Tadqiqot uz

ЎЗБЕКИСТОН ОЛИМЛАРИ ВА ЁШЛАРИНИНГ ИННОВАЦИОН ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАРИ

2021

МАВЗУСИДАГИ КОНФЕРЕНЦИЯ МАТЕРИАЛЛАРИ

» Ҳуқуқий тадқиқотлар
» Фалсафа ва ҳаёт соҳасидаги қарашлар
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» Геология-минерология соҳасидаги инновациялар

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"ЎЗБЕКИСТОН ОЛИМЛАРИ ВА ЁШЛАРИНИНГ ИННОВАЦИОН ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАРИ"
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«ИННОВАЦИОННЫЕ НАУЧНО-ПРАКТИЧЕСКИЕ ИССЛЕДОВАНИЯ УЧЕНЫХ И МОЛОДЕЖИ УЗБЕКИСТАНА»
ЧАСТЬ-7

«INNOVATIVE SCIENTIFIC AND PRACTICAL RESEARCH OF SCIENTISTS AND YOUTH OF UZBEKISTAN»
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"Ўзбекистон олимлари ва ёшларининг инновацион илмий-амалий тадқиқотлари" [Тошкент; 2021]

"Ўзбекистон олимлари ва ёшларининг инновацион илмий-амалий тадқиқотлари" мавзусидаги республика 34-кўп тармоқли илмий масофавий онлайн конференция материаллари тўплами, 30 ноябрь 2021 йил. - Тошкент: «Tadqiqot», 2021. - 161 б.

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

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

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STRATEGIES OF WORKING WITH EXERCISES IN WRITING

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Annotation: this article discusses strategies of working with exercises in writing. To choose an appropriate exercise in teaching writing and knowing how to write or to do it are very significant.
Keywords: writing skills, descriptive writing, writing technique, persuasive, essay.

Writing is one of the most difficult types of language skills. As we know, there are many types of writing such as descriptive writing, persuasive writing, informative writing, narrative writing, and creative or fiction writing. Many students are familiar with the basic writing assignments such as book reports, social studies reports, short stories, and essays on topics such as: "What I did on my summer vacation". However, these writing assignments should be thought of as applications of basic writing modes [1.19]. For instance, a book report is usually a type of descriptive writing, and an essay on dinosaurs might include both informative and perhaps persuasive writing. Here we highlight the four steps of the writing process, they are: prewriting, writing, revising, and proofreading.

Prewriting – Whatever type of writing a student is attempting, the prewriting stage can be the most important. This is when students gather their information, and begin to organize it into a cohesive unit. This process can include reading, taking notes, brainstorming, and categorizing information. Prewriting is the most creative step and most students develop a preferred way to organize their thoughts. Stream of consciousness writing, graphic organizers, outlines, or note cards are popular techniques. Often this stage is best taught by a parent modeling the different methods, perhaps a different one each week until the student finds which one works best for him.

Writing -The actual writing stage is essentially just an extension of the prewriting process. The student transfers the information they have gathered and organized into a traditional format. This may take the shape of a simple paragraph, a one-page essay, or a multi-page report. Up until this stage, they may not be exactly certain which direction their ideas will go, but this stage allows them to settle on the course the paper will take. Teaching about writing can sometimes be as simple as evaluation good literature together, and exploring what makes the piece enjoyable or effective. It also involves helping a student choose topics for writing based on their personal interests. Modeling the writing process in front of your child also helps them see that even adults struggle for words and have to work at putting ideas together.

Revising or editing is usually the least favorite stage of the writing process, especially for beginning writers. Analyzing one's own writing can easily create tension and frustration. However, as you support your young writers, remind them that even the most celebrated authors spend the majority of their time on this stage of the writing process. Revising can include adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make their writing more accurately represent their ideas. It is often not a one-time event, but a continual process as the paper progresses. When teaching revision, be sure to allow your child time to voice aloud the problems they see in their writing. This may be very difficult for some children, especially sensitive ones, so allow them to start with something small, such as replacing some passive verbs in their paper with more active ones.

Proofreading – This is a chance for the writer to scan his or her paper for mistakes in grammar,

punctuation, and spelling. Although it can be tempting for parents to perform this stage of the writing process for the child, it is important that they gain proofreading skills for themselves as this improves a student's writing over time. Moreover, because children want their writing to be effective, this can actually be the most opportune to teach some of the standard rules of grammar and punctuation. When students learn the rules of mechanics during the writing process, they are much more likely to remember to use them in the future.

The exercises in teaching writing are divided into: reproductive and productive. Learning graphics involves mastering two skills: the correct image of the letters and the correct combination of them in the word (calligraphy). Learning spelling due to lack of time is not, as a rule, an independent course in the study of a foreign language. The mastering of spelling largely occurs involuntarily, due to the complex presentation of the material. There is another classification of exercises for teaching writing: preparatory and speech; speech are divided into conditional speech exercises and genuine speech exercises [5.49].

Speaking about learning to write, we mean writing technique that takes shape:

1) from mastering graphics, calligraphy. Examples of exercises: write a letter several times, and both capital and pro-letter, arrange the letters in alphabetical order and write them down;

2) mastering spelling: find the sound and the corresponding letter combination, write down and read them; select from the list of words that are not read by the rule, insert the missing letters, write down the text.

A distinctive feature of speech exercises is the focus of attention on the content of a written statement. As written exercises there are used presentation. Depending on the degree of modification of the text, the presentation is divided into three types: expanded, compressed and free. Deployed, or close to the text, the presentation is one of the effective means of developing writing, although, compared with other types of presentation, it is less creative. Compressed presentation is associated with the ability to highlight the main point in the text and exclude the minor, which requires simultaneous concentration of attention on the content of the text (original) and its form [3.117].

Cutting the text, the student works creatively. This type of presentation may include elements of critical analysis or personal evaluation, comparison or comparison of individual facts, expansion or addition content, etc. For a detailed, or close to the text, presentation preferred samples narrative or descriptive. Free presentation is connected not only with the transformation of the language side of the text, but also with a certain modification of the content. The most common form in teaching writing and writing speech at school is writing. Formation of the ability to compose different types of messages involves knowing the ways of expressing thoughts (description, narration, reasoning) and the ability to combine them depending on the target orientation of the written message and its type [2.9]. The writing belongs to the most difficult type of written work, since it involves the independent selection of facts or events related to the expression of others' and one's own thoughts in writing. To do this, you must have the ability to freely operate on the letter of significant volume language material. Descriptive writing is a text in which the subject, landscape, furnishings. are verbally characterized. Descriptive writing requires more words than writing an oral narrative, since the description focuses on the characteristics and properties of the described object or phenomenon.

A writing-narrative is a development of an action or event in time. Narration is considered to be a simpler way of presenting thoughts as compared with description and reasoning, primarily because the sequence of narration in a narrative text usually corresponds to the actual course of events; here the author's point of view does not stand out, there is no analysis of the facts [4.39]. In the narration, it is necessary to catch the causal-temporal sequence in the unfolding of events and show the sequence in the change of actions, which is most often associated with the correct use of time. The peculiarities of the narrative as a story about an event include its composition, which may have the following options:

1) the beginning of the event, the development of the event, the end;

2) the introduction, the start, the nodal moment, the denouement, the conclusion.

In conclusion teacher should expose a variety of writing strategies that are suitable for working with exercises. The most important step in helping students is to teach them how to use different writing strategies, which would lead to success.

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HINDIY, O'ZBEK VA RUS TILLARIDAGI MAQOLLARNING MA'NODOSHLIK XUSUSIYATLARI

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Annotatsiya: Bugungi globallashuv jarayoni siyosiy, iqtisodiy,ijtimoiy hayotga ta'sir ko'rsatish bilan bir qatorda xalqlarning madaniy aloqalar almashinuvini ham jadallashtirib yubordi. Bu vaziyat chet tillarini yanada chuqur o'rganishni talab qilayapdi. Ushbu maqolada har bir tilning boyligi hisoblanmish maqollar o'rganilgan. Hindiy, o'zbek va rus tillaridagi maqollarning ma'nodoshlik xususiyatlari va o'ziga xosliklari ochib berilgan.

Kalit so'zlar: maqol, matal, bir-biriga o'xshash maqollar, bir-biriga mos maqollar, ekvivalent, obraz, sinekdoxa, poetic shakl, etnik xususiyat, leksik farq.

Xalq og'zaki ijodini maqol, matal va iboralarsiz tasavvur qilib bo'lmaydi.Ular nutqqa go'zallik, mazmuniy serjilolik beradi. Shuningdek, tilning boyligi ham ularda ko'rinadi. Maqol, matal, iboralar kishilar aqlini o'tkirlashtiradi, nutqini ravshan, ta'sirchan qiladi, hayotda to'g'ri yo'lni tanlay bilishga, jumboqlarni yechishga o'rgatadi, maslahat beradi. "Maqol- xalq og'zaki ijodi janri: qisqa va lo'nda, obrazli, grammatik va mantiqiy tugal ma'noli, chuqur mazmunli hikmatli ibora. Muayyan ritmik shaklga ega. Maqollarda avlod-ajdodlarning hayotiy tajribalari , jamiyatga munosabati, tarixi, ruhiy holati, etik va estetik tuyg'ulari, ijobiy fazilatlari mujassamlangan. Asrlar mobaynida xalq orasida sayqallanib, ixcham va sodda poetik shaklga kelgan[1]."

"Til, falsafa va badiiy ijodning o'ziga xos hodisasi sifatida yuzaga kelgan xalq maqollari folklorning ixcham shakli , ammo teran mazmunga ega bo'lgan bir shaklidir. Har biri tilimiz ko'rkini , nutqimiz nafosatini, aql- farosat va tafakkurimiz mantig'ini hayratomuz bir qudrat bilan namoyish etgan va eta oladigan bunday badiiyat qatralari xalqimizning ko'p asrlik hayotiy tajribalari va maishiy turmush tarzining bamisoli bir oynasidir. Bu badiiy oynada uning hayotga , tabiatga , inson, oila va jamiyatga munosabati, ijtimoiy- siyosiy , ma'naviy - ma'rifiy, axloqiy - estetik va falsafiy qarashlari, qisqasi, o'zi va o'zligi to'la namoyon bo'lgandir[2]." Maqollarning juda keng tarqalish sababi ham shundadir. Asrlar davomida maqollar o'zaro nutqiy munosabat va jonli so'zlashuvda, badiiy, tarixiy va ilmiy asarlarda, publististik adabiyotlarda doimiy ravishda qo'llanilib kelgan. Davrlar aro tilda mavjud maqollarning ma'no doirasi kengayib yoki torayib, hatto yangilari yaratilib turgan. Ba'zilari unutilib ketgan.

Bizning ushbu maqolamiz «Hindiy, o'zbek, rus tillarida maqollarning ma'nodoshligi» haqida.

Dunyoning turli tillarida mazmun jihatdan bir-biriga o'xshash maqollar uchraydi. Faqat ularda xalqning milliyligi, urf-odatlari, etnik xususiyatlaridan kelib chiqqan holda turli obrazlardan foydalanib kelingan. Bunday maqollarni mazmun jihatdan 1) bir-biriga mos, 2) bir-biriga o'xshash, 3) ma'lum bir millatgagina xos bo'lgan maqollarga ajratish mumkin. Quyida biz hindiy, o'zbek va rus tillaridagi ayrim maqollarni shu uch mazmun xususiyatlari yuzasidan ko'rib chiqamiz.

Hindiy, o'zbek, rus tillari maqollarining ma'nodoshligini o'rganganimizda ular orasida uchchala tilda ham mos tushadigan maqollar kamchilikni tashkil qildi. Ushbu maqollar uchchala tilda ham ma'no va mazmun jihatdan bir-biriga mos tushadi:

Hindiy : जैसा बोवैगा वैसा काटेगा *(jeysa bo'vegaa, veysa kaategaa)*
O'zbek: Nima eksang, shuni o'rasan
Rus: Что посеешь, то и пожнешь.

Hindiy :   कमबख़्ती जब आवै ऊँट चढ़े तो कुत्ता काट[3] (kambaxti jab aave uunt charhe to kuttaa kaate)
O'zbek: Kambag'alni tuyani ustida ham it qopadi.
Rus: Бедняка и на верблюде собака кусает

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[1] O'zbekiston Milliy Ensiklopediyasi. 5-jild.Toshkent .2013-530b

[2] T. Mirzayev, A. Musaqulov, B. Sarimsoqov. O'zbek xalq maqollari. –T.:"Sharq",2005-B1

[3] Хинди-русский словарь. Составитель В.М.Бескровный.-М.,1953.-1819 стр

Bu maqollar mazmun jihatdan bir – biriga mos tushadi, lekin ularda grammatik tuzilishi jihatdan farq ko'zga tashlanadi. Ammo bu farq maqolning mazmunini to'g'ri ifodalashga to'sqinlik qilmaydi. Yana bir maqol:

Hindiy: अंधा क्या चाहे (माँगे) दो आँखें (Andhaa kyaa chaahe do aanken**)**

O'zbek: *Ko'rning tilagi - ikki ko'zi.*

Rus : *Единственное желание слепца – иметь глаза.*

Maqol orqali « Har kim o'zida yo'q narsaga yetishish orzusida bo'ladi» deyilmoqchi. Ushbu maqolda uchala tilda ham aytilmoqchi bo'lingan ma'noni ifodalash uchun bir xil obrazlardan ya'ni : **ko'z** (*hindiy—aankh, rus-глаза*) *va* **ko'r** *(hindiy – andhaa, rus – слепца) so'zlaridan foydalanilgan.*

Hindiy : उतने पाँव पसारिये जितनी चादर होवे (Utne paanv pasariye jitnii chaadr hove)

O'zbek : *Ko'rpangga qarab oyoq uzat.*

Rus: *по одёжке протягивай ножки.*

Hindiy: आँख से दूर सो दिल से दूर. *(Aankh se duur so dil se duur)*

O'zbek: Ko'zdan yiroq ko'ngildan yiroq.

Rus: С глаз долой – из сердца вонь.

Turli tillardagi maqollarni ma'no xususiyatiga ko'ra solishtirganda bir-biriga o'xshash maqollarda ma'lum bir leksik farqlar bo'ladi. Ammo bu farq umumiy ma'noga ta'sir qilmaydi. Shuning uchun ham ular o'xshash deyiladi. Tadqiqotimizda bir – biriga o'xshash maqollar bir-biriga mos maqollarga nisbatan amaliy jihatdan ko'p uchradi. Jumladan ayrimlarini misol qilib keltirsak:

Hindiy: रुपया पैसा हाथ पैर का मैल है. (Ruupyaa peysaa haath peyr kaa meel he)

O'zbek : *Pul- qo'lning kiri, yuvsa ketar*

Rus: Деньги приходят и уходят, деньги что вода

Bu yerda hindiy va o'zbek tillaridagi maqollar mazmun jihatdan mos, ammo leksik jihatdan rus tilidagi maqoldan birmuncha farq qiladi. Hindiy va o'zbek maqolida pulning vaqtinchaliligi «हाथ पैर का मैल है» ya'ni « qo'lning kiri» orqali, rus tilida esa «приходят и уходят» « keladi va ketadi» bilan ifodalangan. Ammo bu tafovut umumiy ma'noga katta ta'sir o'tkazmagan.

Hindiy: पाँचों उँगलियाँ एक सी नहीं (Paanchon ungliyaan ek si nahi)

O'zbek : *Besh qo'l barobar emas*

Rus: Пять пальцев не равны

Ushbu maqolda esa, hindiy tilida *«उँगलियाँ»*, rus tilida *«пальцев»* - *barmoqlar* obrazidan, o'zbek tilida esa *«qo'l»* obrazidan foydalanilgan. Biroq o'zbek tilidagi maqolda aynan barmoqlar nazarda tutilgan. Bu yerda o'zbek tiligagina xos bo'lgan o'xshatish sinekdoxani ko'rishimiz mumkin.

Hindiy: आँख कान में चार अंगुल का फ़क़ (Aankh kaan me chaar angul kaa farq)[1]

O'zbek : *Yuz marta eshitgandan bir marta ko'rgan afzal.*

Rus: *Лучше один раз увидеть, чем сто раз услышать.*

Hindiy: हाहा खाते को कोई नहीं मारता *(Haahaa khaate ko koii nahi maarta)*

O'zbek : *Egilgan boshni qilich kesmas.*

Rus: *Лежачего не бьют.*

Hindiy: गऊ के मुँह में दुध है. **(**Guu ke munh me dudh he)

O'zbek: Sigirning suti og'zida

Rus: Корову хорошо накормил-много молоко получишь.

Maqol rus tilidan farqli ravishda hindiy va o'zbek tillarida leksik jihatdan juda mos tushgan, ammo ularning ma'nosini tushunish birmuncha qiyin. Rus tilida esa mazmun juda aniq yoritilgan. Ya'ni « Sigirni yaxshi boqsang, ko'p sut beradi» deyilmoqchi.

Ma'lum bir millatgagina xos bo'lgan maqollarda o'sha millatning o'ziga xos ruhi sezilib turadi. Ilmiy izlanishlarimizda bunday maqollarni ham o'rganishga harakat qildik. Masalan :

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[1] Хинди-русский словарь. Составитель В.М.Бескровный.-М.,1953.-1819 стр

Hindiy: पाँव में जूती न सिर पर टोपी (Paanv me juutii na sir par topii)
O'zbek : Qoqqanda qozig'i, osganda xurmasi yo'q.
Rus: Гол как сокол
Hindiy: कोयले की दलाली में हाथ काले (koyle kii dalaalii me haath kaale)
O'zbek :   Qozonga yaqin yursang qorasi yuqadi
Rus: с кем поведёшся, от того и наберёшся.

Hindiy: मुँह का मीठा पेट का खोटा (munh kaa miithaa pet kaa khodaa)
O'zbek :   Usti yaltiroq, ichi qaltiroq
Rus: на устах мёд, а в сердце лёд.

Xulosa o'rnida shuni aytish mumkinki, maqollar- xalqimizning ko'p asrlik hayotiy tajribalari va maishiy turmush tarzining bamisoli bir oynasidir. Ularda har bir xalqning o'ziga xos jihatlari, turmush tarzi, maishiy , ijtimoiy, iqtisodiy hayoti, xalqning o'y-fikrlari aks etadi. Qaysi bir xalqda yoki tilda bo'lmasin maqollarning nutqqa go'zallik, mazmuniy serjilolik berishda, gapning butun bir mazmunini qisqa tarzda ifodalab berishdagi o'rni beqiyosdir. Maqollarning ba'zan oddiy ma'noda ba'zan maqsadli ma'noda qo'llanishi kabi o'ziga xos xususiyatlari bor . Shu sababli dunyoning turli tillarida mazmun jihatdan bir-biriga o'xshash maqollar uchraydi. Faqat ularda xalqning milliyligi, urf-odatlari, etnik xususiyatlaridan kelib chiqqan holda turli obrazlardan foydalanilgan. Tadqiqotimizda hindiy, o'zbek va rus tillaridagi maqollarni o'rganganimizda ular orasida bir – biriga uchala tilda ham mos maqollar kamchilikni tashkil qildi. Bir – biriga o'xshash maqollarda esa ayrim leksik farqlarni kuzatdik. Uchchala tilda ham faqat o'zigagina xos bo'lgan xususiyatli maqollarda turli obrazlar, turli ma'nolarni ko'rishimiz mumkin. Bu natijalardan kelib chiqadiki, turli tillarda maqollar ma'nodoshlik xususiyatiga ega bo'lsada, ularda ma'lum millatgagina xos bo'lgan milliy ruh sezilib turadi.

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"YUSUF VA ZULAYHO"DOSTONINING ILDIZLARI

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Annotatsiya: Ushbu maqolada buyuk mutafakkir yozuvchi Durbekning falsafiy , axloqiy, ta'limiy qarashlari jamlangan "Yusuf va Zulayho"asari tadqiq qilingan.

Kalit so'zlar: Axloq, komil inson **,** g'oya, fojia, odob, hikmat, sabr, qanoat

Durbek "Yusuf va Zulayho"dostonini 1409-yilda yozgan. Doston asosini Sharqda mashhur Yusuf va Zulayho haqidagi rivoyat tashkil etadi. Durbek o'zi yashagan davr manzaralarini doston ruhiga singdirib yuborgan. Asl manbayi ilohiy kitoblar: Tavrot, Injil va Qur'oni karimdir.

Asarda Balx shahrining qamal qilinishi, shahar xalqining boshiga tushgan fojialar yuksak mahorat bilan tasvirlangan. Dostondagi qahramonlar faoliyati Markaziy Osiyo shahar va qishloqlariga xos tabiat manzaralari, turmush hodisalari, xalq urf-odatlari tasviri orqali aks ettirilgan. Shoir bosh qahramon Yusufning oliyjanob, ochiqko'ngil, zakovatli, mehribon, dono va rostgo'y kabi xislatlarini asarda chiroyli tarzda ochib beradi. Yusufning insoniy fazilatlari uning zehni va zakovati odamlarga, o'z eliga muhabbatida yaqqol ko'zga tashlanadi. U behuda qon to'kmasdan, aql-idrok bilan mamlakatni boshqaruvchi odil shoh darajasiga ko'tariladi.

Durbek xotin-qizlar latofati va zakovatini yangi jihatlar bilan boyitgan Zulayo timsolida sadoqatli sevgi sohibasi obrazini yarata olagan. Asarda Zulayho Mag'rib podshohining qizi deb ta'riflangan. Zulayho Yusufni dastlab tushida ko'rib, oshig'-u beqaror bo'lib qoladi. Shu tushining o'zida Yusufni sevib qoladi. Bu voqealar boshqa sharq kitoblarida , shu jumladan , Qur'oni karimda boshqacha tarzda bayon etilgan. Ya'ni Zulayho Mag'rib podshohining qizi emas, balki Yusufni sotib olgan Qitfiyrning xotini bo'ladi va Yusufni birinchi marotaba Qitfiyrning xizmatiga qul qilib olingandagina ko'radi.

Tavrotning birinchi kitobi Ibtidosida esa Yusufning hasadgo'y akalari tomonidan savdogarlarga qul qilib sotilishi, oqibatda Yusuf Misr fir'avinining amaldorlaridan Potifarning xonadoniga kelib qolishi hikoya qilinadi. Potifarning xotini deyiladi. Zulayho nomi esa keltirilmagan.Yusufni sevib qoladi va unga dil izhorini qiladi. Xojasiga sadoqatli Yusuf (Zulayho) ishqini rad etadi.

Qur'oni karimda qissalarning eng go'zali deb atalgan "Yusuf" qissasi juda qadimiy sujetlardan biri bo'lib, u dastlab Muso alayhissalomga nozil qilingan, Tavrotning birinchi kitobiga, keyin Iso alyhissalomning ta'limotini o'z ichiga olgan Injilga kiritilgan.

Qur'oni karimda Yusufni akalari tomonidan sotib yuborishmaydi. Bu voqeani biz Rabg'uziyning "Qissasi Rabg'uziy" asarida uchratishimiz mumkin. "Qissasi Rabg'uziy"da Yusufning akalari Yusufni quduqqa tashlashgan kundan uch kun o'tib , shu quduqning oldiga qaytib kelishadi. Akalarining maqsadi Yusufni quduqdan olib chiqib , otasining oldiga olib borish edi. Lekin kelishganida Yusufni boshqa savdogarlar tomonidan topib olinganligini ko'rishadi va Yusufni arzon narxga sotib yuborishadi. Qur'oni karimda esa Yusuf quduqqa tashlangan chelakka osilib chiqadi va savdogarlar uni sotiladigan narsalari qatori yashirib qo'yadilar va Misr bozorida g'oyat arzon bahoda bir necha tangaga sotib yuboradilar.

Shuni aytish kerakki, Yusuf haqidagi deyarli hamma badiiy asarlarda Yusufning akalari tomonidan g'oyat arzon narxda sotib yuborilganligi aytilgan va chiroyli izohlangan.Yusuf bir vaqt oynaga qarab yoki quduqdagi suvda o'z aksini ko'rib o'z jamoliga oshiqcha baho beradi. Bu Xudoga ma'qul bo'lmaydi va shuning uchun u dastlab arzimas narxda sotiladi.Yusuf maqtanchoqligi esiga tushib Allohdan mag'firat so'raydi. Keyin misr bozorida Parvardigor o'z siddiq , bandasi va payg'ambarining haqiqiy narxini belgilaydi.Uni hech kim sotib ololmaydi. Misr hokimining ham xazinasi yetmaydi. Yusuf xaridorini xijolatdan chiqarib o'z ixtiyori bilan qullikni bo'yniga oladi.

Ushbu sujet asosida asarlar yaratish XX asrda ham davom etdi. Xususan, Hamza Hakimzoda Niyoziyning "Qiroat" kitobida bu qissani sodda til bilan qisqacha hikoya qilingan . Nozim Hikmat "Go'zal Yusuf" pyesasi , Ramz Bobojon "Yusuf va Zulayho" musiqali dramasini yaratdi. Jomiyning "Yusuf va Zulayho" asari XIX asrda Ogahiy tomonidan o'zbek tiliga tarjima qilindi.

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O`SMIRLAR NUTQINING GENDER VA NEOBIXEVIORLINGVISTIK XUSUSIYATLARI

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Annotatsiya. XX asr Yevropa psixologiyasidan farqli o‘laroq, Amerika psixologiyasi – bixeviorizm- o‘zining aniq pragmatik yo‘nalishini insonni o‘rganib, uning psixofiziologik imkoniyatlaridan maksimal foydalanishga qaratdi. Bixeviorizmga ko‘ra, mahluqqa (bu odam yoki jonivor bo‘lishi mumkin va h.k.) ta’sir qiladigan qandaydir S (stimul) va ushbu stimulga qandaydir R (reaksiya) bor. Mazkur tadqiqotimizda bixeviorizm va neobixeviorizmni o`rganishni maqsad qildik.

Kalit so`zlar: psixika, fiziologiya, bixeviorizm, neobixeviorizm, stimul, reaksiya, oraliq o‘zgaruvchi, assotsiativ munosabat, assotsianistik nazariya.

XIX-XX asrlarda Yevropa psixologiyasining an’analarida tanazzul holati vujudga kelgan edi. Tabiiy fanlar, xususan, fizika, fiziologiyaning shiddatli rivojlanishi natijasida miya tuzilishi, uning mexanizmlar faoliyati haqidagi neyrofiziologik tasavvurlar jiddiy ishlab chiqilgandi. Bu bilan bir qatorda, psixik faoliyat sohasi ochiq, tushunarsiz edi. Psixika nima degani? Inson qanday o‘ylaydi? Inson tafakkuri, tasavvuri, emotsiyalarining asosi nima? Bu sof fiziologiyami? Unda nima? Bular fanda yangicha talqin “psixofizik muammo”ni paydo qildi. Jumladan, fiziologik va psixologik hodisalar mavjud bo‘lib, fiziologiyani aniq eksperimental metodlar bilan o‘rganish mumkin. Bu “tabiat”, “materiya”. Uning yonida esa qandaydir ilg‘ab bo‘lmas psixologik jarayonlar. Odamlarning miyasi va bioximik jarayonlar bir xil ko‘rinsa-da, har bir odam o‘ziga xos psixikaga ega. Amerika bixeviorizmi (behavior “xulq, xatti-harakat”) Yevropa klassik psixologiyasiga qarshi o‘ziga xos reaksiya sifatida yuzaga keldi.

Shu bilan birga, 40-50-yillarda aholining keng ko‘lamdagi ko‘chishi natijasida turli qatlamlarga mansub kishilarga chet tillarni o‘rgatishda qator muammoli savollar yuzaga keldi: Bolalarga necha yoshdan chet tilini o‘rgatish mumkin? O‘zga madaniyatlarni qanday o‘zlashtirish mumkin? Yangi tilning tuzilishini o‘rganishda ona tilidan tarjima amalga oshiriladimi yoki yangi tafakkur tuzilishi shakllanadimi? Tabiiyki, bunday savollarga chet tili o‘qituvchilari javob bera olmasdilar. Ularni javoblash uchun psixologik bilim talab qilinar edi. Aqli zaif, gung va ko‘zi ojiz bolalarning ta’limida ham qator muammolar tug‘ilgandi. Bu kabi muammolarni hal qilishda ham psixologning yordami lozim edi. Shuningdek, nutq buzilishining sabablarini o‘rganishda va nutqni qayta tiklashda faqat tibbiyot xodimlarining yordamigina emas, balki psixolingvistlarning ham yordami zarur edi.

Yuqorida qayd qilingan sabablarning barchasi seminarning tashkil qilinishiga va psixolingvistikaning yangi fan sifatida shakllanishiga turtki bo‘ldi. Ikki oy davom etgan seminarda psixolingvistikaning nazariy asoslari ishlab chiqildi va uning kelgusidagi istiqbolli yo‘nalishlari belgilab olindi. Ushbu seminar natijalari Ch.Osgud va T.Sibeok tahriri ostidagi “Psixolingvistika. Nazariya va tadqiqot muammolari ocherki” (Psycholinguistics: A Survey of Theory and Research Problems/ Ch.E.Osgood & T.A.Sebeok. Baltimore, 1954)da e’lon qilindi. Seminar natijalari (keyinroq “Psixolingvistika – 54” deb nomlangan) butun dunyodagi psixolingvistik tadqiqotlarning rivojlanishiga katta ta’sir ko‘rsatdi.

Yevropa psixologiyasidan farqli o‘laroq, Amerika psixologiyasi (bixeviorizm) o‘zining aniq pragmatik yo‘nalishini insonni o‘rganib, uning psixofiziologik imkoniyatlaridan maksimal foydalanishga qaratdi[1]. Bixeviorizmga ko‘ra, mahluqqa (bu odam yoki jonivor bo‘lishi mumkin va h.k.) ta’sir qiladigan qandaydir S (stimul) va ushbu stimulga qandaydir R (reaksiya) bor. Nutq tahliliga bixevioristik yondashuv namunasi sifatida amerikalik tilshunos Leonard Blumfildning “Til” (1968) asarini keltirish mumkin. L.Blumfild o‘zining mazkur asarida “Djek va Djill” misoli orqali stimul va reaksiya munosabatini yoritib bergan. Kishilar bir-birlari bilan amaliy (nutqsiz) va nutqli stimullar yordamida o‘zaro munosabatga kirishadi. Ular mazkur stimullarga ikki xil: nutqli va nutqsiz harakatlar bilan javob qaytarishadi:

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[1] Сахарный Л.В. Введение в психолингвистику. -Л., Изд. ЛГУ, 1989. –С. 17.

nutqsiz reaksiya $S \longrightarrow R$

nutq vositasidagi reaksiya $S \longrightarrow r \dots\dots s \longrightarrow R$.

Keyinroq bixeviorizmda yangi oqim – neobixeviorizm (yunoncha neos – "yangi" va inglizcha behaviour – "xulq, xatti-harakat") vujudga keldi. Bu oqim "qora quti"ning ichiga kirish zarurati tufayli shakllandi. Neobixevioristik tadqiqotlarda bixeviorizmning prinsipial S – R sxemasi mohiyatan murakkablashtirilib, S – R orasida nimadir borligi aniqlandi va "oraliq o'zgaruvchi" tushunchasi paydo bo'ldi. Gap endi shunchaki tashqi stimul va reaksiya haqida emas, balki insonda tashqi reaksiya chaqira oladigan va insonning o'ziga xos individual tajribasini aks ettiradigan (shuning uchun ham turli kishilarning reaksiyalari farqli bo'ladi) oraliq o'zgaruvchi, ya'ni organizm ichidagi maxsus *ichki stimul* tushunchasi haqida boradi[1].

Xullas, oraliq o'zgaruvchining bilvosita ta'siri natijasida tashqi reaksiya yuzaga keladi: S1-r1… …. Sn-Rn. Bu o'rinda obraz, maqsad, ehtiyoj, intellekt, kutish, muvaffaqiyat-muvaffaqiyatsizlik kabi tafakkur doirasining fenomeni bo'lgan tushunchalar faol qo'llaniladi.

Ch.Osgudning nazariyasi ana shu bixeviorizmga, aniqrog'i, neobixeviorizmga tayangan bo'lib, undan to'g'ri assotsiativ strukturalarga chiqildi. Ch.Osgud insonning psixikasida kuzatish va tasvirlash mumkin bo'lmagan hech narsa yo'q, deb hisobladi. Shundan kelib chiqqan holda so'zlarning konnotativ ma'nosini (baholash, ekspressiv, uslubiy munosabat va h.k.) o'lchab ko'rishga harakat qildi va semantik differensiya metodini ishlab chiqdi. So'zlarning gradatsiyasini belgiladi. Masalan, 1-*yaxshi*, 2-*neytraldan yaxshiroq*, 3-*yaxshidan neytralroq*, 4-*neytral*, ya'ni yaxshi ham, yomon ham emas, 5-*yomondan neytralroq* va h.k. Shuningdek, so'zlarni turli mezonlarga ko'ra baholash amalga oshirildi: *ona* so'zi *ota*ga nisbatan iliqroq, *ota* so'zi *ona*ga nisbatan kuchliroq. Qayd qilinganlar bilan birga, har bir tovush ham muayyan emotsional reaksiyani keltirib chiqaradi.

Ch.Osgudning fikricha, insonning psixikasi uchun stimul va reaksiyaning assotsiativ munosabati, shuningdek, foydali stimullarga bo'lgan barcha reaksiyalarning majmuyi muhimdir. Bundan inson hayvondan faqat nutqi bilangina farqlanadi degan xulosa kelib chiqadi. Uni quyidagi sxema orqali izohlash mumkin:

S (stimul) – R (reaksiya). Ya'ni har qanday stimul insonda o'lchash mumkin bo'lgan reaksiyalarni keltirib chiqaradi.

Nutqda individning psixikasiga xos xususiyatlar aks etadi; verbal munosabatlarning tuzilishi individning psixikasiga bog'liq bo'ladi. Ch.Osgud so'zlarning assotsiativ aloqalarini tadqiq qilish orqali kommunikatsiya samaradorligi masalasini hal qilishga urindi va o'zining nutq haqidagi ta'limotini ishlab chiqdi. Unga ko'ra, nutq insonning turli nutqiy va nutqiy bo'lmagan stimullarga nisbatan bevosita va bavosita reaksiyalar tizimidir. Reksiyalar tizimi nutqiy va nutqiy bo'lmagan stimullar orasidagi assotsiativ aloqalarning shakllanishi natijasida yuzaga keladi. Nutq faoliyati nutq stimulini (kirishda) yoki nutq reaksiyasini (chiqishda) ushlab turadigan va qayta shakllantiradigan maxsus filtrlar tizimi (tug'ma nutq qobiliyati) vositasida namoyon bo'ladi. Ya'ni inson genetik jihatdan nutqni qabul qilishga moyil va u nutqni turli shovqinlardan ajrata oladi. Nutq inson qabul qilayotgan informatsiyani chegaralashga yordam beradi.

Umuman, Ch.Osgudning assotsianistik nazariyasi uch manbaga asoslangan edi:

1) psixolingvistik manba – bixeviorizm;

2) lingvistik manba – deskriptiv lingvistika;

3) matematik manba – kommunikatsiya nazariyasi.

Ch.Osgud nazariyasida quyidagi kamchiliklar mavjud edi:

1) Osgud so'zlovchining niyatini o'rganmadi;

2) Osgud mazmun bilan bilimni chegaralamadi;

3) u til qobiliyatini kognitiv (bilish) bazasi bilan qiziqmadi.

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[1] Сахарный Л.В. Введение в психолингвистику. -Л., Изд. ЛГУ, 1989. –С. 17-18.

NEMIS TILSHUNOSLIGIDA FRAZEOLOGIZMLARNING TASNIFI

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Annotatsiya: Ushbu maqolada Frazeologizmlarning tasnifi va ularni o'rganishda kognitiv tilshunoslikning ham o`rni muhimligi haqida so'z yuritiladi.
Kalit so'zlar: Frazeologizm, kognitiv tilshunoslik, maqol, frazeologik birlik.

Tilshunoslikda aksariyat hollarda iboralarga nisbatan frazeologik birlik sifatida qaraladi. Frazeologik tizimning milliy-madaniy muammolari hozirgi kunga kelib, ko'plab tilshunoslarning tadqiqot obyektiga aylanayotganligi bejiz emas, albatta. Frazeologiya tilshunoslikning mustaqil sohasi sifatida tilda mavjud bo`lgan so`z komplekslarining aniq kombinatsiyalarining barcha turlarini o`z ichiga qamrab oladi. N. Teliya ham muammoli masala sifatida frazeologiyaning ko`rinishini leksikologiya bilan yonma- yon mustaqil bo`lim sifatida ajratdi va til sistemasi bo`limlarida batafsil asoslash bilan frazeologik qatlamning yuzaga kelishini rad etadi va tilning leksik semantik birligi sifatida e'tirof etilgan so`zning muammoli masalalaridan an'anaviy frazeologiyaning muammoli masalalarini ajratishni frazeologik tadqiqotlarning kamchiliklaridan biri deb izoh berdi.
[1, B 417]

Nemis frazeologiyasining birinchi mustaqil umumiy ifodasi rus tilshunos olimi I. I. Chernyasheyaga taalluqlidir. U frazeologik birliklar"ni (kamida bitta komponentning ma'nosi bilan) va frazeologik tipga xos bo`lmagan turg`un so`z komponentlar"ini bir-biridan farqlab berdi. Frazeologizmlarga xos bo`lmagan turg`un so`z komlekslarini Chernyasheva leksik birliklar frazeologiyalashgan yasalish (jm. einem Verhör/einer Prüfung unterziehen) va modellashgan yasalish (in Verlegenheit sein/ zur Kenntnis bringen/nehmen) kabilarga ajratgan. Ushbu klassifikatsiyadan I. I. Chernyasheva u qadar qoniqmadi. U navbatdagi ishlarida frazeologiya masalalarin, predmetini aniqlash va tasniflash bilan ochib berishga harakat qildi. Lekin keyingi ishlari tugallanmay qoldi. Uning tugallanmay qolgan ishlari frazeologik birliklarning sinonimligi va ko`p ma'noliligi, umumiy qoidalar bo`yicha frazeologik sistemaning rivojlanishi, frazeologik yangi so`zlarning paydo bo`lishi kabi masalalar bilan bog`liq bo`lgan. Nemis tilshunos olimi X. Burger ham frazeologizmlar masalalari bo`yicha ko`plab ishlarni amalga oshirgan. U asosan idiomalarning stilistik aspektlariga va ularni tarjima qilish masalalariga alohida e'tibor qaratgan. U frazeologizmlarning bir guruhi sifatida idiomalarni sharhlab o`tgan. X. Burgerning fikricha, birikmaning umumiy ma'nosi qoidadan mustasno tarzda talqin qilinadi. Bunda ko`rsatilgan ko`chma ma'noli so`z birikmalari yoki ularning umumiy ma'nolari hech qanday holatda komponentlarning erkin ma'nosidan tushunilmaydi [2, B.11].

M.I. Rasulova qayd etganidek, "frazeologik birliklar xalqning psixologiyasini aks ettiradi hamda xalqning tarixini va madaniyatini chuqur o'rganish uchun xizmat qiladigan manbadir" [3, B. 207].

Frazeologizm muayyan xalqning aniq ijtimoiy-tarixiy davrini aks ettiruvchi muhim manbadir. Bunda ekstralingvistik omillar ham katta rol o'ynaydi [4, B. 52].

Frazeologizmlarning tilda qanchalik ko`p bo`lishi til imkoniyatlarining shunchalik kengligini ko`rsatadi.

Frazeologizmlarning farqlovchi belgilari bir nechta belgilar yig`indisidan iborat va tilshunoslikda frazeologizmlarning boshqa til birliklaridan farqlashda ishlatiladigan belgilarni aniqlashda turli xil qarashlar mavjud. Bu belgilardan eng yetakchisini aniqlashda ham har xil fikrlar yuritilgan. Masalan, A.I.Smirnitskiy frazeologik xususiyatning eng muhim belgisi so`zga muqobillik, N.N.Amosova muqim kontekstli bo`lishi kerakligini, S.G.Gavrin asosiy mezon funksional-semantik butunlik bo`lishi kerakligini aytadi. A.V.Kunin esa frazeologiyani keng ma'noda tushunib, uning obyektiga murakkab ma'noli barcha turg`un birikmalarni kiritadi. A.V. Kunin frazeologiyaning pastki chegarasiga ikki komponentli shaklni, yuqori chegarasiga esa qo`shma gap tarkibli birikmalarni kiritadi. Shunga ko`ra qo`shma gap tarkibli frazeologizmlar

faqat maqollar bo`la oladi.

Shu ma'noda maqollarni ham frazeologiya obyektiga kiritadi. Frazeologiya obyektini keng ma'noda tushunuvchi turkiyshunos tilshunos S.K.Ksenebaev barcha turg`un birikmalarni frazeologiyaga kiritadi va turg`unlik hamda yahlit holda mavjudlik belgilari ularni birlashtiruvchi umumiy xususiyatdir- deb ta'kidlaydi.

Frazeologizmlar (maqol, matal va idiomalar) xalqning o`tmishi, tarixi, an'analari, urf-odati, va madaniyatini o`zida yaqqol aks ettiradi. Shu bilan birga, frazeologizmlarda xalqning yorqin milliy xususiyatlari mujassam bo`ladi, ular chuqur va boy ma'noga ega bo`lishi bilan bir qatorda, nutqqa alohida ko`rk va ta'sirchanlik bag`ishlaydi. Frazeologiyaning shakllanish tarixiga nazar tashlaydigan bo`lsak, u tilshunoslikning boshqa bo`limlariga qaraganda ancha yangi bo`lim bo`lib, XX asrning 50- yillaridan boshlab leksikologiyaning bag`ridan alohida bo`lim sifatida ajralib chiqqan. Ushbu bo`limning mustaqil soha sifatida shakllanishida mashhur rus akademigi V.V.Vinogradovning hizmati nihoyatda beqiyosdir. Ushbu olimni frazeologiyaning asoschisi deb atash o`rinlidir. Buyuk fraz+nsuz olimi F.de Sossyur ham o`z davrida frazeologizmlarni tildagi tayyor birliklar sifatida qayd etgan. Frazeologiya (idiomatika) esa ko`proq insonning ruhiyati, kishilar o`rtasidagi munosabatlar, ijtimoiy-etnik baholarni ifoda etadi. Dunyoda frazeologizmlar mavjud bo`lmagan tilning o`zi yo`q. Frazeologiyani o`rganish o`ziga xos uslubni talab etadi, shuningdek, boshqa bir qator tilshunoslik fanlari leksikologiya, grammatika, stilistika, fonetika, tarix, mantiq va mamlakatshunoslik fanlari ma'lumotlariga tayangan holda o`rganishni taqozo etadi. Unig murakkabligi ham shundadir.

Frazeologiya fanini o`rganishning o`ziga xos ba'zi muammolari mavjud bo`lib, bu borada mutaxassislarning fikrlari turlichadir. Darhaqiqat, frazeologiya sohasida ilmiy izlanishlar olib boruvchi tadqiqotchilarning oldida turgan dolzarb vazifalardan biri frazeologiya sohasidagi nazariy va amaliy fikrlarni umumlashtirib, to`g`ri ilmiy- tadqiqotni amalga oshirishdan iboratdir. Tilshunoslik sohasida ilmiy izlanishlar olib borgan olimlar V. Flaysher, V. V. Vinogradov, E. D. Polivanov, B. A. Larin, A. V. Kunin, N. M. Shanskiy, L. P. Smit va Sh. Ballilar ham frazeologiya va uning masalalari borasida alohida tahsinga loyiq ishlarni amalga oshirishgan va mazkur sohaning taraqqiyotida ularning hizmatlari nihoyatda beqiyos bo`lgan.

Frazeologizmlar - bu hozirgi zamon frazeologik sistemasining asosiy birligi bo`lib, tildagi mavjud so`z birikmalarining umumiy hisobidan juda qiyinchilik bilan farqlanadigan ko`p aspektli til hodisasi xisoblanadi. Shuning uchun ham tilshunoslikka oid adabiyotlarda frazeologizmlarning lingvistik mohiyati masalasi hanuzgacha munozaraligicha qolmoqda. Sh. Balli frazeologiyaning asosiy belgisi uning o`rnini o`sha iboraning ma'nosiga to`g`ri keladigan so`z bilan almashtirish mumkin yoki mumkin emasligi, deb hisoblasa, B. A. Larin esa uning asosiy belgisi frazeologik birliklarni tashkil qiluvchi alohida so`zlarning ma'nosidan o`sha birliklar umumiy ma'nosining kelib chiqmasligidadir, deb hisoblaydi.[5, B.200]. Frazeologizmlarning paydo bo`lishi inson tafakkuri bilan tilning leksik imkoniyatlari o`rtasidagi nomutanosibliklarni kamaytirishga xizmat qiladi. Nemis frazeologiyasi boy va shu bilan birga uzoq tarixga ega. Bunda sof nemis tilidagi frazeologizmlar qatorida chet tilidan qabul qilingan, ya'ni internatsional frazeologizmlar ham mavjud. Frazeologizmlarga faqatgina tilning bezagi sifatida qarab bo`lmaydi. Dunyoda iboralarsiz tilning o`zi yo`q, xususan nemis tili frazeologiyasi ham juda boy va o`zining ko`p asrlik tarixiga ega. Nemis tili lingvistikasida frazeologiya nazariyasiga oid bir qator ilmiy ishlar mavjud.

Xulosa qilib aytadigan bo`lsak frazeologik birliklar tilning alohida birligi bo`lib, ular erkin bog`lanma yoki gapga teng, to`liq yoki qisman semantik shakllangan obrazli turg`un so`z birikmalaridir. Ularning aksariyati xalq tomonidan yaratilgan,ular xalqning urf-odatlari,madaniyati,turmush tarzi, yashash sharoitini ifoda etad tilshunoslikda Frazeologiya fan sifatida shakllandi va o`z taraqqiyot bosqichlariga ega bo`ldi.

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ЭНН ЭНРАЙТ ҲИКОЯЛАРИДА ОНАЛИКНИ ТАСВИРЛАШДА МЕТАФОРАЛАР ЎРНИ

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Аннотация: Ушбу мақолада Энн Энрайтнинг *The House of the Architect's Love Story* ҳикоясида ҳомиладор аёллар билан боғлиқ баъзи оналик туйғуларини метафоралар орқали очиб берилганлиги таҳлил қилинади. Шу билан бирга, ҳомиладорлик ва оналик масалаларида муҳокама қилинган ҳикоялар нафақат алоқаларни ўрнатиш учун курашадиган, балки онгида бўлгани каби таналарида ҳам ўзгаришларга дуч келадиган аёлларнинг ҳолатларини ёритади.

Калит сўзлар: Ирланд, оналик, ҳомиладорлик, метафора, тана, ички, ташқи таъсир, феминист.

Ирланд ёзувчиси Энн Энрайт нафақат романчиликда, балки ўзининг қисқа ҳикоялари тўпламлари учун ҳам мукофотга сазовор бўлган. Унинг *The Portable Virgin* (1991) ва *Taking Pictures* (2008) ҳикоялар тўпламлари нашр қилинган. *The Portable Virgin* тўплами "Ирландия адабиёти учун Руней мукофоти" га сазовор бўлди [1].

Энрайтнинг биринчи *The Portable Virgin* ҳикоялар тўплами 1991 йилда нашр этилган. Иккинчи тўплами - *Taking Pictures* - ўн етти йилдан сўнг 2008 йилда нашр этилган. Энрайтнинг ушбу тўпламларидаги қисқа ҳикояларида она тасвирларини кузатишимиз мумкин. *Taking Pictures* ҳикоялар тўпламидаги воқеалар тана билан боғлиқ қийин вазиятлар ва муҳаббатда муаммога дуч келган ҳолатларни ифодалайди. Одамлар ўртасидаги тартибсиз алоқалар ва уларнинг алоқаларни ўрната олмасликларини акс эттириш билан ҳикоя қаҳрамонларини ҳақиқий ҳаётнинг доғли нуқталарида аниқ, сезиларли ва жиддий нуқсонли қилиб кўрсатилган. *Taking Pictures* даги ҳикоялар ўзлари тушунмайдиган ёки жуда яхши тушунадиган эркаклар томонидан мафтун қилинган ёки ҳайратга солинган аёллар ҳақидадир. Энрайт аёллари фарзандлар ва уларнинг ҳаёт тарзи билан боғлиқ саргузаштлари орқали ёритилади. Масалан: уй қурилиши давомидаги севги натижаси, уй қурилишини тана қурилишига ўхшатиш воқеалари Энрайтни энг истеъдодли ёзувчилардан бирига айлантирган ҳаётий жараёнлардир. Йўқотиш ва соғиниш, мажбуриятлар ёки кутилмаган хурсандчиликка тан бериш сингари ёрқин ҳикояларнинг барчаси реал ҳаётни ифодалайди.

Энн Энрайтнинг муҳокама остидаги *The House of the Architect's Love Story* ҳикоясини таҳлил қилганимизда, унинг оналар тасвирида ҳомиладор аёллар билан боғлиқ баъзи оналик туйғуларини метафоралардан фойдалангани очиб берилганини кузатамиз. Ушбу ҳикояда ҳомиладорлик ва оналик жуда образли тасвирланган. У ҳомиладор аёл онгини эгаллаб турган танадаги ўзгаришлар оқими билан қандай боғлиқлигини намойиш этади.

Энрайт ўз ҳикояларида чекланган жой аслида хусусийми ва чекланганми ёки бу жамоат, мобил ва ижтимоий қулайликлар учун очиқлигини тадқиқ этади. Ушбу мавзу унинг қисқа ҳикояларида кузатилади ва унинг характерларини таҳлил қилиш бизни ўзига хос бир танага -оналик танасига олиб боради. Шу сабабли, замонавий Ирланд нутқларида болани кўтариб юришда онанинг танаси жамоат ёки шахсий макон ҳисобланадими деган асосий саволга мурожаат қилинади. 1980-1990 йилларда яратилган Ирландиялик аёл ёзувчиларнинг асарлари нафақат ўша пайтдаги аёлларнинг жамиятдаги мавқеи билан боғлиқ, балки уларнинг шахсий ва жамоат соҳаларидаги шахсини шакллантиришни тадқиқ этади. Энн Энрайт ўзини Ирландиялик ёзувчиларнинг ушбу тоифасига киритади, чунки унинг биринчи тўплами *The Portable Virgin*, 1980 ва 1990 йилларда Ирландияда бўлиб ўтган аёллар ҳуқуқлари тўғрисидаги жамоат мунозараси билан бевосита боғлиқ бўлган биринчи нашри ҳамдир. Жамиятдаги нутқларда аёллар пок, содда ва бокира сифатида идеаллаштирилган ва Ирландия жамиятида идеал она / қиз / рафиқа образи юқори баҳоланган. Энрайт ўз ҳикояларида бокира онага қарама-қарши хусусиятларга эга бўлган ҳар қандай аёлнинг ушбу жамиятдаги нуқсонини очиб беришини намойиш этади. Бу ерда таҳлил қилинадиган "The House of the Architect's Love Story" ҳикояси уй ва оналик ёки меъморчилик (уйнинг) ва ҳомиладорлик ҳақидаги қисса. Бу ҳикоя баёнидаги, шунингдек, тана ва уйга тегишли бўлган маконни (қайта) яратиш ва намойиш қилишдаги меъморчилик билан адабиётнинг

кесишиш йўлларини тадқиқ қилади.

Қисқа ҳикоя якуний асар тақдимотидан бошланади: уй тайёр; гарчи уйнинг деворида баъзи *"cracks"* "ёриқлар" мавжуд бўлсада, у қурилган. Биринчи шахс ривоят қилувчи уйни тафсилотларини давом эттиради ва нима учун бу воқеани айтиб беришни танлаганини тушунтиради. Ҳикоячи шундай дейди: *Of all the different love stories, I chose an architect's love story, with strong columns and calculated lines of stress, a witty doorway and curious steps*[2], бу ҳикоя уйнинг қолипланган қурилишига, шу жумладан унинг *"strong columns"* "кучли устунлари", *"calculated lines of stress"* "ҳисоблаб чиқилган стресс чизиқлари", *"a witty doorway"* "ақлли эшик йўлаги" ва *"curious steps"* "қизиқувчан зинапоялар"га биноан тузилганлигини намойиш этади. Уйнинг ушбу биринчи тақдимотидан сўнг, қисқа ҳикоянинг тузилиши уйни режалаштириш, лойиҳалаш ва қуриш жараёнини акс эттиради. Бир вақтнинг ўзида бу жараён асосий образнинг хиёнатини акс эттиради. Архитектурага нисбатан муаллиф томонидан қилинган лексик танловлар ҳам диққатга сазовордир, чунки улар ривоят қилувчига хиёнат қилиш жараёнини қайта баён қилишни бошлашга имкон беради: *I asked him about terracotta tiling and we discussed the word 'grout'. Мен ундан терракота плиткалари ҳақида сўрадим ва биз "суюқ эритма" сўзини муҳокама қилдик.* Меъмор томонидан қаҳрамоннинг уйи билан боғлиқ маълумотларнинг барчаси дастлаб тўғридан-тўғри уй меъморчилиги билан алоқадор. Шу билан бирга бизнингча, иккинчи тушунча ҳам бўлиши мумкин: агар меъмор унинг уйида бўлса, *pacing the room, testing the slope of the floor* уйнинг тузилишини текширса ва *the bedroom was a mistake* ётоқхонасида хатолик бор деса, у қаҳрамоннинг ўзини ҳам текширади: у унинг уйи, оиласи ва турмуш ўртоғи қандай эканлигини ҳам кузатади. Меъмор ётоқхонада (бу ҳам шахсийдир) хатолик бор деб айтганда иккинчи тушунчада эса буни унинг турмуш ўртоғи билан шахсий ҳаётини танқид қилаётганини тушуниш мумкин. Бу ерда биринчи шахс ривоят қилувчи ўзининг ички туйғулари ва уйининг кечинмасини меъмор томонидан тажовуз қилинган шахсий макон сифатида очиб беради, у шу билан оиласига ҳам тажовуз қилади ва она сифатида мукаммаллигига путур етказади.

Шунга қарамай, ёзувчи ўзларининг ҳаёти ва архитектурасига тегишли энг яхши лексикадан фойдаланади. Ҳикоячи ниҳоят оиласига ишора қилади, у турмуш қурганлиги, шунингдек у она ҳам эканлигини билдиради. *There was also the small matter of my husband and a child.* Бир томондан, бизда замонавий қаҳрамонларда идеаллашган шахс сифатида тасаввур қилинган аёл қаҳрамонимиз бор, лекин бошқа томондан, биз унинг эрига хиёнат қилиш истагини тан олишни кўрамиз. Агар жамиятда оналик мукаммаллик, халоллик ва покликнинг синоними сифатида берилса, *The House of the Architect's Love Story* нинг асосий қаҳрамони аёл ва онанинг ноқулай ички ва безовта қилувчи фикрларини фош қилиб, уларга қарши курашади. Асосий қаҳрамон, оилага эга бўлишнинг *small matter* "кичик масаласи" ни ҳам эслатиб ўтади. Шу тарзда, у севгилиси борлиги турмуш қурган аёлга тўғри келмаслигини тушунади аммо, шунга қарамай, у ўзини идеаллашган аёл / онага нисбатан "номувофиқ субъект" сифатида намойиш этади [3].

Ирландия тарихининг ушбу ўзига хос даврида оналикни бошқа мисол орқали кўрсатиш Энрайт ижодининг сиёсий хусусиятини ифодалайди ва шунингдек, нима учун "шахсийлик бу сиёсий" эканлигини тушунтиради. Инглиз адабиётшуноси Швалт Энрайт ишининг ушбу хусусиятини ўрганиб чиқади. Унинг сўзларига кўра, Энрайт оилавий масалаларни сиёсий масалалар билан боғлайди ва барча боғланишлар унинг ижодий асарларида намоён бўлади. Бокира, соф ва содда деб ҳисоблаш мумкин бўлмаган номукаммал онанинг тимсоли Энрайт томонидан ҳикояларида фош этилади [4].

Асарда ривоятчи воқеаларни тасвирлашда юқори тарзда метафоралардан фойдаланади. Ҳикояда уй қурила бошланди. Кейинги парчада, аслида уй ҳикоя қаҳрамони танасининг қурилиши бошланишини шаклланганлиги метафораси эҳтимолидир: *Of course he was good at his job. The place rose like an exhalation. The foundations were dug, the bones set, and a skin of brick grew around the rest. It was wired and plastered and plumbed. Албатта у ўз ишини яхши бажарди. Жой нафас чиқаргандай кўтарилди. Пойдевор қазилган, суяклар ўрнатилган, қолган ҳамма нарса ғиштдан ўсган. Сувалган, гипсланган ва сув таъминотига уланган.* Уйни режалаштириш, лойиҳалаш ва қуриш жараёни тугади: уй қурилди. Қаҳрамон энди гўдакни жойлаштирмоқда. Ҳикоячи томонидан қуйидаги парчада таклиф қилинган образ диққатга сазовор, чунки у нафақат гўдакни, балки католик черковини ҳам жойлаштирадиган саҳнани таклиф қилади: *If I painted myself now there would be a round hazy space where my stomach is, and a cathedral inside. This baby is a gothic masterpiece. I can feel the arches rising up*

under my ribs, the glorious and complicated space. Ҳикоядаги бош қаҳрамон қорнини *glorious and complicated space* "муҳташам ва мураккаб макон" деб айтганда, католик черкови тарғиб қилган ушбу муҳокамаларни тадқиқ этади. Бу католик анъаналари ва идеал Ирланд фуқаролар характерига кўра *glorious* "муҳташам", аммо аёлларнинг итоаткорлигини ҳисобга олган ҳолда *complicated* "мураккаб" деб атаганида, мукаммаллик ғояси биринчи навбатда ирландиялик онага, иккинчидан, жамиятнинг хусусий соҳасига тегишлилигини кўрсатади. Ушбу мураккаблик, шунингдек, Энрайтнинг сўзларига кўра, жирканч мизогинистик қарашлар аёллар ҳуқуқлари тўғрисидаги жамоат муҳокамаларига тегишли бўлиши мумкин.

Қисқа ҳикоянинг охирига келиб, ўқувчи деворида бир оз ёриқлари билан қурилган уйнинг бошланиш воқеасига қайтади. У шундай дейди: *….but the house is inside my head, as well as around it, and so are the cracks in the wall.* Деворда баъзи бир камчиликлар мавжуд бўлган нафақат уй, балки қаҳрамоннинг ўзи ва унинг танасида ҳам *cracks* "ёриқлар" бор, у меъмордан ҳомиладор; унинг хиёнати маҳсулоти. Фарзандли турмуш қурган ва никоҳсиз ишларни қилишга қарор қилган ҳомиладор бўлган ва турмушини ҳеч нарса бўлмагандай сақлаб турадиган ирландиялик она тимсоли- ривоят орқали иккиламчи бокира / фоҳиша каби ечилмаган патриархал мисолнинг аниқ деконструкцияси.

Шу тарзда, ҳикояда фарзанд тушунчаси ва уй қурилиши ўқувчининг адабий ва метафорик тасвирларини фарқлаш қобилиятини шунингдек, ривоят таркибида акс этган уйни режалаштириш, лойиҳалаш ва қуриш жараёнини мураккаблаштиради - бу Энрайт насрининг энг кучли томонларидан бири.

Энрайт Ирланд ёзувида аёлларнинг турли даражадаги тимсолини намоён қилади. Биринчидан, у ўз асарларида танани онг билан боғлайди, шунингдек, аёллардан макондан фойдаланишни тарғиб қилганлиги сабабли, у ўқувчининг нуқтаи назарини аёл танасига қаратади. Иккинчидан, *The House of the Architect's Love Story* да эрига хиёнат қилган онани намойиш этганда муаллиф соф аммо беҳаё она иккиламчини фош этиб, "бокира ёки фоҳиша" иккиликни ағдаради. Энн Энрайт томонидан ҳикояда қўлланилган ҳикоя стратегиялари шуни кўрсатадики, унинг ёзувлари турли даражадаги матнлилик: ўзига хос лексик танловлар, таркибга мослаштирилган шакл; уй адабий метафора сифатида; ҳикоя ичи ва ташқари орасидаги матнлилик билан боғлиқ.

Илгари таъкидлаб ўтилганидек, *The House of the Architect's Love Story* Ирландияда иккинчи тўлқинли феминистик ҳаракатлар бошланганидан сўнг нашр этилган ва меъмор билан ишқий муносабат қурган ва натижада ҳомиладор бўлган оилали аёл тасвирланган ҳикоя. Ҳикоянинг шахсий / жамоат мунозараси билан алоқаси шундаки, у уй қурилиши бўйича ҳикоя қилинади, бу эса чақалоқ билан бирга якуний маҳсулотдир. Одатда, оила учун шахсий макон деб ҳисобланадиган уйнинг ўзи ушбу тузилманинг ушбу маконни босиб олиш ваколатига эга бўлган асосий шахс томонидан, яъни Ирландия жамиятининг жамоат соҳасидаги оила мувозанатини сақлаш учун масъул бўлган она томонидан ўтказилади. Шу тарзда, шахснинг ишқий муносабати ҳамда уйнинг сири муҳокама қилинади ва жамоат ҳабардор бўлади. Бу ерда муҳокама қилинган ҳикоя аёл танасини: ўзаро таъсирлар орқали безовта қилинган, тегинган ва ошкор қилинган жамоат доираси томонидан тажовуз қилинаётгани хусусий жой сифатида намойиш этилади.

The House of the Architect's Love Story да ҳам уй, ҳам қаҳрамоннинг танаси она ёки жамоатни ташвишга солувчи умуман жамоат аъзоси нуқтаи назаридан акс эттирилган. Бундан ташқари ҳикояда ҳомиладорлик ҳақида гап боради ва ривоят қаҳрамонининг яқин муносабатларини (уларнинг барча номувофиқликлари билан) намойиш этади, шунда у дастлаб ташқи нуқтаи назарни намоён қилади ва кейинчалик ички томонда ташқи томоннинг оқибатларини ёки шахсий бўлган жамоатчиликни бошдан кечиради.

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ONA TILI DARSLARIDA DIDAKTIK O'YINLARNI O'TKAZISH VA ULARDAN FOYDALANISHNING AHAMIYATI

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Annotatsiya: Bugungi kunda xalq ta'limi sohasida katta o'zgarishlar, yangilanishlar bo'lmoqda. Shunga mos ravishda ta'lim sifati ham oshib bormoqda, bunga asosan pedagoglar mehnati orqali erishilmoqda. Ushbu maqolada ham ona tili darslarida ta'lim sifatini oshirish uchun didaktik o'yinlardan foydalanish bo'yicha metodik tavsiyalar berilgan. Ona tili darslarida qo'llanilsa yuqori samaradorlikka erishilishi mumkin bo'lgan didaktik o'yin turlari keltirilgan.

Kalit so'zlar: ona tili, didaktik o'yin, maqsad, sifat, natija, metod, topshiriq, so'z, gap, fikr, so'z turkumlari.

Har bir fan o'z o'rganish ob'yektiga, maqsad va vazifalariga ega bo'lib, o'ziga xos alohida ahamiyat kasb etadi. Ona tili o'qitish metodikasi ham o'quvchilarga ona tilidan bilim va malaka berish yo'llarini o'rgatadi. O'quvchilarga o'zbek tili grammatikasi, leksika va fonetikasi haqida ma'lumot berish va bu jarayonda olingan bilimlarni amalda tadbiq etishni o'rgatish ona tili o'qitishning muhim vazifalaridandir. O'quvchilar amalda xatosiz yoza olsalar, ifodali o'qiy olsalar, adabiy tilda so'zlay olsalargina ularning ona tilida olgan bilimlari haqiqiy va mustahkam hisoblanadi. O'quvchilarga shuningdek, tinish belgilarini to'g'ri qo'yish, o'z fikrlarini aniq va tushunarli bayon etishni o'rgatish ahamiyatlidir, aks holda o'quvchilar savodsiz bo'lib qoladi. O'zbekiston Respublikasi fuqarosi bo'lgan har bir inson o'zbek tilini bilishi kerak, chunki u o'zbek bo'lishi yoki bo'lmasligidan qat'iy nazar kishilar bilan ijtimoiy munosabatlarga kirishadi va muloqotda bo'ladi.

O'quvchilar ona tilini qunt bilan o'rganish orqali fan asoslarini ongli o'zlashtirib, fikr doirasini kengaytirib umumtaraqqiyot darajasini uzluksiz oshira boradilar. Ular qayerda ishlamasin, qayerda o'qimasin, baribir o'zbek tiliga murojaat qiladilar. Ona tili barcha bilimlarni o'rganishda eng muhim vositadir, u insonning ijtimoiy hayotida uchraydigan barcha ishlar uchun zarurdir. Ona tili boshqa fanlarni o'qitish vositasi hamdir. Jamiyat tarixi, tarbiyaviy va boshqa gumanitar fanlar ham ona tili yordamida o'rganiladi. Ona tili bolaning umumiy taraqqiyotida ham, bilim va mehnatga havasini uyg'otishda ham ahamiyatlidir.

Ona tili, ayniqsa, uning yozma shakli butun madaniyatimiz boyliklarini, fan-texnika yutuqlarini avaylab saqlovchi va avloddan avlodga yetkazuvchi yagona xazinadir, ya'ni u orqali biz milliy qadriyatlarimiz haqida ma'lumot olishimiz, bugungi fan taraqqiyoti natijasida vujudga kelayotgan yangiliklar bilan tanishishimiz mumkin.

O'quvchilarning ijodiy fikrlashini rivojlantirishga xizmat qiladigan o`quv topshiriqlari o`rta maktabning ona tili darsliklarida berilgan. Mazkur topshiriqlar turli usullar bilan o`qituvchi hamkorligida o`quvchilar tomonidan mustaqil bajarishi lozim. Ijobiy natija beradigan topshiriqlarning asosiy turlaridan biri *grammatik o`yin topshiriqlardir*. Bu turdagi topshiriqlar o`quvchilardan zukkolikni, bilimdonlikni, izlanishni, topqirlikni va tezkorlikni talab qiladi. Ona tili darslarining qiziqarli o`tishida o`yin-topshiriqlarning ahamiyati juda katta. O`yin-topshiriqlarga hos bo'lgan jihat shundan iboratki, u ko`pincha musobaqa tarzida tashkil etiladi. Dars yakunida, o`quvchi va guruhlarga rag'bat yoki ballar berilishi, shubhasiz, o'quvchilarda topshiriqni bajarishga ishtiyoqni oshirishga sabab bo'ladi. Natijada, o`quvchilarning grammatik savodxonligi, ijodiy fikrlash qobiliyati, topqirligi, nutqi va shu fanga muhabbati ancha oshadi. Shu bilan birga, qo`shimcha adabiyotlardan foydalanish, boshqa fanlar bilan ham jiddiy shug'ullanish ehtiyojini tug'diradi. Shuni inobatga olgan holda, o`qituvchi darslarining samarali bo`lishi uchun turli o`yin-topshiriqlardan va boshqotirmalardan unumli foydalanishi maqsadga muvofiqdir. Bugungi davr talabi ham, fan o`qituvchisidan mahorat, ijodkorlik, eng asosiysi, tinimsiz mehnat talab qiladi.

Ta'lim jarayoni, uni rivojlantirish va o`zgartirish o`qituvchi va sinf o`quvchilarining o`zaro

ochiq muloqoti va ishonchi muhitida samarali bo`ladi.

Ta'lim jarayonida qo`llanadigan o`yinlar qisqa vaqtga mo`ljallangan bo`lib, guruh bo`lib mashq qilishga odatlantiradi, oldindan tayyorgarlikni talab etmaydi. O`yinlar vaqtida kichik guruhlar faolligi ortadi, ta'lim ishtirokchilarining diqqati ishga (ta'lim jarayoniga) to`liq jalb etiladi. O`yinlar vositasida o`quvchilarga yangi bilimlar berish, ko`nikma hosil qilish, kichik guruhlar a'zolarining ijodiy qobiliyatlarini rag`batlantirish mumkin. O`yinlarni darsning kirish yoki yakunlovchi qismida o`tkazish mumkin. Biz quyida ona tili darslarida qo'llash mumkin bo'lgan o'yin metodlarini ko'rib o'tamiz

Limerik. Sinf doskasiga limerik osib qo`yiladi. Har bir ijodiy guruhdan bittadan vakil limerikning 2-3 satrini tanlab oladi. Vazifa: tanlab olingan satrlar mazmuniga moslab, she'riy matn tuzishni davom ettirish. Vazifani bajarish uchun 10 daqiqa vaqt beriladi. So`ngra har bir guruhdan 1 kishi taqdimotga chiqadi. O`yin so`ngida o`qituvchi bajarilgan ishlarni sharhlaydi.

Til xazinasiga sayohat. Darsda o`rganilayotgan mavzu xazinada yashiringan boylik deb e'lon qilinadi. Kichik ijodiy guruhlar a'zolari yangi mavzuga doir o`zlari va o`rtoqlarida mavjud bo`lgan tasavvurlar bilan o`rtoqlashadilar. Har bir qatnashchi o`z oldidagi qog`ozga o`rtoqlaridan bilib olgan yangi ma'lumotlarni yozib boradi. Eng muhim ma'lumotlar doskaga yozib boriladi va natijada xazina sirlari oydinlasha boradi.

**"Saralab ol" o`yini.** Bu o`yin "Olmosh" turkumini o`rganishda qo`llanishi mumkin. Bu o`yin yakunlovchi o`yinlardan biri bo`lib, biror bo`lim yoki so`z turkumi yakunida o`tkazilishi mumkin. O`yinning o`ziga xos o`tkazilish texnologiyasi mavjud. "Olmosh" so`z turkumining ma'noviy guruhlari o`rganib bo`lingach, shu o`yindan foydalanilsa, maqsadga muvofiq bo`ladi. O`qituvchi bu o`yinni o`tkazishga puxta tayyorlanishi lozim. Buning uchun olmosh turkumiga mansub bo`lgan so`zlar to`rt burchak shaklida qirqilgan qog`ozlarga yoziladi. Xuddi shunday qog`ozlarga ot, sifat, son, fe'l, ravish turkumiga mansub bir necha so`zlar ham yoziladi. Ular aralashtirilib yuboriladi. Guruh a'zolari berilgan bir necha so`zlar ichidan olmosh turkumiga mansub bo`lgan so`zlarni saralab oladilar va ularni ma'noviy guruhlarga ajratadilar. Saralab olingan so`zlar guruhning biror a'zosi tomonidan o`qib eshittiriladi. Qolgan guruh a'zolari esa bunga o`z munosabatini bildiradi. Shu tarzda guruhlarning topshiriqni qanday bajarganliklari aniqlab olinadi. Xatolikka yo`l qo`ygan guruhlarning xatolari tuzatiladi. G`olib bo`lgan guruh alohida rag`batlantiriladi.

**«So`zdan-so`z» o`yini.** Bu o`yin ta'lim jarayonida bir necha yillardan beri qo`llanib kelmoqda. Bu o`yinda bir so`zdan bir necha so`zlar keltirib chiqarish talab qilinadi. Bu o`yin turi o`quvchilarni fikrlashga, izlanishga undaydi, ularda topqirlik qobiliyatini yuzaga chiqaradi. Berilgan so`z tarkibidagi harflarning turli kombinatsiyasidan foydalanib, bir necha so`zlar hosil qilish mumkin. Demak, bu o`yinni ma'lum bir mavzu bilan bog`liq holda o`tkazsa ham bo`ladi. «So`zdan-so`z» o`yinidan tilning barcha sathlarini o`qitishda foydalanish mumkin.

**"O`yla, izla, top".** Bu o`yin sinonim va omonimlar uchun qo`llansa, ko`proq o`rinli bo`ladi. Bu mavzulardan tashqari, o`zakdosh so`zlar, atamalar, tarixiy, olinma, uyadosh so`zlar mavzularini o`tganda ham qo`llasa bo`ladi. Bu o`yin o`quvchilarni topqirlikka, chaqqonlikka o`rgatadi va eng asosiysi, ularning darsga bo`lgan qiziqishini oshirishga yordam beradi.

"Qanday boshlasam, shunday tugataman" o'yini. Bu o'yinning boshlanishi va oxiri bir xil tovush bilan bo'ladi. Bu so'zlarning ma'nosi bir xil yoki har xil bo'lishi mumkin. Eng muhimi qanday tovush bilan tugagan bo'lsa, shunday tovush bilan boshlanishi shart. O'yinning samaradorligini oshirish uchun uni turkum doirasida o'tkazish maqsadga muvofiqdir.

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2. B.To'xliyev va boshq. O'zbek tili o'qitish metodikasi.
3. M.Sobirova. Ta'limda ijodiy o'yinlar.
4. I.P.Po`latov, S.Odilov   O`zbek tili ta'limidagi zamonaviy texnologiyalar va innovatsion metodlar.
5. I.Po`latov  Ona tili ta'limida innovatsion o`yinlar.

PECULIARITIES OF TRANSLATING PSYCHOLOGICAL TERMS IN ENGLISH AND UZBEK LANGUAGES

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Abstract. The current article focuses on basic peculiarities of translation issues occurring in the process of translating psychological terms in English and Uzbek languages. The article highlights some techniques and methods of translating these terms, emphasizing advantage and disadvantage of each of them. In addition, the current article contains examples from English and Uzbek languages in order to exemplify some ideas and conclusions concerning the translation process.

Key words: Transliteration, non-equivalent lexicon, psychological science, transcription, interpretation

Thanks to the opening of borders and intensive scientific interchange, domestic psychological science during the period of its development is actively mastering new systems of scientific knowledge accumulated abroad. The main source of changes in the psychological system of terms is the English-language scientific literature.

Active replenishment of the terminological system of the Uzbek language inevitably and constantly leads to the emergence of new difficulties associated with the translation of terminological units.

So, at the pre-translation stage, the problem often arises of correlating an English-language term with a system of scientific concepts already existing in national psychology. At the same time, Uzbek psychological science, which has its own and fairly stable terminological system, is not always ready to describe and assign new concepts borrowed from foreign sources (this is especially important for scientific publications based on frequently updated data in foreign periodicals) [6; 16].

A.G. Anisimova sees the reason for these difficulties in the humanitarian nature of psychological science, which implies the inclusion of additional procedures in the translation process of borrowed terms: a semantic analysis of the original scientific text in which they are presented; taking into account the linguistic and extralinguistic contexts of the use of terms in it; the probability of several interpretations of terms in the donor language and the recipient language [7].

Without these procedures, when borrowing psychological terms, as the main carriers of scientific information, there can arise - and often does - a problem with achieving the goal of translation for a specialist in a given scientific field, which is to achieve a complete and adequate understanding of the source of the meaning of a scientific text. [4].

DI. Lebedev describes this frequently occurring situation in the following way: "Unfortunately, not all translations of special texts can be confidently called adequate, due to the translator's insufficient attention to the translation of each individual term in the text, which leads to insufficient translation accuracy, and often to distortion of the meaning of the text. and the emergence of misunderstanding among specialists "[4].

Term is a lexical unit that denotes a concept related to a certain special area of knowledge or activity [1].

In contrast to the general vocabulary, which reflects the experience of perception and interaction with the designated object in everyday life, the terms arise as a result of attempts to theoretically comprehend and identify the essential features of the object within a certain scientific paradigm. Because of this, any term has a definition (interpretation, explanation). The composition of the features included in the content of the term is strictly defined, limited and should have the same meaning for all people operating this term, regardless of their individual experience and beliefs.

The terms in the language arise as a result of the language striving for the most concise and accurate transmission of information, excluding the possibility of its arbitrary and subjective interpretation.

The meanings of terms are more complex than the meanings of common words, since any term is an element of the terminological system as a unity of lexical units that reflect the result of

understanding knowledge in a certain area of human scientific activity.

One of the main characteristics of the term is the presence of its deep relationship with other terms [5].

In scientific translation, the skill of understanding the relationship of a specific term with other elements of the terminological system plays a key role. Narrowing or distorting the meaning of a term in translation negatively affects its systemic role in a specific area of knowledge and in terminological description.

In this regard, the main requirement for the translation of a term is to accurately translate its content, taking into account the peculiarities of the interaction of terminological systems of the source and "receiving" languages.

When transferring the terms of an English-language scientific text into Uzbek, the translator often encounters difficulties associated with the nature of modern lexical borrowing, which is characterized by insufficient attention to the cognitive-conceptual connections of the new word with previously borrowed terminological units. The disorder of the borrowing process often leads to the fact that several variants of the name of one scientific concept are used in parallel in scientific discourse.

According to M.E. Kupriyanova, the phenomenon of multiple correspondence, suggesting the possibility of several translation options for the same terminological unit, "is unacceptable for achieving a uniform understanding of academic terms" [3].

In order not to multiply synonymous terms, the translator must first of all find out whether the recipient language has an established (accepted by the scientific community) equivalent of this terminological expression.

It may turn out that such an equivalent exists, but is not yet reflected in dictionaries, which often do not have time to record the lexical units that have recently entered the language system. In this case, the translator should turn to the study of modern scientific literature, which can use the concept denoted by this term.

Despite the fact that the method of translating terms based on transcription and transliteration has a number of drawbacks, quite often terms borrowed in this way become widespread and fixed in the language.

Let's consider a few examples illustrating the conditions for borrowing terms through transcription and transliteration.

So, the term suggestion was created by transliterating the word lat. suggestio / eng. suggestion with its subsequent adaptation to the morphological system of the Uzbek language. This term means the same concept as the word suggestion, but has slightly different connotations.

The functioning of the term suggestion in a scientific context has led to some changes in its meaning. At present, the word suggestion, in contrast to the common word suggestion, is perceived as an element of the terminological system of the language. This shows that the borrowing of the word suggestion is justified by the need to create a terminological unit that differs in its meaning from the synonymous common word. The preservation of the Latin root in the word suggestion allows us to emphasize its connection with the scientific field of activity.

Another example of successful borrowing with the help of transcription and transliteration is the word cognition, which also retains a connection with the Latin cognoscere (to recognize, to know).

What considerations justify the inclusion of the word cognition in the system of the Uzbek language, given that the synonymous word cognition already exists in it?

Probably, the fact is that cognition presupposes conscious activity aimed at obtaining and processing knowledge, while the term cognition denotes both conscious and unconscious processes of obtaining, processing, storing and using knowledge [2]. In addition to perception, cognition includes memory and learning. The use of the term cognition means that these processes will be discussed from the point of view of cognitive science (cognitive science), which postulates the existence of mental representations of knowledge structures, considers cognitive processes in abstraction from emotional factors, etc. [2]. The word cognition in a certain context can also be perceived as an element of the terminological system, but its role in this system is not as clearly defined as that of the word cognition.

The choice of one or another variant of the translation of the word cognition depends on the context of the source. In cases where the narrowing of the meaning of the term cognition does

not lead to a significant change in the meaning of the original, expressions such as cognitive activity and cognitive processes can be used as contextual equivalents. If the preservation of the entire meaning of the term cognition is of fundamental importance, the term cognition should be preferred in translation.

(1)

Although we think about affect as being different from cognition, they are united in intellectual functioning. [26]

Biz his-tuyg'ularni kognitsiya (ong va tafakkur)dan farqli tushuncha sifatida qabul qilishimizga qaramasdan, fikrlash jarayonida bu tushunchalar yaxlit holda harakatlanadi.

(2)

We have little evidence about how the brain functions in cognition.

Biz inson miyasining tafakkur jarayonida qay tarzda ishlashi haqida yetarli ma'lumotga ega emasmiz. [27]

(3)

We should expect that human language will be interestingly related to human cognition. [24]

Shunisi aniqki, inson tili va kognitsiya o'rtasidagi aloqadorlikni o'rganish va kuzatib borish juda qiziq izlanishlarga olib keladi.

(4)

There are several ways in which cognitive neuroscientists explore human cognition. [22]

Neyrobiologiyada kognitiv jarayonlarni o'rganishning turli xil usullari mavjud.

Thus, the disadvantage of transcription and transliteration as a way of conveying terms is the "opacity" of the external form, which does not allow the translator to form an idea of the designated concept based on its name.

In addition, it should be borne in mind that borrowing terms using transcription and transliteration overloads the language with a large number of neologisms that exist in parallel with synonymous words, no different from them in their function in the language system.

The advantages of transcription and transliteration as a way of transferring terms include the creation of a word with a terminological meaning that can be easily distinguished from a synonymous common word due to the foreign language "shell" inherent in the terms.

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FANLARARO INTEGRATSIYADA INNOVATSION METODLARNI QO'LLASH USULLARI

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Annotatsiya: ushbu maqolada ma'lum bir fanni muayyan fanlar bilan bog'liqlik-da o'rganishning innovatsion usulari haqida ma'lumotlar berilgan. An'anaviydan noan'anaviy ta'limga o'tishdagi yangicha metodni qo'llash usullari bayon etilgan.

Kalit so'zlar: integratsiya, innovatsiya, metod, usul, fonetika, real voqelik.

Aslida barcha fanlar bir asosda – odam va olamda birlashib, bir butunlik, yaxlitlik kasb etadi. Bu esa har bir fanning integratsiyalashishini talab etadi. O'qituvchi mahoratli, bilimdon bo'lishi mumkin, lekin tajriba va metodika ham katta ahamiyatga ega. Har bir fan o'qituvchisi o'z fanining boshqa fanlar bilan bevosita bog'liq ekanini tushungan holda o'quvchilarga ham buni tushuntirishi shart. Bunda faqat fanlarning bir-biriga bog'liq ekanini shunchaki emas, balki integratsiyalab o'qitish orqali o'quvchilarga bu olamning yaxlitligi haqida tasavvur berish kerakligi ahamiyatlidir.   Odamlar aloqaga kirishib, jamiyatni, davlatni paydo qilganidek fanlar ham o'zaro birikib bilishning asl mohiyatini to'la ochib beradi.

Oddiy misol, ona tili fanining fonetika bo'limidan biror bir mavzu haqida bilim berish DTS talablari asosida bo'lishi uchun faqat bilimning o'zi yetarli emas, buning uchun o'qituvchi logikani yaxshi bilishi va har bir mavzuni tushuntirganda ma'lum fanlarning aloqadorligini ham o'quvchiga o'rgatib, ularsiz mavzuning to'liq ochilmasligini his ettirishi juda muhim.

"Ayrim undoshlar talaffuzi va imlosi " mavzusini yoritganda nutq a'zolarida tovushning tebranishi, tarqalishi, ko'tarilishi, pasayishi kabilar o'z-o'zidan uni fizika fani bilan bog'laydi. Nutq tovushlari nutq a'zolarining harakati natijasida maydonga keladi, bu fiziologik, ya'ni fiziologiya fani bilan bog'liq tomonidir. Har qanday tovush havoning tebranishi natijasida hosil bo'ladi. Shuning uchun tovushlar balandlik, kuch, tezlik, miqdor, uzunlik va tembr belgilariga ega bo'ladi. Endi nutq a'zolarining (o'pka, jag', tishlar, un paychalari, tanglay, lablar, til, kichik til, bronxlar, traxeya va tog'aylar) qayerda joylashuvi masalasi. O'quvchilarga mavzuni tushuntirish juda oson bo'lishi uchun odam anatomiyasi fani bilan bog'lanadi. Anatomiya nutq a'zolarining o'rni va vazifasini ko'rsatar ekan, uni ham bevosita aloqador fan sirasiga qo'shish o'rinli.

Ushbu jarayonlarni tushuntirish xayoliy tushuncha hosil qiladi, albatta, lekin ko'rsatish real voqelikka aylanib xotirada abadiy saqlanishini ta'minlaydi. Bu jarayonni informatika fani o'z zimmasiga oladi. AKT dan samarali foydalanib fizika, fiziologiya, anatomiya tushuntirgan ma'lumotlarning amaliy tasdig'ini monitor orqali jonli tasvirda berilishi, ya'ni slayd namoyishi fanlararo uyg'unlikni vujudga keltiradi. Slaydda undoshlarning talaffuzi jarayonida hatto bitta b undoshining talaffuzida qancha nutq a'zolari faol harakat qilgani-yu, o'sha harakat natijasida havoning tebranishi, kuchi, balandligi, tezligi, miqdori, uzunligi va tembr belgilari, ya'ni akustik tomoni yaqqol namoyish etilsagina samaradorlikka erishiladi.

Bugungi kun hayotimizga jadallik bilan kirib kelgan axborot kommunikatsiya rexnologiyalarining ta'lim tizimida, dars mashg'uloti jarayonida katta ahamiyatga egaligi sir emas. O'qituvchi undan foydalanyaptimi, demak, ona tili bilan AKT integratsiyasi samaradorligi kuzatiladi.

Ushbu fonetika bo'limida " Urg'u va uning turlari " mavzusi ham o'rganiladi. Xo'sh, urg'u nima? Bu savolga o'quvchilar to'liq va aniq javob olishga haqli. Bunga integrativ yondashish juda o'rinli. Masalan, so'z bo'g'inlaridan birining boshqasiga nisbatan kuchliroq ohang bilan aytilishi so'z urg'usi deyiladi. O'zbek tilida urg'u, odatda,oxirgi bo'g'inga tushadi: kitób, kitoblár, kitoblarníng. Qo'shimcha qo'shila borishi bilan urg'u ham oxiriga qarab surila boradi. Bu o'zbek tilidagi so'zlarga xos xususiyat. Lekin ba'zi so'zlarda urg'u oxirgi bo'g'inga tushmaydi. Nima uchun,o'sha ba'zi so'zlar qaysilar va nima uchun ular qoidadan mustasno?

Gap shindaki, hámma, bárcha, ámmo, áslo, albátta, dóim, zéro, kabi so'zlar bilan birga respúblika, réktor, matemátika, téxnika, fonétika, rádio, gazéta kabi arab, fors-tojik, rus va boshqa yevropa tillaridan o'zlashgan so'zlarda urg'u so'zdagi oxirgi bo'g'inga tushmaydi. Ushbu ma'lumotlarni

o'rgatish jarayoni chet tillarini bilishni taqozo etadi. Bunda pedagog " TUSHUNISH, HIS ETISH, O'ZLASHTIRISH " tamoyilini o'quvchiga chuqur singdirishi shart. AKT dan foydalanib mavzuga aloqador slaydda bir necha so'zlar aralash holda berilib, urg'u tushish jarayoni ko'rsatiladi, bu ko'z xotirasida yaxshi saqlanadi.

Bundan tashqari ona tili darslari tarix, tabiat, geografiya, zoologiya kabi bir qator fanlar aloqadorligida to'liq ma'no kasb etadi. Dunyo olimlarining fikrlariga ko'ra integratsiya o'quvchilarning dunyoqarashi shakllanishini tezlashtiradi.

Ta'lim tizimi yuksak intellektual salohiyatga ega bo'lgan barkamol avlodni kamol toptirishga qaratilgan ekan, ilmiy saviyani rivojlantirishda yashirin integratsiyani aniqlay bilish, uzviylikni ta'limlash, bugungi kunning eng dolzarb masalalaridan biriga aylanishi tabiiy holat. Chunki fanlararo aloqadorlik ta'minlangan holda darsni tashkil qila olgan o'qituvchi o'quvchilarda o'z faniga bo'lgan motivatsiyani oshiribgina qolmay, fanni chuqur o'zlashtirishga yordam beradi.

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УСТАРЕВШИЕ СЛОВА В СОВРЕМЕННОМ ОБЩЕСТВЕ

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Аннотация. Статья раскрывает значение нового термина «субстракты», вводимого для называния большого пласта слов русского языка, которые давно вышли из употребления, и их нельзя семантически реконструировать методом языковой догадки на основе осознаваемости морфемного состава. Субстракты противопоставляются архаизмам, которые входят в состав устаревшей лексики пассивного фонда русского языка, но обладают значительным культурно-образовательным и воспитательным потенциалом в развитии интереса к русскому языку, повышении уровня языкового образования носителей русского языка.

Ключевые слова и фразы: архаизмы, устаревшая лексика, семантика, субстракты.

В данное время отсутствуют исследования, систематизирующие принципы включения устаревших слов в толковые словари, окончательно не сформированы критерии отбора архаической лексики для специализированных словарей. Сейчас не существует единого подхода к пометам для устаревших слов, не рассматривались история формирования и процесс развития и изменения семантического объема маркеров, нет единого мнения по вопросу их статуса. Остается открытой проблема типологии, которая связана с неразработанностью состава квалификационных признаков конкретных разрядов архаизмов, в результате чего языковеды и по сей день вынуждены пользоваться нечетко установленными критериями устаревшего слова, а недооценка подобных явлений при рассмотрении архаической лексики приводит либо только к описанию ядра различных типов архаизмов, либо к приблизительной и, более того, часто неверной квалификации того или иного устаревшего слова. Можно выделить различные группы слов. Одни из них отличаются от современных своих синонимов какими-нибудь особенностями в звучании, например неполногласными сочетаниями звуков (младой – молодой, злато – золото, брег – берег, град – город, вран – ворон; первые слова в этих парах звучат архаично). Подобные архаизмы называются фонетическими. К ним относятся встречающиеся у писателей XIX века слова клоб (совр. клуб), нумер (совр. номер), стора (совр. штора), гошпиталь (совр. госпиталь) и подобные. Они отличаются от своих «соперников» нередко лишь одним звуком, реже – несколькими звуками или устаревшим ударением.

Анализ собственно лексических архаизмов представляет интерес не только для собственно лингвистических исследований, но и для преподавания русского языка в школе. Архаизации лексики способствуют а) стилистическая разноплановость конкурирующих лексем при употреблении в литературном языке, вследствие которой в пассивный запас языка переходят те лексические единицы, которые не смогли преодолеть стилистического барьера слова. Изменения в словарном составе русского языка в конце XX - начале XXI в. проявляются, прежде всего, в интенсивной неологизации - вхождении в языковую систему новых единиц - и в архаизации уже имеющихся лексем.

В современном русском литературном языке архаизмы сохраняют традиционно выделяемый набор функций, который, однако, не является закрытым. Для архаизмов характерны также функции аксиологического маркера, маркера подтекста, хронологического маркера, маркера идиостиля. Аксиологические свойства архаизмов в современном языке чрезвычайно размыты (ими могут передаваться задаваемые контекстом когаютации - и положительные, и отрицательные). Архаизмы как маркеры подтекста определяют процесс декодирования имплицитных смыслов, который обусловлен совпадением фоновых знаний автора и реципиента, а также совпадением представлений о системе языка. Использование архаизмов в тексте порождает как типизированную (узуальную) имплицит-ность, так и окказиональную имплицитность. Хронологическая маркированность архаической лексики может быть основой языковой игры и актуализировать элементы хронотопа текста. Как маркер идиостиля архаизмы реализуют одновременно стилистическую, стилеобразующую функ-

цию и функцию стилизации, а также функцию актуализатора иронической модальности. Данные функции могут рассматриваться для архаизмов как тропеические, т.к. при их реализации закономерно осуществляются семантические преобразования.

Важнейшей характеристикой устаревшей лексики является резкое сужение сферы ее использования. Причины устарелости у архаизмов и историзмов, как считает большинство исследователей, разные: архаизмы «пали жертвами конкуренции», архаизмы - слова неактуальные, немодные, а историзмы появляются по неязыковым причинам (ср. судьбу слов полиция, милиция в русском языке на протяжении XX-XX1 вв.). Характерно, что архаизмы нередко используются в одном микротексте со своими современными синонимами и служат для более тонкой и точной дифференциации понятий. Хорошо известно, что в русском языке на протяжении всего XX в. происходило устранение из активного словаря лексических единиц с актуальным денотативным содержанием, которые не были заменены современными синонимами. Этот процесс называли «иссушающим обеднением» русского языка. Следствием этого процесса стало существенное сокращение актуального словника, что наиболее характерно для современного «транзитного» периода развития русского языка. Поскольку устаревшие слова известны только части носителей языка, можно говорить о близости этих слов к агнонимам, т.к. вместе с архаизацией происходит удаление из лексикона человека слова как не соответствующего современным коммуникативным и культурно-историческим ценностям общества.

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5. Mdo.uz

ISOMORPHIC AND ALLOMORPHIC FEATURES OF WH-WORDS IN

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Abstract: The current article analyzes the concept of universality and diversity by means of comparing the Wh-words in two different languages, namely English and Uzbek. There are many isomorphic and allomorphic features in the Wh-movement according to not only on semantic-syntactic features but also morphological unit. So, on the concept of Wh-words they have both similarities and differences which have been analyzed in this article with giving clear examples in both so-called languages.

Key words: analytical, agglutinative, cases, interrogative, suffixes,

Although languages may differ in their materials like having no words of the same root, common morphemes or question words, their structure such as relations between the elements, functions of the elements may be similar. For instance, according to the language type, English is from Indo European Family in Germanic showing an analytical language, whereas Uzbek comes from Turkic family in Southeastern, Uighur-chagatay considering an agglutinative one. As English and Uzbek vary according to morphological point of view, they are distinguished in their category of case as well. There are six categories of cases in Uzbek compared to English which has two categories of case. There are prepositions that can be used with Wh-questions which do not exist in Uzbek and postpositions are observed in Uzbek whereas there is not this type in English. Both in English and Uzbek there are linking words that can be used with Wh-questions. As an illustration, some examples have been provided so as to be clear below.

1) *What are you drinking so much milk for? Or Why are you drinking so much milk for? Nimaga siz go'sht tanovul qilayapsiz?*

2) *Who did you ask about it from? Or Whom did you ask about it?*
Bu haqida kimdan so'radingiz?

3) *Who (whom) did you see? Kimni ko'rdingiz?*

4) *Where is going to? U qayerga ketyapti?*

5) *Why are you learning Korean?*
Nimaga (Nima uchun, nima sababdan) koreys tilini o'rganyapsan?

6) When did you get to there? Or What time did you get to there?
Qachon (Qaysi payt) u yerga yetib bording?

As it is shown above, the morphological characteristics of Wh-words in English and Uzbek vary from each other. In English sometimes interrogative pronouns are applied by the linking words like *about* and the prepositions like *for, from, at* while in Uzbek word type is being merged in inflectional suffixes *-ni,-ga,-dan* and linking words like *uchun, sababli* referred to as word -final suffixes. One of the most common features of Wh-question word forms in English is that the question word is in front of the sentence but it can be interpreted in the second position when there is a preposition or an adverb in the sentence. In this case it is important to take into consideration the organizations of interrogatives according to the syntactic role of the question expression: whether a subject, an object or an adjunct and others. Sometimes it is acceptable to put prepositions in front of the sentence like:

About what should I tell?
From whom did you ask for?
At what time did you begin cleaning?

Although there are resumptions syntactically in English the meaning of the sentences are kept in the sentences while it is not acceptable in Uzbek as suffixes cannot be separated from the question word. Regardless the semantic features of Wh-question words there are surely similar and different cognition in both English and Uzbek. For instance, th question words *who/kim, and what/ nima* possess the substantial category in syntactic-semantics. According to the morpho–syntax the interrogative pronoun what is unchangeable whereas Uzbek interrogative pronoun nima changes its word formation when it is translated into Uzbek like *nimaga, nima uchun, nima sababdan, nima*

maqsadda and so on. In Uzbek the question word kim? can be changed into *kimga ,kimdan, kimda* and etc whereas in English Who is used for all with the alternative whom. Another Wh-question word *where* is unchangeable in English whereas in Uzbek *qayer* can be changed into *qayerga, qayerda, qayerdan, qayerning* according to meaning. The difference to employ the Wh-question words in English is that it is expressed the question words by keeping it stabile formation while in Uzbek interrogative pronouns are given in different word formations.Thus, pronouns in Uzbek are well developed in their morphological unit. Here it is analyzed in both so-called languages with an example Wh-question word what:

What can I do for you, ladies?
Bizga qanday xizmatlar bor xonimlar?

What is her address? U qayerda turasiz?
What sort of book do you want to read?
Siz qanaqa kitob o'qishni xoxlaysiz?

According to examples the semantic features of interrogative pronouns' denotations are similar. In examples *what* and *qanday* denote the qualitative utterance concerning to the words do and *xizmatlar*, locative utterance and *qanaqa* possess the sign of qualitative utterance. Comparing the similarities and differences of the pronoun *who/kim,* in this article it is tried to achieve the combination of phenomenon description explanation. In Uzbek linguistics *kim* is defined to as an indefinite personal pronoun and the English who is in the same word category and has similar usages. In literary examples, they share similar interrogative usages but they differ according to their syntactic restrictions as illustrated below

Who helped you in this work?   *Bu ishda sizga kim yordam berdi?*
From whom did you take?   *Siz buni kimdan oldingiz?*
To whom will you vote?   *Siz kimga ovoz berasiz?*
Whom did you see?   *Kimni ko'rdingiz?*

The examples show that the interrogative pronoun *who/kim* can be both subject and object in the sentence. Since the category of case is well developed in the Uzbek language, they express the syntactic relation and defined affixes concerning grammatical means based on the characteristic components of the sentences. Since the language systems of English and Uzbek are in various the category of case varies naturally by using them in the sentences. Common case and possessive case are contrasted with six cases in Uzbek:

Cases	Kelishiklar
Nominative	*Kim, nima*
Genitive	*Kimning,nimaning*
Accusative	*Kimni. nimani*
Dative	*Kimga,nimaga*
Locative	*Kimda,nimada*
Ablative	*Kimdan, nimadan*

As we have seen, interrogative pronouns *kim, nima, qayer* are variable according to its morphological mechanism in Uzbek meanwhile question word who, what, where are expressed in two forms in English, namely common and genitive cases. Studying Wh-question words and their morphological differences we found out that while the question word who changes its stem to whom when it functions as an object in English, it accepts the case ending suffixes in Uzbek *kim - ning, - ni, - ga, da, - dan*.

Conclusion

In conclusion it can be said that morphological, syntactic-semantic differences between the languages taken into consideration are significantly greater than the similarities. Although grammatical categories of Uzbek are very close to those of English Wh-questions there are certain notable cases that we have learned in this thesis above. Within the linguistic representation, it is the elements in the end of the words – interrogative particles or that bear on the interrogative aspect. The Wh-words indicate the meanings of "interrogation", and thus it is anticipated that the semantic characteristics of these forms will not differ significantly. While studying the semantic-syntactic, morphological characteristics of these question words, it is analyzed that Wh-words are listener-

oriented interrogative sentences with strong communicatively possessing the commonality in both so-called languages.

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THE ROLE OF NEWSPAPER DISCOURCE IN A LANGUAGE SYSTEM

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Abstract: This article provides an overview of the role of newspaper discourse in a language system and types of them.
Key words: newspapers, discourse, language system, media.
Annotatsiya: Ushbu maqolada gazeta nutqining til tizimidagi o'rni va ularning turlari haqida umumiy ma'lumot berilgan.
Kalit so'zlar: gazetalar, diskurs, til tizimi, ommaviy axborot vositalari.

Newspapers are the second major form of print media and represent the largest of all advertising media in terms of total advertising volume in publicistic style. Newspapers are an especially important advertising medium to local advertisers such as retailers. However newspapers can also be a valuable medium to national Uzbek advertisers as well. Types of newspapers the vast majority of newspapers are daily publications serving a local community. However, there are other types of newspapers that have special characteristics that make them valuable to advertisers. Classifications of newspapers include:

Daily newspapers—published each weekday and found in larger cities and towns across the country. Daily newspapers can further be classified as morning (52%) and evening (48%). Many daily newspapers also publish Sunday editions. For example: Biznes Daily, Biznesekspress, Begoim, Bekajon, Toshkent Oqshomi, Sunday Times, Los Angeles Times and others.

Weekly newspapers—most weekly newspapers originate in small towns or suburbs where the volume of news and advertising is not adequate to support a daily paper. Weeklies appeal primarily to local Uzbek advertisers in the community because of their limited geographic focus. For example: Inson va Qonun, Vatanparvar, Zakovat, Jamiyat, 7x7, Diydor Aziz and others.

National newspapers(based on US newspapers) Newspapers in this with national circulation including *The Wall Street Journal, The Christian Science Monitor*, *The New York Times*, and *USA TODAY*. National newspapers appeal primarily to large national and regional advertisers who use specific geographic editions. Perspective 12-4 discusses the success of *USA TODAY* and the battle to be the leading national newspaper.

Special-audience newspapers—there are a variety of papers that offer specialized editorial content and are published for specific groups. *Advertising Age* is an example of a special audience newspaper as are college newspapers. In Uzbekistan Bekajon, Oila Davrasida are special audience newspaper.

Newspaper supplements—although not a category of newspapers per set, many papers include magazine type supplements, primarily in their Sunday editions. These include syndicated magazines such as Diyonat, Diyor Parade or USA Weekend as well as local supplements produced and distributed by the paper itself. Advertising in newspapers can be divided into different categories which include: *Display advertising*—display ads are found throughout the paper and generally use illustrations, headlines, white space and other visuals in addition to copy text. Toshkent Oqshomi, Argumenti I Fakti, The New York Times and others can be the examples of display advertising. Display ads account for approximately 70 percent of the advertising revenue of the average newspaper. Display ads can be further classified as local or national/general advertising. The newspaper audience as any medium, the media planner must understand the size and characteristics of the audience reached by a newspaper. Basic sources of information concerning the audience size of newspapers come from circulation figures available on newspaper rate cards, on publisher's statements, or through Standard Rate and Data Service's Newspaper Rates and Data. Newspaper circulation figures are generally reported for total circulation and three additional categories including city zone, the retail trading zone, and all other areas.

Purchasing Newspaper Space—The cost of advertising space in newspapers depends not only on the paper's circulation but also on factors such as premium charges for color or special sections as well as discounts available. Rates paid for newspaper space also differ for national versus local advertisers. For example in Toshkent Oqshomi one page advertising space costs 300000 sums

(Uzb). General advertising rates apply to display advertisers outside the newspapers designated market area or to any classification deemed by the publisher to be "general' in nature. The rates paid by general advertisers are, on average, 75 percent higher than those paid by local advertisers. Newspapers offer several reasons for the rate differential including added costs of serving general advertisers, the method by which general advertisers purchase ad space, and the inelastic nature of demand for national advertising space. National advertisers who constitute most of the companies paying general rates do not view these arguments as valid justification for the rate differential charged by newspapers. Many marketers sidestep the higher rates by channeling their newspaper ads through special category plans, cooperative advertising deals with retailers and local dealers and distributors. For example in New York Times advertising space costs 1000 US $. Traditionally, newspaper space has been sold by the agate line system. However, newspapers use page formats of varying width, which has created problems and complicated the buying process for national advertisers. To address this problem and make newspapers comparable to other media who sell space and time in standard units, the newspaper industry developed standard advertising units, which are used by about 90 percent of daily newspapers for national advertising rates. Rates for local advertisers continue to be based on the column inch method. For example: New York Times, Darakchi, Sabo, Ko'ngil ko'chalari, Olila Davrasida and others.

Advertising is a part of the marketing mix. It is a form of promotion as well as, for example, sales promotion or personal selling. This thesis deals with commercial consumer advertising. Therefore, the following characteristics are limited to this type of advertising only.

Advertising can be defined as "the non personal communication of information usually paid for and usually persuasive in nature, about products goods and services or ideas by identified sponsors through various media". As Bovée and Arens further explained that, it is called non-personal because it is directed to a group or groups of people rather than to individuals. That is also the reason why advertising is frequently called mass communication. It is used to inform or remind readers about particular products and to persuade them to act. The action desired by sponsors is usually the purchase. Sponsors pay for the advertisements and thus are usually identified in them, for example, by their logo or trademark. According to Leech, the preferred order of these components in the advertisement is as listed above but as he pointed out *"this scheme is an idealization, for there is clearly a great deal of latitude in the way an advertisement may be constructed and set out."*. Advertisers naturally exploit the possibility of constructing their advertisements in new ways. As consumers become familiar with the advertising discourse, they usually become reluctant to receive the advertising message as they find it predictable and not interesting. Thus, advertisers try to be creative, to be novel and to break such predictability.

Print advertisements (newspapers and magazines) are created by combination of visual and verbal elements. Their standard components as distinguished by function and lay-out are: 1) *Headline;* 2) *Illustrations*; 3) *Body copy;* 4) *Signature; line*; 5) *Standing details;*

They employ new lay-outs and new functions of the individual elements to catch the attention of the reader and to arouse her/his interest in the product or service. The individual components serve different functions and so advertisers combine them carefully in order to get the desired response from readers. Characteristics of each component we explained with examples and showed below.

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ONA TILI FANINI O'QITISHDA QO'LLANADIGAN USULLAR HAMDA ULARNING AHAMIYATI

Boboyeva Mexriniso Norqulovna
Navoiy viloyati Qiziltepa tumani
15-umumiy o'rta talim maktabi
ona tili va adabiyot fani o'qituvchisi

Annotatsiya: Ushbu maqolada ona tili fanini o'qitishda qo'llanadigan usullar hamda ahamiyati xususida so'z boradi. Unda ona tili darslarida o'quvchilar nutqiga qaratiladigan e'tibor yoritilgan.

Kalit so'zlar: Dastur, nutq, savodxonlik, **"Checkers player"** , "Begona so'z", "Jadvalli labirint" , ravishdosh, shashka...
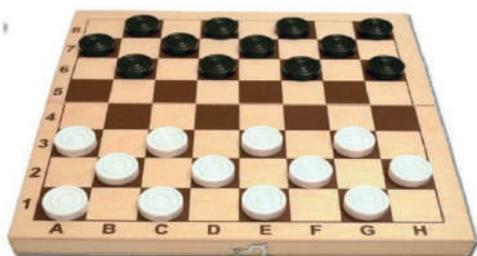
Respublikamizda ta'lim sohasiga juda katta e'tibor berilmoqda. Jumladan, "Kadrlar tayyorlash milliy dasturi"dagi yosh avlodni har tomonlama yetuk va barkamol qilib tarbiyalab o'qitish vazifasi, ayniqsa, o'zbek tili o'qituvchilari zimmasiga katta mas'uliyat yuklaydi. Shu nuqtayi nazardan qaraydigan bo'lsak, yoshlarda yuksak did va madaniyatni shakllantirish uchun, eng avvalo, ularning og'zaki va yozma savodxonlik darajasini oshirish lozim. Umumiy o'rta ta'lim kundan-kunga takomillashib, zamon talablariga mos holda, shaxs ehtiyojidan kelib chiqib faoliyat ko'rsatishi taqozo etmoqda. Umumiy o'rta ta'lim muassasalari faoliyatida sifat jihatidan o'zgarishlarga imkon beruvchi pedagogik boshqaruv yangiliklari yuzaga kelmoqda. Bularning hammasi umumiy o'rta ta'limni boshqarishda murakkabliklarni keltirib chiqarib, ilmiy asoslangan yangi yechimlarni topishni zaruriyat qilib qo'ymoqda. Bu borada o'qituvchilardan darslarni fanlararo bog'liqlik asosida tashkil etish, o'quvchilarni darsga qiziqtirish maqsadida turli usul va o'yinlardan foydalanishni talab etadi.

"Checkers player" usuli. Bu usul "Shashkachi" usuli bo'lib, nutqiy mavzularda qo'llaniladi va nutqiy kompetensiyani o'sishida yordam beradi. Dars 45 daqiqa davomida shashka o'yini tarzida tashkil etiladi. O'quvchilar "Oqlar" va "Qoralar" guruhiga bo'lib olinadi. O'qituvchining savoliga to'g'ri javob bergan o'quvchi har guruhdan bittadan chiqib shashka o'ynaydi va o'zi qo'lga kiritgan shashka donasidagi savolga to'g'ri javob berib, guruhiga ball olib beradi.

Sportning inson hayotidagi o'rni haqida gapiring.

O'zbek sportchilaridan kimlarni bilasiz?

"Begona so'z" usuli.

Bunda o'tilgan mavzuga oid so'zlar va mavzuga oid bo'lmagan so'zlar ham bor. O'quvchilar faqat o'tilgan mavzuga oid sabzavotlarga oid so'zlarni topadilar va ular ishtirokida gap tuzadilar. Ravishdosh mavzusi berilgan unga oid bo'lmagan so'zlarni ajratib qo'yadilar.

Boshlanib ketdi, ayta boshladi, o'qiyotgan bola, o'qib berdi…

"Quvnoq qutilar" usuli.
Bu usul takrorlash va mustahkamlash darslarida qo'llaniladi.

O'quvchilarga 2 ta quti beriladi.

O'quvchilar A qutiga ismlarini yozadi. Masalan: Aziza, Zarina, Alisher….
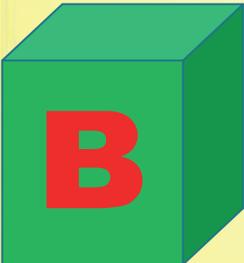
B qutiga esa, mavzu bo'yicha savollarni yozadi.

Masalan: Holning ma'no turlarini ayting.
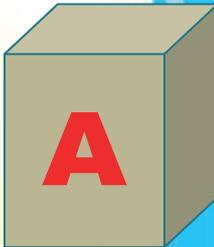
B　　　　**A**

Bu usulda A qutidan ism tanlanadi hamda B qutidan bir savol olib, o'quvchiga beriladi. Shu tarzda usuldan foydalaniladi.

"Jadvalli labirint" usuli. Bunda o'quvchilar
4 ustunda jadval ko'rsatiladi. Qaysi so'zning antonimi ekanligini topishadi va raqamlar orqali belgilashadi.

T/r	So'z	Javob	Zid ma'nosi
1.	Yaxshi	5	Achchiq
2.	Oq	7	Yaqin
3.	Shirin	1	Xunuk
4.	Chiroyli		Semiz
5.	Uzoq		Yomon
6.	Og'ir		Qisqa
7.	Baland		Qora

Xalqni buyuk kelajak va ulug'vor maqsadlar sari birlashtirish, mamlakatimizda yashaydigan, millati, tili va dinidan qat'i nazar, har bir fuqaroning yagona Vatan baxt-saodati uchun doimo mas'uliyat sezib yashashiga chorlash, ajdodlarimizning bebaho merosi, milliy qadriyat va an'analarimizga munosib bo'lishiga erishish, yuksak fazilatli va komil insonlarni tarbiyalash, ularni yaratuvchilik ishlariga da'vat qilish, shu muqaddas zamin uchun fidoiylikni hayot mezoniga aylantirish - ustozlarning bosh maqsadidir.

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THE MAIN CHARACTERISTIC FEATURES AND COMPONENTS OF ADVERTISING DISCOURCE

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Abstract: This article highlights the main characteristics and components of advertising discourse in newspapers and magazines.
Key words: magazine, newspaper, advertising, discourse
Annotatsiya: Ushbu maqola gazeta va jurnallardagi reklama nutqining asosiy xususiyatlari va tarkibiy qismlarini yoritib beradi.
Kalit so'zlar: jurnal, gazeta, reklama, nutq

Magazines and newspapers have been in existence as advertising media for more than two centuries and until the 1920s were the only major media available to advertisers. Despite the growth and competition of the broadcast media, newspapers and magazines have remained important to both their readers and advertisers. Magazines have become a highly specialized medium that reaches specific target audiences in both the consumer and business markets. Newspapers are still the largest advertising medium in terms of both ad revenue and number of advertisers and are particularly important to local advertisers. Advertising revenue is extremely important to magazines and newspapers as few, if any, could survive without it.

The role of magazines and newspapers differs from broadcast media in that they are high-involvement media which allow the presentation of detailed information that can be processed at the readers' own pace. However, the characteristics of each medium, their advantages and limitations as advertising media vehicles, and their role in the media mix are quite different. Magazines serve the educational, informational, and entertainment needs and interests of a wide range of readers in both the consumer and business markets. Magazines rank second only to television as a medium for national advertisers. There has also been a tremendous growth in business publications as their number has grown to more than 75 in the Republic of Uzbekistan. While some magazines are general mass-appeal publications, most are targeted to very specific types of audiences in both the consumer and business markets.

Classifications of magazines is a useful way of classifying magazines is provided by Standard Rate and Data Service (SRDS), which divides the publications into three broad categories based on the audience to which they are directed.

Consumer magazines—magazine that covers a broad or narrow interest and is directed at the general public, as distinguished from a trade magazine (professional magazine), which is geared toward the interests of a specific industry or occupation. A consumer magazine may be distributed free of charge or sold, according to the marketing goals of the publisher. New York Woman was introduced in 1986 as a free magazine sent to prestigious women in New York and was then converted to a paid magazine as it gained a reputation. Magazines are distributed free of charge to encourage advertisers to place ads in an untried publication going to individuals the advertiser wants to reach.

Consumer magazines are bought by the general public for information and/or entertainment. SRDS divides more than 170 consumer magazines into 25 classifications or groupings such as general interest, sports, travel, men's and women's. Consumer magazines represent the major portion of the magazine industry in terms of advertising revenue. For example: Darakchi, Sado, Oila Davrasida, Avtohamroh, Vodiy Gavhari, Men's Health, GQ, Men's Fitness, King, Smooth, Indianapolis Women Magazine, Homemakers, The Lady, OK!, Women's Health, World Sport, Discovery and so on.

Business publications—these are magazines or trade journals that are published for specific businesses, industries, or occupations. Major categories of business publications include those directed to specific professional groups, industrial magazines directed to various manufacturing and production industries, trade magazines, and general-business publications. For example: UzExpo Magazine, Norma, Biznes ekspert, Bozor pul va kredit, US trade Business magazine, Marketing area magazine and so on.

Farm publications are also SRDS category consists of magazines direct to farmers. There are approximately 10 publications targeted to nearly every possible type of farming or agricultural interest. These are broken down into several classifications ranging from general-interest magazines for all types of farmers to those in specialized agricultural areas. For example: Geologiyava mineral resurslar, Vodiy Gavhari, Guliston, Gulxan, Farm Journal (US), Farm Agriculture, Village Life and so on.

However, there are some advantages and disadvantages of magazine advertising. Advantages of the above mentioned magazines:

Selectivity—Magazines are the most selective of all media except direct mail. Most magazines are published for special interest groups or activities. For example: Darakchi, Ro'zg'or sanati, Popkorn, Sadaf, Syurpriz, Saodat, Sinfdosh and other magazines.

Reproduction quality—magazines are generally printed on high-quality paper stock and sue printing processes that provide excellent reproduction in black and white or color. For example: Alo kayfiyat, Cosmopolitan, GQ, Avto Olam and others.

Creative flexibility—some magazines offer a variety of special options that can enhance the creative appeal of the ad and increase attention and readership. Examples include gatefolds, bleed pages, inserts, pop-ups, and creative space buys such as half or quarter page ads. For example: Dono vord, Yosh kuch, Yoshlar ijodi, Family circle, Taste of home and others.

Permanence—Magazines are often kept for reference and/or read over several days. One benefit of the longer life of magazines is that reading occurs at a less hurried pace and there is more opportunity to examine ads in considerable detail. For example: Ladies home, Men's health, Women's health, Salomatlik sirlari, Humo and others.

Prestige—Companies whose products rely heavily on perceived quality, reputation, and/or image often buy space in prestigious publications with high-quality editorial content whose consumers have a high level of interest in the advertising pages. For example: Maxim, GQ, Glamour, Cosmopolitan, Guideposts, UzReport, Humo and others.

Consumer receptivity and involvement—Magazines are generally purchased because the information they contain interests the reader, and ads provide additional information that may be of value in making a purchase decision. As we mentioned before, consumers consider magazines to be the primary source of information for a variety of products and services.

Services—some magazines have merchandising staff that call on trade intermediaries like retailers to let them know a product is being advertised. Cooking Light, Bon appetite, Maslaxat and others.

Therefore, there are some disadvantages of the above mentioned magazines:

Costs— the absolute cost of advertising in large mass-circulation magazines like TV Guide, Time or People can be very expensive, particularly for popular positions such as back covers.

The above mentioned information provide a broad range of information on the audiences of major national and regional magazines including demographic, lifestyle characteristics, and product purchase and usage data. Audience information for business publications is generally more limited than for consumer magazines.

Purchasing Magazine Advertising Space—While magazine rates are primarily a function of the circulation of the publication, rates will vary in response to a number of other variables including size of the ad, position, particular editions chosen, any special mechanical or production requirements and the number and frequency of insertion.

Advertising space is generally sold on the basis of space units such as full page, half page and quarter page, although some publications quote rates on the basis of column inches. Ads can be produced in black and white, black and white plus one color or four colors. Magazine networks offer the advertiser the opportunity to buy space in a group of publications in a package deal. Rate comparisons for magazines are generally made on the basis of the cost per thousand criterion.

There are several problems facing the magazine industry including increasing postal rates and paper costs. The rates readers pay for magazines have increased significantly over the past decade and it will be difficult to raise them any further. It also will be difficult to increase advertising space rates because of the competition magazines face from one another and other media. Some publications have begun negotiating rates with advertisers and the practice may become more commonplace.

The position of magazines advertisements are different from TV or radio's advertisement in

that they are high-involvement media which has the presentation of detailed information which can be processed at the consumers' own pace. Thus, the functions of every medium, their plus and minuses as advertising media circulation, and their role in the media mix are quite different.

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THE NOTION OF ESP AND ITS DISTINCTIVE CHARACTERISTICS

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Possessing its own characteristics and specifications teaching ESP which stands for English for Specific Purposes has grown as a discrete and inseparable part of teaching English. ESP is oriented to a specific field including terminology or knowledge of English within the scope of that sphere. It should be stated that although it is a specific part of teaching English, scholars hold different opinions about the definitions of ESP. To illustrate, Munby (1978) defines ESP as "courses where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner". This explanation is quite concise as it is considered one of the early definitions, and it suggests ESP courses are organized according to learner's needs. In other words, learners are exposed to an English course in which they themselves put the course objectives forward. Other scholars, Hutchinson and Waters (1987) consider ESP to be an approach rather than a product. They claim that ESP is not restricted with certain teaching materials or methodology; however, it focuses on a primary goal of learning English: what is learning process intended for? Robinson (1991) also defines ESP in this way that "purposeful and aimed at the successful performance of occupational or educational goals. They are based on rigorous needs analysis of students, needs should be, tailor-made". Robinson makes an emphasis on two important aspects of ESP: firstly, it is "goal-oriented" (any ESP course sets precise goals to reach at the end of the course); secondly, it is mostly limited in terms of time. Therefore, an ESP practitioner is required to develop a course taking into consideration both students' needs and a period during which fore set goals to be achieved. Limited time of attaining intended goals is highlighted in this explanation though it patently supports the above mentioned definitions by concentrating on one of the crucial aspects of ESP, needs analysis. Agreeing with these definitions, another scholar, Streven (1988) puts it more clearly, to be more precise, he firmly believes in a wide gap between absolute and variable characteristics of ESP. Absolute characteristics of ESP can be perceived as coincidence of the course with learning needs, learners' potential involvement in a certain sphere of activities and study of lexical units only pertaining to that area. Variable characteristics merely possess language skills (they dictate that one of the language skills (e.g. writing) takes priority over others during ESP courses), and they are not taught according to any pre-ordained methodology. Holding almost identical opinions with other language experts, one of the profound scholars in ELT, Kennedy Bolitho also puts his ideas forward stating that the most primary characteristics of ESP is an investigation of the purposes of the learner and the set of communicative needs arising from those needs.

All of these statements give a clear image of how ESP courses should be arranged as well as what aspects need to be considered while dealing with them. However, a full definition is illustrated by Dudly-Evans and St John (1998) who added some detailed characteristics to Streven's definition. According to the scholars' explanation, absolute characteristics of ESP should bear the following features: a) ESP is designed to meet specific needs of the learner; b) ESP makes use of the underlying methodology and activities of the disciplines it serves; c) ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities. Alongside with absolute characteristics, variable ones are also provided by Dudly-Evans and St John just like Streven's definition: a) ESP may be related or designed for specific disciplines; b) ESP may use, in specific teaching situations, a different methodology from that of general English; c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level; d) ESP is generally designed for intermediate or advanced learners; and e) most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

Although ESP possesses a number of subdivisions concerning its peculiarities, it has traditionally been divided into two main areas according to when it takes place: 1) English for Academic Purposes (EAP) involving pre-experience, simultaneous/ in-service and post-experience courses,

and 2) English for Occupational Purposes (EOP) for study in a specific discipline (pre-study, in-study, and post-study) or as a school subject (independent or integrated). Pre-experience or pre-study course will omit any specific work related to the actual discipline or work as students will not yet have the needed familiarity with the content. The opportunity for specific or integrated work will be provided during in service or in-study courses.

It should be stated as each ESP course has its own peculiarities and distinctive characteristics, scholars pool diverse opinions concerning specific characteristics of ESP courses. However, one of those language experts, Carver (1983) states that there are three characteristics common to ESP courses: a) Authentic materials (the use of authentic learning materials is possible if the claim is accepted that ESP courses should be offered at an intermediate or advanced level); b) Purpose-related orientation which refers to the simulation of communicative tasks required by the target situation. The teacher can give students different tasks to simulate the conference preparation, involving the preparation of papers, reading, note-taking, writing and etc; c) Self-direction which means that ESP is concerned with turning learners into users. For self –direction, it is necessary that teachers encourage students to have a certain degree of autonomy – freedom to decide when, what, and how they will study. For high-ability learners it is essential to learn how to access information in a new culture.

Although other suggestions have been made by many scholars, characteristics of ESP illustrated by Carver are considered to be elaborate so far. It includes most essential features of ESP courses including authentic materials in fact. Nevertheless, his opinions about usage of authentic materials are opposed in some cases because authentic materials are not always preferable for classroom usage as they make demands on learners' cognition in terms of degree of difficulty. Therefore, it is firmly believed that authentic materials should be brought into ESP classrooms after a careful selection by instructors.

Summing up all above mentioned assumptions, it can be stated that ESP is a specific part of general English in which courses are organized in accordance with learners' needs. The participants play a great role in organizing lessons, setting objectives and determining approaches for the lesson. In essence, ESP courses are conducted at different academic institutions to improve learners' language proficiency in a specific area of social life.

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IMPORTANCE OF INNOVATIVE METHODS IN FORMING STUDENTS' ORAL SPEECH IN THE PROCESS OF TEACHING ENGLISH LANGUAGE

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Interactive learning is a type of cognitive activity that aims to create comfortable learning environments in which each student feels at ease, confident, considers himself successful, bright, and believes in his own abilities.

The essence of interactive learning is that the educational process takes place in a setting where all students are constantly engaged in active, pleasant engagement. When a teacher and a pupil are on a level playing field. In the classroom, an atmosphere of engagement and cooperation is established as a result of organizing educational activities in this manner, allowing the teacher to become a true leader. Interactive learning technologies organize the learning process in such a way that it is difficult for a student not to engage in the group learning. Each student has a distinct task for which he must publicly report, or the group's task quality is dependent on his activities. Individual interactive strategies that excite the process, create curiosity, and activate mental capacities are provided by interactive learning technology.

Contacts with overseas partners, business trips abroad, equipping manufacturing with imported equipment, business correspondence, and computers all necessitate the mastery of a foreign language. Everything, for whatever reason, necessitates an understanding of mostly English. Language, whether native or foreign, is a mode of communication that allows people to connect with one another and affect one another in natural social situations. Much of the success of a project is determined by the methods used to teach it. Teaching methods encompass a wide range of actions carried out by teachers and students in the classroom.

In recent years, pedagogical science and practice have been increasingly interested in teaching techniques that, in terms of content and implementation, are unachievable without a high level of external and internal student participation. These are referred to as "active learning approaches" in the industry. Didactic games are the most prevalent of these methods. Didactic games are a type of collective, intentional educational activity in which each participant and the team as a whole are united by the answer to the main problem and strive to win. An educational game is a game that is organized for instructional objectives.

Problem learning is an active method. Students must deal with a variety of learning, life, and employment situations. Active methods are also used in extracurricular events, such as tournaments, Olympiads, quizzes, and press conferences, for example, holding a week of natural science subjects. Organizing a competition to choose the best reader and determining proper pronunciation and overall expressiveness of speech. Competition for the best simultaneous interpreter, which allows for listening comprehension detection. The competition for the greatest translator-referent demonstrates the ability to read and comprehend a foreign language text. The competition for best storyteller allows participants to demonstrate their ability to construct a coherent statement. The contest for the best interlocutor demonstrates the ability to hold a conversation and exchange comments.

The formation of communicative competence is the primary goal of learning a foreign language; all other goals (educational, upbringing, and development) are accomplished in the course of achieving this primary goal. The communicative strategy entails training communication and honing intercultural contact skills, both of which are necessary for the Internet to work. The Internet makes no sense outside of communication - it is an international, multinational, cross-cultural society whose life is based on the electronic communication of millions of people all over the world, speaking at the same time - the largest conversation ever in terms of size and number of participants. We develop a model of genuine conversation by engaging in it in a foreign language class.

Students are immersed in real-life scenarios as they communicate in an authentic language

environment supplied by the Internet. Students learn to respond to a variety of meaningful, realistic, fascinating, and feasible tasks in a spontaneous and adequate manner, which encourages the invention of creative statements rather than the stereotypical manipulation of verbal formulas. Understanding, conveying content, and expressing meaning are given top priority, which stimulates the study of a foreign language's structure and vocabulary that serve these purposes. As a result, students' attention is drawn to the usage of forms rather than to themselves, and grammar is taught indirectly, via direct conversation, rather than through the study of grammatical principles.

The arrival of the computer, multimedia technology, and the global information computer network has had a huge impact on the educational system, creating considerable changes in the content and methods of English teaching. The process of integrating computer technologies into all aspects of human life is still underway. But the most significant aspect is that it leads to faster individual development, hence raising the overall level of education. Students who learn English through information and communication technologies can participate in online exams, quizzes, contests, and Olympiads, as well as connect with classmates from different countries, participate in chats, and establish blogs. They can get any kind of knowledge about the topic they're working on, including language and cultural materials, celebrity news, newspaper and magazine articles, relevant literature, films, and so on. Pupils can expand their knowledge through traditional and integrated courses with multimedia presentations and on-line assessments. The use of computer presentations in the educational process allows you to increase student assimilation of educational material and conduct classes on a qualitatively new level by designing slide films and reference tables from a computer screen to a large wall screen, rather than using a classroom board. The use of a computer presentation can greatly improve the lesson's efficacy. The presentation allows you to affect multiple categories of memory at the same time: visual, aural, emotional, and, in certain situations, motor memory.

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LINGUISTIC EDUCATION IN TEACHING FOREIGN LANGUAGES AND ITS ROLE IN THE DEVELOPMENT OF SOCIETY

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It is crucial to consider not only grammar and vocabulary, but also linguistic and cultural knowledge in order to read and understand the text. Today, a variety of learning methodologies are gaining popularity. The concerns of identifying the aims and substance of education that is appropriate to them are at the heart of the reorganization of foreign language instruction at the university. The most effective ideas for building them are those that focus on teaching not only a foreign language, but a foreign language culture in its broadest meaning. The formation of communicative competence is intrinsically linked with socio-cultural and regional knowledge, according to the State Educational Standard for the level of foreign language proficiency. It is impossible to develop communicative skill without understanding the socio-cultural context. Modern methodological research in English teaching is based on a linguistic and regional perspective. At the same time, regional vocabulary is emphasized, as well as regional geographic information affecting the most various parts of the target language's existence, including history, literature, science, art, and traditions, customs, and customs. Since the main object is not the country, but the background knowledge of native speakers of a foreign language, their non-verbal behavior in acts of communication, and a generalized form of their culture, it would be reasonable to include a socio-cultural component in English teaching, on the basis of which students would gain knowledge of the country's realities and traditions, participate in cross-cultural dialogue, and become familiar with the achievement. As a result, the issue of content in foreign language teaching methodology remains one of the most pressing. The relationship between the substance of education and the social order of society, as well as its evolution and historical shifts in the globe, is crucial. In response to changing demands for foreign language professionals, the emphasis in educational material is shifting from studying linguistic features based on grammar-translation methods to mastering speech and the development of students' communicative ability.

In today's world, the importance of teaching not just the language but also the foreign language culture of those who speak it is expanding. There is no single strategy to determining the components of training content in English teaching methods. Linguistic material, activities, skills, subjects, texts, and language concepts are some of the components that make up the learning content. The following types of speech activity are the main units of content for a foreign language whose primary function is verbal communication: expression of thought orally (speaking); in writing (letter); listening comprehension and comprehension (listening); perception and understanding of written speech, texts (reading). Each form of speech is a sophisticated and distinct system of creative skills based on knowledge and skills targeted at resolving a variety of communication issues. Students acquire a diverse set of skills and talents while learning English. The skills of using vocabulary, grammar, or pronunciation skills that are included as factors in the composition of speech skills are traditionally referred to as speech skills (the capacity to speak, listen, read, and understand, for example). The preceding is included in a foreign language's curriculum since it is the foundation for attaining the practical purpose of teaching a language. Culture, in all of its forms, contributes to the development of a student's personality.

Everything that makes it possible for students to grasp a foreign language in terms of educational, cognitive, developmental, and educational characteristics is included in a foreign language culture. In didactics, teaching methods are considered, and education methods are considered in educational theory. The main instructional strategies used in student activities are familiarization, training, and application. They denote the assimilation of instructional material as well as being means to reach the stated aim.

The education of a current competent linguist is interdisciplinary (how can one separate language from psychology and/or sociology?): fields of research that are competitive not only

in the domestic but also in the international job market. As one of the most important figures in linguist training, E.S. Kapturova distinguishes between information and communication subcompetence and professional action. The first category contains the skills and talents needed to communicate effectively in a foreign language; "they are reflected in linguistic, sociolinguistic, sociocultural, discursive, and compensatory components" (this is the interdisciplinarity mentioned above). The second subcompetence is concerned with a linguist's professional activity, which encompasses instructional, scientific, research, and management aspects. It goes without saying that an expert with a similar set of professional talents has a wide range of applications in the labor market. Studying linguistics also aids in the development of a variety of personal attributes that are essential for a successful job. To begin, a person must have self-discipline, the ability to arrange oneself, and self-control in order to learn a foreign language. You'll also need an excellent recall, critical thinking skills, and the capacity to analyze and contrast. These characteristics are required of any successful specialist in any profession. Finally, in this day of rapid socioeconomic change, a specialist must frequently change not only the workplace, but also the field of activity, maintain a high professional level, and learn new abilities. Individuals with transferable talents (knowledge and skills that can be transferred from one field to another) are more effective in such a dynamic work environment. Graduates of linguistic (philological) schools have a variety of these abilities and knowledge. This is the same expertise that was discussed earlier: knowledge of a foreign language, the capacity to work effectively with information, communicative competence, and computer literacy.

Thus, specialists from numerous fields and training profiles are required for the entire growth of society. Graduates of humanities faculties, i.e. future linguists, have a wide range of personal and professional qualities developed over the course of their university education, ensuring their mobility, ability to adapt to various professional contexts, and continued use of skills and abilities relevant to various spheres of society.

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ҲОЗИРГИ ХИТОЙ ТИЛИДА БИР БЎҒИНЛИ ФЕЪЛЛАР РЕДУПЛИКАЦИЯСИ ҲАҚИДА

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Аннотация: ҳозирги хитой тилида феъллар такрори кенг қўлланилувчи ҳодисалардан бири бўлиб, редупликация натижасида ҳосил бўлган бирлик сўзнинг шакли ва сўз маъноси ўзгаришига сабаб бўлади. Мазкур мақолада ҳозирги хитой тили бир бўғинли феълларга оид моделлар хусусиятлари кўриб чиқилган.

Калит сўзлар: оҳанг, редукция, редупликация, модел, компонент, иероглиф, аффикс, суффикс, постфикс

Ҳозирги хитой тилида бир бўғинли феъллар такрори бир нечта моделга таянган ҳолда амалга ошади.

Хитой тилида бир бўғинли феъллар асосан 'АА' модельга асосланган ҳолда такрорланади: бир бўғинли феъл такрорланиб келганда, унинг иккинчи (яъни иккиланиб келадиган) компоненти енгил оҳангда ўқилади. Масалан, 看 *kàn* "қарамоқ" - 看看 *kànkan* "қараб кўрмоқ", 听 *ting* "эшитмоқ" - 听听 *tīngting* "эшитиб кўрмоқ", 想 *xiǎng* "ўйламоқ" - 想想 *xiǎngxiang* "ўйлаб кўрмоқ". Агар феъл учинчи оҳангга эга бўлса, унда у такрорланиб келганда унинг биринчи бўғини, одатда, иккинчи оҳангга айланади. Масалан: 讲 *jiǎng* "гапирмоқ" – 讲讲 *jiǎng·jiang* "гапириб бермоқ" [1, 10].

Бир бўғинли феълларнинг 'А – А' такрорий модели: бир бўғинли феълларнинг такрорий шаклида кўп ҳолларда уларнинг компонентлари орасида, ҳаракатнинг қисқа муддат ичида рўй бераётганини кўрсатувчи 一 *yī* морфемаси қўлланади. Масалан, 看一看 *kan yī kan* "қараб кўрмоқ", 想一想 *xiang yī xiang* "ўйлаб кўрмоқ", 听一听 *tīng yī ting* "тинглаб кўрмоқ". Феълнинг ушбу такрорий модели 'А – А' кўринишига эга ва 'АА' такрорий моделнинг синоними ҳисобланади. Ушбу модель сўзнинг янги формасини ҳосил қилиш учун хизмат қилади.

你可以用一用这支圆珠笔 [2, 71]
Ni keyi yong yi yong zhe zhi yuanzhubi
"Сен бу ручкани ишлатиб кўришинг мумкин";
你听一听，他说得对不对？[2, 74]
Ni ting yi ting, ta shuo de dui bu dui?
"Эшитиб кўринг-чи, унинг сўзлаётган гапи тўғрими?"

Хитой тилида деярли барча бир бўғинли феъллар такрорнинг 'АА' ва 'А一А' модели асосидаги кўринишга эга.

Такрорий феъллар ҳаракатнинг ўтган замонда содир бўлганлигини ифодаловчи 了 *le* суффикси билан бирга қўлланилганда, 了 *le* суффикси такрорий феълнинг биринчи компонентидан сўнг қўйилади, яъни 'А了А': 看了看 *kan le kan* "қараб кўрмоқ". Феълнинг биринчи компонентидан кейин феълларга хос суффиксларнинг қўйилиши феъл ва ҳисоб сўзининг биргаликда қўлланилиши билан боғлиқ.

Ўрта аср хитой тилида такрорий феълнинг иккинчи компонентидан олдин сон сўз туркумига оид сўзлар қўлланилган, масалан:

丽小姐点了几点头，笑了笑与说 … [3, 112]
Li xiaojie dian le ji dian tou, xiao le xiao yu shuo…
"Ли хоним бошини бир неча марта эгиб кулди-да, деди...".

Ҳозирги замон ёзувчилари феъл такрорида бугунги кунда ҳам сонлардан фойдаланадилар. Хитойшунос олим Ли Гао "现代汉语动词研究" *Xiandai hanyu dongci yanjiu* ("Ҳозирги хитой тилида феъллар таҳлили") китобида "феъллар такрорида феълнинг '一' *yi* сони билан бирга қўлланилиши ҳаракатнинг бир марталилигини ифодалайди" [2, 89], деб ёзади. Бироқ ҳозирги

хитой тилида '一' *yi* сонининг феъллар такрорида қўлланилиши ҳаракатнинг бир маротаба содир бўлганлигини билдирмай, балки унинг қисқалигини ифодалаб келади. Масалан, 看一看 *kan yi kan* ўрта аср хитой тилида "бир марта қараб кўрмоқ (қараб қўймоқ)"ликни, 摸一摸 *mo yi mo* "бир марта силаб кўрмоқлик"ни билдирган бўлса, ҳозирги хитой тилида "қараб кўрмоқ", "силаб кўрмоқ", яъни ҳаракатнинг оҳиста кўринишга эга эканлигини билдиради [3, 56].

Бир бўғинли феълларнинг 'A来A去' (*Alai Aqu*) такрорий модели: бир бўғинли феъл йўналишни билдирувчи қўшимча сўзлар (мазкур моделдаги 来 *lai* сўзининг маъноси "келмоқ", 去 *qu* сўзининг маъноси "бормоқ") билан бирга қўлланилган ҳолда такрорлана олади. Бунда мазкур модель бўйича ҳосил бўлган бирлик хатти-ҳаракатни такрорланган ҳолда, бир мунча узоқ муддат ичида содир бўлаётганлигини билдиради:

在书店里，我看来看去，只卖了这么一本书 [2, 93]
Zai shudian li, wo kanlai kanqu, zhi mai le zheme yi ben shu
"Китоб магазинида айланиб юриб фақат шу китобни сотиб олдим";
我想来想去，终于想好了一个好办法 [3, 58]
Wo xianglai xiangqu, zhongyu xiang hao le yige hao banfa
"Мен ўйлаб-ўйлаб яхши усул топдим".

Мазкур моделдаги сўз ўзбек тилига таржима қилинаётганида хитой тилидаги 来 *lai* кўп ҳолларда ўзбек тилидаги *-дан* аффиксига, 去 *qu* сўзи эса *-га* аффиксига тўғри келади:

在公园里我看见蝴蝶在花中飞来飞去，孩子们在旁边跑来跑去 [4, 166]
Zai gongyuan li wo kanjian hudie zai hua zhong feilai feiqu, haizimen zai pangbian paolai paoqu
"Боғда капалакларнинг гулдан-гулга учиб-қўнганини, болаларнинг эса у ёқдан-бу ёққа югуриб юрганини кўрдим" ;

Феълдан кейин 过来 *guolai* ёки 过去 *guoqu* ҳам қўйилиши мумкин, яъни 'A 过来 A 过去' [5, 167], масалан:

这件事他说过来说过去不知说了多少遍了
Zhe jian shi ta shuoguolai shuoguoqu bu zhi shuo le duoshao bianle
"Бу масала ҳақида у гапираверди, гапираверди, неча марта қайтарганини ҳам билмайман".

Хитойшунос олим, профессор Луй Шу-ся "中国文法研究" *Zhongguo wenfa yanjiu* ("Хитой ёзуви") китобида 想来想去 *xianglai xiangqu*，跑来跑去 *paolai paoqu* каби мисоллар асосида хитой тилида такрорнинг 'A来A去' [6, 35] кўриниши ҳақида маълумот беради. Унинг ёзишича, маълум бир феъл такрорида 来 *lai* ва 去 *qu* ҳаракат йўналишини белгиловчи феъллар қўлланилиши мумкин. С.Е. Яхонтов эса "Категория глагола в китайском языке" монографиясида феълнинг мазкур кўринишини феъл такрори эмас, балки "феъл бирикмаси" [7, 183] деб тушунади. Бизнинг фикримизча, бу феълни такрорини ифодаловчи моделларидан биридир. Бунда 'A' ўрнида бир хил феъллар қўлланилади: 说来说去 *shuolai shuoqu*，跑来跑去 *paolai paoqu*.

С.Е. Яхонтов фикрига зид равишда айтиш мумкинки, феълларнинг такрори нафақат ҳаракат қисқалигини, балки ҳаракатнинг бир оз узоқ муддат ичида содир бўлганлигини ҳам ифодалаши мумкин (такрорнинг 'A来A去' '*Alai Aqu*' конструкцияси асосида).

А.А. Драгунов феъл такрори икки хил маъно бериши мумкинлигини таъкидлайди [8, 156]: а) ҳаракатнинг кучайиши ва б) ҳаракатнинг сусайиши. С.Е. Яхонтов эса феъл такрори ҳаракатнинг фақат сусайишини билдиради, деб ҳисоблайди. Феъл такрорида ҳаракатнинг кучайиши феъллар билан бирга қўлланилаётган сифат ва равишлар орқали ифодаланади:

请您好好的想想，然后给我答案 [7, 183]
Qing nin haohao de xiangxiang, ranhou gei wo daan
"Илтимос, яхшироқ ўйлаб кўринг-да, сўнгра жавобини менга айтинг".

Бизнинг фикримизча, феълларнинг 'A来A去' модели ҳаракатнинг кучайишини, узоқ муддат ичида содир бўлганлигини билдириши мумкин:

她想来想去想不到结论
Ta xianglai xiangqu xiang bu dao jielun
"У ўйлаб-ўйлаб бир тўхтамга кела олмади".

С.Е. Яхонтов фикрига кўра, феъл такрори ҳаракатнинг такрор ҳолда содир бўлаётганлигини билдира олмайди. "Феълларнинг такрори ҳаракатнинг фақат қисқа муддат ичида содир бўлаётганлигини билдиради" [7, 184], дейди у. Ваҳоланки, феълларнинг 'A来A去' такрорий

моделида ҳаракат такрор ҳолда содир бўлаётганлигини кўриш мумкин.

Бир бўғинли феълларнинг '东А西 А' ('*dong A xi A*') такрорий модели: хитой тилидаги феълларнинг мазкур модели ҳаракатни такрор ҳолда содир бўлаётганлигини билдириш учун хизмат қилади. Ушбу модель асосан хитой тилининг оғзаки нутқига хос бўлиб, қўлланилиш доираси нисбатан торроқ. Масалан, 东找， 西 找 *dong zhao, xi zhao* ("ғарбдан қидирмоқ, шарқдан қидирмоқ"), яъни "бу ерда қидирмоқ, у ерда қидирмоқ" ("ҳамма жойда қидирмоқ"). Бир бўғинли феълларнинг '东А西 А' (东*dong* "ғарб", 西 *xi* "шарқ") моделидаги 东*dong* сўзи ўзбек тилига "бу", 西 *xi* сўзи "у" деб таржима қилинади:

我们找他半天，东找，西找，从什么地方也找不到 [2, 96]

Women zhao ta ban tian, <u>dong zhao, xi zhao</u>, cong shenme difang ye zhaobudao.

"Биз уни ярим кун қидирдик, у ерни қидирдик, бу ерни қидирдик, ҳеч қаердан тополмадик".

Бир бўғинли феълларнинг 'А巴А巴' ('*A ba A ba*') такрорий модели: феълларнинг мазкур модели хитой тилида кенг тарқалган бўлиб, асосан хитой тили оғзаки нутқида қўлланилади:

等到老太太来到，李小姐才把她劝巴劝巴到屋里去等汽车 [2, 111]

Deng dao lao taitai lai dao, Li xiaojie cai ba ta <u>quanba quanba</u> dao wu li qu deng qiche

"Хонимни кутиб олгач, Ли хоним уни машинани уйда кутишга бир неча бор кўндирди";

Феълларнинг мазкур модели оҳангни юмшатиш учун хизмат қилади. Юмшатиш оҳанги ёрдамчи сўз вазифасида келувчи 巴 *ba* орқали ифодаланади. Бундай моделга эга феъллар кўп эмас.

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ISSUES ON THE PLACE OF INTERTEXTUALITY IN SCIENTIFIC TEXTS

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Abstract: the article deals with the issues based on analyzing peculiarities of intertextuality in a scientific text. The author analyses researches of scientists based on this topic.

Key words: intertextuality, text, scientific text, interdiscursiveness, discourse.

Intertextuality is a common property of texts, expressed in the presence of links between them, thanks to which the texts (or parts of them) can explicitly or implicitly refer to each other in many different ways.

Rhetorical intertextuality adjoins typological intertextuality, the methodological basis of which, according to Heinrich F. Plett, is not a community of signs, but rather a community of structures. Variations of the latter spread from one extreme, their complete reproduction through various degrees of deviation, to the opposite - their complete inversion. Intertextual irony arises from the inversion in the post-text of the statement of the pre-text [1, p. 315].

Dioniz Dyurishin in his "Theory of the Comparative Study of Literature" develops a practical approach to the study of intertextuality in specific works. Dyuri-shin, in particular, notes that the author may relate differently to the quoted work: an allusion with a negative attitude turns into a parody [2, p. 142].

Intertextuality can be evidence of the presence of interdiscursiveness. So, rhetorical intertextuality, which was mentioned above, is one of the widespread methods of rhetorical discourse. The concept of interdiscursiveness is today less developed in the scientific community in comparison with the concept of intertextuality. Chernyavskaya distinguishes between spontaneous and staged discourse changes. This division is, of course, relative, since it is not always obvious how consciously the author of the text applied this or that method; the answer to this question can be difficult even for the author of the text.

As an example of staged inter-discourse, let us quote from M.M. Bakhtin: "Rabelais is sometimes not afraid of completely meaningless phrases, just to put next to ("settle") such words and concepts that human speech, on the basis of a certain system, a certain worldview, a certain system of assessments, never uses in one context, in one genre, one style, one phrase, one intonation. Rabelais is not afraid of logic like an elder in the garden, but an uncle in Kiev" [3, p. 326].

N.Yu. Georginova examines the relationship between the concepts of interdiscursiveness, intertextuality and polyphony: "The anthropocentricity of the modern scientific paradigm, all of which is focused on a person, dictates the need to take into account the cognitive component in linguistic research" [2, p. 149]. The author lists the main schools of discourse analysis and their most prominent representatives - "French (P. Serio, M. Foucault, M. Pesche, etc.), German (Utz Maas, Jürgen Link, Jürgen Habermas, etc.), Anglo-American, Russian." [2, p. 149], and quite rightly notes that modern research is distinguished by a cognitively oriented orientation.

However, in our opinion, it should be noted that one of the founders (according to many researchers - the founder) of discourse analysis Michel Foucault defined discourse as a purely non-anthropocentric concept, fundamentally non-anthropocentric. Foucault condensed discourses, creating a separate world - not even equal to reality and language, but primary. The whole point of the theory was to move away from anthropocentricity.

In Foucault's work, the opposition "person / text" was removed by focusing on the third - on discourse, endowing the latter with the highest status, while the proponents of the cognitive approach in this opposition ("person / text") place discourse on the side of the person, to help the person, since "earlier language (and text is, first of all, a unit of language) was described as a self-sufficient, self-organizing, self-contained system of signs. " [2, p. 150]. That is, we are dealing with diametrically opposite intentions underlying the introduction and use of the term "discourse".

Georginova notes that the category of inter-discourse was introduced by the French philosopher M. Pesche, defining it as "the constitutive ability of any discourse, thanks to which it is in a relationship with the ensemble of already produced discourses" [3, p. 150].

Of course, mediality is primarily associated with creolized texts, those complex combinations of video, sound and text that have become available thanks to technical innovations. However, McCluhan's formula "The Medium is the Message" is by no means limited to the twentieth century. McCluhan himself, deriving this formula, describes the broadest historical cut.

Obviously, the place on this scale, determined by one or another scientist using these terms, is due to the research program that he adheres to. It is also obvious that these places will be correlated, and this will allow, if not to eliminate, then at least to level the confusion that may arise in the use of these (and other related) terms. So, for example, typological intertextuality, which presupposes "reproducibility in a specific textual copy of invariant text-forming features determined by the model of its text-building and - perception - by the type / genre of the text" [2, p. 125], may well be called discourse in its narrowest sense.

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ISSUES ON AMERICAN LITERATURE OF THE LATE XIX CENTURY: DEVELOPMENT OF THE SCHOOL OF "LOCAL FLAVOR"

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Abstract: the article describes issues on the development of American literature of the late XIX century. The idea of "local flavor " had a solid foundation in the national literary tradition: it relied on the "traveler's story" widespread in colonial literature and the discoveries of romantic "nativism". In turn, the art of "local flavor" laid the foundations for the regionalism of US literature in the XX century.

Key words: American literature, newspapers and magazines, publication of books, American philosophers.

The last decade and a half of the 19th century were marked by the intensification of the country's intellectual life: a whole group of thinkers appeared who tried to solve both eternal philosophical questions and questions of social justice and humanity. Philosophers Josiah Royce, George Santayana, William James, Charles Sanders Pierce, John Dewey, Oliver Wendell Holmes as a legal scholar, economists and sociologists Thorstein Veblen, Herbert Crowley, Lester Frank Ward, Henry George and the greatest thinker of black America William Dubois - all of them lamented the superficial judgments and "vicious ideology" that occupied the "mental space of the United States."

The new school of American philosophers and psychologists strove to ensure that seemingly abstract discourses about materialism, idealism, determinism and free will were established in the minds of Americans as something that directly concerns them. In this way, they tried to prevent the washing out of the truly human foundations of life by a massive flow of mechanical forces.

The publishing industry in the country continued to develop intensively. Farmers, factory workers, small townspeople, every ethnic group, residents of every region now had their own newspaper or magazine.

Now there are a lot of publications that serve the most diverse audience and are guided by its cultural level and tastes. The reading gap was so wide that America seemed to be in the midst of a cultural civil war. "Between university ethics and business ethics, between American culture and the American people, between academic pedantry and tabloid slang, there is and cannot be anything in common, no" neutral zone ", wrote the famous critic of the early 20th century V.V. Brooks.

However, reading not only newspapers and magazines, but also fiction has finally become a nationwide habit.

Typography in America, beginning with the Reconstruction period, was also clearly focused on two layers, one might say, two classes of readers. The major booksellers — New York, Boston, and Philadelphia — supplied bookstores with products for the educated townspeople, while subscription publishers provided booksellers who carried "culture" to America's small towns and villages. A huge, mostly literate, but not too refined readership: artisans, farmers and members of their families - ordered in advance the publication of books on history, morality, medical care, patriotic or humorous essays, and only occasionally - works of art.

In these conditions, writers, in order to achieve success, had to "get out" with all their might: arrange public lectures (later - public "readings"), for the sake of popularity, and not just earnings, print in cheap magazines, create stage versions of their works, so how the public who watched the "performance" willingly ordered the publication of the "novel they liked." A literary career demanded the talents of a businessman, and in the 1880s authors began to increasingly resort to the services of literary agents. However, the writers' incomes have grown significantly in comparison with the pre-war ones, which in many respects prompted them to seek the reader's favor. Ultimately, this - along with other circumstances - hindered the development of literature.

American literature at the turn of the century did not immediately come into line with the scale of economic and social shifts in the country. For a long time, the main literary achievements remained associated with romanticism, which continued to dominate poetry. Prose, on the other hand, which undertook to pave the way for realism, was marking time. First, she was in no hurry

to get rid of the system of values that had developed under the sign of Puritan ideology.

The vitality of the Puritan worldview was facilitated by the fact that it did not contradict the new Protestant ethic of business success, but, on the contrary, even strengthened it: "Become wealthy!" As a result, Spencer's popular social-Darwinian ideas (they inevitably penetrated the United States from Europe and captivated the writers of the younger generation - Garland, London, Dreiser) paradoxically coexisted with the requirement of literary chastity, in relation to which the new realities of life and even the originality of artistic skill turned out to be secondary.

A brilliant master of the novella and at the same time an author unparalleled in "dressing the wounds" of ordinary Americans, he was very popular only with the most unintelligible reader. The invariably happy ending of his stories eventually bored his contemporaries. O. Henry's letters and unfinished manuscripts testify that he did not quite willingly remain a "good storyteller", but dreamed of "simple honest prose."

Thirdly, the almost inevitable desire of writers for commercial success, of which many writers in the United States fell victim to, was also a kind of "constraint". For example, Francis Bret Harth (1836-1902), who came from Albany to San Francisco in the 1870s, for a time became America's most famous writer. One of the pioneers of "local flavor", in his "The Happiness of the Roaring Camp and Other Stories", he, in fact, acted as the creator of the popular image of the Wild West, inhabited by sentimental crooks, brave renegades and fallen women with hearts of gold.

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INTERTEXTUALITY AND INTERDISCURSIVITY

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Abstract: The article deals with the emergence and development of the term "intertextuality" in the scientific work. The connection between intertextuality and interdiscursivity is shown through the identity of the concepts "constitutive intertextuality" and "interdiscursivity" adopted in critical discourse analysis. The features of the understanding of intertextuality by various scientific schools, the narrow and broad interpretation of the term are analyzed.

Key words: intertextuality, term, interdiscursivity, discourse analysis.

The scale of meanings of the term "intertextuality" is revealed. It is proved that the current definitions of intertextuality are based on the corresponding definition of the term "text". Various types of intertextuality are presented, such as typological, code, genre, rhetorical. Specific examples demonstrate the need for reflection on the research position and the meaning in which the word "intertextuality" is used in order to avoid confusion and logical inconsistencies.

The importance of the role of linguo-social and cultural space in discourse analysis has been proved. It was revealed that the interdiscursiveness / intertextuality ratio is not symmetric to the discourse / text ratio. The concept of interdiscursiveness approaches the concept of typological intertextuality, however, unlike the latter, it is more voluminous, with sociocultural and psychological dimensions. Intertextuality testifies to the openness of discourse, thereby signaling interdiscursiveness. However, it is not a prerequisite for the latter. Interdiscursiveness is recipient-oriented and requires the recipient to demonstrate a high level of scientific and artistic abstraction. Interdiscursiveness makes a literary text more voluminous, allows you to create a hierarchy of contexts through the inclusion of cultural codes from various spheres of culture.

The concept of "intertextuality" was introduced by the French researcher Julia Kristeva in 1967. In "The Revolution of Poetic Language" (1974) Kristeva gives the following definition of intertextuality: "... intertextuality is the transposition of one or several sign systems into another sign system" [1, p. 52]. Structuralists and poststructuralists understood intertextuality as the productivity of the text. A text (unlike a work) is not something limited, it is open, connected by myriads of threads with its innumerable pretexts and contains the potential for an infinite number of intertexts.

Roland Barthes writes: "Every text is an inter-text in relation to some other text, but this intertextuality should not be understood in such a way that the text has some origin; text -is formed from anonymous, elusive and at the same time already read quotations - from quotations without quotation marks" [2, p. 418]. According to Bart, intertextuality also includes texts that have appeared after the work. Barth refers to the example given by Levi-Strauss, in which the myth of Oedipus also contains his Freudian version: "... reading Sophocles, we should read it as a quote from Freud, and Freud as a quote from Sophocles" [3, p. 39-40]. As V.E. Chernyavskaya, "Bart emphasizes the receptive side of intertextuality" [4, p. 121].

As well as, she identifies two models of intertextuality - broad and narrow. She calls the broad model based on the ideas of Kristeva and Barthes (who in turn rely on Bakhtin's dialogism) as literary, and the narrow model, according to which intertextuality is a special quality inherent in only some texts, as linguistic. It is thanks to the narrow concept that the term has become widespread, since "the global theory of intertextuality led to the inevitable blurring of the boundaries of this concept, its inflation" [4, p. 123]. As will be shown below, most researchers adhere to a diametrically opposite point of view, considering a broader approach to the concept of intertextuality as linguistic, and a narrow one as literary.

Meanwhile, the narrow concept of intertextuality, representing the designation of the type of relations into which one specific text enters with another specific text or texts (quotations, allusions,

reminiscences, etc.), does not carry a new point of view, but "repeats under a new label the old views of literary criticism, rhetoric, classical philology "[4, p. 124]. That is, in the case of the term "intertextuality" we see a scale of meanings, when at one end there is infinity, blurring, inflation, at the other - uninformativeness, tautology, redundancy.

This view of the relationship between the concepts of "intertextuality" and "interdiscursivity" is adhered to by Natalie Pieguet-Gro, suggesting that any appearance in the text of another specific text, regardless of its style and nature (up to letters, various kinds of plates and restaurant menus), should be considered intertextuality. All other forms of dia-logicality, including the so-called typological intertextuality, are referred to by the author as "interdiscursiveness". A broader understanding of intertextuality, according to Pieguet-Gro, makes this term irrelevant for literary analysis [1, p. 70-73].

Thus, moving closer to the concept of typological intertextuality, the concept of interdiscursiveness, however, is more voluminous, since it has sociocultural and psychological dimensions. By testifying to the openness of discourse, intertextuality signals interdiscursiveness, but is not, however, a prerequisite for the latter. Interdiscursiveness is mainly recipient-oriented, requiring a high level of scientific and artistic abstraction from the reader, adds additional volume to the literary text, creating a hierarchy of contexts by including codes from various areas of culture.

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LINGUISTIC AND LITERARY INTERPRETATION OF THE TERM "INTERTEXTUALITY"

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Abstract: The article describes issues related to linguistic and literary interpretation of the term "intertextuality". A comparative analysis of various concepts of the relationship of intertextuality, interdiscursivity is given.

Key words: discourse analysis, declarative intertextuality, constitutive intertextuality, non-verbal texts.

The founder of critical discourse analysis, Norman Fairclaw, distinguishes between "declarative intertextuality" and "constitutive intertextuality," or interdiscursiveness. Along with speech acts and coherence, intertextuality should be the focus of research, in which a critical discourse analysis of discourse as a discursive practice is carried out [2, p. 448-449].

The above definitions are based on the difference between linguistic and literary understanding of the term "text". Like the difference between the understandings of the term "discourse", it is based on the approach to a work of art as an integral, unique, "living" cultural phenomenon.

An attempt to synthesize the linguistic and literary traditions of intertextuality was made by David Lodge in his book "The Modes of Modern Writing" (1988), where he seeks to combine modern continental and Anglo-American formalist criticism [1, p. 135].

A.K. Zholkovsky notes the presence of intertextual links between a literary work and non-verbal texts, primarily works of fine art. These connections are called syncretic intertextuality, or intermediality [2, p. 135]. With the development of computer and Internet technologies, the linearity of the printed text is overcome by creating virtual links between texts in the form of hyperlinks embedded in the text. This connection, called hypertextuality, is also considered in relation to intertextuality, identifying (George P. Landau, Paul Delaney) or opposing (Michael Riffater) the latter [2, p. 779-788].

James E. Porter distinguishes between two types of intertextuality: iterability (a term coined by Jacques Derrida, meaning the ability of a sign to "reproduce itself only in the form of repetition") [2] and presupposition. Iterability refers to "citation in the broadest sense of the word, including not only explicit allusions, references, quotations <...>, but also unspecified sources and influences, clichés, catchphrases and traditions" [1, p. 35].

A specific type of intertextuality is presupposition. "The purpose of a presupposition is to preface a text in which his own position can be voiced ..." [3, p. 141]. According to Jonathan Culler, the presupposition is viewed as an intertext, but the precedent text may not exist in real history [2, p. 141]. When creating any text, it is explicitly or implicitly expected that the addressee owns certain cultural codes, which makes possible an adequate perception on his part. These codes, in turn, are acquired by a person through other texts. This is how an intertextual connection is created [2, p. 1380-1396].

V.E. Chernyavskaya introduces the concept of interdiscursiveness through intertextuality, drawing a complete parallel with the "text-discourse" relationship. Interdiscursiveness, according to the author, is manifested only through the intertextual signals of the text [2, p. 210]. Further, the scientist establishes additional restrictions on the term "intertextuality": "Interdiscourse is not identical to intertextuality, if we understand intertextuality as a special way of creating a new text through an unambiguously marked explicit dialogue of" our "and" someone else's "texts" (our italics. -A. I.) [2, p. 210-211]. In the next paragraph, the researcher asserts that interdiscursiveness is "not a dialogue between" one's own "and" someone else's "texts in the form of quotations, allusions, reminiscences, but interaction, the overlapping of various mental, that is, over- and pre-textual structures, operations , code systems, frames in the process of text production "[2, p.

210-211].

Thus, in fact, the author first writes that interdiscursivity is visible only through intertextuality, then he defines intertextuality only as "an unambiguously marked explicit dialogue," then asserts that interdiscursiveness is not a dialogue in the form of quotations, allusions, reminiscences. The question arises: how can we find in the text "interaction, overlapping of various mental, ie, supra- and pre-textual structures, operations, code systems, frames," if interdiscursiveness is presented in the text only through intertextuality, and intertextuality is only quotations, allusions, reminiscences, etc.? That is, if the author of the text did not consider it necessary to unambiguously and explicitly enter someone else's text into his text, his text, by definition, cannot contain other mental structures, code systems, frames, etc.? Seemingly, the violation of the coherence of the text is due to the fact that here Chernyavskaya has in mind the third understanding of intertextuality, which replaced the narrow understanding that E.V. Beloglazova, saying that a narrow understanding of intertextuality impoverishes analysis, leaving behind a number of types of dialogicity. Over time, such forms of intertextuality as typological, code, genre appear.

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THE DIFFERENT LEXICAL UNITS BETWEEN AMERICAN AND BRITISH ENGLISH

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To understand the lexical features of the American variant English is necessary to refer to the history of the United States. Initially American and British English were no different from each other, since the first English colonists brought with them to America that English, which was spoken in England. The settlers are still treated Britain as their homeland, and their language was the last thing that bound them to the land they left. Political strife led to the interruption of ties between the two countries, and the English language in America began to develop according to its own laws. The English language of the 17th century was extremely diverse, varying in depending on the area and on the social stratum to which they belonged speaker, much more so than now. Even normative written English - as indicated by spelling, grammar and the style of Shakespeare and Milton was in no way uniform. IN further diversity was also introduced by later immigrants from England in the United States, as the English language of their home country was undergoing numerous changes throughout the 18th, 19th and 20th centuries. Of these diverse varieties of English developed American English, which differs in some respects from the British version. The American English dictionary contains words and phrases that not used in the UK. They are called complete Americanisms. Many full Americanisms are plant names andanimals unknown in England: egg-plant - баклажан, moose - Амариканский лось , cat bird - Американский .

Another group of complete Americanisms includes words, borrowed from Native American dialects: canoe, moccasin, squaw, etc. These two groups belong to early Americanisms. except them there are still late Americanisms reflecting American concepts and phenomena: drive-in - cinema or shop where you can watch a movie or make purchases without leaving the car; drugstore - a pharmacy where not only medicines are sold, but also toys and other goods. Complete Americanisms have no British equivalents English. But there are those who have them, as they call one and the same objects, phenomena and actions:

British English	American English
chap	guy
lift	elevator
secondary school	high school

Very often, the words of both variants differ in spelling, pronunciation and stress:

British English	American English
neighbor	neighbour
tomato [təˈmɑ: təʊ]	tomato [təˈmeɪtəʊ]

Sometimes the words in both variants coincide in the main meaning, but different in the background: butcher is a butcher in both variants, but in the USA it also means a delivery man on a train. The same word can be used in both variants, but in different meanings: faculty - 1) teaching staff (American English); 2) Faculty (British English).Americanisms also include words that have become in Britain archaisms: fall - autumn, sick - sick, etc.

There is another common area of English vocabulary, which in lately has been actively penetrating literature and cinema and therefore requires special explanations. It's about American slang. Slang takes a fairly large part of the vocabulary of a modern American. In the twentieth century there is an active process of transition of slang vocabulary into literary English. In the recent past, slang was such now common words and phrases like of course, to take part, to get up, lunch.

Slang lexical unit and its culturally significant information

One of the most important, basic functions of the language is communicative. This function of the language includes, in particular, the "function storage and transmission of national identity, cultural traditions and history of the people. In terms of the ratio of language and culture is of interest in the transmission of a linguistic unit of a cultural information. As noted in the linguistic literature, in the nominative composition language contains at least two types of units. "These are units in which culturally significant information is embodied in a denotative aspect of meaning (these are words denoting the realities of material culture or concepts of spiritual and social

culture), and units in which culturally significant information is expressed in a connotative aspect meaning ".

The extraction of cultural information from units of the first type is not presents special difficulties, since it lies on the surface and all native speakers - members of this linguocultural community – enough easy to recognize. Cultural information of the second type is "hidden", "camouflaged", it is not so explicitly felt, felt by a native speaker, as in units of the first type. The point is that the connotations of the word are harder determine if they cover all emotive and cognitive associations, which the word gives to the intellect, the mind, in addition to its usual, vocabulary values. In addition, the connotations of most words are in principle infinite and have no boundaries. This is a testament to cultural integritysociety. All this is said by J. Lightyear in the preface to the dictionary American slang. Since cultural linguistics considers the impact of cultural information of linguistic units on the mentality of native speakers, it seems useful to consider or at least designate their life installation. For US culture, for Americans - members of the linguocultural community - the following attitudes are characteristic: an emphasis on material values, on "action", i.e. change, progress; future orientation; short term plans; emphasis on personal autonomy; striving for independent decision making; focus on the immediate reward. At the center of it all is the idea that time is money; his you cannot waste on trifles, etc. It all finds expression in American language and culture.

Here are some examples of the transmission of culturally significant information by means of the denotation of the OAS units, for example: the phrase mind the store - to be engaged, to conduct business in someone's absence - carries cultural component in its denotation. It is about the culminating paragraph of the anecdote about a dying shopkeeper - a merchant around whom his whole family gathered and who, for a moment, regaining consciousness, asks:

Who's minding the store?
 For example:
Richie, you mind the store
Richi, ishni sen o`z qo`lingga ol.

The following example can also fall into this category, i.e. transmission of a culturally significant component of revenge through denotation - Montezuma's revenge (or its synonym Mexicali revenge). Value collocations "diarrhea" (especially among American tourists in Mexico). Here we have an allusion to the name of the last ruler of the Aztecs, who was defeated and killed by the Europeans. Examples: *I had a little touch of Montezuma's revenge the second day, but other than that we had a wonderful time (Spears, DAS: 244). Wed: I had a slight upset stomach on the second day, but in otherwise we had a great time. Nearly all of his guests developed classic cases of "Mexicali revenge" after being fed local produce. Wed: Almost all of his guests suffered from the classic disorder stomach after eating local food. In SLA, the unit for Mickey Mouse has several meanings, of which let's highlight two: stupid or boring activity or order; small, timid, unimportant or stupid person: The Army is also seeking to make military life more attractive by eliminating regulations that are sometimes called "Mickey Mouse" - rules likely to cause more irritation than they are worth. Wed: The army is also trying to make military service more attractive, canceling the rules sometimes called Mickey Mouse - something that is more annoying than it is worth.* The cultural connotation of this unit comes from the name Disney cartoon characters. In a way, Mickey Mouse - is symbol of America, one of the most original creations of the American culture. The lexical unit of OAS groovy is pleasant, calm, excellent; exhilarating, usually dated back to the 1960s. and the hippie movement, in fact actually arose among black jazzmen in the late 1930s, thanks to why the culturally significant information of this word is easily established by connection with the expression in the groove - calm; pleasant and delightful; in great shape. It can also matter - stylish, trendy.

Examples:
That was surely the grooviest moment I'd had in many years (King:
Wed: Surely this was the most pleasant moment in my life for many
years. What a groovy family we're going to have! (Edelman: 244).
Wed: What a great family we will have!
People often think it's some groovy kind of actor's spelling, but it's not.
Wed: People often think that this is some kind of fashionable spelling of the actor, but this is not true.

When it comes to the cultural connotation of the lexical units of the Slang, in work of a linguistic and cultural nature cannot be ignored characteristic features inherent in the American linguocultural community, its mentality, stop and touch, illuminate at least some of them, because this topic is quite voluminous and complex, to the end unexplored, despite many attempts to do so.

Among the characterological features of the mentality of the inhabitants of the United States experts note such as individualism, love of freedom, optimism, self-confidence, activity, energy, enterprise, efficiency, diligence, efficiency, self-confidence, pragmatism, purposefulness, prudence, rationalism, patriotism, respect for law and authorities, etc. Americans are patriots of their country, they believe that America is the most the best, richest, freest country, that it is a model for others countries, hence such respect for the American flag, which is flown in almost every house, to the national anthem, etc. At the same time, patriotism can take such extreme forms that it leads to nationalism, to a sense of superiority over other peoples. It's in the mentality linguistic and cultural community, and it's not going anywhere.

Hence - arrogant, condescending, derogatory, contemptuous attitude towards other peoples, which finds its direct reflection in the SLA, including racial issues, which exist in the USA. For example, to nominate blacks units such as ace of spades, boogie, coon, banana are used, chocolate, jigaboo, shade, shine, spade, spook, coal, dink, high yellow and many others, for residents of Asia, the East, words such as Jap, Nip, rag-head are used, slant, slant-eyes, slope (slopie, slopy), wop, Chink, goon, gink, etc., for faces. **Jewish** - mockie, kike, porker, yid, hooknose, clipped dick, Hebe (Heeb, Heebie) and many others, for representatives of Mexico - bean, chili bean, chili eater, Mex, Mexie, wet back, for other peoples and nationalities too there were humiliating, contemptuous slangisms, so for a **Frenchman** - frogeater, for an Englishman - Limey, for Italians and Spaniards - Dago, spic, spick, spig, spigotty, etc., for Germans - Kraut, Hun (Hunkie, hunky), for Russians - Russky, etc.

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ETHICAL PROBLEMS OF CONTEMPORARY AMERICAN SOCIETY REFLECTED IN NOVELS WITH PHILOSOPHICAL COATING.

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ПРЕПОДАВАТЕЛЬ КАФЕДРЫ: ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА И ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ (ИНГЛИЗ ТИЛИНИ УКИТИШ ВА ТАЬЛИМ ТЕХНОЛОГИЯЛАРИ)

Евстегниева Эмине Сергеевна

Abstract: In this thesis we would like to analyze crucial works of contemporary American writers from the point of view of major themes, problematic questions and the intentions of the authors. We are highly convinced, that the American criticism has recently acknowledged the characteristics of philosophical prose, picked out the certain authors whose works prove a tendency to philosophical generalization on the part of the popular American writers.

Key words: Philosophical tendencies, contemporary literature, human society, ethical and moral problems, human condition, philosophical approaches, literary trend, philosophical novel.

Аннотация: В этой статье мы хотели бы проанализировать важнейшие произведения современных американских писателей с точки зрения основных тем, проблемных вопросов и намерений авторов. Мы глубоко убеждены, что в последнее время американская критика признала особенности философской прозы, выбрала определенных авторов, произведения которых доказывают тенденцию к философскому обобщению со стороны популярных американских писателей.

Ключевые слова: Философские тенденции, современная литература, человеческое общество, этические и моральные проблемы, состояние человека, философский подход, литературное течение, философский роман.

Аннотатсия: Ушбу мақолада биз замонавий америкалик ёзувчиларнинг энг муҳим асарларини муаллифларнинг асосий мавзулари, муаммолари ва ниятлари нуқтаи назаридан таҳлил қилмоқчимиз. Ишончимиз комилки, сўнгги пайтларда Америка танқиди фалсафий насрнинг ўзига хос хусусиятларини тан олди ва асарлари америкалик машҳур ёзувчилар томонидан фалсафий умумлаштиришга мойиллигини исботловчи айрим муаллифларни танлади.

Калит сўзлар: Фалсафий тендентсиялар, замонавий адабиёт, инсоният жамияти, ахлоқий ва ахлоқий муаммолар, инсон аҳволи, фалсафий ёндашувлар, адабий оқим, фалсафий роман.

Acknowledged by American critics to be one of the leading writers of the 20th century, Robert Penn Warren is a very good example of the tendency to philosophically reflect on the world that has been shared by a growing number of serious American writers in recent decades.

Robert Penn Warren himself has stressed this tendency in his works - "All the King's Men", "The Matrix of Experience", and in his foreword to Joseph Conrad's "Nostormo" where he wrote that writer or a poet - philosopher tries to raise a documental story to the level of philosophical generalization on the life's highest values.

Robert Penn Warren is concerned with a person's moral responsibility to himself/herself and the people around him/her, to society and, in the final analysis, to his time. Philosophical contemplation of this type was present in Warren's very earliest books, written in the late 1930s' and the early 1940's ("Night Rider", 1939 , "At Heaven's Gate", 1943 and "All the King's Men", 1946).

Warren treats a man's moral quest in a deeply philosophical manner. He examines the relations between past and present life of the individual. Each man bears the burden of his past and the responsibility that this past places on him.

Another prominent writer whose work must also be included in analysis of recent American novels of a philosophical tendency is John Gardner. He is the author of "Nickel Mountain". Written in a soft, lyrical manner that is a typical of the style of Gardner, "Nickel Mountain" is permeated with the author's reflections, which are voiced by the main character – Henry Soames, in his dialogues with George Loomis, his close and faithful friend. The situation is that the novel deals

with is very ordinary things : sixteen-year-old Callie Wells, who has been left pregnant by the son of rich farmer, Willard Freund, marries Henry Soames, the owner of a snack-bar on one of the large Northern highways, where she works. All that happens – and essentially, nothing happens - in terms of plot - makes up the chronicle of the life of one perfectly ordinary family in a provincial region of the United States, reflecting on life and death, and on the meaning of human existence. Henry is disturbed by the complexity of human life, the variability of truth and the ambiguity of people's actions. He is concerned about man's place in the universe. "Nickel Mountain" gives a philosophical coloring, as it provides a commentary on the lives of the people concerned. Soames constantly reflects on the meaning and whimsical nature of human fate. Gardner's philosophy is stated in a rather eccentric manner by the old farmer, Judkins, as he reflects on the world beyond the grave: *"Maybe there's such a thing as a heaven and hell. If there is, a man has a right to go where he's contracted for. I wouldn't mind going to hell if thought I'd earned it. Better than getting a last-minute pardon, as if everything you did was no account, any more than a joke. "*[1] Life is no joke, and every person must bear the responsibility for his actions - this is what Gardner is trying to say. As the novel develops, the philosophical argument acquires an ethical coloring, and this is typical of modern literature, in which an ever increasing number of writers are reflecting on man's moral responsibility to himself and those around him.

The following author whose philosophical tendency may not be immediately noticeable is Elia Kazan. In our paper we would like to analyze his work "The Understudy", which was written in 1975. Some readers might even be amazed to seek such a specific traces of a tendency in the book. [2] Violence and crime have become so typical of modern American life. Violence, which has turned even largest, most civilized American cities into an arena of constant, unequal struggle between the terrorized, peaceful inhabitants and the dark forces of the criminal underworld. Violence makes common, ordinary people hysterical and panic-stricken and erases the boundary between the law-breakers and the defenders of law and order. This is a background against which the action of the novel unfolds and which determines the major psychological conflict within the character, a talented actor. In portraying his main character, the author subtly discloses the young actor's guilt complex. He says, *"There's a certain guilt that comes with success, and for the last ten ears of his life every time I looked at Sidney Schlosberg, I felt guilty. Exactly, why I don't know… But the guilt is there and for no good reason. I carried Sidney every chance I got right to the end. His last three jobs he was my understudy… But as they say, lend money, lose a friend. "*[3]There are two philosophical conceptions formulated in the novel, but for Kazan there can be no alternative as to which is correct.

When speaking about the style of our epoch – the last quarter of the 20th century – it is difficult not to mention Kurt Vonnegut's brilliantly witty book, "Breakfast of Champions"(1973), which, though uneven, is mischievous, fascinating, at times challenging. At first, this sharp satire on modern America does not appear to belong to the type of prose, we called philosophical.Vonnegut's social and political views are on display at every step, most often in his short, aphoristic remarks; the author's laughter seems merry and his observations amusing, even though the problems touched on are very serious.

The "evil nonsense" preached by America's founding fathers led to a whole series of absurdities, observes Vonnegut. For instance, schoolchildren have to memorize the date 1492. Teachers tell their pupils that the American continent was discovered in that ear. But in fact, in 1492 millions of people were already living full and imaginative lives there.[4] "Breakfast of Champions" does not have the reflections typical of works with a philosophical tendency, nor does it present any clearly formulated conclusions indicating the author's point of view; nevertheless, it is perfectly clear what Vonnegut has in mind, especially when discussing man in modern world, man as he has become as a result of today's mechanized civilization, as Vonnegut sees it.

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2   Stein and Dat "A Confession" on the dust jacket of the.- New York: "Understudy",1975,pp.23- 24
3   Elia Kazan, "The Understudy".-New York: Literature Publishers, 1975,p.22
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EQUIVALENCE PROBLEM IN THE PROCESS OF INTERCULTURAL COMMUNICATION

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Abstract: The article provides a brief survey of a new branch in linguistics – linguocultural studies. The author of the article describes the process of cross-cultural communication and the problem of equivalence/non-equivalence.

Key words: Linguocultural studies, cross-cultural communication, equivalence/non-equivalence, non-equivalent words, cultural picture

Introduction: In modern linguistics the active and promising for the future development is the direction investigating a language primarily as a special cultural code of the nation, and not just as a means of communication. Such a change of a system-structural, static paradigm to anthropocentric, dynamic paradigm, that has shifted the interest of researchers from the object of knowledge on the subject, was the cause of a new branch of linguistics – the cultural linguistics.

It is known that the process of intercultural communication is carried out in continuous interaction of languages and cultures of communication participants correspondingly. In the course of this interaction at different levels appear some kind of discrepancies, as well as differences in the languages in contact are widely exhibited. Relating to discrepancies at lexical level of languages, scientists use the term "culture-specific vocabulary" (hereinafter – CSV). CSV mostly understood as lexis containing national cultural component. CSV is a group of units of one of the language in contact that in the lexical system of another language have neither full nor partial equivalents (matches). Equivalence / non-equivalence problem is not so simple. Often it is considered that if we take a word of a native language and find its literal equivalent in another language, this word would mean the same thing. But while there are many pairs of words denoting the same in different languages in general, these words often have different shades and connotations. For instance, L.S. Barkhudarov in his article "Twelve titles and twelve things" notes that "the Russian word for "house" can be considered the equivalent of an English "house"; however, these words are the same in only two meanings : "building", "construction" (e.g., a stone house) and "dynasty" (e.g. , the House of Romanovs). All other meanings of these words are not the same. Russian "house" also has a meaning of "place of residence", in which it corresponds to another English word, namely the word "home"

Human being is between the reality and language. That is a man who perceives and understands the world through the senses and on this basis creates a system of beliefs about the world. Passing them through one's mind, comprehending the results of this perception, a man sends them to the other members of his speech community by means of language. It appears from this that CSV is primarily designations being specific to a given culture, which are the product of cumulative function of language and can be regarded as a container of background knowledge. National cultural identity of nominative units can manifest itself not only in the presence of culture-specific units, but in the absence of words and meanings in this language expressed in other languages. Native speakers of different languages variously divide the world into parts and fragments that get own name. This division depends on how important are these pieces for the nation, what role they play in their life. For example, in Russian language, for obvious reasons, there are blizzard, snowstorm, blinding snowstorm, snowslip, snow blast and drifting snow, and all that is connected with the snow and winter, and in English this variety is expressed in a word snowstorm, which is sufficient for descriptions of all the problems with snow in the English speaking world.

Deviations from language norm. Often at translation of literary works translators have to deal with deviations from language norm, which are expressed in wrong pronunciation, grammar errors, defects of speech. Heroes of Charles Dickens novels often in their speech and writing deviate from the accepted norms of the literary language. These deviations can occur at spelling (example No. 3), phonetic (examples No. 1, 2), grammatical (example No. 3) and syntactic

levels.

1) "I'm much obleeged to her" (instead of "obliged") ("David Copperfield")

2) "Mlud, says Mr. Tangle" (instead of "milord")

"Mlud, no-variety of points-feel it my duty tsubmit – ludship" (instead of "to submit" and "your lordship") ("Bleak House").

3) "I never giv him no name" ("David Copperfield").

Such a technique is often used by authors with certain stylistic and communicative goals. Works of Charles Dickens are the epitome of critical realism, which recreates social processes of capitalist society. They display images of the common people, and, therefore, illiterate and uneducated people.

Realities. The realities are words or combinations of words that are typical for the life of one nation, but missing in everyday language of another nation. A.O. Ivanov calls them "carriers of national and/or historical flavor". First of all, it relates to the names of monetary units, drinks and food, professions, titles and positions. Thus, "pound", "guinea", "shilling" are UK monetary units. "I calculated the consequences of replying "Four hundred pound". Although these words have become entrenched in Uzbekistan, but still are lacunae for this language, because there are no such units of currency in Uzbekistan. These words refer to the English ethnic group and its culture.

Ethnic realities with the meaning "alcoholic drinks": brandy, sherry, port wine, gin, rum, rum-and-water. Thus, one of the heroes of the novel "Great Expectations" Mr. Pumblechook, a grain trader, brings the Gargerys for Christmas dinner a bottle of sherry and a bottle of port: "I have brought, Mum, a bottle of sherry wine – and I have brought you, Mum, a bottle of port wine". Based on the above examples, we can conclude on the specificity and uniqueness of the national worldview.

Study of CSV features enables to look at national culture from different perspectives, expand understanding of the literary text. Language as a unique part of culture reflects its national part, accumulates and preserves evidences of different cultural values in the texts, as well as constitutes a unique material for the creation of literary works

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RELATIONS OF READING COMPREHENSION AND AUTHENTIC TEXTS

Bannopova Z

Annotation In this period, English is not a language which is difficult to find anymore. Almost every country in the world uses English as a tool of communication. English is a tool of communication because its function is to share information and to equalize the different culture among countries. This is used in international conferences, education or in business. This is the international language that everyone in every country has to understand. Therefore, learning English become a must to all over the world including Uzbekistan. In Uzbekistan, English subject is taught as a second language - English as a Second Language (ESL) in the education system that makes language teachers teach it related to the language students communicate.

Key words: Creating the competent students in English certainly teachers will link students with four skills, Productive skills are speaking and writing, comprehension of the information and ideas communicated, Comprehension involves understanding vocabulary, the role of metacognitive awareness in second language, The activity of reading has many purposes

INTRODUCTION

Now, English subject is one of the subjects that included in the entrance exams to most of higher education institutions. Moreover, students have opportunity not to take English exam in case having proper IELTS score. This is used as a benchmark to the students standard of graduation also to create the competent students in English. Therefore, English is one of the important subjects that must be taught in Uzbekistan. Creating the competent students in English certainly teachers will link students with four skills. The skills are listening, speaking, reading and writing. Listening and reading are receptive skills, meanwhile, speaking and writing are productive skills. Receptive skills means those skills in which the students receive language, while productive skills is those skills in which the students produce language. Therefore, receptive skills include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message. Productive skills are speaking and writing. You use the language that you have acquired and produce a message through speech or written text that you want others to understand. With the result, these four skills are very significant to allow the students to be the skilled and competent students in English.

Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated. It means that when the reader interacts with print, his prior knowledge combined with and the visual (written) information results in his comprehending the message. An ability to read is an important goal of language learning. Students discover new words and information while reading. However, reading comprehension without comprehension is nothing. Comprehension while reading is required as a way to gain the information beyond the text, either it is stated or implied. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on students' experiences and prior knowledge. Comprehension involves understanding vocabulary, seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgment, and evaluating. It is showed that students who are able to read and comprehend the text will not only get the meaningful information, but also the brilliant knowledge achieved by them.Furthermore, Comprehension involves prior knowledge, knowledge of text structure, and an active search for information. Comprehension and prior knowledge mean the simplest definition of comprehension which understand the new information in light of what we already know. It means that readers have in their mind frameworks that organize their knowledge of the world. Knowledge of text structure means becoming a good reader. With guided on expert's definition and research, overall, comprehension is a unity process of the readers' activity to finish their understanding of reading text successfully. Such Cowell opinion in his research affirms:Comprehension in reading is a process in which the reader construct meaning while, or after, interacting with a text through the combination of prior knowledge and prior experience, information in text, the stance he or she takes in relationships to the text, and immediate, remembered, or anticipated social interaction and communications.The processing the texts similarly or differently, students may have non-identical interpretation of the texts. It

shows that, language learners may process the text in similar ways but comprehend differently, or process the texts in a different way but comprehend similarly. In this point of view, students' comprehension in getting the essence of information in the passage is depend on how they interpret the content of the texts. Reading is one of the most critical skills in second language learning. According to Nuttall (1998), reading has been described as the most studied and the least understood process in education. As Nunan (2001) claims, this is due to several reasons, including the influence of comprehension-based approaches to the development of language, the role of applied linguists, and the development of computer-based language corpora. Developing reading comprehension ability is an important aspect in acquisition of a language. Thus, reading is important in several ways. Primarily, reading is a tool of learning. Furthermore, reading refines the readers' thinking development which depends on language. And finally, reading develops creativity. The knowledge that people acquire through reading retains in the brain becomes the basis of their creative action. *The role of reading comprehension* ability has long been neglected, but currently, it is again receiving attention in the language teaching curriculum. Reading has been the focus of varied and versatile research, e.g., the acquisition of vocabulary in terms of frequency and saliency reading processes, strategies, the nature of reading difficulties and abilities in second language learning, the role of metacognitive awareness in second language reading or the way in which learners organize their learning, and the role of the native language as compared to second language in reading at different proficiency levels.

This skill is generally considered to be of a highly individual nature; that is, no two readers approach or process a written text in exactly the same way. Nevertheless, there are general factors that have an impact on reading comprehension. Much work has been done to increase our understanding of the influences of factors such as strategy choices and background knowledge on second language reading comprehension. Skimming is defined as to look at a text or a chapter quickly in order to get a general opinion on the contents. It requires a greater degree of reading and word recognition skills as it includes a more thorough understanding of the text. It is the specific speed-reading technique, which enables you to cover a vast amount of material very quickly. It is one of the tools you can use to read more in less time. It refers to looking only for the general or main ideas, and works best with non-fiction material. It is defined skimming as glancing rapidly through a text to determine its gist, for instance in order to decide whether a research paper is relevant to our own work or to keep ourselves superficially informed about matter that are not of great importance to us. With skimming, your overall understanding is reduced because you do not read everything. You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas. Many people think that skimming is a random process placing the eyes where ever they fall. However, to skim efficiently, there has to be a structure but you do not read everything. Scanning is another beneficial tool for speeding up your reading. Unlike skimming, when scanning, you look only for a specific fact or piece of information without reading everything. According to Nuttall (1996), scanning is glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for given purpose.

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THE ADVANTAGES OF FLASH CARDS AND WORD MAPS IN LANGUAGE LEARNING PROCESS

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Annotation: As a teacher, either of English as a second language or foreign language, it is very important to know different approaches to effective instruction in the English language classroom. This article provides benefits of using flash cards and word maps in language learning process for both teachers and students.

Key words: flash card, word map, language learning, vocabulary, templates.

Vocabulary learning problems may be barriers to successful language learning. In view of that, teachers must find ways to improve students' vocabulary and second language proficiency. Flash Cards and Word Maps are one of the effective memory-aid tools that can help ESL students learn new material quickly. They can be a highly effective aid to assist university students in their learning. Students can not only use the cards for self-study, but also instructors can use them for the supplemental activities and games that makes the learners more engaged in the lesson.

Benefits of Flash Cards and Word Maps

There are several benefits to using flash cards and word maps to help the students study vocabulary words.

Creating The first benefit comes from just making the cards or maps. When you make a card, you will practice writing the word and its definition. You may also write a sentence using the word, record its part of speech, or draw a picture of the word. When you make a word map, you will practice writing the word, its definition, and a synonym and antonym for the word. Creating the cards or maps allows for a personal experience with the words, which makes learning the words easier.

Working with Others Another benefit is that using the cards or maps can lead to collaborative activities. When you ask a friend, family member, or classmate to quiz you on the words, you get the chance to work with someone else, which many people enjoy. You may even establish a study group with the friends you find from quizzing each other.

Evaluating Your Learning A third benefit is that the cards or maps serve as pre-tests that let you evaluate how well you know a word. When a friend quizzes you, ask him or her to go over the words you miss several times. As the stack of flash cards or maps with words you don't know gets smaller, you know that the words are becoming part of your vocabulary. You know that you are prepared to face a word on a quiz or test when you can correctly give the definition several times.

They are efficient The portability of flash cards can improve efficiency when learning new material. By taking the cards everywhere, students can make effective use of their time such as using them while walking on a treadmill.

They offer various methods Since you can shuffle the order, flash cards prevent students from simply memorizing the order of the answers in long-list items. Reverse the flash cards so the answers can be seen first and students must surmise what the original questions were.

Making and using the flash cards and word maps should be fun. ESL students should enjoy the process of learning new words. It depends on how instructors direct the students using cards or word maps during the language learning process.

Using flash cards can be an immensely helpful way to study vocabulary words. The process of making the flash cards will aid the learners in remembering the meanings of the words. Index cards work well as flash cards, or the following flash card templates maybe helpful to get you started:

Put the word and the pronunciation on the front of the card. Elements you may want to include on the back of the card will vary according to the word and your preferred learning or teaching style. Consider the ideas below and find what works best for you and your students.

1. **The part of speech:** Write an abbreviation for the part of speech, such as *n.* for noun or *v.* for verb. This addition will help when you are writing sentences.

2. **A simple definition:** Use the definitions in the dictionary or modify them to something that has meaning for you. Use a definition you can remember.

3. **A sentence:** Make up your own sentence that correctly uses the word. Try to use a context clue to help you remember the word. It might help to put yourself or friends in the sentences to personalize your use of the word.

4. **A drawing:** If you are a visual learner, try drawing the word. Some words especially lend themselves to this method. Your drawing doesn't have to be fancy; it should just help you remember the meaning of the word.

5. **Highlight word parts:** Circle one or more word parts (prefixes, roots, or suffixes) that appear in the word and write the meaning(s) next to the word part.

Sample card

Front	Back
surpass [sərpas']	*v. to go beyond; to excel* *I surpassed my expectations when I climbed the mountain*
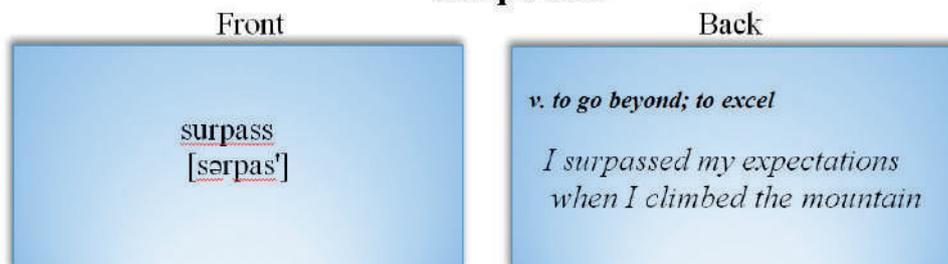
Making a word map is a great way to visualize the meaning, synonym, and antonym for a word. By creating the map, you become more familiar with different aspects of the word. To test yourself using a word map, cover one or more of the circles around the vocabulary word; then state the information in the covered circle(s). Another method is to cover the vocabulary word to see if you can identify the word using the meaning, synonym, and antonym. You can also ask a friend or groupmate to cover up the information and quiz you on the word maps.

For some words, you may want to use one (or more) of the options below if it will help you better understand and remember the meaning of the word:

1. Write more than one synonym or antonym.

2. Put the part of speech under the vocabulary word.

3. Include a circle that gives an example of someone or something that applies to the word, such as who would do or use it.

4. Choose different colors for the meaning, synonym, and antonym, and outline or fill in the circle in those colors.

To get started, you can photocopy the templates in this paper or use a blank sheet of paper to make your word maps.
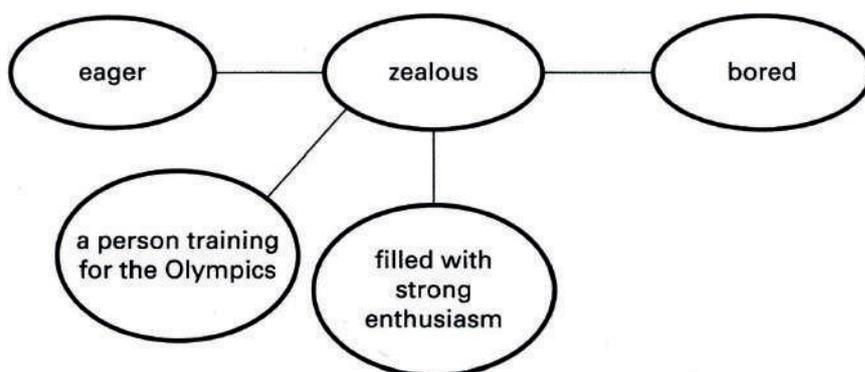
In conclusion, while making flash cards and word maps students focus on learning the definition, synonyms, and antonyms for a word. They make perfect learning tools for memorizing vocabulary for the study of foreign languages, English vocabulary, new terminology. Also learners can use the cards and maps as another strategy for self-study.

Literature used:

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SEMANTIC ORGANIZATION OF PHRASEOLOGICAL UNITS
(ON THE EXAMPLE OF UZBEK AND ENGLISH LANGUAGES)

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Annotation. The very thesis will be mostly devoted to the practical researches of the topic. Semantic organization of phraseological units will be looked through depending on four phraseological cases: Phraseological synonymy, Phraseological polysemy, Phraseological antonymy and Phraseological homonymy in Uzbek and English languages.

Key words: phraseology, phraseological synonomy, phraseological antonomy, phraseological homonomy, phraseological polysemy.

It is obvious that phraseology is absolutely rich field of the linguistics which provides much information about etymology, semantics, stylistics, linguoculturology, cognitive linguistics of each language. In this thesis, semantic characteristics of the phraseological units will be figured out with four linguistic phenomena including synonymy, antonomy, polysemy and homonymy.

Actually, the term *"synonymy"* was first used and coined in relation to phraseological units by A.V. Kunin. He calls variants of phraseological units as synonyms. According to him, types of lexical, grammatical synonyms are indicated as types of structural synonyms. Lexical and grammatical differences of variants are taken as a basis. A.V. Kunin thought about the synonymy between phrases and between word and phrase. (he showed it in Paragraph 9 p. 16 of the Commentary on the Use of the Dictionary). He also gave an example of structural synonymy for the term "synonymous construction"[1]. The grammatical nature of phraseological synonyms can be carefully studied by looking at their components. However, it should be borne in mind that the grammar of the languages being compared will have many peculiarities. Usually phraseological synonymy is studied as a general linguistic phenomenon. In some works, however, the aim is to evaluate this phenomenon in terms of a personal style. *Phraseological synonyms* are fixed units that are conditionally consistent with their meanings and can be used interchangeably. Yu.D. Apresyan puts the stylistic function of phraseologisms on the second place after its semantic function. Nevertheless, stylistically described phenomena are originally interpretations in terms of functional types of speech. We also followed this theory and emphasized semantic function of phraseological units in our work, in other words, we tried to illustrate the phraseological synonymous line of one linguistic unit. Below several phraseological synonyms are presented in Uzbek after looking up and learning the dictionaries such as "O'zbek tilining izohli frazeologik lug'ati" (Sh. Rahmatullayev), "Русча – ўзбекча фразеологик луғат" (M.Sodiqova) and "O'zbek va turk maqollari, iboralari" (I. Yoldoshev, T.Ozturk):

"qovog'idan qor yoqmoq"
"ko'ngli og'rigan"
"dili siyoh"
"hafsalasi pir bo'lmoq"   Xafa, ranjigan
"dami ichiga tushgan"
 "ko'ngli zimziyo"
"dili g'ash"
"Ko'ngli o'ksik"

"adabini bermoq",
"joyini solmoq"
"ko'rsatib qo'ymoq"   Qilmishiga yarasha jazolamoq
"terisiga somon tiqmoq"
"burnini yerga ishqamoq"
"it kunini boshiga solmoq"

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[1] Кунин А. В. Английская фразеология. – М.: Изд. Высшая школа, 1970. – 344 с

"Yuragi chiqib ketdi"
"O'takasi yorildi"
"o'pkasi o'g'ziga tiqildi"   Qo'rqib ketmoq
"yuragi tars yorildi"
"yuragi orqasiga tortib ketdi"
"Jon-ponichiqib ketmoq"
"Og'zi qulog'ida"
"Sevinchi ichiga sig'may"
"quvonchi olamga sig'maslik"   Xursand
" yettinchi osmonda bo'lish"
"boshi osmonda"

"ipidan ignasigacha"
"miridan sirigacha"   Butun tafsiloti bilan
"qilidan quyrugigacha"
"boshidan oxirigacha"

From the given examples, one can find out that in Uzbek, existing and using of phraseological synonyms can be frequently faced. Admittedly, Yu.D. Apresyan's work (1965) has not lost its significance as the first serious work on phraseological synonymy. Except semantic function, other (stylistic, emotionally-expressive) functions can exist only at the root of these semantic differences and in conjunction with meaning differences[1]. In order to find the examples for semantic organization of phraseologisms in the English language, we faced the dictionaries "English-Russian Phraseological units" (A.V.Kunin), "English idioms and how to use them" (Seid J, Mc. Mordie. W), "Longman New Universal Dictionary" (Norwich: Jarrold and Sone Ltd) and following Apresyan's theory, we attempted to give several examples:

"Back against the wall"
"Be in a tight spot"
"Be in trouble"
"Under a cloud"
"In hot water"
Be in a difficult situation from where escape is difficult
Up in arms
Get one's Irish monkey up   get angry
Lose one's goat
Lose one's temper.

In like Flynn
A man of winning hearts   philanderer
Don Juan

"Be as poor as a church mouse (rat)"
"Be as poor as Job's turkey"   To be in want of money
"Be hard up"

What's more, the following examples have been taken from "Paremiological dictionary of English and Uzbek family Traditions" (F.Mamatova) taking the semantic function of phraseological units:

"Get hitched"   get married
"Walk down the aisle together"
"Bottom drawer"
"Hope chest"
Necessary collected things or gifts for girls before their wedding
"wear the breeches"   the dominant woman in the family

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[1] Апресян Ю. Д. Современные методы изучения значений и некоторые проблемы структурной лингвистики // Проблемы структурной лингвистики. – М., 1963. – С. 102-150.

"the grey mare"

Synonymous phrases should not be confused *with their variants*. To do this, it is necessary to be able to distinguish mutually synonymous phrases from variants of a single phrase. A component in a synonymous phrase can be a definite word. But no other synonymous word should be a component of this. Otherwise we have two variants of the same phrase. For example, the following expressions are variants of one phrase in Uzbek:

*"Tuprog'i bir **yer**dan olingan"*   <u>bir-biriga o'xshash (ko'rinishi, fe'li)</u>
*"Tuprog'i bir **joy**dan olingan"*

*"**Chehra**si yorishdi"*   <u>yomon kayfiyati biroz tarqadi</u>
*"**Yuzi** yorishdi"*

In English:
*"Adam's **ale**"*   <u>unadulterated water</u>
*"Adam's **wine**"*

*"as **quiet** as a mouse"*   <u>very quiet</u>
*"as **still** as a mouse"*

These observations show that phraseological synonyms with different components often vary in the degree to which they are used more or less in speech at the figurative level. Significant difference can be seen in the stylistic color of these expressions and in their modernity. Similarity among phraseological synonyms can be linked with their common usage in colloquial speech.

Antonymy is one of the phenomena defined on the basis of the semantic relationship between language units and also occurs at the level of words in expressions. Defining antonyms, on the one hand, leads to a deeper understanding of the lexical meaning of phrases, on the other hand, it helps to differentiate the meanings of a phrase in polysemy, and on the third hand, it is also useful in defining synonyms. Although antonymy is a phenomenon specific not only to words but also to phrases, this phenomenon is rarely studied in phrases as phraseological antonyms.

The presence of antonyms even between phrases requires a broader understanding of the term "antonym". Actually, antonym is a unit of two languages that have opposite meanings. Accordingly, it is preferable to call the phenomenon itself an "antonym". Antonymy is defined on the basis of lexical meaning of phraseological units in phraseology.[1] Comparison of two phraseological units in phraseological antonymy is based on their semantically opposite features[2].

Let's look through some examples in the dictionaries which we have chosen for Uzbek phraseological units and their semantic organizations: (As in the first Chapter, we have mentioned about antonymous units, below we prefer to give only our findings)

"adi-badi aytishmoq" – *"gapning po'st kallasini demoq"*
"alanga olmoq" – *"popugi pasaymoq"*
"almisoqdan qolgan" – *"tesha tegmagan"*
"amalga minmoq" – *"amaldan tushmoq"*
"anqoning urug'idek" – *"yomon qovunning urug'idek"*
"aqli raso" – *"alifni kaltak deydigan"*

English has also many phraseological antonyms relating to various issues:

"be quick in the uptake" – *"be slow in the uptake"*
"in queer street" – *"on easy street"*
"as drunk as a lord" – *"as sober as a judge"*
"an old bird" – *"a spring chicken"*
"to smb.'s face" – *"behind smb's back"*
"as poor as job" - *"as rish as croesus"*

"Antonymy is a phenomenon unique to only a small number of language units. The formation

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[1] Раҳматуллаев Ш. Феъл туркумига тўғри келувчи фразеологик бирликларнинг грамматик курилишининг асосий кўринишлари. // ТошДУ. Илмий ишлари. 104- чиқ. – Тошкент, 1957. – Б. 120 -136.

[2] .Алехина А.И. Фразеологическая антонимия в современном английском языке. Автореферат дис....канд. фил. наука дис. – М., 1968. – 24 с.

of such a separate semantic microsystem is not so common in both words and phrases"[1].

Phraseological polysemy means that a phraseological unit itself has two or more lexical meanings. It is well known that the phenomenon of phraseological polysemy exists by studying the semantic properties of phraseological units. The context shows great importance in the formation of ambiguity in polysemantic phraseological units. So, polysemantic phraseologisms are regarded as context-dependent units.

It should be noted polysemantic phraseological units in Uzbek have more consequences than in English as a result of semantic development. However, the similarity relating to polysemantics, in both languages the main phraseological meaning of polysemnatic phraselogisms is a connotative meaning. Because the main meaning of a phraseological unit is embodied in the form of a superficial figurative meaning, based on a certain image. Hence, "the nature of the phraseological unit excludes the denotative meaning. It should be kept in mind that in phraseological polysemy there is a connection between meanings of the given phraseological units"[2].

G.E.Hakimova claims that "…In polysemy, as in synonymy, there is always a definite meaning of two or more phrases. The difference is that in polysemantic expressions we are forced to speak not only the synonymy of general expressions, but also the synonymy of certain phraseological meanings"[3].

In the dictionary "O'zbek va turk maqollari va iboralari" (I. Yoldoshev, T.Ozturk), the following phraseological units are given as examples of phraseological polysemy according to the classification of the extent of polysemy :

"Yo'lga solmoq"
1. ketish tomoniga to'g'rilab jo'natmoq
2. to'g'ri yo'lga qaytarmoq
3. manfaatdor bo'lgani holda biror ishga rag'batlantirmoq
4. faoliyatini yaxshilamoq:

"dodini bermoq"
1. Haqqoniy ravishda jazolamoq
2. Qirib tashlamoq
3. Mag'lub qilmoq
4. Oh-voh qilishga olib kelmoq

"bo'yniga olmoq"
1. E'tirof qilmoq
2. Biror holatga rozi bo'lmoq
3. Biror ishni bajarishda mas'ul bo'lmoq

"bo'yniga qo'ymoq"
1. Aybni to'nkamoq
2. Isbotlab e'tirof qildirmoq
3. Biror ishni bajarishga ko'ndirmoq

In the English language, the following phraseological units are found according to the extent of polysemy:

"Gain ground"
1. to make progress or obtain an advantage
2. to obtain
3. to become more popular

"Be living on borrowed time"
1. to still be living after someone was expected to die, but likely to die soon
2. to be likely to fail or stop existing soon

"Pile on the agony"
1. to make a bad situation much worse for someone
2. to enjoy making a situation much worse than it is

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[1] Г.Э. Хакимова Фразеологик бирликларнинг лингвокультурологик аспекти. Тошкент – 2018, 126 б.

[2] Tursunov U., Muxtorov J. Hozirgi o'zbek adabiy tili. – Toshkent: Fan, 1975.- 156 b.

[3] Г.Э. Хакимова Фразеологик бирликларнинг лингвокультурологик аспекти. Тошкент – 2018, 126 б.

"Set up camp"	1. if a group of people set up camp somewhere, they put up their tents there and stay there for a while 2. to put your possessions or equipment in a particular place so you can live, work, or spend a lot of time there
"Walk all over somebody"	1. to treat someone badly and make them do what you want without caring about their feelings 2. to defeat someone easily

The comparative study of phraseological meanings combined into one phrase from different perspectives leads to a deeper study of the semantic and grammatical nature of phraseological meanings. Examining phraseological meaning in terms of polysemy further reinforces the belief that each phraseological meaning is constructed in the language as an independent lexical unit.

In the phrase, the problem of polysemy is directly related to the problem of *homonymy*. If there is no common invariant sign between the meanings of the two phraseological units, such combinations are mutually homonymous units. *Phraseological homonymy* is often the result of a disconnect between the meanings of polysemantic expressions. To carry out our study on phraseological homonymy in Uzbek and English languages, we looked up them from the perspective of the following classification:

1. One component of both phrases is homonymous, and the other component is the same word:

"o'ng kelmoq"   I.   Ters holatga antonim; ishi yurishdi
"o'ng kelmoq"   II. Tushga oid; ro'yobga chiqdi

2. A). Words in phrases have different lexical meanings:

"suyagi yo'q"   I.   Erkaklarga nisbatan fe'li suyuq
"suyagi yo'q"   II.   Juda usta
"suyagi yo'q"   III.   O'z hunarini mukammal egallagan

B)   The words in the phrase have the same lexical meaning.

"aravasini tortmoq"   I   Jo'nab qolmoq (salbiy ma'noda)
"aravasini tortmoq"   II   Boshqaning ishidan chetda o'z ishini qilmoq
"aravasini tortmoq"   III   Ro'zg'orini tebratmoq, yurg'izmoq

In English:

1.   One component of both phrases is homonymous, and the other component is the same word:

"Call it a day"   I.   To speak in a loud voice so as to be heard at a distance
"Call it a day"   II. to address or speak by a specified name

2.   A). Words in phrases have different lexical meanings:

"to hold the keys"   I.   I. to have control of something
"to hold the keys"   II. make it possible to explain something.

Hence, it should be noted that in both languages the following cases prevent homonymy from being existence:

1) When a lexeme with figurative meaning is part of a phraseological unit: *oq ko'ngil – ko'ngli oq (openhearted) lay it on a little thick-lay it on a bit thick (to exaggerate)*

2) Phraseological unity is not based on real reality, so phraseological unit with denotative meaning is not formed: *bir yoqadan bosh chiqar, ko'ngliga qo'l sol, boshi ko'kka yetdi yoki make up for lost time, walk all over somebody.*

All in all, phraseological units express the action with figurative meaning, their semantic features were observed as a result of their possessing the phenomena of synonymy, antonymy, homonymy and polysemy.

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HOW TO IMPROVE LISTENING SKILLS FOR TECHNICAL STUDENTS

Sayfuddinova Shokhista Kamol qizi

Abstract: Communication competence includes four main activities: speaking, listening, reading, and writing. Listening is the most difficult skill for many of our students. But that of the time a person is engaged in communication, approximately 9% is devoted to writing, 16% to reading, 30% to speaking, and 45% to listening. That's why for nonlinguistic universities the perfection and development of the speech learning procedure becomes actual especially when we use academic hours of student independent work (selfstudy) for this purpose.

Introduction. To understand a foreign speech is a key moment to develop speaking skills. It has been proved that if a person is listening and reading materials on the same topic he masters grammar and vocabulary faster and better. Today there are a lot of methods to improve listening skills. The eight shown in Figure 1 are the most effective. At the same time the role of listening for comprehension and development of the ability to understand and participate in spoken communication encourage teachers to answer some questions:
 • Why students find listening difficult?
• How can we help students build confidence in dealing with authentic spoken English?
 • What kind of audio files will help develop listening ability? The first problem can be explained by the following five statements:
 • Students try to listen and understand word by word.
• Students assume failure.
 • Students do not have an idea of the listening context.
• Students are not conscious of features of connected speech, word stress, or speed of speech.
 • Students are not aware of the listening strategies. Besides, it was necessary for teachers to motivate students to improve their listening skills. So, we had to choose the adequate means of training that don't make listening difficult but create favourable psychological environment to listen to foreign language audio files. The main step to create motivation is to choose audio file correctly. On the one hand, too difficult texts can cause discouragement of students. On the other hand, the absence of difficulties makes listening uninteresting and unattractive. Figure 1. The most effective methods to improve listening skills The topic of the audio file is important, too. Also, the efficacy of the listening increases if it is easy "to drill" the material anywhere, anytime learning [1]. It was Wesly A.Fryer who said, "The real power of audio podcasts comes not only from their publication for a potentially global audience via the Internet, but also from the ability listeners have to time and place shift when they enjoy podcasts. Using portable digital music players, anyone can listen to a podcast in their car, at the gym, or while multitasking during some other activity" [2]. This interpretation tends to be correct as to have found the solution of practically all didactical problems being discussed above in ELT (English Language Teaching) Podcasts.

Elt podcasting. The first podcast appeared in early 2005. Nowadays they are audio programmes on the Web. All episodes can be listened to on the computer, or downloaded to an MP3 or iPod for later listening. The current generation has grown up and lived with digital technology The fact that most of today's students are digital natives and familiar with downloading audio files from the internet and own their own audio players makes the adoption of this method of learning almost automatic. ELT podcasts are particularly suited for extensive listening to motivate student interest in listening to the English language and providing them with exposure to native speakers' speech. This activity effectively bridges the gap between the formal English which dominates in most language classrooms and the informal English used in most real-life communication events. ELT podcasts permit students to access educational materials only at home but also while walking to the university, or doing any activity they choose. They can play the recording at any time which is convenient to them. Podcasts have an obvious place in distance education, fulfilling the same role that audio cassettes performed in a previous era. Educators saw the huge potential they have for teaching land learning. But there are some disadvantages and the main that the podcasts are not interactive It is a one-way delivery which precludes student interaction so, it is a type of nonparticipatory listening to live conversations without taking part. Since

podcasting is an extension of the traditional didactic model of education and can lead to deep learning of English.

The podcasting implementation. Our experiment in podcasting took place in the subject "General English". There were a total of 180 students from the department "Youth policy and Social Technologies" undertaking the subject. Because those were firstyear students support for students' learning was given the highest priority. That's because many students have difficulty making the transition from the high school learning environment to university. At school they receive a great deal of one-on one support from teachers whereas at university the environment is strange, student numbers in groups are large and lectures have too many teaching, research, and administrative duties to take a personal interest in every single student. At universities student are expected to be adult learners, self-directed and self-motivated. Another reason for podcasting was to engage students in the latest and most up-to-date technology. So, encouraging students to use mobile technology is appropriate. The other reason is the contents of the General English curriculum. It comprises 10 credits, 4 of them are classroom, face-to-face interactive activity. How to fill the remaining 6 credits for self-studies? For these special Guides were developed. One of them is 'Guide to Listening" consisting of 16 podcasts taken from the educational site www.eslpod.com. Each podcast has an up-to-date topic, such as "Time management", "Business E-mails and abbreviations", "Job applications", and etc. The duration of the recordings varies in length from 13 minutes to 16 minutes. The students are expected to spend 4 academic hours to do all the tasks themselves. As "Guide to Listening" is an obligatory component of the English language curriculum the level of students' knowledge was checked up. At the end of each semester all students were to complete a test form. Besides, the students were surveyed about their opinion on ELT Podcasts. The comments were very encouraging. The key idea of the survey forms is that podcasts were very useful because you can transfer the file into MP3 and you can always enjoy with it. The main use of podcasting – anytime, anywhere learning – was supported by the survey, too. IV. CONCLUSION Podcasting as a new technology has huge potential in enhancing student's listening skills. The ease for downloading podcasts with authentic materials means that now our students can be engaged in plenty of listening practice. We, as educators, need to take into account that mobile technologies in English language teaching motivate students to develop and improve their listening skills, create atmosphere of success and stimulate their educational activity.

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METAPHOR AND METONYMY AS MEANS FOR SEMANTIC DERIVATION IN ENGLISH

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Abstract: This writing aims to learn the concepts metaphor and metonymy, defines the notion semantic derivation and express their characteristics in Modern English. Studying the current literatures, observing the people who often use metaphor and metonymy during their daily speech, and considering its reason, this research will describe the origin and meaning of present symbolic words and the role of above notions in contemporary English. The results of this issue identifies the differences between metaphorical and metonymical meaning shifts with particular examples, access whether they have learned completely or not, their impact for effective discourse and identify the research gaps on this area.

Key words: Metaphor, metonymy, semantic derivation, meaning shift,

Since words appear, they express a particular notion but later due to the language processes, they convey symbolic meanings besides their original ones. Studying the Modern English language leads linguists to search the semantic derivation of particular words and phrases that had quite different meaning in previous times and their later changes into other concepts with the influence of using them in various states. In these issues, analyzing the usage of metaphor and metonymy as the main figures of speech, some linguists consider that due to these devises some words replaced into various sense gradually.

As narrators intend to reinforce the meaning of their discourse and attain quicker to the addressees, they use some shift in meaning and this time the most common figures of speech like metaphor and metonymy are mostly used. Actually, transferred meanings appear in the base of straight meanings of words in the use. Generally, the term "metaphor" came from Greek word " matapherein" that means " to bear" or " to transfer". The main intention using a metaphor is comparing two distinct concepts or objects through a perceived resemblance.   Unlike simile which uses the transitions "as" or "like", this device links two diverse objects without using them. William Shakespeare's phrase in his poem "As you like it" is a great instance to this device that "All the world is a stage, and all men and women merely players". Here the playwright compares the life as a stage and people, who will be born and die, are actors of this stage. Furthermore, the origin of the term metonymy also related to Greek word "meta" and "ononma" that means to substitute of a name. Metonymy is the interdependence of events, things and a shift in meaning which is based on relationship. So the metaphor is used for substitution and comparing signs of similar objects while metonymy serves for association. In addition, although they have some external and internal features with each other, in metonymy the connections of two objects is compared.

The concepts metaphor and metonymy led linguists to several studies and researches in all fields of linguistics. First of all, the Greek philosopher Aristotle acknowledged in his book "Poetics" followings "A metaphor is something that is not specify to a thing, gender, or species gender, or a generic or analogues word ". Later in 1980, the most important book was created on this topic. George Lakoff, a professor on Linguistics, and Mark Johnson, a Professor at the University of Sciences and Arts, Oregon, who are known as coauthors of the book "Metaphors we live by". This work indicates metaphor as the basis for humans' thoughts and conveying their ideas in speech. Currently language researchers use this book as the main manual for learning conceptual metaphor and its types. Moreover, Tadshibova R., a lecture at Dagestan University, identified the origin of the term "semantic derivation" and studied metaphor as its wide-spread type in Modern English. Besides them, Ali Abdullah Ilah Ghan, Asst. Lecturer in the Kufa University, considered the types of semantic conversion, metaphorical and metonymical shift of meanings and presented their correlational usage with selected instances. However, it is worth to say that all words that modified due to the concepts metaphor and metonymy was studied sufficiently. Every literary device is materialized with the help of language facilities .Therefore, it is essential to learn metaphor and metonymy from the linguistic and semantic point of view.

In the course of the historical development of a language, the meaning of a word may change. A metaphorical extension is an expansion of meaning in a new direction by initially popularizing the metaphorical meaning. Metaphorical expansion is a natural process that occurs with almost every word. Even this is not characterized as a change of meaning. The assertion of thought using metaphor is so ingrained in ordinary speech that the original metaphorical derivation of the meaning of some words is neglected or completely forgotten. A metaphor whose literal meanings have been forgotten is a "dead metaphor". This contributes to the constant change of language over time during the process of metaphorical expansion and the subsequent death of metaphors. For example, the word "engine," meaning "inborn talent," derived from the Middle English ingen, originally emerged as a metaphorical reference to things created by such talented people. Later, as this meaning began to be used in general, the original meaning of the word was lost.

However, not all metaphorical expansions lead to the loss of the original meaning of words. English has many frozen metaphors and their original meaning can be easily found. Nevertheless, a speaker who uses a particular term may not consciously use its meaning. For example, although the usage of terms have a little association with the objects they refer, the meaning of technological terms can be easily found. People refer to the «face» and «hands» of a watch without feeling that they have personalized the watch, even though these terms were originally metaphorically derived from the personification of the watch.

Actually many words are used as metaphorical descriptive phrases but later collapse into general words gradually. The word "window", for instance, firstly was the description for the object "wind eye". Even though people do not recognize "eye" as a part of this word due to its metaphorical description of this object. Nowadays people no longer recognize this definition as a metaphor, and the "eye" is no longer seen as part of it (Neufeldt, 1991, p. 1530). The word "signal" can also be an example of this process. The word is derived from the French word alarme, which in turn is derived from the Italian all'arme, which means «to arms» (Neufeldt, 1991, 30) In Italian, the phrase means a metaphorical change. In fact, the phrase is derived from the words «call to arms (all'arme)» and has become a metaphor. The phrase "weapons," which describes the name 'bell', stands metonymically for that name.

Collins Dictionary lists six meanings of the word "tea" and suggests this word to the process of metonymical meaning shifts.

I.   An evergreen shrub or smaller tree.
II.   The dried shredded leaves, used to make a beverage by infusion in boiling water.
III. Any of various plants that are used to make tealike beverage.
IV.   Also called afternoon tea(a light meal eaten in the afternoon).
V.   Also called high tea (the main evening meal)
VI. U. S. slang word for marijuana. (Collins Dictionary, 1979, 1940)

It can be seen here that the word tea metonymically and gradually extended its use from denoting a plan to the product, a drink, a special social occasion for inviting guests and finally a process where the whole family gather for eating and talking.

To sum up, the general approach of this research was to study and find the semantic origin of literary devices metaphor and metonymy, which are used in Modern English. As qualitative method is usually based on languages, observations and images this research used it in order to code and categorize the types of words in modern usage and their semantic source. It finds that it is essential to learn the book "Metaphors we live by" By George Lakoff to review the general knowledge about this theme. Then in order to find and compare past and new forms of these devices, there is a need to search some special literatures of Old and Middle English periods as well as contemporary fictional books, diverse articles and linguistic journals round this topic. Besides, as we do not live in English speaking country, there is no opportunity to observe the real metaphorical and metonymical conversations directly. That is why, another styles of observing may be used. For example, to watch old and new versions of a film, observe online chats, study the British newspapers and magazines, and learn modern idiomatic dictionaries.

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MOTIVATING LEARNERS TO WRITE THROUGH INTEGRATING TECHNOLOGY IN EFL CLASSES

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Annotation: In language classrooms, being in unnatural conversational situations, students need motivation more than other learning milieus. Teachers try to capture the attention of students through various methods and techniques. Many researchers in EFL teaching profession have stated that good motivation has appositive effect on foreign language learning. The purpose of this study is to explore how technology could be used to increase students' motivation in EFL classrooms.

Key words: use of technology in EFL, EFL teaching profession, Incorporating ICT, learners` interaction, collaboration

According to a number of studies, computer technology has received much attention in foreign language teaching and learning: it could improve learning achievement in general and language learning achievements in specific, and could enhance motivation and promote learning (Chen, 2005)

It has been demonstrated that the use of technology motivates students' interest in the contents to be studied (Mayora, 2006, as cited Teaching English with Technology, 17(2), 77-86, http://www.tewtjournal.org 79 in Ilter, 2009).

In this concern, Ilter (2009 p. 136) states that "technology might be one of the factors that affect students' attitude positively in the teaching-learning process"

This includes using tablets to evaluate students reading, listening, and vocabulary learning. These findings are consistent with previous research, which showed that the use of technology in EFL classes has many advantages such as increasing students' motivation, enhancing the teaching experiences, and facilitating language learning (Ilter, 2009;Wu, Yen and Marek, 2011).

Language classes have benefitted from the spread of technological devices and provided more meaningful and creative language lessons. Ilter (2009) pointed out that technology should be an essential part of English language curriculum because it facilitates language learning and helps in providing a lively classroom atmosphere. ...

When designing these lesson and activities, English teachers have to keep in mind matching students' language needs and their proficiency levels. According to Ilter (2009), English teachers "should not think that using technology is the only solution for good motivation; the lessons should be based on well-designed technological classrooms and pedagogical considerations" (p. 155).

Incorporating ICT for instructional purposes has also been found to not only help develop learners' verbal interaction skills and increase their vocabulary, but also promote their intercultural competence and global awareness (Celik & Aytin, 2014;Craig & Patten, 2007).

In many studies, it was repeatedly indicated that motivation and success are intertwined as it has direct impact on learners' improvement and potential growth in the process of learning the English language(Stefanu & Salisbury-Glennon, 2002; Pintrich & Schunk, 2002; Hung, Chou, Chen & Own, 2010; Bilgic, Dogan & Seferoğlu, 2011).The research exploring learner motivation, satisfaction and engagement has yielded varying results. While a number of studies reported findings that indicate a positive correlation between online learning and learner motivation and engagement(Hotho, 2000;Ushida, 2005), a reasonable amount of research results showed an opposite correlation.

Some researchers claim that technology should have a central position in learning English for specific purposes (ESP) (Constantinou & Sophocleous, 2020). Advantages brought to students and instructors by going digital are repeatedly addressed in publications (Mullamaa, 2010;Yunus et al., 2013;Yunus & Salehi, 2012;Azmi, 2017;Ilter, 2009).

Information and communication technology (ICT) is seen as a means of increasing students` motivation, boosting their engagement in classroom activities; as a way to foster learners` autonomy opening up opportunities to choose individual learning strategies; as a tool to enhance multisensory perception and to create the atmosphere of immersion into language environment; as a means of making students` progress easier to manage and monitor; as facilities creating favourable conditions for learners` interaction and collaboration.

Regarding the positive impacts of online education on learner motivation and engagement, there has been a good body of research which shows that learners' motivation and engagement towards learning English has shown an increase in online education.

INDIVIDUAL LEARNER DIFFERENCES ON SECOND LANGUAGE ACQUISITION

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Introduction: In second language acquisition, most of the learners can achieve their higher levels of language and cognitive competence as the native ones' competence level whereas other learners do not look successful enough beyond the level of beginner ones. Some of them who have the native learner"s level of grasping in second language learning can set a range of success rapidly and apparently whilst others might have difficulty on learning second language and make an accomplishment very slowly. So why can they accomplish this progression? And how can they manage to do so? The only reason can probably be individual differences of people including diversity of personalities and learning styles. Individuals are not the same and homogeneous, they are not standardized in personality traits. One of the most famous researchers *Dörnyei (2005)* states that these individual differences are "enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree". Human beings are distinguished from each other according to several neurobiological or specified factors or oblivious forces by previous experiences. The several methods that people investigate these diversities are usually one and the same by observing, interacting and introspecting with individuals, or through reading researchers" books and works, watching informative and official videos. Yet, it is pivotal to find out scrupulous implements and an accurate, scientific method of supporting validity and reliability in order to manage to conduct research work on the topic of individual differences. These differences which can be explored are followings:

- Age   - Gender
- Aptitude   - Motivation
- Learning styles   - Learning strategies
- Personality

Differences, above mentioned, are complicatedly interconnected with one another and have significant role which language instructors should know their effectiveness in second language acquisition. Comparing to the factors of Linguistics, these factors are considered non-linguistic ones. Many of the researchers in SLA have investigated and examined important endeavours on the exploration of these factors" roles in SLA. As a consequence, we are going to find out and discover those factors" role in second language learning with the concepts of several researchers in this paper.

Second Language Acquisition and Individual Differences

Age. Most people argue that children have much more ability tha adults in second language learning process. But one of the researchers reminds us to be careful with this simple thought and debates that the definition of the word „success". We should consider that Saville – Troike (2006) states that "Some define "success" as initial rate of learning while other studies define it as ultimate achievement. Also, some studies define "success" in terms of how close the learner"s pronunciation is to a native speaker"s, others in terms of how closely a learner approximates native grammaticality judgments and still others in terms of fluency or functional competence". Accordingly, including all aspects of acquisition, first language acquisition has a critical period. It is argued that there is a limited period that is important for children to achieve normal acquisition. Additionally, cognitive factors that has altered its opportunities to learn something new can be a result for the lack of brain capacity for the other functions to learn the demands for a language. There might be a normal language learning process if a person has some troubles that can harm the input process of language learning during the critical period. In particular, there is evident that has been discussed and learnt as an example a girl named after Genie, who was isolated and captivated far from people without any communication and input process of language acquisition by her thirteenth. Comparing Genie to others who had an early period of first language acquisition, there was not any improvement of knowledge about language skills and linguistics during the period of her treatment for recovering from this kind of problem. An argument about a critical period on language learning is bing continued among SLA researchers. However that argument was also discussed in the last 1990"s. Particularly, Kim (1997) stated that "a critical period means that beyond a particular age successful acquisition of a second language is not possible due to physiological changes in the brain". We should consider that Slobin (1982) argued that "a more sophisticated version of the critical period hypothesis is the concept of „sensitive„ period for

language learning. He Slobin (1982) also argues that " the sensitive period of language learning is proven by the fact that the universal age of onset of production rate of acquisition and age of completion of language learning is the same and it is relatively unaffected by the environmental variations and individual cognitive ability". On the other hand, Long (1990) also argues that "for language learners of more than 15 years of age, it is difficult to acquire native like fluency and an absence of an „accent" ". Saville-Troike

(2006) agrees with Long (1990) that, "some older learners can achieve native-like proficiency, although they definitely constitute a minority of second language learners". Yet, the critical period hypothesis is need to be tested and examined in a high level of scientific researches in the field of SLA in order to answer the question about the better language acquisition between adults and children.

Gender. Most of the researches, Oxford (1993), Young&Oxford (1997) find out that there is a pivotal role of gender on the ways of students" language learning process. However, Bacon & Finneman, 1992; Oxford, 1993; Ehrman & Oxford, (1995) stated that the research on gender difference in learning languages is considered one of the first aspects in SLA. Larsen-Freeman & Long (2000) believed that "in the process of first language acquisition female excel male, at least at the early stage". Zhuanglin (1989) highlighted that, " it was generally believed that male and female are born with different linguistic advantages, such as, female learn to speak earlier than male, and female learn a foreign language faster and better than male ". Kimura (1992) (as cited in Saville-Troike, 2006) reports that "higher levels of articulatory and motor ability have been associated in women with higher levels of estrogen level during the menstrual cycle ".

Aptitude. Carroll (1963), the creator of the Modern Language Aptitude Test (MLAT) which provides the prediction of successful foreign language learning, introduces with the aptitude four ability types as followings: Phonemic coding ability; Grammatical sensitivity; Inductive language learning ability; Memory and learning. Skehan (1989) believes that "aptitude has consistently been linked with L2 success, but remains one of the under investigated areas of SLA". Skehan (1989) suggests that "individual ability may vary by other factors. Other factors like personality, language learning style and motivation must be considered before taking into account". Skehan (1989) sums up that language-learning aptitude

"is not completely distinct from general cognitive abilities, as represented by intelligence tests, but it is far from the same thing".

Motivation. Gardner and Lambert(1972) state that there are the main two motivation types including Integrative motivation which is described as a motive from people"s interests and enjoyment; Instrumental motivation that is the result of exact and accurate objective for learning a language. Both of them have important role in achieving success on SLA. Additionally, Saville-Troike (2006) argues that "motivation is the second strongest predictor (after aptitude) of second language success; …motivation largely determines the level of effort that learners expend at various stages in their L2 development, often a key to ultimate level of proficiency".

Learning strategies. O"Malley and Chamot (1990) state that "strategies are the tools for active, self-directed involvement needed for developing L2 communicative ability". I found that learning strategies are essential aspects for learners in language learning process in order to find the way of acquiring new knowledge properly. Brown (2000) argues that "the choice of learning strategies is strongly influenced by the nature of their motivation, cognitive style, and personality, as well as by specific contexts of use and opportunities for learning".

Moreover O"Malley and Chamot, (1990) found cognitive strategies, metacognitive strategies, social and affective strategies during their investigation in the field of SLA. As for the differences of these strategies, Lombaard (2006) identifies that "language learning styles characterize the consistent and rather enduring traits, tendencies, or preferences that may differentiate you from another person while strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or plan designed for controlling and manipulating certain information. Strategies vary widely within an individual, while styles are more constant and predictable".

Learning Styles. Brown (2000) claims that "unlike factors of age, aptitude, and motivation, its role in explaining why some L2 learners are more successful than others has not been well established, it involves a complex (and as yet poorly understood) interaction with specific L2 social and learning contexts". In addition to this concept, language learning style according to Witkin (1973), is divided into two main types as followings: Field Independent (the dominance of left hemisphere of the brain); Field Dependent (the dominance of right hemisphere of the brain).

Conclusion

Analyzing all above mentioned detailed information and aspects, it can be concluded that individual learner differences are unseparated parts of second language acquisition. Although nowadays in the field of SLA these differences" positions which have been investigated and fulfilled might not be satisfactory, they will probably be improved and renewed and that might motivate and encourage both teachers and learners to focus on those differences during grasping new knowledge in the future. Accordingly, a language teacher should not only be aware of the specific knowledge in languages but also know the psychology of their learners. Admittedly, teachers should also have skills to help their learners accomplish and achieve their academic success in SLA.

Most of all, it is preferable to say that the studies and accurate awareness on individual learner differences can be increased by teaching experience and practice that will improve the rate of success in SLA.

In the current study there are two individual differences that have not been specifically and accurately investigated properly to the connection between individual differences and second language learning process including learning styles and strategies.

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CLASSIFICATION BY SOCIOLINGUISTIC FEATURES OF FUNCTIONAL SEMANTIC FIELD OF ENDEARMENT IN THE ENGLISH AND UZBEK LANGUAGES

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Abstract: The thesis demonstrates the feasibility of age-appropriate endearment in the English and Uzbek languages which is related to the fact that endearment has a unique appearance in young and adult languages and is used in comparable languages, taking into account the age of the addressee and the addressee, as well as age-appropriate endearment along with the existence of units and similar aspects of endearment in comparable languages. What is more, in Uzbek unlike in English the expression of endearment in modal verb based words in adult speech is aimed at comparing the differences between endearment in these languages.

Keywords: Sociolinguistics, Classification of endearment, Functional semantic field, Types of endearment.

The endearment of sociolinguistics plays a vital role in the functional semantic field in linguistics. Sociolinguistics is the study of the relationship and connection between linguistic and social phenomena. This science deals with the study of the social functions of language, the changes in communication in different social situations, and the ways in which language reflects a particular social reality. Its main purpose is to study how the people who make up a community use language in communication and how changes in the society in which the language operates influence language development. The term "sociolinguistics" was first used in linguistics in 1952 by the American sociologist Herman Kerry.

Previous studies indicate that many scholars in the field of sociolinguistics have done research, namely, A.Potebnya, A.D. Shveytser, R. Bell, V.A.Maslova, V.I. Belikov, E.D. Polivanov, F. De Saussure, A.I. Domashnev, M.M. Makovskiy, V.A. Avrorin, N.B. Mechkovskaya, V.V. Vinogradov, M.T. Iriskulov, A. Abduazizov,, A. Sodikov, S. Usmonov, I. Pardaeva, C. Muminov, S.K. Khajiev, G. Rahimov, O. Safarov, Z.A. Akbarova, X.B. Samigova and i.e..

F. De Saussure investigated that sociality in language as its necessity in relation to the individual. He revealed that society would include pre-prepared words, forms, etc., and that they would create the conditions for the social character of speech [2, 57]. According to Usmonov, external and internal linguistics should be examined in connection with the history, culture, political views, literature and geographical location of the people [3, 128].

In view of the above theoretical considerations, we have learned below that functional semantic field of endearment (FSFE) consists of several classifications according to their sociolinguistic features. These include general and group-specific endearment, colloquial and literary endearment, endearment in dialects, endearment in blood relations, endearment in the speech of lovers, endearment between friends, and endearment in the speech of people of different ages. In this paper, we will focus on the classification of endearment in the speech of people of different ages.

We started by investigating aimed at endearment and the age of the speaker are important in the comparable languages. These experiments were carried out to find out analyzing the peculiarities of lexical units in English and Uzbek, which express the meaning of age. Particularly, in English, words and phrases about *my baby, my child, my sonny, my sweet sister, my little girlie, baby, sonny, pretty sweet girl, my child, sweet kid, my boy* and the like are used by older people to refer to younger people. For example:

   *"Oh, **dear, oh dear!... My son!**" exclaimed Mrs. Kane* [Theodore D. Jennie Gerhardt, 1972].

My dear father, granny, my dear mommy, my auntie, my dear daddy, granddaddy are expressed by younger people in the sense of endearment older people. To illustrate:

   *"Good night, **Daddy dear,** and don't be annoyed because your chick is waiting to earn for*

herself. Affectionately Judy" [4, 147].

In English we have observed some peculiarities in the use of lexical units that express certain meanings of endearment. Indeed, it can be expressed without taking into account the age of the addressee, such as *sweet, dear, darling, sweetheart, honey* and others.

In the process of preparing the thesis, we analyzed the peculiarities of young endearment in the Uzbek language. A speaker uses *toychog'im ,qo'zichog'im, popukkinam, qizchaginam, qizalog'im, bo'talog'im, do'mbog'im, erkatoyim, bolajonim, chirog'im, ko'z munchog'im* for younger person than him, however, for older people, uses units that *onajonim, onaginam, mehribonim, uyimning farishtasi, volidai mehribonim.* As an illustration:

- **Bolajonim! –** *dedi Bibi... – Haytovur shu yerda ekansan.*

Furthermore, we have observed that in the Uzbek language, older people especially women, encounter words and phrases and phraseological units that express caress, like *aylanay, o'rgilay, qoqindiq, girgitton, bolaginam, o'zim o'rgilay* in a slightly different way. Masalan:

- *Voy,* ***o'zim o'rgilay sendan,*** *- shoshib oshxona tomon yurdi xola. Hozir,* **bolajonim** [1, p22].

Our observation that when children use endearment words in their speech, they use words that convey endearment, such as *kapalagim, ninacham, ayiqcham, mushukcham, qo'g'irchogim* to inanimate objects, toys and being. Principally, such cases can be seen more often in poems and songs. For example:

Archa, archa, archajon, *yaproqlari* **ninacha,**
Atrofingda aylanib, qo'shiq aytadi barcha. (Written in the language of a child)

In this poem, the word *archajon* is compared to the object. The word *ninacha* is likened to being.

An important implication of these findings is that some examples in Uzbek, like *azizim, jonim, chirog'im, qalbim quvonchi, aylanay, o'rgilay, qoqindiq, girgitton* can be addressed to addressees of all ages. .

In conclusion, it is evident that this study has shown above examples in the comparative analysis in English and Uzbek, the expression of the meaning of endearment in the languages being compared and the study of their national cultural features are of particular importance. Moreover, the results obtained that the words, phrases, and phraseological combinations that express the FSFE meaning in English and Uzbek should differ in general, within small groups, and in age.

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PHONETIC PECULIARITIES OF ENGLISH CONSONANT PHONEMES

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Abstract. In this article we demonstrate essential feature of consonants from the historical development in English phonetics. Phonetics provides us with main phonetic notions and helps to explain phonetic phenomena. One phonological development that is thought by many to be indicative of a very early split between the Eastern and Western Romance areas concerns the treatment of consonants.

Key words: phonetics, consonant, consonant shift, Grimm's Law, Consonant Correspondences, Verner's Law, rhotacism

There are some explanations of such important events in the history of Germanic languages as the first consonant shift and change in the stress system. One of them is the so- called substratum theory. According to it these changes were caused by events in the social life of tribes speaking Germanic languages. It is supposed that Germanic languages arose as a result of part of the tribes, who spoke Indo-European languages conquering some other tribes, who presumably spoke some non-Indo-European languages. The conquered tribes acquired the language of the conquerors, but in doing so they introduced some of their own pronunciation habits, characteristic of the language they had been originally speaking. These pronunciation habits determined the characteristic phonetic features of Germanic languages, which came into being as a result of the conquest. In West-Germanic languages there was a peculiar phenomenon in the sphere of consonants. A consonant is a sound produced with an obstruction to the air stream. A consonant shift means "change of sounds" occurred in Germanic. An essential feature of Germanic languages is their consonantal system, namely the result of the so-called first consonant shift. The earliest statement of the shift was given by Jacob Grimm, a German linguist of the early 19th century, in his work German Grammar. Accordingly this shift is often called Grimm's Law. He is a German scholar, discovered the existence of regular correspondence between Indo-European (IE) and German consonants and subdivided them into 3 groups:

№	Consonant Correspondences		Examples			
			Old		Modern	
	IE	**PG**	**Non-German (Latin)**	**German (OE)**	**Non-German (Italian, рус.)**	**German (English, German)**
1	**[bh,dh,gh]** aspirated voiced stops	**[b, d, g]** non-aspirated voiced stops	_**bh**rāta_ (Hind)	_**b**rōþor_	_**б**рат_	_**b**rother, **B**ruder_
			ru**dh**ira(Hind)	_rēa**d**_	-	_re**d**_
			**h**ostis	_**g**iest_	_**г**ость_	_**g**uest, **G**ast_
2	**[b, d, g]** voiced stops	**[p, t, k]** voiceless stops/plosives	_la**b**are_	_**p**ōl_	_**б**олото_	_**p**ool, **Pf**uhl_
			**d**ecem	_**t**īen_	_**d**ieci, **д**есять_	_**t**en_
			**g**enu	_**c**nēo_	_**g**inocchio_	_**k**nee, **K**nie_
3	**[p, t, k]** voiceless stops/plosives	**[f, q**	_**p**edis_	_**f**ōt_	_**p**iedi_	_**f**oot, **F**uß_
			**t**res	_**þ**rēo_	_**t**re, **m**pu_	_**th**ree_
			**c**ordis	_**h**eort_	_**c**uore_	_**h**eart, **H**erz_

Verner's Law. It was noted long ago that in some words in Germanic languages we find consonants which do not lit into Grimm's Law, as formulated above. In some cases it is voiced stops, rather than voiceless fricatives, that correspond in Germanic to IE voiceless stops. Explanation of these apparent exceptions to Grimm's Law was offered in 1877 by the Danish scholar Karl Verner.

Consonant Correspondences			Latin	OE	ModE
1. [p, t, k] a	**[f, q**	**[v, ð/d, g]** voiced fricatives	*septem*	*seofen*	*seven*
			pater	*fæder*	*father*
			socrus	*swaiho*(Gothic)	*Schwager*(Germ)
2. Rhotacism			*ausis* (Lithuanian)	*Auso* (Gothic)	*ear, Ohr* (Germ)
[s] a	**[z] a**	**[r]**			

Second Consonant Shift – happened in the XIX century in Old High German and today we can observe it comparing English and German:

Consonant Correspondences		English	German
1. [t] a	**[ts]**	*two*	*zwei*
	[s]	*water*	*Wasser*
2. [q	**[d]**	*three*	*drei*
3. [d] a	**[t]**	*daughter*	*Tochter*
4. [k] a	**[h]**	*make*	*machen*

1. If an IE voiceless stop was preceded by an unstressed vowel, the voiceless fricative which developed from it in accordance with Grimm's Law became voiced, and later this voiced fricative became a voiced stop.

e.g.: Lat. *pater*, Greek *pater*, Sanscr. *pitar*, Goth. *fadar*, OE *fæder*.

2. If the preceding vowel is unstressed, **s** in Germanic languages becomes voiced, i.e. changes into **z**. In Western Germanic and Northern Germanic languages **z** becomes **r**. This change is termed rhotacism.

e.g.: Goth. *laisjan* 'teach', OE *læran*

Ultimately English consonant is a sound produced by blocking the flow of air coming from lungs. The terms that have been listed above, we can conclude that English phonetics is one of the most necessary aspects for an EFL student so it requires a specific attention in order to avoid confusion during communication.

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LEARNER EFFECTIVENESS: A CAUSE OF LEARNER STRATEGY USE?

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Annotation: The article indicates that researchers have developed strategies to determine which one will be more effective for students in teaching a second language (Ellis 2008). Agreeing to this reason, the researchers processed three steps for the students, which the first was training strategy questionnaire, which consists of two parts, 40 items, in accordance with the strategy questionnaire by Wong and Nunan (2011). Secondly, for this study, they selected students in the first year of postgraduate studies from Eastern Azerbaijan province as participants, 441 students of which were 224 boys and 217 girls. Third, they sent a survey questionnaire to selected participants and asked them to complete it. Ultimately, the researchers used the chi-square test to validate the collected research data. The study found significant differences between more effective and less effective use of language strategies by English learners. As a result of these studies, it was clarified that curriculum designers should include specific parts in the teaching materials for EFL classes, in which students are introduced to various learning strategies and learn to use the most effective strategies for completing language learning tasks. It has also been said that target language teachers should introduce their students to various strategies for dominating a second language.

Key words: Learning strategy, curriculum, second language acquisition, communicative competence, chi-squire test, survey.

Students who were proposed as participants in the analysis were those who passed the same entrance exams, that is, subjects that were developed from different sections of the school curriculum. These students were between 18 and 22 years old. Also, the researchers, in order to select students, decided to accept based on the level of knowledge of the English language. To do this, they divided the choice into two groups, that is, students who are more knowledgeable and less fluent in English. Based on this, they had to divide the students again into two groups: there were points out of 100, more effective students who received 66 and less effective students who received 33 points.

The research process clarified the differences between students with high and low indicators in the study of strategies. It became known from the results of data analysis that there were clear differences between the groups of participants who were identified by six points and they include 6,9,12,13,27,33 items. The results of them showed that on these points students love to learn the language using different methods. For example: 6 - through reading, 9 – through conversation, 12 – through their own textbooks, 13 – through explanation everything by teacher, 27 – through English words by hearing them and 33 – by talking to friends in English.

The researchers considered it necessary to further study the problem in various fields of study and repeat this in many other educational institutions. It is also proposed in further research to find out the characteristics of the student, age group, learning styles on the relationship between the effectiveness of the student and the use of the strategy. Finally, it is recommended that future research investigate the different student differences in the context of second language learning.

It is imperative to determine the level of knowledge of the student in teaching English. It is also important to research and find out which strategies are most suitable for different students and teach them using this method in order to make it easier and better for students to learn a target language.

This article helped me to understand the difference between learners and methods which can be use for their education. Also that even students should know different strategies, they can find which they prefer more and which will be more effective for their education. Of course, in this, teachers need help to find a suitable method for their students, guide them and work with their students to achieve the goal of teaching a target language at the highest level.

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EFFECTIVE WAYS OF TEACHING WRITING IN EFL CLASSES

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Writing has always been seen as an important skill in ESL classes. It is the area in which learners are expected to be offered adequate time to develop their writing skill. This is certainly an important element of learning English as a second language. The process of writing means planning, writing a first draft, revising and presenting. Writing is a sequence of differentiated and recursive processes» [1]. First of all, we must define what kind of writing should students do? Like many other aspects of English language teaching, the types of writing we get students do will depend on their age, interests and level. We can get beginners to write simple poems, but we probably will not give them an extended report on town planning to do. When we set tasks for elementary students, we will make sure that the students have or can get enough language to complete the task. Such students can write a simple story but they are not able to create a complex narrative. It is all a question what language the students have at their group and what can be achieved with this language. The models we give students to imitate should be chosen according to their abilities. In general, we will try to get students writing in a number of common everyday styles. These will include writing postcards, various kinds of letters, filling in forms such as job applications, writing narrative compositions, reports, newspaper and magazine articles etc. We may also want to have students write such text types as dialogues, play scripts, advertisements or poems, of course if we think these will motivate them.

Another factor, which can determine our choice of writing task, is the students' interests. Getting into consideration, their directions or field of their future specialties we can choose appropriate tasks for special deals. If we have mixed group students of different specialties, their interests will not be so easy to pin down. At this point, we will choose writing tasks, which we think, are generally useful but which, more importantly, they are likely to enjoy doing. For example, students of technical universities may never have a need to write a scene from a soap opera, but they might enjoy by doing it, so it is worth doing. There is no limit to the kinds of text we can ask students to write. Our decisions though will be based on how well students know the language, what their interests are and what we think will not only be useful for them but also motivate them as well. This cyclical process when composing texts make writers move forwards and backwards: planning, actual writing on paper and revising, all these sub processes interacting with one another in contrast to the traditional linear step-by-step procedure of writing where the emphasis was given to the student́s mastery of the code and certain subject matter. Although writing in general involves various stages, in reality however, the process of composing is not linear and writers do not follow a systematic sequence of rehearsing (planning), drafting (actual writing on paper) and revising but it is a recursive activity. Writing has been described as a recursive process, in which the writer plans, translates ideas into language, and reviews what has been written. As we have already mentioned previously, writers that are more skilled pay more attention to content and organization, while weaker writers are more preoccupied with the mechanics of writing, especially spelling, punctuation and grammar. Good writers are found to use a longer pre-writing period than average writers do. The recursive nature of writing sees a writer moving between drafting and revising with stages of replanning in between and this going back and forth makes writing a process that leads to clarity». As a process, writing does not move in a straight line from conception to completion: not all planning is done before words are put on paper; all the words are not on paper before writers review and revise. Writers move back and forth among these sub processes» [2]. As Shaughnessy cited in Zamel "Writing can be explained as a process of exploring our own thoughts, the record of an idea developing. It is a process whereby an initial idea gets extended and refined» [3]. Writing is a complex process and can lead to learner frustration. As with speaking, it is necessary to provide a supportive environment for the students and be patient. Below mentioned activities will help to teach writing and make the process of writing more effective. Graphic organizers are a really good way to get students planning what they are going to write before they actually begin the task of writing. Graphic organizers are a visual representation of the information they would like to include in their writing. Some examples are: Venn diagram — These show relationships between two or more things. Venn diagrams are great for showing similarities and differences.

T-Chart — Explores a topic with opposing views. Examples could include: likes/dislikes, before/after and advantages/disadvantages. KWL— A way to record student's knowledge on a topic before you begin and at the end of the topic. K-what students KNOW; W-what students WANT to know; and L-what students LEARNED. PMI — Used to record different views. P-Plus, M-Minus, I-Interesting. This organizer can be used by students when giving feedback to other students about their work. Pass it on- this activity can be used in small groups. It is best to use a template for this to guide how much students write. Each student has a turn to write an introduction. They then pass this on to the next student in the circle. Students read the introduction and then write the middle of the text. Finally, with the last pass around the circle, each student reads the introduction and middle and then writes a conclusion. The writing is passed back to the original writer to read and share with the group. Rapid/Rocket writing- The idea behind this is to get students to write down as much information as they can on a topic in a given time, without focusing on fixing spelling, grammar or other mistakes. Students should be provided with a time limit (such as 5 minutes). This could be the beginning of a series of lessons where the teacher focuses on different parts of the rapid writing, such as cohesion, spelling, punctuation and grammar. Drawbacks- It takes a lot of time and effort to write, and so it is only fair that student writing is responded to suitably. Positive comments can help build student confidence and create good feeling for the next writing class. It also helps if the reader is more than just the teacher. Class magazines, swapping letters with other classes, etc. can provide an easy solution to providing a real audience. Teachers should be facilitators and are responsible of creating the best possible conditions for learners.

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O`ZBEK VA INGLIZ TILLARIDAGI ZOONIMLARNING LINGUOMADANIY ASPEKTLARI.

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Anatatsiya: Ushbu maqola ingliz va o'zbek frazeologiyalaridagi zoonoomik komponentlarning o'xshashliklari va farqlarini taqqoslashga, shuningdek milliy madaniyatning ramziy tizimlarini ochib berishga imkon beradigan zoomorfik madaniy ramzlarga ta'sir qiluvchi omillarni tahlil qilishga bag'ishlangan.

Kalit so'zlar: Zoonimlar, milliy xususiyatlar, zoonomik komponentlar, frazeologik birliklar, frazeologiya, milliy timsol.

Til va madaniyatning munosabati va o'zaro ta'siri zamonaviy tilshunoslikning asosiy muammolaridan biridir, chunki "ko'p hollarda inson dunyoning o'zi bilan emas, balki uning tasvirlari, kognitiv tushunchasi va modellari bilan shug'ullanadi. Inson dunyoni (yoki turli olamlarni) uning madaniyati va tili prizmasi orqali, xususan, madaniyatning ajralmas qismi sifatida tasavvur qiladi" Makovskiy (1996).

Zoonomik frazeologik birliklar madaniyat va uning o'ziga xosligini ko'rsatish uchun eng mos misollardan biridir. Zoonimlar hayvonlarning nomlari yoki ularning taxalluslari bo'lib, alohida leksik birliklar va turg'un iboralarning tarkibiy qismlari sifatida dunyoning barcha tillarida keng tarqalgan bo'lib, eng qadimiy va kengaytirilgan turg`un birikmalardir. Zoonimik leksikada tilning boshqa sohalariga qaraganda qo'shimcha til voqeligini baholash xususiyatlari yorqinroq namoyon bo'ladi. Bragarnikning so'zlariga ko'ra turli tillardagi hayvonlar nomi turli sifatlarni o'z ichiga olishi xarakterlidir. Zoomorfizmlar ma'lum bir madaniyatga xos bo'lgan mentalitetni ifodalovchi madaniy-milliy me'yorlar, stereotiplar bilan bog'liq.

Stankevich O. S o`zining "Ingliz tilidagi og`zaki zoonimlarning semantik bo'limi" nomli maqolasida hayvon nomlari asosidagi frazeologizmlar hayvonlarning tashqi ko'rinishi va xatti-harakatlari ustidan ko'p asrlik insonlarning amaliy kuzatishlarini aks ettirishi haqida alohida to`xtalib o`tgan. Insonlarning hayvonlarga ijobiy munosabatini bildirgan holda, zoomorfimlar madaniy-axborot vazifasini bajaradi degan g`oyani ilgari surgan. Stankevich O. S asosiy fe'l vazifasini bajaradigan ba'zi zoonimlarni tahlil qilib, o'ziga xos xususiyatlariga ko'ra turkumlarga ajratgan. Asosiy misollar bilan tanishib, o`zbek va ingliz tilidagi o`xshashlik, farqli jihatlarni solishtiramiz.

Dastlabki guruh "Inson tomonidan qilingan muayyan harakatlarni tavsiflovchi birinchi asosiy fe'llar" deya nomlanadi. Va o`z navbatida quyidagi kichik yo`nalishlar asosida guruhlanadi:

Ovqatlanish: To Hog — chaynamasdan yutib yubormoq;(Chaynamay yutmoq)

To wolf down — ovqatni juda tez yemoq, yutmoq;(Tez tanavvul qilmoq)

To pig out — ko'p miqdorda ovqat yemoq. (Bo'kib yemoq)

Yolg'on, qo'rqitish ma'nosidagi fe'llar:

To buffalo — (birovni) qo'rqitmoq yoki qo'rqitmoq; (hayajonga yoki biroz qo'rquvga tushmoq)

To pigeon —aldamoq; (Muttahamlik qilmoq)

To fox — birovni aldamoq yoki chalg'itmoq; (tulkilik qilmoq) O'zbek tilidagi zoonimlarning aynan mana shu xususiyatlarini solishtirsak, ingliz tili sifatida bir qancha og'zaki zoonimlar keng qo'llaniladi. O'zbek tilshunosligida hayvonlar nomi emas, balki hayvonlarning xususiyatlari, harakatlari odatda asosiy fe'l sifatida qo'llaniladi. Masalan: "akillamoq" fe'li itlarning harakatini ifodalaydi. Bu baland ovozda va foydasiz gapirishni anglatadi. Biroq, bu misolda zoonimlar to`gridan to`g`ri ishtirok etmasa ham , semantik ma'nosi "it" ga borib taqaladi.

Ingliz tilidagi To fox fe`li o`zbek tilidagi "Tulkilik qilmoq" iborasi bilan to`liq ekvivalent bo`la oladi. Ularning ma'nosi bir xil. Ammo o'zbek tilidagi "tulkilik qilmoq" fe`li " tulki" so`ziga + "lik"ot yasovchi qo`shimchasini qo`shish orqali yasalgan . Bu esa ularni farqi tomonlari mavjudligidan darak beradi.

Kunin A. V. o'zining "Ingliz va rus tillarining frazeologik birliklarining tahlillari" kitobida juda ko'p frazeologik birliklarni tahlillarini havola etadi. Hayvon nomli frazeologik birliklar metaforik

so'z birikmalarining manbai bo'lib xizmat qiladi va har ikki tilda ham konnotativ salohiyatga ega. ""As polite as a lamb"" (inglizcha) "Qo'yday yuvvosh" (o'zbekcha) Bu misoldagi ingliz tilidagi Lamb o`zbek tilidagi "Qo'zi" ma`nosiga to`g`ri keladi, qo`ydan yuvvosh iborasi bilan to`la qonli ma`nodosh bo`ladi. Har ikkala ibora , hayvonning fe'l-atvori asosida ko`chma ma`no sifatida qo`llaniladi.

"A hungry fox dreams about chicken " iborasi esa tilimizdagi " Tuya hammomni orzu qilibdi" iborasi bilan barobardir. . Bu misolda ikki xil xarakterli hayvonlar bir xil ma`noli holatni ifoda etadi. Tuya hamda Tulki amalga oshmaydigan ish harakatni kitobxonga yoki tinglovchilarga yetkazib beradi. Ammo iboralar tarkibidagi hayvonlar "Tuya" va "Tulki" na ko`rinish na fe`l atvor jihatidan bir biriga mos emas. Buning sababi har ikkala mamlakat faunasiga hayvonlarning mavjudligi bilan bog'liq. Mamlakatimizning ayrim hududlarida tuyalar uy hayvonlari sifatida boqiladi.Tulkilar esa o`zbek xalqi bu noyob ,g'ayrioddiy mavjuzod hisoblanadi. Bizning madaniyatimizda "Tulki" salbiy xarakterdir.

Hayvonot dunyosi haqidagi bilimlarimizni majoziy inson xususiyatlariga kiritish til rivojlanishining tabiiy bosqichidir. Zoomorfizmlar va ulardan olingan leksik birliklarni qiyosiy o'rganish bugungi kunda madaniyatlararo va tillararo muloqotning kuchayishi bilan muhim ahamiyat kasb etmoqda. Shu bilan birga, frazeologik birliklarda hayvonlar tasvirlarini tadqiq qilish dunyoning milliy til tasvirining muhim tarkibiy qismlaridan birini qayta qurish va har qanday tilning lingvistik-madaniy sohasining qimmatli manbalarini aniqlashga yordam beradi. Zoonimlar odamlarning kundalik hayotida katta rol o'ynaydi va ular haqidagi tasavvur har doim inson ongida mavjud. O'zbek va ingliz tillarining genetik va madaniy tarixiy aloqalari farqlanishiga qaramay, ularning ma'lum miqdordagi prazeologik birliklari va o'xshash semantikasini ifodalovchi og'zaki zoonimlar mavjud. O'rganilayotgan misollarda ularning o'ziga xosligi, geografik sharoit va til omillari bilan bog'liqligi isbotlangan.

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THE ROLE OF CULTURE IN SECOND LANGUAGE LEARNING

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Cultural awareness is significant not only for real-life communication purposes, but also all foreign language skills require some background cultural knowledge. Sometimes learners might not understand properly a given text or speech in foreign language not because of the language deficiency but because of a missing link of their cultural scheme. Such problems in learning process lead us to the following question:

What elements of culture should be taught?

The main purpose of this research is to prove that studying the cultural links of different countries makes the language acquisition more efficient. There have been several researches on this very topic that will be presented in the literature review of the current work. In this case study you will get acquainted with the results of the process of learning L2 lessons in connection with culture. One of the most crucial factors to keep in mind during the research is that teachers should control the appropriation of the culture-related knowledge towards the learner's age. To recognize the value of culture we need to comprehend to what extent cultural background knowledge influences language instruction or teaching, and how can we take potential about up to expectation influence. To calculation because of the roles subculture plays into speech instruction or teaching, that is crucial in conformity with reveal the capabilities it may additionally operate within the aspects on language learning and teaching, such as listening, speaking, reading, and translating. Language is the provider regarding culture and vocabulary is the basic part concerning language. The cultural distinction intention inevitably exhibited about the vocabulary, or the clarification of vocabulary choice also mirror the countrywide then cultural difference. Take color as like an example. In Chinese, white, denoting a colour, hourly associates along "pure, traditional and moral goodness", then the bride is dressed among white throughout the wedding within most final countries. In China the bride ought to wear red among the typical wedding, clearly no longer white. Because Red potential "happiness, helpful luck, flourishing then prosperous" into the future and peopleput on pure between funerals so one's family feature or relative is dead. White in China, is associated with "pale, weak yet except vitality". Thus, learning a language implies not only the capabilities over its grammar rules and the denotative meanings regarding words but that involves a good deal more, such as the tradition phenomena, the way of life, habits or customs, history or everything that is contained on culture. In a word, way of life is a complete multiple including considerable implication, and each issue of that may remain exhibited concerning words. Learning vocabulary, while paying attention according to cultural factors, is imperative and crucial.

One of the main aims of foreign language teaching today is to develop learners' ability to "communicate with each other across linguistic and cultural boundaries" (Common European's Framework of Reference for Languages: Learning, teaching, assessment (CEF) 2001 As language and culture are closely linked, the teaching of culture is seen as an integral and organised component of language courses (Chastain 1988: 298, Seelye 1994:9, Cortazzi and Jin 1999: 198, Byram 1989: 3-4, 51, 56, 1994: 5, Bassnett 2001: 33, Brown 2000: 177, et al.). Teaching communication without teaching culture might be enough for "survival and routine transactions" (Byram 1989: 40-41), but communicative competence is incomplete without cultural awareness and understanding (Mountford & Wadham-Smith 2000: 82). All eminent researchers in the field of foreign language education (see, for example works of Byram, Kramsch, Seelye, Chastain et al.) agree that learning a foreign language for whatever purposes is always 'culture-bound' (a term used by Valdes (1986) for a collection of articles about integrating culture into foreign language teaching). Languages cannot be learned or taught without introducing the culture of the community where they are used. Together these "two reflect a current direction in language pedagogy" (Robinson-Stuart & Nocon 1996: 435, cited in Lantolf 1999: 28). Politzer concludes at the Fifth Annual Round Table Meeting on Linguistics and language teaching: as language teachers we must be interested in the study of culture (in the social scientists' sense of the word) not because we necessarily want to teach the culture of the other country but because we have to teach it. If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning. (Cited in Brooks 1986:

123) The first effort to define culture was made by anthropologists. In his book Primitive culture (1871), the English anthropologist Tylor gave what is considered a classic definition: "culture…… is that complex whole which includes knowledge, belief, art,morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (cited in the New Encyclopædia Britannica 1991: 874) The culture of a particular community or country can be studied from two different perspectives: by those who live in a particular culture or by those who encounter it through language learning. Bassnett (1977: xviii) maintains that the "distinction between an 'insider' and 'outsider' perspective is one of the key differences between the study of cultures linked to foreign language learning and the interdisciplinary field known as cultural Studies ". The latter grew out of the need "to understand the processes that have shaped modern and postwar society and culture" have modified Seelye's goals of cultural instruction. In conclusion, we must once again fulfill the basic conditions of this study: the teaching of culture must become an integral part of the teaching of foreign languages. "The demands of culture must be made the language that is our message and our medium". Views on practical information, culture teaching students are provided with information about the target culture in terms of people's lifestyles, values, views and beliefs, and what they look like or lie in linguistic categories and forms should be provided. More specifically, culture education informs students about speech actions, concepts, etiquette, living or inappropriate behaviors, allowing targeted culture members to become popular. It is obvious without hesitation that foreign language teachers should be foreign cultureteachers too, having the ability to experience and analyze both the home and target cultures. It is hoped that the present paper has contrived to clarify most of the issues it set out to investigate, and has helped contribute to a better understanding of culture and its importance in the foreign language classroom. It's at all evident from the above discussion that culture and language are intricately interwoven and to that amount one cannot analyse the joining without losing the significance on both language or culture'. If somebody certain about them is separated the other stays incomplete. In EFL or ESL class room the students keep taught fair complexion with the culture related together with it and up to expectation the students execute collect the target language including cultural background and correspond in real existence situations. It is done so deep students, who hold excellent tutorial overall performance in fair complexion subject, sometimes, discover that at all hard to correspond together with native speakers or among real lifestyles situations. This might stand the end result about learning European without proper awareness of its culture. Therefore, the position of tradition so much it performs between exhortation and education concerning European as much a foreign/ second language can't keep avoided whilst designing course for EFL/ ESL students and within the class room situations. The teachers need to hold between thinking the importance of culture and must hold a previously skills about the cultural capabilities over the book or learning he is current to instruct the students.

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PSYCHOLOGICAL ADVANTAGES OF SCRUTINIZATION OF THE FOREIGN LANGUAGES

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Human psychology plays significant role in the process of learning. In the epoch of the globalization, the awareness of foreign language has already become one of the dominant skill among a great number of people. According to this trend, million people have acquired a taste for learning foreign languages with the aim of widening their mental horizons. Some people argue that learning languages may be reason for confusion moments while others assert that this process is just wasting time. All these viewpoints seem controversial and create confusion on our minds. Nevertheless, the modern ambitious persons aspire to achieve success in their personal and professional lives. Moreover, they want to research new cultures and customs. These kind of goals stimulate people to self-improvements. Moreover, learning foreign languages positively influence on our temper. Above all else, learners have opportunity to acquaint with various linguistic styles. Learning foreign languages as a process has positive influence on the mechanisms of humans' psychologies. Therefore, it gives many opportunities for mental development.

B. Goldet et al. (2013) mentioned that language learners can handle multitask activities. In other words, language experts simultaneously manage various tasks. According to him, people who speak more than one language can switch between activities more easily and puzzle out different problems in their minds in parallel way. In addition to above mentioned factors, language learners are quicker and easier to adapt to unexpected changes in circumstances. B. Goldet et al. (2013) and some other scientists established this fact through conducting several experiments experiments. One of their experiment was when they compared bilingual and people who knew only their native language. A series of tests demonstrated that bilinguals are better at coping with several tasks at the same time and moving from the same type of tasks to completely different new ones. Bilinguals can even better retain the ability to simultaneously solve complex problems with age.

Martensson et al. (2012) pointed out that scrutinization of the foreign languages can be a reason for growing humans' brain in a size. According to him humans' brain can grow in the literal meaning when we learn foreign languages. The researches illustrated that human's brain divided into parts which have ability to grow. The hippocampus and some part of the cerebral cartex have opportunities to increase in a size. Martensson et al. (2012) studies shows that professional translators have opportunities to boost their volume of gray matter in depth study of the foreign language in the period of three months. The last researches demonstrated that critical thinking of learners. Moreover, intensification of learning process has positive effect on the logical thinking of learners. As a result, learners can think on their feet and size up potential issues in the short period of time.

The majority of recent researches illustrated that learning process effect on the long-term memories. Expert like J. Morales et al. (2013) asserted that children who grew up in a multi-lingual environment have a much better memory than those who from childhood heard only native speech. Moreover, it means that they think better in the mind. They have better reading abilities and other language skills. Bilingual children also better remember the sequence of any objects and events which allows them to be more confident about their familiarity with familiar terrain and also to keep their heads a list of the things that need to be done. They can attach particular source of data for a long period of time.

Bilinguals have better ability to concentrate. This kind hypothesis made by E. Bialystok and F. Craik (2014). Our society often represents connoisseurs of foreign languages by some scattered manners like "Nerds" but this stereotype seems to be very far from truth. On the contrary it is bilinguals that are distinguished by a stronger focus both on the main essence of an important phenomenon and on its details. Another stereotype is people who learn several languages don't know their native language. It is entirely unfair. Bilinguals understand the logic of the native language more developed. In particular grammar and word formation methods.

Taking into consideration all above mentioned scrformation, it is obvious to say that foreign languages help us to be flexible toward to life. We know that learning language has its own discomforts. Sometimes you seem that it is a destination which you will never reach. If you have

a desire, you have to forget about any obstacles which interrupt your learning process. No one is perfect, perfection is impossible and you shouldn't afraid to make any mistake within your study. Eventually, everyone who has psychological stability can scrutinize any language.

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NUTQNI AVTOMATIK ANIQLASH (ASR) DASTURI

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Abstrakt: Texnologik rivojlanish nuqtai nazaridan, biz bilan chinakam "odamga o'xshash" tarzda aloqa qiladigan chinakam avtonom, aqlli sun'iy intellekt tizimlariga ega bo'lishdan kamida bir necha o'n yillar uzoqda bo'lishimiz mumkin. Ammo, ko'p jihatdan, biz avtomatik ravishda nutqni aniqlash texnologiyasi deb nomlanuvchi texnologiyaning uzluksiz rivojlanishi tufayli hayratlanarli darajada tez sur'atlar bilan kelajak stsenariysi tomon barqaror rivojlanmoqdamiz. Va hech bo'lmaganda, u har xil ilovalar uchun foydalanuvchi tajribasida haqiqatan ham foydali yangiliklarni va'da qilmoqchi.

Avtomatik nutqni aniqlash yoki ASR, qisqacha ma'lumki, bu texnologiya odamlarga o'z ovozlaridan kompyuter interfeysi bilan eng murakkab o'zgarishlarda oddiy odam suhbatiga o'xshash tarzda gapirishga imkon beradi. Hozirgi vaqtda ishlab chiqilgan ASR texnologiyalarining eng ilg'or versiyasi tabiiy tilni qayta ishlash yoki qisqacha NLP deb ataladigan narsa atrofida aylanadi. ASR ning ushbu varianti odamlar va mashina razvedkasi o'rtasidagi haqiqiy suhbatga imkon berishga eng yaqin keladi va rivojlanish cho'qqisiga chiqish uchun hali ko'p yo'l bosib o'tish kerak bo'lsa-da, biz allaqachon aqlli telefon interfeyslari ko'rinishida ajoyib natijalarni ko'rmoqdamiz. iPhone va boshqa tizimlardagi Siri dasturi biznes va ilg'or texnologiya kontekstlarida qo'llaniladi. Biroq, hatto ushbu NLP dasturlari, taxminan 96 dan 99% gacha bo'lgan "aniqlik" ga qaramay, bunday natijalarga faqat odamlar tomonidan berilgan savollar oddiy "ha" yoki "yo'q" yoki faqat cheklangan bo'lgan ideal sharoitlarda erisha oladi. tanlangan kalit so'zlarga asoslangan mumkin bo'lgan javob variantlari soni (bu haqda qisqacha). Endi biz ASR texnologiyasining ajoyib kelajak istiqbollarini ko'rib chiqdik, keling, bugungi kunda ushbu tizimlar qanday ishlashini ko'rib chiqaylik, chunki biz ulardan allaqachon foydalanmoqdamiz.

Biz yoritmoqchi bo'lgan ko'plab ma'lumotlar, shuningdek, West Interactive kompaniyasida ASR dasturiy ta'minot bo'yicha mutaxassislar tomonidan yaratilgan qo'shimcha infografikada juda ko'p va juda vizual batafsil tushuntirilgan. Siz haqiqatan ham bu erda ularning postiga qarashingiz kerak. Nutqni avtomatik aniqlash qanday ishlashiga oid asosiy astar

Nutqni avtomatik aniqlash dasturining murakkabligidan qat'i nazar, tahlil qilish va javob berish uchun so'zlaringizni yig'ish va parchalashga imkon beradigan voqealarning asosiy ketma-ketligi quyidagicha:

1. Siz dasturiy ta'minot bilan audio tasma orqali gaplashasiz

2. Siz gapirayotgan qurilma so'zlaringizning to'lqin faylini yaratadi

3. To'lqin fayli fon shovqinini olib tashlash va ovoz balandligini normallashtirish orqali tozalanadi

4. Hosil bo'lgan filtrlangan to'lqin shakli keyinchalik fonema deb ataladigan qismlarga bo'linadi. (Fonemalar til va so'zlarning asosiy qurilish bloki tovushlaridir. Ingliz tilida ularning 44 tasi bor, ular "wh", "th", "ka" va "t" kabi tovush bloklaridan iborat.

5. Har bir fonema zanjirli bo'g'inga o'xshaydi va ularni ketma-ket tahlil qilib, birinchi fonemadan boshlab, ASR dasturi butun so'zlarni, so'ngra u yerdan to'liq jumlalarni chiqarish uchun statistik ehtimollik tahlilidan foydalanadi.

6. Sizning ASR, endi sizning so'zlaringizni "tushundi", sizga mazmunli javob berishi mumkin. Nutqni avtomatik aniqlash variantlariga ba'zi asosiy misollar Nutqni avtomatik aniqlash dasturining ikkita asosiy varianti yo'naltirilgan dialog suhbatlari va tabiiy tildagi suhbatlardir (yuqorida aytib o'tganimiz tabiiy tilni qayta ishlash bilan bir xil). Yo'naltirilgan dialog suhbatlari ish joyidagi ASR ning ancha sodda versiyasi bo'lib, cheklangan tanlovlar ro'yxatidan ma'lum bir so'z bilan og'zaki javob berishni aytadigan mashina interfeyslaridan iborat bo'lib, ular sizning tor so'rovingizga javob beradi. Avtomatlashtirilgan telefon banki va boshqa mijozlarga xizmat ko'rsatish interfeyslari odatda yo'naltirilgan dialog ASR dasturidan foydalanadi. Tabiiy tildagi

suhbatlar (biz kirish qismida ko'rib chiqilgan NLP) ASR ning ancha murakkab variantlari bo'lib, siz foydalanishingiz mumkin bo'lgan juda cheklangan so'zlar menyusi o'rniga ular bilan ochiq chat formatidan foydalanishga imkon berib, haqiqiy suhbatni taqlid qilishga harakat qilishadi. . IPhone'dagi Siri interfeysi bu tizimlarning juda ilg'or namunasidir.

Tabiiy tilni qayta ishlash qanday ishlaydi? ASR texnologiyasining kelajakdagi yo'nalishi sifatida ahamiyatini hisobga olgan holda, NLP nutqni aniqlash tizimlarini ishlab chiqishda yo'naltirilgan dialogdan ko'ra muhimroqdir. Uning ishlash usuli odamlarning o'zlari nutqni qanday tushunishlarini va shunga mos ravishda javob berishlarini taqlid qilish uchun mo'ljallangan. NLP ASR tizimining odatiy lug'ati 60 ming yoki undan ortiq so'zdan iborat. Endi bu nimani anglatadi, agar siz ketma-ket uchta so'z aytsangiz, 215 trilliondan ortiq mumkin bo'lgan so'z birikmalari! Shubhasiz, NLP ASR tizimi har bir so'z uchun butun lug'atni skanerlashi va ularni alohida-alohida qayta ishlash juda amaliy bo'lmaydi. Buning o'rniga, tabiiy til tizimi nima qilish uchun mo'ljallangan, uzoqroq so'rovlarga kontekst beradigan tanlangan "yorliqli" kalit so'zlarning ancha kichik ro'yxatiga munosabat bildirishdir. Shunday qilib, ushbu kontekstli maslahatlardan foydalangan holda, tizim siz aytayotgan so'zlarni tezroq qisqartirishi va tegishli javob berishi uchun qaysi so'zlar ishlatilganligini aniqlashi mumkin. Misol uchun, agar siz "ob-havo prognozi", "balansimni tekshiring" va "men to'lovlarimni to'lamoqchiman" kabi iboralarni aytsangiz, NLP tizimi diqqat markazida bo'lgan tegli kalit so'zlar "prognoz", "balans" va "hisob-kitoblar" bo'lishi mumkin. ". Keyin u ushbu so'zlarni siz ishlatgan boshqa so'zlarning kontekstini topish uchun ishlatadi va "ob-havo" bilan "yo'qmi" ni chalkashtirib yuborish kabi xatolarga yo'l qo'ymaydi. ASR tizimlarini o'qitish, ular NLP yoki yo'naltirilgan dialog tizimlari bo'lsin, ikkita asosiy mexanizmda ishlaydi. Ulardan birinchisi va oddiyroqi insonning "Tuning" deb ataladi va ikkinchi, ancha rivojlangan varianti "Faol o'rganish" deb nomlanadi. Insonni sozlash: Bu ASR treningini bajarishning nisbatan oddiy vositasi. Bu inson dasturchilarining ma'lum bir ASR dasturiy interfeysining suhbat jurnallaridan o'tishini va u eshitishi kerak bo'lgan, lekin oldindan dasturlashtirilgan lug'atda mavjud bo'lmagan tez-tez ishlatiladigan so'zlarni ko'rib chiqishni o'z ichiga oladi. Keyinchalik bu so'zlar dasturga qo'shiladi, shunda u nutqni tushunishni kengaytira oladi. Faol o'rganish: Faol o'rganish ASRning ancha murakkab variantidir va ayniqsa nutqni aniqlash texnologiyasining NLP versiyalarida sinab ko'rilmoqda. Faol o'rganish bilan dasturiy ta'minotning o'zi yangi so'zlarni mustaqil ravishda o'rganish, saqlash va qabul qilish uchun dasturlashtirilgan, shuning uchun gapirish va gapirishning yangi usullariga duchor bo'lganligi sababli o'z lug'atini doimiy ravishda kengaytiradi. Bu, hech bo'lmaganda, nazariy jihatdan, dasturiy ta'minotga ma'lum bir foydalanuvchilarning nutq odatlarini o'rganishga imkon beradi, shunda u ular bilan yaxshiroq muloqot qilishi mumkin. Masalan, agar ma'lum bir foydalanuvchi ma'lum bir so'z bo'yicha avtomatik tuzatishni inkor etsa, NLP dasturi oxir-oqibat o'sha shaxsning ushbu so'zni "to'g'ri" versiya sifatida boshqacha ishlatishini tan olishni o'rganadi.

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NEW DIMENSIONS OF LANGUAGE LEARNING AND TEACHING IN LIGHT OF TECHNOLOGY ADVANCEMENTS

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AnnotationThis article intends to analyze *Students' performance in Blended learning* within the example of Moodle platform and assess the students' performances and practices therein. Working from literature and data, we will describe B-learning, particularly, its role in terms of students' performances. We will assess: 1) whether B-learning is beneficial for students, 2) whether the position of a teacher alters, if yes what will be the role of a teacher.

Keywords: language learning, language teaching, distance learning, autonomous learning, blended learning, LMOOCs, Moodle.

The development of technology has greatly altered myriad spheres of individual lives, including education context and is continuing to affect how the information is being transmitted and acquired. The last few decades have witnessed international shifts in education from traditional, face to face (teacher-centered) to more student-centered approachesof teaching and learning like e-learning, virtual learning, blended learning, hybrid learning, contextual learning, autonomous learning along with lifelong learning. These instructional models concentrate on learners, and therefore, seek ways to adapt students' needs as well as limitations.

This is the new scenario for education, and the way we teach and learn is adapting in accordance. Indeed, this new global education context requires some adaptations not only in the way we learn, but also in the way we teach. A way forward could be implication of blended learning, that is to say the combination of face to face as well as online learning. According to Coaten (2003) and Marsh (2002) Blended learning is "the learning which combines face-to-face with virtual teaching". This teaching modality is mostly widespread in the educational domain, particularly at tertiary educational institutions.

However, what is blended learning? How effective is it towards students' performances and practices? How students can benefit from using Moodle platform? What will be the position of a teacher? Is he/she will stay as a teacher at traditional lessons or change to mediator, facilitator or else?

Blended learning enables students to visualize, listen, feel, and interact with the material they are acquiring. Indeed, blended learning is an educational environment where learners know how to implement the theoretical materials into practice. They can gain deeper comprehension of all the abstractions they face. Moreover, they are able to learn according to their pace, which creates the opportunity for more individualized education. Taking an example of good achiever can expand their learning and learn things that are not within the syllabus. Nevertheless, the slow achievers can repeat and revise notes and get feedback from their teachers to overcome problems and challenges they come across (Bailey and Martin, 2013). Blended learning is attracting wide public due to flexibilization of time and space barriers and increase interaction between educator and student.

Before teachers had restricted sources and were not able to accompany their classes with wide sources to deliver information to students. This now can be applied thanks to technological developments. Limiting technology only as presenting presentation feature may not reveal all its feasibilities towards improving learning. In this regard, teachers should consider technology as a tool that enables them as well as their students to reach resources straightforwardly and efficiently. Daggett (2010) goes further following functions of technology as useful characters for educational context: "They can access libraries, hold conferences, watch educational movies, conduct virtual experiments, communicate with experts, record lessons, plan their work, made virtual field trips and many other activities". Some of these activities required a few weeks of planning and lots of effort within the traditional learning setting.

For this reason, we find many teachers skip such activities, though they are very useful for their learners, due to time and resources limitations.

However, these activities, within the blended learning strategy, become easier to plan and

implement. For example, Bath and Bourke (2010) remark that a visit to the public library can take a full day within the traditional learning strategy even though students can virtually access the public library records and get the books and resources they need not leaving their classrooms or homes.

Despite providing a great number of educational solutions as well as serving for efficient learning, many are still skeptic towards practicality of technology in the educational context. They ponder it forms a distraction and needs a lot of skill to master. Add to this the inconveniences that may occur at any time and disrupt the class procedures. All of these can be true, but they are so few compared to the advantages that learners and teachers can gain.

Everything cannot be perfect. Blended learning is not exception. It may have minor problems but it proves to be far better than the traditional strategies. Its negative aspects are far less than its positive ones. Educators should take serious steps towards applying technology in their classes and learning environments as it forms the link between the students' inner world and the outside world. As Jackson (2014) indicated: "Technology gives learners the chance to experience the real world gradually and smoothly".

The real life jobs are no longer available to learners who do not master information technology skills as part of their learning. They are the skills they learn indirectly while learning other skills in the blended learning setting. Moreover, students who are taught according to this strategy obtain more knowledge as they are exposed to more real life resources. It is not accepted anymore that we reject or underestimate the role of technology in education. The world is heading with quick pacestowards more creativity and novelty by using such tools, while many of us still lagging behind discussing the validity of using such tools or not (Van, 2010).

Blended learning really needs courage and decisive decisions to adopt a strategy like this to improve the quality of education in Uzbekistan. Teachers should start educating themselves and learning information technology skills to part of the process rather than resisting it for no plausible reasons. School administrations should take serious steps in facilitating teachers' mission in improving their information technology skills. Adopting blended learning strategy should be considered quickly and effectively, otherwise we have to find a suitable substitute that is far better as the traditional ways and styles of learning are not enough for the coming era.

A teacher is expected to not only convey knowledge but also help English underachievers learn by themselves. In other words, learning is no longer teacher-centered, but leaner-centered. In the study, the teachers take individual differences into account to determine the appropriate level of practice for English underachievers. The teachers serve as consultants who encourage the students and help them out when they encounter learning difficulties. The teachers also play mediators between the English underachievers and the computer software, bridging the gap between the two. However, teachers are not required to have expert knowledge of the computer program. Teachers can coordinate with the content expert, the computer programmer, and the designer to create useful computer-assisted instruction software for students.

The process of redefining and developing the crucial role of the teacher in student learning is one where the teacher provides coaching and scaffolding support as a central and important pedagogical element, and as an alternative to didactic forms of teaching. Some of the roles identified are:

• The Process Facilitator: Concerned with facilitating the range of online activities that are supportive of student learning.

• The Advisor-Counselor: Works with learners on an individual or private basis, offering advice or counseling to help them get the most out of their engagement with the course.

• The Assessor: Concerned with providing grades, feedback, and validation of learners' work.

• The Researcher: Concerned with engagement in production of new knowledge of relevance to the content areas being taught.

• The Content-Facilitator: Concerned directly with facilitating the learner growing understanding of course content.

• The Technologist: Concerned with making, or helping to make technological choices that improve the environment available to learners.

• The Designer: Concerned with designing worthwhile online learning tasks.

• The Manager-Administrator: Concerned with issues of learner registration, security, record keeping and so on.

In short, there are new dimensions of language teaching and learning thanks to technology advancements which allow both teachers and learners interact on and offline contexts for educational purposes. Moreover, this new instructional model aids teachers to provide students with additional information along with other supplies like online conferences, e-libraries and so on; meanwhile, either active or passive learners can benefit from using blended learning in turn. Regarding, teacher's position in this new scenario, teacher becomes more moderator or facilitator rather than a teacher. Educator will lead the directions of students what and how to learn; and/or monitor the process of their acquisition.

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ИНТЕРНЕТ-РЕСУРСЫ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Вопрос о применении новых информационных технологий при обучении английскому языку становится всё более актуальным. Под применением новых информационных технологий в обучении иностранным языкам подразумевают не только практическое применение современных технических средств и технологий, но и использование новых форм и методов преподавания иностранного языка и подхода к процессу обучения в целом. Сегодня одним из самых востребованных и новейших средств обучения иностранному языку являются новые информационные технологии, а в частности Интернет-технологий.

К примеру, Полат Е.С. полагает, что использование информационных технологий в практике преподавания иностранного языка способствует как развитию различных видов иноязычной коммуникативной компетенции обучаемых, так и формированию их информационно-коммуникационной компетенции посредством вовлечения в активную познавательную деятельность по изучению, поиску, анализу и оценке аутентичной информации Интернета, а также решению проблем различного уровня содержания с ее использованием. [1] Мы считаем, что различного вида развивающие и обучающие сайты положительно влияют на развитие самостоятельного мышления у обучаемых.

Приведем, к примеру сайт компании Lucent Technologies, ее подразделение Bell Labs позволяет услышать, как звучит любая фраза на иностранном языке. Здесь разработан синтезатор речи, который превращает печатный текст в звук. [2]

На сайте http://www.bell-labs.com/project/tts/index.html можно выбрать один из семи языков — английский, немецкий, французский, итальянский, испанский. Затем нужно вписать в окошко что-нибудь на выбранном языке. Через несколько секунд написанное будет произнесено пусть и несколько механическим, но все, же голосом. То есть озвучить можно любую фразу из учебника или любого другого пособия, и особенно подойдут онлайновые пособия, откуда можно запросто копировать куски текста, не утруждая себя перепечатыванием. Все произнесенное можно не просто прослушать, но и сохранить у себя на диске, чтобы при необходимости вернуться к прослушиванию, не заходя в Интернет. Использование компьютерных технологий, а также сети Интернет в рамках учебного процесса, заметно облегчает процесс самостоятельной работы студентов, а также делает его более интересным и познавательным. Учебные возможности Интернет-ресурсов огромны.

На сегодняшний день существует множество учебных Интернет –ресурсов, но мы в данной работе хотели бы остановиться на нескольких популярных в современный подходах обучения иностранным языкам, а именно Hotlist, Treasure Hunt, Subject Sampler, Multimedia Scrapbook, Webquest.

1. Hotlist в переводе с английского, - это список по теме, Hotlist представляет собой список Интернет сайтов (с текстовым материалом) по изучаемой теме. Его достаточно просто создать и он может быть полезен в процессе обучения. Hotlist не требует времени на поиск необходимой информации. Все, что нужно — это лишь ввести ключевое слово в поисковую систему Интернета и вы получите нужный хотлист.

2. Multimedia Scrapbook в переводе с английского, - это мультимедийный черновик и представляет собой своеобразную коллекцию мультимедийных ресурсов. В отличии от Hotlist, в Multimedia Scrapbook содержатся ссылки не только на текстовые сайты, но и на фотографии, аудиофайлы и видеоклипы, графическую информацию и очень популярные сегодня анимационные виртуальные туры. Все файлы Multimedia Scrapbook могут быть легко скачаны и использованы в качестве информационного и иллюстративного материала при изучении определенной темы.

3. Treasure Hunt в переводе с английского, - это охота за сокровищами и во многом напоминает Hotlist и Multimedia Scrapbook. Treasure Hunt также содержит ссылки на различные сайты по изучаемой теме. Единственное его отличие заключается в том, что каждая из ссылок содержит вопросы по содержанию сайта. Что является на наш взгляд

очень даже эффективной функцией, которая носит уже более явный обучающий характер. С помощью этих вопросов учитель направляет поисковую деятельность учащихся. В конце Treasure Hunt может быть задан один общий вопрос на целостное понимание темы (фактического материала).

4. Subject Sampler в переводе с английского, - это пример предмета и стоит на следующей ступени сложности по сравнению с Treasure Hunt. В нем также содержатся ссылки на тексты и мультимедийные материалы сети Интернет (фотографии, аудио- и видеоклипы, графическая информация). После изучения каждого аспекта темы учащимся необходимо ответить на поставленные вопросы. Однако в отличии от Treasure Hunt, с помощью которого происходит изучение фактического материала, Subject Sampler направлен на обсуждение социально заостренных и дискуссионных тем. Учащимся необходимо не просто ознакомится с материалом, но и выразить и аргументировать собственное мнение по изучаемому дискуссионному вопросу.

5. Технология Webquest была разработана в 1995 году Берни Доджем, профессором образовательных технологий Университета Сан-Диего (США). Webquest в переводе с английского, - поиск в интернете, другими словами это комплексные, автоматизированные учебные программы в интернете, которые способствуют самостоятельному и частично автономному обучению. [3] При помощи этой методики, обучающиеся после введения в реальную проблему получают задание, которое они прорабатывают в группах при помощи предоставленных аутентичных источников информации. В первую очередь эти источники доступны из интернета. Но материал также может быть предоставлен из книг или газет. В противовес к классическому фронтальному» занятию здесь на первом месте стоит самостоятельная работа обучающихся, которая должна приводить к самостоятельной конструкции знаний. Тематика Webquest может быть самой разнообразной, проблемные задания могут отличаться различной степенью сложности. Результаты выполнения Webquest, в зависимости от изучаемого материала, могут быть представлены в виде устного выступления, компьютерной презентации, эссе, веб-страницы и т. п.

Отличаясь высокой степенью интерактивности, новые компьютерные технологии и Интернет-ресурсы создают уникальную учебно-познавательную среду, которую можно использовать для решения разных дидактических задач по изучению английского языка (например, познавательных, информационных, культурных). Современные компьютерные телекоммуникации (КТК) могут обеспечить передачу знаний и доступ к разной учебной информации наравне, а иногда и гораздо эффективнее, чем традиционные средства обучения.

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THE MAIN PROBLEMS OF COGNITIVE GRAMMAR

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The English tense and aspect system has long posed great difficulty to second language (L2) learners due to their underlying complex concepts. This difficulty is compounded by oversimplified grammatical descriptions found in many ELT textbooks. Cognitive Grammar (CG) offers comprehensive accounts of tenses that could be useful for learners. This paper reports a quasi-experimental study investigating the differential effects of CG-informed form-focused instruction and formalist-traditional form-focused instruction on the acquisition of two English tenses, namely the simple past and the past perfect. Cognitive grammar posits a number of basic classes that differ in the nature of their profile. As previously indicated, a noun is a symbolic structure that designates a thing, where "thing" is a technical term explicated below. Contrasting with nouns are relational expressions, which profile either an "atemporal relation" or a "process." Symbolic structures designating processes are equated with the class of verbs. Adjectives, adverbs, prepositions, and certain other classes profile various types of atemporal relations. A thing is defined as a "region in some domain"; in the case of count nouns, the profiled region is further specified as being "bounded." Because physical objects occupy bounded regions in three-dimensional space, expressions which designate such objects qualify as count nouns, but the definition does not specifically refer to them or to the spatial domain in particular. In fact, the term "bounded region" must be interpreted abstractly enough to overcome the limitations of its spatial origin. Here, though, I will simply illustrate its applicability in some representative cases where its import is intuitively obvious. With respect to basic domains, moment, instant, and period designate bounded regions in time; point, line, and circle in two-dimensional space;' and sphere, cone, and cylinder in three-dimensional space. When used as a noun, a color term like red profiles a bounded region in color space, whereas count nouns like spot, streak, and stripe designate sensations of limited expanse within the visual field. A beep occupies the pitch domain and is bounded in time. A blip and a flash occupy both the visual and the temporal domains, but differ in their domain of bounding: a blip must be bounded in the visual field, whereas a flash need not be (it can totally suffuse the visual field), but is sharply bounded in time. Most nominal predications are characterized relative to non basic domains, that is, other, more fundamental conceptualizations. Arc, hypotenuse, and great circle presuppose the conception of a geometrical figure and profile a bounded region within it. Arm, leg, and torso designate bounded regions within a body, whereas elbow, forearm, and hand in turn take for their domain the conception of an arm. For nouns like January, Tuesday, hour, and second the domain is not time, but rather an abstract frame of reference devised to track and measure its passage; in similar fashion, the basic domain of pitch figures only indirectly in the meaning of expressions like C-sharp, B-flat, and F, which invoke a musical scale for their domain and profile specific points along it. Terms like prolog, act, scene, and intermission designate bounded portions of a stage performance, and for segments of athletic events we have nouns like inning, quarter, half, round, and period.

Cognitive Approach to Overcoming Learning Difficulties times of the English language by A.V. Kravchenko

Having come to the conclusion that in order to achieve the learning objectives foreign language, regulated by both the needs of society and the Federal Standard, modern methodology must be addressed to the ideas, principles and developments of cognitive linguistics. But by analyzing the existing literature on the topic, we found that Russian linguists are mainly engaged in cognitive semantics, then are developing various concepts in order to explain the meaning linguistic units from different positions. And cognitive grammar, on this the stage of development of Russian linguistics, practically no attention is paid. In our work, we turn to developments in the field of cognitive grammar of the Russian Doctor of Philology, Alexander Vladimirovich Kravchenko. As you know, the main problems in mastering grammar foreign language are those aspects that are fundamentally differ from the native language. Such aspects for Russian speakers English students are articles, prepositions, grammatical forms of verbs, system of tenses. The situation with the articles more obvious, since they simply do not exist in the Russian language. The teacher's task is available to reveal the function of this grammatical category, motivation for its appearance

in the language, methods of self-examination. In case of prepositions that are in Russian, the problem lies in their variety, as well as in the variability of uses in speech in combination with different part of speech. Misuse of one small preposition can completely change the semantic content of the statement, and lack of knowledge of phrasal verbs (verb + preposition) that are active used in English speech, can lead to misunderstanding heard. It does not have a complex system of cases, conjugation and etc., but there is a category of a person that is reflected in the plan of expression verbs. However, the main problem for students is mastering English time system, since there are three of them in Russian (present, past, future), and there are twelve of them in the English time table. By A.V. Kravchenko: "difficulties in mastering twelve English times in active voice, associated with inadequate metal linguistic knowledge about the meaning and functioning of the categories of time and type in Russian. Because the underlying cognitive structures these grammatical categories are rooted in sensory experience and are the same in both languages, reliance on the native language using cognitive approach allows us to offer a simple selection algorithm the correct verb form. This allows you in a radical way improve the process of mastering grammar, removing many imaginary difficulties ". With the help of the category of time, a person divides the whole world around him. Into three areas of experience related to the present, past and future time. In Russian, these three categories are grammatically defined time and for any person, this approach seems logical. However, a Russian-speaking student, starting to learn English and learning about the existence of as many as twelve times, is in a state bewilderment, which often remains with him for life, preventing functional mastery of English grammar. But if analyze the time table of the English language, it turns out that there are also three times (Present, Past, Future), and the other nine are only temporary forms. There are four kinds of real, four kinds the past and four kinds of the future, which are known as Simple, Progressive, Perfect and Perfect Progressive. In Russian, these types of temporary forms also exist, but only on a meaningful level without special grammatical structures. Further, for clarity, a table of English times is presented.

Table.

Simple and complex forms of the English verb in the active voice

TENSE	Simple / Indefinite	PROGRESSIVE be + Ving	PERFECT have + Ven	PERFECT PROGRESSIVE have been + Ving
Present	I fly	I am flying	I have flown	I have been flying
Past	I flew	I was flying	I had flown	I had been flying
Future	I'll fly	I'll be flying	I'll have flown	I'll have been flying

The picture is similar in the system of temporal forms of the Russian language.

If we take paired verbs of movement such as *go - walk, run - run, fly - fly*, etc., related to the oldest layer of vocabulary and having the same lexical but different grammatical meaning, then there will be almost as many forms as in English. Strictly speaking, if we agree that in the English language of the times—twelve, then one should talk about at least eleven times in Russian. But we do not do this because we perfectly understand that (with point of view of formal grammar) *walked, walked, walked* and walked -past tense forms, just like an English speaker language understands *that I work, I am working, I have worked* and *I have been working* - all forms of the present tense. It turns out that the difficulty associated with the number of temporary forms in two languages - an imaginary difficulty. The present the difficulty lies in the fact that, without thinking which of the paired Russians verbs to choose in a given situation, a Russian-speaking student, as usually cannot explain the selection mechanism. And in English this the mechanism is clearly regulated [Kravchenko 2013: 86]. Further, A.V. Kravchenko gives several examples proving the presence in Russian, as well as in English, of a semantic difference between forms of time (Simple, Progressive, Perfect and Perfect Progressive), but this the difference in Russian is determined by the context, and in English - specific grammatical form.

As a first example, it is proposed to consider the following situation: "Dad went on a business trip some time ago. Jack in his the room teaches lessons, mom is in the kitchen preparing dinner. The bell rings in a door. The boy opens and, at the sight of his father, joyfully says: *Mom, dad has*

arrived! " According to orthodox grammar, *"arrived"* in this case - the form of the past tense of the perfect form, denotes an action that took place in the past and completed by the time of speech. The cognitive approach guides us to answer the question:

"And what exactly does the boy tell his mother?" In this case, his exclamation interpreted as: "I see dad. From some point in the past I did not see him, since he went on a business trip. Now he's here again, so he came / returned. "In other words, the meaning of the boy's exclamation is: *"Dad is home again! (I see him again) "*. That is, according to the meaning, the verb the form "arrived" refers to the present tense. In English, where correspondence between tense concepts and tense forms of the verb much more consistent than in Russian, will, of course, the present tense form is used. When asked which of the four forms of the present tense can be correctly used in this context, you can answer with the correct cognitive understanding of the species category. This form will be Present Perfect, and the English sentence will sound as follows: *"Mom, our Father has already come!"* As a second example, it is proposed to consider the following situation: "Robert smokes, despite the warnings of doctors"; *"Look, Robert smokes again, despite the warnings of the doctors. "* In the first case we are talking about what we know about Robert, while it is not at all necessary, so that Ivan is before our eyes - he can generally be in another city, even in another country. In the second case, we are talking about what we directly observe - this is directly indicated by the verb *"look."*

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THE ROLE OF A GOOD CURRICULUM IN TEACHING

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We can say a curriculum is a hilltop; it gives us a view of everything around it: the subjects that should be taught, the shape and sequence of topics, the ultimate goals for students, the Adequacy of textbooks and teacher training, the nature and content of assessments, the soundness of policies, and so on.

Curriculum is a plan for providing sets of learning opportunities to achieve broad educational goals and related specific objectives for learning that requires the purposeful and proactive organization, sequencing, and management of the interactions among the teachers, the students, and the content. Curriculum is four dimensional because it takes into account, the needs of the students, the content, instructional methodology, and evaluation.

Curriculum is any document or plan that exists in a school or school system that defines the work of the teachers at least to the extent of identifying the content to be taught o students and methods to be used in the process(English,2000)

Curriculum is the educative experiences learners have in an educational program the purpose of which is to achieve broad goals and related specific objectives that have been developed within a framework of theory and research ,past and present professional practice and changing needs of society(parkay,2006).

The foundations of curriculum are philosophy, psychology, society, and History . These foundations have been used by curriculum design and development teams to decide on goals of curriculum ,content,organization of content,teaching process

Curriculum is continuously evolving, democratically conceived, it's a complex of detail. Curriculum is the result of long-term effort, which provides for the logical sequence of subject matter and Complements .Curriculum cooperates with other programs in the community. Curriculum has educational quality and administrative flexibility based on the needs of the people

Curriculum Goals	Curriculum goals provide general guidelines for determining the learning experiences to be included in the curriculum. These goals are Citizenship, Equal educational opportunity, Vocation, Self-realization, and Critical thinking.

The characteristics of good curriculum are as follows: According to Shubert

1. It should faster the growth of development of attitude and skills required for maintaining a planned social order of democratic type. To put more **concretely, it should contribute towards democratic living.**

2. It should not be narrowly conceived but dynamic and forward looking, sample adequately both the scientific content and the abilities of the pupils to the developed, should cater to the right use of leisure later on and should be **related to the environment in which the children live.** Consequently, it will then become exiting, real and imaginative.

3. It is tested and improved through research.

4. It should aim at bringing about an intelligent and effective adjustment with the environment itself. Further, it should enable pupils to a**cquire relevant scientific information of subsequent use in the significant areas of human living.**

5. It should be **psychologically sound.** It should take into account the theories of learning relevant to science teaching. Further, children's capacities and capabilities, if taken into account, will lead to the development of differentiated curriculum. Incorporating geographical difference in it will be another innovation.

6. It should provide **sufficient scope for the cultivation** of skills, interest, attitudes and appreciations.

7. It must be mostly **based upon the first hand experiences of the pupils from all the significant areas of human living.** These experiences are characterized by newness, novelty, challenge, stimulation and creativity. Science Content receives increasing emphasis as the children move to the higher grades. Presented by *Hind.M.AL-Qahtani*

An effective curriculum:

1. Focuses on clear health goals and related behavioral outcomes. Teachers should show how

learning activities directly relate to health behaviors of interest to their students. Activities should not be selected merely because students find them fun or because an activity is a teacher's favorite.

An effective curriculum:

2. Is research-based and theory-driven. There is a purpose why learning is designed and delivered as described in effective curricula. It is because there is a justification for their design, often based on theory and credible research evidence.

An effective curriculum:

3. Addresses individual values, attitudes, and beliefs. Lessons expose students to positive prevention attitudes and beliefs of others and reinforces their own healthy beliefs with examples and other evidence.

An effective curriculum:

4. Addresses individual and group norms that support health-enhancing behaviors. Instruction provides opportunities to emphasize norms that promote the health of oneself and others. For example, sharing sexual risk data from the National Youth Risk Behavior Surveillance System can show 9th grade health education students that most of their peers are not sexually active. This counters the inaccurate belief by many youth that most students their age are sexually active.

An effective curriculum:

5. Focuses on reinforcing protective factors and increasing awareness of personal risk and the harmfulness of engaging in unhealthy practices and behaviors. Lessons in an effective curriculum allow students to see and experience the positive outcomes of healthy practices and the negative outcomes of unhealthy practices.

An effective curriculum:

6. Addresses social pressures and influences. Students are engaged in discussing and practicing strategies for dealing with the realities of pressures to participate in risky behaviors, such as drinking and driving, unprotected sex, or violence against others.

An effective curriculum:

7. Builds personal competence, social competence, and self-efficacy by teaching skills. Teachers create lessons where students can practice these skills, giving them confidence and options for avoiding real risk situations, talking through conflicts, using accurate information to inform decisions, and knowing how to get help when needed.

An effective curriculum:

8. Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors. The curriculum emphasizes information that students can use to assess risk, correct misperceptions, and make decisions relevant to their behaviors. For example, students do not need to know statistics on diseases, names of drugs, lists of nutrients, or ingredients of tobacco products in order to understand what to avoid. They need to know and practice the skills to avoid risky behaviors in their lives.

An effective curriculum:

9. Uses strategies designed to personalize information and engage students. Many ineffective curricula present learning examples to reach all students in a general and vague way. Effective lessons present health decisions and actions using situations that are directly relevant to a student's daily life, culture, and circumstances.

An effective curriculum:

10. Provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods, and materials. A sign of an ineffective curriculum is when it relies on teachers lecturing outdated and often repeated information or using technical jargon. This rarely engages students and is not applicable or relevant to their daily lives.

An effective curriculum:

11. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive. Teaching materials are free from culturally biased information and are inclusive of diverse cultures and lifestyles such as gender, race, ethnicity, religion, age, physical or mental ability, appearance, and sexual orientation.

An effective curriculum:

12. Provides adequate time for instruction and learning. A high quality curriculum spends less time on teaching factual information and more time on practicing skills. Often, too much time is spent in health education providing "nice-to-know" information that has little influence on student

health. The more practice students can get learning the skills they need to protect and improve their health and the health of others, the more effective is their health education.

An effective curriculum:

13. Provides opportunities to reinforce skills and positive health behaviors. Instruction builds on previously learned concepts. Teachers reinforce—but do not repeat—past information of importance and use higher order learning methods (such as inquiry) to build on that prior learning.

An effective curriculum:

14. Provides opportunities for students to make positive connections with influential others. Lessons require students to learn healthy habits from influential others (like their parents or other positive adult role models) who affirm and reinforce health-promoting norms, attitudes, values, beliefs, and behaviors.

An effective curriculum:

15. Includes teacher information and plans for professional development that enhances effectiveness of instruction and student learning. Effective curricula are taught by effective teachers. Skillful teaching is not easy and requires that teachers continue to receive training, coaching, and support from others, including school leaders.

1Mrs. Subharani P, 2Mrs. Bhuvaneswari.G, 3Mrs.Tamil Selvi S,
4Mrs. Sujithra. S
Nursing, Saveetha college of Nursing, Saveetha **Definition:**

'A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice'- Stenhouse (1975)

'All the learning activities which are planned and guided by the school, whether they are carried out in groups or individually, inside and outside the school' - Kerr (1968)

'A systematic arrangement of the sum total of selected experiences planned by a school or a defined group of students to attain the aims of a particular a educational program me'- Nightingale international foundation.

Aims of Curriculum
• Character
• Knowledge and skills
• Health
• Clear thinking and observation
• National heritage
• Aesthetic expression
• Social relations and economic efficiency.

Bases of Curriculum
• Philosophical base
• Sociological base
• Psychological base
• Scientific base[2]

Characteristics of a Good Curriculum
1. The Curriculum is continuously evolving.
It evolved from one period to another, to the present.
• For a curriculum to be effective, it must have continuous monitoring and evaluation.
• Curriculum must adapt its educational activities and services to meet the needs of a modern and dynamic community.
2. The Curriculum is based on the needs of the people.
• A good curriculum reflects the needs of the individual and the society as a whole.
• The curriculum is in proper shape in order to meet the challenges of times and make education more responsive to the clientele it serves.
3. The Curriculum is democratically conceived.
• A good curriculum is developed through the efforts of a group of individuals from different sectors in the society who are knowledgeable about the interests, needs and resources of the learner and the society as a whole.
• The curriculum is the product of many minds and energies.
4. The Curriculum is the result of a long-term effort.

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• A good curriculum is a product of long and tedious process.
• It takes a long period of time in the planning, management, evaluation and development of a good curriculum.
5. The Curriculum is a complex of details.
A good curriculum provides the proper instructional equipment and meeting places that are often most conducive to learning.
• It includes the student-teacher relationship, guidance and counseling program, health services, school and community projects, library and laboratories, and other school- related work experiences.
6. The Curriculum provides for the logical sequence of subject matter.
• Learning is developmental.
• Classes and activities should be planned.
• A good curriculum provides continuity of experiences.
7. The Curriculum complements and cooperates with other programs of the community.
• The curriculum is responsive to the needs of the community.
• The school offers its assistance in the improvement and realization of ongoing programs of the community.
• There is cooperative effort between the school and the community towards greater productivity.
8. The Curriculum has educational quality.

• Quality education comes through the situation of the individuals intellectual and creative capacities for social welfare and development.
• The curriculum helps the learner to become the best that he can possibly be.
• The curriculum support system is secured to augment existing sources for its efficient and effective implementation.
9. The Curriculum has administrative flexibility.
A good curriculum must be ready to incorporate changes whenever necessary.
• The curriculum is open to revision and development to meet the demands of globalization and the digital age..[3]
Domains of the curriculum:
• Intellectual domain
• Emotional domain
• Social domain
• Aesthetic development domain
• Spiritual domain
• Physical development domain. [2]
Types Of Curriculum
Olivia Bevis recommends four types of nursing curriculum namely,
• The legitimate curriculum
• The illegitimate curriculum
• Hidden curriculum
• The Null curriculum
Curriculum Development – According To Spices Model
• S - student-centred -----teacher-centred
• P - problem based------ information gathering
• I – integrated------discipline –based
• C- community based -----hospital based
• E - elective-----standard programme
• S - systematic-----apprenticeship – based or opportunistic[1]
Principles Of Curriculum Development
• Conservative
• Forward- looking
• Creative
• Principle of totality form
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• The activity principle

• Principle of preparation for life
• It connecting to community needs
• It connecting with social life
• Principles of all round development
• Principle of character building. .[4]

Steps in Curriculum Development

According to Ralph Tyler, there are four main steps or tasks in curriculum development.

• Formulation of educational objectives
• Selection of learning experiences
• Effective and efficient organisation of learning experience
• Evaluation of the curriculum[5]

Evaluation of Curriculum

Evaluation is done when the entire curriculum as implemented. It is of two types namely formative, summative evaluation. The evaluation stage include, input evaluation, through put evaluation, output evaluation.

Methods and techniques of curriculum evaluation

• Discussion
• Experiments
• Interview – individual, group
• Opinions
• Observation
• Questionnaires
• Schedules
• Practical performance
• Anecdotal records

USING EFFECTIVE PEDAGOGICAL TECHNIQUES IN TEACHING WRITING

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Annotation: this article discusses about effective techniques, which teachers can use for their students in teaching writing.

Key words: writing, teaching, text, reporting, communication, narrating.

"Reading and writing are important because we read and write our world as well as our texts, and are read and written by them in turn. Texts are places where power and weakness become visible and discussable, where learning and ignorance manifest themselves, where the structures that enable and constrain our thoughts and actions become palpable. This is why the humble subject 'English' is so important" (Scholes, 1985).

People who are learning an English language is very important demand of modern society as our lives are extremely fast and busy. Writing is an essential tool for learning a discipline and helping students improve their writing skills. The main purpose of writing is so others will read what you have written. The second reason is to write for making practice on this language skill. We write notes to remind us of thing we need to get or project to finish. When we write for others it might be a letter, an essay of even a book. When we talk about writing is necessary to remember that there are three inseparable aspects when teaching it; Writing as a channel of a Foreign Language (FL) is the use of it alongside listening, speaking and reading in the process of learning important elements of the language; Writing as a goal of a FL learning , is the development of writing skills to fulfill such purposes as: note-taking, summarizing, narrating, reporting for various real-life situations and Writing with cohesion , is the employment of various linguistic means by which the parts of a written text are related to one another, with continuity and organization.

In our times, there is an increasing tendency of showing communication rather than the more practice of linguistic forms. But we have to be careful because texts are made of sentences putting together for communicative purposes. That is, you cannot make bricks without straw and you cannot build houses without bricks. So, to begin writing it is important to know the function of it, for instance, Advising, Types of essay letters, Reporting, etc.

We are very interested in comparing of the two approaches in order to use techniques in teaching writing. Identifying which is better in developing communicative competence is also really important for me, as I am a teacher.

As English teachers, we aspire for our students to be capable, motivated and confident writers. But the challenges we face in engaging our students in purposeful writing, in generating their enthusiasm for writing and in developing their writing skills, knowledge and attitudes are substantial and multifaceted. Immersed as they are in the affordances of new teaching techniques, many of our students are dexterous and confident when it comes to managing the conventions of idiomatic and transactional writing associated with social networking and other forms of colloquial online communication. When it comes to the more complex writing demands of the school curriculum, however, students' proficiency in the range of required literate forms (such as, for example, the discursive essay and the sustained narrative) remains fundamental to their academic success and foremost among the pedagogical challenges of English teachers. While young people are writing more and more regularly than at any other time in human history, their everyday modes of written communication and their motivations for such writing are not readily transferrable to the academic context of school writing that privileges and rewards "written, literate English [as] a distinct dialect from spoken English, almost a separate language that has to be acquired".

When we talk about writing is necessary to remember that there are three inseparable aspects when teaching it; Writing as a channel of a Foreign Language (FL) is the use of it alongside listening, speaking and reading in the process of learning important elements of the language; Writing as a goal of a FL learning , is the development of writing skills to fulfill such purposes as: note-taking, summarizing, narrating, reporting for various real-life situations and Writing with cohesion , is the employment of various linguistic means by which the parts of a written text is

related to one another, with continuity and organization.

In our times, there is an increasing tendency of showing communication rather than the mere practice of linguistic forms. But we have to be careful because texts are made of sentences putting together for communicative purposes. That is, you cannot make bricks without straw and you cannot build houses without bricks. So, to begin writing it is important to know the function of it, for instance, Advising, Reporting, etc.

But how can a teacher motivate the students for the writing activity?

The writing activities should be geared to their needs and interests. They should be linked to the real life whenever possible.

In our present work we pretend to give useful information about the developing of writing skills and give some practical teaching ideas for this purpose contributing to improve teacher's knowledge about this topic.

Then, we would like to state what the word PRACTICAL means. According to Webster's Dictionary it means 1) capable of being put to use, 2) useful thing, 3) disposed to action, 4) opposed to speculation or abstraction, 5) qualified by practice or practical training by experience and also concerned with ethical decisions.

As it is known, writing is considered a very complex task for teachers and mainly for students. The heart of the language lessons is the communicative activity itself, so modern courses of English as a FL contain suggestions for many practical teaching ideas such as:
• Stimulations
• Language games
• Relevant writing activities like: short notes, commercials, stories, letters, postcards and others.

From my point of view, a practical teaching idea has something to do with a good idea, characterized by being attractive, exciting, applicable to real life and taking into a count the environment, context and most of all, the learners 'needs and interests. Thus, teachers should know how to teach writing to be effective.

As we know, writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

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TEACHING TO DEFINE, TO UNDERSTAND AND TRANSLATE NEOLOGISMS IN PREPARATION OF STUDENTS IN THE SPECIALTY "TRANSLATION STUDIES"

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Abstract. This article focuses on teaching to define, understand and translate neologisms in the preparation of students in the specialty of "Translation studies". The following questions are raised and explained: the definition of neologisms in different explanatory dictionaries, the reasons of appearance of new words, the relevance and the need for training translators neologisms in the preparation of translators in the field of professional communication; description of a phased list of actions for understanding and equivalent translation of neologisms in well-known texts. The article is provided with relevant examples of neologisms.

Аннотатсия . Эта статья посвящена обучению определять, понимать и переводить неологизмы при подготовке студентов по специальности «Перевод исследования ». Ставятся и объясняются следующие вопросы: определение неологизмов в разных толковых словарях, причины появления новых слов, актуальность и необходимость обучения переводчиков неологизмов при подготовке переводчиков в сфере профессионального общения; описание поэтапного перечня действий по пониманию и эквивалентный перевод неологизмов в общеизвестных текстах. В статье приведены соответствующие примеры неологизмов.

Annotatsiya. Ushbu maqolada talablarni "Tarjimonlik" mutaxassisligiga tayyorlash davomida neologizmlarni (yangi so'zlarni) tushuntirish, tushunish va tarjima qilish masalalariga e'tibor qaratilinadi. Bu borada quyidagi savollar ko'tariladi va tushuntiriladi: turli izohli lug'atlarda neologizmlarning ta'rifi, yangi so'zlarning paydo bo'lish sabablari, kasbiy muloqot sohasida tarjimonlar tayyorlashda neologizmlarni tarjima qilishning dolzarbligi va zarurligi; tushunish uchun harakatlarning bosqichma-bosqich ro'yxatining tavsifi va matnlardagi neologizmlarning ekvivalent tarjimasi. Maqolada neologizmlarning tegishli misollari keltirilgan.

Keywords: neologisms, teaching the translation of neologisms, translation in the field of professional communication.

At the moment, the English language, like many other languages, is experiencing a "neological boom". A huge influx of new words and the need to describe them led to the creation of a special branch of lexicology – neology – the science of neologisms.

In any language of the world, new words appear daily that describe certain phenomena of modern reality. Some words do not coexist in the language and disappear after a while, when some words remain in the language for a long time. It often happens that in one language a word has arisen and already describes a situation, while in another language there is only a phenomenon, and the name for it has not been invented yet. Such words have a place to be in the modern world and are called neologisms. According to the Linguodidactic Encyclopedic Dictionary A.N. Shchukin "neologism is a word or speech created to designate a new subject or express a new concept".

The reason of the appearance of neologisms is mainly social and scientific and technological progress: social and political changes, the emergence of new socio-economic concepts, discoveries and development in the field of science and technology, and achievements in the field of culture. The main sign of neologism is the absolute novelty of the word for most native speakers. As soon as the word begins to be actively used in everyday life, it loses the sign of novelty, and gradually enters the lexical system of the language as a common language.

For a certain short period of time, it is necessary to provide quality training for future specialists in the field of specialized translation, i.e. to develop students' practical skills of professionally oriented translation in combination with a deep understanding of complex linguistic phenomena, which include neologisms. In the preparation of translators in the field of professional communication, it is necessary to introduce practical tasks into the learning process based on authentic language material and aimed at mastering the students' skills in understanding and translating neologisms. We believe that an adequate understanding and equivalent translation of neologisms from English into Russian becomes possible only after students learn how to create and form neologisms.

The problem of translating new words takes the first place in the list of problems that translators face, because such words are not easy to find in ordinary dictionaries and even in the latest specialized dictionaries.

The teacher's task is to summarize the vast linguistic experience in the field of neologism studies and pass it on to students in a concise form, providing it with "fresh" and memorable authentic examples from modern English-language professionally oriented sources.

How should a student deal with professionally oriented translation if he is faced with neologism? Sometimes the context can help the translator, as well as knowledge of the components of neologism. But most often this is not enough, and the translator must possess other extralinguistic knowledge (for example, in which particular situations a particular neologism can be used).

It is also important to note the responsibilities of the translator:

1. In the literary text, he is obliged to recreate any neologism which he meets, based on the neologism of the source language

2. When translating popular advertising, a translator can create a new word

3. He can convey the cultural word of the source language, if for one reason or another he considers that it is important

4. The translator should focus on context in order to translate neologisms.

Neologisms are usually formed on the basis of words and morphemes that already exist in the language. An analysis of these words and morphemes is an additional useful tool for determining the meaning of neologism.

Below there is a phased list of actions that we use in teaching neologism translation in the training of translators and which, in our opinion, can bring some benefit in the process of translating neologisms in specialized texts.

Dictionaries lag behind changes in languages. New words, figurative words and phrases, slangs are introduced into the language so quickly that no dictionary can and should not register them immediately. Indeed, the number of neologisms appearing in the media during the year in developed languages amounts to thousands.

For example: in English: schoolteacherly

The meaning in Russian language: student-payer (student who pays tuition)

Consequently, translators must figure out the meaning of completely new neologisms, mainly based on the context (sentence, paragraph, chapter, or even the whole document) in which neologism is used. Neologisms are usually formed on the basis of words and morphemes that already exist in the language. An analysis of these words and morphemes is an additional useful tool for determining the meaning of neologism. To do this, the translator must remember the rules of word formation, in particular the following:

1. Giving words new affixes (that is, suffixes, prefixes and endings attached to words / word stems to form new words), for example:

English: losingest, googling, telescam Russian language: **пост**советский (post-Soviet), мобиль**ник** (a mobile phone), наркот**изм** (narcotism)

2. Creating a new meaning for existing words, for example:

English: footprint – impact on our planet

Russian language: мыло ("an email" – the new meaning of computer slang; "a soap" – the traditional meaning)

3. Loanwords (mainly professional and scientific terms borrowed from other languages), for example in English: glasnost (from Russian: publicity, openness), ponzu (from Japanese: sauce made from soy sauce and citrus juice), chuddies (from Hindi: cowards) Russian language: бизнес-ланч (с английского: a business lunch), секьюрити (с английского: a bodyguard), спичрайтер (с английского: a speech writer)

4. Semi-abbreviations (words consisting of parts of other words), abbreviations, for example in English: biosecurity, nomophobia (short for "phobia without a mobile phone", which means fear of being out of contact with a mobile phone), FSU (the Former Soviet Union – the former Soviet Union)

Russian language: СПИД (AIDS), страхагент (an insurance agent), туроператор (a tour operator)

Ways to translate neologisms: transcription and transliteration, descriptive translation:

Transliteration is a translation method where the word is translated by the exact transmission

of the signs of one writing to the signs of another writing, in which each character of one writing system is transmitted by the same character of another writing system (for example, blog – blog)

Transcription is a translation technique, which consists in transferring in letters of the language into which the translation is performed, the sound of the word in the source language (for example, facebooker – фейсбукер),

- tracing is the transfer of a foreign word or expression by literal translation of individual parts of a foreign word or individual words (for example, the White

House – Белый Дом);

Descriptive translation is disclosing the meaning of the lexical of a source language using detailed phrases (for example, Landslide – victory in the elections with a large margin of votes; Ivy League

Thus, there are many ways of translating neologisms that the translator plays a vital role in their translation and interpretation. The emphasis on teaching to understand and to translate neologisms in the training of translators in the field of professional communication helps to shape future translators' willingness to effectively resolve issues related to the adequate and equivalent translation of modern specialized texts in the context of scientific and technological progress and a rapidly evolving world view.

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INTERVIEWING AS THE IMPLEMENTATION OF PROFESSIONAL ORIENTATION IN TEACHING A FOREIGN LANGUAGE AT UNIVERSITY

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Key words: interview, integration, methods, modular technology, profession, approach.
Ключевые слова: интервью, интеграция, методы, модульная технология, профессия, подход,
Kalt so'zlar: suhbat, integratsiya, metod, modul texnologiyasi, kasb, uslub.

Abstract: Mastering at least one foreign language is one of the most important requirements in almost all fields from pedagogy to science, therefore, all higher educational institutions set a goal - to teach students to know at least one foreign language, in particular English, since it is an international language in most countries. Communication skills are one of the most important aspects in learning process and interviewing using a modular technology will lead to an improvement in communication skills, since students use not only speaking skills, but also listening skills during the communication.

Аннотация: Знание иностранных языков одно из важнейших требований почти во всех сферах, начиная с педагогики до точных наук, поэтому во всех высших учебных заведениях поставлена цель – обучать студентов владеть хотя бы одним иностранным языком, в основном английским, поскольку он является международным языком почти во всех уголках мира. В изучении языка одним из главных навыков является навык общения, а к улучшению коммуникационных навыков приведет интервьюирование с помощью модульной технологии, так как во время беседы учащиеся используют не только навыки говорения, но и аудирование,

Annotatsiya: Chet tillarini bilish pedagogikadan tortib aniq fanlargacha bo'lgan deyarli barcha sohalarda eng muhim talablardan biridir, shuning uchun barcha oliy ta'lim muassasalari talabalarga kamida bitta xorijiy tilda, asosan ingliz tilida gapirishga o'rgatish maqsadini qo'yadilar, chunki bu dunyoning deyarli barcha burchaklarida xalqaro tildir. Tilni o'rganishda asosiy ko'nikmalardan biri bu muloqot qobiliyatlari va modulli texnologiyadan foydalangan holda suhbatlashish muloqot ko'nikmalarini yaxshilashga olib keladi, chunki suhbat davomida talabalar nafaqat nutq, balki tinglash qobiliyatidan ham foydalanadilar.

Currently, one of the main problems of increasing the level of the content of higher education and specific cycles of disciplines is teaching students to solve integrative problematic professional tasks according to the level and profile of education. This problem of professional training of students is resolved with the development of integrated training courses in various disciplines, in particular, profile-oriented courses of teaching foreign languages.

An integrative approach to teaching means is a methodological approach with unifying, system-forming vision of the entire educational process. It is advisable to use modular teaching technology to implement this approach in the educational process, based on the goals and conditions of teaching a foreign language in non-linguistic universities. Therefore teaching integrative interviewing skills in English classes is a rather laborious process that requires a large number of different exercises to organize communication in various speech situations, taking into account the specifics of this genre [2;]. Achievement of the planned level of oral speech with a limited number of hours allotted to the course of a foreign language is possible only if the lessons are "compacted" due to the simultaneous performance of oral exercises by all students of the group, i.e. in the process of self-learning, self-control, self-correction. Self-teaching of students in the classroom and the shift of emphasis to independent extracurricular work on a modular program, provided for by the technology of modular training, provides a practical and theoretical basis for the students' knowledge of a foreign language.

The integrative-modular teaching of a foreign language in this work is determined by the specific principles of teaching a foreign language, the main purposes of which are: professional

orientation, integration, constancy [1;].

The relationship of non-specialized subjects with the disciplines of specialization is a didactic condition for the implementation of the principle of professional orientation of teaching, which allowed us to consider teaching interviewing in English classes as the most consistent with this principle and the specifics of journalistic activity. The principle of integration is one of the main didactic principles that should be guided in the design of the process of teaching a foreign language, in the selection and structuring of modules, in the implementation of the professional orientation of the content of teaching the English language. Integrated learning provides for interdisciplinary connections and the fusion of several disciplines as a condition for achieving training, educational, developmental goals [3;].

In order to ensure the constancy of language education in secondary and higher schools, the principle of continuity obliges the teacher to take into account the initial level of students' proficiency in a foreign language at the beginning of the first semester based on the results of diagnostic interviews conducted by students developed in accordance with the requirements for the above-basic level of teaching foreign languages. The choice of the method of teaching interviewing in FL was carried out taking into account a number of factors.

First of all, the integration of the methodological and substantive foundations of specialization disciplines and a foreign language within the framework of an interdisciplinary module; Secondly, the integrative goals of teaching a foreign language; Furthermore age characteristics of students, limited hours, as well as, the specifics of the interview genre are explained [4;]. An interdisciplinary approach to teaching a foreign language is gaining more and more relevance in connection with the recent tendency to reorient higher education from informational to methodological, when the university is faced with the task not so much of communicating the amount of knowledge to the student, but of equipping him with a system of methods of action that imitates the methods of a specialist's work.

The methodological techniques of the English language and disciplines of specialization of future journalists is achieved by the integration of methods, techniques of journalistic creativity and methods, techniques of teaching a foreign language for the purpose of mastering it in situations of professional communication. In this work, we consider the method as a purposeful system of learning management techniques [5;]. This understanding of the method, in our opinion, reflects the technological approach to the educational process and, accordingly, the essence of TMT as a preliminary design of the educational process, methodological management of the students' activities.

Overall, teaching foreign languages, in particular, English language in non-specialized faculties is vital, since it can be the main tool to achieve professional development in various skills since it gives the opportunity to exchange knowledge. Consequently, finding efficient methods and techniques of teaching communication skills has become one of the biggest concerns in teaching. Taking into account all factors, implementing interviewing through modular technology among ESP learners can be one of the most efficient solutions as it can lead to the development of students' communication skills.

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THE ANALYZE OF ISHIHARA'S LESSON PLAN IN TERMS OF PRAGMATICS

Orasta

Abstract: Teaching pragmatics is the essential aspect of the language and it makes aware of the learners about other countries' cultures. Observing the lesson plans of another teacher helps enhance teaching skills and helps get more ideas about the lesson plan. According to Noriko Ishihara and Cohen (2010), observing, assessing other colleagues' work will be helpful in their teaching process.

Прагматика преподавания является важным аспектом языка и знакомит учащихся с культурами других стран. Наблюдение за планами уроков другого учителя помогает улучшить навыки преподавания и помогает получить больше идей о плане урока. Согласно Норико Исихара и Коэн (2010), наблюдение и оценка работы других коллег будут полезны в их учебном процессе.

Pragmatikani o'rgatish tilning muhim jihati bo'lib, u o'quvchilarni boshqa mamlakatlar madaniyati haqida xabardor qiladi. Boshqa o'qituvchining dars rejalarini kuzatish o'qitish mahoratini oshirishga yordam beradi va dars rejasi haqida ko'proq g'oyalarni olishga yordam beradi. Noriko Ishihara va Koen (2010) ga ko'ra, boshqa hamkasblarning ishini kuzatish, baholash ularning o'qitish jarayonida foydali bo'ladi.

Key words: pragmatic behavior, appropriateness, status, gender difference

Introduction

The lesson plan based on pragmatics where learners can experience the pragmatic behavior. I have analyzed the lesson plan, which is adapted from Ishihara (2003a). This lesson plan was adapted for learners with high intermediate level. The overall objective of this lesson plan focused on giving, responding to compliments according to pragmatic behavior and it is clear, the objectives are realistic that can be achieved at the end of the lesson. While giving the compliments, it is important to consider the cultural differences, status, familiarity between people. Compliments play a significant role in the class and Billmyer (1990) & Dunham (1992) says that compliments enhances the confidence of learners, while other cultures, people think that giving compliments can negatively affect learners.

Main body

The teacher in the initial stage gives prompts and leads them to the discussion by providing them with the example of compliments. In this stage, learners analyze 3 different types of examples according to culture, appropriateness, status, gender difference (Campo and Zuluaga, 2000) and other factors. In the next stage, learners will analyze the context of finding a different kinds of grammatical structures and an adjective The next stages about pragmatic norms and responses to compliments learners can see the range of strategies about compliments (Herbert & Straight, 1989) as showing appreciation, downgrading, agreeing, shifting credit and so on. These activities can be effective to accomplish, because each activity leads learners to notice the elements of compliments and analyze them according to the criteria which are highlighted in the instruction. In terms of interaction, learners asked to exchange short samples on compliments. In this activity, learner1 makes compliment to another one and Learner 2 responds to compliment. In this lesson plan, the variation was taken into account. The teacher can ask learners to make a role play and ask to analyze their own play paying attention to elements as word choices, speech act, and the type of response or teacher can ask to make them debate on the difference of compliments among other cultures. The learners' L1 may be used as a source while they can share their experiences and provide information from their culture like how often do they use compliments, when, what responds may be relevant in their culture. In each school they are taught different languages except English that helps them be informed about the culture in different countries. The instructions that were covered in the lesson plan were suitable to their level and high-intermediate level is the best proficiency level where learners not only comprehend the topic but also in that level students by thinking critically can analyze the context.

Learners will be probably interested in pragmatics as in their level, it is important to understand the grammar is not enough to be competent in that language. There are some factors that can contribute to their interest: the curiosity to know the reaction of other cultures to compliments? How

to use 'social lubricant' in the English language? How to communicate and use compliments for academic, business, daily purposes? and so on. These kind of questions helps reinforce the learners' motivation. One drawback of this lesson plan is lack of assessment, only in the third activity teacher provides the learners with written feedback individually.

Recommendation

During my teaching process, I would like to incorporate one of the activities which were given in the B activity. In terms of modification, this lesson plan should consist of more assessment than one. According to Ann Poulos and Mahony (2008) feedback contributes to the learners' the learning process more meaningful. Moreover, implementing activities based on pragmatic behavior leads learners to get more input in terms of cultural differences.

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DUNYOQARASH VA UNING TURLARI

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Inson dunyoga kelar ekan, u yashashi, ulg'ayib borishi bilan o'z hayoti xaqida, kundalik ishlari xaqida, hayotdagi o'z quvonch va tashvishlari, baxti va baxtsizligi haqida, o'zining va o'z atrofidagi kishilarning tug'ilishi, yashashi, olamdan o'tishi haqida, narsa va hodisalarning esa o'zgarishi, rivojlanishi, boshqa yangi narsa va hodisalarning paydo bo'lishi haqida ma'lum tasavvurlarga, tushunchalarga ega bo'lib boradi. Bu tasavvurlar va tushunchalar uning borliqni, o'zi yashayotgan dunyoni qanday tushunishi, dunyodagi o'z o'rnini qanday anglashini ifodalaydi. Bular insonning dunyo to'g'risidagi oddiy ong darajasidagi qarashlaridir. Bu avvalo, inson o'zini va dunyoni zaruriy ravishda anglashi, tushunishi, bilishi va baholashi natijasida yuzaga kelgan xulosalari, bilimlari asosida shakllangan umumlashmalar tizimidir. Dunyoqarash, insonning o'ziga va uni qurshab turgan borliqqa bo'lgan munosabatlarini ifodalaydigan muayyan ko'nikmalari, bilimlari, malakalari hamda uning dunyoni amaliy va nazariy o'zlashtirishi hamdir.

Dunyoqarash tushunchasi. Har bir kishining dunyoga nisbatan o'z qarashi, o'zi va o'zgalar, hayot va olam to'g'risidagi tasavvurlari, xulosalari bo'ladi. Ana shu tasavvurlar, tushunchalar, qarash va xulosalar muayyan kishining boshqa odamlarga munosabati va kundalik faoliyatining mazmunini belgilaydi. Shu ma'noda, dunyoqarash - insonning tevarak atrofini qurshab turgan voqelik to'g'risidagi, olamning mohiyati, tuzilishi, o'zining undagi o'rni haqidagi qarashlar, tasavvurlar, bilimlar tizimidir. Dunyoqarash - olamni eng umumiy tarzda tasavvur qilish, idrok etish va bilishdir. Dunyoqarashning bir kishiga yoki alohida shaxsga xos shakli individual dunyoqarash deyiladi. Dunyoqarash ijtimoiy-tarixiy shakllarga ega. Har bir davrning, har bir avlodning, har bir ijtimoiy guruhning, har bir kishining o'ziga xos dunyoqarashi mavjud. Dunyoqarashning o'ziga xos xususiyati shundaki, unda mifologiya, din, falsafa, fan, siyosat, huquq, san'at va axloq va shu kabi ijtimoiy-ma'naviy hodisalar sintezlashgan holda in'ikos etadi. Dunyoqarash insonning dunyoni va o'zini ma'lum ma'noda anglashi, tushunishi, bilishi va baholash usuli bo'lishi jihatdan uning har qanday moddiy va ma'naviy faoliyatida o'z ifodasini topadi.

Jamiyat taraqqiyoti bilan insonning amaliy va nazariy bilish faoliyati ham rivojlanib boradi. Dunyoqrash oddiy, kundalik ong holatidan tortib, dunyoni insonning o'ziga xos nisbatan murakkabroq va chuqurroq bilish va tushunishlariga oid mifologik, diniy va falsafiy dunyoqarashlarga tomon rivojlanib boradi.

Mifologik dunyoqarash. "Mif" tushunchasi yunoncha "mythos» so'zidan kelib chiqqan bo'lib, afsona, rivoyat degan ma'noni anglatadi. Mifologik dunyoqarash insoniyat tarixining dastlabki bosqichlariga xos bo'lib, odamlar xulq-atvori va o'zaro munosabatlarini tartibga solish funksiyasini bajargan. Mifologik dunyoqarash insonning dunyoni tushunishining o'ziga xos oddiy usuli sifatida paydo bo'lgan. Mifologik dunyoqarash voqelikning hayoliy in'ikosi sifatida asosan qadimgi davr kishilari uchun xarakterlidir. Bu dunyoqarash o'z ifodasini ko'proq qadimgi davrlarda yaratilgan naqllarda, rivoyat va afsonalarda topgan. Qadimgi kishilar bu afsona va rivoyatlarda tabiat va jamiyatning turli hodisa va voqealarini umumlashtirib, ularni hayoliy shakllarda tasvirlaganlar. Mifologik dunyoqarashda hamma narsa va hodisalar bir-birining ishtirokchisi sifatida ifodalanadi. Tabiat kuchlarini hissiy qiyofalarda alohida jonli vujudlar ko'rinishida jonlantirib tasvirlanadi. Mifologik dunyoqarash ifodalangan rivoyatlar va afsonalar o'z mavzulari jihatdan turli tumandir. Ularning ba'zilari dunyoning paydo bo'lishi, uning tuzilishi, tabiat va jamiyat hodisalarining yuz berishi, dunyoning boshqarilishi, undagi predmetlar va hodisalarning o'zaro munosabatlariga oid bo'lsa, ikkinchi xillari esa insonning paydo bo'lishi, uning yashashi, hayoti, insonning dunyodagi o'rni, uning ishlari, tabiat kuchlari bilan olib borgan kurashlari, insonning ma'naviy kamolot sari intilishlari, insonning o'limi va shu kabilarga bag'ishlangandir. Bu dunyoqarash qadimgi kishilarning o'zlaricha o'sha davrga xos dunyoni tushunish, idrok qilish, uni izohlash va baholash sifatida turli vazifalarni bajargan. Mifologik dunyoqarashning xususiyati shuki, unda hamma narsa va hodisalar bir- birining ishtirokchisi sifatida tasvirlanadi. Buning natijasida bir xil buyumlarning sifatlarini ikkinchi xil buyumlarga bemalol ko'chirish mumkin bo'ladi. Mifologik dunyoqarashda tabiat kuchlari alohida jonli vujudlar ko'rinishida jonlantirib tasvirlanadi.

Diniy dunyoqarash. Dunyoqarashning tarixan ikkinchi shakli dindir («din» so'zi arabchadan tarjimada «e'tiqod», «ishonch», «ishonmoq» degan ma'nolarni anglatadi). Mif kabi, din zamirida ham e'tiqod, tuyg'ular va emotsiyalar yotadi. Garchi din kurtaklari «aqlli odam» dunyoqarashi shakllanishining dastlabki bosqichlarida, ya'ni taxminan 40–60 ming yil muqaddam paydo bo'lgan bo'lsada, umuman olganda, u dunyoqarashning mustaqil shakli sifatida keyinroq, jumladan, mif ta'sirida insonning mavhum fikrlash qobiliyati sezilarli darajada kuchaygan davrda vujudga kelgan. Diniy dunyoqarashning muhim jihatlarini diniy tuyg'u, diniy aqidalarga ishonish, sig'inish, diniy e'tiqod va shu kabilar tashkil qiladi. Din murakkab ma'naviy tuzilma va ijtimoiy-tarixiy hodisa bo'lib,unda e'tiqod muqarrar tarzda birinchi o'ringa qo'yiladi va hamisha bilimdan ustun turadi. Dinning asosiy funksiyalari. Mif bilan taqqoslaganda, din funksiyalari murakkabroqdir. Falsafiy dunyoqarash. Bu tushunchaning mazmuni insonning olamga, voqea va hodisalarga, o'zgalarga va ularning faoliyatiga, o'z umri va uning mazmuni kabi ko'pdan-ko'p tushunchalarga munosabati, ularni anglashi, tushunishi, qadrlashida namoyon bo'ladi.

Falsafiy dunyoqarash. Bu dunyoni, borliqni aqliy jihatdan umumlashtirib tushuntiruvchi nazariy qarashlar tizimidir. U insonning aqliy-intellektual faoliyatiga ko'proq e'tibor beradi. Falsafiy dunyoqarash shakllanishi va rivojlanishiga afsonaviy, diniy dunyoqarashning ta'siri bo'lganini inkor etib bo'lmaydi. Falsafiy dunyoqarash ana shu ikki irmoq negizida vujudga keldi. Falsafiy dunyoqarash kundalik faoliyat, dunyoviy, diniy, ilmiy bilimlar, hayotiy kuzatishlar va ijtimoiy tarbiya ta'sirida shakllanadi hamda rivojlanadi. Fanda ijtimoiy borliqning barcha jihatlari aks etadi.

Xulosa qilib aytganda, dunyoqarash bu insonning dunyoga, undagi voqealarga munosabatlari, undagi o'rni va hayot mazmuni haqidagi eng umumiy qarashlari tizimi. Insoniyat tarixida dastlab mifologik dunyoqarash shakllangan bo'lib, unda inson atrof-muhit bilan birlashadi hamda na tabiat va na o'z urug'idan ajralmagan holda namoyon bo'ladi. Diniy dunyoqarashga olamni bu dunyo, u dunyo va g'ayritabiiy dunyoga bo'lish xos. Dinning asosi g'ayritabiiy kuchlarga ishonch bilan yo'g'rilgan. Falsafa mifologik va diniy dunyoqarashdan o'zining atrof-muhitga tanqidiy munosabati asosidagi dunyoqarashli funksiyasini bajaradi, gnoseologik va ontologik kategoriyalarga murojaat qilib mantiqiy xulosalar chiqaradi. Falsafa nazariy asoslangan dunyoqarash, umumiy kategoriyalar, insonning olamga fanning tabiat va jamiyat haqidagi yutuqlariga tayanilgan nazariy munosabati. Falsafaning ahamiyati, uning insonni o'z-o'zini, olamni anglashga, ijodiy barkamollikka yo'naltira olishidadir.

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POETIC MASTERSHIP IN ENGLISH AND UZBEK ADVENTURE GENRE ON THE BASIS OF "THE JUNGLE BOOK" BY RUDYARD KIPLING AND "THE CHILD IN THE MOUNTAIN" (TOG'DA O'SGAN BOLA) BY OKILJON HUSAN

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Annotation. The article considers the analysis of two adventure stories as "the jungle book" by Rudyard Kipling and "The child in the mountain" (Tog'da o'sgan bola) by Okiljon Husan. There is also spoken about the types of adventure fiction as a genre in literature.
Key words: adventure fiction, types of adventure, fantasy adventure, science-fiction adventure, supernatural adventure, historical adventure, The jungle book, The child in the mountain.

ПОЭТИЧЕСКОЕ МАСТЕРШЕНСТВО АНГЛИЙСКОГО И УЗБЕКСКОГО ЖАНРА ПРИКЛЮЧЕНИЙ НА ОСНОВЕ «КНИГИ ДЖУНГЛИ» РЕДЬАРДА КИПЛИНГА И «РЕБЕНОК В ГОРУ» ОКИЛДЖОНА ХУСАНА

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Аннотация. В статье рассматривается анализ двух приключенческих историй - «Книги джунглей» Редьярда Киплинга и «Ребенок в гору» Окилджона Хусана. В нем также говорится о видах приключенческой фантастики как жанра в литературе.
Ключевые слова: приключенческая фантастика, виды приключений, фантастическое приключение, научно-фантастическое приключение, сверхъестественное приключение, историческое приключение, Книга джунглей, Ребенок в горах.

РИДЯРД КИПЛИННИНГ «ДЖУНГЛИ КИТОБИ» ВА ОҚИЛЖОН ҲУСАННИНГ «ТОҒДА ЎСГАН БОЛА» АСАРЛАРИ АСОСИДА ИНГЛИЗ ВА ЎЗБЕК САРГУЗАШТ ЖАНРИДАГИ ШЕЪРИЙ МАҲОРАТ.

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Аннотация. Мақолада Ридярд Киплиннинг «Джунгли Китоби» ва Оқилжон Ҳусаннинг «Тоғда ўсган бола» саргузашт ҳикоялари таҳли қилинган. Шунингдек саргузашт турлари адабиётда жанр сифатида қаралиши ҳақида ҳам сўз юритилади.
Калит сўзлар: саргузашт фантастика, саргузашт турлари, фантастик саргузашт, илмий-фантастик саргузашт, ғайритабиий саргузашт, тарихий саргузашт, джунгли китоби, тоғдаги бола.

Adventure was originally a Middle English word derived from the Old French "*aventure*" meaning "destiny," "fate," or "chance event." Today, we define adventure as a remarkable or unexpected journey, experience, or event that a person participates in as a result of chance. This last detail, *a result of chance,* is a key element of adventure; the stories usually involve a character who is brought to the adventure by chance, and chance usually plays a large role in the episodes of the story. In addition, adventures usually includes dangerous situations, narrow escapes, problems to be solved through intelligence and skill, exotic people and places, and brave deeds. The following short passage might be found in a piece of adventure:

The young deckhand could see the approaching island, palm trees swaying in the ocean breeze, sandy shores littered with driftwood, tropical birds singing in the hot Caribbean sun—and somewhere, deep in the jungle, buried somewhere, was the treasure he had been reading about since he was a young boy. And now, he was going to part of the team to discover it and take it back home to save his nation's people.

The above passage sets up the action that is about to come for the protagonist—a quest to discover a treasure. It is clear from this selection that the deckhand has traveled far and for a long time to reach this island; whether or not the trip was worth it remains a mystery for the reader to enjoy discovering.

There are many types of adventure but their meanings are obvious. You could see most of them by exploring Netflix—types such as fantasy adventure, science-fiction adventure, supernatural adventure, and historical adventure.

Adventure fiction is a genre of literature that features stories of adventure, such as world travel, difficult quests, voyages of discovery, and other journeys. They might involve things like pirates and buried treasure, the search for a secret place or object, or a quest or expedition whose success is crucial for personal or societal reasons.

Adventure stories have been popular since the earliest forms of literary fiction. For instance, one of the oldest pieces of fiction in English is an adventure written during the Middle Ages—Beowulf. In fact, most medieval romances, such as the King Arthur stories, consisted of a series of adventures.

Adventures are important to humanity in a couple of ways. They are a form of "the hero's journey" which, according to theorist Joseph Campbell is a universal story about the psychological growth of human beings. Which is probably why adventures are usually stories of self-discovery for the protagonist. Mythological stories are also usually adventures and as we have all heard, mythology is the way ancient cultures explained their world and their beliefs. Finally, it is a form of escapist literature—works that allow the reader to escape everyday life to enjoy strange faraway lands and wild stories of mystery and discovery; in other words, adventure is food for the imagination, one of our most important forms of intelligence.

Here we would like to analyze of English and Uzbek adventure stories as "The jungle book" by Rudyard Kipling and "The child in the mountain" (Tog'da o'sgan bola) by Okiljon Husan

Best known for the "Mowgli" stories, Rudyard Kipling's The Jungle Book expertly interweaves myth, morals, adventure and powerful story-telling. Set in Central India, Mowgli is raised by a pack of wolves. Along the way, he encounters memorable characters such as the foreboding tiger Shere Kahn, Bagheera the panther and Baloo the bear. Including other stories such as that of Rikki-Tikki-Tavi, a heroic mongoose and Toomai, a young elephant handler, Kipling's fables remain as popular today as they ever were.

The Jungle Book was published in 1894, after the stories had appeared separately in magazines over the preceding year. Of the seven stories the book contains, the first three, which concern Mowgli, are clearly a series, while the other four are entirely free-standing, with different characters and settings. One of them, "The White Seal," has no connection with the jungle or with India.

The stories in The Jungle Book have an easier, more conversational tone than Kipling's later works for children, The Just So Stories or Puck of Pook's Hill. Nonetheless, they resemble these stories in being strongly didactic, emphasizing the virtues of courage and independence while also stressing the importance of rules. Although the final story, "Her Majesty's Servants," demonstrates a certain tolerance for the differing weaknesses of the animals (and, by implication, humanity), characters in the earlier stories are sharply divided into good and bad or, at best, good and stupid or cowardly.

Another interesting story of Uzbek nation is "The child in the mountain" (Tog'da o'sgan bola) by Okiljon Husan. This interesting story is told about the experience of a boy named Ortiqboy, who got lost in the mountains through the enmity of an evil man. "The child in the mountain" glorifies such high human qualities as kindness, humanity, kindness and consequence. This adventurous work of Okiljon Husan was warmly welcomed by readers. After the first edition of the work was published in the publishing house, many letters were sent to the author. It was republished with some corrections to reflect the students' interest in the story. This work took place in the children's library. In conclusion, we can say that adventure allows the audience to escape into exciting stories about faraway places, long hidden secrets, and voyages of discovery. It is an age-old genre that has been popular among all ages since the beginning of literature because human beings are born with imaginations—perhaps our most unique quality among all animals!

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INTERACTIVE METHODS IN LEARNING VOCABULARY

N.I. Turaeva

This article explains the techniques for working with a dictionary.

Key words: lexicographic competence, electronic dictionaries, commu-nicative tasks, Mueller's dictionary.

A dictionary is a source (book) containing a list of words arranged in a certain order (usually alphabetically), with interpretations in the same language or with a translation into another language.

Dictionaries serve many purposes. The common function of all dictionaries is to record, systematize, accumulate and store knowledge about the world and about the national language, transfer knowledge about the world and about the national language, transfer this knowledge from generation to generation.

Lexicographic competence - the ability to use dictionaries and extract the necessary information from them

- involves:

-awareness of the need to refer to the dictionary for solving cognitive and communicative tasks;

-the ability to choose the desired dictionary depending on specific cognitive tasks;

-the ability to perceive the text of the dictionary and extract from it the necessary information about the word.

Most often, you have to turn to bilingual translation dictionaries, without which it is impossible to study any language.

According to the exemplary programs in academic subjects (foreign language grades 5-9), as a result of studying the subject, children should be able to use reference material (grammar and linguistic and cultural refer- ence books, bilingual and explanatory dictionaries, multimedia).

Electronic dictionaries: Lingvo by Abbyy and Multi Lex by Media Lingva.

School curricula and textbooks orient students towards the use of dictionaries in the educational process, therefore, work with dictionaries should be given the most serious attention not only in the classroom, but also in extracurricular activities, in extracurricular activities. The purpose of this work is to acquaint students with differ-ent types of dictionaries, to form their basic skills and abilities of rational use of dictionaries.

All dictionaries can also be divided according to the volume of the vocabulary specified in them. These dictionaries are large (unabriged), including more than 100,000 items; medium dictionaries (semi-abridged), which contain from 40,000 to 100,000 units, and small dictionaries (abridged, pocket size dictionaries), containing from

10,000 to 40,000 units.

Acquaintance with any dictionary is usually carried out according to the following plan: a) the purpose of the dictionary; b) the content of the vocabulary; c) the order of the words; d) structure of a dictionary entry; e) system of marks; f) illustration system; g) rules for using the dictionary.

Direct work with the dictionary should be preceded by a thorough study of the preface to it.

Regardless of which dictionary you use, you should be aware of its structure, which will tell you how to easily find the information you need and make the most of this book. The structure of the dictionary includes the following items: introduction or preface; section "how to use this dictionary"; list of designations used in transcription; list of abbreviations and explanations; main word list, any additional materials and bibliography (list of used literature). For example, the structure of The Oxford Russian Dictionary is as follows: contents, preface, how to use the dictionary (Guide of the dictionary), key to transcription (Phonetic symbols used in the dictionary), list of abbreviations and explanations (Abbreviations used in the dictionary), Basic list of words (Russian-English, then English-Russian vocabulary), additional material: Tables of Russian deciensions and conjugations; list of

English irregular verbs, Russian and English alphabet (The Russian alphabet and the English alphabet).

In the dictionary entries of a good large dictionary, for each word, in addition to the translation of this word, the following information can also be indicated:

-synonyms for this word and the difference in their meanings (synonyms);

-antonyms for this word (antonyms);
-collocations with this word (collocations);
-pronunciation and its variants (pronunciation), and a word can have two or three;
-the use of a word in certain examples, constructions, patterns, etc. (usage);
-an indication of whether the word is used in relation to people or inanimate objects.

If you use online dictionaries, you also have a treasure trove of useful information on any word in the

English language. This dictionary also lists all the parts of speech that your word can be, all its possible meanings are indicated, but the most important thing is the distribution of meanings by categories and areas of knowledge.

For example, the word call as a noun in the field of accounting will translate "deal with a premium", in religious topics as "debt", and in legal English as "subpoena".

Work with dictionaries must be organized in such a way that students are interested in it. For the initial acquaintance of students with dictionaries, it is advisable to briefly describe to them the content of introductory articles, which set out the principles and foundations of building a dictionary, selecting vocabulary and rules for using the dictionary.

To work effectively with the dictionary, it seems necessary:

Knowledge by students of the alphabet by heart.

All words in the dictionary are arranged in the order of the English alphabet: for reference, the English alphabet is given at the beginning of the dictionary. In order to successfully use the dictionary and quickly find the right word, you need to firmly know the English alphabet in the order of its letters. For starters, we recommend writing the alphabet on a vertical strip of paper and putting it next to the dictionary when working.

Further, it should be noted that words starting with one letter are not haphazardly located in the dictionary, but in the order of subsequent letters. Therefore, for example, the word white is located in the dictionary before the word write, because the second letter of the first word h in the alphabet is in front of the second letter of the word write - r. When looking for words, it is necessary to take into account that the dictionary gives words in their original (basic) forms, while in the text they are found mostly in derived forms.

Therefore, before referring to the dictionary, it is necessary to restore the original form of the word.

Knowledge of students about the methods of word formation.

Students' knowledge of the polysemy of words.

Understanding that synonyms do not always replace each other.

The knowledge that words have different antonyms in different areas.

Knowledge that difficult words in the English language are not translated separately.

Knowing that the scope of meanings of words in English and native language is not the same.

Knowledge that conversion is one of the ways of word formation.

Knowledge that English words are pronounced differently and spelled differently.

The dictionaries are compiled according to the alphabetical-nested system. Phrases and phraseology are given within the dictionary entry under the pivotal word, while compound and derivative words, as well as prefix formations, are given as separate entries in alphabetical order.

A dictionary entry in Mueller's dictionary consists of:

Headword or vocabulary.

Phonetic transcription of the word.

Grammatical labels (part of speech).

Notes on the origin or field of application of the word (American, Spanish, Russian, tech., Mor.).

Stylistic notes (colloquial, book, poet, rude).

Translation of the word into Russian.

The use of dictionaries as a reference and teaching aid gives the teacher the opportunity to apply them both in different lessons and at different stages of the lesson. Linguistic dictionaries can also be used to explain incom-prehensible and difficult words in literature lessons, in various additional activities and extracurricular activities (in circle classes, at olympiads, quizzes, in the preparation of visual aids, etc.). The main thing is to develop in students the need to refer to reference literature when necessary, to learn how to independently acquire new knowledge.

Working with dictionaries at school should be done in two ways. Firstly, this is work directly with dictionaries published specifically for the school, available in the hands of students or in the school library. Secondly, work at school can be carried out with dictionaries of a general type: depending on the specific conditions, on the level of development of the class, the teacher selects the necessary didactic material from these dictionaries, makes tasks that are feasible for students according to the given samples. The potential for working with dictionaries at school is enormous, which is why the methodology of using dictionaries in the educational process that we have proposed is extremely important. The use of school linguistic dictionaries, as well as other types of dictionaries in language lessons and outside school hours, increases the interest of students in the studied linguistic phenomena, and also contributes to the comprehensive development of the student's personality.

One more circumstance should be noted. Over time, new types of dictionaries will appear. Great hopes in vocabulary science are pinned on computers, which are able to accumulate a huge amount of information about words and, according to specified criteria, print lists of words or their constituent parts. In a few years, it will be possible to produce dictionaries according to individual orders-applications, i.e. there will be a qualitative leap inpractical lexicography. I would like to believe that the time is near when dictionaries will be able to answer all the reader's questions.

Dictionaries and reference books are constant companions of our life, serving us to expand knowledge and improve language culture. They are deservedly called the companions of civilization. Dictionaries are a truly in-exhaustible treasury of the national language, and this is how it burns both a learning tool, an intellectual guide, and just an exciting reading. The habit of using dictionaries is one of the most useful of those that a serious educated person can acquire.

THE STATE OF FEAR BY MICHAEL CRICHTON – MAKING CLIMATE FICTION AS A 'SERIOUS' LITERARY GENRE

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In his work The Great Derangement, Amitav Ghosh wrote:

Indeed, it could even be said that fiction that deals with climate change is almost by definition not of the kind that is taken seriously by serious literary journals: the mere mention of the subject is often enough to relegate a novel or a short story to the genre of science fiction. It is as though in the literary imagination climate change were somehow akin to extraterrestrials or interplanetary travel. (2, p. 11)

This is not an unreasonable claim, bearing in mind that some theorists claim that climate fiction is only a subgenre of science fiction (scientificamerican.com) and that the very term cli-fi is a derivation from the term sci-fi, which suggests a close connection.

However, having thoroughly analysed Michael Crichton's The State of Fear we might conclude that climate-change fiction will be considered to be serious regardless of whether or not the work is realistic and whether it is set in the future or in the past, as long as it is artistically compelling and fictionally plausible. Michael Crichton's The State of Fear is important for two reasons: it is a rare example of a novel in which climate change is denied, and at the same time probably one of the most widely read climate-change novels. It is filled with charts, graphs and footnotes and seems to be bordering on non-fiction. A large part of the novel's critical reception also seems to focus on the facts presented rather than the fiction in which they were presented. It also seems that critics almost wilfully disregard the fact that this is a novel and not a journalistic piece or a scientific paper.

The novel tells the story of Peter Evans, a lawyer for a rich philanthropist George Morton, and Morton's assistant Sarah Jones. After Morton's death, they meet two international law enforcement agents, John Kenner and Sanjong Thapa, who are on the trail of an eco-terrorist group called the Environmental Liberation Front. It is planning to artificially create disasters to convince people of the threats of climate change, and is working with another organisation that has received numerous contributions from Morton – the National Environmental Resource Fund, led by Nicholas Drake. Evans and Jones travel around the world trying to stop various plots by the ELF and in the process learn the unmediated, evidence-based truth about the hoax of climate change from Kenner.

As we can see, the novel focuses highly on the fight between a truth provided by a biased and self-serving establishment and an individual truth. This tension is visible both within the boundaries of the novel and in the external world. First, we have a novel that is often seen as belonging more to the genre of popular science than fiction and is used in wildly politicised debates on climate change. Then, we have a plot that focuses on the figure of a single-minded hero (Kenner) who fights the evil establishment that takes advantage of public ignorance and distorts truth in order to achieve financial gain. From all this, it is clear that The State of Fear lays bare an interesting contradiction that characterises a postmodern world: distrust in what could be called official truths and unwavering belief in anything that contradicts them, no matter how little evidence there is to support it. Kenner says: "[Climate] is so complicated that no one has been able to predict future climate with accuracy. Even though billions of dollars are being spent, and hundreds of people are trying all around the world. Why do you resist that uncomfortable truth?" (1, p. 248). The uncomfortable truth, of course, being that all climate science is simply guesswork and, as Kenner himself suggests on many other occasions, when it comes to explaining why certain climatic phenomena occur, "nobody knows".

While it is not true that "nobody knows", it is quite clear that at least one character doesn't – Peter Evans, who could easily be interpreted as a representative of the average reader. He is mildly concerned about climate change, but can only describe it in the broadest possible terms:

[Evans] thought for a moment, choosing his words carefully. "Global warming is, uh, the heating up of the surface of the earth from the excess of carbon dioxide in the atmosphere that is produced by burning fossil fuels."

"Again, not correct."

"Why not?"

"Several reasons. At a minimum, I count four errors in the statement you just made."

"I don't understand," Evans said. "My statement—that's what global warming is."

"In fact, it is not." Balder's tone was crisp, authoritative. "Global warming is the theory…"

"—hardly a theory, anymore—"

"No, it is a theory," Balder said. "Believe me, I wish it were otherwise. But in fact, global warming is the theory that increased levels of carbon dioxide and certain other gases are causing an increase in the average temperature of the earth's atmosphere because of the so-called 'greenhouse effect.'"

"Well, okay," Evans said. "That's a more exact definition, but . . ."

"Mr. Evans, you yourself believe in global warming, I take it?"

"Of course."

"Believe in it strongly?"

"Sure. Everybody does."

"When you have a strongly held belief, don't you think it's important to express that belief accurately?"

Evans was starting to sweat. (1, pp. 80–81)

Clearly, the author's intention here is to force the average reader to sweat as well. As the characters who believe in climate change are never given any footnotes with which to defend their position, the readers are expected to provide some themselves. However, it is probably safe to assume that there were many other readers who could not defend this position with any precision, and these readers are being shamed for their ignorance and conformism, as they, like Evans, believe in climate change only because "everybody does".

The author does suggest a remedy for this condition – self-education. He even includes a reading list at the end of the book so that the readers could make their own conclusions, despite the fact that it going through a list of cherry-picked data compiled by a clearly biased writer can hardly be considered objective research. The character Kenner suggests another way of achieving knowledge: "If you read their claims and counter-claims, you can't be sure who's telling the truth. But this is the Internet age. You can find the original documents and the list of changes online and decide for yourself" (1, p. 246).

It would be useful to remember here that *The State of Fear* is a work of fiction rather than science, a popular thriller, and as such aims to provide a strong, perfect protagonist to identify with and is more suitable to uphold rather than question our worldview. It successfully promotes the idea that knowledge can be gained independently and individually, that strong macho heroes remain necessary, and that climate change does not exist. In a word, it is a consolation, and its comforting message is inextricably linked to the form in which it is presented.

It is perhaps apt that climate change as a topic for novels found its way first into types of literature that were not traditionally considered "serious". Being much more open to the improbable and much more welcoming of non-human characters, genres such as children's stories and science fiction can more easily accommodate the topics that are important in the age of climate change. What should change, however, is our opinion of what should be considered "serious" – perhaps we will suddenly find that the human condition is much more seriously reflected by a science fiction book than a several-hundred-page romance novel. After all, not so long ago the weather would also not have been seen as a serious topic.

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IMPORTANCE OF CRITICAL READING IN SECOND LANGUAGE LEARNING.

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Annotation: Currently demand for critical reading is increasing compared to the past. So, what is the cause for its becoming so common? In the scope of the article named as "Cultivating critical reading: Using assignments to promote agency, persistence, and enjoyment", the author Nate Mickelson focuses on importance of critical reading providing outcomes of various researches and experiments. The author encourages giving an unusual instruction to the process of reading which is different from pedagogical reading frame.

Key words: innovative teaching assignments, reorganizing, constitutive factor, contextual meaning

One of the researchers Allen uses the term "instrumental" for the activities that learners use to reading comprehension exercises including reading for the gist or specific details. According to his concerns these strategies not only decrease the essence of reading but also make it challenging and do not reveal the readers attitude towards the text. Students read only searching for necessary data or words, as a result reading lessons would be superficial, students can not explain the meaning of existing material. So, creative reading tasks are suggested in the article such as poem response activity and making a map to stimulate critical reading skills. One of the most successful aspects of the article is that the author was able to deliver the message to audience in proper way. The article contains several scholars' ideas regarding to critical reading and their opinions explained with examples, researches which dedicated to comparison of various reading assignments. For me, it was useful to understand the text. For instance, Freire (2005) connects critical reading with the phrases of "reading the word" and "reading the world." Initially, I thought that by reading the word people can obtain ample information about the world. However, having analyzed the descriptions, I believe that Freire refers another idea. The details of description were given by dividing into 3 phaces in order to avert the reader confusion. "Reading the word" means reader endeavours to catch the meaning of the text even it is complex, analyzes ideas whether they are true or not. Consequently, he maintains his own view to the topic rather than obtaining fixed point. "Reading the world" means that critical reading helps to enrich students' knowledge. Because while the activity, they express their attitudes, exchange ideas and overcome challenges with group. Furthermore, I really liked the connection between reader response pedagogies and critical reading. In reader response theory, Iser (1978) suggested that, students having read the text, develop the meaning. The most constitutive factor of reader response pedagogy is "interaction." As the arrival of CLT, teachers have been using this student-centred method more and more. If we use reader response pedagogies, we would meet today's teaching demands. Because most learners in traditional classrooms read the texts passively. The most important arguments of this part are three ways that reader response pedagogy promote the development of critical reading skills. From these ways students may learn how to approach to reading when they encounter complex texts.

With regard to Springer, Wilson and Dole's theory (2014), "Creating a classroom culture to cultivate agency, persistence and enjoyment" is a new approach for me. Even though teachers rarely conduct this kind of activities in the lessons, I am agree with this view. Some teachers may think that it takes extra time and effort to make students reread and write about the text, rewrite after the group discussions. Nevertheless, from my personal experience, I would say that students' image about the text alters after having discussions within a group. Because each person receives data differently and we do not always predict the contextual meaning of the text correctly. Taking others insights into account would be beneficial for critical reading. Besides that students would not feel themselves under the pressure, share their stance without hesitation if teachers create classroom culture. There are a number of opinions in the article that I agree with and support. For instance, the author mentions about creative reading assignments like poem-response activity to improve critical reading. He says that "It makes visible to the students the invisible moves." Through this activity students read the text carefully and pay great attention to each line of the

material. In fact, majority of readers consider reading activities so tedious that's why they prefer to finish the reading as fast as possible rather than understanding and analyzing the meaning. But poem response activity involves translating, drawing, reorganizing, associating, paraphrasing skills, which are new, essential for students to develop. Through reading activity they can integrate their creativity, memorization, ability to sent necessary information, vocabulary and presenting skills.

As a next step, I need to refer particular argument that I disagree with. Several instructors gave different definitions to the term "Critical reading." Manarin et al. (2015) having examined college instructors classified that critical reading is reading for academic purposes. I believe that this is probably wrong due to certain factors. At first, critical reading can not be only reading for academic purposes. A person who prefer reading non-academic texts may also have critical reading skills. Because in the process of reading students may portray the events in their mind, they connect prior and present procedures, express their attitude toward the material. According to their individual background knowledge and experience, students may evaluate the writer's ability to arrange the information. I think, students can use their critical reading for any kind of texts or reading material whether it is contemporary issue or short story. Because reader gives his own respond to the material and admittedly, predominant characteristic of critical reading is not interpreting fixed terms but expressing personal opinion.

To sum up, I discovered that critical reading is central in current learning and teaching. It broadens students horizon and can be key source for improving other subskills like summarizing main points and synthesizing. Even though cultivating students' critical reading is a complex process, we should find optimal ways to engage students in creative reading assignments. Because students have already adopted obtaining and producing the same existing information. Creating innovative teaching assignments are important to fill this gap. Poem response activity and making a map involves students engage in critical reading for fun. The article motivated me to use these tasks in my practical teaching process and I would like to work on optimal ways of developing critical reading throughout the world and students' response to them.

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WILLINGNESS TO COMMUNICATE IN DIFFERENT CULTURAL CONTEXTS

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Annotation: In the last 20 years, several scholars have referred to willingness to communicate (WTC) as a useful construct in explaining an individual's first (L1) and second language (L2) communication. WTC in L2 is defined as a readiness to initiate discourse with specific person(s) at a particular time, using an L2. This paper presents a sketch of the current themes and research directions in WTC, which are particularly novel or forward-looking. The paper discusses how WTC was originally conceptualized with reference to L1 communication and, later, introduced as welcome appendage to L2 pedagogy. Finally, the paper outlines some possible venues for further research that can expand advance in L2 WTC research.

Key words: willingness to communicate, second language acquisition, first language acquisition, speaking proficiency

Annotatsiya: So'nggi 20 yil ichida ko'plab olimlar muloqot qilish istagini shaxsning ona tili va xorijiy tilni o'rganishda foydali tuzilma sifatida ta'kidlaganlar. Muloqot qilish istagi xorijiy tildan foydalanib, ma'lum bir vaqtda ma'lum shaxs(lar) bilan suhbatni boshlashga tayyorlik sifatida aniqlanadi. Ushbu maqolada muloqot qilish istagining hozirgi mavzulari va tadqiqot yo'nalishlarining xronologik tadqiqi taqdim etilgan. Maqolada muloqot qilish istagi dastlab ona tilini o'rganish muloqotiga tayangan holda qanday kontsepsiyalanganligi va keyinchalik xorijiy tilni o'rganish pedagogikaga kiritilganligi muhokama qilinadi. Nihoyat, maqolada xorijiy tilda muloqot qilish istagi ustida olib borilgan tadqiqotlaridagi yutuqlarni kengaytirishi mumkin bo'lgan keyingi tadqiqotlar uchun ba'zi mumkin bo'lgan tavsiyaalar ko'rsatilgan.

Kalit so'zlar: muloqot qilish istagi, ona tilni o'rganish, xorijiy tilni o'rganish, gapirish qobiliyati.

Аннотация: За последние 20 лет многие ученые отметили стремление к общению как полезную структуру при изучении родного и иностранного языка человека. Желание общаться определяется как готовность начать разговор с определенным человеком (людьми) в определенное время, используя иностранный язык. В этой статье представлено хронологическое исследование актуальных тем и областей исследования желание общаться. В статье обсуждается, как желание общаться было первоначально концептуализировано на основе диалога при изучении родного языка, а затем было включено в педагогику изучения иностранного языка. Наконец, в статье излагаются некоторые возможные рекомендации для дальнейших исследований, которые могут расширить успех их исследования желания общаться на иностранном языке.

Ключевые слова: желание общаться, выучить родной язык, выучить иностранный язык, способность говорить.

Nobody can question that every learner is individual as their needs, personality, aptitudes and attitudes are unique like fingerprints. Realizing it, scholars also started paying attention to individual differences in the study of second language acquisition in the last century. Narrowing the scope of individual differences, this notion has been divided into small chunks like personality, aptitude, motivation, creativity, anxiety, learner beliefs, self-esteem, willingness to communicate and others. Among these affecting factors, willingness to communicate (WTC) is a predisposition in a person's native language (L1) and second language (L2) communication. Since the 1980s, researchers have shown great interest in investigating WTC in second language acquisition. This paper aims at exploring the theoretical background of this concept, and current trends in implementing it into different cultural contexts.

Willingness to communicate or WTC is the idea that if a learner wants to be a part of communication, he actively and consistently searches for chances to achieve his wish. To picture what WTC is metaphorically ed a picture of two people tangoing or an English phrase "It takes two to tango". It is an absolute truth that if any dancer is not willing or unable to dance, then the quality of dance will not be as the audience expected. The same situation happens in communication since it also takes at least two to communicate. The term itself was initially introduced by McCroskey and his fellows in first language acquisition and later applied in second language acquisition. Defining WTC, these researchers emphasized learners' readiness more than on other factors.

There have been some proposed ways about how to measure WTC reliably and validly. Burgoon (1976) explored the reasons for unwillingness to communicate, dividing them into subgroups like approach-avoidance and reward, then originated their measurement instrument. Even though the questionnaire with 20 items was applied in 2 different studies, it may not be a valid one since the results of the correlation between two factor-groups were not appropriate to each other. Another WTC scale was by Montensen et al. (1977), who did not investigate the reasons why people do not want to communicate but presented their 25-item-scale, using seven-Likert-type-options. Their research results showed a high correlation with only five statements of the scale, focusing on general willingness to communicate. It may lead to questioning its validity. The most widely used one is probably the WTC Scale developed by McCroskey and Baer (1985). It covers 20 statements about four communication contexts according to where to speak and three types of listeners based on our interrelationship with them.

Undoubtedly, Peter D. MacIntyre and his fellow researchers are well-known for studying L2 WTC in Western contexts, and they even proposed a model for WTC. It is a 6-layered heuristic pyramid-shape model, consisting of 12 constructs, in which each layer stands for being prerequisites of the upper level and its factors. In the recent studies, the Canadian students in the immersion context and their WTC in French were dealt. MacIntyre and Doucette's (2010) and MacIntyre and Blackie's (2012) studies showed that hesitation is also one of affecting factors for L2 WTC. Both studies were quantitative, using a questionnaire method. However, focused essay technique was utilized to examine the dynamics of Anglophone Canadian junior high school students in the French immersion context. 100 participants were asked to keep a journal for six weeks, whose results showed that even a subtle difference in communication could notably modify WTC. This research can help us understand WTC and its reasons more based on the opinions of learners.

In addition to those studies, some other researchers like Peng from China explored WTC thoroughly in their cultural context. The two quantitative case studies in 2007 and 2010 concluded that motivation is a strong predictor of WTC. Along with motivation, Peng and Woodrow's (2010) study with 579 university students proved that the classroom environment can also impact on the frequency of Chinese learners' WTC. It was claimed that WTC is a dual-characteristic-process, which can be either stable or trait. In addition to motivation and classroom setting, individual and contextual factors were also examined to find out whether they positively correlated with Chinese students' WTC in English. For this purpose, qualitative research methods such as interviews, classroom observations and learning journals were used. It was stated that cultural background, especially, the Asian one, can cause to hinder WTC in English; nevertheless, the case was conducted only with four male university students, which needs further research before accepting the results globally.

Furthermore, other Asian researchers also investigated L2 WTC and what may affect it in their contexts. Oz et al. (2015) examined the link among WTC and seven factors, including ideal L2 self, a new concept in the study of WTC in the Turkish context. It was reported that motivation had no direct correlation with WTC in their research with 134 Turkish EFL learners, which did not conform to the results of other linguists like Engin (2009) and Konig (2006). Another Turkish case study conducted by Altiner (2018) dealt with the relationship between gender and WTC through form-focused and meaning-focused activities. According to the results, female students want to speak more in L2 at the initial stage while males gradually become active communicators. However, Valadi et al. (2015) argued that there is no gender differentiation in WTC in the Iranian

context. These studies can refer that results may differ as much as we narrow the scope of WTC in terms of cultural background.

All in all, willingness to communicate has been examined in different cultural contexts as an essential SLA concept. However, there has not been any research related to L2 WTC and its facilitative factors in Uzbek context. Thus, it is crucial to identify whether Uzbek EFL learners' oral language proficiency levels are correlated with their WTC in English, and there is any correlation between gender and WTC in Uzbek context since conducting further in-depth case studies with Uzbek EFL learners on these issues can assist in contributing significantly not to overgeneralize results taken from the studies in other contexts.

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THE DIFFERENT LEXICAL UNITS BETWEEN AMERICAN AND BRITISH ENGLISH

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To understand the lexical features of the American variant English is necessary to refer to the history of the United States. Initially American and British English were no different from each other, since the first English colonists brought with them to America that English, which was spoken in England. The settlers are still treated Britain as their homeland, and their language was the last thing that bound them to the land they left. Political strife led to the interruption of ties between the two countries, and the English language in America began to develop according to its own laws. The English language of the 17th century was extremely diverse, varying in depending on the area and on the social stratum to which they belonged speaker, much more so than now. Even normative written English - as indicated by spelling, grammar and the style of Shakespeare and Milton was in no way uniform. IN further diversity was also introduced by later immigrants from England in the United States, as the English language of their home country was undergoing numerous changes throughout the 18th, 19th and 20th centuries. Of these diverse varieties of English developed American English, which differs in some respects from the British version. The American English dictionary contains words and phrases that not used in the UK. They are called complete Americanisms. Many full Americanisms are plant names andanimals unknown in England: egg-plant - баклажан, moose - Амариканский лось , cat bird - Американский .

Another group of complete Americanisms includes words, borrowed from Native American dialects: canoe, moccasin, squaw, etc. These two groups belong to early Americanisms. except them there are still late Americanisms reflecting American concepts and phenomena: drive-in - cinema or shop where you can watch a movie or make purchases without leaving the car; drugstore - a pharmacy where not only medicines are sold, but also toys and other goods. Complete Americanisms have no British equivalents English. But there are those who have them, as they call one and the same objects, phenomena and actions:

British English	American English
chap	guy
lift	elevator
secondary school	high school

Very often, the words of both variants differ in spelling, pronunciation and stress:

British English	American English
neighbor	neighbour
tomato [təˈmɑː təʊ]	tomato [təˈmeɪtəʊ]

Sometimes the words in both variants coincide in the main meaning, but different in the background: butcher is a butcher in both variants, but in the USA it also means a delivery man on a train. The same word can be used in both variants, but in different meanings: faculty - 1) teaching staff (American English); 2) Faculty (British English).Americanisms also include words that have become in Britain archaisms: fall - autumn, sick - sick, etc.

There is another common area of English vocabulary, which in lately has been actively penetrating literature and cinema and therefore requires special explanations. It's about American slang. Slang takes a fairly large part of the vocabulary of a modern American. In the twentieth century there is an active process of transition of slang vocabulary into literary English. In the recent past, slang was such now common words and phrases like of course, to take part, to get up, lunch.

Slang lexical unit and its culturally significant information

One of the most important, basic functions of the language is communicative. This function of the language includes, in particular, the "function storage and transmission of national identity, cultural traditions and history of the people. In terms of the ratio of language and culture is of interest in the transmission of a linguistic unit of a cultural information. As noted in the linguistic literature, in the nominative composition language contains at least two types of units. "These are units in which culturally significant information is embodied in a denotative aspect of meaning

(these are words denoting the realities of material culture or concepts of spiritual and social culture), and units in which culturally significant information is expressed in a connotative aspect meaning ".

The extraction of cultural information from units of the first type is not presents special difficulties, since it lies on the surface and all native speakers - members of this linguocultural community – enough easy to recognize. Cultural information of the second type is "hidden", "camouflaged", it is not so explicitly felt, felt by a native speaker, as in units of the first type. The point is that the connotations of the word are harder determine if they cover all emotive and cognitive associations, which the word gives to the intellect, the mind, in addition to its usual, vocabulary values. In addition, the connotations of most words are in principle infinite and have no boundaries. This is a testament to cultural integritysociety. All this is said by J. Lightyear in the preface to the dictionary American slang. Since cultural linguistics considers the impact of cultural information of linguistic units on the mentality of native speakers, it seems useful to consider or at least designate their life installation. For US culture, for Americans - members of the linguocultural community - the following attitudes are characteristic: an emphasis on material values, on "action", i.e. change, progress; future orientation; short term plans; emphasis on personal autonomy; striving for independent decision making; focus on the immediate reward. At the center of it all is the idea that time is money; his you cannot waste on trifles, etc. It all finds expression in American language and culture.

Here are some examples of the transmission of culturally significant information by means of the denotation of the OAS units, for example: the phrase mind the store - to be engaged, to conduct business in someone's absence - carries cultural component in its denotation. It is about the culminating paragraph of the anecdote about a dying shopkeeper - a merchant around whom his whole family gathered and who, for a moment, regaining consciousness, asks:

Who's minding the store?

For example:

Richie, you mind the store

Richi, ishni sen o`z qo`lingga ol.

The following example can also fall into this category, i.e. transmission of a culturally significant component of revenge through denotation - Montezuma's revenge (or its synonym Mexicali revenge). Value collocations "diarrhea" (especially among American tourists in Mexico). Here we have an allusion to the name of the last ruler of the Aztecs, who was defeated and killed by the Europeans. Examples: *I had a little touch of Montezuma's revenge the second day, but other than that we had a wonderful time (Spears, DAS: 244). Wed: I had a slight upset stomach on the second day, but in otherwise we had a great time. Nearly all of his guests developed classic cases of "Mexicali revenge" after being fed local produce. Wed: Almost all of his guests suffered from the classic disorder stomach after eating local food. In SLA, the unit for Mickey Mouse has several meanings, of which let's highlight two: stupid or boring activity or order; small, timid, unimportant or stupid person: The Army is also seeking to make military life more attractive by eliminating regulations that are sometimes called "Mickey Mouse" - rules likely to cause more irritation than they are worth. Wed: The army is also trying to make military service more attractive, canceling the rules sometimes called Mickey Mouse - something that is more annoying than it is worth.* The cultural connotation of this unit comes from the name Disney cartoon characters. In a way, Mickey Mouse - is symbol of America, one of the most original creations of the American culture. The lexical unit of OAS groovy is pleasant, calm, excellent; exhilarating, usually dated back to the 1960s. and the hippie movement, in fact actually arose among black jazzmen in the late 1930s, thanks to why the culturally significant information of this word is easily established by connection with the expression in the groove - calm; pleasant and delightful; in great shape. It can also matter - stylish, trendy.

Examples:

That was surely the grooviest moment I'd had in many years (King:
Wed: Surely this was the most pleasant moment in my life for many
years. What a groovy family we're going to have! (Edelman: 244).
Wed: What a great family we will have!
People often think it's some groovy kind of actor's spelling, but it's not.
Wed: People often think that this is some kind of fashionable spelling of the actor, but this is

not true.

When it comes to the cultural connotation of the lexical units of the Slang, in work of a linguistic and cultural nature cannot be ignored characteristic features inherent in the American linguocultural community, its mentality, stop and touch, illuminate at least some of them, because this topic is quite voluminous and complex, to the end unexplored, despite many attempts to do so.

Among the characterological features of the mentality of the inhabitants of the United States experts note such as individualism, love of freedom, optimism, self-confidence, activity, energy, enterprise, efficiency, diligence, efficiency, self-confidence, pragmatism, purposefulness, prudence, rationalism, patriotism, respect for law and authorities, etc. Americans are patriots of their country, they believe that America is the most the best, richest, freest country, that it is a model for others countries, hence such respect for the American flag, which is flown in almost every house, to the national anthem, etc. At the same time, patriotism can take such extreme forms that it leads to nationalism, to a sense of superiority over other peoples. It's in the mentality linguistic and cultural community, and it's not going anywhere.

Hence - arrogant, condescending, derogatory, contemptuous attitude towards other peoples, which finds its direct reflection in the SLA, including racial issues, which exist in the USA. For example, to nominate blacks units such as ace of spades, boogie, coon, banana are used, chocolate, jigaboo, shade, shine, spade, spook, coal, dink, high yellow and many others, for residents of Asia, the East, words such as Jap, Nip, rag-head are used, slant, slant-eyes, slope (slopie, slopy), wop, Chink, goon, gink, etc., for faces. **Jewish** - mockie, kike, porker, yid, hooknose, clipped dick, Hebe (Heeb, Heebie) and many others, for representatives of Mexico - bean, chili bean, chili eater, Mex, Mexie, wet back, for other peoples and nationalities too there were humiliating, contemptuous slangisms, so for a **Frenchman** - frogeater, for an Englishman - Limey, for Italians and Spaniards - Dago, spic, spick, spig, spigotty, etc., for Germans - Kraut, Hun (Hunkie, hunky), for Russians - Russky, etc.

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STRATEGIES TO DEVELOP READING SKILL AT ELEMENTARY LEVEL LEARNERS

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Annotation. This article intends to analyze *Reading strategies within* the example of teaching elementary level learners by practicing reading texts. Working from literature and data, we will describe strategies, particularly, its role in terms of students' understanding. We will assess: 1) whether there are strategies that are handy to use, 2) whether the position of a teacher alters, if yes what will be the role of a teacher in teaching reading, students can use in mentioned strategies in their reading.

Keywords: reading strategies, "read and look up" technique, real-life reading tasks, reading for content, reading for cultural knowledge.

For students to develop communicative competence in reading, classroom and homework reading activities must resemble (or be) real-life reading tasks that involve meaningful communication. They must therefore be authentic in three ways.

1. The reading material must be authentic: It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom. When selecting texts for student assignments, remember that the difficulty of a reading text is less a function of the language, and more a function of the conceptual difficulty and the task(s) that students are expected to complete. Simplifying a text by changing the language often removes natural redundancy and makes the organization somewhat difficult for students to predict. This actually makes a text more difficult to read than if the original were used [1]. Rather than simplifying a text by changing its language, make it more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading, and asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading.

2. The reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. "Because the teacher assigned it" is not an authentic reason for reading a text. To identify relevant reading purposes, ask students how they plan to use the language they are learning and what topics they are interested in reading and learning about. Give them opportunities to choose their reading assignments, and encourage them to use the library, the Internet, and foreign language newsstands and bookstores to find other things they would like to read.

3. The reading approach must be authentic: Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom, such as reading for pleasure. The majority of students' reading should be done silently. Students do not learn to read by reading aloud. A person who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension and speaking and pronunciation ability in highly complex ways. Students whose language skills are limited are not able to process at this level, and end up having to drop one or more of the elements. Usually the dropped element is comprehension, and reading aloud becomes word calling: simply pronouncing a series of words without regard for the meaning they carry individually and together. Word calling is not productive for the student who is doing it, and it is boring for other students to listen to. There are two ways to use reading aloud productively in the language classroom. Read aloud to your students as they follow along silently. You have the ability to use inflection and tone to help them hear what the text is saying. Following along as you read will help students move from word-by-word reading

to reading in phrases and thought units, as they do in their first language. Use the "read and look up" technique. With this technique, a student reads a phrase or sentence silently as many times as necessary, then looks up (away from the text) and tells you what the phrase or sentence says. This encourages students to read for ideas, rather than for word recognition.

Here we will look through several stages and exercises for development of reading skills.

EL teachers are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language teacher, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective El teachers show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

1. Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

2. Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content.

3. Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

4. Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them.

5. Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Teachers can help students learn when and how to use reading strategies in several ways.

A. By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

B. By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.

C. By using cloze (fill in the blank) exercises to review vocabulary items. This helps students to learn for guessing meaning from context.

D. By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language. Reading is an essential part of the EL instruction at every level because it supports learning in multiple ways.

1. Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

2. Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

3. Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

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THE LINGUISTIC STRUCTURE OF DISCOURSE

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Key words: discourse, theory, concept, personal, temporal, spatial, substantive, integration, coherence

Over the past twenty years, discourse level phenomena have received ever increasing attention from sociolinguists and linguistic anthropologists; Dorit Ben-Shalom, Andras Kornai, Laura Martin and Remko Scha for their substantive contributions to this paper. But among generative grammarians, even those who occasionally use examples which consist of two sentences instead of only one, there appears to be widespread agreement that discourse is too complex, too messy, too ill defined to be treated in a rigorous manner. Recognizing that, for linguists, the concerns of discourse analysis are fundamentally similar to the concerns of grammarians working in other domains, we propose a theory of discourse which provides adequate answers to three basic questions: What are the atomic units of discourse? What kind of structures can be built from the elementary units? How do we interpret the resulting structures semantically? Before proceeding to address these questions directly, let us briefly consider design criteria for a theory of discourse which would be able to answer them satisfactorily. As in any other scientific enterprise, the theory should not rely upon ill-defined explanatory notions, be circular in the definition of fundamental units and concepts, or use ad hoc methods in the analytic process[1]. Also, a discourse model must be applicable both to naturally occuring disfluent, disorganized, or barely interpretable input as well as to carefully constructed written prose which is easy to read and to understand. Finally, a model which would aspire to psychological reality must strictly limit look ahead to take into account the limitations of short term memory, and can not assume that the entire discourse is available for study.

ELEMENTARY UNITS OF DISCOURSE STRUCTURE. We take as the goal of dis-course analysis explaining how speakers almost without error interpret personal, temporal, and spatial deixis, recover the objects of anaphoric mention, and produce responses which demonstrate that they know what's going on in the talk despite disturbances to orderly discourse development. This is an ambitious task, and one that is far too complex to accomplish without a great deal of future research. This paper takes the first step toward an adequate theory of discourse semantics by investigating the domain of applicability for discourse rules and processes and by confronting the issue of discourse segmentation.

Because our aim is to characterize discourse interpretation despite surface disruption, we must have a theory of discourse which does not require clear, complete, 'coherent' text as input and yet is able to assign a proper semantic interpretation to each individual utterance. In order to process discourse correctly, it is crucial that only the meanings of utterances which participate in building a representa¬tion of the same abstract semantic/pragmatic world be integrated in one semantic model. Propositional information about one situation should not be integrated with propositional information about a second situation merely because the same sort of content is being discussed. For example, consider (1):

(1)a. John came to the door
b. and left the groceries
c. Stop that, you kids!
d. Leave those cookies alone!
e. I put them away.
f. then he left.

(1) is not 'coherent'; no semantic relationship obtains between the sentences dealing with John and the groceries, and those which deal with the kids. It is, however, perfectly interpretable. Although the same physical being is uttering all of the above sentences, the utterer of a-b and e-f is a socially constructed being in one INTERACTION with one set of interactants with whom she has established both a previous discourse history and an interactive microsynchrony while the utterer of c-d is in another inter¬action to which the addressee(s) of a-b and e-f function as overhearers or

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[1] Laclau, E. 'Discourse' in R.Goodin and P.Pettit (eds). Oxford: Blackwell. 1993. p. 287.

UNRATIFIED PARTICIPANTS. The shift from one interactional context to another is signaled by a number of diverse linguistic and behavioral phenomena discussed by Gumperz under the general term.

THE SENTENCE. In earlier work, in the interest of a perfect fit with sentential syntax, we adopted the sentence as a first approximation as the unit of discourse formation, assuming that sentential syntax and semantics would account for sentence-internal phenomena and pass sentence level information as input to the discourse component. However, in the present formulation of the LDM, we have rejected the sentence as a surface reflex because sentences often express more than one state of affairs with interpretations in different discourse worlds. Sentential syntactic structures such as appositives, nonrestrictive relative clauses, detached participial clauses or coordinated clauses can introduce events and entities which may receive an interpretation in a discourse world other than that of a main clause. For example, the appositive the young millionaire, in My eighty-year old uncle Paul, the young millionaire, died penniless, is interpreted in a discourse world other than the interpretation context of the proposition encoded in the matrix clause. Subordinate clauses may present similar problems. These constituents which are often prosodically distinct must be treated as separate because they may establish a new set of spatio-temporal and modal contexts used by subsequent clauses, sentences, and even whole stories .

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CRIMINAL TEXTS IN THE ESL CLASSROOM

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ESL teachers are always in need of materials that will allow their students to practice the grammatical constructions they have learned in as natural a context as possible. An interesting and flexible source for a variety of exercises and assignments using natural language can be provided by an unsolved murder mystery , given to the class to read and solve. The students' initial involvement with the story comes from the fact that it is not solved- the story can at first be treated as a puzzle to work out. A few suspicious characters, a midnight setting and a body are the necessary ingredients. The story can be as simple as that or made more complicated, depending on the proficiency of the class and the purposes of the teacher. When the initial task of reading and solving the story is complicated, the story can be used as the basis for various kinds of grammatical exercises as well.

The story must first be presented to the class in some way, most probably as a reading passage similar to other stories and articles that students are given to read. An alternative approach is an oral presentation , read or taped by the teacher or the students themselves. One intriguing approach makes use of the testimonies of each character to the police concerning the circumstances of the murder, perhaps with some conflicting information to cloud the picture. The method of presentation , then , will depend on the needs of the class, as will the selection of the story itself.

In making the choice of an appropriate story , the teacher must be concerned with its length , the complexity of the plot , and the number of possible solutions. If reading and vocabulary are an important aspect of the classwork, a long story is suitable. If reasoning and logical sequences are also important then perhaps the best story would be one with an intricate plot and set od clues that seem impossible to reconcile but which, with a final piece of evidence , fall into place . This type of story has only one possible solution , the "surprise" or "trick" ending , and because it puts a great deal of importance on the comprehension of every cue ,it is a very good approach with a class of high proficiency and ahigh level of competitiveness.

On the other hand , if a quick presentation is desired with a low proficiency class, for example, or a class whose main emphasis is on grammar or conversation , the story should be relatively short on plot. A good approach in this case is a story with several stock characters , each with a motive and an opportunity , and no predetermined solution. This allows the students to write their own solution based on the personalities of the characters and the strength of their motives . Verginia Heringer [1] also stated that : "Various typical plot situations such as inheritances or romatic triangles are useful in generating discussion and disagreement among the students , especially when the students come from different cultural backgrounds".

After the presentation of the story , before or after solution , the story is useful as a source of exercise to practice grammatical constructions. Practice with questions is the logical place to start: the students can pretend that they are detectives and ask the characters questions about the circumstances of the murder and the events leading up to it. The teacher will notice and perhaps want to point out that various tenses appear naturally, for example:

1. Mr. X. do you keep poisonous spiders bin your laboratory?
2. How long have you kept poisonous spiders?
3. Did you check the cages on the night of the murder?

The context of the story is also convenient for a presentation of constructions dealing with the cause and effect , purpose, and other logical sequences. Example can be presented in the form of questions and answers, or sentence fragments to be completedby the students:

4.   Why did the gardener need the ladder? In order to….. (reach the second story window) So that … (he could reach the second -story window).[1]

5. One of the poisonous spiders is missing from Mr. X's lab ; therefore …(Mr. X is prime suspect). Because of … (the disappearance of one of the poisonous spiders from Mr. X's lab) , Mr X is a prime suspect.

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[1] Verginial Heringer «Whodunit in teaching English language". CILT reports and Papers 7, December 1998,25p

Another possible exercise involves the use of the past tense of modal verbs to speculate on the activities of the characters on the night of the murder , perhaps in question-and answer form, with either the teacher or the students making up the questions :

6. What might be gardener have been doing outside?

7. Who must have been in the greenhouse at midnight?

Or , after the murder has been solved , the students can speculate on what the murderer should have done in order not to have been discovered:

8. Mr X should have been , more careful with spiders .

9. Mrs. X should not have left the greenhouse keys in her pocket .

Conditional sentences also fit nicely into the framework of a mystery , again in speculation about the circumstances of the murder.

10. If Mrs. X hadn't forgotten to return the keys , she would not have been caught.

It may be difficult to ask the students to create a sentence like this on their own, but the teacher can help by providing the first clause.

11. If Mrs. X hadn't forgotten to return the keys ,… .

Or by asking a question using the proper tense sequence:

12. What would have happened if Mrs. X hadn't forgotten to return the keys?

Or by sketching out the sentence for the students to complete:

13. If Mrs. X hadn't …the keys, she would not … .

If all has gone well, the students must be familiar enough with the details of the story to allow them to use these difficult constructions with ease.

As a finel exercise , the present and the future tenses can be used to write an epilogue to the story , telling what the characters are doing now or will do in the future, whether free or in prison , rich or happy , based on the solution of the story:

14. Mr. X will be imprisoned soon, and Mrs.X and the gardener plan to marry. They were successful in framing Mr.X.

One last advantage of a mystery story is its availability as a source of examples long after the class has finished working on it directly, it provides a complex situation and a set of characters that everyone in the class is familiar with, and so can serve as an immediate and natural background for many kinds of classroom examples.

The classroom potential of a mystery story is certainly not exhausted by this survey. Each time a story is used , new possibilities develop naturally out of the classroom demands and resources.

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РОЛЬ ЛИНГВОСТРАНОВЕДЧЕСКИХ МУЛЬТИМЕДИЙНЫХ СРЕДСТВ В ПРЕПОДАВАНИИ УЗБЕКСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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Аннотация. В статье представлен опыт создания мультимедийного комплекса по узбекскому языку для иностранцев уровней А1 и А2, где особое внимание уделяется освещению национально-культурных слов, относящихся к жизни узбекского народа, его традициям, национальным и духовным ценностям.

Ключевые слова: узбекский язык как иностранный, мультимедийный комплекс, мультимедийный продукт, электронный учебник, многоязычный словарь, национально-культурные слова, социокультурные знания, лексический минимум.

В настоящее время тезис о неотделимости изучения иностранного языка от ознакомления с культурой страны изучаемого языка, её историей, социокультурными традициями, особенностями национального видения мира народом-носителем является общепризнанным в методике преподавания языка как иностранного. Как писал Эдуард Сепир: «Язык не существует вне культуры, т.е. вне социально унаследованной совокупностью практических навыков и идей, характеризующих наш образ жизни» [1, с.185]. В новых условиях преподавания иностранных языков роль языка как средства межкультурной коммуникации предполагает общение языковых личностей, принадлежащих к разным лингвокультурным сообществам. Поэтому каждое занятие по иностранному языку – это перекрёсток культур, это практика межкультурной коммуникации, потому что каждое иностранное слово отражает иностранный мир и иностранную культуру: за каждым стоит обусловленное национальным сознанием представление о мире [2, с. 99].

Проведённые в последние годы в Узбекистане радикальные реформы и сотрудничество с сотнями стран в экономической, социальной, культурной, научной, образовательной и спортивной сферах привели к росту интереса к Узбекистану и изучению узбекского языка. Сегодня узбекский язык преподаётся в более чем 70 престижных университетах мира, а иностранные специалисты, предприниматели и студенты стремятся овладеть узбекским языком, чтобы в будущем сотрудничать с Узбекистаном в различных сферах, что имеет большое значение для развития нашей страны и языка. В связи с этим одним из самых актуальных вопросов сегодня является создание учебных программ по обучению государственному языку иностранцев, учебников и учебных пособий, отражающих богатое историческое наследие узбекского народа, бесценные национальные и духовные ценности, толковых и переводных словарей, разговорников.

Одним из первых шагов в этом направлении является комплекс мультимедийных продуктов «Узбекский язык для носителей иностранных языков», который готовится в Узбекском государственном университете мировых языков в рамках инновационного проекта. Комплекс состоит из электронного учебника для уровней А1 и А2, многоязычного разговорника и словаря национально-культурных слов узбекского языка, набора аудио- и видеоматериалов.

Учебные пособия на основе мультимедии помогают обучающемуся осуществлять информативную, ознакомительную, тренировочную, контролирующую функции и могут быть использованы им как самостоятельно, так и под руководством преподавателя. Эффективность использования мультимедийных пособий в образовательном процессе обуславливается целым рядом факторов, основными из которых являются:

- визуальное представление языкового материла;
- наличие эталона, позволяющего оценить усвоение учебного материала;
- активизация учебно-познавательной деятельности и повышение мотивации обучающихся;
- формирование устойчивых умений и навыков;
- развитие информационной культуры обучающихся;
- развитие памяти (зрительной, слуховой, эмоциональной, моторной) за счёт одновременного воздействия визуальной и аудиоинформации;
- развитие мышления (наглядно-двойственного, творческого, логического);
- активизация внимания за счёт погружения в реальный образовательный процесс, что обеспечивает успешную самостоятельную работу обучающихся [3, с.82].

Кроме того, целесообразное практическое использование средств мультимедии учебного назначения обеспечивается их аутентичностью и, как следствие, способностью приобщать к иностранной культуре. Их достоинством также является то, что они стимулируют коммуникацию, максимально приближённую к подлинной: обучаемый как бы проживает события, играет определённую роль, решает проблемы, расширяет свои познавательные возможности.

Интенсивное развитие современной телекоммуникации и информационных технологий позволяет широко использовать их в практике преподавания иностранных языков, непосредственно погружая обучаемых в языковую и культурную среду изучаемого языка. Иными словами, изучение иностранного языка не может ограничиваться его знаковой системой, в силу того, что он несёт в себе информацию о культуре, истории, реалиях и традициях страны изучаемого языка. «Научить людей общаться…, создавать, а не только понимать иностранную речь – это трудная задача, осложнённая ещё и тем, что общение – не просто вербальный процесс. Его эффективность помимо знания языка, зависит от множества факторов: условий и культуры общения, правил этикета, знания невербальных форм выражения (мимики, жестов), наличия глубоких фоновых знаний и многого другого» [4, с.101].

Отсюда, в преподавании иностранных языков актуализируется необходимость учёта целого комплекса социокультурных знаний (повседневная жизнь, условия жизни, межличностные отношения, система ценностей, убеждений и отношений, язык жестов, правила этикета, выполнение ритуалов и пр.).

Электронный учебник содержит аудио- и видеоматериалы, направленные на развитие навыков правильного произношения, аудирования, чтения и письма на узбекском языке, которые представлены в 3-х частях.

В первой части электронного учебника планируется обучить звукам речи на узбекском языке, их правильному произношению и письму. В этом разделе собраны аудиозаписи наиболее активных слов узбекского алфавита, включая топонимы и национальные реалии. Эти аутентичные материалы, предназначенные для прослушивания, наблюдения и произношения звуков и слов узбекской речи, имеют гиперссылки на учебник с помощью специальных символов, а учащимся, изучающим язык, даются тексты небольших диалогов, направленных на усвоение орфоэпических и орфографических норм узбекского языка.

В электронном учебнике в кратких грамматических комментариях даны важнейшие правила на родном языке обучаемого, определения и объяснения орфоэпической, орфографической и грамматической структуры узбекского языка. А в лингвострановедческих комментариях

приводится информация об образе жизни и национально-культурных ценностях узбекского народа.

Уровень А1.1 учебника состоит из 3 разделов, часть 1 предусматривает начальную (фонетическую) часть узбекского алфавита и произношение звуков речи, обучение чтению и письму на узбекском языке, овладение минимумом активных слов (тематическая лексика), необходимых для базовых нужд. В начальном курсе обучающиеся знакомятся с Республикой Узбекистан, узбекским народом и узбекским языком, основными особенностями и различиями узбекского языка: звуковым составом, графикой и особенностями, обусловленными агглютинативным строем.

Этот курс также направлен на изучение необходимой лексики, которая включает топонимы и национальные реалии, помогающие обучающимся понять социально-географическое положение республики, культурную и этническую идентичность узбекского народа. При выделении лексического минимума для начального уровня преподавания узбекского языка иностранцам целесообразно учитывать следующее:

- принять во внимание, что данный мультимедийный комплекс по узбекскому языку для иностранцев предназначен взрослым;

- обратить внимание на то, что пласт слов, используемых при знакомстве, взаимодействии состоит из слов и словосочетаний, которые широко используются в рабочей обстановке и социальных отношениях;

- уделить особое внимание национально-культурным реалиям, их краткому описанию;

- обеспечить широкий спектр речевого этикета, необходимый для туризма (анкеты, информации);

- уделить особое внимание ознакомлению со словами, необходимыми для профессионального общения в бизнесе.

Лексический минимум, конечно, структурирован отдельно для каждого уровня и охватывает все более широкий диапазон. В многоязычном мультимедийном словаре национально-культурных слов узбекского языка термины, относящиеся к социально-экономической жизни узбекского народа, его традициям, национальным и духовным ценностям (например: тандыр, доппи, корпача, дутор, навруз, келин салом, атлас, плов). Толкование значения объяснено на 5 языках, оно предназначено для их краткого понимания, а в некоторых случаях – для получения дополнительной информации.

Иностранцы, изучая узбекский язык, одновременно ознакомятся также со страной, традициями и национальными ценностями узбекского народа, овладевают повседневным речевым этикетом, постепенно обогащают свой словарный запас. Использование данного мультимедийного комплекса способствует не только интенсивному усвоению знаний по узбекскому языку, но также обогащению знаний в области страноведения, лингвокультурологии.

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СОВРЕМЕННЫЕ МЕТОДЫ ОБУЧЕНИЯ ФРАЗЕОЛОГИЗМАМ АНГЛИЙСКОГО ЯЗЫКА

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В век Интернета и технического прогресса, безграничной коммуникации, неограниченных свобод кажется, что мир лежит у самых ног. Все кажется близким, до всего рукой подать. Даже если нет средств на путешествия, в одну секунду, посредством нажатия одной клавиши, можно перенестись в самый удаленный уголок Земли. Все кажется стремительным и динамичным. В том числе и человеческий язык не остается неприкосновенным. Ежедневно появляются новые слова, другие слова изменяются, а третьи устаревают и больше не употребляются. Появляются новые устойчивые выражения и уходят в лету старые. Устойчивые выражения - фразеологизмы, пословицы, поговорки - также меняются и появляются.

При обучении студентов иностранному языку в Высшем учебном заведении необходимо следить за изменениями в языке и появлением новых фразеологизмов. Так как знания фразеологизмов относится к общей компетенции в коммуникации, и их изучение образует основную предпосылку для расширения лексики и способности к коммуникации, как в устном, так и в письменном виде. Важность изучения фразеологизмов на занятии подчеркивает также Вольфганг Флейшер: «То, что особое значение стоит уделять фразеологии на занятии по иностранному языку, не подлежит сомнению. Способность к коммуникации на иностранном языке без минимального владения фразеологией не возможно» [1].

Некоторые думают, что фразеологизмы не должны быть на занятии иностранного языка. Другие же наоборот, считают, что изучение фразеологизмов является основной предпосылкой владению языком. Исходя из определения фразеологизма, следует, что фразеологизмы образуют устойчивые выражения, которые на семантическом уровне указывают на то, что они понимаются как независимые микротексты [2]. Это значит, что фразеологизмы понятны вне контекста.

Что относится к фразеологизмам? Телия В.Н. в своем труде «Русская фразеология» пишет, что к фразеологизмам относятся [3]:

1. Идиомы (ядро фразеологического состава), например, не лезть на рожон.

2. Фразеологические сочетания - фразеологизмы с аналитическим типом значения, которые взаимодействуют с единицами лексико-семантической системой языка. Например, на скорую руку, положа сердце на руку.

3. Паремии - пословицы, поговорки. Например, ешь пироги с грибами, а язык держи за зубами.

4. Речевые штампы, например, как дела?

5. Различного рода клише, например, держи себя в руках. 6. Крылатые выражения, например, ахиллесова пята.

Чаще всего к безъэквивалентным фразеологизмам студенту необходимо найти аналог. Для этого в распоряжении студента есть 3 источника [4]:

1. Учебная литература и литература по грамматике. В которых часто информация о фразеологизмах либо вовсе отсутствует, либо представлено несколько примеров и заданий.

2. Двуязычные или одноязычные словари. Где фразеологизмы представлены не по важности и частоте использования.

3. Самонаблюдение. Здесь выбор делается интуитивно. Здесь необходимы знания родного языка. Источником для занятий могут служить короткие тексты: рекламы, рекламные девизы, гороскопы, стихотворения, песни и т. д., исходным же пунктом для приобретения интеркультурной компетенции является собственная культура. Если я не знаю своих корней, как я могу понять другую культуру?!

Пословицы здесь служат вспомогательным средством освоения иностранного языка. Не зря говорят, что пословицы - это украшение речи или речь без пословицы, как блюдо без

соли.

Метод обсуждения. Студентам показывают новую пословицу и 3 аналога на родном языке. Затем они обсуждают друг с другом, какая пословица родного языка подходит. Затем обсуждают с преподавателем, доказывая свою точку зрения. При данном методе студенты учатся свободному и критическому мышлению, а также идентифицировать важное в теме

Метод «мозгового штурма». Данный метод подходит для студентов свободно говорящих на иностранном языке. Пословица пишется на доске, и студенты вступают в диалог, каждый предлагая все новую и новую идею. Также можно предложить учащимся записывать это на доске по очереди. Метод «мозгового штурма» - это метод диалога, где студент должен высказывать свои идеи.

Существует также множество других методов. Также преподаватели часто предпочитают комбинацию из различных методов. Наш опыт показывает, что в учебных пособиях по иностранному языку фразеологизмам уделяется слишком мало места и времени. В то время как их использование в разговорной и деловой лексике обширно. Здесь мы представили лишь несколько дидактических методов обучения фразеологизмам. Преподавателю часто приходится самому составлять дидактический материал и задания по обучению студентов фразеологизмам изучаемого языка.

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ИНГЛИЗ ВА УЗБЕК ТИЛЛАРИДАГИ КИШЛОК ХУЖАЛИГИ ТЕРМИНЛАРИНИНГ ЭТИМОЛОГИК ХУСУСИЯТЛАРИ
(ўсимликшунослик материаллари асосида)

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Бугунги кунда Ўзбекистоннинг барча тармоқларида жуда катта ўзгаришлар содир бўлмоқда, бу эса табийки мамлакатнинг иқтисодий барқарорлиги ва аҳолининг муносиб ҳаёт кечиришини таъминлаш учун олиб борилаётган ислоҳотлардир. Шу билан бир қаторда мавжуд камчиликларни бартараф этишда кадрларнинг етарли билим ва кўникмаларни шакллантириш ўта муҳим ва долзарб муаммолардандир. Шу сабабли ,чет тилларини мукаммал билиш табийки бизга кенг имкониятларни яратиб беради.

Ҳозирда Ўзбекистон пахта экин майдонларини аста-секинлик билан экспортбоп мева-сабзавот майдонларига айлантирилмоқда. Бу эса янгидан янги мева ва сабзавот турларини чет эллардан олиб келиб кўпайтиришни талаб қилади.Бундай ўзгаришлар ўз ўзидан чет эл тажрибасини ўрганишни талаб этади.Қишлоқ хўжалигига оид терминларининг деривацион(янги сўзлар ,афикслар б-н) ва детирминатив(ўзак) жиҳатларини аниқ очиб бериш кўпроқ натижа беради.

Асрлар давомида бутун дунё тилларида тарихий ,иқтисодий ва экологик омиллар сабабли бир канча ўзгаришлар содир бўлган.Бундай ўзгаришлар эса ўз ўзидан аввало тилларнинг лексикасида ўз аксини топади.Тилдаги ўзгаришлар сабабли жамиятда янгидан янги сўзлар пайдо бўлиши еки аксинча архаик сўзларга айланиб бориши мумкин.

Дунёдаги тилларнинг кўпчилиги диахроник жиҳатдан бир умумий илдизга эга бўлиб,улар фонетик, лексик ва грамматик хусусиятларнинг яқинлиги, ўхшашлигига кўра муайян гурухларга ажратилади. Тарихан бир умумий илдизга эга бўлган тиллар қариндош тиллар ҳисобланиб, улар тил оиласини ташкил этади. Тилларнинг бундай гурухланиши генеологик (қариндош) тасниф ҳисобланади. Генеологик таснифга кўра ер юзида йигирмага яқин тил оиласи мавжуд бўлиб , уларнинг ҳар бири бир қанча тил туркумларига бўлинади . Маълумки, ўзбек тили энг қадимий тиллардан бири бўлиб , Олтой тилларининг туркий тиллар гурухига мансубдир.Олтой тиллари ҳозирги япон, мўғул, тўнгус , манжур , корейс тилларини ҳам ўз ичига олади[1]. Туркий тилининг нақадар қадимий тил эканлигини "Ўрхун-Энасой" ва "Уйғур" битиклари, "Алпомиш", "Гўрўғли" сингари қадим туркий достонлар орқали ҳам билишимиз мумкин. Ғарбда Чиғатой адабиётининг буюк вакили, шарқда эса "низоми миллати ва дин"(дин ва миллатнинг низоми) унвони билан улуғланадиган, туркий тил ривожи учун улкан хисса қўшган биринчи бўлиб туркий тилда "Хамса" достонини ва "Мажолисун-нафоис" тазкирасини ёзган шоир, мутафаккир Алишер Навоий туркий тил сўз бойликларининг кўплигини ва бадий, эстетик имкониятларининг кенглигини ўз асарларида исботлаб бера олган.

Ҳудди ўзбек тили сингари инглиз тили дунёдаги энг катта Хинд-Европа тил оиласининг 12 та туркумларидан бири булган герман туркумина мансубдир .Мисол учун , герман туркумига дат, швед, норвег, исланд, инглиз, голланд , немис, янги яхудий каби миллий тиллар мансубдир[2]. Бу эса ўз ўзидан шу туркумга мансуб тиллардаги сўзларнинг келиб чикиши, тарихан бир бирлари билан узвий боғлиқ эканлигини англатади . Яъни қадимги герман тиллари туркуми, хозирги шу туркумга тегишли тилларнинг асосини ташкил этади ва ўша қадимий сўзлар аснасида бунунги кунда биз фойдаланиб келган сўзлар пайдо бўлган. Мисол тариқасида инглиз ва ўзбек тилларидаги айрим ўсимликлар номларининг бир қанча этимологик ўзгаришларини кўрсатиб ўтмоқчиман: Pear-ўрта инглиз даври тили (Middle English) *"pere"* , қадимги инглиз тили (Old English) *"peru"* , Vulgar Latin *"pira"* , қадимги лотин тили (classical Latin) *"pirum"* , қадимги грек тили (classical Greek) *"apion"* , Lemon- ўрта инглиз даври тили (Middle English) *"lymon"* , ўрта француз даври тили (Middle French) *"limon"* , Dill- ўрта инглиз даври ва қадимги инглиз тили (Middle English and Old

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[1] Ўзбек тили(мавзулар тўплами)

[2] Ўзбек тили(мавзулар тўплами)

english) *"dile"* , қадимги саксон тили (Old Saxon) *"dille"*, қадимги олий немис тили (Old High German)*"tilli*[1]*"*.

Ўзбек тилида, Ажриқ-*азырық >айырық> ажырық> ажрық> ажриқ,* Арча- *ард + ча =ардча > арча ,* Саримсоқ-*сарумсақ > сарымсақ >саримсоқ* каби фонетик ўзгаришлар . Буюк подшоҳ, мумтоз шоир, тилшунос, ҳайвонот ва наботот оламининг билимдони - Заҳириддин Муҳаммад Бобур ўзининг "Бобурнома" асарида 20 ортиқ соҳалар ҳақида фикр мулоҳазаларини келтириб ўтган. Мисол учун, Эман-*балут;* Банан- *кейла;* Ясмин-*ёсума;,* Ҳали бош чиқармаган арпа-буғдойзор- *хавидзор;* Кедр ёнғоғи- *чилғўза;* Лимон-*Турунж,лимун;*Меҳригиё-*Ябруҳ ус-санам;* Нок-*ношвоти;* Мускат ёнғоғи-*жавзи бўён* каби диохроник холати ўзгарган сўзлар мавжуд.

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THE COMMON PROBLEMS OF STANDARDIZATION THE TERMINOLOGY OF ENGLISH AND UZBEK LANGUAGES IN LIGHT INDUSTRY

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Annotation: In Uzbekistan we have some problems related to making standard of the terminology at almost any field of the light industry. However, when it comes to the solving the problems, they are neglected most of the time, because, we have many obstacles here. First of all, we should answer the question that why we need to make it standard ? In reality, most people do not think that terminology is important. But, still it is an essential part of the field, especially in cloths design and fashion. In detail, although, we can call things, products, materials in many different ways, we do not have the standard one that we need. Since, various names of the same things in the field can pose much more serious problems than we consider. For instance, it becomes obvious when it turns to the education of professionals. As we live in Uzbekistan, we have many local names of materials, plus Russian versions as well. So, any professional has to allocate time and attention to learn everything in detail and it takes extra time and finances to study.

Key words: various traditional names of materials, shortage of international co-working between two spheres, local and global marketing, making a standard terminology books, professionals or standardization of terminology

INTRODUCTION.

The most common reason to this phenomenon is that we have a lot of local languages in addition to the Uzbek , such as Tajik, Kazakh, Karakalpak and many others. It is evident that any nation has own style of calling things and it can affect the general terminology of light industry in our country . Furthermore, because of the influence of Russian language as well we have another various versions of terms. As an example, just look through the all local names of silk fibers in Uzbekistan. We have 'шелковые волокна', 'jipek talasi', 'yipek talasi', 'ipak tolasi', 'jipak tolasi' and so on. But, when we look at the global marketing they all are just 'silk fibers'. To be honest, having many local languages is good when we think about the vocabulary and literature of language. However, it may lead to confusions as well. In this case, cutting others terms of the things is not good choice to standardize everything in a field. Hence, making a standard terminology books or collections can be good way to deal with the problems. For example, some scientific works are being carried and books are published as well, such as, "Dictionary of textile terms in English, Uzbek, Russian languages" and "English, Uzbek, Russian concise glossary of terms of light industry". But, still they are not adequate, since we need the dictionary, which includes only the glossary terms of light industry in Uzbek language. Moreover, we have another barrier to tackle with the problem that is lack of international co-working. In technological era, we cannot live without adaptation of new circumstances at any field irrespective of its type. But, we should work on our capability of competitiveness to do that, because we do not have enough international sphere of working in light industry that we do not face any kind of problem to communicate with foreign professionals or standardization of terminology. As a result, it seems that firstly we should improve our activeness in global marketing to solve the issue, since it can impact on the field as well.

The another reason can be that the negligence of the field linguists, but this is not on purpose. Because, it is obvious that offer will always be based on the rate of demand in market. Due to the fact that, our terminologists work only with depending on the state of the light industry. Since, until we begin to actively participate in international market relations, the problems in the terminology of the light industry have gone unnoticed and ignored. Hence, all the problems the result of complex and mixed process of progress in the light industry. When we look at the standard terminology in detail, most of the terms are brought from Greek or Latin languages, since they are acknowledged as an international science language. First of all, we should look through the current style of global terminology to make up own collection. But, it is not enough to make it perfect, since, we have many different local languages as it mentioned above. So,

the thing is that we should take account into both of them to create the general terminology. On the other hand, we may accept the two versions of terms by dividing and specializing into local and global marketing. For example, in local market, when we deal with native speakers, it would be more convenient and true to use standard local name terms. In this case, we will be able to shut the two birds with one stone : making a standard terminology and keeping the mother tongue as well.

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EFFECTIVE WAYS OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING EFL

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This article researches the effective ways of using ICT in the classroom to raise interest of learners with the help of high technology. Nowadays ICT plays a great role to develop language skills.

Key words: Internet education, global connection, video equipment, overhead projection devices, scanners, printers, CD equipment.

Nowadays in our country the Government of Uzbekistan pays a great attention to the teaching and learning foreign languages, especially English. The difference now, is that the internet and modern technology has done a wonderful job is bringing the rest of the world together all in the convenience of your home, office or classroom. I would like to say that technology will not replace teachers, but it will defiantly be a plus, if used correctly, in the EFL classroom.

In English, technology includes cameras, audio equipment, computer technology, video equipment, overhead projection devices, scanners, printers, CD equipment almost any device that can access, present, manipulate and communicate words, sounds and images to enable us to create meaning.

Teaching foreign language has always been faced with many challenges. Of those challenges, authenticity of materials is at the top of the list. Being able to get materials that are up to date is a plus in the English language classroom. Many of the books, cassettes, videos and CDs are usually out of date by the time they hit the classroom. This usually poses a problem for teachers because they are usually stuck to using only the materials at their place of work.

Many English language classes are taught outside of English speaking countries. Thus adding other obstacles to learning the new language. The environment as we know plays abig part in the development of the new language. Now, with the aid of technology, more specifically, the internet, real authentic English instruction can be brought to the classroom. Teachers are able to use the internet to get information on topics that are introduced in the materials that the students have in hand. Up to date video clips can be watched in order to add more to a lesson. Listening comprehension can be assigned individually so that students are able to listen to other English speakers from abroad in order to practice and reinforce what they already know.

Authentic material on the internet has been growing and growing. There are websites that are added daily in regards to English language teaching. One of the best advantages of assessing this kind information is that it comes either free or a small fee or subscription has to be paid. Either way, the small price that has to be paid is far less expensive and practical than taking a field trip every class to another English-speaking place. With the use of the internet, you are able to bring the World of English right into your EFL classroom.

The global spread of English over the last 40 years is remarkable. It is unprecedented in several ways: by its increasing number of users of the language; by its depth of penetrating into societies and by its range of functions. Worldwide over 1.4 billion people live in countries where English has official status. Scientists comment that there has never been a language so widely spread or spoken by so many people as English. One out of five of world's population speaks English with some degree of competence. Hereby over 70% of the world's scientists read English, about 85% of the world's mail is written in English. And 90% of all information in the world's electronic retrieval is stored in English. And the most surprising fact is that the number of people who speak English as a second or foreign English exceeds the number of native speakers. In addition English is used for more purposes than ever before. And one in five (over one billion) is studying English nowadays.

On the other hand Technology is an ever-increasing part of the English language classrooms

nowadays. Technology is becoming increasingly important in both our personal and professional lives and the learners of English are using technology more and more. Therefore the problem how to teach English with technologies is very actual for every teacher nowadays

Although the use of ICT by both English students and teachers is very important today, the use of technology in the classroom will become more popular. There are many reasons for it:

– Such students are growing up with technology and it is a natural and integrated part of their lives. For us the use of technology is a way to bring the outside world into the classroom. And some of us will become teachers ourselves.

– English as an International language, is being used in technologically mediated contexts.

– The Internet presents us with the new opportunities for authentic tasks and materials.

– The Internet offers excellent opportunities for collaboration and communication between learners who are geographically dispersed.

– Technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall or computer classroom, but it can also be used at home, on the way to school, at any place on the planet.

– Using of ICT tools give learners a great practice in all of four main language skills – speaking, listening, writing and speaking on the principally new and effective level. During teaching practice as a student-teacher of English I tried to bring computers, technology and the Internet to my classes. And I found a lot of advantages of using ICT in teaching English. As for grammar, the increase in the number of interactive exercises on CD-ROM and the web has undoubtedly benefited the learners. Students can practice 24 hours 7 days a week and receive instant feedback. Using ICT provides many benefits in studying vocabulary; it allows students to cross-check between bi-lingual dictionaries and mono-lingual dictionaries, and encouraging them to review language. In the area of the receptive skills, listening and reading, the effect of technology has been huge. The Internet has provided a vast range of material, offering many more opportunities for exposure to authentic materials, both audio and text. There are two kinds of reasons for using computer technology in English. First there are the benefits to teachers and students from including computer technology in any learning area:

For students technology can:
be very motivational
be the source of a significant amount of reading material
be fun - and when it's fun you learn!
help students to produce excellent published work

For teachers technology can:
allow for the easy production, storage and retrieval of prepared materials such as certificates and work required sheets.
free up communication with other teachers
help teachers to find information easily
assist good teaching but not replace it!

Secondly, there are the challenges and opportunities presented by computer technology that make it an increasingly important part of English in particular. These include:
the emergence of new kinds of texts and the consequent need to teach students to create and use these texts effectively;
changing social practices associated with communicating via computers and the consequent need to teach students how to make judgments about appropriate use of different avenues of communication;
the pervasiveness and power of texts created through computer technology and the consequent need to teach students to be critical readers and viewers of such texts.

Internet in education have been disparaged as: *Answers in search of a problem.* And certainly many computer activities of dubious pedagogical value have been devised in the past simply to justify the existence of an expensive computer in the classroom. Nowadays, however, I think it is much more clearly understood that the computer can play a useful part in the language class only if the teacher first asks*: What is it that I want my learners to learn today, and what is the best way*

for them to learn it? In most cases, the answer will probably not involve the computer, but there will be occasions when the computer is the most suitable and, for the students, most enjoyable way to get the job done.

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"ЎЗБЕКИСТОН ОЛИМЛАРИ ВА ЁШЛАРИНИНГ ИННОВАЦИОН ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАРИ"

(7-қисм)