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**SOHA LINGVISTIKASI: TILSHUNOSLIK
VA TIBBIYOT INTEGRATSIYASINING
MUAMMOLARI, YECHIMLARI HAMDA
ISTIQBOLLARI**

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SOHA LINGVISTIKASI:
TILSHUNOSLIK VA TIBBIYOT
INTEGRATSIYASINING
MUAMMOLARI, YECHIMLARI
HAMDA ISTIQBOLLARI
mavzusidagi xalqaro ilmiy-amaliy konferensiya
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**MINISTRY OF HIGHER AND SECONDARY SPECIAL
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

BUKHARA STATE UNIVERSITY

**LINGUISTICS OF DIFFERENT
FIELDS:
PROBLEMS, SOLUTIONS AND
PROSPECTS OF LINGUISTICS
AND MEDICAL INTEGRATION**

**INTERNATIONAL SCIENTIFIC-PRACTICAL
CONFERENCE**

Bukhara, November 10, 2021

**МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО
СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ
УЗБЕКИСТАН**

БУХАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

**ОТРАСЛЕВАЯ ЛИНГВИСТИКА:
ЗАДАЧИ, РЕШЕНИЯ И
ПЕРСПЕКТИВЫ
ЛИНГВИСТИКИ И
МЕДИЦИНСКОЙ ИНТЕГРАЦИИ**

**МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ
КОНФЕРЕНЦИЯ**

Бухара, 10 ноября 2021 г.

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“Soha lingvistikasi: tilshunoslik va tibbiyot integratsiyasining muammolari, yechimlari hamda istiqbollari” mavzusidagi xalqaro ilmiy-amaliy konferensiya materiallari.–Buxoro: Tadqiqot.uz, 2021.

Buxoro davlat universiteti O`zbekiston Respublikasi oliy va o`rta maxsus ta`lim vazirligi, O`zbekiston Respublikasi innovatsion rivojlanish vazirligi, O`zbekiston Respublikasi sog`liqni saqlash vazirligi, O`zbekiston Respublikasi tadqiqot.uz. markazi, Buxoro davlat universitetining Pedagogika instituti bilan hamkorlikda “Soha lingvistikasi: tilshunoslik va tibbiyot integratsiyasining muammolari, yechimlari hamda istiqbollari” mavzusida xalqaro ilmiy-amaliy konferensiya o`tkazdi.

O`zbek, rus, ingliz tillaridagi mazkur konferensiya materiallarida tilshunoslikda til, shaxs, jamiyat munosabatlari tadqiqi muammolari va innovatsion g`oyalar tizimini shakllantirish istiqbollari; o`zbek tili tibbiyot leksikografiyasi va terminologiyasini rivojlantirish ijtimoiy zaruriyat; tibbiyot ta`limida lingvokulturologiya va psixolingvistikaning ahamiyati hamda dolzarbligi; tibbiy birliklarning lingvopoetik tadqiqi; amaliy filologiyani rivojlantirish kabi mavzular doirasida mulohaza yuritilgan.

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Mazkur to`plamga kiritilgan maqolalar va tezislarning mazmuni, statistik ma`lumotlar hamda bildirilgan fikr hamda mulohazalarga mualliflarning o`zlari mas`uldirlar.

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толығына себеп болатын ендігі бір фактор – халықтық географиялық, астрономиялық, метеорологиялық жағдайлар;

• Этнолексиканың маңызды саласы – кісі аттары мен туыстық атаулар. Ұлттық бояу мен ұлттық мінез-құлықты танытатын атаулар жүйесі антропологиялық фактор болып табылады;

• Жан-жануарлар дүниесі мен өсімдіктер әлемі, оны пайдалануға қатысты халықтық дүниетаным өз алдына зерттеліп жүрген мәселе қатарына жатады. Этнолексиканың қалың қабатын құрауға негіз болатын ендігі бір фактор – жан-жануар және өсімдіктер әлемі.

Қорытындылай келе, қазақ тілінің айырым белгісі аз ортақ белгілерінің молдығы – оның біртұтастық қасиеті. Аймақтық лексика – жалпы дәстүрлі қазақ мәдениетінің құрамдас бөлігі, құндылық әлемі де ортақ. Аймақтық мәдениет өзгеше болмайды. Аймақтық сөз – дәстүрлі қазақ мәдениетінің аймақтық көріністерін танытатын этномәдени мазмұнды бірліктері. Сондықтан аймақтық лексикадағы этномәдени көріністер – дәстүрлі қазақ мәдениетінің аймақтық бояуы, аймақтық сипаты. Қазіргі тіл ғылымы этномәдени бірліктерді жеке-дара күйінде зерттеуден гөрі оларды өзара байланысты этномәдени ақпарат көзі ретінде зерделеуге ден қоюда. Егер қарым-қатынас субъектісі – белгілі 162 мәдениет өкілі, тұтынушысы болса, дәстүрлі қазақ мәдениетінің өкілі мен тұтынушысы да біреу – қазақ этносы.

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Critically discussing student teachers' ideas

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Orifjonova Muyassar**

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Annotation. In this article it is given about solving out student teachers' problems with scientific and subject-terms and ideas during school time.

Key words: *educational research, building confidence, teaching strategy, specific lessons, strike a balance*

All student teachers as they begin their training bring with them a wealth of ideas about teaching and learning – ideas significantly influenced by their own experience of education. Their beliefs and expectations will determine their priorities and influence what they consider they will need to learn. They will also

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be bringing into school ideas from other sources: university/college tutors, reading about educational research and national developments, fellow students.

To gain as much as possible from their time in school, student teachers need to be made aware of the ideas they hold about teaching - wherever they have come from - and be given opportunities to discuss and critically evaluate them. In helping student teachers learn to teach, you therefore need to encourage them to articulate their ideas, both in general terms and as they relate to specific lessons. You can then help student teachers begin to question these ideas, seeking to establish through discussion, as well as observation and practice, whether they are helpful or valid.

WHY IS IT IMPORTANT?

Student teachers arrive full of ideas

All student teachers bring with them their own, often very strong, ideas about teaching and learning (they are unlikely otherwise to want to become teachers!). They will have encountered a range of assumptions and ideas about teaching:

- in the university/college part of their training course
- through observation in other schools, perhaps undertaken at the start of their course
- through their own experience of education as pupils in schools and as students in higher education.

Just as any teacher encountering a new group or embarking on a new topic seeks to establish what their pupils already know and perhaps what opinions they hold about the topic, so it is important for you to appreciate that student teachers do not come to you as 'empty vessels waiting to be filled'.

Those ideas which derive from university/college may be much easier to bring into the open: they may be stated on the curriculum programme, and may have been discussed by you and the university/college tutor in planning the student teachers' programme. However, those ideas which student teachers bring with them from their own experience as pupils or students are perhaps more difficult to expose and analyse; they are also much more deep-rooted and difficult to change.

There is no one way to teach. Different approaches work for different people in different circumstances and in different ways. The purpose of any training course is not simply to produce teachers who can perform effectively in the classroom, but to allow student teachers to learn about teaching, to explore different strategies, and to discover what kind of teacher they want to be. This kind of learning can only happen if student teachers are made aware of the range of possible approaches open to them, and are helped to assess the implications of adopting different strategies.

If, when they first go into schools, rather than as they complete their course, student teachers could recognize and begin to evaluate their own preconceptions and the ideas they bring from elsewhere, they would be able to make much more effective use of their time in school. You therefore have a crucial task in devising ways of bringing student teachers' ideas out into the open, and in helping them to subject those ideas to serious questioning.

WHAT MAKES IT DIFFICULT?

The pace of school life

Teachers are extremely busy people. You are under constant pressure to deliver lessons day in and day out. During the average school day it is virtually impossible to find the time or space to think beyond the next lesson or meeting. Once student teachers begin to teach, even small groups or parts of a lesson, the priority for discussion with you automatically becomes planning for the next lesson. Such conversations have a very specific focus, and are inevitably dominated by the need to produce something concrete for the lesson. They do not often involve discussion at a more general level - the purpose of teaching a particular subject, the value of mixed-ability teaching, for example - where the student teachers' ideas can be explored and questioned without the need for an 'answer' to solve an immediate problem. It is all too easy for mentor and student teachers to be pressurized into 'short-term thinking' and to lose sight of the longer-term perspective, and any sense of the fact that the course is only the beginning of the student teacher's learning process as a teacher. As one science mentor observed:

It's important to use the fact that student teachers do have time to think, to discuss, to question, to observe - to learn really. It's all too easy to get them snarled up in the frantic pace of school, unable to look beyond 10Y's next lesson. Sometimes, a conscious effort has to be made to get the student teacher to resist the pressure to think only in terms of what you've got to do tomorrow

Student teachers' confidence

Student teachers need to learn how to question their ideas about teaching from the beginning of their course. However, they can feel very insecure at this time and only really develop the confidence to subject their ideas to serious critical analysis when they have found their feet. You therefore have to strike a delicate balance. This avoids the problem experienced by a maths mentor who described his student teacher as having 'developed a complacent smugness that effectively sealed him off from any serious questioning and brought his learning to an abrupt halt'.

SOME WAYS OF DOING IT

The ideas that student teachers have about teaching and learning will present themselves in two different ways:

- wide-ranging conversations about teaching in general - discussing the kind of role they believe teachers should have with their classes, or the relative merits of groupwork as a teaching strategy, for example.

- focused discussion related to particular lessons - planning or evaluating a lesson of their own, or discussing their observation of a lesson taught by you. In the teaching strategies they adopt or in the comments they make it is possible to discern a great deal about student teachers' views of different approaches to teaching.

Exploring general ideas

Through discussion

This requires careful planning. For student teachers spontaneously to articulate and evaluate their general ideas about teaching and learning is unusual. It is worth setting aside time very early on in their stay with you, before the student teachers become preoccupied with planning for particular lessons, to find out what kind of ideas they bring with them:

- What kind of teachers had most influence upon them, and perhaps upon their decision to take up teaching?
- What did they dislike most about their own schooling?
- Why do they believe their subject to be important?
- How do they perceive their own role as a teacher - as leader? counsellor? facilitator? entertainer?

An appreciation of the ideas that your particular student teachers bring with them is invaluable to you, and may save considerable time later on.

Through observation and debriefing

In observing student teachers over a period of time you can gauge a great deal about their priorities and their views on teaching and learning styles. Helping them to question these assumptions can be done in a variety of ways.

EXAMPLE Building confidence before challenging

One history mentor was aware from discussions early on that her student teacher had quite a 'traditional' view of the teacher's role: 'she came with the idea firmly fixed in her head that a good teacher commanded silence in class, stood at the front and taught content'. She judged that it would be inappropriate to challenge that model too forcefully early on as it lay at the heart of the student teacher's beliefs about good teaching. So, instead of criticizing the student teacher for wanting to teach in that kind of way she did two things. She allowed the student teacher to plan and teach a number of lessons in line with that model, knowing that once the student teacher felt confident in her ability to fulfil that role, she would be able to look beyond it and question the adequacy of the model. At the same time the mentor also ensured that the student teacher was continually exposed to other possible approaches. In the words of the mentor, 'Mary (the student teacher) observed a lot of my lessons and I always shared my lesson plans and talked about pupil activities. In discussing the plan, I would always try to slip in the fact that I chose tasks specifically to teach particular concepts and skills, and not merely to get across the historical content'.

With some student teachers it can be counterproductive to question directly what they are doing. On those occasions it can be helpful for you simply to collect data for them to examine.

EXAMPLE Using data to prompt questions

In one case a student teacher set out with the aim of being a friend to her pupils, being liked as a teacher. The mentor, concerned about the implications of this approach, simply noted a number of the remarks made to the student teacher by pupils in the course of a lesson and showed them to her as part of the debriefing. Reflecting on the remarks herself, the student teacher began to question the approach and ask for advice on ways to create a different pupil/teacher relationship.

This technique of data collection can prove one way of tackling over-confident, even arrogant, student teachers who will not accept that there is another point of view, or that their approach is not necessarily 'the best'. By providing objective data - the written work of classes taught the same topic in different ways, for example - you can force the student teachers to confront the issue and question the validity of their assumptions.

Through awareness of other aspects of the student teachers' course

If the school or university/college runs a general programme alongside the work of subject-specific mentors, this may be an important source of ideas which student teachers bring to their curriculum work. Awareness of the issues being tackled at any given time can alert you to particular issues that your student teachers may be wrestling with. This does not require detailed knowledge of what the sessions cover, but if you know that your student teachers have been discussing equal opportunities or special needs, for example, you can perhaps ask about the conclusions they reached or how they might influence their next lesson plan.

Exploring ideas relating to specific lessons

In this context it is relatively easy to encourage student teachers to share the ideas from their experience or from university/college which have influenced their thinking. Here you play a significant role in:

- helping student teachers to clarify their ideas
- encouraging them to assess the likely implications of particular strategies
- giving them opportunities to try out or test their ideas. You need to make sure that the student teacher(s) question the ideas they are considering using.

EXAMPLE Questioning ideas from other sources

A geography teacher, when being taken through a student teacher's lesson plan, was intrigued by the choice of role play for that particular class. Through getting the student teacher to talk about his reasons for the choice, it became apparent to the mentor that the student teacher had recently read a book extolling the virtues of role play in geography and was unquestioningly adopting it without considering the needs of that particular group.

As the student teachers plan, questions about what exactly will be happening are usually the most helpful way of getting them to clarify their ideas. On group-work for example:

- How are you going to decide who's in which group?
- Does everyone in the group have to write down their decisions?
- When they are reporting back, how interested is everyone else in the class going to be in hearing what somebody else is saying?

Such questions serve not only to clarify the plan - to help student teachers realize exactly what needs to be done - but also to alert them to the potential problems as well as benefits of certain approaches. Thoughtful questioning about the methods that the student teachers are planning to use can help to spell out the fact that there is no such thing as a good teaching strategy in itself. The value of any particular approach must be judged in terms of what the teacher is trying to achieve.

Summary

Student teachers bring with them ideas shaped by their own education and from university/college-based parts of their course. Just as pupils' learning is so much more effective when we take account of the knowledge and ideas that they bring with them to the subject, so student teachers' learning can be accelerated by taking time to explore their preconceptions. If you can help student teachers to question their own assumptions and those of others from the very beginning of the course,

they will develop much more quickly into reflective practitioners rather than simply competent teachers. You can encourage this questioning:

- through general discussion of student teachers' ideas about teaching and learning

- through observation and debriefing of specific lessons

To do it well you need to:

- make time to explore the student teachers' preconceptions. Avoid the pressure to confine discussion simply to the next lesson to be taught

- strike a balance – encourage the student teachers to air their ideas without letting them think that they already have all the answers; question the student teachers' ideas without crushing their confidence

- provide the student teachers with data collected from observation of their lessons to allow them to assess the practical implication of their ideas.

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Harakat tarzi shakllari va nutq

Ortiqova Gulchehra Hamzayevna *

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Annotatsiya. O'zbek tilshunosligida fe'llarning harakat tarzi shakllari orqali ish-harakat va holatning bajarilish davri (boshlanishi, vaqti-vaqti bilan yoki muntazam davomiyligi, to'la yoki to'kis tugallanganligi), tarzi (tezligi, imkoniyati) yoki bajaruvchining ish-harakat va holatga turlicha munosabati (xayrixohligi, manfaati) kabi qo'shimcha ma'nolar ifodalanadi. Nutqning barcha uslublarida foydalanish mumkin bo'lgan ushbu til hodisasi muayyan ifodaning o'ziga xos ma'no qirralarini ochib berish uchun xizmat qila oladi.

Maqolada bir necha harakat tarzi shakllarining turli ma'no tovlanishlari badiiy asar qahramonlari nutqi misolida yoritib berilgan.

Kalit so'zlar: *ko'makchi fe'l, o'z ma'no, qo'shimcha ma'no*

Har bir millatning yashash tarzi, milliy urf-odat, qadriyatlar, insonlarining o'zaro hamda turli voqea-hodisalarga munosabati, ruhiyati, xatti-harakatlari tarzi, umuman, xalqning bor bo'y-basti, avvalo, uning ona tilida aks etadi. Bunday o'ziga xoslik har bir tilda o'ziga xos tarzda ifodalanadi. Kishilik jamiyatida insonlar tildan, asosan, kommunikativ birlik sifatida foydalanadilar. Zero, til nutqiy muloqot (diskurs) deb ataladigan, mohiyatan kishilarning o'zaro fikr almashinish jarayoni bo'lgan yaxlitlik uchun asosiy vositadir [6].

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