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**ЗАМОНАВИЙ ТАЪЛИМДА РАҚАМЛИ ТЕХНОЛОГИЯЛАР:
ФИЛОЛОГИЯ ВА ПЕДАГОГИКА СОҲАСИДА ЗАМОНАВИЙ
ТЕНДЕНЦИЯЛАР ВА РИВОЖЛАНИШ ОМИЛЛАРИ**

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**"ЗАМОНАВИЙ ТАЪЛИМДА РАҚАМЛИ
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**"ЦИФРОВЫЕ ТЕХНОЛОГИИ В
СОВРЕМЕННОМ ОБРАЗОВАНИИ:
СОВРЕМЕННЫЕ ТЕНДЕНЦИИ И ФАКТОРЫ
РАЗВИТИЯ В ФИЛОЛОГИИ И ПЕДАГОГИКЕ"**

**"DIGITAL TECHNOLOGIES IN MODERN
EDUCATION: CURRENT TRENDS AND
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PEDAGOGY"**

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ПЕДАГОГИКА ЙЎНАЛИШИ

STUDYING THE PROBLEM OF CHANGING MOTIVATION WHEN CHOOSING A PROFESSION AMONG HIGH SCHOOL STUDENTS

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Abstract. In this article we studied the basic motives of choice of profession, influencing professional self-determination, and also present the results of experimental studies on this issue. Awareness of these requirements, as well as their subjective qualities, the balance between them is the most essential characteristics of a determined personality.

Key words: career choice, motives, self-determination and high school students, analysis, problem.

An analysis of the psychological and pedagogical literature in the field of studying motivation indicates the multiplicity of studies that have studied motives, and allows us to present them as compound, psychologically heterogeneous factors that determine human behavior and activity.

In the context of the problem of professional self-determination, motivation reflects an independent and conscious way of finding the meaning of a future profession, based on the conditions of the cultural, historical and socio-economic development of the situation.

Modern studies of the interpretation of motivation when choosing a profession (E.A. Klimov, L.N.Kogan, M.K.Mamardashvili, V.E.Chudnovsky) indicate the relationship between the processes of a personality's professionogenesis and the quality of its relationship with the world, itself, as an active subject of life. This problem is quite relevant and complex in modern society: the motive for the professional choice of high school students is driven by the influence of the parents' motives, the social situation in society, regional traditions and peculiarities. Therefore, purposeful action, aimed at realizing one's own individual capabilities, the formation of decision-making mechanisms can ensure achievement in accepting a profession, see life in a time perspective, based on one's interests, abilities, and true motives for choosing.

The problem of choosing a future profession, as noted earlier, is associated with the diversity of the sphere of professions. Professions, in agreement with A.A. Verbitsky, everyone can master [3]. It is possible to decide on the choice of a profession only after parting with many of choices, with an understanding of one's capabilities, what can be done realistically.

Professional self-determination, as noted by M.M. Abdullaev, is a long procedure, due to the fact that the choice of a profession is not a one-time action [1].

According to V.G. Aseeva, high school students aged 16-17 experience psychological difficulties when choosing a profession on their own, most of them are afraid of choosing a profession, and shift the responsibility of choosing to their parents [2].

Therefore, at this stage, the help of a psychologist is so important, who will help a high school student to study his features, choosing a profession based on real professional motives.

E. M. Pavlyutenkov singled out professional motives: social, moral, ethical, cognitive,



creative, and associated with the content of labor, material, prestigious, utilitarian [3].

On the motives of choosing a profession, as shown by the results of the study by A.I. Khodakov, the economic component of the future profession, its prestige, the possibility of moving up the career ladder, a decent salary affect, but not everyone correlates professional requirements and their own capabilities, relying only on its external side [4].

Just as in the empirically constructed typologies of motives-interests, in generalized, theoretically grounded typologies, one can distinguish the focus on objects, states and modes of action, although here they are mixed to a greater extent. This is natural, since the personality orientation is a deeper, wider, more complex and at the same time stable formation than the motive-interest, although in some typologies their components are formulated in the same way; for example, as motives - preferred emotional states or motives are objective spheres of professional activity. In general, the personality orientation as an incentive structure is much more diverse in comparison with the motive-interest and in the method of origin and use, in the depth of the prompting meanings and the breadth of their penetration. There is, at the same time, a layer of even deeper and wider motivating factors of human activity.

Choosing a profession and mastering it begins with the formation of motivation. At this stage, students should already quite realistically form for themselves the task of choosing a future field of activity, taking into account the available psychological and psychophysiological resources. In youth's search for individuality and self-satisfaction, there is a very strong motivation to choose a profession that contributes to the realization of personality.

Choosing a profession is a complex and lengthy process. There are two dangers here:

1. Delaying and postponing by a high school student due to the lack of any expressed and stable interests;

2. Attempts by parents to speed up, to speed up this process with the help of direct psychological pressure, which lead to an increase in anxiety, a negative rejection of any choice, unwillingness to choose anything at all, going into various hobbies, etc.

There are many factors that influence the choice of profession for young men and women: the views of parents, peers and school staff; gender role factor; the level of intelligence development, individual abilities, as well as such an important factor as interest in a particular type of activity.

Thus, the problem of motivating the choice of a profession by senior students remains relevant at all times, they attract scientists, specialists from different fields of knowledge by their multidimensional and complexity. But in many ways, the success of the choice of a profession, and then satisfaction with the future work, depends on the independent decision and internal position of the high school student, which implies the need to provide him with psychological and pedagogical support and include him in the system of career guidance work.

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THE RELATIONSHIP OF COMPUTER SCIENCE WITH CHEMISTRY

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Abstract. This article deals with the link between computer science and Chemical Science - the integration of science.

Keywords: Integration (lat. Integro-restoration, replenishment, integer - from the whole word), experimenter, computer science of integrations, chemistry of integrations.

We will create a new period of development of Uzbekistan on the basis of the organization and development of training of personnel who will reach the level of modern world measurements and will be able to withstand today's fierce competition. The issue of supplying with information of the educational process is being investigated as topical issues of Informatics and its Development. In the era of computerization and supplying with information of the educational process, our children should always and everywhere use computer to facilitate their lives. Students should be able to perceive and process very large amounts of information, mastering modern tools and methods of dealing with them in any field of activity. This is evidenced by the fact that the decree of the president of the Republic of Uzbekistan № PQ - 4884 of November 6, 2020 and the decree № PF-6108 set out the main directions of further development of education and science in the new period of development of Uzbekistan. The task of the general secondary school is to prepare a graduate who can apply his knowledge in life situations.

One of the ways to solve this problem can be considered as teaching the science of Computer Science and information technology integrated with other general Secondary Education Sciences. As you know, each science is inextricably linked with other sciences. In the course of the lesson, the explanation that connects the subject with other subjects also has a significant impact on the effectiveness of the lesson. The science of Informatics is also directly related to many disciplines and if the teacher makes use of this communication effectively in the process of explaining the subject, the level of understanding of the subject of the student will be facilitated and the integration of science will be achieved. In this issue, Information Technology is becoming not only an object of study, but also a means of teaching and working environment.

The main purpose of integration is to create a holistic view of the world around the reader, that is, to form a worldview. Integrated lessons provide for an equal connection of topics related to all school subjects, the study of which is interconnected. Let's take a look at the relevance of computer science to the science of chemistry below:

Informatics science with chemistry: students will be able to understand the topics if they learn from Grade 11 chemistry by combining the subject of "solution" with the subject of "making simple programs" in Delphi program in Informatics.

Example: when dissolved in 25 gr salt of 75 gr of Water, find the percentage concentration of the formed solution? Solution: chemistry 25 gr salt + 75 gr water = 100 gr solution dressing if we say that we find a concentration based on the formula where m is the mass of the dissolved substance in the solution, and M is the mass of the solution, then we subtract it into the formula result: 25 GR salt + 75 gr water = 100 gr solution dressing.

Solution: algorithm
program code



```
1)start  
var W, M, n :integer; Begin  
2) Add W, M, n;  
M:=StrToInt(edit1.text)  
3) Calculate  $W=25/100*100$  ;  
n:=Strpoint(edit1.text) 4) result: W;  
W:=25/100*100;  
5) Complete  
Label1.caption:=IntToStr(W); end;  
result: 25%
```

Thus, the study of computer science lessons related to other disciplines contributes to an active sense of reality. Integration will help students to activate learning activities, contribute to the development of creativity of students, allow them to apply the acquired knowledge in real conditions; The science of communication allows the reader to transfer the methods of action from one object to another, which will facilitate the study and make it easier to understand the idea of the integrity of the world; the usage of problem situations in the construction of holistic lessons will enable the students to engage in intelligent activities; the integration will enable the students to have a meaningful understanding of each stage of the work and monitor the process of performing actions from goal to result. With this, their interest in science will increase even more.

The use of an integrated approach in the classroom allows the teacher to achieve the ability to apply the knowledge gained by the students in the study of other disciplines and the students understand that the knowledge gained on the subject is closely related to each other and can be useful in everyday life. Such kind of lessons, accuracy and practical application will please Children, which will allow them to master the integration process in depth.

To sum up, it can be said that science requires further development of the multilateral system of integration relations implementation and teaching methodology. In school, it is necessary to plan the work, coordinate (adaptation) the activities of all participants in the pedagogical process; among sciences it is necessary to use seminars effectively, in the same way to expand the practice of exorcism, conferences, combined lessons.

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МАКТАБГАЧА ТА'ЛИМ ТАШКИЛОТИДА БОЛАЛАРГА ТА'ЛИМ ТАРБИЯ БЕРИШДА САМАРАЛИ YONDASHISH.

Abjalova Hilola Raxmat qizi

Termiz davlat universiteti Talim tarbiya nazariyasi va metodikasi
(Maktabgacha talim) 2-bosqich talabasi

Annotatsiya: Ushbu maqolada maktabgacha ta'limda ta'lim mazmunini samarali tashkil etishning psixologik va pedagogik jihatlari haqida fikr yuritilgan.

Kalit so'zlar: rivojlanish, ta'lim, hissiy bilish, tasviriy faoliyat.

Abstract: In this article discusses the psychological and pedagogical issues of the effective organization of lessons in preschool education.

Keywords: Develop, education, intuition, visual activity

Maktabgacha ta'lim turli yoshdagi bolalarni maktabga tayyorlash bilan birga, ularni sog'lom, har tomonlama yetuk qilib tarbiyalash uchun zarur tashkiliy, uslubiy psixologik, pedagogik shart-sharoitlar yaratadi, bolalarni maktabga muntazam ravishda ta'lim olishga tayyorlashda ota-onalarga yordam beradi, unda o'qishga intilish hissini uyg'otadi. Maktabgacha ta'lim bola 6-7 yoshga yetguncha oilada hamda davlat va davlatga qarashli bo'lmagan maktabgacha ta'lim tashkilotida amalga oshiriladi. Maktabgacha ta'lim bola shaxsini sog'lom, yetuk, maktabda o'qishga tayyor tarzda shakllantirish maqsadini ko'zlaydi. Maktabgacha ta'lim bolalarni xalqning boy milliy madaniy-tarixiy merosi va umumbashariy qadriyatlar asosida aqliy va ma'naviy axloqiy jihatdan tarbiyalash. Bolalarni milliy g'urur, vatanparvarlik hislarini shakllantirish, maktabgacha yoshdagi bolalarning bilim olish ehtiyojini, o'qishga intilishini shakllantirish, ularni muntazam ravishda ta'lim jarayoniga tayyorlash, bolalar tafakurini rivojlantirishni ta'minlaydi.

Bolaning o'sishi, uning jamiyatimizga kerakli bo'lgan yetuk shaxs sifatida voyaga yetishi muayyan qonunlarga bo'ysunadi va bu qonunlar Prezidentimiz boshchiligida ishlab chiqilib izchil ta'riflab berilgan. Psixologlar bolaning rivojlanishi nazariyasini, bola irsiy tabiiy moyillik qobiliyatiga, tug'ma qobiliyatning dastlabki kurtaklariga egadir, bu tug'ma qobiliyat kurtaklari bola tug'ilmasdan o'q uning organizmiga joylashgan bo'ladi deb ta'riflaydilar. Bu tabiiy qobiliyatlarini o'zgartirish ancha murakkab, unga faqat tarbiyaviy omillar yuzasidan yondashib turish lozim bo'ladi. Bolani tabiatini o'zgartirish qiyin, bu sohada muvaffaqiyat qozonish mushkuldir. Tug'ma biologik imkoniyatlar bola shaxsining tarkib topishida asosiy, hal qiluvchi ahamiyatga egadir va bu psixik xususiyatlarning rivojlanishi, bu imkoniyatlarning pishib yetilishi o'z-o'ziga takomillashuvi demakdir. Buning uchun tegishli tashqi shart-sharoitlar bo'lsa bas. Chunonchi, ta'lim tarbiya tug'ma imkoniyatlarni namayon qilish va amalga oshirishning zaruriy shartlaridan hisoblanadi. Shuning uchun bolalarning psixik xususiyatlaridan farq tarbiyaning turlicha ta'sir qilishi kuchiga bog'liq. Binobarin, ta'lim va tarbiya, jamiyat talablariga javob beradigan muayyan shaxsiy sifatlarni tarkib toptirish maqsadida katta avlodning yosh avlodga ongli maqsadga muvofiq ta'sir ko'rsatish jarayoni sifatida hal etuvchi muhim omil hisoblanadi. Ma'lumki, maktabgacha tarbiya yoshidagi bolalarning o'yinlari taqlid qilish tabiatida bo'ladi. Bola tevarak atrofidagi borliqni boshqalardan o'zgaroq fahmlaydi, kuzatadi. Undagi ba'zi narsalarni o'yiniga kiritadi va shu o'yin vositasida o'zini qurshab turgan olam haqida muayyan axborotga ega bo'ladi. Shuning barobarida, unda hodisalarga nisbatan muayyan munosabat paydo bo'ladi. Bolalar tabiat hodisalari, jonivorlar hayoti va harakatlariga taqlid qilib o'ynar ekan, shu qatorda ularning ma'nosini anglay boradi. Asta-sekin hayotiy tajriba orttiradi, qiyinchiliklarni yengishga, bu esa irodasini tarbiyalaydi. Ularda harakat ko'nikmalari hosil bo'ladi va tasavvur tobora boyib boradi. Bundan tashqari o'yinlar bolalarning jismoniy barkamol



bo'lishi uchungina emas, balki ularni aqliy, ma'naviy va axloqiy jihatdan tarbiyalashda ham muhim ahamiyat kasb etadi. Ko'plashib bajariladigan faoliyat turlarida bolalar maqsadga erishish uchun farosati va tadbirkorligini, qatiyatini ko'rsatishi, jamoat oldida faqat o'zining emas, balki o'rtoqlarining hatti-harakatlari uchun ham javobgarlik hissini sezsa olishini shakillantirib borish zarur. Ta'lim bolalarni har tomonlama rivojlantirishning eng zaruriy shartlaridandir. Bolalar qisqa davr ichida insoniyat jamiyat tomonidan yaratilgan juda ko'p bilimlarni o'zlashtirishlari kerak bo'ladi. Bolalarga beriladigan ta'limning mazmuni har bir yosh davrida bir-biridan keskin farq qiladi. Masalan: oilada bolalarga majburiy (bilim) ta'lim berilmaydi. Ular uchun kundalik hayotining o'zi ta'limdan iborat bo'lib, bu yoshdagi bolalar kundalik hayotlarida atrof- muhitdagi narsa va hodisalar bilan tanishadilar, xilma- xil narsalarni qollari bilan ushlab ko'rib sinchiklab tekshiradilar. Bu yoshdagi bolalar kuchli hissiyotli va juda qiziquvchan bo'ladilar. Ularning ana shu qiziquvchanligidan keng foydalanish lozim, ta'lim berishda ularni atrof -muhitdagi narsalar bilan bevosita tanishtirishdan ko'rsatma material yaxshi natija beradi. Bog'cha yoshidagi bolalarning tasvirlash faoliyati juda sodda bo'lib, ular o'zlari tushunganiga va o'z fikri bo'yicha ish olib boradi, chunki ular hali yoshi katta kishilar kabi kuzatish qobiliyati o'z tasavvurlari asosida amalga oshadi. Bu yoshdagi bolalarda tasvirlash faoliyati real voqelik emas balki o'yin tarzida o'tkaziladi. Bog'cha yoshidagi bolalarning tasvirlash faoliyatlarini takomillashtirishda narsalardan nusxa ko'chirish juda katta ahamiyatga egadir. Nusxa ko'chirish orqali bolalarning kuzatuv qobiliyatlari, fantaziyasi, fikrlash qobiliyati rivojlanadi. Xulosa qilib aytganda maktabgacha ta'limda ta'limni samarali tashkil qilish uchun avvalo bolaning psixologik holatini, uning ijodiy qolbilyatlarini hamda aqliy jihatlarini inobatga olish muhim ahamiyatga ega.

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TARIX FANINI O'QITISHNING DOLZARB MUAMMOLARI

Adham Ibragimov Hayitmurodovich
TTYESI Akademik litsey tarix o'qituvchisi

Annotatsiya. Hozirgi fan-texnika rivojlangan zamonamizda ilmiy bilimlar va fan sohasida yangi tushuncha va axborotlar miqdori ko'paymoqda. Bunday o'zgarishlar tarix fanida ham kuzatilmoqda. Tarix fanini o'qitishda yangi axborot- texnologiyalaridan foydalanish, uning ba'zi ilg'or usullarini ta'lim tizimida qo'llash maqsadga muvofiq.

Kalit so'zlar: axborot-texnologiyalari, o'qitish usullari, metod, mahorat, madaniyat, tarbiya

Tarix fanida qiziqarli, muammoga boy hamda bahsli vaziyatlarni keltirib chiqaradigan mavzular ko'p. Tarix fanini o'qitishda e'tibor talab qilinadigan jihatlar bor. Bu jihatlardan biri tarix fanidagi tarixiy davrlar va bosqichlarni o'quvchilarga to'g'ri tushuntirish, bunda yo'l qo'yilgan ozgina xato yoki noto'g'i yondashuv o'quvchilarda noto'g'ri tushunchani hosil qiladi. Tarixiy asarlar yozganda, biror voqea haqida fikr bildirganda tarixchi g'olib yoki mag'lub tomonlardan birining nuqtayi nazarini ifodalamay, balki xolisona fikr bildirishi lozim. Ba'zilar tarix fanini tarixiy voqealarni yilma -yil bayon qiluvchi fan sifatida tushunadi. Bu fikrga qo'shib bo'lmaydi. Tarix fani voqealarni qachon sodir bo'lganligini emas, balki qanday vaziyatda, qanday maqsadda, nima sababdan sodir bo'lganligini ham tushuntiruvchi ilmdir. Tarix faniga eng yaxshi bahoni jadidchilik harakatining atoqli vakili A. Fitrat bergan: "Tarix millatlarning o'tmishini, taraqqiyotini hamda tanazzulining sabablarini o'rganodurg'on ilmdir".

Tarix fanining shunday nozik jihatlari borki, unga ehtiyotkorlik va hushyorlik bilan yondashmoq zarur. Zero, birgina aytilgan xato fikr yoki tushuncha tarixiy voqelikni o'zgartirib yuborishi mumkin. Matbuot sahifalarida shunday noto'g'ri fikrlar uchramoqdaki, ularni to'g'ri qo'llash lozim bo'ladi. Masalan, Qarshi shahrining qadimgi nomini Nasaf deb tushuntiruvchilar bor. Vaholanki, Qarshi shahrining qadimgi nomi Naqshab (Naxshab) deyilgan, Nasaf nomi VIII asrda arablar tomonidan berilgan. Bu vaziyatda tarixning qadimgi va o'rta asrlar davri chalkashtirib yuborilgan.

Tarix fanini o'qitishning yana bir muammoli tomoni, biror davlat yoki tarixiy shaxs haqida fikr bildirilganda, avvalo, o'sha davrda yaratilgan tarixiy manbalar haqiqiy manba hisoblanadi. Keyinga davrda yaratilgan asarlarda ozmi-ko'pmi yolg'on fikrlar, rivoyatlar aralashgan bo'ladi. Tarix fanini o'qitishda hozirgi kunda ko'plab yangi pedagogik texnologiyalar hamda uslublardan samarali foydalanilmoqda. Biz ham ularning ba'zilari haqida fikrlarimizni bayon qilmoqchimiz. Tarix fanini o'qitishda "Aqliy hujum" va "Klaster" usuli ko'proq qo'llanadi. Bu usullar dars o'tish jarayonini osonlashtiradi, o'quvchilarning mavzuni o'zlashtirishlarida ortiqcha qiyinchilik va muammolar keltirib chiqarmaydi. Bu metod(usul)lar qo'llanganda o'quvchilar o'z fikrini bildiradi, fikrlar jamlanib dars so'ngida xulosa chiqariladi. Yangi pedagogik va zamonaviy axborot texnologiyalaridan tarix fanini o'qitishda foydalanishdan maqsad, tarix fanidagi ma'lumot va tushunchalarni o'quvchilarga yodlatish emas, balki tarix fanidagi voqealar, davrlar, davlatlarning taraqqiyoti haqida mustaqil fikrga ega bo'lishni o'rgatishdir. Chunki jamiyatning har bir sohasida erkin fikrga ega shaxslar oldinda yuradi. Tarix fanining vazifalaridan biri ham erkin fikrlovchi insonlarni tarbiyalashdan iborat.

Tarix fanini o'qitishda pedagog mahorati alohida ahamiyatga ega. Pedagog mahorati deganda o'qituvchining dars o'tish jarayonini tashkil qilishi, uni boshqarishi, o'quv jarayoni maqsadini belgilashi, darsdan kutilayotgan natijani aniqlashi, yuzaga kelayotgan muammoli vaziyatni bartaraf etishi nazarda tutiladi. Bunda o'qituvchiga izlanish,



tashabbuskorlik va tadbirkorlik kabi fazilatlar yordam beradi.

Tarix fanini o'qitishda o'quvchilar qobiliyatini shakllantirish, uni bosqichma-bosqich rivojlantirish bugungi kun ta'lim-tarbiya tizimidagi asosiy vazifalardan biridir. Agar o'qituvchi o'z mahoratini dars o'tish jarayonida yetarli darajada qo'llay olmasa yoki mavzuni o'quvchilarga tushuntirib bera olmasa, bu o'qituvchining pedagogik mahorati zaifligidan dalolat beradi. Pedagogik mahorat ham ta'lim berish, ham tarbiyalash san'atidir. Pedagog mahorati dars o'tish jarayonining asosini tashkil etuvchi omil bo'lib, busiz dars jarayoni sifatini belgilab bo'lmaydi.

Pedagog mahoratining quyidagi jihatlariga alohida e'tibor berish lozim:

1. Dars beradigan fanini yaxshi bilishi va bu fanning yangiliklaridan xabardor bo'lishi;
2. Zamonaviy axborot-texnologiyalari hamda ta'lim innovatsiyalaridan samarali va sifatli foydalanishi;
3. O'quvchilarinng bilim darajasi va ma'lumotlarni qabul qilish imkoniyatini hisobga olishi (Maktab o'quvchisidan oliy o'quv yurti talabasining bilim darajasi talab qilinmaydi);
4. O'quvchilarning psixologik holatini to'g'ri baholashi;
5. Dars o'tishda mavzuga doir matbuot va internet material bilan o'quvchilarni tanishtirishi;
6. Darsda o'quvchilar faolligini oshirishi;
7. Dars o'tishda o'quvchilar tomonidan berilgan savollarga javob berishi;
8. Harakatlari va tushuntirishlari orqali o'quvchilarni tarbiyalay olishi.

Pedagogik mahorat, o'qituvchi madaniyati hamda bilim darajasi hozirgi davrda tarix fanini o'qitishning dolzarb muammosi hisoblanadi. Bu muammolar yillar o'tgan sari e'tiborli va faol bo'lishni talab qiladi.

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INNOVATIVE TECHNOLOGIES IN EDUCATION.

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Abstract: In many contexts, learners are being exposed to a range of technologies from a very early age in the home and by the time they reach nursery age many have developed at least some of the digital skills that enable them to participate in technology-driven activities as soon as they start school. Even where the use of certain ICT outstrips the current skill level of the children, there is evidence that practitioners can provide scaffolding in the overall language-learning objective.

Keywords: ICT, PBL, digital technologies, Arabic, technology, social.

See the 'Travelling through Arts' case study later in the thesis. Tech-savvy teachers have also begun to embrace children's interest in 'digital play', creating language learning opportunities through the use of computer games within an educational context - this is sometimes known as digital games-based learning (DGBL). See Kyle Mawer's 'digital games' case study. Technology continues to be used for all sorts of specific language learning activities, such as oral practice and reading and writing skills development. However, ICT seem to be particularly successful when integrated into project-based language learning (ProjBLL)¹ (Beckett and Miller, 2006), where English can be acquired naturally through themed activities and different subject disciplines. A typical scenario within the primary sector might consist of a sequence of content-driven, language-based activities that culminate in a significant event such as an oral presentation, or a specific task like writing a letter or essay. Children might engage in a teacher-led question and answer session, watch a video, research using books and the internet. This acronym is chosen to distinguish it from PBL (problem based learning), which, although it has many characteristics in common, is rather different in how it plays out in the classroom. Emerging technologies, emerging minds | 19 take part in a role play or debate and experience any number of other activities in preparation for the final task. Throughout, learners will inevitably dip in and out of using ICT - an approach often termed 'blended learning'.

What is the most appropriate approach for teaching young learners?

There is no right answer to this question, as it will depend on many factors: the age of the children, class size, the competency of the teacher, availability of resources, the school context and the framework constructed by bodies that create the educational landscape for the locality. Should oral development precede reading and writing? There is a school of thought that suggests children learn best by hearing language being effectively modelled by skilled teachers, and having natural opportunities to use language in productive activities, before embarking on robust learning of literacy.

However, the relative success of this type of approach may lie in the oral competency of the teacher and easy access to appropriate resources. In some contexts it may make more sense to expose children early to reading, learning phonics and the explicit teaching of grammar. Clearly, it makes little sense to be teaching reading and writing in



a second language beyond what has been achieved in a first language, although it may be possible for the two languages to develop at similar rates. However, older learners may have knowledge of literacy to transfer over from a stronger first language. In many contexts, schools are measured by how many children pass academic exams, which may necessitate and encourage a 'teaching to the test' mentality amongst teachers. However, this could mean that the more important aspects of learning are neglected.

Video conferencing Video conferencing (VC) continues to be a highly efficient way of inviting visitors into classrooms and for enabling learners to collaborate with each other at distance. In certain situations this can be one of the few methods available for exposing learners to native English speakers and for facilitating cultural exchanges. VC can also bring specialist English teachers into classrooms for direct teaching as well as modelling good practice for the mainstream teacher. Teachers themselves can also link up using the technology for more in-depth teacher training sessions.

Whilst excellent VC results can be achieved with professional equipment, great results can be obtained with a simple web camera, microphone and reliable internet connection. There are many free solutions available, such as Skype, ooVoo, iChat and FaceTime or Flash Meeting. In the case of low cost solutions, such as Adobe Connect, which allow more protection for young learners, and which are free from advertising, usually only one establishment needs to purchase the system and then the 'host' can invite participants to join a VC free of charge. This resource can then easily be shared between a number of institutions. The quality of video and audio is obviously the number one priority, but it is clear that the most useful VC systems offer participants an array of additional tools such as shared whiteboards, text chat facilities, private meeting rooms and polling functionality. Here are two case studies that focus on VC: one from Japan and one from Taiwan.

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THE EMERGENCE AND APPLICATION OF SHORTENINGS IN ICT

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Abstract: This article discusses the impact of information and communication technologies on language and the emergence of abbreviations in computer linguistics. The article also explains how simple and understandable computer discourse has become under the influence of abbreviations.

Annotatsiya: Ushbu maqola axborot va kommunikatsion texnologiyalarining tilga ta'siri, kompyuter lingvistikasida qismartma so'zlarning yuzaga kelishi haqida so'z yuritadi. Maqolada qisqartma so'zlar ta'sirida kompyuter diskursi qanchalik sodda va barcha uchun tushunarli tilga aylanganligi ham ochib beriladi.

Key words: Computer language, the sphere of ICT, shortenings, virtual communication, computer discourse, abbreviations.

Kalit so'zlar: Kompyuter tili, AKT sohasi, qisqartirishlar, virtual aloqa, kompyuter diskursi, qisqartmalar.

The beginning of the fifties of the XX century will be remembered by the world as the time of the creation of the first computers. Initially, these electronic computers were used only for industrial and military purposes, and only professionals could work on them. Who would have thought then that huge objects the size of entire rooms would turn into tiny devices after half a century and would have a big impact in modern life?

In the 1980s, the whole world was swept by a wave of globalization. Technological progress, the emergence of the personal computer and its development led to changes in the life of society. The further creation of the Internet opened up opportunities for communication in a completely new format.

E-mail, social networks, chats and forums began to gain incredible popularity, partly because virtual communication is easier for many people from the point of view of psychology. As you can hide your real self here, share your problems remaining anonymous, get help and find friends. This interaction of spheres of activity had a great influence on the development of the language.

The sphere of ICT plays an important role not only from the technical side, but also from the point of view of linguistics. The computer environment has become the place where a huge number of shortenings and terms appeared, primarily in the English language. Over time, such vocabulary was borrowed by almost all the languages of the world, thanks to which many English shortenings passed into the category of internationalisms, and now we can see and use them in speech. The computer sphere contains a rich material of special professional terminology, which has recently become the property of the public, since the number of computer literate people is growing every day. In computer vocabulary, there is a reduction, minimization of linguistic means due to the fact that the initial terms are too complex and too long, and this makes it difficult to use this terminology in everyday communication. All this leads to the need to use a shortening. The use of shortenings allows you to increase the amount of information transmitted per unit of time, which in turn increases the effectiveness of communication. Several letters can replace words, phrases and even whole sentences, which is very much appreciated in the modern world. Linguist Y.V. Gorshunov notices the reasons for



the spread of shortenings precisely in the development of computer technology and the Internet.

The computer language is gradually being mastered by ordinary people, the boundaries between computer terms and common words are blurred. The proof of this is our everyday language. Every day we reproduce in speech a lot of "computer words", and this indicates that there is an inclusion of this language (and with it, shortenings) in everyday speech. If you think about how many such words we use every day, then all doubts about the inevitability of this language entering into simple speech will be superfluous. M.V. Orlova argues that the reason for such an active penetration of computer lexicon is extralinguistic reality, the influence of non-linguistic factors, namely the work of human thinking, which finds similarities between objects and transfers names from one object to another.

In the process of development of information technologies, several new ways of searching, presenting and storing information appear. Language and culture, being influenced by social factors, also undergo changes, a new linguistic and cultural environment is being born. The role of virtual communication is growing more and more, an integral part of which are shortenings of various types.

Shortenings are found in many genres of computer discourse: electronic business correspondence, various forums and chats. If the former is more limited and uses abbreviations that are traditional for this type of communication, the latter includes abbreviations which are more likely of a narrow focus and a certain professional environment, while the third abounds in various kinds of abbreviations.

Considering the structural composition of shortenings, Y.A. Khusnullina speaks about the prevalence of single shortenings consisting of the first letter (letters) of words (phrases): A - Archived, C - Computing, C - Click, D - Digit, and phrases: ABMD - Automatically Backup My Documents, ADP - Active Data Page, BIOS - Basic Input / Output System.

Research L.A. Novikova showed that shortenings for the first letters, acronyms and combined shortenings are more common. Among the most used, the author names the following: AFAIK - as far as I know, ASAP - as soon as possible, HAND - have a nice day. As we can see, there is a reduction in whole phrases and sentences, shortenings can hide service parts of speech under themselves: interjections, conjunctions, articles, prepositions; all this is a distinctive feature of the shortening in Internet communication (especially in chat rooms). A similar trend is noted by Yu.A. Khusnullin, concluding that prepositions and conjunctions are subject to shortenings: AA - Ask About, AAK - Asleep At the Keyboard; auxiliary and modal verbs: DYK - Did You Know, ADR - Ain't Doing Right. However, according to the author, the negative particle not does not participate in the shortening, which can cause difficulties in the decoding process.

Shortenings can also include various symbols, numbers, and numbers sometimes replace whole words: F2F - friend-to-friend, IB4J - Instant BASIC for Java. The game on the similarity of words, letters and numbers leads to interesting and popular shortenings: H8 - hate, CU - see you, B4 - before, Gr8 - great. The use of numbers and other symbols in shortenings is very important. According to Khusnullina, such shortenings are widely represented in computer discourse: 4CC - Four-Character Code, PL1 - Programming Language, J # - "J-sharp".

Results of the study of computer discourse by Yu.M. Khusnullina reflect a relatively small number of abbreviated terms. As a rule, they are represented by the syncope: ABEND - Abnormal End, ALGOL - ALGORithmic Language and the apocopy CODEC - Coder / Decoder, Comp - Computer, FAX - Facsimile.

It is worth noting that most of the shortenings used are English, and it is the English



basics that are more productive. Despite the fact that there are Russian shortenings, in virtual communication, English shortenings have already become more universal and understandable, and their Russian equivalents can only confuse the interlocutor (ИМХО - In My Humble Opinion, it's ИМХО - in my humble opinion).

Shortenings for Internet communication can reach 13 letters in length, which once again proves the importance of transmission speed, information retrieval and time saving

Omoacronymy as one of the shortening trends today is also widely represented in the computer sphere. To make it easier to memorize terms or any names, they increasingly resort to this type of shortening. Omoacronym is created in the image of a well-known word, and this makes it possible to quickly gain a foothold in the language and subsequently in memory: АСТ - Application Control Table, БОСС - Back Office SoftwareSystem, ВУН - Back Up Name, etc. The formation of homoacronyms can be random, and deliberate. If in the first version there is no figurative-associative connection between the homoacronym and the common word (САЕ - Computer-Aided Software Engineering, ВАР - Beyond All Recognition), then in the second case such a connection is the goal. The common word-model should not only be known, but also its meaning should correspond to the internal form of the homoacronym (САОS - Create Havoc Around Our System, ЕГО - Everyone's Got One).

However, the computer sphere is characterized not only by shortenings used in virtual communication, which are often occasional, but also by traditional shortenings of terms and professionalisms recorded in shortening dictionaries. These are the words that became the object of our research.

For example, the following works are devoted to terminological shortening: [Arnold 1959], E.P. Voloshin [Voloshin 1966], V.V. Borisov [1972]. Opinions differ on the appropriateness of using shortenings in terminology. Linguists V.P. Danilenko, L.I. Skvortsov attach great importance to shortenings in terminology. A.V. Superanskaya, giving the shortening the very last place in the formation of terms, while noting its importance in general in special languages.

However, despite all the unresolved issues, the shortening in the computer field at this stage is really more relevant than ever. Computer abbreviations (for example, DVD, MP3, USB, IT, LCD) are becoming so widespread today, they are so ingrained in everyday speech that we can safely speak about the trend of active use of shortenings: DVD-ROM, MP3-meep, LCD display.

To sum up, shortenings penetrate all spheres of life, we meet with them everywhere and every day: when doing banking transactions, while watching TV, when reading newspapers and magazines, using the phone and computer, etc. However, the computer sphere, as the most dynamically developing one, generates rich lexical material, which can be conditionally divided into colloquial and terminological. The emergence of the Internet, and with it the virtual language, entails the emergence of new types of communication in writing: forums, chats. Shortening in this environment is very common due to its ease of use, brevity and expressiveness. If at first computer vocabulary was understood only by specialists in the technical field, now, thanks to the development of computing tools by ordinary people, it is available to an increasing number of people. Computer terms are becoming more understandable for ordinary people, since they are already a part of everyday life. Their initial cumbersomeness due to the shortening has been replaced by brevity, clarity and lightness.



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TA'LIM JARAYONLARIGA ZAMONAVIY AXBOROT-KOMMUNIKASION TEKNOLOGIYALARI ELEMENTLARINI TATBIQ QILISH

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Annotasiya :Maqolada shtrix-kod tushunchasi, qo'llanilishi va o'quv jarayonlariga tatbiqi haqida fikr yuritiladi. Modulli o'qitish texnologiyasida zamonaviy ma'ruzalar, ta'limda ma'ruzalarni tutgan o'rni to'g'risida ma'lumotlar yoritilgan.

Kalit so'zlar Shtrixli kodlash, GS1, EAN, 2D, QR-kod

Hozirgi vaqtda Respublikamizning turli sohalarda: milliy iqtisodiyotda, sog'liqni saqlashda va ta'limda shtrix-kodlarni joriy etish tobora kuchayib bormoqda.

Shtrixli kodlash uchun yangi, zamonaviy dasturiy vositalarning paydo bo'lishi tovarlar va hujjatlarni soxtalikdan saqlashning yuqori darajadagi ishonchligini ta'minlamoqda, bu esa bugungi kunda O'zbekiston Respublikasini iqtisodiy o'sishi uchun barqarorlikni yaratishning muhim qismi bo'lib qolmoqda.

Axborot texnologiyalarining rivojlanishi bilan mahsulotni qabul qilish, olish, jo'natish, sotish bilan bog'liq muammolarni tezroq hal qilish uchun kompyuterlarga mahsulot to'g'risidagi ma'lumotlarning tez va ishonchli kiritilishi masalasi tobora ommalashib bormoqda. Avtomatik identifikatsiya qilish texnologiyalari orasida shtrixli kodlash texnologiyasi alohida o'rin tutadi.

Shtrixli kodlash texnologiyasi deganda biz shtrix-kodlardan foydalanib kodlangan ma'lumotlarni avtomatlashtirilgan hisobga olish, saqlash, qayta ishlash, uzatish va foydalanish vositalari va usullarining kombinatsiyasini tushunamiz.

Yagona davlat xizmatlari portalida shtrix-kodlarni tayyorlash uchun elektron ariza yuborishni yangi xizmati paydo bo'ldi. Xizmatdan belgilangan tartibda portalda ro'yxatdan o'tgan yuridik shaxslar, GS1 Uzbekistan uyushmasining mavjud a'zolari, mahsulot nomlarining har biri uchun GTIN raqamli kodlaridan foydalanishlari mumkin. Ular EPIGA orqali "O'zstandart" agentligining shtrix-kod markaziga murojaat qilishlari va bosmaxonaga yuborishlari, etiketkalarda chop etishlari uchun har qanday ommaviy axborot vositalarida noyob shtrix-kodlarni olishlari mumkin.

Moliyaviy xizmatlarning onlayn imkoniyatlarini kengaytirish maqsadida savdo terminalidan foydalanmasdan QR kod orqali yangi to'lov tizimini joriy etdi.

QR-kod - bu mahsulot yorliqlarida, kommunal to'lovlarda yoki web-sayt sahifalarida topish mumkin bo'lgan kichik kvadratchalar bo'lib. ingliz tilidan QR "tezkor javob" degan ma'noni anglatadi. Ma'lumotni vizual kodlash uchun ushbu ikki o'lchovli shtrix kod turli sohalarda tobora ko'proq foydalanilmoqda.



QR kodining asosiy printsi pi shundaki, u gi perhavalasifatidaishlash imkonini beradi. Bu, ayniqsa, katta hajmdagi ma'lumotni etkazish yoki undan foydalanishni soddalashtirishda qulaydir. Rasmning QR kodi mahsulot yoki xizmatni tanlash jarayonini osonlashtirishi mumkin, chunki paketdagi yoki reklama afishasidagi kichik qutida 4296 belgidan iboratdir.



Ular matn shaklida joylashtirish uchun qimmat bo'lgan ma'lumotlarni o'z ichiga oladi. Ular aloqa jarayonini ham optimallashtiradi - masalan, telefon raqami ko'pincha tashrifnomaning belgisiga shifrlangan bo'lib, uni tugmachani bosish orqali kontaktlar ro'yxatiga qo'shish mumkin. Bundan tashqari, QR kodlaridan foydalangan holda havolani ko'rishingiz, elektron pochta, SMS yuborishingiz, joyning koordinatalarini bilib olishingiz mumkin. Sotuvchi uchun ham, xaridor uchun ham ushbu to'lov usuli plastik kredit karta yordamida odatdagi to'lovdan ko'ra qulayroqdir.

Masalan, sotuvchiga kartalarni olish uchun savdo terminali kerak bo'lmaydi. Va xaridor smartfon o'rnini bosadigan kartalar bilan hamyonni rad etish imkoniyatiga ega bo'ladi. Karta ma'lumotlarini himoya qilish darajasi ham oshadi: Siz kartani sotuvchiga topshirishingiz yoki Internetdagi saytlarga uning ma'lumotlarini kiritishingiz shart emas.

O'qitishning zamonaviy usullari va axborot - kommunikatsiya texnologiyalarini qo'llab, uni kasbiy faoliyatida samarali foydalanish zamon talabidir. Buning uchun ta'limning usul va vositalarini to'g'ri tanlash muhim ahamiyatga egadir.

Endi ta'lim jarayonida QR kodlaridan foydalanish imkoniyati yuqori samaralarni beradi, albatta. QR kodlari o'quv jarayonida alohida ahamiyatga ega bo'lib, ta'lim sohasi uchun nihoyatda keng imkoniyatlarni taqdim qiladi:

- O'quvchi darslikni uyiga olib ketishi shart emas, bu uning vaqtini tejaydi;
- avtomatlashtirish natijasida o'quvchilarda fazoviy tasavvurlar shakllanadi;
- O'quvchilarning ish tartibini tez o'zlashtirishini ta'minlaydi;
- Fanga oid nazariy ma'lumotlar ko'rgazmali vositalar (rangli tasvirlar, ularning fazoviy ko'rinishlari) yordamida tushuntiriladi va natijada talabalarda ilmiy bilishga ehtiyoj ortadi;

- differensial va individual o'qitish jarayonini tashkil qiladi;
- o'quvchilarning o'zini-o'zi nazorat qilish shakllanadi;
- o'quvchilarga fanni o'zlashtirish uchun ko'nikmalar hosil qilinadi va hokazo.

Ta'limda O'quv-tarbiya jarayonida axborot-metodik ta'minotini amalga oshirishda axborot-kommunikatsiya texnologiyalarning bajaradigan asosiy vazifasi - ikki tomonlama muloqotni ta'minlashdir. Muayyan o'quv kursi bo'yicha o'qituvchi va o'quvchi orasidagi doimiy muloqot komponentlarini shakllantirishda o'qituvchi tomonidan tayyorlangan o'quv resurslariga QR kodlaridan foydalanish o'rganuvchining (o'rgatuvchining ham) faol bilish faoliyatini kuchaytiradi. O'quvchi muayyan fanlardan o'quv adabiyotidan foydalanishi uchun telefon raqami tashrifnomaning belgisiga shifrlangan bo'lib, uni tugmachani bosish orqali kontaktlar ro'yxatiga qo'shib olinadi va electron adabiyotni turli sharoitda foydalanish imkoniyati ochiladi. Rasmning QR kodi jarayonini osonlashtirishi mumkin va ma'lumotlarini himoya qilish darajasi ham oshadi: Kundalik hayotda QR kodlaridan foydalanish virtual olam va haqiqat o'rtasida yana bir aloqani yaratib, yangi imkoniyatlar ochadi.

Bu o'quvchining mustaqil ijodiy tashabbuskorlik qobiliyatini rivojlantirishga, bilimlarni mustaqil egallashga va ularni sifatli o'zlashtirish uchun shart - sharoit yaratish hamda o'qitish natijalarini tahlil qilishni avtomatlashtirishni ta'minlaydi.

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SHIMOLIY AFG'ONISTON O'ZBEKLARINING ETNOMADANIY HOLATI

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Annotatsiya. Ushbu maqolada Shimoliy Afg'oniston o'zbeklari hayoti, ularning tarixiy va bugungi etnomadaniy holati, yashash manzillari hamda urf-odatlariga haqida ma'lumotlar berilgan. Shuningdek, Shimoliy Afg'oniston o'zbeklarining tarixan shakllanishi va elat sifatida rivojlanishi, madaniy jihatdan yuksalish jarayonlari bayon qilib o'tilgan. Hudud etnik an'analari tahliliga e'tibor qaratilgan.

Kalit so'zlar: Shimoliy Afg'oniston, etnomadaniy holat, turknajot, Faryob, Javjon.

Buyuk Turkistonning bir qismi sifatida sanalib kelgan Shimoliy Afg'oniston o'zbeklarining hayoti, turmush tarzi hamda adabiyoti alohida va maxsus o'rganishni taqozo etadi. Aytilganidek, Afg'oniston o'zbeklari va o'lkada yashagan boshqa turkiy qabilalarning folklori hamda etnografik leksikasi hali to'la darajada tadqiq etilganicha yo'q.

Afg'oniston Osiyoning janubi-g'arbida, O'rta Sharq davlatlaridan biri, hududi - 655 ming kv.km. Aholisi 30 mln.dan ortiq. Poytaxti - Kobul. Davlat tili - pashtu va dariy. O'zbek va turkman tillari ular zich yashaydigan hududlarda rasmiy til sifatida e'tirof etiladi. 2019- yil 21- oktabrda o'zbek tili va madaniyatini rivojlantirish uchun davlat tomonidan e'tibor berilib Jamhur Rahyis Ashraf G'ani tomonidan 29 mezon (21-oktabr) o'zbek tilining milliy kuni sifatida taqvimga (kalendarga) kiritildi va Kobul shahrida, davlat himoyasida o'zbek tili va turkman tillari rivojlanish markazi ochildi.

Afg'oniston o'zbeklari asosan Shimoliy Afg'onistonda istiqomat qilishadi. Shimoliy Afg'oniston ikki - Turkiston va Qatag'on mintaqalaridan iborat. Turkiston mintaqasiga Faryob, Javuzjon, Sari pul, Balxvasamangon viloyatlari; Qatag'on mintaqasiga Bag'lon, Qunduz, Tahor va Badaxshon viloyatlari kiradi.

Afg'onistonda o'zbeklar Afg'onistonning shimoliy va sharqiy mintaqalarida istiqomat qiladi. O'zbek turklari va turkman turklarining ko'pchiligi dehqonchilik, chorvachilik, qolin-gilam va tadbirkorlik bilan shug'ullanadi. Chegaradagi Hirot viloyatidan boshlab O'zbekiston chegarasigacha bo'lgan hududlar Balx, Samangan, Hirot, Badgiz, Faryob, Javuzjon, Sari pul, Balxviloyatlarigachacho'zilgan hududlardao'zbeklar yashab kelmoqda. Umuman olganda, Afg'onistonda turkiy millatlar mamlakatning turli hududlarida ham yashashadi.

Turkiston deb nomlangan muqaddas manzilning bir qismi bo'lgan Shimoliy Afg'oniston asrlar davomida sivilizatsiya chorrahalaridan biri bo'lib keldi. Afg'oniston tarix boshidan beri bu yurt turklarning ham vatani bo'lib kelgan. Unda tarixiy va madaniy merosning chuqur izlari mavjud. Afg'onistonda saklar, kushonlar, G'aznaviylar, Saljuqiylar, Xorazmshohlar, Temuriylar va undan so'ng Bobur avlodlari hukmronligi davridan keyingi davrlarda ham turkiy qabilalar yashab kelgan hamda bu yurtni o'z otamakolari sifatida bilganlar. Bugungi kunda ham Shimoliy Afg'onistonda, asosan, o'zbek, turkman, qozoq, qoraqalpoq, qirg'iz, Qizilbash, Afshar, Aymaq, Uyg'ur turklari hamjihatlikda yashab kelmoqda.

Afg'onistonda - ko'p tilli mamlakat, unda turli til, hali o'rganilmagan sir-sinoatlarga to'la lahja va shevalar amal qiladi. Mamlakatning shimoli va shimoli-sharqidagi o'zbek turklari o'zbekcha so'zlashadi. Ular, asosan, hind-eron, xom-som, oltoy tillari oilasiga tegishli bo'lgan tillarda o'zaro muloqotlashadi. Afg'onistonda asosan uchta til rasmiy muomlada: forsiy-dari (fors), pashtu va o'zbek tillari. Pashtu va forsiy konstitutsiyaviy



davlat tili sifatida e'tirof etilgan. 2003- yildagi davlat konstitutsiyasining 16-moddasiga, asosan, mintaqada turkiy til ya'ni o'zbek tiliga uchinchi rasmiy til maqomi berildi. Biroq bu maqom hali to'la ma'noda amaliy tadbiriqiga ega bo'lgan emas.

O'z vaqtida afg'on yoki pushtun hukmdorlarining pushtun bo'lmagan qabilalarga va ayniqsa, turkiy elatlar (o'zbek va turkmanlar) ga qarshi assimilyativ va diskriminativ siyosati o'z vaqtida juda og'ir bo'lgan. Garchi, 1963-yilda Afg'onistonda yangi demokratik me'yorlar tartibga solingan bo'lsa-da, o'zbek turkiylari hali ham siyosiy, ijtimoiy, madaniy taraqqiyotga erisha olmagan. Bu yerda turkiy xalqlar o'zlarining adabiy, tarixiy, madaniy holatini saqlab qolishga harakat qilib kelganlar. Boshqacha aytganda, Lutfiy, Navoiy, Bobur, Maxtumquli (Firog'iy) va boshqalarning umum insoniy g'oyalari aks etgan asarlarini, she'riy va badiiy ijod na'munalarini o'qib-o'rganib, ularning muhtasham an'analarini munosib davom ettirib kelishmoqda [1, -b.351].

Turkiy mintaqalarda, xususan, o'zbek va turkman turklarini ta'limga qamrab olish 1983-yilda Babrak Karmal hukumronligi davrida ham qayta boshlangan. Universitetning Til va adabiyot fakultetlarida "O'zbek tili va adabiyoti" kafedrasini ochildi. Biroq 1992-yildan ko'p sabablarga ko'ra ular yopila boshladi. 1993- yildan bu muassasalar Balx universitetida o'z faoliyatini qisqa muddatda davom ettirdi. Lekin Tolibon hukumati tomonidan yana yopildi. Ushbu bo'lim o'zbeklar tomonidan 2003-yildan boshlab yana faoliyat yurita boshladi. Javuzjon universiteti "O'zbek va ingliz", keyinchalik 2006-2007 yillarda Tahor universitetida "O'zbek tili va adabiyoti" kafedralari ochildi. Afsuski, ushbu bo'linmalar hozirgi kunga qadar rivojlanmaganligi va yetarli darajada samarali emasligi, ushbu bo'limlarda mutaxassis o'qituvchilar va etarlicha darsliklar mavjud emasligi tufayli yuqori darajada faoliyat olib bora olmayotgani yo'q.

2008-yil sentabr oyida Londonda chiqqan "Chi gunagi ejodi kishvari ba nome Afg'oniston" (Afg'oniston ataluvchi yurtning qanday ijod qilinganligi haqida) maqolasida Afg'oniston nomi bundan ikki yuz yil burun Sulaymon tog' yonbag'ridagi kichik bir hududga nisbatan ishlatilganligini, keyinchalik pushtunlarning boshqa hududlarni bosib olishi va inglizlar yordami tufayli Afg'oniston atamasi keng hududga nisbatan qo'llanilganligini qayd etadi[2].

Afg'onistonning bugungi kundagi etnik qiyofasi o'ziga xos xususiyatlarini nomayon qiladi. Afg'oniston polietnik mamlakat, unda yigirmadan ortiq elat yashaydi. Afg'onistondagi turkiy tilli xalqlarni turknajot, turktaborlar ham deyishadilar[3, -b.14]. Bunday deb atalishining asosiy sabablaridan biri tabor so'zi qadimiy etnik nomlarni o'zida birlashtirgan atama bo'lgan. Aslida turk tabor atamasi qadimdan turkiy elatlarga nisbatan qo'llanib kelganligi ilmiy adabiyotlarda aytib o'tilgan[4; -b.170]. Shuningdek, Shimoliy Afg'onistonda mamlakatdagi fuqarolar urushi paytida millatni ajratmaslik ya'ni turkman, o'zbek va boshqa millatlarni umumiy nomda turktabor nomi ostida atash umumiste'mol tiliga kirgan.

Asrlar davomida Temuriylar va Bobur sulolasi Afg'oniston, Pokiston va Hindistonni qamrab olgan ulkan jo'g'rofiyani boshqarishgan va bu boshqaruv natijasida turkiy o'zbeklar soni muttasil ko'payib borgan. O'zbeklar Shimoliy Afg'onistonning asosan Faryob, Javzjon, Sari pul, Samangon, Mazori Sharif shaharlarida istiqomat qiladi. Bu viloyatlarning shevasi ko'proq qipchoq lahjasiga mansub[5, -b.187].

Afg'onistondagi etnomadaniy holat - hududdagi etnografik hodisalar bilan zich bog'langan. Quyida ularning ayrimlariga to'xtalib o'tamiz. Afg'onistonda bundan yigirma-o'ttiz yillar ilgari homilador ayollar o'z uylarida tug'ishgan. Bunda har bir qishloqda tajribali doylar bo'lib, ular bu ishga mas'ul bo'lishgan. Tug'ilgan chaqaloqning kindiginni doya yoki jarayonda qatnashayotgan tajribali ayollarning biri tomonidan kesilgan. Bunda doya va kindik kesgan momoga bir ko'ylaklik sarpo berilgan. Afg'onistonlik o'zbeklarda chaqaloqqa aqiqa to'yi o'tkazish an'anasi mavjud bo'lmagan, ushbu an'ana Afg'onistonlik arablarda mavjud bo'lib, chaqaloq bir haftalik bo'lgan vaqtdan boshlab, to chillasi



chiqquncha bo`lgan vaqt mobaynida o`tkaziladi.

O`zbeklarda chaqoloqqa nom qo`yish u tug`ilgach, bir haftalik bo`lgandan so`ng, yaqin qarindoshlar ishtirokida, chaqoloqning qulog`iga azon aytilib, "ismi falonchi bo`lsin" deyiladi. So`ng qo`shni va tashrif buyurmagan qarindoshlarga laganlarda quruq meva va shirinliklar yuborilib, ismi ma`lum qilinadi. Chaqaloqlarga Boburiy hukmdorlari nomlari va islomiy nomlar qo`yish an`anaga aylangan. Chaqoloq uch oylik bo`lgandan keyin beshikka solinadi. Jumladan, Sari pul va Shibirg`onda bola uch oylik bo`lgandan so`ng beshikka solish an`ana bo`lgan. Beshikka solishda ko`pni ko`rgan, serfarzand, barcha farzandlari beshikka belanib ulg`aygan kayvoni ayollar tomonidan amalga oshiriladi.

Sunnat to`yi moddiy imkoniyatga qarab to`rt yoshdan o`n ikki yoshgacha bo`lgan davr mobaynida amalga oshiriladi. Elga osh tarqatilib, uloq (ko`pkari) yoki kurash beriladi. Ayrim hududlarda elga osh tarqatish bilan cheklaniladi. Osh berish jarayonida bolaga yangi kiyim-kechaklar sovg`a salomlar in`om qilinadi. Tog`a, amakilari yoki otasi tomonidan turli tuhfar bilan siylanadi.

Shimoliy Afg`oniston o`zbeklari etnomadaniy holatini yoritishda nikoh to`yi jarayoni ham alohida o`ringa ega. Qizlarning uyiga sovchi yuborishdan oldin yigitning ayol qarindoshlari qizning onasi bilan uchrashib, o`z niyatlarini bildirishadi. Qiz tomonga yigit tomon ma`qul bo`lsa, "qismati biladi", "taqdiri biladi" deyiladi. Ma`qul bo`lmasa, "qizimiz hali yosh" yoki "o`zimizning qarindoshlarga kerak" degan javoblar bilan rad etishadi. Bu ifodalar xalqning yuksak etnomadaniy saviyasi va madaniyatidan dalolat beradi. Agar rozilikka ishora bo`lsa, qishloq oqsoqollari va yigitning qarindoshlari sovchilikka borishadi.

Qalin miqdori Turkiston mintaqasi o`zbeklari orasida quydagicha: besh ming AQSH dollari, qavm-qarindoshlarga sarpo, ko`rpa-to`shaklar uchun matolar, kelinchakka kiyim va boshqalar. Bulardan tashqari 5-6 qo`y, 20 ser guruch, yog` [3; -b.61]. Har ikki tomon tayyor bo`lgach, nikoh kuni belgilanib, sovchilar tomonidan kuyovning ota-onasiga yetkaziladi. Fotiha bilan nikohning orasi uch oydan ikki yilgacha davom etishi mumkin. Ushbu davrda Ro`za hayit, Qurbon hayit va Navro`z bayramlarida kuyov tomonidan kelinga hayitlik va navro`zliklar yuboriladi. To`yga hozirlik ko`rilib, sut haqqi va shunga o`xshash harajatlarni nikoh kuni kuyov tomondan beriladi. Elga osh tarqatiladi. Nikoh marosimi nikoh to`yida o`tkaziladi. Kelinga vakil belgilanadi. Vakil sifatida kelin istalgan kishisini belgilash huquqiga ega. Vakilni rozi qilishgach mulla tomonidan payg`ambarimiz Muhammad (s.a.v) tomonidan bajarilgan sunnat sifatida xutba o`qiladi. Xutba o`qilgach kelin kuyovning to`liq nikohiga kirgan hisoblanadi.

Umuman olganda, Shimoliy Afg`oniston o`zbeklari etnomadiy holati asrlar davomida xalq turmush tarzi bilan birgalikda shakllangan hamda rivojlangan. Xalq asrlar davomida o`z ana`ana va qadriyatlariga sodiq qolgan holda, ota-bobolari urf-odatlarining davomchisi sifatida, bu odatlarni o`z farzandlari ham yetkazib kelmoqda.

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MA'NAVIY BARKAMOL AVLODNI TARBİYALASHDA OILAVIY MUHITNING O'RNI.

Rajabova Durдона Botirovna

Buxoro viloyati Vobkent tumani 6-ixtisoslashtirilgan davlat umumta'lim maktab- internat amaliyotchi psixologi

Kalit so'zlar:Ma'naviy barkamol inson,er-u xotin burchlari,jumxuriyat.

Ozod va obod Vatan, erkin va farovon hayotni barpo etishda ma'naviy barkamol, komil insonni tarbiyalab voyaga yetkazish biz uchun umummilliy miqyosidagi kechiktirib bo'lmaydigan vazifa bo'lib qolmoqda. O'z istiqboli, kelajagini o'ylagan har qaysi inson, xalq, millat, mamlakat o'z farzandlarining ma'naviy - ma'rifiy tarbiyasi haqida o'ylashi va qayg'urishi kerak. Zero, buyuk ma'rifatparvar bobomiz Abdulla Avloniy ta'kidlaganidek: "Tarbiya bizlar uchun yo hayot-yo mamot, yo najot - yo halokat, yo saodat - yo falokat masalasidir". Bolalarni tarbiyalashda ota-ona, oila, maktab, jamiyat a'zolarining ta'siri hal qiluvchi ahamiyatga ega. Shuni inobatga olgan holda, ma'naviy barkamol avlodni tarbiyalashda ota-onaning, oilaning o'rni haqida so'z yuritamiz. Bolaning xarakteri, tabiati, tarbiyasi, dunyoqarashi, atrofdagilarga munosabati oila sharoitida qaror topadi. Shuningdek, bola ma'naviyatini shakllantirish ta'lim-tarbiya tizimi bilan ham uzviy bog'liqdir. Bola tarbiyasini qachon boshlash lozim, uning tarbiyasida nimalarga ko'proq e'tibor berilish kerak, bu jarayonda oila va o'quv dargohining roli qanday? kabi savollar ko'p ming yillik tarix davomida insoniyatni o'ylantirib kelmoqda. Ota-ona bolaning birinchi ustozlaridir. Bola ota-onasining hatti harakatlarini ko'rib, ularni o'rganib ulg'ayadi. Bir olimning yoniga uch oylik chaqaloq bilan kelib, undan "bola tarbiyasini qachon boshlash kerak?", - deb so'raganlarida, olim: "o'n ikki oy kechikdingiz", deb javob bergan ekan. Ya'ni, tarbiyani bola tug'ilganidan keyin emas, balki homiladorlik davridanoq boshlash kerak. Barkamol inson haqida, uning mehnati va turmushi, ma'naviy taraqqiyoti haqida g'amxo'rlik jumxuriyatimizning asosiy maqsadidir. Inson o'ziga hos xususiatlari uning mehnatga, ma'naviy, g'oyaviy va madaniy boylıklarga munosabatining asoslari oilada shakllanadi. Jamiyat mustahkam, ma'naviy va ahloqiy jihatdan sog'lom oila bo'lishidan manfaatdordir. Shu sababli jumxuriyatimiz oilani mustahkamlashni, bolalar tarbiyasi, shuningdek, ijtimoiy turmush sharoitlarini yaxshilashda yordam berishni davlat ahamiyatiga molik ish deb biladi. Keyingi yillarda respublikamiz tomonidan qabul qilingan bir qator qaror va yo'l-yo'riqlarda xalqimizning ijtimoiy-madaniy yuksalishini ta'minlovchi fikrlar, tavsiyalar berildiki, bular respublikamizning asosi - oilalarning ijtimoiy iqtisodiy va ma'naviy kamolotida muhim rol o'ynamoqda. Chunki oilalarning har tomonlama yuksalishi, ta'bir joiz bo'lsa, jamiyatning yuksalishi demakdir. Xuddi shu ma'noda 1yosh avlod tarbiyasi va uning taraqqiyoti muhim masaladir. Ikkinchi tomondan, jamiyatning oila va oilaviy tarbiyaga bo'lgan talabi ham kun sayin ortib bormoqda. Zotan, ota-onalarning bolalar tarbiyasi yuzasidan ma'suliyatini kuchaytirish, tarbiyalashga oid layoqatini oshirish, oilaviy va ijtimoiy tarbiya birligini ta'minlash hozirgi kunning dolzarb masalasidir. Mamlakatimiz birinchi prezidenti I.A. Karimov, oilada hukmron bo'lishi lozim bo'lgan ma'naviy muhit va noyob udumlarimizning xosiyatlari haqida fikr bildirib: "Bunda o'zaro hurmat va qattiq tartib bo'lmasa, oilaning barcha a'zolari o'z burchlarini ado etmasa, bir-birlariga nisbatan ezgulik bilan mehr oqibat ko'rsatmasa, yaxshi va munosib tarzda yashash mumkin emas... O'zbeklarning aksariyati o'zining shaxsiy farovonligi to'g'risida emas, balki oilasining qarindoshurug'lari va yaqin odamlarning, qo'shnilarining omon-essonligi to'g'risida g'amxo'rlik qilishni birinchi o'ringa qo'yadi. Bu esa eng oliy darajada ma'naviy qadriyat, inson qalbining gavharidir" deb ta'kidlaganlar. Shuni alohida ta'kidlash joizki,



oilaviy munosabatlar har doim ham bir tekisda silliq, risoladagidey kechavermaydi. Uy-ro'zg'or yumushlarini ado etish, er-xotinlik burchlari, ota-onaning farzandlar oldidagi majburiyatlari, farzandlarning kattalar oldidagi huquq va burchlarini ado etish jarayonida murakkab rollararo muomala va muloqot jarayonlari kechadiki, ularning deyarli barchasida shaxsiy va ijtimoiy manfaatlar to'qnashadi, ayrim xolatlarda fikr va qarashlardagi ziddiyatlar, qarama-qarshiliklar, kelishmovchiliklar, anglashilmovchiliklar shaxslararo nizolar tarzida namoyon bo'ladi. Bu xolatlar albatta farzandlar tarbiyasiga ta'sir etmay qoymaydi. Bu esa tarbiya jarayonida ijtimoiy normalarni amal qilishi yoki buzilishida nomoyon bo'ladi. Ayni shu masalalar mavzuimizning dolzarbligini belgilaydi. Hozirgi davrda komil insonni shakllanishi va jamiyatda o'z o'rnini topishi o'ziga xos xususiyat va imkoniyat, qonuniyatlarga egadir. Bularni shakllanishi esa oiladan boshlanadi. Oila ta'lim-tarbiyaning boshlang'ich mexanizmi bo'lib xizmat qiladi: unda ta'lim-tarbiya, shaxslararo munosabatlar, milliy an'ana va qadriyatlar, urf-odatlar hamda ijtimoiy muammolarning kelib chiqishi ham ularni bataraf etish chora-tadbirlari oilada o'rganiladi. Oila - ijtimoiy, tabiiy omillar asosida shakllangan kichik jamoa sifatida ikki jinsga mansub bo'lgan shaxslar o'rtasidagi munosabatlarning birga hayot qurib nasl qoldirish, faqat farzandni dunyoga keltirish emas, balki ularni ma'naviy va jismoniy barkamol topdirib, hayotga mustaqil qadam qo'yishiga sharoit yaratishdir.

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BOSHLANG'ICH SINFLARDA TARQATMA MATERIALLARDAN FOYDALANISHNING AHAMIYATI

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AFCHO'IM boshlang'ich sinf o'qituvchisi

Annotatsiya: Ushbu maqolada boshlang'ich sinflarda matematika fanidan darslar tashkil etish jarayonida tarqatma materiallardan foydalanish yo'llari va uning samaradorligi haqida fikr - mulohazalar bildirilgan.

Kalit soz'alar: Matematika, islohot, ta'lim, pedagogik texnologiya, fikrlash

Jamiyatdagi ijtimoiy-iqtisodiy islohotlar, insoniyat hayotiga turli yangiliklarning kirib kelishi ta'lim sohasida ham bir qator o'zgarishlar qilinishini taqozo etmoqda. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni hamda "Boshlang'ich ta'lim Konsepsiyasi"da ta'kidlanganidek, o'quvchilarni mustaqil fikrlashga o'rgatuvchi, ijodiy tafakkurni rivojlantiruvchi usullarni qo'llab, ularga fan asoslaridan chuqur bilim berish hozirgi zamon boshlang'ich ta'limining asosiy vazifalaridan biri hisoblanadi. Mazkur vazifani amalga oshirish uchun esa yangi pedagogik texnologiyalar, turli xil tarqatma materiallardan foydalanish boshlang'ich sinf o'quvchisining rivojlanishi va kamol topishida muhim ahamiyat kasb etadi. Ayniqsa, ona tili va o'qish darslarida turli xil tarqatma materiallardan foydalanish bolalarning og'zaki va yozma nutq madaniyati, mustaqil fikrlash qobiliyati hamda ijodiy tafakkur faoliyatini rivojlantirib, bilimga ishtiyoq, qiziqishni oshiradi, bilimlarni mustahkam o'zlashtirish, ulardan amaliyotda erkin foydalanish ko'nikma va malakalarini shakllantiradi.

O'qitishning ko'rgazmali metodlarini qo'llash Ya. A. Komenskiyning "Buyuk didaktika" asarida o'z ifodasini topgan ko'rgazmalilikning didaktik prinsipidan kelib chiqadi. "... o'quvchilar sezib idrok etishi mumkin bo'lgan narsalarni, albbata, sezgilar vositasi bilan, ya'ni ko'rish mumkin bo'lgan narsalarni ko'z bilan ko'rib, eshitish mumkin bo'lgan narsalarni quloq bilan eshitib, hidi bor narsalarni hidlab ko'rib, ta'mini sezish mumkin bo'lgan narsalarni tatib ko'rib, ushlab sezish mumkin bo'lgan narsalarni bilib olishlari kerak",- deb yozgan edi .

Darslarda ko'rgazma vositalardan, tarqatma materiallardan foydalanish o'quvchilarning fikrlash faoliyatlarini, nutqiy muomalasini oshiradi. Ya'ni o'quvchi chuqur va mustahkam eslab hamda xotirada saqlab qolishi shart bo'lgan narsalar, uning saviyasi, dunyoqarashining bir qismiga aylanadigani - u mustahkam eslab qoladigan ob'yektdir. Ma'lumki, o'qituvchi o'quv yili davomida har bir darsda tarqatma materialdan foydalanadi. Bu materiallar shu sinfning ona tili darsligi materiallariga qo'shimcha bo'lib, ancha ilgari o'tilgan materiallarni takrorlash, esga tushurish, chuqurlashtirishda ham, masalan 1-sinfda o'rganiladigan va yil davomida o'rganilgan materiallarni takrorlab mustahkamlashda ham, nihoyat, 1-sinfda o'rganilganlarni umumiy tarzda takrorlab, tizimlashtirishda ham o'qituvchiga yordamchi material sifatida xizmat qiladi. Tarqatma materiallar boshlang'ich sinflarda kartochkalar yoki buyumlar ko'rinishida bo'lishi mumkin. I. Buyumlar ko'rinishidagi tarqatma materiallar asosidagi mustaqil ishlar. Bunday tarqatma materiallar o'quvchilar nutqini o'stirish yoki ularda sinchkovlik, kuzatuvchanlikni rivojlantirish maqsadida tarqatiladi va quyidagi savollar bilan murojaat qilish mumkin:

1. Buning nomi nima?
 2. Uning ko'rinishi qanday?
 3. U nima maqsadda ishlatiladi?
- II. Kartochkalar asosida o'tkaziladigan mustaqil ishlar.



Tarqatma materiallar kartochkalari o`tilgan mavzularni takrorlash, mustahkamlash, olingan bilimlarni tizimlashtirish maqsadida ishlatiladi. Kartochkalarni tarqatishdan avval o`quvchilar o`qituvchi bilan birgalikda darslikda berilgan mashqlarni bajarib, mashqlar shartini tushunish, bajarilish tartibini va yo`llarini o`rganadilar. Tarqatma materiallar bilan ishlashning afzalligi shundaki, o`qituvchi har bir o`quvchining individual bilim darajasini, bilimlarni o`zlashtirish darajasini, ularning har bir mavzu yuzasidan o`zlashtirgan bilim darajalarini alohida tarzda qayd qilib borish imkoniyatiga ega bo`ladi. Bundan tashqari, tarqatma materiallardan foydalanishda bo`sh o`zlashtiradigan o`quvchilar bilan alohida ishlash, o`quvchilarning mustaqil ishlarini izchil ravishda murakkablashtirib borish imkoniyati ham juda keng.

Ona tili va o`qish darslarida kesma harflar va bo`g`inlar, predmet rasmlari, syujetli rasmlar, topshiriqli kartochkalar, kabi tarqatma materiallardan, kartondan yasaladigan tasmachalardan keng foydalaniladi. Masalan: Turli predmet rasmi tasvirlangan tarqatma materiallardan savod o`rgatish davrining barcha bosqichlarida foydalanish maqsadga muvofiq. Rasmlar yordamida o`rganilgan tovush va harfni mustahkamlash uchun quyidagi mashq turlari o`tkaziladi: a) nomida o`rganilgan tovush-harflar ishtirok etgan rasmlar ko`rsatiladi; b) rasmda tasvirlangan predmetning nomidagi birinchi harfni yozadilar kesma harfdan topadilar; v) nomining bosh harfiga moslab predmet rasmini guruhlaydilar; nomi to`liq yozilgan, biror bo`g`ni yoki birinchi harfi yozilgan rasm-kartochkalardan foydalanish ham mumkin. O`qituvchi konvertga o`rganilgan so`zlarga mos rasmlar solib, o`quvchilarga tarqatadi va konvertdan o`rganilgan so`zlarga mos rasmlarni tanlashni buyuradi. Rasm-kartochkalari bilan birga o`rganilgan harflar solingan konvert ham tarqatilishi mumkin. Bunda o`qituvchi rasm nomini aytadi, o`quvchilar shu rasmni topib, konvertdan uning birinchi harfini topib ustiga qo`yadilar. Syujetli rasmlar yordamida gaplar tuzdiriladi. Topshiriqli kartochkalarda "Rasmni ko`r va ayt", "Rasmni ko`r, nomini doskaga yoz" kabi topshiriqlar bo`ladi. Yuqoridagi tarqatma materiallardan bolalarning bilim saviyasini, qobiliyatini hisobga olgan holda foydalaniladi. Tasmachalar gap tuzishda qo`llaniladi. Tasmachani o`qituvchi kartondan quyidagi ko`rinishda tayyorlaydi.

----- (3 so`zli darak gap uchun)

----- ? (3 so`zli so`roq gap uchun)

----- ! (3 so`zli his-hayajon gap uchun)

Har bir so`zni ifodalaydigan tasmacha (-----) alohida bo`ladi. So`zning necha bo`g`inli ekanini ham ko`rsatish lozim bo`lganda tasmachalar chiziqlar bilan bo`linishi mumkin. Tasmachalar kam vaqt sarflashga va darsga bolalarning qiziqishini oshirishga yordam beradi.

Boshlang`ich sinflarda tarqatma materiallardan foydalanish orqali o`quvchilarni keng fikrlovchi shaxs sifatida tarbiyalash, ijodiy tafakkuri yetik inson bo`lish, ya`ni yetuk inson darsjasiga erishmoqdan iborat.

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BOSHLANG'ICH SINIF MATEMATIKA DARSLARIDA O'QITISHNING SAMARALI USULLARIDAN FOYDALANIB O'QUVCHILAR TAFAKKURINI OSHIRISHGA ERISHISH YO'LLARI

Namozova Zebo Alisherovna

Navoiy viloyati Navoiy shahar 16
AFCHO'IM boshlang'ich sinf o'qituvchisi

Annotatsiya: Ushbu maqolada umumiy o'rta ta'lim maktablari boshlang'ich sinf o'quvchilariga matematika fanidan zamonaviy darslarni tashkil etishda samarali usullardan foydalanish bo'yicha metodik yondashuvlar asosida fikr va mulohazalar bildirilgan.

Kalit so'zlar: Boshlang'ich sinf, ta'lim, tarbiya, o'qituvchi, pedagogic faoliyat, matematika.

Boshlang'ich sinflarda matematika o'qitishning o'ziga xos jihatlari mavjud bo'lib, bu sohada samarali natijalarga erishish uchun o'qituvchidan yuksak pedagogik mahorat hamda tinimsiz samarali mehnat talab etiladi. Hozirgi paytda ta'lim sohasida amalga oshirilayotgan islohotlardan eng asosiylari sifatida "Ta'lim to'g'risidagi" Qonun hamda "Kadrlar tayyorlash Milliy dasturi" e'tirof etilib kelinmoqda. Ushbu islohotlar tarbiyachi va o'qituvchilardan keng bilimdonlikni, puxta aqliy tayyorgarlikni, yuksak pedagogik mahoratni va ijodkorlikni talab etadi. Shuning uchun ham hozirgi kun o'qituvchisi:

- pedagogik faoliyatiga qobiliyatli ijodkor va ishbilarmon;
- milliy madaniyat va umuminsoniy qadriyatlarni, dunyoviy bilimlarni mukammal egallagan, diniy ilmlardan ham xabardor, ma'naviy barkamol;
- O'zbekistonning mustaqil davlat sifatida taraqqiy etishiga ishonadigan, vatanparvarlik burchini to'g'ri anglagan, e'tiqodli fuqaro;
- ixtisosga doir bilimlarni, psixologik, pedagogik bilim va mahoratni, shuningdek nazariy bilim va mahoratni mukammal egallagan;
- o'qituvchilik kasbini va bolalarni yaxshi ko'radigan, har bir o'quvchi ulg'ayib, yaxshi odam bo'lishiga chin ko'ngildan ishonadigan, ularning shaxsi sifatida rivojlanib, inson sifatida kamol topishiga ko'maklashadigan;
- erkin va ijodiy fikrlay oladigan, talabchan, adolatli bo'lmog'i darkor.

Boshlang'ich sinflarda bolalarning har qanday faoliyatida o'yinning ahamiyati katta bo'lganligini e'tiborga olgan holda matematikadan interfaol usullardan foydalanish hamda uni o'tkazish metodlarini ishlab chiqish va uni o'tkazish o'quvchilarning matematika faniga bo'lgan qiziqishlarini ta'minlovchi asosiy vosita sifatida muhim ahamiyatga egadir. Matematika o'qitishda tashkil etilgan interfaol usullar o'quvchilarning matematik bilimlarini chuqurlashtirish va kengaytirish, murakkab misol va masalalarni yechishni mashq qilish, matematikaning hayot bilan bog'liq bo'lgan tomonlarini tushunishlariga imkon beradigan faoliyat turlaridan biridir. Sinfdan sinfga o'tish jarayonida predmetlar miqdorining ortib borishi natijasida abstrakciyalash faoliyati bolalarda yanada jadal rivojlanadi. Chunki o'qitilayotgan har bir fanda mavhumiylik albatta uchraydi va u o'quvchilar ongiga singdirila boriladi. Birinchi sinf o'quvchilarining tafakkuri quyidagicha rivojlantirilsa u holda samarali natijalar beradi. O'quvchining "bu nima?", "nega bunday?" degan savollariga o'zi javob berishiga o'rgatish kerak. Bu o'rinda asosiy vazifa unga to'g'ri ko'rsatma berish, uni mantiqiy xatolardan qutqarish, to'g'ri mulohaza yuritishga ko'maklashishdan iboratdir. Masalan: "5" raqami qanday bo'laklardan tuzilgan? Bir juft so'zdan gap tuzish mumkinmi? 3 va 2 sonlarini yaxlitlab ko'ringchi. To'rt tayoqchadan to'rt burchak yasangchi? va boshqalar. Hozirgi paytda yangi axborot va pedagogik texnologiyalar rivojlangan bir paytda boshlang'ich sinf o'quvchilarini majburiy itoatkorlikka asoslangan an'anaviy usulda o'qitish emas balki, o'quvchilarning o'qishga, bilim o'zlashtirishga



boʻlgan ongli munosabatini tarbiyalashni amalga oshirishga qaratilgan oʻqitishning noanʻanaviy shakllarini taʼlim jarayoniga tadbiiq etishdek muhim vazifalar qoʻyilgan. Boshlangʻich sinflarda matematikadan interfaol usullarni tashkil etish turli xildagi matematik mazmuni oʻz ichiga olgan didaktik oʻyinlar, topishmoq, misol va topshiriqlar shaklida amalga oshiriladi. Interfaol usullarni faoliyatga tadbiiq etish jarayonida oʻqituvchidan yuksak pedagogik mahorat, ziyraklik, tashkilotchilik, bilimdonlik kabi xususiyatlar talab etiladi. Boshlangʻich sinflarda matematikadan interfaol usullarni tashkil etishda quyidagi ishlarni amalga oshirish maqsadga muvofiqdir:

- didaktik oʻyin oʻtkazishda taʼlimiy, tarbiyaviy maqsadlarni qatʼiy belgilash;
- har bir didaktik oʻyinning mazmuni ishtirokchilarga aniq va tushunarli boʻlishi;
- didaktik oʻyinda berilgan topshiriqlar dastur materialidan uzoqlashmagan holda boʻlishi;
- oʻyin oʻquvchilarda doʻstlik birodarlik va oʻzaro yordam kabi xususiyatlarni tarkib topishiga yordam berishi;
- oʻyin qiziqarli qilib tashkil etilishi;
- oʻyin shartlari oʻquvchilarga aniq ravshan qilib tushuntirilishi;
- oʻyin oʻquvchilarni zeriktrib yubormasligi uchun vaqtni oʻyinning mazmuniga mos holda qatʼiy belgilash. Bunday oʻyinlardan foydalanish oʻquvchilarning tafakkurini oshishiga yordam beradi. Farobiyning: "Bolada katta imkoniyatlarga ega boʻlgan koʻngil bor. U his tuygʻuga, tafakkur orqali anglash xususiyatiga ega. Hissiyot va tafakkur bilan jismlar tushuniladi", - degan xulosasi fikrimiz isbotidir.¹

Shunday qilib, xulosa qilib aytishimiz mumkinki, interfaol usullardan matematika oʻqitish jarayonida foydalanish oʻquvchilarning matematik bilimlarini rivojlantirish usullaridan biri sifatida qaralishi lozim. Shu bilan birgalikda mukammal tashkil etilgan interfaol usullar oʻqitish samaradorligini oshirishning eng yaxshi usullaridan biridir. Shu sababli boshlangʻich sinflarda oʻqitishning matematika fanida interfaol usullarni toʻgʻri tashkil etish, undan oqilona foydalanish, oʻyinning turli shakllarini tashkil etish va unda turli didaktik vositalardan imkon darajasida foydalanish taʼlim samaradorligini oshirishning muhim omillaridan biri sifatida qaralmogʻi maqsadga muvofiqdir.

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UMUMIY O'RTA TA'LIM MAKTABLARINING BOSHLANG'ICH SINFLARIDA INNOVASIYON PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH

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Annotatsiya: Ushbu maqolada boshlang'ich sinflarda o'quvchilarga darslar jarayonida innovatsion pedagogik texnologiyalardan foydalanish va ularning ta'lim tizimi uchun samaradorligi, ahamiyati haqidagi fikr va mulohazalar to'g'risida bayon etilgan.

Kalit so'zlar: boshlang'ich sinf, innovatsion texnologiyalar, ta'lim, tarbiya, o'qituvchi, o'quvchi.

Bugungi kunda boshlang'ich sinflarda ta'limning samaradorligini ta'minlashda o'qituvchining shaxsiy sifatleri va pedagogik mahorati ham muhim ahamiyat kasb etadi. Shuning uchun umumta'lim maktablarida ayniqsa, boshlang'ich sinflarda malakali yosh avlodni tarbiyalash, ularni mustaqil fikrlashga, ijodkorlikka o'rgatishda zamonaviy o'qitish metodlari - interaktiv metodlar, innovatsion texnologiyalarning o'rni va roli benihoya kattadir. Demak, boshlang'ich sinf o'qituvchisi pedagogik jarayonni to'g'ri boshqara bilishi uchun chuqur bilim va kasbiy kompetensiyaga ega bo'lishi lozim. O'qituvchi ko'p jihatdan o'quvchi uchun o'rnak bo'lishi lozim. Shuning uchun u birinchi navbatda o'z ish faoliyatida pedagogik va AKT dan mustaqil, faol foydalana olishi orqali o'quvchilarni o'ziga jalb eta olishi kerak.

O'zbekiston Respublikasida olib borilayotgan islohotlarni amalga oshirishda, 2017 - 2021 yillarga mo'ljallangan Harakatlar strategiyasida belgilab berilgan vazifalar hamda hukumatimiz tomonidan ta'lim tizimi oldiga qo'yilayotgan ulkan vazifalarning bajarilishi lozimligidan kelib chiqib, ta'lim sohasida innovatsion pedagogik va axborot texnologiyalarini o'quv jarayonida qo'llashga bo'lgan talab kundan - kunga ortib bormoqda. Bunday bo'lishining asosiy sabablaridan biri, shu vaqtgacha an'anaviy ta'limda o'quvchilarni faqat tayyor bilimlarni egallashga o'rgatilgan bo'lsa, zamonaviy texnologiyalar ularni egallayotgan bilimlarini o'zlari qidirib topishlariga, mustaqil o'rganib, tahlil qilishlariga, hatto xulosalarni ham o'zlari keltirib chiqarishlariga o'rgatadi. O'qituvchi bu jarayonda shaxsni rivojlantirish texnologiyasida o'quvchining bilim olishi va tarbiyalanishiga sharoit yaratadi va berilgan vazifalarni ijodiy yo'ndashgan holda bajarishga o'rgatadi. Ta'lim jarayonida o'quvchi asosiy figuraga aylanadi. Darslarimizda ta'lim - tarbiya samaradorligi faqat pedagog va o'quvchilarning birgalikda faoliyat ko'rsatishi orqali amalga oshiriladi. Bunday pedagogik hamkorlik jarayoni o'ziga xos xususiyatlarga ega bo'lib, ularga quyidagilar kiradi: - o'quvchilarni dars davomida befarq bo'lmasligi, mustaqil fikrlash, ijod etish va izlanishga yo'llash; - o'quvchilarni o'quv jarayonida bilimga bo'lgan qiziqishlarini doimiy ravishda bo'lishini ta'minlanishi; - o'quvchining bilimga bo'lgan qiziqishini mustaqil ravishda har bir masalaga ijodiy yondashgan holda kuchaytirishi; - o'qituvchi va o'quvchining hamisha hamkorlikda faoliyatini tashkillanishi.

Shu o'rinda aytish joizki, dars jarayonidagi ta'lim - tarbiya ishlarini innovatsion texnologiyalardan foydalanish asosida tashkil etish ijobiy natija beradi, chunki o'qituvchi innovatsion faoliyat yuritgandagina ta'lim mazmuni o'zgaradi.

Dars jarayonida mashg'ulotlarni olib borishda pedagog xodimlarning ixtisosi, bilim va ko'nikmalari, kasbiy mahorat darajasi, dunyoqarashi, shaxsiy psixologik xususiyatlarini hisobga olgan holda, innovatsion texnologiyalardan foydalanish zamonaviy dars berishning



asoslarini yaratishdek pedagogik g'oyalarga zamin bo'lishi mumkin. Bugungi kunda o'quv mashg'ulotlari samaradorligini oshirish maqsadida quyidagi usullar qo'llanilmoqda: "Zigzag", "Yozma bahslar", "Qarorlar shajarasi", "Baholovchi munozara", "Elpig'ich", "Charxpalak", "Fikrlovchi qalpoqcha", "Men... dan faxrlanaman", "Klaster", "Aqliy hujum", "Kichik guruhlarda ishlash", "Rolli o'yin", "Press usuli", "BBB", "Orfografik estafeta", "6x6x6", "Yumaloqlangan qor", "Sinkveyn". Boshlang'ich sinfda darslarda interfaol metodlar va ta'limiy didaktik o'yinlardan foydalanish o'quvchilarni mustaqil fikrlashga, ijodiy izlanish va mantiqiy fikrlash doiralari kengaytirish bilan bir qatorda ularni fanga bo'lgan qiziqishlarini ham orttiradi.

Pedagogik texnologiyaning markaziy muammosi - o'quvchi shaxsini rivojlantirish orqali ta'lim maqsadiga erishishni ta'minlashdan iborat. Ta'lim tizimida o'qituvchining faoliyati insonni tarbiyalash jarayonida ta'lim - tarbiya olish sharoitlarini yaratish, uning ehtiyojlarini qondirish va qobiliyatlarini ochish hamda rivojlantirishga yo'naltirilgan bo'lishi lozim. O'qituvchining malakasi maxsus va pedagogik fanlar bilan yoritiladigan ikki qirraga ega bo'lishi lozim va u doimo: "Nima uchun o'qitish kerak?", "Qanday o'qitish kerak" degan savollarga javob topishi zarur. Bu javoblar metodika va pedagogika fanining asosiy qoidalari va qonuniyatlariga mos holda talqin qilinishi, shuningdek, ta'lim xususiyatlari e'tiborga olingan bilimlarga asoslangan bo'lishi lozim. Ta'limning muhim muammolaridan biri o'qituvchining mutaxassisligi va faoliyatining asosini tashkil etish shart bo'lgan pedagogik jarayon nazariyasini ishlab chiqishdir.

Pedagogik texnologiya - bu o'qituvchi tomonidan o'qitish vositalari yordamida o'quvchilarga ta'sir o'tkazish va bu faoliyat mahsuli sifatida ularda oldindan belgilangan shaxs sifatlarini shakllantirish jarayonidir. Pedagog T.Ballo "pedagogik texnologiya" tushunchasiga ta'rif berar ekan, uni o'qitish jarayoniga nisbatan topshiriqli yondashuv, L.V.Zankov, T.Ya.Galiperin, V.I.Davidovlar bosqichli o'qitish, G.K.Selevo hamda boshqa mualliflar esa mazmunli umumlashma sifatida baholaydilar. Pedagog - olimlarning yillar davomida ta'lim tizimida:

Nega o'qitamiz?

Nimani o'qitamiz?

Qanday o'qitamiz? degan savollariga javob izlash bilan bir qatorda qanday qilib samarali va natijali o'qitish mumkin? - degan savolga ham javob qidirdilar. Bugungi kunda ta'lim muassasalarining o'quv - tarbiyaviy jarayonida pedagogik texnologiyalardan foydalanishga alohida e'tibor berilayotganining asosiy sababi quyidagilardir:

Birinchidan, pedagogik texnologiyalarda shaxsni rivojlantiruvchi ta'limni amalga oshirish imkoniyatining kengligida. "Ta'lim to'g'risida"gi Qonun va "Kadrlar tayyorlash milliy dasturi"da rivojlantiruvchi ta'limni amalga oshirish masalasiga alohida e'tibor qaratilgan.

Ikkinchidan, pedagogik texnologiyalar o'quv - tarbiya jarayoniga tizimli yondashuvini keng joriy etish imkoniyatini beradi.

Uchinchidan, pedagogik texnologiya o'qituvchini ta'lim-tarbiya va pedagogika fanining maqsadlaridan boshlab, tashxis tizimini tuzish va bu jarayonni nazorat qilishgacha bo'lgan texnologik zanjirni oldindan o'zlashtirib olishga undaydi.

To'rtinchidan, pedagogik texnologiya yangi vositalar va axborot vositalarini qo'llashga asoslanganligi sababli, ularning qo'llanilishi "Kadrlar tayyorlash milliy dasturi" talablarini amalga oshirishni ta'minlaydi.

Xulosa qilib shuni aytish mumkinki, boshlang'ich sinflarda dars jarayonida innovatsion pedagogik texnologiyalardan foydalanish ta'lim samaradorligini oshiribgina qolmay, o'quvchilarni mustaqil fikrlash ko'nikmalarini rivojlantiradi, ijodiy tafakkur salohiyatlarini takomillashtiradi, ularni o'z ustida tinmay ishlashga, ijodiy yondoshishga o'rgatadi. Dars mashg'ulotlariga bo'lgan qiziqishlarini oshiradi. Dars mashg'ulotlarida guruhlar bilan ishlash orqali ijtimoiy hamkorlik, o'zaro totuvlik, hamkorlikda ishlash, boshqaruvchanlik,



o'zgaralar fikrini hurmat qilish tushunchalarini izohlash asosida ularning fikr-mulohazalari olinadi va umumlashtiriladi, mustaqil ishlashga o'rgatiladi.



TA'LIMGA E'TIBOR - KELAJAKKA E'TIBOR

Nurmetova Moxigul Maxmudjonovna

Urganch tumanidagi 4-son maktabning kimyo fani o'qituvchisi,

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Annotatsiya: Mazkur maqolada yurtboshimizning 2020-yil 29-dekabr kuni Oliy Majlisga yo'llagan Murojaatnomasidagi ta'lim tizimi bo'yicha kelgusi yillarda amalga oshiriladigan islohotlar haqida so'z yuritiladi.

Abstract: This article deals with the reforms to be implemented in the education system in the coming years in the address of the President to the Oliy Majlis on December 29, 2020.

Kalit so'zlar: Murojaatnoma, ta'lim tizimi, imkoniyat, stipendiya, ijtimoiy himoya, davlat, ustama, mablag', jamg'arma.

Agar mendan "Sizni nima qiynaydi?"
deb so'rasangiz, farzandlarimizning
ta'lim va tarbiyasi deb javob beraman.

(SH.Mirziyoyev)

Har qanday davlatning ertangi kuni, kelajagi, hech shubhasiz, yoshlarga, yosh avlodga berilayotgan ta'lim-tarbiyaga bog'liq. Shuning uchun ham mamlakatimizda ta'lim tizimiga alohida e'tibor qaratiladi. Jumladan, 2020-yil 29-dekabr kuni Prezidentimiz Shavkat Mirziyoyevning Oliy Majlisga yo'llagan Murojaatnomasida jamiyatimizdagi 41 soha bilan bir qatorda ta'lim sohasida amalga oshiriladigan istiqbolli rejalar ham belgilab olindi.

Aytib o'tish kerakki, Prezidentning Oliy Majlis timsolida butun xalqimizga qiladigan Murojaatnomasi muhim siyosiy voqelikka aylandi. Har yili Murojaatnomada davlat va jamiyat hayotining eng dolzarb masalalari ko'tariladi, muammolar ochiq tahlil va tanqid qilinadi. Bu safar ham xuddi shunday bo'ldi. Hech bir soha yurtboshimizning e'tiboridan chetda qolmadi.

Kelgusi yillarda ta'lim tizimida kutilayotgan Murojaatnomada ko'zda tutilgan o'zgarishlarga kengroq to'xtaladigan bo'lsak, avvalambor, 2021-yilda maktabgacha ta'lim qamrovi 65 foizga, 2023-yil oxirida esa 75 foizga yetkaziladi. Bu ishlarga byudjetdan 600 milliard so'm subsidiya berish hisobidan qo'shimcha 2 mingta nodavlat bog'cha tashkil etilib, xususiy sektor ulushi 25 foizga yetkaziladi. 6 yoshli bolalarni maktabga majburiy tayyorlash tizimi yo'lga qo'yiladi. 2021-yilda 6 yoshli bolalarning 85 foizi (560 ming nafar) maktabga bepul tayyorlovga jalb etiladi. YUNESKO va Jahon banki bilan hamkorlikda uzoq qishloqlarda maktabgacha ta'limni uyda berish modeli yo'lga qo'yiladi. Maktabgacha ta'lim bolaning rivojlanishida muhim poydevor vazifasini o'tashini hisobga oladigan bo'lsak, mazkur islohotlar nihoyatda puxta o'ylanganligiga amin bo'lamiz.

Murojaatnomada umumiy o'rta ta'lim sohasida quyidagi o'zgarishlarni amalga oshirish belgilab olindi. Birinchidan, bolaning tahliliy va kreativ fikrlash qobiliyatini o'stirishga mo'ljallangan yangi darsliklar tayyorlash boshlanadi. Keyingi o'rinda esa boshlang'ich sinflarda DTS o'rniga bolaga ortiqcha yuklama bermaydigan "Milliy o'quv dasturi" joriy etiladi. Hududlarda xususiy maktablar faoliyatini rag'batlantirish uchun byudjetdan subsidiyalar ajratiladi. 10 ta prezident maktabi; kimyo-biologiya, matematika va ATga



ixtisoslashgan 197 ta maktab ochiladi.

Prezident Murojaatnomasida oliy ta'lim ham e'tibordan chetda qolmadi, albatta. Oliy ta'lim muassasalarida davlat grantlari soni kamida 25 foizga oshiriladi. Xotin-qizlar uchun grantlar soni 2 barobarga oshirilib, 2000 taga yetkaziladi. A'lo o'qiyotgan, ehtiyojmand qizlar uchun stipendiyalar ta'sis etiladi. Davlat kadrlar tayyorlash bo'yicha xususiy OTMlarga ham buyurtma bera boshlaydi. 30 ta OTMga o'quv dasturlarini ishlab chiqish, qabul kvotasi va moliyaviy masalalarni mustaqil hal qilish huquqi beriladi. 2021-yilda "El-yurt umidi" jamg'armasi orqali yetakchi xorijiy OTMlarga magistratura va doktoranturaga o'qishga yuboriladigan yoshlar soni 5 barobarga oshiriladi.

Ishonamizki, mazkur islohotlar kelgusida o'zining ijobiy natijalarini beradi. Mazkur islohotlarni amalga oshirish natijasida esa mamlakatimizda yoshlarga, ayniqsa, xotin-qizlarga keng imkoniyatlar eshigi ochiladi desak, also mubolag'a bo'lmaydi. Zero, bunday imkoniyatlar, islohotlar faqatgina tinch va osoyishta yurtga, ya'ni serquyosh O'zbekistonimizga yarashadi.

Shunday ekan, mamlakatimizdagi har bir yosh avlod yaratilayotgan imkoniyatlardan unumli foydalangan holda o'z bilimlarini yanada mustahkamlab, iqtidor va iste'dodlarini namoyon qilib, vatanimizning porloq va buyuk kelajagiga o'zlarining munosib hissalarini qo'shishlari lozim.

Prezidentimizning Murojaatnomada alohida ta'kidlab o'tilgan quyidagi so'zlari har birimizning qalbimizda ertangi kunimizga, porloq kelajagimizga bo'lgan ishonchni yanada mustahkamlaydi: "Hayot oldimizga yana qancha sinov va muammolarni qo'yishi mumkin va biz har qanday holatga tayyor turishimiz zarur. Lekin qanchalik qiyin va murakkab bo'lmasin, demokratik islohotlar yo'lidan hech qachon ortga qaytmaymiz. Oldinga, faqat oldinga qarab boramiz. Va biz bunga har tomonlama qodirmiz. Chunki bugungi xalqimiz - kechagi xalq emas. Bugungi O'zbekiston ham - kechagi O'zbekiston emas".

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ONLINE READING AND ITS ADVANTAGES

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Abstract: This article discusses the importance of online reading, its benefits, its benefits, and more.

Keywords: online reading, Higher Education, students, teachers, students, University and more.

It is well known that online education, i.e. distance learning, is now developing rapidly around the world and has become a daily occurrence in some countries. At the same time, online education is developing in our country. Due to the quarantine, all educational institutions in Uzbekistan, including kindergartens, schools, colleges and universities, have switched to online education. Due to the underdevelopment of online education in our country, it has become more difficult to get online education in all educational institutions. The main reasons for this are low Internet speeds in remote areas, was not knowing how to attend online classes. Online classes were conducted on a modular basis. Most students did not understand this system well at first. Because it was a sudden transition to the system. For the vast majority, low Internet speeds have been a good problem. While online reading was popular, it was not popular again.

Starting in September, online courses for 2nd, 3rd and 4th year students began. After the adoption of the 1st courses in October, there was a gradual return to traditional education as the pandemic conditions eased.

All the necessary elements have been created on the platform, which is designed to organize an online training course. In particular, lectures, video lessons, tests, assignments, chats, forums, surveys, glass, feedback, etc. are among them. The platform has also been integrated with social networks for the convenience of users.

In conclusion, the introduction of higher education in our country will help reduce the cost of education for both the state and students. This, in turn, will increase the admission quota. In addition, students should be able to study without leaving the workplace in order to ensure a combination of two activities - education and work. is significant. Online reading allows students to take courses on a computer from anywhere in the world. E-learning has provided students with freedom and customization opportunities, making online learning a good alternative to the traditional classroom environment. More and more people are attending internet courses. According to the 2015 Babson Research Center, the number of students admitted to e-learning courses increased by 5.8 percent, and this has been growing every year for 13 years.

There is a general perception that online education is easier than traditional. In fact, Students should spend as much effort, and time, as possible to participate in online courses. In general, distance learning is not a new phenomenon. For decades, our country, which is now extinct, had a method of distance learning. But no one had any questions. Winter, on the other hand, has undergone a kind of "evolution" on the Internet. It all started in the 90's, when online courses became available on the World Wide Web. The next phase of online education projects began relatively recently. There is a specific date - January 2001. This year saw the launch of the MOC, a popular online course.



BOSHLANG'ICH SINIF O'QUVCHILARIDA MATEMATIK TUSHUNCHALARNI SHAKLLANTIRISHDA IZOHLI MATNLARDAN FOYDALANISH

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Navoiy viloyati Navoiy shahar 16 - AFCHO'IM boshlang'ich sinf o'qituvchisi

Annotatsiya: Ushbu maqolada ta'lim tizimida boshlang'ich ta'limning o'rni va boshlang'ich sinf o'quvchilarida matematik tushunchalarni shakllantirish maqsadida foydalaniladigan metodlar haqida fikrlar bildirilgan.

Kalit so'zlar: Boshlang'ich sinf, matematika, matematik tushuncha, o'qitish, o'quvchi, o'qituvchi.

Boshlang'ich maktabning vazifasi yoshlarni jamiyatga foyda keltirishga, ishlab chiqarishda faol ishtirok etishga intilish tuyg'ularini tarbiyalashdan iboratdir. Bunda matematika o'qitishning hayotiylik xususiyatlari, matematik reallikning ya'ni misolga mos kundalik turmush va ishlab chiqarishga oid izohli matnlardan foydalanishning ahamiyati kattadir. Boshlang'ich maktabda matematika o'qitishning hayotiylikni, matematik reallikni qaysi ma'noda tushunmoq kerak? O'qitishning turmush bilan, shuningdek, ishlab chiqarish bilan bog'lanishidagi uzilishni qanday qilib yo'qotish kerak?

Boshlang'ich matematika o'qitishda nazariy bilimlarni ongli ravishda chuqur egallash ko'zda tutiladi, chunki buningsiz matematik faktlarning amaliy masalalarini o'rganishga qo'llanilishi haqida so'z borishi mumkin emas.

Boshlang'ich sinfda matematika o'qitish jarayonida o'quvchilarga o'zlashtirilgan bilimlarni amaliy masalalarni hal qilishga tadbiiq qila bilish uquvini ham o'rgatish muhim ahamiyatga ega, bunda matematik texnika, o'lchashlar, hisoblashlar, shakl almashtirishlar, yasashlar ham shular jumlasidandir. Bu esa o'quvchilarda matematik qobiliyatning shakllanishi uchun muhim omil bo'lib xizmat qiladi.

O'quvchilarning matematik qobiliyatlarini: hisoblashga oid qobiliyatlar, mantiqiy tafakkur qilish qobiliyati, geometrik tasavvur qilish qobiliyatlariga ajratish mumkin.

Izchillik bilan mulohaza yuritish ekanmiz, bilib olish va matematik qonuniyatlarni tekshirish metodlarini egallash ham nazariy, ham amaliy jihatdan g'oyat muhim degan xulosaga kelishimiz shart.

Fikrimizcha, matematikani o'qitishning hayotiylikni-o'quvchilarning matematik faktlarni hamda hodisalarni tekshirishning matematik metodlarini o'z turmushlarida qo'llana bilishlari ma'nosida tushunmoq zarur. Matematika o'qitishda o'quvchilarda ilmiy dunyoqarashning shakllanishi masalasini o'qitishni turmushga yaqinlashtirish muammosini hal etish jarayonida eng muhim masalalardan biri sifatida qarab kelinadi.

Boshlang'ich ta'limda ijodiy tafakkur o'zining samaradorligi, dolzarbligi va universalligi bilan boshqa fikr yuritish jarayonlaridan farq qiladi.

O'rganilayotgan fan materiallari orqali tabiatning va jamiyatning umumiy qonuniyatlarini, shuningdek, matematik reallikni bilib olishning o'quvchilar uchun qanday ahamiyatga ega ekanligini misollar hamda ularga mos izohli matnlar orqali tushunib olish mumkin. Tavsiya etilayotgan kundalik turmushga oid misollarga mos izohli matnlar boshlang'ich sinflarda dars jarayonida yoki sinfdan tashqari mashg'ulotlar jarayonida berilishi mumkin.

Ushbu misollar hamda izohli matnlar o'quvchilarda matematik bilim, ko'nikma hamda malakalarni rivojlantirish bilan birgalikda, topshiriqlarning mazmun mohiyatiga mos holda viloyatimiz, Respublikamiz hamda o'quvchi yashab faoliyat ko'rsatayotgan kundalik turmushda bo'layotgan ijtimoiy, iqtisodiy va ma'naviy sohadagi yangiliklar to'g'risida ma'lumotlarni ham o'zlashtirishiga sabab bo'ladi. Bu esa ho'zirgi kunda ta'lim - tarbiya



borasidagi eng dolzarb masalalardan biri bo'lgan o'quvchilarda Vatanga muhabbat hamda milliy istiqloq g'oyalarini shakllantirishdek muammoni ijobiy hal etishda muhim omil bo'lib hisoblanadi.

$$1.24 \times 9 =$$

Misolga mos izohli matn: Sport musobaqalari tadbirlariga maktab o'quvchilaridan har bir qatorda 24 nafardan jami 9 ta qatorda o'quvchilar ishtirok etishdi. Tadbirda maktab o'quvchilaridan necha nafari ishtirok etishgan? *(Ta'limiy ahamiyati-o'quvchilarda hisoblashga oid qobiliyat va malakalar shakllanadi. Tarbiyaviy ahamiyati-Respublikamizda sport sohasida amalga oshirilayotgan ulkan ishlar to'g'risida o'quvchilar ma'lumotga ega bo'lishadi va sportga nisbatan ishtiyoq paydo bo'ladi)*

$$2. (8+9)+(19+21+27) =$$

Misolga mos izohli matn: 2012-yil Navoiy viloyatida o'tkazilgan yoshlar sport musobaqalari ishtirokchilariga xizmat ko'rsatish uchun 8,9,19,21 hamda 27 raqamli yo'nalishdagi avtobuslar jalb qilindi. Avtobuslar yo'nalishlarini ko'rsatuvchi sonlar yig'indisini toping. *(Ta'limiy ahamiyati-o'quvchilarda hisoblashga oid qobiliyat va malakalar shakllanadi. Tarbiyaviy ahamiyati - Respublikamizda hamda viloyatimizda sportga bo'lgan e'tibor to'g'risida o'quvchilar ma'lumotga ega bo'lishadi va sportga nisbatan qiziqish paydo bo'ladi)*

$$3. (25 \times 7) + (75 \times 3) =$$

Misolga mos izohli matn: Maktab o'quv binosida 25 nafar o'quvchiga mo'ljallangan 7 ta, 75 nafar o'quvchiga mo'ljallangan 3 ta o'quv xonasi mavjud. O'quvchilar o'qishi uchun qancha joy mo'ljallangan? *(Ta'limiy ahamiyati-o'quvchilarda hisoblashga oid qobiliyat va malakalar shakllanadi. Tarbiyaviy ahamiyati-Respublikamizda ta'lim sohasiga e'tibor hamda yoshlarga yaratilayotgan sharoitlar to'g'risida o'quvchilar ma'lumotga ega bo'lishadi)*

$$4. 250 + 300 =$$

Misolga mos izohli matn: Maktab bog'ida 250 tup mevali, 300 tup manzarali daraxt ko'chatlari ekilgan. Bog'da jami necha tup daraxt ko'chatlari ekilgan? *(Ta'limiy ahamiyati-o'quvchilarda hisoblashga oid qobiliyat va malakalar shakllanadi. Tarbiyaviy ahamiyati- ekologiya, atrof muhit tozaligi va ozodaligi borasida amalga oshirilayotgan ulkan ishlar to'g'risida o'quvchilar ma'lumotga ega bo'lishadi)*

Ushbu tavsiya etilgan misollar va ularga mos izohli matnlar yordamida o'quvchilarda matematik hisoblashga oid bilimlar shakllanishi bilan birgalikda matematik reallik yani matematikaning kundalik turmushga oid hisob kitoblarni amalga oshirish uchun hayotiy zaruriyat ekanligi to'g'risida tushunchalar paydo bo'ladi va matematika faniga nisbatan qiziqish yanada rivojlanadi.

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O'ZBEKISTONDA MILLATLARARO MUNOSABATLAR VA BAG'RIKENGLIK

(Koreys xalqining milliy bayramlari va urf- odatlari)

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Annotatsiya: O'zbekistonning Janubiy Koreya davlati bilan mustaqillikdan keyingi yillardagi madaniy aloqalari, koreys diasporasidagi o'zgarishlar, koreys xalqining urf odatlari va bayramlarini haqida to'laqonli ma'lumot berish. Milliy-madaniy markazlarning o'рни va ahamiyati hususida fikr yuritiladi.

Kalit so'z; urf odat, an'analar, hamkorlik, Milliy-madaniy markaz, konstitutsiya, diaspora

O'zbekiston hududida o'z madaniyati va o'z an'analariga ega bo'lgan 130 dan ortiq millat va ellat vakillari yashaydi. Ular ham mamlakatning barcha fuqarolari qatori bir xil huquq va majburiyatlarga ega.

Respublikamizda ijtimoiy - siyosiy barqarorlikni ta'minlashda millatlararo omillarning ahamiyati katta. Qadimdan mamlakatimizda turli madaniyat va sivilizatsiyalar vakillari -turli xalqlar etnik guruhlar aralashib, do'stlik va hamjihatlikda yashab kelgan. Ko'pmillatli mamlakat siyosatining asosiy maqsadi millatlararo totuvlik va diniy bag'rikenglikni shakllantirish bo'lishi zarur. Mustaqillikning ilk kunlaridanoq milliy siyosatning o'ziga xos yo'li ishlab chiqildiki, ayni shu siyosat milliy bag'rikenglikning barqaror rivojlanishiga zamin yaratdi.

Mustaqillikka erishganimizdan so'ng O'zbekistonda 130 dan ortiq millat va elat vakillari yashab kelmoqdalar. O'zbekiston barcha millatlar o'rtasida totuvlikni ta'minlash ko'p millatli jamiyat tizimini saqlab qolish va mustahkamlash yo'lidan bordi.

O'zbekistonda yashovchi turli millat vakillarining madaniy ehtiyojlarini qondirish uchun milliy-madaniy markazlari (MMM) faoliyat yuritadi. Dastlabki milliy-madaniy markazlar koreyslar, qozoqlar, yahudiylar, armanlar tomonidan respublika viloyatlarida 1989-yilda tashkil etilgan. Bu markazlarning chinakam rivojlanishi va ravnaq topishi O'zbekiston mustaqillikka erishgandan keyin boshlandi. Bu davrda ularning samarali faoliyat ko'rsatishi uchun keng imkoniyatlar yaratildi. Natijada ularning soni yil sayin ortib bordi.

Tarixdan ma'lumki, o'zbek xalqi boshidan kechirgan og'ir qatag'on yillari va ikkinchi jahon urush yillari ko'p sitamlarga yuzma-yuz bo'lgan koreyslar, nemislar, turklar, polyaklar, greklar, qrim-tatar va boshqa millat vakillari O'zbekistonni Vatan tutdilar. Ularning hozirgi avlodlari uchun esa O'zbekiston ona Vatanga aylandi. Chunki, ular shu yerda tug'ilib, kamolga yetdilar, hayotda o'z o'rinlarini topdilar.

Koreys xalqi quvg'in va mahrumliklarga qaramay koreys xalqi ajdodlari ko'p asrlar davomida shakllangan madaniy merosni saqlab qola oldi va keyingi avlodga yetkazdi.

Koreys xalqining milliy bayrami "Sollar" bo'lib bu bayram koreys xalqi taqvimiy udumlari ichida eng muhim bayramlaridan biri hisoblanadi. Koreyada Yangi yil bayrami vaqtli oraliq, ya'ni o'tayotgan yilning qishloq ho'jalik ishlari yakunlangan va yangi yil ishlariga tayyorgarlik boshlanish paytini o'z ichiga oladi. Bu bayram koreyslarda har bir inson yoshining hisob nuqtasi hisoblanadi. Yangi yilga tayyorgarlik bayramdan allaqancha oldin boshlanadi. Har bir oilada uylar tozalanadi. Kirish eshigi tepasiga cho'mich shakliga keltirilgan oshqovoq (Pagadi) ilib qo'yiladi. Aytishlaricha bu odat yangi yilda muvafaqiyat va tinchlik, omonlik olib kelarmish Yangi yilda har bir oila a'zolari kiyim-



kechak tiktiradilar Yangi yilga yangi kiyim kechak tayyorlash sehrli ma'noga ega bo'lib, u yangi hayotimiz hisoblanadi har-hil kasalliklar, falokatlar eski kiyim -kechak bilan O'tmishda qolib ketadi Yangi yil arafasida hamma qarzlaridan qutulib kerak Bu an'ana hozirgi kunda ham saqlanib qolgan Yangi yil Koreys xalqi uchun oilaviy bayram.

Bu kuni alohida yashayotgan farzandlar ota-onalarinikiga tushlikka yig'ilishadi Koreyada bayram marhum va marhumalar ruhiga qurbonlik qilish bilan boshlangan Bu marosim Yangi yil birinchi kunining muhim marosimi hisoblangan Erta tongdan yangi kiyimlar bilan yasangan oila a'zolari maraka dasturxonini bezash bilan bayram marhum va marhumalar ruhiga qurbonlik qilish bilan boshlangan Bu marosim Yangi yil birinchi kunining muhim marosimi hisoblangan Erta tongdan yangi kiyimlar bilan yasangan oila a'zolari maraka dasturxonini bezash bilan o'zlariga bo'lishadi Xonadonning bir chetiga pastakina stol qo'yilib er-xotinning vafot etgan ota-onalari, bobo va momolari ismi-shariflari yozgan taxtacha qo'yiladi

"Maraka dasturxonini"dagi ovqatlar xilma-xil bo'lib Qaynoq guruchli bo'tqa, guruch uni (jirim kubi)dan tayyorlangan yupqa, suv, tovuq go'shti, baliq, sabzavotlar, mevalar, may(vino) albatta dasturxonda bo'lishi shart Har bir taom uchun dasturxonda alohida joy ajratiladi: oldinda vino, sharqda baliq, g'arb tomonida go'sht, guruch, suv orqada, ya'nimarhumlar nomi yozgan joyda Yangi yil ayyomida o'tganlarni "yod olish - mehmon qilish" quyidagich o'tkaziladi oliya boshlig'i qadahga sharob quyib, lipochaga go'sht sabzavotlar qo'yadi so'ngra stol chekkalari shamlarni yoqadi Marosimda qatnashganlar uchun marotaba peshonalarini erga tekkazib, sajda qiladilar Bunday rasmlar o'tmaish an'analarga hurmat ifodasi bo'lib qolmasdan balki farzandlarni kattalarga, urf odatlarini hurmat qilishga undaydi. Shu paytda umr yo'ldoshlar bir-biriga ta'zim qilib, yil davomida yonma-yon bo'lganliklari uchun, xushmomaliligi e'tiboriligi va g'amxo'rliigi uchun bir-biridan minnatdor bo'ladilar. So'ngra farzandlar ota-onalariga ta'zim qiladilar ota-onalar farzandlariga sovg'a salomlar ulashadi va shundan keyin ovqatlanishga kirishiladi. Yangi yil nonushtasida avvalo loviya va guruchdan tayyorlangan suyuq ovqat (ogir) ichiladi. "Ogir"ni tanovvul qilgan odam bir yoshga katta bo'ladi deb hisoblanadi.

Koreys xalqining bayramlaridan yana biri Katta o'n beshinchi kun (Te Porvim) ham katta bayram hisoblanadi.

Bu bayram oy to'lish bayramidir. Oldingi davrlarda Koreyslarda bu bayram yangi yil bayramining muhim qismi hisoblangan. Hozirgi kunda bu bayramni ayrim odamlargina nishonlaydi. Erta tongda turib yong'oqlardan chaqib yeyish kerak kimki shunday qilsa uning tishlari mustahkam bo'ladi deb hisoblashgan. Kechqurun oyni kutib olish, kimki oyni chiqib kelishini birinchi bo'lib ko'rsa, u yil davomida baxtli bo'ladi degan tushuncha saqlanib qolgan. Birinchi oyni 15 kuni har hil o'yinlar o'tkazilgan. Eng mashhuri arqon tortish -"Chultarigi" bo'lgan Aytishlaricha yutgan tomon har hil kasalliklardan qutulib ular uchun yil omadli bo'lgan.

Har yili o'zbekistondagi KMMA "Oval tano" bayramini nishonlash tashkil qiladi Bu bayram oy quyosh taqvimida 5 -oyining 5-kunida nishonlanadi. Bu vaqtda ertapishar mevalar pishadi, tabiat gulga burkanadi. Dehqonlar sholini ekib bo'lib uncha ko'p bo'lmagan dam olish imkoniyatiga ega bo'ldi Odamlar eng yaxshi kiyimlarni kiyoshadi, sayllar va o'tirishlar avj oladi Yigitlar kurash -"Sirim" musobaqasida baxslashsa, ayollar xalqchaklarda uchishadi

KMMA si tufayli O'zbekistondagi Koreys diasporasi shirkat ho'jaliklar va Toshkentdagi istirohat bog'larida bu bayramni o'tkazish imkoniyatiga ega bo'ldilar. Iliq davra suhbatlaridan tashqari eng yaxshi Koreys san'atkorlarining chiqishlari bayramga fayz bag'ishlaydi. Bu kuni ko'pchilik qabristonga borib, marhumlarni yodga olishadi.

Koreyslarda yana bir muhim bayram "Chusok" hisoblanadi Chusok kuz oqshomi 8-



oyning 15- kuni nishonlanadi. Bu bayram katta hurmatda bo`lib hosil bayramidir va o`tgan ajdodlarni yodga olinadi. Hozirgi Koreyada Chusok bayrami kunlarida uch kun mamlakatning ishchan xayoti batamom to`xtatiladi. Shahar aholisi ajdodlari yashagan joylariga qishloqlariga ketishadi va o`sha yerda bayramni nishonlashadi. Bu kuni qishloqlarda musobaqalar ,o`yinlar,tetrlashgan tomoshalar o`tkaziladi Sobiq Sovet davrida "Chusok" qabrsistonlarga borish va oilaviy bayram dastirxonida o`tirsh bilan cheklangan Keyingi yillarda milliy o`zlikni anglashning o`yg`onishi O`zbekistonda "Chusok "keng qamrovli qilib o`tkazishga imkon bermoqda.

Yuqoridagi bayramlarni nishonlash O`zbekistonda an`anaga aylandi. Bayramlarni o`tkazishda Koreya Respublikasi elchisi, elchixona va biznes-markaz xodimlari taklif etiladi Ular har gal bayramlarda ishtirok etar ekan bayramlarning urf odat va an`analari boshlang`ich holatida saqlanib qolganligiga hayron qolishadi hamda koreys diasporasiga o`z minnatdorchiliklarini bildirishadi

Hulosa qilib shuni aytish kerakki , milliy urf odat ,til , madaniyatning qayta tiklanishi ,yoshlarning milliy shakllanishga qiziqishini millatchilikka yo`ymaslik kerak Aksincha o`z milliy madaniyati urf odatlarini haqiqiy bilish ,anglash orqali har hil millatdagi insonlar o`rtasida o`zaro bir -birini anglash ,madaniyatni boyitish ro`y beradi.

Turli xil millatlarning bayramlari har hil shaklga ,marosim va urf odatlarga ega bo`lishiga qaramay umumiy ko`rinish va umumiy yo`nalishga ega. Bu har qanday bayramlarda bir-biriga baxt tilash yoshlarni kattalarga hurmat ruhida tarbiyalash mehnatni madh etish, tinchlikka insonlar o`rtasidagi munosabatlarda kamolotga erishishga intilishdir.

Shuni ta`kidlash joizki, mamlakatimiz mustaqillikka erishgach, millatlararo munosabatlarda yo`l qo`yilgan kamchilik va nuqsonlar asta -sekinlik bilan bartaraf etila boshlandi. Ko`p millatli mamlakatda xalqlar tinch-totuvligini ta`minlash chora tadbirlari ko`rildi.

O`zbekiston Respublikasi Konstitutsiyasining 8-moddasida "O`zbekiston xalqini millatidan qat`iy nazar O`zbekistin Respublikasining fuqarolari tashkil etadi",-deyiladi

Mazkr moddada qayd etilgan qoida jahondagi biron-bir Konstitutsiyada uchramaydi Unda Konstitutsiya darajasida "O`zbekiston xalqi" tushunchasining ta`rifi bayon etilgan O`zbekistonda tug`ilgan ,uning zaminida yashab mehnat qilayotgan har bir kishi, millati va irqiy mansubligidan ,diniy e`tiqodidan qat`iy nazar mamlakatimizning teng fuqarosi bo`lishga munosibdir.

Shuningdek, Bugun respublika hududida yashovchi 130 dan ortiq millat va elat vakillari uchun O'zbekiston Konstitutsiyasi millatlararo totuvlikni mustahkamlash, barqarorlik va taraqqiyotnita'minlashning kafolati bo`lib xizmat qilmoqda.

Prezidentimiz Shavkat Mirziyoyevtashabbusi bilan qabul qilingan 2017-2021-yillarda O'zbekiston Respublikasini rivojlantirishning besh ustuvoryo`nalishi bo'yicha Harakatlar strategiyasidamamlakatimizda millatlararototuvlikni ta'minlash masalasiga alohidae'tibor qaratilgan. Mamlakatimizda tinchlikni yanada mustahkamlash, millatlararo barqarorlikni yuksaltirish maqsadida 2017-yil 19-mayda O'zbekiston Respublikasi Prezidentining "Millatlararo munosabatlarva xorijiy mamlakatlar bilan do'stlik aloqalarini yanada takomillashtirish chora-tadbirlari to'g'risida"gi farmoni qabul qilindi. Farmonga muvofiq,

Baynalmilal madaniyat markazi negizida Millatlararo munosabatlar va xorijiy mamlakatlar bilan do'stlik aloqalari qo`mitasi tashkil etildi. Bu esa, o`z navbatida, mamlakatimizda faoliyat yuritayotgan milliy madaniy markazlar hamda do'stlik jamiyatlarini qo`llab-quvvatlash, ularning samarali faoliyat yuritishida davlat idoralariva jamoat tashkilotlari o`rtasidagi o`zaro hamkorlikni kuchaytirishda mustahkam tayanch bo'ladi.

O`zbekiston fuqarolari ,o`zlarining nasl-nasabi ,irqi , ijtimoiy kelib chiqishi va boshqa holatlaridan qat`iy nazar ,O`zbekiston xalqini tashkil etadi



Konstitutsiya O`zbekiston xalqini tashkil etuvchi barcha millat va elatlarning urf odatlari va milliy an`analarini hurmat qilishshni kafolatlaydi

Foydalanilgan adabiyotlar ro`yxati.

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"TOSHKENT SHOIRLARI" TAZKIRASIDA FUNUNIY SHAXSIYATI VA IJODINING YORITILISHI

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Annotatsiya. Ushbu maqolada Mo'minjon Muhammadjonovning "Toshkent shoirlari" tazkirasida XIX asr oxiri XX asr boshlarida yashab ijod etgan toshkentlik shoir, mudarris-olim, qori, adabiyotshunos, sozanda, navozanda sifatida faoliyat olib borgan Fununiy shaxsiyati va ijodi to'g'risidagi qarashlar bayon etilgan.

Kalit so'zlar. Aloiddin maxdum-"Fununiy, Ziyoiddin Maxdum, "Toshkent shoirlari", Toshkent adabiy muhiti, mudarris-olim.

Mo'minjon Muhammadjonovning "Toshkent shoirlari" tazkirasida XIX asr oxiri XX asr boshlarida yashab ijod etgan toshkentlik shoirlar, adiblar va qalam ahllarining tarjimai hollari, asarlaridan parchalar, she'rlaridan namunalar keltirilgan. Shuningdek, mana shu davrda turli viloyatlarda tug'ilgan, lekin ijod qilish asnosida Toshkentga kelib qolgan va shu yerda ijod qilib miqim yashab qolgan ijodkorlar ham adibning nazaridan chetda qolmagan. Adib Toshkent adabiy muhiti vakillarining tug'ilgan joylari, o'qigan maktab-madrasalari, qiziqishlari, kasb-hunarlarini, hatto vafot etishi bilan bog'liq ma'lumotlarni ham keltirib o'tgan. Adiblarning xarakteri bilan bog'liq holatlarga alohida ahamiyat qaratgan. Xususan, Fununiy (Aloiddin maxdum, Ziyoiddin Mahdum o'g'li) haqida yozar ekan, u otasi Ziyoiddin Maxdumdan madrasada tahsil olgani, dadasining qaysi fanlardan yaxshi bilim berganligi va Fununiyning 33 yoshida Qur'onni to'la yod olib qori bo'lganligiga ham alohida to'xtalgan: "Aloiddin maxdum-"Fununiy", o'z otasi Ziyoiddin Maxdumdai "xatmi kutub" qildi (madrasadagi dars o'quv ilmini tugatdi) ham 30 yoshlarga borganda mudarrislik unvoniga ega bo'lib, Baroqxon madrasasida mullobachcha (tolibulilm)larni yeg'ib, dars bera boshladi. Bu odam, arab nahv-sarfiga, mantiq, kalom, fiqh ilmiga, fors, tojik, o'zbek adabiyotiga ancha tajribakor va pishiq bo'lgan darslarni yaxshi tushuntirar erdi. Shu mudarrislik davrida, 33 yoshiga kirgandi quronni yod olib qori ham bo'ldi".

O'sha davrlarda ko'pchilikning toppish-tutishining yaxshi bo'lmagani, aksariyat xalq nochor yashagani bizga yaxshi ma'lum. Shunday bo'lsa-da, Fununiyning tabiatida ziqnalik bo'lmagani, qo'li ochiq kishi bo'lganini ta'kidlaydi: "Aloiddin maxdum-"Fununiy"ning ham qo'li ochuq-saxiy bo'lib, topkanini mullabachchalardan ayamas, o'ziga tekkan vaqf taqsimoti bormi, to'ylardan kiyib kelgan cho'ponlar bormi mullabachchalarga taqsim qilib berar; -"Vaqf mullabachchalarning haqqi, boshqa odamlarning yeyishi to'g'ri emas!..." vaqfdan hech narsa yemas edi.

Shu bois Fununiy qassoblardan va do'kon egalaridan ko'pincha qarzdor bo'lib qolgani, otasidan meros qolgan bir parcha yerda o'z mehnati bilan dehqonchilik qilib, ro'zg'or tebratgani, tirikchiligi shu dehqonchilik orqasidan o'tganini aytib o'tgan va bu to'g'risida quyidagi parchada keltirilganidek "Yer-suv" nomli nomli she'r yozgan.

Haq mu box etkan biza o'rtoda qolg'on-yeru-suv

Kim olar, obod etar oniki bo'lg'on yeru suv.

Hovliyu, bog'u, haram, qasru, imorat bo'lg'usi

Ishlatar bo'lsang agar darding darmon -yeru-suv

Fununiy Toshkentning mashhur mudarrislaridan bo'lib, 35 yildan oshiqroq Baroqxon madrasasida dars bergani va eng kamida 500 ga yaqin mullabachcha (tolibulilm) ni o'qitgani, shoirlik bilan emas, mudarrislik va olimlik bilan mashhur bo'lgani, ancha kamtarin odam bo'lgani haqidagi ma'lumotlarni olamiz. Yozgan she'rlari ham nasihatlardan



va ibratli so'zlardan iborat bo'lib, 50-60 tani tashkil qiladi. Quyidahi ilmsizlik haqida yozgan she'ridan ham bularni yaqqol sezishimiz mumkin:

Beilm aslot tilagandan "Inak" avlo
Ho'kuzlari qursun
Yo xoja bo'lib o'qumagandan eshak avlo
To'ng'uz nari tursun
Beilm kishi qilsa havo ko'chaga chiqsa
Fashshu-fash bir pul
Shahbozki, sayd olmasa andin peshak avlo
Kadkas nari tursun.

Juda ko'p ilm egalarida bo'lgani kabi Fununiy hayotida ham kitobga bo'lgan ayricha bir mehr, ilm olishga bo'lgan kuchli ishtiyoqni ko'rishimiz mumkin. U kitobni oddiy bir bilim olish vositasi deb qaramaydi, balki "ruhim hayotig'a asal", "Qabr xashtidan tanimg'a bir masal", "Tang'a rohat, jong'a yori bebadaldir-bu kitob" deya yuksak e'tirof etadi. Quyidagi misralarni o'qigan kitobxon Fununiyning hayotida kitobning o'rni beqiyos bo'lgani, uning kitobga muhabbati umr bo'yi kuchli darajada bo'lganini ko'rishi mumkin.

Qayga borsam menga tekkan bir kasaldir-bu kitob
Zaharsiz ruhim hayotig'a asaldir-bu kitob
Har kishi sevgoni bordir, har ko'ngulning xohishi,
Mening yoru hamnishini baho laldur-bu kitob
Bir o'lukmen dunyoda atrofim olg'ondir bitik
Qabr xashtidan tanimg'a bir masaldir-bu kitob
Gulshanu, gul sayrini tabam ko'rarga istamas
Tang'a rohat, jong'a yori bebadaldir-bu kitob
Men "Fununiy" umr jamin sarf qildim ko'rgali
Yetmadim itmomig'a kayfulmahaldir-bu kitob,

Mo'minjon Toshqin Fununiy shaxsiyatiga to'xtalar ekan, uning shaxsiyatiga, kamtar va kichikko'ngil inson bo'lganiga urg'u beradi, quyidagi parchadan Fununiyning shuncha martabalarga erishgan inson bo'lsa-da, kibr, manmanlikdan yiroq inson bo'lganini anglashimiz mumkin: "Bu kishi, shunday kamtarin odam ediki, ko'p vaqt karjomani kesib olib, "Baroqxon" madrasasining iflos joylarini supurar, hatto holo joylariga kesaklar ushatib qo'yar va tozalab chiqar edi. Shu choqda ko'rgan odam, bu kishini madrasaning farroshimi deb gumon qilib, farroshlarga muomala qilgandek muomala qilar edi".

Xullas, Toshkent adabiy muhitining bir vakili hisoblangan Fununiy o'z davrining serqirra ijodkori sifatida nom qozongan. U mudarris-olim, qori, adabiyotshunos, shoir, sozanda, navozanda, dehqon sifatida har sohada faoliyat ko'rsatgan. Mo'minjon Toshqin uning tanburni juda yaxshi chalishini ham aytib o'tgan.

Foydalanilgan adabiyotlar:

Mo'minjon Muhammadjonov Toshqin. "Toshkent shoirlari" tazkirasi qo'lyozmasi.



**ZAMONAVIY TA'LIMDA O'QITUVCHINI INNOVATSION FAOLIYATINI
IJODIY IMKONIYATINI RIVOJLANTIRISH
РАЗВИТИЕ ТВОРЧЕСКИХ ВОЗМОЖНОСТЕЙ ИННОВАЦИОННОЙ
ДЕЯТЕЛЬНОСТИ УЧИТЕЛЕЙ В СОВРЕМЕННОМ ОБРАЗОВАНИИ
DEVELOPING CREATIVE POSSIBILITIES OF TEACHERS INNOVATIVE
ACTIVITIES IN MODERN EDUCATION**

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Annotatsiya: Zamonaviy ta'limda o'qituvchining innovatsion faoliyatining vujudga kelishi, uning ilmiy va ijtimoiy jihatlari, o'qituvchini pedagogik innovatsiya mundariyasi va yo'nalishining asosiy negizi, mohiyatlari, o'qitish faoliyatining innovatsion tuzilishi, oliy ta'lim talabalari hamda o'rta maxsus ta'lim o'quvchilari tarbiyasi, o'qitishning muqobil vositalari, zamonaviy ta'limda innovatsiya tushunchasini shakllanishi, innovatsion ta'lim sohasida rivojlanishini ta'minlashda yangi innovatsion texnologiyani ishlab chiqish jarayoni tavsiflab berilgan.

Tayanch ibora: zamonaviy ta'limda, innovatsiya, ta'lim tizimi, o'qituvchini g kreativligi, potensial ko'p variantlikka, ijodiy imkoniyatini rivojlantirish.

Hozirgi kunlarda shakllanib, rivojlanib borayotgan zamonaviy ta'lim tizimi haqida jiddiy fikrlar bildirilyapti, uning asosiy va vazifasi hukmron bo'lib turgan ta'limda butun o'quv tarbiya tizimi nazariyasini innovatsiya asosida qayta tashkil etib o'zlashtirishdir. Hozirgi zamonaviy ta'lim tizimi umumiy holda shundan iborat. Bu vaziyatda innovatsiya juda muhim.

Yuqoridagi fikrlarga tayangan holda zamonaviy ta'limda o'qituvchini innovatsion faoliyatini ijodiy imkoniyatini rivojlantirishda o'qituvchining kreativligi va innovatsion munosabati rivojlanayotgan muhit ta'siri ostida shakllanishi kerak. Tekshirishlarga asoslanib, ularga binoan ijodni qandaydir tahliliy vaziyatdan yoki mavjud bilim chegarasida chiqish deb belgilab, shunday tasdiqlash mumkin. Kreativ muammoni shaxsiy fikrlarga to'la dolzarb qo'yishda ifoda etilgan chuqur xususiyatdir. Shuning uchun biz mikro muhit orqali, to'g'ridan-to'g'ri bo'lmagan shakllantiruvchi ta'sir ko'rsatishga intildik. O'qituvchi dolzarblasha oladigan muhit yuqori darajali noaniq va potensial ko'p variantlikka ega bo'lishi kerak. Noaniqlik tayyor yo'nalishlarni qabul qilmay o'zlari izlanishlarini rag'batlantiradi; ko'p variantlilik ularga topishga imkon beradi. Bundan tashqari muhim kreativ munosabat va uning natijalari namunalari tarkib topgan bo'lishi kerak.

Zamonaviy ta'limda o'qituvchini innovatsion faoliyatini ijodiy imkoniyatini rivojlantirishda innovatsion faoliyatning rivojlanish jarayoni aynan shaxsiy sabablilik darajasidan boshlanadi. Mahsuldorlik darajasida biz ancha murakkabroq tashkil etuvchilarga duch kelamiz shaxsi ijodiy imkoniyatlari va refleksliligi birligiga innovatsion munosabatga yo'l ko'rsatish doimiy muammolar qo'yish va ularni turlicha echishni nazarda tutadi. Past kreativlik talablar kamdan-kam yangi darajaga erisha oladilar, ular harakatchanlik qilmaydilar, ko'pincha ilgari birlamchi echimga qaytadilar.

Shuni ta'kidlash kerakki, bunday holat, kreativlikning oshishiga rivojlantiruvchi muhitning mos ravishda ta'siri sababli, bir yo'nalishli bo'lmaydi. Innovatsion faoliyatning o'zgarishi umumiy tendensiyasi quyidagi xususiyatlarga ega: hamma ko'rsatkichlari ancha



o'sishi ketidan ularning biroz pasayishik uzatiladi, bu ma'lum darajadagi emotsional pasayish va diskomfort o'zini noqulay sezish bilan bog'liq bo'ladi, rivojlanish muhiti innovatsion munosabat vazifasi va uslublaridan iborat bo'lishi kerak.

Yana shuni ta'kidlash lozimki zamonaviy ta'limda o'qituvchini innovasion faoliyatini ijodiy imkoniyatini rivojlantirishda innovatsion faoliyatga yondoshish sifatida o'qituvchilardan ilmiy tekshirish metodikasini o'zlashtirib olishni talab etadi. Bunda asosiy e'tibor innovatsion faoliyat texnologiyasidan ko'ra ko'proq bilimga qaratiladi.

Hozirgi kunda zamonaviy ta'limda o'qituvchini innovasion faoliyatini ijodiy imkoniyatini rivojlantirishda yana bo'lajak o'qituvchilarni mualliflik konsepsiyalarini ishlab chiqishi ba'zi muammolari, bo'lajak ishlar umumiy konsepsiyalarining ifoda etishlari lozim.

Shuni ta'kidlash lozimki aniq ifoda etilgan maqsad va g'oyalarni texnologiyalar, o'zaro hamjihatlik va o'quv mazmuni bilan o'zaro bog'lay olish o'qituvchining innovatsion madaniyati muhim mezonni hisoblanadi. Loyiha mazmunini qabul qilingan va rivojlantiriladigan dasturga aylantirish uchun analiz, tuzatish dasturining hamma tashkil etuvchilari o'rtasidagi qarama-qarshiliklarni aniqlash bo'yicha jamoatchilikdan ko'p kuch, harakat talab qiladi. Innovatsion faoliyatga tayyorgarlikni ko'rsata oladigan quyidagi ko'rsatkichlarni biz belgilab oldik: innovatsion faoliyat zarurligini tushuni betish; yangiliklarni maktabga kiritish bo'yicha ijodiy faoliyatini jalb etishga tayyorgarlik, innovatsiyalar kiritishga qaratilgan harakatlar natija keltirishiga ishonish. Shaxsiy maqsadlarni innovatsion faoliyatlar bilan mosligi, muvofiqligi; ijodiy muvaffaqiyatsizlikni engishga tayyorlikni innovatsion faoliyatning mutaxassislik va shaxsiy madaniyat bilan uyg'unligi o'z ilgarigi tajribalarini innovatsion faoliyat nuqtai nazaridan qabul qilish innovatsion faoliyatning mutaxassislik mustaqilligiga ta'siri.

Xulosa qilib aytganda zamonaviy ta'limda o'qituvchini innovasion faoliyatini ijodiy imkoniyatini rivojlantirishda kreativlikni rivojlantirish uchun demokratik munosabatli cheklanmagan muhit va ijodiy shaxsdan iborat olishlari kerak, O'qituvchi kreativligi rivojlanishi mikro muhit ta'siri ostida, sabablar tizimi va shaxsiy xususiyatlarni yuzaga keltirishdan iborat, olish ta'sirida boradi

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O'QISHDAN UMUMLASHTIRUVCHI DARSLARNI TASHKIL ETISH

Yusupova Gulnoza Furqatjon qizi

Farg'ona viloyati Yozyovon tumani 16- maktab boshlang'ich sinf o'qituvchisi

Annotatsiya: ushbu maqolada boshlang'ich sinflar o'qish fanidan umumlashtiruvchi darslarni tashkil etish usullari va ularning qay tarzda kechishi tahlil etilgan.

Kalit so'zlar: o'qish, umumlashtiruvchi dars, o'quvchi, tasavvur.

O'qishdan o'tkaziladigan umumlashtiruvchi dars o'quvchilar bilim ini bir tizim ga solish, o'rganilganlarni takrorlab umumlashtirish maqsadiga xizmat qiladi. Umumlashtiruvchi dars odatda o'qish dasturidagi u yoki bu muhim mavzu yuzasidan o'tkaziladi.

Umumlashtiruvchi dars dasturning butun bir bo'limini yakunlashga xizmat qilishi ham mumkin. Umumlashtiruvchi dars bolalar tasavvuri va tushunchalarni kengaytirishga yordam beradi; bunday darslarda o'quvchilar egallagan bilimlarining sinfda maktab jamoasi hayotida, har bir o'quvchi hayotida qanday ahamiyatga ega ekanini tushunadilar. Bu darsda o'qituvchi bolalar bilimini boyitadigan shu mavzuga oid qo'shimcha materiallar ham berishi mumkin. Umumlashtiruvchi darsda takrorlash, ilgari o'qilganlar matn uni o'quvchilar yodida qayta tiklash emas, balki umumlashtiruvchi xarakterda bo'lishi, bolalar bilimini ma'lum bir tizimga solishga, ayrim tasavvur va tushunchalarini tartibga solishga yordam berishi lozim. Shunday ekan, bunday darslar uchun kitobdan o'qiganlarinigina emas, balki bolalarning kuzatishlari natijasida bevosita idrok qilingan tabiatdagi predmetlar va hodisalar, ijtimoiy hayot voqealari, shaxsiy tajribalari ham material bo'ladi. Maktab hayoti, oila mavzusiga yoki tabiatshunoslikka oid mavzuga bag'ishlangan umumlashtiruvchi darsning vazifasi kitob materialini o'quvchilarning kuzatishlari, ekskursiyalar jarayonida olgan bilimlari bilan bog'lash hisoblanadi. Umumlashtiruvchi darslarda ish turlari xilma-xil bo'lib, ko'rilgan va kechirilganlar yuzasidan, illustrativ materiallarni (rasmlar, misollar) ko'rsatish va tahlil qilish, o'quvchilarning ayrim asarlardan parchalar o'qishi, ekskursiya va kuzatishlar asosida o'quvchilarning og'zaki hikoyasi kabilardan foydalaniladi. Umumlashtiruvchi dars uchun ish turi darsning aniq maqsadidan kelib chiqib tanlanadi. O'quvchilar muayyan mavzu ustida ishlab, o'qiganlari, ko'rganlari, eshitganlari, kuzatganlari haqida o'z fikr-mulohazalarini dadil va erkin aytish imkoniyatiga ega bo'lsinlar. Masalan, ma'lum bir mavzuni yakunlab o'tkazilgan umumlashtiruvchi darsda bolalar kitobdan shu mavzuga oid o'qigan hikoya va maqollardan qaysi biri qiziqarliroq ekanini, shuningdek, u yoki bu asarda qatnashuvchi shaxslar, ularning xulq-atvorlari haqida o'z fikrlarini aytadilar, ayrim zaruriy hollarda o'qilgan asar mazmunini qisqa bayon qiladilar. Agar mavzuni o'rganish jarayonida o'quvchilar bilan ekskursiya o'tkazilgan bo'lsa, ular ekskursiyada ko'rganlaridan nimalar qiziqarli bo'lganini, qaysilari kuchli taassurot qoldirganini aytib berishlariga o'qituvchi yordam beradi. Bular o'quvchilar tafakkurini faollashtiradi, ularni mustaqil fikrlashga o'rgatadi, o'stiruvchi ta'limning asosiy shartlaridan biri hisoblanadi.

4-sinfda Vatan haqida bilim beradigan " O'zbekiston - Vatanim manim" mavzusida berilgan "Serquyosh o'lka" sh e'ri (Z. Diyor), "Toshkentnom a" (M. Shayxzoda), "Dehqon bobo vao 'n uch bolakay qissasi" (A. Oripov), „Xarita" (N .N orqobilov), "Mardlik va aql yorug'ligi" (M .A 'zam) she'r va hikoyalari o'qilgandan keyin o'tkaziladigan umumlashtiruvchi darsning vazifasi o'quvchilarning o'qiganlarini, Vatan bo'ylab qilgan sayohatlari jarayonida ko'rganlari, hozirda ko'rayotganlari bilan bog'lab, umumiy xulosa chiqaradilar. Bunda o'quvchilarning shaxsiy tajribasi, oila va maktab, shahar hayoti haqidagi bilimlari katta ahamiyatga ega. Bunday darslarda umumiy xulosani o'qituvchining yordamisiz



o'quvchilarning o'zlari mustaqil ravishda chiqarishlari juda muhim bo'lib, bu ularning kelgusida ishonchlarini shakllantirish uchun mustahkam asos hisoblanadi. "O'qish kitobi" darsliklarida berilgan savol va topshiriqlar bolalar qiziqishlariga yaqin, ularning yosh xususiyatlariga mos, shuning uchun ular yuzasidan bolalar to'g'ri yakun va umumiy xulosa chiqara oladilar. Mustaqil xulosa chiqarish tarbiyalovchi ta'limda muhim ahamiyatga ega. Umumlashtiruvchi darsni muvaffaqiyatli o'tkazish unga o'qituvchining qanday tayyorgarlik ko'rganiga bog'liq. Bunday darsda juda ko'p material yuzasidan umumiy xulosa chiqarishni rejalashtirish mumkin emas; bu darsga ko'p material yuklash o'quvchilarning diqqatini tarqatib yuboradi, idrok etish qobiliyatlarini pasaytiradi va faol fikrlash imkonini chegaralaydi. O'qituvchi umumlashtiruvchi darsda o'quvchilardan nimalarni so'rashni, mavzu yuzasidan yana nimalarni umumlashtirishini belgilab oladi; darsning maqsadi haqida o'ylab, bolalar tafakkuri va faoliyatini faollashtirishga ta'sir etadigan ish turlaridan foydalanishni rejalashtiradi. Umumlashtiruvchi darsni o'qish dasturidagi har bir mavzu o'rganilgandan so'ng o'tkazish shart emas. Uni faqat o'qish darsining muhim va katta bo'limi materiallari o'rganilgandan keyin o'tkazish maqsadga muvofiq. Mavzularni o'rganish davrida foydalanilgan ko'rgazmali qo'llanmalardan, savol va topshiriqlardan, ekskursiya, kuzatish, uchrashuv va suhbat materiallaridan umumlashtiruvchi darslarda shundayligicha - bir xilda foydalanish tavsiya etilmaydi.

Umumlashtiruvchi dars oldiga qo'yilgan vazifalarni muvaffaqiyatli amalga oshirish uchun o'qituvchi kundalik mashg'ulotlarda foydalanilgan juda ko'p materiallardan har bir mavzu uchun juda muhim va xarakterlilarini tanlashi, o'quvchilarning mustaqil xulosa chiqara olishlariga va o'z fikr-mulohazalarini mustaqil ravishda bayon etishga, ekskursiya va kuzatishda yozgan xotiralarni (agar bo'lsa) o'qib chiqishlari, ilgari tayyorlangan rasmlarini yig'ishlari, kitobdagi materiallarni ko'zdan kechirib, qiziqarli o'rinlarini belgilashlari, u yoki bu asardan ayrim parchani yodlashlari yoki matnga yaqin bayon etishga tayyorlanishlari lozim.

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БОЛАЛАРНИНГ БИЛИШГА ДОИР ҚИЗИҚИШНИ ОШИРИШДА ЭРТАК ВА ТОПИШМОҚНИНГ ЎРНИ

Диловар Амирова

Нуробод тумани мактабгача таълим бўлими мудири.

Мактабгача таълим ёшидаги болалар тинглайдиган асарларнинг кўпчилигини эртак, қўшиқ, топишмоқ, мақол, тез айтиш каби халқ оғзаки ижоди асарлари ташкил этади. Бу давр болалар китобхонлиги асосан ота-оналар ва тарбиячилар томонидан амалга оширилади. Ҳали ўқиш, ёзиш, чизишни билмаган болаларга тўла-тўқис жавоб берадиган асарлар ҳам мактабгача таълим ёшидаги болалар учун кўл келади. Аммо шу нарсани ҳам таъкидлаб ўтиш керакки, болалар учун ижод қиладиган қалам соҳиби муҳим, характерли воқеа ва ҳодисаларни бадиий образлар орқали болалар нутқига хос тилда, уларнинг ёши, руҳияти ва савиясига мувофиқ равишда тасвирлаши лозим.

Эртак. Фольклор, яъни халқ оғзаки ижодининг машҳур жанри, кичик ёшдаги болаларнинг энг севимли машғулотларидан бири - бу эртаклардир. Болалар эртакларни жуда севдилар. Эртаклар уларга олам ҳақида жуда катта ахборот ва билим беради. Уларга воқеа ва ҳодисаларни абстракт англаш жараёнини кучайтиради. Уларнинг билимларга қизиқишларини ривожлантиради ва таъминлайди. Болалар эртаклари болалар ҳаёти ҳақидаги баёндр. Эртак доимо халқ ҳаёти, тарихи, олами, қадриятлари, яхшилик ва ёмонлик ўртасидаги кураш жарёнида кечади. Бола ўзини яхшилик тарафга тасарруф этиб, яхшилик учун курашади, ўзининг қаҳрамон, кучли ва чидамли эканлигини кўради. Эртаклар маънавият ўчоғидир. Эртаклар ахлоқ меъёрларини тараннум этган асарлардир. Ким ахлоқли ва ким ахлоқсиз эканлиги эртакларда очиқ-ойдин баён қилинади. Бола мана шу ахлоқ меъёрларини осонлик билан ўзига сингдириб боради. Эртаклардаги қаҳрамонлар, табиат, ҳайвонот олами, одамлар ўртасидаги муносабатлар таҳлили асосида бола дўстлик, кураш, маънавият, яхшилик, меҳр, кўмак, садоқат каби инсоний фазилатларнинг инсон ҳаётидаги ўрнини тўғри англаб боради. Масалан, ўзбек ва дунё халқлари эртакларидан, "Арслон билан ит", "Эчки, кўй ва бўрилар", "Чивинбой", "Қизғанчиқ ит", "Туяқуш билан қоплон", "Мақтанчоқ кўён", "Ростгўй бола", "Ариларнинг газаби", "Тулки билан турна", "Шолғом", "Кумурсқа", "Каптар совғаси", "Уч оға-ини ботирлар", "Аждаҳо", "Тоҳир ва Зухра" кабилар боланинг билимга қизиқиши асосида уларда шахс сифатларини шакллантиришга хизмат қилади.

Масалан, "Туяқуш билан қоплон" эртагини олайлик. Қоплоннинг бошига мусибат тушибди. Томоғига катта бир суяк қадалиб қолибди. У дод-фарёд қилибди. Туяқуш ёрдамга келиб: - Осмонга қараб оғзингни очиб тур, мен суякни олиб кўяй, - дебди. Қоплон осмонга қараб оғзини очиб турибди. Туяқуш узун тумшугини қоплоннинг оғзига солиб, тиқилиб турган суякни суғуриб ташлабди. Қоплоннинг кўзлари равшан бўлиб, ўлимдан қутилибди. Бир оз жони ором олгандан кейин қоплон туяқушга қараб шундай дебди: - Сен мард экансан, менга яхшилик қилдинг, энди иккаламиз дўст бўламиз, зарур вақтда бир-биримизга ёрдамга келамиз, - дебди. Туяқушга бу гап маъқул бўлибди. Туяқуш билан қоплон иккалалари дўст бўлишибдилар. Халқда "Ўзга билан дўст бўлдингми, бир умрга бўл, уни яхши-ёмон кунларингда синама ва унга фидокорлик кўрсат", - деган гап бор. Туяқуш бу йўлдан бормабди. Орадан кўп вақт ўтиб, кунлардан бир кун у қоплонни синамоқчи бўлиб, жўрттага: - Вой-дод, ўляпман, қоплон, мени қутқар! - дея бор овози билан қоплонни ёрдамга чақирибди. Қоплон чин сўзли, дўстга садоқатли, ғамхўр



ва меҳрибон бўлганлиги учун зудлик билан туяқушнинг олдига "шоҳ-бутоқлар орасидан устидаги жунлари юлиниб, ҳарсиллаб етиб келибди". Лекин у туяқушнинг юзида табассумни кўриб ҳайрон бўлибди. Туяқуш сурбетлик билан аҳд-паймонимиз эсингдан чиқиб қолмадими, деб синаб кўрмоқчи эдим, деган гапидан қаттиқ ранжибди, дили оғрибди, дўстидан кўнгли қолибди. Дўстини алдаган ўзини алдаган бўлади. Сен бировни бир марта алдадингми, тамом у сенга иккинчи марта ишонмайди. Туяқушда ҳам худди шундай бўлибди. Бошқа кун бўри уни ушлаб еб қўймоқчи бўлиб турганида у қанча бақириб-чақирмасин, қоплон унинг овозини эшитса ҳам дўстим жўрттага додлаяпти, деб ўйлабди ва унинг олдига келмабди. Туяқуш бўрига ем бўлибди.

Топишмоқлар. Топишмоқлар мавзуи табиатда ва кундалик ҳаётда учраб турадиган ҳодиса ва нарсалардан иборат бўлади. Одатда топилиши лозим бўлган нарса ёки ҳодисанинг бирор белгиси таққослаш йўли билан образли ифодаланади. Масалан, "Ер тагида олтин қозиқ, у ҳаммага бўлар озиқ" (сабзи). Бу топишмоқда сабзининг тус жиҳатидан олтин рангига яқинлиги, шаклан қозоққа ўхшашлиги, унинг тупроқ остида битиши ва тановул қилиш мумкинлиги эслатилади. "Пак-пакана бўйи бор, етти қават тун бор" топишмоғида пак-пакана бўйи каби белгилар пиёз эканлигини кўрсатиб туради. "Дум-думалоқ, жажжи ой, чақиб есанг гиж-гиж мой" топишмоғидаги дум-думалоқ, гиж-гиж мой, чақмоқ каби белгилар унинг ёнғоқ эканлигига ишорадир. Баъзи топишмоқлар нарсанинг бажарадиган вазифасига, ҳаракатига, унинг нимадан ёки қандай ишланганлигига қараб, шу хусусиятлар асосида яратилиши мумкин: "Қўли йўқ, оёғи йўқ уй пойлар" (қулф) каби.

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BO'LAJAK TASVIRIY SAN'AT O'QITUVCHILARIDA KOMPETENTLIK YONDASHUVNI SHAKLLANTIRISH

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Annotatsiya: "Kompetentlik" tushunchasiga ta'rif berilgan. Hozirgi zamon ta'lim tizimida kasbiy kompetentlikning o'rni va ahamiyati to'g'risida fikr yuritilgan.

Kalit so'zlar: kompetentsiya, interaktiv bilim, interfaol metod, bilim va ko'nikma, innovatsiya, tasviriy san'at, obraz va tasvir.

Psixologik izlanishlar natijasida kirib kelgan, shu sababli kompetentlik "noan'aviy vaziyatlar, kutilmagan xollarda mutaxassisning o'zini qanday tutishi, mulokatga kirishishi, raqiblar bilan o'zaro munosabatlarda yangi yo'l tutishi, noaniq vazifalarni bajarishda, ziddiyatlarga to'la ma'lumotlardan foydalanishda, izchil rivojlanib boruvchi va murakkab jarayonlarda harakatlanish rejasiga egalik"ni anglatadi. Kasbiy kompetentlik mutaxassis tomonidan alohida bilim, malakalarning egallashni emas, balki har bir mustaqil yondashish bo'yicha integrativ bilimlar va harakatlarni o'zlashtirilishini nazarda tutadi. Shuningdek kompetentsiya mutaxassislik bilimlarni doimo boitib borishini, yangi axborotlarni o'rganishini, muhim ijtimoiy talablarni aniqlay olishni, yangi ma'lumotlarni izlab topish, ularni qayta ishlash va o'z faoliyatida qo'llay bilishni taqozo etadi.

"Ta'lim to'g'risida"gi Qonunda ta'lim mazmunini yangi shakl va ko'rinishlarini joriy etish, o'quvchi faoliyatini rivojlantirishga, bolaning shaxsiy fikrini kamol toptirishga xizmat qiladigan, ijodkorlikka yo'naltiruvchi natijali ta'limni tashkil etishga qaratilgan faoliyatni amalga oshirishga erishish muhim vazifa ekanligi uqtirilgan. Inson qaysi kasb sohibi bo'lishidan qat'iy nazar o'z ishiga, mashg'ulotiga qunt bilan, mehr bilan yondashsa, uning sir asrorini mukammal egallaydi, shu bilan birga o'z-o'zini anglaydi, shu sohada kamol topadi. O'qituvchi ham bolalarni sevsa, tarbiyalasa, o'zi ham ulg'ayadi, donishmandlik kasb etib boradi. O'qituvchi kelajak farzandini tarbiyalab bilim beradi. Zero kelajak yoshlar qolida, ular bizning ertangi kunimiz. Ularda kompetensiyalarni shakllantirilishi, dars davomida o'quvchining faqat tinglovchi yoki eshitganini takrorlovchi "to'ti"ga emas, balki chuqur mushohada yurituvchi, mustaqil fikrini bayon etuvchi, boshqalar bilan o'zaro hamkorlikda ishlovchi, o'z g'alar fikrini hurmat qiluvchi, keng dunyoqarashli shaxsga aylantirishda ilg'or pedagogik texnologiyalarning o'rni beqiyosdir. Interfaol metodlarni qo'llab dars o'tish o'quvchilarda har tamonlama ilmiy-nazariy bilimlarni mustaqil egallash, bilim va ko'nikma, malakalarini shakllantirish va shu asosida o'quvchilarning ilmiy dunyoqarashlarini tarkib toptirish hamda faolligini oshirish, erkin fikr yurita olishga o'rgatish, ijodiy qobiliyatlarini aniqlash va ro'yobga chiqarish, o'qituvchi-o'quvchi hamkorligini shakllantirish va nihoyat kafolatlangan yakuniy natijaga erishishni ta'minlaydi. Interfaol usullarda o'qituvchi o'quvchining mustaqil va mukammal bilim olishi uchun muhit yaratmog'i, fan asoslarini egallashga yo'naltirmog'i, qiziqish, mehr uyg'otish bilan shug'ullanadi. Yangi pedagogik texnologiya dars o'tish usullari va shakllarini o'zgartirib, ularni xilma-xil qilib, o'quvchini o'quv jarayonining faol qatnashchisiga aylantiradi. O'qitishning innovasion, nostandart (interfaol) shakllari kompyuterli o'yinlar, internetdan foydalanish, elektron darsliklar bilan turli usullarda yangi mavzuga ko'proq e'tibor qaratish, o'qitishni suhbat, o'yin, musobaqa, sahna ko'rinishli, musiqali, savol-javob, aqliy hujm, mushoira sayyohat, intervyu, tijorat,



bahs-munozara kabi usullarda dars o` tishni talab qiladi. Darsning borish jarayonida ta`limiy metodlar va usullar almashina boradi. Noan`anaviy darsda o`quvchi shaxsi birinchi o`rinda turadi. O`qituvchi o`quvchi bilan yakkama-yakka, interfaol usulida harakat qiladi. Tasviriy san`at boshqa fanlardan farq qilib, san`at sifatida inson ruhiyati, his-tuyg`ulari, tafakkurini, ma`naviy dunyosini boyitishda, eng kuchli vosita bo`lib xizmat qiladi. Interfaol darslarda tasviriy sanat, his-tuyg`u, sezgi, idrok faollashadi. O`qituvchi obrazlar va tasvirlar, qiziqarli ko`rgazmalar orqali o`quvchini bilishga, tafakkur qilishga, go`zallikni ko`ra olishga, dunyoga bo`lgan munosabatini shakllantirishga imkoniyat yaratadi.

O`qituvchi - o`quvchi ruhini, psixologiyasini yaxshi bilishi har bir o`quvchi bilan individual ishlashni, unga nima topshiriq berishni yaxshi bilishi kerak. O`qituvchidan dars o`tishda ta`lim va tarbiyaning uygunligiga, fanlararo bog`liklik, davr yangiliklari, fan yangiliklaridan boxabar bo`lmoqlik, pedagogik ko`nikma va yuksak saviya, ijodkorlik talab etiladi. Shuning ushun ham o`qituvchilik nihoyatda mas`uliyatli va sharaflil kasb deb ulug`lanadi.

"Dunyo imoratlari ichida eng ulug`i maktab bo`lsa, kasblarning ichida eng sharaflisi o`qituvchilik va murabbiylikdir. O`qituvchi ming-minglab murg`ak qalblarga ezgulik yog`dusini baxsh etadigan, o`z o`quvchilariga haqiqatan ham hayot maktabini beradigan mo`tabar zotdir", - deydi I.A.Karimov "Yuksak ma`naviyat- yengilmas kuch" asarida. Darhaqiqat, mustaqil O`zbekistonimizning porloq istiqboli barcha fuqarolarning, shuningdek, umumxalq, umummilliy faoliyatiga aylandi, "Betakrorimsan, yagonasan, ona vatanim - go`zal O`zbekistonim" g`oyasini har bir dars va tarbiya bog`iniga` singdirish muhim omillardan biriga aylandi.

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ПРОТИВОДЕЙСТВИЕ КОРРУПЦИИ КАК УСЛОВИЕ РЕАЛИЗАЦИИ СТРАТЕГИИ ДЕЙСТВИЙ

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Общественные науки призваны решать масштабные задачи, с которыми в известной мере связаны модели развития социальной системы. Узбекистан разработал концепцию гражданского общества, которое предполагает создание сильного государства, реализацию принципа верховенства закона, широкое участие граждан в управлении делами общества и государства. Осуществление теоретических замыслов сопряжено с отношением к такому древнейшему социальному явлению, которое принято называть коррупцией.

Коррупция как транснациональное явление представляет угрозу всему мировому сообществу. Противодействие коррупции осуществляется в разных странах исходя из их исторического, а иногда и религиозного развития. Антикоррупционная борьба в этих странах проходит с различным эффектом и по различным направлениям.

7 февраля 2017 года Президент Республики Узбекистан Ш.М.Мирзиёев утвердил стратегию действий по развитию Узбекистана, в которой определены важнейшие приоритеты и четкие ориентиры дальнейшего углубления демократических реформ и ускоренного развития страны в предстоящие пять лет [Мирзиёев Ш.М., Президент Республики Узбекистан:1].

Стратегия действий призвана стать мощным импульсом для поступательного движения Республики Узбекистан по пути реформирования и модернизации страны, построения правового и демократического государства с развитой рыночной экономикой, сильного гражданского общества, обеспечения верховенства закона, безопасности и правопорядка, неприкосновенности государственных границ, межнационального согласия и религиозной толерантности в обществе. В ней предполагается отдельное внимание уделить системе профилактики правонарушений, коренному совершенствованию деятельности органов внутренних дел по борьбе с преступностью и охране общественного порядка. В части совершенствования системы противодействия преступности и профилактики правонарушений предусматривается совершенствование организационно-правовых механизмов противодействия коррупции и повышение эффективности антикоррупционных мер.

Исследование зарубежного опыта противодействия коррупционной преступности основывается на анализе особенностей ее восприятия правительством и правоохранительными органами зарубежных стран. Из чего исходит и построение системы противодействия данному виду преступных деяний, включающей процедурные и институциональные меры.

Борьба с коррупцией - чрезвычайно сложная и многоплановая задача, которая далеко не всегда успешно решается за рубежом, где нужны политическая воля и целенаправленные государственные усилия. Для повышения эффективности борьбы необходимо создать систему мониторинга возможных точек возникновения коррупционных действий в государственных и общественных организациях; система подбора лиц на должности, опасные с точки зрения коррупции; система наказаний за коррупционные действия. Например, меры, применяемые в Ботсване, - повышение заработной платы чиновникам с одновременным сокращением их



числа и упрощением структуры государственных учреждений, а также немедленные и неотвратимые санкции за любые проявления коррупции. Обосновывается утверждение о том, что успехи антикоррупционной политики Сингапура определяются идеей антикоррупционной политики, которая заключается в стремлении минимизировать или исключить условия, создающие как стимул, так и возможность склонения личности к совершению коррумпированных действий.

Сегодня, оценивая уровень коррупции в мире, можно говорить об условной градации всех стран на две большие категории - те, которые успешно справляются с этой проблемой, и те, для которых коррупция представляет неразрешимые трудности [Есаян А.К., Петросян О.Ш., Трунцевский Ю.В : 39]. Достаточно чистыми в отношении коррупции странами, которые входят в первую двадцатку держав, характеризующихся сформированностью на государственном уровне антикоррупционной стратегии, являются Финляндия, Дания, Новая Зеландия, Исландия, Сингапур, Швеция, Канада, Нидерланды, Люксембург, Норвегия, Австралия, Швейцария, Япония, Израиль и ряд других стран.

Например, система борьбы с коррупцией в Нидерландах включает, в частности, следующие ключевые процедурные и институциональные меры:

- система мониторинга возможных точек возникновения коррупционных действий в государственных и общественных организациях и строгого контроля за деятельностью лиц, находящихся в этих точках;

- система наказаний за коррупционные действия, при этом основной мерой является запрещение работать в государственных организациях и потеря всех социальных льгот, которые предоставляет государственная служба;

- система поощрений позитивных действий должностных лиц, направленная на то, чтобы чиновнику было выгодно и в материальном, и в моральном отношении вести себя честно и справедливо.

Схожие меры применяются также в Израиле и Канаде.

В других странах также практикуют успешно зарекомендовавшие себя антикоррупционные меры. В частности, гражданское общество как институт, присущий демократическому режиму, способно повысить эффективность деятельности независимых комиссий по борьбе с коррупцией. В ЮАР уровень коррупции сегодня низкий, т. к. там су-

ществует обязанность правительства отчитываться перед парламентом, а также обязательной подачи чиновниками и депутатами имущественной декларации, вообще максимальной открытости государственной системы, регулярного проведения публичных заседаний государственного комитета по контролю за расходованием государственных средств.

Другой пример - Ботсвана. Там с бурным ростом коррупции помогли справиться следующие меры: повышение заработной платы чиновникам с одновременным сокращением их числа и упрощением структуры государственных учреждений, а также немедленные и неотвратимые санкции за любые проявления коррупции [Гилевская М.А:16].

Антикоррупционная политика Сингапура впечатляет своими успехами. Главная идея антикоррупционной политики заключается в "стремлении минимизировать или исключить условия, создающие как стимул, так и возможность склонения личности к совершению коррумпированных действий".

Как видно, за рубежом антикоррупционное законодательство развивается в сторону использования всего арсенала правовых средств борьбы (не только уголовно-правовых) и с упором на предупреждение коррупции.



Борьба с коррупцией - чрезвычайно сложная и многоплановая задача, которая далеко не всегда успешно решается за рубежом. Здесь нужны политическая воля и целенаправленные государственные усилия. В связи с этим целесообразно исследовать и применять эффективный опыт зарубежных стран в сфере борьбы с коррупцией в Узбекистане. Вместе с тем, необходимо глубоко осознать то, что наибольший эффект в борьбе с коррупцией может дать в первую очередь ликвидация ее причин, а именно - искоренение коррупции лежит на путях деятельности по минимизации и, в дальнейшем, исключению условий, создающих как стимул, так и возможность склонения личности к совершению коррумпированных действий.

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АКМЕОЛОГИЯ - ЭТО ВЕРШИНА ДЕЯТЕЛЬНОСТИ. ЭФФЕКТИВНЫЕ СПОСОБЫ ДОСТИЖЕНИЯ АКМЕОЛОГИЧЕСКОГО УСПЕХА В ДЕЯТЕЛЬНОСТИ.

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Аннотация: Эта статья дает теоретическое обоснование того факта, что акмеология является вершиной деятельности и ее специфики.

Акмеология выявляет феноменологию, закономерности и механизмы развития человека на ступени взрослости и зрелости, а также условия и средства достижения им оптимума в этом развитии.

Показателем зрелости человека является признание его качеств и значимости в социальной группе. В зависимости от ценности человека в обществе формируется его отношение к собственным успехам и неудачам на пути к ним. То есть исповедь происходит на личном уровне. В противном случае человек испытает психологический дискомфорт.

Ключевые слова: акмеология, творчество, развитие акмеологии, развития человека, механизмы развития, психологически кризис, психологический дискомфорт.

Акмеология выявляет феноменологию, закономерности и механизмы развития человека на ступени взрослости и зрелости, а также условия и средства достижения им оптимума в этом развитии. К средствам достижения намеченной цели относится, прежде всего, сравнительное моделирование в специальных областях.

Акмеология изучает не внешние результаты, а психологические особенности носителя этого высокого результата, в том числе ответственность и требовательность к уровню своего профессионализма.

Акмеология - научная дисциплина, занимающаяся изучением:

1) научного освещения феномена "акме" с целью объективирования в нем общего и самобытного у разных людей. Решение данной задачи осуществляется посредством выявления закономерностей самореализации творческих потенциалов зрелых людей в процессе созидательной деятельности на пути к высшим достижениям (вершинам);

2) объективных и субъективных факторов, содействующих или препятствующих достижению вершин и определяющих качественно-количественные характеристики акме. Изучение этих факторов означает важность раскрытия закономерностей и механизмов, наличие которых необходимо, чтобы полноценное акме действительно состоялось;

3) закономерностей и возможностей достижения вершин жизни и профессионализма в деятельности. Достижение данных вершин осуществляется путем обучения, воспитания, социализации и профессионализации;

4) самообразования, самоорганизации, самосовершенствования и самоконтроля в процессе достижения вершин в профессиональной деятельности и личностном развитии;

5) механизмов и средств самосовершенствования, самокоррекции и самореорганизации деятельности под влиянием новых требований, идущих как извне, от профессии и общества, развития науки, культуры, техники, так и, особенно, изнутри, от собственных интересов, потребностей и установок, осознания своих способностей и возможностей, достоинств и недостатков



собственной деятельности;

б) целостного человека как субъекта межличностного общения, творческой, учебно-познавательной, профессиональной и управленческой деятельности.

В связи со сказанным важной задачей акмеологии при изучении труда профессионалов экстра-класса в разных областях деятельности является поиск общих признаков, которые их объединяют, и раскрытие содержания явления высокого профессионализма, выработка соответствующих понятий, характеристик и рекомендаций.

Зрелость человека как субъекта труда и жизни обнаруживается прежде всего в способностях, самым тесным образом 34 связанных друг с другом, проявляется в его самобытной индивидуальности. Вместе с тем оказывается, что, как правило, не происходит фронтально одновременного достижения ступени зрелости человека как индивида (живого организма), как личности, как субъекта деятельности, как индивидуальности. Пульсирование развития чаще всего разновремененно в этих качествах. Время выхода на уровень "акме" человека во всех его макроизмерениях очень часто не совпадает, можно говорить лишь об относительном совпадении. Акмеология всесторонне освещает особенности этой важнейшей ступени, которую проходит человек в своем развитии, - ступени зрелости. Первой задачей акмеологии является определение сходного и различного в зрелости у разных людей. Акмеология стремится установить проявления у разных людей своеобразия действия факторов, которые обуславливают индивидуальную картину зрелости. И, конечно, существеннейшее место в этих акмеологических работах занимает прослеживание характера взаимовлияний свойств и качеств "физической" и "духовной" субстанций человека. Состояние зрелости не появляется у человека неожиданно и сразу. На него "работает" вся предшествующая жизнь человека. Не только от природной предрасположенности, генетического опыта, но и от прожитой жизни в большей мере зависит, с каким запасом физической прочности подойдет человек к ступени зрелости, какие ценностные ориентации и отношения составят ядро его личности и какие способности, а также какие потенциальные составляющие профессиональной компетентности будут характеризовать его как субъекта деятельности, когда он станет взрослым. При переходе на ступень зрелости здоровье человека может быть близко к норме, а может быть отягощено хроническими заболеваниями. Актуализирующиеся у него побуждения могут соответствовать сути общечеловеческих ценностей, или же за ними могут стоять псевдоценности. И в видах деятельности, от которых зависит его существование, он может оказаться беспомощным, не по возрасту инфантильным или наоборот, 35 продуктивно деятельным не только на репродуктивном, но и на творческом уровнях. Поэтому вторая задача акмеологии состоит в выяснении характеристик, которые должны быть сформированы у человека и реально приобретены им в дошкольном детстве, в младшем школьном возрасте, в годы отрочества и юности. Желаемый их уровень во всех отношениях способствует успешному проявлению человека как творца своей жизненной стратегии на ступени зрелости. И напротив, их дефицит определяет многие жизненные проблемы. Здесь, разумеется, сказывается обусловленность формирования макрохарактеристик человека социальными, природно-экологическими и другими общими и частными обстоятельствами его жизни. Третьей задачей акмеологии является установление механизмов и результатов воздействий макро-, мезо-, микросоциумов (государства, общества, учебного и трудового коллективов, семьи и др.), природных и иных условий на человека. При этом ставится и решается четвертая задача акмеологии: разработка такой стратегии организации жизни человека, реализация которой



позволила бы ему оптимально во всех отношениях проявить себя на ступенях зрелости. Следует помнить, что, проходя эту ступень, человек переживает и взлеты и падения. Это относится и к состоянию его здоровья, и к его личностным особенностям, и к характеристикам в разных видах его деятельности, и ко всем его проявлениям как индивидуальности. Очень часто внешне незаметные, медленно идущие изменения в организме взрослого человека, в его сознании при контакте с окружающей действительностью, в опыте общения и при выполнении деятельности имеют своим следствием больший или меньший подъем в показателях его физического состояния, в социальной значимости его поступков, в продуктивности его деятельности. У одних людей таких заметных "скачков" бывает несколько, у других - всего один. И в них выражается достигнутый человеком высший для него уровень гражданственности, трудоспособности, гуманизма. 36 Этот высший для каждого человека уровень в его развитии, который приходится на какой-то временной отрезок его зрелости, есть его акме, его вершина. Насколько высокой оказывается эта "вершина", насколько она содержательно многогранна и богата, настолько лично и социально значимы, новаторски оригинальны результаты всех его деяний. Это, конечно, зависит от особенностей жизненного пути, который прошел человек до своего "акме", от социальной, экономической, политической, правовой, социальнопсихологической ситуаций, в которые он попадал, поднявшись и находясь на ступени зрелости. Но не в меньшей мере количественно-качественные показатели его "акме" определяются тем, какой сформировался у него кругозор, общий и специальный интеллект, нравственное ядро, насколько развились способности творца. О высоком уровне зрелости тогда можно говорить уверенно, когда человек, отдаваясь делу, которому он себя посвятил, осознает, что его прошлое, как бы велико оно ни было, всегда меньше психологического будущего.

Таким образом, акмеология берет на себя ответственность опровергнуть утвердившийся "бессубъектный" подход, согласно которому в познании, деятельности, общении человек предстает абстрактно. Акмеологическая концепция субъекта строится на двух положениях - понимании субъекта как специфического способа организации (качественной определенности человека как целостной системы) и понимании сущности субъекта через связанность не только с гармонией, упорядоченностью, целостностью, но и с разрешением имеющихся противоречий.

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ESTETIKA VA TASVIRIY SAN'ATNING UYG'UNLIGI

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Annotatsiya: estetika fanining rivojlanish tarixi, boy merosi, uning sohalari, san'at turlari bilan uzviy bog'liqligi to'g'risida so'z yuritilgan.

Kalit so'zlar: estetika, nafosat, go'zallik, did, hissiyot, tafakkur, san'at.

Har bir fanning o'tmish va jamiyat hayotida o'ziga xos amaliy ahamiyati bor: estetika ham bundan mustasno emas. Avalo, u kundalik hayotimizda nafosat tarbiyasini to'g'ri yo'lga qo'yish borasida katta ahamiyatga ega. O'tmishdan ma'lumki, estetik qarashlar, g'oyalar, fikr mulohazalar, ta'limot va nazariyalar bag'rida paydo bo'lgan. Estetik g'oyalar birinchi bo'lib qadimgi Sharq mamlakatlarida vujudga kela boshlagan. Ular: Mesopotomiya, Misr, Bobil, Hindiston, Xitoy, Turon va Eron mamlakatlaridir. Qadimgi Sharq mamlakatlarining bizga boy estetik meros qilib qoldirgan yozuvlar - Finikiya alifbosi, Xorazm alifbosi, O'rhun-Enasoy bitiklari, qimmatbaho ma'danlardan ishlangan san'atning durdona asarlari, Amudaryo xazinasi, Doro I tasviri solingan oltin tangalar, Misrda fir'avn Tutanhamon maqbarasidan topilgan bebaho osori atiqalar kabi ko'plab estetik meroslar qimmatli hamda bebaholigi bilan ajralib turadi. Bu bilan qadimiy badiiy did bilan ishlangan san'at asarlari yuksak mahorat bilan bajarilganligini ko'rishimiz mumkin.

Estetika tarixining ibtidosi, Somir yani Shumer, Bobil, Xitoy va keyinroq yunon miflariga borib taqaladi. Tarixda bundan 5-6 ming yil ilgari ilk yozuv yani mixxatda bitilgan Somir g'iltaxtalaridagi yozuvlarda "San'at", "Musiq", "Go'zallik" kabi so'zlar aks ettirilgan dastlabki estetik tushunchalarni uchratish mumkin. Qadimiy Misrda miloddan avvalgi 4-4.5 ming yil ilgari san'atning barcha asosiy turlari vujudga kelgan. Zardushtiylik dinining muqaddas kitobi Avesto ilgari surgan estetik g'oyalar biroz vaqtdan so'ng Hindistonda estetika rivojiga ta'sir ko'rsatadi. Qadimiy Sharqdagi estetik g'oyalar dastlab nima foydali bo'lsa o'sha go'zal, biroz o'tib esa nima ezgu bo'lsa o'sha go'zal kabi tamoyillar asosida shakllanib bordi. Yevropada esa estetik qarashlar Uyg'onish davrida kapitalistik ishlab chiqarish munosabatlari bevosita ta'siri ostida rivojlana borgan. Ulardan san'at turlari buyuk muvaffaqiyatlarga erishib, borgan sari estetik qarashlar va g'oyalar ham shu qadar tez suratlar bilan rivoj topa boshladi. Yevropada Uyg'onish davri estetikasining muhim xususiyati uning mohiyati va mazmuni yuksak insonparvarlik ruhi bilan sug'orilgan va badiiy amaliyot bilan chambarchas bog'lanib ketgan edi. Bu davrda yashagan buyuk ijodkorlar Leonardo da Vinchi, Rafael Santi, Mikelanjelo, A.Dyurer, V.Shekspir va boshqalar estetik tafakkur rivojiga juda katta hissa qo'shganlar. Ayniqsa buyuk musavvir, atoqli tabiatshunos olim, este'dodli muhandis Leonardo da Vinchi o'zining estetik qarashlarida san'atning o'ziga xos xususiyatlaridan biri - narsalarning go'zalligini izlab topa bilish, uni ommalashtirish, bular narsalarning o'ziga xos sifatlaridir deb ta'kidlaydi. Bunda rassomning mahorati orqali oddiy narsalarni ham insonlar ko'ziga nafis va chiroyli qilib ko'rsatishdir. Insonlar ko'ra olmagan go'zallikni nafis ranglar orqali ko'rsata olish yuksak san'atdir. Inson tug'ilganidan boshlab to o'limiga qadar, yashab o'tadigan umr yo'llari uchun taalluqli bo'lgan narsa bu estetikadir. Shunga asosan estetika nafosat qonun-qoidalarini ishlab chiqadi.

Estetika san'at estetikasi, tabiat estetikasi, dizayn estetikasi, sport estetikasi, turmush estetikasi, texnika estetikasi, atrof-muhit estetikasi yani atrof muhitni go'zallashtirish



kabi sohalarni qamrab oladi. Nafosat, did, ulug'vorlik, hayolilik, mo'jizaviylik, kulgililik singari kategoriyalar bilan ish ko'ruvchi vosita ham estetikadir. Bu kategoriyalar ichida nafosat tushunchasi alohida o'rin egallaydi hamda ajralib turadi. Nafosat ikki jihatlarni o'z ichiga qamrab oladi: biri estetik anglash - estetik hissiyot, estetik muhokama, estetik zavq, estetik didlar. Ikkinchisi esa estetik hususiyatlarni - amaldagi go'zallik, ulug'vorlik, kulgulilik kabi jihatlardir.

San'at estetikaning tadqiqot ob'yektlari ichida alohida o'rin egallaydi. San'at qadimdan to hozirgi kungacha eng ko'p tadqiq etilgan, estetik sohadir. San'atni estetika - san'at asari, san'atkor, san'at asarini idrok etuvchi ya'ni tomoshabin kabi shaxsdan iborat yaxlit tizimda olib o'rganadi. Kelajagimiz bo'lgan yosh avlodni har tomonlama rivojlanishda estetik tarbiya ham alohida ahamiyatga ega. Ayniqsa tasviriy san'at fani o'quvchi yoshlarga borliqni yaxshiroq tushunishga, odamlarning his-tuyg'ulari, dunyoni chuqurroq anglashga, ularning ijodiy qobiliyatini o'stirishga yordam beradi, go'zallikdan bahra olishga o'rgatadi, shuningdek ularning hayotga go'zallik kiritish malakalari rivojlangan, badiiy fikrlash doirasi keng bo'ladi. Yoshlardagi bu holatlarni rivojlantirishda estetik tarbiyaning ta'siri katta ahamiyat kasb etadi. Milliy va jahon san'atining har xil turlaridan foydalanishdan ko'zlangan maqsad - o'quvchi shaxsini umumiy rivojlantirish, uni ma'naviy-estetik jihatdan takomillashtirishdir. Shu bilan birga borliqni o'ziga xos tili, xususiyatlari bilan ifoda etuvchi har xil turdagi san'at asarlarini idrok etishga o'rgatishdan iboratdir. O'quv ishi sinf rahbarining tarbiyaviy faoliyati, sinfdan tashqari ishlarga tashkiliy jihatdan kompleks ravishda yondashish lozim, jumladan o'quvchilarni san'atga oshno etish uchun ko'pchilik o'qituvchilar faol ishtirok etadigan tizim zarur. Buning uchun zamonaviy yangi pedagogik texnologiyalardan foydalangan holda fanlararo bog'liqlikni ta'minlash zarur.

Xulosa qilib aytish mumkinki, yuqori darajadagi umumiy-kasbiy madaniyatga, ijtimoiy faollikka, mustaqil fikrlashga, o'z vazifalarini qiyinchiliksiz hal qila olish qobiliyatiga ega bo'lgan etuk mutaxassislarni tarbiyalash uchun bugungi kunda pedagog-o'qituvchilarimiz zamonaviy yangi innovatsion pedagogik texnologiyalardan foydalanishlari ta'lim-tarbiyaning sifat va samaradorligini oshirishning asosiy omili ekanligini, buni esa davr talab etayotganligini tushunib etishlari lozim. Darhaqiqat, yosh avlodning yetuk mutaxassis bo'lib shakllanishi ta'lim jarayonida amalga oshadi. Ta'limga qancha e'tibor qaratsak, demak, kelajakka shuncha e'tibor qaratgan bo'lamiz.

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**TA'LIMDA SHAXS MA'NAVIY-AXLOQIY MADANIYATINI
SHAKLLANTIRISHNINIG O'ZIGA XOS XUSUSIYATLARI
ФОРМИРОВАНИЕ ДУХОВНО-ПРАВСТВЕННОЙ КУЛЬТУРЫ В
СИСТЕМЕ ОБРАЗОВАНИЯ
FORMATION OF SPIRITUAL AND MORAL CULTURE IN THE
EDUCATION SYSTEM**

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Annotatsiya. Shaxsning ma'naviy-axloqiy madaniyatini shakllantirishga qo'yiladigan hozirgi zamon talablarini amalga oshirish muammolari dinamik xarakterga ega bo'lib, ijtimoiy tuzum taraqqiyoti bilan bog'liqdir. Bu muammoni falsafa, etnografiya, etika, estetika fanlari tadqiq etadi. Madaniyat-arabcha so'z bo'lib, u jamiyatning ishlab chiqarish, ijtimoiy va ma'naviy hayotida qo'lga kiritgan yutuqlari majmuidir. Demak, madaniyat-insoniyat faoliyati mahsuli natijasi sifatida, insonlarning moddiy va ma'naviy faoliyatlari jarayonida vujudga keladi.

Kalit so'zlar: madaniyat, etika, ma'naviyat, ijtimoiy tuzum, ko'nikmalar, baho, jamiyat.

Аннотация. Динамический характер проблем реализации современных требований к развитию духовно-нравственной культуры личности связан с развитием социальной системы. Над этой проблемой работают философия, этнография, этика, эстетические науки. Культура - арабское слово, обозначающее совокупность достижений общества в производственной, социальной и духовной жизни. Отсюда и результат продукта культурной и человеческой деятельности, непрерывности материальной и духовной деятельности людей.

Ключевые слова: культура, личность, этика, духовность, образование, навыки, внешняя оценка, общество.

Abstract. The dynamic nature of the problems of implementing modern requirements for the development of the spiritual and moral culture of the individual is associated with the development of the social system. Philosophy, ethnography, ethics, and aesthetic sciences are working on this problem. Culture is an Arabic word denoting the totality of the achievements of society in industrial, social and spiritual life. Hence the result of the product of cultural and human activity, the continuity of the material and spiritual activities of people.

Key words: culture, personality, ethics, spirituality, education, skills, external assessment, society.

Madaniyat jamiyat taraqqiyoti darajasini xarakterlovchi, ijtimoiy-tarixiy amaliyot jarayonida mujassam bo'ladigan tizim bo'lib, shaxsning ijtimoiy va ma'naviy-axloqiy mazmunini tashkil etadi. Bundan madaniyat shaxs va uning faoliyati o'rtasidagi o'zaro ta'sirga doir qonuniyatlar, shu jumladan, shaxs va jamiyatning borliqqa bo'lgan ma'naviy munosabatlarining paydo bo'lishi, rivojlanishi shaxsning talabi, qiziqish xohishiga mos ravishda uning madaniy faoliyatini tashkil qilish yo'llari, ma'naviy madaniyatning o'ziga xos xususiyatlari tizimi, shaxsning ma'naviy-axloqiy rivojlanishi va ma'naviy madaniyatni shakllantirish qonuniyatlari majmuidan iborat, degan xulosa kelib chiqadi.

Madaniyat shaxs kamolotiga moddiy (texnika, ishlab chiqarish tajribasi, moddiy boyliklar) va ma'naviy (fan, adabiyot, san'at, maorif, din, umuminsoniy va milliy ma'naviy-ruhiy qadriyatlar) jihatdan ta'sir etadi. Moddiy va ma'naviy madaniyatni uning ma'naviy madaniyati ta'sirisiz, inson ongi va faoliyatidan tashqari yaratilmaydi. Moddiy va ma'naviy madaniyatning o'zaro aloqasi va o'zaro ta'siri natijasida aqlan yetuk, axloqan yaxlit



shakllangan shaxs tarkib topadi.

Inson biror moddiy boylik yaratar ekan, avvalo, uning qurilishi, ishlab chiqarish jarayoni va ta'lim-tarbiyaviy natijasini o'z ongida tasavvur etadi, amaliy ahamiyatini oldindan ko'ra biladi.

Shaxs tashqi olam, voqea va hodisalarni aql, idrok ruhiy holat, ichki kayfiyatlar orqali qabul qilib olishi jarayonida ma'naviy madaniyat tashkil topadi. Yuksak ma'naviy madaniyatli insonda vatanga muhabbat, samimiy do'stlik, insonparvarlik, mehnatsevarlik, mustahkam e'tiqod, imon, nafasat, axloqiy madaniyat singari fazilatlar mujassamlashadi. Uning sifat darajasi kishilarning umuminsoniy va milliy qadriyatlarga xalqning ma'naviy merosiga bo'lgan munosabatlarida namoyon bo'ladi. Ma'naviy-axloqiy madaniyatning negizi hisoblangan umuminsoniy va milliy qadriyatlar shaxsning ijtimoiy tuzumi ustqurmalariga munosabati, turli ma'rifiy-madaniy g'oyalar, tushunchalar, qarashlar, tasavvurlar tizimining mahsulidir. Ma'naviy-axloqiy madaniyatning mohiyatini namoyon etuvchi ob'yekt shaxs hisoblanadi.

Shaxs sifatida shakllanadigan o'quvchining ma'naviy kamolotida axloqiy madaniyatning ahamiyati benihoya katta. Axloqiy madaniyatga axloqiy bilimlar, malaka va ko'nikmalar, axloq qoidalari yordamida o'quvchining xulq-atvori, hatti-harakatlarini boshqarish tizimidir. Axloqiy madaniyat o'quvchining ko'p qirrali faoliyati davomida shakllanib va takomillashib boradi.

Axloqiy madaniyatning ko'rinishlari, uning qirralari va namoyon bo'lish shakllari xilma-xildir. Insonparvarlik, halollik, tashabbuskorlik, vatanparvarlik, mehnatsevarlik, erksevarlik, faollik, ijodkorlik, haqiqatgo'ylik, mas'uliyatlik, saxiylik, kamtarlik, poklik va shu kabi qator muhim tushunchalar axloqiy madaniyat tushunchalaridir. Bu xislatlar faoliyat jarayonida ma'naviy madaniyatning boshqa madaniyat qirralari bilan birgalikda o'quvchi ongi va xulqiga ta'sir etadi.

Ma'naviy-axloqiy mazmundagi ta'lim-tarbiya ishini tashkil etish ta'lim muassasasi pedagogik jamoasining umumiy ishining tarkibiy qismi bo'lib, ularning o'tkazilishida maktab rahbariyati, kasaba uyushmasi a'zolari, tajribali mutaxassis o'qituvchilar, mahalla kengashlari, ota-onalar qo'mitasi, o'quvchilarning o'z-o'zini boshqarish organlari, shuningdek, jamoat tashkilotlari, xodimlari ham ishtirok etadilar.

Ta'lim muassasalarida ma'naviy-axloqiy tarbiyani yo'lga qo'yishning quyidagi turlari alohida ahamiyatga egadir: suhbatlar, uchrashuvlar, ertaliklar, haftaliklar, oyliklar, ko'riklar, konferensiya, baxs-munozara va boshqalar.

Ma'naviy-axloqiy tarbiyani tashkil etishda tarbiyaviy tadbirlar umumiy tarbiyaning ajralmas qismi sifatida ta'lim muassasalari faoliyatini tashkil etishda o'z o'rnini va ahamiyatiga ega. Ma'naviy-axloqiy tarbiyaning qamrovi keng, shu bois, ularni qanday shakl va uslubda o'tkazilishi mutaxassis-o'qituvchining tajribasi, mahorati hamda o'quv muassasasi rahbariyati, jamoasining, fan o'qituvchilarining tashabbuslarini qo'llab-quvvatlashi, ularga tashkiliy jihatdan yordam ko'rsatish, shu bilan birga o'quvchilarning istak-xohishlari, qiziqishlari, ehtiyojlari va ijtimoiy faolliklariga bog'liq. Ma'naviy-axloqiy mazmundagi tadbirlarni o'tkazish ushbu tarbiyani tashkil etishdagi ko'zlangan asosiy maqsadga xizmat qilmog'i kerak.

Inson tabiatda dunyoga kelib, jamiyatga kamol topar ekan, shubhasiz, tarbiyaning turli vositalaridan foydalanadi. Ma'naviyat tarbiyasidagi e'tiqod tushunchasini ana shunday tarbiya vositalaridan deb ko'rsatish mumkin. Buning sababi o'quvchi-yoshlar kimlargadir taqlid qilgisi keladi. O'z ko'ngliga o'tiradigan dovyurak, o'ktam, mehnatga ilg'or kishilarga, tarixiy shaxslarga, badiiy asar qahramonlariga e'tiqod qo'yadilar.

Shunga ko'ra tarbiya vositasi bo'lgan namuna kishilarning ijobiy (ba'zan o'ta salbiy) hatti-harakatlari va ijtimoiy foydali faoliyatning tarbiyalanuvchilar ongi va hatti-harakatiga ko'rsatadigan ta'siri deb tushungan holda o'qituvchilar o'z tarbiyaviy rejalarini boyitib



borishlari kerak. Chunki har bir fan o'qituvchisi doimo uchta vazifani: o'quvchilarga ta'lim va tarbiya berish, ularni kamol toptirish vazifalarini hal etishi lozim bo'ladi shu bilan birga o'quvchilarning tarbiyasi va kamoloti ta'lim jarayonida ham amalga oshirilishi rejalashtiriladi. Mazkur rejalashtirilishlarda, albatta, e'tiqod tarbiyasiga alohida e'tibor qaratish lozim.

Bugungi yoshlarda zamonamizning eng mashhur (ijobiy ma'noda) kishilariga o'xshashlik xohishini tug'diradigan ijobiy namunaning tarbiyaviy kuchi o'quvchilarning (bolalarning) taqlid qilishga moyilligiga asoslangandir. Yoshlar, ko'pincha, ota-onalariga, ma'lum bir ijobiy yutuqlarga erishgan qarindoshlariga, o'qituvchilariga va mashhur qahramonlarga taqlid qiladilar.

Turli yoshdagi bolalarga taqlid qilishga moyillik turlicha bo'ladi. Masalan, kichik yoshdagi bolalar ijobiy namunaga ham, salbiy namunaga ham babaravar taqlid qilaveradi. Buning sababi ularning turmush tajribasining juda kamligi, iroda kuchining nihoyatda zaifligi, hissiyotlarining aql-idrokidan ustun turishidadir. Ularda tahlil qilish va harakatlarga tanqidiy ko'z bilan qarab baho berish xislatlari hali shakllanmagan bo'ladi. Bolalar ulg'ayib borgan sari o'z tevarak-atrofidagi katta yoshdagi kishilarning hatti - harakatlariga tobora tanqidiy nazar bilan qaraydigan bo'ladilar. Shu yoshdagi bolalar o'z nuqtai nazarlaridan taqlid qilishga arzigulik deb bilgan kishilarnigina o'zlari uchun namuna deb biladilar va ularga e'tiqod qo'yadilar.

O'quvchilarda tarkib toptiriladigan ma'naviy-axloqiy sifatlar axloqiy ong bilan hatti - harakat o'rtasida birlik bo'lishini taqozo qiladi. Buning ma'nosi shuki, haqqoniyligi o'quvchilarga kunma-kun uqtirib borilgan axloqiy-ma'naviy tushunchalar ularning hatti - harakatlarida ham, ular qatnashgan jamoadagi o'zaro munosabatlarda ham qaror topmog'i lozim.

O'quvchilarning ma'naviy-axloqiy tushunchalari faqat dars jarayonidagina emas, balki kundalik turmushda ham sinovlardan o'tib shakllana boradi. Shuning uchun ta'lim-tarbiya jarayonida shunday sharoit yaratmoq kerakki, o'quvchilar sabot-matonat, qunt, tashabbuskorlik, chidam ko'rsata oladigan, qiladigan ishlarning jamiyat va vatan uchun zarurligini qalbdan tushunadigan bo'lsinlar. O'quvchilarga beriladigan bilimlar majmui, shubhasiz, juda katta tarbiyaviy kuchga egadir. O'quvchilarda chinakam ilmiy dunyoqarash asoslarini yaratishda, to'g'ri hukm yuritish qobiliyatini tarbiyalashda ma'naviy-axloqiy sifatlariga tayanib ish ko'riladi.

Bir so'z bilan aytganda, e'tiqod tarbiyasi barkamol shaxsni tarbiyalashdagi asosiy omillardan biri bo'lib, shaxsni har tomonlama garmonik tarbiyalashga zamin yaratadi. Biroq, insonni kamolga yetkazishda har bir shaxsga o'ziga xos munosabatda bo'lish ta'lim-tarbiyaning asosiy tamoyillari ekanligini unutmashimiz lozim.

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ОБОСНОВАНИЕ СРЕДСТВ ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ

(на уроках иностранного языка).

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Аннотация. Использование коммуникативной методики - объективная необходимость, продиктованная закономерностями любого обучения как такового. Как известно, все, чему обучается человек, он стремится использовать в предстоящей деятельности. Известно также, что использование знаний, навыков, умений основано на переносе, а перенос зависит, прежде всего, от того, насколько адекватны условия обучения тем условиям, в которых эти знания, навыки, умения предполагается использовать.

Ключевые слова: коммуникативная компетенция, коммуникативные умения, межличностной коммуникации, межличностного взаимодействия, межличностного восприятия.

Необходимо отметить, что в последнее время широкое распространение получил термин "коммуникация", наряду с термином "общение". Впервые термин "коммуникация" (от лат. communicatio от communicare - делать общим, сообщать, беседовать) появилась в научной литературе в начале XX века.

Обратившись к словарю русского языка, мы получили следующие определения коммуникации. В словаре русского языка С.И.Ожегова "коммуникация" растолковывается как сообщение, общение. Речь как средство коммуникации (прил. - коммуникабельный)[3].

Для того чтобы обладать коммуникативностью, человек должен овладеть определенными коммуникативными умениями.

Опираясь на концепцию общения, выстроенную Г.М.Андреевой, мы выделяем комплекс коммуникативных умений, овладение которыми способствует развитию и формированию личности, способной к продуктивному общению.

Исследователь выделяет следующие виды умений:

1. межличностной коммуникации;
2. межличностного взаимодействия;
3. межличностного восприятия.

Первый вид умений включает в себя использование и невербальных средств общения, передача рациональной и эмоциональной информации и т.д.

Второй вид умений представляет собой способность к установлению обратной связи, к интерпретации смысла в связи с изменением окружающей среды. Третий вид характеризуется умением воспринимать позицию собеседника, слышать его, а также импровизационным мастерством, что включает в себя умение без предварительной подготовки включаться в общение и организовывать его. Владение этими умениями в комплексе обеспечивает коммуникативное общение.[1]

Таким образом, владение перечисленными умениями, способность устанавливать контакт с другими людьми и поддерживать его была определена как коммуникативная компетентность рядом исследователей. [2]



При изучении родного языка, говорил Л.В.Щерба, дети занимаются осознанием своего мышления путем проникновения в содержание понятий, выражаемых средствами их собственного языка словами и грамматическими формами, они осознают значение слов и форм родного языка, но не имея термина для сравнения, очень трудно осознать значение слов и категории родного языка.[4]

Коммуникативная компетентность, согласно психолого-педагогическим исследованиям, включает следующие компоненты:

1.эмоциональный (включает эмоциональную отзывчивость, эмпатию, чувствительность к другому, способность к сопереживанию и состраданию, внимания к действиям партнеров);

2.когнитивный (связан с познанием другого человека, включает способность предвидеть поведение другого человека, эффективно решать различные проблемы, возникающие между людьми);

3.поведенческий (отражает способность ребенка к сотрудничеству, совместной деятельности, инициативность, адекватность в общении, организаторские способности и т.п.)

Коммуникативная компетентность - коммуникативные навыки, позволяющие человеку адекватно выполнять нормы и правила жизни в обществе.

В истории обучения иностранным языкам фактически были проведены два основных пути:

а) изучение языка на основе правила при пользовании сокращенной коммуникации.

б) освоение языковых явлений главным образом на основе коммуникации.

Первый способ хорошо представлен в известной грамматико-переводной системе обучения иностранным языкам. Согласно этой методике, обучение строилось на изучении грамматических правил и лексики с последующим переходом к порождению (конструированию) и декодированию (чтению и пониманию устной речи) речи.

Многолетний опыт показал, что этот путь малоэффективен. Пользуясь правилами и словарным составом языка, обучающиеся должны были воссоздавать новый для них язык.

Путь усвоения лежал через громадное количество ошибок, замедляющих темп усвоения языка и понижающих интерес к его изучению.

Второй путь изучения языка (через коммуникацию) оказался более эффективным, хотя такое обучение также содержало много недостатков.

Недооценка осознания механизмов языка, сформулированных в виде правил, снижала качество владения иноязычной речью, увеличивала сроки изучения иностранного языка.

В итоге, как в зарубежной, так и в отечественной литературе наметилось снижение этих двух путей обучения языку. Данный факт является показательным в том смысле, что он эмпирическим путем доказал единство языковых правил и действий.

Языковые правила фиксируют лишь то, что носит закономерный характер в употреблении языковых явлений в речи, и выполняют в процессе иноязычного реченаучения подчиненную, вспомогательную функцию.

На основе имеющихся определений мы считаем, что информационное, эмоциональное взаимодействие, в процессе которого реализуются коммуникативные умения личности учащихся, есть коммуникативная компетентность. Нами были выявлены следующие компоненты коммуникативной компетентности:



- организация контакта - умения межличностной коммуникации;
- поддержание контакта, установление обратной связи, пластичность коммуникативных действий - умения межличностного взаимодействия;
- анализ результатов контакта, рефлексия - умения межличностного восприятия.

Следуя логике задачного подхода, мы определили последовательность работы педагога по формированию коммуникативных задач, в ходе поэтапного решения которых формируется коммуникативная компетентность учащихся.

Сформированность коммуникативной компетентности характеризуется наличием следующих критериев: желание вступать в контакт с окружающими, уметь оценивать ситуацию общения, способность организовывать сам ход коммуникативного акта, способность проявления эмпатии, рефлексивного поведения.

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МОЛОДЕЖЬ КАК РЕАЛЬНАЯ И ПОТЕНЦИАЛЬНАЯ АУДИТОРИЯ ХУДОЖЕСТВЕННОГО МУЗЕЯ

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Аннотация. В настоящее время, значение культуры и искусства в воспитании молодежи имеет большое значение, в этом смысле важную роль играют музеи. Сегодня музеи, как социальные и культурные институты, играют огромную роль в духовном развитии нации. Большое внимание уделяется разработке новых форм работы музея с молодежной аудиторией и привлечению внимания молодежи к историко-культурному наследию. Установлены контакты с активными и заинтересованными детскими и молодежными объединениями. Таким образом, можно сделать вывод, что молодежные программы в музеях Узбекистана имеются, также и имеются способы привлечения молодежи, которые разрабатываются как сотрудниками музея, так и самими молодыми людьми, которые заинтересованы в развитии своей личности и продолжении традиций посещения музеев.

Abstract. At present, the importance of culture and art in the education of youth is of great importance, in this sense museums play an important role. Today, museums, as social and cultural institutions, play a huge role in the spiritual development of the nation. Much attention is paid to the development of new forms of work of the museum with the youth audience and to attract the attention of youth to the historical and cultural heritage. Contacts with active and interested children's and youth associations have been established. Thus, it can be concluded that there are youth programs in museums in Uzbekistan, and there are ways to attract young people who are developed both by the museum staff and by young people themselves who are interested in developing their personality and continuing the traditions of visiting museums.

Annotatsiya. Bugungi kunda yoshlarni tarbiyalashda madaniyat va san'atning ahamiyati katta ahamiyat kasb etadi, shu sababli muzeylar muhim o'rin tutadi. Bugungi kunda muzeylar, ijtimoiy va madaniy muassasalar sifatida, millatning ma'naviy rivojlanishida katta rol o'ynaydi. Yosh tomoshabinlar bilan muzey ishining yangi shakllarini rivojlantirishga, yoshlarning tarixiy va madaniy merosga qiziqishini oshirishga katta e'tibor qaratilmoqda. Shu sababli faol va manfaatdor bolalar va yoshlar uyushmalari bilan aloqalar o'rnatildi. Shunday qilib, O'zbekistonda muzeylarda yoshlar dasturlari mavjudligi va muzey xodimlari va yoshlar o'zlarining shaxsiyatlarini rivojlantirishga va muzeylarga tashrif buyurish an'analarini davom ettirishga qiziqish ko'rsatayotgan yoshlarni jalb qilish yo'llari mavjud degan xulosaga kelish mumkin.

Ключевые слова: музей, идеологический иммунитет, молодежная политика, музейные экспонаты.

В настоящее время, значение культуры и искусства в воспитании молодежи имеет большое значение, в этом смысле важную роль играют музеи. Сегодня музеи, как социальные и культурные институты, играют огромную роль в духовном развитии нации. Осознавая их важное просветительское и воспитательное значение, руководством республики был принят ряд основополагающих документов, направленных на совершенствование музейного дела в стране .

Динамичное развитие высоких технологий, нарастающие вызовы глобализации, последовательная интеграция нашей страны в мировую экономику ставят перед нами задачи по последовательному повышению уровня и качества подготовки



молодых кадров и их правовой культуры, укреплению идеологического иммунитета, созданию еще более благоприятных условий для реализации потенциала. Это в свою очередь диктует необходимость дальнейшего совершенствования правовых основ государственной молодежной политики. Поэтому в рамках Государственной программы "Год здоровой матери и ребенка" был разработан и принят вышеуказанный закон, который вступил в силу на следующий день его подписания исполняющим обязанности Президента Республики Узбекистан Шавкатом Мирзиёевым, то есть 15 сентября этого года

Цель нового закона - дальнейшее совершенствование правовых основ, систематизация в едином законодательном акте положений, организационно-правовых механизмов формирования и реализации молодежной политики, обеспечение прямого действия закона.

В меняющихся исторических и социальных условиях музеи, продолжая оставаться хранителями культурного наследия, переживают серьезную трансформацию, превращаясь в систему, все более открытую обществу, ориентированную на удовлетворение его запросов своими коллекциями и исследованиями. Большое внимание уделяется разработке новых форм работы музея с молодежной аудиторией и привлечению внимания молодежи к историко-культурному наследию. Установлены контакты с активными и заинтересованными детскими и молодёжными объединениями. Таким образом, можно сделать вывод, что молодежные программы в музеях Узбекистана имеются, также и имеются способы привлечения молодежи, которые разрабатываются как сотрудниками музея, так и самими молодыми людьми, которые заинтересованы в развитии своей личности и продолжении традиций посещения музеев.

Музей в современном обществе - не только научно-просветительское учреждение, но и центр культуры, решающий задачи развития и воспитания личности. Музей, музейные экспонаты имеют уникальную возможность воздействовать на интеллектуальные, волевые и эмоциональные сферы личности подростка одновременно, а каждая экспозиция представляет собой программу передачи знаний, навыков, суждений, оценок и чувств.

Музей формирует в юном гражданине чувство сопричастности ко всему, что происходит в окружающем мире, стремление принять посильное участие в важных событиях, происходящих в мире, пробуждает в подростках чувство милосердия к старшим, ветеранам войны и труда.

Государственная молодежная политика Узбекистана нацелена на воспитание гармонично развитого молодого поколения - физически здорового и духовно зрелого, интеллектуально богатого, обладающего не только разносторонними знаниями, но и умеющего самостоятельно мыслить, смело смотреть в будущее и способного взять на себя ответственность за судьбу нашей Родины. Принятый в сентябре этого года Закон Республики Узбекистан "О государственной молодежной политике" определил ее содержание и направленность, выбирая приоритетным направлением реформирование и модернизацию всех сфер жизни общества.

С первых лет независимости под руководством Первого Президента Ислама Каримова в стране создана правовая и институциональная база, гарантирующая защиту прав молодежи. В результате реализации законов "Об образовании", "О Национальной программе по подготовке кадров", "О гарантиях прав ребенка", "О физической культуре и спорте", "О профилактике безнадзорности и правонарушений среди несовершеннолетних" и других законодательных актов создана целостная система воспитания гармоничной личности. Законы



предоставили социально-экономические, правовые, психолого-педагогические условия для адаптации молодых людей к жизни в современном изменяющемся обществе, обдуманного выбора и освоения образовательных и профессиональных программ, воспитания граждан, сознающих свою ответственность перед обществом, государством и семьей.

Государственная молодежная политика в законе определяется как система социально-экономических, организационных и правовых мер, осуществляемых государством и предусматривающих создание условий для социального становления, и развития интеллектуального, творческого потенциала молодежи.

"Обогащение духовного мира наших детей, воспитание их в духе национальных и общечеловеческих ценностей остается самой актуальной задачей. Особенно в нынешнее сложное и беспокойное время, когда все более усиливаются нападки, направленные против национальной самобытности, вековых ценностей нашего народа, проявляются корыстные устремления, нацеленные на овладение сознанием нашей молодежи. Естественно, это побуждает всех нас к еще большей чуткости и бдительности.

Поэтому ни на минуту не должны оставаться вне поля зрения проблемы утверждения среди молодежи принципов здорового образа жизни, ограждения ее от наркомании, безнравственности, различных пагубных воздействий, угроз и влияний, проникающих извне под маской "массовой культуры".

Эти слова нашего Президента И. Каримова, сказанные им на торжествах по случаю 17-летия со дня принятия Конституции Республики Узбекистан, стали призывом для всех нас, кому не безразлично будущее нашей страны, а значит, не все равно то, какая молодежь придет нам на смену.

Особенно актуальны вопросы воспитания подрастающего поколения сейчас, когда мы строим новое государство, новое общество. Нет сомнений в том, что в этой системе общественно-политические отношения, человеческое сознание и мышление приобретают абсолютно новое значение. Прежде всего, отношения между личностью и государством, личностью и обществом должны быть наполнены тем прогрессивным содержанием и облечены в ту качественно новую форму, что соответствует принципам независимости. Другими словами, эти отношения должны отвечать сущность новых ценностей и демократических принципов, нашему образу жизни и мышлению, требованиям справедливого общества, которое мы стремимся построить.

Молодежь имеет ряд отличных черт от всех других возрастных слоев населения, а именно свободу мышления, готовность и энтузиазм при создании новых идей и обсуждения тех или иных проектов или нововведений; желание реализовывать новые идеи на практике. Но тем не менее имеются также и отрицательные стороны данного возраста, как нестабильная психологическая составляющая, легкое возмущение поддаться влиянию и т. п.

Очень важную роль в жизни молодежи играет досуг. Одним из видов досуга является досуг социальный, при котором свободное время можно провести в музеях. Для музеев молодежь является очень важным элементом, так как она помогает музею ощущать течение времени; если молодые люди посещают музей и считают представленные экспозиции и идеи интересными, то музей живет и развивается. В то же время и музей может дать очень многое своим юным посетителям. Это и знания, и отдых, и элемент культурного воспитания, при котором молодым людям рассказывается о том или ином историческом этапе, личности, происшествии. На основании этих данных молодые посетители могут сделать выводы о своей жизни, создать новые идеи для развития общества и



государства или же определить путь развития для своих новых целей.

Говоря о разнообразии музеев и способов работы с молодежью, следует отметить, что имеются ряды музеев как в Узбекистане, так и за рубежом, в которых используются многочисленные способы работы с молодежью.

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НЕСТАНДАРТНОЕ ОБУЧЕНИЕ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ В 8-9 КЛАССАХ СРЕДНЕЙ ШКОЛЫ

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Аннотация: в статье анализируется организация и проведение уроков русского языка для старших классов, то есть 8-9 классов, и какие методы используются для повышения эффективности уроков в сознании учащихся.

Ключевые слова: русский язык, старший класс, курс, процесс, метод

Уроки русского языка и литературы должны активизировать в достаточной степени внутренние мотивы учения и учебный материал должен требовать высокого развития способности анализировать. Поэтому одной из главных целей в моей работе является воспитание интереса у учащихся к урокам русского языка и литературы. Как увлечь ребенка своим предметом так, чтобы он шел на урок с радостью, с жаждой познания нового? В результате поиска ответа на волнующий меня вопрос пришел к выводу, что интерес к урокам русского языка и литературы можно вызвать у детей нестандартностью подхода к содержанию в организации изучения предмета.

Интерес у ребят вызывают учебно - поисковые задания, которые рассчитаны на "открытие" ими уже познанного, известного в науке. Такие задания должны быть с элементами занимательности. Так, учащиеся 8 класса получают задание нарисовать к словам иллюстрации так, если бы они поняли значение данных слов буквально. Такие получаются рисунки: прислонился - изображен мальчик рядом со слоном; нахлебница - нарисована муха на хлебе; наследник- человек, оставивший после себя следы; грабитель - нарисован человек, убирающий граблями сено и др. Детям очень нравятся подобные задания, при выполнении проявляется их фантазия и творчество. А учитель с помощью такого задания вводит понятие "омонимичные корни". В дальнейшем эти рисунки можно использовать при создании проблемной ситуации в другом классе. Например, показать учащимся рисунки и сказать: "Иностранный художник нарисовал к словам такие иллюстрации. Что он не понял или не знал? Почему все перепутал?". Похожее задание даю при изучении фразеологизмов.

А вот задание иного плана. Учащимся 9 класса надо определить значение слов: весна, даль, десна, роман, лист. Затем ответить на вопрос, какой смысл приобретут слова, если их написать с большой буквы? Составить предложения.

Как правило, при выполнении нестандартных заданий в классе царит эмоциональное оживление, зачастую оно помогает при объяснении нового материала, - сразу видишь, усвоена тема или нет.

Ученикам, какого бы они возраста ни были, нравится смена деятельности. Очень хорошо помогают переключать внимание средства наглядности. Общеизвестно, что эффективность обучения зависит от степени привлечения к восприятию всех органов чувств человека. Чем разнообразнее чувственные восприятия учебного материала, тем прочнее он усваивается. Наглядность воздействует на эмоциональную сторону личности учащихся. Известно, что органы зрения обладают большой чувствительностью. "Лучше один раз увидеть, чем сто раз услышать" - гласит русская пословица. "Пропускная" способность органов



зрения в овладении информацией в 5 раз больше, чем органов слуха. Эта информация запечатлевается в памяти легко, быстро и надолго. Применение наглядности в сочетании со словом учителя способствует более прочному усвоению материала. Кроме того, наглядные пособия помогают организовать поиск, вынуждают учащихся мыслить, делать самостоятельные открытия. С помощью наглядности мы выигрываем время на уроках. Но наглядность не должна сводиться к какому-то автоматизму, к механическому отражению материала. Она должна включаться в познавательную систему, являясь "пищей для ума".

Я использую на своих уроках, кроме стандартных схем и таблиц, наглядность, созданную детьми или вместе с детьми. При изучении темы или целого раздела мы выделяем основные признаки, категории, виды и т. д.

Потом стараемся свои наблюдения отобразить сжато и понятно на бумаге в виде схем и символов в старших классах, в виде рисунков - в среднем звене.

Научить схематизации и символизации учебного материала - значит научить осознанно воспринимать информацию.

Хороший результат дает задание в старших классах приготовить шпаргалку по пройденному разделу. Уместить 5-10 страниц учебника на одном листе, закодировать материал в рисунке, схеме - это умение, которое очень облегчит в дальнейшем учебную деятельность детей, да и не только учебную.

В 8 классе в виде сказочной страны Морфологии, где показана иерархия персонажей, даю понятие о самостоятельных и служебных частях речи, их взаимодействии. Затем на следующих уроках задаю вопросы, а учащиеся, опираясь на рисунок, объясняют материал. В 9 классе по этой же наглядности задаю вопросы посложнее.

В 9 классе имя прилагательное изображаем в виде дерева. Ствол - это значение и вопросы, а крона делится на три части - три разряда. Приведены здесь же отличительные признаки разрядов и примеры.

При изучении приставок ПРЕ- и ПРИ- рисовали домик с крышей. В одной половине два окошка - здесь живет приставка ПРЕ- (два значения), а в другой половине четыре окошка - здесь приставка ПРИ- (четыре значения). Под крышей живут слова с неясным значением для запоминания.

По этим таблицам легко проводить опрос, ребята сами составляют вопросы и ведут проверку усвоения материала.

Использование наглядности на уроках помогает учителю мобилизовать психическую активность учащихся; развивать память, которая опирается при этом на ощущения; расширять объем усвояемого материала; снижать утомляемость; развивать творческое воображение.

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ФИЛОЛОГИЯ ЙЎНАЛИШИ

THE USE OF TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

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Abstract. This thesis reviewed some of the significant issues pertinent to the use of technology in the learning and teaching of English language skills. These issues are as followed: definition of technology, the use of technology in the classroom, the studies on using technologies in improving English language learning skills, and recommendations for using technologies. Also, it is defined the term technology and technology integration, explained the use of technology in language classroom, reviewed previous studies on using technologies in improving language learning skills, and stated certain recommendations for the better use of these technologies, which assist learners in improving their learning skills.

Key words: digital technology, technology integration, language learning, skills, use

As it's known that Language is one of the significant elements that affects communication activities and in teaching of English language skills such as listening, speaking, reading, and writing for their proficiency and communication plays important role. It is stated that one of the important elements for learning is the method that instructors use in their classes to facilitate language learning process. Computers are regarded as an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum. Computer technology is regarded by a lot of teachers to be a significant part of providing a high-quality education. Digital technology provides offers unlimited resources to language learners. Teachers should encourage learners to find appropriate activities through using computer technology in order to be successful in language learning. Uses of suitable technological materials can be useful for learners and using computer-based language activities improve cooperative learning in learners. Furthermore, computer-based activities provide learners rapid information and appropriate materials. They continue that internet materials motivate learners to learn more. In addition, the point of view that technology provides teaching resources and brings learning experience to the learners' world. Through using technology, many authentic materials can be provided to learners and they can be motivated in learning language.

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process.

Technology has an important role in promoting activities for learners and has a significant effect on teachers' teaching methods. If teachers do not use technologies in their teaching they will never be able to keep up with these technologies. Thus, it is



very important for teachers to have a full knowledge of these technologies in teaching language skills

Developing learners' knowledge and skills pertinent to computer technology provides equity of opportunity, regardless of learners' background. Although learners have been born into a technologically rich world, they may not be skilful users of technology. In addition, just providing access to technology is not adequate. Meaningful development of technology-based knowledge is significant for all learners in order to maximize their learning.

There are some of the significant issues pertinent to the use of technology in the learning and teaching of English language skills. These issues are as follows: definition of technology, the use of technology in the classroom, previous studies on using technologies in improving English language learning skills, and recommendations for using technologies [2].

Definition of Technology and Technology Integration Technology has been defined as the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. The usage of technology includes not only machines (computer hardware) and instruments, but also involves structured relations with other humans, machines, and the environment. Technology integration is defined in terms of how teachers use technology to perform familiar activities more effectively and how this usage can re-shape these activities: Technology integration as the use of technology to improve the educational environment. It supports the classroom teaching through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper.

The use of Technology in English Language Class Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills. Learners' cooperation can be increased through technology. Cooperation is one of the important tools for learning. Learners cooperatively work together to create tasks and learn from each other through reading their peers' work. The use of computer technology leads to the improvement of teachers' teaching and learners' learning in the classes. The use of computer technology helps teachers meet their learners' educational needs. According to Bransford, Brown, and Cocking (2000), the application of computer technology enables teachers and learners to make local and global societies that connect them with the people and expand opportunities for their learning. They continued that the positive effect of computer technology does not come automatically; it depends on how teachers use it in their language classrooms [3].

Information and communication technologies (ICTs) have some benefits for teaching and learning. First, learners play an active role, which can help them retain more information. Next, follow-up discussions involve more information where learners can become more independent. Finally, learners can process new learner-based educational materials and their language learning skills can increase. The use of technology has changed the methods from teacher-centered to learner-centered ones. Teachers should be facilitators and guide their learners' learning and this change is very useful for learners to increase their learning. So, the use of technology increases learners' cooperation in learning tasks. It assists them in gathering information and interacting with resources such as videos.



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INNOVATIVE TECHNOLOGIES IN TEACHING THE ARABIC LANGUAGE.

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Abstract: In this early part of the 21st century the range of technologies available for use in the Arabic language learning and teaching has become very diverse and the ways that they are being used in classrooms all over the world, as illustrated in this thesis, have become central to language practice. We are now firmly embedded in a time when digital technologies.

Keywords: digital technologies, Arabic, technology, linguistic, social, cultural hegemonies.

Since computers started to be introduced in the Arabic language learning (and in education in general) people have rightly asked whether the investment we are making in these technologies gives us value for money. As digital technologies have taken a hold in society in general, this particular question is not asked quite so often, but it is still important to make sure that the technologies that we have available are used effectively. People are always tempted to try to make an argument for technology having an impact on the development of pedagogy and in many cases we can see that the use of technology has enabled teachers to re-think what they are doing. We also see people trying to populate this domain by talking about notions like the 'flipped classroom'.

Emerging technologies, emerging minds: digital innovations within the primary sector

With the Arabic language reportedly the most commonly 'learned' second language around the world (Crystal, 1997; Special Eurobarometer, 2006: 243), this thesis explores how information and communication technologies (ICT) can be used to support the process of the Arabic language learning for those in the very early stages of education. It asks: what innovative approaches to language development can be employed to meet the needs of a new generation of young technocrats growing up within an increasingly globalised world? This thesis examines exemplary use of technology for primary the Arabic language teaching and learning around the world and, like the other thesis in this volume, makes use of case studies to illustrate why these approaches are effective within the contexts in which they are used. Evidence suggests that there can be significant variability in practitioner and pupil confidence with ICT (Wild, 1996; Lam, 2000; Ertmer and Ottenbreit-Leftwich, 2010, Ertmer et al. 2011), although this is a rapidly changing picture as new generations of pupils who have grown up in a digital world come into classes, and graduates who don't remember a time when they didn't have a mobile phone train to be teachers and enter the school systems around the world.

There is also unequal access to the technology itself and while there is increasing access to technologies throughout the world there are still 'digital divides', both in, and between, countries (Warschauer, 2003). Throughout the thesis, it is accepted that a 'one size fits all' approach to using technology is neither desirable nor practical. Each situation demands a specific approach to the Arabic language learning and these circumstances dictate not only when technologies are introduced to young learners, but how they are implemented. It is also apparent that whilst technology has the power to



utterly transform learning, there are occasions where it can actually serve to reinforce linguistic, social and cultural hegemonies, rather than challenging them (Rasool, 2000). It is not surprising, however, that an examination of exemplary practice in the use of ICTs throws up some common themes. For example, technology-mediated language learning seems to be most successful when the technology is seamlessly integrated into the overall activity and where it is used as a cross-curricular tool (Leask, 2001), rather than being an additional skill-set that must be acquired prior to, or during, learning. Practitioners frequently comment how ICTs facilitate collaboration whilst 18 | Emerging technologies, emerging minds Emerging technologies, emerging minds | 19 also offering the potential for personalised, scaffolded learning (Sutherland, et al., 2004). There is also the recognition that there is a place for computer assisted language learning (CALL), particularly for independent, self-paced learning via assessable assets such as language games and drilled activities. This type of learning can be particularly effective due to the immediate feedback that is offered to the user, and indirectly the teacher, a highly significant attribute of 'visible learning' (Hattie, 2009).

Outcomes for children are likely to be most successful, most 'visible', when teachers are able to see learning through the eyes of their children and where children understand that teaching and all that it entails is key to their own continued progression. Broadband-related technologies have particular significance, enabling learners to communicate with each other over distance, bringing native speakers into contact with non-native speakers and providing opportunities for developing intercultural understanding (Kern, Ware and Warschauer, 2008; Whyte, 2011). These projects started mainly in universities.

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DEVELOPING READING AND WRITING IN THE ENGLISH LANGUAGE.

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Abstract: The interdependence of reading and writing cannot be over-emphasised; 'reading makes the writer'. This is a simple notion, yet the teaching of reading, in the worst cases, can lead to children who are able to decode, but are unable to comprehend or appreciate the full purpose of a piece of text. Whilst this would be an anathema for teachers of a first language, all too often this can be the case for children learning English as a foreign language. This might happen when reading is forced too early and becomes a purely mechanistic process, or if there are few engaging texts to interact with and where there is a lack of exposure to authentic oral models.

Keywords: Talking texts, digital literac, record, measure, particularly, significant.

Reading can be severely compromised by limited access to appropriate texts and the internet itself offers texts that are often too sophisticated for many learners of English. However, there are places on the web where more accessible English can be found, for example, Simple English Wikipedia (<http://simple.wikipedia.org/>) that supports texts with a high content level, but reduced literacy demand.

Nowadays, digital literacy is particularly significant, as children are bombarded daily by an array of digital texts, and it is particularly important that they learn to understand the nuance of media-types that surround them in the physical world as well as on the internet.

Wordle (www.wordle.net) is a good example of a web-based tool that can help cement the interface between reading, writing and the significance of visual literacy in a 21st century world. The tool produces word clusters based on the frequency of words occurring in a sample of writing. Practitioners can use Wordle to help older children compare texts from different genres and ages, analyse the formality in writing or simply focus on key vocabulary from a particular topic. Children producing their own Wordles can also play around with shape, colour and styling in order to consider the impact of their work on different audiences.

Digital texts and electronic books (e-books), particularly when accessed on cool, portable technologies, can inspire children to read. Many offer effective oral modelling via text-to-speech synthesis and access to other tools like electronic dictionaries. Specialised software can record, measure and track progress in reading, and interactive fiction (IF) promotes active reading by enabling learners to affect outcomes in stories, maximising engagement in the storytelling process. Children are also motivated by their own personal writing and there are many tools available to support writing and allow them to author for different audiences - multi-modal digital narratives like cartoons, storyboards, presentations, blogs, websites and extended prose.

Talking texts

Books are a natural starting point for language learning at whatever age the process



starts, particularly where the written form can be linked to an oral equivalent. Oral versions of a text can increase access for those whose current reading proficiency lags behind their ability to read. Moreover, well-produced talking books bring texts alive through the quality of voice characterisation, intonation and expression and in many cases can be one of the few ways of modelling authentic oral language to an English language learner.

Many professionally produced reading schemes offer audio CDs or online oral versions of the texts. Some companies, like Mantra Lingua (<http://uk.mantralingua.com/>), produce pointing devices that can play audio by scanning texts or interfacing with microdots printed onto paper. Digital texts can also be imported into e-book readers that can render text orally through text-to-speech synthesis. Using software screen-readers and standalone text-to-speech applications can also be an option.

Creating talking books

Children love sharing their knowledge about a favourite hobby or relating personal life experiences, such as the details of their last family holiday. They also enjoy playing around with traditional or familiar stories as well as inventing their own. It can be particularly motivating for learners to be responsible for creating and publishing their own digital texts, as this requires them to use language for a specific purpose and audience; for example authoring for peers, younger children or their parents.

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DEVELOPING STUDENTS' SPEAKING SKILLS

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Abstract. The article provides an analysis of developing students' speaking skills. This paper defines some methods of improving students' pronunciation skills. Communication is commonly described as the act of exchanging information between people. One of the best ways foreign language learners can explore the language they are studying is through communication.

Key words: speaking, pronunciation, correction, error, skill, develop, method

Speaking has always been one of the most difficult skills for learners to develop because it requires them to produce the language spontaneously or without enough time to construct the appropriate and correct utterances.

Teachers of English language have recognized that traditional pedagogy, emphasizing the acquisition of grammar and vocabulary rather than communicative competence, does not meet the requirements of English learning in an era of integration and globalization. The increasing demand to teach learners a working command of English to satisfy various communicative needs in their life, has led EL teachers feel an urge to learn the newest and best methods of teaching speaking skills.

To speak English fluently, automatically and effortlessly is the dream of many English learners. Due to a lack of English exposure most learners do not have sufficient opportunity to improve their oral proficiency in English. The language regularities and its systematization enable the language to be learnable, at the same time, also cause the learner inevitably to make errors. Now, it becomes English teachers' responsibility correcting them unceasingly. These errors may be caused by the interference of LI, an incomplete knowledge of the target language, the complexity of the target language, fossilization or because the correct form or use of the target language is not part of a speaker's competence.

Language teachers usually hold the most authority to correct learners' errors, especially regarding the fact that learners value and expect teachers' feedback on their work.

In dealing with classroom interaction, the English teachers face the controversial matters of how to treat their learners' spoken errors (that is ignoring vs. correcting an error, immediate with delayed correction). To most language teachers, correcting students' speaking errors is one of the most frustrating tasks because it has more potential for subjectivity due to individual variables such as background knowledge, pronunciation, and spontaneity as influential parts.

Therefore, error correction should be made appropriately; lest, it will discourage the learners from practicing the language.

However, considering the individual variables such as contexts, pronunciation, vocabulary, and spontaneity as influential parts in speaking, error correction in speaking is highly challenging and possibly perplexing.

There are many factors to be carefully considered such as learners' level, which errors to be corrected, when, and how to correct. To reiterate, it is emphasized that errors are inevitable in language learning; thus, appropriate and sensible error correction method is needed.

Before focusing on error correction methods it is also crucial to be aware of different types of spoken errors. These errors can be categorized as Phonological errors which



refer to the wrong ways of pronouncing a single word, of using word stress, sentence intonation and other phonological matters such as linking, elision, and assimilation; Lexical errors that refer to the wrong ways of using words in their forms, meaning, context and word collocation and Grammatical errors or systematic errors which refer to the wrong ways of using tenses and different syntactic structures.

In dealing-with spoken errors in classroom, English teachers need to poise a balance between accuracy oriented activities and fluency oriented activities. Activities which focus on accuracy try to get students to say something correctly (correct grammar, correct word form). communicate successfully, even if they take some errors or mistakes. This leads to the consideration of the relationship between linguistic competence and communicative competence. While the former refers to the spontaneous, flexible, and correct manipulation of the language system, the latter involves principles of appropriateness and a readiness on the part of the learner to use relevant strategies in coping with certain language situations.

Linguistic competence, then, is the basis of communicative competence. Without linguistic competence, there is no communicative competence.

In language learning, how far learners can deal with error correction also depends on their level of proficiency and previous knowledge.

Therefore, it is a must for teachers to know learners' level and previous knowledge to avoid discouragement on the learners' side. Learning is a journey undertaken by learners; thus, teachers should build up a sense of togetherness in speaking class.

Although teacher's assessment of errors may vary, the types of errors to be corrected depend on the purpose of the course itself; in other words, what is being required or being taught to the learners. When these conditions are not met, the teachers turn to their individual judgment of learners' performance in class.

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LINGUO - COGNITIVE ANALYSIS OF THE CONCEPT "HEAD" IN ENGLISH

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Abstract. In this article I am conducting a research of analysis lexical unit "head" in English. The main attention will be given to different usages of the word. I have categorized the meanings and usages in order to clarify lingo - cognitive analysis.

Key words: phraseological unit, lexical meaning, lexeme, expressiveness,

Before analyzing these phraseological units, one should pay attention to the "head" component itself. The leading role in the motivation of the considered phraseological units is played by this semantic component. Since "head" (human head / part of body) is the main responsible for such important functions in life as reasoning, understanding, speaking, for thought processes, memory, attention, awareness, and much more, it can be assumed that the thematic diversity of phraseological units will be directly related to the main lexical meaning of the word "head". To clearly imagine the process of formation of these phraseological units, I will show this with examples. To facilitate the analysis, I divided all phraseological units into lexico -semantic groups, the criterion for which was the association of a number of phraseological units within the phraseological core under consideration around a certain aspect of the semantic structure of the significant lexeme, that is, the "head" component. The next criterion for the classification of phraseological units was the reinterpretation of meaning.

Now I will divide the analyzed phraseological units into groups, based on their basis in the process of forming the phrases and the nature of the semantic shift that occurred. The lexeme "head" in the meaning of "part of the body". This lexeme has its own direct main meaning - "head", and this meaning is often used in phraseological units in the direct meaning: to hang one's head - "hang your head", "to be sad" (meaning the fact that when we are sad, or something does not work out, the typical reaction is a gesture with your head, I lower it or hang it). The "head" lexeme means "mental and mental processes". In this meaning, there is a change in the phrases in the direction of acquiring the semantics of phraseological turnover and evaluative character, and expressiveness. The meaning of "mind", "mental abilities", positive assessment: to have an old head on young shoulders - "to be smart beyond your years" (in this case, we are not talking about "old head", but about "smart head", that is, about the mind). The value of "memory": to get something into someone's thick head / through someone's thick skin - "to drive into the head", "try to understand, assimilate any information" (in this case, the phraseological unit acquires a negatively colored connotation). The meaning of "understanding", and often evaluated negatively: to go over someone's head - "to be above someone's understanding", "to be too heavy for someone's perception" (as if information flies over someone's head, instead of entering it). A pronounced negative assessment: head case - "crazy person" (in this case, the phraseology consists of one word, but of two lexemes, the first of which - head-means "mind", that is, lack of mind or stupidity, and the second-case - has the meaning "person, personality"). The meaning of "mind": to have one's head screwed on the right way - "to have a head on your shoulders", "mind chamber". Meaning of "thoughts", "thought process": to have one's head in clouds - "not to know what is happening around", "to fly in the clouds" (in this phraseology, the lexeme "head" has the meaning of "thoughts", since if I literally translate this phraseological unit, I get the following: "to have a head in the clouds", that



is, to think about something, to think, to think, to dream). Changing the phrases as part of the phraseological unity in the direction of greater expressiveness, emotional coloring: to be unable to / can not make heads or tails of something / somebody - "not to understand someone, something", "not to understand something" (due to ambiguity or confusion), "not to be able to do something" (refers to a hunter who sees game, but at this distance can not determine which way to turn his head). This phraseological unit is an example of a significant reinterpretation of the original variable phrase by means of a semantic shift carried out at the level of the entire phraseological formation. The "head" lexeme has a spatial meaning. The meaning of "top": head and shoulders above someone / something - "to be much better than someone, something", "to be a head higher" (this value of the head lexeme is implemented not only in the spatial meaning, but also in the mental one). Meaning "front", "outer side", "front side": the bulk heads - "point shoes on board the ship", that is, the nose of the ship. A value of "end-point achievement", "target", "apogee": hit the nail on the head - "hitting the bullseye", "the nail on the head", that is, to achieve its goal, to do what is necessary; to do something in the most efficient and productive way. Lexeme head is set to "mental state". Often there is a change in the phrases as part of the phraseological unity in the direction of greater expressiveness, emotional coloring. Meaning "soul": at the back of one's head - "in the depths of the soul". The meaning of "conscience", often with a positive assessment: on one's own head - "at your own risk", that is, to be able to do something so that you do not feel ashamed later, so that your conscience does not torment you (usually about guilt). The meaning of "pride": to hold / to carry one's head up / high - "to have a sense of self-esteem". Meaning "stubbornness, perseverance": to batter one's head against a brick / stone wall - "to break through the wall with your forehead". The "head" lexeme has the meaning "person". The meaning of "person, personality, individuality": head-hunter - "bounty hunter", used to mean a cannibal who collected the heads of the dead as a trophy, now has a meaning: a person who lures skilled workers from different firms. Meaning "man, his social status" (high social status): better be the head of a dog, than the tail of a lion - "it is better to be the first among the last than the last among the first". The lexeme "head" has the meaning "something resembling a head in shape" (this meaning is based on metonymy): look for a pin's head in a cart load of hay - "look for a needle in a haystack". Cases of complete reinterpretation of the meaning of the significant component "head" as part of the phraseological unity: to snatch bald headed - "to remove shavings from someone", that is, to take care, take care of someone; to stake one's head on - "to give a head to cut off", "to swear, repent, assure". These are, in our opinion, the main groups that can be distinguished by based on the participation of various meanings of the lexical unit "head" in the formation of phraseological units. I would like to note that some phraseological units with the lexeme "head" have a direct meaning, others - figurative, and still others can be used in speech in both direct and figurative meanings:

- with a metonymic reinterpretation: two heads are better than one - "one head is good, and two are better". In this phraseological unit, the metonymy is manifested in the lexeme "head", since it does not mean the head, but the person to whom the head belongs, that is, the part means the whole;

- with a metaphorical reinterpretation: too much knowledge makes the head bald - "you will know a lot, you will soon grow old". In this phraseology, the metaphor is the expression the head bald, since it does not mean "bald head", but "old age", that is, two processes are compared and equated to each other: old age and hair loss, as these two processes are interrelated;

- with a reinterpretation based on comparison: to run around like a chicken with its head cut off / run around in circles - "to run around aimlessly", "to be in a chaotic state",



"to run like a mad cat". In this case, we compare the process, the action of "running" in a person and in a bird before death. Although it can be said that there is also a metaphorical meaning here, since the process of chaotic running and the process when a chicken runs aimlessly after its head has been cut off have similar features:

This, of course, is not an exhaustive description, but it may well indicate that the phraseological units of this group are characterized by a separate form, as well as the entire class of phraseological units as a whole.

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"WHO IS A PHILOLOGIST AND WHAT DOES HE DO?"

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Abstract: who is a philologist and what branch of philology? Is it easy to become a philologist? What is the work of philologists? The qualities that every philologist should possess, the prospects of this profession, why does society need philologists? Can the growth of ehtiej in philological staff be over?

Keywords: philologist, languages, translators, writers, critics, editors, grammatics, philological Sciences, philologist's day, pedagogical activity, the art of speech, teacher, social worker, psychologist, manager, advertising agent, politician.

A philologist is a specialist who studies different languages, their structure and history. The philologist is neither a linguist nor a literary critic. A philologist is a person who works with a certain set of Sciences, first of all with the analysis of texts, and texts of different sizes, this can be historical written monuments, oral texts. The philologist studies the text from different points of view as a linguistic product. The philologist also deals with the analysis of texts and literary monuments. Philologists have a very wide field of activity.

Every philologist should know several languages well. It should be noted that philologists are not only creative people, but also good journalists, successful translators, writers, critics, editors, screenwriters. In our time, the profession of a philologist is very diverse.

Philology as a science has also changed greatly in recent years. If earlier its main sections were linguistics and literary studies, having studied the most closed system of normalized language and exemplary texts of artistic literature, that is, how to speak and write and what to read, then from the end of the 80-ies philology passed on to live speech. exercise, to the element of speech. At this time, the development of speech, the study of the urban language, the rhetoric was restored, the theory of linguistic personality and active semantics (speaker grammatics) were formed.

Functions of philologists:

- Carrying out research activities

The work of a philologist involves the study of texts and works written in different periods. The philologist determines the different variations in words and language, because many words have sent their meaning changetirib over time.

- Collect the necessary information in the form of folklore

Often philologists have to travel a lot to collect information where the original image of the language is preserved.

- Preparation of material for presentation

The philologist always analyzes the data obtained in depth.

- Pedagogical activity

Often you can find philologists who will teach you language and literature. The skills to correctly present information to other people and the ability to interest the audience are indispensable.

- Editing

One of the advantages of any editor is that it is a philological education, because it provides a high level of literacy of specialists.

- Collection of dictionaries



- Translation of texts

Obviously, the profession of a philologist is not suitable for everyone, because such a specialist must have many qualities, for example, perseverance and love to read, because the work of this specialist consists in correcting, translating and editing various texts in any language. Also, the philologist should be well attentive, so as not to miss anything.

Modern philology is at a high level of demand by society, and the needs of society to philologists belong primarily to practical philologists, communicative mediators.

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TA'LIM DA DIDAKTIK O'YINLARDAN FOYDALANISH SAMARADORLIGI

Qo'ysinova Gavhar Xaydaraliyevna

277-IDUM ona tili va adabiyot fani o'qituvchisi

Annotatsiya. Didaktik o'yinlarning asosiy turlari intellektual (aqliy), harakatli hamda aralash o'yinlardan iborat. Bu o'yinlar ishtirokchilarda aqliy, jismoniy, axloqiy, psixologik, estetik, badiiy tadbirkorlik, mehnat va boshqa ko'nikmalarni rivojlantirishga yordam beradi. Ta'lim tarbiya jarayonida asosan o'quvchilarda ta'lim olish motivlarini ularning turli yo'nalishdagi qobiliyat va qiziqishlarini oshiradigan biror kasbga moyilliklarini ko'rsatadigan didaktik o'yinlardan foydalaniladi.

Kalit so'zlar: Didaktik o'yinlar, kompyuter vositasi, "Breyn-ring", kichik guruhlar, ta'lim metodi, tarbiya, bilim

"Ta'lim texnologiyasi" tushunchasi "Ta'lim metodikasi" tushunchasiga nisbatan kengdir. Ta'lim metodi - o'quv jarayonining majmuaviy vazifalarini yechishga yo'naltirilgan o'qituvchi va o'quvchilarning birgalikdagi faoliyati usuli bo'lsa, ta'lim metodikasi esa muayyan o'quv predmetni o'qitishning ilmiy asoslangan metod, qoida va usullar tizimini ifodalaydi. Ta'lim texnologiyasi - ta'lim maqsadiga erishish jarayonining umumiy mazmuni, ya'ni, avvaldan loyihalashtirilgan ta'lim jarayonini yaxlit tizim asosida, bosqichma-bosqich amalga oshirish, aniq maqsadga erishish yo'lida muayyan metod, usul va vositalar tizimini ishlab chiqish, ulardan samarali, unumli foydalanish hamda ta'lim jarayonini yuqori darajada boshqarishni ifodalaydi.

Pedagogik texnologiyaning markaziy muammosi - o'quvchi shaxsini rivojlantirish orqali ta'lim maqsadiga erishishni ta'minlashdan iborat. Pedagog olim V.P. Bepalko pedagogik tizimni pedagogik texnologiyaning asosi ekanligini e'tirof etgan holda uni quyidagi unsurlaridan iboratdir deya ta'kidlaydi: 1) o'quvchi; 2) ta'lim - tarbiyaning maqsadi; 3) ta'lim - tarbiya mazmuni; 4) o'quv jarayoni; 5) o'qituvchi yoki texnik vositalar; 6) ta'lim-tarbiyaning tashkiliy shakllari. Demak, pedagogik texnologiya ta'lim-tarbiya faoliyatining yaxlit jarayoni to'g'risidagi fan ekanligini e'tirof etish lozim. Ayniqsa, o'qitishga interfaol dars usullarini, "Kichik guruhlarda ishlash", "Breyn-ring" usullari qo'llanganda o'quvchilar o'qituvchi bilan birga teng faoliyat ko'rsatadilar. Darsda ta'limning interfaol usullaridan biri "Kichik guruhlarda ishlash" texnologiyasidan foydalanish maqsadga muvofiqdir. Mazkur texnologiyani qo'llash usuli quyidagilardan iborat: - faoliyat yo'nalishi aniqlanadi. Muammodan bir-biriga bog'liq bo'lgan masalalar belgilanadi;

- kerakli asos yaratiladi. O'quvchilar mazkur mavzu haqida ko'proq tushunchaga ega bo'lishlari kerak;

- guruhlar belgilanadi. O'quvchilar 7-8 kishidan iborat bo'lib guruhlarga bo'linadi;

- aniq ko'rsatma beriladi. Mustaqil ish, krossvord, test tuzish;

- boshlovchi o'quvchi oldindan tayinlanadi. O'tilgan mavzu yoki bo'lim bo'yicha mustaqil, o'z ustida ishlab, savollar tuzib keladi, krossvord, test javoblarini baholaydi;

- ekspert yoki yordamchi (assistent) o'quvchi tayinlanadi, ular o'yinni olib borishda yordam beradilar, javoblarni baholab, tahlil qilib beradilar;

- guruhlardan sardorlar saylanadi. Sardor - hushyor shaxs, o'z guruhi uchun o'yin qoidalarini buzmagani holda jon kuydiradi;

- o'qituvchi tomonidan esa jarayon qo'llab-quvvatlanib va yo'naltirilib turiladi. U o'yinni nazorat qilib turadi, o'yin yakunlangach, o'quvchilarning umumiy balini e'lon qiladi.



So'ngra muhokama qilinadi;

- doskaga 3ta guruhga bo'lingan o'quvchilar familiyasi yozib qo'yiladi, dars maqsadi bo'yicha maksimal ballar ko'rsatilgan bo'ladi, reja bo'yicha to'plangan har bir ball o'quvchi familiyasi qarshisiga yozilib boriladi.

- O'qituvchi bilan o'quvchining o'zaro ta'siri natijasida o'quvchi ma'lum bilimlarni shunchaki o'zlashtirib, ya'ni o'rganib olishidan tashqari bir vaqtning o'zida bilim olish va xatti-harakatlar qilishning yangi tamoyili va metodini o'zlashtirib oladi va rivojlantirib boradi.

- Odatda o'qituvchi xorijiy tilni o'rgatish, o'qitish usulini o'zi tanlaydi. Kursning mazmuni deyarli o'zgar olmaydi, ammo uni o'quvchiga yetkazib berish usuli o'zgarishi mumkin.

- Agar vazifa biror dalil berish haqida bo'lsa, taqdimot yoki interfaol ma'ruza kabi usullar eng samarali usullar hisoblanadi. Muammolarni muhokama qilishda eng ma'qul usul o'quvchilarni kichik guruhlarga bo'lib jamoaviy bahs-munozara o'tkazishdir. Bunda bahs-munozara Discussion, Brainstorming usulidan foydalanish mumkin. Ma'lumki, o'quvchilarning mustaqil keng va puxta bilim olishlarida syujetli, rolli, ijodiy, ishbilarmonlar, konferensiya, o'yin mashqlari kabi didaktik o'yinlar o'zining ta'lim-tarbiya beruvchi, bilimlarni mustahkamlovchi, o'quv materiallarini takrorlovchi, bilimlarni nazorat qiluvchi o'yinlar sifatida ifoda etilishi bilan ahamiyatlidir. O'quvchilarning ijodiy fikrlash, mustaqil bilim egallash ko'nikmalarini rivojlantirishda ularning o'zlarida bor bo'lgan bilim, ko'nikma, malakalarini yangi vaziyatda qo'llash orqali yangi bilimlarni o'zlashtirishida didaktik o'yinlarning o'rni alohida ajralib turadi.

Ishchanlik o'yin darsi - dars mavzusi bo'yicha masalalarni hal etish jarayonida o'quvchilarning faol ishtirok etishini ta'minlash orqali yangi bilimlarni o'zlashtirish mashqi.

Ro'lli o'yin darsi - dars mavzusi bo'yicha masalalarni o'rganishda o'quvchilarga oldindan ma'lum rollarni taqsimlash va dars jarayonida shu rolni bajarishlarini tashkil etish asosida bilimlarni mustahkamlash darsi.

Teatrlashtirilgan dars - dars mavzusi bilan bog'liq sahna ko'rinishlari tashkil etish orqali dars mavzusi bo'yicha chuqur, aniq ma'lumotlar berish darsi. Kompyuter darsi - tegishli o'quv fani bo'yicha dars mavzusiga doir kompyuter materiallari (multimediya, virtual o'quv kursi va shu kabilar) asosida o'tiladigan dars.

Kim oshdi savdosi darsi - o'quv fani ayrim bo'limi bo'yicha bilimlarni har bir o'quvchi qanchalik ko'p bilishini namoyish etish darsi.

Yarmarka darsi - dars mavzusini bo'laklar bo'yicha oldindan o'zlashtirish o'quvchilarning o'zaro muloqat asosida sinfga qiziqarli tushuntirish orqali o'tiladigan dars.

O'yin darsi - dars mavzusiga mos o'yin orqali o'quvchilarning o'zlashtirishlarini tashkil etish darsi.

Sud darsi - o'quvchilar bilan dars mavzusiga mos "sud" jarayonini tashkil etish orqali yangi mavzuni tashkillashtirish darsi.

Konsert darsi - dars mavzusini sahnalashtirgan holdagi konsert shaklida ifodalash mashqlari bo'lib, o'quvchilarni faollashtirish va bilimini mustahkamlash imkoniyatini beradi.

Tergovchi bilimdonlar olib boradigan darsi - dars mavzusini oldindan puxta o'rgangan o'quvchilar yordamida qiziqarli savol - javoblar, tahlillar asosida isbotlab, tushuntirish mashqlari bo'lib, bunda o'quvchilar dars mavzusini o'zlashtirib eslab qolishlari uchun qulaylik yaratadilar.

Integral (integratsiyalangan) dars - bir nechta fanlarga doir integratsiyalash uchun qulay bo'lgan mavzular bo'yicha tashkil qilingan dars bo'lib, o'quvchilarning turli fanlarga qiziqishlarini orttirib ta'lim jarayonidagi faolliklarini taminlaydi. Bunday darslar o'quvchilarga fanlararo bog'liqlikni o'rgatish orqali ularda odam tuzilishining ilmiy asoslarini to'liq idrok etish, ilmiy dunyoqarashini shakllantirish ijodiy tafakkurlarni rivojlantirishga



xizmat qiladi.

Mo'jizalar maydoni darsi o'quvchilar bilan o'tkaziladigan qiziqarli o'yinlar bo'lib turli savollarga belgilangan vaqt davomida to'g'ri javoblar topish va g'oliblarni rag'batlantirish orqali o'quvchilarda fikrlash, topqirlik va ziyraklik, bilimlarni kengaytirib borish sifatlarini shakllantiradi.

Didaktik o'yinli mashg'ulotlarni o'quvchilarning bilim olish va o'yin faoliyatining uyg'unligiga qarab syujetli, ro'lli o'yinlar, ijodiy o'yinlar, ishbilarmonlar, konferensiyalar kabi o'yin mashqlariga ajratish mumkin. O'qituvchi pedagog, avval o'quvchilarni individual (yakka tartibdagi) so'ngra guruhli o'yinlarga tayyorlashi va uni o'tkazishi, o'yin muvaffaqiyatli chiqqandan so'ng esa ularni ommaviy o'yinlarga tayyorlashi lozim. Chunki o'quvchilar didaktik o'yinli mashg'ulotlarda faol ishtirok etishlari uchun zaruriy bilim, ko'nikma, malakalarga ega bo'lishlari, bundan tashqari guruh jamoasi o'rtasida hamkorlik, o'zaro yordam vujudga kelishi lozim.

Ta'lim tizimida yangi pedagogik texnologiyani qo'llash ma'lum qolip asosida fikrlashni emas, balki umumiy yechimga xilma-xil ijodiy izlanishlar orqali kelishini ta'qozo etadi.

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BASIC CONCEPTS AND SPECIFIC FEATURES OF THE LINGUO-COGNITIVE ANALYSIS

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Abstract. Linguo-cognitive analysis is one of the main aspects of my study in Master's degree qualification. Given that cognitive linguistics is still in its infancy, there is a very wide range of approaches and methods used to study language material.

Key words: linguo-cognitive analysis, universal subject code, lexical compatibility, cognitive formation, lexical compatibility

There are two main directions of linguo-cognitive analysis. In the first case, a concept is fixed and all the linguistic means of its representation are investigated. In the second case, the researcher "pushes off" from the language unit and analyzes its possible uses, identifying semantic features. It is obvious that the "combined" approach allows us to get a more complete picture of the structure of the studied cognitive structures. The primary task in the study of a concept is to analyze its core, which includes the coding image of the universal subject code (CPC), or the center of the concept, and the base layer in the totality of its cognitive features. The center of the concept is usually manifested in speech by some key lexeme, the semantics of which reflect its content. The greatest prospect for linguo-cognitive research is provided by lexemes characterized by polysemy and high frequency of use, which is established as a result of the analysis of explanatory and frequency dictionaries, as well as the corresponding texts. Text examples sometimes allow us to expand and sometimes correct its dictionary interpretations. Etymological analysis allows us to establish the sequence of formation of semantic features and to identify some links in the development of the semanteme that fell out during historical changes. A significant expansion of the scope of the concept features can also be obtained by analyzing the lexical compatibility of a keyword, as well as by constructing and studying its word-formation field. The construction of the lexical and phraseological field of the key word of the concept by identifying synonyms and antonyms, as well as establishing hyperonyms and sogyponyms, especially enriches the composition of the features of the concept. In the nearest "sphere of attraction" of the concept center are the cognitive formations of the base layer, the representatives of which, replenishing and clarifying the content of the concept, have a high frequency in speech, common knowledge and sufficient abstractness of meaning. At the same time, they are usually used in a direct sense, are stylistically neutral, without emotional and expressive restrictions, and depend to a minimal extent on the context of use. Here we also study their antonyms, synonyms, phraseological units, as well as compatibility with other lexemes. The character of the lacunarity of the semantic space of the studied language is very effectively revealed by contrasting it with lexical-semantic groups and fields of other languages. Experimental psycholinguistic methods, including free and directed associative experiments, can be used to identify the basic image of the concept. Peripheral cognitive formations are characterized by maximum fluidity, diffuseness of their features, a decrease in the frequency of use, an increase in stylistic coloration, emotional and expressive restrictions, ambiguity (up to inconsistency) and dependence on the context of use as the ties with the center of the concept weaken. The identification of representatives that objectify the interpretative field of the concept can be made by analyzing paroemias, aphorisms,



proverbs, sayings, winged expressions, parables, as well as significant journalistic, artistic and scientific texts. To search for cognitive components that have emerged recently, an analysis of modern oral speech and journalism, colloquial and slang uses of lexical units can be used. The study of the works of writers, poets, publicists and other creative personalities who have made a significant contribution to the culture of the Russian-speaking community allows us to identify the components of concepts that have received a symbolic meaning in the public consciousness. Thus, an integrated approach to linguo-cognitive research allows us to fully and thoroughly investigate the linguistic means of objectification of the analyzed concept and identify the main elements of its structure. When analyzing the entire set of linguistic means of expressing the concept, as well as texts that reveal the content of the concept, the researcher can get an idea of the content of the concept in the minds of native speakers. It is important to emphasize that this representation can never be considered exhaustive, it will always be only a part of this concept, since no concept is fully expressed in speech. The reasons for this are as follows: 1) the concept is a loosely structured three-dimensional unit, it is simply impossible to express it in its entirety; 2) no researcher and no linguistic analysis can identify and fix all the means of linguistic and speech representation of a concept in a language without exception, something always remains unrecorded and, consequently, unaccounted for; 3) any concept contains cognitive features that do not find verbal expression in the language. Let us list the main methods and techniques for studying the content and structure of concepts

- Definition of a keyword that represents a concept in the language.

The key words that represent this concept in the language are identified. These are the main means by which the concept is most often manifested in speech. Possible terms: key words-representatives, basic lexemes-representatives, units that perform basic verbalization of the concept, basic language representations of the concept. The criteria for identifying representative keywords can be used as their frequency in speech, unambiguity of the lexeme representing the concept in the language, sufficient abstractness of meaning, common knowledge, significance (value) for a native speaker.

- Construction and analysis of the semanteme of the keyword that verbalizes the concept in the language. The next step is to analyze the dictionary interpretations of a keyword across as many dictionaries as possible. From the interpretations, a selection of all possible characteristics of the concept is made. The concept core best reflects the semantics of the key token naming the concept. To build a keyword semanteme, you need to identify all the sememes that this token carries. Examples from various texts are added to the dictionary materials. They allow you to expand the dictionary interpretation somewhat, sometimes to correct them. Clarification of the meaning of the lexeme that represents the concept under study in the language is facilitated by a psycholinguistic experiment to identify the meanings of the corresponding lexeme. The historical analysis of the order of appearance of new meanings in the word also allows us to establish the most important features of the studied concept. It is possible to refer to etymological references that reveal the process of development and formation of the semanteme of the key lexeme. Thanks to etymology, it is possible to understand the sequence of the formation of semantic features of the lexeme, especially in cases where, in the course of historical changes in semantics, some links in the development of the semanteme have fallen out and are not recorded in its modern use. In the same aspect, it is useful to consider the social reasons for the appearance of new sememes that carry new semantic features of the lexeme that represents the developing concept in the language.

- Analysis of the lexical compatibility of the keyword. A significantly greater number of semantic features of a lexeme compared to the number taken from dictionaries can be



obtained by studying the lexical compatibility of a keyword. A detailed analysis of the classes of words with which the keyword is combined allows us to establish the most important features of the corresponding concept. By studying the lexical compatibility of a key word, the linguist obtains a set of semantic features that characterize to a large extent the thought concept itself.

- Experimental methods. The method of free associative experiment provides the necessary results for the detection of semantic features of the key token, which may not be detected by other methods. The results of the free association experiment provide important information about the presence of gender, age, and professional specifics in understanding the meanings of lexemes that represent concepts in the language.

There are a number of methods of receptive experiment that can be applied to the study of the content of the meaning of language units. A receptive experiment is an experimental study of the knowledge (understanding) of the meaning of a language unit by native speakers. In order to identify the real, psychological meaning of lexical units and the conceptual structures behind it, the method of subjective definitions is used. As a result of the analysis of the obtained subjective definitions, a list of components of the word meaning is compiled that reflect the content of the concept in the minds of native speakers.

- Analysis of keyword synonyms. The analysis of synonyms of the key word that verbalizes the concept under study in the language makes it possible to identify additional features of this concept through the comparison of lexemes belonging to the synonymic series.

- Construction of the key lexeme field (lexico-semantic or lexico-phraseological fields). The construction of a lexical-semantic field headed by a key word significantly enriches the composition of the features of the concept. This method involves the selection of synonyms, antonyms of a keyword, the definition of its hyperonym and co-hyponyms. These elements form the core of the field. Adjacent to the core is the vast periphery of the field, in which the near, far, and extreme peripheries may differ. The construction of the lexical-phraseological field of the keyword further expands the number of semantic features of the lexeme that reflect the features of the concept.

- Construction of the derivational field of the key token. The construction and study of the derivational field of a keyword allows us to identify a number of cognitive features that are not detected by other methods of analysis.

- Construction of the lexical and grammatical field of the keyword. The method of constructing the lexical and grammatical field of a keyword is quite complex. Taking into account the derivational and morphological derivatives that the same lexeme gives for different families allows us to better understand the set of features of the concept it signifies.

Thus, the initial theoretical provisions of our work are the following. Modern cognitive linguistics as a new paradigm of scientific knowledge studies the representation of cognitive structures in language. The cognitive approach to the study of language units is currently undergoing a stage of its formation, the terminological apparatus of linguo-cognitive research is being formed.

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KOMPYUTERLASHTIRILGAN TIL TA'LIMIDA LINGVISTIK KORPUSLARDAN FOYDALANISH

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Rezume. Maqolada til korpuslari, ularning yaratilish tarixi, korpus yaratishga qo'yiladigan talablar, korpuslardan til ta'limida foydalanish imkoniyatlari, o'zbek tili korpusini yaratish masalalari haqida fikr yuritilgan.

Tayanch so'zlar: matn korpusi, korpus lingvistikasi, autentik material, kompyuterlashtirilgan til ta'limi, lingvistik variativlik.

Резюме. В статье речь идет о языковых корпусах, об истории их создания, требованиях к созданию корпусов, возможностях использования корпусов в обучении языкам, о вопросах создания корпуса узбекского языка.

Ключевые слова: корпус текстов, корпусная лингвистика, аутентический материал, компьютеризованное языковое обучение, лингвистическая вариативность.

Abstract. The article deals with language corpuses, the history of their creation, requirements for the creation of corpuses, the possibilities of using corpuses in teaching languages, and the issues of creating a corpus of Uzbek language.

Key words: text corpus, corpus linguistics, authentic material, computerized language learning, linguistic variability.

Butun dunyoda yuz berayotgan globallashtirish jarayoni ko'plab davlatlarning ta'lim tizimini qamrab oldi. Turli millat vakillari o'rtasida o'zaro muloqotga ehtiyoj ortishi barobarida turli tillarni o'rganishga qiziqish ortib bormoqda.

Hozirgi kunda o'zbek tilini o'rganishni istagan turli mamlakatlar va millatlar vakillari soni kundan kunga ko'paymoqda. Bir tomondan, ularning e'tiborini O'zbekiston Respublikasining geosiyosiy holati, uning hududida joylashgan tarixiy yodgorliklar, iqtisodiyot, tashqi siyosat va ijtimoiy sohada yangiliklar jalb etmoqda. Boshqa tomondan - bizning zaminimizda yashovchi odamlarning urf-odatlarini, o'zbek tilining o'ziga xosligi, undagi so'z ma'nosining ko'p qirraliligi, ohang o'yini, sintaktik sinonimiyaning cheksiz imkoniyatlari yangi tadqiqotlar olib borishga, tilimiz va madaniyatimizni o'rganishga undamoqda. Shu munosabat bilan o'zbek tilini chet til sifatida o'qitishning yangi samarali usullarini izlash zarurati tug'iladi. Tabiiyki, bu jarayondatillarning qiyosiy tipologiyasi, shuningdek, boshqa metod va vositalar ham alohida ahamiyat kasb etadi. Biroq ayni damda tillarni o'rganish va o'rgatishda "lingvistik korpus" deb ataladigan keng ko'lamli didaktik vositadan unumli foydalanish yaxshi samara bermoqda.

Korpus lingvistikasi tilshunoslikning bir bo'limi bo'lib, matn korpuslarini ishlab chiqish, yaratish va ulardan foydalanish bilan shug'ullanadi [2]. Mazkur termin 1960-yillarda korpuslarni yaratish jarayoni boshlanishi munosabati bilan fanga kiritilgan. 1980-yillardan boshlab esa hisoblash texnikasining takomillashuvi korpus lingvistikasining yanada rivojlanishiga sabab bo'ldi [Q.: 4].

Korpus lingvistikasi XX asrning 60-yillarida asosan ingliz tili materiallari asosida paydo bo'ldi, biroq tez orada boshqa tillarning ham korpuslari vujudga kela boshladi. 1963-yilda AQSHdagi Braun universitetida U.Frensis va G.Kuchera kabi olimlar tomonidan birinchi matn korpusi yaratilgan bo'lib [Q.: 1], bu korpus 500 ta matndan iborat edi.



Mazkur matnlarning har birida ikki mingtadan so'z bo'lib, ular AQSHdagi eng ommabop hisoblangan 15 turdagi nasriy janrda yozilgan inglizcha matnlar edi. Shuningdek, ushbu korpusga chastota ko'rsatkichi hamda ayrim statistik ma'lumotlar ilova qilingan.

Korpus deganda bir yoki bir necha tildagi matnlarning muayyan parametrlar asosida tuzilgan elektron majmuasi tushuniladi. Korpus yozma va og'zaki shakldagi matnlar yig'indisi bo'lib oddiy matnlar to'plamidan raqamlanganligi bilan farqlanadi, ya'ni u elektron tarzda tahlil qilingan, maxsus metka/belgilar qo'yilgan va kompyuterda saqlanadigan matnlar majmui hamda ma'lumotlar va shu ma'lumotlarni tartibga soladigan lingvistik annotatsiyalardan iborat [3; 79].

Xorij tajribalaridan ko'rish mumkinki, tilning elektron korpuslari paydo bo'lgach, tilning rang-barangligini namoyish etish hamda lingvistik materialni tadqiq qilish imkoniyatlari sezilarli darajada o'sdi, kengaydi.

Tadqiqotchi yoki til o'qituvchisi yoxud til o'rganuvchi tomonidan korpus bilan ishlash jarayonida qidiruv me'yorlari to'g'ri ko'rsatilsa, yuqorida keltirilgan turli xil belgilar bevosita faktik material to'plash, uni tahlil qilish, o'tkaziladigan dars uchun material tayyorlash, o'rganilgan til birliklarining amalda qo'llanilishini tekshirish kabi bir qator vazifalarni bajarish jarayonini bir necha yuz marta osonlashtiradi, tezlashtiradi.

Umuman olganda, korpusga berilgan har bir ta'rifda quyidagilar e'tirof etiladi:

- 1) ko'plab matnlar elektron shaklda berilishi kerak (Internet tarmog'ida yoki diskda);
- 2) lingvistik tahlilni amalga oshirish maqsadida til materialiga maxsus belgilar ko'yilishi (metka qilinishi) lozim;
- 3) korpus tarkibiga "jonli nutq" materiallarini kiritish lozim, material haqiqiy bo'lishi, tahrir qilinmasligi kerak, til birliklarining o'zgaruvchanligi ko'rsatilishi kerak;
- 4) bajarilgan tahlil natijasida to'plangan til materialini turli tamoyillar asosida taqsimlash imkoni mavjud bo'lishi kerak (masalan, janr, matn yaratilgan sana, mavzu bo'yicha va hokazo) [5; 28].

O'zbek tilini chet til sifatida o'qitish jarayonida o'qituvchi ko'pincha barcha zamonaviy talablarga javob beradigan matnli materiallar yetishmasligi bilan bog'liq bir qator muammolarga duch keladi. Bu, ayniqsa, ingliz til auditoriya bilan ishlashda ko'proq namoyon bo'ladi. Ingliz va o'zbek tillarining kelib chiqishi va morfologik xususiyatlaridagi tafovutlar o'rganuvchilarda semantika jihatidan ham, jumlaning, butun matnning mantiqiy tuzilishi nuqtai nazaridan ham ko'plab savollarni tug'diradi. Shu bois talabalarning o'zbek tilini o'rganishga bo'lgan qiziqishini oshirishga yordam beradigan, ularga til birliklarining amalda qo'llanilishini yaqqol ko'rsatadigan yangi material tayyorlash uchun ko'p vaqt kerak bo'ladi. O'zbek tili milliy korpusi yaratilmagani sababli, bunday holatlarda matnlarni tarjima qilish va taqqoslash maqsadida boshqa til korpuslaridan (masalan, ingliz yoki rus tillaridan) foydalanib, muammoni yechish mumkin. Til korpusining o'zbekcha versiyasini yaratish, uni boyitib, rivojlantirib borish ham nazariy, ham amaliy tilshunoslikning dolzarb vazifalaridan biri bo'lib qolmoqda.

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THE USAGE OF THE CONCEPT "MIND" IN ENGLISH

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Abstract. The purpose of this article is to analyze the concept of "mind" based on lexicographic sources and create a model of the linguistic expression of the concept in the English language. The concept chosen for our analysis characterizes the intellectual abilities of a person, and belongs to the universal categories that define human thinking.

Key words: the concept of "mind", the core, linguistic factors, the linguistic concept, conceptual features, verbalize

The study of the concept is still relevant, as the linguistic and cultural ideas about the specific world of a particular language are expanded and refined. The concept is a conventional unit, characterized by some blurring. The structure of the concept is as follows: the core, which is its name, the nuclear zone and the periphery. The core zone contains the most significant language associations, while the periphery contains the least significant ones. The number of different associations is unlimited, therefore, the concept is not limited by strict limits. The concept is characterized by a value characteristic. The influence of extra linguistic factors and the peculiarities of historical development in the life of a particular language society can affect the content of the concept and the assessment of the event that it denotes. The concept of "mind" is part of the national concept sphere of any language, it is in this concept that the ideas and values of the ethnic culture of any nation are more concentrated. The concept of "mind" can be attributed to a universal category that characterizes the intellectual capabilities of a person and his thinking. The linguistic concept "mind" finds various ways of expression in English, which has its own specific characteristics of the phenomenon of mind.

At the stage of working with lexicographic sources, the conceptual analysis will be carried out using the nuclear-peripheral method of conceptual analysis. The core is the dictionary meanings of lexical units, which, from the point of view of the scientist, contain great opportunities in revealing the content of the concept, in identifying the features of its linguistic expression. The periphery represents subjective experience, various pragmatic components of lexical units, connotations, and associations. The name of the concept "mind" is its core, since this language unit expresses the concept in the most complete and general form. In this article 20 definitions from 12 monolingual explanatory dictionaries and thesauruses were analyzed, as well as more than 200 phraseological units with the concept "mind".

- Mind - someone's memory or their ability to think, feel emotions, and be aware of things.

- Mind - memory, remembrance, recollection.

- Mind - the element of a person that enables them to be aware of the world and their experiences, to think, and to feel; the faculty of consciousness and thought.

- Mind - ability to think and imagine your thoughts or your ability to think, feel, and imagine things.

- Mind - the part of you that thinks, knows, remembers, and feels things.

From these definitions, it follows that there are many interpretations of the concept of "mind", this indicates the complexity and versatility of the phenomenon being studied. Based on the definitions, we have identified the following conceptual features, verbalized in the following ways: memory, thinking, feeling, reasoning. Then it was turned to synonymic dictionaries for a more precise definition of concept verbalizers. As a result of



the work done, it was identified the lexical units that occupy the nuclear zone, showing that the concept of "mind" under study is most often verbalized with the help of these lexical units. Also, the words that occupy the near and far periphery were identified, adding additional meanings and shades of meaning through the verbalizers of the "mind" concept.

The resulting scheme clearly demonstrates the complexity and versatility of the concept under study. The main meaning of the concept "mind" expresses the general understanding of the mind that is inherent in native English speakers: the thinking ability that underlies conscious activity. The words "thinking", "feeling", "reasoning", "memory", which occupy the nuclear zone, characterize the basic properties of the human mind, namely, the ability to think logically, perceive reality and the ability to store and analyze information. Lexical units that occupy the near field peripheries, give a broader view of the properties attributed to the mind: the ability to imagine, creativity "imagine", the ability to stay focused, to be in attention "attention", the importance of spiritual culture "psyche", the ability to perceive and process information "brain", the ability to learn, accumulate information and systematize knowledge "intellect". Concept verbalizers "mind", which has entered the area of the far periphery, adds additional shades of meaning, identified with this complex phenomenon: "sanity" the ability to mental health, "subconsciousness" the ability to form different attitudes, "annoy" the ability to respond to external factors of the surrounding reality, "belief" worldview, internal beliefs, faith, "opinion", "attitude" the ability to have your own point of view, "concentration" the ability to self-organize. The above-mentioned characteristics of the verbalizers of the concept "mind" prove its uniqueness, being reflected in various spheres of life of native English speakers. In this part of the work, the analysis was carried out by the method of identifying the nuclear and peripheral features of the concept "mind" on the basis of contexts. As a rule, the concept of "mind" in the collective consciousness is associated with the mental activity of the subject, while additional meanings and shades of meanings are allocated based on the situation of speech communication. The idea of the mind in the culture of the English people is widely reflected in texts that record various situations of communication.

Open-minded - this is what they say about a broad-minded person who wants to consider ideas and opinions that differ from his own, trying to be objective.

- If you want to have good relations with your students try to be open-minded.

Narrow-minded is an idiom with the opposite meaning of the previous one, so it refers to someone who does not want to take into account ideas and opinions that differ from his own. We can say that this is a narrow-minded and limited person.

- My narrow-minded boss will never allow my promotion.

Have something (a lot) on your/his/her mind - this phrase is equivalent in meaning to "to be worried about something" - to be worried about something, to worry about something.

- Bob has a lot on his mind and that keeps him awake at night.

Out of sight, out of mind - when we don't want to see someone, it's better to forget about them.

Mind your own business - but this is a bit rude phrase (not your business! Look after yourself!), which is usually said to someone when they do not want that someone to interfere in other people's affairs. This is an informal phrase and can be used as a joke or seriously, depending on the situation in which it is uttered.

- You'll have problems if don't return in time! Mind your own business!

Be in two minds about something - this phrase refers to those who hesitate, doubt, can not decide what decision to make.



The analysis of contexts revealed that the concept of "mind" occupies an important place in the everyday life of native English speakers. The contexts chosen for the analysis mainly contained fragments of dialogues and monologues from everyday life. Therefore, the verbalizers of the concept "mind" represent the phenomenon of mind in real situations of speech communication. The lexical units "memory" entered the nuclear zone, emphasizing the importance of storing information in the mind for further use in life.

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INGLIZ TILIDAGI FUTBOL LEKSIKASINI O'RGANISH

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Xorijiy til va adabiyoti magistranti
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Futbol dunyo miqyosida yaxshi rivojlangan hodisa bo'lib, uning so'z boyligi hozirgi kunda ko'pgina madaniyatlarda uchraydi. Shubhasiz, ushbu sport turi tarixi uning so'z boyligiga katta ta'sir ko'rsatgan. Xullas, XVI asr o'rtalarida Angliyada u nihoyat shakllanganida uni kelib chiqishidan kodifikatsiyasiga qadar kuzatib borish juda muhimdir.

Garchi futbol o'yini qachon va qaerda paydo bo'lganligini aniq aytib berish imkonsiz bo'lsa ham, tarix 3000 yildan ortiq vaqt davomida o'ynab kelayotgan bizning bugungi versiyamizga o'xshash o'yinni ko'rdi.

Miloddan avvalgi II yoki III asrlarda Xan sulolasi davrida xitoylik harbiylar to'pni kichik to'rga urish bilan o'ynaganligi hujjatlashtirilgan.

Qadimgi yunonlar va rimliklar futbolga o'xshash o'yinni o'ynashgan, ammo ularning o'yinlari 11 o'yinchining yon tomonidagi zamonaviy o'yin bilan taqqoslaganda bir tomonda 27 tagacha o'yinchini o'z ichiga olishi mumkin edi.

Urush o'yini sifatida mashhurligi tufayli futbol ommaning eng mashhur sport turlaridan biriga aylandi. Inglizlar uni "futbol" deb atagan o'yin 8-asrda Angliyaning sharqida mag'lub bo'lgan Daniya shahzodasining boshi to'p sifatida ishlatilgan.

O'rta asrlarda qishloqlar va shaharlar kun bo'yi davom etishi mumkin bo'lgan o'yin janglarida bir-biriga qarshi turar edi. Bunga rioya qilish uchun tuzilgan qoidalar yo'q edi va tepish, tishlash, gouging va zarba o'yinni tirik qolish uchun virtual jangga aylantirdi. Ushbu uchrashuvlar shunchalik shiddatli bo'lib ketdiki, Angliya hukumati futbolni taqiqlashga ko'plab urinishlar qildi.

Angliya qiroli Edvard III 1331 yilda o'yinni bekor qilish to'g'risidagi qonunlarni qabul qildi va qirolicha Yelizaveta I futbol o'ynab qo'lga tushgan har bir kishiga bir haftalik qamoq jazosini beradigan qonun qabul qildi. [1]

Ushbu sa'y-harakatlarga qaramay, keyingi bir necha asrlar davomida Angliyada futbol o'yini shu qadar mashhur bo'lib ketdiki, u o'z davrining eng mashhur sport turi sifatida rivojlanib bordi.

Ayni paytda, sportning yagona kamchiligi bu qoidalar yoki standartlarning yo'qligi edi. 1815 yilda taniqli ingliz maktabi bo'lgan Eton kolleji boshqa maktablar, kollejlari va universitetlar tomonidan amalga oshiriladigan bir qator qoidalarni o'rnatdi.

Ushbu qoidalarning standartlashtirilgan versiyasi keyinchalik 1848 yilda Kembrij qoidalari deb nom olgan Angliyaning aksariyat kollej va universitetlari tomonidan qabul qilingan.

Afsuski, bu vaqtda, hali ham ikki xil qoidalar to'plami ishlatilgan. Ba'zi bir kollejlari Kembrij qoidalariга zid bo'lgan to'pni qo'llaring bilan olib yurish, yiqilish va tizzalariga tepish huquqini beradigan Regbi qoidalarini ma'qullashdi.

1863 yilda futbol assotsiatsiyasi o'n bitta ingliz futbol klublari va maktablari tomonidan bir-biriga qarshi o'ynaganda ijro etilishi kerak bo'lgan yagona qoidalarni o'rnatish uchun tuzildi.

Regbi maktabi tarafdorlari bu o'zgarishlarga qarshi chiqishdi va ikki guruh ajralib chiqdi. Keyinchalik futbol assotsiatsiyasi 1869 yilda qoidalarni o'zgartirib, qo'llarni ishlatishni taqiqladi, faqat darvozabon bundan mustasno, bu bizni bugun bilganimizdek futbol o'yiniga olib keldi. [2]

Inglizlar buni hanuzgacha "futbol" o'yini deb atashgan, chunki to'p asosan oyoq bilan o'ynagan, ammo 18-asrning oxirida "futbol" so'zi birinchi marta Oksford Universitetining talabasi Charlz Vreford Braun tomonidan ishlatilgan. . Oksford talabalari ataylab qisqartirgan



so'zlarning oxiriga "er" qo'shib jargon ishlatganliklari bilan mashhur edilar. Regbi o'yini "qo'pol" deb nomlangan. Braun "assotsiatsiya" so'zini qisqartirgan va "er" ni qo'shgan va "futbol" atamasi paydo bo'lgan.[3]

19-asrdan boshlab o'yin hozirgi holatga aylandi. Bu boshqa o'yinlarga qaraganda ko'proq odamlar o'ynaydigan va butun dunyoda sport tarixidagi eng mashhur o'yin sifatida tan olingan Jahon O'yini.

Jahon chempioniga sazovor bo'lish uchun har to'rt yilda bir marta o'tkaziladigan Jahon kubogi millionlab tomoshabinlarni 32 ta o'yinga jalb qiladi va zamonaviy sun'iy yo'ldosh televizion texnologiyasi tufayli butun dunyo bo'ylab milliardlab muxlislar tomonidan tomosha qilinadi.

Yoshlar futbolining uyushgan dasturlari yosh muxlislarni jalb qilgani sababli, futbolning ommaviyligi o'sishda davom etmoqda, bu kelgusi yillarda uning o'sishiga turtki beradi. Angliya sportni milliy faoliyat sifatida tashkil etgan birinchi mamlakat edi.

"Futbol" ning to'liq rasmiy nomi (AQShda va ba'zan Britaniyada shunday nomlanadi) "assotsiatsiya futboli". Bu uni regbi futboli (deyarli har doim oddiygina "regbi" deb nomlanadi), gal futboli, avstraliya futboli va amerika futboli kabi turlaridan ajratib turadi. Biroq, Britaniyada aksariyat odamlar buni oddiygina "futbol" deb atashadi. Bu uning dominant rolidan dalolat beradi. Mamlakatning hamma joylarida bu eng ommabop tomoshabin sporti, mamlakatdagi davlat maktablarida eng ko'p o'ynaladigan sport turi va kattalar ishtirokidagi eng mashhur sport turlaridan biridir. Raqamlar bo'yicha, Evropaning hamma joylarida bo'lgani kabi, futbol ham milliy sport turi hisoblanadi. [3]

Xulosa qilib aytadigan bo'lsak, futbolning yo'li oson emas edi, u bekor qilinganidan keyin omon qolishi, ko'plab xilma-xillik va boylik bilan ajralib turadigan leksikasiga katta ta'sir ko'rsatishi kerak edi.

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ФОНЕТИК СИСТЕМА ВА ЎЗЛАШМАЛАРДАГИ АЙРИМ ФОНЕТИК ҲОДИСАЛАР

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Аннотация: Ушбу мақолада тилнинг фонетик қурилиши, тилда учраб турувчи айрим фонетик ўзгаришлар, фонетик вариантлар ҳақидаги муҳим маълумотлар Алишер Навоийнинг "Муҳокаматул-луғатайн" асарида учраши, талаффузда соддалик ва энгилликка эришиш ҳақида сўз боради.

Калит сўзлар: Тил тараққиёти, фонетика, фонетик ҳодисалар, нутқ товушлари, коммуникатив алоқа, нутқда соддалик, интервокал ундош.

Фонетик система тилнинг қурилиш бирликлари орасида ўзининг ўзгарувчанлиги билан лексикадан кейин иккинчи ўринда туради. Бунинг сабаби шундаки, тилнинг ички ривожланиш қонуниятлари, ташқи муҳит, кўшни тиллар, жамият ва фан-техниканинг ривожини, тилга янги сўзларнинг ўзлашиши тилнинг фонетик қурилишига тез таъсир қилади.

Тилда баъзан учраб турадиган фонетик ҳодисалар, ёнма-ён қўлланишлар аста-секин қонуниятга айланади. Шунинг учун ҳар бир даврдаги тил шу тилда сўзловчилар учун ўзгармасдай, барқарордай туюлади. Тилда тараққиёт ва ўзгариш жараёни ҳеч қачон тўхтамайди. Ўзбек тили ҳам бир неча тараққиёт даврини бошидан кечирди ва ҳар бир даврнинг ўзига хос қонуниятларига ва фонетик системасига эга.

Ўзбек адабий тилининг дастлабки даврларида унли товушларнинг батафсил тавсифи, унлилар системаси, уларнинг фонетик вариантлари ҳақидаги муҳим маълумотларни Алишер Навоийнинг "Муҳокаматул-луғатайн" асарида учратиш мумкин. XVI асрда Ҳусайн Бойқаро буйруғи билан Толеъ Ҳиравий томонидан, асосан, форсий тилда ёзилган "Бадоеул-луғат", Мирза Маҳдийхоннинг "Мабоинул-луғат" грамматикаси ва "Санглоҳ" луғати, Фатҳали Кожарийнинг "Луғати атрокия", усмонли турк тилида XV асрда ёзилган "Абушқа" луғати, Шайх Сулаймоннинг "Луғати чифатоий ва туркий усмоний" асарларидаги эски ўзбек тили сўзларининг талаффуз хусусиятлари ҳақида берилган изоҳлардан ҳам ўзбек тили тарихий фонетикаси бўйича муҳим маълумотларни олиш мумкин.

Эски ўзбек тили ҳақида гапирганимизда, ундаги қатъий қоида таъкидлаш жоиз: арабча ва форсча сўзлар манба тили ёзувида қандай ёзилса, туркий матнларда ҳам шундай ёзилган.

Нутқдаги турли омиллар натижасида товушлар бир-бирига таъсир қилади. Талаффузда энгиллик ва соддаликка интилиш, нутқ товушларининг ўзаро таъсири натижасида юзага келадиган ўзгаришлар фонетик ҳодисалар дейилади.

Товушлар талаффузи орқали кишилар ўртасида коммуникатив алоқа ўрнатилади. "Маълум товуш ёки товушлар комплексида маъно ёки мақсаднинг ифода топиши луғавий бирлик, лексика ҳисобланади. Шу лексиканинг маълум грамматик қонуниятлар асосида коммуникацияга киришуви нутқ, яъни тилдир. Бу ўринда тилнинг уч босқичдаги таркибий қисми ҳақида гап боради: тилнинг материал манбаи - товушлар; шу материал манбаини сўз воситасида ташиши - лексика, луғат; ўша лексиканинг кишилар мулоқотга киришуви учун ўзаро коммуникатив алоқада бўлиш қонунияти - грамматика... Товуш тилни намоён этувчи материалдир".



А.К.Боровковнинг тилшуносликка қўшган муносиб ҳиссаси шундаки, у ўзбек ва тожик тилларининг ўзаро муносабати, ўзбек шеваларининг тавсифи, ўзбек диалектлари фонетикасига оид маълумотлар келтирган. Ф.Абдуллаев ҳам ўзбек тили фонетикаси, диалектикаси юзасидан илмий изланишлар олиб бориб, ўзбек шеваларида нутқ товушлари, уларнинг ўзгаришлари ҳамда урғу борасида тўхталиб ўтган.

Форсча-тожикча сўзлар ўзбек тилига ўзлашиб, сингиб кетганини кўрсатувчи муҳим белгилардан бири бу тиллардаги сўзларнинг шаклан яқин ва ўхшашлигидир. Тожикча ўзлашмаларнинг бир қатори ўзбек адабий тилининг орфоэпик ва орфографик нормаларига бўйсундирилган. Масалан, е>и: *гелос >гилос, далер>далир, парешон> паришон* каби¹. Ҳ.Неъматовнинг қайд этишича, кўпгина форсча сўзларда *й* ўрта кенг унлиси *э* га ўтади: *бйхабар> бехабар, бйгам >бегам, мйва> мева, нйк> нек, шйр> шер, андйша >андеша, дарвйш> дарвеш* ва ҳоказо².

М.Миртожиевнинг қайд этишича, сўздаги унлиларнинг ёндош келишини йўқотиш талабига кўра интервокал ундош орттирилади. Бу ҳодиса ўзлашган сўзларда қайд этилади. Ўзлашган сўзларда қатор унли қайси товушлардан иборат эканлиги эпентеза қайси товуш ҳисобига содир бўлишини белгилайди; *i* унлиси постпозицияда келиб, препозицияда ҳар қандай унли қўлланганда интервокалда *j* (й) ундоши орттирилаверади³.

Жумладан, *ойна, ойина* *أئینه* лексемаси “*дераза*”; “*киши ўз аксини кўрадиган махсус ишиша*”, “*кўзгу*” маъноларини ифодалайди. Тожик тилида *ойна* тарзида ифодаланувчи ушбу лексема таркибида юқоридаги қоидага биноан ўзбек тили талаффузига мослаштириш учун бир *й* товуши орттирилган: *Жалолиддин Румий ҳазратлари “Оқил дўсти бор кишининг ойнага муҳтожлиги йўқ”, деган эканлар* (Т.Малик, Одамийлик мулки).

Хулоса сифатида шуни таъкидлаш жоизки, фонетик ўзгаришлар ҳақида сўз борганда, маълум бир лексеманинг ҳам унли, ҳам ундош товушлари ўзгариши борасида фикр юритилади. Нутқ жараёнида талаффуз қулайлигига эришиш мақсадида юзага келган товушларнинг ўзаро таъсири натижасида ўзгаришларга учраши фонетик ҳодиса дейилади. Фонетик ҳодиса унлиларга ҳам, ундошларга ҳам бирдек тааллуқли.



НЕТРАДИЦИОННЫЕ ФОРМЫ ОБУЧЕНИЯ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ

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Аннотация. Данная методическая разработка может помочь учителям-предметникам, работающим в 5-11 классах, в частности молодым педагогам, в их повседневной педагогической работе. Нестандартные уроки и интерактивные игры могут быть также использованы в ходе Недели русского языка и литературы в школе.

Ключевые слова: развитию творческих способностей, интегрированные уроки, взаимопроверка

В современных условиях в связи с понижением интереса школьников к обучению учитель должен использовать способы и методы, которые способствовали бы формированию интереса к изучению того или иного предмета, развитию творческих способностей, активности учащихся, а также приобретению практических навыков. К таковым можно отнести нестандартные формы работы на уроках русского языка и литературы, которые я часто использую на практике.

Урок брейн-ринг

Главный принцип этого урока - необходимость повторить материал изученной темы или раздела учащимися, что способствует закреплению.

Правила проведения урока брейн-ринга.

1. Класс делится на команды по 6 человек.
2. Играют одновременно по 2 команды.
3. Учитель задает по 3 вопроса в каждом раунде.
4. Учитель задает вопросы и произносит команду "время", после чего капитан имеет право поднять руку, что свидетельствует о готовности команды отвечать, затем один из участников должен дать правильный и полный ответ на вопрос.
5. Если одна команда дала неправильный ответ, тогда другая команда получает право на ответ и 20 секунд для размышления.
6. Если капитан команды поднял руку до команды "время", тогда учитель объявляет "фальш-старт" и команда лишается права отвечать на этот вопрос.

Для закрепления, систематизации и обобщения изученного материала по теме или разряду можно проводить не только уроки-брейн-ринги, но и уроки-викторины, и уроки-конкурсы "Самый умный", где вопросы могут использоваться те же, но состязания будут проходить не в командной, а в личной форме.

Интегрированные уроки. В своей учебно-воспитательной деятельности я часто практикую проведение интегрированных уроков, т.к. именно эти уроки:1) позволяют учащимся усвоить знания по русскому языку и литературе в совокупности с другими науками;

- 2) способствуют формированию познавательного интереса;
- 3) развивают творческие способности учащихся.

Интегрированный урок русского языка

Тема: Развитие речи. Изложение с творческим заданием.

Цель: дополнить текст изложения описанием внешности персонажей, высказать свое мнение об их поведении и поступках.

Схема интеграции урока



Язык - соблюдение орфографических и синтаксических норм написания изложения.

Литература - знакомство с внепрограммным произведением - рассказом В. Морозова "Да, виноват большой Петя!", анализ литературного произведения, оценка поведения героев.

ОБЖ - беседа по технике пожарной безопасности, по правилам поведения ситуациях, угрожающих жизни людей.

"Проба пера" или "Я - автор". Для развития творческих способностей учащихся на уроках или в качестве домашнего задания я практикую творческие приемы "Проба пера" или "Я - автор" - написание басен, сочинений в стихотворной форме, составление кроссвордов, литературных викторин, ребусов, загадок, оформление агитационных плакатов, манифестов, рисование иллюстраций к произведениям и т.д.

Интерактивные игры. Среди разнообразных приемов организации занятий наибольший интерес у учащихся вызывают игры и игровые ситуации, поскольку они приближают речевую деятельность к естественным нормам, помогают развивать навык общения, способствуют эффективной отработке программного материала. Как известно, ролевые игры на уроках способствуют выполнению важных методических задач:

- обеспечению необходимости многократного повторения программного материала;

- тренировке учащихся в выборе нужного речевого варианта.

С помощью игр можно развивать память, внимание, логическое мышление. Среди ролевых игр, мною часто используемых, можно назвать:

Ситуации "Учитель-ученик", в которых предусматривается взаимопроверка (учащиеся обмениваются тетрадями и проверяют их, исправляя ошибки, при словарных диктантах, при аудировании или чтении молча, при распределительных и выборочных диктантах, при языковых или литературных викторинах и т.д.) Такие ситуации позволяют учащимся почувствовать себя в роли обучающего и проверяющего.

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"THINK-PAIR-SHARE" TECHNIQUE IS A MAIN TOOL FOR DEVELOPING SPEAKING SKILL

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Abstract: The article is dedicated to the improving students' speaking skills through the technique Think-Pair-Share in language learning classes. And in this issue we investigate that applying a variety of strategies in both academic and social settings by planning, monitoring, and evaluating their learning or by arranging to participate in experiences that will be conducive to language learning. Also in this work we demonstrate the findings which can improve to work on teaching foreign languages through "Think-Pair-Share" technique in the context based learning.

Key words: investigate, speaking, communicative, cultural rules, technique, approach, opportunity.

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Some scientists support the idea above and say that speaking ability will be focused on two things, namely: the form and function of the language. The form will be focused on how to use the language suitable to the pattern, structure, vocabulary and elements in the language. The function will focus on how to use and the objective of using the language. So the students are expected to master the language verbally with the accuracy of language use in terms of structure, context, time and place. The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Successful language learners apply a variety of strategies in both academic and social settings by planning, monitoring, and evaluating their learning or by arranging to participate in experiences that will be conducive to language learning. Learning strategies and approaches provide language learners with tools for success and can be useful for both the teacher and the subject teacher instructing. Students may use strategies that directly influence the way in which new language reception and production experiences are conceptualized and organized. Basically, these techniques enable students to take command over their learning and to apply procedures that will assist them in retaining and using important language skills.

Making students speak is neither an easy nor a fast process. Teachers must be aware of some special techniques that will help to achieve the purpose. These techniques are based on different approaches.

Think-Pair-Share is a learning strategy developed by Lyman; it is associated with encourage student classroom participation and interaction between students and facilitators. In this strategy, the question/problem will be posed by the facilitator and trainers are allowed to think about it individually, and then discuss in pairs to solve the problem and



finally share their ideas to the class. This strategy could also be used for spur-of-the-moment discussions, in other word refreshing their brains after a long day's theory lesson. It is different to traditional learning styles where facilitators pose a question or problem and randomly pick a participant to answer the question. Indeed it provides an opportunity for all trainers to share and analyze the question from different points of view and also shares to at least one other person. The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is appropriate to all grade levels and class sizes. Applying this technique in the teaching process students are really interested in developing fluency in the language classroom using their points of view and critical thinking because they will be making a decision on their problem, then they will be more involved in developing that fluency. Using established tools and techniques will help you improve your approach to solving the problems that your team and your organization face. You will be more successful at solving problems and, because of this, more successful at what you do. When organizing an activity the teacher has to well inform learners about the issue of the activity, the procedure they should take while doing this activity, to put the learners in pairs or groups, giving them clear instructions about their task, and preparing feedback. Meanwhile, it is well-advised for the teacher to examine the amount of learners' understanding of the instructions before starting doing the activity.

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of learner response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as an information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly. In this strategy, a problem is posed, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion questions, partner reading, brainstorming, quiz reviews, topic development, etc. Think-Pair-Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

Students need many opportunities to talk in a linguistically rich environment. Researchers have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk. The think, pair, share strategy increases the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas. In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority. And other benefits of using the think, pair, and share strategy include the positive changes in students' self-esteem that occur when they listen to one another and respect others' ideas. Students have the opportunity to learn higher-level thinking skills from their peers, gain the extra time or prompting they may need, and gain confidence when reporting ideas to the whole class. In addition, the "pair" step of the strategy ensures that no student is left out of the discussion. Even a student who is uncomfortable discussing his or her ideas with the whole class still has an audience in this step. Finally, while the strategy may appear to be time-consuming, it makes classroom discussions more productive, as students



have already had an opportunity to think about their ideas before plunging into whole-class conversations. Incorporating Think-Pair-Share technique into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. If the teacher is not convinced about the validity of using the activity does not work as you are expected. Therefore, if you think positive and have a go, you may be pleasantly surprised.

In conclusion it should be said that the communicative teaching method views language as a medium of communication. They are motivating and create a meaningful context for language usage. The application of such activities increases cooperation and competition in language learning classroom and stimulates students' interest to the learning process. In this teaching method importance is placed on helping the learner get the message delivered.

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THE IMPORTANCE OF SYLLABUS DESIGNING AND LESSON PLANNING IN LANGUAGE TEACHING

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Abstract: Syllabus designing and lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context. The teacher also has many roles; she/he is a controller, motivator, manager, and planner. Studies in language teaching and learning have addressed the importance of syllabus designing and lesson planning, however designing the syllable and planning a lesson appropriately is difficult tasks that most language teachers face. Syllabuses, on the other hand, are more localized and are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation. Lesson planning is the instructor's road map of what students need to learn, and how it will be done effectively during the class time. Planning a lesson can increase the motivation, productivity, work engagement, and satisfaction of both teacher and learners.

Key words: lesson planning, syllabus, pedagogy, curriculum, tasks, effectively, question, lesson, level, process.

Teaching foreign language itself is a difficult task, so what about preparing a lesson planning to make learners understand more and interact more using that foreign language, the first and the last aim of making a lesson plan before coming to teach is to achieve a high development of teaching and learning processes.

A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained. Hutchinson and Waters define syllabus as follows:

At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects of language and linguistic performance.

This is a rather traditional interpretation of syllabus focusing as it does on outcomes rather than process. However, a syllabus can also be seen as a "summary of the content to which learners will be exposed". It is seen as an approximation of what will be taught and that it cannot accurately predict what will be learned.

Lesson planning and syllabus designing helps the teacher to keep track of what works and what does not work, so she/he will be careful of repeating what did not work well with both the teacher and learners, learners respond extraordinarily well to structure and regularity and syllabus designing, planning out lessons gives them that structure, each lesson planning sets a discrete achievable goals that the teacher aims for during the presentation phase which judges the success of the lesson during the productive phase . If you are an instructor of second language learners, language teaching syllabus design will be a key component of your course preparation. The effectiveness of your class will greatly depend on how the lessons unfold over time. Many factors will play a role: what readings you select, what homework you assign, the quizzes you prepare, the writing prompts you create, and so on.

The goal as with all teaching is to motivate the learners to take in what the teacher gives them and to keep it as much as possible. So the teachers needs to follow strategies in making their syllabus and lesson plan these strategies vary from one teacher to another because each teacher stats these strategies according to his/her learners' needs.



A syllabus is a document that contains important information about your class. Students should be able to glance through the syllabus quickly and get a sense of who is teaching the course, what they will learn from the course, the materials they will need to participate in the course, who they should contact if they need help with an aspect of the course, and what they will have to do to succeed in the course. For these reasons, all of the information described above should be contained in the syllabus.

Since the syllabus contains a lot of policy related items that may not be all that interesting to students, you may want to take a few extra steps to spice up your syllabus. Weimer suggests posing some questions in the course description that pique students' curiosity about the subject. Explain to students that they will be able to answer these questions throughout the quarter as they complete the assignments and engage with the course materials.

It is a time when we envision the learning we want to occur and analyze how all the pieces of the learning experience should fit together to make that vision a classroom reality. There are a number of benefits to writing a syllabus and lesson plan. First, lesson planning produces more unified lessons. It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped.

Teachers can reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practices. Because the teacher has considered these connections and can now make the connections explicit to learners, the lesson will be more meaningful to them. The lesson planning process allows teachers to evaluate their own knowledge with regards to the content to be taught. If a teacher has to teach, for example, a complex grammatical structure and is not sure of the rules, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information. Similarly, if a teacher is not sure how to pronounce a word, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information. The opportunity that lesson planning presents to evaluate one's own knowledge is particularly advantageous for teachers of English for specific purposes, because these teachers have to be not only language experts, but also familiar with different disciplines like business, engineering, or law fields that use language in specialized ways. A teacher with a plan, then, is a more confident teacher. The lesson will tend to flow more smoothly because all the information has been gathered and the details have been decided upon beforehand. The teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies. The teacher's confidence will inspire more respect from the learners, thereby reducing discipline problems and helping the learners to feel more relaxed and open to learning. Teachers applying for new jobs might be asked to submit lesson plans as part of their job application so that employers can get a sense of their organizational skills and teaching style.

Teachers need to make a lesson plan of his/her lessons and state the objectives behind that lesson and try to achieve those objectives, and also try to make learners participate more. Designing syllabi and lesson plan reduces teachers' errors or hesitation and help them to move from one step to another correctly.

From the results that we are obtained in our study, these recommendations seem to be appropriate:

- Teachers should prepare a syllabi and lesson plan before coming to teach.
- Teachers should present a short summary, warm up, or a picture of the previous lesson at the beginning of the new lesson.
- Teachers should try to know their learners' needs for designing effective syllabi and plan for the lesson.



- Teachers should collaborate with learners in planning classroom activities or topics.
- Teachers should create the appropriate strategies in order to motivate their learners.
- Teachers should follow the correct way to be effective teachers.
- Teachers should follow a specific teaching method which they see appropriate for their learners.

Lesson planning and syllabi designing plays an important role since it is designed to help teachers in presenting their lessons smoothly, and transmit information in the correct way, it is considered a very complex activity to be acquired easily that's why many teachers find difficulties and problems to prepare a good and helpful lesson plan and syllabi, and they find difficulties and problems in how to make learners motivated and accept the lesson's topic.

Finally, our research has led us to conclude that syllabi designing and lesson planning is very important in the process of teaching and learning foreign languages because it helps teachers to improve their way of teaching. Also, it leads us to know that motivation is very necessary for both the teacher and the learner because when the teachers cannot make their learners motivated, the lesson will be boring and the teacher cannot go on.

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КУРСОВОЕ ОБУЧЕНИЕ ЛАТЫНИ В МЕДИЦИНСКИХ УНИВЕРСИТЕТАХ

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Аннотация. Данная статья посвящена значению латинского языка для студентов-медиков, при подготовке грамотного врача или медицинского работника среднего звена.

Ключевые слова: Медицина, латинский язык, термин, терминология, студент.

Актуальность. Возрастающая сложность медицинских профессий предъявляет повышенные требования к уровню образования будущих медицинских работников и врачей. Дисциплина "Латинский язык и медицинская терминология" является неотъемлемой частью обучения любой медицинской специальности в средних и высших учебных заведениях. Усвоение этого предмета на 1 курсе способствует подготовке студентов среднего профессионального и высшего образования, и в конечном итоге формированию терминологически грамотного среднего медицинского работника или врача.

Цель. Целью данной статьи - показать невозможность использования любого другого языка в медицине, кроме латинского.

Введение. При подготовке будущих специалистов в области медицины большое значение имеет изучение латинского языка. Уже на первом курсе в медицинской образовании студенты встречают специальные понятия на латинском языке. Поэтому необходимо придать особое значение изучению латинского языка не только как языка одной из древнейших культур, но и как языка, необходимого в практической деятельности врача или медицинского работника.

В современном мире любой образованный человек должен разбираться в бесконечном множестве терминов, которые есть на рекламных плакатах, в журналах, газетах, листовках, буклетах по телевизору, в интернете и в медицинских учреждениях.

Особенно это касается медицинских терминов. Необходимо разбираться в различных терминах, существующих в медицине, надо знать латинский язык, так как он имеет большое значение при подготовке специалистов в области медицины и фармации, с ним приходится встречаться и в повседневной работе - при чтении названий болезней, анатомических и клинических терминов, названий лекарственного сырья, рецептов, ботанических терминов, принятых в Международной номенклатуре названий химических соединений.

Обычно врач, даже когда на профессиональную тему говорит по-русски, употребляет более 60% слов латинского происхождения. И это не удивительно, ведь общеизвестно, что терминологии самых разных наук, в том числе и сравнительно недавно возникших, пополнялись и продолжают пополняться за счет активного привлечения лексики из латинского языка.

Все мы хоть раз покупали в аптеке лекарства или медицинские атрибуты или обращались к врачу. Любые медицинские препараты имеют так же латинское название, кроме основного. Каждый студент медицинского образовательного учреждения знает на память название всех органов и костей на латыни и названия многих медицинских терминов.

Попробуем разобраться почему же латынь до сих пор имеет такое большое значение.



Корни латинского языка уходят в глубокое прошлое, к племени воинствующих латинян, населявших в древности небольшую область Апеннинского полуострова "Лациум" и основавших город Рим. Язык этого племени был исключительно латинский. В результате кровопролитных войн к этой области присоединились ряд других областей, например, Македония, Египет, Сирия и Греция, области на севере Балканского полуострова, Северная Африка, Галлия, Британия и ряд других земель. Могущество Древнего Рима разрасталось, язык распространялся вместе с ним. Латинский язык считался проявлением высокой культуры, подчеркивал статус человека. На всей территории огромной державы латинский язык был официальным, государственным языком. Латинский язык был также языком юриспруденции, дипломатии, католической церкви и литературы. Со временем латинский язык стал постепенно вытесняться греческим языком. В латинском языке появилось большое количество греческих слов. Вот откуда происходит тесное переплетение греческого и латинского языков. В настоящее время изучение латинского языка имеет большое значение в подготовке врача и медицинского работника среднего звена, поскольку он помогает усваивать и понимать медицинские термины латино-греческого происхождения, с которыми будущий медик будет встречаться и пользоваться в своей практической деятельности.

Медицинские термины- анатомические, клинические, фармацевтические- это в основном слова латино-греческого происхождения. Поэтому медицинское образование невозможно без знания основ этой терминологии.

В русском языке также очень много слов латинского происхождения, поэтому и в наше время значения языка не утрачено. В описании и классификации болезней латыни нет равных.

Хотя латинский язык сегодня считают мертвым, все же он является неотъемлемой частью работы каждого медика. Отдельные латинские термины касаются вопросов лечения, диагностики и здоровья человека.

В медицине, как и в любой другой сфере, есть свои термины, понятия и обозначения, которые наполняют язык, и их нельзя вычеркнуть или заменить терминами других языков, например английского.

Без знания латинского языка невозможно изучение таких дисциплин как анатомия, фармакология, клинических дисциплин. Даже в таких, казалось бы не связанных с латинским языком дисциплинах, как "Здоровый человек и его окружение", то же очень много существует терминов, образованных от латинских слов.

Особенно большое значение имеет знание латинского языка при изучении теоретических и практических основ фармакологической терминологии. Общая рецептура - основной раздел фармакологии состав лекарства, наименования, лекарственные формы, способы приготовления и выдачи оформляются на латинском языке. Поэтому без знаний основных терминов и основ грамматики латинского языка невозможно успешно изучить фармакологию. Будущим врачам и медицинским работникам эти знания необходимы для работы: в аптеках, т.к. без знания латинского языка невозможно знание состава медицинских препаратов, на станциях скорой помощи, в отделениях больниц и поликлиниках, где названия болезней, приборов, инструментов, методов исследования, которые состоят, в основном, из латинских и греческих терминологических элементов - это обязательные основы знаний врачей и медицинских работников. То, насколько понятными и усвояемыми будут полученные знания по латинскому языку для студента, зависит их будущий профессионализм.



Таким образом, можно утверждать, что латинский язык является основой профессионального терминологического и понятийного языка врачей и медицинских работников. И уровень подготовки грамотного специалиста зависит от степени погруженности студента образовательного медицинского учреждения в процесс изучения латинского языка.

Заключение. Чтобы правильно понимать и использовать медицинские термины, необходимо овладеть основами медицинской терминологии на латинском языке, и они должны быть заложены на первом курсе при обучении студентов путем практического изучения основных медицинских терминов, элементов грамматики и принципов словообразования.

Грамотный подход студента к обучению и его самостоятельная работа расширяют познавательный-образовательный момент изучения латинского языка, и облегчает ему изучение других дисциплин учебного цикла.

Изучение латинского языка помогает студентам в их будущей профессии.



THE EFFECTIVE WAYS OF TEACHING LANGUAGE THROUGH SHORT STORIES FOR YOUNG LEARNERS

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Abstract: this article focuses on with the topic teaching language to young learners, especially using short stories in effective way. In using short stories to teach language, story selection is indeed one of the most important roles of the teacher. Since the lengths of short stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the young learners because they will see that they can read, understand and finish something in foreign language, and it will give the young learners a feeling of achievement and self-confidence.

Key words: short stories, young learner, interest, effective, complicate, use, literary, reader, ability, transmit.

Short stories are the most suitable literary genre to use in teaching due to its shortness, is supported by Collie and Slater when they list four advantages of using short stories for language teachers.

First, short stories are practical as their length is long enough to cover entirely in one or two class sessions.

Second, short stories are not complicated for young learners to work with on their own.

Third, short stories have a variety of choice for different interests and tastes.

Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes.

Using short stories to teach language has several advantages such as contributing to a better linguistic understanding, a development of creative skills, and a higher language proficiency, it also makes an important contribution to literary appreciation. Integrating short stories in classes provides an authentic model of language use with its rich potential; by reading short stories learners face language written for native speakers and try to understand the texts. They also have to learn literary features such irony, exposition, climax, narration and so on.

In this way, literature develops readers' language and literary awareness. It is very motivating and it provides them with an understanding of another culture. Together with learning about the culture, learners also learn about the past and present and about people's customs and traditions.

Short stories may "serve as a medium to transmit the culture of the people who speak the language in which it is written". The learner may find himself completely absorbed by the work and this will lead to a high motivation level making the activity memorable and enjoyable. Short stories can also be used to reinforce the language skills and complement language teaching. Short stories promotes students' creativity by stimulating the imagination of students, develop their critical abilities and increase their emotional awareness. Another aim of using short stories in language teaching is to encourage students to read and experience it for their personal enrichment. Since reading helps the second language learner acquire not only more vocabulary and more meanings and uses of the words already known (lexical competence), but it also contributes to develop syntactic knowledge whether it is taught or done for self-pleasure. It is through extensive reading, that learners acquire most of their vocabulary, and that instruction plays a rather insignificant role as the number of



words learned is concerned.

Besides the length of the text, Hill points out three other basic criteria of choosing the text:

- (1) the needs and abilities of the young learners;
- (2) the linguistic and stylistic level of the text;
- (3) the amount of background information required for a true appreciation of the material.

The importance of considering these criteria could be perceived by realizing that the vocabulary and sentence structure of the short story to be studied must be suitable to the level of the young learners. The short stories with archaic, slang, foreign words, and allusions, having sentences imitating the speech of a particular locality or ignorant people or foreigners should be avoided if the text is intended for young learners below intermediate level. Similarly, very long sentences are difficult for young learners to understand. As young learners will not understand these sentences and words, they will get bored and not read the work. Therefore, before giving the short-story, the teacher should decide the readability of the text.

In order to meet that readability criterion, using graded or simplified stories is possibly the most practical way. According to Ur, "the use of 'authentic' text with less proficient learners is often frustrating and counter-productive". Therefore, the use of simplified text with less proficient readers is highly suggested for the sake of suiting the texts with the level of young learners.

In addition to the previous criteria, Spack suggests the aspect of interest to be considered. According to him, it is important for the teacher to choose stories that would interest young learners that he/she most likes to read and teach, and that have been made into film to provide visual interpretation. McKay and Rivers point out that young learner read and enjoy a text if the subject-matter of the text is relevant to their life experience and interests.

Short stories allow teachers to teach the four skills to all levels of language proficiency. Murdoch indicates that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance language courses for learners at intermediate levels of proficiency". According to him, short stories could be very beneficial materials in language teaching reinforcement by using them in learning activities such as, discussion, writing and acting out dialogues.

As the related research on using and reading short stories in language classes, by reading literary texts students are motivated, become familiar with authentic materials, and learns about different cultures and the literary genres with specific features. Among the literary texts, short story seems to be the most appropriate for classroom usage. Short-story is defined by Poe as "a narrative that can be read at one sitting of from one-half hour to two hours. Since it is short, and aims at giving a 'single effect', there is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the learners to follow the story line of the work. Therefore, it seems to be the most suitable one to help learners enhance the four skills-listening, speaking, reading and writing. The inclusion of short fiction in the language learning curriculum offers the following educational benefits as points out in his study:

It makes the learners' reading task easier due to being simple and short when compared with the other literary genres, enlarges the advanced level readers' worldviews about different cultures and different groups of people, provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers, motivates learners to read due to being an authentic material, offers a world of wonders and a world of mystery, gives students the chance to use their



creativity, promotes critical thinking skills facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community.

The theory of intrinsic motivation also gives some insight as to why teaching language through short stories actually works. Intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not internally decide that they want to learn language. They don't yet understand the concepts of why it's important to know proper grammar, so these external factors won't affect them much either. Instead, intrinsic motivation can lead encourage them to use short stories. If these lessons are good then they will be learning while they are learning the language.

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МЕЖДИСЦИПЛИНАРНЫЙ ПОДХОД К ИЗУЧЕНИЮ АНТРОПОЦЕНТРИЧЕСКИХ ПОСЛОВИЦ

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Аннотация. В статье рассматривается междисциплинарное изучение антропоцентрических пословиц русского и узбекского языков и их национально-культурная семантика.

Ключевые слова: пословицы и поговорки, фольклор, лингвокультурология, универсальность, национальность, паремология.

Антропоцентрические пословицы отражают научную картину человека, можно сказать все его научные знания о мире. А также антропоцентрические пословицы рассматривают реальную культуру и мировоззрение человека.

Пословицы, являясь по существу языковыми единицами (это "устойчивые сочетания, во многом сходные с фразеологическими оборотами"), в то же время признаются, с одной стороны, логическими единицами, выражающими то или иное суждение, а с другой - "художественными миниатюрами", моделирующими факты действительности [2, с. 10].

В связи с этим пословица изучается в трех аспектах: как явление языка; как явление мысли; как явление фольклора [2, с. 10].

В.П. Аникин пишет, что "историк ищет в пословицах и поговорках свидетельств о далекой старине и памятных событиях древности. Юрист ценит пословицы и поговорки как неписанные законы народной жизни. Этнограф усматривает в народных изречениях отражения уже исчезнувших обычаев и порядков. Философ через пословицы и поговорки пытается понять строй народного мышления" [2, с. 9]. Лингвист же исследует в них то, как вся эта информация фиксируется и передается от одного поколения к другому.

Несомненный интерес пословицы представляют в этом отношении для лингвострановедения и, следовательно, для лингводидактики, в частности, для методики преподавания языка. Дело в том, что пословицы наряду с другими так называемыми "строевыми единицами языка": словами, фразеологизмами, поговорками, крылатыми выражениями и др. - отражают, фиксируют и передают от поколения к поколению народную мудрость, особенности быта и обычаев народа, его фольклора, культуры, истории, специфику уклада его жизни, развития его страны и т.п. страноведческую информацию, которую тот, кто изучает язык данного народа, должен знать и распознавать. Например, русская пословица **В чужой монастырь со своим уставом не ходят** употребляется в значении "В гостях подчиняются тем правилам, порядкам и обычаям, которые там существуют, свои порядки не устанавливают. Используется в случаях, когда кто-либо вмешивается не в свое дело, стараясь изменить его по-своему. Эта пословица берет свое начало из того времени, когда на Руси появились первые монастыри (XI в.). Каждый монастырь имел свой свод правил, которым подчинялись и руководствовались все живущие в данном монастыре. Этот свод правил назывался уставом, ему обязаны были подчиняться все, кто приходил в этот монастырь. Узбекская пословица **Новвой чақирришга ҳам кекирдок керак** (И пекаря звать нужна глотка) используется в значении "Эту работу сделать нелегко, нужно на нее потратить



много сил". Говорится в случаях, когда хотят выразить свою усталость от выполнения какой-либо работы и непосильность ее дальше продолжать. Пословица восходит к тем временам, когда на городских ярмарках пекари с корзинкой хлеба на голове прохаживали сквозь густую толпу людей и кричали "Горячий хлеб". Тот, кто в этой толпе людей хотел купить хлеб, должен был очень громко окликать продавца "Пекарь, эй пекарь", чтобы тот остановился.

Языковые значения афоризмов, передающие национально-культурный компонент языка, учёные называют национально-культурной семантикой.

Пословицы представляют собой богатейший лингвокультурологический материал, в них отражаются проявления культуры народа и нации [2, с. 43].

В качестве предмета исследования лингвокультурологии - научного направления, исследующего связь используемых в процессе общения языковых выражений с культурой и менталитетом народа, т.е. его массовым сознанием, традициями, обычаями - пословицы рассматриваются как стереотипы народного сознания, измеряющие и регулирующие деятельность и поведение как отдельно взятой личности, так и коллектива в целом [2, с. 48].

Пословица как объект исследования лингвокультурологии - это прежде всего текст. Текст для лингвокультурологов является истинным хранителем культуры: "Не язык, а текст отображает духовный мир человека. Именно текст напрямую связан с культурой, ибо он пронизан множеством культурных кодов, именно текст хранит информацию об истории, этнографии, национальной психологии, национальном поведении, т.е. обо всем, что составляет содержание культуры. Текст - набор специфических сигналов, которые автоматически вызывают у читателя, воспитанного в традициях данной культуры, не только непосредственные ассоциации, но и большое количество косвенных. В свою очередь, правила построения текста зависят от контекста культуры, в котором он возникает. Текст создается из языковых единиц низших уровней, которые при соответствующем подборе могут усилить культурный сигнал" [2, с. 87].

Таким образом, пословицы русского и узбекского языков изучаются в аспекте антропоцентризма, что даёт возможность установить парадигму универсальных и уникальных образов антропоцентрических пословиц русского и узбекского языков. Сравнительное изучение пословиц русского и узбекского языков представляет чрезвычайно важный аспект в лингвистике, поскольку именно пословицы являются ценнейшим источником сведений о культуре человека, о морали, об обрядах, становясь достоянием языкового сознания.

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TYPOLOGICAL CHARACTERISTICS OF THE PREDICATE IN ENGLISH AND UZBEK TEXTS

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Abstract: The given article is devoted to study of typological analysis of predicative in Uzbek and English text which is main element of linguistic typology and theoretical grammar. A predicate is a grammatical term that is part of a clause that includes the verb and the words that tell what the subject does. It is also called a complete predicate. Predicate is a principle part of the sentence and it is a process-modifier of the subject-person. Predicate as subject, constitute the back-bone of the sentence.

Key words: predicate, typology, grammar, text, characteristics, parts of speech, language, theoretical grammar, sentence.

It is known that the word typology consists of two Greek morphemes: the first morpheme) typos mean type and the second morpheme) logos means science or word. Typology is a branch of science which is typical to all sciences without any exception. In this respect their typological method is not limited with the sphere of one science. It has a universal rise. So typology may be divided into:

1. Non-linguistic and
2. Linguistic typology

Non-linguistic typology is the subject matter of the sciences except linguistics.

Linguistic typology is a new branch of general linguistic which studies the systems of languages comparatively, also finds common laws of languages and establishes differences and similarities between them.

In linguistics we may come across many terms as to the terminological nature of linguistic typology. First of all we can say that the notion of the word of language universals is closely connected with the process of unification of linguistic facts with a process of establishing common features between the systems of different languages.

Almost all the words of all languages fall into classes, which are called parts of speech. One of the most actual problems in modern linguistics is the problem of parts of speech. According to the grammarians the theoretical side of this problem is the subject matter of the theoretical grammar. Therefore, we should base our comparison of system of parts of speech on the generally recognized opinions of grammarians.

From the investigation we can say that in order to make easier to learn the language scientists usually divide the word-stock of the language into some subclasses called in linguists the parts of speech.

In English grammar, a predicate is one of the two main parts of a sentence or clause, modifying the subject and including the verb, objects, or phrases governed by the verb.

"The predicate typically describes a property of the person or thing referred to by the subject or describes a situation in which this person or thing plays some role. In elementary clauses describing an action, the subject normally indicates the actor, the person or thing performing the action, while the predicate describes the action, as in Kim left and People complained."

There are the following types of the predicate in English language:

1. The Simple Predicate is a verb in some tense, voice, person, number and mood.
I've been waiting for you for two hours.

2. The Compound Nominal Predicate consists of a link-verb and a predicative (the nominal part) which can be expressed with different parts of speech.

She is an actress. We are four.



1. The Compound Verbal Modal Predicate consists of a modal verb plus the Infinitive. (I think...)

You should have told me about it yesterday.

There is a Compound Verbal Modal Predicate of special type. It is a Compound Verbal Modal Predicate without a modal verb: He is sure to be waiting for us.

2. The Compound Verbal Aspect Predicate consists of a verb denoting the beginning, the continuation or the end of the action plus the Infinitive or the Gerund. She began to cry.

Though, we analyzed the text. While analyzing the text we have taken into consideration the predicative which is used in text. We analyzed them typologically while comparing the usage of predicative in Uzbek and English languages.

The name of the text is "The holy snake"

Long ago, in a small village (1) lived Vishnudutta, a poor Brahmin farmer. He (2) worked hard but (3) was not able to earn much. His son, Somadutta was always (4) asking for more money. "(5)Be satisfied with what you have, my son," Vishnudutta (6) would say.

One day, Vishnudutta (7) was resting in his field after work. Suddenly, he (8) noticed a snake on the nearby mount. (9) On seeing Vishnudutta, the snake (10) coiled and sat up with a raised hood. "It (11) looks so calm and peaceful. May be it (12) is a deity," (13) thought Vishnudutta. He (14) brought a bowl of milk from his house and (15) offered it to the snake.

Next morning, when Vishnudutta (16) came to collect the bowl, he (17) found a gold coin in it. "I (18) am sure this is a holy snake," he (19) thought. After that it (20) became a regular practice for him to offer prayers and milk to the snake. And every morning he (21) got a gold coin in the bowl near the mount. This (22) made Vishnudutta a rich man.

We analyzed the text typologically in the following way:

Type of predicate	English language	Uzbek language
Verbal predicate	1. lived Vishnudutta (inflectional) 2. worked (inflectional) 3. was not able to earn (analytic) 6. would say (analytic) 8. noticed (inflectional) 10. coiled and sat up (inflectional and sound change) 11. looks (inflectional) 13. thought (irregular form) 14. brought (irregular) 15. offered (inflectional) 16. came (irregular) 17. found (irregular) 19. thought (irregular) 20. became (irregular) 21. got (irregular) 22. made (irregular)	1. yashagan edi (inflectional) 2. ishlardi (inflectional) 3. topolmasdi (inflectional) 6. aytardi (inflectional) 8. sezdi (inflectional) 10. kulcha bo'ldi va o'tirdi (inflectional) 11. ko'rinadi (inflectional) 13. o'yladi (inflectional) 14. olib keldi (inflectional) 15. taklif qildi (inflectional) 16. keldi (inflectional) 17. topdi (inflectional) 19. o'yladi (inflectional) 20. aylandi (inflectional) 21. oldi (inflectional) 22. qildi (inflectional)
Nominal predicate	5. be satisfied (analytic) 12. is deity (analytic) 18. am sure (analytic)	5. qoniqqin (inflectional) 12. Xudodir (inflectional) 18. aminman (inflectional)
Continuous form	4. was asking (analytic) 7. was resting (analytic)	4. talab qilardi (inflectional) 7. dam olayotgandi (inflectional)
Passive form	9. On seeing (analytic)	9. ko'rganda (inflectional)
Modal verb	24 had (irregular) 28. can kill (irregular)	24. kerak edi (inflectional) 28. o'ldira olaman (inflectional)



From the typological analysis of predicative, we can see that English language in reality analytic language. Because, all grammatical categories were expressed with the help of auxiliary words or etc. But Uzbek language is synthetic language, and while analyzing the text we proved it. As analysis revealed, that all tenses and grammatical categories of predicative were formed by adding grammatical suffixes to the root.

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ONA TILI DARSLARIDA INTERFAOL METODLARNI QO'LLASH ORQALI TA'LIM SIFATI VA SAMARADORLIGINI OSHIRISH

Hakimova Dilrabo Sharifboyevna

Buxoro viloyati, Qorako'l tumani

18 - umumiy o'rta ta'lim maktabining ona tili va adabiyot fani o'qituvchisi

Annotatsiya: Ushbu maqolada umumiy o'rta ta'lim maktablari ona tili darslari jarayonida interfaol metodlarni qo'llash orqali samaradorlikka erishish metodlari haqida fikrlar bildirilgan.

Kalit so'zlar: Ona tili, interfaol metod, innovatsion texnologiya, o'quvchi, o'qituvchi.

Mamlakatimizda taraqqiyot va o'zgarishlar jadal sur'atlarda ketayotgan hozirgi paytda yoshlarning har tomonlama barkamol shaxs sifatida tarbiyalanishi va jamiyatda o'z o'rniga ega bo'lishi davr talabi va ehtiyojidir. Shunday ekan, maktablarimiz ma'naviyati yuksak, bilimli, o'z mustaqil fikriga ega shaxslarni tarbiyalashi kerak. O'zbekiston Respublikasining Prezidenti Sh.M.Mirziyoyev 2021 yil 29 dekabr kuni Oliy Majlisga qilgan Murojaatnomasida ta'kidlaganidek, "...maktab ta'limini tubdan yaxshilash va uning sifatini oshirish, muallimlarga munosib sharoit yaratish borasidagi islohotlar jadal davom ettiriladi, kelajagimiz poydevori bilim dargohlarida yaratiladi, boshqacha aytganda, xalqimizning ertangi kuni qanday bo'lishi farzandlarimizning bugun qanday ta'lim va tarbiya olishiga bog'liq". Bu esa pedagoglar oldida turgan murakkab va keng ko'lamlı masalalardan biridir.

Hozirgi kunda ta'lim jarayonida interfaol metodlar, innovatsion texnologiya hamda zamonaviy axborot va pedagogik texnologiyalarni o'quv jarayonida qo'llash ta'lim sifati va samaradorligini ta'minlashdagi asosiy mezon hisoblanadi. Bu esa o'quvchilarni egallayotgan bilimlarini o'zlari qidirib topishlariga, mustaqil o'rganib tahlil qilishlariga, hatto xulosalarni ham o'zlari keltirib chiqarishlariga o'rgatadi.

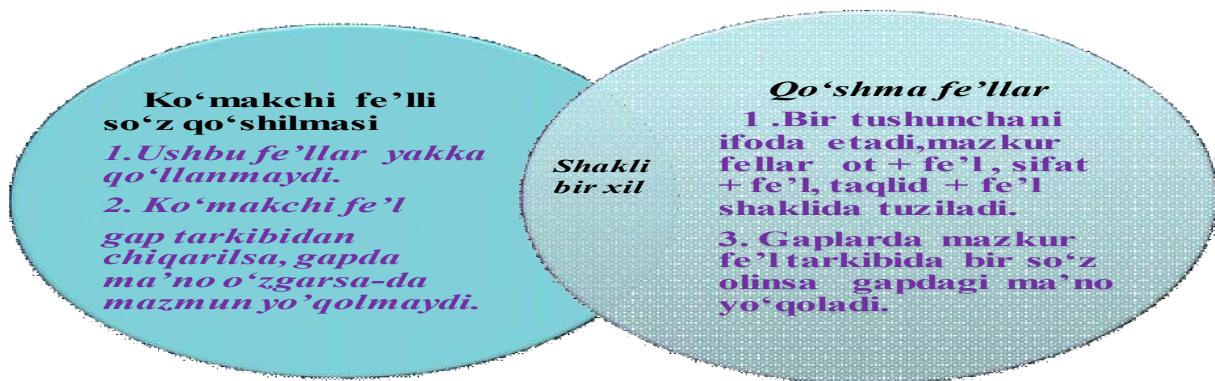
Ona tili darslarida interfaol metodlardan foydalanish orqali o'quvchilarni mustaqil fikrlashlariga, darsdagi ko'p hajmli qoida va ma'lumotlarni yodda saqlab qolishlariga, natijada ta'lim berishdan ko'zlangan maqsadga erishish mumkin bo'ladi. Shuningdek, o'quvchilarda axborot bilan ishlash, kommunikativ, shaxs sifatida o'z - o'zini namoyon qila olish, ijtimoiy faol fuqarolik, umummadaniy, matematik savodxonlik kompetensiyalari ham shakllanadi. Ona tili fanidan 6-sinfda berilgan "Ko'makchi fe'li so'z qo'shilmasi, uning qo'shma fe'ldan farqi" mavzusini o'quvchilarga tushuntirish birmuncha murakkab. Sababi, ayrim hollarda ko'makchi fe'li so'z qo'shilmasi va qo'shma fe'l yoki ko'makchi fe'li so'z qo'shilmasi va so'z birikmasi omonimlik hosil qilgan jihatlar ko'zga tashlanadi: sotib oldi - Sobir tog'am kartoshkasini bozorda zo'rg'a sotib oldi (sotdi, pulladi; ko'makchi fe'li so'z qo'shilmasi); sotib oldi - Oyim ikki kilogramm uzum sotib oldi (xarid qildi, qo'shma fe'l). Albatta, biz darslikda bu kabi murakkabliklarga duch kelmasligimiz mumkin. Lekin pedagog sifatida o'zimiz bu tushunchalarning xususiyatlarini e'tibordan chetda qoldirmasligimiz muhim.

Ko'makchi fe'li so'z qo'shilmasi mavzusini mustahkamlashda jadval usulidan foydalanishimiz mumkin. Slayd yordamida katta ekranda jadval namoyish etiladi. O'quvchilar qo'lga tarqatma sifatida beriladi. Har bir o'quvchi topshiriqni mustaqil bajaradi.



Ko'makchi fe'l sifatida qo'llana oladigan fe'llar:	Mustaqil fe'l sifatida.	Ko'makchi fe'li so'z qo'shilmasi.	Ko'makchi fe'l ma'nosi:
Solmoq	Kiyimlarini jomadonga soldi.	O'g'rini uydan quvib soldi.	Kutilmaganlik
Tashlamoq			
Chiqmoq			
Ketmoq			
Turmoq			
Tushmoq			
Yubormoq			
Bermoq			

O'quvchilar ushbu jadvaldagi bo'sh kataklarni namunadagidek to'ldirishadi va ko'makchi fe'li so'z qo'shilmasi, uning ma'nolari hamda mustaqil fe'l sifatidagi qo'llanishini yaxshi o'zlashtirishadi.















Yuqoridagi chizmada esa ko'makchi fe'li so'z qo'shilmasi qo'shma fe'ldan farqini "Venn diagrammasi" chizmasi yordamida tushuntirish mumkin.

O'qituvchi darsda kashfiyotchi sanaladi. Ona tili darslarida qo'llaniladigan metodlarni uning o'zi yaratadi. "Yo'l belgilari" metodi ta'limga yangi tadbiq etilgan metodlardan hisoblanadi. Ushbu metod o'quvchilarning mustaqil va ijodiy fikrlash kompetensiyalarini rivojlantiradi, mavzular bo'yicha tushunchalarning o'quvchilar ongida yorqin saqlanib qolishiga, fikrlarni aniq va qisqa ifoda etishlariga, mavzular o'rtasidagi o'xshash tushunchalarni yoki farqli tushunchalarni bilib olishlariga ko'mak beradi. Bundan tashqari mustaqil fikrlashga, mavzularning barchasini aniq bir to'plam sifatida xotiralarida saqlanib qolishini ta'minlaydi. O'quvchilarni kuzatish va izlanishga undaydi. Tushunchalar o'rtasida umumiylik va alohidalikni tushunib, qiyosiy tasniflab berishlarida, yakuniy xulosalar chiqarishlarida yaqindan yordam beradi. Qolaversa, yo'l harakati qoidalariga amal qilish haqidagi bilimlarini mustahkamlaydi.

Quyida "Yo'l belgilari" metodini qo'llash bo'yicha namunalar keltirilgan.



• **5-sinf ona tili darsligi bo'yicha:**

	Devona –devana so'zlari paronim so'zlardir		Ta'qiqlanadi
	Ushbu so'zlar bir so'zning ikki variantidir	Qo'shimcha axborot	
	Ushbu so'zlar o'zaro birikib gap hosil qilmoqda , so'z birikmasi sanalmaydi.		Ta'qiqlanadi
	Do'stlarimdan biri bugun meni so'rab kelibdi. (biri so'rab kelibdi-so'z birikmasi)	Qo'shimcha axborot	
	Ko'z , bosh, oltin, og'iz , ot, yoz so'zlari shakldosh so'zlardir		T a'qiqlanadi
	Ushbu so'zlarning barchasi ham shakldosh bo'la olmaydi , shakldosh so'zlar birdan ortiq so'zlar bo'lib ko'p ma'noli so'zlardan farq qilish kerak.Ko'z,bosh, oltin so'zlari bir so'z bo'lib boshqa so'zlar bilan birikib keladi va aloqa sezilib turadi.	Qo'shimcha axborot	

Yuqoridagi metod asosida "Ta'qiqlanadimi yoki yo'q" savol-javob o'yinini tashkil etish mumkin. Bu o'yinga ko'ra o'quvchilarga quyi sinflarda o'tilgan bir ko'rishda yangilish fikr keltirib chiqaradigan murakkab mavzular bo'yicha tushunchalar va misollar keltiriladi. So'ng uch guruhga jami ikki donadan savol beriladi. O'quvchilar "Ta'qiqlanadi" yoki "Yo'q" deb javob berib, o'z fikr - mulohazalarini bildiradilar. O'quvchilarning har bir to'g'ri yoki aksincha noto'g'ri bildirilgan fikrlariga qo'shimcha qoidaviy izoh, axborot va to'ldirishlar berib boriladi.

Ona tili mamlakati xaritasi (Qo'shimcha- axborot belgilari asosida)





Tushunchalar va misollar	O'quvchilar javobi:
1. Til tovushlari, ma'no farqlash	Fonetika
2. Atash, ma'no, so'zning matndan tashqari ma'nosi	Leksikologiya
3. Bitishuv, undalma, kirish so'z	Sintaksis
4. Daraja, otlashish, taqlid so'z	Morfologiya
5. Boshiga ko'taradi, ichiga sig'madi	Ibora
6. Tovush o'zarishlari, me'yor	Orfoepiya
7. Qo'shib yozish, ajratib yozish	Orfografiya
8. Qaror qilindi, ijro etildi	Uslubiyat
9. Nutq, ta'sirchanlik	Nutq madaniyati
10. Vergul, tire va ikki nuqta	Punktuatsiya
11. Moyak, shoti, govvara	Dialektologiya
12. Tarjima, izoh	Leksikografiya

Har bir dars o'qituvchi uchun yangi fikr, yangi imkoniyat, yangi mahoratni aks ettiradigan mukammal jarayon bo'lishi kerak. Bunda asosiy vazifa o'qituvchi zimmasiga yuklatiladi. Interfaol metodlar esa ana shu vazifani to'laqonli bajarishda, dars sifati samaradorligini oshirishda birlamchi vositadir. Zero, milliy ta'lim tizimimizga mos metodlardan foydalanish, o'quvchilarni vatanparvarlik, insonparvarlik ruhida tarbiylash, mustaqil fikrlaydigan intellektual avlodni shakllantirish vatanimizning buyuk kelajagini yaratishda dasturulamal bo'lib xizmat qiladi.



MARKETING TERMINLARINING NOMINATSION-MOTIVATSION XUSUSIYATLARI

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Annotatsiya: O'zbek tilida marketing terminologiyasini tadqiq etish jarayoni hozirgi kunda ilk bosqichda. Marketing terminlari nominatsion-motivatsion jihatdan tadqiq etilmagan. Tezisda qisman ushbu masalaga to'xtaldik va taqqoslash metodidan foydalandik. Shuningdek, nazariy ma'lumotlarni amaliy tomondan terminlarni keltirish orqali tushuntirdik. Nominatsiya jarayoni bilan birga terminni nomlashda motivatsion xususiyatlari ham muhimligini tushuntirdik.

Tayanch iboralar: nominatsiya, birlamchi nominatsiya, ikkilamchi nominatsiya, marketing terminlari, maydon nazariyasi, leksik-semantik guruh.

Nominatsiya lotincha nomination so'zidan olingan bo'lib, "nomlash, nom qo'yish, atash" ma'nolarini bildiradi[1]. Tilshunoslikka nominatsiya atamasi nomlash xususiyatiga ega bo'lgan, ya'ni nolisoniy borliq unsurlariga nom berish va ularni ajratib ko'rsatish, ular haqida tegishli tushunchalarni shakllantirish uchun xizmat qiladigan til birliklari: so'zlar, so'z birikmalari, frazeologizmlar va gaplarni hosil qilish jarayonini anglatadi. Nominatsiya uch jihatdan farqlanadi: nomlanuvchi obyekt, nomlovchi subyekt, tanlab olinadigan til unsurlari. Alohida tushuncha, predmet, belgi(kompyuter, yozmoq, qora), muayyan belgilari bo'lgan predmet(qora kompyuter) yoki voqea-hodisa (Kuz! Bag'ringdan bahor uchdi...) kabilar nominatsiyaning obyektini bo'lishi mumkin. Shu jihatdan nominatsiya lug'aviy va propozitiv (so'z birikmasi va gap shaklida) nominatsiyaga bo'linadi.

Nominatsiya jarayonida nomlash uchun asos sifatida tanlab olinadigan belgilar, ya'ni motivlar nomning ichki shaklini tashkil etadi. Demak, ayni bir obyekt o'zining turli belgilari asosida turlicha nomlanishi mumkin. Nomning tashqi shakli nomlash jarayonida tanlab olinadigan leksik-grammatik vositalar bilan belgilanadi. Shu sababli ichki shakl jihatidan bir xil bo'lgan nomlar o'zlarining tashqi shakli bilan farqlanadi: sarmoya - mablag', sarf - xarajat - chiqim, pul - aqcha, qarzdor - nasiyador, daromad - kirim.

Nominatsiya jarayonini vazifa va kelib chiqish jihatidan tekshirish uni avvaldan mavjud bo'lgan(birlamchi) nominatsiya va yasama (ikkilamchi) nominatsiya deb ikkiga ajratishga asos beradi[2]. Birlamchi nominatsiya natijalari muayyan til vakillari tomonidan azaliy, dastlabki nom tarzda idrok qilinadi. Ikkilamchi nominatsiya natijalari esa morfologik tarkibi yoki ma'nosiga ko'ra yasama nom sifatida idrok qilinadi. Ushbu nazariya asosida marketing terminlarini tahlil qilamiz:

t/n	Birlamchi nominatsiya	Ikkilamchi nominatsiya
1	Bozor	Market
2	Dallol	Makler, broker
3	Do'kon	Magazin
4	Tijoratchi	Kommersant
5	Kimoshdi	Auksion
6	Taqchil	Defitsit
7	Mablag'	Kapital



Shuningdek, ayrim xorijiy terminlarni ichki imokiyat asosida morfologik tarkibi tilimizga moslashtirilgan holatlari ham mavjud: bizneschi, auditchi, aksiyador kabilar.

XIX asrga kelib fizikadagi maydon nazariyasi ta'sirida tilshunoslikda ham "maydon" tushunchasining nazariy talqini yuzaga keldi[3]. Maydon nazariyasining tilshunoslikda paydo bo'lishi va mustahkamlanishi Y.Trir, L.Veysberger, V.Porsig, G.Ipsen, L.Yolles, F.Dornzeyf, V.Vartburg kabi olimlar nomi bilan bog'liq. Ular semantik maydon asosida til birliklarini tahlil qilish metodologiyasini ishlab chiqqan edilar. Keyinchalik bu nazariya A.A.Ufimseva, N.I.Filichyova, Y.N.Karaulov, G.S.Shchur singari rus olimlarining ishlarida yanada kengroq rivojlantirildi. G.S.Shchurning ta'kidlashicha, tilshunoslikda "maydon" tushunchasi ishtirok etgan terminlar sifatida quyidagilarni ko'rsatish mumkin: funksional-semantik maydon, morfemik maydon, fonetik maydon, so'z yasash maydoni, leksik maydon, mikromaydon, ko'plik maydoni, nisbat maydoni, vaqt maydoni, komparativ maydon, birlik maydoni, harakat maydoni, o'rin maydoni, kvaziomaydon, inkor maydoni, transformatsion maydon kabilar. Marketing terminlarini ushbu nazariya asosida quyidagicha leksik-semantik guruhlariga ajratish mumkin:

- 1) shaxsni ifodalovchi marketing terminlari;
- 2) narsani bildiruvchi marketing terminlari;
- 3) korxonalar, tashkilot va muassasani ifodalovchi marketing terminlari;
- 4) marketing jarayonini nomlab keluvchi marketing terminlari;
- 5) marketing yo'nalishlarini ifodalovchi marketing terminlari;
- 6) pul birligini ifodalovchi terminlar;
- 7) hujjat turini ifodalovchi terminlar;
- 8) marketing metodologiyasiga oid terminlar;
- 9) marketing amaliyotiga oid terminlar va boshqalar.

1. Shaxsni ifodalovchi marketing terminlari:

Abonent (inglizcha "subscriber") - xizmat ko'rsatuvchi axborot obyekti bilan o'zaro ishlash huquqiga ega qurilma, yuridik yoki jismoniy shaxs[4].

Avalchi: avalist - chek bo'yicha to'lovni, kredit bo'yicha kredit qaytarilishini, veksel yuzasidan majburiyat ijrosini kafolatlovchi shaxs.

Agent - boshqa shaxs nomidan va uning hisobidan bitimlarga oid hujjatlarni imzolash huquqsiz muayyan harakatlarni amalga oshiruvchi yuridik yoki jismoniy shaxs[5].

Foydalanilgan adabiyotlar.

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4.Голубоков Е.П. Маркетинг. Словарь-справочник. - М.: Дело, 2000. - 400 с.

5. www.viki pedia.uz



QARAQALPAQ XALÍQ QOSÍQLARÍNÍN LINGVOMÁDENIY ANALIZI ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ АНАЛИЗ КАРАКАЛПАКСКИХ НАРОДНЫХ ПЕСЕН LINGUCULTUROLOGICAL ANALYSIS OF KARAKALPAK FOLK SONGS

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Annotaciya. Qaraqalpaq xalıq qosıqların lingvokulturologiyalıq baǵdarda izertlew qaraqalpaq til biliminiń aktual máselelerinen biri. Óytkeni xalıq qosıqları úrp-ádet hám dástúrlerge baylanıshlı lingvomádeniy birliklerge oǵada bay. Bul maqalada xalıq qosıqlarınıń tili hám onda jumсалған lingvokulturemalarǵa qısqasha toqtap ótildi.

Tayanish sózler: lingvokulturologiya, til, mádeniyat, xalıq qosıqları, salt-dástúr jırları, teńew, metafora, frazeologizm.

Sońǵı waqıtları tildi antropocentrikalıq baǵdarda úyreniw boyınsha ulıwma til biliminde kóplegen ilimiy izerlewler alıp barıldı. Bul baǵdardaǵı izertlewlerde insan faktori izertlew obyektiniń orayı sıpatında qaraldı hám til biliminiń lingvopragmatika, lingvokulturologiya, lingvopoetika, kognitiv til bilimi, etnolingvistika, sociolingvistika, psixolingvistika, neyrolingvistika sıyaqlı jańa tarawları payda boldı.

«Antropocentrikalıq til biliminiń baslı baǵdarlarınan biri esaplanǵan lingvokulturologiya til bilimi, mádeniyattanıw, etnografiya, psixolingvistika tarawları menen óz ara baylanısta payda bolıp, tildiń mádeniyat, etnos, milliy mentallıq penen óz ara baylanısı hám tásinin antropocentrikalıq paradigma principleri tiykarında úyrenetuǵın taraw esaplanadı»¹.

Lingvokulturologiyaniń tiykarǵı maqseti - mádeniyat, xalıqtıń sana-sezimi, onıń dúnyanı tanıwdaǵı ózine tán qásiyetleriniń tilde sáwleleniwiniń úyreniw. Obyekti - til hám mádeniyat, predmeti bolsa, ózinde mádeniy semantikanı sáwlelendiriwshi til birlikleri esaplanadı.

Lingvokulturologiya ulıwma til biliminde, sonıń ishinde rus til biliminde eń rawajlanǵan tarawlardan biri². Túrkiy tillerden ózbek, qazaq, qırǵız hám t.b. til biliminde bul taraw boyınsha birqansha izertlewlerdi kóriwimizge boladı³.

Lingvokulturologiya qaraqalpaq til biliminiń jas tarawı bolıp, bul boyınsha izertlewler endi jolǵa qoyılmaqta. Atap aytqanda, prof. Sh.Ábdinazimovtıń⁴ hám basqa da jas izertlewshilerdiń⁵

¹ Худойберганава Д. Лингвокультурология терминларининг қисқача изоҳли луғати. – Тошкент. Turon zamin ziyo, 2015. –Б.5.

² Маслова В.А. Лингвокультурология: учебное пособие. –М.: Academia, 2001. –208 с; Телия В.Н. Русская фразеология: семантический, прагматический и лингвокультурологический аспекты. – М.: Школа «Языки русской культуры», 1996. – 288 с; Воробьев В.В. Лингвокультурология (теория и методы). – М.: РУДН, 1997. – 331 с.

³ Худойберганава Д. Лингвокультурология терминларининг қисқача изоҳли луғати. – Тошкент. Turon zamin ziyo, 2015. –Б.44. Үо'ldashev В., Bobojonov F. Lingvokulturologiya fanidan uslubiy qo'llanma. –Toshkent, 2016. –В.104; Mamatov A.E. Zamonaviy lingvistika. –Toshkent. Noshir. 2019. –В.168; Усмонова Ш.

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⁴ Lingvofolkloristika. – Nókis. Bilim, 2018. –В.176; Лингвопоэтика. Нөкис, 2019. –Б.164; Lingvokulturologiya. Nókis. Qaraqalpaqstan, 2020. –В.140.

⁵ Қунназарова Ш. Қарақалпақ халық ертеклериндеги нақыл-мақалларды лингвомәдениет үйрениўдин әҳмийети // Fan va jamiyat. – Нукус, 2018. –№ 4 – Б. 128-130; Қорақалпақ халқ эртақларыдағы урф-одат ва удумларни лингвомаданий ўрганиш масаласи // ЎзМУ Хабарлари. – Тошкент, 2018. № 1/5. – Б. 430-432; Даниярова З. Қарақалпақ тилиндеги адам атларының лингвокультурологиялық анализини // Бердақ атындағы ҚМУ Хабаршысы. – Нөкис, 2018. № 4. –Б. 133-136; Толыбаев Х. Топоним – халық дүньятанымның фольклордағы сәулелениў формасы // Бердақ атындағы ҚМУ Хабаршысы. – Нөкис, 2018. № 3. –Б. 170-172;



ilimiy miynetleri bul baғdardaғı dáslepki izertlewler bolıp tabıladı. Qaraqalpaq til biliminde lingvokulturologiya tarawı boyınsha arnawlı túrde izertlew jumısı alıp barılmaғanı menen, joqarıda atap ótilgen ilimiy miynetlerde bul taraw boyınsha dáslepki kózqaraslar bildirilgen.

Lingvokulturologiya til hám mádeniyat aralıǵındaғı taraw bolǵanlıqtan bul baғdardaғı izertlew jumıslarında xalıqtıń mádeniy turmısı hám olardı ózinde sáwlelendiriwshi til birliklerine tiykarǵı dıqqat awdarıladı.

Folklorlıq dáretpelerdiń ishinde xalıq qosıqları hám salt-dástúr jırları sol xalıqtıń mádeniy turmısına, dúnyanı tanıw ózgesheliklerine, úrp-ádet hám dástúrlerine tıǵız baylanısta dóretilgen. «Qaraqalpaq xalqı óziniń qayǵılı kúnlerinde de, quwanışlı kúnlerinde de qosıqsız, saz-sáwbetsiz, awızeki poeziyasız jasay almadı. Adamǵa ózi tuwılǵan kúnнен baslap qosıq bárqulla joldas boldı»¹. Xalıqtıń turmıs tárizine, kásibine, úrp-ádet dástúrlerine hám t.b. hár qıylı tematikadaǵı xalıq qosıqları dóretildi.

Xalıq qosıqlarınıń ishinde dástúr qosıqları xalıqtıń mádeniy turmısı menen tıǵız baylanıslı. Olar hárqıylı úrp-ádet hám dástúrlerdiń shártin orınlaw ushın aytıladı. Salt-dástúr jırları hár bir xalıqta óz mentalitetine say hárqıylı. Ol hárbir insannıń ómir tirishiliginde, turmısında, xalıqlardıń bir-biri menen qarım-qatnasında belgili rol atqaradı. Sonlıqtan, salt-dástúr jırları xalıqtıń tariyxına, etnografiyasına qarısıp ketip, óziniń kelip shıǵıw tariyxı boyınsha xalıq ómiri menen tutas úyreniledi. Xalıq óziniń toyın tamashaǵa bay, mazmunlı etip ótkeriw ushın toy dástúrine ılayıqlı toy qosıqların payda etken, al, adam basına túsken qayǵı, músiybet hám onı jeńilletiw ushın júreklerdi lárzege salatuǵın joqlaw, sher-muń qosıqların, jas bópelerdiń tuwılıwındaǵı arziw-ármanları, keleshegi, qalaberse tárbiyası, ata-analardıń maqset-niyetin de óz boyına jámlegen háyyiw jırların dóretken.

Xalıq qosıqlarınıń qaysı birin alıp qarasaq ta, onda xalıqtıń mádeniy turmısın, dúnyatanımın sáwlelendiriwshi lingvokulturemalar jumsalǵan. «V.A.Maslova málim bir xalıqtıń obrazlı oylaw tárizi, ásirese, sol xalıq tilinde qollanılatuǵın teńewlerde de anıq kórinetuǵınlıǵın aytıp ótedi»². Toy qosıqlarında adamǵa baylanıslı teńewler jiyi jumsalǵan:

Iytayaqqa qonǵan *ǵarǵaday*,
Kókiregi *arbaday*,
Xan aldına barǵanda,
Jılıslaǵan *jorǵaday*,
Biy atańa bir sálem (38-bet).

Ǵarǵa – jabayı quslar ishinde kórimsizlew, jáne ulıwma adamǵa paydası joq qus bolǵanı ushın onı unamsız obrazlarǵa sıpatlamada teńew quramında kelgenligin joqarıdaǵı mısalda kóremiz. Kópshilik mádeniyatlarda ǵarǵa danıshpanlıq, muhabbat, máńgi ómir, ónimdarlıq, sonday aq ólim simvolı esaplanadı. Al qaraqalpaq xalqında ǵarǵa obrazı biraz ózgeshe sıpatqa iye. Bunday ózgeshelikler arnawlı izertlewdi talap etetuǵın qubılıs esaplanadı.

Bet ashar tekstinde bunnan basqa arbaday, jorǵaday teńewleri arqalı táriyplengen adamdı sıqaq etiw, onıń xarakterin ashıp, sırtqı kórinisine baha bergenligin bayqaymız. Bunday teńewlerdi xalıq qosıqlarında kóplep ushırıwǵa boladı.

Frazeologiyalıq birlikler de sózdi obrazlı, kórkem etip jetkeriwde ayrıqsha áhmiyetke iye. Qaraqalpaq xalıq qosıqlarında frazeologizmler jiyi jumsalǵan:

Kelin keldi degen soń,
Kókke jeter tóbesi (36-bet).

Hárbir xalıqtıń ózine tán úrp-ádet hám dástúrleri boladı. Qaraqalpaq xalqınıń eń ájayıp dástúrlerinen biri bul - kelin túsiriw hám onıń betin ashıw dástúri. Joqarıda keltirilgen mısaldaǵı *tóbesi kókke jetiw* frazeologizmi kelinli bolıp atırǵan qayın eneniń quwanıw seziminiń kúshli ekenligin bildiriw maqsetinde qollanılgan.

Sonday-aq metaforalarda da xalıqtıń ózine tán dúnyanı tanıw dárejesi óz sáwleleniwini tabadı.

Kópshilik xalıqlarda (tillerde) gúl hayal-qızlar gózzallıǵınıń áhmiyetli belgilerinen biri

¹ Қарақалпақ фольклоры. Көп томлық. V том. Қарақалпақ халық қосықтары хәм салт жырлары. –Нөкис. Қарақалпақстан, 1980. –Б.16.

² Abdinazimov Sh., Tolıbaev X. Lingvokulturologiya. Nókis, Qaraqalpaqstan. 2020. –B.91.



esaplanadi. Qaraqalpaq xalqında da gúl – qızlardıń sulıwlıgım táriyplewshi belgi sıpatında qollanıladı:

Qızlardıń ishinde senseń *qızıl gúl*,

Qızıl kórse qızıp keter shiyrin til (27-bet).

Gúl koncepti hám onıń lingvokulturologiyalıq analizi boyınsha arnawlı izertlew jumısları alıp barılğan¹. Sebebi gúl hám olar menen baylınlı atamalar hár bir xalıqtıń mádeniyatın, úrp-ádet hám dástúrlerin lingvomádeniy baǵdarda úyreniwge jol ashıp beredi.

Qullası, teńew, metafora, metonimiya, naqıl-maqal, frazeologizm t.b. sıyaqlı lingvomádeniy birlikler belgili bir xalıqtıń mádeniy dárejesin kórsetiwshi belgiler esaplanadı. Qaraqalpaq xalıq awızeki dóretpeleriniń biri bolǵan xalıq qosıqlarında bunday birlikler jiyi jumсалған. Olardı lingvokulturologiyalıq aspektte úyreniw qaraqalpaq til biliminde aktual máselelerden biri esaplanadı.

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¹ Котова Н.С. Лингвокультурологический анализ концептосферы цветы. АКД. – Челябинск, 2007. – 22 с.

TADQIQOT.UZ
ТОМОНИДАН ТАШКИЛ ЭТИЛГАН

**"ЗАМОНАВИЙ ТАЪЛИМДА РАҚАМЛИ ТЕХНОЛОГИЯЛАР:
ФИЛОЛОГИЯ ВА ПЕДАГОГИКА СОҲАСИДА ЗАМОНАВИЙ
ТЕНДЕНЦИЯЛАР ВА РИВОЖЛАНИШ ОМИЛЛАРИ"**

4-ҚИСМ

Масъул муҳаррир: Файзиев Шохруд Фармонович
Мусахҳиҳ: Файзиев Фаррух Фармонович
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