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

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МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ ОНЛАЙН КОНФЕРЕНЦИЯ

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"DIGITAL TECHNOLOGIES IN MODERN EDUCATION: CURRENT TRENDS AND DEVELOPMENT FACTORS IN PHILOLOGY AND PEDAGOGY"

Замонавий таълимда рақамли технологиялар: Филология ва педагогика соҳасида замонавий тенденциялар ва ривожланиш омиллари [Тошкент; 2022] Июнь 2022 йил. -Тошкент: Tadqiqot, 2022.55,-б

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Таҳририят кенгаши

Тўпламга киритилган тезислардаги таълумотларнинг хаққонийлиги ва иқтибосларнинг туғрилигига муалллифлар масъулдир
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МУНДАРИЖА / СОДЕРЖАНИЕ / CONTENT

СОЦИОКУЛЬТУРНЫЕ ЭЛЕМЕНТЫ ПРИ ОБУЧЕНИИ УЗБЕКСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Аннотация: В данной статье рассматривается роль социокультурных элементов при обучении узбекскому языку как иностранному, как фактор для успешного усвоения речевых навыков и осуществления контактов с ее представителями. Автором предложен опыт преподавания узбекскому языку иностранным студентам, формирование у них навыков межкультурной коммуникации с помощью национально-культурных деталей - формы обращений, речевых этикетов, национальных песен и т.д.

Ключевые слова: обучение второму языку как иностранному, фактор отсутствия носителей языка, формирование навыков межкультурной коммуникации, социокультурные элементы, диалогическая речь.

Всем известно, что в преподавании языка отличаются друг от друга методика обучения родного и второго языка. В современной ситуации, в преподавании второго языка, наблюдается ряд новейших тенденций. Заметно повысилась роль профессионально-коммуникативной и социокультурной компетенции при обучении второму языку. Но, так же в методике преподавания второго языка необходимо различать нижеследующие факторы: обучение второму языку среди носителей изучаемого языка и обучение второму языку при условиях, когда отсутствуют носители языка. Именно в таких условиях, когда преподается язык, при отсутствии его носителей, надо уделять большое внимание социально-культурной ориентации, которая является важным элементом межкультурной компетенции.

Социокультурная ориентация предполагает ознакомление обучающихся с элементами культуры изучаемого языка, значимыми для успешного осуществления контактов с ее представителями. К таким элементам относятся культурологические и лингвострановедческие языковые элементы, факты и явления, которые наиболее ярко и достоверно характеризуют страну, традиции, нравы и обычаи, а также стереотипы поведения, система ценностей, вкусы, интересы, предпочтения носителей обучаемого языка и многие др. В данном случае особое значение приобретают использование в учебном процессе ситуаций, имитирующих реальное общение и создающих национальную карту изучаемого языка. Данный воспитательный потенциал позволяет формировать уважительное отношение к духовным и материальным ценностям того народа, языку которого обучаются студенты и совершенствовать нравственные качества его личности.

Исходя из этого, основными задачами практического курса обучения узбекскому языку как второму иностранному языку является формирование у студентов следующих навыков межкультурной коммуникации:

- обучение культуре устного и письменного общения узбекского народа;

- развитие лингвистических, прагматических, профессиональных и межкультурных компетенций, способствующих формированию устных и письменных речевых навыков студентов по узбекскому языку;

- развитие коммуникативных умений говорения, чтения и письма во всех видах речевой деятельности, связанной с восприятием текста, диалогическим общением, переводом и интерпретацией.

Формирование у студентов способности и готовности к межкультурному общению обуславливает коммуникативную направленность курса узбекского языка. Студенты должны быть ознакомлены со страноведческими реалиями, национальными традициями, ритуалами, обычаями, принятыми образцами общения, формулами этикета узбекского народа.

Таким образом, при составлении разработок обязательно нужно учитывать данные языковые особенности и занятия по практическому курсу узбекского языка, план необходимо составить так, чтобы он давал возможность получить студентам одновременно и лингвистические, и страноведческие, и культурологические знания, т.е. соблюдать многоплановый уровень. В данной статье мы постараемся обменяться опытом преподавания узбекского языка с иностранным (русскоязычным студентам).

Речевой этикет соответствует одновременно двум принципам: с одной стороны, он вводит реципиента в пространство культуры изучаемого языка; с другой стороны, он предлагает готовые фразы, представляющие собой шаблон, стандартный образец. Н.И.Формановская, анализируя употребление речевого этикета русского языка, дает следующее определение: "Речевой этикет в узком смысле - это национально специфические правила речевого поведения, применяемые в ситуациях вступления собеседников в контакт и поддержания общения в избранной тональности соответственно обстановке общения, социальным признаком коммуникантов и характеру их взаимоотношений" [2, с. 5]. Именно поэтому, на разработках нами было уделено большое внимание составлению диалогов, которые включают и новую лексику, и грамматические формы, и речевой этикет, и социо-культурологические особенности. Выразительное чтение диалогов, ситуативные ролевые игры позволили студентам самим создать живую картину общения на изучаемом языке. Например, диалог по теме знакомства:

Ismingiz nima?   - Ismim Komila.
Familiyangiz-chi? - Familiyam Ahmedova.
Qayerliksiz?   - Men O'zbekistondanman.
Kasbingiz nima? - Men jurnalistman.

Вторым важным моментом в формах обращения в узбекском языке является форма вежливости - обращение на "вы", которая играет значительную роль в формах обращения. Надо отметить, что в узбекском речевом этикете всем старшим, иногда даже младшим, а в некоторых регионах Узбекистана, например, в Ферганской долине даже своим детям при обращении употребляется форма уважения - "вы", которая выражается и на грамматических категориях, например, в согласовании подлежащего со сказуемым как в именных, так и в глагольных конструкциях. Например, Bu mening katta opam. Ular universitetda o'qiydilar. Ular juda yaxshilar. В данном примере выделенные аффиксы множественного числа, употряются для выражения значения уважения. Чтобы создать у студентов, которые изучают узбекский язык вне среды носителей языка, воспроизведение современной национальной языковой картины узбекского языка на начальном этапе при изучении речевых формул надо обратить внимание на такие пункты в составлении диалогических и монологических текстов, как лингвокультурологические особенности. Исходя из вышесказанного, на заданиях, где студенты должны рассказать о своей семье и описать своих родственников, мы обратили внимание студентов именно на этот социокультурный элемент - обращение к старшим на "вы" и даже на глагольных формах. Нужно отметить, что студенты великолепно усвоили эту особенность узбекского речевого этикета, которая вообще отсутствует в русском языке.

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В выработке правильной артикуляции, также большую роль играет выразительное чтение и заучивание стихотворений. Выразительное чтение диалогов, их инсценировка, ситуативные ролевые игры позволяют студентам самим создать живую картину общения на изучаемом языке, хотя они находятся вдали от Узбекистана и не имеют возможность услышать и увидеть социокультурные особенности живого общения узбекского народа. Стихотворения, также помогут для закрепления орфоэпических навыков и грамматических тем. Например, для закрепления вопросительной частицы -mi и чтобы, выработать навыки интонации вопросительного предложения очень помогает стихотворение узбекского поэта Эркин Вохидова "Lola". В данном стихотворении, при диалоге между поэтом и образом тюльпана (lola), активно употребляются вопросительная частица -mi и аффиксы сказуемости.

Таким образом, можно прийти к выводу, что социокультурная ориентация, при обучении второму языку в среде, где отсутствуют носители языка, способствует интенсивному владению вторым языком. Одновременно данный воспитательный потенциал, как мы упомянули выше, позволяет формировать уважительное отношение к духовным и материальным ценностям того народа, языку которого обучаются студенты и помогает совершенствовать нравственные качества личности обучаемого.

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TA'LIM JARAYONLARIDA VIDEO DARSLARDAN FOYDALANISHNING PEDAGOGIK-PSIXOLOGIK ASOSLARI

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Annotatsiya. Maqolada ta'lim jarayonlarida video darslardan foydalanish masalalari yoritilgan. Shuningdek, video darslarni yaratishdagi pedagogik talablar, videodarslardan foydalanishning talabalarning axborot savodxonligini oshishidagi ahamiyati haqida ma'lumotlar keltirilgan.

Kalit so'zlar: zamonaviy ta'lim, ta'lim tizimi, AKT, video darslar, ta'lim jarayonlari, o'qituvchi faoliyati.

Bugungi kunda oliy ta'lim tizimini kompleks o'rganish bo'yicha o'tkazilgan tahlil natijalari asosida berilgan xulosalarga ko'ra ta'lim tizimida o'qitilayotgan ko'pgina fanlarni o'qitish jarayonida nazariya va amaliyot yaxlitligi yetarlicha ta'minlanmaganligini ko'rish mumkin. Dars jarayonlarida o'qituvchilar tomonidan an'anaviy o'qitish uslublaridan foydalanilganda ayrim talabalar mavzuni to'laligicha, chuqurroq o'zlashtirsa, ayrim talabalar esa mavzularni talab darajasida o'zlashtira olmayotganliklari ma'lum bo'ldi. Chunki o'qituvchi tomonidan fanga doir maqbul variantdagi ma'lumotlarni tanlab olish uchun ko'plab vaqt mobaynida adabiyotlarni ko'rib chiqish va o'rganish zarur bo'ladi.

Ta'lim muassasasi o'qituvchisining 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, shuningdek, ta'lim-tarbiya xususiyatlari e'tiborga olingan bilimlarga asoslangan bo'lishi lozim.

Bizga ma'lumki ta'lim tizimida axborotlar ko'lami vaqt o'tgan sari kengayib bormoqda. Darsliklarda keltirilgan ma'lumotlar ayrim talabalar o'zlashtirishlari uchun qiyinchiliklar tug'diradi. Shuningdek yangi ma'lumotlarni xotiralarida uzoq muddat saqlanib qolishi ham dolzarb muammolardan biri deya olamiz. Zero, talabalar olgan bilimlari amaliyotda, hayot faoliyatlarida foydalana olmas ekanlar, berilgan bilimlarni samarasiz deyishimiz mumkin. Bu kabi muammolarni eng maqbul yechimi sifatida ta'lim jarayonlarida zamonaviy axborot kommunikatsion texnologiyalaridan, xususan videodarslardan foydalanish hisoblanadi. Psixologiyadan bizga ma'lumki, shaxs manbani o'qiganda - 10%, ma'lumotni, eshitganida - 20%, jarayonni ko'rganda - 30%, jarayonni ko'rib, ular to'g'risida ma'lumot eshitganda - 50% hajmdagi ma'lumotlarni yodda saqlab qoladi.

Zamonaviy ta'lim o'qituvchidan har qanday AKTdan samarali va o'rinli foydalanishni taqozo etadi. Zero, zamonaviy talabalar - bu yuqori texnologiyalarning farzandlari, faqatgina darslik bilan chegarangan darslar ular uchun qiziqarsiz va tushunarsiz bo'lib qolishi mumkin. Xo'sh, bunday vaziyatda o'qituvchi nima qilishi kerak? Bunday vaziyatda o'qituvchi o'zgaruvchan voqelikka moslashishni, raqamli texnologiyalar va ularning mahsulotlarini o'quv jarayonida ishlatishni o'rganishi kerak.

Videodarslar talabalar uchun quyidagi bir nechta ijobiy imkoniyatlarni yaratadi.

- kompyuter texnologiyalaridan foydalanilganda talabalar katta miqdordagi topshiriqlarni tez bajarishga ulguradilar, vaqtni tejay oladilar;

- o'qituvchi va talabalarning kompyuter oldida mustaqil ish shaklida mashg'ulotlar bajarish imkoniyatini beradi;

- talabalar mavzularni mustaqil o'zlashtirishlariga yordam beradi;

- videodars talabalarda mavzularning mazmun mohiyatiga diqqatini jalb etadi;

- dars jarayonida talabalarga tushunarsiz bo'lib qolgan ma'lumotlar videodarslarni

qayta ko'rish orqali chuqurroq o'zlashtiriladi va boshqalar.

Inson fiziononomiyasi yangi mavzuga doir ma'lumotlarni eshitib, so'ng uni tahlil qilish bilan mashg'ul bo'ladi. Ayrim talabalar tahlil qilingan vaqt davomida o'qituvchi tomonidan berilayotgan ma'lumotlarni sustroq e'tibor bilan o'tkazib yuboradi. Natijada yangi mavzuni talabalar tomonidan to'liq o'zlashtirilish samaradorligi pastroq bo'ladi. Videodarsni qayta ko'rish orqali esa yangi mavzuni yanada yaxshiroq mustaxkamlay oladilar.

Ta'lim jarayonlarida videodarslardan foydalanishning yana bir ijobiy xususiyati, bu talabalar tomonidan mavzularni o'zlashtirish jarayonining o'sishiga yordam berishidir. Video darslarni tomosha qilib, talabalar o'quv jarayonida yanada faolroq ishtirok etadilar va ularga mavzular bo'yicha berilgan interfaol topshiriqlarni bajarishlari osonlashadi.

Dars jarayonlarida video darslardan foydalanilganda yangi ma'lumotni qabul qilish jarayoni fanlarga qiziquvchi talabalar orasida, balki fanlarga qiziqishi kamroq bo'lgan talabalar orasida ham kuchayadi. Video darsni tomosha qilish darslik bilan o'tirishdan va shunchaki matnni o'qishdan ko'ra qiziqarliroq. O'qituvchi video darsdan foydalanar ekan, ushbu videodarsning tayyor versiyasiga moslashishi yoki shu kabi video darsni o'zi yaratishi maqsadga muvofiq bo'ladi. Video darslarning yana bir o'ziga xos xususiyati, talaba darsda ishtirok eta olmaganida mavzuni mustaqil ravishda ko'rib chiqish imkoniyati yaratiladi.

 O'qituvchi va talaba o'tkazib yuborilgan mavzu bo'yicha bo'shliqni to'ldirish uchun qulay vaqtni izlashga hojat yo'q, ya'ni talaba videodars orqali istagan vaqtda mavzuni mustaqil ravishda ko'rib chiqishi va o'zlashtirishi mumkin, bu jarayonda qiyinchiliklar yoki savollar yuzaga kelganda ularni o'qituvchi bilan muhokama qilishi mumkin bo'ladi.

Bugungi kunda ta'lim tizimida bir qancha mavzular bo'yicha video darslar yatarilgan bo'lib, ulardan dars jarayonlarida samarali foydalanilmoqda. Zero zamonaviy ta'lim sharoitida talabalarning mustaqil ishlash va o'rganish faoliyatini oshirish, ularning ijodiy qobiliyatlarini rivojlantirish ilg'or innovatsion pedagogik texnologiyalardan hamda yangi avlod elektron video darslaridan foydalanishni taqozo etmoqda. Shunday qilib, video darslar darsning bir qismidagina foydalanilishiga qaramasdan, talabalar ma'lumotlarni raqamli vositalar orqali oladilar, uni idrok qilishni o'rganadilar va amalda qo'llaydilar.

Foydalanilgan adabiyotlar ro'yxati.
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MAKTABGACHA YOSHDAGI BOLALARDA O'ZARO IJOBIY MUNOSABATLARNI TARBIYALASHDA O'YINNING ROLI

Yusupova Maxfuza Maxmudjonovna
Namangan viloyat, To`raqo`rg`on tumani, 2- MTT
Zununova Feruza Toir qizi
Namangan viloyat, Pop tumani, 46- MTT
Rahmonova Maftuna Nosirjon qizi
Namangan viloyat, Chust tumani , 24- MTT

Annatatsiya: *ushbu maqolada maktabgacha yoshdagi bolalarda o'zaro ijobiy munosabatlarni tarbiyalashda o'yinning roli va undan foydalanish yo'llari haqida berilgan.* *Tayanch so`zlar.* *O'yin, oila, pedagog, ma'naviy barkamollik, ijobiy munosabat.*

Yosh avlodni yuksak ma'naviyatli qilib shakllantirish, mustaqil mamlakatimizning ishonchli va intellektual salohiyatli fuqarolari etib tarbiyalash uzluksiz ta'lim tizimining dolzarb vazifasi bo'lib hisoblanadi. Barkamol avlodni tarbiyalash masalasi uchun jamiyatning barcha insititutlari mas'uldir. Ayniqsa, barkamol avlodni shakllantirishning amaliyotini ta'minlashda, bu boradagi ilmiy muammolarning yechimini topish, olg'a surilgan nazariy xulosa va tavsiyalarni ta'lim-tarbiya amaliyotiga tatbiq etish jamiyatimizning ota-onalar, tarbiyachi-o'qituvchilari, uzluksiz ta'lim tizimi oldiga qo'yadigan davlat buyurtmasini samarali bajarishga kiritildi.

Maktabgacha ta'lim tizimini yanada takomillashtirish, moddiy-texnika bazasini mustahkamlash, maktabgacha ta'lim muassasalari tarmog'ini kengaytirish, malakali pedagog kadrlar bilan ta'minlash, bolalarni maktab ta'limiga tayyorlash darajasini tubdan yaxshilash, ta'lim-tarbiya jarayoniga zamonaviy ta'lim dasturlari va texnologiyalarini tatbiq etish, bolalarni har tomonlama intellektual, axloqiy, estetik va jismoniy rivojlantirish uchun shart-sharoitlar yaratish maqsadida yurtboshimiz tomonida bir qator qaror va farmonlar qabul qilindi.

Qabul qilingan me'yoriy hujjatlar maktabgacha ta'lim muassasalarida ilg'or xorijiy tajribani hisobga olgan holda bolalarni har tomonlama intellektual, axloqiy, estetik va jismoniy rivojlantirish sharoitlarini yaratish; maktabgacha ta'lim sifatini oshirish, maktabgacha ta'lim muassasalarida bolalarni maktabga sifatli tayyorlashni tubdan yaxshilash v.k ...

Ontogenezda 3 dan 7 yoshgacha bo'lgan davr bog'cha yoshi davri hisoblanadi. Maktabgacha yoshdagi bolalar psixologiyasida juda tez sifat o'zgarishlari bo'lishini inobatga olgan holda 3 davrga: (3-4 yosh) kichik maktabgacha davr, (kichik bog'cha yoshi), (4-5 yosh) o'rta maktabgacha davr, (o'rta bog'cha yoshi), (6-7 yosh) katga maktabgacha davr (katta bog'cha yoshi)ga ajratish mumkin. Bola rivojlanish jarayonida kishilik avlodi tomonidan yaratilgan predmet va hodisalar olami bilan munosabatga kirishadi. Bola insoniyat qo'lga kiritgan barcha yutuqlarni faol ravishda o'zlashtirib, egallab boradi. Bunda predmetlar olamini, ular yordamida amalga oshiriladigan hatti-harakatlarni, tilni, odamlar orasidagi munosabatlarni egallab olishi, faoliyat motivlarining rivojlanishi, qobiliyatlarning o'sib borishi, katga yoshli kishilarning bevosita yordamida amalga oshirilib borilmog'i kerak.

Bog'cha yoshdagi bolalarning ko'zga tashlanib turuvchi xususiyatlaridan biri, ularning harakatchanligi va taqlidchanligidir. Bola tabiatining asosiy qonunini shunday ifodalash mumkin: bola uzluksiz faoliyat ko'rsatishni talab qiladi, lekin u faoliyat natijasidan emas, balki faoliyatning bir xilligi va surunkaliligidan toliqadi.

Psixolog J. Piaje o'yinda jismlarga yangi nom berish omiliga jiddiy e'tibor bilan qarab, bu ish ramziy ma'noli tafakkur shakllanishining tayanchi, degan xulosaga keladi. Lekin

bu xulosa vaziyatni aks ettirishning birdan-bir to'g'ri yo'l ekanligini bildirmaydi. Shuning uchun narsaning nomini o'zgartirish bilan bolada tafakkur va aql-zakovat o'sishini kutish ham mantiqqa mutlaqo ziddir.

Masalan shunday o`yinlardan "Do'konda o'yini"

Maqsad: predmetlarni umumiy jihatlariga ko'ra guruhlarga ajratish, ko'maklashish sifatlarini shakllantirish, bolalarning so'z boyligini kengaytirishdir, bir-birlariga chiroyli munosabatda bo`lish..

Zarur jihozlar: do'kondan sotib olish mumkin bo'lgan nusxadagi o'yinchoqlar, o'yinchoq pullar.

3, 7 yoshli bolalar

O'yinning borishi: tarbiyachi bolalarga o'yinchoqlarini xuddi do'kondagidek joylashtirishlarini aytadi. Oziq-ovqat mahsulotlari qatori, tozalash vositalari kabi bo'limlarga bolalar narsalarni joylashtiradilar va o'zaro sotuvchi va xaridor rollarini bo'lishib oladilar. O'yin shu tariqa davom etadi, bolalar rollarini almashtirib turishlari mumkin.

Xulosa qilib aytganda o`yin faoliyati bolalarda bilish jarayonlarini va shu bilan birgalikda individual psixologik xususiyatlarini ham rivojlanib borishiga juda katta ta'sir qiladi.

1. Hozirgi zamon psixologiyasi sohasida bolalarning o'yin faoliyatlarining o'ziga xosligi va har turli o'yinlarning bola ruhiyati va shaxsi taraqqiyotiga ta'siri haqida masalalar ilmiy o'rganilgan va ulardan o'ziga xos usullarda foydalanish imkoniyati mavjud

2. Maktabgacha yoshdagi bolalar shaxsi taraqqiyotiga rolli o'yinlarni ta'siri tahlil qilingan.

Yuqoridagi fikr-mulohazalarga asoslangan holda ota-onalar va tarbiyachilarga quyidagi tavsiyalarni ishlab chiqish mumkin:

1. Bog'cha yoshidagi bolalarning ruxiy jarayonlarini rivojlantirishda barcha o'yin turlari bilan bir qatorda rollarda bulinib o'ynaladigan voqeylikni aks ettiruvchi o'yinlardan keng foydalanish zarur.

2. Bolalarning o'yin faoliyatlariga hozirlashda tarbiyachi ijobiy psixologik muhitni yaratuvchi vaziyatlarni ishlab chiqishi kerak.

Foydalanilgan adabiyotlar ro'yhati.

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OG'ZAKI TARJIMA JARAYONIDA ANALIZ VA SINTEZ

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Annotatsiya: Ushbu maqolada transkripsiya va diktantdan tubdan ajratib turadigan yozuvning asosiy xususiyati haqidadir. Bizning o'rganish ob'ektimiz tarjima yozuvi matnning sirt tuzilmalarini emas, balki uning semantik tuzilmalarini aks ettiradi. Shuning uchun tarjima yozuvini analiz va sintez qilish qilinayotgan tarjimaning sifat jihatini oshiradi. Bunda shu kabi xususiyatlar aniq va ravshan ochib beriladi.
Kalit so'zlar: stsenariy, analiz, sintez, stenografiya, matn yig'ish, dekodlash, transkriptsiya.

Tajribasiz tarjimonning odatiy xatosi, bu tarjimaning muvaffaqiyati uchun ishonchli asos yaratmasligidir. Ma'ruzachining nutqidagi "har bir so'zni yozib qo'yish" istagi yo'qligidir. Albatta, buni oddiy diktant yozuvidan foydalanib amalga oshirish mumkin emas, chunki og'zaki nutqning tezligi odatda yozish tezligidan ancha yuqori. Protokollarni olib borishda ushbu muammoni hal qilish uchun bir vaqtning o'zida stsenariy ixtiro qilindi - aslida boshqa har xil ixcham alifbo, shu jumladan eng mashhur harf birikmalarini va hatto ba'zi so'zlarni yozib olish uchun belgilardan foydalanish ham mumkin. Ammo transkript tarjimamuammosini hal qilmaydi: hatto og'zaki yozuvni xuddi shu qadar tez transkripsiya qilish va dekodlash qobiliyatiga ega bo'lsa ham, tarjimon eng yaxshi tarzda faqat quloq orqali tarjima qilish vazifasini varaqdan tarjima qilish vazifasi bilan almashtiradi - lekin u bu muammoni hal qila olmaydi.

Diktant xat va transkript, ovozli matnni lentaga yozib olish bilan bir xil, faqat tinglash bosqichi bilan, sezgir matnga vertikal o'lchov elementlarini kiritadigan tahlil mexanizmlarini ulamasdan bog'liq bo'lishi mumkin. Uni transkripsiya va diktantdan tubdan ajratib turadigan yozuvning asosiy xususiyati aniq, chunki tarjima yozuvi matnning sirt tuzilmalarini emas, balki uning semantik tuzilmalarini aks ettiradi. Buni ta'minlash uchun tarjimon asl nusxani idrok etish bilan bir qatorda, boshlang'ich matnni yetarlicha chuqur semantik tahlil qilishni talab qiladi va u qog'ozga o'rnatilishi kerak bo'lgan "yarim hazm qilingan" materialdir.

Shunday qilib, tahlil bosqichi yakunlandi, tarjimon boshlang'ich matn tarkibidagi elementlarni idrok etish, tushunish, tushunish va mahkamlash bo'yicha ko'p aqliy ishlarni amalga oshirdi. Biroq, tashqi kuzatuvchi tomonidan qaralganda, u hali ham "hech narsa qilmadi" - u shunchaki jim turdi va ma'ruzachining fikrlarini aytganda tingladi. Ehtimol u daftariga biron bir narsa yozgan. Endi, nihoyat, tarjimon o'z nonini ishlab chiqara boshlaydi, ya'ni u, kuzatuvchi eshitishni istagan narsani aytadi. Tarjima qilingan matnning sintezi va talaffuzi tarjimon ishining deyarli tashqi ko'rinishiga ega bo'lgan qismidir: aynan u va tanqidchilar uni shunday deb baholaydilar. Bundan tashqari, ular har doim ham ob'ektiv ravishda baholanmaydi va ochiqchasiga, har doim ham malakali emas. Tarjima sifatini baholash bo'yicha Xalqaro konferensiya tarjimonlar assotsiatsiyasi tomonidan o'tkazilgan tadqiqotga ko'ra, yirik xalqaro tadbirlarning ishtirokchilari - tinglovchilar tarjima matni mazmuniga, taqdimot uslubiga, shuningdek, tarjimon ovozining yoqimli ekanligiga deyarli teng ahamiyat berishdi. Ular tarjimon monoton emas, balki "jonli va ta'sirchan" gapirishlari kerakligini aytishdi. Xo'sh, agar bu tomoshabinlarning taxminlari bo'lsa, unda tarjima strategiyasi va taktikasini tanlashda buni hisobga olish kerak.

Albatta, tarjimonning ovozi quloqqa qanchalik yoqimli bo'lishidan qat'i nazar, asosiysi shubhasiz: tarjimon asl mazmunini buzilmasdan va kamaytirmasdan tarjima qilishi kerak, tarjimon kerakli shartlarni to'g'ri ishlatadi, raqamlarni noto'g'ri talqin qilmaydi, ismlarni aniq talaffuz qiladi. Ushbu turdagi xatolar e'tibordan chetda qolmaydi. Ammo tarjimonning

vazifalari va majburiyatlarining terminologik yoki mos yozuvlar aniqligi cheklanmagan. Qolgan hamma narsa bu hunarmandchilikning ichki oshxonasi bo'lib, ko'p jihatdan sirt kuzatuvchisiga etib bo'lmaydi, ammo tarjima professionalligi darajasini belgilaydi.

Tezkor tarjima yordamida uchta ma'lumot manbasi, bir nechta manbalardan kelib chiqadigan materiallarni birlashtiradi va birlashtirgan holda "yig'ish" qiladi. Ulardan eng yaqqoli - bu tarjima yozuvi yordamida qog'ozga yozilgan va tarjimon yozmagan, ammo eslab qolinadigan segment bilan bog'liq holda, asl xabarning asosiy ma'nolarini to'playdi. Tarjimon reverb bosqichida murojaat qiladigan yana bir manba bu tarjima tilining qismidagi o'zining lisoniy kompetentsiyasi, shuningdek uning kelib chiqishi (ensiklopedik) bilimi va xabar mavzusini bilishi masalasidir(tematik kompetentsiya). Va nihoyat, tarjimon o'z faoliyatining mahsuliga ta'sir ko'rsatishi mumkin bo'lgan holda ma'lumotni jalb qilishi kerak bo'lgan uchinchi yo'nalish-aloqa holatini, tarjimonning ilgari aloqada bo'lgan qismi haqida bilishi, shuningdek, tinglovchilarning tarjimani tinglashi haqidagi bilimlarini o'z ichiga olishini nazarda tutadi: bu kerakli ma'lumotlarni hisobga olgan holda yakuniy matnni yaratishga imkoniyat topadi.

Aslida, bunda tarjimonning "uchta manbai" boshqa tartibda kuchga kiradi: birinchidan, tarjimon o'zining lingvistik, entsiklopedik va tematik bilimlari va ko'nikmalari bilan qurollangan hamda kommunikativ vaziyatga kiradi; keyin u vaziyatni barkamollashtiradi (ba'zan uni yo'l-yo'lakay yaratadi) va shuningdek, hech bo'lmaganda ma'ruzachi, tinglovchilar tarkibi, taklif qilingan ma'lumotni qabul qilishga tayyorligi va boshqa pragmatik omillar to'g'risidagi eng umumiy fikrni shakllantiradi; va faqat shu asosda ma'ruzachi tomonidan taqdim etilgan asl matnning hozirgi segmentidagi haqiqiy materiallar amalga oshiriladi. U qisqa yozuv yoki tezkor yozuv yordamida yozib olinadi. Yozuvdan "qayta tiklangan" tarjima qilingan matnning sifati, xuddi meva sharbatini yoki sutni kontsentratlardan qaytarib olish kabi, ko'p jihatdan tarjimonning so'z boyligi va boshqa til resurslarining boyligiga, uning leksik muvofiqligi mexanizmlari va stilistik ifodaligiga bekam-ko'st ega bo'lishiga bog'liq.

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INSON RESURSLARINI BOSHQARISHDA KORPORATIV IJTIMOIY MAS'ULIYAT KONSEPSIYASINI QO'LLASHNING AHAMIYATI

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Annotatsiya: Bugungi kunda shuni ta'kidlab o'tish kerakki, jadal rivojlanayotgan bozor iqtisodiyoti sharoitida inson resurslarini boshqarish va ulardan samarali foydalanish korxona va tashkilotlarning eng katta muammolaridan biri bo'lib qolmoqda. Inson resurslarini boshqaruvida ijtimoiy-iqtisodiy dastaklaridan o'z o'rnida foydalanish esa boshqaruv jarayonida katta yordam berishi fanda tasdiqlangan. Shunday ekan inson resurslarini boshqaruvida korporativ ijtimoiy mas'uliyat konsepsiyasini qo'llash muhim ahamiyat kasb etadi.

Kalit so'zlar: inson resurslari boshqaruvi, samaradorlik, korporativ ijtimoiy mas'uliyat, triple bottom line

Inson resurslarini boshqarishning umumiy ta'rifi.

Inson resurslarini boshqarish bu xodimlarni boshqarishni anglatib, tashkilotning asosiy aktivlari bu inson resurslari degan to'xtamga keladi. Inson resurslarini boshqarish xodimlarning ishga va tashkilotning xodimlarga bo'lgan munosabatini tartibga solish mexanizmlarini ishlab chiqish, ularni amalda qo'llash va bajarilishini nazorat qilish vazifalarini bajarishni o'z ichiga oladi. Inson resurslarini boshqarish - bu tashkilotda ishchi kuchini yollash, rag'batlantirish va saqlash bilan bog'liq boshqaruv funktsiyasidir. Shu bilan bir qatorda, inson resurslarini boshqarish xodimlarni yollash, malakasini oshirish, motivatsiya berish, rag'batlantirish, jazolash, shaxsiy rivojlantirish kabi masalalar bilan ham shug'ullanadi. Ular ish muhitini va sharoitini tashkilot siyosati bilan hamohang bo'lishini ham ta'minlaydi.

Korporativ ijtimoiy mas'uliyat konsepsiyasining umumiy ta'rifi.

Korporativ ijtimoiy mas'uliyat - bu tashkilotlarning yuqori iqtisodiy ko'rsatkichlari bilan bir qatorda sezilarli raqobat ustunligini yaratishi mumkin bo'lgan amaliyotdir. Dastlab korporativ ijtimoiy mas'uliyat atamasi 1960-yillarda Yevropa bo'ylab keng tarqala boshladi va o'sha paytdan beri u olimlar va kompaniyalar orasida katta e'tiborga sazovor bo'ldi. Bu atamaga ko'plab ta'riflar va nomlar mavjud berilgan, masalan, uchta asosiy chiziq, odamlar, sayyora va foyda, ijtimoiy samaradorlik va boshqalar. Korporativ ijtimoiy mas'uliyat nafaqat xarajatlarni kamaytirish orqali samaradorlikni oshiradigan vosita, balki u xodimlarni rag'batlantirish va tashkilot obro'sini oshirish orqali investorlar e'tiborini qozonishi va manfaatdor tomonlarni mamnun qilishi mumkin. Bugungi kunda notijorat va davlat tashkilotlari barcha sohalarda natijaga erishishni xohlashadi. Ushbu konsepsiya nazariyasi ijtimoiy javobgarlikka tayanadi va har bir tashkilotning buxgalteriya hisobiga moliyaviy omillar bilan bir qatorda ijtimoiy va ekologik muammolarga ham e'tibor qaratishni nazarda tutadi. Korporativ ijtimoiy mas'uliyat o'z navbatida triple bottom line jihatlarga bo'linadi va 4 ta P deb ham ataladi (people, profit, planet), ular: odamlar, foyda va sayyora degan ta'limotga amal qiladi. Ushbu 3 ta atama ustuniga hozirda 4 chisi ham qo'shilgan: kelajakka yo'naltirilgan yondashuv. Bu atama tashkilotning ijtimoiy, ekologik va moliyaviy javobgarligidan tashqari kelajakda barqaror rivojlanish strategiyasini ishlab chiqadi. Ammo triple bottom line ustunlarining o'lchov birliklari mavjud emas, umume'tirof etilgan standartlar ishlab chiqilmagan.

Korporativ ijtimoiy mas'uliyat va inson resurslari boshqaruvini o'zaro bog'lash.

Inson resurslani boshqarish bilan shug'ullanuvchi bo'limning ijtimoiy mas'uliyat

konsepsiyasini boshqaruvda qo'llashda muhim o'rin egallaydi. Shu bilan bir qatorda, boshqaruvchi xodimlar korporativ ijtimoiy mas'uliyat konsepsiyasini amalda qo'llanilishi, tashkilotda uning samarali olib borilishi haqida hisobdorlik bilan bir qatorda konsepsiyani faol ravishta targ'ibot qilishni olib borishi mumkin. Korporativ ijtimoiy mas'uliyat odatiy boshqaruv tizimlaridan tubdan farq qiladi, u atrof-muhit muhofazasiga chuqurroq yondashish, bolalar mehnatidan foydalanmaslik, mahsulotlarning xavfsizligiga e'tibor qaratadi. Bugungi kunda olib borilayotgan tadqiqotlar shuni ko'rsatmoqdaki, barqaror inson resurslarini samarali boshqarishning garovi sifatida bir vaqtning o'zida ekologik, ijtimoiy va iqtisodiy maqsadlar katta rol o'ynashi mumkin. Korporativ ijtimoiy mas'uliyat konsepsiyasidan inson resurslarini boshqarishning samarali unsurlaridan foydalanish mumkin va bu tashkilotning kadrlar siyosayitga juda katta ijobiy ta'sir etadi. Bu uchun quyidagi 3 ta qadamni tashkilot o'z faoilyat doirasida amalga oshirishi kerak bo'ladi:

1.Xodimlarni yollashda korporativ ijtimoiy mas'uliyat nazariyasini ko'rsata olish.

Hozirgi kunda shuni inobatga olish kerakki, insonlar ijtimoiy va ekologik jihatlarga e'tibori kundan kunga oshib bormoqda. Shu sababli, tashkilotning korporativ ijtimoiy mas'uliyat konsepsiyasini faoliyatida qo'llagani kadrlarni yollashda jalb etuvchi kuch sifatida ishlashi mumkin.

2.Kadrlar qo'nimsizligini qisqartirishda yordam beradi.

Bugungi kunda kadrlar qo'nimsizligi barcha tashkilotda uchraydi va bu o'z o'rnida tashkilotning faoliyat jarayonini oqsashiga olib keluvchi faktorlardan biri hisoblanadi. Faoliyatda korporativ ijtimoiy mas'uliyatni qo'llash orqali kadrlarga

Tashkilot va korxonaga bo'lgan ijobiy fikrni oshirish hamda ularga qulay, zararsiz ish joyini yaratib berish, har xil rag'batlantirish loyihalarini amalda qo'llash. Haqiqiylikni namoyish qilish va xodimlarga yaxshilik uchun o'zgarishlar qilish imkoniyatini taklif qilishdir.

3.Kadrlar tizimiga korporativ ijtimoiy mas'uliyatni qo'llash.

Ishga qabul qilish jarayonida intervyularda, taklif xatida, xodimlar bilan dastlabki aloqada korporativ ijtimoiy mas'uliyatga asoslangan tafsilotlarni kiritish. Korporativ ijtimoiy mas'uliyatni lavozim tavsiflariga, yillik ish rejalari va jamoat maqsadlarida eslatib o'tish, korporativ ijtimoiy mas'uliyatni rasmiy va norasmiy mukofot tizimlariga kiritish. Korporativ ijtimoiy mas'uliyat xulq-atvorini rag'batlantiradigan samaradorlikni baholash tizimlarini ishlab chiqishda bo'linmalarini qo'llab-quvvatlash.

Xulosa.

Korporativ ijtimoiy mas'uliyat inson resurslarini samarali boshqarishda va ishlashida mas'uliyatni o'z zimmasiga oladi. Inson resurslarini boshqarishning asosiy mas'uliyati g'oyalarni yetkazish va amalga oshirish, tashkilotdagi har xil madaniy va xulq-atvor o'zgarishlarini tartibga solishni o'z ichiga oladi va bunda korporativ ijtimoiy mas'uliyat konsepsiyasi ayni muddao hisoblanadi. Chunki konsepsiya xodimlarning munosabatlariga ta'sir qilishda va yuqori boshqaruv bo'g'inlari bilan bog'lashda xizmat qiladi.

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ISSUES OF THEORY AND METHODS OF ANALYSIS OF STRUCTURAL-SEMANTIC AND COMMUNICATIVE ASPECTS OF THE OFFER

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Abstract. *In modern Russian Germanic studies, the majority of Germanists-researchers of syntax proceed from the definition of a sentence adopted in the academic grammar of the Russian language. This definition is formulated as follows: "A sentence is an integral unit of speech grammatically formed according to the laws of a given language, which is the main means of forming, expressing and communicating thoughts. The sentence expresses not only the message about reality, but also the attitude of the "speaker" to it.*

Keywords: *phraseology, aphorism, phrase extra linguistic, paralinguistic.*

However, if we recognize the provision about the presence not only of a sentence as "the main means of forming, expressing, and communicating thought", but also an attributive phrase that implements the mental act of concretizing and determining concepts, then the above general definition of a sentence needs to be clarified and correlated with the definition phrases.

In addition, this definition does not take into account the structural features of the sentence, as an expression of a certain type of mental act.

This definition, in our opinion, could be opposed by the following refined definition, reflecting the essence of the structure of the sentence itself. A sentence is one of two forms and means of design and expression of human thinking, opposite in their nature and essence, and reflecting reality and attitude to it, as a two-part, syntactic unity of the realization of the mental act of predication according to the internal laws of a given concrete language, i.e. abstraction of one concept to another, and characterized in accordance with the logical structure of the judgment, a special structure characteristic of the sentence, consisting of two comparable, grammatically consistent with each other in the person and number of the main members of the sentence - the subject in which a specific substantive concept is expressed, and the predicate, in which expresses an abstract, also substantive generalizing concept (formally reduced in modern languages), with a universal verbal dynamic attribute containing the categories of time and modality, when comparing which the concept contained in the subject is generalized by the concept and the attribute contained in the predicate.

In connection with such an understanding of the structure of the sentence, we also think that the existing definitions of the main members of the sentence - the subject and the predicate - are unsatisfactory, which are based on the recognition of the sentence as the only model for the formation of thought.

The most successful of the existing definitions of the subject and predicate should be considered the definitions of the main members of the sentence in the academic grammar of the Russian language, which, with some modifications, are also used in modern grammars of specific Turkic languages.

Definition of the subject: "The subject is the main member of a two-part sentence, grammatically independent of other members of the sentence, usually expressed by a noun, pronoun or other inflected word in the form of the nominative case and denoting an object (in the broad sense of the word), sign (action, state, property, quality), which is determined in the predicate.

Determination of the predicate: "The predicate is the main member of a two-part sentence, usually expressed by the personal form of the verb, noun, adjective or

participle and denoting asign (action, state, property, quality) of the subject that is expressed by the subject."

In these definitions, the emphasis is mainly on what parts of speech a given member of the sentence is expressed in, but it is not determined what is the nature of the grammatical semantics of each of them, and what is their dependence among themselves as syntactic categories - all these points are omitted in the definition.

Recognizing a sentence as one of two opposite in nature and essence forms of expression of human thought, as a syntactic unity that implements the mental act of generalizing one concept to another and is characterized in accordance with the logical structure of the judgment by a special structure of the definition-definition of the subject and predicate, characteristic of the sentence, as the main members of the sentence should reflect not so much what and what part of speech they can be expressed, i.e. their morphological side, how many, mainly their syntactic essence, as categories of syntax. From this point of view, when determining the subject and predicate, some structural and syntactic features of these categories should also be taken into account.

Based on this, the following definitions of these categories can be proposed.

Definition of the subject: "The subject is the main member of the sentence, corresponding to the subject of logical judgment, expressed by a word or group of words denoting a specific simple or complex concept in the substantive form of any part of speech, grammatically consistent in person and number with the second main member of the sentence - the predicate"...

Determination of the predicate: "The predicate is the main member of the sentence corresponding to the predicate of logical judgment, expressed by a word or group of words, historically representing a substantive phrase, consisting of a defined abstract substantive concept lost in modern constructions and a definition of a universal dynamic feature containing grammatical categories of time and modality, grammatically consistent in person and number with the second main member of the sentence - the subject. "

These definitions, firstly, indicate the correlation of the sentence with the mental act of judgment, secondly, they reveal the structure of the main members of the sentence, thirdly, they determine the grammatical connection of the main members of the sentence and, finally, fourthly, they characterize their historical development.

It should be noted that in the process of the historical development of the sentence structure, its individual elements and, in particular, the structural elements of the predicate have undergone reduction until they completely disappear.

So, in most modern sentence constructions, the predicate, historically representing a definitive phrase, consisting of a definable - substantive concept, abstract in meaning, and a definition, which is always a dynamic verbal feature with accompanying categories of time and modality, has already lost its substantive element and now in most languages, it consists only of an attributive element, expressed either by a personal form of the verb, historically ascending to the participle, or by aname with alinkage (including the zero linkage), also ascending to the same participial form of the verb.

Within the framework of the nominative aspect, we distinguish between two closely interconnected sub-aspects:

a) situational-structural,

b) relativistic-structural (hereinafter, the shorter word "aspect" is used to denote "sub-aspect").

If a certain "consensus" is reached regarding the recognition of the role and position of aspect (a) in the typology of a sentence in the latest literature (disputes are mainly about the taxonomy of subject situations and the nomenclature of their actants), then aspect (b) unites the components (grammatical categories of the sentence), which are

still not studied systematically enough or generally remain outside the scope of semantic and syntactic research. At the same time, the components of aspect (a) are more universal, the components of aspect (b) are more idio-ethnic.

In a comparative typology of languages, as in any comparison objects or phenomena, it is absolutely necessary to rely on something in common. Only under this condition it is possible to identify coincidences and discrepancies in interpretation of some fact of reality between speakers of different languages and to reveal the functions of different-level language means in reflecting this event.

The general condition of what we rely on in the transition from language to language is the situational - the structural aspect of the sentence structure.

The analysis of a sentence in a relational-structural aspect also contributes to the solution of the general problem of the typology of a sentence, which consists not so much in designating the types of sentences, but in correlating them with each other on the basis of differential features, identifying similarities and differences in their structural-semantic organization. To determine in this way the systemic place of each type in the syntax of a particular language. Therefore, the task before us is twofold.

On the one hand, it is necessary to describe the most important typological characteristics and clarify the taxonomy of structures that make up syntactic systems and subsystems in the compared languages. On the other hand, it is important to create prerequisites for achieving a practical goal - establishing on a single basis those semantic shades that distinguish constructions that are close in meaning in each language.

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PARALINGUISTIC MEANS

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Abstract. The article also notes the importance of paralysis in the emergence of phraseology. The study of the article focuses on the essence and content of phraseological phenomena, which are formed on the basis of extrathaway means.

Keywords: extra linguistic, paralinguistic, phraseology, aphorism, phrase, component, lexeme.

The term paralanguage (from the Greek para - near, outside) is interpreted as phenomena and factors studied by paralinguistics and accompanying speech, but not being verbal material: loudness, pauses, voice modulations, facial expressions, gestures, visual contact between communicants, etc. [one].

Paralanguage (according to Verderber) - "non-verbal sound signals that shape speech - tonality, voice volume, speech rate, pauses and sighs - are a rich source of information. The paralanguage has to do not with what is said, but with how it is said. The least obvious type of para-language is considered to be silence, with the help of which people are able to convey such feelings as contempt, hostility, challenge and severity, but also respect and kindness "[2].

Paralinguistics studies such mental movements of the body as gestures, facial expressions that arise in a speech situation. Paralinguistics plays an important role in communication. If the speech is expressed to the listener without the support of these means, then the thought will have less impact. Then the message looks like dry information. Any thought should have its expressiveness, attractiveness, and demand for communication. It is with these aspects that paralinguistics enlivens speech.

It is known that gestures arose in the development of society much earlier than language (speech). They served as the main source for a person to speak, express thoughts. More precisely, gestures are the product of a person's long-term life experience. Therefore, there will be no sign interpreter. About this V.N. Helia says: "Although paralinguistics serves to uncover the meaning of a word, it also tends to attract the listener."

Apparently, the gestures are implemented in sync with the meaning of the word. Accordingly, the speech becomes impressive. In this case, the effectiveness of speech is felt not only with the help of visual means of language, but also with the help of paralinguistic means that make the thought attractive. After all, any attraction, impression, imagery in speech arises on the basis of movements. On the other hand, paralinguistic tools can also be effective on their own.

In this article, an attempt is made to study the formation of sign phraseological units and their semantic content. Paralinguistics is also very close to phraseological units in education, structure and essence. The closeness is that paraleguistics is also a non-linear phenomenon that makes sense based on stagnation. It would be expedient to conditionally include paralinguistic means in linguistic phenomena. Because they do not have a sound structure, but they have semantics and at the same time are important because they are equally understandable to native speakers.

In addition, gestures are similar to phraseological units in that they give any idea an image, a figurative-affective expression.

By the way, it cannot be argued that phraseological units are language units that differ sharply from paralinguistic means. Because in the formation of phraseological units, along with linguistic units, the use of paralinguistic means is often observed.

Analysis of the literature on this issue showed that the role of paralinguistic means in the emergence of phraseological combinations is enormous. Therefore, this article focuses on the content and essence of phraseological units formed on the basis of extralinguistic factors and formed precisely by paralinguistic means.

Thus, gestures are also part of phraseological units, but their relation to language and speech, the process of expressing thoughts and some syntactic features differ from each other. Accordingly, both are linguistic phenomena that need to be studied separately. In general linguistics, the phenomenon of paralinguistics is considered as phraseological aphorisms. This attitude is consistent with the nature of the gestures. However, not all of them are in the form of phrases. For example, the eyebrow-raising joint is also a paralinguistic instrument. The first part of the compound is used in the original sense, and the second part is used figuratively. Only gestures with this structure can be called phrasal verbs. Compare: shrugs, rolls his eyes, shakes his head, strains his neck, frowns.

However, gestures such as curling the lips, squinting eyes, shrugging the shoulders, frowning forehead, shaking the head cannot be added to phraseological combinations. Because both components of the word in these combinations retain their original meaning. It should be noted that these gestures are very close to phrases. Phrases are free combinations. The difference between gestures and phrases is that, firstly, gestures are non-verbal means; on the other hand, phrases rely on lexemes rather than non-verbal actions. Secondly, gestures can be stabilized according to the requirements of the text. For example, aperson who slipped has alot of weight: he was lying on his back to get rid of flies, shaking his head, waving his arms and trying to scare them with a cry because he was not strong enough. The combination of shaking the head and shaking hands in this example are gestures used in the context of the word "driving" (phraseologized in context). Phrases do not have this feature. It seems that paralinguistic techniques are also very close to phrases. However, the difference here is that phrases are based on tokens based on thoughts, while gestures are based on gestures based on actions.

The phraseological meaning is based on the transfer of the meaning of the verbal components of the phrase: licking the fat of a snake is a trick, turning a fur coat over is anger, and a loaf of bread that has fallen into the water is empty.

Paralinguistic means, that is, gestures, consist mainly of actions and situations. Verbally, they are contained in the texts of literary works, because they are effective means of revealing the character of the protagonist. They also make the reader think and observe, "He has to come out today, will you go?" - said Usmanov. - Yes, he nodded (U. Umarbekov). It seems that the gestures in the text are given by the author, and not by the language of the protagonist. This is another aspect of gestures.

The ability to observe and take into account the elements of non-verbal behavior of listeners allows the speaker to make adjustments to his speech, turn a monologue speech into an active dialogue with the audience, "involve" them in the process of mutual stimulation. After all, the tone of the speech largely depends on the reaction of the audience, on how much it supports or cools the speaker. Therefore, one must be able to see and feel the "breath" of the audience in order to regulate its behavior, which is important both for an orator speaking to the public and in a simple conversation.

But it should be remembered that paralinguistic means are not independent, but auxiliary elements of communication. They prepare, accompany, comment on, clarify the speech and reveal its deep essence. Therefore, before using them, you need to know what to talk about.

So, the living space of paralinguistics is dialogical speech. Analysis of research shows that gestures are mostly composed of words and phrases that are used literally. In phraseology, all components of a word are based on transitions, and in gestures, only

one word has a meaning. Compare: shrugs, plucked eyebrows, rubs his hands. Such gestures are in the minority in our language. But in any case, gestures are very close in structure to phraseological units.

In conclusion, it should be noted that phraseology includes language units based on stable migration, and gestures are speech units that are conditionally phraseologized according to the requirements of the text. The emergence of both occurs on the basis of extralinguistic means. In this respect, they are very similar.

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THE USAGE OF SLANGS IN COMMUNICATION AMONG CADETS

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Abstract: This article focuses on the unusual feature of the usage of military slang. In the article, it is classified and analyzed concepts of "slang" and "military slang" used by cadets. The research method is Qualitative Research which collects the data such as words and expressions used by cadets of the Academy of the Ministry of Internal Affairs in their everyday service. The researcher found that cadet slang is a lexical layer of the language used in informal communication in the environment of military personnel to express attitude, transfer emotions and evaluation of the speaker.

Keywords: slang, military jargon, cadet slang, lexical layer

ИСПОЛЬЗОВАНИЕ СЛЕНГОВ В ОБЩЕНИИ КУРСАНТОВ

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Аннотация: Данная статья посвящена необычной особенности употребления военного сленга. В статье классифицируются и анализируются понятия "сленг" и "военный сленг", употребляемые курсантами. Методом исследования является качественное исследование, которое собирает данные, такие как слова и выражения, используемые курсантами Академии МВД в их повседневной службе. Исследователь установил, что курсантский сленг представляет собой лексический слой языка, используемый в неформальном общении в среде военнослужащих для выражения отношения, передачи эмоций и оценки говорящего.

Ключевые слова: сленг, военный жаргон, курсантский сленг, лексический слой

KURSANTLAR O'RTASIDAGI MULOQOTDA SLENGLARLARDAN FOYDALANISH

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Annotasiya: Ushbu maqola harbiy slenglardan foydalanishning g'ayrioddiy xususiyatiga bag'ishlangan. Maqolada kursantlar tomonidan qo'llaniladigan "sleng" va "harbiy sleng" tushunchalari tasniflanadi va tahlil qilinadi. Tadqiqot usuli - bu IIV Akademiyasi kursantlarining kundalik xizmatida qo?llagan so?z va iboralar kabi ma?lumotlarni to?playdigan sifatli tadqiqotdir. Tadqiqotchi kursant sleng tilning leksik qatlami bo'lib, harbiy xizmatchilar o'rtasida norasmiy muloqotda o'z munosabatini ifodalash, his-tuyg'ularni bildirish va so'zlovchini baholash uchun qo'llaniladiganligini aniqladi.

Kalit so'zlar: sleng, harbiy jargon, kursant slengi, leksik qatlam

One of the main functions of language is the communicative function. This suggests that language cannot exist outside of life and society. Since the social environment is multifaceted and multidimensional, language develops accordingly and functions differently in different social strata and professional groups.

Special attention in linguistics deserves the study of slang, as one of the specific manifestations of language. The first noteworthy mention of war slang is found in the classic dictionary of the vulgar language by F. Gross "A Classical Dictionary of the Vulgar Tongue" in 1788. In the third edition of this dictionary, published in 1796, there are about 70 units related to military slang.

However, the first fundamental work, dedicated to the study of slang, is a monograph "Slang To-day and Yesterday" by E. Patridge. In his work, the author gives an overview of existing scientific works, in which there are references to military slang, lists dictionaries that record military slang, gives examples of dictionary entries, while giving his own interpretation of certain concepts, describes and analyzes the differences in the slang of sailors and soldiers.

In Uzbek philology, works devoted to military slang are not numerous. However, in Russian philology, the most fundamental research is considered to be a research work done by V. P. Korovushkin on the topic of military jargon entitled "Dictionary of Russian military jargon: non-standard vocabulary and phraseology of the armed forces and paramilitary organizations of the Russian Empire, the USSR and the Russian Federation of the XVIII-XX centuries". This dictionary includes about eight thousand words and it is interesting, first of all, because it covers the great history of the Russian army, starting with the Russian-Turkish wars of 1686-1713. This work describes the jargon of military and paramilitary organizations that existed in the Russian Empire, the USSR, the Russian Federation until December 1996.

In my article, I turned to the study of the problem of the use of military slang among cadets on the example of communication of cadets of the Academy of Internal Affairs.

It is known that the term "slang", which appeared in English lexicography around the beginning of the XIX century, was used to refer to units of the vocabulary of the language that do not meet literary standards. A number of linguists who study the "nature" of slang deny the existence of slang as a separate lexical category. In this article, under the term "slang" the author understands the lexical layer that is outside the limits literary language and possessing pronounced evaluative, expressive and emotional connotations.

The concept of "slang" is mixed with such concepts as "dialectism", "jargon", "vulgarism", "vernacular". A. D. Schweitzer in the work "Essay on Modern English in the USA" relates military slang to "special slang". The author believes that most military slangs are emotionally colored equivalents of military terms and have a mocking connotation. In my work, I share the point of view of A. D. Schweitzer and hold opinions on the identity of the concepts of "military slang" and "military jargon". In 2016, on the basis of the Academy of Internal Affairs was conducted a research to study slangs that cadets use in daily life. Slang, as well as literary language, reflects the way of life, manners, habits and customs of the linguistic commonality. Doing analysis of lexical units that use cadets in the daily service, I was able to distinguish the following lexico-semantic groups:

1. Relationship between people.
2. Physical activity.
3. Man and the World

Learning the vocabulary of cadet slang mentioned above groups can be divided into a number of smaller subgroups. Thus, in the first group, two subgroups can be noted:

Subgroups: - everyday relationships between people (e.g."krayne", "kamin", "shkura", - guilty; "blunt", "stukach" is a delator, "qizil" is a man complains about everyone, "quloq" is a traitor, "pidjak" is a student at a civilian university).

- relations between different categories of military personnel, depending on the rank and position held (for example, "kontrabas" - a soldier serving under a contract, "fil" - a cadet of the 1st year, "shlang" - a cadet of the 2nd year, an "bolta" - a cadet of the 3rd year, "leti"-lieutenant).

In the second group we can distinguish the following subgroups:

- activities during daily service (for example, "shemit'" - sleeping (more often in classes), " kayfanut'" - go to the hospital.

- educational activity (for example, "shamol" - not clever, "styopa"-scholarship, "yaxlamoq"-to come back from exams, "yopmoq"-to finish the sessions).

The third lexico-semantic group is quite broad. We include to it the following categories.

- daily routine (for example, "vecheruha"- evening verification", "sampo" - independent preparing).

- free time (hobbies, dismissals) (for example, "uval" - dismissal, "dismissal" -

dismissal note, "rassos" - free time, easy work, "chopilmoq"-to stay away from dismissals)

In conclusion, the analysis of military slang on the basis of the Academy of Internal Affairs showed that cadet slang is a lexical layer of the language used in informal communication in the environment of military personnel to express attitude, transfer emotions and evaluation of the speaker. Cadet slang is a fairly rich linguistic layer and covers all areas of life of cadets. The ways of its completion have no fundamental differences from the analytical processes in the literary language. The vocabulary of military slang originates in oral conversational speech with direct at ease live communication, which determines its originality.

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BARKAMOL SHAXS SHAKLLANISHIDA YUSUF XOS XOJIB TA'LIMOTINING O'RNI

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Annotatsiya: ushbu maqolada barkamol shaxsni shakllanishida Yusuf Xos Xojibning boy merosidan foydalanish yo'llari haqida fikr yuritilgan.

Tayanch so`zlar. Tarbiya, shaxs, sharq mutafakkirlari, ma'naviy barkamollik, mantiqiy fikr, bilim, aql.

Biz fikrlar ekanmiz, albatta, biror bir asosga tayanamiz. Mantiqiy,mustaqil va tanqidiy fikrlash haqida gap ketganda esa biz sharq mutafakkirlarining pedagogic qarashlariga asoslanamiz. Mantiqiy,mustaqil va tanqidiy fikrlash kecha yoki bugun paydo bo'lgani yo'q. Bundan bir necha asrlar oldin ham turli xil fikrlar, qarashlar bo'lgan. Biz yoshlar esa sharq mutafakkirlarining boy tarixiy merosidan bugungi kunda barkamol avlodni tarbiyalashdek mas'uliyatli va sharafli vazifani ado etishda foydalanib kelmoqdamiz.

Jamiyat ma'naviyati va shaxs kamolotida muhim o'rin tutuvchi ma'naviy va ahlohiy poklik, iymon, insof, diyonat, or-nomus, mehr-oqibat, keksalarga hurmat singari insoniy fazilatlar o'z-o'zidan shakllanmaydi. Barchasining asosida yosh avlodga oila, umumiy o'rta, o'rta maxsus, kasb-hunar hamda oliy ta'lim tizimida amalga oshirilayotgan ta'lim-tarbiya mazmuni, g'oyaviy yo'nalishi va samarasi yotadi.

"Jamiyat ma'naviyati va shaxs kamolotida muhim o'rin tutuvchi ma'naviy va ahlohiy poklik, iymon, insof, diyonat, or-nomus, mehr-oqibat, keksalarga hurmat singari insoniy fazilatlar o'z-o'zidan shakllanmaydi. Barchasining asosida yosh avlodga oila, umumiy o'rta, o'rta maxsus, kasb-hunar hamda oliy ta'lim tizimida amalga oshirilayotgan ta'lim-tarbiya mazmuni, g'oyaviy yo'nalishi va samarasi yotadi.

O'sib kelayotgan yosh avlodning zamon talablariga mos, barkamol inson bo'lib shakllanishlari uchun ijtimoiy tarbiyaning muhim tarkibiy qismlari - aqliy, ma'naviy-axloqiy, jismoniy, mehnat, estetik, huquqiy, ekologik, iqtisodiy hamda jinsiy tarbiyani tashkil etishga nisbatan yangicha nuqtai nazardan yondashish, ularning samarali yo'llarini ishlab chiqish alohida dolzarblik kasb etadi. Bu esa tarbiyadagi eng muhim vazifalardir.

Turkiygo'y adib, mutafakkir va davlat arbobi bo'lgan Yusuf Xos Hojib (XI asr) "Qutadg'u bilig" dostonining muallifidir. U qoraxoniylarning markaziy shaharlaridan bo'lgan Bolasog'unda tug'ilgan. Yusufbu yerda arab, forsiy til va undagi adabiyotlarni puxta o'rgandi. Falsafa, mantiq, matematika va boshqa bilimlarni mukammal egalladi, davlat ishlari, idora qoidalari bilan qiziqdi. Yusufning hayoti va ijodiy yo'li haqidagi ma 'lumotlar juda oz. Yusuf Xos Hojib haqida ma'lumot beruvchi yagona manba "Qutadg'u bilig" dostonidir. Asarda inson va uning ijtimoiy mohiyati, hayotdagi o'rni va vazifasi har tomonlama tahlil qilinadi. "Qutudg'u bilig"da oddiy xalq, mehnatkash inson alohida ehtirom bilan tasvirlanadi. "Qutadg'u bilig"da axloq, odob, sadoqat va va sevgi kabi masalalar haqida hikmatli so'zlar yuritadi. U ilm va ma'rifatga saodatning kaliti deb qaraydi. Shuning uchun ham o'z dostonini "Qutadg'u bilig" deb ataydi. Uning insonning qadri bilim bilan belgilanishi haqida, tilning fazilati, foyda -zararlari haqida va ko'plab ta'limiy- tarbiyaviy mavzulardagi fikrlari diqqatga sazovordir.

Kel, ey bilimsiz, dardingga davo qil,

Bilimsiz bo'lsang- tubansan, dono bo'lsang - baxtlisan.

Bilimsiz insonlar og'ir bir dardga chalingan insonlar kabi, agar uni vaqtida davolamasa tuzalmaydi.Shuning uchun ham mutafakkir bilimsizlarni ilm o'rganishga chaqirgan.Agar

u ilm o'rganishni istamas ekan tubanlashib boraverishini va ohir oqibat razolatga yuz tutishini aytib o'tadi.Bilim o'rganib borgan sari esa dono bo'lib, baxtli bo'lib boraveradi.

Bilim tufayli odam buyuklashib, shuhrat topadi,

Kishilar orasida yuqorilashadi o'sadi, barcha ishi unadi.

Bu fikrlar nechog'liq to'g'ri ekanligi hayotning o'zi ko'rsatib turibdi.Ilmli insonlar qadimda ham, hozir ham e'zozlanib kelingan.Ilmli inson men ilmliman deb aytishi shart emas, uning xatti-harakati,yurish turishi, so'zlashish odobi kim ekanligini aytib turadi.Bugungi kunda yurtimizning dunyoga tanilishida ham ana shunday aql-zakovatli yoshlari o'z hissasini qo'shmoqdalar.

Bilimsiz kishi quruq bo'yoq savlat va suratdir,

Bilimli kishining o'rni ko'kdan ham baland. [2.147]

Dunyoga Farobiy ikkinchi muallim deb tanilishiga ham uning aql-zakovatining o'tkirligi, ilmining kuchliligidadir.Bilimsiz kishining savlati bo'lgani bilan uning bilimsizligini yashirib tura olmaydi.Bilimsiz hech bir zamonda qadr topgan emas, topmaydi ham.

Bilimlilar juda oz, bilimsizlar ko'p,

Bezakovatlar talay, bilgin zakovatlilar arzandadir.

Bilimsiz bilimliga yov bo'ldi,

Bilimsiz bilimliga adovat qildi.

Bilimsiz insonlar har doim ham ilmli, ma'rifatli insonlarni ko'ra olishmaydi.Mevali daraxtga tosh otadiganlar ko'p, deb aytgan edi mashhur yozuvchilardan biri, lekin otilatotgan tosh ko'p bo'lsa, daraxtning aynan meva beradigan shohlarini qayirib qo'yishi mumkin.Bilimsiz insonlar qanchalik ko'p bo'lsa, mana shu jamiyat shunchalik orqaga qarab ketaveradi.

Barcha so'zni sen bilim birla so'zla,

Barcha kishini sen bilim tufayli ulug' deb bil.[2.149]

Har bir so'zlagan so'zimiz bizni aslida kim ekanligimizni anglatib turadi, shunday ekan biz har doim aqlimizga quloq solishimiz kerakligini ko'rsatib turibdi.Har bir so'zlayotgan so'zimizni qayerga va qanday ketayotganini nazorat qila bilishimiz kerak ekanligini anglab boramiz.

Foydalanilgan adabiyotlar ro'yhati.

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TA'LIM-TARBIYA JARAYONIDA SHARQ MUTAFAKKIRLARINING ILMIY MEROSIDAN FOYDALANISH

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Annotatsiya: ushbu maqolada oilada farzand tarbiyasida sharq mutafakkirlarining ilmiy merosidan foydalanish yo'llari haqida berilgan.
Tayanch so`zlar. Tarbiya, oila, sharq mutafakkirlari, ma'naviy barkamollik.

Tarbiya har qanday jamiyatini muhim vazifasidir.Tarbiya - bu shaxsning ijtimoiy ma'naviy va ishlab chiqarish faoliyatiga tayyorlash maqsadida uning ma'naviy, jismoniy kamolotiga muntazam ravishda ta'sir ko'rsatish jarayonidir.

Bugungi tahlikali va globallashuv davrida farzand tarbiyasi eng dolzarb mavzulardan biridan. Qadim davrlardan to hozirgi zamonamizgacha yaratilib, avlodlarning ezgu ishlariga xizmat qilib kelgan boy axloqiy, siyosiy, huquqiy merosimizni, milliy qadriyatlarimiz, urf-odatlarimizni o'rganib, xalqqa etkazish, kelajak asoslarini yaratishga xizmat qildirish muhim vazifalardan biri bo'lib, ulug' allomalarimizning axloq, xulq-odob, ta'lim-tarbiya masalalariga oid asarlari, dono va ibratli so'zlari, pand-nasihatlari yosh avlodni barkamol insonlar qilib tarbiyalashda muhim ahamiyatga ega.

Avloddan-avlodga shakllanib o`tayotgan axloqiy qarashlar va ularning ijtimoiy-ma'naviy ildizlari, jahonda va mintaqada axloqshunoslik ilmining turli yo'nalishlari va ularda ma'naviyatga oid muammolarning in'ikos topishini o'rganish orqali O'zbekistonda ma'naviy-axloqiy tarbiya masalalarini jahon axloq ilmi yutuq va kamchiliklarini qiyosiy tahlili va xalqimiz ma'naviy-axloqiy merosiga tayangan holda hal qilish yo'llarini izlab topish va ularni hayotga tatbiq etish ushbu fan yo'nalishining asosiy maqsadi hisoblanadi. Shu asosiy maqsadning ijrosi yo'lida quyidagi vazifalarni amalga oshirish ko'zda tutiladi:

Tarbiya kishilik jamiyati paydo bo'lishi bilan boshlandi va rivojlanib bordi. Bola tug'ilishi bilanoq ota-onasining parvarishi orqali atrof-muhit bilan tanishadi. Insonning shakllan ishiga salbiy ta'sir ko'rsatadigan muhitdan ya'ni ichkilikbozlik, giyohvandlik, kashandalik va boshqa illatlardan himoya qilish esa nihoyatda murakkab jarayon. O'zbek halqining yosh avlodni hayotga tayyorlashda qo'llagan usul va vositalari, tadbir shakllari, o'ziga xos urf-odati va an'analari, tarbiya g'oyalari va hayotiy tajribasi yillar davomida mukammallashib keldi . Hali tarbiya muassasalari bo'lmagan davrdayoq, qabila a'zolarining bolalarda mehnatsevarlik, jangovorlik, axloq-odob, nafosat, do'stlik, mehr - shafqatlilik, insonparvarlik xislatlarini shakllantirish va o'stirish sohasidagi aql - idroki va usullari o'sha davrdagi hayotiy tajribaning mevasi sifatida ijtimoiy hayotga bog'liq holda shakllandi va rivojlandi. Bola, asosan, oila muhitida tarbiyalanib, inson sifatida shakllanadi. Tarbiya esa hayotning eng muhim tergagi, ya'ni tayanchi hisoblanadi. Har bir bolani shunday tarbiyalash lozimki, u, avvalo, yaxshi o'qishi va so'ngra esa, yozishni o'rganishi bilan eng yuksak pog'onaga ko'tarilsin. Ma'lumki, sharqning buyuk allomalari ta'lim va tarbiya masalalariga alohida e'tibor berishgan.

Farobiy bilimidan ma'rifatli yetuk odamning obrazini tasvirlar ekan, bunday deydi: "Har kimki ilm hikmatni o'rganmagan desa, uni yoshligidan boshlasin, sog' - salomatligi yaxshi bo'lsin, yaxshi ahloq va odobi bo'lsin, so'zining uddasidan chiqsin, yomon ishlardan saqlangan bo'lsin, barcha qonun - qoidalarni bilsin, bilimdan va notiq bo'lsin, ilmli va dono kishilarni xurmat qilsin, ilm va ahli ilmdan mol - dunyosini ayamasin, barcha real moddiy narsalar to'g'risida bilimga ega bo'lsin".

Bu fikrlardan Farobiyning ta'lim - tarbiyada yoshlarni mukammal inson qilib tarbiyalashda

xususan, aqliy - axloqiy tarbiyada aloxida e'tibor berganligi ko'rinib turibdi, uning e'tiqodicha, bilim, ma'rifat, albatta yaxshi axloq bilan bezatmog'i lozim, aks holda kutilgan maqsadga erishilmaydi, bola yetuk bo'lib yetishmaydi.

Farobiyning mantiq va mantiqiy fikrlash haqidagi va umuman barcha qarashlari insoniyat uchun eng katta boy meros hisoblanadi. Bu merosdan qanday foydalanish esa, albatta, foydalanuvchiga, uning bilim saviyasiga bog'liq bo'ladi.Farobiy asarlarini o'rganish orqali ko'p narsalarga erishish mumkinligi, tabiatni bilish cheksizligini va limning brogan sari ortib borishi haqida o'ziga xos fikrga ega bo'lib boradi. Shu bilan birga insonning fikrlash doirasi kengayib, olgan bilimlari rivojlanib boradi.

Ibn Sino bola tarbiyasi va tarbiya usullari haqida qimmatli fikrlarini bildirgan. Ibn Sino bolaning axloqiy tarbiyasi haqida bildirgan fikrlarida uy - ro'zg'or tutish masalalari xususida ham so'z yuritadi. Bolani tarbiyalash oila ota - onaning asosiy maqsadi va vazifasidir. O'z kamchiliklarini tuzatishga qodir bo'lgan ota - ona tarbiyachi bo'lishi mumkin. Abu Ali Ibn Sino ham mazkur ustuvor masalalarga doir bir qancha asarlar, o'zidan boy ilmiy meros qoldirgan. Ibn Sino bolani maktabda o'qitish oila jamiyatning asosiy instituti hisoblanishi, u tarbiya o'chog'i sifatida shaxsning shakllanishida muttasil ishtirok etadi.

Axloqiy tarbiyada eng muxim vositalar bolaning nafsoniyatiga, g'ururiga tegmagan holda, yakkama - yakka suxbatga bo'lish unga nasixat qilishdir.

Yusuf Xos Xojibning uqtirishicha har bir kishi jamiyatga munosib bo'lib kamol topmog'i kerak. Buning uchun u tug'ilgan kundan bolab zarur tarbiyani olmog'i lozim. U qobil qizning tarbiyasi haqida fikr yuritar ekan, ularning o'zlariga xos xususiyatiga e'tibor berishni ta'kidlaydi.

Farzandlar tarbiyasi nihoyatda erta boshlanmog'i shart. Shundagina ularning noo'rin xatti - harakatlariga berilishining oldi olinadi.

Foydalanilgan adabiyotlar ro'yhati.

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РАЗЛИЧИЕ МЕЖДУ ТЕРМИНАМИ, ТЕРМИНОЛОГИЕЙ И СЛОВАМИ В УЗБЕКСКОМ И АНГЛИЙСКОМ ЯЗЫКАХ.

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Аннотация: В данной статье с разным подходом анализируется структура понятий терминов, слов и терминологии , выделяются различия между термином и словом для преодоления противоречия между ними, анализируются виды военной терминологии, специфика и категории терминов. , однозначные и многозначные термины, с примерами.

Ключевые слова: термин, слово, военная терминология, особенности терминов, военно-технические термины, моносемантика, полисемантика, морфемы.

O'ZBEK VA INGLIZ TILLARIDA TERMINLAR, TERMINOLOGIYA VA SO'ZLAR O'RTASIDAGI FARQ.

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Annotasiya: Ushbu maqolada har hil yondashuv bilan termin, so'zlar va terminologiya tushunchalarining tuzilishi tahlil qilinadi ular o'rtasidagi ziddiyatni bartaraf etish uchun termin va so'z o'rtasidagi farqlar, harbiy atamalarning turlari, o'ziga xos xususiyatlari va katergoriyasi yoritiladi, shuningdek, monosemnatik va polisemantik terminlar misollar yordamida tahlil qilingan.

Kalit so'zlar: termin, so'z, harbiy terminologiya, terminlarning xususiyatlari, harbiy texnik atamalar, monosemantika, polisemantika, morfemalar.

DISTINCTION BETWEEN TERMS, TERMINOLOGY AND WORDS IN THE UZBEK AND THE ENGLISH LANGUAGES.

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Abstract: This article analyzes the structure of the concepts of terms, words and terminology with a different approach, distinguishes the differences between a term and a word to overcome the contradiction between them, analyzes the types of military terminology, the specifics and categories of terms, single-valued and multi-valued terms, with examples.

Keywords: term, word, military terminology, features of terms, military-technical terms, monosemantics, polysemantics, morphemes.

Human Language is a complicated physiological activity influencing and influenced by a vast range of systems. As a result, assigning a cultural meaning to words and establishing a word for a specific meaning becomes difficult. In reality, if we want to focus on the difference between a term and a simple word, we should look at the opinions of scientists in this field; based on this, it is desirable to concentrate on the differences between a term

and a word to overcome the contradiction between them. Changes in social life have always contributed to the development of language as it is the leading law in the development of language. The lexicon of every national language is always in motion, in change. This process is especially evident in terminology. Terminology is an area of vocabulary specific science, techniques and production. A specific terminology is formed in that language only when a specific field or science is developed. Some linguists entail in the term not only the words and phrases of science and technology, but also the names of all household appliances, the names of the means of production, as well as all the names of primitive weapons of the past, that is, professional words (Hayutin, 1971, p. 21). That is to say, in linguistics, the concept of term is still interpreted differently. Typically, scholars point to the following features of terms: 1) The term has a singular or unambiguous tendency; 2) The term has a clear, nominative function; 3) The meaning of the term is equal to the concept; 4) The term is stylistically neutral; 5) Terminological vocabulary is a separate system. Terms can be distinguished from ordinary words by above mentioned features.

The system of military terms of the Uzbek language is genetically related to scientific and technical terminology. In the late nineteenth and early eighteenth centuries, the first mathematical terms, as well as technical and engineering terms emerged, mainly due to the improvement and development of military work. At the moment due to the rapid development of military science and military equipment, new terminological expressions and terms are emerging. Today, researchers point out that military-technical terms have a very high share in the total volume of military terminology, which is directly related to the radical changes in the organization and training of the armed forces under the influence of scientific and technological progress.

The richness of terminology requires the communicator to have a good knowledge of foreign military terminology and the Uzbek language, as well as the ability to use it correctly. According to Apresyan (2012), "Terms in language emerge as a result of the desire to convey the most accurate and concise information as words and phrases of a specific language created to express specific concepts and define specific objects" (p. 302). Apart from that, the translation of terms is one of the main difficulties in translating military texts, as a term in one language is usually translated with an appropriate term in another language. In the absence of an appropriate translation term in the language, methods such as synonymous substitutions, analogies, descriptive translation are used. In almost all countries, special terminological dictionaries, reference books, thesauruses in the field of knowledge are published; special terminological commissions are formed to unify scientific terminology (Korovushkin, 2003, p. 56). As they undergo all processes of development of society and language.

A number of researchers, in reviewing the basic tenets of the theory of meaning, have identified the following: The word term comes from the Greek word termius, which means border. A term is a word that has features that distinguish it into a special category of linguistic characters. People do not understand it, and it is not the usual. Term is Arabic. In the "Explanatory Dictionary of the Uzbek language" the term is defined as follows: "atama "[8]. A term is a word that contains linguistic characters, and systems (Ananiadou, 1994).

A set of terms and their definitions is referred to as terminology. In linguistics, terminology has long been a major concern. The linguistic form of expression of terms is nouns and phrases based on them. In fact, terms are words and sentences with a proper nominative purpose, a specific type of noun. As for the words of other parts of speech, they are indirectly related to terminology. The terms are limited to the properties of the parts of speech: the adjective, verb, adverbs are not included in terminological relations

independently, but through the medium of a noun.

A word, on the one hand, is a meaningful component of a language. A term, on the other hand, is a word with a specific meaning in a given circumstance. As a result, they cannot be utilized interchangeably. Every term is a word, but not every word is a term. This emphasizes the fact that words have a broad meaning that pertains to our everyday knowledge. A complete meaningful part of a language can be defined as a word. The simplest constituents of a language are morphemes, which make up words. Unlike morphemes, which may or may not be able to stand alone, words always make sense even when they are used alone. A word is a service for naming phenomena, processes, and properties of language the most important structural unit. It is used in a variety of grammatical meanings and functions as the smallest unit of speech, with a specific form and function of the lexeme in speech appearance. The nature of reference is the key distinction between a term and a word. A term is defined as mono-referential in a very particular concept relating to a certain area, field, or discipline to a high degree. It includes both linguistic lexical, syntactical, and semantic restrictions. A word is the smallest linguistic unit, conveys a specific meaning, capable of existing as a separate unit in a sentence, whereas a written word is marked off by spaces or punctuation marks before and after (Pearson, 2008, pp.15-16).

Given the logical category of the term, the terms that make up the technical and military terms, Gallicism can be divided into the following groups:

1) object terms;
2) process terms;
3) terms of character and features;
4) eponymous terms.

Considering the linguistic classification of terms, it can be distinguished from the content structure of the terms. The meaning of the term is basically the same as the concept. Because within a terminology, a term is monosemantic, so its meaning is equal to a concept. For example, army - "the military forces of a nation" (army, army), artillery - "troops or military units specializing in using such guns"(artillery), march - "to walk with regular and measured tread" (marsh, step throw), attack- "to launch a physical assault" (attack), to company - "to accompany" (follow-up, convoy); magazine - "place for storing goods" (warehouse,); a single word with multiple meanings (polysemantic) represents several concepts. For example, the English term command (fr. Early thirteenth century) is used in various areas of military affairs: as an organizational unit, the group can correspond to the military terms of the team; command, headquarters, management, which corresponds to the military terms as a state term. In fact, the same word appears as different terms in different areas of military affairs.

Military science and military affairs are divided into a number of separate areas, it is possible to distinguish military-technical, tactical, military-organizational terminology according to the types of armed forces and branches of the armed forces. Military terminology is generally divided into the following types:

- official terminology consisting of statutory terms;
- non-legal terminology is used by servicemen in oral speech and in some types of military literature, but not officially accepted (Mitchell, 2014, 65).

Terminology is formed and enriched on the basis of the lexicon of the common language. The development of terminology, the ways of enrichment are different: taking words from other languages, creating new words, lexicalization of certain grammatical categories, the formation of a phrase into a semantic whole. So, today the enrichment of Uzbek and English terminology is mainly due to borrowing words from other languages and creating internal words. Terms and words are meaningful part of a language. However,

they can not be used in the same way. This underscores the idea that words have a wide range of meanings that apply to our daily lives.

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SYNTACTICAL FUNCTION OF INFINITIVE IN SENTENCE

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Abstract: *The Infinitive has active and passive forms. The Infinitives can be investigated type of verb from three angles. To sum up, infinitives appear in sentences as root-form verbs introduced by the word "to". For example, "to walk". "to bake", "to learn", etc. It is often confusing to identify the function of infinitives because they are considered as non-finite form of the verb and they never function as verbs. Infinitives function as noun, adjectives or adverbs in sentences.*

Keywords: *Morphology, syntax, semantics, object, Attribute, Adverbial Modifier, Parenthesis, A part of Simple Verbal Predicate (SVP), Part of Compound Nominal Predicate (CNP), Part of Compound Modal Verbal Predicative (CVMP), to hope, to expect, to intend, to unxious, to long, to try, to wish, to want, to capable, to desire, to be able to, to be willing, to be going to, etc.*

Syntactical function of infinitive in sentence.

The Infinitive is a verbal form (a nonfinite verb form) which consists of the base form of the verb with the particle "to". (to do, to go) In some cases the word "to" is dropped. We speak of such a verb (with the word 'to'dropped as a bare infinitive. The Infinitive names an action (to drive a car) or state (to be sick), but cannot show person, number or wood. The Infinitive has active and passive forms (to take, to be taken). The Infinitives can be investigated type of verb from three angles:

1. Morphology- how it looks (i, e its form);

2. Syntax- what work it does in a sentence (i, e its function);

3.semantics- its meaning. In our research we tried to reveal the syntactical functions of the infinitive.

Any verbal in predicate construction can perform some syntactical functions:
Verbal Tense distinction   Voice distinction
Active Passive
Indefinite to write to be written
Continuous to be writing   -
Perfct to have written to have been written
Perfect Continuous to have been writing   -
Functions of the Infinitive of the verb.

1.Subject
- To tell the truth is good.
- It is good to tell. (It's formal subject)

2.A part of Simple Verbal Predicate (SVP)

Any verb in any tense forms is a simple verbal predicate.

For example:
- I do not understand the explanation of the rule.

It is expressed by the verb "to understand" in present simple tense.

3.Part of Compound Nominal Predicate (CNP)

It consists of: nominal part -predicative and verbal part - link verb. Predicative can be expressed by any part of speech (noun, pronoun, adjective, infinitive and gerund)
Link verbs: to be, to appear, to get, to grow, to feel, to look, to turn, to remain, to run, to seem, to smell, to taste, to fall;

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

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For example:
- I seemed to look at the blackboard.

'Seemed' is link verb and the verb 'to look' is a part of compound nominal predicate.

4.Part of Compound Modal Verbal Predicative (CVMP)

CVMP consists of: modal verb, modal word and modal expression. We can use infinitive as a part of compound modal verbal predicate. Modal verbs are: can, must, ought, etc. and modal words and modal expressions are: to hope, to expect, to intend, to unxious, to long, to try, to wish, to want, to capable, to desire, to be able to, to be willing, to be going to, etc.

For example:
- I can go there.

'Can' is modal verb and infinitive 'to go' is a part of this predicate.

5.Compound Verbal of Aspect Predicative (CVAP)

CVAP consists of two parts: the first part is Aspect verb which denotes the beginning, duration or ending of action. The second part is infinitive. Verbs - to start, to begin, to continue, to end, to finish, to go on, to keep on, to stop, to give up, to cease are considered to be aspect verbs

For example:
- I began to read a book.

'Began' is aspect word and the verb 'to read' is infinitive whish is a part of compound verbal aspect predicate.

6.Object

Infinitives have the function of object which can be: a) direct object   b) a part of complex object

For example:
- I like to swim. (It is direct object)
- I hate him to sleep. (It is complex object)

7.Attribute

It expressed by noun, the first, the last and the only.
- There are the rule to learn.

8.Adverbial Modifier

a) of Purpose (in order, so as)
- He came here to fight.

b) of Result (too, enough, so□..as)
- This book is too difficult to read.

c) of Comparison or Manner (as if, as though)
- He found the sky so pallid as to be almost.

d) of Attendant Circumstances

It is always separated by comma and it always used at the end of sentences

9.Parenthesis

It is always separated by comma and may be used at the beginning and at the end of the sentence. They are: To cut a long story short, to tell the truth, to speak the truth, to say nothing of (something), to say the least of it, to speak frankly, to begin with, to put it mildly, etc.

To sum up, infinitives appear in sentences as root-form verbs introduced by the word "to". For example, "to walk". "to bake", "to learn", etc. It is often confusing to identify the function of infinitives because they are considered as non-finite form of the verb and they never function as verbs. Infinitives function as noun, adjectives or adverbs in sentences. That is why infinitives play a variety of roles within the sentences often as nouns, adjectives and adverbs. Though, infinitive does not denote tense and person but

we can observe tense and voice distinction in comparison to the action expressed by the finite form of the verb.

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WAYS OF IMPROVING VOCABULARY FOR YOUNG LEARNERS

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Abstract: *Teaching and presenting are very important processes for young learners of secondary school learners. In this process, some peculiarities must be taken into account. This article discusses the need to teach words to pupils of secondary school and its methods.*
Keywords: *Young learners, vocabulary, process, class, method, task.*

INTRODUCTION

At present, the problem of vocabulary work in English language lessons is the most relevant. More particular methodological problems are connected with this important problem in its general form: the question of the selection of vocabulary material for study, the sequence of including various groups of words in school use, the methods of revealing the meanings of words, the question of the system of methodological techniques and exercises studies aimed at mastering the vocabulary of the English language by learners.

In school practice, first of all, attention is paid to the formation of spelling and punctuation literacy, however, modern school graduates must not only write correctly, but also speak fluently on given topics, accurately and clearly express their thoughts both orally, as well as in writing. In conditions of rapid updating of the vocabulary of the English language, active entry into our lives of foreign words and expressions, it is necessary to pay more attention to explaining the meanings of such words in Uzbek language lessons in secondary school.

For vocabulary work in secondary school, we have developed the methodology "From word to text, which involves multi-aspect work on the word and is based on the system of work on the word proposed by E.V.Arkhipova .The meaning of the technique is to find its phonetic, lexical, grammatical, stylistic and other properties and features in a single word, and then establish its links with other units of the language, pointing to the existing cognate words, synonyms , antonyms, possible phrases, etc. Turning to such a complex task, undoubtedly, brings up in learners a broader view of the word as a living speech unit with diverse patterns. Working on a word according to the "From word to text" method requires secondary school pupils to systematically repeat, the ability to keep organized information in their memory regularly, use it in relation to different didactic material and from different angles of view, which helps prepare secondary school learners for the Unified State Examination in the English language. For eight years, this technique has been tested on the basis of the Smolensk General Educational State Educational Institution.

"Pedagogical boarding school named after Cyril and Methodius". The method "From word to text" involves the following stages of work :
1) "acquaintance with the word",
2) "work with the word",
3) "the word and its environment",
4) "word in context".

Having found out the semantic terms, it is necessary to note its unambiguity or ambiguity, select words that are close in meaning, and only after getting acquainted with the pronunciation and semantics, you can proceed to mastering the spelling of this

word. Almost always, the sound of words does not coincide with the spelling, so after the orthoepic "acquaintance" it is advisable to move on to the "spelling" (the first stage). At this stage, learners can be offered the following task:

Task number 1

Write down the following words from dictation: mercy, mercifully, merciful, more merciful, merciless.

Make word-building chains from these words. With the words merciful, unmerciful, more merciful, make phrases and determine the type of connection between the words.

Compose with the words compassion, sincerity, philanthropy phrases and determine the type of connection in each of them.

Task number 2

Pick up antonyms for the word "mercy", determine their stylistic affiliation, in case of difficulty, refer to the dictionary.

Mercy - anger, unresponsiveness, cruelty, heartlessness, callousness, ruthlessness, inhumanity.

At the fourth stage, special attention should be paid to working with the word in context: as part of a phrase and a sentence. Multi-aspect work on the word helps to systematically check the material of the program, to educate learners in a holistic view of the language as a system of systems .

Task number 3

Write down dictation statements on the topic

"Mercy" and explain the spelling, punctuation.

1.Whoever is full of mercy is certainly brave, whoever is brave is not necessarily full of mercy (philosopher Confucius).

2.Mercy is never excessive (philosopher Francis Bacon).

3.The greatest firmness is the greatest mercy (writer Longfellow).

4.Mankind loves money, no matter what it is made of, leather, paper, bronze or gold. Well, they are frivolous ... well, well ... and mercy sometimes knocks on their hearts ... ordinary people (M.A. Bulgakov "The Master and Margarita").

Task number 4

How do you understand the meaning of Jack London's words, "A bone thrown to a dog is not mercy, mercy is a bone shared with a dog when you are as hungry as he is." Frame this statement in different ways. At this stage, learners can be asked to complete the semantic field of the word "mercy". Under the semantic field, we mean "a set of words and expressions that form a thematic range and cover a certain range of meanings".

It is important to remember that carefully planned and well-organized vocabulary work, being part of a English language lesson, helps to enrich learners' vocabulary, develop spelling literacy, develop schoolchildren's speech, and in general helps to improve language culture, form learners' attention respect and love for the mother tongue. The teacher must determine in the lesson a suitable place for it, reduce or increase the time of acquaintance with a particular word, its development. The translation of words from the passive dictionary of learners into an active one, as well as the ability to correctly and competently express one's thoughts, is the main task of vocabulary work in English language lessons. Multi-aspect work on the word makes it possible to acquaint secondary school learners with the verbal richness of their native language and develop in them the ability to include these words in sentences for accurate, correct and free transmission of their own and other people's thoughts. In the process of working according to the methodology "From Word to Text", the linguistic and communicative competences of secondary school learners are formed.

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PAREMIOLOGICAL AND PHRASEOLOGICAL UNITS EXPRESSING THE CONCEPT OF "FOOD" IN ENGLISH AND UZBEK LANGUAGES

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Abstract: *This article briefly describes the linguocultural research and analysis of paremiological and phraseological units representing the concept of "food" in English and Uzbek. Special attention was paid to the terms of linguoculturology, concept, idiom. The lexical-spiritual analysis of some phraseologies is explained by examples.*
Keywords: *Linguoculturology, concept, phraseology, terms, idioms, food.*

INTRODUCTION

Each nation has its own phraseological units that give them a special favor. Phraseological units are a treasure trove of language that expresses the history, culture and way of life of any nation. They are figurative and spacious language units that most clearly capture the images created by man. The phraseological units give the language specialty and uniqueness, they contain special symbols and associative links fixed in the consciousness of native speakers, because they are not created in the process of speech, and are used in it in a ready-made form.

Linguoculturology is a separate branch of linguistics. Economic, political, cultural and communicative processes between people, nations and countries in the field of linguistics raise a number of issues, such as the relationship of languages and language culture, as well as the national identity of the language. This is the reason for the emergence of a new field between linguistics and cultural studies - linguoculturology, which has its own direction and subject .

The growing interest in the concept of "language - culture" raises the definition of concepts that are part of the terminological layer.

MATERIALS AND METHODS

If the term "concept" was used in linguistics as a synonym for the word "concept" until the 80s of the last century, it can be seen that its modern meaning has a broader meaning. English linguist L.V. Adonina, in his article on the term concept, cites 12 definitions of this term mentioned by well-known linguists. According to him, the term concept is classified into ten categories. For example, according to concept standardization, universal, ethnic, group and individual concepts; scientific, artistic, everyday concepts according to their application; lexical-phraseological, grammatical, syntactic and textual concepts.

RESULTS AND DISCUSSION

Language, although many people do not realize that they are using metaphors, uses it to communicate or to express their thoughts. From the Oxford English Dictionary:

"A figure of speech in which a name or descriptive word or phrase is transferred to an object or action different from, but analogous to, that to which it is literally applicable; an instance of this, a metaphorical expression. "A figure of speech in which a noun or a descriptive word or phrase is transferred from an object or action to something else, but to something similar, to which it literally belongs; for example, a metaphorical phrase.

English scholars Lakoff and Johnson were the first to introduce the concept of conceptual metaphor to science, and he covered it in 1980 in his book Metaphors We

Live. They also discussed the concepts of idiom and phraseology related to FOOD AND FOOD. This concept and its FOOD FEATURE domain and the THOUGHT or IDEAS domain have also been studied in Do Thi (2009) or Lily I-wen Su (2012). A food domain that can be used in both languages has been identified:

work, hunger, taste in food, cooking and digestion.

The IDEAS / THOUGHT domain falls into the following categories: comprehension, need information, thinking, reasoning, and comprehension quality. The following examples are taken from British and Uzbek corporations.

UNDERSTANDING-IS-EATING

Given that ideas and food are equally accepted in this mapping process, the concept of understanding means eating, because the same can happen if food is consumed. applied to thoughts or ideas, people understand in the process of consuming them. Information that can be chewed, cooked or swallowed in English. The following example is taken from English :

(a) I found this astonishing bit of information difficult to swallow.

(a) Men ushbu hayratlanarli ma'lumotni hazm qilish qiyin deb topdim.

Here, the data represents the IDEA domain, and the absorption process represents the FOOD field. When something is hard to swallow, it can be explained that it is not hard or less tasty, it can be applied to information that is not easy for someone to get.

Similarly, in Uzbek and English, people can eat words or chew information:

B) You ate up all my excuses.

b) Siz menga bahona qoldirmadingiz.

Again, the apology belongs to the IDEA domain, and its consumption belongs to the FOOD domain. The meaning of this sentence is that by eating something, a person believes in everything given to them without much thought. In another example of both languages, the word masticare is used in the same way:

(c)... he said to the empty room, and then left it to chew on the idea. (c)... he said to the empty room and then left it to chew the thought.

(d) It was enough to chew on a bit of English to be able to imagine being the first sentient supercomputer.

d) It was enough to chew a little English to imagine that it would be the first sensitive supercomputer.

CONCLUSION

Forming an idea is the preparation of food

In this concept, the parallel thought and ideas between food and ideas can be expressed by the need to be prepared as well as food. So ideas can be semi-finished or words can be raw (conditionally raw). Both terms have a negative connotation; just like a dish that is not cooked properly, the concept of thought loses its quality only when it is done halfway through.

(e) You are happy to react 'there and then' even if this means expressing half-baked ideas

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ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ

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Аннотация. Статья посвящена информационно-коммуникационным технологиям в образовании. Особый интерес для нас представляют вопросы, связанные с применением информационных технологий в образовании, так как в наше время обычными методами обучения удовлетворить индивидуальные запросы обучающихся становится все труднее.

Ключевые слова: технология, образование, обучение, методы обучения, электронные библиотеки, информационно-коммуникационные технологии.

Одним из самых доступных средств в данном случае является использо-вание компьютерной техники и сети Интернет. Средства информационных и компьютерных технологий позволяют автоматизировать, а тем самым упрос-тить ту сложную процедуру, которую используют педагоги и методисты при создании методических пособий. Тем самым, представление различного рода электронных учебников, методических пособий на компьютере имеет ряд важных преимуществ. Во-первых, это автоматизация, как самого процесса создания таковых, так и хранения данных в любой необходимой форме. Во-вторых, это работа с практически неограниченным объёмом данных. В-третьих, в создании таковых участвуют воспитанники творческих объединений, приобретая для себя немало новых навыков и принося этим самым пользу не только себе, но и учреждению дополнительного образования учащихся.

При использовании информационных технологий и услуг сети Internet, у обучающихся повышается кругозор знаний, также они получают практические навыки работы с персональным компьютером и сетью Internet, что обязательно пригодится им в дальнейшей жизни. Сеть Internet позволяет обучающимся не только получать нужную информацию, но и самим опубликовывать свои работы, что является отличным стимулом в обучении.

Возможность применения ИКТ в воспитательно-образовательном процессе рассматривалось в статьях Малиновой Л.А, Афанасьева К.Е, Новожиловой Н.В и других авторов.

Благодаря интенсивному развитию сети Internet, информация стала более доступна и намного обширнее. Internet - это необъятное количество информации, возможность общения с людьми из разных стран, благодаря Internet можно практически мгновенно получить ответы на интересующие вас вопросы. Несомненно, Internet несёт в себе огромный потенциал образовательных услуг.

Электронные библиотеки - это сложные информационные системы, чаще всего предоставляющие доступ к каталогам библиотек. Так же существуют электронные библиотеки, в которых, можно найти интересующую литературу в электронном виде, электронные учебники, энциклопедии, журналы и пр.

Современному обществу требуется не только информационно грамотный человек, но и творчески самостоятельная личность. Поэтому необходимо развивать самостоятельность и творческие способности обучающихся. Данную задачу можно реализовать средствами информационных технологий, вовлекая обучающихся в создание электронных учебников для образовательного учреждения. Важность и необходимость внедрения ИКТ в процесс обучения отмечаются международными

экспертами во "Всемирном докладе по коммуникации и информации 1999-2000 годы", подготовленном ЮНЕСКО и изданным в конце прошлого тысячелетия агентством "Бизнес-Пресс". В предисловии к докладу Генеральный директор ЮНЕСКО Федерико Майор пишет, что новые технологии должны способствовать "созданию лучшего мира, в котором каждый человек будет получать пользу от достижений образования, науки, культуры и связи". ИКТ затрагивают все названные сферы, но, пожалуй, наиболее сильное позитивное воздействие они оказывают на образование, так как "открывают возможности совершенно новых методов преподавания и обучения" [1].

"Применение информационно-коммуникационных технологий (ИКТ) в сфере образования способствует совершенствованию образовательных технологий, появлению новых форм электронного обучения и средств информационной поддержки для доступа широкого круга к электронным образовательным ресурсам с использованием сети Интернет" [3], "появлению широкого спектра дистанционных образовательных технологий" [2].

ИКТ оказали огромное влияние и на сферу обучения языкам. Интернет-технологии являются важнейшей составной частью ИКТ. Использование ИКТ в образовании вызывает значительные изменения в его организации, методах, формах. Многие ученые считают электронное обучение новой образовательной парадигмой, ведь ИКТ претендуют на моделирование процесса обучения в целом. Компьютер может использоваться на всех этапах: как при подготовке урока, так и в процессе обучения: при объяснении (введении) нового материала, закреплении, повторении, контроле ЗУН.

Недостатки использования ИТ в школе заключаются в том, что сводится к минимуму ограниченное в учебном процессе живое общение преподавателей и обучающихся, учащихся между собой, предлагая им общение в виде "диалога с компьютером"; сокращается практика социального взаимодействия и общения, индивидуализм; трудность перехода от информации, циркулирующей в системе обучения, к самостоятельным профессиональным действиям.

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АКСИОЛОГИЧЕСКАЯ ИНТЕРПРЕТАЦИЯ ЦЕННОСТНЫХ ОЦЕНОК, КАСАЮЩИХСЯ ПОВЕДЕНИЯ В ЯЗЫКЕ И РЕЧИ

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Аннотация. В статье проводится сравнительный анализ фразеологических единиц английского и русского языков на предмет проявленности антропоморфного кода и аксиологической интерпретации на основе общих источников. Выявляется характер оценки, соотносится с ценнос-тными ориентирами, моделями поведения, характерными для носителей языка.

Ключевые слова: соматический лингвокультурный код, сознание, воля, оценочность, прецедентный текст, фразеологические единицы, ценности.

Человеческая речь порождается пересечением двух интенций внутри понятийного объема категории "сознание", считает Никитченко: 1) интенция сознания вовне, позволяющая человеку активно ориентироваться во внешнем мире, познавать реальную действительность; 2) интенция сознания внутрь, вглубь духовного бытия личности, порождающая духовный мир субъективного, духовного, внутреннего бытия человека. Лингвоаксиологические исследования органично дополняют и развивают антропологическую парадигму языкознания. Система духовно-нравственных и социально-культурных ценностей предпола-гает обеспечение гуманного, созидательного начала в деятельности человека любого рода. Согласно В.И. Вернадскому [3], "в биосфере существует великая геологическая, быть может, космическая сила, планетное действие которой обычно не принимается во внимание в представлениях о космосе... Эта сила есть разум человека, устремленная и организованная воля его как существа общественного". Эта идея соотносится с мыслями Шалом Алейхема в сборнике "Счастье привалило" в повести мальчик моттл, где есть следующие строчки: "Рамбам утверждает, что "мир не мог быть сотворён из ничего. Чем это доказывается? Тем, что не может быть явления без того, кто это явление вызывает. Как я могу это доказать? Своей волей, а каким образом? Вот я хочу его съесть и я его съедаю. А жалость? Одно другого не касается ...Я творю свою волю. Воля - это не конечная цель. Я съедаю, Я хочу съесть, я должен съесть..".

Этические константы не содержат в себе представления о направленности действия и его моральной оценки. Направленность действия задаётся ценностной ориентацией. От предпочтительного или отрицающего отношения индивида и социума зависит ценностное восприятие ценностей. Ведь человек может отличаться любыми отрицательными качествами, но лишь аморальность ставит под сомнение его принадлежность к человеческому роду.

Культурный код [4] - особая система знаков, обозначающих предметы национального и духовного мира, которые категоризируются, структурируются и оцениваются национальными общностями. Культурный код определяет набор образов, которые связаны с определенными стереотипами в сознании людей. В ядро "хранения и трансляции культурной информации" включают "прецедентные имена..., абстрактные имена, указывающие на ключевые концепты национальной культуры, двусторонние имена, а также некоторые имена, денотаты которых выступают как эталоны времени, пространства, меры, а сами имена отражают соматический, зооморфный и другие коды культуры".

Антропоморфный культурный код прослеживается в некоторых фразеологизмах,

источником которых явилась Библия, которую в лингвистике следует рассматривать как прецедентный текст, но приобрело национально специфический характер: для англичан преимущественно в форме католицизма, кальвинизма, протестантизма, в русской культуре - преимущественно православие. Сравнительный анализ фразеологизмов с антропоморфным маркером предполагает анализ фразеологизмов, где есть слова, обозначающие части тела человека. Фразеологизмы с антропоморфным кодом, в том числе касаются поведенческих норм индивида или общества.

Аксиологическая динамика ценностных ориентации прослеживается в изменении взглядов на важность наказания в обучении и степень его строгости и сопряжена с исследованиями психологического характера, сменой ценностных ориентации от бихевиоризма к игровым методам сохраняя принцип стимул-реакция, но отмечая переход от мотивации избегания неудач к мотивации достижения успеха, что способствует ориентации личности на высшие ценности, активирует креативность, способность творчески мыслить.

Результаты анализа показывают, что отрицательной оценке подвергаются такие качества как нечестное поведение, потеря достоинства, а положительно оценивается мужественность, милосердие. Последнее вербализуется в национально-специфичном концепте charity, который выступает принципом в прецедентном тексте как Библия, и связывается с идеей филантропии, получившей популярность в эпоху Просвещения и с концептом home в пословице.

Аксиологические исследования гармонично дополняют другие лингвистические исследования в вопросе герменевтики в свете антропоцентрической парадигмы. Они непротиворечиво сочетаются с исследованиями в области лингвокультурологии и когнитивной лингвистики и способствуют более грамотной интерпретации фразеологических единиц в языке и речи. В данной статье было проанализировано, как антропоморфный код выражается в моделях поведения в виде фразеологизмов с соответственными маркерами частей тела и органов человека. Учитывая специфику исследования в дальнейшем, можно развивать исследование временного и пространственного культурного кодов и их репрезентации в ФКМ. Создание словарей такого типа способствует взаимопониманию между культурами на более высоком уровне, сыграет свою роль в развитии социокультурной компетенции при построении методики обучения иностранному языку в школах и языковых вузах, а также относительному пониманию ценностных ориентиров как общих, так и специфических.

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АДАБИЙ ЗАМОННИНГ ХАРАКТЕР ЯРАТИШДАГИ РОЛИ

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Аннотация. Ҳикояда ёзувчи Назар Эшонқулнинг характер яратишдаги маҳоратини бадиий хронотоп йўсинида амалга ошириши тадқиқ қилинади. Хусусан "Оқ аланга" ҳикоясида самимий ва пок муҳаббатнинг тараннуми, соғинч ва изтироб оғушида кечган умрнинг залворли оғриқлари таҳлилланади. Натижада, ҳикоядаги бадиий хронотопнинг шакллари, ёзувчи ифодаламоқчи бўлган асосий мақсад далилланади.
Таянч сўз: характер, жанр, хронотоп, сюжет, образ, миф, туш, фалсафа, композиция

Бадиийлик модуси сюжет ва композицияни маром билан яхлитлашувига кенг имкон яратади. Айниқса, бу усул давр ва замон характерга катта таъсир кўрсатади. Ёзувчи ана шу жараёнда ўзига хос ифода комбинациясинитанлайди. Ўтмиш ва бугун қиёфаси айнан замонда реаллашади. Нореалистик ҳикояларда адабий замон масаласи мураккаб сюжет чизиқларини тартиблаштиради. Санъаткор айнан бир муаммо атрофида хилма-хил характерлар руҳиятини очиб беради. Булар адабий замоннинг сюжет ривожидаги ўсиш-ўзгаришларга таъсирини ҳам белгилайди. Бу ҳақда У.Жўрақулов шундай фикрларни илгари суради: "М.Бахтин ХХ асрнинг 30-йиларида хронотоп тушунчасини бевосита адабиётшуносликка олиб кирар экан, унинг бадиий асар негизидаги жанр, композиция, сюжет, бадиий матн структураси, образлар поэтикасига доир муҳим қисмларни қамраб олиши, бадиий макон ва замонни уйғун акс эттиришни ҳисобга олади. Чунки бадиий асар, ундаги ҳар бир поэтик қисм хронотоп тизимида ўрганилмас экан, муайян асарни мустақил бадиий ҳодиса сифатида талқин этиш мураккаблашади" .Ҳақиқатдан ҳам, сюжет поэтикасида, яъни воқелигида рўй бераётган ҳодиса, тафсилот бадиий хронотопда қайта идрокланади. Таниқли ёзувчи Н.Эшонқул асарларида замон ва макон масаласи ҳам мураккаб ва кенг қамровли тасвир экзистенциясини қайта далолатлайди. Адиб ҳикояларида адабий замоннинг характерни типиклаштиришга қўшган ҳиссаси тун, зулмат, қоронғулик, ва номсиз мавҳумотларни англашга имкон беради. Адибнинг "Оқ аланга" ҳикоясида адабий замон - хотирада тирик ва яшаб келаётган пок ва самимий муҳаббатни самимий ифодалай олган.. Ҳикояда анъана билан ноанъана тасвир усули қоришиб, модернистик йўсинда идрок қилинганини тақозолайди. Ҳикояда исмлар ҳам мавҳум ва бўлаётган воқеалар йигитнинг соғинч хотиралари билан қайта тирилади:

"...Сен мени балки эсдан чиқаргандирсан, - деб хат ёзарди йигит ўзи бир вақтлар кўнгил қўйган қизига, - мен хотирангдан балки буткул ўчиб кетгандирман. Лекин менинг ёдимда ҳамон ўша қиёфада - кўкиш гулли оқ кўйлакда ловуллаб ёниб турасан. Сен худди ҳилпираб турган оқ алангага ўхшайсан. Бу аланга тилларигача оқ. Фақат баъзи-баъзида, аланга ловуллаб, кўтарилганда уни оппоқ ёғдуси узра кўкиш учқунлар порлаб кетади-ю, сўнг дарҳол сўнади. Шунда гўё оқ аланга менинг юрагимда ловуллаб кетгандай бўлади. Орадан тўрт йил ўтса ҳам сен бирон сония кўз олдимдан кетмадинг. Ҳар лаҳза, ҳар дақиқа кўз ўнгимда оқ алангани кўриб турдим... Аланга ҳамон менинг совуқ хонамни чўғдай иситиб турибди... Мен бу алангани ўчириб ташлашга ожизман..." .

Ушбу мисолдан ҳам билиш лозимки, адабий хронотоп ошиқ йигитнинг хотирасида ва ёзган хатларида - оқ аланга олиб, ўзи билан бир маконда яшамоқда. Тасаввур қилинг: орадан ўтган тўрт йиллик кутиш азоби муҳаббатга ташна

кўнгилдан сира ҳам нари кетган эмас. Ҳар куни бир юмуш - оқ қоғозга хат ёзиб, уни хонасидаги тувакларга териб қўядиган одат чиқаради. Хатда нима ёзилган: "Висол йўли ёпиқ бўлса-да, имкон қадар унга яқинлашмоқ ҳам гўзал бир ишдир (Ж.Румий) ҳикматини гавдалантиради. Мана шу жиҳат ҳикоя қаҳрамони йигит ва қиз характерини адабий макон ва замонда қайта типиклаштиради.

Адабий замоннинг характерни яна қайта жонлантиришдаги энг катта вазифаси - руҳият ва уни ўзгартиришга олиб келувчи сабаб ва оқибат билан ҳам белгиланади. Микро ҳикояда нореалитстик талқин усули устуворлик қилар экан ёзувчи - хат воситасида замон ва макон равишини мураккаблигини теран тиклай олган. Хат - ёзувчининг кўпгина асарларида ёзувчининг асл мақсадини ифодалашнинг ўзига хос усулидир. Одатда, ёзувчи қатор ҳикояларида - мактуб шаклидан унумли фойдаланади. Дарҳақиқат, "Микро ва макрохронотоп параллеллиги ўтмиш ва ҳозирнинг, ички ва ижтимоий хронотопнинг ёндошлигини таъминлайди. Бадиий асарда хронотоп категорияси инсон руҳий олами билан бевосита муштаракликда тасвирланади. Мега, макро ҳамда микрохронотоплар олам ва одам муносабатларини руҳият, жамият ва коинот кенглигида ифодалайди. Биринчиси, макон ва замонда кечаётган ўзгаришларни коинот ва ер юзи; иккинчиси, инсонлар ўртасида кечадиган реал воқеа-ҳодисалар; учинчиси, инсон руҳияти билан онг ва тафаккури остидаги зиддиятларни ифодалайди". Мана шу жиҳат, Н.Эшонқулнинг ҳикояларида инсонни руҳий қийноқларда, эзилган, азоб чеккан бир мазлум сифатида кўрсатишга метахронотоплар кенг шароит туғдиради. Айниқса, онг ости ва тафаккур қатларидаги психологик ўртанишлар йигитнинг ҳар бир битаётган хат-мактубида реаллашади. Қизга бўлган - энг ложуверд туйғулари самимийлигини ошкор қилади.

"Жаҳон адабиётидаги хилма-хил анъаналар, услублар, оқимлар миллий адабиётлар тараққиётига сезиларли таъсир қилади. Зеро, инсон тафаккуридаги эврилишлар жамият ҳаётига кўчгунига қадар, авваламбор адабиётида ўзини намоён эта бошлайди.. аслида ҳам ҳар бир давр мавжуд воқеликка мос ҳолатда етилиб келаётган қарашларнинг ифодаси сифатида намоён бўлади. Адабиёт ижтимоий фикрдан олдин юргани, ундан илгарироқ етилиб келаётган жараёнлар ва қарашларни акс эттиргани учун ҳам жамиятни эврилишлар, янгиликлар ва ўз навбатида хавф-хатар ҳамда фожиалардан ҳам кўп маротаба огоҳлантирган" .Бинобарин, янги давр насрида нореалистик талқин элементлари ҳар бир ёзувчида ўзига хос тарзда намоён бўлмоқда. Н.Эшонқул бадиий изланишларида тасвирнинг кўп қирралиги, бир-икки образ тимсолида янада типик шарт-шароитда юзага чиқишига замин тайёрлайди. Ҳикояда бир гўзал қизнинг ҳусну латофатини тасвирлаш баробарида, унинг ниҳоятда беозор, пок ва мушфиқ қалбини ичдан туриб ёритади:

"Йигит кўп йиллардан бери шу хонада яшар, хона улкан атиргулнинг ҳовучига ўхшарди. Хонада йигит гулнинг ширасига қўнган кичкина асаларидек бўлиб кўринарди. Йигитга ўзининг хонаси жуда ҳам ёқарди.."

Ёзиб бўлгач, йигит хатдан гулола ясаб, деразадаги бўш тувакларга солиб қўярди. "...Ўша пайтлари менинг гапларим сенга қанчалик ҳавойи ва кулгули туюлган бўлса, энди сенга шунчалик табиий бўлиб туюлади, - деб ёзади йигит қизга. - Сен баъзида мени эслаб йиғлайсан ҳам. Сенинг кулгингни қистаган менинг туйғуларим энди сенга ҳеч ором бермайди" .

Кўриб ўтганимиздек, соғинч ва айрилиқ, қўмсаш билан йигит ўзига таскин бермоқда. Ҳикоянинг сюжети жуда оддий. Аммо ундаги хатлар орқали инсонга, энг яқин маҳбубасига берилган таъриф ўқувчини эътиборни тортади. Ҳикояда янги замон мифи - тушни ҳам ўринли қўллайди. Туш ва ўнг орасида кечаётган адабий айрилиқ пок муҳаббатнинг янада мустаҳкамланишига замин яратади. Адиб

адабий маконнинг ўтмиш (хотира) хронотопидан (бугун) айни ҳозир бўлаётган воқелик модусини яратади. Ретроспектив йўсинда хатнинг сюжетни янада типиклаштириши характер тўлақонлигини таъминлашга хизмат қилади. Шуни таъкидлаш ўринлики, Н.Эшонқул асарларида адабий хронотоп ёзувчи ижодий концепциясида алоҳида бир йирик тасвир компонентнини тақозолайди. Ёзувчи ихчам ҳикояларида нореалистик талқин йўсинида бугунги қаҳрамон руҳиятида кечаётган ўсил-кесил ўзгаришлар мисоли орқали ишонарли юзага чиқаради. Айниқса, "Оқ аланга"нинг ловуллаган қизил алангага айланиб. Қип-қизил олов сингари осмонга ўрлашида ҳам ёзувчи катта фалсафий-эстетик мушоҳадани илгари суради. Ҳикоядаги буюмлар: тувак, оқ хатлар, гуллар ва у ердаги руҳий сокинлик ёзувчи концепциясида қиз ва йигит орасидаги инсоний муҳаббатнинг олий кўриниши сифатида намоён бўлган. Зеро, оқ аланганинг - қизил рангга ўтишида ҳам ёзувчи ботиний изтиробидан юзага келган оғриқларни, изтироблар дея, назарда тутсак асло муболаға қилмаган бўламиз.

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ТУРИЗМ ТЕРМИНОЛОГИЯСИНИНГ ЛЕКСИК-СЕМАНТИК ТАҲЛИЛИ

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Аннотация. Мазкур мақола туризм соҳаси терминологиясининг терминтизими ва унинг структур таҳлилига бағишланган. Мақолада туризм терминларининг аффиксация ва композиция усули билан ясалган терминлар таҳлил қилинган бўлиб, унга кўра терминларнинг структур таркиби содда терминлар, содда ясама терминлар, икки компонентли, уч ёки ундан ортиқ компонентли, қўшма терминлар ва қисқартма терминларга ажратилган.

Калит сўзлар: термин, терминология, термитизим, туризм, содда термин, аффиксация, композиция, компонент, қисқартма, сўз бирикмаси, таҳлил.

Замонавий тилшуносликда терминологиянинг амалий ва назарий масалаларини янада чуқурроқ ўрганиш, терминлар яратиш, таржима қилиш долзарб муаммога айланди. Айниқса, соҳа терминларнинг лингвистик хусусиятларини тадқиқ этиш, ўзлашма терминларни миллий тил қонуниятлари асосида тартибга солиш ўта муҳим масалалардан биридир.

Терминологик тизимнинг шаклланиши, тараққий этиши, шунингдек, терминларнинг ўзига хос лисоний хусусиятларини ўрганишга бағишланган кўплаб тадқиқотлар амалга оширилганлигига қарамай, ушбу муаммо ўз долзарблигини йўқотмайди. Терминларга доир қарашлар, концепциялар ҳамон тилшунос олимлар, терминологлар эътиборида; терминологик бирликлар турли анжуманлар ишларида муҳокама этилиб, илмий мақолалар, диссертация ва монографиялар объекти бўлишда давом этмоқда.

Жаҳон тилшунослигида терминлар бўйича олиб борилган тадқиқотларда терминологияга бирор бир соҳага тегишли бўлган билимлар йиғиндисидан ҳосил бўладиган терминлар жамламаси ёки уларнинг қисмига тегишли бўлган тушунчалар сифатида, терминосистемага эса терминларни тартибга солувчи ва улар ўртасидаги муносабатни намоён қилувчи тушунча сифатида қаралади [3, с. 9].

Инглиз тилида туризм соҳасига кирувчи меҳмонхона бизнеси терминларини таҳлил қилишда терминлар тузилишининг типик морфемик моделлари ва уларнинг шаклланиш қонуниятлари таҳлили ўрганилади. Илмий билимларнинг маълум бир тармоғининг махсус қатламларини яратишда иштирок этадиган моделларнинг маҳсулдорлик даражасини очиб бериш, таҳлил қилинган терминологияни шакллантириш усулларини аниқлаштиришга имкон беради, шунингдек, унинг кейинги ривожланиш йўлларини башорат қилишга имкон беради.

Туризм терминологияси билан боғлиқ терминлар асосида кўрсатилган тушунчалар доираси биринчи навбатда инсон билан боғлиқ. Ҳозирги кунда инсонга ва у билан боғлиқ бўлган барча ҳодисаларга қизиқиш ортиб бормоқда, бу тилда, шу жумладан туризм терминологиясида акс этади. Бинобарин, туризм терминологиясини яратишда қатнашган энг самарали сўз ҳосил қилиш усуллари ва морфологик моделларни аниқлаш ушбу билимлар тармоғининг янада ривожланишини башорат қилишга йўл очиб беради.

Тилда мавжуд сўзлар турли нуқтаи назардан таҳлилга тортилади. Терминнинг тилда узоқ вақт мавжуд бўлиши, тил фойдаланувчилари томонидан кенг қўлланишида семантик хусусиятлари қанчалик аҳамиятга эга бўлса, структур хусусиятлар ҳам шу қадар муҳимдир [2, с. 106].

Ҳар бир тилнинг терминологик луғат таркибида ясама терминлар миқдори кўпчиликни ташкил этади. Бу жиҳат терминларнинг ясалиши муаммосига бўлган алоҳида эътибор ва қизиқишни юзага келтиради.

Турли тилларнинг терминологик тизимларини ўрганишга бағишланган тадқиқотларда терминларнинг ясалиш усулларини таҳлил қилишга катта аҳамият берилган [4, с. 121]. Тадқиқотларда терминлар деривацион нуқтаи назардан асосан икки усули ажратилади:

1) аффиксация (морфологик) усули;
2) композиция (синтактик) усули.

Ўзакка сўз ясовчи қўшимча қўшиш орқали янги лексик бирлик ҳосил қилиш аффиксация усули билан термин ясашдир. Икки ва ундан ортиқ сўз формаларининг (кўпинча мустақил сўзларнинг) қўшилиб бир терминга айланиши эса композиця усули билан термин ясаш ҳисобланади.

Ч.С. Абдуллаева умумадабий тилга хос бўлган сўзни терминлар қаторига қўшишнинг муҳим шартларидан бири сифатида унинг кўп маъноли бўлиши кераклигини кўрсатади [1, с. 20]. Бунда сўз ўзининг семантик ҳаракат доирасини кенгайтиради ва муайян терминологик системанинг тўла ҳуқуқли аъзосига айланади. Терминларнинг семантик усул билан ясалиши "оддий сўзлашув нутқига хос сўзга махсус ёки илмий мазмун берилишидир" [4, с. 11].

Инглиз тилида меҳмонхона бизнеси терминларнинг шаклланиш манбаларини тилнинг ички ресурсларига таянган ҳолда қуйидаги турларга ажратилди: содда терминлар, ясама терминлар, бир компонентли, икки компонентли, уч ёки ундан ортиқ компонентли, қўшма терминлар, қисқартма терминлар (аббревиатура терминлар) бирикма терминлар.

Изланишлар давомида меҳмонхона бизнеси терминлари ўрганилиб, таҳлил қилинганда улар орасида турли тузилишга эга бўлган терминлар мавжудлиги аниқланди:

Бир компонентли меҳмонхона бизнеси терминлари: aisle-самолёт салонидаги қатор ўриндиқлар орасидаги йўлак, barista-барсита (кофе тайёрлаш бўйича мутахассис), beverage-ичимлик, bonus-бонус, botel-ботель (сув омборининг қирғоғидаги кичик меҳмонхона бўлиб, сув сайёҳларига хизмат кўрсатади), brunch-нонушта ва тушликни биргаликда алмаштириб эрталаб овқатланиш, chef-ресторан, кафеда бош ошпаз, child-туризм ва меҳмонхона бизнесида ушбу хизмат одатда 12 ёшгача бўлган болалар кўрсатилади, room-хона, safari-марказий Африка мамлакатларида ов қилиш ёки маҳаллий табиатни ўрганиш мақсадида сайёҳлик сафари, single-бир кишилик хона.

Икки компонентли меҳмонхона бизнеси терминлари: city break - шаҳарга қисқа сайёҳлик сафари, duty Free - Аеропортларда божсиз харид қилиш тизими, dry lease - экипажсиз транспорт воситасини ижарага бериш, economy fare - йўловчиларни ҳаво транспортида иқтисодий тарифи, electronic ticketing- чипталарга электрон буюртма бериш, excess baggage - ортиқча юк, excess fare - қўшимча юк учн тўлов, excursion fare - ҳаво транспорти учун экскурсия пули, executive director - ижрочи директор, executive travel -юқори даражада ташкил этилган иш сафарида хизмат қилиш, extra charges - қўшимча тўловлар, familiarization trip - оилавий аҳволга кўра хоналарни буюртма қилиш, family room - Одатдагидан ташқари 3-4 хонали оилавий хона.

Уч компонентли меҳмонхона бизнеси терминларининг тобе компонентлари иккитадан бўлиб, аксарият терминларда тобеланиш занжирли тарзда намо?н бўлишини кузатиш мумкин: double occupancy rate - икки кишилик хонага тўлов тарифи, full individual tariff - Тўлиқ индивидуал ставка, fly & drive package -

ҳаммол, пуллик авиачипталар ва автоуловларни ижарага олиш. front Office Manager - қабул хизмати раҳбари, front desk manager - қабулхона бўлими бошлиғи, Left luggage office - юкларни сақлаш хонаси, non refundable ticket - қайтарилмайдиган чипта, Rail Europe Family - оилалилар учун чегирма картаси, Rail-Europe Senior - ёши катталарга чегирма картаси, safety deposit box - меҳмонларнинг қимматбаҳо буюмларини сақловчи сейф.

Шундай қилиб, меҳмонхона бизнеси терминларининг ясалишида аффиксация усули маҳсулдор сўз ясаш усули ҳисобланади. Аффикслар воситасида термин ясалишида ясалиш асоси терминдан иборат бўлади. Инглиз тилида -er, -ion, -ation, -ity, -ant каби аффикслар соҳа терминларини ясашда самарали ҳисобланади. Инглиз тилида меҳмонхона бизнеси терминологиясининг терминологик тизимнинг 27% ини содда терминлар, 26% ини содда ясама содда терминлар, 24% ни икки компонентли терминлар, 3% ни уч ёки ундан кўп компонентли терминлар, 12%ни қўшма сўзлар ва 8%ни қисқартма терминлар ташкил қилади. Меҳмонхона бизнеси соҳасига оид терминлар қўшма терминлар [от+от], [сифат + от], [от + от] моделларида шаклланган терминлардир. Меҳмонхона бизнеси терминларининг кўп қисми икки компонентли терминлар бўлиб, улардан айримлари қўшма термин, баъзилари бирикма термин хусусиятига эга. Булар орасида икки компонентли бирикма терминлар энг маҳсулдордир. Бирикма терминлар, асосан, [от+от] ва [сифат+от] моделида шаклланади.

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ZOOLOGIYA FANINI O'QITISHDA MULTIMEDIA TEXNOLOGIYALARIDAN FOYDALANISH VA TA'LIM SAMARADORLIGINI OSHIRISH MASALALARI

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Annotatsiya. Ushbu maqolada zoologiya fanini o'qitishda multimedia texnologiyalaridan foydalanishning ta'lim samaradorligiga ta'siri haqida fikr yuritiladi. Shuningdek, talabalarning fanni o'zlashtirishlarida multimedia texnihologiyalari yaratadigan ijobiy imkoniyatlarga alohida to'xtalgan.

Kalit so'zlar: multimedia, multimedia mahsuloti, multimedia texnologiyasi, zoologiya darslari, ta'lim jarayonlari, ta'lim samaradorligi

Hozirgi globallashuv jarayonida zamonaviy ta'limni tashkil etishda tezkorlik va sifat-samaradorlik ko'rsatkichlariga erishish ta'lim tizimi oldidagi ustuvor vazifalardan biridir. Zero, ta'lim butun insoniyatning kelajagini yuksalishida eng asosiy omillardan biri bo'lib, jamiyat taraqqiyotini tezlashtiruvchi, rivojlantiruvchi, ilgari boshlovchi kuchdir. Ta'lim jarayonlarining samaradorligini yanada oshirishda multimedia texnologiyalarining ahamiyati katta. Aynan multimedia resurslari ta'lim oluvchilarning chuqur bilim, ko'nikma va malakalarining shakllanishi hamda yetuk mutaxassis bo'lib yetishishlari uchun keng imkoniyatlar yaratadi.Ta'lim tizimini takomillashtirishda elektron ta'lim resurslarining, xususan, multimediya texnologiyalarining ahamiyatini ochib berish. Shuningdek, ta'lim beruvchilarda o'quv materialini samarali va yanada qiziqarli tarzda taqdim etish muammosini hal etishda multimediya texnologiyalaridan foydalanish yo'llarini ochib berishdan iborat.

Dunyo miqyosida nazar soladigan bo'lsak kompyuter grafikasi va dizayn juda ham keng darajada rivojlangan. Ularni amalda anchadan buyon qo'llab kelishmoqda. Lekin bu yaratilayotgan barcha dasturlar, roliklar, dizaynlarning asosiy qismi kinofilmlar, multfilmlar, web-saytlar uchun yaratilmoqda. Maxsus saytlarda fanlarga mavzulashtirilgan multimediali darsliklarning kamligi, borlarini ham aniq bir fanni mavzularini to'la yoritib bera olmasligi ta'lim sohasiga yanada ko'proq e'tibor berish lozimligini e'tirof etadi. Bu borada multimediya texnologiyalarining ahamiyati katta. Multimedia-gurkirab rivojlanayotgan zamonaviy axborotlar texnologiyasidir. Uning ajralib turuvchi belgilariga quyidagilar kiradi: - axborotning xilma-xil turlari: an'anaviy (matn, jadvallar, bezaklar va boshqalar), original (nutq, musiqa, videofilmlardan parchalar, telekadrlar, animatsiya va boshqalar), turlarini bir dasturiy mahsulotda integratsiyalaydi; - muayyan vaqtdagi ish, o'z tabiatiga ko'ra statik bo'lgan matn va grafikadan farqli ravishda, audio va videosignallar faqat vaqtning ma'lum oralig'ida ko'rib chiqiladi.

Multimedia - bu zamonaviy kompyuterli axborot texnologiyalari bo'lib, matn, tovush, videotasvir, grafik tasvir va animatsiyani (multiplikatsiyani) yaxlit kompyuter tizimiga birlashtirish imkonini yaratadi

Multimedia mahsuloti - tarkibida musiqa taraladigan, videokliplar, animatsiya, rasmlar va slaydlar galereyasi, turli ma'lumotlar bazalari va boshqalar kirishi mumkin bo'lgan interfaol, kompyuterda ishlangan mahsulotdir.

Multimedia texnologiyasi axborotni bir vaqtning o'zida insonga tushunarli, ko'p shakllar (jumladan, nutq, rasm, chizma, tasvir, musiqa, raqam va harflar) kombinatsiyasida havola qila oladi. Bu texnologiya axborotni qidirish, nusxa olish va boshqa biror kompyuterga ko'rsatilgan shaklda ko'chirib o'tkaza oladi hamda ularning xohlagan kombinatsiyasini yarata oladi.

Zoologiya darslarining multimedia imkoniyatlaridan foydalanib o'tilishi talabalarga bir qancha qulayliklar tug'diradi. Chunki, shu fanga mavzulashtirilgan ovozli dasturlar, rasmli ishlanmalar, harakatli yozuvlar (prezentatsiyalar), multiplikatsiyako'rinishidayaratilgan filmlar, animatsiyalar bir tomondan o'qituvchi uchun yangilik bo'lsa, ikkinchi tomondan ta'lim oluvchilar uchun qiziqarli va diqqatini o'ziga jalb qiladi va mavzuni yaxshi o'zlashtirilishiga turtki bo'ladi, zoologiya faniga bo'lgan qiziqishlarini oshiradi. Amaliyot shuni ko'rsatmoqdaki, multimedia vositalari asosida talabalarni o'qitish ikki barobar samarali bo'lishi bilan birga qisqa vaqt ichida mavzu bo'yicha ko'p ma'lumotlar berishga erishiladi. Multimedia vositalari asosida bilim olishda 30% gacha vaqtni tejash mumkin bo'lib, olingan bilimlar esa ta'lim oluvchilar xotirasida uzoq muddat saqlanib qoladi. Agar talabalar berilayotgan materiallarni ko'rish asosida qabul qilsa, axborotni xotirada saqlash 25-30% oshadi. Bunga qo'shimcha sifatida o'quv materiallari audio, video va grafika ko'rinishda mujassamlashgan holda berilsa, materiallarni xotirada saqlab qolish 75% ortadi.

Multimedia vositalari asosida tashkil etilgan zoologiya ta'limi jarayonlarida quyidagi ijobiy imkoniyatlar yaratiladi:

- berilayotgan materiallarni chuqurroq va mukammalroq o'zlashtirish imkoniyati borligi;
- ta'lim olishning yangi sohalari bilan yaqindan aloqa qilish ishtiyoqi yanada ortadi;
- ta'lim olish vaqtining qisqarish natijasida, vaqtni tejash imkoniyatiga erishish;
- olingan bilimlar kishi xotirasida uzoq saqlanib, kerak bo'lganda amaliyotda qo'llash imkoniyatiga erishiladi.

Multimedia vositalari asosida o'qitish jarayonida ta'lim oluvchilar axborot texnologiyalarini multimedia vositalari asosida animatsiya elementlarini dars jarayonida ko'rishi, eshitishi va mulohaza qilish imkoniyatlariga ega bo'ladi. Bugungi kunda sifatli multimedia ilovalari ishlab chiqishga yo'naltirilgan turli-tuman, bir biridan farqli texnologik usullar mavjud. Hozirgi vaqtda multimedia ilovalarining quyidagi turlari mavjud: prezentatsiyalar, animatsion roliklar, o'yinlar, videoilovalar, multimediali galereyalar, audioilovalar,web uchun ilovalar.

Foydalanilgan adabiyotlar ro'yhati.

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