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Карл Бенц
1885 год
Германия

Мощность:
0,9 л.с.

BIRINCHI BENZ AVTOMOBILI

Вид топлива:
бензин

Масса:
265 кг

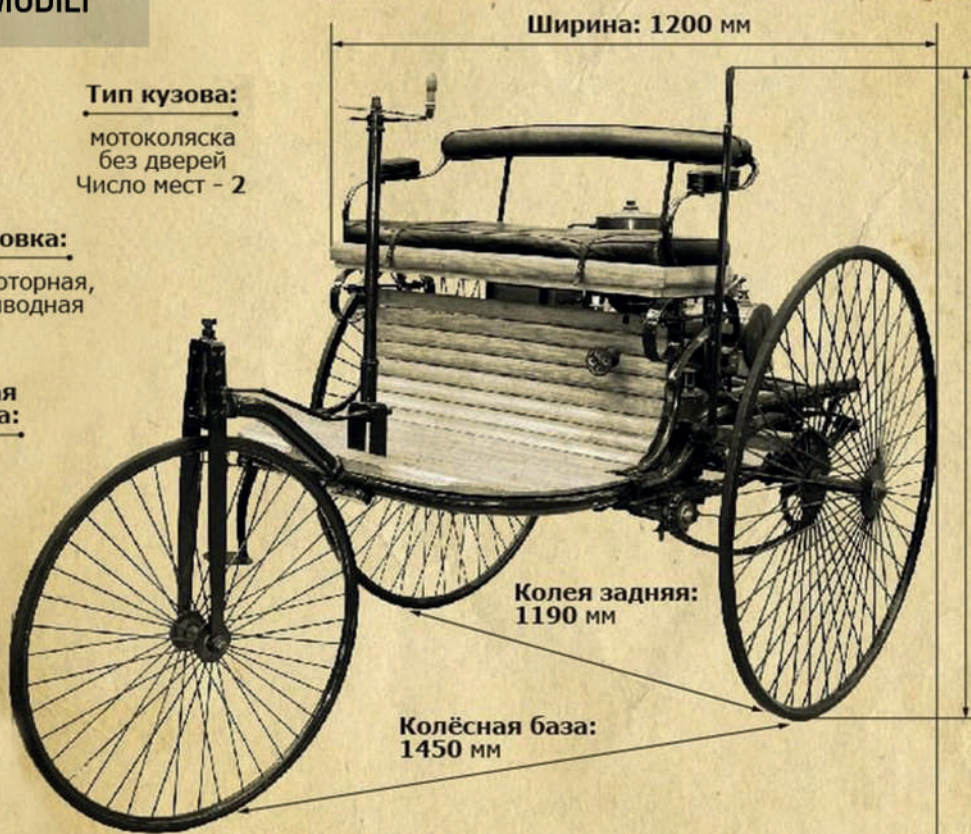
Двигатель:
0,954 L



Тип кузова:
мотоколяска
без дверей
Число мест - 2

Компоновка:
переднемоторная,
заднеприводная

Колёсная
формула:
4x2



Ширина: 1200 мм

Высота:
1400 мм

Колея задняя:
1190 мм

Колёсная база:
1450 мм

Длина: 2400 мм



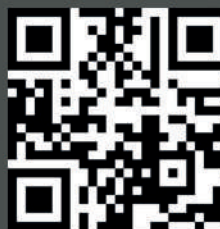
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**ЯНГИ ЎЗБЕКИСТОН:
ИННОВАЦИЯ, ФАН
ВА ТАЪЛИМ
7-ҚИСМ**

**НОВЫЙ УЗБЕКИСТАН:
ИННОВАЦИИ, НАУКА
И ОБРАЗОВАНИЕ
ЧАСТЬ-7**

**NEW UZBEKISTAN:
INNOVATION, SCIENCE
AND EDUCATION
PART-7**

ТОШКЕНТ-2023



УУК 001 (062)
КБК 72я43

“Янги Ўзбекистон: Инновация, фан ва таълим” [Тошкент; 2023]

“Янги Ўзбекистон: Инновация, фан ва таълим” мавзусидаги республика 50-кўп тармоқли илмий масофавий онлайн конференция материаллари тўплами, 31 март 2023 йил. - Тошкент: «Tadqiqot», 2023. - 23 б.

Ушбу Республика-илмий онлайн даврий анжуманлар «Харакатлар стратегиясидан – Тараққиёт стратегияси сари» тамойилига асосан ишлаб чиқилган еттита устувор йўналишдан иборат 2022 – 2026 йилларга мўлжалланган Янги Ўзбекистоннинг тараққиёт стратегияси мувофик:– илмий изланиш ютуқларини амалиётга жорий этиш йўли билан фан соҳаларини ривожлантиришга бағишланган.

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

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**ФИЛОЛОГИЯ ФАНЛАРИНИ РИВОЖЛАНТИРИШ
ЙЎЛИДАГИ ТАДҚИҚОТЛАР**

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ФИЛОЛОГИЯ ФАНЛАРИНИ РИВОЖЛАНТИРИШ ЙЎЛИДАГИ ТАДҚИҚОТЛАР

HOW TO TEACH A FOREIGN LANGUAGE TO EXTROVERT AND INTROVERT LEARNERS

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Annotation

How to teach extrovert and introvert learners in an appropriate way. The solution for good effective teaching both kind of learners .Also use new methods during teaching learners. Searching beneficial ways to conduct them . And this article about creating new methods and using effective methods during lesson .

Defining article : Teaching introvert and extrovert learners

- 1) Definition of introvert learners
- 2) Definition of extrovert learners
- 3) Characteristics of both learners
- 4) Using inductive and deductive teaching methods
- 5) How can we analyze introvert and extrovert learners ability

Key words: extrovert, introvert, deductive, inductive teaching, ability.

There are two types of learners. They are introvert and extrovert learners. First one is introvert learners. They can learn topics in a difficult approach . Because they always tend to be alone in their own space . There are some issues to teach them . But they are so smart and knowledgeable . Even though they can not show their ability in an easy way . There are characteristics of introvert person: enjoys spending time alone , thinks before speaking and acting , prefers working independently . We can teach them easily from their characters or behaviors .If you know their character and how to teach them or how to explain new topic or theme you can teach these kind of learners. Additionally, teaching students based on their hobbies or characters is also called personalized learning method. We can make some interactive games during lesson , class and attract every learners to this game and make short dialogues at that time in orally way this method helps them to improve their speech also to understand how is important communicating . After that , they can smoothly make friends during this class .

For as second learner type , this is extrovert learner . It is easier to teach them than teaching introvert learners . Extrovert learners can ask questions if they do not understand anything during lesson . And they always active participant while learning new theme . If you have lots of teaching methods , you should use the most effortful one because if extrovert learners do not notice and do not aware of what is it , they certainly ask questions and then they obtain information from asking . The characteristics of extrovert learners : they prefer communicating , make quick decisions , outgoing and sociable . Both of these learners can learn the same level of words or grammatic rules but if you know how to teach them effectively .

There are two types of teaching methods : Inductive and deductive teaching methods. Deductive approach is a traditional way of teaching . For instance : teacher write new topic to the blackboard and explain it to the learners . It is called teacher centered approach . Inductive approach is a modern



type of teaching . For instance : Teachers come to class and write new topic then give questions to the learners without any explanations . Learners tell all of information about this topic which they know . Then teacher explain topic . What do you think? Which method is related to teach introvert or extrovert learners? If you have introvert students you have to conduct hem by using deductive approach first you explain topic , share information then ask questions from them .Although , if you have extrovert students you should use inductive teaching methods . It is suitable and beneficial for each sides . These teaching methods are very common and profitable at that time . Also you can use these methods during teaching introvert or extrovert learners. To be effective , teacher need to understand that each sides of learners . Pena said that : “ There is a lot of research describing introverted people as extremely sensitive “ . Certainly , it should be right. So that , if you have introvert learners you have to teach them in an another way of teaching . This type of teaching you should create one method which useful for introvert learners . It can be possible , game activities or other kind of methods. Since introverts like extra processing time , it should be like that for example : you give new topic to the students for next lesson in order to find information about it . Then they try to learn given topic together . This method is useful for both kind of learners. On the other hand, another kind of method is teaching introverts and extroverts with making small groups in the classroom and these groups should be consist of two introvert and two extrovert learner and give them difficult project not so complex but it is hard to do for one person however it comes to four person can achievable task. After that they try to do this assignment together it is so beneficial for them to adopting new situation or new people somehow it helps their communication skills. Also extroverts have controlling ability . In fact, Christopher Peterson stated that “Models of leader attributes that dominated in the early part of the 20th century emphasized leader traits . Several survey and reviews of this literature identified a number of dispositional qualities that distinguished leaders from non leaders, including intelligence, originality, dependability, initiative, desire to excel, sociability, adoptability extroversion, and dominance . However, no single personal quality was strongly and constantly correlated with leadership. This quote includes beneficial sides of extrovert learners . It may be right or not for you it depends on your own ideas and imaginations . Additionally , there are common learning skills among introvert includes : analytical thinking, creativity, attention to details, building relationship, adoptability, listening, independence . They are learning ways of introvert learners.

Teaching tips for introverts and extroverts :

Use technology to improve their listening skills or show a short video about topic for make theme interesting for each one .

Give limited time for doing given task for them .

If they have limitation for accomplish this assignment , they make a discussion about this task extroverts enjoy making communication. It is also useful each side because group work or activities can help cater to extrovert and introvert learners.

Reference

<https://www.edweek.org>.

<https://www.goodreads.com>

<https://www.coursera.org>



ONA TILI DARSLARIDA SINONIM VA UNING USLUBIYATI MAVZUSINI INTERFAOL USULLARDA O‘QITISH

Vafoqulova Go‘zal Ochilovna

Samarqand davlat chet tillar instituti akademik litseyi
ona tili va adabiyot fani o‘qituvchisi Telefon +99897 9252882

Annotatsiya: Maqolada sinonim va uning uslubiyati mavzusini interfaol usullarda o‘qitish masalalari yoritilgan.

Kalit so‘zlar: Sinonim, lug‘aviy sinonim, grammatik sinonim, iboralar sinonimligi, sinonimik qator, sinonimlar uyasi.

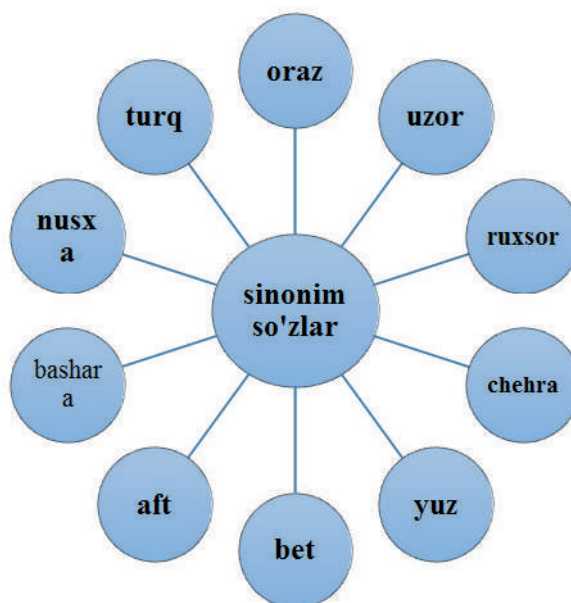
Tilimizda bir ma‘noni bir necha so‘zlar yoki affikslar yordamida ifodalash mumkin. Masalan, inson bosh qismining old tomoni *oraz*, *uzor*, *ruxsor*, *chehra*, *yuz*, *bet*, *aft*, *bashara*, *nusxa*, *turq* singari so‘zlar orqali ifodalanadi. Shuningdek, tilimizda *tilchi-tilshunos*, *dardchil-dardkash*, *o‘rinsiz-beo‘rin*, *hafsala-hafsalali* kabi qo‘shimchalar yordamida bir ma‘noni ikki xil shaklda yuzaga chiqarish imkoniyati ham uchrab turadi.

Bir umumiy ma‘noni ifodalovchi so‘z yoki qo‘shimchalarga sinonimlar deyiladi. O‘zaro sinonimik munosabatda bo‘lgan so‘z va qo‘shimchalar sinonimlar uyasi yoki sinonimlar qatori deyiladi.

So‘z maqomidagi sinonimlar lug‘aviy (leksik) sinonimlar, qo‘shimcha maqomidagi sinonimlar esa affiks sinonimlar sanaladi.

Lug‘aviy sinonimlar garchand bir umumiy ma‘noni bildirsa ham, lekin ularning ma‘no darajasi, ijobiy yoki salbiy bahoga egaligi, ma‘lum uslubga xoslanishi bilan bir-biridan farqlanadi. Nutqiy jarayonda so‘zlovchi maqsadiga muvofiq ravishda sinonimlar qatoridagi so‘zlardan birini tanlaydi. Masalan, yuqorida keltirilgan sinonimlar qatorida *yuz* so‘zidan chap tomondagi to‘rtta so‘zda (*oraz*, *uzor*, *ruxsor*, *chehra*) ijobiy baho va uchtasida (*oraz*, *uzor*, *ruxsor*) badiiy uslubga xoslanish belgisi bo‘lsa, o‘ng tomonidan beshta so‘zda (*bet*, *aft*, *bashara*, *nusxa*, *turq*) salbiy baho munosabati mavjud va bu salbiy baho ularda darajalanib, kuchayib boradi (*betga* nisbatan *aftda* salbiy baho kuchliroq, *turqda* esa hammasidan kuchliroqdir. Demak, bu beshta so‘zda salbiy baho kuchayib boradi).

Har qanday uslubiy xoslanish va so‘zlovchining bahosidan xoli bo‘lgan sinonimlar qatori a‘zosi dominanta (uslubiy xoslanish va baho bildirishga ko‘ra neytral) sanaladi. Demak, yuqoridagi sinonimlar qatorida *yuz* dominanta sanaladi.



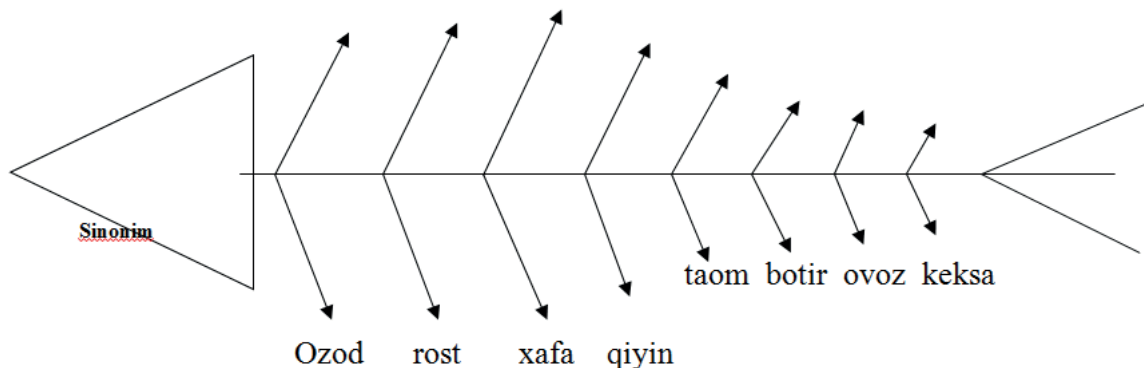
Izoh: Shundan so‘ng o‘qituvchi guruh o‘quvchilarining sonidan kelib chiqib ularni guruhlarga ajratadi va ularga alohida nom beradi. Guruhlar shakllangach, ularga birin-ketin topshiriqlar beriladi va guruh to‘plagan natijalar o‘qituvchi tomonidan hisoblab boriladi.



1-topshiriq. „Toifalash jadvali“ni to‘ldiring.

Ot sinonimlar	Sifat sinonimlar	Fe'l sinonimlar	Ravish sinonimlar
Sovg‘a, ...	Chiroyli, ...	Kulmoq, ...	Ko‘p, ...
Do‘st, ...	Katta, ...	Ko‘rmoq, ...	Asta, ...
Vaqt, ...	Xafa, ...	Gapirmoq, ...	To‘satdan, ...

2-topshiriq. „Baliq skeleti“ni sinonim so‘zlar bilan to‘ldiring.



48-mashq. Quyida berilgan so‘zlarni ikki guruhga ajratib ko‘chiring:

1. Sinonimlar. 2. Antonimlar.

Katta-kichik, taom-ovqat, yaxshi-yomon, qisqa-uzun, yuz-chehra, xafa-xursand, qorong‘i-yorug‘, botir-qo‘rqmas, keksa-mo‘ysafid, kambag‘al-bechora, urush-tinchlik, istamoq-qidirmoq, issiq-sovuq, halol-harom, tovush-ovoz, mehnatkash-ishchan, falak-osmon, tirik-o‘lik, kiyim-libos, kun-tun, pishiq-xom, bosh-kalla, halak-halok, so‘zladi-gapirdi, xat-xabar.

49-mashq. Quyidagi so‘zlarning sinonimlarini topib, ular ishtirokida gaplar tuzib yozing.

Ozod, rost, soqchi, mashaqqat, g‘amgin, tanti, ittifoq, ayovsiz, asil, va‘dalashmoq, vaqt, dang‘illama, yorug‘, istamoq, ixlosmand.

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THE ROLE OF DIFFERENTIATING SELF-STUDY AND COLLABORATIVE LEARNING IN LANGUAGE LEARNING

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Annotation

The differences between self-study and collaborative learning. The advantages and disadvantages of both methodologies. The characteristics of learners while using these methods and interesting activities to teach effectively.

Defining article : Differentiating self study and collaborative learning.

- 1) Describing two types of learning style.
- 2) Positive sides of doing self study
- 3) Negative sides of the self study approach
- 4) Advantages of collaborative learning and using this
- 5) Disadvantages of teamworks
- 6) Conclusion

Keywords: self study, collaborative learning, autonomous learner, approach, challenges, diversity, self-motivation, self-confidence

There are two types of learning: self-study and collaborative learning. Both of them have pros and cons to learners. Mostly, choosing one approach to learn something depends on each learner and their characteristics. Since most of students would be introvert and becoming autonomous learner is comfortable for them. Because they feel shy and timid among big audience, so that this kind of learners prefer working with small groups or individually. On the other hand, the most preferable approach is collaborative learning for extrovert learners. Because they have capacity to communicate with strangers easily, to be talkative and outgoing. They ask a lot questions which seemed misunderstandable during the lesson and learn more than introverts. So, working with group is for them.

First of all, self-study is learning approach which is based on learning something new individually and doing research. One of the positive sides is that learning something independently cause students to be more responsible for their education. Additionally, during looking for materials, they go to the library and be aware of resources of it. They read magazines, books, newspapers, articles and scientific books. From each source, they can find information which is useful for them. From my point of view, searching new information for the internet is easy way in today's world. Also, they utilize various types of online tools, like Canva, Pawtoon, Prezi.com, Smashing logo and so on. While learners are using it, they will be aware of different templates, how to create a presentation, videos and others. In this approach, individuals become organized, because they manage their time effectively and each of them have deadline for a day, week, month and year. As a consequence, they will be far from any kind of distractions (such as wasting time on the internet, having fun with their friends), have ability to complete more tasks in less time. Also, their learning process will be productive and easy. There is a one quote "The secret of your future is hidden in your daily routine" by Mike Murdock. Indeed, if you have your effective deadline and accomplish all of your tasks on time, you are able to build bright future.

On the other hand, if individuals are new learners of a language or a subject, they will face many challenges regarding what and how to begin learning. Besides, learners need an instructor at the beginning of the process. In addition to this, they have different types of materials to read and research, as a result learners are not able to select one reliable material among others. When they could not find appropriate or easy material to learn, they would have issues related to self-motivation. In fact, only doing self-study causes to lose communication skills and face-to-face interaction, because they work and learn in their comfort zone. As a consequence, they will



meet many challenges in their future life. Furthermore, if learners are in this way to educate, they will need to be disciplined regularly. This might be a challenge, if you do not have enough self-motivation.

Second approach is collaborative learning which is a style of learning and encourages groupwork and social communication. When students work together as collaborative, they can find and know a lot of data, share ideas, ask for questions, give feedback to each other and learn something new from their groupmates. From my perspective, students try to do the best and improve their leadership ability. Additionally, they have chance to develop their creativity, critical thinking, problem solving, decision making abilities, oral communication, responsibility, self-management, self-confidence and so on. In this approach, individuals create friendly and competitive atmosphere for themselves. For example, in one group there would be mixed types of students like knowledgeable, lazy, clever and talented. In the competitive atmosphere, learners who are bad at this subject or not interested in it strive for like knowledgeable students. As a result, they research a lot. Another beneficial side is promoting diversity. For instance, in one group individuals have different background, experience, ages and education levels. From that, they have various ideas to share. Helen Keller stated that : “Alone we can do so little, together we can do so much”. In fact, working with group supports us to broaden our horizon.

However, there are negative sides of teamwork which involve different speeds, one-person centered, unfairness and so on. The speed of each member in the group will be really different from each other. Most of students absorb and catch information slowly in comparison with other members. As a result, this person feel uncomfortable and only copy other member’s work. Additionally, only one person might be leader and centered in the group, this causes losing equality among individuals. Furthermore, some students work hard and a lot, while others work less. But at the end of work or project, they take the same grade with other members.

Conclusion

Using both of methods during the lesson can affect well and give good results to learners. At the lessons, educator choose one topic with their learners, such as: “Teaching grammar in an easy way” and if teacher gives this topic as a homework and tells to do research and collect information about it based on library resources, this would be self-study. However, if teacher prepare for the lesson in advance and make a lot of group activities to students, this will be collaborative learning or teaching. Teachers can make interesting activities, like crossword, group tests, answer-questioning, listening, speaking in order to appeal them to a subject. Both of methodologies are efficient to teach.

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LEKSIK TIZIMDA KO‘P MA‘NOLI SO‘ZLARNING IFODALANISHI

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Annotatsiya: Nutqiy faoliyatda leksik birlik – so‘z boshqa til birliklariga qaraganda muhim rol o‘ynaydi. Til leksik tizimida ko‘p ma‘noli so‘zlar o‘ziga xos o‘ringa ega. Ular tilning kuchli leksik-semantik imkoniyatini yuzaga chiqarishning muhim vositasi hisoblanadi.

Kalit so‘zlar: til, leksik tizim, nutqiy faoliyat, ko‘p ma‘nolik

Abstract: The lexical unit - word plays an important role compared to other language units in speech activity. In the lexical system of the language, words with blind meaning have a special place. They are important means of revealing the strong lexical-semantic potential of the language.

Key words: language, lexical system, speech activity, polysemy

Аннотация: Лексическая единица слово играет важную роль по сравнению с другими языковыми единицами в речевой деятельности. В лексической системе языка особое место занимают слова со слепым значением. Они являются важным средством раскрытия сильного лексико-семантического потенциала языка.

Ключевые слова: язык, лексическая система, речевая деятельность, многозначность.

Til leksik tizimida ko‘p ma‘nolilik:

- 1) tilning doimiy taraqqiyotda ekanini isbotlovchi dalil hisoblanadi;
- 2) til birliklari – leksema, frazema, parema, morfema va boshqalarning usluban xilma-xilligi, turli nutqiy vaziyatlar uchun xoslangan ifoda semalariga ega ekanini tasdiqlaydi;
- 3) leksik tizim asosi (yadrosi)ning barqarorligini ta‘minlaydi. Negaki har bir tildagi polisemantik birliklarning katta qismini o‘z qatlam so‘zlari tashkil qiladi;
- 4) bir so‘z yordamida bir necha narsa-hodisa, belgi, harakat, holatlarni atash imkoniga ega ekani bilan til qurilishining ixchamligini ta‘minlaydi.
- 5) tilning badiiy-tasviriy vositalari hisoblanmish ibora, tasviriy ifoda, idioma kabi turg‘un birikmalarning yasalishiga asos bo‘ladi.

Lison-nutq bo‘linishi nuqtai nazaridan yondashsak, polisemantik leksema birdan ortiq semalarga ega bo‘lib, u nutqda voqelanganda turli so‘zlar bilan bog‘lanib umumiste‘moldagi va ixtisoslashgan ma‘nolarni yuzaga chiqaradi. Tilshunoslikda sememani hosil qiluvchi ma‘no bo‘laklari sema deyiladi. Masalan, [maktab] leksemasining sememalari quyidagi ma‘no bo‘lakchalari – semalardan tashkil topadi: *o‘rin-joy, o‘quv dargohi, ta‘lim maskani, bino, saboq, dars, ilmiy yo‘nalish*.

Atash (denotativ) semasi obyektiv borliqdagi narsa-buyum, harakat-holat, belgi-xususiyat, miqdor kabilarni nomlovchi semadir. Sememaning tarkibidagi atash semasi asosiy sema hisoblanadi.

Ifoda (konnotativ) sema semema tarkibidagi qo‘shimcha ma‘nolar – uslubiy bo‘yoq, subyektiv munosabat, hissiy-ta‘sirchanlik kabilarni ifodalovchi sema.

Vazifa (funktional) semasi semema tarkibiga kiruvchi va leksemaning nutqda qanday vazifalarda kela olishi, birikuvchanligi (sintaktik valentligi)ni ko‘rsatuvchi semadir.

Bir sememali va ko‘p sememali leksemalar nutqda ko‘p ma‘noli so‘zlar sifatida yuzaga chiqadi, ya‘ni nutqda leksema sememasining ko‘rinishlari beriladi. Barqaror butunliklarning nutqiy ko‘rinishlari, xillari esa cheksizdir. Bir ma‘noli (monosemantik) so‘zlardan farqlanib, ko‘p ma‘noli (polisemantik) so‘zlarda leksemaning nomlanayotgan narsa, predmet, belgi bilan munosabatiga ko‘ra **o‘z** (*atash, bosh, asl, to‘g‘ri, motivlashmagan*) **ma‘no** va **ko‘chma** (*kontekstual ma‘no, hosila ma‘no, motivlashgan*) **ma‘nolar** farqlanadi.

Bosh ma‘no – leksemaning nutqiy qurshovsiz anglashiladigan, til iste‘molchilarining ongida aks etgan, kontekstga bog‘liq bo‘lmagan, hosila – ko‘chma ma‘nolarning hosil bo‘lishiga asos bo‘luvchi atash ma‘nosi. Bunday leksemalarning leksikografik talqini sodda va ortiqcha izohlarni talab etmaydi.

Ko‘chma ma‘no leksemaning muayyan nutqiy qurshovga bog‘liq bo‘lgan kontekstual ma‘nosi bo‘lib, leksema nutqiy voqelangandagina yuzaga chiqadi. So‘z semantik strukturasi taraqqiyotini o‘rganishda uni keltirib chiqaradigan sabab va asoslarni belgilash muhim ahamiyat kasb etadi. Shu sababli kontekstual ma‘nolarni lingvistik talqin qilish sinxron yondashuvni taqozo etadi.

Metafora (gr. *Metaphora* – ko‘chirish, ko‘chim) narsa va hodisalar mohiyatidagi o‘xshashlik



asosida biror leksemaning o‘z xususiy ifodalanmishidan boshqa narsa va hodisalarni atash uchun ishlatilishi. Metafora ko‘chma ma’no hosil bo‘lishining eng qadimiy va keng tarqalgan yo‘li. Metafora nutqning barcha ko‘rinishlari – so‘zlashuv uslubida ham, kitobiy uslubda ham qo‘llanadi. Badiiy va publitsistik uslub metaforalarga boyligi bilan, ilmiy va rasmiy uslub metafora nisbatan kam uchirishi bilan harakterlanadi. Masalan, *og‘iz o‘z ma’nosida inson yoki hayvonning og‘zi, o‘zaro o‘xshashligiga ko‘ra g‘orning og‘zi, o‘choqning og‘zi, shishaning og‘zi* kabi ikkinchi bir narsa nomi sifatida ham ishlatiladi. Lug‘atda metafora asosida hosil bo‘lgan ma’nolar ko‘chma pometasi bilan beriladi:

Tumshuq 1 qushlarning og‘zi bilan birikkan, cho‘qish va zarb berish uchun xizmat qiladigan o‘tkir uchli shoxsimon a‘zosi. Tovuqning tumshug‘i. *Laylakning bo‘yi novcha, tumshug‘i bor tarnovcha*. Uyg‘un. **2** ko‘chma biror narsa, buyumning oldinga chiqib turgan qismi, burni. Kemaning tumshug‘i. Miltiqning tumshug‘i. *Xoliq ko‘zlab turib, og‘ir etigining tumshug‘i bilan bir tepdi*. H. Nazir, Cho‘l havosi.

Metonimiya (gr. *Metonymia* – qayta nomlash) ifodalanmishlarining o‘zaro bog‘liqligi, aloqadorligi asosida bir ifodalovchining boshqa ifodalovchi uchun ishlatilishi. Metaforadan farqlanib, metonimiyada narsaning o‘z nomi bo‘ladi, shunchaki nutq jarayonida tejamkorlikka erishish maqsadida bir narsa unga aloqadar bo‘lgan ikkinchi narsa bilan nomlanadi. Masalan, **Oyog‘ingni yechib kir**. *Oyoq* orqali unga aloqador bo‘lgan oyoq kiyim, poyafzal ma’nosi nazarda tutilyapti. Metonimik ma’no lisoniylashsa, lug‘atlarda aks etadi. Lisoniylashmagan, faqat nutqqa xos bo‘lgan ma’nolar lug‘atga kiritilmaydi. Masalan, *qishloq* leksemasi nutqda metonimiya asosida qishloqda yashaydigan odamlarga nisbatan ham ishlatiladi, ammo u leksemalashmagani uchun izohli lug‘atda aks etmagan: **Qishloq 1** aholisi qishloq xo‘jalik ishlari bilan shug‘ullanuvchi joy, maskan, hudud. *Ko‘pincha mollarni qishloqdan chiqaverishda, qirlar atrofida bir-ikki aylantiraman-u, namozgardayoq qishloqqa qarab haydayman*. S. Siyoyev, Yorug‘lik; Ushbu leksemadagi semantik taraqqiyot ma’lum bosqichga yetgach, qishloq vokabulasi lug‘at maqolasi tarkibidan joy oladi. Masalan: **2** aholi, xalq, odamlar. *Bu xabardan butun qishloq oyoqqa turdi*. Ushbu o‘rinda *qishloq so‘zi qishloq ahli, qishloq aholisi* jumlasida ishlatilgan va bu shu millat aholisi uchun tushunarli.

Sinekdoxa (gr. *synekdoche* – nisbatlash) yo‘li bilan hosil qilingan ko‘chma ma’no deganda, biror narsaning nomi bilan uning biror qismini atash va, aksincha, biror narsaning qismi bilan u mansub butunni atash tushuniladi. Metonimiya kabi sinekdoxada ham narsaning o‘z nomi bo‘ladi. Shunchaki butun-qism munosabati bo‘lgan birliklar biri ikkinchisi nomi o‘rnida ishlatiladi. Masalan, *Besh qo‘l barobar emas*. *Qo‘l so‘zi barmoq so‘zi o‘rnida, ya’ni butun nomi qism nomi o‘rnida ishlatilyapti*. Shuningdek, *eshik buzildi, qo‘li kesildi, tirnoqqa zor, til tutib keltirdik, navbatim qizil shapkadan keyin* kabi jumlar tarkibida qo‘llangan *eshik, qo‘l, til, tirnoq, qizil shapka* kabi so‘zlar ham sinekdoxa asosida ikkinchi narsani nomlab kelyapti.

Vazifadoshlik – semema vujudga kelishining asosiy yo‘llaridan biri. Vazifadoshlik asosida semema vujudga kelishi ham, metaforada bo‘lgani kabi, o‘xshashlikka asoslanadi. Biroq metaforada tashqi ko‘rinishdagi o‘xshashlikka asoslanilsa, vazifadoshlikda bajariladigan vazifaning o‘xshashligi asosida yangi ma’no vujudga keladi. Masalan, *oyoq so‘zi dastlab inson yoki hayvonning yurish, tutib turish vazifasini bajaruvchi a‘zosi nomini bildirgan*. Ushbu vazifalarni – harakatlanish, yurishni ta’minlash vazifasini bajargan mashinaning baloni (*shina, disk, kolyos*), tik tutib turish vazifasini bajargan stulning tutkichlari ham *oyoq* deb ataladi. Shuningdek, *qanot (samolyotning qanoti), o‘q (zambarakning o‘qi)* kabi.

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IKKI TILLI O'QUV LUG'ATLARINING TARIXIY TARAQQIYOTI VA RIVOJLANISH BOSQICHLARI

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Annotatsiya: Til egalari uchun tuzilgan o'quv lug'atlar, asosan, bir tilli bo'lib, tilning boy leksik-semantik imkoniyatlari, ilmiy – fonetik, leksik, orfografik, orfoepik, morfologik, sintaktik meyorlarini o'rgatish uchun xizmat qiladi. Mazkur maqolada ikki tilli o'quv lug'atlarining tarixiy taraqqiyoti va rivojlanish bosqichlari haqida so'z yuritiladi.

Kalit so'zlar: leksikografiya, bir tillik lug'at, lug'at turlari

Abstract: Educational dictionaries for native speakers are mainly monolingual and serve to teach the language's rich lexical-semantic capabilities, scientific-phonetic, lexical, orthographic, orthographic, morphological, syntactic standards. This article discusses about the historical development and stages of development of bilingual educational dictionaries.

Key words: lexicography, monolingual dictionary, dictionary types

Аннотация: Учебные словари для носителей языка в основном одноязычны и служат для обучения богатым лексико-семантическим возможностям языка, научно-фонетическим, лексическим, орфографическим, орфографическим, морфологическим, синтаксическим нормам. В данной статье речь идет об историческом развитии и этапах развития двуязычных учебных словарей.

Ключевые слова: лексикография, одноязычный словарь, словарные типы.

O'quv lug'atlari bugungi kunda leksikografiyaning eng tez taraqqiy etib borayotgan janri hisoblanib, hozirgi holatiga kelguncha quyidagi bosqichlarni bosib o'tgan: a) ma'nosi tushunarsiz bo'lgan so'zlarning turli ideografik belgilarga asoslangan ro'yxatlariga asoslangan gloss, glossariylar; b) muayyan alifbo tartibiga asoslangan so'zlarning qisqacha sharhlariga asoslangan vokabulyariy, azbukovniklar; c) lug'at tarkibiga kiritilgan tushunilishi qiyin yoki notanish so'z va iboralarni tez va oson tushuntirish metodikasiga asoslangan grammatik mashq va topshiriqlar ilova qilingan lug'at darsliklar, lug'at-grammatikalar.

Ayni paytda o'quv lug'atlari quyidagi uch muhim belgisi bilan xarakterlanadi:

– metodik yo'nalgani, ya'ni o'quv maqsadida tuzilgani, foydalanuvchisining aniqligi, ta'limning muayyan bo'g'inida tahsil oluvchilar uchun mo'ljallangani;

– lug'at so'zligi muayyan o'quv-metodik talabga javob berishi foydalanuvchi mansub bosqich davlat talablari, ta'lim standartlari va o'quv dastur, darsliklariga asoslanishi;

– nutqiy faoliyatning barcha ko'rinishlarini qamrab olishi va kommunikativ kompetentlikni oshirishga mo'ljallangani bilan farqlanadi.

O'quv leksikografiyasiga doir ilmiy manbalarda mazkur toifaga mansub lug'atlarga xos asosiy vazifalar sifatida o'quv (ta'limiy), ma'lumot berish, til o'rgatish, tillar va madaniyatlararo aloqani mustahkamlash, tizimlashtirish, axborot berish, meyorlashtirish, til leksik qatlami va grammatik qurilishini ilmiy tekshirish va talqin etish kabilar sanab o'tiladi. Ushbu vazifalardan kelib chiqib, o'quv lug'ati, avvalo, ikki guruhga bo'linadi:

- 1) til egalari uchun tuzilgan o'quv lug'atlar;
- 2) xorijliklar uchun tuzilgan ikki yoki ko'p tilli o'quv lug'atlar.

Til egalari uchun tuzilgan o'quv lug'atlar, asosan, bir tilli bo'lib, tilning boy leksik-semantik imkoniyatlari, ilmiy – fonetik, leksik, orfografik, orfoepik, morfologik, sintaktik meyorlarini o'rgatish uchun xizmat qiladi. Shunga ko'ra to'g'ri yozuv, to'g'ri talaffuz lug'atlari, sinonimlar, antonimlar, omonimlar, paronimlar lug'ati, grammatik lug'atlar, so'zlar birikuvchanligi o'quv lug'atlari farqlanadi. Tarjima lug'atlarining bugungi avlodi ikki yoki bir necha tilli bo'lishi mumkin. Ikki tilli yoki ko'p tilli lug'atlar tarjima lug'atlarining ko'rinishi, ba'zan ikki tilli lug'at, ko'p tilli lug'at, tarjima lug'ati sinonim sifatida ham ishlatiladi. Ularning terminologik ma'nosida ham bu aks etgan: **Ikki tilli lug'at.** Bir tilning lug'aviy birliklari boshqa tilga tarjima qilib beriladigan lug'at. Masalan, ruscha-o'zbekcha lug'at, o'zbekcha-ruscha lug'at. *Q.* Tarjima lug'ati. *Qiyos.* Bir tilli lug'at. **Tarjima lug'ati.** Bir tilning (tarjima qilinayotgan tilning) lug'aviy birligiga boshqa tilning ma'no jihatdan ekvivalenti beriladigan, o'zga tilning lug'aviy birligi tarjima etiladigan lug'at. Bunday lug'atlar ikki tilli yoki ko'p tilli bo'lishi mumkin: *ruscha-o'zbekcha lug'at,*



inglizcha-ruscha-o‘zbekcha lug‘at va b.

O‘zbek o‘quv lug‘atchiligida ikki tilli lug‘at eng ko‘p tarqalgan lug‘at turi bo‘lib, ayni paytda ingliz, rus, arab, fors, nemis, fransuz tillari negizida yaratilgan bir qancha ikki tilli lug‘atlarni sanab o‘tish mumkin. Boshqa lug‘at turlaridan farqlanib muayyan til bo‘yicha ikki tilli lug‘atlarning ko‘plab yaratilishi lug‘at yaratilgan davrning ijtimoiy-siyosiy, madaniy, iqtisodiy ehtiyojlariga bog‘liq bo‘ladi. Aniqrog‘i, XI-XIII asrlar oralig‘ida yaratilgan Mahmud Koshg‘ariyning ilk turkiy ikki tilli turkcha-arabcha izohli lug‘ati – “Devonu lug‘otit turk” (XI asr), Mahmud Zamaxshariyning to‘rt tilli – arabcha-forscha-o‘zbekcha-mo‘g‘ulcha lug‘ati – “Muqaddimat ul-adab” (XII asr), turkcha-arabcha, mo‘g‘ulcha-forscha va arabcha-mo‘g‘ulcha so‘zliklardan tuzilgan “Kitobimajmu-tarjumoni turki va ajami va mug‘ali”, turkcha-arabcha grammatik lug‘at “Kitob at-tuhfa az-zakiyatu fi-l-lug‘at-at-turkiya” kabi lug‘atlarning yuzaga kelishi arab xalifaligining rasmiy tili arab tilini, o‘rta asrlarda yaratilgan Tole Imoni Hiraviyning chig‘atoycha-forscha “Badoye ul-lug‘at” (XV asr), chig‘atoycha-turkcha izohli lug‘at “Abushqa” (XVI asr), Muhammad Yoqub Chingiyning o‘zbekcha-forscha “Kelurnoma” lug‘ati (XVII asr), Muhammad Rizo Hoksorning arabcha-forscha, o‘zbekcha izohli “Muntahab ul-lug‘ot” lug‘ati (XVIII asr), Mirzo Maxdiyxonning chig‘atoycha-forscha “Sangloh” lug‘ati (XVIII asr), Sulaymon Buxoriyning chig‘atoycha-turkcha “Lug‘ati chig‘atoy va turki usmoniy” (XIX asr) kabi ko‘p tilli lug‘atlar fors-tojik tilini o‘rgatish va boshqa til egalarining turkiy tilni o‘rganishga bo‘lgan ehtiyojini qondirish zarurati bilan yuzaga kelgan edi.

XIX asr oxirlaridan rus tili, keyinchalik nemis, fransuz tili, XX asrning ikkinchi yarimlaridan ingliz tilini o‘rganish zarurati shu tillar negizida yaratilgan ikki tilli lug‘atchilik taraqqiyotiga zamin hozirlagan. B. Bahridinova o‘zbek o‘quv lug‘atchiligi taraqqiyotining asosiy bosqichlarini ajratar ekan, har bir bosqichga mansub o‘quv lug‘atlarini quyidagicha guruhlaydi:

1. X-XIV asrlar. Arab leksikografiyasi an‘analari asosida yaratilgan va o‘z davrida turkiy tilli aholining arab tili, arablarning turkiy tilni o‘rganishi uchun xizmat qilgan arabcha-turkcha, turkcha-arabcha ikki tilli lug‘at-grammatikalar;

2. XV-XVII asrlar. O‘zbek va fors-tojik tillarida yozilgan badiiy, ilmiy-ma‘rifiy asarlar, xususan, Alisher Navoiy asarlari bo‘yicha yaratilgan forscha-turkcha, turkcha-forscha ikki tilli lug‘at-grammatikalar;

3. XIX-XX asrlar. Sobiq sho‘ro davrida yaratilgan ruscha-o‘zbekcha, o‘zbekcha-ruscha ikki tilli va adabiy til meyorlarini o‘rgatish maqsadida yaratilgan o‘quv lug‘atlar;

4. XXI asr boshlaridan hozirgacha bo‘lgan davr. Istiqlol yillarida yaratilgan yangi avlod o‘quv lug‘atlari.

E‘tibor qilinsa, har to‘rt davrga (istiqlol davri nisbatan lug‘at turlarining ko‘paygani bilan xarakterlanadi) mansub lug‘atlarning hammasi ikki tilli o‘quv lug‘atlar hisoblanib, turli davrlarda turli mafkuralarning ijtimoiy-siyosiy, iqtisodiy, madaniy ehtiyojlarini qondirish uchun xizmat qilgan. O‘zbek o‘quv lug‘atchiligida yaratilgan ikki tilli lug‘atlarning katta qismini o‘tgan asr boshlaridan oxirlariga qadar ruscha-o‘zbekcha va o‘zbekcha-ruscha lug‘atlar tashkil qilgan bo‘lsa, ayni paytda dunyoning aksariyat tillarida kuzatilgani kabi tarjima lug‘atlarining eng keng tarqalgani inglizcha-o‘zbekcha, o‘zbekcha-inglizcha lug‘atlardir.

Ko‘rib o‘tilganidek, ilk lug‘atlar sof ta‘limiy maqsadda tuzilgan lug‘at-qo‘llanmalar bo‘lib, asosan, ikki tilli bo‘lgan. Xususan, turkiy (o‘zbek) lug‘atchiligi ham ikki tilli lug‘atlar negizida shakllangan. Davrlar o‘tishi bilan mazkur ta‘limiy vositalar taraqqiy etib, faqat maktab o‘quvchilari uchun emas, balki keng kitobxonlar ommasiga mo‘ljallangan, aniqrog‘i, foydalanuvchisi chegaralanmagan umumiy lug‘atlar ham yaratila boshlagan.

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HAYVON ARXISEMALI FRAZEOLOGIK BIRLIKLARNING LINGVOPOETIKASI

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Annotatsiya

Ushbu maqolada hayvon arxisemali leksemalar qatnashgan frazeologizmlar lingvopoetik jihatdan tahlil qilingan. Bunda yozuvchining uslubi va soʻz qoʻllash mahorati haqida ham soʻz boradi.

Kalit soʻz va iboralar: arxisema, frazeologizm, ibora, barqaror birikma, leksema, zoonimlar, lingvopoetika, metafora, oʻxshatish

Kirish. Frazeologik birliklar til egasi boʻlgan xalqning maʼnaviy madaniyati, urf-odati, kasbi, yashash tarzi, oʻtmishi, intilishi, voqelikka munosabati bilan uzviy bogliqdir. Uzoq muddatli taraqqiyot mahsuli hisoblangan frazeologik birliklar jamiyat tajribasini aks ettirib, uni bir avloddan ikkinchisiga yetkazadi. Iboralar- voqelikni obrazli tasvirlashda, uni kitobxon koʻzi oʻngida aniq, va toʻla gavdalantirishda frazeologik iboralarning oʻrni, ahamiyati beqiyosdir. Badiiy adabiyotda ayniqsa hayvon arxisemali leksemalar qatnashgan frazeologizmlar ham koʻpchilikni tashkil qiladi. Bu frazeologizmlar asarlarida inson va uning ichki dunyosi, xarakteri, tashqi koʻrinishi va holatini yorqinroq ochib berish uchun xizmat qiladi.

Maqsad va vazifa Oʻzbek badiiy asarlarida inson va uning ichki dunyosi, xarakteri, tashqi koʻrinishi va holatini yorqinroq ochib berish maqsadida hayvon arxisemali leksemalar qatnashgan frazeologizmlaridan keng foydalanilganligini ochib berish

Mulohaza va natijalar:

*Lop etib dadam koʻz oʻngimga keldi. **Qoʻy ogʻzidan choʻp olmagan, odamlarga maʼrifat tarqatishni oʻylagan, hamisha ozoda kiyinib yuradigan, mayizdekkina muloyim dadam...***

(Oʻ. Hoshimov “Ikki eshik orasi” 264-bet)

Qoʻy ogʻzidan choʻp olmagan iborasi - oʻta yuvosh maʼnosida ishlatiladi. Qoʻy arxisemasi qatnashgan iboralar yoki maqollar juda koʻp hollarda ijobiy maʼnoda ishlatiladi. Qoʻydek odam birikmasida ham yuvoshlik nazarda tutiladi. Ushbu iboraga maʼnodosh chumchuqqa ham ozor bermagan iborasi ham badiiy asarlarda ishlatiladi. Masalan: *Huzur-halovat neligini bilmagan odam... **Chumchuqqa ham ozor bermagan odam...** Bizga yoshligimizdan: “Yaxshi odam boʻl”, “Birovga ozor berma” deb uqtirishgan.*

(Zulfiya Qurolboy qizi “Qadimiy qoʻshiq” 198-bet)

*Rahmatli singlisi tiriklik paytlaridek **oralaridan ola mushuk oʻtgan.** Asli shu Yasmina sabab opa-singil qattiq urushib qolishgandi.*

(Zulfiya Qurolboy qizi “Qadimiy qoʻshiq” 220-bet)

Oralaridan ola mushuk oʻtgan iborasi xafalashib, arazlashib qolmoq maʼnosida ishlatiladi. Sinonimlari: oralari buzilmoq, oralari ochiq. Oralaridan qil oʻtmaslik iborasi esa ushbu iboraning antonimi sifatida ishlatiladi

*- Ibrohim deganlari uyiga bostirib kiribdi, - dedi qoʻshni ayollardan biri menga oʻzini yaqin olib.- Oʻzi anchadan beri shu yoqqa zir qatnab yuruvdi. Endi ersiz ayol boʻlganidan keyin **it ham, bit ham...** Tavba, erkaklarga ham hayronman, bitta xotinga muncha pashshaxoʻrda boʻlishmasa! Ibrohimning bip-binoyiday xotini bor-a!*

(Zulfiya Qurolboy qizi “Qadimiy qoʻshiq” 243-bet)

It ham bit ham iborasi hamma soʻziga teng keladi. Hamma soʻzini bu joyda har qanday insonga nisbatan ishlatib boʻlmaydi, chunki salbiylik boʻyogʻi bor shunchaki hamma emas, qalangʻi-qasangʻi (baʼzan bu iboraning oʻrniga dordan qochganlar iborasi ham ishlatiladi.)soʻziga teng keladi desak toʻgʻri boʻladi.



Yo ‘q, keyin ma’lum bo‘ldiki, Hamidulla buzoqning haqi bor deb sigirning sutini ichmaydigan taqvodor odamlar toifasidan ekan.

(Abdulla Qahhor “Sinchalak” 168-bet)

Buzoqning haqi bor deb sigirning sutini ichmaydigan iborasi nihoyatda kam uchraydigan iboralardan bo‘lib bironing haqidan hazar qiladigan, o‘ta taqvodor insonlarga nisbatan ishlatiladi. Abdulla Qahhordek buyuk so‘z san‘atkori ushbu iboradan o‘z asarida mohirlik bilan foydalana olgan.

Ey, qanaqa go‘l odamsan o‘zing. Bektemirov ilonning yog‘ini yalagan odam. Kaltak yeb indamay ketaveradi deb o‘ylaysanmi?

(Said Ahmad “Hukm”)

Ilonning yog‘ini yalagan iborasi ayyor, mug‘ombir so‘ziga teng keladi. Varianti: ilon yog‘i yegan. Ushbu iboraga antonim sifatida ammamning buzog‘i, burning qani desa og‘zini ko‘rsatmoq (lapashang, o‘ta sodda) iboralari bor.

Ha, sendaqalarni tushunib oldim, ignadek gapni tuyadek qilib yuborasanlar. (A.Muhiddin. “Qitmir”)

Ignadek gapni tuyadek qilib yubormoq- mubolag‘a qilib bo‘rttirib yubormoq, sinonimi: pashshadan fil yasamoq.

Rustam bilan Shahnoza o‘sha kuni ro‘paradagi uyda to‘y bo‘layotganidan bexabar edilar. Domda it egasini tanimaydi.

(O‘tkir Hoshimov “Tushda kechgan umrlar” 36-bet)

It egasini tanimaydi iborasi- pala-partish, alg‘ov-dalg‘ov so‘zlariga teng keladi. Ushbu ibora asosan to‘y yoki yig‘inga o‘xshagan ko‘p odam yig‘iladigan marosimlarga nisbatan ishlatiladi. Bu ibora so‘zlashuv uslubida ham keng qo‘llaniladi.

*Nima uchun bir kunga
Muhlat berdim deb unga
O‘lgudayin pushaymon,*

Ichini it tirnadi. (H.Olimjon “Oygul va Baxtiyor”)

Ichini it tirnamoq iborasi yashirin holda ruhan bezovtalanmoq, tashvishlanmoq ma’nolarida keladi. Variantlari: ichini ola mushuk tirnamoq, ichini it tatalamoq, ich etini yemoq. Ushbu iboraning antonimi sifatida dunyoni suv bossa to‘pig‘iga chiqmaydi yoki, dunyoni suv bossa o‘rdakka ne g‘am iboralari ishlatiladi.

Xulosa Yozuvchilar, odatda, tasvir maqsadiga muvofiq, iboralarni tanlab qo‘llash bilangina kifoyalanib qolmaydilar. Balki, qahramonlar tabiati, ruhiy holati, hayot tarziga moslab o‘zgartiradi va qayta ishlaydi. Shu tarzda xalq, iboralari sayqallanib, yangi ma’no nozikliklari bilan to‘yinib boradi.

Badiiy asarlarda hayvon nomlari qatnashgan iboralar, xalq maqollari va matallaridan ijodkorlar o‘ziga xos uslubda unumli foydalanishdi. Yozuvchi va ijodkorlar ijodiy yondashgan holda tayyor ibora va maqollarga yangicha ma’no berish bilan birga ularning yangidan yangi o‘ziga xos individual shakllarini yaratdilar.

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TRADITIONAL ARTS OF THE PEOPLES OF CENTRAL ASIA

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Annotation: Central Asia is one of the oldest centers of human culture. Its indigenous peoples — Kazakh, Kyrgyz, Uzbek, Karakalpak, Turkmen, Tajik — have much in common in culture, life, and traditions because of ethnic kinship and common historical destiny. However, each of these ethnic groups has made its own original contribution to the general treasury of world culture.

Keywords: Central Asia, history, nation, people, monument.

INTRODUCTION

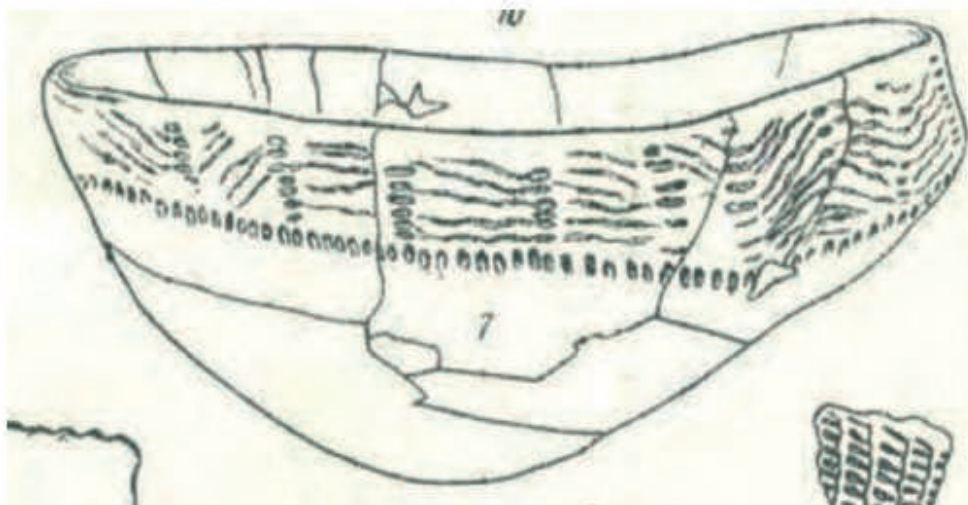
The arts of the peoples of Central Asia have their origins in ancient times, as evidenced by the rich archaeological material found on the territory. Rock carvings are considered some of the most outstanding monuments of the art of ancient people.

MAIN PART

The first discoveries of clay use and decoration were made through primitive potters' skill. Primitive potters were well aware of the technical properties of the clay and skillfully used its rich malleable properties, namely, its ability to acquire any shape desired by the master. According to numerous fingerprints, scientists have established that the oldest vessels were made by women⁵. It is most striking that the molding of ceramics — one of the most ancient techniques of pottery production performed by hand, without the use of a potter's wheel — has been preserved and still exists in the mountainous regions of Tajikistan.

Polishing was one of the stages in the discovery of the material properties by ancient potters; it included a thorough finishing of the vessel's surface with a bone or pebbles, and then baking, which imparted a particular shine to the vessel. Both aesthetic and utilitarian considerations are combined in the process of polishing: burnishing makes the crock denser, waterproof, and increases the value of the vessel. In order to improve the technical and decorative qualities of the vessel, a potter covered it with a thin glass film; its surface was painted with thin, diluted clay (which could be white, green, or blue), different in structure from the clay mass of the crock.

Ceramics of the Southern Aral Sea (from the settlement located in proximity to Dzhanbas Kala fortress, from archaic mansions and burial Dingildzhe, etc. [dated 4,000–3,000 centuries BC]) from the so-called Keltiminar culture⁶ are crude and made of poorly mixed clay full of sand, crushed shells and other impurities. They typically take the form of a primitive, archaic cylindrical-conical or semi-egg-shaped vessel with a rounded or sharp bottom (with a neck diameter of about 28–30 cm). Due to their awkward and asymmetric form, these vessels resemble the rocks among which they were placed.



Picture 1. Keltiminar culture monument. Southern Aral Sea



Rishtan ceramics of the Fergana school are especially beautiful. This is largely due to the availability of local raw materials such as hoki Surkh clay and herbs such as kirk bugin, choroynak, and guloba, from the ashes (which were rich in sodium potassium and magnesium oxides) of which the ishkor glaze is prepared. The ishkor glaze is made by hand according to the old family recipes that Rishtan ceramists, who consider themselves descendants of the founders of pottery and custodians of ancient traditions, passed on from generation to generation.



Picture 2. A. G. Kozlova, “Rishtan Ceramics.” Watercolor on paper, 2010

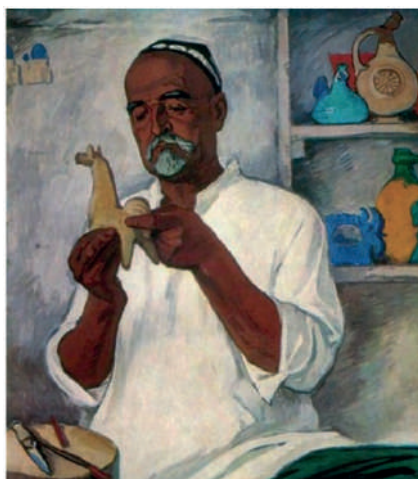
It is the traditions of folk culture that act as the true foundations, the sources of inspiration and as a storage place from which contemporary potters derive their ideas. By keeping traditions and following the established rules, modern craftsmen, to this day, create amazingly perfect works which have not lost their importance in the life of modern Uzbeks and Tajiks (Picture 3). The national dish, pilaf, is still served on the painted flat lagans; shurpa, a lamb soup, in deep colorful spherical bowls called kosa; shokosa, tea in piala.



Picture 3. Lyagan plates of masters of Fergana, Khorezm and Bukhara-Samarkand ceramics schools



In Uzbekistan in the twentieth century, the whistles called churchurak or hushpulak were made by the folk masters of Rishtan in the village of Uba, where the craftsman Khamro Rakhimov lived and worked. In Samarkand, the national master ceramist Umar Djurakulov (Picture 4) created a whole line of small terracotta plastics, continued today by modern ceramic artists. In their works we see funny story compositions on the themes of the national way of life: scenes from a tea-house and a bazaar, clowns (maskarobozy), and old men on donkeys. To this day, these ethnographically accurately conveyed images of the Uzbek folklore characters are very popular and full of lyrical humor.



Picture 4. G. I. Ulko, “Folk Artisan of Uzbekistan U. Dzhurakulov.” Canvas, oil, 1950

According to the well-known artist, restorer, art historian, ethnographer and founder of the Museum of Art in Nukus, I.V. Savitskiy, the Karakalpak yurt is one of the most ornate in the traditions of the Central Asian peoples.



Picture 5. G. Abdurakhmanova, “In the Yurt.” Carboard, oil, 1979

CONCLUSION

The art of ceramics continues to actively develop in Uzbekistan and Tajikistan: there are new modern forms of dishes that complement the characteristics of the national cuisines. The range of products is expanding and new designs of decorative ceramics are being created (wall plates, panels, floor vases, small plastic figures, and others). The artifacts of folk arts and crafts are also revived in the educational sphere. The folk tradition of apprenticeship continues in educational institutions of different levels: the best examples of this art are reproduced, while new modern compositions and themes, as well as shapes and colors, are being developed to meet the spirit of the time.



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