki, buni ziddiyat ya’ni qarama-qarshilik deb olsak ham to’g’ri bo’ladi, bizningcha. Ingliz tili grammatikasida antonimlarning uchinchi turi sanalmish “**relational antonyms**” (nisbiy) bizning tilda turlicha talqin qilinishi ham mumkin. Ularni ba’zi yuqoridagi kabi tilshunoslar, bizning milliy tilimizda bunday tur mavjud emas desalar, ba’zi adabiyotlarda esa, ingliz tilidagi “**relational antonyms**” (nisbiy) hisoblangan **doctor-patient** antonimlari bizda antonim sanalmaydi aksincha, **shifokor-bemor** shaklida oddiygina “**uyadosh so’zlar**” sirasiga kiradi.

Farqlar mavzusini davom ettirar ekanmiz, o’zbek tili antonimlarining tarkibiga kiruvchi «**sintaktik antonimlar**» bizning nutqimizda eng ko’p qo’llaniladigan turlardan sanaladi. Chunki bunday antonimlar tom ma’noda iboralar asosida qurilgan desak, mubolag’a bo’lmaydi (**qo’li uzun-qo’li kalta**, ya’ni, **boy-kambag’al** ma’nosida). Bu tur ingliz tili grammatikasida mavjud emas. Lekin umuman olganda, ikki til o’rtasida farqlar borligiga yarasha, o’xshashliklarni ham topish mumkin.

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INGLIZ VA O’ZBEK TILIDAGI MAQOLLARDA “DO’SMLIK” KONSEPTI IFODALANISHI TOJIBOYEVA MUHLISA MA’RUFJON QIZI FARDU TALABASI

Annotatsiya: ushbu maqolada do’smlik konseptining ingliz va o’zbek maqollari ifodalanishining o’ziga xos jihatalri tavsif qilinadi.

Kalit so’zlar: xalq og’zaki ijodi, maqol, konsept, obraz, analitik til, sinonimik qator, aglutunativ til, allegorik vosita.

Insonlar o’zlarining hayotida bo’lgan voqealarni o’z avlodlariga turli yo’llar bilan yetkazib berishga harakat qilishgan. Shunday narsalarni yerkazib berishda xalq og’zaki ijodi, maqollar, matallar, hikmatli so’zlar va shu kabilar ning roli beqiyos sanaladi. Mana shu manbalardan biri bo’lgan maqollar ham biz uchun to’g’ri qaror qabul qlishda, har xil vaziyatlardan chiqishda yordamchi vazifasini o’taydi.

Tilshunoslikning rivojlanishi tufayli o’tgan asrda yangi kognitiv tilshunoslik degan yo’nalish dunyoga keldi. Butun dunyodagi lison tadqiqotchilarini o’ziga jalb qilib kelayotgan usbu ta’limotning asosini konsept tashkil etadi. Konseptga olimlarning yondashuvi va ta’riflari turlichadir, lekin biz qisqa va tushunarli bo’lgan Sh. Safarovning

fikrini ma'qul deb bildik: "Konsept ham tafakkur birligi va uning asosida tushuncha, obraz va lisoniy ma'no umumlashmasi yotadi. " [4, 17] Biz siz bilan muhokama qilmoqchi "do'stlik" konsepti ham ana shu tillarda mavjud konseptlardan biridir.

Xalq ijodiyotining ko'pchilik janrlaridan, jumladan, maqollarda xalq jamiyatidagi munosabatlar, hodisa va holatlarni soddaroq, oydinroq ifodalamoq maqsadida tabiatdagi o'z xususiyati bilan shunga mos keladigan turli narsalar (xayvonlar, o'simliklar, ularning mevalalari, jismlar, uy jihozlari kiyim-kechaklar, ish qurollari, mehnat mahsulotlari) obrazidan ustalik bilan foydalanadi. Ana shu narsalarning har birini timsol qilib olib ular vositasida muayyan sifatlarga (xoh ijobiy, xoh salbiy) ega bo'lgan kishilarni obrazini gavdalantiradi. [2, 484]

Aslida maqol so'zi arab tilidan olingan bolib hikmatli so'z, otlar so'zi kabi tarjima qilinib yuritiladi. Maqollarda barcha fikr bir umumiy ma'noga qaratiladi va har bir maqolda yashirin ma'no bo'ladi. Ko'pincha maqollar o'z ma'nosida emas, balki ko'chma ma'noda qo'llaniladi. Chunki shu orqali insonlarni tanqid qilish, ularni hayvonlar qushlar, o'simliklar orqasi yaxshilikka da'vat etish yashiringan bo'ladi. Bu esa fan tilida allegorik vositalar deb yuritiladi. Lekin allegorik vositalarning yana bir jihati shuki, ular qaysidir ma'noda insonlarni boshqa bir vositaalar orqali aks ettiradi.

Maqollar ham mavzu jihaatdan turli xil bo'lishi mumkin. Bunday mavzular ichiga vatan, do'stlik, muhabbat, vafo, hurmat va boshqalarni keltirish mumkin. Bu kabi mavziular ingliz tilida ham, o'zbek tilida ham uchraydi. Xususan do'stlik mavzusida o'zbek tilida ko'plab namunalarni uchratish mumkin;

Do'stsiz oshing tuzsiz boshing.

Do'st yomon kunda bilinadi.

Yolg'iz otning changi chiqmas, changi chiqsa ham dong'i chiqmas.

Do'stlik so'zi tor ma'noda ikki inson o'rtasidagi munosabat bo'lsa, keng ma'noda oilalar, qishloqlar, qarindoshlar va yurtlar o'rtasidagi iliq munosabatni ham bildiradi. Do'stlikdagi eng muhim fazilatlardan biri samimiylik, rostgo'ylik, vafo va, albatta, sadoqat hisoblaniladi. Bu to'g'risida bizning tilimizda salmoqli ijod namunalari uchratish mumkin. Birgina A.Navoiy do'stlikni ulug'lab ko'plab misralar ijod qilgan. Do'stsiz insonni qurigan daraxtga, joni yo'q tuproqqa tenglagan. Do'stlik shunday ne'matki, u insonni ruhan va jismonan kamolotga boshlaydi. Xususan;

1. O'zaro hurmat
2. Rostgo'ylik
3. Do'stining kamchiliklarini ayta olish
4. Har qanday holatda ham do'st yonida bo'lish
5. Orzu umidlarni o'zaro hurmat qilish
6. Moddiy va ma'naviy narsalarni hech qachon ayamaslik

Yana bir holat borki, do'stlik ahillik, birodarlik so'zlari bilan sinonimik qatorda turadi va ba'zi holatlarda ular bilan almashinib ham qo'llaniladi. Do'stlik ham ikki xil ko'rinishda bo'ladi; biri chin do'stlik bo'lsa, ikkinchisi yolg'on do'stlik ya'ni qandaydir manfaat yuzasidangina qurilgan rishta sanaladi. Ingliz va o'zbek tillaridagi maqollarda bir biriga yaqin bo'lgan do'stlik to'grisidagi maqollarni topish mumkin. Bu ikki til maydon jihatdan, kelib chiqish jihatidan umuman aloqador emas, xatto, tilshunoslik tomondan ham ingliz tili analitik til guruhiga o'zbek tili aglutinativ til guruhiga kiradi. Ammo maqollar va iboralarda ma'nosi bir xil bo'lgan jihatlari, umumiyliklarni ko'rish mumkin.

A good friend is my nearest relation

-yaxshi do'st uzoq qarindoshdan yaxshi. Ushbu maqolda ham aynan bir xil bo'lmasa ham ma'no yaxlitligi bor. Bu maqol orqali mehrsiz qarindoshlardan bittagina sodiq do'st yaxshi degan ma'no namoyon bo'ladi.

The best mirror is my old friend

-do'st do'stning oynasi. Darhaqiqat, do'stlar bir- birini ko'zgusidir. Kamchiliklarni yashirish, ularni to'g'rilash, yaxshi kunda xursand bo'lish- bu albatta chin do'stlik nishonasidir.

Yana ko'plab ingliz tilidagi do'stlik haqidagi maqollarni misol sifatida keltirish mumkin.

-Old friend and old wine are best.

-Only your real friends tell you when your face is dirty.

-Friendship is one mind in two bodies.

-Faithful friend is better than gold.

- Friendship that flames goes out in a flash. [3, 161]

Ba'zi maqollarda do'stlik konseptini to'g'ridan to'g'ri ifoda qilinmagan. Aytib o'tilgan hislatlar bu holatda topib olish mushkul. Masalan:

The enemy of my enemy is my friend. (Dushmanimning dushmani mening do'stimdir.) [1, 159]. Bu yerda ma'no antonimik uslub bilan ifodalanib, xuddi mataematik xisob qonuniyati singari ikki noijobiylikning munosabati ijobiylikka olib kelyapti. Bu kabi misollar har ikkala tilda ham talaygina bo'lib, ular doim keng iste'molda bo'lib kelgan.

Yuqoridagi tahlillar shuni ko'rsatdiki, ingliz va o'zbek tillari ham juda maqollarga boy hisoblanadi. Har bir til alohida bo'lgani bilan uning tarbiyaviy ahamiyati bir xil bo'ladi. Qiyosiy tilshunoslik, tarix ba boshqa fanlarning tajribalarning ham ahamiyatli jihati shu kabi o'xshashlik va farqli tomonlarni izlab topish hisoblanadi.

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METONIMIYANING O'ZBEK, INGLIZ VA RUS TILLARIDA QO'LLANILISHI

YO'LDOSHEVA MUSHTARIYBEGIM MADAMINJON QIZI FARDU TALABASI

Annotatsiya: ushbu maqolada polisemiya tushunchasiga nazariy yondashuv, nutqning barcha turlarida, shuningdek, kundalik so'zlashuvda eng keng tarqalgan ko'chim turlaridan biri: metonimiyaning o'zbek, ingliz va rus tillarida qo'llanilishi haqida qisqacha tavsif beriladi.

Kalit so'zlar: polisemiya, ma'no ko'chish usuli, polisemik va leksik ma'no, kontekst, metonimiya, metonimik uzatish, ma'no ko'chish, fazoviy (mekansal), vaqtinchalik, mantiqiy.

Ko'p ma'noli so'zlar tilda o'ziga xos ahamiyat kasb etadi. Tilshunos Miraziz Mirtojiyev so'zlariga ko'ra, polisemiya har qanday tilda ham salmoqli o'rin tutadi. Til boyligi faqat so'zlar, iboralar bilangina emas, so'zlarning *leksik ma'nolari* bilan ham o'lchanadi. Demak, so'zlarning ko'p ma'noliligi – *polisemiya* til boyligida o'z o'rniga ega. So'zlar asl ma'nosidan tashqari *polisemik ma'noga* ham egadirlar. So'zlar ko'chma ma'noda qo'llanganda, predmet va hodisalarni atabgina qolmay, o'sha predmet va hodisalarni tasvirlash funksiyasini ham bajaradi. Ular odatda, so'zlarning to'g'ri ma'nosi negizida vujudga keladi. Ya'ni, ko'chma ma'no baribir aslidan kelib chiqqan holda yuzaga keladi. So'zlarning ko'chma ma'nosi faqat *kontekstda* anglashiladi. Ko'chma ma'noli so'zlar tabiat manzaralarini chizishda, qahramonlarning ichki dunyosini, ruhiy, holatini ochishda, lirik chekinishlarda keng ishlatiladi.[2, 23]

Tilshunoslar ko'p ma'nolilikni turli tarafdin tadbiq etib, uning tildagi aynan o'xshash hodisalardan farqlashga harakat qilib ta'rifni mukammallashtirishga harakat qilgan bo'lsalar, qolganlari uni soddalashtirishga urinadilar. Masalan, Frensis Katamba polisemiyaning so'zning birdan ortiq ma'no ifodalashi bo'lib, ma'nolar o'rtasidagi ko'priklar vazifasini o'taydi, degan jo'yali fikr bilan kifoyalandi. [3, 187] Ayrimlar esa polisemiya konsepti o'ta murakkab jarayon bo'lib, unda hali yechilishi lozim bo'lgan muammolar tasavvur qilganimizdanda ziyodaroq deb ta'kidlaydilar.[4, 3] Xususan, polisemiyaning ahamiyati uning aynan o'ziga xosligida emas, tildagi lisoniy yaratuvchanlik muhitini vujudga keltirishidir. Zero, yangi ma'noni ifodalash, lekin yangi so'zga zarurat qolmasligini oddiy jarayon sifatida ta'riflash mumkin emas, bizning nazarimizda.

So'zning ko'chma ma'nolari *ma'no ko'chish usullari* orqali hosil qilinadi va ular har bir tilning o'z tilshunosligida turlicha tavsiflanadi. Biz ushbu maqolamizda shunday ko'chim turlaridan biri bo'lgan metonimiya haqida so'z yuritmoqchimiz. *Metonimiya* (grekcha *metonymia* – *qayta nomlash*) deganda bir so'z, tushunchani ifodalashda aynan o'zining nomini emas, balki, unga ma'lum bog'liqliklar (masalan, ichki yoki tashqi) asosida aloqador bo'lgan boshqa so'zni qo'llash va shu asosida ma'noni birdan ikkinchisiga ko'chirishni tushunamiz [5,110]. Mashhur qadimgi yunon faylasufi Mark Kvintilian metonimiyaga quyidagicha ta'rif bergan edi: "*Metonimiyaning mohiyati u tasvirlagan sababni almashtirishda namoyon bo'ladi*".[7] Biz yuqorida ta'kidlab o'tganimizdek, olimlarning fikri lisoniy hodisalarga nisbatan turlicha bo'lgani uchun g'oyalarni qarama-qarshi emas, bir-birini to'ldiruvchi deb yondashgan ma'qul. D. N. Shmelev ko'chma ma'no hosil qiluvchi hodisalarni tadqiq qilar ekan, ularni 3 turga ajratadi. Ammo Shmelev sinekdoxa hodisasini ham metonimiyaning bir turi deb tasvirlaydi. [6, 57] Bu kabi qorishiq qoidalarni ilgari surgan, metonimiyaning metafora bilan deyarli bir hodisa deydigandilshunoslar ham talaygina.

Keltirilgan fikrlarga asoslangan holda, o'zaro bog'liq tushunchalarning ma'nolarini almashtirish, bir-biriga uzatish – bu metonimiyadir, degan xulosaga keldik. Quyida uning predmet, tushuncha va harakatlarning o'zaro aloqadorligiga ko'ra uch turga bo'lib tavsiflashga harakat qilamiz [7]:

1. Fazoviy (yoki mekansal). Metonimiyaning ushbu turi narsa-hodisalarning fizik va fazoviy joylashishiga asoslanadi. Bunday metonimiya biror xona, auditoriya (yoki muassasa) nomlarining ana o'sha yerdagi jarayonlar bilan bog'liqligi orqali namoyon bo'ladi. Masalan, 1. Bu *studiya* foydasiga bo'ldi ((It was in favour of the studio; Это было в пользу студии) ya'ni, *studiyaning jamg'armasi* foydasiga)). 2. Butun *uy* uxlayapti ((The whole house is sleeping; Весь дом спит) ya'ni *uydagi odamlar*)). Shuningdek, mekansal

metonimiyani idish nomining uning tarkibiga o'tkazish bilan ham hosil qilish mumkin: *Choynak* qaynadi ((The pot boiled; Чайник закипел) ya'ni, *ichidagi suyuqlik*).

2. **Vaqtinchalik.** Ushbu metonimik uzatish harakat nomini biror predmetga yoki o'sha harakatni bajaruvchi shaxsga o'tkazish orqali yuzaga chiqadi. Masalan *kolleksiyani ta'qib qilish* (to follow the collection; следить за коллекцией (shu ish bilan shug'ullanuvchi maxsus guruh)) kabi.

3. **Mantiqiy.** Nutqda juda keng tarqalgan ushbu tur bir qancha usullar orqali amalga oshadi:

1) idish (konteyner) nomlari o'zlarining hajmi va sig'imiga ko'chadi: Bir *stakan* ichdi (Drank a glass; Выпил стакан (*stakandagi suyuqlik*)) (N.Shukurov);

2) moddaning nomi undan yasalgan predmetga o'tkazish: Jamoamiz *ikkita bronza* yutdi (Our team won two bronze; Наша команда завоевала две бронзы (*bronza medali*));

3) muallifning nomi o'zi yaratgan asar va kashfiyotlar (predmet yoki jarayon) ga ko'chadi: Har oqshom *Bethovenni* tinglayman (Every evening I listen to Beethoven; Каждый вечер я слушаю Бетховена (*Bethoven bastalagan musiqalar*));

4) geografik hududlar, joy nomlari ularga aloqador bo'lgan tushunchalarga o'tkaziladi (nutqda eng ko'p qo'llaniladi): *Angliya* immigratsiyani tekshirishni davom ettirishga qaror qildi (*England* decided to keep check on immigration; Англия решила продолжить иммиграционный контроль (*Angliya hukumati*)) [9];

5) harakat nomi ma'nosini ana o'sha harakat amalga oshadigan joyga yoki harakatni bajaradigan predmetga ko'chiriladi: *kirish* (enter; вход), *chiqish* (exit; выход) – ma'no joyga ko'chgani; hushtak (whistle; свисток) – predmetga ko'chgani kabi;

6) sifat nomini ayni o'sha sifatga ega bo'lgan narsa-predmetga ko'chiriladi: Uning *samimiy tabassumi* juda chiroyli (Her sincere smile is so beautiful; Ее искренняя улыбка так прекрасна (*tabassumning haqiqiyligiga ishora*));

7) inson organlari va kasallikning o'zaro aloqasi natijasida ko'chadi: U kasalxonaga *yuragi bilan* tushdi (He was hospitalized with a heart; Он попал в больницу с сердцем (*yurak kasalligining bir turi bilan*)) [7].

Umuman, bir predmet nomining ikkinchisiga ko'chirilishi ular o'rtasidagi haqiqiy aloqaning mavjudligiga asoslansa, u **metonimiya** bo'ladi. [1,101-102]

Nutqda shunday metonimiyalar borki, ular metonimik ma'noda "qayta nomlanib" qo'llanilavergach, go'yoki turg'un holatga kelib qolgan. Buni quyidagi so'z misolida oson tushunishimiz mumkin: *toj-u taxt* (o'zbek tilida metonimiya *toj* so'zining o'zi bilan emas, balki, *toj-u taxt* shaklida yuzaga chiqadi (yoki *taxt*)) (*crown; корона*) – *hokimiyat* ma'nosida (metonimiya bo'lgan ushbu so'zning har uchala tilda o'zgarishsiz ayni ma'noda qo'llanilganiga e'tibor qarating):

- Toj-u taxt uchun kurash davom etmoqda.
- The fight for the crown is still going on.
- Борьба за корону продолжается.

Metonimiya hech bir o'rinda adabiyotdagidek keng qo'llanilmaydi, zero, ushbu ko'chim turi predmet va tushunchalarning o'zaro aloqadorlik jozibasi bilan yuzaga chiqishi uning berilgan mazmunni yanada ta'sirchan va rang-barang ifodalashiga, nutqning ekspressivligini ta'minlashiga xizmat qiladi:

1. Agar kerak bo'lsa *Sharqni* va *G'arbni*
Yolg'iz bir she'riga eta olur jo (A. Oripov).
2. I am mightly glad *Georgia* waited till after Christmas before it seceded

(M. Mitchell) [9].

3. Село коптит в стылое ясное небо серым дымом – люди согреваются (В.М. Шукшин) [8].

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SEMANTIC AND LINGUOCULTURAL FEATURES OF ENGLISH AND UZBEK PROVERBS WITH CONCEPT OF FRIENDSHIP YAXYOYEVA SEVARAXON XAYOTJON QIZI FARDU TALABASI

Abstract: *this article is devoted to the analysis of semantic and linguocultural features of some English and Uzbek proverbs related to the concept of friendship.*

Keywords: *concept, proverb, friendship, slots, culture, semantic, syntactic structure.*

Each person belongs to a certain ethnic group, a certain nation. This means that each person, as a part of an ethnic group, leaves its imprint in the language consciousness and communicative behavior of this ethnic group. Language consciousness is divided into numerous fragments of perception of reality, which are understood as concepts. E. S. Kubryakova offers the following definition of the concept: "Concept-an operational unit of memory, mental lexicon, conceptual system and language of the brain, the whole picture of the world, quantum of knowledge".

The concept of "friendship" is one of the main categories of ethical character that determines the spiritual values of a national culture. The concept of "friendship" is a complex, on the one hand, but interesting, on the other hand, the object of research in a comparative aspect. This concept has its own slots: mental, moral, ethical, spiritual, etc., and "when comparing, a set of semantic features is formed, the totality of which forms a "standard of comparison".

The study of the concept of "friendship" is one of the most important inexhaustible sources of social, national and cultural information about native speakers of a particular language. At the present stage of scientific development, this aspect is undoubtedly becoming relevant and is explained by the need to study it for a deep understanding of the culture of a particular nation or ethnic group.

The novelty of this article is a comparative analysis of the reflection of the concept of "friendship" on the material of three languages: Uzbek, English and Russian. The research material was proverbs (paremiological units) matched languages. The object of the research is the linguistic and cultural concept "friendship", expressed by the paremiological units of the Uzbek and English languages. The subject of comparative research is the similarities and differences in the description of the concept of "friendship" in the Uzbek and English languages.

The linguistic reflection of the concept of "friendship" can become part of the study of the language picture of the world in the Uzbek and English linguistic cultures. The concept of "friendship" is a complex spiritual and ethical phenomenon, which is expressed in different ways in different languages. The components of this concept may sometimes coincide in different language cultures. There is not a single linguistic culture in which the analyzed concept is absent, since it exists in any society and determines the behavior of a person in his personal relationships.

An important statement in the linguistic analysis of scientific consciousness is the statement that "each language represents a certain way of conceptualizing the surrounding world. At the same time, language meanings form a certain system of views, a kind of collective philosophy that is imposed as mandatory on all native speakers." [1,9]

The content of the concept "friendship" has a multi-sided function for research as an ethical, ethnic and philosophical concept. In the course of an in-depth analysis of this concept, it was possible to identify its component semantic features: friendship as a virtue, friendship for the sake of utility, and friendship that brings pleasure. Indeed, friendship can be different: the friendship of boys, girls, elderly people, spouses, family members, relatives, neighbors, classmates, colleagues, guests and hospitable people, and so on. The most widespread friendship is as a virtue. This is good, because friendship is originally intended to help, support, and do good. But, unfortunately, at the present stage of development of society, friendship is developed and spread only for the sake of pleasure or profit. This type of friendship emphasizes the natural egocentrism of a person.

The study of the concept "friendship" revealed that the paremiological fund of all three analyzed languages contains a common layer of universal proverbial expressions, the semantic and syntactic structure of which fully or partially coincide. For example, there is an English proverb: "*Better an open enemy than a false friend*" [2,23] and in the Uzbek language there is a proverb that is semantically appropriate to the above: "*Do'st achitib gapiradi, dushman kuldirib*." Such proverbs are semantic synonyms that have a common semantic structure, but differ in terms of expression:

Uzbek proverb: *Ikki bo'lak-bir butun.*

English proverb: *Among friends all things are common.*

Uzbek proverb: *Omad ketdi, do'stlar tarqaldi.*

English proverb: *In time of prosperity, friends will be plenty; in time of adversity, not one among twenty.*

Uzbek proverb: *Do'st bo'lsang ham, haddingni bil.*

English proverb: *Short (even) reckoning makes long friends.*

Uzbek proverb: *Singan do'stlik hech narsaga yaramaydi.*

English proverb: *A broken friendship may be soldered, but will never be sound.*

Uzbek proverb: *Narsaning yangisi afzal, do'stning yaxshisi.*

English proverb: *Old friends and old wine and old gold are the best.*

There are also paremias that do not have semantic equivalents in comparison languages. It is in this group that the semantic features that relate to the national specifics of the concept of "friendship" are identified. The differences here relate to the specifics of friendships in different language cultures. Thus, in the Uzbek language, there are a large number of proverbs that call for unity and friendship, which are holy and for which a person does not regret anything:

Ikki do'st birdan ko'ra yaxshi, uchta undan ham afzal.

Bir mayizni 40 kishi yegan.

Based on the material of English Proverbs, a component of a certain freedom that has no analogues in the Uzbek languages was identified:

Friendship increases in visiting friends, but in visiting them seldom.

Friends are like fiddle-strings, they mustn't be screwed too tight.

But, in all the analyzed language cultures, there is a call for true and loyal friendship, which is learned in a difficult situation:

Uzbek proverb: *Haqiqiy do'st yomon kunningda bilinar.*

English proverb: *A friend in need is a friend indeed.*[2,115]

As a result of the research of the concept "friendship" on the material of the paremiological units of the three languages, we came to the conclusion that the common features for the Uzbek and English languages are the following:

1. The language unit of relationship or dating is present in all languages and is disclosed through semantic modules;
2. The paremiological fund of the three analyzed languages contains a common universal layer of semantic concepts, such as: help, beneficence, kinship, falsity, danger, reliability, etc.
3. In all the analyzed languages, there is a call for friendship, real, true and strong, which will save a person in a difficult situation.

In the process of analyzing the proverbs of the Uzbek and English languages, distinctive features were also identified. So, in the Uzbek linguistic culture very well represented a sign of goodness, holiness, sometimes even of self-sacrifice in the name of friendship; but the wish for similarity and equality of the friends; the friendship, it is not holiness and sacrifice, but also is valuable against the British.

As a result of the research, it can be noted that the concept of "friendship" is a character of communicative behavior in relation to another, and is endowed with specific features that are characteristic only for speakers of this language culture.

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SO'Z URG'USINING INGLIZ VA O'ZBEK TILLARIDAGI FARQLASH VAZIFASINING QISQACHA TAVSIFI

XOLMATOV SHAXRIYOR ZOHIDJON O'G'LI
FARDU O'QITUVCHISI

Annotatsiya: ushbu maqolada ingliz va o'zbek tillaridagi so'z urg'usining bir-biriga o'xshash bo'lgan xolatlarning farqlash vazifasi muhokama qilinadi.

Kalit so'zlar: so'z urg'usi, artikulyatsion vosita, fonetik struktura, aksentema, ritmik struktura, grammatik urg'u.

Tilda har qanday lisoniy hodisa o'zining alohida funksiyasiga ega bo'lib, bunday vazifani boshqa bir til hodisasi yordamida ifodalash mumkin emas. Leksik urg'u ingliz va o'zbek tillarida o'xshash va farqli bo'lgan bir nechta funksional xususiyatlarga egadir. Biz ta'kidlab o'tdikki, urg'u so'zning hosil qiluvchi belgilaridan biridir. Har qanday so'z bir bo'g'inli, ikki bo'g'inli yoki ko'p bo'g'inli bo'lishidan qat'iy nazar, u, albatta, o'zining urg'usiga ega bo'ladi. Urg'uning xosil qilish funksiyasi so'zlarni fonetik jihatdan shakllantiradi, ya'ni hajm, zarb va tovushning asosiy toni yordamida urg'uli va urg'usiz bo'g'inlarni artikulyatsion vositalar yordamida tovush ketma ketligida birlashtiradi. So'zning aksentual-ritmik strukturasi bo'g'in strukturasi, fonemalarning bog'lanishi asosida hosil bo'ladigan so'zning fonemik strukturasi va fonetik strukturasi tarkibiy elementi hisoblanadi. So'z fonetik strukturasi bu uch komponenti aksentual ritmik struktura doirasida birlashadi, natijada semantik va lingvistik birlik sifatida qo'llash mumkin bo'lgan so'z xosil bo'ladi. J. Laverning fikricha leksik urg'u kulminativ funksiyaga egadir: u so'zning asosiy xossasi sifatida tinglovchiga so'zlovchi tomonidan aytilgan jumladagi qancha alohida so'z aytilganini mulohaza qilib ko'rishga imkoniyat yaratadi. [1, 517]

So'z urg'usi prosodik yoki supersegment birlik sifatida fonologik ya'ni farqlovchi funksiyaga ega, ya'ni urg'uning o'rni va darajasi so'zlar va ularning grammatik shakllarini farqlay oladi. So'z urg'usining farqlovchi funksiyasi leksik va morfologik aspektlar bilan chambarchas bog'liqdir. Agar urg'uning o'rni yoki darajasi grammatik shakllarni (so'z turkumlari yoki morfemalar) bir-biridan farqlay olsa, u holda bunday urg'u morfologik funksiyani bajaruvchi grammatik urg'u deb ataladi. Grammatik urg'uning ikki turi mavjud: 1) morfologik va 2) demarkative (chegaralovchi). Urg'uning o'rni yordamida morfologik kategoriyalar (so'z turkumlari va morfemalar) bir-biridan farqlovchi morfologik urg'u o'zbek va ingliz tillarida mavjuddir: *present* /'prez(ə)nt/ (ot), *present* /pri'zent/ (fe'l); o'zbek tilida *olmá* (ot), *ólma* (bo'lishsiz buyruq maylidagi fe'l).

Demarkativ(chegaralovchi) urg'u chegara yoki signal sifatida xizmat qiladi. Masalan polyak tilida so'zning oxiridan ikkinchi bo'g'iniga urg'u tushadi. Shuning uchun ham so'z urg'usining farqlovchi funksiyasi bir vaqtning o'zida ham leksik, ham grammatik vazifani bajaradi.

Farqlovchi funksiya so'z urg'usini alohida, supersegmental, prosodik va fonologik birlikka aylantiradi, bunday birlik ichki va funksional lingvistik atamashunoslik bo'yicha

V.A.Vasilyev tomonidan soʻz aksentemasi deb nomlangan.[3, 30-33] Erkin urgʻuga ega tildagi bir nechta soʻz aksentemalari oxirgisining farqlash darajasi soni bilan aniqlanadi.

Ingliz tilida bosh va kuchsiz soʻz aksentemalari faqatgina soʻzlarni bir-biridan farqlash funksiyasini bajaradi: contest /'kɒntest/(ot(tortishuv)) - to contest /kən'test/(fe'l(tortishmoq)), absent /'æbs(ə)nt/ (sifat(kelmagan)) - to absent /æb'sent/ (fe'l (bormaslik)). Orfografik jihatdan aynan bir xil faqatgina soʻz urgʻusining oʻrni orqali ot yoki fe'l soʻz turkumiga mansubligi aniqlanadigan soʻzlar quyidagilardir. Urgʻu oxirgi boʻgʻinda boʻlsa, bu soʻz fe'l soʻz turkumiga, urgʻu oxiridan oldingi boʻgʻinlarda boʻlsa bu soʻz ot yoki sifat soʻz turkumiga mansub boʻladi. Ingliz tilida bunday urgʻu yordamida aniqlanadigan fe'l va otlar juftligi 131 tani tashkil etadi.[2, 172] Shu oʻrinda nafaqat ot va fe'l baʼzan ot, fe'l va sifat yuqoridagidek turli juftliklarni hosil qilishi mumkin. Shubhasiz biz yana bu holatda leksik urgʻuga murojaat qilamiz.

Fe'l	Ot	Sifat
<i>absTRACT</i>	<i>ABstract</i>	<i>ABstract</i>
<i>freQUENT</i>	–	<i>FREquent</i>
<i>preSENT</i>	<i>PREsent</i>	<i>PREsent</i>
<i>perFECT</i>	–	<i>PERfect</i>
<i>susPECT</i>	<i>SUSpect</i>	<i>SUSpect</i>

Urgʻu yordamida farqlanadigan soʻzlarda koʻpincha ot va sifat bir xil oʻrinda urgʻuni qabul qiladi.

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ИНГЛИЗ ТИЛИНИ МАСОФАВИЙ ЎҚИТИШДА ГРАММАТИК ВА ЛЕКСИК КОМПЕТЕНЦИЯЛАРНИ РИВОЖЛАНТИРИШ

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Аннотация: Жаҳон таълим тизимида ахборот-коммуникация технологияларини ривожланиши натижасида ўқитишнинг замонавий шакллари жорий этишни тақозо этмоқда. Хозирги кун ўқитувчиларининг олдида қўйилган муҳим вазифаларидан бири янгиликларга ўз вақтида муносабат билдиришидир. Зеро, бугунги кунда, ахборот жамияти шароитида ҳар қандай соҳа мутахассисининг профессионалиги нафақат билим хажми,балки зарур маълумотларни мустақил равишда қидириш, ахборот оқимларини бошқариш, керакли маълумотларни тезда қабул қилиш, сўнги янги технологиялардан самарали фойдаланиш қобилияти билан белгиланади.

Калит сўз: масофавий таълим, мультимедия, лексик компетенция, грамматик компетенция.

Компьютерларнинг хорижий тиллар бўйича ўқув жараёнида қўлланилиши, фаннинг янги тармоғи – компьютерли лингводидактика тадқиқотининг предметига айланган кўплаб назарий масалаларнинг пайдо бўлишига сабаб бўлди. Фаннинг ушбу соҳаси ўқитишни компьютерлаштириш ва ўқитишнинг компьютер воситаларини қўллаш усуллари билан боғлиқ бўлган масалаларни ўрганади. Сир эмаски, мультимедиа чет тилларини ўқитишда фойдаланиладиган асосий ахборот технологияси ҳисобланади. Айнан шу технология матн, ҳаракатсиз ва ҳаракатли тасвирлар, анимацияли график образлар, видео ва аудио материаллар билан ишлашга имкон беради.

Мультимедиа вақт бирлигида узатилаётган ахборотнинг ўзлаштирилиш ҳажми ва даражасини оширишга ёрдам берган ҳолда, инсоннинг кўриш ва эшитишига бир вақтнинг ўзида таъсир қила олади. Мультимедиа ўқув-методик мажмуалар ўқув дарсликлари, аудио ва видео ўқув-ахборот материаллари, компьютер мультимедиа ўргатувчи тизимлар, тест тренажёрлар, маълумотлар ва билимлар базаси, электрон кутубхоналар, эксперт ўргатувчи тизимлар асосидаги ўқитиш воситалари каби таълим воситалар таркибидан иборат. Шунингдек замонавий ахборот технологиялари муҳиtida ўқитишнинг дидактик, дастурий ва техник интерактив мажмуасидан ташкил топади ва улар ўқув материалларини компьютер технологиялари ҳамда аудио-видео воситалар асосида яратиш, тизимлаштириш, сақлаш, қайта ишлаш ва улардан фойдаланиш имкониятини берувчи манбаъа ҳисобланади.

Е.В.Коньков таъкидлаганидек масофали ўқитишни муваффақиятли амалга оширилишининг асосий шарти бўлиб сифатли ўқув-услубий материалларни тайёрлаш ҳисобланади. Ўқув-услубий материаллар яхши тузилган бўлиши лозим. Баҳолар мезонлари билимларнинг шаклланганлик даражалари ва босқичларини эътиборга олган ҳолда шафоф ва тугал маъноли бўлиши зарур.[2]

Масофали ўқитишда изланишга йўналтирилган фаол мустақил фикрлаш фаолияти зарур ҳисобланади. Шунинг учун масофали ўқитишда зарур ахборотни мустақил топиш, муаммоларни ажратиш ва уларни оқилона ечиш, олинган билимларни танқидий таҳлил қилиш ва амалда қўллаш қобилиятига ёрдам берадиган усул ва технологияларни қўллаш лозим.

К.Роджерснинг фикрича, ўқитиш бу нафақат белгиланган ҳажмдаги билимларни ўзлаштириш, балки биринчи навбатда, бирор-бир фаолиятни амалга ошириш орқали ўрганиш тажрибасини орттиришни аниглади. Бундай ўрганиш тажрибасини олиш фақат шахсий ташаббус бўлгандагина имкони бўлади. Шундай қилиб, К.Роджерснинг фикрига кўра, таълим олиш фақат ўз устида мустақил ишлаш орқалигина амалга оширилиши мумкин. Мустақил ўқиш давомида олинган натижалар янада мустаҳкам бўлади, билимлар эса узоқ муддатга ёдда қолади, чунки ўқитиш жараёнида ўқувчининг ҳиссиётлари ва ҳислари ҳам жалб этилади.

Яратилган ҳар бир МЎММлар ўқувчи ёшига мос бўлиши, фаннинг ўқув дастурида мавзулар тўла ёритилиши фанлар аро боғлиқлигини таъминлаши, дизайни тегишли ўқув фан мавзусига мутаносиблиги, касбга қизиқишни кучайтириш илм фан ютуқларни тасвирлайдиган кўргазмали маълумотлар –

қурилма, аппаратуралар ёки уларнинг маълум қисмлари турли рангларда берилишига эътибор қаратилиши лозим. Масофавий ўқитиш мустақил билим олиш турига киради. Чет тили фанини масофавий ўқитиш К.Роджерс таъкидлаганидек ўқувчиларда мустақил билим олишларига ва коммуникатив компетенцияларини ривожланишига самарали таъсир кўрсатади. Республикамизда чет тиллар бўйича ўқувчиларнинг билим ва таёргарлик даражаларини белгилаб берувчи "Таълим тўғрисида"ги Қонун ва Кадрлар тайёрлаш миллий дастури талаблари асосида давлат таълим стандартлари мавжуд бўлиб, унга кўра умумий ўрта таълим битирувчиларининг тил билиш компетенциялари меърий хужжат асосида белгилаб қўйилган.

Чет тили коммуникатив компетенцияси – ўрганилаётган чет тили бўйича эгаллаган билим, кўникма ва малакаларни мулоқот жараёнида қўллаш қобилиятидир. Лингвистик компетенция тил материали (фонетика, лексика, грамматика) ҳақида билимлар ва нутқ фаолияти турлари (тинглаш, гапириш, ўқиш ва ёзиш) бўйича кўникмаларни эгаллашни назарда тутди. Масофавий ўқитишда тил материалларини ўзлаштириш қулай ва самарали ҳисобланади. Тил материаллари (сўз ўзгариши, сўз жойлашиши, шакл ҳосил бўлиши кабилар)ни қўллаш тушуниладиган тил кўникмалари (лексик ва грамматик), тил машқларини бажариш жараёнида грамматик ва лексик билимлар асосида шаклланади.

Лексика луғат таркиби ёки ўрганилаётган тилнинг сўзлари мажмуини ифодалайди. У грамматика билан узвий алоқага кирган ҳолда нутқ муомаласининг етакчи компоненти ҳисобланади. Турли лексик бирликларнинг коннотациясини кенг билиш ўрганилаётган тил эгалари билан кўп қиррали ва ҳар томонлама муомала қилишни таъминлайди. Киритилаётган сўзларни сифатли ўрганиш мақсадида ўқув жараёни ҳақиқий вазиятга яқин бўлган турли муомала вазиятларида лексик кўникмаларни киритиш, мустаҳкамлаш ва фаоллаштириш босқичларида ташкил топади.

Грамматика ва лексика соҳасида қобилиятларнинг мавжудлиги нутқ фаолиятини ташкиллаштиришнинг асосий шартларидан бири ҳисобланади. Грамматик конструкциялар ва турли шаклларни хатосиз қўллаш, шунингдек талаб қилинган вазиятда ва зарур контекстда тўғри лексик бирликларни танлаш бўйича автоматлаштирилган ҳаракат таълим олувчиларда суҳбатдоши билан алоқа ўрнатиш, зарур бўлганда тўғри жавоб қайтариш ва график қайд қилинган ахборотни тушуниш қобилиятининг юқори кўрсаткичидан дарак беради.

Грамматик компетенция – бу нутқда грамматик шаклнинг тўғри (хатосиз) қўлланилишини таъминловчи ва онгли равишда бажарилаётган нутқ фаолиятининг автоматлаштирилган компоненти ҳисобланади. Грамматик кўникмага эга бўлиш муомаланинг алоҳида олинган вазиятида нутқ вазифасига мос бўлган моделни танлаш бўйича нутқ ҳаракатини амалга ошириш қобилиятини ва тил меъёрларига риоя қилган ҳолда тил бирликларини тўғри ифодалашни назарда тутди.

Бундан ташқари **ахборотлар билан ишлаш компетенцияси** — медиаманбалардан зарур маълумотларни излаб топа олишни, саралашни, қайта ишлашни, сақлашни, улардан самарали фойдалана олишни, уларнинг хавфсизлигини таъминлашни, медиа маданиятга эга бўлиш лаёқатларини шакллантиришни назарда тутди.

Ўзини ўзи ривожлантириш компетенциялари — доимий равишда ўз-ўзини жисмоний, маънавий, руҳий, интеллектуал ва креатив ривожлантириш, камолотга интилиш, ҳаёт давомида мустақил ўқиб-ўрганиш, когнитивлик кўникмаларини ва ҳаётий тажрибани мустақил равишда мунтазам ошириб бориш, ўз хатти-ҳаракатини муқобил баҳолаш ва мустақил қарор қабул қила олиш кўникмаларини эгаллашни назарда тутати.[4]

И.С.Якиманскаянинг фикрига кўра, таълим муҳити ва ҳар бир ўқувчига нисбатан унинг шахсий хусусиятлари ҳисобга олинган ҳолда алоҳида ёндашув қанчалик хилма-хил бўлса, таълим жараёни шунчалик самарали бўлади. “Умуман олганда барчани исталганча ўқитиш мумкин. Аммо саводхон бўлиш учун эса ҳар бир шахс ўзи англаб ўқиши зарур”.[3]

Таълим соҳасида ўқувчилар учун ахборот тарбия муҳити асосини ташкил этувчи электрон ўқув материаллардан фойдаланиб инновацион технологиялар ёрдамида масофадан ўқитиб бориш орқали ўқувчиларнинг ахборотлар билан ишлаш компетенцияларини шакллантириб боради. Электрон ўқув материалларини асосини ташкил этувчи матн, график, ўқув видео ва аудио материалларидан фойдаланиш уларни амалда қўллай олиш ва саралаш ҳамда улардан унумли фойдалана олиш лаёқатларини шаклланишига ёрдам беради.

Замонавий педагог ва услубийтчилар таълим жараёнига компетентли ёндашув доирасида “ўқув-ўрганиш компетенцияси” атамасини қўллашади. Гальскова,Н.Д ўқиш-ўрганиш компетенциясини ўқувчининг мақсадга белгилашдан танқидий рефлексиягача, ҳам ўз фаолиятининг натижаси, ҳам қўйилган мақсадга эришишда қўлланилаётган усуллар сифатидаги ўзини баҳолаш ва ўзини тузатишгача бўлган бутун ўқиш фаолияти давомида онгли ва самарали мустақил бошқаришга бўлган қобилияти ва тайёрлиги деб таъриф беради.[1]

Масофавий ўқитишда ўқувчиларни доимий назоратдан ўтказиш, тест тренажерлари ёрдамида ўз ўзини назорат қилиб бориш эса ўзини ўзи ривожлантириш компетенциясини шаклланишига ёрдам беради ва мустақил равишда қарор қабул қилиш ҳамда ўрганилган билимларни амалда қўллай олиш кўникмасини шакллантиради. Бундан кўришимиз мумкунки масофавий ўқитишда ўқувчиларнинг коммуникатив компетенцияларини ривожланиши билан бир қаторда ахборотлар билан ишлаш ҳамда ўзини ўзи ривожлантириш компетенциялари ҳам шаклланиб боради. Шунингдек тил материаллари (лексика ва грамматика)ни шакллантириш ва олинган билим ва кўникмани доимий назоратдан ўтказиб боришда масофавий ўқиштишнинг ўрни беқиёс. Ўқувчи мустақил равишда ўз устида ишлаш ва олинган ахборотларни таҳлил қилиш қобилиятларини ривожлантириб боради.

Хулоса қилиб айтидиган бўлсак масофавий таълим технологиялари ёрдамида ўқувчиларнинг коммуникатив компетенцияларини ривожлантириш самарали ҳисобланиб, бунда ўқувчиларнинг тил ва нутқ компетентлиги фаол равишда шаклланиб боради. Турли электрон луғат билан ишлаш ва онлайн тест топшириқларини ишлаш жараёнида лексик ва грамматик компетентлиги ортади. Шунингдек, тест ёрдамида ўқувчиларнинг билим даражаси ва монтиронгини бевосита уларнинг самарали назорат қилиш имкониятини яратади.

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ANALYSIS OF SHAKESPEAREAN GREATEST TRAGEDIES

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To spend much time arguing that Shakespeare's tragedies evoked reactions different from those that are commonplace now is, of course to commit oneself to cliché. The difficulty of applying modern modes of thought to Shakespeare is tediously obvious. Yet a purely historical justification of Renaissance dramaturgy is no less simple-minded. A comprehensive view point is, it would seem, a contradiction in terms; and if particular points of view are to be defended it can only be in relation to the general outlooks they imply. An essay on Shakespeare and the Traditions of Tragedy commits one to modes that allow fruitful discussion of the elements of tradition and to an assumption that comparative study of dramatic techniques can give central information about the plays themselves.

The traditions and techniques of tragedy that Shakespeare inherited from his professional predecessors and from those formulated by Bradley mainly in their vagueness and their general applicability. Bradley dismissed the “Roman tragedies” (Julius Caesar, Antony and Cleopatra, Coriolanus) from his consideration, on the grounds that they are “tragic histories of historical tragedies” and therefore impure. But the historical (or, more properly, political) aspect of these plays is an inescapable part of their inheritance. The subject-matter of the early touring companies morality plays was recurrently political [1, p.336].

Many critics believe that “Shakespeare's greatest tragedies represent the peak of his art. “The titular hero of one of Shakespeare's most famous tragedies, Hamlet, has probably been discussed more than any other Shakespearean character, especially for his famous soliloquy which begins “To be or not to be; that is the question”. Unlike the introverted Hamlet, whose fatal flaw is hesitation, the heroes of the tragedies that followed, Othello and King Lear, are undone by hasty errors of judgment. “The plots of Shakespeare's tragedies often hinge on such fatal errors or flaws, which overturn order and destroy the hero and those he loves. In Othello, the villain Iago stokes Othello's sexual jealousy to the point where he murders the innocent wife who loves him. In King Lear, the old king

commits the tragic error of giving up his powers, initiating the events which lead to the torture and blinding of the Earl of Gloucester and the murder of Lear's youngest daughter Cordelia. According to the critic Frank Kermode, "the play-offers neither its good characters nor its audience any relief from its cruelty". "In Macbeth, the shortest and most compressed of Shakespeare's tragedies, uncontrollable ambition incites Macbeth and his wife, Lady Macbeth, to murder the rightful king and usurp the throne, until their own guilt destroys them in turn." In this play, Shakespeare adds a supernatural element to the tragic structure. His last major tragedies, Antony and Cleopatra and Coriolanus, contain some of Shakespeare's finest poetry and were considered his most successful tragedies by the poet and critic T. S. Eliot. The elite drama of the mid-century the self consciously classical tragedies of the Inns of Court-turned its shapely back on such hybrid or "mongrel" forms and "climbed to the height of Seneca his style but failed to fellow up a rejection of popular style by a rejection of popular political content Gorboduc (1562), written in part by the Queen's cousin and the misfortunes of Arthur (1588), "presented to her Majesty by the gentlemen of Gray's Inn; are both concerned with tragic situations which arise not from the facts of character but from matter more important to a governor-faulty political judgement. Marlowe's Tamburlaine (1587), which might be thought of as the breakthrough event of the Elizabethan popular stage, combining the lively variousness of popular entertainment with the dignity and coherence of elite drama, showing how good political advice, care in government, dynastic dignity, are all helpless when faced by the desting embodied in individual heroic virtue [2, p.295]. But the anti-political is only a sub-set of the political. Tamburlaine can not be considered, any more than any other non-Shakespearean tragedy, a "pure" play of character. Bradley's remark that the fall of Hamlet or Othello makes us "vividly conscious of the possibilities of human nature" represents a powerful modern response to Hamlet or Othello. But it deprives of background ("decontextualizes" in the current jargon) the plays that have the most obvious appeal to the modern reader's mind and isolates valuation from the full range of dramaturgy the plays contain.

Containing matter, and common thing, emerges, of course, only implicitly from the dismissal of all recent drama:

From jiggling veins of rhyming mother wits,
And such conceits as coinage keep in pay,
We'll lead you to the stately tent of war,
Where you shall hear the Scythian Tamburlaine
Threatening the world with high astounding terms
And scourging kingdoms with his conquering sword.
View but his picture in this tragic glass
And than applaud his fortunes as you please

"I will lead you", says Marlowe, "into a drama which is (like kyd's tragedia cothurnata) "stately", concened with lofty characters and terrifying action, powerfully projected by a language of superhuman energy [3, p.83]. The story will show you the hero as the victim of fortune (as in so called "tragedies" hetefore), but this protagonist will not be one who is simply the victim of fortune. Though he must fall Tamburlaine will challenge the limits of desting. It may be that, seeing his fortunes in "this tragic glass", you will applaud his challenge instead of feeling dismay at the mere fact of challenge". The world tragedy is not used in this prologue, it will be noticed. The title-page, tells us that

the matter is “divided into two tragical discourses”, and there can be little doubt that that generic claim is present throughout. The whole pressure of the prologue is towards and assertion that here (at least) true tragedy has reached the English popular stage, with height of style or sublimity in the poetry used, with characters of the greatest of dignity and power that can be imagined, with pathos or pain and phobos or terror prominent in the story, and with an ending which does not simply justify the ways of God but indicates that the tragic power of great men lies in their capacity to defy necessity.

The word “tragedy” carries always seemed natural, when searching for sources or models of English tragedy, to look first of all at the plays of Greece and Rome. Yet in spite of the lengthy effort made, very little connective tissue has been found. The Greek connection has indeed been little heard of in recent years.

As early in his career as *Romeo and Juliet* (1595) we can see Shakespeare taking over a story with a clear moral bias and seeming both to affirm and deny the moral he inherited. Arthur Brooke’s *Romeus and Juliet* (1562) is a poem whose moralism is often exaggerated, the tone of the preface being read as representative of the whole. The attitude to the lovers found in the narrative section, is in fact, more sympathetic than is usually supposed. But Brooke’s “drab” poetic vocabulary is not really capable of conveying anything like spontaneous pleasure [4, p.370].

The narrator’s representation of love is in terms of “pain”, “thralldom”, “poison”, “woeful breast”, “smarting whip”, etc., so that the immediacy of youth full emotion is always mediated by a middle-aged moralist who looks before and after along the line of the narrative and the notices that “frail unconstant Fortune” is certain to destroy the pleasure of love. Shakespeare preserves much of this. He never denies that the lovers are rash and foolhardily, desperate and careless. Indeed the nature of the tragic story still requires that we allow them to be so. But the rashness of the lovers is also rephrased, in the medium of the article direct address, as spontaneity, as perpetual optimism, as charm, the old folk, Capulets and Montagues, know the world, but they are not allowed to know the hearts of the young lovers as we are made to know and share them. The Nurse and Friar Lawrence retain some of the qualities of the “drunken gossips and superstitious friars” that Brooke’s preface refers to, but the Nurse’s self-dramatization has a comic immediacy that disables such a view; and yet this view is affirmed as soon as we re-establish the tragic perspective of the whole story [5, p.340]. We are not told that this love is worthless; we are not told that it was a tragic error. The power of the play depends indeed on such contradictory elements being simultaneously presented.

Love, is an emotion uniquely variable in the judgements it evokes, seems particularly appropriate to the art of variation that Shakespeare practices. We can see range of its effects in the four tragedies which use it as a central interrelating emotion- *Romeo and Juliet*, *Troilus and Cressida* (1602), *Othello* (1604), *Antony and Cleopatra* (1607), in each case with a strongly comic viewpoint as part of the tragic totality [6]. Love is also a natural trigger for tragic conflict, making the repudiation of social and external norms appear an inevitable purequisite for the intense realization of self. The social worlds of the plays and the realities of political coexistence that underwrite them these are bound to reject the claim of love and poetry to have experienced a superior reality. The rhetoric of society steadily undercuts this radiant poetry and offers a series of darcenings- satiric, realistic, philosophic, parodic- to dim its brightness and deny its independence. It is worth noticing that the four tragedies I have mentioned, when arranged (as here) in the

usual chronological order show the rhetoric of society as working with steadily increasing effect as the lovers themselves grow older. Romeo and Juliet are passionate and powerless children; Troilus and Cressida are young lovers oppressed by the important social roles their world imposes on them; Othello and Desdemona are maturely married and socially dominant; Antony and Cleopatra are at the end of life-times of infinite power and infinitely indulged eroticism. It seems probably that Shakespeare aligned himself with different age groups as he himself grew older. What is the significant in a study of tragedy is not, however, what he saw but what he did with what he saw, the nature of the tragic limitation to love that is raised up to comfort each generation of lovers. In Romeo and Juliet the tragic impediments (equivalent to Northrop Frye's famous "blocking figures" in comedy) are the parents, and beyond them, the bifurcated community, representative of tradition and the past. We understand the pathos and helplessness of these innocents by seeing their position in a world they did not ask for, which they can not affect (in life, at any rate). Romeo's attempt to express a revalued relation to Tybalt is a typically ironic example of this helplessness. He seeks to embody in social form new individual perception that love has given him, but the gesture is neither understandable nor effective; indeed it merely brings the essential conflict to the social surface and so precipitates the tragedy.

In Shakespeare's work, conventional style and, a freer, more spontaneous mode of expression is not opposite poles, which may be definitely assigned to different periods. It is impossible to say that with a certain play, the conventional style comes to an end, and that from then on, a new style exclusively prevails. There are many transitions and interrelationship, and in some plays, which stand at the turning-point between the young and the mature Shakespeare, the most traditional and conventional wording is to be found together with a direct and surprising new language, which follows us to divine the Shakespeare of the great tragedies.

Romeo and Juliet are the best example of this co-existence of two styles. H. Granville-Barker has shown how both in separate scenes and in the dramatic structure a new spontaneity often breaks through the conventional vestment, but is still not yet strong enough to pervade the whole of the play. The same thing may now be shown to hold for the imagery as well.

He meets Juliet for the first time at the feasts in the house of Capulet, and the image, with which their first conversation opens, is almost too well-known to be quoted:

Romeo: My lips, two blushing pilgrims, ready stand.

To smooth that touch with a tender kiss

Juliet: Good pilgrim, you do wrong your hand too much.

Which mannerly devotion shows in this;

For saints have hands that pilgrims' hands do touch.

And palm to palm is holy palmer's kiss.

This passage, joined by its cross-rime, is a typical example of the balanced, symmetrical and artificial style of the early Shakespeare. In pretty and obedient fashion, this motif as elaborated in seven lines by both parties. In these formal surroundings the first meeting of the lovers must be formal, too, is accordingly reflected in a conventional language. But this same Romeo speaks a new language in those two scenes with Juliet, whom stands out from the drama like unforgettable peaks: the garden scene and the balcony scene. Here two characters meet who no longer carry on coquetry with elegant

conceit on “love” but who are passionately in love with one another and give direct expression to their love. The fact that, Romeo and Juliet, Shakespeare shaped human love for the first time in timeless form gives this play an important position not only in his own development, but also in the history of the Elizabeth drama.

Othello is simultaneously the most glamorous of Shakespeare’s heroes and the most Vulnerable; and the simultaneous presence of these two opposed qualities is not used to mark a division in Othello’s nature (though some critics could argue that it is so) but rather a necessary condition of the heroic presents. The blocking agency in this play can not be construed as either a external force, nor yet as a so-called “tragic flow” in the particular nature of the hero-unless, that is, such “flows” are merely symptomatic of being human the presence of an Iago, of an embodied spirit of negation, an equal an opposite force of separation and de-idealizing is another aspect of these same spirit of paradox. In the dramatic worlds the balance of attitudes operates between characters as much as it does between aspects of single mind, permitting that indeterminacy and perpetual reformation of judgement which is a mark of all good drama and of Shakespeare’s authorship in particular

In Othello Shakespeare takes a traditional military hero with all the glamour that attacks to that role, places him in and in-appropriate domestic setting, and gets him to play a traditional comic role as the despised cow: imaginary, so that the openness of love and the meanness of possessiveness sound against one another.

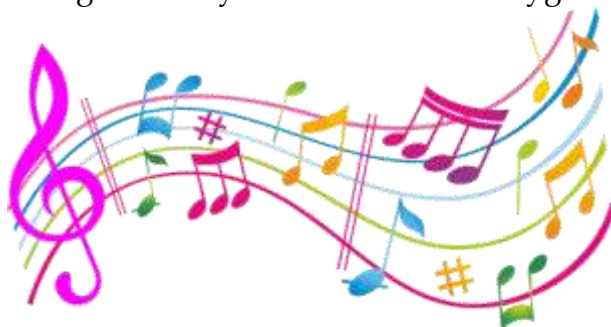
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BOSHLANG'ICH SINFLARDA INGLIZ TILINI SAMARALI O'QITISH USULLARI.

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Ingliz tili fani o'qituvchisi

Vatanimiz mustaqillikka erishgandan so'ng mamlakatimizda chet tillarni o'rganishga katta e'tibor berib kelinmoqda. Til o'rganish ham yosh davrlarga bog'liq. Bolalar kattalarga qaraganda tilni tez va oson o'zlashtiradilar. Shuni e'tiborga olish kerakki, 6 – 7 yoshli bolalar ma'lumotlar ma'nosini tushunib emas, uni mexanik tarzda yodlaydi. Shuning uchun boshlang'ich sinf o'quvchilariga ingliz tilini o'rganishni grammatik tushuncha berishdan boshlamaslik kerak. Bolalarga ingliz tilini qiziqarli va mazmunli o'rgatish uchun quyidagi usullardan foydalanish mumkin: Qo'shiqlar va she'rlar orqali tushuntirish yoki esda qolish qiyin bo'lgan ma'noga ega bo'lmagan harf yoki birikmalarni kuyga solib o'rgatish.



Multifilmlar. Bolalar til o'rganish mobaynida multfilmdagi gaplarni tushunmasada multfilm qahramonlarining harakatlari orqali ular ishlatayotgan so'zlarni tushunishga intiladi.

Rol ijro etish. (Role play). O'qituvchi biror ma'lumotni (masalan , hayvon yoki qushlarning nomlarini) o'rganayotgan paytda rol orqali ijro etishi yoki bolalarga ijro ettirishi lozim.

Mavzuga oid muhit. O'qituvchi mavzuga qarab o'sha muhitni yaratib bera olsa, bolalar tilni yaxshi o'rganishadi. Masalan : travelling mavzusida o'qituvchi sayohat uyushtirishi, sayohatga qanday vositalar orqali (foot, bicycle, car, train, boat, airplane) borish mumkinligi , qayerlarga sayohat qilish, (Tashkent, Samarkand , Bukhara, England, USA) mumkinligi haqida ma'lumot beradi .

Topishmoqlar . Bolalarga topishmoqlarning javobini topishga qiziqishi kuchli . Shuning uchun o'qituvchi topishmoqni ingliz yoki o'zbek tilida aytishini talab qilish lozim. Shunda bolalar so'zlarni tezda o'rganadilar .

Chet tilini zamonaviy texnologiyalardan foydalanib o'rgatish eng samarador usullardan biridir . Bu jarayonga jumladan :

1. Kompyuterlardan foydalanish bolalar chet tilidagi video roliklarni , namoyishlarni , dialoglarni kino yoki multfilmlarni ham ko'rish ham eshitishi mumkin .
2. Chet tilidagi radio eshittirishlar va televideniyadagi dasturlarni eshitish va tomosha qilish mumkin .
3. Ancha an'anaviy usul hisoblangan magnitafonlardan foydalanish ham yaxshi samara beradi.

Boshlang'ich sinflarda o'qitish mobaynida buyumlardan foydalanishda o'qituvchilarning metodikasi katta rol o'ynaydi.

Masalan, tegishli so'zlarni o'rgatayotganda, siz avvalo buyumni bolaga ko'rsatib uni gapirishga undaysiz, o'quvchilar so'zlarni talaffuz qiladi va ular talaffuz qilgan so'zlarni mustahkamlash uchun kartochkalardagi rasmlardan foydalanib yana bir bor yangi so'zni takror talaffuz qidiriladi. O'quvchilarni e'tiborini jalb qilish uchun o'qituvchi ular bilan birgalikda so'zlarni talaffuz qilib doskaga suratini chizish orqali ularni e'tiborini tortish mumkin. Sinfdan dars boshida inglizcha yoqimli qo'shiq bilan o'qituvchi boshchiligida barcha bolalar birgalikda qo'shiq kuylaydilar va ohangga moslab raqsga tushadilar. Boshlang'ich va o'rta sinflar uchun chiqarilgan CD disklar yordamida bolajonlar qo'shiqlar, video roliklar, hikoyalar orqali tilni mukammal o'rganishga katta yordam bermoqda.

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ЭРТАКЛАР ТАРЖИМАСИДА МИЛЛИЙЛИКНИНГ ҚАЙТА ЯРАТИЛИШИ ВА ТАРЖИМОН МАҲОРАТИ

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Аннотация: Ушбу мақолада таржимашуносликнинг муҳим томонларидан бири бўлган таржима маҳорати ва миллий руҳиятнинг сақлаб қолиниши масалалари мисоллар ёрдамида муҳокама қилинади.

Калит сўзлар: маҳорат, таржимон, таржима, аслият, миллийлик, услуб, ўзбекчалаштириш, восита тили, жумла.

«Маҳорат» сўзининг луғавий маъноси «Бирор иш, касб учун зарур ёки шу соҳада орттирилган усталик, санъат, моҳирлик» тушунчаларини беради. Масалан: «ижодий маҳорат, ёзувчилик маҳорати, маҳорат орттирмоқ, маҳорат кўрсатмоқ, маҳоратга эришмоқ» маъноларида ишлатилади. Таржима – ҳозирги кунда давримизнинг энг асосий муаммоларидан бирига айланди. Бу муҳим муаммони ҳал этиш учун тилшунослар, адабиётшунослар, ахборот назарияси билан шуғуланувчилар ва бошқа кўпчилик мутахассислар шуғуланмоқдалар. П.И.Копанов таржимонлар фаолиятига шундай таъриф беради: «Зўр таржимонлар

– булар жаҳон маданиятида кишиларнинг олий иттифоқ тузилишларига хизмат қилувчи, халқларнинг умумбашарий ва бадиийбаркамол вакиллари дир.» Холбуки, таржима жараёнида таржимон жуда катта роль ўйнайди ва таржимонга жуда кўп нарса боғлиқ. Биз уни ҳар томонлама ўрганишимиз лозим. Таржимоннинг ўз услуби, унинг ўзига хос ижодий сиймоси ҳам у амалга оширган таржимага таъсир кўрсатмасдан иложи йўқ. Таржимон танлаган услубнинг таржимачилигимизда янгилиги фақат сўзда эмас, аввало жумла тузишида кўринади. Жумла – бу услуб калити ҳисобланади. Таржимон бир қатор муаммолар қаршисида туради. Биринчидан, у – ижодкор, лекин ўзганинг ижоди билан иш кўради. Иккинчидан, у Ватан адабиёти равнақи йўлида заҳмат чекади. Айни вақтда аслиятнинг миллийлигини сақлаши лозим. Учинчидан, таржимондан ўтмиш тўғрисида китобхонга тасаввур бериши талаб қилинади. Тўртинчидан, таржима қилиш жараёнида у ҳамма вақт ўз она тилида фикрлайди. Она тили унга таҳлил қуроли, синов мезони бўлиб хизмат қилади.

Эртақлар таржимаси устида иш олиб борган таржимонлар баъзи ўринларда эртақни ўзбекчалоштиришга йўл қўйган бўлса-да, французча руҳни сақлаб қолишда ҳам бир қанча ютуқларга эришганлар. Биз ушбу муваффақиятли матнларни кўриб чиқишда таниқли таржимон Миноваров томонидан 1996-йилда — «Она ғоз эртақлари» номи остида нашр этилган эртақлар тўпламидан ва 2013-йилда чоп этилган Муҳиддин Омоннинг «Энг машҳур эртақлар» тўпламларидан фойдаланишимиз мақсадга мувофиқ. Ушбу мисолга эътибор қаратамиз, «Этик кийган мушукча» эртаги аслиятда: «Il allait devant et disait aux paysans qu'il rencontrait dans un pré :— Bonnes gens, si vous ne dites pas au roi que le pré que vous fauchez appartient à monsieur le marquis de Carabas, vous périrez».

Масалага янада ойдинлик киритиш мақсадида восита тил таржимасига ҳам эътибор қаратишни жоиз топдик: «Кот в восторге от того, что замысел его начинает осуществляться, побежал дальше и, завидев крестьян, которые косили луг, слезал им:—Добрые люди, косари! Если вы не скажете королю, что луг, который вы косите, принадлежит господину маркизу де Караба, вас всех мелко искрошат, как мясо для пирога».

Муҳиддин Омон таржимаси: «Ҳали ҳаётингиз жудаям фаровон бўлиб кетади, мени айтди дейсизлар. Фақат бир илтимосим шулки, энди ўтган-кетган кишилар бу ерларнинг эгаси ким, дея сўрасалар, сиз уларга —Бу ерларнинг бариси Маркиз Карабасга тегишли, -дейишингиз керак бўлади, - деб уқтирибди. Бу матндаги Маркиз унвони французларнинг нуфузли унвонларидан бири бўлиб, бу унвон бошқа халқлар бошқарув тизимида учрамайди. Демак, таржимада «маркиз» лексемасининг сақлаб қолингани француз халқи менталитетини ўзбек китобхонига кенгроқ очиб беришда қўл келган. Навбатдаги мисол, — «Уйқудаги малика» эртагида аслиятда: «La plus jeune lui a donné pour don qu'elle serait la plus belle personne du monde, la seconde a dit qu'elle aurait de l'esprit, la troisième, qu'elle aurait une grâce; la quatrième qu'elle danserait bien; la cinquième qu'elle chanterait comme un rossignol; la sixième, qu'elle jouerait de toutes sortes d'instruments».

Восита тили таржимаси: «Младшая из фей пожелала, чтобы принцесса была прекраснее всех на свете. Другая фея наградила ее нежным и добрым сердцем. Третья сказала, что каждое ее движение будет превосходно танцевать восторг. Четвёртая обещала, что принцесса будет превосходна танцевать, пятая – что она

будет петь, как соловей, а шестая – что она будет играть на всех музыкальных инструментах с одинаковым искусством».

Муҳаммаджон Холбеков таржимаси: «Бу пайтда сеҳргарлар бирин-кетин қизча ётган каравот ёнига келиб, ўз истакларини айта бошлашибди. Уларнинг энг ёши қизчани дунёда тенги йўқ сохибжамол малика бўлсин, дебди. Иккинчиси, малика ақлли-хушли бўлсин, учинчиси, малика латофатли бўлсин, тўртинчиси, тенги йўқ раккоса бўлсин, бешинчиси, булбулдек куйловчи хонанда бўлсин, олтинчиси, барча чолғу асбобларини сайратадиган созанда бўлсин, деб ният қилибдилар».

Муҳиддин Омон таржимаси: «Малика Роза ўзининг туғилган кунида ўн иккита сеҳргар фаришта қай бири яхши фазилатни тўхфа этган бўлса, уларнинг барчасига эга бўлибди. Шунингдек Роза ўта хушмуомала ҳамда очиққўнгил, меҳнатсевар ва камтарин қиз экан; у ўқишни ҳам, ёзишни ҳам бирдек меҳр билан ўрганаркан, рақс тушиш, қўшиқ айтиш эса жон-у дили экан, қиз ҳатто клавикорд асбобида куйлар чалишга ҳам моҳир экан, ахир ўша замонларда, бу чолғу асбоби жуда урф бўлган экан-да».

Ушбу мисолда таржимон аслиятда ва восита тилида мавжуд бўлмаган клавикорд асбоби таржима жараёнида ишлатиш орқали эртақнинг миллийлигини янада оширган. Чунки, клавикорд асбоби Европа халқларининг ўзига хос мусиқа асбоби ҳисобланади ва бу тушунчани таржима қилинаётган халқ турмуш тарзига мос бошқа мусиқа асбоби билан алмаштириб бўлмайди. Зеро, ҳар бир халқда ўзига хосликни ифодаладиган мусиқа асбоблари, кийим-кечаклари, меҳнат қуроллари мавжуд бўлади. Маласан, ўзбек миллатида тегишли бўлган махсус тушунчалар ҳам бошқа тилларга таржима қилиниш жараёнида асл ҳолича қолдирилади. Миллий чолғу асбоблар дутор, най, ғижжак, доира каби инструментлар таржима қилинмайди ва уларга махсус изох берилади. Le clavecin сўзига фортепианога ўхшаш мусиқа асбоби деб изох берилади.

Навбатдаги мисол, «Уйқудаги малика» эртаги аслиятда: «Après le baptême, toute la compagnie est revenue au palais du roi, où il y avait une grande fête pour les fées». Восита тили таржимаси: «Дело в том, что у фей в те времена был прекрасный обычай: наделять своих крестниц различными чудесными дарами». Муҳаммаджон Холбеков таржимаси: «Кизалокка исм куйиш маросимига иштирок қилсин деб, етти иклимдан етти сеҳргарни таклиф этибди». Миноваров таржимаси: «Черковдаги чўқинтириш маросимидан кейин ҳамма қирол саройига йўл олибди». Юқорида келтирилган мисолларда биз эътибор қаратишимиз лозим бўлган тушунча чўқинтириш маросимидир. Ушбу маросим христиан дини ақидаларига оид бўлиб, бу маросимни бошқа диндаги бирорта диний маросим билан алмаштириб бўлмайди. Ушбу масалани олима Ширинова ўзининг «Диний реалияларни бадиий таржимада қайта яратишнинг айрим тамойиллари» (Француз адабиётининг ўзбек тилидаги таржималари мисолида) мавзусидаги диссертациясида атрофлича тўхталиб ўтган. Навбатдаги мисолга диққатимизни қаратамиз: аслиятда: «La grande-mère, qui est dans son lit, lui crie: -Tire la chevillette, la bobinette cherra.» Восита тили таржимаси: «А бабушке была в это время больна и лежала в постели. Она подумала, что это и в самом деле Красная Шапочка и крикнула: -Дерни за веревочку, дитя мое,- дверь и откроется!» Миноваров таржимаси: «Буви бироз тоби қочиб, ўрнидан тура олмаганлиги сабабли, у ётган

жойидан дебди: -Эшикка боғланган чилвирни тортсанг, кулф очилади». Берилган мисолларда биз эътибор беришимиз лозим бўлган тушунча бу чилвир. Бу сўз ўзбек тилига айнан таржима қилинган бўлиб, эртак мазмунининг тўғри талқин килинишида янада қўл келган.

Кўриб ўтилган мисоллар орқали шуни айтишимиз мумкинки, маҳоратли таржимон бўлиш нафақат тил билиш, балки асар таржимасига ижодий ёндошувни ҳам талаб қилади. Таржима жараёнида таржимон маҳорати унинг фан билимларига эга бўлиши таржима адекватлигини таъминлайди.

Демак, хулоса ўрнида шуни айтишимиз лозимки, нафақат эртаклар таржимасида балки, таржима қилинаётган барча адабиёт намуналарида жиддий камчиликларга дуч келишимиз тайин. Олдимизда турган вазифа эса бутунгача эришилган ютуқлардан оқилона фойдаланган ҳолда, ушбу муаммоларни бартараф этувчи усул ва методларни ишлаб чиқишдир.

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HOW TO INCREASE READING COMPREHENSION AND HOW TO DEVELOP READING SKILLS ON 9th CLASSES.

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Abstract: A significant proportion of high school students struggle with reading comprehension. Several different models might help identify the components that have the largest effect on comprehension. Ninth-grade students ranging from 1st to 99th percentile on comprehension completed measures of background knowledge, inferencing, strategies, vocabulary, word reading and comprehension. Reading comprehension has been highlighted as a problem among ninth-grade students. Many ninth-grade students while being proficient text decoders have difficulty comprehending text. When there is little to no emphasis on comprehension, on exploring the meaning behind the words, ninth-grade students are not actually reading but merely making the appropriate sounds.

Key Words: Ninth-grade students, comprehension, reading.

INTRODUCTION

Some pupils wonder how many articles have in English. If they are beginners in secondary schools , it is a quite difficult to understand these kind of topics. Comprehension is the reason for reading. If students can decode words accurately but don't understand what they are reading, they are not really reading. Good readers are purposeful and active. They may read to learn more about their favorite athlete, to complete a school assignment, or just to enjoy a good story. To make sense of what they are reading, good readers engage in a complicated process. They use their vocabulary, background knowledge, and prior experience as readers and listeners to make sense of the text. They know when they have problems with comprehension , and they have strategies to resolve those problems as they arise.

The article "How to increase reading comprehension and how to develop reading skills on 9th classes" written by Jozephe in 1998 and first told around 1999, tells what causes to misunderstanding. Jozephe said that she informed and found solutions to it.

Wikipedia writes in "How to increase reading comprehension and how to develop reading skills on 9th classes", the ability to understand the text, its meaning and how to integrate with what the reader already knows.

Wikipedia writes what ways help to increase reading comprehension on 9th classes, how much the student read, so many they know. At once they can understand an unknown word by looking through the context or the passage.

In 1993 "How to increase reading comprehension and how to develop reading skills on 9th classes" by Victorian showed that the reason why they can not realize how to read or how to understand is the lack of reading, lack of attention to the thyme. If they concentrate on the meaning of it, if they don't have anything which involves their attention, surely they will not have problems relating to comprehension. Even if by not disturbing things, they glance at an unknown word and that is it they can realize or suppose the meaning of the context without using dictionary or any phones.

If you were to ask, most teachers would agree improving reading comprehension is about teaching students how to think while reading. Granted, reading comprehension likely is not one of the courses that you are teaching. That said, perhaps it should be sub-course within all the courses that you do teach. In fact, students who can heighten these skills with your help might be better prepared for college than those who earns as in content courses.

In that spirit, here is a step-by-step guide that can help your students improve their reading comprehension significantly.

1 DISCUSS READING COMPREHENSION.

Writing a one-page handout detailing your ideas about reading comprehension and why it is important. You can include your ideas about subjects such as taking notes, setting goals, and asking questions. Additionally, connect the importance of improving reading comprehension to something practical and relevant to them like texting, emails, and blogs. Share these written thoughts with your learners and use the handout as a reminder throughout the school year.

2 PRACTICE WHAT YOU PREACH.

Telling students that improving reading comprehension is crucial and then giving them tests that emphasize rote memorization is backward reasoning. Instead, give them

essay tests and ask them to write reports. Your students might not be used to what appears to be subjective grading, but it is your responsibility to detail what you are looking for in their written answers and reports and explain that you are preparing them for college.

3 DISCUSS EACH ASSIGNMENT.

Prior to each reading assignment, you should tell students what you want them to learn from the text. Ask them a few questions and tell them you want to discuss the answers in the next class. They should also written down your questions and use them in group discussions of their own.

4 URGE THINKING BEFORE READING.

Students should read your questions or the book's questions before they begin reading. This should help them know when to focus on text and when to skim it.

5 TEACH GOAL SETTING.

Teaching students to set goals before they read is also a good idea. Initially, the goal might be to answer your questions. Eventually, they should be able to set their own goals such as "I want to understand why the Civil War started." "Before reading, good readers tend to set goals for their reading," reports the article " How to increase reading comprehension and how to develop reading skills on 9th classes."

6 URGE THINKING WHILE READING.

Perhaps the most important tip you can give learners about how to read is that their reading comprehension is most likely to improve when they stop reading.

7 URGE NOTE TAKING.

It is likely most of your high school classmates did not take notes while they did their schoolwork. In college, though, everyone took notes in their textbooks. Your students should know that college students regularly highlight important material via underlining, circles, and notes in margins. They can take notes too, in notebooks rather than textbooks. Students should be encouraged to stop reading after they have read something important and write down that fact, point, or argument. They should also be writing the answers to your pre-reading assignment questions.

8 TELL THEM TO PLAN AHEAD.

Reading doesn't accomplish much in and of itself. Reading assignments should be connected to future class discussions, oral presentations, tests, or reports.

9 RECOMMEND VISUALIZING.

" Some good readers may also create mental images, or visualize a setting, event, or character to help them understand a passage in a text." the Texas Education Agency wrote. Are students more apt to recall what happened at the Yalta Conference if they can visualize U.S leader Franklin D. Roosevelt, United Kingdom leader Winston Churchill, and Soviet Union leader Joseph Stalin talking about about what to do after World War II ended. Some will. It is a good idea to mention to students, who could also learn better by studying the text's photos and captions.

10 ASSIGN SUMMARIES.

Asking students to write summaries of what they have read sounds like you are requiring them to do a lot of work ,but you can emphasize that these summaries can reduce how much time they spend studying, or cramming, for a test. Essentially, these summaries can be homework. They can also help students prepare for class discussions and oral presentations.

PRACTICE MAKES PERFECT.

Many of these tips can be summarized in one word –practice. Yes, students can succeed at improving reading comprehension skills by practicing how to ask and answer questions while they are reading, taking notes, setting goals, writing summaries of what they have read and more. Be honest with them about the fact that improving reading comprehension skills is a lot.

CONCLUSION

Reading comprehension is more than decoding shapes and figures as many teachers and learners think. Comprehension occurs when the reader knows what skills and strategies are necessary and appropriate for the type of text and understands how to apply them to accomplish the reading process and reach high degree of comprehension and retention. Teacher can encourage students to become active participants and proficient readers by incorporating instructional activities and strategies. Instructional reading might consider the following skills:

- Pre-reading skills: establishing interest a purpose for reading.
- While-reading skills: constructing meaning
- Post-reading skills: reconstructing and extending meaning.

To summarise, I say that, firstly, students who are learning should be active, attentive. Nothing, nobody could not interrupt even single things that occurs in her or his mind can have ability to disturb the young. For example: the smartphone, different types of discos, having funs, or even if their friends. If the student wants to the best, he or she has to try to best.

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THE ADVANTAGES AND DISADVANTAGES OF AUTHENTIC MATERIALS IN DEVELOPING LEARNERS' READING SKILLS

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In fact, authentic materials are really important for teaching and learning and it makes regular reading necessary for language learners especially everyday journals and magazines. Educational researchers have found that there is a strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so.

As Omaggio-Hadley defined that one of the important principles of communicative language teaching is that authentic language should be used in instruction whenever

possible.⁴ But some of the problems are determining what authentic materials are, why it is important to use authentic material in the classroom, and what are the sources for authentic materials? Taken from Peacock (1997), the definition of authentic materials is the materials that have been produced to fulfil some social purpose in the language community. Martinez defined that “*Authentic* would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for”.⁵ In this section, the advantages of using authentic materials in language teaching will be explored, and also the drawbacks of using them will be discussed.

Using authentic material in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons. Some of them are: students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist they provide exposure to real language. Authentic materials have a positive effect on learner motivation. “Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value as teachers, we are educators working within the school system, so education and general development are part of our responsibilities”. Textbooks often do not include incidental or improper English authentic materials can produce a sense of achievement, e.g., a brochure on England given to students to plan a visit. The same piece of material can be used under different circumstances if the task is different.

Authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class authentic materials support a more creative approach to teaching.

By using authentic materials in the classroom, even when it is not in an authentic situation, it still provides the learners with many significant advantages. Martinez summarized several benefits of using authentic materials.⁶ The first one is that by using authentic material, students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for general idea. Secondly, authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. Thirdly, as language change is reflected in the materials so that students and teachers can keep abreast of such changes. Fourthly, reading texts are ideal to teach/practise mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information. Also, teachers can have students practice some of the micro-skills of listening, e.g. basically, students listen to news reports and they are asked to identify the names of countries, famous people, etc. Fifthly, different authentic materials such as books, articles, newspapers, and so on contain a wide variety of text types, and language styles not easily found in conventional teaching materials. Thus, it can help student extend their vocabulary and help memorize them in a number of meaningful recycling.

Spelleri makes a more practical case for using authentic materials with her adult immigrant learners.⁷ She argues that authentic materials offer real language that is

⁴ A.O. Hadley, Teaching language in context. Heinle & Heinle. Boston: 2001. - pp. 150-155.

⁵ A. Martinez, Authentic materials: An overview. Karen's Linguistic Issues: 2002.-pp 25-36.

⁶ A. Martinez, Authentic materials: An overview. Karen's Linguistic Issues: 2002.-pp 125-126.

⁷ M. Spelleri, from lessons to life: Authentic materials bridge the gap. ESL Magazine, 2005.-pp 35-39.

contextually rich and culturally pertinent. These materials have a high interest value because of their relevance and because there are at least three layers of learning embedded within them: language learning, cultural insights, and practical application. Authentic materials can customize what textbooks have to make generic because of mass marketing consideration. They can help learners “bridge the gap from the classroom lesson to real life by making immediate use of classroom lessons in their lives”. By exposing learners to authentic language can help them develop their predication skills and improve their strategies for dealing with uncertainty in understanding or using target language.

The main advantages of using authentic materials in the classroom

1. Authentic materials provided exposure to real language and related more closely to students’ needs. Students were exposed to real world intercultural discourse.
2. Incidental or improper English often was not included in textbooks and the same piece of material could be used in a different way if the task was different.
3. In the English language, changes could be reflected in the materials so that students and instructors both understood the changes.
4. Authentic materials could be used for practicing mini-skills, such as scanning, or micro-skills of listening, including listening to news reports, and identifying the names of people or countries.
5. Authentic materials included a wide variety of text types and language styles not easily found in traditional teaching materials.
6. Authentic materials contained topics of interest to students and encouraged reading for pleasure, and they were practical and real because they provided valid linguistic data.
7. Authentic materials had an intrinsic educational value and kept students informed about what was happening in the world.
8. Authentic materials provided an opportunity to transmit information and foster communication and understanding across culture.
9. Authentic materials included resources and activities that instructors used in class. Authentic materials contextualized language learning and were a valuable source of language input.
10. Authentic materials were applicable and adaptable for classroom use.
11. Authentic materials were realistic, ready-to-use, relevant, and triggered the process of natural language acquisition for students.
12. Authentic materials increased students’ comprehension skills and oral and written language performance. They significantly enlivened the ESL class, exposed students to cultural features, and generated a deeper understanding and interest in the topic.
13. Authentic materials provided authentic cultural information and helped “facilitate cultural adaptation, language comprehension, and language use”.
14. Authentic materials had a positive effect on increasing students’ motivation and made learning more enjoyable.

Disadvantages of using authentic materials

We can claim that learners are being exposed to real language and they feel that they are learning the “real” language. These are what make us excited and willing to use

authentic materials in our classrooms, but while using them, it is inevitable that we face some problems.

Authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community. The vocabulary might not be relevant to the student's immediate needs too many structures are mixed so lower levels have a hard time decoding the texts special preparation is necessary which can be time consuming too many different accents can be heard which can cause some confusion. The material can become outdated easily, e.g. news. There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background. What can be done to overcome the difficulties we face? Considering the advantages and disadvantages of using authentic materials, there come the question of when authentic materials should be introduced and used in a classroom; in other words, can we use authentic materials regardless of our students' level? Guariento & Morley claim that at post-intermediate level, the use of authentic material is available for use in classroom.⁸

According to the findings of the survey carried out by Chavez, learners enjoy dealing with authentic materials since they enable them to interact with the real language and its use. also they do not consider authentic situations or materials innately difficult. However, learners state that they need pedagogical support especially in listening situations and when reading literary texts such as the provision of a full range of cues (auditory and visual including written language). We may conclude that learners feel better with authentic materials helping them get involved in the "real" language as long as we, as teachers, provide them with pedagogical support. in order to achieve this, we have a wide range of choices. Martinez suggests that teachers may use authentic materials for the learners to listen for the gist of the information presented and also he adds that by using authentic materials teachers will have the opportunity to encourage students to read for pleasure especially certain topics of their interest. Matsuata claims that using audio-visual materials aiding students' comprehension is beneficial since it will prevent students especially beginning ones from being frustrated about authentic materials. Materials such as popular and traditional songs will help us to create a non-threatening environment. Guariento & Moley suggest that authentic materials should be used in accordance with students' ability and add that suitable tasks can be given to learners in which total understanding is not important. according to Jordan, in the earlier stages, non-authentic materials can be used, but stresses that upon students' dealing with materials from their own subject area, authentic materials should be introduced.

The negative aspects of authentic materials are that they can be too culturally biased, often a good knowledge of cultural background is required when reading, as well as too many structures being mixed, causing lower levels problems when decoding the texts. Students often bring copies of newspaper articles (in particular the tabloids) or song lyrics to the classroom, asking to translate them after having looked up each word in the dictionary and not understood a single word. Richards notes that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems for the teacher too. They can also become very dated,

⁸ W. Guariento, & J. Morley, Text and Task Authenticity in the EFL Classroom in *ELT Journal* 55(4): 2001. -pp 113-118.

very quickly but unlike textbooks can be updated or replaced much easier and more cost effectively. The biggest problem with authentic materials is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner's needs and too many structures can create difficulty. This can have the opposite effect, rather than motivate the learner; it can de-motivate and in Krashenite terms "put up the effective filter". "Real" language exposure with language change/variation being reflected often too culturally biased, difficult to understand outside the language community

Students are informed about what is happening in the world.

Researchers have reported disadvantages of authentic materials, including:

1. Authentic materials might be too culturally based for students to understand and they could force readers to focus on the code. The vocabulary might not fit the student's immediate needs and students might lack skills required to manage the vast amount of information.

2. Authentic materials often contained difficult language, unneeded vocabulary, grammar, and too many structures, so the lower level students might have a hard time decoding the texts. Students might be less motivated.

3. The preparation of the materials could be time consuming if special preparation was needed; the investment of time might not be feasible or realistic.

4. Interpreters recorded on the listening materials might have many different accents. The materials could become outdated easily and the designs were more complex.

5. The wide range of contents and topics were not accompanied by textual aids, so they might be too challenging and discourage some students. The materials could be used in the older age group, but for the younger age group they might be irrelevant, inaccurate, or inappropriate because of the unfamiliar words, phrases, and idioms.

7. Some students criticized the authentic environment as non-academic, non-rigorous, and time wasting to efficient learning. Sometimes even the materials instructors worked so hard to prepare just did not work well. Some instructors found that they had difficulty finding suitable authentic materials and created their own communicative activities. Some people thought authentic texts were made to seem "real" and might be edited and changed for language purpose.

By using authentic materials in the classroom, even when it is not in an authentic situation, it still provides the learners with many significant advantages. Martinez summarized several benefits of using authentic materials. The first one is that by using authentic material, students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for general idea. Secondly, authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. Thirdly, as language change is reflected in the materials so that students and teachers can keep abreast of such changes. Fourthly, reading texts are ideal to teach/practise mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information.

To sum up, it is really important to use authentic materials in everyday classrooms as they help the readers and learners to be more interested in the usage of any language help them to increase their sensitivity and interest in any language and to the things they are reading.

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WRITING ASSESSMENTS IN WRITTEN COMMUNICATION

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Written communication has become extremely important for interaction in the modern world with the instant technological development. Recently writing assessments and essays have become a vital part of a formal education. Tertiary students are taught to structure their compositions in order to improve their writing skills.

Language learning requires mastering the four basic skills a language consists of. Thus there is not only the awareness of grammatical, lexical or syntactic rules needed but the writing process demands also mental power of the writer. Writing is an effective tool to use for different purposes from sharing ideas, corresponding to persuading others. Through writing people articulate their ideas in another way than in speaking, their written product can be much more expressive and powerful. Written works are permanent; they may have an impact much later in time. Jordan claims that "The purposes for writing vary widely, from discovering the writer's own feelings, to persuading others to a course of action, recreating experience imaginatively, reporting the results of observation, and more" [3, p.48]. Having such potential, learners should be taught all the necessary rules and conventions of writing as a skill to express them in the most appropriate way. Therefore writing deserves an equal part in the classroom of learning language skills. Nowadays more attention is paid to speaking and listening, developing writing skills seem to be a deprived area. White mentions that "For some time, under the influence of the audio-lingual approach to language teaching, it has been conventional wisdom to regard speech as being of primary importance, with writing being placed a destitute second. Writing was regarded as being a somewhat inferior form of the language" [5, p.57]. It is no longer seen as simply a means to retell or recount information, but as a unique way to internalize and expand upon specific knowledge, to retain the information, integrate it into the existing knowledge. Neither a multiple choice test nor short answer quiz can provide students with the opportunities to develop the kind of critical evaluative skills a thorough writing assignment can. Dudley-Evans states "Writing is a vehicle for expanding and transforming one's own knowledge base. It is not only demands thinking, it is also a means for thinking. By writing about a subject, one learns what one thinks about the subject. This property of transforming knowledge is a fundamental component of writing skill" [2, p.214].

When the topic has been assigned, you have some definite sphere to work on. Each topic can be seen from various viewpoints. The student, however, should choose the one which is neither too narrow (it will not have enough ideas to write about) nor too broad. Medicine is too general. You can take only one aspect to discuss - Euthanasia in medical practice. Then you must think about the purpose and the audience of the essay. The writer should understand the key words which will help together thoughts, to decide on the writing style and give some hints. It is a good rule always to write the title of the essay across the top of the opening page. It reminds you what you are supposed to be doing. An essay can be good in almost every other way and may be judged poor because it ignores the 8 issues presented in the title. You are never just asked to write all you know about a subject, or simply describe something. You are set a specific problem to reflect upon in the light of what you have been studying. Everything you say in the essay should be relevant to that task. You have to convince your readers that the point has some bearing on the title. Successful academic writing takes much more than just excellent writing skills and understanding of the topic. The whole secret lies in proper organization of an essay and following a certain writing procedures. The essay goal is to convey information, including the fact that you can write well. But it will not be achieved if the readers do not understand the first few sentences or paragraphs, and stop reading, or if they finish reading but fail to grasp the message. Learning how to be a clear and accurate writer will help to make your essay readable and understandable. There are some guidelines which show how to clarify writing. Moreover, it is important to recognize that you must commit yourself to a process. Nevertheless, these stages are believed to reflect generally how successful writing develops. The following prewriting techniques can be listed:

1. Freewriting
2. Brainstorming or listing
3. Concept mapping/webbing by Lauren Starkey
4. Reading good writing
5. Discussion
6. Talk-write (Preparing To Teach Writing)

7. Metaphor Depending on your topic some invention techniques may work better than others.

The overall goal when using any method is to discover unique ideas. Freewriting presupposes spending a predetermined period of time writing nonstop for 5, 10, or 15 minutes, focusing on a specific topic. It works best when you write in full sentences, but phrases are also effective. The key is to keep writing without regard for grammar, spelling, or worthiness of ideas. During this period, students keep generating words, even if they cannot think of anything meaningful to say. Sometimes freewriting is combined with an activity called looping, in which students stop freewriting after 5 minutes and reread what they have produced. If they find a good idea on the page, they use it as the basis for another freewriting period. Brainstorming means jotting down concepts, individual thoughts or ideas that come into your head associated with the given topic, in note form and in random order. It involves creating a list. It will be especially helpful when you have to establish a point of view on a topic and support your position. Mapping and webbing are visual organizers that allow you to see easily the relationships between a number of diverse ideas and are best used for exploring topics that are not complex. Put your central idea or subject in the middle, and add subtopics or related ideas around it in any order. Or

draw a box with your subject written in it, and continue adding boxes, connected to each other by lines, showing the development of your idea. Discussion provides multiple points of view on a given topic. Teachers usually initiate it by asking the class questions regarding how to proceed. Discussions tend to be most helpful when they occur a day or so after students receive an assignment. The time in between allows students to begin formulating a plan that they can modify and enrich through the discussion. Talk-write technique is based on the perception that speaking, listening, reading, writing and thinking are intimately related and mutually reinforcing. It involves asking students to construct a plan mentally and to deliver an oral composition to the class. Classmates provide suggestions and comments designed to help improve and elaborate the plan. The next step is to begin writing. It is usually easier as a result and tends to be more successful because a person has to understand a topic to explain it to others. A valuable benefit is that making such oral presentations is likely to increase one's self-confidence about speaking in public

To sum up, Writing is an exercise of mind requiring the mastery of techniques anyone can learn. While one system may work better for some and worse for others; there are several general rules to stick to. There are many aspects that a student will have to keep in mind. The first important thing to do is to examine the title of the topic. It can be assigned or not. Sometimes it is easier to have the topic given by the teacher. On the other hand, it may be an advantage to take the topic you want. Both have their pros and cons because there are so many things to write about that you may get lost.

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БОШЛАНГИЧ СИНФ ИНГЛИЗ ТИЛИ ДАРСЛАРИДА ЎҚУВЧИЛАРДА ТАНҚИДИЙ ФИКРЛАШНИ РИВОЖЛАНТИРИШНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ.

Мамаджанова Нозима Адхамовна
Наманган давлат университети докторанти

Аннотация: Ушбу мақолада инглиз тили дарсларида бошлангич синфларда танқидий фикрлашнинг ривожлантириш хусусиятлари баён этилган.

Калит сўзлар: Узлуксиз таълим, коммуникатив қобилият, "танқидий фикрлаш, текст, изчил матнда ишлашнинг ўзига хос хусусиятлари, инновацион технологиялар, ижодкорлик, рефлексия".

ОСОБЕННОСТИ КРИТИЧЕСКОГО МЫШЛЕНИЯ У УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА.

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Аннотация: В статье раскрыты особенности развития критического мышления у учащихся начальных классов на уроках английского языка.

Ключевые слова: Непрерывное образование, коммуникативная компетенция, трактовки понятия "критическое мышления", текст, особенности работы по связному тексту, инновационные технологии, креативность, рефлексия.

FEATURES OF CRITICAL THINKING IN STUDENTS IN ENGLISH LANGUAGE LESSONS.

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Abstract: The article reveals the features of the development of critical thinking in our primary English classes .

Key words: Continuous education, communicative competence, critical thinking, text, peculiarities of work on a coherent text, innovative technologies, creativity, reflection.

Узлуксиз таълим тизимида кенг қамровли ислохотларни амалга ошириш билан боғлиқ вазифаларни бажаришда тил таълими, жумладан, инглиз тили таълими ҳам бошқа омиллар қаторида муҳим аҳамият касб этади. Инглиз тили ўқувчиларининг она тили каби борлиқни идрок этиш ҳамда интеллектуал ривожланиш воситаси ҳисобланади. Шунинг учун ўқувчиларда тил ёрдамида сўзлашиш қўникмалари билан бир қаторда танқидий фикрлаш малакаларини ҳам шакллантириш ва ривожлантириш замонавий таълимнинг долзарб муоммосига айланди.

"Танқидий фикрлаш" тушунчасининг моҳияти бўйича турлича талқинлар, қарашлар мавжуд. Бир томондан, танқидий фикрлаш баҳс-мунозарани тақозо

этанглиги боис негатив ҳолат билан боғланса, иккинчи томондан танқидий фикрлаш, мантиқий фикрлаш, ижодий фикрлаш тушунчалари ўзаро тенглаштирилади.[2]

Мавжуд талқинларнинг қўплигига қарамай, уларни бирлаштирувчи мазмун борлигини эътироф этиш мумкин. Танқидий фикрлашда умумий фикрлаш жараёнини аниқловчи (баҳоловчи) ва рефлексив хусусиятлар намоён бўлади. Бу очиқ фикрлаш бўлиб, янги малумотларни шахсий, ҳаётий тажрибага юклаш асосида юкланади ва ана шу хусусияти билан ижодий фикрлашдан ажралиб туради. Шу билан бир қаторда танқидий фикрлаш ижодий фикрлашнинг ривожланиши учун таянч нуқтаси ҳисобланади, улар ўзаро боғланган ҳолда ривожланадилар.

Танқидий фикрлаш технологиясини қўллаш учун ўқувчилар ва ўқитувчилар учун қатор қулайликлар яратади.

Ўқувчилар учун:

- Ахборотни идрок этиш самарадорлигини ошириш ;
- Ўрганилаётган материалга, шунингдек таълим жараёнига қизиқиш уйғотиш;
- Танқидий фикрлаш;
- Таълимни эгаллашга маъсулият билан ёндашиш кўникмасини шакллантириш;
- Ҳамкорликда ишлаш кўникмасини шакллантириш;
- Таълим сифатини ошириш;
- Ҳаёти давомида ўқиш истаги ва кўникмасини шакллантириш.

Ўқитувчилар учун:

- Синфда ошкоралик ҳамда маъсулиятли ҳамкорлик муҳитини яратиш;
- Таълим жараёнида танқидий фикрлаш ва мустақилликни ривожлантиришга йўналтирилган ўқитиш модели ҳамда самарали методикалардан фойдаланиш имконияти;
- Ўз фаолиятини таҳлил қилиш, хулоса чиқариш ҳамда тегишли ўзгаришлар киритиш;
- Бошқа ўқитувчилар учун муҳим касбий ахборот воситасига айланиш.[1]

Танқидий фикрлаш технологияси таълим жараёнида пайдо бўладиган мулоқот ва билимларни эгаллаш учун тенг ҳуқуқли муносабатлар бўлишини тақозо этади. **Танқидий фикрлаш технологиясини қўллаш жараёнида ўқитувчи асосий ахборот берувчи манба эмас, балки таълим жараёнини қизиқарли мақсадга йўналтирилган ҳамкорликдаги изланишга айлантириш омили сифатида фаолият кўрсатади.**

Рангбаранг дидактик материаллар ҳамда интерактив ёндашув асосида инглиз тили дарсларида танқидий фикрлашни ривожлантириш учун пухта замин яратилади.

Бошланғич синф инглиз тили дарсларида танқидий фикрлаш технологиясини қўллаш натижасида талабаларнинг билиш фаолиятини ташкил этиш қулай шароит яратишнинг асоси – коммуникатив компетенцияси шаклланади.

Талаба нутқининг ривожланганлигини даражаси унинг ақлий ривожланиши ва ижтимоий фаоллигини таъминлайди. Шу нуқтаи назардан, бошланғич синф

ўқувчиларини она тили билан бир қаторда инглиз тилини ўқув дастури талаблари доирасида мукаммал ўрганишларини таъминлашга алоҳида эътибор қаратиш зарур.

Мактаб инглиз тили дарсларининг фанлараро алоқа асосида амалий йўналтирилганлиги қўлланадиган дидактик материалга муайян талаблар қўяди. Бу борада боғланишни матн устида ишлаш яхши имконият яратади. Биз бу ерда боғланишни матн сифатида ўқувчиларнинг ўқитувчи билан ҳамкорликда яратидиган тематик матнларни (My family, Our school)назарда тутмоқдамиз. Тил унсурлари билан таништириш сўз, сўз бирикмаси ёки алоҳида гап устида ишлаш билан чекланмайди. Маълумки, мулоқот жараёнида гаплар ўз-ўзидан эмас, балки матннинг унсурлари сифатида қўлланадилар. Шунинг учун, матннинг тузулиши, унинг компонентлари ўртасидаги алоқаларга эътибор бермасдан туриб, инглиз тилини ўрганиш муаммоларини ҳал этиб бўлмайди.

Боғланишли матндан фойдаланиш жараёнида ўқувчиларда ўзгалар томонидан тузилган матнни тушуниш ва матн яратиш кўникмалари шаклланади. Матн асосида тузилган машқлар асосида ўқувчиларнинг ижодий қобилиятлари ривожланади. Бошланғич синф ўқувчиларида эса коммуникатив кўникма ва малакалар шакллантирилади, чунки матн нутқнинг асосий коммуникатив бирлиги ҳисобланади[2].

Матн билан ишлашни ташкил этиш ва амалга ошириш жараёнида қуйидаги турдаги машқлардан фойдаланиш мумкин:

1) ўқувчилар бажарадиган фаолият ҳарактерига кўра-репродуктив эгалланган билимларни қайтариш, ва продуктив-ижодий изланиш элементи.

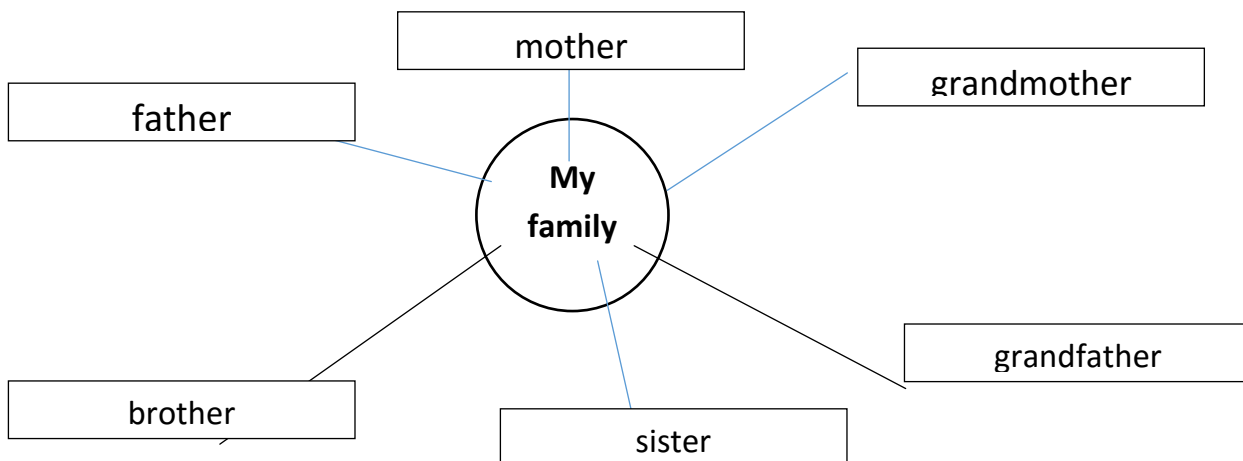
2) ўқув мақсадларига кўра- белгиловчи (тил ҳодисаларини уларнинг белгилари асосида аниқлаш),конструктив(турли тузулишдаги тил birlikларини тузиш)ва ижодий;

3) дастлабки матн ҳарактерига кўра:ўзгартиришлар киритилган ёки киритилмаган.

4) нутқ матнлари ҳарактерига кўра-тил воситаларининг таҳлили билан боғлиқ нутқий машқлар ва коммуникатив.

Бошланғич синф инглиз тили дарсларида таълим самарадорлигини таъминлаш ҳамда ўқувчиларда танқидий фикрлаш малакаларини ривожлантириш учун ўқитишнинг инновацион усулларида фойдаланиш муҳим восита вазифасини бажаради. Жумладан, “ақлий ҳужум”, “ кластер” каби усуллардан кенг фойдаланиш мумкин.

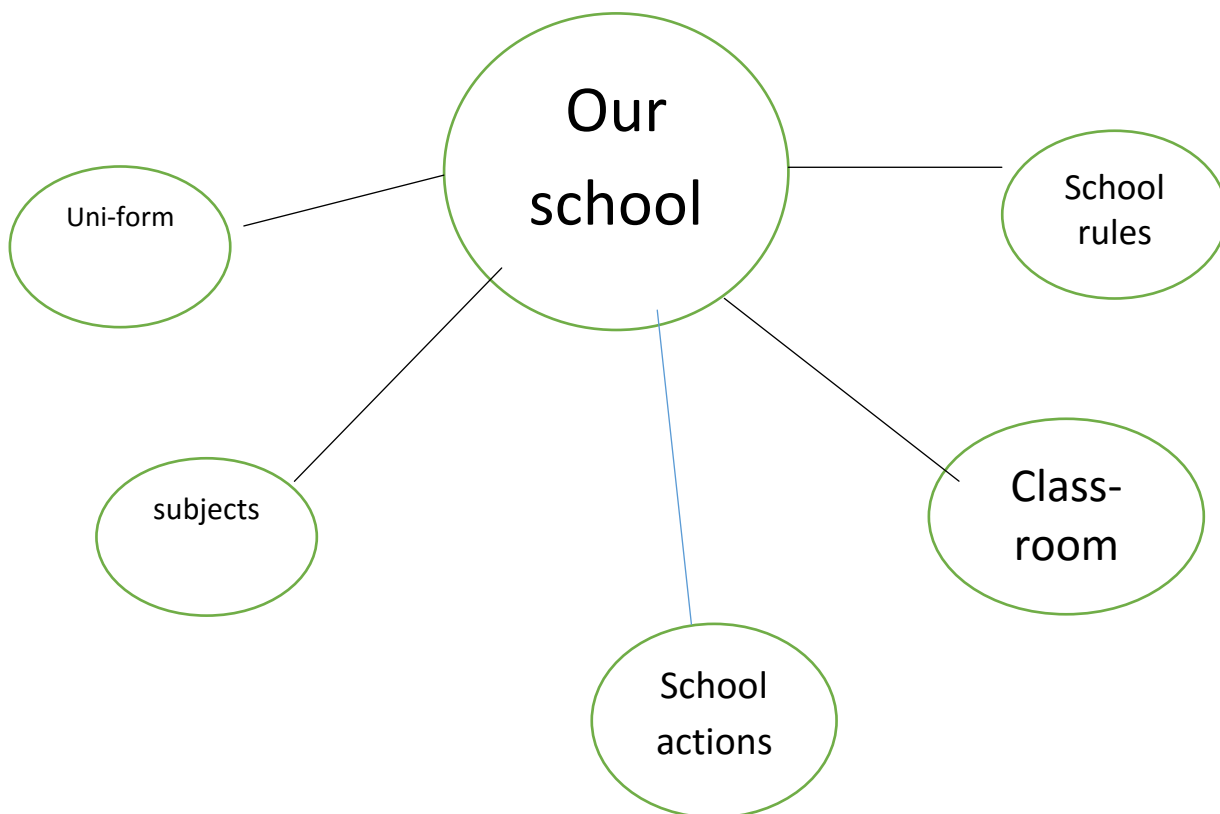
Ўқувчиларга (3-4синф) қуйидаги доира атрофига “My family” мавзуси билан боғлиқ ўзларига маълум сўзлар ёзиш вазифаси берилади.



Навбатдаги босқичда сўзлар иштирокида гап тузилади, тузилган гаплар мантиқий кетма-кетликда тартибга солинади.

Кейинг босқичда ўқитувчининг муаммоли саволлари асосида ўқувчилар фикрларини асослаб берадилар.

“Our school” мавзуси бўйича ҳамкорликда кластер тузиш мумкин.



Инглиз тилини ўқитиш жараёнида танқидий фикрлаш малакаларини шакллантириш бўйича амалга ошириладиган фаолият ўқувчиларда ижтимоий аҳамиятга молик маънавий ва маърифий сифатларни шакллантириш, креативлик ва рефлексияни шакллантириш, ташаббускорлик, фаол мулоқотга киришишни таъминлайди.

Танқидий фикрлаш малакасининг шакллантириш ўқитувчи учун мустақил ижодий фикрловчи шахсни тарбиялаш имкониятларини яратади.

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USING TIPS FOR IMPROVING SPEAKING SKILLS.

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Abstract. *English language is the global language in the world. Educating students to improving their speaking perfectly is becoming more popular. Practising speaking is one of the most fun and rewarding part of learning English. Difficult thing about English speaking isn't the language itself, but how you think about it If you think in your native language and then try to speak English, you'll always have to translate between languages. In this article, I am going to give helpful tips to improve speaking.*

Key words: *Speaking ability; teaching of English & students perspective, adult learning .*

Speaking is more crucial part than other skills. Although, speaking part is one the most difficult productive skill for ESL learners. In this article we will discuss some helpful tips for improving Speaking.

The 2009 International Journal of English article, “Improving speaking skills” reported today that English language speaking skills seems to be unsatisfied. English speaking problems among students whose major in English language and literature interview were mainly understood in this study. Study provided opportunities for students to talk about their experience in their own words.

Enough time is not given to various exercises and opportunities for the improvement of speaking ability, students also complained of scolding, and discouraging by their teacher for not speaking correctly to improve the speaking ability, more stress on the quality of books at the basic level enough time given to speaking and phonetic drills of students. Develop boldness and confidence in students for asking questions from their teachers no overcrowded classes, award and motivation for students, the role of media such as listening, up to-date and constant training of teachers arranging various activities and balance in the courses with respect to literature and language should be there to provide opportunities to improve the language competency of students.

The advantage of “improving speaking”

- Use dictionary
- Use technology
- Listen
- Read out loud
- Learn a new word every day
- Watch films
- Make friends
- Do interesting activities in English
- Have a debate

We will see what the role of the teachers is in order to improve the learners skills, the features of oral communication that need to be improved and which strategies can be used to overcome the difficulties.

It is obviously that there are marked differences between children learners and adult learners and that they cannot acquire the second language under the same circumstances. Consequently, the results will be also different concerning children and the early age at which they learn to speak, we can say that they enjoy certain advantages that make them outstanding learners.

Children have enormous ability to integrate difficult information in on easy and unconscious way from the beginning of their development.

Let`s try this activities with your group mates and also yourself.

Make friends

Make a friend with English speakers or other learning to speak English and compare notes. Talk about things that you have learnt and exchange ideas.

Have a debate

Debate all the topics that interest you with friends in English. Try to use as much vocabulary as you can to get your point across and listen to the other arguments carefully so you can argue against them effectively.

Prepare cheat sheets

Prepare cheat sheet. Before your appointment, research vocabulary relating to your condition and some common phrases you`ll probably need.

Search phrases rather than single words

Another tips to increase your fluency is to speak using a variety of phrases rather than individual words. Some expression will be very informal and not ideal for some situation.

Listen and read

You need words in order to talk. Class time is great for learning vocabulary, but there are other ways you can increase yours: read books, magazines so speak with yourself in the mirror.

Record your voice

We know- most people dislike hearing their voice recorded but it's actually an extremely beneficial way to improve your speaking! Hearing yourself on tape shows things you might not realize. On the other hand, you could be pleasantly surprised to hear that your speaking is far better than you thought! For bonus points, take your recording to your teacher or to a native speaker friend and chat with them.

On the other hand, concerning adults we observe how difficult is that can acquire certain native sound; their pronunciation will be on many occasion, foreign like which is due to their difficulty in distinguishing and producing, some sounds after the so called "critical period". In that respect, some authors claim that adult learners cannot acquire a phonological development (Linghtbown and Spada, 2006: 69)

Once speaking goals have been determined, next step consists of questioning how they are going to be achieved. When you ask a language student what their goals are, almost everyone says" improve my speaking". When learning a foreign language , you'll find yourself talking with all kinds of native speakers- your teacher, servers in restaurants, taxi drivers and your landlord, so it's vital that you feel comfortable. Just like improving your writing, listening or any other skill, there are technique you can use to improve your spoken English in a targeted way.

The article, "Improving speaking skill" , written by Dr. Mahmud and first performed around 2007, tells the article of the problem of teaching English to students, especially the problem of oral communication has not been solved yet, one can find much to explore the significant role of speaking.

Let`s us consider the first question: what If we need to improve speaking skills we need to know which skills or which feature learners need to develop. In that respect, there are several authors that stated different goods for a proper pronunciation.

In todays world where all students need or will need to be able to speak English outside the classroom, there is absolutely necessity to develop the communicative competence. On the contrary mostly the activities in the classroom just about finished student`s worksheet, but sometimes they did question and answer activities during the learning and analyze the problems and try to solve the problems as to improve student`s speaking skills.

An effective speaker knows that the success or failure of his talk is not for him to decide – it will be decided in the mind and hearts of his hearers. - **Dale Carnegie**

To sum up, as teachers can improve learners' speaking skills and communication strategies, the only thing they need to do is to plan their teaching around main questions. This study also presented some of appropriate solution to overcome the weakness in speaking English inside and outside the classroom. Speech is one of primary skills.

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XORIJIY TIL O'QITISH SINFLARIDA YOSH O'RGANUVCHILARNING YOZMA KO'NIKMALARNI SAMARALI O'QITISH YO'LLARI.

Namangan muxandislik-texnologiya instituti
"Chet tillar" kafedrası
o'qituvchisi Musayeva Gulnora

Annotatsiya: Ushbu maqolada boshlang'ich yoshidagi bolalarning yozma ko'nikmasini oson va tez rivojlantirishning samarali yo'llari haqida ma'lumotlar keltirilgan. Til o'rgatuvchi o'qituvchilar boshlang'ich maktab o'quvchilarning yoshiga va bilimiga mos kelgan o'yinlarni qo'llash va muammolarni aniqlab hal qilishga chorlagan.

Kalit so'zlar: yozuv jarayoni, old-yozuv, qoralama, qayta tekshirish, tarkib, yozuv ko'nikmalari, samarali yozuv

ОБУЧЕНИЕ ЭФФЕКТИВНОМ СПОСОБОМ ПИСЬМЕННЫЕ НАВЫКИ НАЧАЛЬНЫХ КЛАССОВ.

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Аннотация: В этой статье дано информация о том, как обучать письменные навыки ученикам младшего класса эффективным способом. Кроме того, учителя английского языка должны выбирать упражнения по знанию и возраста учеников.

Ключевые слова: процесс написания, составление, написание, корректура, компоненты, навыки письма, эффективное письмо.

EFFECTIVE TEACHING WRITING TO YOUNG LEARNERS IN EFL CLASSES.

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Abstract: This article gives information about how to improve primary school pupils' writing skills and develop it in an effective way. Besides, it helps language teachers to choose activities according to their knowledge and age.

Key words: *process writing, drafting, writing, proofwriting, components, writing skills, effective writing.*

Language is the salient way of expressing our thoughts. We use language for planning our lives and exchanging our ideas. Globalization has given rise to English as a global language and learning it has become inevitable to communicate with the world. In many countries including Uzbekistan, English is the second language and it is a compulsory subject in our curriculum from the elementary level. It is an endemic part of our life and in today's world we will not be able to survive without English. Recent studies have revealed some evidence that young learners learn second language better compared to adult learners. In our country, though students are taught English at an early age, they cannot achieve fluency and accuracy in English which nowadays is pre-requisite for higher studies, getting a decent job and above all for business.[1] The effective way to make a learner proficient in English is to develop all the four basic language skills- listening, reading, speaking and writing. Listening and reading are the receptive skills and work as an input for the learners and gradually prepare the learners for the productive skills, speaking and writing. Amongst all four skills teaching writing is most challenging, more specifically teaching writing to young learners is a genuine challenge for the teachers. It is an imperative language skill, which needs to be developed from an early age. Young learners do not feel motivated to write rather they like to speak more in an ESL class. In our educational system students do not get enough chance to write according to their own wish. In some schools, they have creative writing classes where students get the chance for free writing. The objective behind it is to make the students independent and activate their thought process. From teachers' side it is important to select the right lesson and design it according to the age group. If the students do not like the lesson, the whole class will be unproductive. Teachers have to take care of student's motivation, their level of writing and preferred way of learning before preparing any task. It is difficult to draw young learners' attention and keep it focused for longer time. For doing this a teacher has to follow some teaching methods as well as teaching techniques to facilitate effective learning. To develop my paper, I will first look at the theories of teaching and learning writing, how learners can be motivated in class, and what triggered their mind to write. This paper will focus on the theories applied in the classroom from my own teaching experience followed by some effective criterion of teaching writing to young learners and how a teacher can help the learner to develop the writing skill at an early age.[2]

As writing is a productive skill, picture is the most effective source, which is mainly visual stimulus to motivate young learners for teaching writing. Andrew Wright (2004) pointed out some important role that pictures play to help the teachers to teach writing. According to him picture can motivate learners to pay attention and take part in the lesson, it brings the context of any situation through which they can express their ideas, and most importantly pictures can be described in many ways that will develop learner's writing and organization skill as well. Furthermore teachers can give a choice to the students so that they can choose their own topic. Before setting the task for elementary level students, according to Jeremy Harmer (1998), "teacher should make it sure that students have enough language competency to complete the task". At the same time teachers should be alert while checking the task. If teachers do excessive correction in elementary level it may have a negative impact. Hamler (1998) also points out, "over

correction could have a demotivating effect on the students" and suggests, "Teachers can tell the students that for a particular piece of writing they will correct mistakes of particular aspects of language like- grammar, punctuation, spelling or organization." [3] From teaching writing to correcting it, the whole process is amalgamated which gradually develop the writing skill of second language learners.

Young learners are energetic, lively and it is easier to motivate and every language teacher should make the best use of it. Throughout my internship I worked on several aspects of language teaching and found that to make the students confident and competent in writing, providing feedback was the most crucial factor. Students responded well on the topic for writing but they were not eager to write. Furthermore, they did not correct their write up though I encouraged them. In that case providing effective feedback is one of the important tasks for ESL teacher. Materials used for writing were rather well designed to engage the students but the problem lied with giving feedback. Initially I provided written feedback which according to Ken Hyland (2003) played a central role in most L2 writing class. He added, "Many students see their teacher's feedback as crucial to their improvements as writers". [4] Before commenting on written work, first teacher has to remove the stigma of overcorrection from students' mind which undermines the students. The nature of response also varies according to learner's level. To make the students aware of their errors teacher can allocate one class every alternate week for grammar correction combined with classroom discussion between teacher-students which will be valued by students as well as effective for them. Teachers should make a balance between positive and negative feedback. Besides written comments, teacher can also engage students to check each others copy which is referred as peer feedback by Ken Hyland (2003). [5] Teacher can point out some common errors and according to that students can check their copies. This process will make them responsible to correct their work. On top of that they will be able to judge the written work and in the end this practice will make them independent. In our present classroom environment this practice can easily be done as it does not require any extra facilities. It only needs a manageable class size not more than 25 students. What it requires is teachers' dedication towards their work and sincerity to ensure effective implementation of proposed solutions for successful teaching writing to young learners.

Besides motivation, young learners have other learning strategies that teachers have to consider while teaching. Teachers' duty is to identify specific learning strategies what a group of learners or individual learners already have and at the same time help them to adopt different strategies. According to Vivian Cook (1996: pg-106) there are some good learning strategies -

1. Find a learning style that suits you
2. Involve yourself in the language learning process
3. Develop an awareness of language both as system and as communication
4. Pay constant attention to expanding your language knowledge.

The process of learning second language should be initiated at an early age as it is proved that young learners are better learners than adult learners. Cook (1996) claimed, "People who start learning English as an adult never managed to learn it properly and other who learns it as a child is indistinguishable from the natives", which supports Lenneberg's critical period hypothesis theory. [6]

Ur (2005: pg-286) suggests "for schoolchildren learning a foreign language will be well only if the teacher find a way to activate and encourage their desire to invest effort in the learning activity". For young learners extrinsic or instrumental motivation works well where teachers play a vital role and they need to focus on the nature of motivation students have. Penny Ur (2005: pg-278) has found some sources of extrinsic motivation that works for young learners while learning second language. Some are discussed below:

Success and its rewards: This is the single most important feature in realizing extrinsic motivation. Learners who have succeeded in past tasks will be more willing to engage with the next one.[7]

Tests: The motivating power of tests appears clearly, learners who know they are going to be tested on specific material next week will normally be more motivated to study it carefully.

Competition: Learners will often be motivated to give their best not for the sake of learning itself but in order to beat their opponents in a competition.

Ur has done a research on how a learner's age influences language learning. Assumptions made by her are given below:

Young children learn languages better than the older ones.

Foreign language learning in school should be started at an early age as possible.

It is easier to interest and motivate children than adults.

Conclusion: This article is all about engaging students in writing class for successful learning and it is the reflection of my internship. In this report I have focused on the teaching procedure to young learners for writing and how it differs from teaching adults. To improve writing skill it needs practice and constant attention especially to young learners who are sensitive towards learning. Teachers have to deal with them adroitly. In the elementary level, teachers play a vital role to develop writing skill. While checking the scripts teachers have to be lenient as because they are the only sources of motivation for the young learners. [8]

Learners' motivation plays prime role to engage the students into classroom activity which is the most challenging work for the teacher. Whenever teachers provide positive feedback and support learners' ideas, it works greatly. Learners' self esteem goes up automatically and they participate. Giving feedback remains a problem as different students take the feedback in a different way. To solve the problem in this paper I have proposed some recommendations to improve the writing skill which are quite easily applicable in our classroom environment. Teachers just need to take care of the learners' need, what kind of feedback they need rather overcorrecting them which work well. Without writing skill second language learning will remain incomplete and to ensure that students have to learn it from an early age.

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EFFICACY OF DRAMA IN LANGUAGE TEACHING

SHODIYAXON TASHPULATOVA XUSANBOY QIZI

FarDU, lingvistika:ingliz tili 1-bosqich magistranti

There are various types of techniques that can be applied at the English language lessons and they are usually aimed at developing a particular language skill. But there is one aspect that unites all of them: games are activities which are designed to create friendly atmosphere for pupils and at the same time foster pupils' effective learning.

Quite often if we say drama (in educational context) people understand it as a theatrical performance (usually performed by elementary school learners), stage representation, however in language classes we may use different techniques that develop acting abilities and at the same time communication skills.

Communication is an exchange of information and messages and it is not only about words and phrases but also about body language, gestures, facial expressions, ability to express and "read" the ideas that are "between the lines", that were not said. Thus using drama allows us to create a real-like situation that involves ideas, emotions, in some cases adaptability and improvisation.

There are various definitions of drama and generally we can say that it is an activity when somebody pretends or portrays themselves as somebody or something else in an unreal situation. As S. Holden states: "It provides an opportunity for a person to express himself through verbal expressions and gestures using his imagination and memory." 1 Drama techniques have been used in various fields of our lives — religious ceremonies, arts, psychotherapy, sociology in confidence-building-courses etc. In all those above mentioned situations the aim was to prepare people for various situations, to give them language and help them to show or hide feelings and at the same time to read them. It is closely connected with the communication.

Using drama techniques in language lessons students develop acting skills, mainly to:

— portray characters in monologues, improvisations and scripted scenes — what helps learner in real life situation to read the speaker, the partner;

- express themselves confidently through movement and gesture — very important for non-verbal communication;
- communicate character through movement and gesture;
- participate in blocking (adding movement) to improvised or scripted scenes;
- understand and execute stage movement effectively;
- understand and execute stage business effectively;
- develop a poised, controlled posture .

Reasons to use mime in the language classroom

There are many reasons in favour of using mime activities and techniques in the language classroom. First of all it is entertaining and fun, and can provide motivation to learn. It can provide varied opportunities for different uses of language and because it engages feelings it can provide rich experience of language for the participants. Maley (2005) listed many points supporting the use of mime and drama and these are:

1- It integrates language skills in a natural way. Careful listening is a key feature. Spontaneous verbal expression is integral to most of the activities; and many of them require reading and writing, both as part of the input and the output.

2- It integrates verbal and non verbal aspects of communication, thus bringing together both mind and body, and restoring the balance between physical and intellectual aspects of learning.

3- It draws upon both cognitive and affective domains, thus restoring the importance of feeling as well as thinking.

4- By fully contextualizing the language, it brings the classroom interaction to life through an intensive focus on meaning.

5- The emphasis on whole-person learning and multi-sensory inputs helps learners to capitalize on their strength and to extend their range. In doing so, it offers unequalled opportunities for catering to learner differences.

6- It fosters self-awareness (and awareness of others), self-esteem and confidence; and through this, motivation is developed.

7- Motivation is likewise fostered and sustained through the variety and sense of expectancy generated by the activities.

8- There is a transfer of responsibility for learning from teacher to learners which is where it belongs.

9- It encourages an open, exploratory style of learning where creativity and the imagination are given scope to develop. This, in turn, promotes risk-taking, which is an essential elements in effective language learning

10-It has a positive effect on classroom dynamics and atmosphere, thus facilitating the formation of a bonded group, which learns together.

11-It is an enjoyable experience.

From my point of view, performing real-life situations using mime and gestures in quite beneficial as this promotes pupils practice more speaking skills, develop comprehension and fluency. I think, concentrating too much on grammar rules will not enhance pupils to speak but, conversely, make them be afraid of making mistakes and, consequently, will prevent them from speaking freely.

Using mime and drama activities has clear advantages for language learning. It encourages students to speak, it gives them the chance to communicate, even with limited

language, using non-verbal communication, such as body movements and facial expression. There are also a number of other factors which makes drama a very powerful tool in the language classroom.

Drama as a form of mime is an ideal way to encourage learners to guess the meaning of unknown language in a context. Learners will need to use a mixture of language structures and functions ("chunks") if they want to communicate successfully.

Communication cannot be divided into its various components. Mime game can be considered a communicative activity since it fosters communication among learners and provides different opportunities to use the target language in "make believe" situations.

Vernon supports the view that this conversational use of language also promotes fluency. He states that while learning a play or a game, students are encouraged to listen to, potentially read and then repeat their lines over a period of time. By repeating the words and phrases they become familiar with them and are able to say them with increasing fluency by encouraging self-expression, mime activities and participation in mime games motivates students to use language confidently and creatively.

Activity: Using Mime to Show Sentence Meaning

Example of sentence to be mimed: I was walking along the road when a mad dog bit my leg.

1. A student writes these words on the board: . . . *the road* . . . *bit* . . .
2. He acts out the first action of walking.
3. A partner acts out the second action of the dog bite.
4. The class guesses what the complete sentence is.
5. Another pair of students takes a turn at miming a sentence.

This activity can be varied by having one student, rather than a pair, try to act out the sentence. In a large class, students can work with the sentences in smaller groups so that more are likely to be actively engaged at one time than if the whole class is observing only one or two people.

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O'RTA MAKTABLARDA CHET TILI O'QITISHNING BOSQICHLARI

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Annotatsiya: Ushbu maqola o'rta maktablarda chet tili o'qitishning bosqichlari haqida bo'lib unda muallif chet tilini o'rganayotgan o'quvchining tilga bolgan qiziqishlari, o'zlashtirishi, bilim va ko'nikmalarini rivojlantirishining yosh xususiyatlari bilan kechadigan bog'liqliklarini yoritib bergan.

Kalit so'zlar: Boshlang'ich bosqich, o'rta bosqich, yuqori bosqich, nutq, matn.

Insonda bolalik chog'idanoq nutq so'zlashga, ya'ni idrok etishga extiyoj seziladi. O'z fikrini ifodalash extiyoji bola o'sib borishi bilan kengayib boradi va u tobora ko'proq, murakkabroq til birikmalarini o'z nutqida qo'llay boshlaydi. Demak bolaning tilni bilishi nutqiy faoliyat asosida kechadi. Shuning uchun ham kichik yoshdagi bolalarda xorijiy tildagi nutqiy ko'nikmalarni shakllantirish va o'stirish ham nutqiy asosda ko'rilmog'i kerak. U albatta, ona tilini egallash va chet tilini egallash o'rtasida anchagina o'ziga xoslik va farqli tomonlari bor. Masalan, xorijiy tilni o'rganishni boshlagan kichik yoshdagi o'quvchilarda ona tili mexanizmi shakllangan bo'ladi va ular ona tilida o'z fikrini yorqin ifodalay oladilar. Shuning uchun ham maktabda ona tili nutqiy ko'nikmalarini kergaytirib, o'stirib borishga ko'proq e'tibor beriladi. Chet tilini o'qitishda esa avvalam bor nutqiy ko'nikmalarni shakllantirish asosida nutqiy mexanizmini ham shakllantirish (bu erda so'z chet tili nutqiy mexanizmini shakllantirish haqida ketayapti) va nutqiy ko'nikmalarini o'stirish yuzasidan ya'ni shunga yo'naltirilgan ish olib borish talab etiladi. Biroq ikki til uchun ham xos bo'lgan narsa muloqot uchun ehtiyoj zarurligidir. Ma'lumki nutqiy muloqot ayrim belgilar, so'zlar, so'z birikmalari va nutqiy konstruksiyalar asosida amalga oshiriladi, bular esa turli tillarda turlichadir. Shuning uchun ham nutqning rivojlantirishida til muhitining roli juda kattadir. Bolalar nutqiy muloqot jarayonida og'zaki nutqni egallash bilan bir qatorda bilim saviyasini ham kengaytirib boradilar. Boshqacha qilib aytganda ularning dunyo qarashi nutqiy muloqot jarayonida o'sib boradi. Bu esa o'quvchilarda nutqiy ko'nikmalarni o'stirishda yuqorida ta'kidlangandek ehtiyoj va til muhitining zarurligi bilan bir qatorda ulardagi dunyo qarashni o'stirishni taqozo etuvchi aniq til materiali bo'lishi kerakligini ham ko'rsatadi. Demak, chet tilidagi og'zaki nutqni o'stirishda ham o'quvchilarning yosh xususiyatlari, qiziqishlari, dunyo qarashlarini kengaytirish zaruriyati va ular tarbiyasiga qo'yilgan talablardan kelib chiqqan holda til birliklarini va tematikani tanlash kerak bo'ladi. O'quvchilarning og'zaki nutqini o'stirishdagi yana bir muhim omil - bu nutqiy ko'nikmalar hosil qilishdir. Ma'lumki, nutqiy ko'nikmalar nutqiy harakatni ko'p marta takrorlash natijasida hosil qilinadi. Buning uchun esa ma'lum nutqiy muhit yaratish va o'rganilayotgan so'z va iboralarni gaplar yordamida ko'p marotaba takrorlash lozim.

Metodik adabiyotlarda o'rta maktabda chet tili o'qitish uch bosqichga bo'linishi ko'rsatilgan. Bu 5-10 sinflarni o'z ichiga olgan uch bosqichdan iboratdir. Lekin so'ngi yillarda maktab o'qitish tizimida o'qitish o'n bir yillikka aylantirilganligi va chet tillarni o'rganish ikkinchi va uchinchi sinflardan, xatto bog'chadan ham boshlanayotganligi avvaldan mavjud bo'lgan o'quv bosqichlariga o'zgartirish zarurligini ko'rsatmoqda,

chunki 2-3-4 sinf o'quvchilari bilan 5-6 sinf o'quvchilarining dunyo qarashi, psixofiziologik hususiyatlari o'rtasida anchagina farq mavjud. Bu esa shu aytilganlarni hisobga olgan holda darsni tashkil qilish kerakligini ko'rsatadi. Umuman olganda har bir bosqichning o'ziga xos va ularni boshqa bosqichlardan farqli tomonlari o'quv materialini tanlashda va darsni tashkil qilishda hisobga olinmog'i kerak. Shu boisdan olib qaraganda hozirda metodik adabiyotlarda mavjud bo'lgan, ya'ni berilgan o'rta maktabda chet tili o'qitishning uch bosqichiga 1-2-3-4 sinflarni ichiga olgan bosqich qo'shiladi va o'rta maktabda o'qitishni to'rt bosqichdan iborat deb talqin qilish mumkin. Ammo bu psixologik va pedagogik nuqtai nazardan yaxshilab o'rganishni va eksperimental yo'l bilan sinab ko'rishni taqazo etadigan murakkab ish hisoblanadi.

Kichik maktab yoshidagi o'quvchilarda ingliz tilidagi og'zaki nutqiy ko'nikmalarni shakllantirish va o'stirish hususida so'z yuritilganda, eng avvalo nutq faoliyati, inson nutqining hosil bo'lishi va o'quvchilarda nutqni shakllanish masalalariga bir oz to'htalib o'tish maqsadga muvofiqdir. Tilning eng asosiy vazifasi kishilar o'rtasida muloqot qilish vositasi bo'lishidadir. Inson butun xayoti davomida nutqini o'stirib boradi. Psixologik va metodik adabiyotlarda inson nutqining shakllanishi va rivojlanishi hususida bir qator kontsepsiyalar va ko'plab ilmiy maqolalar mavjud. Bu masala, ayniqsa, П.Я. Гальперин, Жинкин Н.И, Леонтьев А.А, Зимняя И.А va boshqa taniqli olimlarning asarlarida keng yoritilgan. Bularning ichidan А.А. Леонтьев va И.А. Зимняя asarlarini ko'rsatib o'tish o'rinlidir. Chunki ularning asarlarida nutq hosil bo'lish bosqichlari ilmiy nuqtai nazardan tahlil qilinishi bilan birga ular chet tili o'qitish metodikasi bilan bog'lab berilgan va chet tili o'qitish uslubi uchun asos bo'lib xizmat qiladi.

Birinchi bosqichda ingliz tili o'rganishning asosiy "poydevori" yaratiladi. Maktabda bu bosqichlar o'rtasidagi farq aniq ajratilmagan va shuning uchun ham o'qitish jarayonida bir bosqichdan ikkinchi bosqichga o'tish asta-sekin bir ma'romda olib boriladi. Shuning uchun ham bosqichlar o'rtasidagi chegara shartli ravishda o'quv yilining oxiri deb olinadi. Aslini olganda ayrim bir bosqichning o'ziga xos tomonlari ikkinchi bosqichga o'tilganda ham ma'lum bir paytgacha davom etishi mumkin. Birinchi bosqich chet tili o'rgatishning va o'qitishning boshlang'ich bosqichi bo'lganligi tufayli ham unda og'zaki nutqqa va o'qish texnikasini o'stirishga katta e'tibor beriladi. Ushbu bosqichda talaffuzga o'rgatish chet tili nutqiy mexanizmining ayrim elementi bo'lmish chet tili nutqining idrok etish va og'zaki nutqiy muloqotning eng sodda va oddiy savol-javobdan iborat nutqiy birikmalardan foydalanishga o'rgatish katta ahamiyatga ega. Birinchi o'quv yilida ayniqsa, ingliz tili talaffuziga o'rgatishga alohida e'tibor berilmog'i kerak, chunki bu davrda talaffuz ko'nikmalari shakllantiriladi va keyingi bosqichlarida esa u kengaytirilib, rivojlantirib boriladi. Agar o'quvchilarda boshlang'ich bosqichda ingliz tili tovushlarining aniq talaffuziga, artikulyatsiyasiga erishilmasa, keyingi bosqichlarda ushbu masalasini xal etish ancha mushkul bo'ladi. Nutq tovushlarining korrektsiyasi maxsus mashqlarni va ish usulini talab qilganligi uchun ham bu ishga yuqori bosqichda quyi bosqichdagiga nisbatan ko'proq vaqt sarf qilishga to'g'ri keladi.

1. Birinchi bosqichdagi eng asosiy vazifa tanlab olingan leksik materialni ma'lum grammatik strukturalar asosida nutqda qo'llashni o'rganishdir. Bu esa nutq hosil qilish mexanizmining shakllanishiga yordam beradi. Ushbu o'rganilayotgan grammatik strukturalarni yuqori darajadagi avtomatlashuviga erishmoq talab etiladi. Birinchi yili chet tili o'rgatishning o'ziga xos tomoni bo'lmish leksik va grammatik jihatdan chegaralanganligi o'quv jarayonini ma'lum tematik asosida tashkil qilishga to'sqinliklik

qiladi. Shunday qilib boshlang'ich bosqichda o'qitishning keyingi bosqichlarida o'rganilishi kerak bo'lgan tematika asosida tashkil qilish uchun sharoit yaratib beradi.

2. Agar boshlang'ich bosqichda chet tili o'qitishni nutq faoliyati turlari bo'yicha ko'rib chiqadigan bo'lsak, ularni o'rgatishda quyidagi vazifalarni bajarish zarur:

- a) o'qish mexanizmini hosil qilish;
- b) og'zaki o'qish texnikasini o'stirish;
- c) o'qiganini tushinishga o'rgatish.

3. Bu jarayonni o'ziga xosligi shundaki, bu ish avval to'la o'rganilgan - leksikgrammatik, grammatik material asosida tekstlarni ovoz chiqarib o'qish orqali amalga oshiradi.

4. Boshlang'ich bosqichga yozma nutqni o'stirish ingliz tili xusni-xati og'zaki nutqda o'zlashtirilgan so'zlarni yozishni o'rganish bilan xarakterlanadi. Chet tili o'qitishning og'zaki ilgarilab ketish tamoyiliga (printsipiga) ko'ra til materialini o'rganish og'zaki nutqda va o'qishda bir vaqtda olib borilmaydi. Bu bosqichda til materialini o'rganish quyidagi sxema asosida olib boriladi: – tinglab tushunish – gapirish – o'qish – yozish. Bundan ko'rinib turibdiki boshlang'ich bosqichda nutq faoliyati turining og'zaki nutqiy harakterga ega turlariga ko'proq e'tibor beriladi. Chet tili o'qitishning boshlang'ich bosqichda "og'zaki kirish qism" degan atama tez-tez uchrab turadi. Metodik adabiyotlarda (masalan Palmer asarlarida va Dekson seriyasi asosida chiqarilgan darsliklarda) bu qism, ya'ni og'zaki ilgarilab ketilgan 1 – 1.5 soat ajratilgan. Ayrim metodistlar esa bu davr 2 - 3 soatni o'z ichiga olsa kifoya, qolgan davrlar o'qitish jarayoni kompleks holda olib borilishi ma'qul deb aytiladi. Og'zaki ilgarilab ketish davrdagi ish, asosan quyidagilardan iborat:

1. O'quvchilarda to'g'ri inglizcha talaffuz ko'nikmalarini o'stirib va o'rganilayotgan til material yani o'z ichiga olgan grammatik strukturalarni intonatsion jihatdan to'g'ri tuzlanishiga erishish.

2. Grammatik strukturalarni tinglab tushunish va gapirish jarayonida o'rganib, ularni boshlang'ich bosqichda o'rganish uchun tanlab olingan leksik material bilan to'ldirish hamda savol-javob harakteriga ega bo'lgan mashqlar yordamida to'g'ri talaffuz qilishga va og'zaki nutqda qo'llashga o'rgatish.

3. Leksik birliklardan grammatik strukturalarni o'rganishda uning ayrim qismlarining o'rnini almashtirib turli gaplar tuzish va o'zni almashtiruvchi mashqlar yordamida nutq faoliyatining boshqa turlarini o'rganish uchun zamin tayyorlovchi vosita sifatida foydalanish.

4. Ingliz tili alifbosidagi kirish kursiga ingliz tili xarflarini, xarf birliklarini yozilishi va o'qilishini o'rganish. Garchi og'zaki nutq kirish kursiga ingliz tili xarflarini, xarf birikmalarini va ayrim so'z va gaplarni yozish kiritilsa ham bu og'zaki ilgarilab ketishi tamoyiliga zid bo'lmaydi, chunki bu davrda o'quvchilarda qilinadigan yozuv va o'qish ko'nikmalari nutq faoliyatining shu turlarini egallash uchun tayyorgarlik vazifasini bajaradi xolos.

Boshlang'ich bosqichda o'qishning asosan ovoz chiqarib o'qish turiga keng o'rin ajratilgan. O'qish uchun ajratilgan tekstlar ham eng sodda va oddiydan asta-sekin murakkablashib bordi. Lekin shuni aytish kerakki, boshlang'ich bosqichlardagi ish faoliyati asosan og'zaki nutqiy ko'nikmalarni rivojlantirishga yo'naltirilgan bo'lishiga qaramay ingliz tilida og'zaki nutqiy o'stirish masalasini xal qila olmaydi. U haqiqiy og'zaki nutq ustida ishlash uchun faqat tayyorgarlik bosqichini o'taydi. Ushbu bosqichda og'zaki nutq ustida ishlashning asosiy og'irligi o'quvchilarning alohida gaplar emas, balki

bog'liq gaplar ham tuzishlariga imkon beruvchi ma'lum leksik birliklarni egallab olgan davriga to'g'ri keladi. Bundan tashqari o'quvchilar boshlang'ich bosqichda The Present in definite Tense., The Past in definite Tense. , The Future Tense in definite Tense kabi fe'l zamonlarini yaxshi bilishlari va fe'l shakllaridan ushbu zamonlarda yorqin foydalana oladigan bo'lishlari talab etiladi. O'quvchilar otlarni birlikda va ko'plikda ishlatilishini, hozirgina noaniq zamonda kelgan fe'lning III shaxs birlikdagi shakliga "s" yoki "es" qo'shimchalarini qo'shilishini, gaplarning so'roq, inkor va buyruq shakllarini ham boshlang'ich bosqichda o'qish davrida egallaydilar. Agar o'quvchilar oddiy savollarga javob bera olmasalar va ular faqat bir xil grammatik konstruktsiya yordamidagina gaplar tuzsalar biz ularning bu nutqini haqiqiy ingliz tili nutqi deb qabul qilmasligimiz kerak. Bundan tashqari oddiy so'roqlarga javob berish ham ingliz tilida nutqni egallash degan narsani bildirmaydi. Shunda harakterdagi mashqlarni ham og'zaki nutqni o'stiruvchi mashqlarni ham shu bosqichda chet tilini o'rganayotgan faoliyatiga va o'quvchilar tomonidan ingliz tilini o'rganishda quyidagi vazifa va asosiy diqqat e'tiborni qaratmoq lozim. Ingliz tili talaffuzi ustida ishlash va uni o'ztirish o'quvchilar nutqini tovush va intonatsion tuzilishni o'z ichiga oladi. Bu davrda o'quvchilarning ingliz tilidagi talaffuziga bo'lgan diqqat e'tibor sira ham susaymasligi kerak. Ko'pincha o'qishga og'zaki nutqda shakllantirilgan tovushlar artikulyatsiyasining buzilish xollari uchraydi. Bunga yo'l qo'ymaslik va kerak bo'lganda qo'shimcha og'zaki mashqlar bajarish lozim. Yangi so'zlarni o'rganish avval o'zlashtirilgan grafik konstrugadayalar asosiy olib boriladi. Bu esa ushbu bosqich uchun tanlab olingan material asosida nutqiy mexanizmini shakllatirgan tomonidan eng oddiy muloqotni o'lyab borishga imkon yaratadi va kelgusida ingliz tilidagi nutqni tinglab tushunishga va ingliz tilida gapirishga imkon beradi. O'qiganini tushunyb olish va texnikasini o'zlashtirish. O'qish texnikasini o'stirish avval og'zaki nutqda o'rganilgan so'zlar asosida olib boriladi. O'quvchilarning og'zaki nutqida o'zlashtirilgan so'zlarning o'rfografiyasini o'rganishni yozma mashqlar asosida olib borish va o'rganilgan leksik va grammatik materialni yozuv orqali mustahkamlash. Boshlang'ich bosqichda tinglab, tinglab-tushunish va gapirishga o'rgatish grammatik strukturalarini nutqda qo'llashni mashq qilish jarayonida olib boriladi. Og'zaki nutqqa o'rirish. Og'zaki nutqiy muloqotga o'rgatish, tinglab tushunish va gapirish orqali amalga oshiriladi. Bu yerda gapiruvchi axborot berish jarayonida nutqiy muloqotni amalga oshirsa, tinglovchi esa uni tinglash va tushunib olish orqali nutqiy muloqotni amalga oshiradi. Suhbat davomida gapiruvchi bilan tinglovchining rollari (o'rin) almashib turadi, ya'ni ular navbat bilan goh tinglab, goh gapirishlari mumkin. Og'zaki nutqiy muloqot bir tomonga yo'naltirilgan bo'lishi ham mumkin. Bunda birinchi shaxs faqat gapiradi, ikkinchisi esa tinglaydi. Bunday holatdagi nutqni bir tomonlama yo'naltirilgan nutq, ya'ni "Monologik" nutq deb ataymiz. Gapiruvchi va tinglovchining o'rni almashib turgandagi nutq shakli "Dialogik" nutq deb ataladi.

O'rta bosqichga 6-7-sinflar kiradi. Bu bosqichning muhim obyektiv faktorlari bo'lib, 6-7-sinflar chet tili o'qitishning maqsadi, vazifalari, til materialining xajmi hisoblanadi. Bular og'zaki nutqqa va o'quvchining iqtidorida o'quv protsessini tashkil etishni va o'z predmetini mustaqil izlash formalarini tanlashni muhim omillaridan biridir. O'rta bosqichning o'ziga xos psixologik hususiyatlaridan biri o'quvchilarni yosh xysusiyatlaridir. Bu yoshdagi o'quvchilar uchun o'zini kattalardek tutishga intilish kuchli. Ayni huddi shu yoshdagi bolalar o'zining kasbga bo'lgan qiziqish va maktabda o'rganiladigan o'quv predmetlariga nisbatan differentsial munosabatda bo'lish shakllana

boradi. Ular o'quv predmetlarini kerakli va keraksizlarga ajrata boshlaydi. Psixologlarning aytishicha VI-VII sinf tafakkurining mantiqiy ketma-ketligi, tanqidiy ko'z bilan qarash, mustaqillik kabi formalari rivojlanadi. O'rta bosqichni o'ziga xosligi chet til o'qitishning maqsadi, til o'rganishning xususiyatlari o'z til materialining xarakteri, hajmi, murakkabligi bilan belgilanadi. Til materialasi asosan og'zaki nutqda o'rganiladi. Ya'ni aktiv minimum hosil qilish yo'li bilan. Bu bosqichda 4-sinflarda hosil qilingan ko'nikma va malakalar rivojlantiriladi, yangidan individual nutq tajribasi bilan boyitiladi. O'qitishning bu bosqichida o'quvchilar nutqi mazmunli, informatsiyaga boy, grammatik va leksik nuqtai nazaridan to'g'ri hamda muloqotni amalga oshirish uchun (oshirishga undovchi) motivga ega bo'lishi kerak. Bu bosqichda o'qitishning roli va joyi o'zgaradi. O'qish amaliy maqsadning biri bo'lishi bilan birga kommunikatsiyaning mustaqil ko'rinishi, yozuv matnlaridan informatsiya olish vositasi sifatida ham muhim rol o'ynaydi. 6-7-sinfda biz yuqorida ko'rib o'tgan ba'zi bir psixologik xususiyatlar o'quvchilarda mustaqil ishlash ko'nikmalarini hosil qilishga imkon beradi. Mustaqil ish shakllaridan eng muhimi bu uyda, individual yoki qo'shimcha o'qishdir. Bundan tashqari lingofon xonasida ishlash, yoki programmashtirilgan darslik bilan ishlash, o'qituvchining ba'zi bir topshiriqlarini bajarish (masalan: doklod tayyorlash, xabar tayyorlash) va x. k, shakllarida ham bo'lishi mumkin. O'rta bosqichda o'qitishning turli usul va priyomlarini qo'llashda ham o'zgarish bo'ladi. Masalan: boshlang'ich bosqich turli xil harakatchan o'yinlar, topishmoqlar, nutqda aytilganini harakat bilan bajarishni o'z ichiga oladi. O'rta etapda asosiy e'tibor ko'proq hajmdagi matnlarni o'qib tushinishda fikrlashni, nutq faoliyatini, tashabbuskorlikni oshirishga yordam beradigan metod-usul va priyomlarni qo'llash kerak. Bu bosqichda mashqlarni avval ularni maqsadini tushitirmasdan bajarish, xor bilan taqlid qilish emas balki mashqdan ko'zlangan maqsadni tushintirib so'ng uni bajarish lozim. O'rta bosqichdagi o'quvchilarning o'ziga xos xususiyatlaridan yana biri ularni og'zaki nutqqa bo'lgan qiziqishlarini pasayishidir. Ularni og'zaki kommunikatsiyani amalga oshirish uchun doim qiziqtirib turish kerak. Ularni chet tilida gaplashishga nisbatan tashabbus ko'rsatmasliklarining sabablaridan biri ularni bu sinflarda chet tilida amalga oshiriladigan og'zaki nutqni primitivligidadir. Dars soatlarida o'zgarish yo'q. Lekin til materialining hajmi va xarakteridagi o'zgarishlar va farqlar mavjud. O'qish (Reading) ko'proq kommunikativ xarakter kasb etadi. Bu bosqichda tekst informatsiya manbaigina bo'lib qo'lmasdan, balki gapirishga undovchi kommunikativ stimul xoldir.

Yuqori bosqichga 9-11-sinflar kiradi. 9-11-sinf o'quvchilarining yoshi o'smirlikning ilk davriga kelib bir qator psixologik xususiyatlar bilan xarakterlanadi. Ulardagi yosh xususiyatlarining o'ziga xosligi 8-sinf dan boshlab tarkib topa boshlaydi. Psixologiya kursidan ma'lumki har bir yosh bosqichda oldingi bosqichdan yosh xususiyatlaridan ayrimlari saqlanib qoladi. O'smirlik - bu shaxsni tarkib topish va kamolatga yetishishidir. Bu yoshda o'smirlarda tashqi muhitga munosabat va o'z faoliyatiga baho berish xususiyatlari rivojlanadi. Lekin shu bilan birga o'smirlarga xos narsa bu kuchiga ortiqcha baho berish va o'zligini ko'rsatishdir. Bu esa tez-tez turli xil qiyinchiliklarni keltirib chiqaradi. O'quvchilarning xotirasida, o'quv predmetlariga, chet tili predmetiga bo'lgan munosabatlarida ham sezilarli o'zgarish yuz beradi. Masalan: 7-8 sinf boshlarida chet tili o'rganishga bo'lgan qiziqish so'nadi. Lekin 9-10-sinfga kelib o'quvchilar chet tili o'rganishga alohida bir qiziqish va javobgarlik bilan qaraydilar. Bu bosqichda o'quvchilar psixologiyasining o'zgarishi tufayli avvalgi bosqichlarda yaxshi natija bermasligi mumkin. Yuqori sinf o'quvchilari bajarish maqsadi aniq bo'lmagan mashqlarni qiziqishsiz, befarqlik

bilan bajaradilar. Ammo ular ma'no jihatdan bog'liq tekstlarni alohida bir qiziqish bilan o'qishadi. Bu bosqichda mustaqil ishlash alohida rol o'ynaydi, ayniqsa chet tili bilan. Yuqori sinflarda darsga qo'yilgan talablar oldingi etaplardagidan farq qiladi. Endi dars og'zaki nutq asosida ko'rilmaydi, chunki bu bosqichda til materialining ko'pchilik qismi passiv ravishda (retseptiv holda) o'rganiladi. Ya'ni o'qib tushinish asosiy rol kasb etadi. Tekstlar ham hajmi jihatidan, katta til materiali esa murakkabdir. Darsni kompleks asosda tashkil qilish til materialining ayrim tomonini (leksik va grammatik) ayrim holda o'rganish bilan almashib turishi kerak. Bu bosqichda chet tili o'qitishning qiyinchilik tomonlaridan biri dars soatlarining kamayib ketishidir. Og'zaki nutq ko'nikmalari faqat darsda erishiladi, shuning uchun yuqori sinflarda dars soatining cheklanganligi tufayli biz avval dialogik va monologik nutq sohasida erishilgan ko'nikma va malakalarni saqlashimiz va takomillashtirishimizga to'g'ri keladi. O'quvchilar sinfda mamlakatimiz va Angliya xayotidagi o'zlarini qiziqtiradigan voqealar yuzasidan suhbat olib borishlari kerak. Nutqni tinglab tushinish malakalarini o'stirishga e'tibor bermoq kerak. Bu bosqichda tez o'qishga o'rganishdan tashqari o'quvchilar chet tili, ona tili lug'atidan foydalanishni o'rganishlari kerak. Kontekstdan tushinishga o'rgatish ko'nikmalari ham shu bosqichdan boshlanadi, demak, tekstlarda ba'zi notanish so'zlar bo'lishiga yo'l qo'yiladi. O'qish bo'yicha amaliyot yengil lug'atga murojaat qilmaydigan matnlar asosida amalga oshiriladi.

Metodik adabiyotda yuqori sinflarda bir maqsadga ega darslar bo'lishi kerak deyiladi. Darslarni matn bilan ishlash bosqichlariga muvofiq bo'lish (passiv) maqsadga muvofiq emas, chunki monolog va dialog ko'nikmalarini hosil qilish bosqichlari bunga mos kelmaydi. Darslarni matn bilan ishlashga qarab gaplar tiplarga ajratiladi. Yakun to'g'ri tanqid qilinadi. Bu holda chet tili o'qitish matnini o'rgatishga tenglashib qolgan bo'lar edi.

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TEACHING ENGLISH VOCABULARY USING PICTURES TO THE FIFTH GRADE STUDENTS OF SCHOOL NO. 7NAMANGAN

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Abstract: The article describes the method of using pictures in teaching English vocabulary and to explain the influences of using pictures in teaching English vocabulary images to the fifth grade students of school No.7Namangan. I discovered the positive effects of using pictures in teaching English vocabulary, these are: the pictures could improve the students' motivation, the pictures could catch the students' attention, the pictures assist the students to memorize the vocabulary and the images make the teaching and learning activities interesting. On improving the quality of English teaching and studying at school no.7Namangan, the method is suggested that the English teacher should create the proper system in improving the learns' encouragement in learning English vocabulary.

Key words: *picture, skill, vocabulary, motivation, technique, elementary*

Vocabulary is thought one of the main components to develop English as a foreign language at elementary, intermediate, or advance levels. It has major roles to support other language skills such as listening, speaking reading, and writing. Coady and Huckin point out "vocabulary is middle to language and of critical importance to the typical language learner." McCarthy has a explanation about the importance of vocabulary, he states "No matter how well the students learns grammar , no matter how successfully the sounds of L2 are mastered , without words to express a wider range of meaning, communication in L2 just cannot happen in any meaningful way. Rivers in Nunan says that the acquisition of an adequate vocabulary is necessary for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions that we may have learned for comprehensible communication. From the opinion above, it can be concluded that vocabulary is very extensive to achieve language skills as listening, reading, speaking and writing.

The aim of English teaching at primary schools is on the vocabulary. Students in primary schools can be called young learners. Sarah Philips defines that young learners mean children from the first year formal schooling (five or six years old) to eleven or twelve year age. Teaching English to new learners is different from teaching adult learners. Related to both processes, the students as the young learners need the different treatment and situation that is more attractive, various, and interesting. Jeremy Harmer states, more than anything else, children are curious and this in itself is encouraging. At the same time their span of attention or concentration is less than that of a grown-up. According to Brumfit, it is a commonplace that young children learn better through play or at least can be caused to go along with teaching that is tempered by 'fun' exercises. The students as young learners need more fun and interesting atmosphere in their teaching and learning process. As Ytreberg says, most activities for young learners should include movement and involve the senses. The teacher will need to have plenty of objects and

pictures. From the explanation above, it can be concluded that young learners have different characteristics from adult learners. Then, the teaching and learning process needs special techniques suitable with the characteristics of the young learners. The Use of pictures is one of techniques that are get along with the characteristics of the young learners.

Picture

Pictures as a part of visual aids are used as a technique in teaching English vocabulary at elementary schools. Photos that can be sketches, drafts, graphs, comic, poster, cartoon, board drawing, and picture in newspapers, magazines, posters, family photograph, calendars, wall chart, slides, diagrams and maps are widely used as media. Coming to Webster, image is an figure or likeness of an object, person, scene, reproduced, on flat surface, especially by painting, of photography; a metal image or impression; an idea. Pictures can be used to show the meaning of vocabulary items. Virginia French indicates that for helping pupils to get the meaning of a word, the method is useful. E. The Use of Pictures in Teaching English Vocabulary In teaching and learning process, the role of using pictures as media has become the best finding in teaching English especially in vocabulary to the elementary learners. Pictures are basic to help the students in learning English vocabulary and remembering the meanings. Ur says that visual have an important function as aids to learning simply because they drive student's point and help encourage them to focus on the subject in hand. Wright states that pictures can show a key role in motivating students contextualizing the language they are using, giving them a reference and supporting to discipline the activity.

Using Pictures in Teaching English Vocabularies

The process of teaching English vocabularies by using pictures to the fifth grade students consists of four steps as follows:

1. warming up is the first step in the teaching process. In this stage, the writer presented the new materials to the class. The writer did it by asking the students some questions related to the material or the topic being discussed, for example, if the topic was about transportation, the writer would ask the students some questions as follows: Do you know what transportations are? Can you mention another kind of transportation? This activity was done to introduce the new topic to the students.

2. Presentation in this second activity, the instructor began to explain the materials to the students. In learning English, there are four skills, which must be mastered. They were listening, speaking, writing, and reading. Then, the writer taught it to the fifth grade students. In this level, the teacher can use some media of teaching to help the teacher explains the material easily. a. Teaching listening skill by using pictures, the writer gave the materials by asking the students to listen to her and then repeat after her.

- c. To teach reading is important when the learners are learning a new language. In teaching the reading skills by using pictures, the writer read the vocabulary twice to make it more clearly, then asked the students to read it aloud together after the writer did. After that, she randomly pointed a student to read the vocabulary aloud.

- d. Teaching writing skill by using pictures, the teacher must explain how to write the correct letter. Then, the writer asked students to note the vocabulary on the blackboard.

3. Skill Practice is the third step in teaching and learning process. This process is used to analyse the students' progress in the material that has been explained before.

4. Assessment is the last step in the mentioned systems. It is carried out to know how far the students understand the material. It is also used to know the writer's way of teaching as an input to make a better method of learning. In the assessment step, the writer asked the students to do the exercise in their worksheet related to the objects that have been explained. If the time was not enough, the writer asked the pupils to do it as homework.

Conclusion

From the explanation above it can be seen that Pictures are useful to gather the students' point to imagine on what the text says. Pictures are not ambiguous; a picture should include only what the word means. Using photo is also an effort to help students to understand and comprehend something clearly and easily. However, teaching using pictures has a stable position in the understanding. It means that using this method can be a good technique in teaching English vocabulary to the children.

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KICHIK YOSHDAGI BOLALARGA INGLIZ TILINI DARSINI O'RGATISHNING BIR NECHA XIL USLUBLARI.

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Annotatsiya: Ushbu maqolada ingliz tilini o'qitishda samarali bo'lgan uslublarning ahamiyati haqida yoritilgan

Kalit so'zlar va iboralar: ko'rgazmali qurollar, harakatli, jumboqli o'yinlar, multimediya, Ilya Frank texnologiyasi.

Bugungi tezkor rivojlanayotgan XXI asr zamonida yashayotgan ekanmiz, bizlardan ko'p ilm egallashimiz talab etiladi. Hozirgi zamonda ilm-fan, texnika ham shiddat bilan o'sib borishi natijasida har bir sohada taraqqiyot ilgari qadam tashlamoqda. Har bir fanni yangi innovatsion pedagogik texnologiyalardan foydalangan holda o'rgatish bugungi kundagi ta'limning asosiy talablaridan biri hisoblanadi. Jahon tillari orasida yetakchi o'ringa ega bo'lgan ingliz tilini o'rgatish va o'rganish insonga suv va havo qanchalar kerak bo'lsa shunchalik zarur bo'lib bormoqda. Ayniqsa, O'zbekiston Respublikasining birinchi Prezidenti Islom Abdug'aniyevich Karimovning 2012 yil 13 dekabrda PQ 1875 –sonli qarori qabul qilingandan so'ng mamlakatimizda chet tillarni o'qitishga, o'rganishga bo'lgan e'tibor yanada kuchaydi. Yurtimizda chet tillarni o'qitilishida yangicha bosqich,

yangicha davr boshlandi. Chet tili darslarining o'qitilishi jarayonida ilg'or pedagogik texnologiyalarni, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish talab qilinmoqda.

Taraqqiyot davri sharoitida ingliz tilini bilishlik insonga hayot yo'llari davomida talaygina imkoniyat eshiklarini ochib beradi. Shu boisdan ham tadqiqotchilar «ingliz tilini qanchalik erta o'rganilsa, shunchalik tez muvaffaqiyatga erishish foizi ortadi» - deb hisoblashmoqda. Til o'rganish faoliyati kichik maktab yoshidagi o'quvchining aql-idroki, sezgirligi, kuzatuvchanligi, eslab qolish va esga tushurish imkoniyatlarining rivojlanishi uchun muhim shart-sharoitlar bola shaxsining shakllanishi uchun muhim omil hisoblanadi. Kichik yoshdagi bola idrokining o'tkirligi, ravshanligi, sofliqi, aniqligi, xayolining erkinligi, xotirasining kuchliligi, tafakkurining yaqqolliqi, o'zining qiziquvchanligi, ishonuvchanligi bilan boshqa yoshdagi bolalardan farqlanadi.

Ingliz tili o'qtuvchisi faoliyatida pedagogik metodlarning to'g'ri va aniq tanlanishi katta ahamiyatga ega. Shu bois, tajriba-sinov ishlari olib borish jarayonida tadqiqot doirasida kichik yoshdagi bolalar uchun quyidagi o'qitish texnologiyalaridan foydalanish samarali ekanligi aniqlandi:[1]

1 Ko'rgazmali qurollar, plakatlar va kitoblar orqali ishlash.

Qishloq joylardagi boshlang'ich maktab o'quvchilari odatda ingliz tili muhitidan ancha uzoq bo'lgan sharoitda o'sishadi va bolalarning fikrlashi mavhum shaklda qolaveradi, bolalarning yangi bilimlarni o'zlashtirish jarayoni doimo hissiyotlarga tayangan holda kechadi. Shuning uchun, kichik yoshdagi bolalarga ingliz tilini o'qituvchilar o'qitishda oson metodikalar orqali, o'quvchilar atrofidagi buyumlardan, kartochkalardan va boshqa o'quv qo'llanmalaridan to'liq foydalanishadi. "cherry" va "melon" kabi so'zlarni o'qitishda o'qituvchilar gilos va qovun kabi mevalarni ko'rsatib birdaniga rangni bildiruvchi yangi so'zlarni ham o'rgatib ketishlari mumkin. Bolalar o'quv mashg'ulotlarini tashkil qilish uchun sinfdagi narsalar orqali ularni chet tilida qo'llanilishini o'rgatib borishadi.

Albatta, o'qitish mobaynida buyumlardan foydalanishda o'qituvchilarning metodikasi katta ro'l o'ynaydi. Misol uchun, tegishli so'zlarni o'rgatayotganda, siz avvalo buyumni bolaga ko'rsatib uni gapirishga undaysiz, o'quvchilar so'zlarni talaffuz qiladi va ular talaffuz qilgan so'zni mustahkamlash uchun kartochkalardagi rasmlardan foydalanib yana bir bor yangi so'zni takror talaffuz qildiriladi. So'zlarni o'qitishda o'qituvchilar matn mazmunini belgilab olishlari va o'quvchilar e'tiborini jalb qilish uchun tarbiyachi ular bilan birgalikda so'zlarni talaffuz qilib doskaga suratini chizish orqali ularning e'tiborini tortishlari mumkin bo'ladi.

2 Sinf muhitini yaxshilash uchun qo'shiq va harakatli o'yinlardan foydalanish.

Moslashuvchan sinf atmosferasini yaratish, ba'zida har qanday ta'lim usulidan ko'ra muhimroqdir. Sinfdagi dars boshida inglizcha yoqimli qo'shiq bilan o'qituvchi boshchiligidagi barcha bolalar birgalikda qo'shiq kuyladilar va uning ohangiga mos ravishda biroz raqsga tushadilar. Bu o'z-o'zidan ularning tanalarini chiniqtirib, yanada tetik bo'lishga va qo'shiqni so'zlarini tezroq yod olishga yordam beradi. Inglizcha muhit, muhimi, yaxshi o'quv atmosferasiga tabiiy ravishda kirishga imkon beradi. Bolalarning o'zini-o'zi boshqarish qobiliyati sust bo'lib, butun mashg'ulot davomida e'tiborini jamlashi va egallab olishi qiyin. Shuning uchun, o'qituvchi bolalar tinglashni yaxshi ko'radigan qo'shiqlarni, she'rlarni yoki tilni chiniqtirish uchun tez aytishlarni, yoki bo'lmasam bolalar yaxshi ko'radigan animatsion multfilmni taqdim etishi kerak. Multfilmlar. Bolalar chet

tilini o'rganish mobaynida multfilmdagi gaplarni tushunmasa-da, multfilmdagi qahramonlarning harakatlari orqali ular ishlatayotgan so'zlarni tushunishga harakat qiladi. Bu esa bolalar uchun til o'rganishda qiziq va samarali yo'l hisoblanadi.

3 Olinggan ko'nikmalarni mustahkamlash uchun jumboq o'yinlardan foydalanish.

Bolani yoshlik chog'idan boshlab ingliz tiliga bo'lgan qiziqishlarini oshirish borish kerak, uni xato bo'lsada gapirishga majbur qilish kerak, ana shundagina tarbiyalanayotgan bola o'z oldidagi to'siqlarni yengib o'tib, qo'rqmasdan gapira oladi. Agarda biz chet tili darsini dars emas, balki o'yin shakliga keltirsak kichik yoshdagi bolalarni qiziqishini yanada oshiradi. Shu bilan birgalikda ularning aktivlik darajasi ham o'sib boradi. O'yining turlari juda ko'p misol uchun o'qtuvchi "qopda nima bor degan" o'yini bolalar bilan o'ynashi mumkin. Xonadagi kichik buyumlarni xaltachaga solib, bolalarga birma bir olishriga ruxsat beradi va bolalar bu buyumlar nomini ingliz tilida aytib berishadi. "Is it a banana (an apple an orange)?" tarbiyachi baholashga kirishadi, va eng ko'p bal to'plagan guruhni taqdirlaydi. Shu bilan bolalar yanada chet tiliga bo'lgan qiziqishlari o'sib boradi.

Bolalar o'rtasida musobaqalar juda ham muhim, sababi bolalarda yoshligidan raqobat tuyg'usini shakllantirib borish kerak bo'ladi. Ana shudagina har bir bolada motivatsiya tilga bo'lgan qiziqish uyg'onadi. Insoning barcha qiziqishlari raqobat orqali kelishi ko'pgina olimlarning xususan Xitoylik olimlarning olib borgan tadqiqotlaridan ma'lum. Buni bolalar timsolida ham ko'rishimiz mumkin, ularda bu yo'l orqali jamlikni, raqobat orqali raqibini bilishni atrofni o'rganishni o'rgatadi.

4 O'qitish samaradorligini oshirish uchun multimediyadan foydalanish.

Multimedia orqali o'qitish tarbiyachiga katta imkoniyatlarni beradi. Bunda bollalarning qiziqishini yuqori darajagacha ko'tarish va ularning e'tiborini uzoq vaqt jalb qilib turish mumkin. Bu orqali bollarning tilga bo'lgan ko'nikmalarini yanayam ortganini ko'rishimiz mumkin. Agarda mavzuimiz "Animals" bo'lsa biz har xil hayvonlarni nomlarini o'qitishda avval ularning tovushlaridan foydalanamiz bolalar bunga qattiq e'tibor qaratishadi, va shu zahotiyot cat,tiger,bear deb hayvonlar nomlarini ayta boshlashadi.

5 Ilya Frank texnologiyasi. Mazkur texnologiya til o'rganish audiodasturi muloqot jarayoniga asoslangan, ya'ni axborot olish uchun savollarga javob berish, inkor, e'tiroz, va boshqa xil harakatlarni qila oladi. Ushbu texnologiya asosida taxsil oluvchi ikki oy muddatda ingliz tilida bemaolol so'zlashish qobiliyatiga ega bo'ladi kuniga 1-2 mashg'ulot asosida (har bir mashg'ulot 20-30 daqiqadan iborat) 100 ta so'z o'rganiladi. Hech qanday qo'shimcha foydalanilgan adabiyotlar ro'yxati ushbu texnologiyada qo'llanmaydi. Taxsil oluvchidan audiotinglash va so'zlarni qaytarish, oxangga e'tibor berish talab etiladi, so'ng diktir so'zni to'g'ri talafuz etgan holda o'qiydi, taxsil oluvchi esa uni qaytaradi va xotirasida saqlaydi. Mashg'ulot dialog shaklda tashkil qilingan 27- mashg'ulotdan keyin taxsil oluvchi talaffuzi amerikacha ingliz tilida muloqotga kirisha olishga qodir til soxibiga aylanadi, til boyligi oshishi natijasida ingliz tilida tinglab-tushunish qobiliyati rivojlanadi. Metod III bosqichda tashkil etilgan bo'lib, o'zlashtirish darajasi turli xil bo'lgan taxsil oluvchilarga mo'ljallangan. Mazkur texnologiya 30 audiodars va 21 mustaqil o'qish saotidan iborat. I va II bosqichdan o'tgan taxsil oluvchi 500 so'z konstruktligiga ega bo'ladi va ingliz tilida mustaqil muloqotga kira oladi.

Mavzuga xulosa tariqasida aytish joizki, maktabgacha bo'lgan yoshdagi bolalarda chet tilida eshitish qobiliyatining oqsoqligini ko'p kuzatiladi, bu bolalarning yetarli

darajada eshitish darslarini egalamaganligini bildiradi. Real hayotda bolalarimiz televizor ostida animatsion multfilmni jimgina tamosha qilishlarini ko'rishimiz mumkin. Ularga doimiy chet tillaridagi multfilm darslari eshiritish lozim, bolaning bo'g'cha davridan chet tili qobiliyatini rivojlantirish uning keyingi bosqichda barcha bilimlarni yengil qabul qilishiga yordam beradi.

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COETZEE'S STYLE AND HIS ROLE IN LITERATURE

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Coetzee has a unique role in the English Literature as a white South African professor. Some of his novels have features of identity crisis in their content; one of the examples where the issue is well-demonstrated is his novel named 'In the Heart of the Country'. The novel by J.M. Coetzee describes feelings and thoughts of the white farmhouse spinster Magda that lives on an isolated South African farm with her distant father and black workers. The novel consists of 266 short paragraphs and is narrated by Magda whose diary is the foundation for the novel's structure and sequence. The diary entries show Magda's isolated life, her lack of connection to reality and her feeling of lack of identity.

One of the earliest novels of J. M. Coetzee, *In the Heart of the Country*, has the leading character Magda, an African girl facing difficulties to define her identity in the family of a colonizer, during the peak of colonization period in South Africa. Conquerors of indigenous African people were her ancestors; they left her the responsibility of keeping on the status quo. Therefore, Magda has to be the representative of people that have replaced existing culture and traditions with their own history and heritage. Despite dwelling in the community with prescribed rules she does not act in her role snugly. By inability of finding her identity and lack of meaning in her life she consciously or inadvertently demonstrate her dissatisfaction regarding her role among her people. The following paragraphs will proceed by explaining the Magda's feeling of lack of identity.

In the beginning paragraphs of the novel Magda writes: 'To my father I have been an absence all my life. Therefore, instead of being the womanly warmth at the heart of this house I have been a zero, null, a vacuum towards which all collapses ... neglected, vengeful' (6). From this very sentences it is wise to conclude that she experiences attention

and recognition from her father. The foremost source of her emptiness was instilled from her father, who constantly overlooked her.

The relationship of Magda's farther to her is unacceptable and peculiar due to the reasons of her gender. Obviously, the fact that she was born instead of a son is the main reason why she suffers from an abominable attitude of her father towards her. In other words, the absence of her true identity, stemming from the feeling of guiltiness for being a girl, before father. Also, taking the responsibility for the death of her mother, she feels even more pain and experiences challenges from her young ages to define herself.

'If I am an O, I am sometimes persuaded, it must be because I am a woman'. The aforementioned sentence implies that Magda squarely recognizes that she is no one for everyone as well, nevertheless she is still unsure whether it is because of gender, race, family or any other cause. In the text there are many more reasons could be concluded from Magda's words and many more opinions were expressed by her concerning her definition of herself.

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However, author's idiosyncratic way of writing 'In the Heart of the Country' leaves different emotion depending on the viewpoint, experience and knowledge. Therefore, it is the decision of mine that Coetzee wrote in his work full ambiguity and uncertainty, still his phenomenal novel was under great scrutiny and attention.

To recap the point concerning her void of identity related with her gender the following words of Magda can be cited "The past. I grope around inside my head for the mouth of the tunnel that will lead me back in time and memory past images of myself younger and younger, fresher and fresher, through youth and childhood back to my, mother's knee and my origins". This grief demonstrates her dissatisfaction with her identity and her craving to change it.

Living in the colonization period has link with her lack of identity. Being on the side of the oppressor Magda is not in her right mind. It could be clearly seen in her beginning narration. She “aptly” implies that she intends to give solely the true information and details “unless I begin to embroider” (1), to give a more detailed description . At times, she intends to stay sincere and objective but her plot depicts, although indirectly and vaguely, that Magda wants to label her father and his wife as antagonists (2), while keeping herself protagonist.

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ADVANTAGES OF INDEPENDENT STUDY FOR LANGUAGE LEARNERS

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Leaning English language is being important for young people at present time. Because English is the best tool to make relationships among people who are from different parts of the world. For this reason, English is also being taught and learned intensively in Uzbekistan. Nowadays there are many effective ways of learning languages in education system. One of them is learning independently. From this point of view, main tasks of language teachers is to encourage learners to study independently. In this article I am going to outline the actuality and benefits of independent study for language learners.

What is Independent study? Here is the definition found from internet site <http://www.google.com/search> on this term.

Independent study is a form of education offered by many high schools, colleges, and other educational institutions. It is sometimes referred to as directed study and is an educational activity undertaken by an individual with little to or no supervision.

As we consider, independent study is someone’s individual work, study or learning in some branch. Through learning alone effective outcomes are achieved by them.

Importance of independent study is explained as following: *independent learning* is important because it develops creativity and intellectual curiosity. Independent learning is about pupils being active rather than passive. [<https://en.m.wikipedia.org>]

Being independent creates good opportunity to demonstrate students’ ability in free way. Because, self studying people can concentrate their minds easily on tasks and approach positively to it. Consequently, good results can be achieved by themselves. It gives more choices and greater personal management of the study process.

It is often considered that some students who are not very active in working with others can show their study skills by working or studying by themselves. The reason for this may be their embarrassment among others or because of their weak points. They can feel themselves shy, nervous or worried during some situations like oral presentations,

group work or debates. If they are given some tasks to do independently they show their abilities in independent study.

Independent study is not only a good way for such kind of language learners but also for all kind of learners and they must be aware of importance of it.

Let's take an activity according to the question about IS.

What does "Independent study" suggest to learners?

There are given several words and word combinations which are associated with IS . The task is to draw or circle all the words that describe how IS would be.

Freedom, making one's own success, ...going it alone, failure, ... , being in control, less help, maturity,....., isolation, good study management, responsibility,.....,free time, pursuing one's own interest,....., managing one's time, less guidance, being left to one's own devices,....., working on one's own, enjoyment,.....,finding support.

If we pay attention to the words and word combinations we can easily catch that all of them are somehow or strongly connected with IS. For example: freedom.

Freedom, according to its one of the meanings, it is the right to do you want, make your own decisions and express your own opinions. It is obviously true that learners or students feel this feeling when they study on their own and it will help them show their ability by independent study.

Failure. It is exactly true that failures are usually observed in IS. Ss shouldn't be worried about their failures, because it is very natural to make mistakes in learning process .Step by step by realizing and correcting their mistakes they achieve their goals.

Responsibility. Feeling of responsibility in IS is also a good helper for studying. By taking responsibility learners make themselves work and study harder to get achievement in learning. Among the given words and word phrases isolation, free time, failure, less guidance, freedom and less help can cause some troubles for learners if they lose their control or sometimes if they don't want to concentrate on their studies .But in this case they must be aware of the responsibility. Besides these going it alone, making one's own success, good study management, maturity, responsibility, pursuing one's own interests, being left to one's own devices, finding supports, working on one's own, enjoyment and others are main devices to describe what is IS in general.

If some other examples should be added to abovementioned expressions, I would like to say that being alone, discovering one's own capability, chance of finding way to success can be added to the list.

By studying independently learners get several learning outcomes such as:

- studying from resources rather than attend taught sessions
- deciding the pace of study
- choosing where and when study
- choosing the assignment titles
- discovering one's study skills
- becoming aware of some advantages of working alone.

Moreover, independent learners feel themselves confident and satisfied with their outcomings.

In conclusion, I would like to express my finding on this issue. They are following;

- language learners should be more independent when they learn

- encouragement is important in learning and teaching process
- they should be given more opportunity to work and learn alone.

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TEACHING READING SKILL THROUGH JIGSAW TECHNIQUE

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It is obvious that reading is considered to be one of the most significant receptive skills in language learning and it is a dynamic process in which the reader interacts with the text to construct meaning. Reading is not vital only in developing language intuition and determining academic success, but also for accomplishing certain task. Therefore, it is obligatory for students, especially those who study in colleges and universities to have good reading skills. They should acquire such an ability that they can easily handle any reference they need for accomplishing every task given to them. Additionally, it is avoidable that they will deal with accomplishing writing academic paper. The most well-known scientists [1.p 115-119] emphasized that, reading in the own language is very different from reading in a foreign language, because the mother tongue has different ways of reading. Obviously, 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 which finally forced them to read various books and references. As we know that reading skill is explained in different way and by the help of various methods. Jigsaw is one of this methods and it a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. According to Aronson, [2.p 143-150] jigsaw helps the students develop a depth of knowledge which is impossible if they try to learn the material on their own. Using this technique give a chance to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team. Improving reading skill through jigsaw method we can acquire loads of benefits. For example, Aronson mentioned that Jigsaw is a well-established method for encouraging group sharing and learning of specific content, this technique can

be used as an instructional activity across several days and is best to use when there is a large amount of content to teach[3. p 112-117]. Besides that jigsaw aids students learn cooperation as group members share responsibility for each other's learning by using critical thinking and social skills to complete an assignment. Subsequently, this strategy can be in handy to improve listening, communication, and problem-solving skills. Monitoring each student's participation within the groups provides teachers with information about how much the students already know about the topic. This allows teachers to tailor instruction accordingly.

We can witness some students who are still having difficulty in learning to read in this case is influenced by two factors: internal factors and external factors, while internal factors that cause students experiencing learning difficulties is less interest students themselves to learn to read so that they become bored in learning to read, and as stated in them reading is very unattractive because they do not understand vocabulary and pronunciation. While the external factors affecting learning difficulties for students is the family environment; the lack of attention of parents in encouraging their children to learn to read more hard and the school environment is the lack of facilities and infrastructure for students and also the lack of attention to pay more attention to the ability of students in mastering the learning meter especially in learning to read and apply the right method so that students more quickly understand the material submitted. For parents, should be able to give attention and motivation so that their child can cultivate the interest of learning by accompanying their child while studying, buying books reading that support in learning activity of child. Based on the problems above, the writer using jigsaw method as a problem solve. Jigsaw is method that can help readers quickly gain information from a book, magazine, newspaper or website without having to read every word. When used well, jigsaw can save readers time and allow them to study more efficiently. Moreover, researcher use jigsaw to improve students' reading skill. After it, the writer not only want to know whether jigsaw can improve students' reading skill or not, but also the writer want to know how many percent the method can improve students' reading skill after using jigsaw. It is also important that the reading material assigned is at appropriate instructional levels. It is said that the treatment was teaching reading skill, especially in reading narrative text, with the used of jigsaw method [4. p 93-94]. The instruments used in this research were observation, interview, field notes and tests. The tests were used to test the students on pre-test, post-test first and post-test two. The tests given subsisted of 10 items in the form of find out the structure of narrative text and comprehension questions based on the text.

In conclusion, every single method or technique should follow some steps while they are created or explained for learners. So teachers may use the following steps when developing the jigsaw strategy for a class. The are four steps of Classroom Action Research. The first is planning, the writer prepared lesson plans, materials, observation sheet that would be used to observe teaching and learning process, instrument aids, and test instrument. Second is acting. This part the writer applied jigsaw technique in teaching and learning process to deliver the material for the students step by step, third is observing, fourth is reflecting. The result of observation of implementing jigsaw technique in the class, both of the improvement in reading skill and class situation. In that case we should keep in mind. It is important that students have experience with small

group learning skills before participating in the jigsaw strategy. Because jigsaw plays a major role while teaching reading to learners.

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BILVOSITA TARJIMADAGI MUAMMOLAR TAHLILI JANE AUSTENNING “PRIDE AND PREJUDICE”(“G`URUR VA ANDISHA”) ASARI MISOLIDA

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Anotatsiya: Maqolada bir asarning asliyat tilidan emas balki bilvosita tarjima qilish natijasida asl asar o`zligini yo`qotishga olib keluvchi sabablarini ingliz adibasi Jane Austenning “Pride and Prejudice” asarining o`zbek tiliga aslidan emas balki rus tilidan tarjima qilinishi misolida ko`rib chiqiladi.

**Kalit so`zlar:** Bilvosita tarjima, bevosita tarjima, badiiy tarjima, terminologiyaning noto`g`ri qo`llanilishi

Kirish

Tarjima – qadim –qadimdan xalqlar orasida muloqot va fikr almashinuviga xizmat qilib kelgan. Tarjima qilish yo`llari, uning tamoyillar va undagi muammolar adabiyot va tilshunoslik fanlarida bir bo`lim sifatida o`rganib kelingn bo`lsa, XX-asrga kelib bu “Tarjima nazariyasi” fani sifatida ajralib chiqadi. 1950- 1960 yillarga kelib, tizimli tilshunoslikka asoslangan tarjima to`g`risidagi izlanishlar paydo bo`la boshladi. 1958-yilda birinchilardan bo`lib, Moskva shahrida o`tkazilgan Slavistlar Ikkinchi Kongressida , tilshunos va adabiyotshunoslar o`rtasidagi muhokamada tarjima sohasini alohida fan sifatida Adabiyot va Tilshunoslikdan ajratib chiqarish qaroriga kelinadi⁹. Mamlakatimizga dastlab “Tarjima nazariyasi va amaliyoti” fani Samarqand va Toshkent davlat universitetlari professori G`aybulla Salomovning “Tarjima nazariyasiga kirish” asari bilan kirib keldi. Tarjima nazariyasi tarkibida ko`p yillar davomida muhokamalarga sabab bo`lib kelayotgan va mamlakatimizda hali chuqur o`rganilmagan tarjima turlari bo`lib bevosita va bilvosita tarjima turlari hisoblandi. Bevosita tarjima bu matnning asliyatda to`g`ridan-to`g`ri tarjima qilinishi bo`lsa, bilvosita tarjima asliyatdan emas balki, avvalroq

⁹ Cary, Edmond. 1959. ‘Murimi James’. Introduction á la théorie de la traduction’. Babel 5, p. 19n

o'g'irilgan boshqa tildan tarjima qilinishidir. Tarjima nazariyasida badiiy adabiyotlar tarjimasi alohida o'ringa. Unda asarning o'zligini, o'sha xalq madaniyati, turmush tarzini tarjima qilinayotgan tilda ifoda etib bera olish muhim hisoblanadi. Bu soha asrlar davomida o'rganilib muhokamaga sabab bo'layotgan mavzulardan biri hisoblanadi. Bevosita tarjimadagi muammolar o'z o'rnida bilvosita tarjimada ikki barobar ko'p tushunmovchiliklar va asarning "badiiy ruhi" yo'qolishiga sabab bo'lib qolishi mumkin.

Jane Austenning "Pride and Prejudice" asarining o'zbek tiliga bilvosita tarjimasi oqibatlari

O'zbek kitobxonlariga Yevropa adabiyoti asosan rus tarjimalari orqali kirib kelgan. Biz bilgan mashxur asarlarning deyarli barchasi o'zbek tiliga asliyatdan emas balki, rus tilidan tarjima qilingan. Buning natijasida ko'plab asarlarni o'qiganimizda ingliz xalqining emas, balki rus xalqini hayotidek tasavvur uyg'otadi. E'tibordan chetda qoldirilgan bir necha so'zlar bir butun asarning ruhini o'zgartirib uborishi mumkin. Yozuvchi va tarjimashunoslarimizning yuksak mehnatlari mahsuli bo'lgan badiiy asarlar hozirda ham kitobxonlar tomonidan sevib mutolaa qilib kelinadi. Lekin zamon shiddat bilan o'zgarib har bir ishda puxtalikni talab qilayotgan bir vaqtda, mukammallik tarjima sohasini chetlab o'tishiga hech kim kafolat bera olmaydi. Mustaqilligimiz natijasida xalqimiz uyg'ondi desak mubolag'a bo'lmaydi. Zero, yoshlarimiz endi o'zlari xohlagan chet tillarini o'rganishlari imkoniyatlar yetarli. Chet tilini o'rganayotgan har qanday o'quvchi o'sha tildagi dunyo tanigan asarlarni o'z tilida o'qib ko'rgisi keladi, chunki, bundagi zavq boshqacha. Lekin shu o'quvchi asarning o'z tilidagi tarjimasiga ham ko'z yugurtirib ko'rganda, agar bilvosita tarjima qilingan bo'lsa ko'plab xatoliklari topishi va bu tarjimadan ko'ngli to'lmasligi tabiiy hol. Bu misolni ingliz adibasi Jane Austenning "Andisha va G'urur" asarining rus tilidan o'zbek tiliga tarjima qilinishi misolida, asardan parchalar bergan holda ko'rib chiqamiz. Asar ilk bor Muhabbat Ismoilova tomonidan tarjima qilinib, kitobxonlarga taqdim etilgan va ilk bora 2016-yilda nashr etilgan.

Tarjimadagi birinchi e'tabor beradigan qismi bu asarning nomi: "Pride and Prejudice" – "Andisha va G'urur" nomi bilan kitobxonlar yuragiga kirib ulgurgan, ammo so'zma-so'z tarjima qilganimizda "G'urur va Xurofot" bo'ladi. O'z o'rnida ko'plab tarjimonlar so'zma-so'z tarjima qilishni illat deb hisoblaydilar, ammo o'zga tilda ekvivalenti bor so'z bo'lsa, uni o'zgartirishning keragi yo'q. Andisha – sharq xalqlariga xos fe'l-atvor hisoblanadi, g'arbda andisha tushunchasi deyarli yo'q, ichidagini ochiq so'zlash g'arb xalqlariga xos odat, asar mazmunidan kelib chiqib ham shuni aytish mumkinki, andishali holat asarda mavjud emas; qahramonlar o'z his-tuyg'ularini ochiqchasiga xatto ota-onalariga ham so'zlay olishadi. 'Prejudice' sozi o'zbek tilida 'xurofot' deb tarjima qilinadi, lug'atlarga ko'ra, bu oldindan shakllangan salbiy fikr va biror narsaga yoki kimgadir nisbatan noto'g'ri munosabatdir. Asardagi asosiy qahramon Mr. Darcy ning g'ururi Elizabetning unga nisbatan xurofotiga sabab bo'lishi asarga shunday nom berilishiga sabab edi. Endi bir nechta asardan parchalarni ko'rib chiqamiz:

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he

is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week¹⁰."

Bilvosita tarjimada:

- Missis Longning aytishicha, Nezerfildni shimoliy angliyalik juda ham boy bir yigit ijaraga olganmish. Dushanba kuni u to'rtta otga qo'shilgan karetda kelib pomestyeni ko'ribdi va joy unga shunaqa yoqib ketibdiki, o'sha zahotiyuq mister Morris bilan ijra haqida kelishib olibdi. O'sha yigit Mixaylovo kunigacha ko'chib kelmoqchi emish, kelasi haftaning oxirlarida esa xizmatkorlaridan kimdir kelarkan.¹¹

Asliyatdagi 'the place' - joy, so'zi o'zbek tiliga 'pomestye' deb kelmoqda. Pomestye tarjimon tomonidan termin sifatida qaralib, o'z holda qoldirilgan va natijada asarning ingliz ruhiga putur yetgan. 'Some of his servants' (xizmatkorlaridan bir nechitasi) jumlasini 'xizmatkorlaridan kimdir' ga o'zgarib qolgan.

*The business of her life was to get her daughters married; its solace was visiting and news¹². hayotdagi eng asosiy maqsadi qizlarini turmushga chiqarish bo'lib, yagona qiziqishi esa mehmondorchiliklarga yurish va yangiliklar edi.*¹³

Bevosita bunday tarjima qilish mumkin:

Uning hayotdagi maqsadi qizlarini uzatish; ovunchog'i esa mehmondorchiliklar va yangiliklar edi.

Asliyatdagi 'solace' so'zi – ermak, ovunchoq degan ma'noni bildiradi.

*His brother-in-law, Mr. Hurst, merely looked the gentleman.*¹⁴

*Ularning kuyovi mister Xyorstni dvoryan deb atash qiyin edi.*¹⁵

Ingliz tilidagi 'gentleman' - olijanob, muloyim kishi, asar vaqtga nisbatan oladigan bo'lsak – yuqori tabaqadagi inson, so'zi bizga 'dvoryan' bo'lib yetib kelgan. Rus tilida dvoryan so'zi, knyaz va qirollik xizmachilariga nisbatan qo'llaniladi. Dvoryan atamasi ma'no jihatidan gentleman so'ziga yaqin bo'lsada, faqat ruslarga xos bo'lgani uchun uni qo'llamagan ma'qul edi.

Xulosa

Yuqorida berilgan muammolarni bilvosita tarjima qilingan badiiy asarlarda ko'plab uchratish mumkin. Xulosa o'rnida shuni aytish mumkinki, har qanday tarjima jarayonida tarjimonga juda katta mas'uliyat yuklanadi. Tarjimon avvalo tarjima qilayotgan matn qaysi xalq madaniyatiga tegishli ekanligiga e'tibor qaratishi va shu millat ruhini saqlab qolishga bor diqqat e'tiborini qaratishi lozim. Keyingi o'rinda, tarjimon ham o'z ona tilida ham tarjima matni tilida yetarlicha bilimga ega bo'lishi, har qanday tarjima matnini mukammal tarzda bir tildan ikkinchi tilga o'girilishiga muhim omil bo'lib xizmat qiladi. Har qanday badiiy asar tarjima qilishdan maqsad, xalqimizga dunyo tan olgan durdonalarni yetkazish, xalqimiz dunyoqarashini oshirishda muhim ahamiyatga ega. Rus tilidan o'zbek tiliga hozirgacha jahon adabiyoti durdonalari mahoratli tarzda tarjima qilib,

¹⁰ Austen, Jane 1813. 'Pride and Prejudice' T. Egerton, Whitehall, page 2-3

¹¹ Jeyn Ostin 'Andisha va G'urur', rus tilidan Muhabbat Ismoilova tarjimasi. T.: Yangi asr avlodi, 2016, 8-9 betlar

¹² Austen, Jane 1813. 'Pride and Prejudice' T. Egerton, Whitehall, page 7

¹³ Jeyn Ostin 'Andisha va G'urur', rus tilidan Muhabbat Ismoilova tarjimasi. T.: Yangi asr avlodi, 2016, 11-bet

¹⁴ Austen, Jane 1813. 'Pride and Prejudice' T. Egerton, Whitehall, page 17

¹⁵ Jeyn Ostin 'Andisha va G'urur', rus tilidan Muhabbat Ismoilova tarjimasi. T.: Yangi asr avlodi, 2016, 16-bet

kitobxonlarimizga yetkazib kelinmoqda. Lekin shunday imkoniyatlar eshigi ochilganda, endi bu asarlarni asliyatdan bevosita tarjima qilish vaqti yetmadimikin?...

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HELPFUL WAYS OF MASTERING VOCABULARY FOR SECOND LANGUAGE LEARNERS

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Abstract: *This article discusses about utilitarian strategies in learning vocabulary effectively and efficiently. Nowadays learning vocabulary through useful strategies as a second language learner is important, because they have some traits which can make them easier to master new words. Every language learners need techniques that motivate them to learn new words. So, in this article a number of effective learning vocabulary techniques for second language learners are recommended and each technique is based on practical utility as well as theoretical assumptions.*

Key words: *mastering vocabulary, strategies for learning vocabulary, prefix, suffix, synonym, antonym, visuals, context, L2 learners.*

Introduction

Almost every language learner encounters a problem with mastering vocabulary as a second language. Because building good vocabulary and using them in daily life is much more difficult than we think. Moreover, vocabulary is considered as a central in learning a language. Therefore, because of necessity of trying to overcome this problem, second language learners are expecting that the vocabulary instruction will be at the top of agenda for language teachers. However, nowadays this case is often seen in the opposite. The reason why, courses on reading, writing, speaking, grammar, listening are in second language class programs, but very few vocabulary courses exist. Furthermore, students are learning list of words without any vocabulary instructions or techniques to master vocabulary effectively. That is why, Hague (1987) and Carter (1987) both decry the neglect of vocabulary instruction in second language classes and they also suggest a variety of ways how to rectify the situation.

Hague (1987) and Carter (1987) describe a number of techniques by which vocabulary instruction has been handled, exploited. These techniques are classified into four groups: decontextualizing, semi-contextualizing, fully contextualizing, and adaptable. Decontextualizing is a technique to learn vocabulary by focusing only on language as an item, in which the word is removed from the message context. It means that the students

are taught to know the actual meaning of the words only. Semi-contextualizing is the strategy to help the students learn new words by conceptualizing them and correlate them in the students' own context by relating the words to the factual things, but not fully. Fully contextualizing explains that learners should give effort to make conceptualization out of the new word relates to a different context, objects, things, people, or activities wholly. It helps the students to comprehend the words better. Adaptable strategy refers to a technique that can reinforce other techniques at any part of the contextual continuum. These techniques here overlap each other.

In this article, it is shown that the effective ways to enhance and to use the vocabulary range in learning English as a second language learner.

1. CLASSIFYING WORDS

It is obvious that each English word can be grouped in regard to its root, prefix or suffix. Learners can remember the meaning of words by the help of knowledge of the meanings of common affixes. The combination of morphemic elements, such as prefixes and suffixes within base words as well as word roots has created a vast number of English words. Therefore, language learners can get help to learn English vocabulary through knowing the meanings of roots, prefixes and suffixes.

There are three reasons for knowing prefixes: first, that there are relatively few prefixes, and many are used in a large number of words; second, that most prefixes have relatively constant meanings that are easily definable; and third, that prefixes tend to have consistent spellings. (Graves & Hammond, 1980; 99). Furthermore, one of the best ways of bearing in mind words and their meaning is to group English words regarding to their categories. It is believed that it is a more useful technique than spending the same amount of time to learn or memorize each word. For instance, the word with either the prefix of "in", "un", "dis" creates the opposite meaning from its word root, like the word "incorrect", it means "not correct", "undecided" means "not decided" or "disagree" means "not agree". The word that ends with "ful", "tive", "less", "able", "al", "ish" always refers to an adjective; and the word that ends with "ness", "or", "er", "tion", "sion" is a noun. This strategy of learning vocabulary can be effective for second language learners to learn and memorize words more efficiently than expected. Moreover, Grave and Hammond also claimed that this strategy can be helpful to guess words. For example, if the learner knows that "di" means "two", such as "diatomic" refers to that "two atoms", then he or she will guess out the meanings of "dipole", "dialogue", and so on, when he or she encounters them.

2. LEARNING WORDS THROUGH SYNONYMS AND ANTONYMS

It is believed that one of the frustrating things about learning a new language is only knowing one way to express a feeling or belief, so a limited vocabulary can mean that you are unable to communicate properly. That is why, one excellent technique for expanding vocabulary is to learn synonyms and antonyms together. A chart listing both synonyms and antonyms including example sentences is created to help remembering new vocabulary. In addition, synonyms and antonyms can be learned in categories such as adjectives, adverbs or verbs and so on.

First, synonym is a word or phrase that refers to the similar or nearly the similar of another word or phrase. For example, smart-bright, pretty-beautiful, little-tiny, similarly, if you are using the word "happy", you can change it into its alternatives, such as "contented", "pleased", "cheerful", "joyful", "elated", "ecstatic", "jubilant". In

comparison, instead of “sad”, it is possible to use “upset”, “gloomy”, “miserable”, “downhearted”, “dejected”, “melancholy” and so on. Second, antonym is a word or phrase that means the opposite or almost the opposite of another word or phrase. For instance, light-dark, ugly-attractive, enormous-small. A simple exercise like this can make a huge impact on how to enrich vocabulary in both written and spoken form of language.

3. USING VISUALS

It is asserted that this technique is often effective among young language learners. The reason why, visuals, such as pictures, illustrations, drawings or flashcards connect learners’ previous knowledge to a new story, and in the process, help them to remember new words. Thus, there are a wide range of vocabularies that can be introduced by using pictures or illustrations. For example, you can see pictures of objects you want to learn; you can draw items on the board or cut pictures out of magazines. You can even use a genuine item (known as realia); it is very memorable for language learners to be shown buttons, pencils, watches, lamps, and so on.

4. TAKING NOTE

Taking note is a great way to deal with the vocabulary problem of the learners. Majority learners say that they have fostered the habit of taking and maintaining notebooks whenever they are in the class or out of the class if the words seem unknown to them, they instantly write in the notebooks or mobile phones so that these cannot be deleted from their mind. For example, when you read or hear any new word, you just keep the word in your note and later on with the help of dictionary you try to find out the meaning so that it remains permanent in your mind. It is also notified that learners cannot retain new vocabularies even if they hardly can use the words from their stock due to the fact that there is utilization of the vocabularies they learnt earlier and so, they adopt note taking strategy. That is why, after getting information about a new word, learners may take notes of this word in the notebooks, vocabulary cards, or simple notes along the margins or between the lines and the strategy ensures a positive result in terms of enriching vocabulary as well as the application of proper diction to the appropriate circumstances.

5. GUESSING STRATEGIES AND LEARNING VOCABULARY IN CONTEXT

It is clear that reading that should never be neglected, as it is a huge source of new vocabulary for second language learners. James Coady propose a strategy for developing guessing skills that learners must learn and use infer the meaning of unknown words in a reading passage.

This strategy consists of several steps:

1. Finding the part of the unknown word.
2. Looking at the immediate context of the unknown word and just simplifying it.
3. Looking at the words, which are before and after the unknown word.
4. Guessing the meaning of the unknown word.
5. Checking that the guess is correct.

CONCLUSION

Each language is so important that everyone should take into consideration in learning it. Good language users come with good vocabulary knowledge. Therefore, one’s vocabulary knowledge acts as the marker of their level proficiency. Second language learners ought to apply as well as implement the right strategies to acquire vocabulary so

that they can study effectively and efficiently. Thus, once any language is mastered, learners will improve in any aspects of social life.

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TAMSIL SAN'ATI TARJIMASINING O'ZIGA XOS JIHATLARI

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Badiiy adabiyotda turli she'riy san'atlarni qo'llash tajribasi uzoq-izoqlarga borib taqaladi. Buyuk shoir va yozuvchilarimis bunday san'atlardan keng va unimli foydalanganlari adabiyot tariximizdan yahshi ma'lum.

"She'riy san'atlar badiiy asarda ifodalangan g'oyalarning hayotiyroq, ta'sirchanroq ifodalanishiga, lirik va epik timsollarning yorqinroq gavdalandirilishiga, misralar, baytlar, bandlarning lafziy nazokati, musiqiyligi, jozibadorligini ta'minlashga xizmat qilgan.

U yoki bu shoir ijodiga, u yoki bu asarga baho berilar ekan, ijodkor ifodalayotgan g'oya o'z aksini topgan ijtimoiy-siyosiy, falsafiy-axloqiy, ma'rifiy-tarbiyaviy muammolar mohiyati va ko'lami, badiiy timsollar jilosi bilan bir vaqtda qo'llangan she'riy san'atlarning rang-barangligi, mantiqiy asoslanishi, asar mazmunini ochishdagi o'rni va ahamiyati kabi masalalarga ham alohida e'tibot ilingan"¹⁶.

"Tamsil "misol keltirish" ma'nosini bildirib, she'r baytining birinchi misrasida ifodalangan fikrga dalil sifatida ikkinchi misrada hayotiy bir hodisani misol keltirishga asoslangan san'atdir."¹⁷

Ushbu maqolamizda biz "Qutadg'u bilig" to'rtliklaridagi tamsil san'atini ikki inglizcha tarjima misolida, tarjima tamoyillari asosida tahlil etishga urinamiz. Zero "she'riy tarjima sifatini belgilashda asl nusxa badiiyatini ta'minlovchi badiiy vositalar qay darajada to'liq va mukammal tiklanganligini aniqlash juda muhim."¹⁸.

Asarning "Elig Kuntug'di O'gdulmishga maktub yozib yo'llashini aytadi" bobida ushbu to'rtlik bor:

Нэку эр болур көр миң эр душманы,

¹⁶ <http://hozir.org/doniyorova-gavharning-5220100-filologiya.html?page=3>

¹⁷ А.Хожиахмедов. Мумтоз бадийят малохати. "Шарқ" Т., 1999. 24 бет

¹⁸ З.Исомиддинов. Туркий эпос ва таржима масалалари. Т., 1995. 63 бет

Миң эр сөзләмәсә кунингә аны.
Бөри-му болур көргил ытқа қайар,
Удула эшитсә миң ытлар уни.
(Bir) mard kishi ming nechuk dushman bo'lsin,
Ming kishi kuniga uni so'zlamasa (ya'ni hasad qilmasa).
Bo'ri itga qayrilib qararmidi, ko'rgin,
Ketidan ming itning ovozini eshitsa (ham)

Hasadgo'ylarga qanday javob qilish lozimligi baytdagi tamsil orqali yorqin ochib berilgan. Bo'ri obrazi "Qutadg'u bilig"da ko'p o'rinlarda mardlik timsoli sifatida tasvirlanadi. Ushbu baytda ham ko'rishimiz mumkinki, bo'ri mardlik, it esa nomard va hasadgo'ylik timsolida gavdalanmoqda. Bu go'zal san'atning ingliz tiliga qanday o'girilganligiga e'tibor qaratamiz.

R.Denkoff tarjimasi:

What sort of man has not a thousand foes,
To shout his name a thousand times a day?
What sort of wolf runs away to hide,
Hearing a thousand dogs bark and bay?
Qanday odam bo'ldiki, minglab dushmani bo'lmasa,
Uning nomini bir kunda ming marta baqirib aytishga?
Qanday bo'ri bo'ldiki, qochsa va yashirinsa,
Minglab itlarning hurib uvullashin eshitganda?

Tarjimonning asliyatga sodiqligi bir qarashdayoq ko'zga tashlanadi. Asliyatdagi ma'no va mantiq to'la holda inglizchada namoyon. To'rtlikdagi fikrni isbotlovchi hayotiy obrazlilik tarjimada ham to'la aks etgan. Mutarjim hatto tamsiliy obrazlar harakatini aniqlashtirgan. Asliyatda bo'rini hurayotgan itga nazar ham solmasligi ta'kidlansa, tarjimon uni qochmasligi va yashirinmasligini aytib fikrini yanada kengaytirmoqda. Tarjimadagi bu tamoyilni tarjimashunos olim L.S.Barxudarov konkretlashtirish¹⁹ deb nomlagan edi. To'g'ri, bu asliyatdagi tamsilning shaklini o'zgartiradi, ammo ingliz kitobxonini uchun shu talqin tushunarli. Muhimi obrazlilik yo'qolmagan. Asar muallifining tamsil qo'llashdan maqsadi tarjimada to'la aks etgan. Aytish mumkinki, tarjimon tamsiliy obrazlarni saqlash bilan birga, ularning inglizcha ifodasini ham hosil qila olgan.

Ayni baytning V.Mey talqiniga e'tibor qilamiz:

Is he a real, man, who from thousands of foes,
No word of reproach on his head ever flows?
But does not the wolf at least once then look back,
Having heard all the yelps of the hungry dog pack?
U haqiqiy erkakmi minglab dushmanlardan,
Uning boshiga biror og'iz ta'na so'zi yog'ilmasa?
Ammo och itlar galasi hurishini eshitib

Asliyatdagi tamsil minglab itlar xurishiga bo'ri e'tibor ham qilmasligiga asoslangan va tarjimada buning aksi, ya'ni bo'ri hurayotgan itlarga hech bo'lmasa bir marta qarashi bayon etilmoqda. Mutarjimning bittagina not inkor yuklamasini noo'rin qo'llashi mazmunni to'la teskari bo'lib chiqishiga olib kelgan. Zero ana shu bittagina "not" ni olib

¹⁹ Л.С.Бархударов. Язык и перевод. М., «Международная отношения» 1975. стр. 210

tashlab o'qilsa, tarjima asliyatga to'la to'g'ri keladi. Bu g'alizlikning sababi bizningcha yoki V.Meyning vaznni saqlashga urinishida yoki to'rkiy tildagi yuqoridagi hikmatdan bexabarligida. V.Mey asarni S.Ivanovning ruscha tarjimasi orqali o'g'irgan va bu to'rtlik rus tilida quyidagicha aks ettirilgan:

Мужчина ли тот, кто от тысяч врагов
В укор не услышал по тысяче слов?
Но волк обернется ль хоть раз на собак,
Заслышавши лай даже тысячи псов?²⁰

Tarjimonga qo'yiladigan talablardan biri asliyatni to'g'ri anglab idrok etish uchun undagi so'zlarning asl mohiyati, ularning ko'p ma'nolilik xususiyatlarini to'la bilib olish zarur. Ayniqsa, SHarq she'riyatida bunga katta e'tibor qaratiladi. Ko'rinib turibdiki, V.Meyning ruscha tarjimadagi "l-mi" ga e'tibor qilmasdan "not"ni majburan kiritgan. Natija esa tayin. Ushbu to'rtlik tarjimasida shaklni saqlash lozim bo'lsa, "But *does not* the wolf at least once then look back" dagi "does not"ning o'rniga "wheather-mi" bog'lovchisini qo'llansa vazn ham buzilmaydi va asliyat mazmuniga ham putur etmaydi.

Xulosa o'rnida aytish mumkinki, YUsuf Xos Hojib to'rtliklarda tamsil san'atidan nozikta'b bilan foydalangan. Ular to'rtliklar mantiqini misollar bilan isbotlashga xizmat qilgan.

V.Meyda erkinlik va shakl saqlashga urinish ustun bo'lganligi sababli ayrim tamsillar tarjimada aks etmagan. Ba'zi o'rinlarda birgina so'zga e'tibor qilmaslik to'rtlikdagi tamsil mazmunini teskari ma'no anglatishiga olib kelgan. "Tarjimaning quruq va sayoz bo'lib chiqishi, asarning badiiy ohorini to'kishga sabab bo'ladigan asosiy illatlardan biri bu formalizmdir."²¹ Ammo ayrim o'rinlardagi ijodiy qo'shimchalar tamsilning ma'no ifodasini tarjimada yanada kuchaytirgan.

Bularga qaramay, mutarjimlarning tamsil san'atini imkon qadar saqlashga uringanliklari ularning asliyatga sodiqliklarini ko'rsatadi.

FOYDALANILGAN ADABIYOTLAR

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TEACHING SPEAKING SKILLS OF SECONDARY SCHOOL LEARNERS THROUGH DEBATING

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Introduction

This study is based on the important of speaking skill. Speaking is important to be learnt because speaking is the way to communicate with other people in order to deliver opinion and express idea, but in fact, students' ability in speaking English is low. It is caused by several factors such as the elements of speaking like vocabulary, pronunciation, grammar and fluency that must be mastered by students in order to be good English speaker. In this research, the researcher used debate technique to improve students' speaking skill. The main objective of this study is to describe the implementation of debate technique in teaching speaking and to identify how much students' speaking skill improvement after being taught by using debate technique.

Why is debate important for learners?

All speaking activities encourage students to practice speaking in classroom. Teacher should choose appropriate activities based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students' levels. Beside it the process of transferring knowledge can be done easily.

Concept of Debate

A debate is a speaking situation in which opposite points of view are presented and argued. A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote (Littlewood : 1981).

Debate is data in which people take up positions, sue arguments and expound on their opinions on a range or matters; with or without some sort of lead figure or chair person. Based on the definitions above, it can be concluded that debate is an activity in which students take up positions on issue and defend their position.

Debate is one of technique which has many benefits for students:

1) Improve students' critical thinking. In debating, every student is proposed to analyze a problem critically. 2) Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance. 3) Questioning skill developed in and struggle-often in the face of disappointment and defeat. 4) They are capable of making and be practiced in speaking classroom. It is one of better way for students to improve their speaking skill.

Based on the findings of this study, results reveal that using debates as a strategy to improve students' speaking skills had a significant impact on improving students' speaking proficiency. Meaningful life situations were established using pairwork and

team work, both are important features of Communicative Language. Teaching in the language classroom. the organization during debate sessions created a positive atmosphere, reducing affective barriers to language learning. Quantitative and qualitative data mutually supported the positive conclusions of the study and pointed out that a relatively substantial amount of improvement has occurred along different areas of the three levels of speaking skills of pronunciation, grammar, and vocabulary.

Conclusion

As a result, after applying debates in speaking class for 17 sessions , it can be concluded that: 1. Debates can better improve the students' interaction with the teacher and other students. When they were practicing in pair work and team work, all of them participated. 2. Debates can maximize students' opportunities to speak during the English lesson and provide the potential benefits of student-student interaction. In order to elicit information and opinions from the teacher and friends, the students needed to interact among them. They should spend most of the time working in pairs and groups. 3. Debates encourage students' practice opportunities of the target language receptivity in the lessons as a result of presenting various tasks. 4. Debates helped the students to relax and become less anxious around each other and began to lower their affective filter enough to get some vocabulary, structures and functions benefits from the debate sessions. 5. Moreover, debates makes classroom more realistic and similar to everyday life as students are more active and responsible. Carefully planned lessons guarantees that students are actively involved in building their own knowledge. debate strategy promoted higher achievement more than ordinary methods. Debate can be a very effective strategy to help learners of English have real chances to improve their speaking skills..

However, comparing the results of the post test with the pre test, showed that they were statistically significant differences and the researcher related that to the following reasons: 1-Students use language functions in oral communication process. They master English communication competences such as: grammatical, discourses, sociolinguistic, and strategic competence.

Recommendations to teachers

1. Teachers should establish learning environment to compensate for the authentic atmosphere in language learning using pair work and group work which help in carrying out the learning process to be successful. 2. The teachers should learn how to enhance their ability in teaching English and to be creative to apply various techniques in teaching speaking in order that the students are interested in learning speaking. 3. The teachers should expose students to the natural use of English with native speakers, so that they can observe and acquire the verbal and non-verbal speaking skills. 4. Teachers should encourage shy students to participate orally by using different activities of debates that depend on team work. 5. Teachers should give every student equal opportunities to express himself, especially paying attention to those introverted students.

Recommendations to Students

1. To have a good result in speaking activities, the students need to extensively practice speaking in their daily activities with her or his friend. They should prepare themselves especially before joining the class. 2. They should be more active in the class. 3. They should expand their ability by participating in different daily situations.

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ROLE OF ENGLISH FOR YOUTH IN THE FORMATION OF SOCIO-ECONOMIC DEVELOPMENT OF UZBEKISTAN.

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Abstract. *The article is about tasks of higher education that solved the problem of training specialists who are not just well trained, but ready to morally and psychologically exist in a new reality for the country - new in economic, social and worldview terms. The training of specialists of a new type, adapted to the conditions of formation and development of market relations, to the conditions of wide international contacts in all areas, presupposes not only the ability of Russian politicians, economists, entrepreneurs and managers to act “technologically” competently, ethically, in line with the new situation, but also the ability to communicate freely with business partners in a language that has received international recognition and distribution - English.*

Key words: *education, modern, technology, language, economy, increase, students, reality.*

Modern socio-economic conditions have actualized the problem of social activity and professional self-determination of a person, training of initiative, competent, enterprising, professionally mobile specialists.

In recent years, a lot of scientific research has been devoted to the problem of personality social activity.

One of the tasks of higher education was to solve the problem of training specialists who are not just well trained, but ready to morally and psychologically exist in a new reality for the country - new in economic, social and worldview terms.

The training of specialists of a new type, adapted to the conditions of formation and development of market relations, to the conditions of wide international contacts in all areas, presupposes not only the ability of specialists in different fields to act “technologically” competently, ethically, in accordance with the new situation, but also the ability to communicate freely with business partners in a language that has received international recognition and distribution - English. This explains the increased interest in learning English both in schools (by a government decree, learning English was introduced in secondary schools from the second grade, the number of gymnasiums, lyceums and schools with in-depth study of English is growing) and in universities (increasing students' interest in English as a professionally significant subject, as to the most important factor of socialization of personality).

With the changes taking place in all spheres of public life, with the development of international relations, with the establishment of contacts with other countries in the fields of politics, economy, culture and education, Uzbek citizens have a real opportunity to

travel abroad, including for education. In a number of professions, language proficiency has become a necessary part of training.

Language as a means of social consolidation of formative concepts serves as a tool for understanding the surrounding reality, therefore, in the modern period of transition to market relations, the functional side of the English language, its specialized aspects such as vocabulary of commercial correspondence, come to the fore; vocabulary of socio-political, socio-cultural, scientific-technical, journalistic, literary, artistic, contractual subjects; speech etiquette of everyday and business communication.

There is no doubt that the English language at the present stage of development of society can be considered the "world language" ("Global English"). According to research by David Crystal, since the 90s, about 1.5 billion of the world's population has been using English as their native, official language of international communication.

The English word is one of the signs of the "language taste of the era." The modern desire for borrowing reproduces two historical lines: on the one hand, it is really the need for a radically changed life (change of political, economic, ideological orientations), and on the other hand, it is America, when not only technical innovations are attractive, but also standards of living standards, behavior and communication, tastes.

The technical information explosion of the late 10th century made international exchange of information inevitable, which would be difficult without a single language code, which is the international terminology in this case. Thus, the need for verbal designation of new concepts and phenomena of reality and the lack of adequate names in the Uzbek language inevitably led to borrowings of international vocabulary, which for the most part represents direct borrowings from the English language. Currently, there is a process of establishing links between different regions of the globe, which will inevitably lead to the development of international communication, cultural and information exchange, strengthening of interaction and mutual influence of peoples, countries, civilizations in various spheres of social life, including educational.

Therefore, now the task of raising higher education is intellectual level of students who speak a foreign language, know the features of the translation of foreign vocabulary, in particular universal language communication and foreign language culture.

As John and Liz Soars define, "people who speak English are divided into three groups: those who taught it as their native language; those who taught it as a second language in the so-called "bilingual society"; and those who are forced to study it for a practical purpose - administrative, professional or educational. " Our students studying and raising at higher educational institutions of the country, most likely, belong to those who are "forced" to learn English for practical purposes in connection with the new direction of education in order to prepare specialists for the transition economy. But in the context of a sharp increase in the importance of the English language in recent years, an individual social order for education fundamentally changes the context of the above gradation: our students are quite consciously "willing" to learn English.

To master a foreign language means to develop a whole complex of complex automated language skills that enable spontaneous and immediate (without translation from one's own) expression of one or another thought or concept, direct and fairly quick perception of the interlocutor's speech during oral communication and written speech, as well as reading.

Skills and skills, as you know, are developed gradually and imperceptibly and only as a result of training. The more regular the training, the faster the process of skills formation is (compare with the ability to play the piano, draw, etc.).

A student's independent work is a purposeful, internally motivated, structured in the aggregate of actions taken, activity that is corrected by the process and result, the implementation of which requires a sufficiently high level of self-awareness, self-discipline, personal responsibility and which gives satisfaction in self-improvement and self-awareness.

The independent work of students is a guarantee of success, especially when studying foreign languages in the absence of a language environment and an insufficient number of hours devoted to language at non-linguistic faculties. But as the survey shows, it is in this field of activity that students experience great difficulties. Some of the freshmen do not have a sense of responsibility for their work, there is no conscious self-discipline and strong-willed self-control, they do not have the ability to rationally use their time, they do not plan a day regimen, and they do not understand the enormous role of rhythmic daily independent studies.

The main link in the process of teaching a foreign language at a university, as many teachers recognize now, is the student himself. The effectiveness of language learning depends on his desire to enter the learning process, understand and accept the purpose of learning (that is, whether he has socio-economic intentions), focus, attention, and the ability to switch his attention from one type of activity to another. The interest in mastering the language increases many times when the educational task corresponds to the social order of society, takes into account the conditions prevailing in society, and reflects the objective needs of its development, when knowledge of the language will contribute to solving the social problems of the individual. It is psychologically important that the student treat the study of a foreign language as a professionally significant subject, on which the effectiveness of training depends on a lot. The teacher's task is to first form this readiness on the basis of the cognitive needs of the student, and then the attitude itself, educational motivation.

The leading role in the formation of social and cognitive activity of students in the process of learning English is played by the teacher. He organizes the educational process, explains and initially consolidates the material, exercises control over students' training, uses statistical information obtained during the students' knowledge tests to improve the quality of the educational process, to make, if necessary, decisions on changing the individual approach to the study group or its teaching methods.

The manifestation of the socio-cognitive activity of graduates of lyceums, gymnasiums and specialized schools with in-depth study of English after graduating from an educational institution is explained by the intensive study of a foreign language from the first class. In turn, the introduction of a foreign language from the second grade in secondary schools will contribute to a more effective mastery of the future generation, meet the requirements of the time, since a foreign language, like a mother tongue, has two most important functions: communication and knowledge, and communication is not only interpersonal, interethnic, but also interstate and international.

Social-cognitive activity occurs when a student, who is the main link in teaching a foreign language at a university, has socio-economic intentions in learning a language,

when he wants to enter the learning process, accept his purpose, conditions, organize himself and his educational activity .

The success of the formation of social and cognitive activity of students largely depends on the teacher, who throughout the entire process of teaching English monitors, corrects, controls and evaluates students' activities and knowledge, as well as forms the cognitive and communicative need of students, instills the necessary skills of self-management and self-control in learning . The process of “language learning” depends on his professional readiness and pedagogical tact, which takes on the meaning and benefit that he is called upon to bring in the conditions of modern realities.

It is shown that the conditions conducive to the formation of socially cognitive activity of students at the initial stage of learning English are independent work of students, conscious self-discipline, responsibility, will, and the ability to rationally use their time, which, in turn, guarantees success in learning foreign languages in the absence of a language environment and insufficient number of hours allocated to English at non-linguistic faculties.

The effectiveness of language learning increases many times when a student treats a foreign language as a professionally significant subject, when the educational task corresponds to the social order of society, when language knowledge will contribute to solving social and economic problems and employment problems.

It has been established that students with different degrees of linguistic training enter non-linguistic faculties. For more productive training, a differentiated individual approach is required.

For a more successful formation of the social and cognitive activity of students at the initial stage of language learning, it is necessary, firstly, to know the terminology used in the Uzbek language; secondly, taking into account the linguistic analogies of the native languages of the peoples of Uzbekistan.

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TEACHING PRONUNCIATION TO YOUNG LEARNERS

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Abstract: *The article discusses problems of that method is useful and more successful with other method of teaching pronunciation. There was given recommendation about the wide use of games with sounds and syllables as a successful way of teaching pronunciation to young learners.*

Keywords: *pronunciation, phrases, speech, sounds, intonation, vowel, syllables, mouth position, young learners.*

Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech. 'What are

you going to do?' becomes 'Whaddaya gonna do?' English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self esteem, facilitate communication, and possibly lead to a better job or a least more respect in the workplace. Effective communication is of greatest importance, so choose first to work on problems that significantly hinder communication and let the rest go. Remember that your students also need to learn strategies for dealing with misunderstandings, since native pronunciation is for most an unrealistic goal. A student's first language often interferes with English pronunciation. For example, /p/ is aspirated in English but not in Spanish, so when a Spanish speaker pronounces 'pig' without a puff of air on the /p/, an American may hear 'big' instead. Sometimes the students will be able to identify specific problem sounds and sometimes they won't. You can ask them for suggestions, but you will also need to observe them over time and make note of problem sounds. Another challenge resulting from differences in the first language is the inability to hear certain English sounds that the native language does not contain. Often these are vowels, as in 'ship' and 'sheep,' which many learners cannot distinguish. The Japanese are known for confusing /r/ and /l/, as their language contains neither of these but instead has one sound somewhere between the two. For problems such as these, listening is crucial because students can't produce a sound they can't hear. Descriptions of the sound and mouth position can help students increase their awareness of subtle sound differences.

Here are some ideas for focusing on specific pronunciation features.

- **Voicing**

Voiced sounds will make the throat vibrate. For example, /g/ is a voiced sound while /k/ is not, even though the mouth is in the same position for both sounds. Have your students touch their throats while pronouncing voiced and voiceless sounds. They should feel vibration with the voiced sounds only.

- **Aspiration**

Aspiration refers to a puff of air when a sound is produced. Many languages have far fewer aspirated sounds than English, and students may have trouble hearing the aspiration. The English /p/, /t/, /k/, and /ch/ are some of the more commonly aspirated sounds. Although these are not always aspirated, at the beginning of a word they usually are. To illustrate aspiration, have your students hold up a piece of facial tissue a few inches away from their mouths and push it with a puff of air while pronouncing a word containing the target sound.

- **MouthPosition**

Draw simple diagrams of tongue and lip positions. Make sure all students can clearly see your mouth while you model sounds. Have students use a mirror to see their mouth, lips, and tongue while they imitate you.

- **Intonation**

Word or sentence intonation can be mimicked with a kazoo, or alternatively by humming. This will take the students' attention off of the meaning of a word or sentence and help them focus on the intonation.

- **Linking**

We pronounce phrases and even whole sentences as one smooth sound instead of a series of separate words. 'Will Amy go away,' is rendered 'Willaymeegowaway.' To help learners link words, try starting at the end of a sentence and have them repeat a phrase, adding

more of the sentence as they can master it. For example, 'gowaway,' then 'aymeegowaway,' and finally 'Willaymeegowaway' without any pauses between words.

- **Vowel Length**

You can demonstrate varying vowel lengths within a word by stretching rubber bands on the longer vowels and letting them contract on shorter ones. Then let the students try it. For example, the word 'fifteen' would have the rubber band stretched for the 'ee' vowel, but the word 'fifty' would not have the band stretched because both of its vowels are spoken quickly.

- **Syllables**

- Have students count syllables in a word and hold up the correct number of fingers, or place objects on table to represent each syllable.

- Illustrate syllable stress by clapping softly and loudly corresponding to the syllables of a word. For example, the word 'beautiful' would be loud-soft-soft. Practice with short lists of words with the same syllabic stress pattern ('beautiful,' 'telephone,' 'Florida') and then see if your learners can list other words with that pattern.

- **Specific Sounds**

- Minimal pairs, or words such as 'bit/bat' that differ by only one sound, are useful for helping students distinguish similar sounds. They can be used to illustrate voicing ('curl/girl') or commonly confused sounds ('play/pray'). Remember that it's the sound and not the spelling you are focusing on.

- Tongue twisters are useful for practicing specific target sounds, plus they're fun. Make sure the vocabulary isn't too difficult.

Let's take a minute to reflect on this. As a Young Learner teacher myself, I am very aware of how much time and energy is involved in teaching children. Teaching is not just about the hours you're in the classroom. You all know that. But there is so much more required of a Young Learner teacher.

As the author Lynn Cameron puts it... a YL teacher is required to have not only a knowledge of the language and of language teaching and learning, but in addition "all the skills of the good primary teacher in managing children and keeping them on task".

Beyond the role of teaching English is the added responsibility of instilling positive attitudes towards the language and learning itself, critical thinking skills, and preparing our students to become global citizens.

So where am I going with this and what does it have to do with pronunciation? Well, I believe that pronunciation has taken a backseat for long time. With everything else going on in our lessons and in our classrooms, it almost feels like it's something we just don't have time for or perhaps even see a need to work on in any explicit way.

It's been that little section of the coursebook that if we're honest, most of us skip over. And phonological knowledge of English and the teaching of pronunciation is rarely seen as an essential skill for the YL teacher.

Well, in this post I'd like to inspire and motivate you all to reconsider the role of pronunciation in your teaching. Keep reading because I'm going to be providing you with some practical examples of how you can work on developing your young learners' pronunciation using the activities that you are ALREADY DOING! That is: through games, songs, rhymes and chants, stories and by maximising the quality of our teacher talk.

Now, there has been some amazing results from teachers who have used an analytic-linguistic approach – one “which uses “information and tools such as a phonetic alphabet, descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production”, In fact, I encourage all the pronunciation enthusiasts watching to check out the colour-coded phonemic chart created by Margaret Horigan. But the following ideas are all, this is known as an *intuitive-imitative approach* to pronunciation. It “depends on the learner’s ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information” (Celce-Murcia).

Pronunciation in Games

There are lots of traditional children’s games that use songs and chants. For example, the playground game “**What’s the time Mr Wolf?**” involves a group of children asking this question repeatedly to another child – ‘the wolf’- who answers back with different times – “It’s 5 o’clock”. The children take the corresponding number of steps forward in the direction of The Wolf, waiting to hear “Dinner time!!” upon which they must run all the way back to the beginning and not get caught. This game, and many other games like this one, provide a natural and fun context for the drill-like repetition of formulaic language. This makes them the perfect vehicle for teaching/learning of chunks of language and features of pronunciation liked connected speech and sentence stress.

Other classic children’s games like “Duck-duck-goose” can be adapted to be played in many different ways. Some of these can focus on specific problems – either in response to or in anticipation of pronunciation problems. You all know this game, I’m sure. The students sit in a circle and another child walks around the outside, gently tapping each of their peers as they chant ‘duck, duck, duck...’ when they say the word ‘goose’ that child who was tapped must jump up and chase the first child around the circle, trying to catch her before she sits down in the now empty space. By adapting this game, it could be used to work on any pair of words that contain challenging sounds for the learners. Think about minimal pairs or long and short vowel sounds or even singular and plural nouns!

As you can imagine, this activity provides lots of opportunities for both production AND recognition. Presenting this in the format of a game makes it a whole new level of fun...more engaging and consequently more memorable.

Songs and chants are used with children even BEFORE they begin to speak! This type of pre-linguistic play (Cook) is said to be invaluable for babies to perceive phonemic contrasts. There is no doubt that they are a wonderful way to develop L1 and have so much potential for the L2 classroom. In the book *Language Play, Language Learning*, Cook gives two wonderful examples of children’s rhymes that I have used time and time again with my Very Young Learners: “This Little Piggy” and “Round and Round the Garden”. Both of them are examples of rhymes that, although may not carry much semantic meaning for the language learner initially, they provide rich exposure to features of English pronunciation which the language teacher can exploit.

Even with older learners, who have a larger vocabulary and can perhaps understand parts of what they are chanting or singing, most of these rhymes are full of nonsensical language and yet they are still highly beneficial for language development. Without any need to grade language or translate anything to Portuguese, you can use these kinds of rhymes, finger-plays, skipping and clapping games confidently – knowing that your students will respond enthusiastically and reap the benefits.

But as you well know, songs and chants can also be used to work more explicitly on language which appears in your curriculum such as isolated vocabulary items and lexical chunks. You have probably already used songs with your young learners before so tonight I'd like to make a suggestion for a way to do it that you might not have tried...

When we allow students to use English creatively like this, we are giving them a sense of ownership of the language. They can experiment, take risks and personalise the language so it is meaningful and more memorable. They are also perfect for teaching features of pronunciation such as strong and weak forms, sentence stress, the pronunciation of challenging phonemes and rhythm and stress.

So to do this activity, you will need to bear in mind that this is a task for children who are already reading and writing in English but may not have had exposure to writing in this genre – even in their first language. They will need long of support and more than one opportunity to try it out over the course of a school year.

You can provide support for this activity by:

- making sure you are teaching lots of vocabulary IN CONTEXT, not just word lists.
- teaching them – explicitly – about syllables and rhyming words
- giving them access to tools for finding rhyming words (like this website: <http://www.rhymezone.com>)
- scaffolding the activity by modeling how to create a chant, then creating one together before getting them to try on their own or in pairs.

Here are the steps for creating your own jazz chant or song (adapted from Carolyn Graham's great book)

- Write a list of key words you'd like to work on these might be words related to a theme you're working on, useful classroom language you want to teach or even the Ss' names (around 10 words)
- Make a list of rhyming words – you can send the Ss to rhymezone
- Write a list of individual words or phrases to describe or add info to your list of key words eg fresh, frozen, delicious
- Divide the words into groups according to the number of syllables
- Use the melody from a traditional or popular song

Pronunciation with Stories

Storytelling is one of my FAVOURITE things to do with youngsters and it is a skill I believe that every YL teacher should develop. When choosing a story and preparing to read it aloud to your Ss there are some very specific things that you can do that will make storytime useful for teaching pronunciation.

Here are my top tips:

- Look at the language of the book and make sure it hasn't been graded so much that it has become unnatural (I see lots of these Big Books for language learners that don't use contractions and then when the teacher reads them aloud, she sounds like a robot! terrible model for the YL)
- Look for stories with a lot of rhyme and/or repetition
- practice the story by reading it aloud to yourself first to make sure you find a certain flow as you read. You'll want to be consistent with how you read it. It should feel like it flows.

- Modify the length or the language if you need to but take note of how you are going to do that. Once again, you must be consistent.
- Read the book many times! Young children especially LOVE this.
- Give children opportunities to read on their own (free reading time)

I saw a talk on pronunciation earlier this year by Elcio Souza. What a great speaker he is! In it he talked about the role of teacher talk in the development of the pronunciation of our learners. I think he makes an excellent point and it's one that I have observed in my many visits to Young Learner classrooms. I said it before and I'll say it again... your pronunciation matters. We have to acknowledge the importance of providing quality Teacher Talk in the YL classroom. While we are constantly told to reduce TTT and increase STT in the classroom, we also know that children need lots of natural, clear language that provides them with a model they can copy. Why do so many teachers feel like they have to modify their language to the point where it becomes unnatural?!!

I know that many of you feel like your beginner ss are not going to understand you but I promise that it's not speaking like a robot that is going to make it easier for them to understand the words. Let me teach you an easy way that you can transition your students from one activity in a way that they will understand you perfectly, retains all the beautiful features and doesn't involve L1.

I always say that in the YL classroom I spend the first 6 months singing! that's because in the beginning, I add music to my classroom instructions.

- starting the class – come and sit down on the floor
- circle time
- story time
- tidy up
- getting in line
- putting on/taking off shoes

Children can learn to recognise the songs much quicker than the words, teaming that up with the regular and predictable class routine and the gestures I use, they understand what is expected of them in just a few classes. This kind of classroom language is very deliberate and planned. After a while, I can remove the music from these commands and it becomes...

- come and sit down on the floor
- circle time
- story time
- getting in line
- everybody tidy up
- putting on/taking off shoes

Next, I can start switching it up or extending it...

- Come and sit down next to me/on a chair
- It's circle time, it's not story time
- Get in line here
- Maria tidy up
- Everybody sit down on the floor

Finally, you will see the children using this language too – naturally, fluently and appropriately.

Well, those were a few ideas for how YOU can integrate pronunciation work into your lessons. By just raising your awareness you can make small changes to what you are already doing that will make a big impact.

In think that the very fact that you have read this far is a clear sign that this area of language teaching that you value and recognise as being an important and integral part of language teaching and learning.

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ACHIEVEMENT OF PERFECTION ON A TEACHER'S WORKING ACTIVITY

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Abstract: *This article discusses the order in which a good teacher should work to achieve perfection on their working activity. Moreover, it tries to open new different angles of three working phases (Pre, While and Post) and important aspects of each phase.*

Keywords: *Pre-Lesson, preparations, mentally, bodily, spiritually, While-Lesson, gaze, liquidify, solidify, Post-Lesson, shortages, development.*

We know that teaching is not an easy process as it requires much devotion and hardworking from a teacher. Besides there are multiple demands from government, society and students. But a good teacher should accept this responsibility and try to respond those demands. The reason is that the future of next generation is on teachers', educators' hands. If they give knowledge to children as perfect as possible, they will build better future than ever before. In order to accomplish this duty, teachers should pay attention to how well they are doing their jobs. Most professional teachers suggest that a good lesson plan and organizing a lesson according to that is a key to a perfect lesson. Some others say that the most important thing is knowledge and methods of a teacher. According to Jeremy Harmer's conclusion ,after several surveys, on a perfect teacher is that good teachers care more about their students' learning than they do about their own

teaching [1; 3]. Of course, these theories are undeniable and they work well with most of the teachers. But in this article, I am going to highlight some other crucial factors which has been being overlooked by many teachers nowadays, and try to show a bigger picture of a good teacher's working activity as well. It is preferable to divide a productive teacher's working activity into three phases: Pre-Lesson, While-Lesson and Post-lesson.

First and foremost, *Pre-Lesson* activities should be pointed out as it has much importance. This mostly includes preparations to the lesson but, how well you get prepared must be highlighted. Many ideas were given about how to get prepared for a lesson. For example, according to one Internet source, the followings should be done before the lesson: 1. Gathering basic teachings items: good textbook, blank paper, regular or picture dictionary etc; 2. Collecting useful materials: magazine pictures, newspaper articles, postcards, note cards etc; 3. Preparing available technology: CD player, overhead projector, sensor board etc [2]. And, in another one, planning a lesson is stressed out and notes that one critical component of effective teaching is preparation and planning. If the teacher lacks behind in planning, then it will lead to failure [3]. Most teachers plan their lessons from the beginning till the end, but unfortunately, we cannot say that all of them succeed. The reason is that they get prepared from one aspect only but actually, in my opinion, teachers should be ready for the lesson from these aspects:

1. *Mentally*
2. *Spiritually*
3. *Bodily*

Firstly, let me clarify what *mentally* prepared means. Actually, the word mental expresses the meaning which is related to a person's mind and thinking, and from the meaning it is obvious that it is referring to brain, seems like ready brain which is full of knowledge to be able to teach. Then, we can conclude that a teacher must have adequate knowledge before entering the class. He or she have to be expert at his subject and explore the upcoming new topic thoroughly in order to explain it in a perfect way. This is how important to get prepared mentally for a lesson. Besides, in one of Jemery Harmer's surveys, one student told "I like a teacher who has lots of knowledge, not only of his subject"[4; 2], means class requires and respects good knowledge. Secondly, teachers should be *spiritually* ready for the lesson. So, what does it mean? It means, our soul must be ready for the lesson, our soul must feel willingness and positive attitude towards teaching. Teachers should really want to teach and give their knowledge to students from their heart and try to keep close and friendly connection with students. If teachers are mentally ready for the lesson but not spiritually, there will not be expected result from students. That is because, even if you are Einstein and have genius brain but if you do not want to teach children and just forcing yourself to do it, you will definitely fail to attract students and communicate with them and as a result you cannot achieve what you wanted. Thirdly, we should also pay attention to be *bodily* readiness for the lesson. This means you should be and feel physically healthy and comfortable for the lesson. It, possibly, includes not feeling tired, hungry, thirsty and some other related things. Imagine, a teacher is pretty brainy, has a well-prepared lesson plan and really wants to teach, but feeling so tired or hungry, maybe, after having several lessons or working non-stop. In this case also, there will not be satisfaction from the lesson. That is why, teachers should sleep properly and have healthy eating habits in order to gain enough energy before the lesson. If teachers are ready or get prepared for the lesson from those three

points of views in the first phase, Pre-Lesson, of their working activity, they will, hopefully, achieve of perfection in their job.

Once a teacher gets through a Pre-lesson phase, he comes to the next phase "*While-lesson*". As we know, the lesson is the heart of a teacher's job, all he does before the lesson is for their productive and successful lesson. But, a teacher is well-prepared for his lesson does not always mean he is going to have a great lesson. The reason is that they sometimes do not use proper methods during their lessons and consequently, they do not get what they expected. There are many techniques, strategies and methods purposed by experienced teachers and professionals. Here are some examples: grammar translation method, audio-lingual method, communicative approach, PPP (presentation, practice, and pruduction), task-based learning, ESA (engage - study - activate), and lexical approach [5; 19]. All of them, certainly, have, their advantage and disadvantage sides and using those methods' advantages is up to the teacher's skills. Teacher, teacher trainer, writer and consultant Lucy Pollard writes in her book "Teaching English" - "don't worry too much about methodology; just do what feels right to you and what you see produces results in your classes" [6; 24]. And Jeremy Harmer mostly uses ESA while explaining teachers how to teach four English skills - reading, writing, listening and speaking. ESA (engage - study - activate) is one of the effective techniques in teaching, in which first students are engaged by getting their attention and interests (we can use warm-up activities to involve them in the lesson). Then, 'study' stage - as it suggests from the name - involves focus on teaching new topic, and finally 'activate' ,in this stage, students are activated by doing tasks related to today's topic [7; 23]. The technique which is going to be suggested and discussed in this article is a little bit similar to the ESA method, but with a new name and approach. I wanted to call this method's stages in this way:

1. *Harvest*
2. *Liquidify*
3. *Solidify*

Those stages' names are some certain terms related to a garden, aren't they? A garden is a place where you plant trees, fruits, vegetables or at least flowers. The better you look after your garden, the better fruits you gather at the end of a year. With teaching it is also the same, the harder you work, the more productive results come out. That is why I named the stages which signifies a gardening process, but this process should be done in each lesson. In the abovementioned stages, first one is *harvesting*, however in our first lesson we cannot harvest, but plant, anyway, from next time on, we should start our each lesson with harvesting. It is true that in gardening we get the harvest at the end of a year or season, but in the class, we give time to students to 'ripe', to learn a topic fully till next lesson and 'harvest' them at the beginning of a lesson. Actually, it will be a time of finishing the previous lesson's topic. And, we can call it little harvesting because huge and the most important harvest is usually gathered at the end of a course. The question is "how do we do little harvesting in the class?" Harvesting, here, means asking homework, giving different tasks related to previous topic or at least questioning students. Some teachers ignore this stage, or decide doing it in the end and as a result, they cannot often manage. But it is very important stage as it decides whether students learned the last topic enough and properly. If we do not check their knowledge from previous theme, it is unreasonable to teach them a new topic. Then, we move to the second stage called *liquidifying*, from its name we can realise that, in this stage, we teach a new topic - it is like watering and

feeding plants to get next harvest. We should not liquidify all the students in the same way because some students require more 'water' and some others less, that is why we should be very careful and try to give special special attention. Finally, we should finish our lesson with *solidifying*, this means consolidating today's topic with different extra activities, such as task-based exercises, tests, quizzes or at least asking questions in order to check whether they understood or not. Giving homework on new topic is also included in this stage. Admittidly, most teachers do not reach till this stage due to not having punctual time management, or due to just ignorance. But once you water your plants, it is necessary to check whether the water is reaching their root or going to another side, and just being wasted. If we follow this sequence with good time management, we would, possibly, achieve perfection during our lessons.

Final key to perfection on our working activity is paying attention to **Post- Lesson** doings. It is usual case to see teachers doing nothing related to their recently-finished lessons. Instead, they simply forget what has happened in the lesson and relax or do their other stuff. There is nothing bad about relaxing and doing other jobs because resting and energizing yourself is really necessary for bodily preparation. But if we still have energy we should do the followings: checking their homework, preparing tests, activities, or quizzes for the next lesson on today's topic and making a quick plan of the next lesson. Many punctual teachers check students' homework right after their lesson because they think that later, it may take time or may not able to manage to do it. It is surely true because each phase has its proper doings. As we see I also added "preparing materials on today's topic for the next lesson" in the Post-Lesson phase. The reason is that we can clearly remember what should be done to consolidate their knowledge from today's theme after solidifying stage. But we should not confuse with preparing materials for a new topic and a previous topic because materials for a new topic should be prepared in the Pre-Lesson phase as it is part of mental preparation. After preparing materials for next 'harvesting', we should sketch next lesson a little, but before the next lesson it should be again looked back and completed. Finally, I want to point out one more very important thing which should be done in this phase. It is having a thought about what failures or successes of today's lesson were. We have to question ourselves like this: Why are some students are lacking behind? Why are some doing pretty well? What can I do to keep a balance or catch them up? Aren't they bored? Are they interested in the lesson? Maybe, they need motivation. What can I do to improve their knowledge and interest more? Are they ready for a new theme? Can they digest? If we take a little thought and notes about failures or successes of our each lesson and try to improve according to that, we will get unimaginable results in the end.

To conclude, the abovementioned stages and processes are not easy to follow as all of them are interrelated to each other and urges us to work non-stop. As we see, we are starting our job with preparing ourselves to a lesson from three points: mentally readiness, spiritually readiness and bodily readiness. And then, in While-Lesson phase, we are using a strategy which is connected to both previous and next lessons. For instance, 'harvesting' is gathering products of previous lesson and 'solidifying' is giving a way to a next lesson, by consolidating ongoing one. Finally, in Post-Lesson phase also, teachers' special care is required to their job. These all show that teachers should never stop working on their students and themselves. If we always follow this sequence and get a habit of it, we will

not only accomplish demands of government, society and students, but also achieve satisfaction, excellence, and perfection on our working activity.

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ВОЗМОЖНОСТИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: В данной статье рассматриваются возможности дистанционного образования, его методы и принципы, при выполнении которых будет наблюдаться наиболее положительный эффект. Особенно широко раскрыты возможности удаленного обучения в освоении иностранных языков, методики преподавания и советы для более плодотворного и интерактивного ведения занятий для преподавателей и студентов в сложившихся обстоятельствах.

Ключевые слова: дистанционное обучение, информационно-коммуникационные технологии, вебинары, онлайн-уроки, интернет источники, электронные технологии, носители языка, пандемия коронавируса.

До недавнего времени дистанционное обучение представляло собой пересылку учебных материалов через почту, в традиционном понимании, и являлось сложным и долгим процессом, в связи с чем, предпочтение давалось обучению путем посещения занятий. Но наш век развитых технологий дает возможности рассматриваемого нами метода обучения посредством сети Интернет, через электронную почту, скайп и мессенджеры, делая учебу более доступной и интересной. Данный метод привлекателен также тем, что ученик может заниматься в удобное для него время в любом месте, не выходя из дома посещать регулярные

курсы, при наличии доступа к сети. Другими словами развитие ИКТ²²облегчило жизнь людей.

Раньше дистанционное обучение в основном предназначалось для тех, кто по определенным обстоятельствам не мог посещать очные занятия или столкнулся с какой-либо причиной. При этом оставшись дома, взяв на себя ответственность автономного обучения, проходили учебную программу взаимодействуя с другими учащимися и преподавателем. Сегодня все иначе. Сидя дома можно даже обучиться иностранным языкам. Для этого нужно знать следующее.

Специфика изучения иностранного языка предполагает необходимость предоставления каждому обучаемому достаточной практики в соответствующем виде речевой деятельности для формирования и закрепления навыков.

Самостоятельная деятельность каждого обучаемого в рамках дистанционного обучения должна строиться под руководством опытного педагога, т. е. на основе интерактивности²³. Учебный процесс должен быть организован таким образом, чтобы педагог имел возможность отслеживать, корректировать, контролировать и оценивать работу обучаемых. Деятельность обучаемого, реализуемая дистанционно, требует эффективной обратной связи. Обучаемый должен иметь разнообразные контакты в процессе обучения: с партнерами по курсу, администратором сервера, преподавателем, зарубежными партнерами. Формы деятельности могут быть разнообразны, как индивидуальные, так и парные, групповые в малых группах (по принципу обучения в сотрудничестве – *cooperative learning*), групповые коллективные (конференция, коллективное обсуждение, круглый стол, ролевая игра).

Так что же собой представляет дистанционное обучение?

1. *Вебинары* – веб-семинар, то есть обучающее онлайн занятие, иначе говоря интерактивная лекция, где преподаватель разъясняет теоретический материал.

2. *Донесение информации при помощи графического планшета*. Характеризуется тем, что голос за кадром объясняет лекцию путем пояснительных схем, графиков и иллюстраций, то есть так называемый электронный вид преподавания учителя мелом на доске.

3. *Передача дополнительного материала* в виде ссылок на сайты в Интернете.

4. *Практика с носителем языка*, поиск которого не составит труда.

5. *Автоматизированная проверка* выполненных учеником заданий, доведенная до мгновенного вывода результата.

6. *Онлайн дискуссии* – дебаты, проводимые между учителями и учениками в виде споров и прений, позволяющих повысить свои знания и улучшить разговорную речь.

7. *Форумы вопросов и ответов*, где ведется разъяснение непонятных вопросов, касательно пройденных тем не только преподавателем, но и другими обучающимися.

²² Информационно-коммуникационные технологии – это совокупность методов и способов процесса сбора, обработки, передачи и хранения информации.

²³ Интерактивность – содержание элемента взаимодействия с пользователем, зрителем или читателем.

Основными методическими принципами, имеющими концептуальное значение для организации дистанционной системы являются следующие:

- *коммуникативный принцип*, который обеспечивается, главным образом, при работе в малых группах при выполнении проблемных заданий, разработке совместных проектов, в том числе и с носителями языка, при работе с информацией, получаемой учащимися из различных баз данных, интернет конференций и региональных сетей;
- *принцип сознательности*, который предусматривает опору на определенную систему правил, представление о системе изучаемого языка;
- *принцип опоры на родной язык обучаемых*, предполагающий использование комплекса когнитивных²⁴ механизмов владения родным языком в качестве ориентировочной основы иноязычной речевой деятельности;
- *принцип наглядности*, который предусматривает различные виды и формы наглядности: языковую, зрительную, слуховую;
- *принцип доступности*, что обеспечивается в дистанционных курсах посредством соответствующей разработки учебного материала разных уровней сложности, а также благодаря интерактивному режиму работы;
- *принцип положительного эмоционального фона*, формирующий устойчивую мотивацию учения, что достигается, с одной стороны, специфической организацией самого курса, с другой – системой устанавливаемых отношений в процессе обучения между преподавателем и обучаемыми в группе, что также закладывается в идеологию курса и в идеологию процесса обучения.

Указанные принципы имеют методологическое значение для успешного дистанционного обучения иностранным языкам. В свете сказанного, важное значение для организации дистанционного процесса обучения также имеют следующие факторы:

- а) отбор и организация языкового материала в соответствии с целями и задачами курса;
- б) структурирование курса, его лингводидактическая и технологическая организация;
- в) четкое планирование работы группы (организация малых групп, аудио- и видеоконференций, систематической индивидуальной и групповой отчетности);
- г) организация систематических консультаций с преподавателем и куратором сервера;
- д) установление и поддержание положительного эмоционального фона в группе, в целом, и у каждого обучаемого, в отдельности.

Естественно, что при дистанционном обучении многое зависит от самого обучаемого, ведь его самостоятельная познавательная активность является главным составляющим процесса, выражающаяся в виде самостоятельной работы по овладению различными видами речевой деятельности, формированию навыков и умений.

²⁴ Когнитивный (с лат восприятие, познание) относящийся к познанию, к функциям мозга, которые обеспечивают формирование понятий, оперирование ими и получение выводных знаний.

Также не секрет, что при дистанционном обучении обучаемый должен не только иметь пользовательские навыки работы с компьютером, но и владеть способами работы с аутентичной²⁵ информацией из интернетисточников. Это представляет собой владение различными видами чтения (изучающее, поисковое, ознакомительное), наличие умений работать с электронными справочниками и словарями.

В связи с развитием электронных технологий с появлением у каждой семьи минимум одного компьютера, а также наличием у каждого мобильного телефона последних моделей, дистанционное обучение получило новые возможности. Ведь проводя обучение иностранному языку по скайпу, можно дать возможность студентам за короткое время освоить его. Учитель с не меньшей эффективностью способен откорректировать произношение слов, постройку конструкций в предложениях, а также предоставить любые другие рекомендации по методике обучения, что мы уже оговаривали выше, чем, если бы он находился в том же помещении, что и ученик и стоимость, при этом, останется доступной подавляющему большинству в современном мире. Поэтому стоит воспользоваться всеми преимуществами, которые можно получить, обучаясь английскому языку при помощи скайпа у учителя, обладающего достаточно высокой квалификацией и выгодно воспользоваться сложившимися обстоятельствами в сегодняшнем положении дел.

В связи со сложившимися обстоятельствами и ситуацией во всем мире, из-за пандемии²⁶ коронавируса²⁷, обучение в нашей стране перешло на другой уровень – дистанционное обучение.

Как известно, с 16 марта дошкольные, средние и высшие образовательные учреждения Узбекистана были закрыты для предупреждения распространения коронавируса COVID-19²⁸, в связи с тем, что утром 15 марта у гражданки Узбекистана, вернувшейся из Франции, был выявлен COVID-19. Были установлены каникулы для школьников в две недели, по окончании которых учеба планировалась вестись посредством телеуроков, дабы дети могли получать знания в соответствии с учебным планом. А обучение в гражданских ВУЗах было переведено на дистанционное.

В заключении необходимо отметить, что эффективность любого вида обучения на расстоянии зависит от эффективной организации и методического качества используемых материалов, а также от мастерства педагогов, участвующих в этом процессе.

Литература:

²⁵ Аутентичный – действительный, подлинный, соответствующий подлинному.

²⁶ Пандемия (с греч. «весь народ») – необычайно сильная эпидемия, распространившаяся на территории стран, континентов; высшая степень развития эпидемического процесса.

²⁷ Коронавирусы – семейство вирусов, включающее на январь 2020 года 40 видов РНК-содержащих вирусов, объединённых в два подсемейства, которые поражают человека и животных. Название связано со строением вируса, шиповидные отростки которого напоминают солнечную корону.

²⁸ Коронавирусная инфекция COVID-19 – потенциально тяжёлая острая респираторная инфекция. Представляет собой опасное заболевание, которое может протекать как в форме острой респираторной вирусной инфекции лёгкого течения, так и в тяжёлой форме, специфические осложнения которой могут включать вирусную пневмонию, влекущую за собой острый респираторный дистресс-синдром или дыхательную недостаточность с риском смерти.

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ТИББИЙ ТЕРМИНЛАРНИНГ ИНГЛИЗ ТИЛШУНОСЛИГИДАГИ ИЛМИЙ АСАРЛАРДА АКС ЭТИШИ

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Инглиз тиббий терминологик тизими диахрон ҳамда синхрон усулда ҳар жабҳадан, шу жумладан: этимологик, морфологик, семантик, лексик, лингвокультурологик томондан таҳлил қилиниб, ўрганилган.

Хусусан, *Rosita Maglie* нинг “Understanding the language of medicine (Тиббиёт тилини тушуниш)” [1] номли китобида тиббий терминлар аввал диахрон, сўнг синхрон тарзда ўрганилган. Муаллиф тиббий терминларни лингвистик (лексик, семантик) ҳамда методик жиҳатдан тадқиқ қилган бўлиб, *огзаки тиббий дискурс* қисмида бемор ҳамда уларнинг оилалари билан шифокорнинг ўзаро мулоқоти, илмий мулоқот ҳамда тиббиёт соҳасидаги таржимонлар ҳақида керакли маълумотларни келтирган. Ёзма матн таҳлили қисмида эса тиббиётга оид матн турлари ва уларнинг алоҳида жиҳатларини очиб берган. Ушбу асар тиббий терминларнинг дискурсда қўлланилиши бўйича ўзига хос хусусиятларини намоён қилганлиги билан ажралиб туради.

Robert B. Taylor нинг “The amazing language of medicine: understanding medical terms and their backstories (Тиббиётнинг ажойиб тили: тиббий терминлар ҳамда уларнинг тарихини тушуниш)” [2] номли китоби инглиз тиббий терминлари этимологик жиҳатдан тадқиқ қилинган энг беқиёс асардир. Ушбу китобда тиббиётга оид терминларнинг лексик, семантик, стилистик жиҳатдан таҳлили ҳамда уларнинг қизиқарли тарихи муфассал ёритилган. Чунончи, муаллиф мазкур соҳада қўлланиладиган сўзлар ҳақида шундай деб ёзади:

-Хар бир сўз ўзига хос, ва баъзан ранг-баранг, келиб чиқишга эга. *Мопонгахела*, мисол учун, ҳиндулар тилидан келиб чиққан бўлиб, “тушаётган қиргоқларнинг дарёси” деган маънони англатади. Қадимий юнонлардан бизга кириб келган сўзлар *phalanx* (аскарлар қатори), *pylorus* (дарвозабон), and *colon* (кавак)ларни ўз ичига олади. Лотин тилидан биз *dura mater* (қаттиққўл она), ҳамда *vagus* (саёҳат), ўта хавфли перипатетик ўнинчи краниал нервнинг номи, каби сўзларни ўзлаштирдик. *Flatus* лотин тилида шамолнинг эсиши ни ифодалайди. Ноклассик тиллардан бизга кўплаб тиббий терминлар кириб келди, булар: *cascara* (бўшаштириш хусусиятига эга ўсимлик, испан тилидан), *tsutsugamushi* (хавфли қўнғиз, япон тилидан), and *agar* (денгиз ўтларидан олинадиган желатин модда, *Malay* тилидан)..[2, 5]

Мазкур китоб ўзида кўплаб тиббий терминларнинг қизиқарли афсонасини ҳамда ҳозирги кундаги изоҳини мужассамлаштирган етук асардир.

Ўрта аср инглизча дори воситалари номларининг кенг қамровли тадқиқи тилшунос *Marta Sylwanowicz* нинг “Middle English names of medical preparations: towards a standard medical terminology (Тиббий препаратларнинг Ўрта аср инглизча номлари: тиббий терминология стандартига биноан)” [3] номли китобида ёритилган. Ушбу асарда 14-15 асрларда ёзиб қолдирилган, дориларга бағишланган жами 1600 та адабиётлардаги, шу жумладан луғатлардаги, дори воситалари номлари таҳлил қилинган.

Мазкур асарда фармакологик терминларнинг келиб чиқиши, уларнинг структураси ҳамда тиббиётга оид матнлар (дискурс) да ифодаланилишига эътибор қаратилган.

Тиббий терминларнинг морфологик тадқиқи борасида бажарилган илмий ишлар ичида *Bozena Dzuganova* нинг мақолалари [4] муҳим аҳамият касб этади. Тадқиқотчи тиббиёт соҳасидаги терминларнинг аффиксация томонини таҳлил қилган бўлиб, айниқса салбий маъно берувчи қўшимчаларни чуқур ўрганган. Маълумки, салбий маъно берувчи аффикслар воситасида тиббий белгилар, касалликлар ҳамда нуқсонларни ифодаловчи кўплаб терминларга салбий бўёқ берилади. *Dzuganova* бу турдаги қўшимчаларни “affixal negation (аффиксал негация)” деб атаган. Унинг қайд этишича, салбий маъно берувчи бешта префикс (a-, dis-, in-, non-, un-) ҳамда битта суффикс (-less) мавжуд. Шунингдек, қисман салбий маъно берувчи аффикслар таҳлил қилиниб [5], *anti-, contra-, counter-, de-, dys-, ex-, extra-, mal-* каби префикслар ўзлари бирикиб келадиган сўзларга қисман салбий бўёқ бериши аниқланган (м-н, *antibody/ антикор* – ижобий маънони ифодалайди: инсон танасида мавжуд бўлган касалikka қарши курашувчи модда). Унинг таҳлил натижалари тиббий лексикани яхшироқ тушунишга хизмат қилади.

Инглиз тиббий терминларини тадқиқот объекти сифатида олиб ўрганилган диссертация ишлари орасида энг диққатга сазовори рус тилшуноси И.В.Мотченконинг “Основные тенденции в формировании английской медицинской терминологии (Инглиз тиббий терминологиясининг шаклланишидаги муҳим тенденциялар)”[6] номли илмий ишидир. Ушбу тадқиқот ишида тиббий терминлар лексик-семантик, морфологик, синтактик ва этимологик жиҳатдан таҳлил қилинган. Унда XX асрнинг иккинчи ярмидан бошлаб инглиз тиббий терминологиясининг лисоний манзараси диахрон ҳамда синхрон тарзда ёритиб берилган. Олим замонавий инглиз тиббий терминологиясидаги янги термин-сўз ҳамда термин-фразаларни қуйидаги усулларда ясалганлигини аниқлаган:

1. Метафоризация ва метонимизация
2. Умумистеъмолга хос лексикасининг терминлашуви
3. Синонимия
4. Аффиксал усул
5. Конверсия
6. Аббревиация

Ушбу усуллар ёрдамида тиббий терминология тизими йиллар мобайнида шаклланган. Тилшуноснинг тадқиқига кўра, инглиз тиббий терминологик тизимининг шаклланишига таъсир кўрсатган асосий омиллар қуйидагилар:

1. Илм-фан ва техниканинг янги ютуқлари (м-н, *detector/детектор, modulator/модулятор, assembler/электрон юрак стимулятори*)
2. Тиббиёт соҳасининг янги ютуқлари, тиббиётда янги йўналишларнинг пайдо бўлиши (м-н, *orthokeratology/ортокератология*)
3. Янги ижтимоий ҳодисалар (м-н, *drug addict/зиёҳвандлик, AIDS/ОИТС*)

Кўриниб турганидек, мазкур илмий иш ўзида илк бор инглиз тиббий терминологиясининг неологизмларини таҳлил қилганлиги билан ажралиб туради.

Мазкур соҳани тадқиқ қилган яна бир олим М.В.Токаревадир [7]. Унинг илмий иши тиббиётнинг нефрология ва урология соҳасидаги терминлар тадқиқига бағишланган. Олим мазкур соҳа терминларининг XII асрдан буён бўлган лингвистик тараққиёт тенденцияларини очиб берган ҳамда структурал-семантик жиҳатдан таҳлил қилган. Айниқса, тиббий терминларнинг синонимия ҳамда полисемия хусусиятларига катта эътибор берган. Шунингдек, муаллиф мазкур соҳа терминларини этимологик жиҳатдан тадқиқ қилиб, замонавий инглиз тиббий лексикасида асосий ўринни юнон-лотин тили келиб чиқишига эга терминлар эгаллашини исботлаб берган.

Инглиз тиббий терминларининг дунёни акс эттиришдаги ўзига хос ўрни ҳақида тилшунос Е.Д.Маленова нинг “Наивная картина мира и ее отражение в английской медицинской терминологии в социолингвистическом освещении (Дуё манзараси ва унинг инглиз тиббий терминологиясида социолингвистик талқинда акс этиши) [8]” мавзусидаги тадқиқот ишида ўқишимиз мумкин. Муаллиф оламни инъикос этувчи инглиз тиббий терминларини социолингвистик жиҳатдан тадқиқ қилган бўлиб, лисоний ҳамда ижтимоий омилларнинг ўзаро таъсирини ёритиб берган. Шунингдек, мазкур ишда инглиз ассоциатив тиббий терминларининг структурал-семантик хусусиятлари кенг очиб берилган.

Маълумки, таржимашунослик энг муҳим ҳамда доимий долзарб соҳалардан бири. Сўзни таржима қилиш жараёнида ҳам унинг алоҳида лингвистик хусусиятлари намоён бўлади. Шу сабабдан ҳам, тиббий терминларнинг ўзига хос жиҳатлари, уларни таржима қилиш муаммолари ва усулларини тадқиқ қилиш кўп тилшуносларнинг қизиқишига сабаб бўлган.

Бу борада бажарилган илмий ишлар орасида Г.Д.Арнаутовнинг «Terminologia medica polyglotta» [9] номли монографияси алоҳида эътиборга молик. Муаллиф бир неча ғарб тилларидаги тиббий атамаларни қиёслаб, уларнинг ўхшаш ва ноўхшаш жиҳатларини очиб берган. Мазкур китоб қуйидаги мақсадларни кўзлаган:

1. Лотин терминларининг рус, инглиз, француз ҳамда немис тилларидаги мукаммал таржимасини бериш;

2. Терминларнинг қисқача изоҳини ҳамда тавсифини бериш;
3. Лотин тилидаги терминларнинг этимологияси ҳамда морфологияси тўғрисида маълумот бериш;
4. Лотин ҳамда бошқа тиллардаги тиббий терминларни тўғри ёзиш ва талаффуз қилишга ёрдам бериш.

Монография таркибига кўп тилли луғатнинг киритилгани ҳамда бир неча маротаба нашрдан чиқарилгани, унинг жаҳон миқёсида илмий қиймати юқорилигидан далолат беради.

Хулоса қилиб айтганда, инглиз тилшунослигида тиббий терминлар тадқиқига бағишланган қатор илмий тадқиқот ишлари, китоблар, мақолалар ҳамда луғатлар мавжуд бўлиб, уларда мазкур соҳа терминларининг лисоний манзарасини ҳамда унинг шаклланиш эволюциясини яққол кўришимиз мумкин. Шунингдек, инглиз тилшунослиги объекти тиббий терминлар бўлган улкан бой илмий меросга эга деб айтишимиз мумкин.

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ЧЕТ ТИЛИ ДАРСЛАРИДА “АҚЛИЙ ҲУЖУМ” ДАН ФОЙДАЛАНИШ

Рузиметова Лайло Хамзаевна
Кушкупир тумани 40-сон мактабининг
немис тили уқитувчиси

Ҳозирги кунда чет тилларини ўқитишга ва ўрганишга бўлган талаб кундан кунга кучайиб бормоқда. Бу эса ўқитувчилар зиммасига янада кўпроқ масъулият юклайди ва ҳозирги кунда барча таълим муассасалари ўқитувчиларининг малакасини ошириш курслари ташкил этилган-ки, унда барча чет тили ўқитувчилари янги ва янги маълумотларни ўрганмоқдалар.

Ўқувчиларнинг нутқ бойлигини ошириш учун дарс жараёнида таълимий ўйинлардан фойдаланиш дарс самарадорлигини оширади. Кўп йиллик меҳнат тажрибалардан келиб чиқиб шуни айтиш жоиз-ки, чет тили дарсларида ўйинлардан фойдаланиш бу янги тил ўрганишда ажойиб усул, у тасаввурни кенгайтиради ва спонтан фикрлашга, яъни шу тилда ўйлаш ва гапиришга имкон яратади. Ўйин ёрдамида хотирада унутилаётган сўзлар тикланади. Дарс жараёнида ҳар хил ўйин турларидан фойдаланиш мумкин. Масалан: ёлғиз ўйналадиган ўйинлар, яъни сканворд, кроссворд, ребусларга ўхшаган ўйинларни уйга вазифа қилиб бериш ва уларни алоҳида - алоҳида текшириш мумкин. Кичик - кичик гуруҳларга бўлиниб ёки умумжамоа бўлиб ўйналадиган ўйинлардан эса дарс жараёнида ёки тўғрақ машғулоти пайтида фойдаланиш мумкин. Бу эса ўз навбатида ўз самарасини бермасдан қолмайди. Ёлғиз ўйнаб бирор нарсанинг ечимини топганда ўқувчи ҳақиқий қувонч ҳиссини сезади. Жамоа ўйинлари эса муваффақиятга эришишга ўргатади, нутқни эркинлаштиради.

Лингвистик ўйинларда мулоқот ҳолатларини юзага келтириб ўқувчиларда оғзаки ва ёзма нутқни ўстириш мумкин.

Чет тилидаги ўйинлар ва ўйин услубидаги машқларнинг барчаси сўзларнинг сеҳрли оламига йўл очиб беради. Шунинг учун чет тили ўқитувчиси ижодкор бўлмоғи керак, яъни бир синфда ҳар доим бир хил ўйинлардан фойдаланмасдан улардаги сўзларни ўзгартириши, янгидан яратиши, умуман шу ўйинлар ёрдамида дарсни янада қизиқарлироқ ва мароқлироқ қилиши мумкин.

Бунақа дарсларда ёки тўғрақ машғулотида ўқувчи ҳеч қачон зерикиб қолмайди ва ҳар доим дарсга тўлиқ қатнашади, шу дарсни орзиқиб кутади.

Масалан: дарс жараёнида ёки тўғрақ машғулотида фойдаланиши мумкин бўлган "Ақлий ҳужум" усулини кўриб чиқсак:

Бунда бирор муаммони ечишда гуруҳ қатнашчилари томонидан билдирилган эркин фикр ва мулоҳазаларни тўплаб, улар орқали маълум бир ечимга келинадиган энг самарали усулдир. У тўғри ва ижодий қўлланилганда шахсни эркин, ижодий ва ностандарт фикрлашга ўргатади. "Ақлий ҳужум" ёрдамида турли хил муаммоларни ҳал қилишнинг йўллари изланади. Бу усул гуруҳнинг ҳар бир аъзоси фикрини тезда йиғиш ва умумлаштириш имконини беради. "Ақлий ҳужум"ни, ўқувчилар муаммо ҳақида етарли маълумотга эга бўлмаган ҳолларда ҳам қўллаш мумкин. Бу қўтилмаган, оддий широкда ақлга келмайдиган антиқа ечимлар топиш имконини беради.

"Ақлий ҳужум" усулидан фойдаланилганда, одатда машғулот икки босқичдан иборат бўлади: биринчи босқич - таклиф босқичи ("ақлий ҳужумнинг ўзи) ва иккинчи босқич - таҳлил ҳамда ечимларни саралаш босқичи. Босқичлар ўртасида кичик танаффус берилса, мақсадга мувофиқ бўлади.

"Ақлий ҳужум"нинг биринчи босқичини ўтказишга оид тавсиялар:

Муаммонинг аниқ ва равшан қўйиш лозим!

"Ақлий ҳужум" ўтказиш учун асос бўлган муаммонинг қисқача моҳиятини катта қоғозга (ёки доакага) катта ҳарфлар билан ёзиб, ҳаммага яхши кўринадиган жойга осиб қўйган маъқул.

"Ақлий ҳужум" - битта муаммо! - ҳар бир "ақлий ҳужум" фақатгина битта муаммони ҳал этишга қаратилган бўлиши керак.

Шартлашув - "ақлий ҳужум"ни ўтказиш тартиби ва шартлари иштирокчиларнинг ҳар бири учун аниқ - равшан, тушунарли бўлиши керак. Шартлар асосида машғулотни ўтказиш тартиб - қоидалари тузилади ва қисқа ифодаланган қоидаларни ҳаммага кўринадиган жойга ёзиб қўйиш лозим.

Демократия - "ақлий ҳужум"га ҳамма тенг ҳуқуқли иштирок этади. "Ақлий ҳужум" вақтида бемалол, эркин равишда мулоқот яратишни таъминлаш учун иштирокчиларни давра шаклида жойлаштириш тавсия этилади.

Бемалол, исталган таклифларни таклиф қилиш ва танқид қилмаслик - "ақлий ҳужум"нинг биринчи босқичида бирорта ҳам таклиф муҳокама этилмайди ва танқид қилинмайди. Кутилмаган ғоялар таклиф этиш қўллаб - қувватланади. Бу усул ёрдамида муаммо ечимига оид етарли даражада маълумот тўпланади. Қанча кўп ғоя ва фикрлар билдирилса, шунча яхши. Билдирилган ғоя ва фикрларни тўлдириш ва янада кенгайтиришга имконият берилади.

Асосламаслик - бирор бир ғояни таклиф этган киши ўз ечимини асосламаслиги ва ўзи ҳам ўзгалар фикрини муҳокама қилмаслиги лозим. Чунки бу ҳолат бошқа ғоялар туғилишига салбий таъсир кўрсатиши мумкин. Расмийлаштириш - ҳар бир фикр, таклиф ва ғоялар ёзиб борилиши лозим. Ўқитувчи биринчи босқич давомида билдирилган ғояларни ёзиб боровчи котибни белгилаши лозим. Ғояларни доскага ёзиб бориш лозим. Вақтни тежаш ҳамда ўз фикрини бемалол баён этиш учун иштирокчиларга ўз ғояларини қоғозга ёзиб, синф доскасига скотч ёрдамида ёништириб қўйишни ҳам тавсия этиш мумкин. Бунда қуйидаги тартибга амал қилиш лозим: бир варақ - битта ғоя - битта сўз (ибора).

Вақтни чегаралаб қўйиш - ғояни ифодалаш учун жуда қисқа вақт ажратилиши зарур.

Назорат қилиш ва тартибга солиш - "ақлий ҳужум"нинг биринчи босқичи одатда кучли эмоционал - руҳий вазиятда ўтказилгани учун, ўқитувчи машғулотнинг боришини назорат қилиши ҳамда ўқувчиларнинг бир - бирлари билан баҳслашиш, мунозара қилиш ва бир - бирининг гапини бўлишга йўл қўймаслиги керак. Иккинчи босқичда, яъни ғояларни таҳлил қилиш босқичида таклиф этилган ечимлар, қарорлар муҳокама этилади, гуруҳларга ажратилади. Такрорланган фикрлар бирлаштирилади, энг асосий 3 - 4 та ғоялар сараланади. Сўнгра танлаб олинган асосий ғоялардан энг мақбуллари яна сараланади. Саралаш давомида ажратиб олинган қарорларнинг кучли ва заиф томонлари, имкониятлари ва чекланган томонларига баҳо бериб чиқиш мумкин.

Мен ўз дарсларимда мана шу усулдан фойдаланиб ҳар доим самарали натижаларга эришиб келяпман. Барча чет тили ўқитувчиларига бу усулдан фойдаланишни тавсия қиламан.

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МАКТАБГАЧА ТА'ЛИМ МУАССАСАЛАРИДА ИНГЛИЗ ТИЛИ О'QITISH

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Urganch shahar 33-son MTT
Ingliz tili o'qituvchisi

2017 - yil Respublikamiz Prezidenti tashabbusi bilan maktabgacha ta'lim tizimini boshqarishni tubdan takomillashtirish maqsadida maktabgacha ta'lim vazirligi tashkil qilindi. Yangi vazirlikning asosiy vazifalari bosqichma-bosqich barcha bolalarni maktabgacha ta'limga qamrab olishdan iboratdir.

Vazirlik tashkil etilganidan so'ng ilg'or xorijiy tajribani hisobga olgan holda maktabgacha yoshdagi bolalarni intellektual, axloqiy, estetik va jismoniy rivojlantirish uchun shart-sharoitlar yaratilmoqda.

Shunga asosan hozirda maktabgacha ta'lim muassasalarida bolajonlarimizga chet - tillarini o'rgatish ham yo'lga qo'yilgan.

Bog'cha tarbiyalanuvchilariga ingliz tilini o'qitish, maktab o'quvchilariga ingliz tili o'qitishdan tubdan farq qiladi. Shu sababli, bog'cha tarbiyalanuvchilariga chet tili o'qitishda oldindan maxsus tayyorgarlik zarurdir. Quyida biz shu bilan bog'liq bir qancha tavsiyalarni bermoqchimiz:

1. Ingliz tili darslarini odatga aylantiring. Bu sizga bolalarning qiziqishiga, bu mashg'ulotni orziqib kutishiga imkon yaratadi. Shuningdek, har bir mashg'ulotning boshlanishida bolalarga signal elementini o'rgatish lozim. Masalan, tarbiyachi uch marta chapak chalsa, yoki biror inglizcha so'zni uch marta takrorlasa, bu ingliz tili mashg'uloti boshlanishidan darak berishi lozim. Bu birinchi navbatda, bolalarni qiziqtiradi, ular ham maroq bilan chapak chaladi. Ikkinchi navbatda, bolalarni ingliz tili darslariga tayyorlaydi. Shuningdek, qisqa tanafuslarni ham esdan chiqarmaslik muhim ahamiyatga egadir.

2. O'yinlarga asoslangan mashg'ulot. Bog'cha tarbiyalanuvchilarini o'qitishdagi eng qiyin vazifa bu guruhda tartib-intizomni saqlashdir. Ammo bu degani qattiqqo'llik bilan bunga erishish mumkin degani emas, albatta. Bolalarni bo'ysundirish va yaxshi tarbiyachi bo'lish o'rtasidagi muvozanatni saqlashning eng zo'r usuli bu mashg'ulotlarda turli o'yinlardan foydalanishdir. Ana shunday o'yinlardan biri bu "Telefon" o'yinidir. Bunda bolalar bir qator bo'lib turib olishadi. Birinchi turgan bolaning qulog'iga tarbiyachi yangi o'rganilgan so'zlardan birini aytadi, u bola esa ikkinchi turgan bolaning qulog'iga eshitgan so'zini shivirlab aytadi. Bu holat toki oxirgi bolakay nima eshitganini ovoz chiqarib aytgunicha davom etadi. O'yin shunisi bilan qiziqarlilik, oxirgi so'z juda qiziqarli,

odatda asl soʻzdan butunlay farq qiladi. Bu kulguli va quvnoq vaziyatni yuzaga keltirib, bolalarning kayfiyatini koʻtaradi.

3.Sheʼrlar va qoʻshiqlardan foydalanish. Bogʻcha tarbiyalanuvchilariga ingliz tilidagi Grammatik qoidalar va yozuv meʼyorlarini oʻzlashtirish shart emas albatta. Ular faqat soʻzlarning talaffuzi hamda maʼnosini yaxshi oʻzlashtirishsa boʻlgani. Bunda esa bizga qoʻshiqlar va sheʼrlar yordam beradi. Ayniqsa, bu sheʼrlarning asosiy mazmuni alifbo, raqamlar, shakllar, mevalar va shu kabi mavzularga asoslangan, talaffuz qilishga oson boʻlsa, nur ustiga aʼlo nur boʻlar edi. Bu kabi sheʼr va qoʻshiqlar hozirda bir qator internet saytlaridan joy olgan. Shuni alohida taʼkidlab oʻtishimiz ham lozimki, animatsion shakldagi video-rolklar ham mashgʻulot mobaynida foydalanilsa, oʻz samarasini bermay qolmaydi. Quyida ana shunday qoʻshiqlar va sheʼrlardan bir nechtasini sizga taqdim qilmoqchiman.

Baa Baa Black Sheep

Baa, baa black sheep
Have you any wool
Yes sir, yes sir
Three bags full.
One for my master
And one for my dame
And one for the little boy
Who lives down the lane.

Head Shoulders Knees and Toes

Head, shoulders, knees and toes,
Knees and toes.
Head, shoulders, knees and toes,
Knees and toes.
And eyes, and ears, and mouth, and nose.
Head, shoulders, knees and toes,
Knees and toes.

If You're Happy and You Know It

If you're happy and you know it, clap your hands.
(clap clap)
If you're happy and you know it, clap your hands.
(clap clap)
If you're happy and you know it, and you really want to show it.
If you're happy and you know it, clap your hands.
(clap clap)
If you're happy and you know it stamp your feet.
(Stomp Stomp)
If you're happy and you know it stamp your feet.
(Stomp Stomp)
If you're happy and you know it, and you really want to show it.
If you're happy and you know it, stomp your feet
(Stomp Stomp)

Bolalar qoʻshiq boʻlayotgan paytda “Qaynoq Kartoshka” oʻyinini oʻynashlari ham mumkin. Bu juda energetik oʻyin boʻlib, bolalarni mashgʻulotga yanada jalb qiladi. Buning

uchun bir kichkina koptok kerak bo'ladi. Qo'shiq ketayotgan paytda bolalar koptokni-ya'ni qaynoq kartoshkani bir biriga irtitishadi. Musiqa to'xtagan paytda koptokcha kimda qolgan bo'lsa, shu bolakay inglizcha gapirishi kerak bo'ladi. Masalan:

1. O'zini tanishtirishi
2. Sevimli hayvon, ovqat, meva, sabzavot yoki hayvon nomini aytishi
3. Boshqa tarbiyalanuvchiga savol berishi mumkin.

Ko'rib turganingizdek, bolalarga ingliz tilini o'rgatish juda katta sabr va bardosh talab qiladi. Ammo, agar biz qiziqarli o'yinlardan foydalansak, ishimiz yanada yengil kechadi. Shunday o'yinlarni har bir darsda qo'llay olsak nur ustiga a'lo nur bo'lardi degan umiddaman.

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ENHANCING PROFESSIONAL COMPETENCE OF FUTURE ENGLISH EDUCATORS THROUGH PEDAGOGICAL TECHNOLOGIES

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Abstract: *this article argues about one of the most essential competence which is improved with effective pedagogical technologies so as to broaden future teachers' intelligence maximally. Moreover, it is undeniably true that numerous professors have just not been professionally only theoretical knowledge, but also they are very experienced at several subjects, such as information technology, psychology or pedagogy. Therefore, in this article it can be thoroughly clear about the results of linguistics, psychology or pedagogy for portrays a great number of educators reliable creativities as well as inborn talented features. The author helps to young teachers for developing professional competence of future teachers through pedagogical technologies.*

Key words: *basic types of competence, professional educators, cultural competence, Moodle system.*

"Innovation means future. If we start building our great future from today, we ought to begin it precisely based on innovative point of views, innovative methods during the forthcoming years". [1]

Shavkat Mirziyoyev

With the advance of advanced technologies an overwhelming majority of fields of country have changed eternally. In particular, one of the most significant branch of country is the system of education which is an incomparable power in the improvement of population's intelligence. It should be noted that nowadays

language is our pivotal source of communication along with innovative technologies. That is to say that the usage of computers is being one of the leading trends in the advancement of the contemporary society. These ongoing instantenious improvement as well as expandly spread of Internet technologies in Uzbekistan has been depicted in state educational policy in which the computerization in the branch of education has been illustrated as one of the most valuable matter in the modernization of the Uzbek educational system, besides, is purposed to enhance different methods, technologies, methododlogies, organizations of educational system, and its own crucial mechanism which is named control. It is clear that for approximately 8-10 years, the institutions, that are perfectly educational, involving schools, academic lyceums, colleges along with higher institutions ` electronic basis are being enriched with setting up information technology classes, computer labs and providing other important electronic devices by the authority allocating sums of money upon them. Furthermore, they substantially aimed at utilizing regularly information within computer technologies, especially, on primary, secondary, special as well as higher education harmoniously to create or to convey beneficial information and the atmosphere of education in the process of education. Nevertheless, there are not being seen intensive developments on the use of these innovative technologies. [2]

As a matter of fact, it might be whether the issue of educating upon higher education or else the state education policy that are interfering with the development of education standards. Particularly, it would be initially lack of professional competence of teachers on utilizing Information and computer technology during the lesson can be evidently seen not only secondary education institutions, but also these hinders are being clear on higher educational institutions as well. An excellent example of that, in higher education system, it was introduced with Moodle assessing system around 3 years ago; conveniences of this site is not being used totally or they are not utilizing it efficaciously and efficiently. What is more, it should be noted that in our education system the principal consideration is looked at the improvement of teachers` linguistic competence which they can mostly enhance their language capabilities at universities, institutions along with other educational establishments. We would recommend that several strategies, techniques, technologies and ways are very helpful to improve professional competence, indeed, Emotional Competence in an identical with developing their own linguistic skill.

In current days, the education system of Uzbekistan there has been a tendency to alter the process of acquiring, for instance, the main attentions are being paid to their individual success, self-learning, cognitive thinking as well as in this very point autonomous work by students can enhance learning process, a variety of educating methods, find crucial information via utilizing distinct sources of information. By this way, the vast majority of students are enable to point out their own peculiar creativities in teaching/learning process autonomously, namely they can easily represent their personal works in an electronic version to their teachers by the help of Moodle system where merely teachers can evaluate and check their represented works, additionally, there are numerous useful sides of this

vry system for both teachers and students that were researched in Uzbekistan by Abdullayeva D. I, Allaberganova M. R and Ismoilova A.A. [3]

On the improvement of professional competence of language teachers, there were accomplished a large number of researchers. According to K. Selvi's point of view: "competence" as "the set of knowledge, capabilities, as well as experience essential for future, which manifests in activities", also, identifies following kinds of professional competence: Communication Competencies, Information and Communication Technologies (ICT), Emotional Competencies, Socio-Cultural Competencies, Lifelong Learning Competencies, Environmental Competencies, Field Competencies, Research Competencies, and Curriculum Competencies.

It is known that in several other developed countries, they mainly focus on making more perfect learners' professional competence, certainly, one of the most important types of competencies that is called Emotional Competence rather than the knowledge of linguistics as they named it as Emotional Intelligence which was enhanced in the 1970s and 1980s, yet obtained its popularity in 1990s. for that reason, nowadays the number of Linguistic Uzbek Teachers who are educating in foreign confess that in Uzbekistan, especially, Asian students' Intelligence Quotient (IQ) depicts better consequences than Western students whose Emotional Quotient are raised from an early age and higher education institutions concentrate on particularly skill of getting acquaintance their own emotion as well. Altering the structure of families as well as lowering the role of parents in education, uptodate technology within mobility are being contributing factors that are acquiring the requirement to improve Emotional Quotient at the whole educational establishments.

It is undoubtedly true that the theory has been applied comprehensively in linguistics in overseas countries where they improve the personal and organization too. Applying pedagogical means in language sphere alters both teachers and students through motivating academic success whereas falling anxiety as well as negative attitude towards the process of learning. It is undoubtedly true that when future language teachers comprehend how to tackle their emotional effect, besides, they portray better results on both acquiring and educating. Therefore, contemporary technologies along with various strategies would help as the most reliable tool.

Since the beginning of 21st century, the society has ever made higher demands upon the knowledge of English which is practical in daily conversation as well as in the professional sphere. Furthermore, the volumes of information are flourishing and, of course, frequently routine ways of its transfer, storage and processing are inefficient. The usage of information technologies reveal the huge abilities of the computer as a tool of learning. Nevertheless, it must not be forgotten that the usage of multimedia technologies can not supply an important pedagogical impact without a teacher, hence these very technologies are merely ways of teaching. The computer in the process of education is not a mechanical teacher, a tool which improves within expands the opportunities of its educating activity.

Nowadays an overwhelming majority of teachers utilize expandly the resources of the global internet. If students need to listen to music and most often view photos, preparing messages, students filter lots of information. These

kinds of tasks for students can utilize the preparatory stage for the lesson, for instance, in combination with the method of project, allowing students to apply practically for their capabilities and knowledge. A great number of studies knew the effect of Internet educational resources, online courses, social services in the improvement of language capabilities as well as verbal abilities of language learners to enhance their professional competence.

According to some Russian Scholars who are Evstigneev (2010) and Sysoyev state following reasons why foreign language teachers' requirement Information and Computer technology competence:

- To supply the students with the basics of Information security during the Internet based projects;
- To look for and be able to choose valuable sources as well as crucial information in foreign language for academic aims;
- To support information got from the Internet for educating goals;
- To organize five types of authors' educational Internet resources, for example, Treasure Hunt, Subject Sampler, WebQuest, Hotlist, Multimedia Scrapbook. To accomplish on them during the process of education;
- Utilize the types of synchronous as well as asynchronous Internet communication in acquiring a foreign language and the target language's culture, such as, chat, web forum, Skype, e-mail, ICQ and so on;
- Utilize Web 2.0 technologies in acquiring a foreign language and the language culture, for instance, podcasts, wikis, bookmarks, blogs and so on;
- Utilize concordances in the improvement of lexical as well as grammatical abilities of speech;
- Use the sources of information along with reference which are given from The Internet to enhance oral skills, besides, the formation of the intercultural competences and socio-cultural competences;
- Use online tests to supervise students' performance as well as self-conscious;
- Arrange interaction between the participants of the educational process by ICT. [4]

Developing the state education standards, being able to broaden knowledge as the world's education standards, Uzbekistan is selecting for opening its doors for organizing the fields of higher institutions of world's popular universities and other educational institutions involving some of them that are American's popular Webster University under Uzbekistan State World Language University, Turin Institute, Westminster University, Korean's Yoeje and Inha Institutions and so on. The prestige purpose of implementing World's education institutions, not only they should be to get high ranked diploma, but also to acquire their education systems as well as transfer them to our state education to strengthen ours as well.

Owing to the fact that in current days numerous students' goals are to get professional education that, most of them are eager to apply foreign institutions along with the rank of the state education will be undervalued. What is more, Canvas Program utilized in these very institutions are more adjustable and easy to check students' works, marks or else give comments and it has a special communication zone where the teacher can give some problems and students can

express their ideas autonomously, also, they can prove their viewpoints effectively during the online platform. Additionally, to analyze or to check the students' knowledge, especially, what they mean or what they have.

One of the most helpful online websites which is named WebQuiz is also convenient, the teacher uploads different types of tests and a wide range of quizzes and give its password, students access the website and then accomplish them at a limited time. Certainly, performing online lectures and seminars in consolidating with other institutions on every week or every month basis would assist future English teachers to get acquaintance with other professors' innovative teaching methods maximally. An excellent example of them, there are a great number of skilful and very professional teachers who are professors, additionally, they are thoroughly sagacious and masters of their branches in Tashkent. However, in other regions they have a number of issues which are related to the teachers' qualifications, in particular, the vast majority of them have lack of experience and qualifications. In that case, online lessons or else distance learning process, distance teaching process are also comprehensively successful for abovementioned teachers' welfare, certainly, for their experience effectively.

Taking everything into account, it can be concluded that mainly because of most significant merits in educating are computer-based teaching that the teachers may use their capability of computers to input information to create some peculiar form of a variety of online courses or else online training programs for numerous amateurs who are pupils, students, teachers or adults, it does not matter, and it allows them to record their voice and then they may compare their pronunciation with their counterparts, namely, by this way, most of young generations, particularly, future English teachers can talk with native speakers as well. Moreover, visual aids and materials animated on the screen which gives them to associate English phrases directly with actions to acquire new vocabularies. So as to collaborate on their creative projects, besides, computer equipped rooms are needed that there should be installed essential programs or video lessons and be linked with the Internet. Information Technology teachers, programmers and even students who are extremely skillful and experienced at computer, are implemented both from universities and from other educational institutions.

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CHET TILINI O`QITISHDA O`YIN METODLARIDAN FOYDALANISH

AZAMOVA SHAHLO MASHRABJON QIZI

**Farg`ona viloyati O`zbekiston tumani 10-umumta`lim maktabi
ingliz tili fani o`qituvchisi**

O`quvchilarning ijodiy tafakkurini rivojlantirish, ularning aqliy qobiliyatini o`stirish chet tili o`qitishdagi eng muxim psixologik va pedagogik muammo. Buning uchun o`qitishning faol metodlaridan, ta`lim va tarbiyaning noan'anaviy shakl va usullaridan keng miqyosda foydalanish, predmet va hodisalarni ularning o`zaro aloqadorligi, harakati va rivojlanib borishi asnosida o`rganish taqozo etiladi.

Bunda, ayniqsa, o`quvchilarning o`yin faoliyati yangi bilimlarni o`zlashtirish, ularda o`quv va ko`nikmalarni shakllantirish hamda rivojlantirish, umuman, chet tilini o`rganish jarayonining samaradorligini oshirishda katta ahamiyat kasb etadi. Didaktik o`yinlar davomida o`quvchilarda hosil bo`ladigan ijobiy his-xayajon tuyg`usi ularni charchashdan asraydi, ularning kommunikativ va intellektual qobiliyatini oshiradi

Didaktik o`yinlardan chet tili o`qitish jarayonida foydalanishning umumiy masalalari ilmiy-metodik adabiyotlarda ancha keng yoritilgan bo`lsa ham, ularda asosiy e`tibor yozma nutqqa oid ma`lumotlariga qaratilgan. Vaholanki, chet tilini o`zlashtirish o`quvchilarga ancha qiyinchilik tug`dirishi va uning ba`zi mashqlarini o`rganishda aynan noan'anaviy yondashuvlar talab etilishi tabiiydir. Buning bir qator ilmiy-nazariy, metodik va didaktik sabablari borki, ulardan har qanday mahoratli va salohiyatli chet tili o`qituvchisi ham ko`z yuma olmaydi. Ularning ayrimlari quyidagilar:

1. Ingliz tilidagi tovushlarning soni ingliz tili harflardan ikki marta ortiq;
2. Ingliz tilidagi tovushlarning yozilishi bilan o`qilishi bir - biriga nisbatan katta farq qiladi;
3. Ingliz tili o`zbek tili va shu tilda gaplashuvchi til vakillari orasida bog`lovchilik vazifasini bajaradilar;
4. Dunyo buylab bizning tilga nisbatan ingliz tili vakillari keng tarqalganki, ularning o`ziga xos jihatlari rang-barangdir;
5. Ingliz tilida gaplashuvchi davlatlarning o`ziga xos madaniyati va marosimlari orasidagi farqlar, ayniqsa, yaqqol namoyon bo`ladi;
6. Xatto til yaqin bo`lib turib, davlatlarning talaffuz va shevalar ko`pincha o`ta murakkab jarayon bo`yicha sodir bo`ladi va aksariyat hollarda bir necha yo`nalishda davom etadi;
7. Ingliz tilini o`rganish faqatgina ijtimoiy-gumanitar fanlarni emas, tabiiy-ilmiy turkumga mansub fanlar (fizika, biologiya, geologiya, fiziologiya, tibbiyot, mineralogiya, kosmologiya, biogeografiya, ekologiya va boshqalar) bo`yicha kuchli tayanch bilimlarni beradi va insonning shaxsiy xamda xo`jalik faoliyatiga kuchli daxldorligi bilan ajralib turadi.

Shuning uchun ham ingliz tilini o`qitishda klassik uslub, usul va vositalar bilan bir qatorda yangi pedagogik va axborot texnologiyalari zaminidagi o`qitishning noan'anaviy usul va shakllaridan keng foydalanish talab etiladi. Ayniqsa, didaktik o`yinlar o`quvchilarning mustaqil fikrlash, topqirlik, izlanuvchanlik, hozirjavoblik, mantiqiy xulosalar chiqara olish, o`z ustida ishlash, ma`lum va noma`lum jihatlarni solishtira olish,

mavjud bilimlarga tayangan holda mushohada yuritish kabi imkoniyatlarini ishga solishda katta yordam beradi.

Ushbu maqolada ingliz tilini o'rganish jarayonida o'quvchilarning mustaqil ishlarini tashkil etish yo'nalishi bo'yicha dars va darsdan tashqari mashg'ulotlar hamda ularning bo'sh vaqtlaridan maqsadli foydalanish yo'lida ijobiy natijalar beruvchi didaktik o'yinlardan namuna keltiramiz.

«CHAQIRILMAGAN MEHMON» O'YINI

O'quvchilar ikki guruhga bo'linadilar va bir-birlariga galma-galdan yozma «bayonot» topshiradilar. Ularda ingliz tilidagi so'zlar, qo'shma so'zlar yoki so'z birikmalarning bir necha nomlari yozilgan bo'lib, raqib guruh a'zolari bamaslahat holda ushbu qo'shma so'zlar yoki so'z birikmalar orasidan qaysi biri «chaqirilmagan mehmon», ya'ni yozilishi, izohlanishi yoki ma'nolari bo'yicha noo'rin yozilganligini aniqlaydilar va tegishli sharhlar yoki qo'shma so'zlar yoki so'z birikmalari yordamida o'z javoblarini asoslab beradilar. Hakam esa xar bir javobni tahlil qilib, tegishli tarzda va munosib baholab turadi. Faraz qilaylik, o'quvchilar guruhlarining nomlari, tegishlicha, «SUNFLOWER» va «TULIP» bo'lsin. Ularning «bayonot» laridan namunalar keltiramiz.

«SUNFLOWER» guruhi:

1. Amudarya, Congo, Nile, Aral, Amazon.
2. Uzbekistan, USA, England, America, Russia.
3. tulip, rose, sunflower, mushroom, daisy.
4. roof, door, window, wall, tree.
5. hall, room, kitchen, bedroom, street.
6. above, left, right, under, straight.
7. book, carpet, ruler, eraser, vocabulary.
8. mobile, computer, spoon, radio, TV.

«TULIP» guruhi:

1. biology, geography, fork, chemistry, Pl.
2. red, blue, teacher, black, pink, yellow.
3. bakery, mother, doctor, engineer, policeman.
4. little, dad, mum, granny, grandad.
5. brown, small, large, whole, half.
6. fantastic, fiction, horror, flower, cartoon.
7. Cardiff, Belfast, England, Moscow, Edinburgh.
8. apple, grape, melon, apricot, peach.

Javoblar:

«SUNFLOWER»=1). Daryo nomlari orasida dengiz - ARAL; 2). Dunyo davlatlari nomi orasida qit'a nomi - AMERICA; 3). Gullar nomi orasida zamburug` nomi - MUSHROOM; 4). Uy jihozlarining nomi orasida daraxt so'zi - TREE; 5). Uy xonalari nomi orasida ko'cha so'zi - STREET; 6). Tomonlarni ifodalovchi so'zlar orasida predlog nomi - UNDER; 7). O'quv qurollari orasida gilam so'zi - CARPET; 8). Elektron jihozlar orasida oshxona anjomi qoshiq so'zi - SPOON ortiqcha, ya'ni «chaqirilmagan mehmon»dir.

«TULIP»=1). Fan nomlari orasida oshxona buyumlaridan sanchqi - FORK; 2). Rang nomlari orasida kasblarga oid o'qituvchi so'zi - TEACHER; 3). Kasb nomlari orasida oila a'zolaridan ona so'zi - MOTHER; 4). Oila a'zolarining nomlari orasida hajm so'zdaridan kichik - LITTLE; 5). Hajmni ifodalovchi so'zlar orasida rangni ifodalovchi so'z - BROWN; 6). Film turlarini ifodalovchi so'zlar orasida o'simlik nomi - FLOWER; 7). Poytaxt nomlari

orasida davlat nomi - ENGLAND; 8). Mevalarning nomini ifodalovchi soʻzlar orasida - MELON ortiqcha, yaʼni «chaqirilmagan mehmon»dir.

Bunday oʻyinlarni boshqa variantlarda ham tashkil etish mumkin. Masalan, ingliz tili gaplashadigan davlatlarning tuzilishi, iqtisodiy va siyosiy tuzilishlari va shu kabi jihatlari bilan bogʻliq holda ham oʻtkazish mumkin. Bu oʻyinlar oʻquvchilarning oʻtilgan mavzular haqidagi bilimlarini mustahkamlash, tizimlashtirish va induksiya yoki deduksiya nuqtai nazaridan fikr yuritishlari uchun foydalidir.

Anʼanaviy tarzda oʻqituvchining faolligi va barcha materialni tushuntirishga harakat qilishi bilan bogʻliq boʻlgan darslarning oʻrniga oʻquvchining faolligini oshirish bilan bogʻliq boʻlgan noanʼanaviy darslarni amalga oshirish hozirgi kundagi dolzarb masalalardan biridir. Endilikda oʻqitish jarayonida oʻquvchilarni zeriktirib qoʻymaydigan, fikrlashga, mustaqil ishlashga yoʻnaltiradigan har xil metodlar va oʻqitish vositalaridan samarali foydalanish muhim ahamiyat kasb etmoqda.

Zero oʻquvchi anʼanaviy oʻqitish jarayonida obyekt hisoblansa, bugun u subyektga aylanmoqda. Taʼlimning «obyekt-subyekt» tizimi oʻz oʻrnini «subyekt-subyekt» tizimiga boʻshatib bermoqda. Milliy taʼlim modelining oʻziga xos jihati va yangiligi ham shundan iborat.

Ushbu maqolada ingliz tilini oʻrganish jarayonida oʻquvchilarning mustaqil ishlarini tashkil etish yoʻnalishi boʻyicha dars va darsdan tashqari mashgʻulotlar hamda ularning boʻsh vaqtlaridan maqsadli foydalanish yoʻlida ijobiy natijalar beruvchi didaktik oʻyinlardan namunalar keltirilgan.

Pedagogika keng qamrovli fan boʻlib, uning 3 tarkibiy qismi: tarbiya nazariyasi, taʼlim mazmuni (didaktika) va maktabshunoslik oʻqitish jarayoni uchun toʻlaqonli xizmat qiladi. Hozirgi davrda oʻquvchilarni oʻquv predmetlariga qiziqtirish muammosi birinchi oʻrinda turadi. Qiziqtirish omillari xilma-xil boʻlsa ham, ular safida didaktik oʻyinlar yetakchilik qiladi. Men tavsiya etayotgan didaktik oʻyinlarni tashkil etish va amaliyotga joriy qilish – ijodkorlik va izlanuvchanlik tamoyiliga boʻysungan holda amalga oshirilishi lozim.

Bunday tadbirlar darsda, sinfdan va maktabdan tashqari miqyosda oʻtkazilishi mumkin. Ular oʻquvchilarning mantiqiy tafakkurini rivojlantiradi, til boyligini orttiradi va ularni individual mushohadaga undaydi.

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THE IMPORTANCE OF USING PEDAGOGICAL TECHNOLOGIES IN TEACHING ENGLISH

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Thanks to independence, Uzbekistan has carried out radical reforms in all spheres, developed the Uzbek model of economic development, a national training program and is gradually implementing it. In our country, special attention is paid to education, creating the necessary conditions and opportunities for educating the next generation.

We all know that today the information and communication system is developing at a high level in the world, and this, among other things, penetrates into the educational process and contributes to its better organization. In such conditions, it is natural that the theoretical and practical aspects of human activity are constantly updated. Pedagogical activity is also no exception as a separate and complex type of work. Educators are trying to achieve guaranteed results in their work.

Recognition of the XXI century as the age of information technology by our scientists, the development of pedagogical and information technologies in all areas, including in education, the widespread use of new information technologies leads to more effective and high results than traditional teaching methods. As provided in the National Training Program, the provision of new information to the educational process on the basis of pedagogical and information technologies, computerization and computer networks is developing.

Therefore, the introduction of pedagogical technologies in the educational process, the constant search for increasing the effectiveness of education has become a necessity today.

Raising a harmoniously developed generation - the Law "On Education" and the "National Training Program" entrust the Republic's educators with very important tasks. The process of fulfilling this task requires a new approach to the education of high school students, a very responsible attitude of teachers to their profession and students. The program aims to form a new generation of personnel with a high general and professional culture, creative, social activism, the ability to find the right path in political and social life, to advance and solve future tasks, as well as to create socio-political, legal, psychological, pedagogical and other conditions for the conscious choice and subsequent careful mastering of educational and professional programs in society, the state and the family. promotes the pedagogical idea of educating responsible citizens.

As the first President IA Karimov noted: "From the first years of independence, there was a great need for reform of education, science and vocational training throughout the country." The future of our country, its future, the achievement of a free and prosperous society also depended in part on the results of these reforms. "Because education is a product of consciousness, but it is also a factor that determines the level of consciousness and its development. Therefore, it is impossible to change consciousness without changing the education system. Without changing the consciousness and thinking, we can not build the highest goal - a free and prosperous society," said the head

of state, noting that education reform and training of highly qualified personnel is one of the key factors in the development of our country. we can get.

And the future of the country depends in many ways on the outlook of broad-minded schoolchildren and modern, potential teachers and coaches.

It is important to teach students to think creatively, to adapt to changing situations, to organize activities on the basis of free competition, and to be able to use pedagogical technologies, information technology, e-textbooks, versions and multimedia in practice. This requires students to develop independence, free thinking, analysis of learning activities, future professional skills and computer literacy to become their internal needs.

In his speech at the meeting of the Cabinet of Ministers on the main task - the development of our country and the well-being of our people, the first President I.Karimov said: "We want our children not only healthy physical and spiritual growth, but also a home with the most modern intellectual knowledge. We aim to create all the necessary opportunities and conditions for them to grow up to be a developed generation and a harmoniously developed generation that fully meets the requirements of the XXI century. "

At present, the great attention paid by President Sh.M.Mirziyoyev to the education of the next generation imposes huge tasks on the education system and teachers. Performing these tasks requires in-depth knowledge and great skill. Innovation in the education system, the effective use of modern pedagogical technologies are important tasks in today's education.

Indeed, modern pedagogical technologies increase the efficiency of the educational process, form the process of independent thinking of students, increase students' passion and interest in knowledge, strengthen the acquisition of knowledge, the formation of skills and abilities to use them in practice. In the process of education based on pedagogical technology, the scope of teacher's and student's activities is clearly defined, the specific technology of education organization is specified. In the process of education based on pedagogical technology, the scope of teacher's and student's activities is clearly defined, the specific technology of education organization is specified. It is very important for a teacher to be able to apply pedagogical technologies in the educational process, to look for new ways and means of teaching, to use pedagogical experience creatively. Therefore, one of the requirements of today's education is to prepare future teachers for future activities, the implementation of pedagogical technologies in practice. Because pedagogical technologies, firstly, allow students to learn their knowledge, skills and abilities easily and with interest, and secondly, help the teacher to grow both professionally and spiritually.

The main goal of the ongoing reforms in the republic is the full development and well-being of man, the creation of conditions and mechanisms for the realization of the interests of the individual, the transformation of old ways of thinking and social behavior. An important condition for the development of Uzbekistan is the formation of a perfect system of training specialists based on the rich modern culture of the people, achievements in the field of economy, science, engineering and technology.

In our country, special attention is paid to the content of education, new versions of DTS curricula are being tested, pedagogical technologies, information and communication tools are being used to increase the effectiveness of the educational process on the basis of pedagogical technologies.

In teaching English, it is important to choose and use the right methods, tools and forms of pedagogical technologies in order to broaden the worldview of students, to broaden and facilitate the acquisition of knowledge. Many methods of pedagogical technologies are used in the organization of these lessons.

Every activity aimed at developing the minds of students in English classes has a great impact on the formation and development of the student's mind. Therefore, in these lessons, first of all, it is necessary to pay attention to the organization of the educational process in an interesting, effective way, to create and develop motivation.

The use of various games in the development of learning activities in English classes is of great importance. Students improve their knowledge and master it through play. From this point of view, the role of didactic games used in the educational process is invaluable. Didactic games increase the effectiveness of the educational process, develop the activity of students in the educational process.

Didactic games can be a great stimulus for the development of students' interest in knowledge in all lessons, ie in the later stages of education. Such games are especially effective in increasing the cognitive abilities of students with learning difficulties. It should be noted that there is a shortage of materials in this area in the textbooks created for primary school.

At present, much attention is paid to the organization of education on the basis of pedagogical technologies. Since pedagogical technology is the ability to select and develop the most appropriate ways and means to achieve the desired result for the implementation of forms of education, taking into account the abilities, capabilities and needs of students, it really increases the productivity of the educational process; Forms the process of independent thinking of students, increases the desire and interest of students in knowledge, forms the skills and abilities to master knowledge, their free use in practice.

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INCLUSIVE EDUCATION IN ENGLISH CLASSES.

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***Abstract.** Today, one of the fundamental principles in obtaining education proclaims the principles of student priority, humanization of education. The current direction of the reform of the education system in Uzbekistan is the "inclusive education".*

Key words: *inclusive, teaching, motivation, exercise, technology, disability, program, achievement.*

Inclusive education is ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities. This approach allows us to call the “special” of any child, something different from the accepted norm. Thus, inclusion is designed to improve the quality of education, training and socialization of all children. Experience in this direction suggests that the introduction of inclusive education is useful to society for a number of reasons:

- It helps to combat discrimination and fear of differences; it teaches children and adults to appreciate, accept and understand the diversity and difference between people, rather than trying to change them.
- It encourages achievement by proving that all children can be successful if they receive the help they need.
- It provides an opportunity for socialization in an atmosphere of empathy, equality, social justice, cooperation, unity.
- It expands the professional knowledge of educators. Such education requires new and more flexible teaching methods and methods.

I would like to dwell on the application of the principles of inclusive education in foreign language lessons for children with disabilities.

When implementing inclusive training in foreign language lessons, it is recommended:

- to form lexical skills in the course of performing exercises that ensure the memorization of new words and expressions and their use in speech;
- use information and communication technologies, which allows a “special” child to enjoy learning English with pleasure;
- create a favorable psychological climate;
- use health-saving technologies, an adapted program taking into account the peculiarities of psychophysical development and the capabilities of such children, illustrative and audio material, interactive elementary tasks on CD;
- It is simply necessary to create situations of success at each lesson so that a child with disabilities feels the joy of a small but well-completed task.

When organizing the system of working with children with disabilities in foreign language classes, I try to select individual feasible tasks, develop additional material that would be in the area of students' interests, specify the learning tasks with the methods of work, and prevent children's mistakes.

It contributes to the success in mastering a foreign language and the joint implementation of sample assignments with children, the prevention of possible difficulties in learning activities.

In mastering dialogic speech in everyday communication situations, in my lessons, I teach children with special educational needs to conduct an elementary dialogue of an incentive nature: give orders, suggest to do something.

A variety of exercises and games, the use of ICT, CD discs with game programs in an English lesson helps the child to remember the material studied easier and faster, and this leads to an expansion of the linguistic horizons: it helps to master the elementary

linguistic representations available and necessary for mastering oral and written speech in English language.

All this favorably affects the learning process of such children, and they do not have the feeling that his efforts are in vain.

Thus, the main task of inclusive education is realized - the socialization of children with disabilities.

Work on organizing inclusive education is just beginning. Today, there are a number of problems associated with the widespread introduction of inclusion not only in the process of teaching foreign languages, but also in the educational process as a whole.

Inclusive education provides such children with the opportunity to learn at least an elementary level of knowledge of a foreign language, which in turn will give a chance to socialize in modern society, reduce the number of socially unadapted, “dropped out” of the educational structure of children and adolescents.

Knowledge of a foreign language even at an elementary level helps these children to socialize, become more independent, and not experience difficulties in communicating with their peers.

An important task in the context of new social requirements for the education system is also the formation of a professional elite, the identification and support of the most gifted, talented children and youth. It is inextricably linked with the introduction of the concept of inclusive education, one of the priority areas of which is the identification of gifted children and the creation of conditions for the development and realization of their potential opportunities. According to teachers, when planning work with gifted children, it is necessary to take into account the features that characterize a gifted child: good memory, high level of intelligence, well-developed speech, a large vocabulary. But also characteristic of him are hostility to traditional teaching methods, a desire for leadership, increased demands on himself and others, a desire for excellence in everything, and intolerance. Able, and even more gifted children quickly grasp the teacher’s explanations, easily master the material, communication skills, they need a high pace of advancement, complexity and originality of tasks that meet the characteristics of their cognitive activities. In addition, not all gifted children have an interest in learning foreign languages, since learning it requires certain volitional efforts, self-regulation skills, which is often a problem for this category of children. Attracting such children to learning English, involving them in creative activity, it is necessary to form and develop their ability to set goals, outline ways to solve them, plan and analyze their activities, that is, form meta-subject skills. All this is achieved through the conscious, active appropriation by students of social experience. At the same time, knowledge, abilities and skills are considered as derivatives of the corresponding types of purposeful actions, they are formed, applied and stored in close connection with the active actions of the students themselves. Effective work to develop the abilities of gifted and talented students is the organization of project activities. While working on projects in the English language, they can present their creative work at various festivals, maintain blogs and communicate with each other in various forums, create booklets and brochures. Interesting for a gifted child is his participation in mini-performances, dramatizations, dramatizations in English. The main task of a teacher when working with gifted children to learn English is to instill in the child a taste for serious work. It is necessary that in the process of upbringing and training there should be the co-creation of a teacher and student. In addition to working with

children with disabilities and gifted children, inclusive education involves working with pedagogically neglected and hard-to-educate children.

Having examined some examples of teaching a foreign language to children with special educational needs in secondary schools, it should be noted that in our country the work on organizing inclusive education is only just beginning. Today, there are a number of problems associated with the widespread introduction of inclusion not only in the process of teaching English, but also in the educational process as a whole. However, this teaching model is seen as the main tool contributing to the optimization of the developmental direction in working with students with special educational needs in English classes. Inclusive education provides such children with the opportunity to master at least an elementary level of English language proficiency, which in turn will give a chance to socialize in modern society, reduce the number of socially unadapted, “dropped out” of the educational structure of children and adolescents.

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THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING FOR SECONDARY SCHOOLS.

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Abstract.: The topic of this study is “The Use of Clustering Technique to Improve Students' Ability in Writing for Secondary Schools”.

The purpose of this study is to find how effective clustering techniques can improve the students' ability in writing . The first is that teacher should find out different technique, style, or method in teaching the students. So, the students do not only understand the material well but also they can enlarge and enrich their knowledge. The second is that the teacher should create a comfort atmosphere in the class, and a good relationship between the teacher and the students or between the students themselves.

Furthermore, it is also important that teacher uses time allotted effectively, so that the students can practice a lot and get more exercises without ignoring other material.

Key words: clustering technique, linguistic competence, socio-cultural competence, strategic competence, actional competence.

In this article , I would like to discuss general background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the study. The further discussion is as follows:

English is considered as one of compulsory subjects at Secondary Schools. The students have to master the materials based on the curriculum to pass their final exam. The students of A1 and A2 level are required to have enough competence in English because it becomes a subject tested at nation final examination. In learning English, students have to deal with four language skills (listening, speaking, reading, and writing) and this learning is supported by language components such as grammar, vocabulary, and spelling. Those skills are related to one another. Consequently, an English teacher has to consider these four skills in dealing with the English materials. So the teaching of these four skills should be done in integrated way and comprehensive way. In learning English , there are three competences should be reached by the students.

First, a competence to understand and produce written or oral text, it involves four language skills (listening, speaking, reading, and writing).

Second, a competence to understand and produce monologue, short functional texts, and essay.

The last is an endorser competence including linguistic competence, socio-cultural competence, strategic competence, actional competence and discourse competence. Related to those competencies above, in writing, students should achieve a competence to understand and produce monologue, short functional text, and essay which are identical with composing a paragraph, text or such another written product. The genres that should be produced are procedure, descriptive, recount, narrative, report, news item, spoof, explanation, discussion, review, public speaking, hortatory exposition and analytical exposition. Of course it is quite difficult for the students to master well about writing all of those genres. In many schools, the students always get difficulty to begin writing. Besides about the vocabulary, they are confused by the idea, topic or what content they should write. Even if they have decided the topic, it is still difficult for them to generate their ideas, from where they should generate the ideas they've got.

Teaching writing is not an easy case. As a teacher, we should try to find out the most appropriate way to teach well and make our students master well the material we've delivered to them. The students have to master well first about writing and then able to produce text. At least, they are able to identify well the generic structure and the key words of each part. And it needs a deep understanding about this material. This research was intended to find out the most interesting topic from three topics given and to know the students' problem during the teaching learning process using Clustering Technique. Therefore, questionnaire was used to collect the qualitative one. In conducting the research, the researcher used one way repeated measures anova design . The research design is described as follows: 7 The design of the research is presented as follow:

T1 X T2

Where:

T1 = Pre-test

T2 = Post-test

X = Treatments

The subject of the research was the first year students of SMAN 1 Natar consisting of nine classes. X-2 class was chosen as the experimental class and X-1 class as the try out class by using purposive sampling. Purposive sampling is a sampling technique on purpose. Means researchers determine their own samples to be taken because there are certain consideration. So, samples are not taken randomly, but determined by the researchers.

Pre test, post test and questionnaire were administered in order to gain accurate data. A try-out test was conducted in X-1 class before the pre test was carried out. This test was given to the students in order to know the quality of the test as the instrument of the research; they are (1) reliability, (2) level of difficulty, and (3) discrimination power of the test. The result of the try out test was analyzed aimed at knowing which items are good to be used in the pre-test. The pre test was administered in 50 minutes. The instrument was in form of multiple choices with 30 questions, which has been revised based on the criteria of difficulty level and discrimination power. Based on the result of the pre test, the researcher found that the total of the pre test score 8 was 1718 . The mean was 44.05; the highest score was 76 and the lowest score was 20. The median score was 43 and the mode score was 36. From the result, it could be stated that there were some students who had low scores from the test. The post test items were the same as the pre test but with some adjustment on certain numbers and the arrangement of the numbers. The post test consisted of 30 items and was conducted within 50 minutes. From the result, the total score of the post was 2871. The higher score was 90, the lowest score was 46, and the average score was 73.61. There were 31 students who got score above 65 and the rest about 8 students still got lower than 65.

The researcher compared the students' score from Pre test (T1) to Post test (T2) to see the students' progress. It can be concluded there is progress. The lowest score has improved from 20 points (T1) into 46 points (T2), and the highest score has improved from 76 points (T1) into 90 (T2). The number of the students who got less than 65 in the pre test is 36 (92.31%) but in the post test there are only 8 students who got score less than 65 (20.51%). The improvement shows that the learning process had nearly covered the students' problem in their writing . It means that clustering technique can increase students' vocabulary of real object, occupation, and sport. This finding support previously research done by Sitorus (2009) that teaching writing through clustering technique can increase the students' writing skills significantly. Furthermore, the mean 9 score of the pre test that was 44.05 increased to be 73.61 in the post test. In the treatments, the researcher conducted three treatments which had different topics in each treatments. This daily test consisted of ten questions by matching the answers.

During the treatment, many of them asked the researcher to translate the cluster words they found that they did not understand from native into English. They were not given a chance to ask the teacher about the meaning of the words they did not understand in English. They said they had been accustomed to consult their dictionaries and forget the words soon. Some students found difficulty to write the words since English has different form between how to write and how to say the words. They tend to write the words that are familiar with them. Moreover, they also said that they were not given any exercises

that can train them to write words, for example, they wrote 'galerry' and not 'gallery', 'suporter' and not 'supporter'.

From the data above, clustering technique can contribute a positive effect on students' participation in class and can raise their curiosity to study, it can be seen from the ability of the students in making cluster of the words, the ability to mention the part of the speech of every word they found, the ability in making the sentences orally which impacted to their higher score.

Based on the result and discussions of this research, the researcher has concluded several points as follow:

1. There is a significant increase on students' writing and using words after being taught through Clustering Technique. It can be seen from the result of pre test and post test that there is an improvement from the students' average score in pre test (44.05) to the post test (73.61). It means that the improvement is 29.56. The result of t-test shows that t-ratio is higher than t-table ($39.134 > 2.042$) with the level of significant is $p < 0.05$ and significant two tail is $p=0.000$. In the mastery of noun, the students's score increased 10.8 %, verb's score increased 12 %, adjective 3 %, and adverb 3.1 %. It can be said that clustering technique can increase students' abilities.

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WAYS TO TEST HOMEWORK, INCREASING THE DEGREE OF STUDENT ACTIVITY AND THEIR MOTIVATION FOR LEARNING ACTIVITIES, IN ENGLISH CLASSES.

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Annotation. *This article is about the role of students doing homework, which plays a very important role in learning foreign languages. This stage of the educational work of schoolchildren begins in the lesson, is performed at home, and then continues in the lesson. Homework - a continuation of the work begun in the lesson on the assimilation of educational material and its consolidation.*

Key words: *homework, differentiated, student, motivate, games, language.*

One of the ways to improve the learning process is to complete students homework. Timely completion of homework in each class is one of the necessary conditions for

students to successfully master program material. My personal observations and studies of the quality of students' knowledge show that homework does not take the last place, but the leading role in improving the quality of students' knowledge. Since the task of the modern teacher is not to give the student knowledge, but to teach the student to learn. That is, to motivate him to self-education. And what if not homework is an independent activity.

There is no need to prove that, no matter how well the lesson in the English language is conducted, it alone cannot provide students with mastery of the subject, since the latter, in the absence of a natural foreign language environment, needs a purposeful and organized practice. You can draw an analogy with learning to play a musical instrument, where, as you know, you can't learn to play only in class with a teacher in class, you need to work a lot at home.

Mastering the English language is associated with the formation of students' pronunciation, vocabulary, grammar, spelling and other skills, on the basis of which the ability to understand listening, speaking, reading and writing develops and improves. Skills, as you know, are developed only during the systematic implementation of certain actions with educational material, i.e. such actions that allow you to repeatedly listen, pronounce, read and write in the target language.

It can be argued that not a single subject of the school course requires such constant, systematic work of students as the English language, mastering which requires not so much knowledge as skills. The fewer meetings of schoolchildren with the teacher in the classroom, in the lessons, the more necessary and significant for the formation of educational and cognitive motivation becomes the focused independent work of students outside school hours at school and at home.

In the technique, it is customary to distinguish the following levels of independent work:

- reproducing (copying);
- creative;

The reproducing level of independent work is very important in studying the English language, since it lies at the basis of its other levels, and it is "responsible" for the formation of the lexical and grammatical base, for creating patterns in the student's memory. In fact, the assimilation of the new begins from this base. Students are invited, for example, reading after the announcer, cheating from the textbook, during self-reproduction, "passing through themselves" new material occurs.

The creative level of independent work is the next in complexity of execution and arising from the reproducing level. Here, the acquired knowledge, skills and abilities are transferred to other, but similar situations, in particular, reading words, phrases, sentences and texts without a pattern set by the announcer; not cheating from the textbook, but various transformations of the material in writing and, finally, the formation of statements in similar situations. Independent work requires more mental activity from the person performing it and is associated with operations such as substitution, expansion, and transformation.

The creative level of independent work is associated with the formation of skills and abilities to search when solving more complex communicative tasks, both in spoken language and when reading, for example, acting in accordance with the proposed circumstances and the role assumed, to prepare a message on a specific topic, listen to the message and express your attitude to its content; read the story, and answer the problematic questions in connection with the meaningful plan of the text, interpret the main idea of the text.

But first you need to learn how to work with a word and have a sufficient amount of vocabulary of words. You may not know the rules of grammar and express your thoughts. But without knowledge of foreign words it is impossible to speak. Therefore, the main attention is paid to the work on the word.

Now I will introduce you to tricks that will help you remember new words faster and better.

Elementary school: a game (there are many game programs that teach children new words, you can hang up tablets with words that are the most difficult to remember, play a missing word, invisible words, sea battle, draw a word, kinesthetic exercises (tactile memory works here)) .

Middle school: logic (associations, the construction of semantic maps, the selection of synonyms, antonyms, word formation, arrange words in groups, work with reference books, etc.)

High school: organization of the vocabulary of words (interpretation of words, dictionaries of cognate words, compilation of dictionaries of synonyms, most common phrases and expressions, winged phrases and expressions, phraseological units, idioms, Law of incompleteness (Incomplete actions, tasks, unsaid phrases are best remembered). d.)

In order to motivate students to work independently, I develop methodological material for students. It includes:

- differentiated tasks for independent work of varying degrees of difficulty;
- memos for students;
- options for short-term and long-term self-education programs for students (the so-called route lists);
- guidelines and recommendations for studying some of the most complex issues, topics, problems of the curriculum;
- programs of informative conversations, evenings, discussions.

In conclusion, I would like to recall the words of physicist Lev Andreyevich Artsimovich "A student is not a vessel that needs to be filled with knowledge, but a torch that needs to be lit". And from the students I ever wanted to hear the words of W. Churchill: "I am always ready to learn, but I do not always like to be taught."

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TEACHING AND LEARNING VOCABULARY IN CONTINUOUS EDUCATION.

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Annotatsiya: Ushbu maqolada uzluksiz ta'limda o'quvchilarning so'z boyligini oshirishda foydalaniladigan samarali usullar va ularni o'qitishning maxsus metodlari yoritilgan.

Teaching a language has not been an easy but responsible and honorary profession. One passes through knowledge on a language which can open the doors of the world. We can see a lot of approaches on teaching languages, especially English. With the help of those approaches and techniques as well teaching English can be more efficient among schoolchildren.

Paying more attention to the pronunciation of the words, grammar rules, doing more speaking and listening are becoming common in the English lessons day by day. Those above mentioned methods are connected to the vocabulary. Boosting vocabulary in not only English but also in all foreign languages is vital because vocabulary development can lead to other destinations in a language easily. The current trend of L2 vocabulary instruction focuses on its natural occurring discourse and stresses that words should be always taught and learnt in contexts [Nattinger, 1988; Brown, 1994; Aebbersold & Field, 1997; Nation, 2008]. With the assistance of computer, it is now possible to record how words are actually used in English.

As far as effective vocabulary teaching is concerned, some valuable recommendations can be given to improve teaching vocabulary. There is a new style of working with new words:

1. **Convey;**
2. **Check;**
3. **Consolidate**
4. **Connect;**

They are called "4 C's" in teaching unknown words. [1; 5]

Now we will try to identify what each "C" means.

- a) Convey – is making (an idea, impression or a feeling) understandable and which means while learning a new word having the correct sense of words is crucial.

Normal English sentence structure can be one of the hints of getting the meaning of a new word more understandable as this language has its strict rules of sentence structure and so according to the place the words are coming we can see whether this new word is coming with its noun meaning or verb; adjective or adverb.

It is possible to take the word “book” as an example:

1. There is a new but a bit expensive book on the table.
2. Mr. Watson booked a return ticket for next week.

Though both sentences above have the word “book”, they are not in the same meaning. In the first sentence learners can easily say that it is a written or printed work consisting of pages glued or sewn together along one side and bound in covers [ABBY Lingvo x5] as the word is coming after an indefinite article and an adjective.

In the second example, on the other hand, it is coming after subject and it is pretty clear that “book” is predicate of the sentence here. In this case, pupils, with their teacher, try to find the verb meaning of it. These could be only one example of the importance of convey in teaching vocabulary.

b) Check- examining something in order to determine its accuracy, quality and being sure that you are on the right way. After the first step, after conveying the word, now it is time to check whether the translation is proper or not. Getting suitable versions of translation is usually done in this level.

c) Consolidate- is the process of strengthening by practice. Finding a new word or checking accurately don't mean we have learnt new words. Actually, the proverb “Practice makes perfect” works here. Repeating adequate numbers of times and trying to get examples with the help of newly learnt words are very necessary.

d) Connect- when you go somewhere for the first time you might usually try to remember the landmarks by connecting them with something else and as a result you never forget them. While learning unknown words connecting them with other things could also be useful.

Although researchers all notice the complicate nature of vocabulary and acknowledge that the vocabulary consists of many degrees of knowledge [Channell, 1988; Stoller & Grabe, 1993, 1997], their arguments have been on the issue whether we should emphasize the receptive or productive knowledge of a word. Nation (1990, 2008) proposes that a native speaker must master the followings in order to know a word: the meaning(s), written and spoken form, grammatical behavior, collocations, register, associations, and frequency of the word.

However, Schmitt and McCarthy (1997) note that such a list gives just a descriptive picture of a word, it is best to think of vocabulary knowledge as an integrated whole. Gu (1994) perhaps provides the best working definition for the minimum word knowledge an L2 learner needs to know. It should at least include the form, the referential meaning, and the basic syntactic behavior of each word.[1;4]

Vocabulary is viewed in terms of the learners' background knowledge of concepts as well as word-forms. Distinguishing the ways of word formation and their pre-fixes and

suffixes with their functions may be another crucial way of learning more new words faster and more efficient.

The current consensus can be best summarized as the followings:

(1) The learners of continuous teaching need more direct vocabulary instruction before reaching a threshold level.

(2) As learners proceed, indirect vocabulary teaching will gradually take over the direct emphasis of vocabulary.

(3) With the help of 4c's teaching method boosting and strengthening learner's vocabulary.

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XORIJIY TILLARNI O'QITISH JARAYONIDA AXBOROT TEXNOLOGIYALARINI O'RNI VA AHAMIYATI

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Annotatsiya: Maqolada xorijiy tillarni o'qitish jarayonida axborot texnologiyalarni o'rni va ahamiyati borasida ma'lumotlar va kuzatishlar natijalari berilgan. Shuningdek, internet tarmog'idan foydalanib til o'rganishni ber qator asosiy bosqichlarini keltirib o'tilgan.

Таянч сўзлар: axborot kommunikatsiya texnologiyalari, internet, psixologik to'siqlar, online test, offline test, interaktiv metodlar.

Xozirgi o'zgaruvchan va rivojlanayotgan davrda jamiyatning har bir sohasi zamonaviy standartlarga muvofiq o'zgarishlar davrida hisoblanadi. Aynan ta'lim sohasida zamon talablariga mos kelish muhim ahamiyat kasb etadi. Ta'lim sohasida o'qitishning yangi interaktiv metodlaridan foydalanib, darslarga o'quvchilarning qiziqishini jalb qilish va darsning tushunarliqligini ta'minlash zamonaviy ta'lim standartlarining asosiy

talablaridan biridir. Shu xususida mamalakatimizda ta'lim sohasida turli hil o'zgarishlar olib borilmoqda, hususan, O'zbekiston Respublikasi birinchi Prezidenti I.A.Karimovning «Barkamol avlod yili Davlat dasturi to'g'risida»gi Qarorida: «... ta'lim jarayoniga yangi axborot-kommunikatsiya va pedagogik texnologiyalarni, elektron darsliklar, multimediya vositalarini keng joriy etish...» bilan bir qatorda «... o'qituvchilar va murabbiylar mehnatini moddiy hamda ma'naviy rag'batlantirish bo'yicha samarali tizimni yanada rivojlantirish...» qat'iy vazifalardan biri qilib belgilangan. O'qitish jarayonida, ayniqsa, chet tillarini o'qitishda ko'plab o'zgarishlar va yangiliklar amalga oshirilmoqda. Zero, chet tillarini mukammal o'zlashtirish orqali jamiyatning nafaqat ta'lim sohasi bo'yicha, balki ishlab chiqarish, bozor munosabatlari, iqtisod kabi sohalarida ham rivojlangan davlatlar tajribasidan foydalanish hamda ular bilan iqtisodiy-siyosiy munosabatlarni yo'lga qo'yishda muhim ahamiyat kasb qiladi. Shu bois, O'zbekiston Respublikasi birinchi Prezidenti I.A.Karimovning 2012 yil 10 dekabrda "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qaroriga muvofiq dars jarayonida chet tillarini o'qitishning yangi metodlari ishlab chiqarilmoqda.

Chet tilini o'qitishda eng samarali yondashuvlar qatorida axborot-kommunikatsiya texnologiyalari vositasida, masofaviy ta'limda til o'rgatish metodikalarini ko'rsatish mumkin. Kompyuter texnologiyalari, ayniqsa, Internetdan foydalanib, til o'rganishda juda keng imkoniyatlar mavjud. Chet tillarini o'qitishda Internet hamda uning katta imkoniyatlaridan foydalanishlari natijasida, ta'lim va pedagogik jarayonlariga multimediya texnologiyalarining joriy etilishining istiqbolliligi tobora namoyon bo'lmoqda. Ma'lumki, asosiy kommunikatsiya vositasi

sifatida Internet bilan tanishuv to'rt yo'nalishda:

- Internet axborot olish vositasi sifatida;
- Internet muloqot vositasi sifatida;
- Internet o'qitish vositasi sifatida;
- Internet ko'ngilochar vosita sifatida amalga oshiriladi.

Internet tarmog'idan foydalanib til o'rganishni quyidagi asosiy bosqichlarini keltirib o'tishimiz mumkin:

1) chet tilida og'zaki munosabatlar bo'yicha o'zlashtirgan bilimlari va malakalaridan amaliyotda faol foydalanib, olgan til materiallaridan faqat o'zining nutqida emas, balki Internet orqali tanishgan suhbatdoshi nutqini tushunishda ham foydalanishga o'rganish;

2) o'zlashtirgan nutqiy bilimlarini munosabatning o'zgaruvchan vaziyatlariga ko'chirish moslashuvchan ko'nikmasini shakllantirish, hamda norasmiy muloqot shaklida amalga oshiriladigan suhbatni uyushtirishga, so'zlashishni o'rganishga nisbatan kuchli, darhol yuzaga keladigan motivatsiyani yaratish;

3) psixologik to'siqlarni yengish, xususan, chet tilida so'zlashishdan va xatoga yo'l qo'yishdan cho'chish, to'sig'ini hamda ichki va tashqi tortinish hamda uyalish hissini yo'qotish;

Chet tili muloqot, bilish, axborot olish va to'plash vositasi hisoblangan chet tilida munosabatlar shartlari nutq faoliyati barcha turlarini bilish zarurligini belgilab beradi: ushbu chet tilida gapirish va nutqni tushunish hamda o'qish, yozish, nutqiy faoliyat u yoki bu turini bilish darajasi, bevosita chet tilida muloqot amaliyotida, ixtisosligi bo'yicha

ishonchli va yuksak mazmunli adabiyotlarni o'qishda, kitob, ularga annotatsiyalar, konferentsiyalar uchun tezislar, amaliy yozmalar ko'rinishida yozma axborot almashishda namoyon bo'ladi.

Chet tillarini o'qitishda Internetdan foydalanish orqali bir necha didaktik masalalarni hal qilish mumkin. Bulardan, talabalar bilimini tekshirishda:

- turli xildagi on-line, ya'ni interaktiv rejimdagi testlar;
- off-line testlar, ya'ni testlarning elektron variantidan foydalanish;
- Internet tizimida bilimi boshlang'ich bosqichdan boshlab eng yuqori bosqichdagi talabalar uchun ko'plab sinovlar TOEFL, IELTS kabi testlar mavjud.

Bu kabi testlarning o'quvchi uchun afzalligi obyektiv va tezkor javobidadir. Bir vaqtning o'zida turli bilim saviyasiga ega talabalarga turli testlar berilishi, yangi mavzuni tushuntirishda: dars sifatini fotosuratlar, kliplar, kinolavhalar, videolavhalar orqali oshirish, masalan: o'quvchilar kitob matnidan turli xorijiy davlatlar haqida oddiy ma'lumot olibgina qolmay, shu davlatlarga virtual sayohat, chet davlatlarning an'ana va urf-odatlariga haqida videolavhalar, qoshiqlar, kliplar tamosha qilishlari mumkin. Bundan tashqari, o'tilgan mavzuni mustahkamlashda:

- fanlararo darslar o'tishda qo'shimcha ma'lumot qidirish;
- o'quvchilar loyiha yaratishlari, hamda taqdimot tayyorlash yoki elektron pochta orqali chet ellik do'stlari bilan suhbat o'tkazish orqali o'quvchilarning bilim olishga bo'lgan ishtiyoqini sezilarli darajada ko'taradi.

Shunday qilib, chet tiliga o'qitish jadal metodining asosiy vazifasi qisqa muddat sharoitida muloqot va idrok etish vositasi sifatida chet tilini egallab olish, deyarli, cheklanmagan turmush, ijtimoiy-siyosiy va umumilmiy mavzularda tabiiy sur'atda chet tilida og'zaki nutqni tushunish malakasi va ko'nikmalarini ishlab chiqish hisoblanadi. Jadal o'qitish eng boshlang'ich bosqichida ishlab chiqiladigan og'zaki nutqni tushunish malakasi o'qitish davomida takomillashtiriladi, ko'nikmaga aylantiriladi. Amaliy muloqot sharoitlarida chet tilidagi og'zaki nutq hajmi mazmuni bo'yicha tushunilmagan masalalarga oid savol berishni yoki nutqning alohida qismlarini tushuntirishi tinglovchining "chet tilida so'zlashuv faolligi" hisobiga tushunish ko'nikmasi amalga oshirilishi mumkin.

Yuqorida keltirib o'tilganlarni nazarda tutgan holda hulosasi o'rnida shuni aytish mumkinki, Internetdan foydalanib, chet tilini o'qitish orqali o'qituvchilar ham va o'quvchilar ham o'z ishlarida qulay imkoniyatlarga ega bo'ladilar, shu boisdan ham Axborot Kommunikatsiya Texnologiyalarini dars jarayoniga joriy etish dolzarb masala hisoblanadi. Zamonaviy dars samaradorligiga ta'limiy dasturlar, Internetda axborotni izlab topish, natija sifatida chet tillarini o'rganishga qiziqishning o'sishi, xalqlararo, madaniyatlararo muloqotga aloqadorlikni anglash, ta'lim muhiti doirasini kengaytirish imkoniyati asosida erishiladi.

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METHODS OF TEACHING FOREIGN LANGUAGES IN PRE-SCHOOL EDUCATION

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Abstract: *This article covers foreign language learning in pre-school institutions, noted the complexity in the process. In this connection, recommendations on learning foreign language of pre-school-age children are given in the article.*

Key words: *preschool education, preschool teacher, child development, age, exploring the language by playing.*

After the independence of Uzbekistan, the social, economic, cultural and the occurrence of great reforms in the spiritual spheres is the upbringing of the next generation puts important tasks ahead. This is, first of all, the future generation high knowledge, skill, broad outlook that can confidently adapt to these changes and requires faith. Because the future and prospects of our country depend on the upbringing of this young generation. The resolution of the president of the Republic of Uzbekistan dated December 1, 2012 No PQ-1875 " On measures further improve the system of learning foreign languages" is an integral part of the comprehensive educational reform in the country, especially the pre-school period.

Preschool education in the law of the Republic of Uzbekistan " On Education " recognized as the first link in lifelong learning, Article 11 states that pre-school education enables children physically, spiritually, mentally, in short, in all respects the next type of education for example, in school.

It is emphasized that it should prepare for studying. At the same time, young people are constantly confronted with changes in the social, political, environmental,

scientific, technical, and industrial spheres. These changes also lead to change in the set of professions necessary for society. The rapid changes taking place in the world require children to constantly read, and research. Indeed, it is no coincidence that “ Education is great criterion for equality of opportunity. It serves as an important factor in increasing the intelligence of society, increasing competitiveness and increasing achievement”.

Today's youth are vital skills to solve the problems of the 21st century tries to lay the foundation. Such skills include:

- acceptance and implementation of change;
- critical thinking;
- make a choice;
- setting and solving problems;
- demonstration of creativity, imagination, and ingenuity;
- caring about people, society, country, environment.

This means that foreign language classes for young children are being taught children should arouse interest in the language and encourage communication in that language. This is because the first nine years of a child's life are at a certain duration of the growth period. This is general and predictable stage. These stages are characterized by changes in each area of development. These are physical, emotional, social, and cognitive. Knowledge of the specific of child growth is for educators serves as a basis for creating a learning environment and appropriate types of activities.

In order to successfully apply adaptive methods to develop characteristics, educators need to have an idea of the course of normal development. At the same time, educators should keep in mind, that although children go through the same stage of development, they do not go through this process at the same time. It is inevitable that children of the same age will have their own individual differences. Therefore, the content of education in foreign language teaching should be structured according to the age and individual interests of children. The younger of child, the more emotional the approach to the subject and the child's relationship with the educator is important. If the child feels good in the learning environment, that is, free from fear and pressure, childish curiosity becomes more active.

Preschool education is based on the above –mentioned interesting topics in the form of games, which allows to conduct experiments, lead to action and creativity, in short, to develop the child's abilities in a comprehensive way, with active games and exercises. It is advisable to go. Specialists in the field of preschool education to teach a child a foreign language from an early age advise not to rush. Right of the head in children under 7 years of age the hemisphere works. Therefore logical thinking is not yet well-developed will be. All this interferes with any analysis of information with the child, any training related to a logical thinking.

Therefore, the classical style method of teaching a foreign language to preschool children is not appropriate. That is, a view in which a foreign language is taught to adults (grammatical structure and etc) is implied. So, through games to children teaching a foreign language, for instance, the “ learning by games” method gives good results. Here is how to do it can be explained:

First, children's play activities are not activities aimed at producing any tangible product. Therefore, it is not the outcome that motivates children to play, but the content of the various actions in that play process;

Secondly, that the children find themselves at the disposal of things in the process of play they will be free to do as they please, turning them into things that interest them, but along only to adults.

It is advisable to work on the teaching of foreign languages in preschool education on the basis of the following recommendations:

1. In terms of purpose content and style of foreign language lessons, students should be focused on the knowledge and requirements of the group.
2. The lesson plan must meet the needs, capabilities and needs of each child.
3. Foreign language lessons should be connected with children's perception of the world, develop their abilities in other areas through the elements of play that are important to them.

President of the republic of Uzbekistan signed a decree on further strengthen the system of learning foreign languages. The decision to take measures to improve the foreign languages of all citizens while creating a wide range of opportunities for more in-depth study, the pre-school education system places more responsibility on qualified educators and teachers. Preschool education instructors foreign language learning, continuous innovation to be in research, to think freely as well as to act on the basis of the formation of innovative ideas in others. Preschool educators need to be specially prepared for such activities. This, in turn, creates opportunities to expand their professional interests, that is, to conduct theoretical psychological-pedagogical and fundamental research, from reading the literature.

Good science pedagogical training ensures the effectiveness of innovative activities. The educator who is actively involved in innovation processes, is constantly self-developing and becoming a catalyst for improving the school education system. It plays an important role in accelerating these processes.

At the same time, the fact that the educator of preschool education independently acquires knowledge, learns the language, improves professional skills – on the one hand shows the success of pedagogical activity – on the other hand, is an important task. Because this urgent process saves a person from intellectual poverty.

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THE DIFFICULTIES OF TEACHING ENGLISH LANGUAGE: SPEAKING AND LISTENING

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Abstract: *The listening process can be divided into three phases: the pre-listening phase, the while-listening phase and the post-listening phase. All three types of listening phases are helpful in the course of the teaching process when the teacher is expected to motivate the students and encourage them to be active.*

Аннотация: Процесс прослушивания можно разделить на три фазы: фаза предварительного прослушивания, фаза во время прослушивания и фаза после прослушивания. Все три типа фаз слушания полезны в ходе учебного процесса, когда от учителя ожидается мотивация учеников и стимулирование их активности.

Keywords: *fluent English, communication, speaking activity, comprehension, authentic, non-native language, capacity, methodological issue, appropriate level, mastering the skills.*

Ключевые слова: *свободное владение английским языком, общение, разговорная деятельность, понимание, аутентичный, не родной язык, способность, методологические проблемы, соответствующий уровень, овладение навыками*

A foreign language as a means of communication, cognition, a way of receiving and storing information predetermines the need to own all types of speech activity. In the context of the integration of Uzbekistan universities into the European space, knowledge and knowledge of English, especially the development of listening skills is of paramount importance. One of the problems of fluency in English is the lack of an appropriate language environment. To overcome difficulties in this area, it becomes necessary to apply a certain strategy that promotes productive mastering of oral communication skills. For this purpose, the use of such techniques as leading questions, pictures, entering unfamiliar vocabulary, listening to CDs for textbooks, watching movies with subtitles seems appropriate. Based on the existing difficulties in mastering a foreign language, the article describes the approaches to two types of speech activity, namely, speaking and listening, and indicates the ways and means of developing skills in a bilingual audience.

The present international situation, information explosion, international economic and political integration determine the involvement a growing number of experts in various fields of science and technology in the direct implementation of international scientific and technical relations accompanied by significant growth and expansion of the cultural and business contacts all these present their claims to the nature of foreign language speaking.

Listening is one of the most important relational activities that maintain and build relationships. People spend a large proportion of their waking day listening, yet it is not currently a part of the literature that examines the building and maintaining of

organizational relationships (Brunner, 2008). To be a good communicator as well as a good manager and leader, one must listen actively and empathetically and also pay attention to the feedback received.

There is difference between hearing and listening-hearing is a physical ability while listening is a skill that can be learned. Listening skills allow one to make sense of and understand what another person is saying.

For students, listening is not a simple stimulus and response interaction; it is a circular process that is continuous and didactic. They can develop good listening skills; one must first receive the message, then understand the content of what is being said, the next step involves remembering what was said, then evaluating the content of the message. Lastly, the listener asked to respond to the presenter in order to complete the communication feedback loop appropriately (Scott, 2008, DeVito, 1993, Farley, 1988; Hanna, 1995).

Terms of foreign language communication in the modern world, when a foreign language is a means of communication, knowledge, receiving and storage of information, determined the necessity of owning all kinds of speech activity: primarily of speaking and listening. When mastering a foreign speech in bilingual situation we face the problem of non-compliance of the used training methods with the modern requirements to mastering a foreign language.

We have to bear in mind that nowadays university education has changed and the Uzbekistan Universities have been integrated in the European Space, so students will need a second language to finish their careers. In spite of the fact that our students spend a lot of years studying English, from school to University, it has been always said that English is not well spoken in Uzbekistan and some of the learners can assure that they are not capable of speaking also listening and expressing fluently in English. Our people are generally considered to be good at foreign languages, especially, when we refer to listening and speaking skills, as for centuries people of different nationalities are living side by side in Uzbekistan and for them speaking some other languages, in addition to native, (Russian) is quite a common thing for both children and adults. But as far as the English language is concerned it is still an unsolved matter in our country. Of course, we must accept that in the years of independence, when the relations with the European countries and the UK considerably expanded, numerous representatives of the young generation, especially those who have the opportunity of going abroad for study and traineeship, can already communicate in English quite fluently (0.8% of the population). Nevertheless, the greatest part of those learning English as a second language are experiencing some difficulties in speaking and listening while mastering the language.

One of the problems why Uzbekistan students suffer this problem is that when students finish their English lessons, they forget the language. They are not in contact with the language because all the things that surround them are in Uzbekistan: television, films, TV series, talks in the streets, busses, in a word everywhere in their surroundings. Only some students assure that they are very keen on TV series in English and they watch films with subtitles.

In order to overcome the obstacles, that impede mastering the skills of speaking and listening we implement the usage of some strategies for developing these skills. Students

often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process.

Training natural, modern foreign language is only possible if we use materials taken from the life of native speakers and compiled by taking into account the peculiarities of their culture and mentality. Speaking does not itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim to be reached. The problem of training perception of authentic speech by ear is one of the most important aspects of learning foreign language communication, and that is why the development of learning technologies and the development of listening, meeting the demands of the time is extremely important. Perhaps an assumption that "listening is a reflex, a little like breathing, listening seldom receives overt teaching attention in one's native language", so listening with understanding in a non-native language being though complex but very important.

The main problems observed by the teacher when students are listening to English are lack of concentration and lack of practice. They do not usually train their ear and they do not know how to improve this skill because they need to get used to listen to English to develop their capacities. The more practice they do, the better results they will obtain. First we should carry out the pre listening work. It is necessary to anticipate them what the listening will be about by paying attention to questions, pictures... and also to introduce them any difficult vocabulary. Moreover, as a new tool, the teacher is trying to send students some listening activities as homework due to almost all textbooks are accompanied by the corresponding CD and it is a way to practice this skill if teachers have not got enough time to do it in class. The teacher generally encourages students to watch TV with subtitles even if they do not understand, only with the purpose of training and developing their ear.

When dealing with the listening process, it must be mentioned that there are two possible ways of performing this task: 1) the Top-down listening process and 2) the Bottom up listening process. The former consists of understanding the general meaning of a listening selection without paying attention to specific structures, words and so on. "It is like a general overview where the listener gets a general view of the listening passage while still understanding the general idea. Bottom up processing is essentially a linguistic process in which we try to make sense of acoustic signals by using knowledge of language. According to this model, sound is assumed to be decoded by accreditation and in a linear fashion- from phonemes, to words, to phrases, to utterances, to complete meaningful texts". The difference between them is the following: for the Top-down process, students take into account the context and do not need to pay attention on specific details while in Bottom up listening process, students have to pay attention because here, specific details are very important to understand the whole meaning of the conversation or another kind of listening activity. The listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole. According to Lindsay and Knight, people have four different purposes when they listen: "We listen for a purpose, but this purpose can be very different depending on the situation: listening for specific details, listening for general meaning, listening for the

general idea or gist. There is also a difference between listening: for information; for enjoyment or social reasons; to learn new language"

When teachers are teaching listening, apart from the purpose, it is very important to follow a pattern.

1) Pre-listening would be the first stage, where the context is established. The teacher creates motivation and students do some activities with the purpose of preparing them for what they will hear.

2) The following stage is listening, where learners do the mentioned tasks or find answers. There are two kinds of material and procedure. On the one hand, extensive reading helps students to acquire vocabulary and grammar and it usually takes place outside the classroom. They do it for pleasure, so that their knowledge of the language improves and it makes students better readers. On the other hand, intensive listening is what students usually learn in the classroom, through audio CDs, video films and activities such as answering questions, following a route on a map, making notes, etc.

3) The last stage is post-listening, the part where students have the opportunity to check their answers about they have been listening to, to give feedback and consolidate what they have learnt. It is useful for teachers because it helps to analyze particular difficulties the students could have with the listening activity.

However, within the Uzbekistan education programme, teachers usually do not have enough time to teach this skill as it is required because they only have three hours per week taking into account the typical setbacks in the classroom and the great majority of the time is used to go into grammar because it is the base of the language. Furthermore, the student is in such a social, cultural and linguistic context where the English language is not often present and he or she does not need it to interact and survive in his or her life. In short, these are not the most suitable conditions to develop the desired or required level.

The major problems the teacher finds when students try to speak in English are: on the one hand, as they do not listen a lot of English, their amount of grammar and vocabulary is not wide enough. On the other hand, they feel "embarrassed and they find it really difficult. In general, they do not pay much attention to pronunciation and most of them feel frustrated when they know they are making mistakes all the time".

In conclusion, in formal educational environments, the quality of student listening affects learning considerably. Students who are uninterested in a lesson listen reluctantly, wanting time to pass quickly and the class to end as soon as possible. In such situations, students become passive and, though appearing to be listening, will not use listening strategies that promote productive and permanent learning. By contrast, when students willingly participate in lessons by listening to instructors, asking questions and holding discussions, they practice active listening that allows them to achieve more productive and more permanent learning.

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SIGNIFICANCE OF USING DIRECT METHOD TO CHILDREN IN EFL CLASSROOM.

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***Annotation.** This article explores the role of Direct Method in teaching and learning a foreign language. Specifically it shows the advantages of using Direct Method while teaching children vocabulary.*

***Key words:** Direct Method, Language acquisition, Language Learning, conscious learning, unconscious learning, TPR, realia.*

Nowadays English is being taught around the world as a foreign language. As its importance is increasing many teachers are facing some problems while choosing an appropriate method for their learners. In this article we want to reveal some advantages of direct method not only in teaching English but also in teaching any foreign languages.

The Direct Method developed in the 19th century when learning and teaching foreign languages were very important in any walks of life. So some scholars proved that a foreign language can be taught without translation or use of the learner's first language. One very basic rule in Direct method is not to use translation or native language. So this method has been given the name Direct method insisting on thinking and communicating directly in the target language. The Direct method bases on First language acquisition theory. First-language acquisition is a general process in all languages:

- first, babies listen to the sounds around them
- second, begin to imitate them
- eventually start producing words and sentences

Before diving deeper into Direct method we should know the difference between acquisition and learning.

Language acquisition:

- unconscious process
- does not depend on teaching

-the child controls the pace

Language Learning:

-intentional process

-depends on teaching

-the teacher controls the pace

Children **acquire their mother tongue** through a **subconscious process**. **They are not taught any grammatical rules** when they begin speaking in their first language. First they listen again ,again and again and then they learn the names of actions and objects (words). Even before starting production of words they know many words than we expect. Then they begin producing sounds, words and sentences. To acquire their mother tongue, they just need an atmosphere, to put it another way a source of natural communication. This atmosphere is created by their family and surrounding.

On the other hand, language learning is the **result of direct instruction in the rules of language**. Language learning is a conscious process. The learners are usually informed about basic knowledge of the intonations, phonology, morphology, syntax of the target language. This process takes place in schools when the second language or any foreign languages are taught as a subject .

Although we are teaching a foreign language as a subject in schools using direct method is still very essential. According to the scientists there are several advantages of Direct method.

-it gives the pupils a real command of english language. It facilitates in understanding English by establishing a direct association between the word and its meaning and it enables the student to grasp the sentence patterns he hears or reads in English. The student is able to express his thought and feelings directly in English. It develops fluency of speech and efficiency in writing.

-this method makes the study of english interesting and lively. Study of language through this method becomes interesting, motivating, and active participation because of its emphasis on the spoken idiom. The use of illustrations, objects, use of audio-visual aids, demonstrations etc.

-it facilitates reading and students learn to speak fluently and to write fairly quickly and correctly. They develop a love for the English language.

-this method is psychologically sound. All the principles of modern education, e.g., to proceed from particular to general is emphasized.

-more emphasis is put on practice than on theory.

-the Direct method represents a radical change from literary language to the day-to-day spoken language as the object of language teaching and learning.

-the use of every day vocabulary and structures is the first priority.

grammar is taught inductively.

-oral skills are developed through carefully graded programmes involving question-answer sessions, interaction between the teacher and the learners and intensive classroom drills.

This method is especially important when we are teaching children. As soon as I began working as a teacher, I decided to experiment my first grade pupils. At 1a class, I used their mother tongue to be precise I switched the languages. But at 1b class I only used direct method during the lessons. I used real objects (realia), pictures and mostly demonstrated during classes. To make learning more interesting TPR was also used in both classes. At first 1a faced many difficulties but then they began to understand my words and followed them directly. At the end of the term, although 1b learned better at the beginning, they failed to speak in target language. Coming to the 1a they were able to speak in English better and more than their peers. Even sometimes when they met me outside the school they tried to speak in English. Although they made mistakes they were producing the language. Also their advantage could be noticed during TPR (Total Physical Response) activities. They easily followed the songs and videos and pronounced the words correctly than the pupils in 1b.

As a conclusion, without any doubt I can inform and recommend the teachers to use direct method to children. We mostly teach vocabulary and very simple expressions to children. So in spite of the fact that children may face difficulties at the beginning, using direct method is very useful. Children have very little time to listen or use a target language, their family the people around them do not use the target language. So teachers should try to use the target language as much as possible. Even without realizing pupils begin producing the language orally making very few mistakes sounding like native speakers. Conversation, dialogues or short narratives can be used also be used. Teachers who use the Direct Method should be sure that pupils are associating meaning and the target language directly. Teacher should be like an actor or actress. Learners should understand the words of the teacher looking at his or her actions. When the teacher introduces a new target language word or phrase he or she should demonstrate meaning through the use of realia, pictures or pantomime; he never translates it into the student's native language. The initiation of the interaction goes both ways, from teacher to students, and from students to teacher. However this method is mostly effective in teaching vocabulary. So I would not recommend using this method while teaching grammar. You can use modern technologies as well as songs films and cartoons, so you can provide both audio-lingual and visual learners simultaneously.

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CHET TILLARINI O'QITISHDA FAOL TA'LIM USULLARIDAN FOYDALANISHNING DIDAKTIK SHART-SHAROITLARI

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O'quv-tarbiya jarayoni amaliyotiga ilg'or pedagogik texnologiyalarni kiritish va ulardan samarali foydalanish ko'p qirrali, murakkab uslubiy, tashkiliy-pedagogik muammo bo'lib, uzoq vaqt mobaynida, bosqichma-bosqich hal etiladi. SHuning uchun eng avvalo yuqori samara beradigan ta'lim usullarini belgilash, ulardan foydalanish texnologiyalarini ishlab chiqish yangi pedagogik texnologiyalar asosida mashg'ulotlarni tashkil etishning texnologik xaritalarini yaratish lozim, deb hisoblaymiz. Ana shundagina ta'lim jarayonida zamonaviy axborot va pedagogik texnologiyalardan samarali foydalanish mumkin.

Ta'lim jarayonida qo'llaniladigan usullarni tanlash va ulardan samarali foydalanishda rioya etiladigan didaktik shart-sharoitlar mavjud bo'lib, bular quyidagilar:

1. Ma'lumki, har bir o'quv fani, dasturi yoki o'quv kursi mavzularining davomiyligi, haftada necha marta mashg'ulot bo'lishi usul tanlashga tahsir etadi. SHuning uchun o'qituvchi u yoki bu usuldan foydalanishni rejalashtirayotganda sarf etiladigan vaqt, imkoniyat mavjudligini hisobga olish lozim.

2. Har bir ta'lim usulini samarali qo'llash uchun mavjud o'quv-moddiy shart-sharoitni (kompyuter, maxsus dastur, magnit doska, maxsus jihozlangan xona va hk) talab etiladi. Shuning uchun o'qituvchi mavjud imkoniyatlardan kelib chiqqan holda ta'lim usulini tanlashi lozim.

3. O'qituvchining kasbiy tayyorgarlik darajasi. Tajribalardan mahlumki, yaxshi, yomon ta'lim usuli yo'q, bo'lishi mumkin emas. Ta'lim usullarining qanday (yaxshi, yomon) samara berishi o'qituvchining kasbiy tayyorgarligiga bog'liq

Bunda o'qituvchining kasbiy mahorati:

- a) U sohasi, fanini ahlo darajada bilishi
- b) O'z bilganlarini boshqalarga o'rgata bilish mahorati
- v) O'quv-biluv faoliyatini samarali tashkil eta olishga
- d) O'quv-bilish faoliyati natijalarini baholay olish, kerakli tomonga yo'naltira olishni o'z ichiga oladi.

4. Tanlangan usullar ta'lim maqsadlariga mos kelishi shart. Har qanday ta'limning maqsadi - bilim va malakalarni shakllantirish, shunga mos shaxs sifat va xislatlarini ishlab chiqishdir. O'quv-biluv faoliyatining har bir bosqichi uchun belgilangan maqsadlar turli usullar majmuida amalga oshiriladi. SHuning uchun ham usul tanlash eng muhim omil bo'lib aniq o'quv mashg'ulotining didaktik vazifasiga xizmat qiladi.

5. Hozirgi zamon psixologiya, pedagogika fanlari sohasida olib borilgan tadqiqotlarda tahkidlanishicha:

– mahruza	– eshitganimizning	5%
– o'qish	– o'qiganlarimizning	10%
– video, rasm, ko'rgazmalarni ko'rish	– ko'rganlarimizning	15%
– tajriba namoyish qilish	– ko'rgan va eshitganlarimizning	30%

- | | | |
|-----------------------------------|--|-----|
| – munozara | – birga muhokama qilganlarimizni | 40% |
| – mashq | – o'qigan, yozgan, gapirganlarimizni | 50% |
| – ishbilarmon o'yin, loyiha usuli | – mustaqil o'qiganlarimiz, tahlil qilganlarimiz, muhokama, himoya va yozganlarimizning, namoyish qilganlarimizning | 75% |
| – boshqalarga o'rgatish orqali | – boshqalarga o'rgatgan narsalarning | 90% |
- xotirada saqlab qolish

Demak, chet tili o'qituvchilari mashg'ulotlarda o'quvchilarni ko'proq faoliyat ko'rsatishga olib keladigan loyihalash usuli, ishbilarmonlik o'yini o'quv-amaliy mashg'ulotlarni o'quvchilar tomonidan olib borilishini yanada samara beradi.

6. Guruhlardagi ta'lim oluvchilarning soni ham muhim ahamiyatga ega. SHuning uchun katta guruhlarda o'quv materialini mahruza, hikoya, tushuntirish usullaridan foydalanish mumkin. Guruhni kichik guruhchalarga bo'lib, individuallashtirilgan vazifalar berib, xilma-xil didaktik o'yinlar tashkil etish yaxshi natijalar beradi.

7. Ta'lim usullarini tanlash va undan samarali foydalanishda ta'lim oluvchilarning o'quv imkoniyatlari (yoshi, tayyorgarlik darajasi, jamoadagi o'zaro munosabatlarning o'ziga xosligi va hokozolar)ni hisobga olish lozim.

Ta'lim jarayonida o'quvchilarning o'z-o'zini boshqarish qobiliyatini ehtiborga olgan holda mashg'ulotni tashkil etish kerak.

O'quv mashg'ulotlariga tayrgarlik vaqtida, ta'lim usullarini tanlanganda o'quvchilari ish qobiliyatining o'sish surhatini hisobga olish lozim.

	1 d	2 d	3 d	4 d	5 d	6 d	7 d	8 d
Dushanba	O'	O'	O'	O'	N	N	Q	Q
Seshanba	N	N	N	N	N	N	Q	Q
Chorshanba	N	N	N	N	N	N	Q	Q
Payshanba	O'	O'	N	N	O'	O'	Q	Q
Juma	O'	O'	O'	Q	Q	Q	Q	
Shanba	O'	O'	Q	Q				

Izoh: N- yuqori ish qobiliyati - namunali zona

O' - o'rtacha ish qobiliyati-qoniqarli zona

Q- past ish qobiliyati - qoniqarsiz zona

Agar o'quvchilarni ongli ravishda bir faoliyatdan ikkinchisiga yo'naltirib tursak, ularning ish qobiliyati pasayishdan xolos qilgan bo'lamiz.

Shuning uchun O'-zonasida 5-7 marta, Q-zonasida esa 9-10 marta biridan ikkinchisiga yo'naltirib turish kerak. Bunga ta'lim usullari, vositalaridan foydalanishni o'zgartirish orqali erishiladi.

TEACHER - PARENTS.

Dedakhanova Dildora Turgunpulatovna, ELT teacher of specialized secondary school 53 in Chartak, Namangan region

Abstract: *The purpose of this article is to analyze, observe advantages and disadvantages of teaching at home during the quarantine. The latest news about the situation in the world, parents and pupils attitude and their difficulties of getting education at home, real life experience and research of author were used to write it. This article is written for all readers, parents, teachers, pupils and wide audience. It will help to find our mistakes, correct the situation and develop online and independent learning in Uzbekistan.*

Key words: *COVID19, pandemic, close schools, online lessons, create strong bonds, religious, cultural and ethical instructions, nutrition, home-made food, devote time for family, send homework, assess, stressful, spend long hours, intellectual upbringing, cheating, classroom teaching, weak pupils, modern platforms, Internet, individual learning, unforgettable time.*

As the world is fighting against the COVID-19 outbreak, more than 130 countries have now closed schools nationwide, impacting nearly 80% of students globally. This is unprecedented; the world has never seen this many children out of school at the same time.

Before this pandemic we used to write essays about advantages and disadvantages of homeschooling for IELTS tests. It was not easy to give reasonable examples because we have never experienced. But in reality it is rather difficult than we have imagined. In general, we can't call it homeschooling totally, as the schoolchildren are being taught by professional and experienced teachers online and lessons are translated on TV. After watching lessons on TV, school teachers also explained the theme and gave homework. All pupils were connected as a whole class and were in touch with their subject teachers via social media. Parents are responsible for helping kids to do homework and sending their works for assessment.

In a situation like this it is normal to feel sad, worried, confused, scared or angry because not all parents are professional teachers and can help their children to get education at home. I have analyzed how students and parents are reacting to it in our society for the last two months and wrote my article.

On one hand, let's discuss the advantages of this process. Parents and grandparents have the opportunity to create strong bonds with their children. They demonstrate to their children that education is fun and motivate them. At the same time they can know better about strong and weak points of their kids and facilitate them to future profession. Moreover, they help children develop any special talent they possess including musical or athletic. Adults can teach family traditions, provide religious and ethical instructions for the younger generation. They enjoy spending more time with their children together, watching and remembering forever how they grow on their eyes. Also parents draw closer to their spouse as they teach their children together. In addition to this they stop worrying about the safety, nutrition and health of their children. There is no traffic jam, they are provided with organic, healthy and delicious home-made food day and night. They can be safe and healthy only at home. In one word, parents devote themselves for the family.

On the other hand there are a lot of disadvantages too. Parents are required to be around their children all day long. It means that they should make exact schedule: teach children, cook for them and do house chores and so on. This can be difficult and stressful when children become restless and misbehave. I have witnessed how my neighbor, a mother of 4 schoolchildren, remembered and blessed teachers every day. Pay attention to her daily routine. First 2 hours she taught her 1 grader. During the break, she cooked and quickly became a third grade teacher. After dinner, she was busy with her 5th grade son. She was a nurse and couldn't help to do sums, explain Russian or English grammar. The worst thing, she could not help her 8th grader, who was not good at physics and math, chemistry. These two months were really nightmare for her. All children needed individual time and separate TV and phone for sending. The problem is that mother did not know how to teach, moreover the knowledge of her children wasn't strong enough to work individually. In my opinion a lot of families faced the same problem. She deeply understood the importance of involving children to get education and teaching them to do homework constantly. Besides that there were some cases in families with low intellectual upbringing: when the pupil couldn't cope with the tasks, instead of helping and explaining parents or elder brothers did his homework and sent it to teachers. They were cheating and damaging their child. Unfortunately, in the families where parents were not interested in education some pupils couldn't learn very well.

Nothing can be compared to live, natural classroom teaching which based on direct teacher and pupil contact. The disadvantage of online lessons you do not know how you pupil understands, his thoughts, ideas are not clear for you. Sometimes it is like an artificial lesson, teacher explains, speaks and gives homework. Usually the time is limited, children cannot ask teacher to repeat or explain the new lesson one more time with simple words. Consequently, often while assessing, schoolteacher may be in doubts and lose trust because he doesn't know who was doing homework indeed. It again proves that weak pupils need more attention and must be taught using different methods by professional teachers. Parents who are not teachers cannot observe, analyze and find the best solution. Another biggest problem was bad access to Internet in some areas of the country. As a result a lot of pupils could not send homework on time. Because of above mentioned difficulties there was significant decrease in the quality of public education for the last two months.

There are several answers to this problem. We know that online teaching is at the first stage and people of our country began to adapt. Step by step parents and children are learning to use it properly. Firstly, we need to create intellectual environment in the family, work hard with weaker children. Secondly, we should take into consideration that online education is able to provide us with beneficial learning environment from any location as long as we are offered with fast internet connection. I do believe that Internet would not be problem for us very soon.

During the pandemic our country made all efforts to teach the pupils and the students and this is the best care about the future generation. The Ministry of Public Education has created different, modern platforms which can help to shape creativity and independence of pupils during summer holidays. It is said, nothing is eternal and everything has its end. We can overcome this disease and return to previous lifestyle very

soon. The quarantine proved one more time that everybody should do his work. If we cannot assist our kids we should let it to professionals. Every cloud has a silver lining. Time spent at home gave us to feel the most unforgettable, the most valuable impressions connected only with our family.

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WORK WITH SLOW LEARNERS IN ENGLISH CLASSES

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Abstract. *The growth in the number of underperforming and poorly performing students is one of the main problems of the modern school. Recently, psychologists and educators, along with doctors, have noted a steady increase in the number of children with problems of general behavior and education. The urgent problem of our school is “not to lose,” “not to miss” students with low educational capabilities. Its solution involves the improvement of methods and forms of educational organization, the search for new, more effective ways of generating knowledge among students that would take into account their real capabilities.*

Key words: *learners, types, different, education, groups, develop, effective, success.*

The ongoing socio-economic changes in the life of our society, the constant increase in the requirements for the level of general education exacerbated the problem of school failure. The number of students who, for various reasons, are unable to master the curriculum in the allotted time and in the required volume, is constantly increasing. Underachievement that arises at the initial stage of education creates difficulties for the normal development of the child, because, having not mastered the basic mental operations, students can't cope with the increasing volume of knowledge in the middle grades and “drop out” of the learning process in subsequent stages.

Yu. Babansky and V. Tsetlin distinguish two groups of causes of failure: external and internal, among the external causes, they primarily include the causes of the social plan, namely the decline in the value of education in society, as well as the imperfection of the organization of the educational process (uninteresting lessons, lack of individual approaches, overload, lack of cognitive methods, knowledge gaps, negative influence of the family, etc.)

But one of the main internal causes of failure is defects: the health of students, caused by a sharp deterioration in the level of material well-being of families. It is clear that a person suffering from various ailments is not able to endure colossal training loads. Internal causes include such factors as low development of intelligence, lack of sustainable positive motivation for learning, and poor development of the volitional sphere. It's

somehow not customary to pay special attention to the latter, but meanwhile, it is will and perseverance that play an important role in educational activity.

The following types of student failure can be distinguished:

1. The low quality of mental activity is combined with a positive attitude towards learning ("wants, but cannot").
2. The high quality of mental activity is combined with a negative attitude to learning ("maybe, but does not want to").
3. The low quality of mental activity is combined with a negative attitude towards learning ("does not want and cannot").

So, features of unsuccessful students:

- low level of knowledge, as a result of this,
- low level of intellectual development,
- lack of cognitive interest,
- elementary organizational skills are not formed,
- students require an individual approach from a psychological and pedagogical (in terms of training) point of view,
- there is no reliance on parents as allies of the teacher - subject, children, mainly from asocial families,
- lack of adequate self-esteem on the part of students,
- frequent skipping lessons for no good reason, which leads to the lack of a system of knowledge and, as a consequence, a low level of intelligence.

A foreign language is an object that primarily requires a well-developed memory and a well-developed volitional sphere.

Experience has shown that at the initial stage of learning a foreign language, there are no students who do not succeed, because all the material is based on oral advancement, that is, all expressions and structures are worked out when repeated in oral speech in the form of conversation, memorization of vocabulary and structures in poems and songs. Difficulties arise when students must make an effort to partially consolidate teaching material at home. Short-term memory or reluctance of individual students to memorize vocabulary leads to the fact that, due to ignorance in the first place, words, students cannot perceive the text by ear, understand the text read, answer questions, etc.

The following signs of failure in a foreign language can be distinguished: ignorance of basic vocabulary; misunderstanding of questions; inability to write a phrase; pondering the simplest phrases as a sign of the absence of speech automatisms; inability to use familiar material in a new situation; instability of results, as a result of lack of awareness of actions; performing exercises at random, not guided by the rule; passivity in the lesson; distractibility, the desire to translate the conversation to extraneous topics, the constant transition to the native language.

To activate poorly performing students in the lesson, increase motivation to learn a foreign language, teachers use a variety of forms and methods of work:

1. First of all, at the primary and secondary levels of education, teachers use games, situational conversations. This is an effective method for

neutralize the negative attitude of students to the subject. The forms of role-playing in the lessons are different: at the initial stage of training, this is a story-based role-playing

game of fairy-tale content, for middle school age - a story-based role-playing game of everyday content.

2. Competition games are held in which all students enjoy playing (who will say more sentences, thematic words, etc.).

3. An effective ball game is played at an optimal pace and helps students to consolidate words. With repeated repetition, students quickly remember them.

4. To consolidate the grammatical and lexical material, speech exercises are used, which are carried out by a teacher or a strong student. The pace of speech is gradually increasing. With good oral training of educational material in speech, children cope well with it when reading text, listening, retelling, and other types of work.

5. Used support cards, wildcard exercises.

6. Teachers to work with grammatical material widely use grammatical schemes that help children build competently sentences. Before performing oral or written work, grammar schemes are written on the board. Experience shows that even the weakest students do well with grammar material, if from the initial stage of learning a foreign language, children are accustomed to working with schemes. With the help of schemes, work is done on errors.

7. Drawings are used to work with poorly performing children, since children have difficulties in compiling the text of the retelling in Uzbek. Kroki drawings help students to make, for example, a minimum of sentences on a topic, to draw on paper what they heard when listening. This helps the teacher to control the understanding of foreign language speech.

8. For work, test material or collections of exercises are used, with the help of which training exercises (training) are carried out from simple to complex. Work most often occurs independently, after each exercise control or mutual control. The students themselves evaluate and comment on the mistakes, the teacher only directs them. Bad marks are not put in the journal. This helps poor students to overcome the fear of independent work. The teacher, while working, helps poorly performing students.

9. Difficulties in working with poorly performing students arise when students do not have a lexical minimum. This usually occurs at 3 or 4 year of study. The reasons for this are underdeveloped or short-term memory. You should conduct exercises that allow you to repeatedly use the word in a particular situation. After such exercises, the vocabulary "goes into a long memory."

10. For the development of the memory of memorizing vocabulary, the formation of the ability to build monologic speech, it is good to use the game "Snowball". The first student calls the word, the second repeats the word and calls his own. The last student repeats the words of everything said. Primary school students successfully complete this task. Such tasks can be carried out in the preparation of the story.

11. For a good assimilation of the material, a good result is provided by a step-by-step control of knowledge (thematic, lexical, grammatical) with subsequent correction.

12. To work with poorly successful students, a differentiated approach to learning is required, which involves the use of appropriate didactic materials:

- special training tables, posters and diagrams for self-control;
- cards - tasks that determine the condition of the proposed task,

- cards with the texts of the information received, accompanied by the necessary explanations, grammar schemes;

- cards showing samples of how to complete the task;
- cards for individual work;
- tasks with a choice of answer;
- punch cards;
- instruction cards, which give instructions for completing tasks.

In order to prevent work with poorly performing students, you must:

- reinforce a strong student when working together with a weak student (the leading role is given to a strong student),
- conduct additional consultations,
- slow down the survey
- in elementary grades to check the record of homework,
- organize a special homework system: preparation of memos; creative assignments, breaking homework into blocks,
- a link to a similar task completed earlier,
- remind you of the method and method of completing a task
- make a reference to the rule
- check all homework, monitor their completion after class (in case of absence),
- regularly inform parents about the performance of a poorly performing child.

Especially important for students with a low level of activity is the success factor. It is always necessary to praise the student for even the smallest successes, more often to draw the attention of the student body to the successes of such a student so that he can feel his forward movement. Practice has shown that the implementation of the above allows students to achieve more active work in the classroom, high interest in the material, self-confidence, increased knowledge and academic performance.

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ИНГЛИЗ ТИЛИНИ МАСОФАДАН ЎҚИТИШДА ГРАММАТИК ВА ЛЕКСИК КОМПЕТЕНЦИЯЛАРНИ РИВОЖЛАНТИРИШ

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Аннотация: Жаҳон таълим тизимида ахборот-коммуникация технологияларини ривожланиши натижасида ўқитишнинг замонавий шакллари жорий этишни тақозо этмоқда. Хозирги кун ўқитувчиларининг олдига қўйилган муҳим вазифаларидан бири янгиликларга ўз вақтида муносабат билдиришидadir. Зеро, бугунги кунда, ахборот жамияти шароитида ҳар қандай соҳа мутахассисининг профессионаллиги нафақат билим ҳажми, балки зарур маълумотларни мустақил равишда қидириш, ахборот оқимларини бошқариш, керакли маълумотларни тезда қабул қилиш, сўнги янги технологиялардан самарали фойдаланиш қобилияти билан белгиланади.

Калит сўз: масофавий таълим, мультимедия, лексик компетенция, грамматик компетенция.

Компьютерларнинг хорижий тиллар бўйича ўқув жараёнида қўлланилиши, фаннинг янги тармоғи – компьютерли лингводидактика тадқиқотининг предметига айланган кўплаб назарий масалаларнинг пайдо бўлишига сабаб бўлди. Фаннинг ушбу соҳаси ўқитишни компьютерлаштириш ва ўқитишнинг компьютер воситаларини қўллаш усуллари билан боғлиқ бўлган масалаларни ўрганади. Сир эмаски, мультимедиа чет тилларини ўқитишда фойдаланиладиган асосий ахборот технологияси ҳисобланади. Айнан шу технология матн, ҳаракатсиз ва ҳаракатли тасвирлар, анимацияли график образлар, видео ва аудио материаллар билан ишлашга имкон беради.

Мультимедиа вақт бирлигида узатилаётган ахборотнинг ўзлаштирилиш ҳажми ва даражасини оширишга ёрдам берган ҳолда, инсоннинг кўриш ва эшитишига бир вақтнинг ўзида таъсир қила олади. Мультимедиа ўқув-методик мажмуалар ўқув дарсликлари, аудио ва видео ўқув-ахборот материаллари, компьютер мультимедиа ўргатувчи тизимлар, тест тренажёрлар, маълумотлар ва билимлар базаси, электрон кутубхоналар, эксперт ўргатувчи тизимлар асосидаги ўқитиш воситалари каби таълим воситалар таркибидан иборат. Шунингдек замонавий ахборот технологиялари муҳитида ўқитишнинг дидактик, дастурий ва техник интерактив мажмуасидан ташкил топади ва улар ўқув материалларини компьютер технологиялари ҳамда аудио-видео воситалар асосида яратиш, тизимлаштириш, сақлаш, қайта ишлаш ва улардан фойдаланиш имкониятини берувчи манбаъ ҳисобланади.

Е.В.Коньков таъкидлаганидек масофали ўқитишни муваффақиятли амалга оширилишининг асосий шарти бўлиб сифатли ўқув-услубий материалларни тайёрлаш ҳисобланади. Ўқув-услубий материаллар яхши тузилган бўлиши лозим. Баҳолар мезонлари билимларнинг шаклланганлик даражалари ва босқичларини эътиборга олган ҳолда шафоф ва тугал маъноли бўлиши зарур.[2]

Масофали ўқитишда изланишга йўналтирилган фаол мустақил фикрлаш фаолияти зарур ҳисобланади. Шунинг учун масофали ўқитишда зарур ахборотни мустақил топиш, муаммоларни ажратиш ва уларни оқилона ечиш, олинган билимларни танқидий таҳлил қилиш ва амалда қўллаш қобилиятига ёрдам берадиган усул ва технологияларни қўллаш лозим.

К.Роджерснинг фикрича, ўқитиш бу нафақат белгиланган ҳажмдаги билимларни ўзлаштириш, балки биринчи навбатда, бирор-бир фаолиятни амалга ошириш орқали ўрганиш тажрибасини орттиришни англатади. Бундай ўрганиш тажрибасини олиш фақат шахсий ташаббус бўлгандагина имкони бўлади. Шундай қилиб, К.Роджерснинг фикрига кўра, таълим олиш фақат ўз устида мустақил ишлаш орқалигина амалга оширилиши мумкин. Мустақил ўқиш давомида олинган натижалар янада мустаҳкам бўлади, билимлар эса узоқ муддатга ёдда қолади, чунки ўқитиш жараёнида ўқувчининг ҳиссиётлари ва ҳислари ҳам жалб этилади.

Яратилган ҳар бир МЎММлар ўқувчи ёшига мос бўлиши, фаннинг ўқув дастурида мавзулар тўла ёритилиши фанлар аро боғлиқлигини таъминлаши, дизайни тегишли ўқув фан мавзусига мутаносиблиги, касбга қизиқишни кучайтириш илм фан ютуқларни тасвирлайдиган кўرғазмали маълумотлар – қурилма, аппаратуралар ёки уларнинг маълум қисмлари турли рангларда берилишига эътибор қаратилиши лозим. Масофавий ўқитиш мустақил билим олиш турига киради. Чет тили фанини масофавий ўқитиш К.Роджерс таъкидлаганидек ўқувчиларда мустақил билим олишларига ва коммуникатив компетенцияларини ривожланишига самарали таъсир кўрсатади. Республикамизда чет тиллар бўйича ўқувчиларнинг билим ва таёргарлик даражаларини белгилаб берувчи "Таълим тўғрисида"ги Қонун ва Кадрлар тайёрлаш миллий дастури талаблари асосида давлат таълим стандартлари мавжуд бўлиб, унга кўра умумий ўрта таълим битирувчиларининг тил билиш компетенциялари меёрий хужжат асосида белгилаб қўйилган.

Чет тили коммуникатив компетенцияси – ўрганилаётган чет тили бўйича эгаллаган билим, кўникма ва малакаларни мулоқот жараёнида қўллаш қобилиятидир. Лингвистик компетенция тил материали (фонетика, лексика, грамматика) ҳақида билимлар ва нутқ фаолияти турлари (тинглаш, гапириш, ўқиш ва ёзиш) бўйича кўникмаларни эгаллашни назарда тутати. Масофавий ўқитишда тил материалларини ўзлаштириш қулай ва самарали ҳисобланади. Тил материаллари (сўз ўзгариши, сўз жойлашиши, шакл ҳосил бўлиши кабилар)ни қўллаш тушуниладиган тил кўникмалари (лексик ва грамматик), тил машқларини бажариш жараёнида грамматик ва лексик билимлар асосида шаклланади.

Лексика луғат таркиби ёки ўрганилаётган тилнинг сўзлари мажмуини ифодалайди. У грамматика билан узвий алоқага кирган ҳолда нутқ муомаласининг етакчи компоненти ҳисобланади. Турли лексик бирликларнинг коннотациясини кенг билиш ўрганилаётган тил эгалари билан кўп қиррали ва ҳар томонлама муомала қилишни таъминлайди. Киритилаётган сўзларни сифатли ўрганиш мақсадида ўқув жараёни ҳақиқий вазиятга яқин бўлган турли муомала вазиятларида лексик кўникмаларни киритиш, мустаҳкамлаш ва фаоллаштириш босқичларида ташкил топади.

Грамматика ва лексика соҳасида қобилиятларнинг мавжудлиги нутқ фаолиятини ташкиллаштиришнинг асосий шартларидан бири ҳисобланади. Грамматик конструкциялар ва турли шаклларни хатосиз қўллаш, шунингдек талаб қилинган вазиятда ва зарур контекстда тўғри лексик бирликларни танлаш бўйича автоматлаштирилган ҳаракат таълим олувчиларда суҳбатдоши билан алоқа ўрнатиш, зарур бўлганда тўғри жавоб қайтариш ва график қайд қилинган ахборотни тушуниш қобилиятининг юқори кўрсаткичидан дарак беради.

Грамматик компетенция – бу нутқда грамматик шаклнинг тўғри (хатосиз) қўлланилишини таъминловчи ва онгли равишда бажарилаётган нутқ фаолиятининг автоматлаштирилган компоненти ҳисобланади. Грамматик кўникмага эга бўлиш муомаланинг алоҳида олинган вазиятида нутқ вазифасига мос бўлган моделни танлаш бўйича нутқ ҳаракатини амалга ошириш қобилиятини ва тил меъёрларига риоя қилган ҳолда тил бирликларини тўғри ифодалашни назарда тутди.

Бундан ташқари **ахборотлар билан ишлаш компетенцияси** — медиаманбалардан зарур маълумотларни излаб топа олишни, саралашни, қайта ишлашни, сақлашни, улардан самарали фойдалана олишни, уларнинг хавфсизлигини таъминлашни, медиа маданиятга эга бўлиш лаёқатларини шакллантиришни назарда тутди.

Ўзини ўзи ривожлантириш компетенциялари — доимий равишда ўз-ўзини жисмоний, маънавий, руҳий, интеллектуал ва креатив ривожлантириш, камолотга интилиш, ҳаёт давомида мустақил ўқиб-ўрганиш, когнитивлик кўникмаларини ва ҳаётий тажрибани мустақил равишда мунтазам ошириб бориш, ўз хатти-ҳаракатини муқобил баҳолаш ва мустақил қарор қабул қила олиш кўникмаларини эгаллашни назарда тутди.[4]

И.С.Якиманскаянинг фикрига кўра, таълим муҳити ва ҳар бир ўқувчига нисбатан унинг шахсий хусусиятлари ҳисобга олинган ҳолда алоҳида ёндашув қанчалик хилма-хил бўлса, таълим жараёни шунчалик самарали бўлади. “Умуман олганда барчани исталганча ўқитиш мумкин. Аммо саводхон бўлиш учун эса ҳар бир шахс ўзи англаб ўқиши зарур”.[3]

Таълим соҳасида ўқувчилар учун ахборот тарбия муҳити асосини ташкил этувчи электрон ўқув материаллардан фойдаланиб инновацион технологиялар ёрдамида масофадан ўқитиб бориш орқали ўқувчиларнинг ахборотлар билан ишлаш компетенцияларини шакллантириб боради. Электрон ўқув материалларини асосини ташкил этувчи матн, график, ўқув видео ва аудио материалларидан фойдаланиш уларни амалда қўллай олиш ва саралаш ҳамда улардан унумли фойдалана олиш лаёқатларини шаклланишига ёрдам беради.

Замонавий педагог ва услубиётчилар таълим жараёнига компетентли ёндашув доирасида “ўқув-ўрганиш компетенцияси” атамасини қўллашади. Гальскова,Н.Д ўқиш-ўрганиш компетенциясини ўқувчининг мақсадга белгилашдан танқидий рефлексиягача, ҳам ўз фаолиятининг натижаси, ҳам қўйилган мақсадга эришишда қўлланилаётган усуллар сифатидаги ўзини баҳолаш ва ўзини тузатишгача бўлган бутун ўқиш фаолияти давомида онгли ва самарали мустақил бошқаришга бўлган қобилияти ва тайёрлиги деб таъриф беради.[1]

Масофавий ўқитишда ўқувчиларни доимий назоратдан ўтказиш, тест тренажерлари ёрдамида ўз ўзини назорат қилиб бориш эса ўзини ўзи ривожлантириш компетенциясини шаклланишига ёрдам беради ва мустақил равишда қарор қабул қилиш ҳамда ўрганилган билимларни амалда қўллай олиш кўникмасини шакллантиради. Бундан кўришимиз мумкунки масофавий ўқитишда ўқувчиларнинг коммуникатив компетенцияларини ривожланиши билан бир қаторда ахборотлар билан ишлаш ҳамда ўзини ўзи ривожлантириш компетенциялари ҳам шаклланиб боради. Шунингдек тил материаллари (лексика ва грамматика)ни шакллантириш ва олинган билим ва кўникмани доимий назоратдан ўтказиб боришда масофавий ўқиштишнинг ўрни беқиёс. Ўқувчи мустақил равишда ўз устида ишлаш ва олинган ахборотларни таҳлил қилиш қобилиятларини ривожлантириб боради.

Хулоса қилиб айтадиган бўлсак масофавий таълим технологиялари ёрдамида ўқувчиларнинг коммуникатив компетенцияларини ривожлантириш самарали хисобланиб, бунда ўқувчиларнинг тил ва нутқ компетентлиги фаол равишда шаклланиб боради. Турли электрон луғат билан ишлаш ва онлайн тест топшириқларини ишлаш жараёнида лексик ва грамматик компетентлиги ортади. Шунингдек, тест ёрдамида ўқувчиларнинг билим даражаси ва мониторингини бевосита уларнинг самарали назорат қилиш имкониятини яратади.

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ЧЕТ ТИЛИ ДАРСЛАРИДА ЎЙИНЛАРДАН ФОЙДАЛАНИШ – МУВАФФАҚИЯТ КАЛИТИ

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Ҳозирги кунда кундан кунга шиддат билан ривожланиб бораётган давлатимизда чет тилларини мукаммал эгаллаган мутахассисларга бўлган талаб ортиб бормоқда. Шунинг учун ёш авлодни мактабгача таълим муассасидан бошлаб то олий таълимгача бўлган даврда ҳам чет тилларини ўқитишга катта эътибор қаратилмоқда.

Ўтган йилларимизга ва йўлларимизга назар ташлаб уни сархисоб қилсак, таълимда бутунлай янгиланиш ва унга мослашиш даврини бошдан кечираётганимизни сезамиз.

Янгиланган ва жадал ривожланаётган таълимда ўқувчиларнинг қалбидги чўғни аланга олдириб уни ҳар томонлама ривожлантириб юксак чўққиларга олиб чиқишимиз учун бизга илғор педагогик технологиялар билан бирга илғор ўқитувчилар зарур.

Ўқувчиларнинг чет тилида нутқ бойлигини ошириш ва унинг самарадорлигини ошириш учун дарсда таълимий ўйинлардан фойдаланиш мақсадга мувофиқдир. Тажрибалардан маълумки, ўйин бу янги тилни ўрганишда ажойиб усул, у тасаввурни кенгайтиради ва спонтан фикрлашга, яъни шу тилда ўйлаш ва гапиришга имкон яратади. Ўйин ёрдамида хотирада унутилаётган сўзларни тиклаш мумкин. Кичик-кичик гуруҳларга бўлиниб ёки умумжамоа бўлиб ўйналадиган ўйинлардан дарс жараёнида дарсда ёки тўғрақ машғулотларида фойдаланиш мумкин. Бу эса ўз навбатида самарасини бермасдан қолмайди албатта. Ёлғиз ўйнаб бирор муаммонинг ечимини топганда ўқувчи ҳақиқий қувонч ҳиссини туяди. Жамоа ўйинлари эса муваффақиятга эришишга ўргатади ва нутқни эркинлаштиради.

Лингвистик ўйинларда мулоқот ҳолатларини юзага келтириб, ўқувчиларда оғзаки ва ёзма нутқни ўстириш мумкин.

Чет тилида олиб бориладиган ўйинлар ёки ўйин услубидаги машқларнинг барчаси сўзларнинг сеҳрли оламига йўл очиб беради. Шунинг учун ҳақиқий чет тили ўқитувчиси бўлман деган ҳар бир инсон ижодкор бўлмоғи керак деб ўйлайман, яъни ҳар доим бир хил ўйинлардан фойдаланавермасдан ўқувчилар билимига мослаб, уларнинг сўзларини ҳар сафар ўзгартириб, мақбулини танлаб, янгиларини яратиш ва умуман шу ўйинлар ёрдамида дарсни янада қизиқарлироқ ва мароқлироқ қилиш мумкин.

Бунақа дарсларда ва тўғрақ машғулотларида ўқувчилар ҳеч қачон зерикиб қолмайди ва дарсга тўлиқ қатнашади шу билан бирга навбатдаги дарсни орзиқиб кутади.

Қуйида мен дарсдан бўш пайтларимда инглиз тилини ўрганаётган ўқувчиларим учун ишлатадиган ўйинлардан айримларини мисол қилиб

кўрсатмоқчиман ва келажакда ўқитувчи бўлмоқчи бўлган тенгдошларимга ҳам тавсия қиламан:

1. “Кунгабоқар” ўйинида ўқувчилар 4-5 кишидан иборат гуруҳларга бўлинади. Ўқитувчи фаннинг мавзусидан келиб чиқиб, ўртага битта муаммони ташлайди. Ҳар бир гуруҳ кунгабоқар ясаб, унинг марказига доира жойлаштириб, барглар ёпиштиради. Мавзуга қараб, доирага ҳар бир гуруҳ умумий битта муаммо ёзилиб, доскага ёпиштирилади. Ажратилган вақт ичида гуруҳлар биргаликда фикрларини баргга ёзиб, уни ўша гуруҳ муаммоси ёзилган гулга жойлаштириб қўядилар. Бу услубдан ўтилган мавзунини тушунтириш, уни мустақамлаш ва такрорлаш ҳамда ўқувчилар эгаллаган билимларни аниқлашда фойдаланиш мумкин.

Навбатдаги ўйинимизда топшириқ жуфт- жуфт бўлиб бажарилади. Бунда биринчи иштирокчи чет тилида ўз исмини айтади, иккинчи иштирокчи эса ўртоғининг исмини айтиб унга ўзининг исмини илова қилади.

Масалан: Биринчи ўқувчи: My name is Jeremie

Иккинчи ўқувчи: His name is Jeremie and my name is Nicole. ва ҳақозо ўйин шу тахлит давом этади. Бундай ўйинлардан ўқув йили бошида янги танишаётган ўқувчилар билан ўтказса бўлади. Шу орқали улар инглиз тилида ўзларининг ҳамда ўртоқларининг исмларини билиб олишади.

What is your name ? What is your hobby? ўйинида эса иштирокчилар доира шаклида ўтирадилар. Бунинг учун юмшоқ кичик коптокча керак бўлади. Бунда бошловчи коптокни иштирокчилардан бирига иргитади. Коптокни олган ўқувчи ўз исмини айтиши ва ўзи ҳақида гапириши керак. Сўнгра у коптокни бошқа иштирокчига отади. Шартни бажаролмаган ўқувчи эса ўйиндан чиқади

Намуна:

1. My name is Ruslan. I like drawing pictures.

2. My name is Anne. I like reading books

3. My name is I like.....

Бунда sing (dance, playing football, listening to music, go to the cinema, go to the theatre, playing chess) кабиларни қўллаш мумкин.

Жамоа ўйинлари.

“Ҳа” ёки “Йўқ” сўзини ишлатмасдан ўйналадиган бу ўйиннинг мақсади ўқувчиларнинг тасаввур доирасини кенгайтириш, ижодкорлигини ошириш, саволлар беришга ўргатиш. Ўйинга 2 ёки ундан ортиқ жамоа ўзининг 5 ёки 6 нафар ўйинчиси билан қатнашади. Жамоалардан бирининг биринчи иштирокчиси ўртага чиқиб ўзини таништиради ва рақиб жамоалар аъзолари унга қисқа “Ҳа” ёки “Йўқ” деб жавоб бериладиган саволлар берадилар. Ўйинчи эса бу саволларга “Ҳа” ёки “Йўқ” сўзини ишлатмасдан, улар ўрнига бошқа жавоб вариантларини қўллаши керак. 1 та савол - жавоб тахминан 30 секунд давом этади ва жуда тезкорлик билан амалга оширилади. Ўйинчига ўйлаш учун имконият бермаслик лозим. Ўйинни бошқараётган шахс соатига қараб туриб жавоб бераётган ўйинчининг саволларига 30 секунд ёки бир минутда жавоб бераётганини текшириши керак. Агар ўйинчи бир дақиқа давомида “Ҳа” ёки “Йўқ” сўзини ишлатмасдан саволларга тезкорлик билан жавоб берса, у биринчи балл тўплаган ҳисобланади, акс ҳолда у ютқазган

ҳисобланади. Савол берган ўқувчига эса бир балл қўшилади. Тўпланган баллар ҳар бир ўқувчи ёки жамоа томонидан ҳисоб- китоб қилинади.

Бериладиган саволлар қуйидагича бўлиши мумкин:

Рақиб:Сенинг мушугинг борми ?

Ўйинчи:Албатта !

Рақиб :Сен уни яхши кўрасанми ?

Ўйинчи:Бўлмасамчи!

Рақиб :Унинг рангги қорами?

Ўйинчи:Бутунлай

Иккинчи ўйин:

Groupe adverse : Сен Тошкентга борганмисан?

Joueur 2 : Албатта !

Groupe adverse : Сенга у жой ёқадими ?

Joueur 2 : Мен ҳали унақа жойни кўрмаганман!

Groupe adverse : Фаввораларни томоша қилдингми ?

Joueur 2 : Вақтим бўлмай қолди !

Жамоа ўйинлари анча мураккаб бўлиб, ўқувчилар луғатлардан фойдаланиши мумкин. Лекин бу ўйинларни ўтказиш учун махсус қўлланмалар талаб қилинмайди. Ўйин иштирокчиларига эса қоғоз ва қалам керак бўлади.

«БИРГАЛИКДА ЎҚИЙМИЗ» техникаси.Бунда ўқув гуруҳи кичик гуруҳларга бўлинади. . Ҳар бир кичик гуруҳда эксперт бўлади ва бошқаларга ўргатиб туради. Ҳар бир гуруҳнинг мақсади барча бошқа гуруҳлар иштирокчиларининг мавзу бўйича билимларини тўлиқ ўзлаштиришдан иборат.

«Биргаликда ўқиймиз» техникасидан фойдаланган ҳолда гуруҳларда ишни ташкил этиш жараёнининг тузилиши:

1. Билим даражасига қараб 3-5 кишидан иборат бўлган ҳар хил турдаги гуруҳлар тузилади.

2. Ҳар бир гуруҳга *битта* топшириқ берилади.

3. Ҳар бир гуруҳ ичида умумий топшириқ тақсимланади.

4. Ҳамма якка *тартибдаги топшириқни* бажаради.

5. Барча гуруҳ аъзоларининг мини-маърузаларини тингланади.

Умумий натижани шакллантирилади ва уни тақдимотга тайёрланади.

Бу ўйинлардан ташқари қуйидаги машқ турларидан ҳам фойдаланилса кутилган натижаларга эришиш мумкин:

1.Расмларни берилган сўзлар асосида ўрни - ўрнига қўйинг.

2.Жуфт бўлиб ишланг, сўз бирикмаларини диалогларда қўланг.

3.Мустақил фикрлашга ўргатувчи машқлар (орзуйимдаги уй ёки квартирани тасвирланг, чизинг ёки ёзинг).

3.Диалогни тингланг ва саҳналаштиринг.

4.Тасвирдаги камчиликни топинг. Рассом қандай хато қилганини топиб унга хат ёзинг.

5.Фикрларни эшитинг ва унга ўз муносабатингизни билдиринг.

Ва ҳақозо бундай машқ турлариниям ижодий ёндошган ҳолда яна давом эттириш мумкин.

Хулоса қилиб шуни айтиш мумкинки синфда беллашув руҳи, кайфиятини яратиш учун ўқитувчи ойда бир марта ўйинлар натижасини эълон қилиб бориши ва финал мусобақасини ўтказса мақсадга мувофиқ бўлади. Лекин шуни эсдан чиқармаслик керак-ки, барча ўйинларда энг муҳими ғалаба эмас, балки иштирок этиш демакдир. Барчага муваффақиятли дарс тилайман.

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PHONETICS OF THE ENGLISH LANGUAGE FROM THE CONTEXT OF THE EXPLANATION OF FERDINAND DE SAUSSURE AND WILHELM VON HUMBOLDT ON INTERLANGUAGE PHONETICS.

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Abstract: *this article is devoted to the analyzing of the phonemes, articulation and an evolution of phonemes in the English language basing on the explanation of Ferdinand de Saussure and Wilhelm von Humboldt of the interlanguage phonetic context. This article is not an overview of the main aspects of the English phonetics. It demonstrates that scientists improve the phonetics by their researches.*

Key words: *the phonetics, phoneme (phonemes), consonant, vowel, to differ, a system, a rule, a language, articulation, a speech.*

Phonetics studies phonemes, syllables, stress, intonation, pronunciation and articulation. Phonetics is a historical science; it analyses events and changes, and moves through time²⁹. It includes the evolution of phonemes, which will be discussed in this article. Phonemes themselves and articulation will be also discussed now. Articulation, an evolution of phonemes and phonemes themselves were the objects of researches of Ferdinand de Saussure and Wilhelm von Humboldt.

Phoneme is the smallest constructive language unit by which the meaning of a word can be changed. Phonemes form the oral speech. There are 44 phonemes in the English language. Phonemes divide to vowels and consonants. Vowel phonemes are: [æ], [eɪ], [aɪ], [ʌ], [e], [ə], [ɪ], [i:], [ɒ], [ʊ], [oʊ], [u:], [ɔɪ], [eə], [ɑ:], [ɜ:], [ɔ:], [ɪə], [ʊə], [aʊ].

²⁹ Ferdinand de Saussure "Course in general linguistics" THE PHILOSOPHICAL LIBRARY, INC. 15 East 40th street, New York City, p. 33, 1959.

Consonant phonemes are: [b], [s], [d], [f], [dʒ], [h], [j], [k], [l], [m], [n], [p], [kw], [r], [t], [v], [w], [z], [ʒ], [ʃ], [tʃ], [ð], [θ], [ŋ].

Consonant phonemes are pronounced with the stream of air. This moving of air according to the size of the aperture from which it streams differs phonemes from each other. Consonant and vowel phonemes standing before or after each other influence on the each other's pronunciation. If there is no a consonant standing before a vowel to help it to be pronounced, the aspiration is used.

Vowel and consonant phonemes are divided according to the following rule: vowel phonemes are produced if the air stream, which comes out from the lungs, does not meet any obstruction in the mouth cavity. However, there are some consonants, which form in this way: [f], [l], [kw], [r], [v]. Therefore, there is no any rule, which explains dividing vowel and consonant phonemes.

Phonemes also change one another through time. New phonemes start to be used and old ones stop to exist. Scientists guess that there are two main rules of the changing of phonemes. First of them: from the organs of speech and their interaction depends the pronunciation of phoneme in a language. Second of them: the organs of speech do not let pronounce very different from a familiar language phonemes even when a new language forms. Nevertheless, new phonemes come because of the first rule, and owing to the second rule, they do not differ much with the phonetic system of a familiar language.

Articulation has the relationship with phonemes. Articulation is a particular way of using of organs of speech. Articulation is based on the power of the intellect to compel the speech apparatus to treat sound in a manner that corresponds to the operation of mind³⁰. However, the articulation is personal. Organs of speech of each person are used differently: words are pronounced with different straight, the mouth opens differently and the place where we put the tongue also differs.

Owing to this a particular language usually, but not always defines the articulation of a person. Because the articulation of a particular language differs in pronunciation with other languages. However, some people are bilingual. They can speak both languages without an accent. These people are the proof that it is possible to speak two different languages as a native speaker. It means that sometimes articulation does not define pronunciation.

To conclude, there are some rules in the phonetics, which should be overviewed. Scientists like Ferdinand de Saussure and Wilhelm von Humboldt try to revise incorrect rules of the phonetics and this science develops because of them.

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ХОРИЖИЙ ТИЛ ДАРСЛАРИДА ТОЛЕРАНТЛИКНИ ЎРГАТИШ

ЯКУББАЕВ МУРОДИЛЛА МАРУФОВИЧ

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Abstract: Мақолада толерантлик таълимини хорижий тилларни ўқитиш жараёнида ўргатиш ва маданиятлараро мулоқот кўникмаларининг кенг парадигмаси таркибий қисми сифатида таништирилади. Ҳозирда Ўзбекистон ва дунёда толерантлик қандай тушунилаётгани ҳақида қисқача мунозарадан сўнг, муаллифлар толерантликни, биринчидан, замонавий таълимнинг етакчи қадриятларидан бири, иккинчидан, самарали маданиятлараро ўзаро ҳамкорликнинг асоси сифатида тақдим этадилар.

Калим сўзлар: чет тилларини ўқитиш; маданият; маданиятга асосланган ёндашув; маданий ва маданиятлараро мулоқот; толерантлик, миллатлараро толерантлик

Маданий кўникмаларни ўқитишни тилларни ўқитишнинг бир қисми сифатида кўриб чиқишимиз кераклигининг камида иккита сабаби бор: 1) турли соҳаларда қўлланаётган хорижий тилининг халқаро ўрни ва 2) глобализация; халқларнинг бир-бирига яқинлашиши учун кўплаб янги йўللарни очди ва тобора кўпроқ одамларнинг бир маданий муҳитдан бошқасига ўтишини талаб қилмоқда.

Сўнгги тадқиқотлар мақсадли тил ва мақсадли маданиятни ўқитиш ўртасидаги узвий боғлиқликка қаратилади.

Тил бу муҳим рол ўйнайдиган жамият томонидан шаклланадиган ижтимоий институтдир. Тилни ўргатиш орқали биз муқаррар ва аниқ тарзда маданиятни ўқитамиз[4]. Шундай қилиб, тил маданий амалиёт сифатида тушунилади ва тушунилиши керак. Хорижий тилдаги билимлар замонавий глобаллашаётган дунёда яхшироқ мослашиш, ўзини ўзи англаш ва самарали мулоқот учун муҳим ва зарур шартга айланди.

Маданият қамраб олган маълум бир жамият тўғрисидаги фактик маълумотдан ташқари, одамлар бир-бири билан яшайдиган ва бир-бири билан алоқада бўлган маданиятни тушунишнинг бошқа даражаси ҳам мавжуд. У маданий хабардорлик, бошқа маданиятлар билан муваффақиятли курашиш фазилатлари ва бошқа маданиятдаги одамлар билан самарали мулоқот қилиш қобилиятини ўз ичига олади. Ушбу нуқтаи назар бошқа тиллар ва жойлар ҳақидаги билимларни ривожлантиришни ўз ичига оладиган тилларни ўқитиш ва ўрганишда маданиятлараро нуқтаи назарни қўллашни талаб қилади. Бу маданиятларни ўзаро боғлаш, ўзларининг маданий шароитларини ҳам, бошқаларнинг ҳам табиатини ва уларнинг ўзаро алоқада бўлиш усуллари қабул қилишни англатади. Бинобарин, ушбу нуқтаи назар маданиятни ўқитиш "тил ўрганилаётган халқларнинг қадриятлари ва урф-одатлари тўғрисида хабардорликни ва уларга нисбатан сезгирликни ривожлантириш воситаси" сифатида қарайди [3, 26].

Маданиятли бўлишни ўрганиш ўзи, дунё ва бошқалар билан бўлган муносабатларни қандай шакллантиришини тушунишни ўрганишни ўз ичига олади. Бу шуни англатадики, тил дарсларида бу нафақат талабалар бошқа маданият

тўғрисида билимларни ривожлантириши, балки бошқа маданиятлар билан боғлиқ бўлган ўзларини англашни ўрганаётган талабалар ҳақида ҳам гап кетмоқда.

Бошқа маданиятларни ўрганишдан олдин, талабалар аввало ўзларининг маданиятининг бир қисми бўлиш нимани англашишни билиб олишлари керак. Улар онгсиз равишда иштирок этадиган қадриятлар ва урф-одатларни муҳокама қилар экан, улар "юқори даражадаги интеллектуал объективлик билан" бошқаларнинг қадриятлари ва урф-одатлари тўғрисида мулоҳаза юритишга тайёр бўлишади [2].

Маданият тил ўрганувчиларга ва ўқув жараёнига рағбатлантирувчи таъсир кўрсатади. Одатда талабалар маданиятга ва ўрганилаётган тилга нисбатан салбий муносабатда бўлишади. Ўқитувчилар маданий таркибга урғу бериб, талабаларга халқлар ўртасидаги мавжуд маданий тафовутларни қабул қилишда ва стереотипларни йўқотишда ёрдам беришлари мумкин.

Маданият тилни ўқитишга икки жиҳатдан таъсир қилади: лингвистик ва педагогик. Лингвистик жиҳатдан бу тилнинг семантик, прагматик ва дискурсион даражаларига таъсир қилади. Педагогик жиҳатдан, бу тил материалларини танлашга таъсир қилади. Тил дарслари материалларини танлашда тил материалларининг маданий таркиби инобатга олиниши керак.

Ўқитувчилар маданиятни ўрганишни уларнинг тил дарсларининг изчил таркибий қисмига айлантириши керак. Мақсад талабаларнинг хорижий тилда сўзлаша олиш қобилиятларини ривожлантириш, уларга маданиятлараро билимларнинг аҳамияти тўғрисида кўпроқ маълумот бериш ва уларнинг бошқа маданиятларга қизиқишини уйғотишдир.

Хорижий тилларни ўқитиш дастурлари маданий баркамол шахсни ривожлантиришга қаратилган. Маданий компетенция "ўз маданий тахминлари, қадриятлари ва эътиқодларини аниқлаш ва эътироз қилиш қобилияти" деб таърифланиши мумкин. Шунингдек, маданиятлар ўртасида самарали ишлаш, маданий тафовутлар натижасида юзага келадиган динамикани тушуниш ва турли хил маданий муҳитда яшайдиган одамларни жойлаштириш учун жараёнлар яратиш қобилияти деб қабул қилинади[1]. Маданиятли баркамол шахслар профессионал ва ижтимоий нуқтаи назардан кўпроқ очик хатти-ҳаракатлар, кўпроқ мослашувчанликни намойиш этадилар.

Муҳими, маданий баркамоллик, бағрикенглик билан шуғулланишдан кўпроқ нарсани талаб қилади, аммо тушунчалар ўзаро боғлиқдир. Маданий компетенцияни ривожлантириш хорижий тилни ўқитиш жараёнида толерантликни ривожлантириш механизми бўлиб хизмат қилиши мумкин.

Бироқ, толерантлик мураккаб ва зиддиятли тушунчадир. Тегишли тадқиқотларнинг батафсил шарҳи Вон Берген ва бошқалар томонидан тақдим этилган. Турли хилма-хиллик бўйича ўқитиш дастурининг самарадорлигини ошириш учун қўлланиладиган ўз таърифига кўра, "ҳақиқий бағрикенглик ... ўзларининг амалиётлари ёки қадриятлари билан рози бўлмасдан ёки қабул қилмасдан бошқаларнинг ҳурмати ва қадр-қимматини кўрсатишни ўз ичига олади" [5, 116 бет].

Толерантлик моҳиятига оид турли фикрларни сарҳисоб қилар эканмиз, толерантликнинг ўрганилаётган хусусиятларига асосланиб, сабр-бардошни шахснинг шахсий фазилати сифатида баҳолаймиз. Толерантлик деганда “ҳар бир шахс эга бўлган ажралмас қадриятни қабул қилишга асосланган ва ўзини шахснинг бошқалар билан ўзаро муносабатларида ахлоқий тамойил сифатида намоён қиладиган шахснинг яхлит динамик шахсий фазилати” тушунилади [6, 34].

Тадқиқот маълумотларининг таҳлили ўқитувчилик бағрикенглигининг иккита асосий жиҳати ҳақидаги фикримизга далолат беради:

- 1) толерантлик таълимнинг етакчи қадриятларидан бири сифатида
- 2) толерантлик самарали маданиятлараро ўзаро ҳамкорликнинг асоси сифатида.

Толерантлик соғлом ўқув муҳити билан илҳомлантиради: синфдаги демократик ва ҳамкорлик муҳити, ҳолис баҳо, ўқитувчи-талаба ва тенгдошнинг ўзаро муносабати, умумий қадриятлар ва анъаналар ҳамда университет жамоасига тегишлидир. Шу тарзда талабалар ўзларига нисбатан бағрикенг муносабатни, курсдошлари ва ўқитувчилари билан муносабатларда меҳр-муҳаббат ва толерантликни ривожлантирадилар. Самарали маданиятлараро ҳамкорликнинг асоси сифатида толерантликни ривожлантириш жараёни маданиятлараро ва шахслараро ўзаро муносабатларни келтириб чиқарувчи мавзулар ва материалларни киритиш орқали таъминланади. Шундай қилиб, талабалар маданиятлараро толерантлик, маданий тафовутларга мослашиш ва хилма-хилликнинг ижобий томонларини тан олишади.

Хорижий тил дарсларида толерантлик бўйича ўқув семинари

Семинар иккита толерантлик мавҳум тушунчасини икки амалий машғулотда кўриб чиқишга қаратилган. Машғулот давомида талабаларга ўзларининг маданиятларидан фарқли равишда ўзларини қандай тутишлари ва улар билан қандай шуғулланишлари мумкинлиги ҳақида кўриш имконияти берилади.

Семинарда реал ҳаёт шароитида камдан-кам учрайдиган монокултурал гуруҳлар дуч келадиган муаммолар таъкидланган; шу тариқа семинар хорижий тилларни ва маданиятлараро саводхонликни оширади. У ўз-ўзидан ёки фанлараро, "Маданиятшунослик", "Халқаро муносабатлар" фанларида ўрганилган долзарб материалларга нисбатан қўлланилиши мумкин.

Мақсад: замонавий жамиятда толерантлик тушунчасини тушунтириш, хорижий тилда мазмунли алоқа орқали маданиятлараро кўникмаларни шакллантириш, ўз-ўзини англашни ошириш ва ўзини ривожлантиришни рағбатлантириш.

Иштирокчилар: 10 тадан 20 гача иштирокчилар, талабалар.

Даражаси: Ўрта ва ундан юқори.

Вақт талаби: ≈ 80 мин.

Хонага талаб: ҳаракатланиш ва тезкор гуруҳларга ажратиш учун етарлича катта бўлиши керак.

Ўқитувчи кириш саволларининг иккита қисмини сўрайди. Биринчи қатор саволлар толерантликка тааллуқлидир ("Бардошлик бу нима? Нима учун ҳозирги кунда бу кенг тарқалган сўз?", "Сизнинг унга бўлган муносабатингиз қандай?");

Иккинчи қатор саволларга маданият ("Германия қадриятларининг баъзиларини айта оласизми? Анъанавий ўзбек қадриятлари?", "Қадриятлар нима?", "Эътиқод ва қарашлар ўртасидаги фарқ нима?"). Иштирокчилар турли маданиятлар турли хил қадриятлар ва эътиқодлар билан ажралиб туриши ва уларнинг вакиллари ўртасидаги тушунмовчиликлар муқаррар эканлиги ҳақида дастлабки хулосани чиқаради.

Иштирокчилари (5-7 нафар) бир неча жадваллар атрофида гуруҳлар ва ўйин бир карта ўйини ёки юза ва дона ҳаракат билан тахта ўйинни ҳам ўтириш талаб қилинади. Ҳар бир столда карталар дастаси (ёки стол ўйинлари) ва қоидалар ёзилган варақ берилади.

Фасилитаторнинг таъкидлашича: олиб боровчи иштирокчиларга ўйин давомида ҳеч ким гаплашишга рухсат берилмаслигини ва барча гаплар ўйин охиригача тўхтатилиши кераклигини айтади. Иштирокчиларга жадвалларнинг ҳар бири учун қоидалар фарқ қилиши айтилмаган. Битта талаб шундаки, улар бир-бирига зид бўлиши керак, шунда кимдир турли хил қоидалар бўйича ўйнай бошласа, у тезда равшан бўлиб қолиши керак.

Машғулот қатнашчиларидан яна бир савол сўрайди: "Толератнлик умумбашарий тамойилми ёки ҳеч қачон тоқат қилинмайдиган нарсалар борми? Қандай бўлмасин, биз сабр-тоқатли бўлишимиз керакми? » Машғулот иштирокчиларини толератнлик тамойили асосий инсон ҳуқуқлари ва ахлоқий қадриятлар ("Сиз ўлдирмайсиз" ва ҳоказо) билан мутаносиб бўлиши керак бўлган жойлар мавжуд деган фикрга олиб келади. Бироқ, биз бошқаларнинг хатти-ҳаракатлари ва қадриятларига тоқат қилишдан бош тортган бўлсак ҳам, биз ҳеч қачон уларга ҳурматсиз муносабатда бўлмасликимиз ва уларнинг асосий инсон ҳуқуқларини бузмаслигимиз керак.

Ўқитувчи гуруҳни (кичик гуруҳларда) толератнлик тамойилини шакллантиришга таклиф қилади, гуруҳга сифатли таърифни ишлаб чиқишда ёрдам беради ва иштирокчилар таклиф этган якуний таърифни ёзади.

Ўқитувчи толератнлик айниқса самарали бўлган алоқа ва шахслараро ва маданиятлараро тушуниш учун муҳим бўлган соҳалар ҳақида сўрайди. У иштирокчиларни турли хил одамлар бир хил қадриятларни баҳам кўришга даъво қиладиган жойлар (масалан, оила, ҳайрия ва бошқалар), аммо ушбу қадриятларнинг ифодаларида кескин фарқ қиладиган нарсалар айниқса қийин деган хулосага олиб келади. Ўқитувчи тасодиқий равишда гуруҳни тўртта кичик гуруҳга ажратади ва уларнинг ҳар бирига кичик карталарда босилган ўзига хос "маданият тавсифи" ни тарқатади. Ҳар бир гуруҳдан хонанинг бир бурчагига боришни ва уларнинг "маданияти" билан таништиришни сўрашади.

Маданият тавсифлари намуналари (уларни тил ва мавжуд материаллар бўйича мослаштириш мумкин):

1-маданият: Бу мамлакатда ҳамма баланд ва шовқинли овозда гаплашади. Одамлар ўзларининг ҳис-туйғуларини очикчасига билдиришга одатланганлар.

Оила, соғлиқ муаммолари, хасталиклар, қариндошлар каби нарсаларни сўраш ва муҳокама қилиш мулойим ҳисобланади, чунки улар ҳақида тўлиқ маълумот бериш каби саволларга жавобан сиз суҳбатлашаётган кишига нисбатан

бир хил қизиқишни кўрсатинг. Уларнинг суҳбати жуда кўп жисмоний тегиниш билан ажралиб туради. Меҳмондўстликнинг энг яхши ифодаси бу меҳмонларга ширинликлар таклиф қилишдир. Конфет ҳар доим ўралмайди ва дарҳол истеъмол қилинади; бу ишонч ва мўл-кўллик рамзи.

2-маданият: Бу мамлакат фуқаролари самимий ва дўстона. Улар ўз меҳмонларини табассум билан кутиб олишади, лекин ёпиқлигича қолишади. Улар ўз меҳмонларига имкон қадар эътибор беришади, лекин шу билан бирга шахсий саволларга жавоб беришдан қочишади. Уларнинг ҳаётидаги ҳар бир қадам фақат ўзларига маълум бўлган урф-одатлар ва қоидалар билан тартибга солинади ("Бу одат", "Бу одат эмас"). Агар сиз уларни ўз урф-одатларига зид равишда гапиришга ҳаракат қилсангиз, улар ҳар доим "Бу одат эмас" деб жавоб беришади.

Ҳар бир гуруҳ иштирокчиларидан иложи борица изчил равишда маданиятларини намойиш этишлари сўралади ва қисқа вақт амалиётдан сўнг маданиятлар бир-бирларига ташриф буюришни бошлайдилар: 1-маданият 2-чи маданиятга, 3-маданият 4-га ва бошқалар маданиятларга ташриф буюришади.

Ташрифлардан сўнг, иштирокчилар ўзларининг жойларини эгаллашга таклиф қилинадилар ва ўқитувчи улардан ўйинга бўлган муносабатлари билан ўртоқлашишни ва тажриба ҳақида сўрайди.

Хулоса

Сўнгги йилларда хилма-хиллик муаммолари нисбатан кескинлашиб борганлиги сабабли, хорижий тилларни ўқитишда маданиятлараро кўникмаларни ва маданиятлараро алоқаларни ривожлантиришга катта эътибор берилмоқда. Университетнинг хорижий тил синфи бугунги кунда таълим муҳитига айланишга интилмоқда, бу ерда хорижий тилни маданият орқали ўрганиш хилма-хилликка қарши курашнинг ўзига хос усуллари таклиф қилади. Толерантликни адаптоген характер фазилатларидан бири сифатида ривожлантириш, ҳар куни интерфаол таълим, толерантлик хатти-ҳаракатлари, ҳамдардлик ва ишонч муҳитида ҳамкорлик қилиш орқали амалга оширилади.

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INGLIZ TILI FONETIKASIDA ASSIMILYATSIYA HODISASI VA UNING
HUSUSIYATLARI
ФЕНОМЕН АССИМИЛЯЦИИ В АНГЛИЙСКОЙ ФОНЕТИКЕ И ЕЕ
ОСОБЕННОСТИ
ASSIMILATION PHENOMENON IN ENGLISH PHONETICS AND ITS FEATURES

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Annotatsiya: Mazkur maqolada tilshunoslikdagi assimilyatsiya hodisasi, uning paydo bo'lishi sabablari va assimilyatsiya hodisasining fonetik hususiyatlari haqida fikr yuritiladi. Shuningdek, ingliz tilidagi assimilyatsiyaga uchragan so'z va so'z birikmalari misollar bilan keltirilgan.

Key Words: assimilyatsiya, yetaklovchi, to'liq assimilyatsiya, qisman assimilyatsiya, progressiv, diaxronik, sinxronik.

Аннотация: В данной статье рассматриваются феномен поглощения в лингвистике, его причины и фонетические свойства феноменов ассимиляции. Кроме того, статья содержит примеры ассимиляционных слов и словосочетаний на английском языке.

Ключевые слова: ассимиляция, ведущий, полная ассимиляция, частичная ассимиляция, прогрессивная, диахроническая, синхроническая,

Abstract: This article discusses the phenomenon of assimilation in linguistics, its reasons of happening and the phonetic properties of assimilation. In addition, the article includes examples of assimilation in words and phrases of English phonetics.

Key Words: assimilation, leading, fully assimilation, partial assimilation, progressive, diachronous, synchronous.

Chet tillarini o'qitishga qaratilayotgan say-harakatlar xorijiy tillar fonetikasini o'rganish zaruratini uy'gotdi. Turkiy tillar oilasiga kiruvchi tillar bilan bir qatorda Yevropa tillarida ham uchraydigan Assimilyatsiya tushunchasi ikkala til oilalari guruhi fonetikasida o'rganilishi zarur bolgan muammoli masala hisoblanadi. Assimilyatsiya tushunchasi meditsina sohasida ham uchrab, tirik organizmlar uchun xos bo'lgan moddalar almashinuvining bir tomoni, tashqi muhitdan olinadigan moddalardan organizm uchun zarur murakkab moddalar hosil bo'lishi tushuniladi. Ushbu atama lotin tilidan olingan bo'lib, *assimilatio* – birikish, o'zlashtirish, o'xshatish degan ma'nolarni anglatadi. Shu bilan birga bu tushuncha tilshunoslikda ham keng qo'llanadi. Ya'ni tilshunoslikda Assimilyatsiya – qator kelgan nutq tovushlarining bir-biriga ta'sir qilib o'ziga moslashtirishidir. Ya'ni yonma-yon kelgan tovushlar bir biriga ta'sir ko'rsatadi va ular bir-biriga o'xshash yoki bir xil talaffuz qilinadi. Misol tariqasida ingliz tilidagi *in-*, *non-*, *un-* kabi inkor bildiruvchi qo'shimchalar *illegal*, *immoral*, *irresponsible* kabi so'zlarda *il-*, *ir-*, *im-* shaklida uchraydi.

Assimilyatsiya **sinxronik** bo'lishi, ya'ni gapirilayotgan vaqtning o'zida tilda faol sodir bo'ladi, yoki **diaxronik** – vaqt o'tgach tarixiy ovoz o'zgarishiga uchragan bo'lishi mumkin. Yuqoridagi misollardagi *n* undoshining assimilyatsiyasi Lotin tilidan meros bo'lib qolgan bo'lsa-da, sof ingliz tilidagi misollar ham uchraydi. Og'zaki nutq tez sur'atda bolgani sababli ingliz tilidagi *ten bucks* so'zini /*tembucks*/ tarzida talaffuz qilishga odatlanganlar³¹. *Hymn* so'zida burun undoshlari *mn* birikishi natijasida progressiv assimilyatsiya ro'y beradi va *n* tovushining yo'qolishiga sabab boladi, lekin *hymnal* so'zida bu hodisa ro'y bermaydi. Shu kabi, til oldi *nt* undoshlarining birikishi natijasida *winter* so'zi /*winner*/ shaklida talaffuz qilinadi yani til oldi undoshi *t* talaffuzda tushib qoladi. Ammo bu holat *wintery* so'zida kuzatilmaydi³².

Qisman assimilyatsiya va to'liq assimilyatsiya

Assimilyatsiya hodisasi undagi tovushlarning o'zgarish darajasiga ko'ra qisman yoki to'liq bo'lishi mumkin. Ingliz tilidagi *ten bikes* jumlasini, masalan, /*tem baiks* / tarzida talaffuz etiladi. Ushbu misolda *b* lab undoshi ta'sirida *N* til tovushi *m* lab undoshiga almashadi. Ya'ni ikki undosh hosil bolish o'rniiga ko'ra bir guruhdagi undosh tarzida talaffuz qilinadi. Bunday assimilyatsiya **noto'liq** (qisman) assimilyatsiya deb yuritiladi. Assimilyatsiya *ten mice* so'z birikmasida to'liq shaklda uchraydi, ya'ni / *tem mais* / tarzida talaffuz qilinadi. Bu yerda *n* tovushi unga ta'sir qilgan *m* tovushi bilan bir xil talaffuz qilinadi³³. Bir so'z bilan aytganda biror tovush unga ta'sir qilayotgan so'z bilan bir xil talaffuz etilsa **to'liq**, ayrim xususiyatlariga kora moslashsa **noto'liq** hisoblanadi.

"Ko'pgina o'smirlar odatiy nutqda va bolalarning aksariyati *sandwich* so'zida til oldi *n* tovushini undan keyingi kelgan labtish undoshi *w* ta'sirida *m* tarzida talaffuz qiladilar. Ushbu holatda til oldi burun sonori *n* undoshini lab-lab undoshi *m* ga o'zgartirib, / *v* / ga assimilyatsiya qiladi. (/ *d* / ko'pchilik so'zlovchilar tomonidan talaffuz qilinmaydi, ammo u ehtiyotkorlik bilan talaffuz qilinishi mumkin). " Va buning natijasida assimilyatsiya hodisasiga guvoh bo'lamiz (*sandwich* / *sænwič* / → / *sæmwič* /)³⁴.

Ta'sir yo'nalishi

Agar tovush keyingi segmentga nisbatan o'zgarsa, u an'anaviy ravishda "**regressiv assimilyatsiya**" deb nomlanadi; oldingi segment ta'sirida hosil bo'lgan o'zgarishlar an'anaviy ravishda "**progressiv**" deb nomlanadi. Ko'pchilik bu atamalarni chalkash deb biladi, chunki ular mo'ljallangan ma'noga qarama-qarshi degan ma'noni anglatadi. Mos ravishda, an'anaviy atamalar muammosidan qochadigan turli xil alternativ atamalar paydo bo'lgan lekin barchasi an'anaviy atama muamosini yecha olmagan. Regressiv assimilyatsiya, shuningdek, *o'ngdan chapga*, *yetakchi yoki oldinga qarab tortuvchi* assimilyatsiya sifatida ham tanilgan. Progressiv assimilyatsiya *chapdan o'ngga*, *konservativ*, *orqada qoluvchi yoki orqaga tortuvchi* assimilyatsiya sifatida ham tanilgan. Quyida **orqada qoluvchi** va **yetaklovchi** atamalari qo'llaniladi.

"Artikulyatsiya xususiyatlari oldingi segmentga, masalan ingliz tilidagi *white pepper* so'zida keyin kelgan *p* tovushi tasirida *t* ning *p* tarzida talaffuz etilishiga /*wart 'pepə*/ → /*warp 'pepə*/, olib kelishi mumkin. Bu *yetaklovchi*(*oldinga tortuvchi*) assimilyatsiya deb ataymiz.

³¹ Zdenek Salzmann, "Language, Culture, and Society: An Introduction to Linguistic Anthropology. Westview," 2004

³² Harold T. Edwards, "Applied Phonetics: The Sounds of American English." Cengage Learning, 2003

³³ David Crystal, "Dictionary of Linguistics and Phonetics, 6th ed." Blackwell, 2008

³⁴ Kristin Denham and Anne Lobeck, Linguistics for Everyone. Wadsworth, 2010

"Artikulyator xususiyatlari oldingi segmentga tasir ko'rsatib uni ushlab turilishi mumkin, shunda artikulyatorlar o'z harakatlarida orqada qolishlari mumkin, masalan inglizcha *On the house* so'z birikmasida /an ðə 'haʊs/ → /an nə 'haʊs/. Buni biz *orqada qoluvchi (orqaga tortuvchi)* assimilyatsiya deb ataymiz.

"Ko'p hollarda artikulyatsiya xususiyatlarining ikki tomonlama almashinuvi mavjud, masalan, inglizcha *Raise your glass* so'z birikmasida bu holat kuzatiladi /'reɪz jɔ: 'gla:s/ → /'reɪz ʒɔ: 'gla:s/. Buni biz *o'zaro assimilyatsiya* deb ataymiz³⁵".

Assimilyatsiyada to'rtta konfiguratsiya(o'zgarish shakli) mavjud:

6. Yonma-yon kelgan (qo'shni) segmentlar orasida.
7. Bir yoki bir nechta kesuvchi segmentlar bilan ajratilgan segmentlar o'rtasida.
8. Oldingi segment ta'sirida o'zgarishlar
9. Keyingi segment ta'sirida o'zgarishlar

Garchi to'rtta shakldagi o'zgarish sodir bo'lsa ham, qo'shni ya'ni yonma-yon segmentlar orasidagi o'zgarishlar deyarli barcha assimilyatsion o'zgarishlarni (va ko'pchilik odatdagi o'zgarishlarni) tashkil etadi. Ushbu radikal assimetriyalarda ishtirok etadigan mexanizmlarning o'ziga hos xususiyatlari bo'lishi mumkin, ammo ular aniq emas. Quyida ingliz tili fonetikasida uchraydigan assimilyatsiyaning turlari va ularni nutqda paydo bo'lishini misollar yordamida kuzatishimiz mumkin:

1. / t / changes to / p / before / m / / b / or / p /

<i>first base</i>	<i>right pair</i>
<i>flight plan</i>	<i>secret police</i>
<i>foot brake</i>	<i>front man</i>

2. / d / changes to / b / before / m / / b / or / p /

<i>bad pain</i>	<i>good cook</i>
<i>blood bank</i>	<i>good morning</i>
<i>blood bath</i>	<i>grand master</i>

3. / n / changes to / m / before / m / / b / or / p /

<i>action planning</i>	<i>iron man</i>
<i>american plan</i>	<i>on me</i>
<i>brown paper</i>	<i>one pair</i>

4. / t / changes to / k / before / k / or / g /

<i>cigarette card</i>	<i>short cut</i>
<i>credit card</i>	<i>smart card</i>
<i>cut glass</i>	<i>street credibility</i>

5. / d / changes to / g / before / k / or / g /

<i>closed game</i>	<i>hard core</i>
<i>cold call</i>	<i>hard court</i>
<i>cold cream</i>	<i>highland cattle</i>

6. / n / changes to / ŋ / before / k / or / g /

<i>golden gate</i>	<i>tin can</i>
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³⁵ Beverley Collins and Inger M. Mees, "Practical Phonetics and Phonology: A Resource Book for Students," 3rd ed. Routledge, 2013

golden goose tone control

human capital town clerk

7. / s / changes to /ʃ/ before /f/ or /j/

bus shelter nice yacht

dress shop space shuttle

nice shoes

8. / z / changes to /ʒ/ before /f/ or /j/

cheese shop where's yours?

rose show these sheep

9. /θ/ changes to /s/ before /s/

bath salts earth science

bath seat fifth set

birth certificate fourth season

Ingliz tilida ravon soʻzlashuvda soʻzlarni bir-biriga bogʻlash hodisasi beixtiyor sodir boʻladi. Bogʻlash yoki bogʻlanish degani bitta soʻzdagi oxirgi undosh tovushni keyingi soʻzning birinchi tovushiga qoʻshib talaffuz qilishni anglatadi. Biz muntazam ravishda soʻzlarni moslashtirib ishlatadigan bir nechta vaziyat mavjud. Misol uchun, soʻz unli tovush bilan boshlanganida, koʻpincha oldingi soʻzning oxirgi undosh tovushi keyingi soʻzning boshiga qoʻshilib soʻz huddi birinchi soʻzning ohirgi undoshi bilan boshlangan kabi aytiladi. Masalan:

Word	Pronunciation
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Don't ask	Don' task
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Lot of	Lo' tof
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Come in	Comin
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Let's eat	Let seat
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Xulosa oʻrnida shuni aytishimiz mumkinki, assimilyatsiya hodisasi fonetik jarayonda yuzaga kelganligi sababli ushbu jarayon barcha tillarda oʻxshash boʻladi. Yaʼni ushbu hodisa tilning nutq jarayonidagi qulaylikka erishish uchun yoki murakkab soʻzlarni tilda moslashtirib qulay talaffuz qilish jarayonida paydo boʻladi. Bu jarayonning paydo boʻlishida tilning ogʻiz boʻshligʻidagi harakati sabab boʻladi. Til ogʻiz boʻshligʻida bir holatdan ikkinchi holatga oʻtish jarayonida nutq jarayoni tez sodir boʻlganligi sababli tovush oʻzgarishiga sabab boʻladi. Ushbu jarayonni diffuziya hodisasining nutq tovushlari yordamida paydo bolishi deb aytishimiz mumkin. Yaʼniki, ushbu hodisa nutq tovushlarining bir-biriga kirishib ketishi hisoblanadi.

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INTERACTIVE WAYS OF TEACHING REVISION LESSONS IN ENGLISH LESSONS.

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Abstract: This article describes in detail the important issues that should be addressed in the process of teaching English at school.

Key words: games, class, vocabulary, practice, consolidate.

English plays an important role both achieving in our study and job. Today our country pays great attention to learning foreign languages, especially English. Teaching foreign languages at school will give a learner the opportunity to learn that language perfectly. For this reason, the main requirement facing our education system is the gradual teaching of foreign languages.

Every learner must feel safe and important in the class in order for maximum learning to take place. A positive classroom environment does not just happen but teachers create it. The most important reasons for misunderstanding the target language are lacking of vocabulary and getting bored. In order to make the lessons more interesting and effective, teachers should pay attention to consolidate and review the learnt material in the classroom. Using interactive methods of consolidating grammar and vocabulary make lessons more fun and effective than using theoretical knowledge. Here there are going to be offered games for consolidation and practice in vocabulary.

1. Karuta

Target: Vocabulary

Time: 10 + minutes. Materials: Vocabulary cards

Procedure: 1. Put students in groups 4 or more. Give each group a stack

of vocabulary cards(cards could have an English or Japanese word, or a picture.)

2. Have the students spread the cards out, face up on the desk. Call out the cards randomly ,one by one. After each word the first student to slap the card gets to keep it.

Variations: The variation of this game called Fly swatter. Using a projector ,the teacher projects onto the whiteboard a wall full of vocabulary words randomly spaced. The class is divided in to two teams. Each team takes turns sending up one representative to battle each other. Once at the front of the class , they are given a fly swatter. The first student to slap the correct word wins a point for their team. Going around the team student by the student ensures that each student has an opportunity to play.

Notes: This game can get rowdy.



Figure it out.

Target: Vocabulary.

Time: 10+ Minutes

Materials : Two chairs facing each other , vocabulary cards, stop watch

(optional) buzzard (a smart phone or iPod works!)

Procedure:

1. Put two chairs in front of the classroom. Divide the class in to two groups.
2. A member of each group will sit one of the chairs . one of the players will receive a stack of vocabulary cards. The student who has the vocabulary cards has to describe each card to the other player WITHOUT using the word written.
3. The other player tries to figure out as many vocabulary words as possible with in a minute. The player who is trying to figure out the word can skip it if they cannot figure out the word(they must try before skipping it!)

Ex: Student A: Every morning you it this!

Breakfast

Student B: Bread.

Student A: What is the time you eat bread called?

Student B: Breakfast!

4. Set the timer for a minute before the players start. You can press a buzzer when the times runs out. To make the game easier ,the teacher can explain and write the certain words or phrases on the board the students can use. For example: What is it called when..... This is used when has a similar meaning. Etc. Also the teacher can divide the entire into pairs and each pair can play at the same time (without helping other parts) Another Version: Other group members can be involved if desired. For example: If the player who has the vocabulary cards doesn't know the meaning ,they can ask their group members to help them explain the word. Also if the player who is guessing the word can 't figure it out, they can also ask their group members for help.

Notes: The player who has the vocabulary cards can ask the teacher for help if they don't know the word well. This is a great game to review the lesson's vocabulary!

Vocabulary Rush!

Target: vocabulary

Time: 10+ Minutes

Materials: Vocabulary words or phrases ,two chairs, blackboard or paper, markers (optional)

2 Balls or stuffed animals for each team to throw around. (optional) Stopwatch.

Procedure 1) Split the class in to groups. After the class split in to two ,one player from each team stands up and comes to the front of them classroom and sits down on to two chairs that are facing away from the board and towards to the class . The students sitting in front of

the class have the stuffed animal or ball first. The teacher writes down a vocabulary word on the board (that the two players cannot see) and the two groups have to explain the words to the two players. When one of the two players says the correct words, he/she throws something (like a stuffed animal) to another student in their group to take their place in front of class. The person on the other team has to continue sitting in front the class until they guess the right answer to one of the words.

2. Set a time limit. (like 5 or 10 minutes) for the game. You can also keep points for each team.

Ex: Class: Almost everyone has one of these!

Cell phone

Student 1: A bicycle?

Class: No! You cannot ride this. You use this to communicate!

Student 2: A computer!

Conclusion:

In view of the above, we can conclude that games plays a significant role in the study of a foreign language. These kinds of games can help the teacher to create a friendly and comfortable atmosphere in the classroom and to involve all pupils.

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