



Tadqiqot.uz

ЎЗБЕКИСТОН ОЛИМЛАРИ ВА ЁШЛАРИНИНГ ИННОВАЦИОН ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАРИ МАВЗУСИДАГИ КОНФЕРЕНЦИЯ МАТЕРИАЛЛАРИ

2021

- » Ҳуқуқий тадқиқотлар
- » Фалсафа ва ҳаёт соҳасидаги қарашлар
- » Тарих саҳифаларидағи изланишлар
- » Социология ва политологиянинг жамиятимизда тутган ўрни
- » Иқтисодиётда инновацияларнинг тутган ўрни
- » Филология фанларини ривожлантириш йўлидаги тадқиқотлар
- » Педагогика ва психология соҳаларидағи инновациялар
- » Маданият ва санъат соҳаларини ривожланиши
- » Архитектура ва дизайн йўналиши ривожланиши
- » Техника ва технология соҳасидаги инновациялар
- » Физика-математика фанлари ютуқлари
- » Биомедицина ва амалиёт соҳасидаги илмий изланишлар
- » Кимё фанлари ютуқлари
- » Биология ва экология соҳасидаги инновациялар
- » Агропроцессинг ривожланиш йўналишлари
- » Геология-минерология соҳасидаги инновациялар



CONFERENCE.uz

30 ИЮН
№29

**"ЎЗБЕКИСТОНДА ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАР"
МАВЗУСИДАГИ РЕСПУБЛИКА 29-КҮП ТАРМОҚЛИ
ИЛМИЙ МАСОФАВИЙ ОНЛАЙН КОНФЕРЕНЦИЯ
МАТЕРИАЛЛАРИ
7-ҚИСМ**

**МАТЕРИАЛЫ РЕСПУБЛИКАНСКОЙ
29-МЕЖДИСЦИПЛИНАРНОЙ ДИСТАНЦИОННОЙ
ОНЛАЙН КОНФЕРЕНЦИИ НА ТЕМУ "НАУЧНО-
ПРАКТИЧЕСКИЕ ИССЛЕДОВАНИЯ В УЗБЕКИСТАНЕ"
ЧАСТЬ-7**

**MATERIALS OF THE REPUBLICAN
29-MULTIDISCIPLINARY ONLINE DISTANCE
CONFERENCE ON "SCIENTIFIC AND PRACTICAL
RESEARCH IN UZBEKISTAN"
PART-7**

ТОШКЕНТ-2021



УУК 001 (062)
КБК 72я43

"Ўзбекистонда илмий-амалий тадқиқотлар" [Тошкент; 2021]

"Ўзбекистонда илмий-амалий тадқиқотлар" мавзусидаги республика 29-кўп тармоқли илмий масофавий онлайн конференция материаллари тўплами, 30 июнь 2021 йил. - Тошкент: «Tadqiqot», 2021. - 55 б.

Ушбу Республика-илмий онлайн конференция 2017-2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор ўёналишлари бўйича Ҳаракатлар стратегиясида кўзда тутилган вазифа - илмий изланиш ютуқларини амалиётга жорий этиш йўли билан фан соҳаларини ривожлантиришга бағишиланган.

Ушбу Республика илмий конференцияси таълим соҳасида меҳнат қилиб келаётган профессор - ўқитувчи ва талаба-ўқувчилар томонидан тайёрланган илмий тезислар киритилган бўлиб, унда таълим тизимида илфор замонавий ютуқлар, натижалар, муаммолар, ечимини кутаётган вазифалар ва илм-фан тараққиётининг истиқболдаги режалари таҳлил қилинган конференцияси.

Масъул мухаррир: Файзиев Шохруд Фармонович, ю.ф.д., доцент.

1.Хуқуқий тадқиқотлар ўёналиши

Профессор в.б.,ю.ф.н. Юсувалиева Раҳима (Жаҳон иқтисодиёти ва дипломатия университети)

2.Фалсафа ва ҳаёт соҳасидаги қарашлар

Доцент Норматова Дилдора Эсоналиевна(Фаргона давлат университети)

3.Тарих саҳифаларидағи изланишлар

Исмаилов Ҳусанбой Маҳаммадқосим ўғли (Ўзбекистон Республикаси Вазирлар Маҳкамаси хузуридаги Таълим сифатини назорат қилиш давлат инспекцияси)

4.Социология ва политологиянинг жамиятимизда тутган ўрни

Доцент Уринбоев Хошимжон Бунатович (Наманган мухандислик-қурилиш институти)

5.Давлат бошқаруви

Доцент Шакирова Шохида Юсуповна (Низомий номидаги Тошкент давлат педагогика университети)

6.Журналистика

Тошбоева Барнохон Одилжоновна(Андижон давлат университети)

7.Филология фанларини ривожлантириш йўлидаги тадқиқотлар

Самигова Умида Хамидуллаевна (Тошкент вилоят халқ таълими ходимларини қайта тайёрлаш ва уларнинг малакасини ошириш худудий маркази)



8.Адабиёт

PhD Абдумажидова Дилдора Раҳматуллаевна (Тошкент Молия институти)

9.Иқтисодиётда инновацияларнинг тутган ўрни

Phd Воҳидова Меҳри Ҳасанова (Тошкент давлат шарқшунослик институти)

10.Педагогика ва психология соҳаларидағи инновациялар

Турсунназарова Эльвира Тахировна (Навоий вилоят ҳалқ таълими ходимларини қайта тайёрлаш ва уларнинг малакасини ошириш ҳудудий маркази)

11.Жисмоний тарбия ва спорт

Усмонова Дилфузахон Иброҳимовна (Жисмоний тарбия ва спорт университети)

12.Маданият ва санъат соҳаларини ривожлантириш

Тоштемиров Отабек Абидович (Фарғона политехника институти)

13.Архитектура ва дизайн йўналиши ривожланиши

Бобоҳонов Олтибой Раҳмонович (Сурхандарё вилояти техника филиали)

14.Тасвирий санъат ва дизайн

Доцент Чариеv Турсун Хуваевич (Ўзбекистон давлат консерваторияси)

15.Мусиқа ва ҳаёт

Доцент Чариеv Турсун Хуваевич (Ўзбекистон давлат консерваторияси)

16.Техника ва технология соҳасидаги инновациялар

Доцент Нормирзаев Абдуқаюм Раҳимбердиевич (Наманганд мухандислик-курилиш институти)

17.Физика-математика фанлари ютуқлари

Доцент Соҳадалиев Абдурашид Мамадалиевич (Наманганд мухандислик-технология институти)

18.Биомедицина ва амалиёт соҳасидаги илмий изланишлар

Т.Ф.д., доцент Маматова Нодира Мухтаровна (Тошкент давлат стоматология институти)

19.Фармацевтика

Жалилов Фазлиддин Содиқович, фарм.ф.н., доцент, Тошкент фармацевтика институти, Дори воситаларини стандартлаштириш ва сифат менежменти кафедраси мудири

20.Ветеринария

Жалилов Фазлиддин Содиқович, фарм.ф.н., доцент, Тошкент фармацевтика институти, Дори воситаларини стандартлаштириш ва сифат менежменти кафедраси мудири

21.Кимё фанлари ютуқлари

Рахмонова Доно Қаҳхоровна (Навоий вилояти табиий фанлар методисти)



22.Биология ва экология соҳасидаги инновациялар

Йўлдошев Лазиз Толивович (Бухоро давлат университети)

23.Агропроцессинг ривожланиш йўналишлари

Доцент Сувонов Боймурод Ўралович (Тошкент ирригация ва қишлоқ хўжалигини механизациялаш мухандислари институти)

24.Геология-минерология соҳасидаги инновациялар

Phd доцент Қаҳҳоров Ўқтам Абдурахимович (Тошкент ирригация ва қишлоқ хўжалигини механизациялаш мухандислари институти)

25.География

Йўлдошев Лазиз Толивович (Бухоро давлат университети)

Тўпламга киритилган тезислардаги маълумотларнинг хаққонийлиги ва иқтибосларнинг тўғрилигига муаллифлар масъулдор.

© Муаллифлар жамоаси

© Tadqiqot.uz

PageMaker\Верстка\Саҳифаловчи: Шахрам Файзиев

Контакт редакций научных журналов. tadqiqot.uz
ООО Tadqiqot, город Ташкент,
улица Амира Темура пр.1, дом-2.
Web: <http://www.tadqiqot.uz/>; Email: info@tadqiqot.uz
Тел: (+998-94) 404-0000

Editorial staff of the journals of tadqiqot.uz

Tadqiqot LLC The city of Tashkent,
Amir Temur Street pr.1, House 2.
Web: <http://www.tadqiqot.uz/>; Email: info@tadqiqot.uz
Phone: (+998-94) 404-0000

**ФИЛОЛОГИЯ ФАНЛАРИНИ РИВОЖЛАНТИРИШ
ЙЎЛИДАГИ ТАДҚИҚОТЛАР**

1. Uralova Dilfuza Saydalievna	
THE IMPORTANCE OF TEACHING GRAMMAR IN CONTEXT	7
2. Eshbekov Alisher, Sh. Abdurazakova	
THE ESSENCIAL STRATEGIES IN TEACHING READING	14
3. Ergasheva Madina	
YAPON VA O'ZBEK TILLARIDA МЕХНАТГА OID MAQOLLAR	16
4. Аманбаева Дилсора Аббамуслимовна	
ТИЛШУНОСЛИККА КОНЦЕПТ ОРҚАЛИ НАЗАР ВА УНИНГ ЛИНГВИСТИКАДАГИ ЎРНИ.....	17
5. Rakhmanova Victoria	
THE PECULIARITIES OF TEACHING WRITING.	19
6. Qoldosheva Umida Majidovna	
BOSHLANG'ICH SINF O'QUVCHILARINING INGLIZ TILIDA NUTQ КО'НИКМАЛАРИНИ RIVOJLANTIRISH USULLARI	21
7. Aziz K. Abdullaev	
THE PECULIARITIES OF THE USE OF THE SPECIAL LEXIS	23
8. Н.Абдуқадырова, Г.Ахмедова	
РЕЧЕВОЕ УПОТРЕБЛЕНИЕ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ В АНГЛИЙСКОМ КОНТЕКСТЕ	25
9. Rakhmanova Victoria	
THE PECULIARITIES OF TEACHING SPEAKING IN EFL CLASSROOM.....	28
10. Rakhmanova Victoria	
TASK BASED LEARNING	30
11. Rakhmanova Victoria	
CHOOSING AND ANALYZING COURSEBOOKS FOR TEACHING IN THE EFL CLASSROOM	32
12. Rakhmanova Victoria	
MATERIALS DEVELOPMENT IN LANGUAGE TEACHING.	34
13. Юлдашева Муножатхон Ҳакимбековна	
ИННОВАЦИОННЫЕ МЕТОДИКИ ОБУЧЕНИЯ ЛЕКСИКЕ НА УРОКАХ УЗБЕКСКОГО ЯЗЫКА	36
14. Karimova Shodiya Muxammadjon qizi	
ABDULLA ORIPOV SHE'RLARIDA OSHIQ VA MA'SHUQA OBRAZLARI	38
15. Karimova Shodiya Muxammadjon qizi	
ABDULLA ORIPOV ZAMONDOSHLARI XOTIRASIDA.....	40
16. Dilafruz Toshpo'latova, Oygul Mahmudova	
SO'Z TURKUMLARI TASNIFI	42
17. Normuratova Zuxra Arzikul qizi	
ABDULLA ORIPOV XALQ QALBI.....	44
18. Rajabova Marjona Abdurasul qizi	
"QISSASI RABG'UZIY" VA "BOBURNOMA" NING JANR XUSUSIYATLARI	46
19. Abdulkasimova Oysafar Odilovna	
CHEТ TILINI TAKOMILLASHTIRIB O'QITISHDA TEXNIK VOSITALARDAN FOYDALANISH METODIKASI.....	48
20. Камола Эргашева	
ТАМИЛ ТИЛИГА ОИД ЛУФАТЛАР ХУСУСИДА	50
21. Мамажонова Мехрихон Толибжон қизи	
ПАНЖОБ ШОИРАСИ АМРИТА ПРИТАМ АСАРЛАРИ ЎЗБЕКИСТОНДА	53



ФИЛОЛОГИЯ ФАНЛАРИНИ РИВОЖЛАНТИРИШ ЙЎЛИДАГИ ТАДҚИҚОТЛАР

THE IMPORTANCE OF TEACHING GRAMMAR IN CONTEXT

Uralova Dilfuza Saydalievna

Senior teacher of the Department of Foreign languages
Gulistan State University Republic of Uzbekistan

Abstract: Grammar instruction is one of the most difficult issues of language teaching. Context-based grammar holds an important place for effective learning. It will be more motivating for learners if grammar is taught in context as students will have an opportunity to perceive how the new grammar structures work. Grammar rules are made easier if they are given in a context and teaching grammar in context provides accuracy in the foreign language. This article explains why we should teach grammar in context and presents two sample lessons.

Keywords: teaching grammar, context, accuracy, communication

Introduction

Grammar is rules of a language. "Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints" (Larsen-Freeman, 2001). In another definition—grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey" (Thornbury, 1999, p.13).

In foreign language acquisition accurate understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language instruction. There has always been a debate about the most effective way of teaching grammar. Grammar instruction through context positively affects learners' competence to use grammatical structures accurately in language skills. It is always useful for learners to see how language works in sentences or paragraphs; therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences. Teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language.

Is teaching grammar necessary?

Grammar instruction should not be ignored. About grammar teaching, Krahne (1985, p.598) suggests that "much of the effort spent arguing against the teaching of grammar might be better spent on convincing true believers in grammar instruction that grammar has a newly defined but useful role to play in language teaching and in showing them what it is" (Terrell, 1991, p.54). For a better language improvement, grammar plays a crucial role.

To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages. Tabbert stresses the importance of grammar simply as: "It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of imply, mismatch subjects and verbs, mix up pronoun reference, use double negatives, etc., and that these mistakes are evidence of their need to study grammar" (Tabbert, 1984, p.39).

To establish an effective communication, learners need grammar skills; therefore, without grammar, speech gets meaningless. Grammar is an essential aspect to communicate effectively. Moreover, grammar simply is creating well-organized reading and writing performances. John Warriner supporting this idea (n.d., p. 8) writes: "The chief usefulness of grammar is that it provides a convenient and, indeed, as English is taught today, an almost indispensable set of terms to use in talking about Language (Tabbert, 1984, p. 40)."



Grammar will give learners the competence how to combine words to form sentences. To create fully-developed sentences, grammar knowledge is indispensable. With little understanding of how language functions, learners cannot develop their language skills. "Just as there are careful and effective drivers who do not know what makes a car run, so there are those who, through practice and skillful observation, have become satisfactory, even effective, writers with very little understanding of the mechanics of the language. But it follows that the more you know about the form and function of the parts that make up the larger unit, the sentence, the better equipped you are to recognize and to construct well-formed sentences...." (Emery, et al, 1978, p. 1)

Grammar instruction holds an important place in foreign language learning. It needs to be noted that grammar skills will make great contribution to language competence. "The study of the structure and history of language, including English grammar, is a valuable asset to a liberal education and an important part of the English program. It should, however, be taught for its own sake, not as a substitute for composition, and not with the pretense that it is taught only to improve writing" (NCTE Commission on Composition, 1974, no. 12).

Teaching grammar is to show how language works. Accurate teaching of grammar guides learners how to use the language correctly. Azar highlights the significance of teaching grammar as: "One important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning. Grammar is the weaving that creates the fabric" (Azar, 2007). To establish precise sentences, grammar knowledge is essential. In another idea about why teaching grammar is important Ellis writes: "Grammar Teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it meta-linguistically and / or process it in comprehension and/or production so that they can internalize it" (Ellis, 2006, p.84).

Language acquisition without grammar will be confusing. Learners will fail to use the language correctly without grammar skills. "People now agree that grammar is too important to be ignored and that without a good knowledge of grammar, learners' language development will be severely constrained" (Richards, Renandya, 2002, p.145). Richards and Renandya point out two good reasons for teaching grammar (2002, p.152):

a) Comprehensibility:

Knowing how to build and use certain structures makes it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences. We must, therefore, try to identify these structures and teach them well.

b) Acceptability: in some social contexts, serious deviance from native-speaker norms can hinder integration and excite prejudice- a person who speaks 'badly' may not be taken seriously, or may be considered uneducated or stupid. Students may therefore want or need a higher level of grammatical correctness than is required for mere comprehensibility.

Teaching grammar will help learners to understand the nature of language. Azar notes down the benefits of grammar teaching as: "One of the principal benefits of GBT (Grammar-Based Teaching) is that it helps students gain an understanding of grammar concepts: concepts such as subordination and coordination; concepts of expressing time relationships through the use of verb forms; concepts of nouns and adjectives, subjects and verbs, clauses and phrases. Students can understand grammar concepts with simplified terminology, with a minimum of meta-language and grammatical analysis, and even without definition of key terms such as noun or verb" (Azar, 2007). With a good knowledge of grammar, the relationship between grammatical concepts gets clear. Being aware of this relationship facilitates understanding the language.

Grammar skills will enable learners to be aware of parts of a language such as verbs, and nouns. Learners will understand and use the grammatical concepts better if they study grammar. Mulroy states the importance of grammar teaching as: "Sentences always have and always will consist of clauses with subjects and predicates and of words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Individuals who understand these concepts have a distinct advantage over others where the use of language is involved—and that means everywhere" (2003, p. 118).

Grammar instruction provides learners with a better improvement. Grammar knowledge will increase learners' comprehension of the language. Azar, from her experiences writes that "she



observed that students in her writing class who had experienced grammar instruction had an advantage over those students who had not. Students with a good grounding in grammar needed only to be reminded that, for example, they were trying to say "I was really bored" not "I was really boring." Those without that grounding in grammar needed a lot more teaching time in order to understand, just as one example, the difference between -ing and -ed adjectives (Azar, 2007)".

what is teaching grammar in context

"Across the various languages and subsystems of grammar, perhaps the most widely practiced traditional approach to grammatical instruction has been portrayed as the three Ps- present, practice, produce" (Larsen-Freeman, 2009, p.523). Long and Doughty, criticizing the three Ps model, state that the traditional approach has some disadvantages. "One of the most trenchant criticisms of this approach is that students fail to apply their knowledge of grammar when they are communicating. Students know the grammar- at least, they know the rules explicitly- but they fail to apply them in communication. This problem has been discussed by others as the "non-interface" problem, in that there is no apparent connection between explicit knowledge of the rules and implicit control of the system, and the "learnability problem" following from the observation that grammar is not learned in a linear and atomistic fashion" (Long & Doughty, 2009, p. 523). In this approach students are unable to use the grammar rules in speech. They do not understand how grammar rules work in a sentence. Learning grammar in context will allow learners to see how rules can be used in sentences. "Language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase" (Thornbury, 1999, p.69).

"The teacher's chief task when teaching grammar is to show the students what the language means and how it is used; and must also show them what the grammatical form of the new language is and how it is said and written" (Harmer, 1991, p.56). Teaching grammar in context will give learners an opportunity to understand how language works and this will improve their communication skills. "Students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context" (Harmer, 1991, p.57). Accuracy in language acquisition plays an important role to understand both speaking and writing performances. "Context gives a more precise understanding of how to use the grammar, and provides accuracy in the studied language both in oral and written skills" (Wajnryb, 1990, p.6).

Presenting grammar in isolated sentences will not allow learners to see how grammatical structures function in sentences. "By dealing with related units of information rather than isolated bits, more efficient processing becomes possible" (McLaughlin, Rossman, McLeod, 1983, p.138). Context-based instruction has always been useful for learners. "Students need to learn language in logical contexts, either through authentic discourse-length input or through language learning materials that stimulate authentic input using sentences that follow in logical sequence" (Hadley, 2003, p. 152).

Brown explains the advantages of context-based teaching as:

"A single sentence can seldom be fully analyzed without considering its context. We use language in stretches of discourse. We string many sentences together in cohesive units such that sentences bear interrelationships..."

Both the production and comprehension of language are a factor in our ability to perceive and process stretches of discourse, to formulate representations of meaning from not just a single sentence, but referents in both previous sentences and following sentences" (Brown, 1980: 189).

In another criticism of teaching grammar through isolated sentences, Nunan writes that "in textbooks, grammar is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises, involving repetition, manipulation, and grammatical transformation. These exercises are designed to provide learners with formal, declarative mastery, but unless they provide opportunities for learners to explore grammatical structures in context, they make the task of developing procedural skill- being able to use the language for communication- more difficult than it needs to be, because learners are denied the opportunity of seeing the systematic relationships that exist between form, meaning, and use" (Nunan, 1998, p. 102). In grammar instruction the goal is not to teach grammar rules but to teach how to apply them in language skills. "What many may not realize is that, with the absence of transformational stage, we are training ELL students to become grammarians who may excel in diagramming and analyzing language but fail to apply this knowledge to communicative use" (Frodesen, 2001; Leki, 1992). "Students need guidance to translate and transfer traditional grammar



knowledge to functional use" (Hillocks, 1986). unless learners know how to apply grammatical concepts in language skills, knowledge of grammar will not be useful.

"We have learned that grammar should not be taught in isolation from content. But then, neither should content be taught without regard to the language involved. A carefully planned integration of language and content however, holds considerable promise" (Swain, Lapkin, 1989, p. 153). Weaver stresses that teaching grammar in isolation will not be useful for learners and concluded that (2001, p.18) "teaching traditional grammar in isolation is not a very practical act". Thornbury adds "if learners are going to be able to make sense of grammar, they will need to be exposed to it in its contexts of use, and, at the very least this means in texts" (Thornbury, 1999, p.72).

"Teaching grammar in context provides a meaningful framework that connects to reality in the targeted language" (Anderson, 2005). Nunan stressing the advantage of teaching grammar in context writes: "An approach through which learners can learn how to form structures correctly, and also how to use them to communicate meaning. If learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings" (Nunan, 1998, p.103). "Many researchers stress the fact that learners need to experience grammatical conventions in various contexts in order to control and use them correctly" (Anderson, 2005). Context-based teaching will help learners how grammar structures function in context that will give them an opportunity to develop their comprehension of the grammar rules.

Byrd states that when grammar is studied as arising from context, then a variety of forms emerge as essential to the expression of particular meanings in particular discourse contexts (Byrd, 1998). "It's not just that different types of verbs are related to each other but that in particular kinds of discourse the idea of, relationship must be expanded to include the bond among verbs, nouns, adverbs, textual order, and even particular vocabulary" (Byrd, 2005, p.546).

How to Teach Grammar in Context?

"In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication" (Nunan, 1998, p.102). "Some advantages of this method are, students are exposed to the target language in an authentic or near authentic setting, they see or hear the target language before having to focus on it" (Riddell, 2003, p.46).

Using dialogues is an effective way of teaching grammar. "The use of dialogues in grammar teaching is useful because the use of dialogues generally matches learners' expectations of how language is used in the real world: people use language primarily to talk to each other" (Thornbury, 1999, p.76).

In the first sample lesson Scott Thornbury uses a scripted dialogue to teach the present simple to beginners: In the lesson the teacher has chosen the following recorded dialogue from a coursebook to use as a vehicle for introducing the present simple with adverbs of frequency (e.g. usually, always) to a group of beginners (1999, p.73).

Joe: What do you do on weekends?

David: well, that depends. During the school year, I usually have to study on Saturdays.

J: And how about on Sundays?

D: Well, we always have lunch together, you know, the whole family. Then after lunch, I sometimes go to the park and meet my friends.

J: Oh? What do you do there?

D: We play soccer, take a walk, or just talk. After that, I go out. I usually go to the movies.

J: How often do you go out of the city?

D: About once a month. My uncle has a small farm in the mountains, so I sometimes drive up there.

J: That sounds nice. Do you go alone?

D: No, my mom, my two sisters and some of our friends usually go too.

J: But why do you go?

D: A lot of things: green trees, clean air, and no people.

J: Oh, just like LA!

D: Ha! That's a good joke.

(adapted from How to Teach Grammar, Scott Thornbury)

Thornbury explains the steps as:



In the first step the teacher tells the class that she is going to play them a conversation between two friends. She asks students to close their books and to listen to the first part of the conversation and to answer this question: What are they talking about: last weekend, next weekend, or every weekend? In the second step once she has established that the conversation is about every weekend she asks the students to listen to the whole conversation and to put these words in the order that they hear them: movies, drive, soccer, go out, study, lunch, park, walk. In the third step she asks the students if they can tell her which of the activities in the list David does on Saturdays, on Sundays, and about once a month. In the fourth step the teacher asks learners to listen for the following words and to match them with the words in the list on the board: usually, always, sometimes. For example: usually study always have lunch sometimes go to the park

In the fifth step the teacher asks learners to focus their attention on two or three of these sentences and to tell her exactly what the speaker says. For example:

We always have lunch together I sometimes go to the park.

In the sixth step the teacher draws the students' attention to the form of the structure, underlining the verbs and explaining that the present simple is used for routine activities. In the seventh step she asks learners to write two or three more sentences about David, using the above sentence pattern, i.e. subject + adverb + verb + ...

In the eighth step students listen to the conversation again and check their answers to Step 7, and in the final step she invites the students to write four or five original sentences about themselves using the pattern she has highlighted in step 6 (Thornbury, 1999, p.73-74).

“What is important in this exercise is to choose a text with a high frequency of instances of the targeted grammar item. This will help learners notice the new item, and may lead them to work out the rules by induction” (Thornbury, 1999, p.75). Through conversations grammar can be instructed easily and it will facilitate learner’s perceiving the rules better. “Communicative teaching and grammar teaching are not mutually exclusive. They fit hand in glove” (Azar, 2006, p.3).

In the second sample lesson David Riddell teaches two English tenses in a context:

Bertrand is French and he lives and works in the north of France. His English is very good because he studies it at school and uses it in his job. A few months ago, he went to San Francisco for the first time to visit some friends he met in France a few years ago. He stayed for a week and in that time Bertrand and his friends had a very busy time - they visited Fisherman’s Wharf, rode the cable cars, saw the sea lions by Pier 39, ate in a different restaurant every day, walked up the steep hills, and did lots of shopping in the fantastic department stores. And, of course, they took lots of photographs.

At dinner one evening Bertrand and his friends- Marie, Myrienne and Norbert- were having dinner when the fire alarm sounded, but the waiters didn’t seem to be worried, they just carried on working. Everyone around them carried on eating. They thought it was so weird, everyone carrying on with their meals even though the fire alarm was sounding. Bertrand and his friends decided to get out quickly, but just as they went out of the door they saw a sign by the entrance warning customers that there was going to be a fire alarm test that evening and they should ignore it. Bertrand and his friends quietly sat back down again to continue their meal feeling a bit embarrassed (adapted from Teaching English as a Foreign Language, David Riddell).

Riddell explains the steps as:

In the first step the teacher asks the class if anyone has been to/would like to go to San Francisco. If anyone has, they can tell the others about it. If no one has then they can tell you what they imagine San Francisco to be like. Alternatively the teacher shows pictures of San Francisco to get the class talking about it.

In the second step the teachers tells students that they are going to read about Bertrand who visited San Francisco. They read the text and answer the questions:

Why did Bertrand visit San Francisco?

How many people was he with?

Why did they stop eating?

Did they finish their meal later?

In the third step the teacher highlights the sentence from the text They were having dinner when the alarm sounded.

In the fourth step the teacher asks students to find other examples of the past progressive and the simple past in the text, to underline them and discuss the use of these tenses in pairs or small



groups.

In the fifth step the teacher makes the following points.

In this example from the text, we are using two verb forms - the past progressive (continuous), and the past simple. The progressive is were having and the simple is sounded. In the sentence, they started dinner before the fire alarm sounded, and may or may not have continued after. Thus, the simple interrupts the progressive.

In the sixth step the teacher asks the students to write sentences using these two tenses (2003, p.43-44).

Through context learners will see the usage of grammatical patterns better, and the context will help them understand how to use grammar forms and structures. In the following context again two English tenses are presented.

Some company has been producing top-class cars with unbeatable value for 12 years. We have been talking to you our customers a lot recently to find out if there was any way of making our cars even better than before and you told us that our product is as good as it gets. The only way to make that company's cars even more attractive would be to reduce the price, but that can't be done. or can it? Well, yes it can! From the beginning of next year, for a period of six months, we are cutting the cost of all our cars by 10%- yes 10%! So from January 1 next year, our cars will be 10% cheaper, but still top class. We have been doing business with you for 12 years. Now for the next 12!

(adapted from Teaching English as a Foreign Language, David Riddell)

using this text, present perfect and perfect progressive tenses are taught. The teacher highlights the perfect sentences in the text and following the steps given above, these two tenses can be presented to learners of English. An advantage of learning grammar in context is learners will see how structures function in sentences and how sentences are related to each other. This text will help learners to identify the differences between these two tenses and learners will have ideas what these tenses mean and how they are used.

Conclusion

Grammar instruction is a difficult issue in language teaching. Teaching grammar through context will help learners perceive the structures of the language effectively. If learners are given grammatical structures in context, they will be able master the language better. Teaching grammar in context will help learners to acquire new grammar structures and forms. Learners will use grammatical conventions more effectively in communication if they learn them in context.

list of references

- [1] Anderson, J. (2005). Mechanically Inclined. Portland, Maine: Stenhouse Publishers.
- [2] Azar, B. (2006). Grammar Teaching and Communicative Teaching: A Hybrid That Works. Retrieved September 12, 2012 from <http://www.azargrammar.com/assets/authorsCorners/Transcript-TESOL2008_HybridThatWorks.pdf>
- [3] Azar, B. (2007). Grammar-Based Teaching: A Practitioner's Perspective. TESL-EJ. 11(2). 1-12 Retrieved September 12, 2012 from <<http://www.tesl-ej.org/ej42/a1.pdf>>
- [4] Bradford, Arthur. (1973). Teaching English to Speakers of English. New York: Harcourt
- [5] Brown, H.D. (1980). Principles of Language Learning and Teaching. Englewood Cliffs, NJ: Prentice Hall.
- [6] Byrd, Patricia. (1998). Grammar from Context. In P. Byrd & J. Reid (Eds.), Grammar in the Composition Classroom: Essays on Teaching ESL for College-bound Students, 54-68. Boston: Heinle & Heinle.
- [7] Byrd, Patricia. (2005). Instructed Grammar. In Eli Hinkel (ed.), Handbook of Research in Second Language Teaching and Learning, 545-563. New Jersey: Lawrence Erlbaum Associates.
- [8] Ellis, Rod. (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. TESOL Quarterly. 40(1): 83-107.
- [9] Emery, D., J. Kierzek, and P. Lindblom. (1978). English Fundamentals, 6th ed. New York: Macmillan.
- [10] Frodesen, J. (2001). Grammar in Writing. In Marianne Celce-Murcia (Ed.), Teaching English as a Second or Foreign Language, 233-248, (3rd ed.). Boston: Heinle.
- [11] Hadley, A.O. (2003). Teaching Language in Context. USA: Heinle & Heinle.
- [12] Harmer, Jeremy. (1991). The Practice of English Language Teaching. London: Longman.
- [13] Hartwell, Patrick. (1985). Grammar, Grammars, and the Teaching of Grammar. College



English. 47(2): 105-127.

[14] Hillocks, G.J. (1986). Research on Written Composition: New Directions for Teaching. Urbana, IL: National Council of Teachers.

[15] Krahne, Karl. (1985). Rev. of Stephen Krashen & Tracy Terrell, The Natural Approach. TESOL Quarterly 19: 591-603.

[16] Larsen-Freeman, D. (2001). Teaching Grammar. In M. Celce-Murcia (ed.), Teaching English as a Second or Foreign Language (3rd edn., pp. 251-66). Boston, MA: Thomson/ Heinle.

[17] Larsen-Freeman, D. (2009). Teaching and Testing Grammar. In Long, M.H. & Catherine, J. Doughty (ed.), The Handbook of Language Teaching (pp. 518-542). Malde, MA: Wiley Blackwell.

[18] Leki, I. (1992). Understanding ESL Writers: A Guide for Teachers. Portsmouth: Boynton/Cook.

[19] Long, M.H. & C., J. Doughty (2009). The Handbook of Language Teaching. Malde, MA: Wiley Blackwell.

[20] McLaughlin, B., T. Rossman, B. McLeod. (1983). Second Language Learning: an information-Processing Perspective. Language Learning 33: 135-158.

[21] Mulroy, D. (2003). The war against grammar. Portsmouth, NH: Boynton/Cook.Publishers, Inc.

[22] NCTE Commission on Composition. (1974). «Teaching Composition: A Statement.» Urbana, Illinois: NCTE,

[23] Nunan, D. (1998). Teaching Grammar in Context. ELT Journal 52(2): 101-109. Richards, J. & W. Renandya. (2002). Methodology in language Teaching. USA: Cambridge University Press.

[24] Riddell, D. (2003). Teaching English as a Foreign Language. London: Hodder Education

[25] Swain, M & S. Lapkin. Canadian Immersion and Adult Second Language Teaching; What's the Connection? The Modern Language Journal 73:150-159.

[26] Tabbert, Russell. (1984). Parsing the Question "Why Teach Grammar". The English Journal. 73(8): 38-42

[27] Terrell, T.D. (1991). The Role of Grammar Instruction in a Communicative Approach. The Modern Language Journal. 75(1): 52-63. <http://dx.doi.org/10.1111/j.1540-4781.1989.tb02537.x>

[28] Thornbury, Scott. (1999). How to Teach Grammar. Essex: Pearson Education Limited.

[29] Wajnryb, Ruth. (1990). Grammar Dictation. Oxford: Oxford University Press.

[30] Warriner, J. E. «The Teaching of Composition.» Pamphlet published by Harcourt School Department, n.d.

[31] Weaver, C. & C. Mc Nally & S. Moerman. (2001). To Grammar or Not to Grammar: That is Not the Question. Voices from the Middle. 8(3): 17-34. Retrieved on September 14, 2012 from <www.learner.org/workshops/middlewriting/images/.../W8ReadGrammar.pdf>



THE ESSENCIAL STRATEGIES IN TEACHING READING

Student Eshbekov Alisher,
senior teacher Sh. Abdurazakova .
Gulistan state university
Phone :+999740765
Email: abdurazakovashahida46@gmail.com

Abstract: The article discusses some strategies for teaching reading for foreign language learners. The article also discusses different reading strategies related to effective understanding of texts, different ways of reading.

Keywords: extensive reading, scanning, reading skills, activity.

Reading plays an important role in the development of language proficiency and subject content. The current reading approach involves a combination of so-called top-down reading (where the reader uses their own experience to understand the text) and bottom-up reading or interactive reading. Readers interact with the text, inviting their knowledge and experience to interpret the new information. There are different reading strategies associated with effective understanding texts.

Strategies refer to the actions that readers take to achieve their goals. For example, teachers activate basic knowledge using headings and illustrations to predict content, find key ideas, practice different reading modes, and use lexical guesses. Comprehension exercises involve generalization and interpretation, and the final activity integrates or transports information outside the text. There are different ways of reading. Extensive reading involves reading long passages of text. As students read, their attention and interest change - they can read some parts of the text in detail or view other parts. Extensive Reading - Quickly reading the main ideas of a large amount of text. Intensive reading is reading to fully comprehend the entire text. Reasons for reading affect the way we read, ie what reading skills we use. Skimming requires the reader to look for the main idea or general point of the passage. Scanning is a quick review of text, looking for specific details or information. Scanning is often used with technical, scientific or professional materials to search for specific information. Scanning is a valuable skill that second language learners can develop because they often do not require detailed reading of the text. There are many day-to-day scanning applications related to a purpose such as reading a schedule. The teacher selects passages that contain specific information; can use authentic materials that are usually scanned in real life, such as phone books, menus, bus schedules; may ask students, before they scan the text, to note how the information is organized in the text; Remind students that as they read carefully to find the information they need, they must pay special attention to titles and keywords. The student knows the graphical form that the answer can take, such as a number, a written number, a headword, or a short phrase that includes keywords. Activities in a reading lesson often follow this pattern:

- activities before reading (pre reading activities); introduction to the topic of the text and activities with an emphasis on the language of the text; activities during reading (while reading 35 activities): activities for comprehension, development of reading skills; after reading activities: oral or written activities that require the use of the language that students have encountered in the text.

Here are some examples of reading activities:

Activities may include teacher-designed exercises in which students scan one word or specific text, and may include activities that are often conducted as a competition so students will work quickly. Students use the skills of forecasting and expectation;

- make predictions and guesses - use headings and tables of contents to understand what is at stake
- activate preliminary knowledge on the topic of passing by answering some questions or taking a test
- anticipate what they want to know about the top
- use headings, pictures and prior knowledge to anticipate the content of the text
- use keywords that could have been given to them by the teacher and that do not appear in



the text, which refer to the main idea .

When teaching English for specific purposes, the development of reading skills should be as authentic as possible. Reading part of the lesson can take various forms according to the needs of the students. In most cases, the purpose of reading is usually to obtain information; therefore retrieving information from the text should be of primary importance, and linguistic purposeful work becomes secondary.

Literature :

1. Assessing Reading: Multiple Measures by Linda Diamond, B.J. Thorsnes
2. Bringing Words to Life, Second Edition: Robust Vocabulary Instruction by Margaret Mc Keown, Isabel Beck, Linda Kucan



YAPON VA O'ZBEK TILLARIDA MEHNATGA OID MAQOLLAR

Ergasheva Madina
O'zbekiston Davlat Jahon Tillari Universiteti

Annotatsiya: Frazeologiyaning kelib chiqish tarixi tasvirlangan. Mehnat maqollarining o'zbek va yapon tillaridagi o'xshash tomonlari, o'ziga xos jihatlari ko'rsatilgan

Kalit so'zlar: maqol, mehnat, frazeologiya, tilshunoslik

Frazeologiya tilshunoslikning mustaqil tarmog'i sifatida 20-asrning 40-yillarda rus tilshunosligida paydo bo'lgan. Uning dastlabki shakllanishiga rus olimlari A. A. Potebnya, I. I. Sreznevskiy, A. A. Shaxmatov asarlarida asos solingan bo'lsa, barqaror (turg'un) so'z birikmalarini alohida tilshunoslik bo'limi sifatida frazeologiyada o'rganish masalasi 20—40-yillardagi o'quv metodik adabiyotlarda Ye.D.Polivanov, S. Abakumov, L. A. Bulakovskiy asarlarida ko'tarib chiqilgan. Ma'lumki, frazeologik birliklarni belgilash yo'llarini frazeologiyaning muhim obyekti sifatida fanga V.V.Vinogradov olib kirgan. V.V.Vinogradov "frazeologik birlik "deganda, turg'un birikmalarni ko'zda tutib, ularning tasnifiy darajalarini ishlab chiqargan.

Frazeologik birliklari tor ma'noda tushunishda, anglash darajasi, muayyan maqsadga yo'naltirilgani, turg'unligi, obrazliligi mavjugligi bilan bir qatorda, frazeologik jumlalarga xos xususiyatlarga egaligi tufayli, maqollar, matallar, hikmatli so'zlar, obrazli ifodalar frazeologik birliklar sifatida tan olinmaydi.

Keng ma'noda tushunish deganda esa, frazeologizmlar qatoriga turg'un birikmalarning o'ziga emas, muayyan maqsadga yo'naltirilgan, turg'un, ta'sirchan, obrazlilikka ega bo'lgan maqollar, matallar va obrazli ifodalarni ham kiritish mumkin. G'arbiy Yevropa va Amerika tilshunosligida frazeologiya tilshunoslikning alohida bo'limi sifatida ajratilmaydi.

O'zbek tilshunosligida frazeologiya sohasidagi tadqiqotlar o'tgan asrning 50-yillardan boshlangan. Shu kungacha frazeologizmlar turli jihatlardan o'rganilgan. Frazeologiyani o'rganishda o'z xissasini qo'shgan olimlar Sh. Rahmatullayev, B. Yo'ldoshev, A. Mamatov sanaladi.

Ma'lumki, o'zbeklar azal-azaldan mehnat qilib kun kechirgan xalq hisoblanadi. Shu sabablimi, mehnatga oid maqollar talaygina. Ular qisqa lekin juda chuqr ma'noni aks ettiradi.

Maqol- xalq og'zaki ijodi janri; qisqa va lo'nda, obrazli, grammatik va mantiqiy tugal ma'noli hikmatli ibora, chuqr mazmunli gap. Muayyan ritmik shaklga ega. Maqollarda avlod-ajdodlarning hayotiy tajribalari, jamiyatga munosabati, tarixi, ruhiy holati, etik va estetik tuyg'ulari, ijobiy fazilatlari mujassamlashgan. Asrlar mobaynida xalq orasida sayqallanib, ixcham va sodda poetik shaklga kelgan.

口自慢の仕事べた

Kuchi jiman no shigoto beta

Gapirishni biladi, lekin ishni umuman bajara olmaydi.

O'zbek maqollaridan: "Gap desa qop-qop, ish desang betob", "Til bilganga bir tanga, ish bilganga ming tanga", "Ming so'zdan bir ish yaxshi" maqoliga mos keladi

労多くして功少なし

Ko'p harakat qilmasdan, natijaga erishib bo'lmaydi.

"Mashaqqatsiz baxt kelmas,

Mehnatsiz taxt kelmas" maqoli bilan o'xshash sanaladi

Foydalanilgan adabiyotlar:

- Ганиева III. Ўзбек фразеологизмларнинг структур тадқиқи (монография). Тошкент: 2013.
- Ғофур Фулом Ўзбек халқ маколлари.-Тошкент,, 1989й.
- 例解新国語辞典 lug'ati 2012, 1092ta so'z.
- 日本語大辞典 1998、 Azabudai, Minato- ku, Tokio, Yaponiya



ТИЛШУНОСЛИККА КОНЦЕПТ ОРҚАЛИ НАЗАР ВА УНИНГ ЛИНГВИСТИКАДАГИ ЎРНИ

Аманбаева Дилсора Аббамуслимовна

Андижон давлат университети

Инглиз тили грамматикаси кафедраси ўқитувчиси

Телефон: +99892588697

dilsorahon_amanbaeva77@mail.ru

Аннотация: Ушбу мақола тилшуносликка "концепт" тушунчасини тавсифлашга ва уни батафсил таҳлил қилишга бағищланган. Концептнинг маданий тилшуносликнинг асосий тушунчаларидан бири сифатида тақдим этилиши ушбу мақоланинг асосий мақсади бўлиб, унинг ривожланиш тарихини тавсифлаш, концепт тузилишини ўрганиш ва тадқиқ қилишнинг асосий йўналишларини турли тилшунослар фикри орқали таҳлил қилишга эришилади.

Калит сўзлар: концепт, тушунча, когнитив тилшунослик, лингвокультурология, лингво-концептология, универсал, мантиқ.

Сўнгги йилларда тилшунослар борликдаги обьектга нисбатан теран фикрлаб, уни кўп қирраларда таҳлилга тортишни бирламчи мақсад қилиб олдилар. Зотан, бундай ёндашув соҳани ҳар томонлама англаб етиш, уни тўла-тўккис тушуниш ва миллий-маданий қирраларини очиб беришга замин яратди. Албатта, бундай кенг қамровли анализ "концепт" термини остида изохланади. Когнитив тилшунослик ва лингвокультурологияда концептга ҳар бир миллатнинг дунёқараши ва менталитети орқали оламнинг лисоний манзарасини тасаввур қилиш сифатида қаралмоқда [2, Б.62]. Айнан когнитив тилшуносликни концепт ёрдамида инъикос этилувчи, уларни юзага келтирувчи ва аниқловчи ҳамда вербал ва но-вербал воситаларни ҳам ҳижаллаб ўрганадиган, лингвистикада масаларни ҳақиқий долзарб чўққига олиб чиқадиган соҳа дейиш мумкин. Олима В.А. Маслованинг фикрича, когнитив тилшунослик тил таҳлилини нутқ таҳлили билан тўлдиради, яъни турли контекстларда тегишли лексемаларни қўллаган ҳолда, контекстдаги концептнинг таҳлилини қилиш орқали, унинг турли луғатларда ва маҳлумотномаларда берилган таърифлари, концепт ифодаланган фразеологизмлар, афоризмлар, мақоллар ва маталлар ёрдамида ва ҳ.к. [5, Б. 25].

Концептга нафақат когнитология, балки лингвокультурология билан ҳам узвий боғлиқликда ўрганилади. Бунда лингвокультурология халқнинг маданиятини тилда намоён бўлишини тавсифловчи ва улар ўртасидаги боғлиқликларни акс эттирувчи омил сифатида қаралиб, айнан концепт маданий тилшуносликнинг базавий тушунчаларидан бири ҳисобланади. С.Г. Воркачев концептни коллектив онгнинг юкори субъектларга йўналтирувчи, тилда ифодаланган ва этномаданий хусусият билан ажралиб турадиган алоҳида субъект сифатида белгилайди. Олимнинг фикрига кўра, "концепт" сўзининг атамашунослигининг ягона маъноси семантик бирликларни миллий менталитетнинг вакили бўлган тилшунос шахс билан ўзаро боғлаш зарурлигидир [3, Б. 51]. Кейинчалик эса лингвокультурология ва концепт атамалари лингвоконцептология йўналишини яратди ва бунга тилшунослар томонидан таъриф берилишигача етиб келди. Лингвоконцептология – бу маданий тадқиқотлар, когнитология, социология, тарих ва бошқа тегишли фанлар маълумотлари билан бойитилган классик, таркибий ва функционал семантиканинг давоми ва ривожлантишидир [4, Б. 93]. Деярли аксарият олимлар концептни кўплаб омиллар таъсири остида инсон онгидаги шаклнадиган ақлий бирлик сифатида эътироф этадилар. Жумладан, чунончи, концепт – тилшуносликда мустаҳкам ўрнашган лингвокультурологиянинг асосий тушунчасидир, аммо уни ўрганиш учун жуда кўп сонли таърифлар ва ёндашувлар мавжуд бўлишига қарамай, у ҳали ҳам аниқ тартибга эмас [6, Б. 1374].

Н.Д. Артюнова концептни фольклор, дин, миллий урф-одатлар, ҳислар ва қадриятларнинг ўзаро таъсири натижаси бўлган қундалик фалсафа тушунчаси сифатида талқин этади. Тилшунос бу тушунчани тилга сингиб кетган ва халқнинг маънавий маданиятини етказиша ўз ҳиссасини қўшган дунёқарааш атамаларининг аналоги деб билади [1, Б. 3-6].

Тилшунослар концептда турғун лингвистик тузилмалар билан боғлиқ бўлган кўп қатламли маъно таркибини кўрадилар. Ю.С. Степанов концепт ва тушунча бир хил тартиб-



даги ҳодисалар деб ҳисоблайди. Унинг фикрига кўра, тушунча асосан фалсафа ва мантиқ атамаси, концепт эса математик мантиқ ва маданиятшунослиkdir [7, Б. 40-41].

Умуман олганда, концептга икки хил назар билан қараш бизнингча уни тўғри таҳлил қилишидир. Ушбу кенг тарқалган тасниф тушунчалари концептни универсал ва миллий тушунчалар орқали изоҳланишидир. Дейлик, умумжаҳон тушунчалар инсоннинг умумий билимлари шаклида тақдим этса, миллий тушунчалар маълум бир этник гурухга қаратилган ҳолда, маданий ўзига хос ҳусусиятларни эътироф этади.

В.А.Маслова концептни комплекс сифатида тавсифлайди, унинг мазмуни, баҳоланиши ва тасвиirlangan объектга бўлган муносабати билан бир қаторда қуйидаги таркибий қисмларни ўз ичига олади:

- универсал (универсал);
- маълум маданий шароитларда ҳаёт билан шартланган миллий-маданий;
- ижтимоий - бу компонент ҳар қандай ижтимоий қатламга мансублигини белгилайди;
- маълум бир ёшга ёки жинсий гурухга мансублиги билан белгиланадиган гурух;
- индивидуал - шахсий, унинг шаклланишига шахсий ҳусусиятлар (таълим, тарбия, индивидуал тажриба, психофизиологик ҳусусиятлар) таъсир қиласи [5, Б. 45].

Шундай қилиб, маданий тилшуносликда тил инсон онги ва дунёкрашида асосий тушунчалар - концептни юзага келишининг энг устувор усусларидан бири ҳисобланади. Концепт ёрдамида сўз дунёнинг лингвистик манзарасига кириб боради ва унда бошқа лексик бирликлар билан ўзаро алоқада бўлади. Концепт дунёнинг лисоний аксини илмий ва лингвистик тавсифлашда марказий категория ҳисобланади. Шахсий ва маданий тажриба асосида ривожланаётган тушунчалар одамлар онгидаги маънавий мерос, атрофдаги оламни билиш натижасидир.

Фойдаланилган адабиётлар рўйхати:

1. Арутюнова Н. Д. Введение // Логический анализ языка: Ментальные действия: сб. статей / Под ред. Н. К. Рябцевой. М.: Наука, 1993. 176 с.
2. Бахронова Д. Оламнинг лисоний манзараси тасвирида концепт ва концептосфера. - Самарқанд давлат чет тиллари институти. Хорижий филология: Тил, адабиёт, таълим, 2019.- №3(72). – Б.62-68.
3. Воркачев С. Г. Счастье как лингвокультурный концепт. М.: Гнозис, 2004. 192 с.
4. Карасик В.И. Языковая матрица культуры. М., 2013.
5. Маслова В.А.Когнитивная лингвистика. -Мн.:ТетраСистемс, 2004. - 256 с.
6. Самситова Л.Х., Байназарова Г.М. Понятие концепта в лингвокультурологии: история развития, структура, классификация . Вестник Башкирского университета. 2014. Т. 19. №4. - С. 1373-1377.
7. Степанов Ю.С. Константы. Словарь русской культуры. Опыт исследования / Ю.С. Степанов. М.: Школа «Языки русской культуры», 1997. 824 с.



THE PECULIARITIES OF TEACHING WRITING.

Rakhmanova Victoria
UzSWLU, teacher
rakhmanova,vika@mail.ru

Abstract: This article is devoted to problem of teaching writing skill in teaching foreign languages and various techniques to perform in the classroom. The steps of writing are carefully described, the notion of writing subskills are presented and provided with examples. Also the author provides the information on the the necessary nuances, which students need while learning how to write.

Key words: skills, communicating, summarizing, drafting, spelling, typing.

Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. That means they involve producing language rather than receiving it, as in listening and reading. Very simply, we can say that writing involves communicating a message by making signs on a page. To write we need to have something to communicate, and usually someone to communicate it to. We also need to be able to form letters and words, to join these together to make sentences or a series of sentences that link together and to communicate our message in such a way as to get our message across. We will look at how we do this. Maybe you haven't written anything in the past week! But perhaps you have written a shopping list, a postcard, a birthday card, some emails, your diary, some text messages, or maybe a story. If you are studying, perhaps you have written an essay. All of these are examples of written text types. You can see from this list that text types involve different kinds of writing, as each text type has different characteristics, e.g. single words only, short sentences or longer sentences; use or non-use of note form, addresses or paragraphs; different degrees of formality; different layouts; different ways of ordering information, i.e. structuring the text. When we learn to write, we learn how to produce these characteristics for each text type we write and to know how to vary the characteristics within text types depending on who we are writing to. For example, if you write a letter to a close friend, you will probably use a different layout, and different levels of complexity of grammar, register and range of vocabulary from those you use in a job application letter. Writing also involves using writing subskills. Some of these are related to accuracy, i.e. using the correct forms of language. The others relate to communicating our ideas.

The writing subskills related to accuracy are spelling correctly, forming letters correctly, joining letters together correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and correctly using paragraphs (a part of a longer piece of writing, which starts on a new line and usually focuses on one idea).

The writing subskills related to communicating our ideas include using appropriate style and register, organizing ideas in a helpful way, using the features typical of the text type we are writing, joining our words and sentences clearly and using appropriate functions to express our meaning, e.g. narrating (telling a story), complaining, requesting, thanking, summarizing (expressing main points or ideas in a few clear words), concluding.

The steps of writing are:

- working out what you want to say, i.e. getting or developing ideas
- working out the order in which you want to say it, i.e. planning/organizing ideas
- drafting/writing the first draft (the first version (or form) of a piece of writing, that may well be changed)
 - editing (correcting and improving the content of the text)
 - proofreading (checking for mistakes in accuracy and correcting)
 - re-drafting (writing a second/final version of your piece of writing).

While teaching writing 2 approaches should be taken into consideration:

-Process approach- which goes through all steps mentioned above

-Product approach- which focuses on the result of writing rather than its procedure

For teaching and learning writing 4 characteristics should be taken into consideration:

1. Aim



2. Audience
3. Genre
4. Level

Both students and teachers should be aware of the aim of particular writing, whom they are going to write to, what type of writing it is and what level it will be suitable for.

There are important nuances further below, but the general picture of best practice based on experimental and quasi-experimental research looks something like the following: **Students need sufficient foundational skills and knowledge (in spelling, typing, content-specific knowledge) and may be taught some of this knowledge in the course of writing.** This means that educators in early grades should work on building basic skills in hand-writing, spelling, and typing, and that educators in later grades spend some time focusing on sentence-building skills and incorporate content learning into writing assignments. **Students benefit from a writing environment where they write and edit frequently using word processing software on long pieces of writing that generate student interest.** Although students in early grades may by predominantly writing by hand, as they move on to late elementary school and middle school they should transition to typing, which enables more rapid editing. Although work on basic transcription and sentence-building skills is vital, educators also need to assign longer pieces of work as students progress. **Students benefit from clear writing purposes and from having well-defined goals for improvement.** This suggests that educators choose writing assignments that have larger purposes beyond simply being submitted for a grade—student writing that is published, displayed, or otherwise shared can improve student motivation. It also suggests that educators carefully structure the revision process. For instance, revision goals like “come up with two more reasons in favor of your argument and one reason in favor of an opposing argument” help students meaningfully revise their papers.

Bibliography.

1. Harmer, J. (2007) How to teach English, Harlow: Longman
2. Scrivener, J. (2011) Learning teaching, Oxford: Macmillan Publisher
3. Spratt, M., Pulverness, A. (2011) Teaching knowledge test course, Edinburgh: Cambridge University Press
4. myenglishpages.com
5. www.tesol.org
6. www.cambridge.org
7. Thaine, C. (2010) Teacher training essentials, Cambridge: Cambridge University Press



BOSHLANG'ICH SINF O'QUVCHILARINING INGLIZ TILIDA NUTQ KO'NIKMALARINI RIVOJLANTIRISH USULLARI

Qoldosheva Umida Majidovna

Toshkent viloyati Bo'ka tumani 1-sonli umumiy
o'rta ta'lif maktabining Ingliz tili fani o'qituvchisi
va uning o'quvchisi Raxmonova Zarnigor
Telefon: +998 94 936 11 35

Annotatsiya: Quyida berilgan ilmiy maqolada, ingliz tili darslarida boshlang'ich sinf o'quvchilarining og'zaki nutqlarini o'stirish bo'yicha pedagogik jihatdan ilmiy asoslarga tayangan holatda yoritib berishga qisqacha harakat qilingan.

Kalit so'zlar: Lug'at, Tarbiya, Nutq, Boshlang'ich sinf, Talaffuz Grammatika, Bilim.

Maktablarda boshlang'ich sinf o'quvchilariga ta'lif – tarbiya berishda eng asosiy vazifalardan biri o'quvchilarga ona tilini o'rgatish bilan bir qatorda xorijiy tillarni o'rgatish, shu nuqtaiy nazardan ingliz tilini o'rgatishdir. O'quvchini ingliz tiliga qiziqtira olish, ingliz tilida nutqini rivojlantirish, nutqiy munosabatga, muomalaga o'rgatishdir.

Nutq o'stirish vazifasi o'z ichiga bir qancha maxsus vazifalarni oladi: 1. O'quvchilarni sinf xonasi va tevarak-atrof bilan tanishtirish, nutqini o'stirish, lug'atini boyitish. 2. Nutqning grammatik tomonini shakllantirish. 3. nutqning tovush madaniyatini tarbiyalash.

Lug'at ustida ishslash ko'rgazmali qurollardan tahqari sinf xonasidagi ko'rgazmalardan hamda tevarak-atrof bilan tanishtirish orqali ham amalga oshiriladi. O'quvchilarni tevarak - tarofdagi buyumlar, hodisalar, o'simliklar, hayvonot dunyosi va hokozolar bilan tanishtirish jarayonida ularning nomlarini, sifatlarini, hususiyatlarini ingilizcha so'zlar bilan aytamiz.

Masalan: Buyumlarning nomini anglatadigan: (things) mirror (ko'zgu) camp (tarroq), soup (sovun), carton (gilam), cupboard, (shikaf) bad (kirovat), Vegetables: (sabzavotlar nomini anglatadigan) carrot (savzi), cabbage (karam), turnip (shalg'om), cucumber (bodring). Fruits: (mevalar) apple (olma), pear (nok), cherry (olcha), peach (shaftoli), banana (banan), grape (uzum) domestic animals (uy hayvonlari) rooster (xo'roz), hen (tovuq), horse (ot), cow (sigir), dog (it), cat (mushuk), goat (echki). Verbs (harakatni ifodalovchi) washing (yuvinmoq), cleaning (tozalamoq), doing iron (dazmollamoq), cooking (pishirmoq) va boshqalar. Adjectives: (sifatlari) big (katta), small (kichkina), red (qizil), green (yashil), hot (issiq), cold (soviq) va hokazo so'zlar so'zlar o'quvchilarning sinf xonasi va tevarak-atrof bilan tanishtirish jarayonida o'quvchilar lug'atiga kiritiladi, buning natijasida ularning lug'ati boyitiladi, nutqi rivojlanadi.

Har bir boshlang'ich sinf uchun dastur mazmuniga mos talimiy o'yinlar, mashqlar tanlanadi. Masalan:

Birinchi sinflar uchun "English alphabet", "Numbers", "Domestic animals", "Family" va boshqalar.

Ikkinci sinf va undan yuqori sinflar uchun "Verbs", "Jobs", "Body", "Seasons", "Months and weeks" va hokazolar.

Bola nutqida grammatik xatolarni dars jarayonida yetarli ovoz tonida, boshqa o'quvchilarga ham eshitarli qilab to'g'rilash kerak.

O'qituvchi oldida quyidagi vazifalar turadi: o'quvchilarda so'zlardagi tovushlarni aniq, to'g'ri talaffuz etishni tarbiyalash, ingliz tili orfoepiya qoidalari asosida so'zlarni to'g'ri talaffuz etishni, aniq talaffuzini, bola nutqining ifodaliliginini tarbiyalash.

Boshlang'ich sinf o'quvchilari ingliz tili lotin alifbosiga o'xshab ketganligi bois ayrim tovushlarni almashtirib yuboradilar. Masalan: "school" [sku:l] so'zini "schol", "book" [bu:k] so'zni bok.

O'quvchilarga bilim va tarbiya berishada so'zlashuv nutqiga (dialog) o'rgatish katta ahamiyatga egadir. Til o'rganishning asosiy shakli bu mashg'ulotdir. To'g'ri tanlangan va uzhilgan, topshiriqlar ham nutq faolligini taminlovchi vositalardan biridir. Tarbiyachi savollar va topshiriqlar berganda, sinfdagi hamma o'quvchilarga qarata murojat qiladi, zarur bo'lganda uni takrorlaydi, javob beruvchiga baland, to'g'ri, hammaga tushunarli qilib gapirish kerakligi haqida ko'rsatma beradi, nutqiy rivojlanishi har xil darajada bo'lgan o'quvchilardan navbatnavbat so'raydi, hadeb bir o'quvchidan so'rayvermaydi, sinfdagi o'quvchilarga javob berayotgan



o'quvchining javobi to'g'ri yoki nato'g'ri ekanligini nazorat qilib borishni aytadi, ularga savol bilan murojat etadi: u to'g'ri gapirdimi? Yana nimalar haqida gapirishi kerak edi? Shuningdek o'qituvchi darsda nutqi yaxshi rivojlanmagan o'quvchilarga alohida e'tibor qaratishi ham kerak. Shuni alohida takidlاب o'tish kerakki maktab sinf xonalarining ham ko'rinishi alohida o'ren egallashi ya'ni yorug'lik yetarli darajada bo'lishi, stollar, jihozlar o'quvchilar bo'yiga mos bo'lishi kerak. O'quvchilarning va o'qituvchining doimiy o'tiradigan joyi bo'lishi, o'quvchilar stolga o'tirishganda o'qituvchining aniq ko'rib turishlari, o'quvchilar o'qituvchiga, o'qituvchi esa o'quvchilarga qarab o'tirishlari kerak. Sinf xonasining havosi doimo yangilanib turishi lozim deb o'ylayman. Bu esa o'z navbatida o'qituvchilar - o'quvchilar bilan ishlashda faollikni oshiradi.

Xulosa o'rnida shuni qo'shimcha qiladigan bo'lsak, nutq o'stirish mashg'ulotlarida bola o'z nutqini o'qituvchining namunaviy nutqi bilan taqqoslashga, boshqa bolalar bilan o'quv materiallarini bajarishga, yani o'qituvchining tushuntirishini, hikoyasini tinglashga, birgalikda rasmlarni, diafilmarni ko'rishga suhbatlashishga, didaktik o'yinlarda ishtirok etishga, birgalikda o'ynashga ma'lum bir obyektga diqqatini qarata olishga, navbat bilan gapirishga o'rganadi, deb o'ylayman.

Foydalanilgan adabiyotlar ro'yxati:

1. Барышникова Н.В. Методика обучения второму иностранному языку в школе: Учебное пособие. – М.: Просвещение, 2003. –159 с.
2. Жалолов Ж. Чет тил ўқитиш методикаси. –Т.: Ўқитувчи, 1996. –368 б.
3. Сатторов Т.Қ. Бўлажак чет тили ўқитувчисининг услугубий омилкорлигини шакллантириш технологияси (инглиз тили материалида). –Т.:ТДЮИ, 2003. –192 б.



THE PECULIARITIES OF THE USE OF THE SPECIAL LEXIS

Aziz K. Abdullaev,

A master's degree student of the Foreign Philology Faculty

The National University of Uzbekistan

Phone: +998946086447

e-mail: azizabdulla1982@gmail.com

Abstract: The article explores the peculiarities of the application and significance of the special lexis in different spheres with a view to its linguistic analysis.

Keywords: special lexis, special vocabulary, lexicology, lexeme, terms, lexical units, terminology, special language.

The study of lexis is significant for the fact that it emphasizes the interrelatedness of linguistic elements within a language system. It is important to note how these elements don't exist as separate arbitrary entities, but are instead interrelated in how they constitute the richness of a language. Primarily, this refers to how items in the lexicon correlate with one another semantically.¹

The study of lexis is the central business of lexicology. According to Richard lexicology is the study of vocabulary items (lexemes) of a language, including their meanings and relations, and changes in their form and meaning through time.²

It is worth noting that the concepts of "special lexis" and "terminological vocabulary" are usually used in linguistic research as synonyms, for example, according to the philologist V.P.Danilenko: "Special, proper terminological vocabulary of the modern language of science, as a general set of terms of different cycles of sciences and branches of practical activity..."³

In the study conducted by V.S.Grinev-Grinevich, there are also no distinctions: "Special vocabulary is a set of lexical units (primarily terms) of special areas of knowledge, forming a special layer of vocabulary that is most easily amenable to conscious regulation and ordering".⁴

It should be noted that the concept of "special vocabulary" is much broader than "terminology". The linguistic dictionary gives the following definition of the concept of "terminology" – a set of terms, used in any field of science, technology, or art. When, in turn, a special vocabulary is a set of words and phrases that denote the concepts of a special field of knowledge or activity.

Natural language is in itself a manifestation of each human-being's perception of the real word. But the special lexis in each branch of science or technics allows instant interpretation of ambiguous examples of "raw" language. Each user of a particular language can reasonably expect that his utterances will be readily understood by an interlocutor having competence in the same language, for the same reasons. In relating "raw", common or general language categories to special language semantic characterizations, it is possible, in principle, either to start from the particular terminology categories and associate them with their general meanings or destination meanings, or to start from the semantic distinctions and see how, if at all, these are grammaticalised in the individual meta-language of concrete specific vocabulary (in addition to the possible combination of the two approaches).⁵

¹ Mah E., Safwanah. Lexicology: The Importance of Words in Society, 2007. P. 2

² Richards, Meredith, M.. Empiricism and learning to mean. In language Development, Stan A. Kuczaj II (ed.) Erlbaum, Hillsdale, 1982. - pp. 365-396.

³ Даниленко В.П. Общее языкознание: учебное пособие / В.П. Даниленко // Курс лекций. – 2-е изд. – М.: URSS, 2003. – 240 с.

⁴ Гринев-Гриневич С.В. Введение в терминографию: Как просто и легко составить словарь / С.В. Гринев-Гриневич. – 3-е изд., доп. – М.: URSS, 2009. – 224 с.

⁵ Maliszewski J., The Acquisition of Special and Technical Lexis by the Second Language Training, Proceedings of the Second International Conference on Information Based Higher Education and Training, Kummamoto, Japan, July 4-6, 2001, --https://www.academia.edu/5170422/The_Acquisition_of_Special_and_Technical_Lexis_by_the_Second_Language_Training



In some works, dealing with aspects from viewpoint of general terminology, the second approach, from meaning to finish terminology form, is more feasible, since the center of interest in not the particular forms that exist in any one particular special language.¹

The main focus of terminology studies is a special lexis. It is analyzed with a view to form, type, origin, meaning, and so on. It can be concluded that special vocabulary occupies an important place in the language system, since it does not stand still and is constantly evolving, so it needs constant research in various fields of knowledge.

References:

1. Comrie B., Aspects. An Introduction to the Study of Verbal Aspects and Related Problems, Cambridge University Press (Cambridge Textbooks in Linguistics), London-New York, 1976, - pp. 4-7.
2. Mah E., Safwanah. Lexicology: The Importance of Words in Society, 2007. P. 2
3. Maliszewski J., The Acquisition of Special and Technical Lexis by the Second Language Training, Proceedings of the Second International Conference on Information Based Higher Education and Training, Kummamoto, Japan, July 4-6, 2001, --https://www.academia.edu/5170422/The_Acquisition_of_Special_and_Technical_Lexis_by_the_Second_Language_Training
4. Richards, Meredith, M.. Empiricism and learning to mean. In language Development, Stan A. Kuczaj II (ed.) Erlbaum, Hillsdale, 1982. - pp. 365-396.
5. Гринев-Гриневич С.В. Введение в терминографию: Как просто и легко составить словарь / С.В. Гринев-Гриневич. – 3-е изд., доп. – М.: URSS, 2009. – 224 с.
6. Даниленко В.П. Общее языкознание: учебное пособие / В.П. Даниленко // Курс лекций. – 2-е изд. – М.: URSS, 2003. – 240 с.

¹ Comrie B., Aspects. An Introduction to the Study of Verbal Aspects and Related Problems, Cambridge University Press (Cambridge Textbooks in Linguistics), London-New York, 1976, - pp. 4-7.



РЕЧЕВОЕ УПОТРЕБЛЕНИЕ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ В АНГЛИЙСКОМ КОНТЕКСТЕ.

Н.Абдукадырова,
ГулГУ научный руководитель
студентка 54-17 группы Г.Ахмедова

Аннотация Статья посвящена описанию фразеологические единицы в их речевом употреблении. В статье рассмотрены особенности омонимии фраз и идиом предлагаемой модели, которые обусловили определение ее содержательного и технологического аспектов.

Ключевые слова Фразеологические единицы, фраземы, идиомы, индивидуальные образования, фразеологический характер, речевого окружения

Фразеологические единицы включаются в словарный состав языка, а фразеология – в состав лексикологии главным образом по той причине, что фразеологизмы рассматриваются как эквиваленты слов, а лексикология – как лингвистическая дисциплина, изучающая словарный состав языка, то есть слова и их эквиваленты.

Исследовав фразеологические единицы в их речевом употреблении мы пришли к следующим выводам:

Важнейшим вопросом теории фразеологии является вопрос об устойчивости фразеологических единиц. Под устойчивостью фразеологических единиц мы понимаем постоянство их состава, неизменяемость их структуры, которая создается в языке в результате их частого употребления в данном составе.

При изучении более свободной сочетаемости слов – компонентов фразеологической единицы необходимо учитывать их значение. При установлении единичной сочетаемости одного или двух компонентов бинарного или многочленного образования следует учитывать их значение, так как можно допустить неточности. Например: архаизм *main* – сила, встречается только в обороте *with might and main* – «изо всех сил».

Отличить фразеологическую единицу от индивидуальных образований иногда бывает очень трудно, так как индивидуальные образования внешне часто ничем не отличаются от традиционных фразеологических единиц.

Наблюдение над фразеологическими единицами в их речевом употреблении показали, что актуализация единиц постоянного контекста в речи сопровождается определенными вариациями их морфологических форм и синтаксических построений, а также окказиональными вариациями лексического состава фразеологических единиц. Однако, различные формы варьирования фразеологической единицы не разрушает ее как единицу постоянного контекста. Окказиональное варьирование материального состава постоянного контекста задано речевым использованием фразеологизма и относится к сфере речи.

Преобразования материального состава единиц постоянного контекста во всех его формах всегда производятся по отношению к закрепленной модели фразеологической единицы, бытующей в сфере языка. В случае совпадения материального состава фраземы с переменным сочетанием реализация значения как фраземы, так и тождественного переменного словосочетания находится в зависимости от речевого окружения. Материальный состав идиомы в целом служит указательным минимумом для целостного значения идиомы.

При омонимии фраз и идиом, а также при полисемии идиом, постоянный контекст сохраняет в полной мере содержащееся в нем указание на фразеологический характер данного сочетания, теряет способность лишь самостоятельно дифференцировать его значение. Указательная функция постоянного контекста не уничтожается и тогда, когда фразеологическая единица может формально совпадать с переменным сочетанием.

Характеристика фразеологической единицы как единицы постоянного контекста не исключает ее зависимости от речевого окружения.

Фразеологические единицы могут включаться в речь благодаря морфологическим изменениям грамматической формы именного компонента фразеологизмов. Морфологические изменения стержневых именных компонентов зависят от внешних семантико - син-



таксических связей фразеологической единицы в пределах речевого построения.

Формальная структура фразеологизма зависит от его речевого окружения. Изменения слоформы существительного в составе фразеологизма может нести определенную экспрессивную нагрузку. Изменение морфологической формы отдельного компонента придает определенную экспрессивную окраску или дополнительный оттенок целостному значению фразеологизма. Экспрессивная нагрузка которую несет существительное в данной форме, действительна только в пределах фразеологической единицы. Более того, семантическая значимость изменения морфологической формы именного компонента раскрывается на фоне речевой ситуации.

Актуализация фразеологических единиц в речи предполагает не только изменение

словоформ фразеологизма, но и различные его синтаксические вариации, которые встречаются главным образом, в глагольных идиомах и фраземах с объектным отношением между компонентами.

Если изменение словоформы фразеологизма обусловлено внешними для него семантико – синтаксическими внутриречевыми связями, то синтаксические вариации фразеологизмов обусловлены наличием внутренних синтаксических связей между элементами фразеологизма, но в конечном счете также вызваны речевым использованием фразеологической единицы.

Обязательное расщепление фразеологизма – одно из формальных средств включения его в речевую цепь. Однако и факультативное расщепление, какую бы смысловую или стилистическую нагрузку оно ни несла, также является средством превращения фразеологизма из элемента языка в элемент речи. Факультативное расщепление посредством переменного элемента, чаще всего встречается у глагольных фразеологизмов (фразем и идиом), реже у одновершинных фразеологических единиц, в составе которых входит существительное. Случай факультативного расщепления фразеологизма в условиях реальной речи носят стилистический характер. Они либо делают фразеологизмы более экспрессивными, увеличивают его образность, либо уточняют его значение.

Фразеологическая единица реализуется либо как фразема, либо как идиома в соответствии с различными указаниями, идущими от данного речевого окружения.

Реализация значения полисемантической идиомы нуждается в лексическом или синтаксическом указании, находящемся вне границ самого постоянного контекста, составляющего эту идиому, то есть находится в зависимости от ее речевого окружения, семантическая зависимость фразеологических единиц от внешних указаний связана с их разнозначностью.

Идиоматический смысл словосочетания исключается в особых лексических и синтаксических условиях их функционирования в речи. При этом нетрудно заметить, что в описанных условиях речи фактически осуществляется деметафоризация идиомы, превращение мотировки ее в значение.

В силу указанных выше причин – частности употребления и закрепленности целостного значения идиомы за данной материальной структурой в языковой памяти говорящего, идиомы обнаруживают большую независимость от речевого окружения, чем совпадающие с ними переменные сочетания.

Ослабление внутреннего контекстуального указания проявляется лишь в случае разнозначности фразеологических единиц и их совпадения с переменным сочетанием. При этом семантическая зависимость фразеологических единиц не уничтожает их качества как единиц постоянного контекста.

Используемые литературы

1. Алефиренко Н.Ф. Противовербальное порождение культурных концептов и их фразеологическая репрезентация. Филологические науки. М. 2002.
2. Кунин А.В., Курс фразеологии современного английского языка, 1997
3. Арнольд И.В. Семантика. Стилистика. Интертекстуальность. Сборник статей. Санкт-Петербург. 1999.
4. Амосова Н.Н. Основы английской фразеологии.
5. Алексина А.И. Фразеологическая единица и слово. Минск, 1979.
6. Арбекова М.И. Лексикология английского языка. Москва, 1977.
7. Абдулаев А.А. Развитие лексико-русского двуязычия. Вопросы



- языкознания, М., 1984, № 2.
8. Арнольд И.В. Лексикология английского языка, Москва. 1977.
 9. Арнольд И.В. Стилистика современного английского языка, Москва, 1990.
 10. Арсентьева Е.Ф. Сопоставительный анализ фразеологических единиц, Казань, 1989.
 11. Архангельский В.Л., Проблема фразеологии. М. – Л., 1964. Ахманова О.С., Вертикальный контекст как филологическая Гюббенет И.В. проблема. || Вопросы языкознания, 1977 № 3.
 12. Баркова Л.А. Прагматические свойства фразеологических единиц и их речевая реализация. || сб.н.тр, вып.198, Москва, 1982.
 13. Бершадская Ф.М. О формах речевого использования фразеологических единиц. || Вопросы романо-германской филологии. Ташкент, 1967.
 14. Бабкин А.М. Фразеология и фразеография. Проблемы фразеологии. М.-Л., 1964.
 15. Верещагин Е.М., Лингво-странный словарь. Зрительная Костомаров В.Г. семантизация русских слов. || Русский язык за рубежом. М., 1975, № 417. Гак В.Г



THE PECULIARITIES OF TEACHING SPEAKING IN EFL CLASSROOM.

Rakhmanova Victoria
UzSWLU, teacher
rakhmanova.vika@mail.ru

Abstract. This very article is devoted to the problem of teaching speaking in the classroom. The reasons for teaching speaking are carefully described and explained. Moreover some examples are provided and this very procedure is shown step by step. Various types of speaking subskills are shown and discussed.

Key words: subskills,speech,communication,register,informality,stages.

Speaking is one of the four language skills: reading, writing, listening and speaking. Speaking and writing are productive skills. That means that unlike listening and reading, they involve producing language rather than receiving it. Very simply, we can say that speaking involves using speech to communicate meanings to other people. Speaking involves several subskills:

- making use of grammar, vocabulary and functions
- making use of register to speak appropriately
- using features of connected speech
- using body language
- producing different text types
- oral fluency (speaking at a normal speed, with little hesitation, repetition or self-correction, and with smooth use of connected speech)
- using interactive strategies (ways of keeping people interested and involved in what we are saying).

Our purpose in speaking is to communicate meaning and we do all these things to achieve this. We can see that speaking involves a lot more than just using grammar and vocabulary accurately in speech. When we speak we constantly have in mind the person we are speaking to and our wish to communicate our meaning successfully to them. We use interactive strategies to help us achieve this. These include using body language such as gestures, eye contact, facial expressions and movement to put our message across more strongly and clearly, and functions such as clarifying our meaning (e.g. 'I mean ...', 'What I'm trying to say is ...'), asking for opinions (e.g. 'What do you think?'), agreeing (e.g. 'Yes, that's right') to keep the interaction.

Fluency, accuracy and appropriacy also play a major part in successful oral communication. Fluency helps ensure that our listener will keep on listening to us without getting bored or irritated by too many hesitations or too slow a pace of speaking. Accuracy of grammar, use of vocabulary and the production of sounds help keep our message clear, and appropriacy is another way of keeping our listeners involved. We use the right register to treat our listener with the appropriate degree of formality or informality in order not to upset them or make them feel uncomfortable.

The activities in a speaking lesson often follow this pattern:

1. Pre stage (Lead-in): an introduction to the topic of the lesson plus activities including a focus on the new language.
2. While stage, practice activities or tasks in which learners have opportunities to use the new language - these activities may move from controlled to freer activities or a teacher may choose to do them in the opposite order, depending on the class and learning context.
3. Post-task activities: activities in which learners do free speaking activities on the topic and/or work on the language used in the tasks.

Reading, listening and integrated skills lessons (lessons combining use of several language skills) also give opportunities for speaking practice as learners focus on language before the text and discuss its topic, and then after they have worked on understanding the text, they can go on to do speaking activities related to its topic.

While teaching speaking one should not forget that spoken activities can be differentiated-spoken interaction and spoken production. In the spoken interaction more than one person is involved (dialogues, debates, telephone conversations, interviews and etc.). In spoken production only one person speaks (presentation, monologue, oral speech and etc.).



There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities - chances to practise real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. (This is a good reason for boomerang lessons, see page 55.) And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought. Good speaking activities can and should be extremely engaging for the students. If they are all participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it. We need to be clear that the kinds of speaking activities we are looking at here are not the same as controlled language practice, where, for example, students say a lot of sentences using a particular piece of grammar or a particular function. That kind of speaking is part of study and is covered in Chapter 6. The kind of speaking we are talking about here almost always involves the activate element in our ESA trilogy (see Chapter 4). In other words, the students are using any and all of the language at their command to achieve some kind of purpose which is not purely linguistic. They are practising what Scott Thornbury, in his book How to Teach Speaking, calls speaking-as-skill, where there is a task to complete and speaking is the way to complete it. In the same way that 'writing-for-writing' is designed to help the student get better at the skill of writing (see page 112), so the activities in this chapter are designed to foster better speaking, rather than having students speak only to focus on (and practise) specific language constructions. As with any sequence, however, we may use what happens in a speaking activity as a focus for future study, especially where the speaking activity throws up some language problems that subsequently need fixing.

Bibliography.

1. Harmer, J. (2007) How to teach English, Harlow: Longman
2. Scrivener, J. (2011) Learning teaching, Oxford: Macmillan Publisher
3. Spratt, M., Pulverniss, A. (2011) Teaching knowledge test course, Edinburgh: Cambridge University Press
4. myenglishpages.com
5. www.tesol.org
6. www.cambridge.org
7. Thaine, C. (2010) Teacher training essentials, Cambridge: Cambridge University Press



TASK BASED LEARNING

Rakhmanova Victoria
UzSWLU, teacher
rakhmanova.vika@mail.ru

Abstract: This article is devoted to problem of TBL in teaching foreign languages and various techniques to perform in the classroom. The steps of TBL are carefully described, the notion of TBL is presented and provided with examples. Also the author provides the information on the necessary nuances, which students need while using TBL method.

How often do we as teachers ask our students to do something in class which they would do in everyday life using their own language? Probably not often enough. If we can make language in the classroom meaningful therefore memorable, students can process language which is being learned or recycled more naturally. **Task-based learning** offers the student an opportunity to do exactly this. The primary focus of classroom activity is the task and language is the instrument which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning, they are free to use any language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks. In TBL an activity in which students are given a list of words to use cannot be considered as a genuine task. Nor can a normal role play if it does not contain a problem-solving element or where students are not given a goal to reach. In many role plays students simply act out their restricted role. For instance, a role play where students have to act out roles as company directors but must come to an agreement or find the right solution within the given time limit can be considered a genuine task in TBL. In the task-based lessons included below our aim is to create a need to learn and use language. The tasks will generate their own language and create an opportunity for language acquisition (Krashen*). If we can take the focus away from form and structures we can develop our students' ability to do things in English. That is not to say that there will be no attention paid to accuracy, work on language is included in each task and feedback and language focus have their places in the lesson plans. We feel that teachers have a responsibility to enrich their students' language when they see it is necessary but students should be given the opportunity to use English in the classroom as they use their own languages in everyday life. How can I use TBL in the classroom? Most of the task-based lessons in this section are what Scrivener** classifies as authentic and follow the task structure proposed by Willis and Willis***. Each task will be organized in the following way: Pre-task activity an introduction to topic and task Task cycle: Task > Planning > Report Language Focus and Feedback A balance should be kept between fluency, which is what the task provides, and accuracy, which is provided by task feedback. A traditional model for the organization of language lessons, both in the classroom and in course-books, has long been the **PPP approach** (presentation, practice, production). With this model individual language items (for example, the past continuous) are presented by the teacher, then practised in the form of spoken and written exercises (often pattern drills), and then used by the learners in less controlled speaking or writing activities. Although the grammar point presented at the beginning of this procedure may well fit neatly into a grammatical syllabus, a frequent criticism of this approach is the apparent arbitrariness of the selected grammar point, which may or may not meet the linguistic needs of the learners, and the fact that the production stage is often based on a rather inauthentic emphasis on the chosen structure. An alternative to the PPP model is the **Test-Teach-Test approach** (TTT), in which the production stage comes first and the learners are "thrown in at the deep end" and required to perform a particular task (a role play, for example). This is followed by the teacher dealing with some of the grammatical or lexical problems that arose in the first stage and the learners then being required either to perform the initial task again or to perform a similar task. The language presented in the 'teach' stage can be predicted if the initial production task is carefully chosen but there is a danger of randomness in this model. Jane Willis (1996), in her book 'A Framework for Task-Based Learning', outlines a third model for organizing lessons. While this is not a radical departure from TTT, it does present a model that is based on sound theoretical foundations and one which takes account of the need for authentic communication. Task-based learning (TBL) is typically based on three stages. The first of these



is the pre-task stage, during which the teacher introduces and defines the topic and the learners engage in activities that either help them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task. This stage is followed by what Willis calls the "task cycle". Here the learners perform the task (typically a reading or listening exercise or a problem-solving exercise) in pairs or small groups. They then prepare a report for the whole class on how they did the task and what conclusions they reached. Finally, they present their findings to the class in spoken or written form. The final stage is the language focus stage, during which specific language features from the task are highlighted and worked on. Feedback on the learners' performance at the reporting stage may also be appropriate at this point.

References

1. Krashen, S. (1996). *The Natural Approach: Language Acquisition in the Classroom*. Prentice Hall
2. Scrivener, J. (2005). *Learning Teaching*. Macmillan.
3. Anchor Point:bottom***Willis, J. & Willis, D. (eds.) (1996). *Challenge and Change in Language Teaching*. Macmillan (now out of print).
4. Willis, D. & Willis, J. (2007), *Doing Task-based Teaching*. Oxford University Press <http://www.willis-elt.co.uk/>



CHOOSING AND ANALYZING COURSEBOOKS FOR TEACHING IN THE EFL CLASSROOM.

Rakhmanova Victoria
UzSWLU, teacher
rakhmanova.vika@mail.ru

Abstract. This very article is devoted to the problem of using the coursebooks in the classroom. The reasons for choosing the coursebooks are carefully described and explained. Moreover some examples are provided and the procedure of the usage of coursebooks is shown step by step. Various approaches to use coursebooks are discussed and demonstrated.

Key words: activities, materials, reordering, omitting, workbook, review.

Whenever teachers open a page in their coursebook, they have to decide whether or not they should use the lesson on that page with their class. Is the language at the right level? Is the topic/content suitable for the students? Are there the right kind of activities in the book? Is the sequencing of the lesson logical? With a good coursebook, there is a strong possibility that the language, content and sequencing in the book will be appropriate, and that the topics and treatment of the different language skills will be attractive. As a result the teacher will want to go ahead and use what is in the book. If, however, teachers have the time or inclination to amend parts of a coursebook (because the texts or activities don't seem appropriate for a particular group of students or a particular lesson, or because they want to tailor the material to match their own particular style), they have to decide what to do next. There are four alternatives to consider if we decide that part of a coursebook is not appropriate. Firstly, we might simply decide to omit the lesson. That solves the problem of inappropriacy and allows us and our students to get on with something else. There's nothing wrong with omitting lessons from coursebooks. Teachers do it all the time, developing a kind of 'pick and choose' approach to what's in front of them. However, if they omit too many pages, the students may begin to wonder why they are using the book in the first place, especially if they have bought it themselves. Another alternative is to replace the coursebook lesson with one of our own. This has obvious advantages: our own material probably interests us more than the coursebook and it may well be more appropriate for our students. If we cover the same language or topic, the students can still use the book to revise that particular language/vocabulary. But as with omitting pages, if too much of the coursebook is replaced, both students and teacher may wonder if it is worth bothering with it at all. The third option is to add to what is in the book. If the lesson is rather boring, too controlled, or if it gives no chance for students to use what they are learning in a personal kind of way, the teacher may want to add activities and exercises which extend the students' engagement with the language or topic. We are using the coursebooks strengths but marrying them with our own skills and perceptions of the class in front of us.

If a reading text is dealt with in a boring or uncreative way, if an invitation sequence is too predictable or teachers simply want to deal with the material in their own way, they can adapt the lesson by rewriting parts of it, replacing some of the activities (but not all), reordering activities or reducing the number of activities in the sequence.

Some teachers have a very poor opinion of coursebooks. They say they are boring, stifling (for both teacher and students) and often inappropriate for the class in front of them. Such people would prefer to rely on their own ideas, snippets from reference books, pages from magazines, ideas from the students themselves and a variety of other sources. Other teachers feel much more positive about coursebooks. For them, coursebooks provide good teaching material which is often attractively presented. The coursebook has been carefully researched and has a consistent grammar syllabus as well as providing appropriate vocabulary exposure and practice, together with pronunciation work and writing tasks. Good coursebooks have a range of reading and listening material and workbooks, for example, to back them up (to say nothing of Internet tie-ins and other extras). It takes less time to prepare a good coursebook lesson than to start from the beginning each time and prepare brand new material; however ideal such freshness might be, many teachers simply do not have the time to prepare and plan as much as they would like



to. Most coursebooks have an accompanying teacher's guide to help teachers with procedure and give them extra ideas. And students often feel extremely positive about coursebooks, too. For them, the coursebook is reassuring. It allows them to look forward and back, giving them a chance to prepare for what's coming and review what they have done. However, there is the ever-present danger that both teacher and students will get locked into the book, using its content as the only material which is taken into the classroom, and always teaching and learning only in the way the book suggests. In such circumstances, the book may become like a millstone around the necks of all concerned, endangering the engagement which a student-centred classroom might otherwise create. As a result, some teachers take the decision to do without coursebooks altogether, a decision which may well be of benefit to their students if, and only if, they have the experience and time to provide a consistent programme of work on their own, and if they have a bank of materials to back up their 'no-coursebook' decision. Even teachers who are enthusiastic coursebook users, however, need to see them as proposals for action, rather than instructions for action. In other words, we can look at the possibilities the coursebook offers us and then decide between the options for coursebook use which we discussed at the beginning of this chapter. If teachers and students approach coursebooks in that light, and use them according to the criteria we suggested above, they will have a much more beneficial effect than if they are followed slavishly. However good a coursebook is, it only really comes to life when it is used by students and teachers, and it is they, not the book, who should determine exactly how and when the material is used.

Bibliography.

1. Harmer, J. (2007) How to teach English, Harlow: Longman
2. Scrivener, J. (2011) Learning teaching, Oxford: Macmillan Publisher
3. Spratt, M., Pulverness, A. (2011) Teaching knowledge test course, Edinburgh: Cambridge University Press
4. myenglishpages.com
5. www.tesol.org
6. www.cambridge.org
7. Thaine, C. (2010) Teacher training essentials, Cambridge: Cambridge University Press



MATERIALS DEVELOPMENT IN LANGUAGE TEACHING.

Rakhmanova Victoria
UzSWLU, teacher
rakhmanova.vika@mail.ru

Abstract: This article is devoted to problem of materials development in teaching foreign languages and various techniques to use in the classroom. The peculiarities of MD are carefully described, the notion of MD is presented and provided with examples. Also the author provides the information on the the necessary nuances, which teachers need when they use materials.

It is difficult to imagine a classroom around the world without any kind of ELT material. The most traditional and wide-spread examples of these materials are coursebooks. As Hall (2013, online) states “Textbooks are the main source of teaching ideas and materials for many teachers around the world; indeed, it’s almost impossible to imagine ELT without textbooks”. There are good reasons why many teachers use published coursebooks, amongst them:

- They provide language input for learners.
- Well-designed coursebooks can be motivating and provide a logical organization of content.
- They offer a written record of what has been studied and allow students to review it later.
- They reduce the amount of time needed for preparation.
- In some L2 teaching contexts, the use of a given coursebook is compulsory.
- Coursebooks are usually organized around an identifiable principle and follow clear patterns.
- They are easily stored.

However, coursebooks have also received criticisms on the part of researchers and teachers. Sheldon (1988:237) cites Greenall's concept of *coursebook credibility gap* referring to the “(...) potential conflicts of interest in their creation, commercial exploitation, public assessment, selection, and ultimate classroom use”. In short, there are contradictions between educational aims and financial viability. Following Sheldon (op. cit.), we can distinguish **two levels of disappointment on coursebooks**: on the level of **design** and on the level of **theoretical premises**. On the level of **design**, sometimes textbooks do not adequately describe the language level of the target learners (with terms like ‘beginner’, ‘starter’, ‘intermediate’); they have an inadequate handwriting to economize space in each page; there are omissions of course rationale; there are teacher’s books whose only value is their answer keys; the *terminological looseness* which makes it impossible to compare textbooks (op. cit.: 239); the presence of stereotyped images of English language users (focus on native speakers’ lives and language varieties) and the absence of images about poverty, disability, etc. In addition, as Hall (2013) adds, they may create a *dependency culture* in which the teacher just does what the textbook says. On the **theoretical level**, there may be a lack of cultural appropriacy; failure to recognize restrictions in many teaching situations; and, inconsistency with the pedagogical implications of current research on linguistic and language learning (Sheldon, 1988; Williams, 1983). Littlejohn (2011) suggests that the following aspects of the target situation should be taken into account when adapting ELT materials:

- the cultural context,
- the educational institution,
- the course aims, content, methodology and means of evaluation,
- the teachers,
- the learners.

Only after integrating this information with the material evaluation will teachers be in a position to decide if the material should be rejected, adopted, adapted or supplemented.

On the other hand, McDonough, Shaw & Masuhara (2013: 69) argue that the following principles should guide materials adaptation:

- **Personalizing**, “(...) increasing the relevance of content in relation to learners' interests and their academic, educational or professional needs”.
- **Individualizing**, addressing “(...) the learning styles both of individuals and of the members of a class working closely together”.
- **Localizing**, taking “(...) into account the international geography of English language teaching”.



- **Modernizing**, “(...) not all materials show familiarity with aspects of current English usage, sometimes to the point of being not only out of date or misleading but even incorrect”.

The authors distinguish the following **techniques for adaptation**: **adding**, including expanding and extending; **deleting**, including subtracting and abridging; **modifying**, including rewriting and restructuring; **simplifying**; and **reordering** (op. cit.: 70).

References

1. COOK, V. 1998. “Relating SLA Research to Language Teaching Materials” [online], Available at <https://journals.lib.unb.ca/index.php/CJAL/article/view/19807> [Retrieved: 12th January 2016]
2. HALL, G. 2013. “This house believes that published course materials don’t reflect the lives or needs of learners” [online], Available at <http://oupeltglobalblog.com/2013/04/05/this-house-believes-that-published-course-materials-dont-reflect-the-lives-or-needs-of-learners/#comments> [Retrieved: 26th October 2015]
3. LITTLEJOHN, A. 2011. The analysis of language teaching materials: Inside the Trojan Horse. In Materials Development in Language Teaching (2nd Edition). Cambridge University Press.



ИННОВАЦИОННЫЕ МЕТОДИКИ ОБУЧЕНИЯ ЛЕКСИКЕ НА УРОКАХ УЗБЕКСКОГО ЯЗЫКА

Юлдашева Муножатхон Ҳакимбековна

преподаватель узбекского языка и литературы
ГСОШ № 6 города Наманган Наманганской области

Аннотация. В этой статье анализируется словарный запас языка и методов и приемов обучения лексике, а также изучаются некоторые методы, такие как: Использование демонстраций и демонстрация картинок, обучение словам в контексте, чтение слова и т.д. В ней обсуждается, что словарный запас необходим для выражения смысла и в использовании рецептивных (аудирование и чтение) и продуктивных (говорение и письмо) навыков. Статья также изучает, что создание хорошего контекста является важной предпосылкой для обучения лексике, поскольку это помогает как привлечь внимание учащихся, так и естественным образом сформировать целевой словарный запас.

Ключевые слова: метод, словарный запас, техника, слова, умение, чтение, аудирование, говорение.

Сфера изучения и преподавания языков изменилась за последние несколько десятилетий. Акцент на использовании различных методик обучения больше не предлагает решения для учителей языковедов. Несмотря на усилия, в изучении учащимися языков, особенно в контексте иностранного или второго языка, заметных улучшений не наблюдается. Теперь акцент сместился на учащихся; автономия учащегося, стили обучения и, в частности, использование стратегий изучения языка. Преподаватели языков в Узбекистане понимают важность узбекского языка в жизни своих учеников на каждом этапе. Это требуется от школы, колледжа, дальнейшего образования и не только.

Изменения быстрые и неизбежные. Необходимость преподавать в целом и эффективно преподавать узбекский язык в частности является проблемой, стоящей перед всеми учителями в Узбекистане. Сегодня для академиков стало обязательным переосмыслить и обновить свои стратегии обучения с учетом меняющихся времен. Поскольку во всем мире постоянно меняются методы и приемы обучения по каждому предмету, методы и приемы обучения лексике нуждаются в желаемых и радикальных изменениях с учетом требовательного рынка труда в глобализированном мире. Словарь языка подобен кирпичу высокого здания. Несмотря на довольно мелкие детали, они жизненно важны для великолепной конструкции. Изучение лексики находится в центре внимания при изучении нового языка. Поскольку узбекский является вторым или иностранным языком в школах с русским уклоном обучения, необходимо систематически изучать словарный запас.

Если мы хотим эффективно использовать язык, у нас должен быть хороший словарный запас. Мы не можем использовать язык, если не знаем слов этого языка. Узбекский язык имеет обширный словарный запас. Невозможно выучить язык, не изучив словарный запас. Поэтому изучение лексики заняло центральное место в преподавательской учебной деятельности. Словарь - очень важное средство для выражения наших мыслей и чувств в устной или письменной форме. Действительно, ни литература, ни язык не существуют без словарного запаса. Фактически, без словарного запаса общение на втором или иностранном языке невозможно осмысленным образом.

Словарь необходим для выражения смысла и использования рецептивных (аудирование и чтение) и продуктивных (говорение и письмо) навыков. Его следует рассматривать как внутреннюю часть изучения иностранного языка, поскольку он ведет к общению.

Хорошее обучение лексике - ключевой аспект развития увлеченных и успешных читателей. Существует большой разрыв между тем, что мы знаем о преподавании словарного запаса, и тем, что мы (часто, все еще) делаем». Традиционное обучение словарю для многих учителей предполагает, что ученики ищут слова в словаре, пишут определения и используют слова в предложениях.

Один из методов обучения это использование демонстраций и демонстрация картинок. Учитель может произнести несколько слов. Это может быть весело и дает ученикам поразвиться. Это делает класс ориентированным на учащихся. Учитель может действовать,



а ученики пытаются подражать этому. Например, можно продемонстрировать такие слова, как прыжок, улыбка, плач, сон, сон и танец. Миминг хорошо работает с младшими школьниками. Вы можете воспроизвести эмоции и повседневные действия, чтобы научить их новым словам. Этот метод можно легко практиковать. Он может завоевать расположение учащихся, поскольку учащимся нравятся театральные постановки, и они могут легко учиться через них. Многие ситуации можно драматизировать или продемонстрировать. Это хорошо работает с молодыми учениками или студентами, изучающими иностранный язык, чтобы помочь им познакомиться с новыми концепциями. После объяснения новой лексики вы можете попросить учащихся выполнить действия. Диаграммы, изображения и карты могут быть использованы для развития понимания учащимися определенного понятия или слова. На рынке есть несколько хороших словарей с картинками. Учителя должны пользоваться такими словарями. Например, с помощью изображения «рыба» можно научить слова, относящиеся к рыбе, такие как жабры, глаза, позвоночник, хладнокровный, вода, большой, маленький и т. д. Некоторые слова хорошо сочетаются с картинками, особенно существительные. Это также может быть хорошим способом представить блоки связанных слов, которые часто используются на уроках иностранного языка, например, существительные и глаголы, относящиеся к классной комнате или дому. Рисунки также можно использовать в рабочих листах и карточках для печати, где изображения соответствуют слову, которое они представляют.

Другой неменее эффективный метод – это метод обучения словам в контексте. Большинство людей согласны с тем, что словарный запас следует учить в контексте. Слова, преподаваемые изолированно, обычно не сохраняются. Кроме того, чтобы понять полное значение слова или фразы, учащиеся должны знать лингвистическую среду, в которой встречается это слово или фраза. Создание хорошего контекста, который является интересным, правдоподобным, ярким и имеет отношение к жизни учащихся, является важным предварительным условием для обучения лексике, поскольку он помогает как привлечь внимание учащихся, так и естественным образом сформировать целевой словарный запас.

Чтение слова – это еще один из действующих стратегий в изучении словарного запаса языка. Чтение слов вслух тоже очень полезно. Это знакомит учащегося со словом, а также улучшает произношение учащихся. Звук может быть простым способом проиллюстрировать слова, которые описывают звуки, такие как свист, царапанье и звон. Вы можете издавать звуки сами или приносить ученикам кассеты или компакт-диски, чтобы они могли их послушать и записать слова, которые они слышат. Ситуацию можно сделать легкой и интересной, если учитель узбекского языка выберет словарный запас, оценит словарный запас и использует различные методы в классе. Учителя должны сосредоточиться на словарном запасе, поскольку это самый важный аспект любого языка и средств общения. Мы не можем выразить свои чувства без слов. Неспособность подобрать слово, которое вам нужно, чтобы выразить себя - самый неприятный опыт в разговоре на другом языке.

Использованная литература:

1. Нурманов А.Т., Сайдуллаев Д.С., Латипов А.Ж. Основы лингвокультурологии. –Учебное пособие.-Ташкент, ТГПУ, 2018.
2. Нурманов А.Т. Отбор и организация учебно- дидактического материала при изучении языка. //«Узлуксиз таълим», Ташкент, 2010



ABDULLA ORIPOV SHE'RLARIDA OSHIQ VA MA'SHUQA OBRAZLARI

Karimova Shodiya Muxammadjon qizi

Toshkent irrigatsiya va qishloq xo'jaligini
mexanizatsiyalash muhandislari instituti talabasi

Annotatsiya: Ushbu maqolada Abdulla Oripovning faqat o'zbek yoki sharq adabiyotidan emas, balki jahon adabiyotidan olgan oziqlanishlarining o'ziga xos e'tirofi haqida so'z boradi.

Kalit so'zlari: zamonaviy o'zbek she'riyati, asar, qahramon, ma'shuqa, oshiq, do'stlik, go'zallik, mahorat.

*Abdulla Oripov – Shoir! Shoir bo'lganda ham
anov-manovlardan emas .
Xudo butun qilib bergenlardan. Zo'r!
Mirtemir*

Abdulla Oripovning bir qator she'rlari borki, ularning dastlab nomidan o'tmish adabiyoti vakillarining ijodiy tajribalariga bog'liqligi oson anglashiladi. Bunda shoir muayyan adib yoki ijodkorning nomini eslatadi, uning asarlarini qayd etadi yohud ayrim qahramonlarini o'z badiiy-estetik niyatini yoritishga jalb etadi. Bunga "Sen Pushkinning sevgan malagi", "Genetika", "O'zbekiston", "Sozim", "Munojot"ni tinglab", "Armon", "Sergey Yeseninga", "Olomonga", "Nekrasov hasrati", "Albomga" "Alisher" kabi she'rlarini misol keltirish mumkin.

Nazarimizda, Abdulla Oripov quyidagi she'ri bilan faqat ma'shuqa qiyofasini betakror tarzda chizibgina qo'ya qolmasdan, ayni paytda o'zi oziqlangan adabiy manbalarga, buyuk shaxslara ham ishora qilib o'tmoqda:

Sen Pushkinning sevgan malagi,
Sen Gyote orzu qilgan qiz.
Sen Bayronning o'tli yuragi,
Sen Geyneni yondirgan yulduz,
Alisherning Gulisan sen,
Sen Lutfiyning so'lim g'azali.
Bulbulisan Hofiz gulshanin
Va Xayyomning shirin asali.
Toleimda nozlanib turgan
Ey sen mening erka go'zalim!

Bu misralar Abdulla Oripovning faqat o'zbek yoki sharq adabiyotidan emas, balki jahon adabiyotidan olgan oziqlanishlarining o'ziga xos e'tirofi sifatida qabul qilinsa xato bo'lmaydi. Shu bilan birgalikda Abdulla Oripov adabiyotimizning ko'plab adiblarining nomini she'riy asarlarida eslaydi. Ular orasida Umar Xayyom, Pahlavon Mahmud, Nizomiy, Fuzuliy, Alisher Navoiy, Husayn Boyqaro, Bobur, Mashrab, Furqat, Hamza va boshqalarni ko'rish mumkin.

"G'azal yozmasam ham, - deydi Abdulla Oripov bir suhbatida, - Navoiy bobomiz asarlarini mutolaasidan charchaganim yo'q. U kishining biror bayti yoki misrasini har o'qiganimda, yangi-yangi qirralarni kashf qilaman..." Xuddi ana shu kashf etish salohiyati Abdulla Oripovning muhabbat iztiroblari ifodalangan she'rlarida nihoyatda yorqin namoyon bo'ladi.

Muhabbat mavzusi uning she'riyatidagi eng go'zal va nurli sahifalarini tashkil etadi, desak aslo xato qilmaymiz. U ishq mavzuida yozgan she'rlari bilan zamonaviy o'zbek she'riyatida muhabbat lirkasining beqiyos kuychisi sifatida tanildi va tan olindi. Abdulla Oripov uchun muhabbat o'tkinchi bir zavq, ruhiy bir huzur, umri qisqa ehtiros to'lqini emas, balki inson mavjudligining asosi, umr va hayot mohiyatining ziyyosidir.

Ma'lumki, mumtoz adabiyotdagi oshiq ma'shuqani jonu dilidan sevadi, lekin bu sevgi ko'pincha ma'shuqa tomonidan qaralmaydi yoki tan olinmaydi. A.Oripovning "Sevgisiz odam" she'rida ayni shu holatga umumiy bir baho berilganga o'xshaydi:

Sevsangu, sevsangu, sevilmasang, gar,
Bundan qayg'uliroq qayg'u topilmas.

O'tmish ijodkorlarining ma'shuqani mashhur asarlar qahramonlariga qiyoslash odatiy hol. Bular orasida, ayniqsa, Layli, Shirin, Zulayho, Uzro, Zuxralar keng o'rinn egallaydi. Bulariga



muvofig ravishda oshiq Farhod, Majnun, Vomiq, Tohirlarga nisbatan beriladi. G'azaldagi obrazlar esa u yoki bu zaylda "ma'shuqaning turli shakllarda namoyon bo'ladigan go'zalligini yoki lirik qahramon oshiqning xilma-xil darajadagi kechinmalarini ko'rsatishi kerak".

Abdulla Oripov yaratgan oshiq ham ma'shuqaga sig'inishda qadimiy tuyg'ular sohibi. Zero, "Yolg'iz Ollohim mening – birinchi muhabbatim" degan e'tirof ma'shuqaga ham tegishlidir.

Xulosa:

Shu o'rinda bir narsani alohida ta'kidlash joizdir. Mumtoz adabiyot tadqiqotchilarini ishq to`g`risida mulohaza yuritib ishqning turlari xususida to`xtalib o`tganlar. Bular – majoziy ishq, haqiqiy, ya'ni ilohiy ishq. Xulosa qilib shuni aytish mumkinki Abdulla Oripov she'rlarida oshiq va ma'shuqa obrazlari har doim ham insonga nisbatan emas balki Ollohga ham bo'lishi mumkinligini bilib olish qiyin emas.

Foydalaniman adabiyotlar ro'yhati

1. "O'zbek adabiyoti tarixi" Gulbahor Ashurova
2. Qo'shjonov M., Suvonov Meli. Abdulla Oripov. – Toshkent: Ma'naviyat, 2000.-38b
3. Abdulla Oripov Tanlangan asarlar. 4-jild.-232b
4. Mirzaeva S. O'zbek realistik adabiyotida folklor an'analari, - Toshkent: Istiqlol, 2005.- 74b



ABDULLA ORIPOV ZAMONDOSHLARI XOTIRASIDA

Karimova Shodiya Muxammadjon qizi

Toshkent irrigatsiya va qishloq xo'jaligini
mexanizatsiyalash muhandislari instituti talabasi

Annotatsiya: Ushbu maqolada Abdulla Oripovning hayoti va ijodi avlodlari qalbidan chuqur joy olganligi haqida so'z boradi.

Kalit so'zlar: adib, she'riyat, vatan, adabiyot

Abdulla Oripov 1941-yil 21-martida, ya'ni Yilboshi bayrami kuni Qashqadaryo viloyati Koson tumanidagi Neko'z qishlog`ida tug`ildi. Qishloq Qo`ng`irtov etagiga joylashgan bo`lib, oqar suv taqchil bo`lsa-da, seryomg`ir kelgan yillarda ko`kat-u maysalarga ko`milib qoladigan kengish joylar edi. Ana shunday go`zal maskanda tug`ilib o`sgan Abdulla Oripovning otasi Orifboy Ubaydulla o`g`li ishbilarmon dehqonlardan bo`lib, jamoa xo`jaligi raisi edi. Onasi Turdixol momo ko`pchilik o`zbek ayollari singari sarishta, mehnatkash, g`oyat ta`sirchan va ezgulikka tashna ayol bo`lgan. Shunday ajoyib insonlarning farzandi bo`lgan Abdulla Oripov kelajakda xalq sevgan buyuk shoir bo`lib yetishdi. Abdulla Oripov dunyoning har bir burchagida yangraydigan O`zbekiston madhiyясини yaratди. Abdulla Oripov O`zbekiston Qahramoni, O`zbekiston xalq shoiri bo`libgina qolmasdan har bir inson qalbidan chuqur joy ola bilgan shoir bo`lib qolgan.

She`r va umr hikmati el-u yurt tashvishlari, orzu maqsadlari bilan yaxlit va mushtarak holda yaratilsagina – u kelar avlodlarga ham tatiflik ko`lam, zalvor va ma`no kasb etadi. Bunday she`rlar eskirmaydi, vaqt ham ularga o`z hukmini o`tkazolmaydi. Istiqlol davri inshootlari qatorida she'riyati qo`rg`onday yarqirab turgan, yangi tariximizning ilk qahramon shoiri ustoz Abdulla Oripovning serfayz, barakali ijodi bunga misol bo`la oladi.

Abdulla Oripov hayotlik chog`larida institutimizga tez-tez tashrif buyurib turgan ekan. O`ylaymanki ular bilan bo`lgan uchrashuvlar o`qituvchi va talabalar uchun chinakam bayramga aylanib kelgan Hattoki ular bolalik paytlarida katta hayot tajribasiga ega suvchi-irrigatorga ilk she`rlaridan birini o`qib berib, u kishidan o`zi bevosita ko`rgan va ko`ngildan his etgan haqiqatlarini yozish haqida qimmatli o`gitlar eshitganligi meni quvontiradi. Prezidentimiz poytaxtdagi Adiblar hiyobonining ochilishida “Adabiyot xalqning yuragi, elning ma`naviyatini ko`rsatadi. Bugungi murakkab zamonda odamlar qalbiga yo`l topish va ularni ezgu maqsadlar sari ilhomlantrishda adabiyotning ta`sirchan kuchidan foydalanish kerak”, deya ta`kidladi. Davlat rahbari bu ezgu maqsadlarga erishishda talaba-yoshlарimizga beminnat ma`naviy hamroh sifatida Abdulla Oripovning ijodiy va hayotiy faoliyatini ommalashtirish, o`rganish vazifasini shoirga o`zi qadrlagan ta`lim maskani-Toshkent irrigatsiya va qishloq xo`jaligini mexanizatsiyalash muhandislari institutiga biriktirgani ayni muddao bo`ldi. Instituimizda adib ijodini keng targ`ib qilish maqsadida shoir hayoti va ijod yo`liga bag`ishlangan ko`plab ma`naviy-ma`rifiy, badiiy tadbirlar o`tkazib kelinmoqda. Adiblar hiyobonida buyuk adibimiz Abdulla Oripovning ramziy siyoshi qoshida el tanigan ijodkorlar, institutimiz professor-o`qituvchilari hamda adabiyotga ixlosmand biz yoshlar ishtirokimizda 30 dan ziyod ma`naviy-ma`rifiy tadbirlar o`tkazildiki, bularning hammasi biz yoshlarning adib ijodiy olami bilan tanishishimizda katta o`rin tutmoqda. Shu o`rinda aytish joizki talaba yoshlar adib hayoti va ijodi bilan keng tanishishi maqsadida institutda Abdulla Oripov nomidagi muzey ochildi, shu jumladan institutda adib nomidagi ko`rkam bog` ham sizni nazaringizdan chetda qolmaydi degan umiddaman. Qolaversa, adining oila a`zolari va institutimiz o`rtasida samimiy rishtalar bog`langan bo`lib, biz talaba yoshlar shoir ijodxonasi bilan yaqindan tanishib chiqmoqdamiz. Aynan yaqindan tanishib chiqish maqsadida institut rahbariyati talaba yoshlar bilan adib tug`ilib o`sgan, ijod qilgan Qashqadaryo viloyatiga sayohat uyushtirdi. Qashqadaryoga tashrif Abdulla Oripov nomidagi ijod maktabidan boshlandi. Maktabda tashkil etilgan Abdulla Oripov muzeyi institutda tashkil etilgan Abdulla Oripov muzeyi singari juda ham ajoyib edi. Muzeyda shunday noyob eksponatlar saqlangan ekanni ularga adib ruhiyati singdirilgandek go`yo. Maktabda tahsil olayotgan o`quvchilar adibning “Jannatga yo`l” nomli drammatik dostoniga tayyorlagan sahna ko`rinishi hammani ta`sirlantira oldi deb ayta olaman. Adib nomadagi ijod maktabi o`quvchilari o`z ijodkorliklari bilan bizni chinakamiga hayron qoldira oldi.



Tashrifning keyingi kunlari esa adibning o'zi tug'ilib o'sgan ijod qilgan Neko'z qishlog'iga bo'ldi. Biz adibning uylariga kirar ekanmiz u yerda bizni adibning oila a'zolari va yaqin do'stlari kutib olishdi. Adibning birodari bo`lgan Sobir ota bizlarga Abdulla Oripovning bolaligi haqida ko'p qiziq narsalarni so`zlab berdi, bizni Abdulla Oripov ijod qilgan xonalari bilan yaqindan tanishtirdi. Biz talaba yoshlar faqatgina bular bilan cheklanibgina qolmasdan adib o'zi o`qigan maktabni ham tomosha qildik. Tashrif buyurgan jamoamiz mакtab binosida tashkil etilgan muzeyni ham chetda qoldirmadi. Muzey juda ham chiroyli qilib jihozlangan bo'lib Abdulla Oripovning cheksiz ijod ummoni muzeyni yanada to'ldirib turgani ko'rinih turibdi. Bularning barchasi ulug` shoir hayoti va ijodini atroflicha o'rganish va targ`ib-tashviq qilish borasidagi dastlabki qadamlardir. Bu boradagi ishlarni izchil davom ettiramiz.

Xulosa. Buyuklarni ulug`lagan, ardoqlagan xalqning toleyi yuksak, istiqboli porloq bo'ladi. Zotan, ona-Vatan va xalqining manfaatlari uchun umrini baxshida qilgan iste'dod sohibi har doim e'zoz va ehtiromga munosibdir. O'zbek adabiyotida o'z yo'liga, o'z so'ziga ega ana shunday adiblardan biri Abdulla Oripovdir.

Foydalanilgan adabiyotlar ro'yhati

1. Yoshlik adabiy ijtimoiy journali.
2. <https://tafakkur.net/abdulla.oripov haqida>



SO‘Z TURKUMLARI TASNIFI

Dilafruz Toshpo‘latova
Marg‘ilon shahar 1-DIUM
O‘quv ishlari bo‘yicha direktor o‘rnibosari
Oygul Mahmudova
ona tili va adabiyot fani o‘qituvchisi
tel:90-390-09-96

Annotatsiya: ushbu maqolada ona tili fanida so‘z turkumlarining o‘qitilish va ularning tasnifi yuzasidan fikr-mulohazalar bayon etilgan.

Kalit so‘zlar: ona tili, muloqot madaniyati, tasnif, mustaqil va yordamchi so‘z turkumlari

Hozirgi zamон Ona tili ta’limi o‘quvchining mustaqil fikrashi, o‘zgalar fikrini anglashi, nutq va muloqot madaniyati rivojlanishi uchun kommunikativ va lingistik kompetensiyani yetarli darajada egallashlarini ko‘zda tutadi. Ma’lumki, maktabda bilimni yaxshi o‘zlashtirgan o‘quvchilar dars paytida hamda hayotida uchraydigan nostandard vaziyatga taalluqli masalalarni yechishda o‘rgangan bilim va ko‘nikmalarni qo‘llay olmaydilar. Buning sababi o‘quvchida yuqorida ta’kidlangan kompetensiyalarning shakllanmaganligidir. Hozirgi kunda ta’lim muassasasida umumta’lim fanlari bo‘yicha o‘quvchilarga bilim, ko‘nikma va unga doir malakalarga ega bo‘lishlari bilan birlgilikda o‘z fikrini boshqalarga tushuntira olish, boshqalarni tinglab ularni tushuna olish, bahsga kirishish, ya’ni boshqacha qilib aytganda kommunikativ kompetensiyaga ega bo‘lishlari kerak. Shuningdek, o‘ganilgan bilim, ko‘nikma va malakalardan kundalik hayotlarida uchraydigan muammolarni hal etishda foydalana olishlari shakllanishi zarur. Shunga ko‘ra bu vazifalarni ta’lim muassasalarida o‘quvchilarni o‘quv predmetlarini o‘rganish jarayonida zaruriy bilim, ko‘nikma va malakalarga ega qilish bilan birlgilikda ularni hayotiy ehtiyojlarida qo‘llay oladigan holda tayyorlash kerak. O‘qituvchi ana shu maqsadlarni ko‘zlagan holda tayyorlagan uslubiy qo‘llanmada keltirilgan ta’lim texnologiyalarining har biri o‘zida o‘quv mashg‘ulotini o‘tkazish shart-sharoiti to‘g‘risida axborot materiallarini, pedagogik maqsad, vazifa va ko‘zlangan natijalarni, o‘quv mashg‘ulotning rejasi, o‘qitishning usul va vositalarini mujassamlashtirgan. Shuningdek, o‘qituvchi va o‘quvchining mazkur o‘quv mashg‘ulotida erishadigan maqsadi bo‘yicha hamkorlikdagi faoliyatning bosqichma-bosqich ta’riflanishini ham o‘z ichiga oladi. So‘z turkumlari mavzusini o‘rgatishda o‘quvchilarni darsga qiziqtirish maqsadida guruh bilan, kichik guruhlar bilan, juftlikda va individual ishslash ko‘zda tutiladi. Ma’lumki, har qanday fan tabiat va jamiyatda mavjud bo‘lgan turli narsa va hodisalarni, inson bilan bog‘liq hodisalarni o‘rganadi. Ularni o‘rganish esa mavjud bo‘lgan narsa, xususiyat va hodisalarni to‘plamlarga ajratishdan boshlanadi. So‘zlarni turkumlarga ajratish juda qadimdan boshlangan. Qadimgi hindlar turkumlarni uchga ajratishgan: otlar, fe’llar, yordamchilar. Arablar ham uchta turkumni farqlashgan: ismlar, fe’llar, yordamchilar. Qadimgi yunonlar, jumladan, Arastu fe'l va yordamchilarni ajratgan holda ismlar ichidan sifatlar, sonlar va olmoshlarni farqlagan (demak, oltita turkumni farqlashgan). G‘arb va rus tilshunoslari mustaqil so‘z turkumarini oltitaga ajratadilar: ot, sifat, son, olmosh, fe'l, ravish.. Rus tilshunoslari ot, sifat, son va olmoshni ism bildiruvchi so‘zlar sifatida ajratadilar. Turkiy tilda ham qadimdan ot, sifat, son va olmoshlarni ajratishgan. Ma’lumki, ot, sifat, son va olmoshlar egalik, kelishik va ko‘plik shakllari bilan o‘zgaradi. Egalik va kelishik shakllari bu turkumlarni, shuningdek, harakat nomi, sifatdosh va taqlid so‘zlarni ham o‘zgartirishi mumkin. Shu sababli egalik, kelishik va ko‘plik shakllari bilan o‘zgaradigan barcha turkumlarni bitta umumiyy nom bilan- ismlar deb birlashtirish mumkin.

Tildagi so‘zlarning umumiyy grammatik ma’no va vazifalariga ko‘ra ma’lum guruhlarga bo‘linishi so‘z turkumlari deb yuritiladi. So‘z turkumlari quyidagi guruhlarga bo‘linadi: **1.Mustaqil so‘z turkumlari. 2. Yordamchi so‘z turkumlari. 3. Alovida olingan so‘zlar guruhi .**

So‘zlar lug‘aviy ma’nolari morfologik belgilari va gapda bajaradigan sintaktik vazifalariga ko‘ra o‘zaro farqlanuvchi turli guruhlarni tashkil etadi. So‘zlarning lug‘aviy va grammatik jihatdan farqlanishiga ko‘ra bunday guruhlarga bo‘linishi so‘z turkumlari deyiladi. Shunga ko‘ra, so‘zlarni turkumlarga ajratishda quyidagi uch muhim belgi asos bo‘ladi: 1. So‘zlar ifodalaydigan lug‘aviy ma’no turkumlarga ajratishdagi muhim belgidir. Masalan, **uy, yer, daraxt, kitob, tosh**



so‘zлари borliqdagi predmetlarni anglatadi. Ularning nomi ekanligi bilan xarakterlanadi. Bir qator so‘zлар shu predmetlarning biror belgisini: rangini, shakl-ko‘rinishini, mazasini, hajm-o‘lchamini ifodalaydi: **oq, ko‘k, katta, yumaloq, keng, uzun** kabi. Shuningdek, bir qator so‘zлар predmetning ish-harakatini anglatsa: **bordi, yozdi, o‘qidi** so‘zлари; ish-harakat yoki belgining belgisini bildiradi: **darrov, sekin, oz, ko‘p** va boshqalar. So‘z ma’nolaridagi mavjud bu xususiyatlar ularni turkumlarga ajratishdagi asosiy belgidir. Turkumlarga ajratishdagi ikkinchi va uchinchi xususiyat so‘zning shu ma’no tomoniga bog‘liq ravishda yuzaga keladi. So‘z turkumlarini ajratishda morfologik belgi ham muhimdir. Bu xususiyat muayyan so‘z turkumlarida maxsus qo‘srimchalar tizimi mavjudligini, ularni asosan shu turkumga xoslanganini ko‘rsatadi. Masalan, ot so‘z turkumi ko‘plik, kelishik, egalik, shakllariga ega bo‘lganidek, boshqa so‘z turkumlaridan farqli ravishda ularda kichraytish-erkalash shakllari ham bor. Shunga ko‘ra otlar ko‘plikda keladi, predmetning kimga, nimaga qarashlilagini bildiradi, turlanadi. Shuningdek, maxsus ot yasovchi qo‘srimchalarining mavjudligi, ot so‘z turkumi morfologik jihatdan to‘la shakllangan turkum ekanligini ko‘rsatadi. Fe’l so‘z turkumida morfologik ko‘rsatkichlar boshqacha—zamon, mayl, nisbat, shaxs-son kabi shakllar fe’lning o‘ziga xosligini ta’minlaydi. Fe’llar tuslanadi, shaxs va sonni ifodalaydi. Maxsus fe’l yasovchi qo‘srimchalarining mavjudligi bu turkumdagi so‘zlarning ham turkumlanishi uchun to‘la shakllanganligini ko‘rsatsa, fe’lning xoslangan shakllarini hosil qiluvchi qo‘srimchalar mavjudligi fe’lning sintaktik vazifasini yana ham kengaytiradi. So‘z turkumlariga ajratishdagi belgilardan biri so‘zning gapdagi sintaktik vazifasi bilan bog‘liq. Masalan, bosh kelishikdagi ot ega vazifasini bajarsa, qaratqich kelishigidagi ot—aniqlovchi, boshqa kelishikdagi otlar to‘ldiruvchi va hol vazifalarida keladi. Sintaktik jihatdan biror gap bo‘lagi vazifasida kelish muayyan so‘z turkumi uchun qotib qolgan holat emas. Chunonchi, sifat gapda aniqlovchi vazifasida keladi. Bu sifatning boshqa sintaktik vazifa bajarmasligini ko‘rsatmaydi. Binobarin, sifatlar ham gapda to‘ldiruvchi: kattani katta deydilar (Maqol), otlashganda ega: yaxshi yeydi oshini, yomon yeydi boshini (Maqol) vazifalarida qo‘llaniladi.

Foydalilanilgan adabiyotlar:

1. G‘ulomov A, Asqarova M. Hozirgi o‘zbek adabiy tili. Sintaksis. -T.: 1989
2. Qurbonova M. Hozirgi zamon o‘zbek tili. -T.: 2002



ABDULLA ORIPOV XALQ QALBI

Normuratova Zuxra Arzikul qizi

(Toshkent irrigatsiya va qishloq xo'jaligini
mexanizatsiyalash muhandislari instituti talabasi)

Annotatsiya: Ushbu maqolada Abdulla Oripov she'riyatda xalq qalbiga yaqinlikni, xalq dilidagi quvonch va shodlik, armon va dardlarni juda chuqr his etganligi va hayotiy falsafa haqida so'z boradi.

Kalit so'zlar: xalq,falsafa,ma'naviyat

Abdulla Oripov istiqlol yillarida ijodi chinakam qadr-qimmat topdi. Abdulla Oripov mustaqil O'zbekistonning Davlat madhiyasi matnini yozdi. Abdulla Oripov ijodida ozod Vatan, erkin va ozod xalq mavzusi, mustaqillikni asrash va mustahkamlash masalasi yetakchi o'ringa chiqdi.

Abdulla Oripov 1998 yili Vatanimizning oliv mukofoti - "O'zbekiston Qahramoni" unvoniga sazovor bo'ldi.

O'zbekiston Respublikasining Birinchi Prezidenti Islom Karimov Abdulla Oripov shaxsini, ijodini, uning betakror iste'dodini behad qadrlar edi. Ozod Sharafiddinov, Said Axmad, Muhammad Yusuf kabi atoqli namoyondalari qatori uni ham ma'naviy – mafkuraviy sohada o'zining ishonchli safdoshi deb bilar edi.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev Jizzax viloyati hokimi bo'lib ishlagan paytlarida o'sha vaqtida Yozuvchilar uyushmasi raisi sifatida faoliyat ko'rsatgan Abdulla Oripov bilan birgalikda yosh ijodkorlarning Zomin seminariga asos soldi. Hozirgi kunda bu seminar yanada kengayib, uning ishtirokchilari soni tobora ortib bormoqda.

Ona yurt- jonajon O'zbekiston-Abdulla Oripov eng baland maqomlarda qalam olgan mavzusidir. Uning asarlari chinakam vatanparvarlik, kindik qoni tomgan zaminga sadoqat, milliy o'zlikni anglash, asrlar qa'ridan kelayotgan muqaddas qadriyatlarimizni ko'z qorachig'idek asrash tuyg'ulari bilan sug'orilganini ko'ramiz.

Doimo el-yurt dardu tashvishi bilan yashagan otashin shoir O'zbekistonning davlat mustaqilligini ona xalqi bilan birgalikda niroyatda yuksak ijodiy ko'tarinkilik bilan kutib oldi.Mustaqillik e'lon qilingan kunda O'zbekiston Respublikasi Oliy Kengashi minbaridan turib "Adolat oftobi" she'rini o'qib berdi:

Safga tizil, nabiram, otajonim, tur endi,
Mustaqillik nash'asin, haqqing bordir, sur endi,
Qo'lni berib qo'llarga, bir tan bo'lib yur endi,
Yelkamizga oftobning tekkanligi rost bo'lsin,
O'zbekning o'z niholin ekkaligi rost bo'lsin.

Abdulla Oripov - O'zbekiston Respublikasi Davlat madhiyasi matnining muallifi. U boshqa biror asar yozmasa ham, ana shu Davlat madhiyasi bilan o'zbek adabiyotining zarhal sahifalaridan munosib o'rinn egallagan bo'lard.





Abdulla Oripov nodir iste'dodi, betakror ijodi bilan o'zbek adabiyoti xazinasidan munosib va mustahkam o'rinni oldi. Uning sermazmun, badiiy yuksak she'r va dostonlari, dramatik va publististik asarlarida yurtimiz va xalqimizga, azaliy qadryatlarimizga mehr va sadoqat tuyg'usi beqiyos mahorat bilan tarannum qilingan.

Atoqli shoir xuddi qum barxanidan oltin zarralarini saralab olgandek, bir qarashda oddiy, xaqlonra, ammo ma'no – mazmun jihatidan nodir so'zlarni topib, o'rniда ishlatishi bilan ularni dilni yayratadigan sehirli kuy, ohangga aylantira oladi. Ko'pchilikka yod bo'lib ketgan "Sen bahorni sog'inmadingmi?" she'ridagi satrlarni eslaylik:

Olisdagi zalvorli tog`lar
Xayolimni ketdilar bosib.
O'tdi qancha hijronli chog`lar,
Vasling menga bo'lindi nasib.
Sensiz men ham, bahor ham g`arib,
Sen bahorni sog'inmadingmi?

Abdulla Oripov xalqona obrazlar, iboralar, hayotiy manzaralar orqali teran falsafiy ma'nolarni ifoda etadi. Shoir o'z qalbini mahorat bilan tarjima qiladi, tarjima uchun esa, hech shubhasiz, so'z kerak. Bu so'z xalqning asrlar davomida sayqallangan, zamonlar sinovidan o'tgan o'z so'zidir.

Ijodkorning "Samoviy mehmon, besh donishmand va farrosh kampir qissasi" she'rida hayotiy falsafa, ijtimoiy g'oya juda kuchli.

Voy bechora bolagina,
Dard zaptiga opti – ku!
Holdan toyib, boshqa ko`zi
Yumilib ham qopti – ku!

Buni Abdulla Oripovning o'zi quyidagicha izohlaydi: "Samoviy mehon, besh donishmand va farrosh kampir qissasi" da samoden bir jonzot yerga tushadi. Besh donishmand uning sir – sinoatini aniqlamoqchi, sinamoqchi bo'lib bor bilimlarini ishga solishadi. Ammo hech narsani eplay olishmaydi. Farrosh, ya'ni yer supurib yurgan kampir haligi jonzotning boshini silasa, u javob qiladi, ko'zlarida nur paydo bo'ladi. Albatta, mehr "kesakdan gul undiradi". Mehr qo'shilmagan har qanday yaralmish insoniyatga g'animdirdir. Chunki u qahrdir. Mehr – muruvvat xuddi suv, havo, nur kabidir.

Xulosa.

Shoir ijodida mavzular hayotning o'zi qadar rang – barang. Uning har bir satridagi Vatan madhi, xalqona hikmat va falsafa she'riyatni yuksaklikka ko'taradi.

Foydalilanilgan adabiyotlar ro'yxati

1. "O'zbekiston – dilbar vatanim" mualliflar: Akmal Saidov, Qalandarov Abdurahmon, Gulom Mirzo



"QISSASI RABG'UZIY" VA "BOBURNOMA" NING JANR XUSUSIYATLARI

Rajabova Marjona Abdurasul qizi
Alisher Navoiy nomidagi Toshkent davlat
o‘zbek tili va adabiyoti universiteti
I bosqich magistranti

Annotatsiya: «Qissasi Rabg‘uziy» o‘zbek nasrining yetuk misoli hisoblansa, «Boburnoma» jahon memuarining nodir namunasidir. Har ikki asar ham tengsiz ijod mahsuli bo‘lib, o‘z davrining ijtimoiy-madaniy turmush tarzini batafsil yoritish imkoniyatiga ega. Tarixiy-badiiy manbalar leksikasini o‘rganish yozma asarlar yaratilgan Dave adabiy tiliga xos xususiyatlari, lug‘aviy sath taraqqiyoti, leksik birliklar semantikasini yoritishda ahamiyatlidir. Yozma yodgorliklarda muayyan davr adabiy tili lug‘at fondining asosiy qismi aks etgan. Shu bilan birga muallifi mahoratining o‘ziga xos qirralari namoyon bo‘ladi. Ushbu maqolada "Qissasi Rabg‘uziy" va "Boburnoma" asarlarining janr xususiyatlari ochib beriladi, ularning leksikasiga qisman to‘xtalib o‘tiladi.

Kalit so‘zlar: "Boburnoma", "Qissasi Rabg‘uziy", janr, memuar asar, tarixiy-qomusiy asar, nasr, payg‘ambarlar tarixi, qissalar.

"Boburnoma" — jahon adabiyoti va manbashunosligidagi muhim va noyob yodgorlik hisoblanib o‘zbek adabiyotida dastlabki nasriy memuar va tarixiy-ilmiy asar. Buyuk shoh va shoir Zahiriddin Muhammad Bobur qalamiga mansub bu asar eski o‘zbek (chig‘atoy) tilida yozilgan (taxminan 1518/19—1530). "Boburiya", "Voqeoti Bobur", "Voqeanoma", "Tuzuki Boburiy", "Tabaqoti Boburiy", "Tavorixi Boburiy" kabi nomlar bilan ham ma’lum. Boburning o‘zi esa "Vaqoye" va "Tarix" degan nomlarni ishlatgan. Bobuburnomada 1494—1529 yillarda Markaziy Osiyo, Afg‘oniston va Hindistonda sodir bo‘lgan tarixiy-siyosiy voqealar yilmayil o‘ta aniqlik bilan bayon qilingan bo‘lib, ular muallif hayoti va siyosiy faoliyati bilan bevosita bog‘liqdir. "Boburnoma" o‘zida bayon qilingan voqealar jarayoniga ko‘ra 3 qismga: Boburning Movarounnahr (1494—1504), Afg‘oniston (1504—24) va Hindiston (1524—30)dagi hukmdorlik davriga bo‘linadi. "Boburnoma" da keltirilgan barcha ma’lumotlar, xususan Farg‘ona, Toshkent, Samarcand, Hisor, Chag‘oniyon va Shim. Afg‘onistonning 15-asr 80—90- yillari va 16-asr 1-choragidagi siyosiy ahvoliga doir xabarlar o‘zining batafsilligi bilan shu xususdagi boshqa adabiyotlardan tubdan farq qiladi. Shuningdek, asar muallifning muayyan tarixiy voqealari haqida hamda o‘zaro dushmanlik qilgan temuriylar xulq-atvori, tabiat xususida bildirgan fikrmulohazalari bilan ham ahamiyatlidir. Asarda, ijtimoiy-tabiiy fanlar: tarix, falsafa, fiqh, din ta’limoti, tilshunoslik, jug‘rofiya, tabiatshunoslik, ma’danshunoslik, dehqonchilik, bog‘dorchilik va boshqalarga oid aniq va hanuzgacha o‘z tarixiy va ilmiy ahamiyatini yo‘qotmagan ma’lumotlar, ilmiy asoslangan xulosalar keltirilgan.

"Boburnoma" XV asr o‘zbek badiiy nasrining yorqin namunasi sifatida sof badiiy lavhalar, jonli tasvirlar, an‘anaviy lirik chekinishlarga boy. Nasriy matn ichida keltirilgan xalq maqol, matallari, iboralari, ibratli o‘gitlar, she’riy parchalar uning badiiyligini yanada oshiradi, o‘ziga xos joziba bag‘ishlaydi.

"Qissasi Rabg‘uziy" asari turkiy xalqlar orasida keng tarqalgan. U payg‘ambarlar haqidagi qissalardan iborat bo‘lib, O‘g‘uz rabotining qozisi Burhoniddinning o‘g‘lim Nosiruddin Rabg‘uziy qalamiga mansubdir. Bu asar o‘zbek nasrining eng qadimiylar namunalaridan biridir. Unda XIII asr oxiri— XIV asr boshlaridagi o‘zbek adabiyotining bir qator o‘ziga xos xususiyatlari juda yorqin namoyon bo‘lgan. Payg‘ambarlar haqidagi qissalar Rabg‘uziyning olam va odam haqidagi qarashlarini badiiy jihatdan ifodalash uchun vosita bo‘lgan. Ularda adib olamning yaratilishi, tabiat va jamiyat hodisalari, insoniy munosabatlar borasida fikr yuritadi. Qissalar asosini tarixiy voqealar tashkil etadi. Ular o‘z ildizlari bilan «Qur‘on» va «Hadis»larga, tarixiy manbalarga, xalq og‘zaki ijodiga borib taqaladi. Ammo bularning hammasi birinchi navbatda, Rabg‘uziy badiiy tafakkuri mevalaridir. Mavzu doirasiga ko‘ra asar qissalari juda rang-barang. Olamdagi butun mavjudot egasi bo‘lgan Ollohoi ulug‘lash, payg‘ambar hayotiga doir lavhalarni eslash, ota-onva farzand munosabatlari, sevgi va sadoqat, vatan va vatanparvarlik, erk vaadolat, do’stlik va hamjihatlik, urush va tinchlik kabi mavzular shular jumlasidandir. Bular asardagi 72 bob qissalarda o‘z ifodasini topgan.



Foydalanilgan adabiyotlar:

1. Abdurashid Abdig‘afurov. O‘zME. Birinchi jild. Toshkent, 2000.
2. Azimjonova S, Gosudarstvo Babura v Kabule i v Indii, M., 1977.
3. O‘zbek adabiyoti tarixi, 3j., T., 1978.
4. Axmedov B., Istorikogeograficheskaya literatura Sredney Azii XVI—XVIII vv. (Pismennie pamyatniki), T., 1985.
5. Zahiriddin Muhammad Bobur, Boburnoma, T., 2008.
6. Xolmonova Z., "Boburnoma" — til qomusi, T. 2021.
7. N.Mallaev. O‘zbek adabiyoti tarixi. 1-kitob, 1969.7. O‘zbek adabiyoti tarixi. Ak.nashr. 5 tomlik 1-tom, 1977.
8. Rabg'o'ziy. Qissasi Rabg'uziy. "Yozuvchi", 1-2-kitob, T., 1990-91.9. Fozilov E. Rabg'o'ziy va uning "Qissasi Rabg'uziy" asari. 1-kitob, 199



CHE TILINI TAKOMILLASHTIRIB O'QITISHDA TEXNIK VOSITALARDAN FOYDALANISH METODIKASI

Abdulkasimova Oysafar Odilovna
Toshkent shahridagi 68- sonli mактабнинг
ingliz tili fani o'qituvchisi

Annotatsiya: Ushbu maqolada ta'lrim tizimining barcha sohasida, xususan umumta'limga muktablarining V-, VI-va VII sinfda ta'lrim olayotgan o'quvchilarga ingliz, nemis, fransuz, va o'zbek tili kabi fanlarni o'qitishda qo'l keladigan Kompyuter darslarining asosini unda berilgan materyallarni o'qitish smaradorligiga bag'ishlangan fiklar ochib beriladi.

Kalit so'zlar: Ahborot, resurslar, kommunikatsion, texnologiyalar, videokameralar, videoproektor, Kompyuter, ekranlar, electron doska.

Bugungi kunda xorijiy tilni bilish o'ta muhim ahamyat kasb etayotganligi bois chet tili o'qitish tizimini ham isloh etish, ta'lrim jarayonlarida zamonaviy pedagogik va axborot kommunikatsion texnologiyalaridan foydalangan holda o'qitishni ilg'or usullarini chet tili o'qitish amalyotida qo'llashni ta'lrim tizimidagi dolzarb masalalardan biriga aylandi. Shuningdek mustaqil respublikamizning jahon hamjamyatida tutgan o'rni tobora o'sib, xorijiy mamlakatlar bilan iqtisodiy, ijtimoiy, madaniy aloqalar keng quloch yozayotganligi kelajagimiz bo'lgan yosh avloddan chet tilini mukammal bilish zaruryatini tobora oshirmoqda.

Yosh avlodni chet tillarini chuqur o'rgatish, jahon svilizatsiyasi yutuqlari hamda ahborot resurslaridan keng ko'lamma foydalana oladigan muttaxassislarini tayyorlash, xalqaro hamkorlik va mulqotni rivojlantrish orqali mamlakatimizning jahon hamjamyatiga yanada integratsiyalashuvini kuchaytrishga xizmat qiladi. "Kadrlar tayyorlashning sifati erkin fikrlovchi shaxs –fuqoroni kamol toptrish, ertaga sinfxonalarda va auditoriyalarda kimlar dars va saboq berishiga bog'liq", -deb ta'kidlaydi. Hozirda til o'qitishning eng samarali usullaridan multimedya vositalari nutqli axborotni kritish-chiqarish qurulmalari(klaviatura, mikrafon, kuchaytirgichlar, tovush kalonkalari) animatsion va video malumotlarni kritish va chiqarish qurulmalari(videokameralar, videoproektor va ekranlar, electron doska), tovushli va video ma'lumotlarni saqlovchi optik disklar, multimedya vositalaridan foydalinishda ularning bir necha turlari va usullari mavjud.

Hozirgi zamon talabi, darslarni o'yinlar, noan'anaviy usullar, hamda kompyuter texnologyasidan foydalaniib, multimediyalar orqali o'quvchilarni darsлага jalb qilish asosiy maqsad qilib ilgari surilmoqda. Ayniqsa umumta'limga mактаб o'quvchilariga dars berish mobaynida kompyuter texnologyasidan foydalaniib dars o'tish yaxshi samara beradi. Ma'lumki o'rtanchi etapga V-VI - VII sinflar kiradi. Bu etap-ning muhim ob'ektiv faktorlari bo'lib, V-VI - VII sinflar chet tili o'qitishning maqsadi, vazifalari, til materialining xajmi hisoblanadi. Bular og'zaki nutqqa va o'quvchining iqtidorida o'quv protsessini tashkil etishni va o'z predmetini mustaqil izlash formalarini tanlashni muhim omillaridan biridir.

V-VI-VII sinf o'quvchilari nisbatan o'yinlar, noan'anaviy usullar, hamda kompyuter texnologyasidan foydalaniib, multimediyalar orqali o'quvchilarni darsлага jalb qilish asosiy maqsad qilib ilgari surilmoqda. Ayniqsa umumta'limga mактаб o'quvchilariga dars berish mobaynida kompyuter texnologyasidan foydalaniib dars o'tish yaxshi samara beradi. Ma'lumki o'rtanchi etapga V-VI - VII sinflar kiradi. Bu etap-ning muhim ob'ektiv faktorlari bo'lib, V-VI - VII sinflar chet tili o'qitishning maqsadi, vazifalari, til materialining xajmi hisoblanadi. Bular og'zaki nutqqa va o'quvchining iqtidorida o'quv protsessini tashkil etishni va o'z predmetini mustaqil izlash formalarini tanlashni muhim omillaridan biridir.

Darhaqiqat, o'quvchilarni zamonaviy texnik vositalardan, qolaversa, axborot kommunikatsiya texnologyalaridan foydalinish asosida o'qitish hozirgi kunning dolzarb, kun tartibiga qo'yilgan asosiy masalasiga aylandi. Axborotni kommunikatsiya texnologyalaridan foydalinish:

O'quvchini darsga, fanga bo'lgan qiziqishini, ixlosini yanada rivojlantradi;

O'rganilgan o'quv mavzu, kursi bo'yichabilimlarni mustahkamlash;

Muammolarni tahlil qilish va qarirlarni yakka tartibda va guruhli qabul qilish ko'nikmalarini egallaydi;

Ijodiy va o'rganish qobiliyatlarini, mantiqiy fikrlash, nutq va muhit sharoitlariga moslashish



qobilyatlarini rivojlantradi;

Mas'ullik, mustaqillik, kommunikativlik va empatiya, refleksning shakllanishi, o'quv ma'lumotlarini o'zlashtirish sifatini, o'z-o'zini tekshrishni, tekshrishni o'rganadi;

Mustaqil holda erkin fikrlash malakasini shakllantradi;

Ijodkorlik va tashabbuskorlik muhitini vujudga keltradi;

Nutqi rivojlanadi va eslab qolish qobilyati kuchayadi;

O'z-o'zini nazorat qilishni o'rganadi;

Qisqa vaqt ichida ko'p malumotga ega bo'ladi;

O'quvchini faollashtradi;

Fikrlar rang-barangligi, qarashlar xilma-xilligi yuzaga keladi;

O'z fikri va o'zgalar fikrini tahlil qilib, bir yechimga kelish malakasini hosil qiladi;

Olgan bilimlarni hayotga tatbiq etishga imkonyat yaratadi;

Bu usullar, ayniqsa, ta'lim tizimining barcha sohasida, xususan umumta'lim maktablarining V-, VI-va VII sinfda ta'lim olayotgan o'quvchilarga ingliz, nemis, fransuz, va o'zbek tili kabi fanlarni o'qitishda qo'l keladi. Kompyuter darslarining asosini unda berilgan materyallar (turli matnlar, topshriqlar, test savollari, multimedya vositalari) tashkil etadi.

Xulosa qilib aytganda, dars jarayonida o'quvchilarning kompyuterda ishlash yo kuzatish malakalari emas, eng asosiysi ularning tashabbuskorlik va ijodkorlik muhiti rivojlanadi, eslab qolish qobilyati kuchayib, yozma va og'zaki nutqni rivojlantrish masalalariga katta e'tibor qaratiladi.

Foydalilanigan adabiyotlar

1. Saidumar Saidaliyev "Chet til o'qitish metodikasidan ocherklar". Namangan- 2004.
2. Sattarov T. "Bo'lajak chet tili o'qituvchisining uslubiy omilkorligini shakllantrish texnologiyasi" Toshkent-2003.
3. Jalolov J.J Jaxon lingvodidaktikasining zamonaviy konseptual yangilanish bosqichi xususida xorijiy filologiya. Til Adabiyot Ta'lim (30) 2009
4. Jalolov J.J, S.T Mahkamova, Sh.S Ashurov "English language teaching methodology" Toshkent-2015 "Fan va texnologiya" nashriyoti.
5. Пресман Л.П Технические средства на уроках русского языка."произведение" 1976.



ТАМИЛ ТИЛИГА ОИД ЛУҒАТЛАР ХУСУСИДА

Камола Эргашева
ТошДШУ, Жанубий ва Жанубий-Шарқий
Осиё тиллари кафедраси ўқитувчиси

Аннотация: Мақолада юртимиз кутубхоналарида сақланаётган тамил тилига оид луғатларнинг ўзига хос жиҳатлари таҳлил қилинади. Илк тамилча – ўзбекча, ўзбекча – тамилча луғатни тайёрлашдаги эришувлар ёритилади.

Калит сузлар: Дравид тиллар оиласи, тамил тили, ўзбек тили, луғат, умумий луғат, махсус тематик луғат, адабий тил, оғзаки тил, санскрит, инглиз тили.

Юртимиз мустақилликка эришгандан сўнг миллий қадриятларимиз тикланиши билан, ҳукуматимиз хорижий тилларни ўрганишга кенг йўл очиб берди. Эндиликда юртимизда гарб тиллари билан бир қаторда, шарқ тилларини ҳам ўрганишга кенгроқ имкониятлар очилмоқда.

Жанубий Осиё тилларини, Ўзбекистонда ҳанузгача илмий муомалага кирмаган дравид тилларини ўрганиш ва мазкур тиллар бўйича илмий-тадқиқот ишлари олиб бориш, шунингдек шарқ тиллари бўйича луғатлар тайёрлаш мухим аҳамият касб этмоқда. Хусусан, тамил тилининг лингвистик ва экстралингвистик жиҳатларини ўрганиш ва тадбиқ қилишда асосий қўлланмалардан бири тамилча-ўзбекча, ўзбекча-тамилча луғатни нашр эттириш олдимиздаги энг долзарб масаладир.

Хинд, инглиз ва рус дравидшунос олимлари дравид тиллари оиласига мансуб тиллар, хусусан тамил тилига оид турли луғатлар тайёрлашни XVIII - XIX асрларда анча самарали олиб бордилар. Улардан биринчилардан тамилча-португалча луғатни тилга олиш мумкин. Бу луғат 1679 йилда хинд тилларидан биринчилардан бўлиб нашр қилинган. Ундан сўнг европалик олимлар томонидан бирин – кетин тамил тилига оид луғатлар тайёрланади, хусусан, 1742 йилда Бесчи тамил-лотин луғатини якунлайди. Тахминан 1744 йилда тамилча-французча луғат, 1786 йилга келиб тамилча – инглизча луғат нашр қилинади. XIX асрга келиб инглиз олимлари томонидан ўнлаб тамилча – инглизча ҳамда инглизча - тамилча луғатлар нашр қилинади¹. Жоҳан Филип Фабрикиус(Johann Philipp Fabricius) томонидан яратилган тамилча-инглизча луғат анча танилади. Тамилча – инглизча луғатлардан 1936-1939 йилларда нашр қилинган Tamil Lexicon 6 томли луғат ҳам анча машхур. Шу билан бирга рус олимларидан Андронов М.С., Рудин С.Г.лар томонидан яратилган луғатлар “русско – тамильский словарь ҳамда тамильско – русский словарь”лар анча танилган. Бундан ташқари тамил ва ҳинд тилларига оид кўп тилли луғатлар яратилган. Ҳозирги кунда эса, кундан кунга тамил тилига оид янги луғатлар нашр қилинмоқда.

Тамил тилининг луғат бойлиги ҳақида бироз тўхталадиган бўлсак, глобаллашув жараёнлари бошқа тиллар сингари тамил тилига ҳам ўз таъсирини ўтказмай қолмайди. Янги кашфиётлар, янги ғоялар янги сўзларни талаб қиласиди. Шундай вазиятларда ё тилдан ташқаридаги яъни от, сифат, феъл сўз туркумига оид сўзлар, ё эски сўзлар ўрнига янгиси кириб келади. Тамил тилида ҳам дин ва фалсафага тегишли сўзлар санскрит тилидан, масалан: “bagavadhi” – худо, “būdham” – рух, “kāraṇam” – сабаб, “paramparai” – анъана ва бошқалар; иқтисодий терминлар форс ва араб тилларидан, масалан: “taayar” – тайёр каби сўзлар, расмий терминлар масалан: “kirikket” – крикет, “kōvāvā” – гуава меваси, “rayilvañdi” – поезд каби сўзлар инглиз тилидан кириб келгани аён бўлади. Грамматик шакллардаги янгиликлар ҳозирги инглиз тиличалик уччалик кўп эмас, чунки тамил тили грамматикаси мил.ав учинчи ёки тўртингчى асрларда ёзилган ва тамилларда эскиликни маъқуллаш ҳоҳиши жуда кучли бўлганлиги сабабли, янги грамматик шаклларнинг кириб келишига қарши турга олган.

Буюк тамил грамматикаси муаллифларидан бири Толкаппиар ўзининг буюк тарихий асари Толкаппиамда луғат сўзи учун ‘uri-c-col’ сўзини қўллаган². Ҳозирда эса луғат сўзи учун “akaraati” сўзи ишлатилади.

Л.Б.Шербанинг таъкидлашича, ўқув луғатлари шундай асосий сўзларни жамлаши керак-

¹ www.google.com // A History of Tamil Dictionaries.

² V. Thillainayagam, Dictionaries in Tamil – Heritage of the Tamils Language and Grammar, Madras, 1980, -P.444



ки, у билан шуғуланган киши чет тилидаги матнни бемалол, тез ва мустақил тушуна олиши керак¹.

Лугатлар турли хилдаги маъноларни ўзида жамлайди. Кўп лугатлар қуйидаги турдаги сўзларни ўзида жамлайди²:

1. Ҳар куни ишлатиладиган оддий сўзлар масалан: китоб, ўқимоқ ва бошқалар.
2. Расмий ишларда қўлланиладиган адабий сўзлар, масалан: тарихий, адабиёт, қонуний ва бошқалар.
3. Техник сўзлар, масалан: ген, пропорция каби.
4. Асосан оғзаки нутқда ишлатиладиган сўзлар, инглиз тилидан мисол келтириладиган бўлса, масалан: ‘gab’ – маҳмадоналиқ қилмоқ, сафсатабозлик қилмоқ; ‘razz’ – масҳара қилмоқ каби.
5. Ёзма нутқда ишлатиладиган қадимиликни ифодалайдиган сўзлар, инглиз тилидан мисол келтирса, масалан: ‘awear’ – толиган(шеърий тилда), ‘avaunt’ – мақтамоқ, мақтансуночок.
6. Бугунги кунда ишлатилмайдиган лекин баъзи авторларнинг асарларида қўлланилган сўзлар, масалан: ‘plaister for plaster’(гипс маъносида).
7. Бошқа тиллардан кирган сўз ва иборалар, рус тилидан тамил тилига кирган сўзлар, масалан: ‘троика’ ва бошқалар.
8. Идиомалар (адабий маъносидан фарқ қиласидиган сўзлар гурухи), масалан: ‘split hairs’ – юқори даражадаги ҳодисаларни бир биридан ажратмоқ ‘and under the thumb of’ – кимгадир бўйсуниш, қарам бўлиш.
9. Қисқартмалар, масалан: ‘NBU’.
10. Муҳим атоқли номлар, масалан: Юпитер.

Бундан ташқари тематик сўзлар, қўшма сўзлар, терминологик сўзлар, ёрдамчи сўзлар, синоним ва антоним сўзлар ҳамда изоҳли лугатлар, шу билан бирга топишмоқ ва матаалларга оид лугатлар ажратилади ва бу лугатларда ўқув лугатида берилган сўзлар қайтарилмайди³. Бундан ташқари муштарак сўзлар лугати ва бошқаларни ажратиш мумкин.

Лугат тилдаги сўзларни қамраб олсада, лекин барча сўзларни қамраб оладиган лугат яратилган эмас.

Умумий лугатлар ва маҳсус тематик лугатлар ажратилади. Умумий лугатлар кунлик ахборотни бериш учун қўлланилса, бошқа томондан маҳсус лугатлар терминлар, маълум вазиятларда қўлланиладиган адабиётга, тиббиётга, техникага, лингвистикага ва бошқаларга тегишли сўзларни ўз ичига олади.

Юртимиз кутубхоналарида қўйидаги лугатлар сақланмоқда. Тамилча-ўзбекча, ўзбекча-тамилча кичик лугатга асос бўлган ушбу лугатларга қисқача изоҳ беришни маъкул кўрдик.

1. *Tamil Lexicon, I – VI, Madras, 1936-1939;*

Ушбу лугатнинг кириш қисмида берилишича, лугатни тайёрлаш жараёни 35 йилдан кўпроқ даврни ўз ичига олади. Лугат тайёрланишидан аввал бир неча бетлари тайёрланиб чет эллик олимларга тақриз учун юборилади. Олимлар томонидан лугатга катта талаблар қўйилади ва шу талабларга жавоб берадиган лугат тайёрланади. Унга қўйилган талабларга кўра, лугат изоҳли лугат сифатида тайёрланиши, динга, тиббиётга ва бошқа соҳаларга оид сўзларни ҳам ўзида жамлаши, уларга оид асарларни тушунишга кенг имконият яратиши ва адабий тамил тилида қўлланиладиган сўзларни инглизча сўз ва иборалар орқали аниқ тушунтира оладиган қомусий лугат тайёрланиш талаблари қўйилади ва шу талабларга мос қомусий лугат тайёрланади. Лугатда тамилча сўзларни тамил тилида берилган изоҳи ҳамда инглизча таржимаси, шу билан бирга тамил тилидаги сўзларни синонимлари ҳам шу тарзда берилган.

2. *Tamil-Hindi-English Dictionary, New Delhi, 1991;*

Бу лугатнинг бошқа лугатлардан фарқли жиҳати шундаки, у устун кўринишида тайёрланган. Биринчи устунда тамилча сўз, иккинчи устунда шу сўзларни ҳиндий ёзувидаги транскрипцияси, учинчи устунда қайси сўз туркумига кириши, тўртинчи устунда тамилчада изоҳ берилган, бешинчи устунда ҳиндий тилидаги маъноси ва синонимлари, ва ниҳоят олтинчи устунда инглиз тилидаги маъноси ва синонимлари берилган. Бу икки томли лугат

¹ М.Х. Тоҳтаходжаева, Двуязычное учебное словари и принципы их составления, Т., 1980, -С.77

² V. Thillainayagam, 1980, -P.444

³ М.Х. Тоҳтаходжаева, Двуязычное учебное словари и принципы их составления, Т., 1980, -С.78



бўлиб I том 539 бет ва тамил алифбосидаги “А” дан, “К”гача сўзлар терилган. Қолган сўзлар II томда жамланган.

3. *Tamil-Tamil-Ankilm (Dictionary of Contemporary Tamil-Tamil-English)*, Chennai, 2011;

Бу 1328 бетли луғат тамилшунос олимлар томонидан янги сўзларни ўзида жамлаган анча самарали луғат сифатида тавсия қилинади. Бу луғат изоҳли луғат ҳисобланиб, тамилча сўзнинг тамилча изоҳи ҳамда инглиз тилидаги таржимаси ҳам берилади. Тамилча сўзнинг маънолари ракамлар билан ажратилиб изоҳланади ва инглизча таржимаси ҳам берилади.

4. *TaRkaalat Tamil Maraputto Tar Akaraati (Tamil-Tamil-Ankilm) –Dictionary of Idioms and Phrases in Contemporary Tamil (Tamil-Tamil-English)*, Chennai, 2004;

Ушбу 404 бетли луғатда тамил тилига оид иборалар тамил тилида берилиб, унинг изоҳи ва инглиз тилидаги таржимаси берилади. Бу луғат тамил тилига хос хусусиятлар ифодаланган ибораларни матнда тўлиқ англашга имкон беради.

Бундан ташқари қуийдаги тамил тилига оид луғатларни ҳам намуна сифатида келтириш мумкин:

5. Андронов М.С., “Русско – тамильский словарь” М., 1965;

6. Андронов М.С., “Русско – тамильский словарь” М., 1989;

7. Winslow M., “A Comprehensive Tamil and English Dictionary” New Delhi-Madras, 1995;

8. “Tamizh – Tamizh – Rushya” (Tamil-Tamil-Russian), Chennai, 1986;

9. Е.И.Кедайтене, Р.Баскаран, В.И.Митрохина, Учебный русско-тамильский словарь, Москва, 1987;

10. *Tamil – English and English – Tamil online dictionary / google.com*

Юкоридаги луғатларга қўшимча сифатида тайёрланаётган тамилча-ўзбекча, ўзбекчата тамилча луғатни тайёрлашда ўзбек тилида ишлатиладиган баъзи сўзлар аслида тамил тилидан олингандилиги қизиқиши уйғотади: Ҳудудида сув ҳавзалари мавжуд бўлган дам олиш боғларида фойдаланиладиган сувни устида оёқ билан бошқариладиган спорт термини ҳисобланадиган қурилма яъни “катамаран” аслида тамил тилидан олинган сўз бўлиб, *kaTTumaram* – “*kaTTu*” – уламоқ, “*maram*” – дараҳт яъни “уланган дараҳт” маъносини англатади. Бу сўздан ташқари турли маданиятлар таъсирида ҳудудимизда фойдаланилаётган “карри” зиравори ҳам аслида тамилча сўз бўлиб, “қайла” маъносини англатади.

Бундан кўринадики, дравид тиллар оиласига мансуб тамил тилини ўрганиш ва тадбиқ қилишда юқорида изоҳ берилган тамил тилига оид луғатлар каби луғатлар тайёрлашда ўзбек хиндшунослари олдига қатор вазифалар қўйилади:

1. Тамилча – ўзбекча, ўзбекча – тамилча ўкув луғатини тайёрлаш;

2. Тамил тилига оид терминлар луғати тайёрлаш;

3. Тамилча – ўзбекча, ўзбекча – тамилча қомусий луғат ва қўлланмалар тайёрлаш муҳим вазифалардан бири ҳисобланади.



ПАНЖОБ ШОИРАСИ АМРИТА ПРИТАМ АСАРЛАРИ ЎЗБЕКИСТОНДА

Мамажонова Мехрихон Толибжон қизи
ТДШУ, "ЖЖШОТ" кафедраси
mehrikhonmamajonova@gmail.com
+998909081133

Аннотация: Мазкур мақолада бир қатор насрин ва назмий асарлар муаллифи Амрита Притам ижодининг ўзбек шарқшунослигига қай даражада ўрганилганлиги ва унинг назмий асарлари таржимаси ва нашрлари хусусида атрофлича фикрлар келтирилган ҳамда илмий хуносалар берилган. Унинг яна бир аҳамияти шундаки, шоира ижодига оид йиллар давомида амалга оширилиб келинаётган ишлар босқичма-босқич берилган ва бу А.Притам ижодининг ёритилмаган томонларини яққол кўриш имконини беради.

Калит сўзлар: наср ва назм, шеърий тўплам, аёл қалби, бўлинишнинг фожеавий натижаси, ижодий мерос

Ўзбек китобхонлари XX асрнинг 30-90 йилларида ижод қилган Панжоб шоираси ва ёзувчи Амрита Притам ижоди билан илк бор 1958 йилда "Ўзбекистон хотин-қизлари" журналида чоп этилган "Бхангра (панжобликлар рақси)", "Ойдин тун" шеърлари орқали танишадилар. Шеърларни ўзбек тилига Зулфия таржима қилган эди.

Ёрқин олтин умидим тонги

Ором тўла баҳтиёр туним

Овозимодир ўлкам жаарангি

Тинглар уни тупроғим, элим –

Байрам каби бу кун ойдин тун...

(«Ойдин тун» шеъридан парча, Зулфия таржимаси)

1961 йилда эса унга бағишлиланган С.Фаниева томонидан "Қалб куйчиси" ва Зулфиянинг "Хуш келибсиз, азиз дўстим Амрита Притам" номли мақолалари босилиб чиқди. Айни мана шу йил "Шарқ юлдузи" журнали саҳифаларида "Бир савол" (романдан парча) ва бошқа бир қатор асарлари, 1962 йили чиққан "Юрий Гагарин" ва "Ей тўқувчи аёл" каби шеърлари ҳам ўзбек китобхонларига арзигулиқ совға бўлди. Шеърлари билан бир қаторда бир неча ҳикоялари ҳам ўзбек тилига таржима қилинди. Мисол учун "Бир савол", "Амарки" ва бошқалар.

Биз юқорида санаб ўтган таржималар асосан учинчи тил, рус тили орқали амалга оширилган бўлса, 70-йиллардан бошлаб, бевосита таржималар қилина бошланди.

Ўзбек ҳиндшуноси Ходжаева Тамара Алиевна томонидан шоиранинг шеърияти, айниқса, ўрганилмаган насрчилликни таҳлил қилиниб, ўзбек ва рус тилларида бир нечта мақола ва китоблар чоп этилди. *Масалан:*

1. К вопросу об общественно-политических взглядах А.Притам. Тезисы. ИВАН М. 1971 г.
2. Поэтический голос Пенджаба. Звезда востока. 1972. №4
3. Идейно-эстетические взгляды А.Притам. Востоковедение. Т.: ТашГУ, 1972. №430
4. Тема Советской страны в творчестве А.Притам. Востоковедение. Т.: ТашГУ, 1973. №456
5. А.Притам о назначении художника слова. Востоковедение. Т.: ТашГУ, 1977. №540
6. "Дўстлик ришталари" (Панжоб ва Ўзбекистон). "Ўзбекистон маданияти". 1978 йил, 28 февраль.
7. Женский образ в ранних романах А.Притам. Востоковедение. Т.: ТашГУ, 1981. №589
8. Проблематика сборника рассказов А.Притам "Мои любимые рассказы". Востоковедение. Т.: ТашГУ, 1984. №720
9. Проблема молодежи в романах А.Притам. Востоковедение. Т.: ТашГУ, 1986
10. Панжоб адабиётида янги мотивлар. Улуғ Октабр ва хорижий шарқ адабиёти. Т.: "Фан", 1987
11. Проза А.Притам (монография). Издательство Пенджабской Академии. Д., 1991 (на яз. панҷаби)
12. Проза Амриты Притам конца XX начала XXI века. (на русском, узбекском, английском языках). Сб. Жанубий Осиё тиллари кафедраси тезислар тўплами. Т., 2009
13. Ҳиндистон ва Ўзбекистон адабий алоқалари тарихидан. Монография. Т.: ТошДШИ,



2011

14. Ўзбек-ҳинд маданий-адабий алоқалари тарихидан. Монография. Т.: ТошДШИ, 2012
15. Панжоб адабиёти. Монография. Т.: ТошДШИ, 2014

1971 йил Тошкентда А.Притамнинг "Қора атиргул" (1966) ва "Турмуш" (1967) тўпламидаги асарлари ва шоиранинг ўз ватанига бўлган муҳаббатини тараннум этган шеърларини ўзида жамлаган шеърий тўплами (рус тилида) нашрдан чиқди. Ушбу тўплам қўйидаги уч бўлимдан иборат:

1. Буғдой ҳақида қўшиқ
2. Қора атиргул
3. Турмуш

"Буғдой ҳақида қўшиқ" бўлимига киритилган шеърлар орасида 1947 йилда содир бўлган мамлакатнинг икки қисмга бўлиниши мавзусига бағишлиланган "Буғдой ҳақида қўшиқ" шеъри айниқса бўлинишнинг фожеавий натижаларини ҳис этиш имкониятини беради.

"Қора атиргул" номли бўлимидаги шеърларида эса А.Притам ўз "мен"и орқали қўп минг сонли ҳинд аёллари фикрини кўрсатади: севгини ҳам аёл кўнгли билан, очиқлик билан ўзига хос тасвирлайди.

Учинчи қисм "Турмуш" бўлимига кирган шеърларига адабиётшунос Т.А.Ходжаева қўйидагича таъриф беради: "... шеърлари гўё ҳайқириб оқаётган дарёни эслатади, ҳеч қачон тўхташ нималигини билмаган ва турлича ранг, турлича овоз ва турлича оҳанг касб этиб турди. Маънавий қадриятлар емирилиб бораётган ҳозирги замонда ўз шахсияти, ўз руҳини сингдирмай, бутун сақлаб қолишнинг ўзи бир мўжиза бўлса, ушбу шеърларни вужудга келтирган ана ўша мўжизадир". [2, 78]

Сўнгги йилларда А.Притам насрчилигига бағишлиланган "Амрита Притам ҳатлари" ва шеъриятига бағишлиланган "Амрита Притамнинг лирик образ яратиш маҳорати" номли магистрлик диссертациялари муваффакиятли ҳимоя қилинди. Айниқса бутун дунёни ларзага солган ва кўплаб тилларга таржима қилинган "Ворис Шоҳ" шеърининг ўзбек тилига таржимаси Амрита Притам ижоди шайдоларига чинакам совға бўлди.

"ВОРИС ШОҲ"

Ворис шоҳ тингла дардим – қабрингдан сўзла!

Ишқ китобин соз варогин очмоқни кўзла

Панжобнинг муnis қизи аламла йиғлар,

Сен унинг дард достонин ёзмоқни ўйла

Бугун миллионлаб қизлар фарёдла йиғлар

Ворис шоҳ! Сенга улар нола айларлар –

Эй дўсти эзилганлар, кўр Панжобнинг ҳолатин

Супаларни ўликлар жасадила тўлдираплар,

Чинобку тўлиб бўлди қон билан аллақачон

Кимdir беш дарёни қонла тўлдирап ҳамон,

Айни манашу сувла сугорилмоқда ерлар!

Энди қаерда шеърдан тароналар эшиштарлар

Унинг кўйчилари аллақаерга йўқолди бедод

Ранжсҳу акалари най чалишини унутди ҳайҳот!

Ворис шоҳ тингла дардим – қабрингдан сўзла,

Ишқ китобин соз варогин очмоқни кўзла...!

(«Ворис шоҳ» шеъри, М.Мамажонова таржимаси)

Шеъриятнинг ўчмас ғоялари ўзининг юксак ифодасини топган теран мазмунли етук на-
муналари яшашда давом етар екан, улар томонидан яратилган гўзал шеърий мисралар ҳам
ҳеч қачон унutilмайди ва изланишлар давом етаверади. Шу нуқтаи назардан қаралганда
гарчанд Амрита Притам ижоди бўйича кўплаб илмий изланишлар олиб борилган бўлсада,
унинг уммон ижодий меросини ўрганиш ҳамон шарқшунослар учун долзарблигича
қолаверади.

Фойдаланилган адабиётлар рўйхати

1. Ҳинdistон ва Ўзбекистон адабий алоқалари тарихидан. Монография. Т.: ТошДШИ, 2011
2. Ўзбек-ҳинд маданий-адабий алоқалари тарихидан. Монография. Т.: ТошДШИ, 2012
3. Панжоб адабиёти. Монография. Т.: ТошДШИ, 2014

**"ЎЗБЕКИСТОНДА ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАР"
МАВЗУСИДАГИ РЕСПУБЛИКА 29-КЎП ТАРМОҚЛИ
ИЛМИЙ МАСОФАВИЙ ОНЛАЙН КОНФЕРЕНЦИЯ
МАТЕРИАЛЛАРИ**

(7-қисм)

**Масъул мухаррир: Файзиев Шохруд Фармонович
Мусаҳҳиҳ: Файзиев Фарруҳ Фармонович
Саҳифаловчи: Шахрам Файзиев**

Эълон қилиш муддати: 30.06.2021

Контакт редакций научных журналов. tadqiqot.uz
ООО Tadqiqot, город Ташкент,
улица Амира Темура пр.1, дом-2.
Web: <http://www.tadqiqot.uz/>; Email: info@tadqiqot.uz
Тел: (+998-94) 404-0000

Editorial staff of the journals of tadqiqot.uz
Tadqiqot LLC The city of Tashkent,
Amir Temur Street pr.1, House 2.
Web: <http://www.tadqiqot.uz/>; Email: info@tadqiqot.uz
Phone: (+998-94) 404-0000