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SECTION: BIOLOGY SCIENCE

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БИОЛОГИЯДАН ДАРСЛАРИДА МАСАЛАЛАР ЕЧИШДАГИ МУАММОЛАР ВА ЕЧИМЛАР

Мақолада биология фанидан генетик масалаларни ечиш жараёнидаги муаммоларни бартараф этиш учун 5 синфдан бошлаб ботаника фанини ўқитиш жараёнидаёқ ўқувчилар билан бирга масалалар тузиш ва уларни ечиш, ўқувчиларда назарий билимларга асосланиб, мулоҳаза юритиш кўникмасини шакллантириб бориш кераклиги ва масала намуналари кўрсатиб ўтилган.

Республикамызда амалга оширилаётган ислохотлар, улкан бунёдкорлик ишлари, мамлакатимиз иқтисодий қудрати ошиб бориши натижасида жамият ижтимоий соҳасининг марказий бўғини ҳисобланган халқ таълимида ҳам туб ислохотлар рўй бермоқда. Асримиз таълими халқчил, инсонпарвар, демократик, адолатли бўлиш билан бирга сермазмун, самарали, ибратли, мақбул ва такомиллашган таълим тизими бўлиши керак. Бу омиллар асосида ўқувчиларни билим олишга бўлган хоҳишларини ривожлантириш, улар онгида миллий мафқурани шакллантириш, уни ҳаётга татбиқ этиш ётади.

Генетика фани барча тирик организмларга хос бўлган ирсият, ўзгарувчанлик қонуниятларини ўрганади. Ирсият ва ўзгарувчанликни ўрганиш назарий ва амалий аҳамиятга эга. Шу боис жамиятнинг ҳар бир аъзоси генетикадан зарур билимга эга бўлмоғи керак.

Умумий биологиядан дарс бераётган ўқитувчилар ушбу фаннинг мазмуни «мураккаб» деб ўйладилар.

Шу сабабли уни ўзлаштиришда ўқувчилар қийналадилар деган фикрни билдирадилар. Кўпчилик ўқитувчилар билан қилинган суҳбатлар, уларнинг дарсларини кузатишлар натижаси қуйидаги муаммолар борлигини кўрсатади.

1. Ўқувчилар томонидан мавзуларнинг юзаки ўзлаштирилганлиги;

2. Генетик масалаларни ечишда қийналаётганликлари;

Бу муаммоларнинг сабаби:

- генетикага бағишланган барча дарсларни олдинги боблардаги мавзулар мазмуни билан боғлаб ўтмаслик;

- мавзуларни тайёр кўргазма қуроллар ёрдамида тушунтириш билан чегараланиб, ўқувчиларнинг мустақил фикрлаши, мантиқий тафаккурини ривожлантиришга етарли эътибор бермаслик;

- дарс жараёнида ўқувчиларнинг фикрлаш доирасини ривожлантиришга эътибор бермаслик, назарий билимларни амалиёт билан айланиб масалалар ечиш билан боғламаслик;

- ўқувчиларда биология дарсларида масалалар ечиш кўникмасининг

шакллантирилмагани бўлиб ҳисобланади;

Шу сабабли биология дарсларида масалалар ечиш кўникмасини шакллантиришни 5-синфдан “Ботаника”ни ўқитиш жараёниданоқ бошлаш мақсадга мувофиқ. Ботаника, зоология, одам ва унинг саломатлиги фанларида ечилиши тавсия этиладиган масалалар кўп эмас. Шу сабабли бундай масалаларни фан ўқитувчилари мустақил тайёрлашлари ва уларни дарс жараёнида ўқувчилари ҳамкорлигида ечишлари мумкин. Натижада назарий билимларга асосланиб ва улар асосида мулоҳазалар юритиб масалалар ечиш кўникмаси шаклланган ўқувчи, генетик масалаларни ечишга қийналмайди. Куйида ана шундай масала намуналарини тавсия этамиз.

1-масала. Голланд олими 2 кг ли тол кўчати 80 кг тупроқ солинган бочкага ўтқазиб беш йил мобайнида ёмғир суви ёки дистилланган сув билан суғорган. Беш йил ўтгач тол 60 кг га етиб, бочкадаги тупроқ эса 79, 943 кг бўлиб қолди. Бинобарин 5 йил мобайнида тол оғирлиги 58 кг ортгач, бочкадаги тупроқ оғирлиги эса атиги 57г камайди. Қайд қилинган тажрибадаги ўсимликнинг бўйига ўсиши, оғирлигининг ортиши нима ҳисобига юз берган?

2-масала. Оғирлиги 600 г га тенг олма меваларида 84 г шакар, 18 г оксил, олма кислотаси, клетчатка ва ёғ бор. Қолган 498 г модда нима?

3-масала. Фараз қилинг сизга қушнинг скелети берилиб, унинг қайси муҳитда, яшаганлиги ва қандай озиқ тури билан озиқланганлигини аниқлаш сўралди. Сиз аввало нималарга эътибор қаратиш лозимлиги ва қандай аниқлашни тавсия этган бўлардингиз.

4-масала. Нима сабабдан илонлар “қовурғаси билан юради” дейилишини моҳиятини тушунтиринг.

5-масала. Қушларда тиш бўлмаслиги қайси органларнинг ўзгаришига олиб келган? Сиз бу ҳолатни қандай изоҳлайсиз?

6-масала. Одамни операцияга тайёрлаш жараёнида наркоз маскаси юз томонига қўйилади. Ҳашаротларни тинчлантириш учун наркоз маскасини қайерга қўйишни тавсия этасиз?

7-масала. Катта одам скелетининг $\frac{2}{3}$ қисмини, қарияларда $\frac{2}{8}$ қисмини оҳак модда ташкил этади. Агар 30 ёшли кишиларнинг оғирлиги 70 кг, 80 ёшдаги кишининг оғирлиги эса 55 кг бўлса, улар гавдасидаги оҳак моддасининг оғирлиги қанчага тенг?

8-масала. Баланд тоғда яшайдиган кишиларнинг 1 мм³ қонида ўртача 800 миллион эритроцит бўлади. Баландликда эритроцитлар сони ортишини қандай тушунтириш мумкин?

9-масала. Агар бир эритроцитнинг одам гавдасида айланиши учун 25 секунд зарур бўлса, ҳар бир эритроцит ўз ҳаётида гавда бўйлаб неча марта айланади?

10-масала. Бир минутда одам юрагидан тахминан 4 л қон оқиб ўтади. Бир соатда юракдан қанча қон оқиб ўтади? Бир суткада-чи?

Таълим жараёнида самарадорликка эришиш, ўтиладиган мавзунинг қизиқарлироқ қилиб ўзлаштирилишида биологиядан масалалар ечишнинг аҳамияти катта. Дарсда масалалар ечиш жараёнида ўқувчи мавзу мазмунига чуқурроқ киради. Масалада берилган топшириқ юзасидан мулоҳаза юритади. Маълумки ҳар қандай янги мавзуда янги қонуниятлар, атамалар, муҳим тушунчалар, хотирада қолдирилиши зарур рақамли маълумотлар бўлади.

Масала ечиш жараёнида эса буларга такрор ва такрор мурожаат қилинади. Натижада бу тушунчалар ўз ўзидан ўқувчи хотирасида муҳрланиб қолади. Энг муҳими бу жараён қизиқарли ўтади. Таълим қизиқарли ва амалий бўлгандагина, унинг самараси юқори бўлади.

SECTION: HISTORY SCIENCE

Ҳазратқулова Элмира
Жиззах ДПИ ўқитувчиси
(Джизак, Ўзбекистан)

“БОБУРНОМА”ДА БОЙСУНҒУР МИРЗО ТАСВИРИ

“Бобурнома” асари замондош тарихий асарлардан ўзида ўша давр ижтимоий муҳити, хилма хил шахслари ва турфа хил касб-кор эгаларининг ташқи қиёфаси ва инсонийлик сийратининг маҳорат билан тасвирланиши хусусияти билан конкрет фарқ қилади. Бу йирик адабий-тарихий асарнинг характерли бир жиҳати шундаки, унда бирорта рамзий-афсонавий образ учрамайди. Реал тарихий образларнинг адади қанчалик кўп ва қамровли бўлишига қарамай муаллифнинг услуби бетакрор ўхшатмаларга, қиёслаш санъатининг ёрқин намуналарига, туркона ширин лафзнинг ранг баранг жилваланиши ҳамда сажъ санъатининг моҳирона қўлланганлиги билан шарқу ғарб китобхонини бирдек ҳайратда қолдираверади. Бобурнинг ўзига хос шоирона чизгиларида акс этган тарихий образларни шартли равишда икки гуруҳга ажратиш мумкин:

1. Бобур билан юзма юз учрашган ёки бирга яшаган яқин оила аъзолари, маҳрамлари ва замондош ҳукмдорлар тасвири.

2. Ўзи билан бевосита учрашмаган, бироқ тасвир марказидаги шахс ҳақида тўпланган ишончли манбаларга таянган ҳолда яратилган тарихий образлар.

Бобурнинг ҳукмдорлар образини гавдалантиришида яна бир ўзига хослик кузатиладики, бу фақат унинг муаррихлик фаолиятига хос бўлган талабчанлик ва батартибликка яққол мисол бўла олади: Яъни Бобур теурий ҳукмдорларнинг салоҳияти ва давлат тутумини баҳолашда фақат ўз нуқтаи назаридан келиб чиқиб ёндашган. Ана шундай теурий ҳукмдорлардан бир қанчасининг образлари, жумладан, Умаршайх мирзо, Султон Аҳмад мирзо, Султон Маҳмуд мирзо, Бойсунқур мирзо, Ҳусайн Бойқароларнинг шоҳлик аъмоли ва раият билан муомаласи чуқур таҳлил қилинган. Юқорида саналган теурийзодалар ҳақидаги тавсиф ва мулоҳазалар ичида ўзининг кенг қамровлилиги, илмий мантиқ ва бадийи такомилнинг бақувватлиги билан ажралиб турувчи лавҳалар Ҳусайн Бойқарога бағишланган саҳифаларда ўз аксини топган. Бошқа теурийзодалар тасвирига нисбатан ихчам ва мухтасар лавҳа билан кифояланилган мулоҳазаларнинг бир намунаси сифатида Бойсунқур мирзога ажратилган саҳифани санашимиз мумкин.

“Бобурнома” саҳифаларида Бойсунғур мирзога тегишли маълумотлар жами 19 ўринда тилга олинган. Бобурнинг Бойсунғур мирзо образини гавдалантиришида қуйидаги хусусиятлар кузатилади:

1 Дастлаб “Самарқанд хаёли” туфайли улў салтанатни қайта тиклаш орзуси билан пойтахтга ошиққан Бобурнинг мақсади йўлидаги дастлабки тўсиқ: Самарқанднинг ўша даврдаги маҳаллий ҳукмдори ва қамал пайтида

қаттиқ азият чекишга мажбур бўлган ожиз рақиб сифатидаги аҳволи ҳақида батафсил тарихий-илмий маълумот берилади.

2 Бошқа темурийзодалар тасвирида бўлгани каби Бойсунғур мирзонинг ҳукмдорлик ва инсонийлик каби фазилатлари хусусида унинг “фавтидан” сўнг, яъни оламдан ўтганидан сўнг умумлашма хулосаларини келтириб ўтади.

3 Муаллиф томонидан Умаршайх мирзо, Султон Аҳмад мирзо, Султон Маҳмуд мирзоларнинг ҳукмдорлик фаолияти таҳлилида саккиз хил тамойил асосида муносабат билдирилган бўлса, Ҳусайн Бойқаро фаолияти эса ранг баранг тамойил ва ёндашув асосида чуқур ҳаётий манбалар ва пухта далиллар билан очиб берилган.

4 Бойсунғур мирзонинг ҳаёт тарзи ва ҳукмдорлик тавсифига беш хил тамойил асосида таҳлилий ёндашади. Булар... *валодат ва насаби, шакл ва шамойили, ахлоқ ва атвори, масофлари, вилоятлардир.*

5 Ана шу тамойиллар таҳлилга тортилишидан олдин Бойсунғур мирзонинг номард Хусравшоҳ томонидан ваҳшийларча ўлдирилиши билан боғлиқ қуйидаги лавҳа келтирилади: “... *Бойсунғур мирзони тилаб, Қундузга келтуруб, Балх устига отланди. Авбожқа етган чоғда Хусравшоҳ бадбахт кофири неъмат салтанат дағдағаси билаким, салтанат андоғ нокас ва беҳунарларга не навъ етгай! Не асл, не насаб, не ҳунар, не ҳасаб, не тадбир, не шужоат, не инсоф, не адолат! Бойсунғур мирзони беклари била тутуб, Бойсунғур мирзоға кериш солиб, муҳаррам ойининг ўни эрдиким, мундоқ хуштабъ ва пурфазилат ва ҳасаб ва насаб била ораста подшоҳзодани шахид қилди*” Демак, шоҳ Бобур, аввало, Бойсунғур мирзонинг онкўр мулозим ва бош саркардаси Хусравшоҳга бўлган ғазабининг кучини шиддат билан намоён қилишида асарнинг пафосини *не не* (на на инкор юкламаси) такрори орқали кучайтириб ифодалашга ва уни ўқиғувчига таъсирчан бир йўсинда сингдиришга эришган.

6. Бойсунғур мирзонининг ташқи кўриниши муаллиф услубига хос бўлган бобурога бадий портрет яратиш маҳорати асосида гавдаланади. Бироқ бу портрет тасвирининг бошқа темурий ҳукмдорлар портретидан фарқли жиҳати шундаки, у сажънинг оҳангдорлиги ва қиёслашнинг равшанлиги ва муаллифнинг илиқ таассуроти акс этганлиги билан характерланади: *Улуғ кўзлук, қўба юзлик, ўрта бўйлук, туркман чехралик, малоҳатлиқ йигит эди.*

7. Бойсунғурнинг Хусравшоҳ қўлида шахид бўлиши лавҳаси асносида Бобурнинг рақиб темурийзодага бўлган холисона ва инсоний хулосасини етказиб бериш учун қўлланган “ораста” сифатловчиси бадий бадий таъсирчанликнинг ўзига хос салмоғини оширган. Айни вақтда бу сифатлаш асарнинг бошқа ҳеч бир образ тасвирида қўлланмаганлиги Бобурнинг бадий маҳорати ва ундаги ўткир синчи нигоҳининг мутаносиб уйғунлашувидан ёрқин бир далолатдир.

8. Бойсунғур мирзонинг бошқа темурийзодалар каби назмга ҳавас қилиши ва нозиктаъб ижодкорлик хусусияти ҳам ибратли бир шеърий мисол билан далилланган. Бошқа темурийзодаларнинг таърифидида уларнинг назм ўқиши ва назмга парво қилиши билан боғлиқ тафсилотлар йўл-йўлакай сўзланган бўлса, Бойсунғурнинг “Одий” тахаллуси билан ижод қилиши,

Самарқандда унинг ғазаллари (ашъори) топилмайдиган бирорта хонадон йўқлиги ҳақидаги маълумоти Навоийнинг “Мажолис ун нафоис” тазкирасидаги қуйидаги фикрларига ҳамоҳангдир:... табъи диққатлиғ ва зеҳни жавдатлиғ... Назм ойини дағи анга мақбул ва гоҳи ул фикрга табъи машғул. Бу матлаъ анингдурким:

Кош дар ишқи бутон девонае бошад касе,
Тарки олам карда дар вайронае бошад касе

(Тарж.: Кошки эди санамлар ишқида бирор ким девона бўлса, Оламни тарк этиб, вайронада бўлса бирор киши).

9. Бобурнинг ёшлиқданоқ кўп хиёнатларга дуч келиши тақдир синовларига, зарбаларига тўхтовсиз мубтало бўлиши натижасида унда ноёб маънавий бир иммунитет (одам таний билиш хусусияти) ҳосил бўлган эди. Бекларни тўғри саралаш ва уларни ёшлиқдан салтанат ишларига тайёрлаб улғайтиришни Бобур шоҳлиқнинг асосий вазифаларидан бири сифати баҳолаган ва шу боис Бойсунғур мирзо бошқарувида кемтик бўлиб қолган қурсури томонини шундай баҳолайди:

“Андоқ истиқбол била салтанат қилмадиким, бир кишини ўз элидин улғайтириб мўътабар бек қилмиш бўлғай. Беклари ото-обоғасининг ўқ беклари эди.

“Бобурнома”да Бойсунғур мирзо образи орқали муаллифнинг адолатли давлат бошқаруви ва сиёсий-ижтимоий тузум ҳолатига нисбатан оқилона муносабати ва баҳоси ҳам аниқ-тиниқ чизгиларда намоён бўлади. Бойсунғур мирзодек ижодга ҳавасманд, юмшоқ кўнгилли подшоҳзоданинг қонли урушлар гирдобида бевақт завоқ топиши воқеаси нафақат тарихчи тафсилотида, балки узокни кўра билувчи шоҳнинг доно нигоҳи воситасида моҳирлик билан ҳаққоний ифодаланган. Шунингдек, темурийзода Бойсунғур мирзонинг фарзандсизлиги ҳақидаги маълумотнинг илова қилинганлиги ҳам унинг маънос қиёфасининг китобхон кўз ўнгида ёрқин ва жонли тикланишига хизмат қилган.

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SECTION: MEDICAL SCIENCE

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К ВОПРОСУ АНАЛИЗА ПОРАЖЕНИЯ ПОЧЕК У ДЕТЕЙ

Поражение почек занимает особое место среди других системных проявлений этого заболевания и оказывает значительное влияние на прогноз болезни, подходы к ее терапии и исход.

По данным различных авторов почечная патология встречается у 20-75% пациентов с данным заболеванием. И одно из самых распространенных патологий почек это нефролитиаз, которое весьма распространенное заболевание во многих странах мира, он носит характер эндемии, ведет к нарушению уродинамики, развитию калькулезного пиелонефрита (КП), калькулезного гидронефроза (КГ), калькулезного пионефроза, паранефрита, развитию обструктивно-гнойных процессов.

В настоящее время по данным литературных источников активно протекающий двусторонний пиелонефрит при нефролитиазе не представляет диагностических трудностей. Особое место занимает выраженное одностороннее поражение почки в сочетании с латентным поражением контралатеральной почки. Латентно протекающий пиелонефрит контралатеральной почки не всегда распознается и не фиксирует на себе достаточного внимания.

К вопросам диагностики и лечения по мнению авторов литературных источников различных форм нефролитиаза уделяется большое внимание, проводится широкий круг исследований вследствие чрезвычайной распространенности этой патологии в эндемических зонах. В условиях эндемического очага, нефролитиаз у детей составляет 65% всей урологической патологии, а у детей раннего возраста он выявляется в 19,8%. По данным литературы, нефролитиазом страдают от 1,5 до 2,0% детского и взрослого населения наиболее развитых стран мира.

До сих пор характер поражения противоположной почки недостаточно изучен. Имеющиеся сведения малочисленны, в основном опираются на экспериментальные исследования и основаны на обследованиях взрослых.

Большая распространенность уролитиаза у детей и его последствия, которые часто приводят к необратимым морфофункциональным изменениям, определяют важность ранней диагностики и лечения этой патологии.

Специалистами утверждено, что ультразвуковое исследование почек при одностороннем нефролитиазе позволяет установить изменения лишь пораженной стороны, имеющей конкременты, гидрокаликоз или гидронефроз, но не стадии воспалительного процесса.

Допплерографическое исследование почечного кровотока позволяет дифференцировать стадии течения калькулезного пиелонефрита не только пораженной стороны, но и контралатеральной почки, а также определить давность воспалительного процесса в почках.

Инфракрасная спектроскопия плазмы крови позволяет выявить характер динамики течения и степень тяжести заболевания в зависимости от стадии калькулезного пиелонефрита и гидронефроза, а также хронической почечной недостаточности. Внедрение ИК-спектроскопии в комплекс диагностических мероприятий при одностороннем нефролитиазе у детей, позволяет определить степень и тяжесть воспалительного процесса в почках в динамике.

Авторами также отмечено, что структура нефропатии разнообразна и включает изменения, либо патогенетически связанные с самим заболеванием (вторичный амилоидоз, гломерулонефрит (ГН), тубулоинтерстициальный нефрит (ТИН)), либо как экстраартикулярное проявление (васкулит почечных сосудов), либо связанные с применением различных лекарств для его лечения.

Клиницисты отмечали, что изменения в почках характеризуются ранним появлением нестойкой лейкоцитурии и небольшой протеинурии и гематурии, которые чаще отмечаются в начале заболевания или при его обострении и связаны с активностью и тяжестью случаев ревматоидных поражениях, а также возрастом пациентов. Между тем, даже минимальные изменения в моче иногда соответствуют существенным структурным и функциональным нарушениям в почках, что приводит к снижению продолжительности жизни пациентов и требует коррекции терапии. Отсюда становится ясной важность ранней диагностики нефропатии при ювениальном ревматоидном артрите.

Авторы отмечают, что своеобразие иммунных механизмов может обуславливать многообразие форм ревматоидного нефропатий, особенности ее клиник, различную степень функциональных нарушений клубочкового и канальцевого аппарата. Уровень ревматоидного фактора (РФ) и циркулирующих иммунных комплексов (ЦИК) достоверно выше у больных, чем у больных с другими вариантами нефропатий при РА, что так же свидетельствует о важной роли активного иммуновоспалительного процесса. Об этом свидетельствует обнаружение в стенках капилляров клубочков и/или мезангиуме иммуноглобулинов классов А, М, G и компонентов комплемента, гипокомплементемия с преимущественным снижением уровня компонента С3. О повышении уровня IgA и IgM при ГН и амилоидозе исследователи отметили повышение уровня IgA у пациентов с мезангиальным ГН и IgA-депозитами в мезангиуме, который отличается благоприятным течением и прогнозом. У одного больного может иметь место сочетание гломерулярного и тубулоинтерстициального поражения. У взрослого населения частота клинически диагностированного ТИН составляет 47-49%, что может быть связано длительным приемом НПВП, которые индуцируют длительную ишемию почечной ткани путем ингибции синтеза почечных простагландинов и в конечном итоге приводят к развитию диффузного склероза и почечной недостаточности. У детей частота выявления ТИН значительно ниже - в 15-17%. Сочетание ТИН с другими вариантами

поражений почек при РА могут ускорять темпы прогрессирования хронической почечной недостаточности (ХПН).

Интересен факт отметили авторы литературных источников, что некоторые болезни аутоиммунной природы, например СКВ, очень редко осложняются амилоидозом. Можно предположить, что в этом случае, несмотря на существенное воспалительное звено, имеется относительный дефект продукции этого белка, возможно из-за изменений в выработке цитокинов в ответ на воспаление. Течение амилоидоза может быть различным. Редко он прогрессирует бурно и приводит к смерти от почечной недостаточности уже в течение года и ранее (иногда при увеличенных еще в размерах почках). Чаще вторичный амилоидоз развивается постепенно, с обычными фазами, проявляясь сначала лишь незначительной и непостоянной протеинурией, затем выраженной потерей белка с мочой, гиперхолестеринемией и гипопроteinемией с развитием отеков, наконец, почечной недостаточности. В ряде случаев отложения этого белка могут оставаться «неактивными» с неизменными клиническими проявлениями на протяжении многих лет.

Таким образом, подводя итог литературного анализа можно отметить, что вопросы ранней диагностики и целенаправленного лечения патологий почек и их осложнений у детей, всестороннее изучение состояния почки остаются в числе актуальных проблем в педиатрии.

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ANALYSIS OF THE ROLE OF MICROORGANISMS IN THE ASPECT OF BIOLOGY

The study of the biology and the role of human microbes in infectious pathology has been going on for several decades. However, at the present time, apparently, another such group of microorganisms, disputes about the pathogenicity of which would have been so long, and the opinions are so contradictory. This is due to a number of the reasons, the main one being the widespread spread of infections among people in the absence of clinical manifestations peculiar only to these infections.

The idea of the wound process is constantly changing along with the development of medicine, microbiology and technical sciences and is constantly at the center of close attention of clinicians, acquiring special significance.

Constant attention to this complex and urgent problem is also explained by the increase in the number of purulent-inflammatory diseases, the severity of their course, the progressive increase in antibiotic resistant microorganisms. According to WHO data, for two thousand years the pathology of microbial etiology will again become the main cause of death of people in all countries. To a large extent, this unfavorable forecast is associated with the acceleration of the formation and spread of microbes resistant to existing drugs.

The problem of treatment of purulent wounds and wound infection has long been one of the most important in medicine, taking the leading place in surgical morbidity (from 35 to 40%). It is caused by the changed nature of pathogenic microorganisms, the difficulty in choosing therapeutic tactics, the lack of unified antibacterial agents and methods of treatment.

As the authors of the literature note, one of the main reasons for the formation of such strains of bacteria is the irrational use of antimicrobials, due to insufficient knowledge of the characteristics of the existence of bacteria, the nature of wound micro biocenosis. Therefore, one of the important tasks remains the search for new methods and means of local treatment that have a multidirectional effect, providing an antimicrobial, immunomodulating, anti-inflammatory effect.

Many biologists, microbiologists and veterinarians noted in their works that the mycoplasmal infections of animals: birds, pigs, large and small cattle are often generalized and accompanied by a persistent persistence of pathogens even after clinical recovery. Data on the generalization of mycoplasma infections in humans are known only for respiratory mycoplasmosis.

Biologists have established and noted in their studies that different types of bacteria show a marked selectivity of anatomical localization. In connection with this, each biotope of the organism has its own relatively constant flora.

The process of microbial colonization leads to the formation of complex communities of different populations of microorganisms in certain biotopes - both in the environment and in the human body.

As a result of these events, an ecosystem is formed, and a certain hierarchy between microbial populations is detected.

For colonization, the macro organism, first of all, must be a medium adequate to the growth physiological needs of microorganisms.

Many authors of the literature noted in their works the ability for example mycoplasma to induce chromosomal aberrations and noted that in recent years new unique properties have been found in mycoplasmas, such as with chronic forms of infection under *in vivo* and *in vitro* may cause genome instability and transformation of infected cells. The inductors of these processes, as studies have shown, are mycoplasma antigens of lipoprotein nature [1].

Until now, the issue of the role of certain species of opportunistic microorganisms (OM) in the formation of normal microflora of the human body, their participation in the etiology and pathogenesis of a number of diseases has been debated.

Literary sources show that under the most diverse external influences (technogenic pollution of the environment), extreme conditions, stressful situations, development of pathological conditions in the gastrointestinal tract, qualitative and quantitative changes of normal microflora occur.

Human interaction with microorganisms inhabiting its skin and mucous membranes of open ecosystems is a complex and inadequately studied process. It has been established that different types of bacteria exhibit a noticeable selectivity of anatomical localization and pathogenicity. In connection with this, each biotope of the organism has its own relatively constant flora.

Microflora, being one of the protective mechanisms of the body, can be an inexhaustible reservoir of pathogens of exogenous and endogenous infections. It has been established that both resident and transient microorganisms are registered in each biocenosis, of which opportunistic representatives are of no small importance.

The habit of a person under convention conditions is associated with the permanent colonization of the organism by extraneous microorganisms, resulting in the formation of a number of powerful protective systems, both necessary to maintain effective control over endogenous populations, and to prevent the negative consequences of exogenous microbial contamination.

Violation of the integrity of the qualitative and quantitative composition of microflora, normally located in positive symbiotic relationships with the macro organism, leads to dangerous consequences for human health in general and directly affects the quality and duration of his life.

Thus, at the end of the literary review one can come to the conclusion that the parameters of the biocenosis are under constant control of the various mechanisms inherent in man and progressively developing in him with time in different periods of physiological adaptation.

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SECTION: PEDAGOGY

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PRINCIPLES OF EFFECTIVE PROFESSIONAL DEVELOPMENT

Under the guidance of the first President Islam Karimov a special attention is paid to formation of harmoniously developed, highly educated, modern thinking generation, able to take responsibility for the fate of the Homeland.

The resolution of the President of Uzbekistan "On measures to further improve system of foreign languages teaching" dated from 10 December 2012 is being implemented in our country.

An ESP teachers' professional development is discussed as a personal process of learning, which can start at any time in one's career. It involves the rethinking, refocusing and re-strategizing of one's teaching approaches and materials that must take into account the communicative language needs and skills of new jobs and emerging workplaces. The learning process recommended is not new to ESP but requires the teachers to renegotiate collaborative teaching principles that will ensure a position of synchronous partnership between the ESP teacher and content specialist. It also purports that some period of immersion in the specialist workplace would foster both confidence and competency in the discursive practices of the specialist profession.

As a result of the transformation taking place in the Republic of Uzbekistan, the process of language teaching today can evolve to meet the needs of people and gain more tangible practical and communicative orientation. Preparation of a person to communicate in target foreign languages is equivalent today to preparation for intercultural dialogue.

To be effective, professional development must provide teachers with a way to directly apply what they learn to their teaching. Research shows that professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success.

Studies suggest that the more time teachers spend on professional development, the more significantly they change their practices and that participating in professional learning communities optimizes the time spent on professional development. Therefore, it is striking that one national survey found that in nine of 10 content areas, most teachers said that they spent one day or less on professional development during the previous year. While adequate time for professional development is essential, studies also show that by itself, more time does not guarantee success. If the sessions do not focus on the subject-matter content that research has shown to be effective, then the duration will do little to change teachers' practices and improve student learning.

In order to help fix the problem, the research suggested:

- Professional development needs to be ongoing and carried out over time, rather than presented in one-day workshops;
- Professional development should be delivered "in the context of the teacher's subject area"; and
- Peer coaches and mentors "are found to be highly effective in helping teachers implement a new skill" and so should be employed when possible.

Conclusion

Our changing goals for learning, coupled with shifts in curriculum emphasis and a deeper understanding of teacher learning and student thinking, have led to new findings about the impact of teacher professional development and how best to sharpen teachers' skills and knowledge.

What matters most is what teachers learn. Professional development should improve teachers' knowledge of the subject matter that they are teaching, and it should enhance their understanding of student thinking in that subject matter. Aligning substantive training with the curriculum and teachers' actual work experiences also is vital. The time teachers spend in professional development makes a difference as well, but only when the activities focus on high-quality subject-matter content. Extended opportunities to better understand student learning, curriculum materials and instruction, and subject-matter content can boost the performance of both teachers and students.

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O'QITUVCHILAR KASBIY MAHORATIDA PSIXOLOGIK TAYYORGARLIKNI OSHIRISH

Mustaqillikni mustahkamlashda, kadrlar tayyorlashning milliy modelini ro'yobga chiqarishda, har tomonlama kamol topgan, jamiyat oldiga qo'ygan turmush sharoitlariga moslasha oladigan, ta'lim – tarbiyani ongli ravishda idrok eta oladigan, davlat, jamiyat va oila oldida javobgarlik hissini seza oladigan yoshlarga ta'lim va tarbiya berishda o'qituvchilarning ma'naviy roli muhim hisoblanadi.

Kishining tevarak-atrofdagi munosabat, birgalikdagi faoliyat va ijodiy ish jarayonida namoyon bo'ladigan ijtimoiy ahamiyatga molik o'zgarishlar qilish layoqati shaxsning ijtimoiy faolligi sifatida tushuniladi. Inson faolligi "harakat", "faoliyat", "xulq" tushunchalari bilan chambarchas bog'liq bo'lib shaxs va uning faolligidir. Jamiyat bilan doimiy munosabatni ushlab turuvchi, o'z-o'zini anglab, har bir harakatini muvofiqlashtiruvchi shaxsga xos bo'lgan, eng muhim va umumiy xususiyat - bu uning faolligidir. O'qituvchi kasbiy faoliyatida psixologik tayyorgarlik hayotdagi barcha hatti-harakatlarini namoyon etishini tushuntiruvchi kategoriyadir. Bu - o'sha oddiy qo'limizga qalam olib, biror chiziqcha tortish bilan bog'liq elementar harakatimizdan tortib, toki ijodiy uyg'onish paytlarimizda amalga oshiradigan mavhum fikrlashimizgacha bo'lgan murakkab harakatlarga aloqador ishlarimizni tushuntirib beradi. SHuning uchun ham psixologiyada shaxs, uning ongi va o'z-o'zini anglash muammolari uning faolligi, u yoki bu faoliyat turlarida ishtiroki va uni uddalashi aloqador sifatleri orqali bayon etiladi. O'qituvchi o'z kasbiy mahoratini oshirishda uning faolligi muhim o'rin tutadi. Asosan: tashqi faollik - bu tashqaridan va o'z ichki istak-hohishlar ta'sirida bevosita ko'rish, qayd qilish mumkin bo'lgan harakatlar, mushaklar harakatlari orqali namoyon bo'ladigan faollik. Ichki faollik - bu bir tomondan u yoki bu faoliyatni bajarish mobaynidagi fiziologik jarayonlar, (moddalar almashinuvi, qon aylanish, nafas olish, bosim o'zgarishlari) hamda, ikkinchi tomondan, bevosita psixik jarayonlar, ya'ni aslida ko'rinmaydigan, lekin faoliyat kechishiga ta'sir ko'rsatuvchi omillarni o'z ichiga oladi.

Shu nuqtai nazardan, o'qituvchi faoliyatida motiv tushunchasini konkratroq tushunish lozim bo'ladi. Shaxslardagi u yoki bu xulq-atvorga nisbatan turgan moyillik, hozirlikni tushuntirib beruvchi sababni nazarda tutadi.

Ijtimoiy faollikni oshirishda har bir o'qituvchida quyidagi xususiyatlar namoyon bo'lmog'i lozim:

- ✓ Jamoada ishtirok etayotgan o'qituvchi mehnat jarayonida o'z-o'zini boshqarish va nazorat qilish qobiliyatiga ega bo'lishi;

- ✓ Odatda o'z bo'yiga olgan mas'uliyatlarni bajarishga intilishi va o'z iqtidorini namoyon qilishga ehtiyoj sezishi;

- ✓ Umumiy faoliyatda ishtirok etishga moyillikni kuchaytirish;

- ✓ Faoliyat yuritayotgan shaxsda ijodiy ishlash va tashabbuslar ko'rsatishga ishtiyoq mavjudligi;

O'qituvchining kasbiy mahoratini oshirishda quyidagi shaxsiy sifatlarini kuchaytirish lozim:

1. Maqsad va yo'nalishlarni aniq belgilash;
2. O'zgalar fikrini tinglash qobiliyati;
3. Xolislik, samimiyat va bag'rikenglik;
4. Adolatli bo'lish va o'z imkoniyatlaridan to'la foydalanish;
5. Jamoadagi muhitda faol ishtirok etish.

O'qituvchining qanday sifatlarga ega ekanligi, undagi baholarning ob'ektivligiga bog'liq tarzda o'z - o'zi bilan muloqotga kirishib kerakli to'g'ri xulosalar chiqara oladi, ba'zi hollarda arzimagan xatolik uchun o'zining imkoniyatlaridan foydalana olmaydi. O'qituvchining ichki dialogni to'g'ri tashkil qilmaganligidan dalolat beradi.

Pedagoglik faoliyatida tashqi muhit bilan bog'liq ijtimoiy faollikni oshirish muhitdagi narsa va hodisalarni o'zgartirishga qaratilgan faoliyat bo'lsa, ichki faoliyat - birinchi navbatda aqliy faoliyat sof psixologik jarayonlarning kechishidan kelib chiqadi va o'z oldiga maqsad, rejalar qo'yadigan bo'ladi.

Har qanday sharoitda ham barcha harakatlari, ham ichki-psixologik, ham tashqi - muvofiqlik nuqtai nazaridan ong tomonidan boshqarilib boriladi. Har qanday faoliyat tarkibida ham aqliy, ham jismoniy - motor harakatlar mujassam bo'ladi. Kasbiy mahoratni oshirishda aqliy xarakterli - shaxsning ongli tarzda, ichki psixologik mexanizmlar vositasida amalga oshiradigan turli-tuman harakatlardir. Eksperimental tarzda shu narsa isbot qilinganki, bunday harakatlar doimo motor harakatlarni ham o'z ichiga oladi. Bunday harakatlar quyidagi ko'rinishlarda bo'lishi mumkin:

O'qituvchi mehnat faoliyatida ko'nikma va malakalar muhim o'rinni egallaydi. Ular bizning jismoniy va aqliy jihatdan ijtimoiy faollikni oshirishda urinishlarni engillashtiradi o'qishda, mehnatda, sport sohasida va ijodiyotda ham muvaffaqiyatlarga erishishni ta'minlaydi.

O'qituvchining psixologik tayyorgarligida ijtimoiy faollikni oshirish irodaviylik bilan bog'liq bo'lgan holda muhim o'rin tutadi. Irodaviy fazilatlar va ularni shakllantirishda faoliyatining ichki qiyinchiliklarini engish ongli tuzilma va o'zini o'zi boshqarish sifatida eng avvalo o'z hissiyotlarini, hatti-harakatlarini boshqarishdir.

O'qituvchi eng avvalo iroda, sabr-matonat, pedagogik mahorat, o'qituvchilik ixtisosligiga xos bo'lgan quyidagi bilim, malaka, ko'nikmalarni egallashi lozimdir:

✓ o'qituvchi dunyoqarashi keng, hamma voqea-hodisa ustida erkin fikr yuritish olishi;

✓ o'qituvchi birinchi galda o'zi o'qitadigan fanini chuqur egallashi, o'quvchilarda kasbiy ta'lim sifatini oshirishi, ularda fan-texnika hamda amaliy faoliyatga qiziqish va istak hosil qila olishi;

✓ o'qituvchi hozirgi zamon yangi pedagogik texnologiyalardan foydalangan holda fan-texnika talabiga muvofiq yaxshi dars berishi;

✓ o'qituvchining umumiy madaniyati yuqori bo'lishi bilan birga u adabiyot va san'at sohasidagi bilimlarga ham ega bo'lishi kerak, chunki unga o'quvchilar har sohada murojaat qilishlari mumkin.

Xulosa qilib aytganda, o'qituvchi kasbiy mahoratini oshirishda quyidagicha ta'rif berish mumkin: maqsadga erishish yo'lida uchraydigan qarama-qarshiliklarni bartaraf qilish jarayonida irodani ishga solish uyg'unlashgan, muayyan maqsadga yo'naltirilgan ongli harakatlar irodaviy harakatlarning bo'lishi va uni qo'llay olish

orqali amalga oshiriladi. O'qituvchilar kasbiy mahoratini oshirishda psixologik tayyorgarlikning bo'lishi jamiyatda shaxs sifatida o'z o'rniga ega bo'lish bilan birga pedagoglik faoliyatida muvaffaqiyatlarga erishish uchun xizmat qiladi.

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O'QUVCHILARNI MA'NAVIY TAHDIDLARDAN HIMOYA QILISH

O'zbekiston Respublikasining Birinchi Prezidenti I. A.Karimov o'zining "Yuksak ma'naviyat – yengilmas kuch" kitobida shunday deb yozadi: "Barchamizga ayon bo'lishi kerakki, qayerdagi beparvolik va loqaydlik hukm sursa, o'sha yerda ma'naviyat eng o'jiz va zaif nuqtaga aylanadi. Va aksincha – qayerda xushyorlik va jonkuyarlik, yuksak aql- idrok va tafakkur hukmron bo'lsa, o'sha yerda ma'naviyat qudratli kuchga aylanadi."

O'zbekiston Respublikasining kelajak ravnaqi o'sib kelayotgan barkamol avlodni shakllanishiga ko'p jihatdan bog'liqdir. Bolaning ongiga kichik yoshidan boshlab, Vatanga muhabbatni, g'ururni, qadriyatlarini, o'zlikni anglashni har bir darsda va sinfdan tashqari mashg'ulotlarda singdirib boriladi. Jumladan bola o'z ona tilining jozibasini eng avvalo oilada, bolalar bog'chalarida, maktablarda eshitgan va o'qigan, ertak-u dostonlarda, tez aytishlar-u topishmoqlarda, qo'shiqlarda his qilib, anglab boradi. Xalqning milliy urf- odatlarini, bayramlarini, qadriyatlarini o'rganib, bahra oladi. Bola qalbi go'yo yozilmagan oq qog'oz kabi. Unga nimalarni yozish, qanday to'ldirish biz kattalarga bog'liqdir. Kattalar, o'qituvchilar ushbu ma'suliyatni his qilishlari bilan bir qatorda, yosh bolaga ta'lim-tarbiya berishda bolaning oq qog'oz kabi pok qalbini yaralab qoymaslikka mas'uldirlar.

O'zbek xalq ertaklarini tinglagan, o'qigan har bir o'g'il va qiz, o'sha ertak qahramonlaridek mard, jasur, aqli, oqila, uddaburon bo'lishni orzu qiladi. Shu o'rinda Hamid Olimjonning quyidagi misralarini eslab o'tish o'rinli:

Bolalik kunlarimda,
Uyqusiz tunlarimda.
Ko'p ertak eshitardim,
So'zlab berardi buvim.

Yana bir muhim tomoni shundaki, bola ongiga milliy qadriyatlarimizni singdirishda, bizning hozirgi tinch va osoyishta zamonda yashab, ilm olishimiz uchun kurashib, hatto jonidan ham kechgan bobolarimiz haqida kengroq tushunchalar berib borish o'rinlidir.

Boshlang'ich sinflardan boshlab, Amir Temur, Alisher Navoiy, Mirzo Ulug'bek, Jaloliddin Manguberdi, Z. M. Bobur kabi allomalarimizning jahon ilmi taraqqiyotidagi o'rni, milliy ma'naviy meroslari haqida o'rgatib borish joizdir.

Shuningdek ota-bobolarimiz kurashib, qo'lga kiritgan mustaqillikni e'zozlashga, qadriga yetishga, davlat ramzlarini hurmat qilishga o'rgatib borish ham muhim ahamiyatga ega. Jumladan O'zbekiston Respublikasi Madhiyasi ijro etilayotganda, o'rnimizdan turib, qo'limizni ko'ksimizga qo'yishni, bayrog'imizga ta'zim qilish hissini singdirib borish lozim.

Shu bilan birga bizni tinchligimizni ko'ra olmaydigan, har xil yomon oqimlar ham uchrab turishini, bunday oqimlarga qo'shib qolmaslikni ham tushuntirib borish lozim. Oilani, mahallani, maktabni, o'rtoqlarini hurmat qilmaydiganlarni

to'g'ri yo'lga solish uchun bir yoki ikki kishi kurashib bo'lmaydi. Buning uchun oila, mahalla, maktab hamjihatlikda ish olib borishlari, ohohlik, do'stlik, milliy qadriyatlarimizga hurmat haqida bahs-munozaralar, davra suhbatlarini tez-tez o'tkazib turilishi lozim.

Barkamol adlod eng avvalo oilada shakllanadi. Shuning uchun ham bugungi kunda bola qanday oilada va qanday sharoitda yoki muhitda voyaga yetib kelmoqda, shunisiga e'tibor qaratish lozim. Xalqimizda onasini ko'rib, qizini ol, degan ibora bor. Tarbiya jarayonida ona qizi bilan ko'proq muloqotda bo'ladi, ota uchun o'g'lining xulqi muhimdir. Azaldan o'zbek oilalarida har bir shaxsning o'z o'rni, hurmati hamda mavqei nihoyatda qadrlanganligi ma'lum bo'lib, o'zbekona milliy odatlarga asoslangan sharqona, go'zal tarbiyani vujudga keltirganligi ma'lum. Oilaviy tarbiya deganda ota-onalarning o'z hayotlari, turmush tarzlari asosida bola shaxsidagi dunyoqarash shakllanib boradi. Oilada ota-onaning tutgan xatti-harakati bola uchun misoli bir ko'zgu. Xalq pedagogikasida aytilganidek, qush uyasi ko'rganini qiladi. Ota-onalar o'rtasidagi munosabatda mehr-muhabbat, o'zaro hurmat, bir-biriga g'amxo'rlik kabi sifatlar bolaning tarbiyasida yaxshi ibrat hisoblanadi.

Oila vatan ichidagi kichik bir vatan hisoblanadi. Oilaning farzandga bo'lgan ta'siri shu darajada kuchli bo'ladiki, vaqt o'tgan sari u o'zining isbotini topib boradi.

Bola tarbiyasida oilaning o'rni beqiyos ekan, har bir ota-ona farzandining tarbiyasi, sog'lomligi uchun ma'suldirlar. Bolaning barkamol avlod bo'lib shakllanishi uchun yoshligidanoq barcha shart-sharoitlarni yaratib berishlari lozim. Jumladan, bolaning maktabdan tashqari bo'sh vaqtlarini mazmunli va to'g'ri tashkil etish uchun mahallalarda tashkil etilgan sport to'garaklariga, yoshlar uylaridagi turli to'garaklarga o'zlarini qiziqishlarini inobatga olgan holda jalb qilishlari lozim.

O'zbekiston Respublikasi Konstitutsiyasining XIV bob 64-moddasida „Oila“ to'g'risida shunday deyilgan: ota-onalar farzandlari voyaga yetgunlariga qadar boqish va tarbiyalashga majburlar.

Bu ta'lim bosqichi davlat tomonidan tashkil qilingan maktabgacha ta'lim muassasalarida aniq reja va dastur asosida tashkil etiladi. Oiladagi ta'lim-tarbiyadan keyin, bolalar bog'chalarida ta'lim-tarbiya jarayoni davom etadi. Bolalar bog'chalarida berilgan bilimlar undan bir pog'ona baland bo'lgan boshlang'ich ta'limga poydevor bo'lib xizmat qiladi. Demak ilm poydevorini mustahkam qurmoq uchun, bu ta'lim bosqichida bolaning tafakkuriga, dunyoqarashiga, ma'nan va jismonan sog'lomligiga alohida e'tibor berish har bir tarbiyachi va murabbiyning dasturulamali bo'lmog'i kerak.

Bolalar bog'chalarida turli xildagi sport mashg'ulotlari, didaktik o'yinlar, tadbirlar tez-tez tashkil etilishi bolaning sog'lom shaxs bo'lib yetishiga xizmat qiladi.

Boshlang'ich ta'limni ta'limning poydevoriga qiyoslashadi. Bu juda to'g'ri, chunki ta'lim taraqqiyoti va kamolotida ana shu bosqichda tamal toshi qo'yiladi. Boshlang'ich ta'limda bola maktab, o'quv qurollari, bilim haqidagi ilk tushunchalarni o'rganadi. Shunday ekan boshlang'ich sinf o'qituvchilari zimmasiga o'quvchining har tamonlama barkamol shaxs qilib tarbiyalashdek ma'suliyatli vazifa turadi. Ana shu ma'suliyatni his etgan har bir o'qituvchi o'quvchilarning darsda va darsdan tashqari bo'sh vaqtlarini to'g'ri tashkil etish uchun, maktabda va maktabdan tashqari tashkil etilgan turli fan, sport, ijodiyot, hunar-texnika to'garaklariga jalb etishlari lozim.

Xulosa qilib aytganda, bolaning asosiy vaqti oilada, maktabda, do'stlar davrasida o'tadi. Ota-onalar, o'qituvchilar, murabbiylar ana shu muhitda bolaning qanday ish bilan band ekanligini doimo nazorat qilib turishlari lozim. To'g'ri nazorat qilinganda, ta'lim-tarbiya jarayoni to'g'ri tashkil etilgandagina har tamonlama yetuk, barkamol avlodni tarbiyalashimiz mumkin.

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BARKAMOL AVLOD TARBIYASIDA OILAVIY MUHITNING O'RNI

Ma'lumki, sog'lom turmush tarziga asoslangan oila jamiyat mustahkamligi asosi, jamiyat mustahkamligi esa mamlakat barqarorligini ta'minlaydi. Oila kishilik jamiyatining ijtimoiy-axloqiy poydevori hisoblanadi. Shunga ko'ra jismonan sog'lom, ma'nan barkamol, axloqan pok va yuksak ma'naviyatli yosh avlodni voyaga yetkazish oiladan boshlanadi.

Oilaviy munosabatlar oliy qadriyat hisoblangan bizning respublikamizda O'zbekistonda oilaning maqomi nihoyatda balanddir va o'z mavqeyini hozirgacha ushlab turibdi. O'zbek oilasida zaruriy tarbiyaviy omil va ko'nikmalar avloddan-avlodga o'tib kelmoqda. Ko'pbolali o'zbek oilalarida patriarxal tartibning saqlanishi oiladagi munosabatlarning barqarorligini ta'minlagan.

O'zbek oilalari asrlar davomida mustahkam, ahil jamoa, ma'naviyat va tarbiya o'chog'i bo'lib kelgan. Oiladagi ijobiy muhit barkamol avlodni tarbiyalashga xizmat qilgan. Ota-onalar bola tarbiyasida jamoatchilikning fikrini inobatga olishgan, o'z navbatida bolalarning ota-onasiga munosabati jamoatchilik e'tiboridan chetda qolmagan. Farzand axloqli va odobli bo'lib, o'z ota-onasini hurmat qilsa, bu ham ma'naviy yetuklikning asosiy mezonlaridan biri hisoblanadi.

Oila ikki yo'nalishda mavjud bo'ladi: kichik ijtimoiy guruh sifatida va ijtimoiy institut sifatida. Birinchi holatda, u qarindoshlik asosida tuzilgan va birga yashash bilan birlashtirilgan hamjamiyatdir. Ikkinchisida esa, insonlarning kundalik hayoti kechadigan ijtimoiy institutdir.

Jamiyatda oila bir nechta funksiyalarni bajaradi, ya'ni reproduktiv funksiya, iqtisodiy funksiya, ijtimoiylashuv funksiya, xo'jalik-maishiy funksiya, tarbiyaviy funksiya, psixoterapevtik funksiya. Bu funksiyalar ichida ayniqsa, tarbiyaviy funksiyani alohida ajratib ko'rsatish lozim, chunki u bolaning ilk ijtimoiylashuvi jarayonida muhim rol o'ynaydi. Tarbiyaning eng muhim vositalaridan biri shaxsiy namunadir.

Shu bilan birga bir qator o'zbek pedagog olimlari aynan ko'pbolali oilalarda bolalar tarbiyasi uchun qulay sharoitlar mavjud, deb hisoblashadi. Avvalo, ko'pbolali oila pedagogik munosabatga kirishish uchun qulay bo'lgan yosh xususiyatlariga ega. Bir nechta bola mavjud bo'lganida ota-onalarning g'amxo'rligi ham ular orasida teng taqsimlanadi. Katta oilada bola yoshligidanoq shaxslararo munosabatlarga kirishadi. Katta va kichik bolalar o'rtasida turli o'zaro munosabatlar shakllanadi. Ko'pgina ota-onalar ko'pbolali oilalarda bolalarni tarbiyalash oson, chunki bunda katta farzandlar yordam berishadi, deyishadi. Ko'pbolali oilalardagi tarbiyaning eng muhim omillari muomola muhiti, birgalikdagi mehnat, jamoaviy tashabbus, ota-onalarning talabchanligi, bolalar yoshini inobatga olish hisoblanadi. Bunday oilalar farzandlari axloqiy hislatlarining shakllanganligi, mehnatsevarligi, mehribonligi, to'g'riligi, mustaqilligi, ishbilarmonligi bilan ajralib turishadi. Katta oilada mustahkam va tabiiy bolalar jamoasi shakllanib, unda bu jamoa a'zolari birgalikda g'amxo'rlik ko'rsatishadi, boshqa a'zolar oldida mas'uliyatli ekanliklarini his etishadi.

Barkamol inson shaxsini tarbiyalashda ota-onani, mahallani, jamiyatni hissassi beqiyosdir. Shuning uchun ham mamlakatimizda oilani mustahkamlashga

alohida e'tibor berilmoqda. Jumladan, bosh qomusimiz – O'zbekiston Respublikasi Konstitusiyasining «Oila» deb atalgan 14-bobining 64-moddasida quyidagi qoidani o'qish mumkin: "Ota-onalar o'z farzandlarini voyaga yetgunlariga qadar boqish va tarbiyalashga majburdirlar..."

Oila mustahkam, tinch, farovon, sog'lom bo'lsagina, jamiyatda barqarorlik vujudga keladi. Bunda oila sharoitida uyushtirilgan suhbatlar alohida diqqatga sazovordir. Bola bilan bo'lgan muloqat jarayonida ota-ona atrofdagilar bilan munosabatlarni tushuntirib borishlari lozim. Bola buni qanchalik yaxshi o'zlashtirsa, o'z tengdoshlari, ustozlari, do'stlari bilan bo'lgan munosabatda shunchalik oqil bo'ladi, sog'lom tarbiya natijasini namoyon qiladi, oqu-qorani ajrata oladi. Agar bolaga atrofdagilar bilan munosabat qilishni o'rgatilmasa, tortishuvlar behuda ketadi, ba'zi hollarda u ahloqiy normalar doirasidan chiqib, o'zaro haqorat qilish darajasiga yetib boradi, bilimsizlik, mantiqsizlik pand beradi.

Demak, barkamol avlodni tarbiyalashda oilaning o'rni beqiyos hisoblanadi. Bu bejiz emas. Chunki oila jamiyatning poydevoridir. U qanchalik sog'lom, fayzu barakali bo'lsa, jamiyat shu qadar mustahkam, qudratli bo'ladi.

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BOLALAR MA'NAVIYATINI SHAKLLANTIRISHDA OILA VA OTA-ONALARNING O'RN

O'zbekiston Respublikasining Oila kodeksi 73-moddasi "Ota-onalarning bolalarga ta'lim-tarbiya berishga oid huquq va majburiyatlarida "Ota-ona o'z bolalarini tarbiyalash huquqiga ega va tarbiyalashi shart. Ota-ona o'z bolalarining tarbiyasi va kamoloti uchun javobgardir. Ular o'z bolalarining sog'lig'i, jismoniy, ruhiy, ma'naviy va axloqiy kamoloti haqida g'amxo'rlik qilishlari shart"¹, -deb belgilab qo'yilgan. Ana shu g'oyalar oila tarbiyasi mazmunini va ota-onaning vazifalarini belgilashga asos, negiz bo'ladi.

Albatta bunday barkamol farzandni tarbiyalash oilada ota-onalar zimmasiga yuklatilgan. Bu haqida O'zbekiston Respublikasi Konstitutsiyasi "Oila" bo'limi 64-moddasida "Ota-onalar farzandlarini voyaga yetgunlariga qadar boqish va tarbiyalashga majburdirlar"²-deb ta'kidlangan. Mazkur modda ota-onalardan o'zlariga yuklatilgan vazifalarini nazariy-ilmij jihatdan bilishni va hayotda tadbqiq qilishni talab etmoqda. Buning uchun avvalo ota-onalar oila tarbiyasining maqsadi, vazifasi, mohiyati, mazmuni, shakli, metodlari to'g'risila atroflicha keng ma'lumotga ega bo'lishi shart.

Oilada ota-onalar bolalar tarbiyasini o'zlarining uzoq kelajagini o'ylab tashkil etishlari dardkor. Shu o'rinda "Agar o'zingni bir yilga ta'minlamoqchi bo'lsang, daraxt ek, yuz yilga ta'minlamoqchi bo'lsang-odam tarbiyala", -deb bitilgan qadimgi sharq maqolalaridan birini eslash kifoya.

Yoki ota-onalarga halqning "Har kim ekanin o'rar", hikmatini esalatish o'rinli. Agar ota-onalar oila tarbiyasining vazifalarini aniq, ravshan tasavvur eta olamasalar, bolalar tarbiyasi no aniq, taxminiy, maqsadsiz olib boriladigan va natijalari esa shunga yarasha kechadi. Har bir ota-ona o'z farzandlarining kamolini ko'rishni, hayotda baxt-saodatga erishuvini va keksayganda farzandlari oldida piru badavlat, izzat-hurmatli, ardoqli ota-ona bo'lishini xohlaydi va shunga harakat qiladi. Bunday ardoqli ota-ona bo'lish uchun esa oila tarbiyasining vazifalari nimalardan iboratligi to'g'risida ilmiy ma'lumotga ega bo'lishni kundalik hayotning o'zi taqozo qilmoqda. Shu o'rinda ota-onalar oila tarbiyasining vazifalarini nafaqat bilish emas, balki hozir o'z farzandlari ongiga zaruriy fazilatlarini o'z vaqtida, o'rinda singdirmas ekan, keksaligida farzandlar oldida izzat-hurmatga sazovor, ardoqli ota-ona bo'la olmasligini eslatish joiz.

Shuning uchun qomusimizda belgilangan ota-onalik ma'suliyati ularning maxsus pedagogik bilimlarga, ko'nikmalarga va pedagogik madaniyatini tarkib toptirishni obyektiv hayot talab qilmoqda. Bu talabning oilada tadbqiq qilinishi haqida O'zbekiston Respublikasining kadrlar tayyorlash milliy dasturida "... Umumiy hamda pedagogik madaniyatni amalga oshirish maqsadida, mamlakat aholisi orasidagi ma'rifiy ishlar takomillashtirilib boriladi"³, -deb o'rinli ta'kidlangan.

Haqiqatan ham oilada bolalarni oilaga, Ona-Vatanga sodiq va sadoqatli etib tarbiyalash uchun birinchi navbatda ota-onalarning umumiy hamda pedagogik madaniyatlarini oshirish-hozirgi oila tarbiyasining dolzarb muammosidir. Biz

tomonimizdan ushbu maqolada ilmiy pedagogik jihatdan asoslanayotgan va tavsiya etilayotgan xulosalar oilada ota-onalarning bola tarbiyasi haqidagi ma'lumotlarining hamda pedagogik madaniyatlarining ortishiga va mustahkamlanishiga bevosita amaliy yordam beradi degan fikrdamiz. Bizningcha, ota-onalar oila tarbiyasining quyidagi yo'nalishdagi eng asosiy vazifalarini bilishlari zarur va bolalar tarbiyasida tadbiq etishlari dardkor:

- farzandlarga aqliy, axloqiy, mehnat, nafosat, jismoniy, iqtisodiy, siyosiy huquqiy, ekologik jihatdan ta'lim-tarbiya berish va ularni hayotda qo'lash bilan bog'liq ko'nima, odat hamda xulq-atvorni tarkib topdirishi;

- farzandlarni oilani, mahallani, ona-Vatanni, halqini, uning an'analarini, urf-odatlarini, qadriyatlarini sevish, qadrlashga, e'zozlashga o'rgatishi va odatlantirishi;

- farzandlarda milliy istiqloq g'oyasi, milliy ong, milliy g'urur, millatidan faxrlanish tuyg'usini tarbiyalashi;

- farzand-oilada ota-onaning, oila va ajdodlar hayotini davom ettiruvchisiligini tushuntirishi, anglatishi va unga amaliy milliy qadriyatligini tushuntirishi, anglatishi, ardoqlashi va odatlantirishi;

- ajdodlarni ardoqlash va ularga munosib farzand bo'lishga, marhumlarning, shahid bo'lganlarning ruhini shod etish va xotirlashga odatlantirishi;

- farzandlarning qonuniy huquqlari va manfaatlarini himoya qilishi hamda maktabgacha, umumiy o'rta, o'rta maxsus kasb-hunar ta'lim olish uchun javobgar;

- fuqarolarni, ayniqsa, keksalarni, xotin-qizlarni, nogironlarni, bolalarni, ota-onalarni, opa-singilni, aka-ukalarni, qavmi qarindoshlarni qadrlash, izzatlash-hurmatlash va ular bilan muomala qilishga, yordam ko'rsatishga odatlantirishi.

Shunday qilib ota-onalarga oila tarbiyasining vazifalari haqida ma'lumot berish, pedagogik madaniyatni oshirish oilada farzandlarni oilaparvar, millatparvar, vatanparvar, ijtimoiy faol, ma'naviy boy barkamol insonni shakllantirishning, oilani mustahkamlashning hamda jamiyatni ijtimoiy rivojlantirishning zarur sharti bo'lmog'i dardkor.

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ПЕДАГОГИК МУЛОҚОТНИНГ ПСИХОЛОГИК ТАҲЛИЛИ

Мулоқот инсонлар фаолиятлари жараёнидаги таъсир шаклидир. У яқка шахсга тааллуқли бўлмай, балки ижтимоий характерга эга. Педагогик мулоқот ўқитувчининг ўқувчилар билан ижтимоий психологик муносабатидир. Аммо, ҳалигача фанда мулоқотнинг аҳамияти ҳақида аниқ тушунча етишмайди. Шундай бўлсада, айримлар ўз фикр-мулоҳазаларини билдирганлар. Масалан кишиларнинг бир-бирларига бўлган муносабатлари, бир-бирларига кўрсатадиган таъсирлари ёки уларнинг ўзаро бир-барларини тушунишлари каби тушунчалар мавжуд. Ҳақиқатдан ҳам мулоқотда икки тушунча – муносабат ва ўзаро таъсир келиб чиқади. Уларнинг бири ўзаро сўзлашув ва мулоқотда очиқ кўринса иккинчиси ички, кўринмас (таъсир кўрсатиш) мақсадлар асосида юзага келади. Энг асосийси мулоқот – жамоа фикрини баён этувчи восита ҳамдир.

Педагогик мулоқотда ўқитувчи ижтимоий мақсадларда ўқитувчилар педагогик жамоа, ота-оналар ва фуқаролар билан мулоқотда бўлади (маъруза, ҳикоя, суҳбат ва ҳ.з.).

Мулоқот ижтимоий-психологик жараён бўлиб, у:

- инсонларни бир-бирларини билишлари;
- уларнинг ўзаро маълумот алмашувлари;
- умумий фаолиятни ташкил этишлари;
- фаолиятларини алмаштиришлари каби мақсадларда фойдаланилади.

Педагогик мулоқот – ўқитувчининг ўқувчилар билан ўзаро касбий мулоқоти бўлиб, у аниқ белгиланган мақсадга йўналтирилган бўлади. Ўқитувчининг ўқувчилар билан мулоқотида айрим вақтлар эмоционал ҳолатлар ҳам юз беради.

Ўқитувчининг ўқувчи билан бўладиган ижтимоий-психологик мулоқоти асосида педагогик таъсир ўтказиш амалга оширилади.

Педагогик мулоқотнинг тузилиши, аynиқса унинг психологик структураси жуда мураккаб.

Ўқитувчи томонидан ўқувчининг ички дунёсини етарли даражада ўрганмаслик оқибатида айрим вақтлар ўзаро мулоқот низолари ҳам келиб чиқиши мумкин.

Педагогик мулоқот тўғрисида ўз замонасида Я.А. Коменский ўқувчи ва ўқитувчининг ўзаро мулоқотини чин инсоний самимий муносабатларда ташкил этилиши зарурлигини таъкидлаган.

А. В. Луначарский, П. П. Блонскийлар ўқувчи ва ўқитувчининг ўзаро мулоқоти-жамоа ҳамкорлигида бўлишини кўрсатган бўлсалар, А. С. Макаренко ва В. А. Сухомлинскийлар ўқувчи ва ўқитувчи мулоқотида энг асосийси – ўзаро ҳурмат ва бир-бирига бўлган талабчанлик деб билганлар.

Ўқувчи ички дунёсини аниқ кўролмаслик, уни беҳуда жазолаш, унга нисбатан дағал муомалада бўлиш ёки кўрқитиш, мулоқотдаги энг нохуш ҳоллар ҳисобланади.

Ўқитувчининг ўқувчи устидан ҳукмронлик қуроли – унинг ширинсўзлиги,

самимийлиги ва одамийлигидадир.

Ўқитувчининг ўқувчилар билан мулоқотида қуйидаги дидактик талаблар:

1. Баён қилинаётган материалларнинг ғоявий жиҳатдан мазмунли, илмий ҳамда назарияни ҳаёт билан боғланганлигига;

2. Баён қилинаётган материалнинг тарбиявий аҳамиятини тўғри белгилаш орқали ўқувчиларга тарбиявий таъсир кўрсатишга;

3. Ўз баёнида ўқитувчи нутқи ягона манба ҳисобланиб, уни равон ва тушунарли бўлиши ҳал қилувчи омил сифатида фойдаланишга;

4. Ўқитувчи ўз нутқини баён этаётган мавзуда ишлатилган тарифлар, қоида ва қонунлар китобда баён этилганидан фарқли ҳолда ўқувчининг ёзиб олиши учун мос бўлишига амал қилиши керак.

Ўқувчиларга бевосита эмоционал – иродавий таъсир кўрсатиш ва шу асосда тегишли обрӯ-этиборга эга бўлиш ҳар бир педагогдан ўз устида тинмай ишлашни талаб этади.

Педагогик мулоқотда қуйидаги психологик талаблар қўйилган:

Ўқитувчи ўзининг касбий фаолиятида таълимнинг дидактик талаблари билан бирга психологик талабларини ҳам мукаммал билиши талаб этилади. Ҳар бир ўқувчи шахсига қараб унинг ички дунёси ва характериға мос равишда мулоқотда бўлиши билан бирга, бутун синф жамоаси билан таққослаганда авторитар раҳбарлик элементларига эҳтиёткорлик билан ёндошмоғи лозим.

Ўқитувчининг ўқувчилар билан мулоқоти жараёнида унинг раҳбарлик муносабати ҳам катта аҳамиятга эга.

Ўқитувчининг ўқувчиларга коммуникатив таъсири тадқиқотлари шуни кўрсатдики: ўқитувчи раҳбар сифатида ўз мулоқоти билан фарқ қилади ва қуйидагича ифодаланди:

а) Авторитар – ўзига қарашли масалаларга асосий эътибор беради, ўзича иш тутади, ҳеч кимнинг фикрини инobatга олмайди ва ўзича қарор чиқариб ҳаракат қилади.

б) Демократик раҳбарлик – авторитар раҳбарликнинг акси, атрофдагиларга қулоқ солади, улар фикри билан ишлайди, ҳаммага бир кўз билан қарайди, ўзини улар ўрнига қўйиб иш тутади.

в) Либерал раҳбарлик – ҳеч кимнинг иши билан қизиқмайди, ҳар бир масалага юзаки қарайди, жамоа фаолиятида пассив қатнашади.

Юқорида баён этилган ҳолатлар таълим муассасасида олиб бориладиган таълим-тарбия жараёнига, педагогик жамоа фаолиятига, қолаверса ўқувчиларга ҳам ўз таъсирини кўрсатади. Масалан авторитар раҳбарлик айрим вақтларда юқори рейтинг кўрсатгичи бериши мумкин, аммо, ноҳуш психологик муҳитга олиб келади. Раҳбарликнинг энг қулай ва самарали усули демократик мулоқот муносабатидир. Чунки унда бир-бирига ишонч, ўзаро самимийлик, мақсад бирлиги, ўзаро тенглик ва ҳурмат-иззат ўз аксини топади.

Авторитар усулидаги муносабат мулоқотида пас савияли маданият, ўқувчилар хусусиятларини инobatга олмасдан юқори натижаларни кўзлаш, ҳаддан ташқари талаблар, кўзбўямачилик, шахсга сизгиниш каби иллатлар намоён бўлади. Энг ёмони бундай раҳбар ўзининг фуқаролик бурчини эсдан чиқарганида кўринади.

Ўқитувчининг ўқувчилар билан мулоқоти энг аввало унинг ўқув материалларини ўқувчиларга тушунтира олиш қобилияти билан белгиланади. Улар билан мулоқотда уларнинг руҳий кайфиятлари, қобилиятлари, нималарга қодир эканликлари, умумий муаммо ва ташвишлари, тилак ва нимани билиш истаклари ўқитувчи учун яққол аён бўлмоғи керак.

Тажрибали, қобилиятли ўқитувчи дарс жараёнида ўқувчиларнинг ўзлаштириш қобилиятларига қараб ўз услубларини танлайди, уларнинг материални ўзлаштиришлари учун замин тайёрлайди ва зерикишлари олдини олади.

Ўқитувчининг педагогик мулоқотда катталардан фарқли ўлароқ болаларнинг ички дунёсига кира олиш қобилияти, ўқувчи шахсини унинг вақтинчалик руҳий ҳолатини доимий назорат қилиб бориши алоҳида аҳамиятга эга.

Мулоқот жараёнида ўқитувчининг нутқи аниқ, жонли, талаффузи ёрқин, ифодали, ҳис-ҳаяжонли бўлиши лозим. Тажрибали ўқитувчилар мавзуни баён этиш жараёнида ўзининг шахсий нутқини назорат қилиб боради. Ўқувчилар ўз устоз ва тарбиячиларига қатъийлик, камтарлик, меҳнатсеварлик, ишончлилик хислатларини аниқ кўрадилар.

Ўқитувчининг педагогик мулоқоти унинг эътиқодлилиги, ахлоқ, одоблилиги, касбига ва Ватанига содиқлигидир. Болаларга меҳр-муҳаббат, улар учун қайғуриш, улар ташвишига шерик бўлиш педагогик мулоқотда яққол намоён бўлади.

Ўқитувчининг педагогик этикаси ва дунёқараши унинг дарс бериш жараёнида ёки тарбиявий ишларида, ўқувчилар ва бошқа кишилар билан муносабатида аниқ сезилади.

Шундай қилиб ўқитувчининг ўқувчи билан бўладиган мулоқоти унинг дунёқарашига ва инсонийлик хулқ-атворига боғлиқ. У ҳар доим самимий бўлиши керак.

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ЎҚУВ-ТАРБИЯ ЖАРАЁНИНИ САМАРАЛИ ТАШКИЛ ЭТИШ ВА БОШҚАРИШ

Ўзбекистон Республикасининг “Таълим тўғрисида”ги Қонуни, “Кадрлар тайёрлаш миллий дастури”да таълим мамлакатимиз ижтимоий-иқтисодий, маънавий-маърифий тараққиётида устувор эканлиги таъкидланган ва таълим соҳасида давлат сиёсатининг асосий тамойиллари, таълим тизими ва турлари, таълимни бошқарув тизими, таълим жараёни иштирокчиларининг ҳақ-ҳуқуқлари, вазифалари, таълимни молиялаш тартиблари белгилаб берилган.

Ўқув-тарбия жараёнини самарали ташкил этиш ва бошқариш, юқори сифат кўрсаткичига эришиш ўз-ўзидан бўлмайди. Бунинг учун, аввало, таълимнинг мазмунини, унинг илмий назарий ва методик савиясини ошириш, ўқитувчиларнинг методик таъминоти ва уларга кўрсатилаётган методик ёрдамни яхшилаш, тобора такомиллаштириб бориш, ўқитувчининг касбий маҳоратини ва нуфузини ошириш зарур.

Ёш авлодни замон талаблари даражасида ўқитиш келажакда баркамол инсон, мустақил фикрловчи шахс сифатида тарбиялашдек мураккаб масалаларни муваффақиятли ҳал этиш кўп жиҳатдан ўқитувчининг ғоявий эътиқоди, касбий маҳорати, билимдонлиги, педагогик ва ахборот коммуникация технологияларидан фойдаланиб ўқув-тарбия жараёнини ташкил этиши ва бошқаришига боғлиқдир.

Педагогик технология ўз тизимига эга бўлиб, унда компонентлар кетма-кетлиги, ўзаро боғлиқлиги, бир бутунлиги сақланади. Ўқув-тарбия жараёнида педагогик технологиянинг бошқарувчанлиги шундан иборатки, бунда ўқув жараёнини режалаштириш, ташхис қилиш, натижалаш, тузатиш киритиш имкониятлари мавжуд. Бунда таълимда қўтилган натижаларга эришилади, вақт тежалани. Педагогик технологиянинг тасдиқланувчанлиги ишланган модел бошқа педагоглар қўллаганда ҳам худди ушандай самара, натижа бериши кераклигини билдиради. Бир сўз билан айтганда, таълим жараёнига янгича ёндашиб, ижодкорлик, бунёдкорлик татбиқ этилсагина, таълим самарали янги босқичга кўтарилади; яъни

- боланинг талаби, мойиллиги, истак-хоҳиши унинг имкониятлари даражасида қондирилади;

- ўқувчининг ўқув меҳнатига масъулияти, жавобгарлиги бурчи ошади;

- билимларни мустақил эгаллаш малакалари шаклланади;

- унда умр бўйи ўз билимини ўзигина бойитишига ишонч пайдо бўлади;

- эркин фикрлаш малакаси шаклланади;

- шахс сифатида жамиятда ўзининг ўрнини тезроқ топиб олишга муҳит яратилади.

Ўқув-тарбия жараёнини технологиялаштириш объектив жараён эканлигини, замонавийлиги эса илмий-техник тараққиёт йўналиши билан белгиланиши тан олган ҳолда педагогик технологиянинг ўзига хос томонлари ва яқин келажакда у билан боғлиқ вазифаларга қуйидагиларни киритиш мумкин:

- истиқболли ўқитиш ва тарбиялаш воситаларини яратиш ва уларга таянган ҳолда илғор педагогик технологияларни лойиҳалаш, амалиётга жорий этиш, оммалаштириш ва самарали аниқлаш;

- педагог-ўқитувчиларни илғор педагогик ва ахборот технологиялар бўйича янги билимлар тизими билан қуроллантиришни узлуксиз ташкил этиш;

- илғор ўқитувчилар ва педагоглар иш тажрибалари ва усулларини ўрганиб бориш, улар яратган янги методикаларни янги педагогик технологиялар даражасига кўтариш борасидаги ишларни амалга ошириш.

Замонавий таълимни ташкил этишда қўйиладиган муҳим талаблардан бири ортқича руҳий ва жисмоний куч сарф этмай, қисқа вақт ичида юксак натижаларга эришишдир. Бундай натижаларга эришиш учун ўқитувчилардан юксак педагогик маҳорат ҳамда ўқув- тарбия жараёнини самарали бошқаришга нисбатан янгича ёндошувни талаб этади.

Демак, педагогик технология ўз моҳиятига кўра субъектив хусусиятга эга, яъни ҳар бир педагог ўқув-тарбия жараёнини ўз имконияти, касбий маҳоратидан келиб чиққан ҳолда ижодий ва самарали ташкил этиши лозим. Қандай шакл, метод ва воситалар ёрдамида ташкил этилишидан қатъий назар педагогик технологиялар:

- педагогик фаолият ўқув-тарбия жараёнининг самарадорлигини ошириши;

- ўқитувчи ва ўқитувчилар орасида ўзаро ҳамкорликни қарор топтириши;

- ўқувчилар томонидан ўқув фанлари бўйича пухта билимларнинг эгалланишини таъминлаши;

- ўқувчиларда мустақил, эркин, ижодий фикрлаш кўникмаларини шакллантирилиши;

- ўқувчиларнинг ўз имкониятларини рўёбга чиқара олишлари учун зарур шарт-шароитларни яратилишидан иборатдир.

Бугунги кунда ўқув-тарбия жараёнини илмий методик асосда ташкил этиш ва бошқаришда қуйидагиларга эътиборни қаратиш зарурдир:

- узлуксиз таълим тизими бошқичлари орасида узвийликни тўла таъминлаш;

- педагог кадрларнинг касбий, илмий методик тайёргарлиги таълим мазмуни ва унинг методик таъминотидан орқада қолмаслиги;

- педагог-ўқитувчиларда ижодий ва ижтимоий фаоллик, ғоявий-сиёсий етуклик даражасининг етарли бўлиши;

- умумий ўрта таълимда кадрларни тайёрлаш тизимининг илмий назарий ҳамда методик жиҳадан етарлича асосланганлиги, бу жараёнда замонавий педагогик, ахборот ва инновацион технологиялардан фойдаланиш учун зарур бўлган методик билим, кўникма ва малакаларни эгаллашга эътиборни кучайтиришдан иборатдир.

Республикамизда амал қилаётган таълимнинг янги модели - ўқув-тарбия жараёнини тубдан янгилаш билан бир қаторда таълим муассасалари ўртасида рақобат муҳитини вужудга келтирмоқда. Шунга кўра, педагог ўқитувчилардан ташаббускорлик, ижодкорлик, ишбилармонлик ва юксак касбий маҳорат сифатларига эга бўлишлари талаб қилинади. Кадрлар тайёрлаш миллий дастурида белгиланган барча вазифаларни бажаришда фаоллик кўрсатиш, ўқув-тарбия жараёнини ташкил этишда янги ғоялар ва

ижодий тажрибаларни синовдан ўтказиш, педагогик тизимни такомиллаштириш ва таълим мазмунининг ўқувчилар томонидан пухта ҳамда сифатли ўзлаштирилишига эришиш зарур.

Бунинг учун таълим жараёнида ўқув дастурлари мазмунини тўлиқ ўзлаштирилишини таъминловчи таълим технологияларини қўллаш, дастур материалларини ўқув элементлари даражасида ўрганиш, ўқувчиларни дарсликдан ташқари ўқув методик қўлланмалар, дидактик манбалар, тавсияномалар, технологик ишланмалар, алгоритмлар, аудио-видео визуал воситалар ва тест тўпламлари билан таъминлаш, мактаб кутубхоналари фондларини бойитиш, уларни янги технологиялар билан таъминлашга эътибор қаратиш лозим. Таълим сифатини яхшилаш ва уни бошқаришни давр талаблари асосида ташкил этиш механизмларини яратиш ҳамда илмий жиҳатдан асослаш, педагогика фанининг муҳим масалаларидан биридир. Ушбу масалани ҳар томонлама ўрганиш ва таълимни илмий методик бошқариш моделини ташкил этиш ҳамда амалиётга татбиқ этиш зарур. Унинг асосида таълим–тарбия жараёнини ташкил этиш ва уни бошқариш масаласига тамомила янгича ёндашган фаолият кўрсатиш лозим:

Янгича педагогик муносабатларнинг вужудга келиши ўқувчи шахсига табақалашган ёндашув, яъни ўқув-жараёнини индивидуаллаштириш тамойилини рўёбга чиқириш асосида ўқув-тарбия жараёнини ташкил этишда:

- ҳар бир ўқувчи шахсининг энг яхши сифатларини аниқлаш ва уни ривожлантириш, уларнинг қизиқишлари, эҳтиёжлари, танлаган йўналишлари, шахсий сифатлари, ақлий интеллектуал хусусиятларини аниқлаш;

- ҳар бир ўқувчининг эҳтиёжи, қизиқиши, иқтидори ва имкониятига яраша ўқув топшириқларини тайёрлаш;

- ўқув-тарбия жараёнида ўқувчи шахсини ўзига хос хусусиятларини ҳисобга олиш лозим.

Хулоса қилиб айтганда, ўқув-тарбия жараёнини самарали ташкил этиш ва бошқаришнинг муҳим жиҳати сифатида фан ўқитувчиларнинг билим, малака, касб-маҳорати доирасида замон талабларига мувофиқ фаолият кўрсатишларини таъминловчи узлуксиз методик хизматни вужудга келтириш зарур.

SECTION: PHILOLOGY AND LINGUISTICS

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“LISON UT-TAYR” DOSTONIDA ODAM ATO OBRAZI

O'zbek mumtoz adabiyotida Odam Ato obrazi va u bilan bog'liq bo'lgan qissalar ko'pchilikni tashkil qiladi. Lekin ularning har biri o'ziga xosligi bilan boshqalaridan ajralib turadi.

Xususan, Alisher Navoiyning “Lison ut-tayr” dostonidagi Odam Ato obrazi ham serqirra jihatlari bilan kishini o'ziga jalb qiladi. Bu asarda shoir Odam Ato obrazidan asarning boshlanish qismida, ya'ni “Mehribon va yorlaqaguvchi Allohning nomi bilan” boshlanuvchi hamda mohirona foydalangan.

Navoiy Odam Atoning yaratilishi va uning jannatdan maloiklar yonidan o'rin olishi hamda shaytonning kibrlanishi va Odamga bosh egmasligi to'g'risidagi an'anaviy rivoyatga o'zgacha tus beradi. Ya'ni shoir bu rivoyatni Allohga bo'lgan eng yaxshi maqtov, uning bitmas tuganmas fazilatlarining eng yorqin namunasi sifatida keltiradi. Allohning irodasi bilan Odam yaratildi, uning xohishi bilan nurlar bir siqim tuproqqa ta'zim bajo ayladi Odam Ato Allohning yerdagi xalifasiga o'rinbosariga aylandi. Navoiy bu yaratishni Allohning eng yaxshi maqtovi sifatida keltiradi. Aslida bu asarning boshdan oyoq mazmuni ham Allohni bilish, unga imon keltirish va sevish haqida emasmidi? Shuning uchun shoir asarni yozishdagi birinchi qadamdan oqib butun asar mazmunini ochib berishga harakat qiladi. U umrining oxirida yozilgan bu asarni Alloh ha'mdiga bag'ishlaydi.

Dostondagi Odam alayhissalomga nisbatan berilgan laqab to'g'risidagi misralar alohida ahamiyatga molikdir.

Bu sifat sofiyvasi oliy hisob

Kim Safiy keldi anga haqdin laqab ¹[1]

Ya'ni: U (Odam Ato) shu tariqa sharaf va e'tiborga sazovor bo'ldi. Haqdan unga “Safiy” – “pok” degan laqab berildi.

Asarda Semurg' qushning makoniga borish uchun yo'lga chiqqan qushlar tasviri keltiriladi. Bu mashaqqatli yo'lga horib charchagan qushlar yo'l boshchisi bo'lgan Hudhudga O'zining savollarini bera boshlaydi. O'shanda bir qush o'zining ko'p gunoh qilganligini va hijolatdan butunlay pok bo'lgan qush Semurg'ning yoniga bormoqlikni hayosizlik deb bilishini aytadi.

Hudhud esa bu qushning aytganlariga javoban Odam Safiy alayhissalom qissasini keltiradi.

Ushbu hikoyatda Odam Atoning imoni va uning qilgan tavbalari alohida tilga olinadi. Odam Ato gunoh qilib, yuzi qora bo'lganda u cheksiz oh-u fig'on chekish va tavba qilish bilan yaratganning xalifaligi maqomiga ega bo'ladi.

Shoir bu dunyoda faqat Allohgina begunoh ekanligini quyidagi misralar bilan

¹ Alisher Navoiy. Lison ut-tayr. T.: G'afur G'ulom, 2005-y. 139-bet

isbotlaydi:

Odam avlodini qilmaydir iloh
O'ylakim ondin bosh urmaydir gunoh
Bo'lmasa sendin gunoh,ey bexabar
Afvi rahmat kimga bo'lgar choragar²

Ya'ni: Haq Odam avlodini gunohsiz qilib yaratgan emas. Ey bexabar kishi, agar sen gunoh ish qilmasang Tangri afvi rahmat bilan kimning gunohidan o'tadi?

Ayblarni yopuvchi, g'ayblarni biluvchi zotga qaytish orqali gunohlardan tavba qilish – solihlar yo'lining ibtidosi, haq yo'lni iroda qilganlarning ilk qadamlari bo'lib bobomiz Odam alayhissalom bu yo'lda dastlab qadam qo'yganlardandir. Ota bobolarga ergashish farzandlarga naqadar munosib ish. Demak, odamzod biror gunoh ish qilib qo'ysa, buning ajablanadigan joyi yo'q. Shu jihatdan kimki bobosiga o'xshasa, bu ham zulm emas. Chunki, bobomiz singanni yamadi, buzilganni tuzatdi, achchiq pushaymon ta'mini totib, tavba sari yuzlandi.³

Hudhud hikoyasining so'ngida bu hikoyatni keltirishning asl mazmunini izohlaydi:

Ondoq elga yetsa bu bandi kushod,
Sen kim o'lg'aysen za'ifi nomurod
Tavba qilg'il dog'i behbudingga yet,
Yo'lga aylab azm, maqsudingga yet.⁴

Ya'ni: Shunday bir kishining mushkuli oson bo'lgach, sen uning oldida kim bo'lisan, ey, murodiga yetmagan zaif. Tavba qil va undan o'z najotingga erish, yo'lga azm aylab, maqsadingga yet.

“Lison ut-tayr” dostonidagi Odam ato obrazi haqida so'z borganda, bu hikoyatdagi alohida ahamiyat kasb etuvchi, asar ha'mdida keltirilgan shaytonning kibrlanishi haqidagi voqealarga ham alohida to'xtalib o'tish lozimdir. Bu haqida “Qissasi Rabg'uziy”da quyidagicha keltiriladi:

“Yolg'iz Azozil sajda qilmadi, bo'ysunmadi, ulug'sindi, kofirlardan bo'ldi... Men undan ortiqman. Meni o'tdan yaratding” – dedi. Bu da'voni qilganidan so'ng Azozil otini ko'tardilar, Iblis degan nom berdilar.⁵

Xuddi shu voqeani Alisher Navoiy shunchalar chiroyli va ta'sirli sifatlashlar orqali aks ettiradiki, bunda uning qalami chindan ham “qush ka'bi parvoz qiladi”:

Bo'ynini sunmay ayon etkonda ta'n,
Solibon bo'yniga oning tavqi la'n.
Bo'yniga itdek qaloda solibon,
Ko'ngliga itlik iroda solibon⁶ [6]

Ya'ni: Yaratguvchi bu amriga bo'yin egmay, ta'na ko'zi bilan qaraganidan, uning bo'yniga shu on la'nat halqasi solindi. Zeroki, uning ko'ngli itlikni havas qilgan edi, shu sababli ham bo'yniga itlar kabi la'nat tasmasi osildi.

² Alisher Navoiy. Lison ut-tayr. T.: G'afur G'ulom, 2005-y. 138-bet.

³ Abu Homid G'azzoliy. Tavba kitobi. T.: G'afur G'ulom, 2017-y. 13-bet.

⁴ Alisher Navoiy. Lison ut-tayr. T.: G'afur G'ulom, 2005-y. 140-bet.

⁵ Nosiriddin Rabg'uziy. Qissasi Rabg'uziy. T.: Yozuvchi, 1990-y. 21-bet.

⁶ Alisher Navoiy. Lison ut-tayr. T.: G'afur G'ulom, 2005-y. 13-bet.

Odam Ato barcha maloiklar uchun sajdagoh bo'lganda ham kibrlanmadi. Darhaqiqat, "Iblis o'tga quvondi, bu bois o'tga qaytadigan bo'ldi, Odam Allohga quvondi, shuning uchun Tangriga qaytadigan bo'ldi".⁷

Buyuk mutasavvuf shoir Alisher Navoiy "Lison ut-tayr" dostonida Odam Ato obrazidan oqilona foydalangan holda asar ta'sirchanligini yanada oshirgan.

⁷ Nosiriddin Rabg'uziy. Qissasi Rabg'uziy. T.: Yozuvchi, 1990-y. 21-bet.

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ENG AVVALGI GUNOH...

Xato qilish, adashish har bir bandaga xos xislatdir. Begunoh yolo'iz Allohning o'zidir.

“Odam farzandlarining barchasi ko'p xato qiluvchidir. Xato qiluvchilarning yaxshisi tavba qiluvchidir” – deb marhamat qiladi so'zlaguvchilarning eng rostgo'yi Rasululloh sallolohu alayhi vassalam.⁸

Xo'sh, bu xatolarning avvali qayerda? Bu qanday gunoh ediki, butun bashariyat farzandlari uchun meros bo'lib qoldi?

Odam Safiy alayhissalomning jannatdan haydalishi to'o'risidagi rivoyat va hikmatlar barchamizga ma'lumdir. Odam alayhissalom Alloh tomonidan man etilgan buo'doy mevasini yeb qo'ygandan so'ng uni jannat ziynatlari tark etadi. Odam va Havo xorlikka uchraganidan boshlaridan tojlari, ustlaridan kiyimlari tushib, yalang qoldilar.

Shu payt arshi a'lodan nido keladi. “Ikkalangiz (Odam ato va Havo momo) ham huzurimdan (yerga) tushing. Kimki Menga isyon qilsa, Menga qo'shni bo'lolmaydi” Roviy davom etib, dedi: “Mana eng avvalgi gunoh! Mana uning oqibati bizni habibimizga qo'shnihilikdan ayirgan, e, voh!”⁹

Odam alayhissalom o'zining gunohlaridan qattiq afsuslandi, lekin endi bu gunohdan ko'z yumib bo'lmas edi. Alloh taolo ham bu gunohni kechirdi, ammo uni jannatdan mosuvo ayladi. Bu haqida “Qissasi Rabo'uziy”da shunday bayon qilinadi: “Farmon keldi: “Seni yorlaqadim sendan keyin keladigan farzandlaring ham shunday iqrar bo'lsalar ularni ham yorlaqagayman. Endi jannatdan chiq qil”-dedi”.¹⁰

Odam Safiy Alayhissalom tun-u kun fio'on-u nolalar chekib, o'z gunohlaridan afsuslanganda unga habar keladi:

“- Ey Odam Alloh bergan, ko'zlaringni quvontirgan bu tavba senga muborak bo'lsin!

Odam alayhissalom so'radilar:

- Ey Jibril, bu tavbadan so'ng mening makonim qayerda bo'ladi?

Alloh taolo unga vahiy qildi:

- Ey Odam! mashaqqat va azob uqubatni zurriyotingga meros qildim. Kimki menga duo qilsa, huddi senga javob berganimdek, uning duosiga ham javob beraman...”¹¹

Mana Odamzodning birinchi chekkan azob-uqubati va iymonning ilk namunasi bo'lgan “tavba.”

Bu gunoh sodir etilishiga sabab nima edi? Asli odamzod emasmi jonzo'tlar ichida eng mukammal qilib yaratilgan? To'o'ri, hadislardan birida “Albatta, Alloh Odamni o'zining sur'atida yaratdi” deyiladi. Bu hadisda “sur'at” tashqi ko'rinish

⁸ Abu Homid G'azzoliy. Tavba kitobi. T.: G'afur G'ulom, 2017-y. 3-bet.

⁹ Abu Homid G'azzoliy. Tavba kitobi. T.: G'afur G'ulom, 2017-y. 201-bet.

¹⁰ Nosiriddin Rabg'uziy. Qissasi Rabg'uziy. T.: Yozuvchi, 1990-y. 26-bet.

¹¹ Abu Homid G'azzoliy. Tavba kitobi. T.: G'afur G'ulom, 2017-y. 23-bet.

yoki shakl va hajmga nisbatan emas, balki, botiniy xususiyatlarga nisbatan aytilgan. Darhaqiqat Alloh Odam alayhissalomga ijodkorlik va yaratuvchilik kabi faqat o'zigagina xos fazilatlarni, kamtarlik, mehnatsevarlik, saxovat, iymon, mehr-oqibat singari faqat insoniyatgagina xos bo'lgan xislatlarni in'om qildi.

Odam atoni yo'ldan urgan esa Iblisi mal'unning hiylasi va o'z nafi bo'ldi. Ammo Odam Ato va Iblisni bu gunohkorlikda bir qatorga qo'yib bo'lmas edi. Odam Atoning gunohi nafsini tiyolmaganligida bo'lsa, shaytonning gunohi kibr-u havoga berilganligi edi. Odam Ato o'z gunohlarini tan olib, unga tavba qilganda shayton Allohga bo'yin egishni xohlamadi va o'z gunohlari qatorini yanada kengaytirib bordi. Chunonchi, "Gunoh kichik bo'lsa ham udan qaytilmas ekan, endi bu gunoh kichik deyilmaydi. Gunoh bo'lsa ham, istio'for bor ekan, u gunoh katta hisoblanmaydi".¹²

"Qissasi Rabo'uziy" dagi bir hikmatda shaytondan nega Alloh uni kechirmay, Odam Atoni kechirganligi haqida so'ralganida u shunday javob beradi: "Avvalda Odam xususida inoyat bor edi, uni uzr etdi. Meni haqimda inoyat yo'q edi, meni uzrimni qaytardi".¹³

Shaytonning bergan javobidagi o'z aybini tan olmasdan faqat taqdiri qazoga yo'yishi ham uning qanchalar takabbur va hudbin ekanligidan dalolatdir.

"Qissasi Rabo'uziy" da shunday misralar keltiriladi: "Albatta Alloh taolo mo'minlardan jonlarini va mollarini ularga jannat berib sotib oldi" degan hukm qilgan edi. Shariatda ko'rinmagan narsa bilan savdolashmoq ravo bo'lmagani uchun ham jannatni ko'rsatdi...".

Huddi shunday eng avvalgi gunoh qilingan onda ham Odam zurriyodlari uning pushti kamarida barchasiga guvoh bo'lgan edi. Demak, har kim gunoh qilish zararlarini-yu tavba qilmoq iymondan ekanligini yaxshi bilmoo'i lozim. Zero, "U sizlarni (ya'ni otalaringiz Odamni) o'zi yerdan-tuproqdan paydo qilgan paytidanoq va sizlar onalaringiz qornida homila bo'lgan paytingizdanoq juda yaxshi biluvchidir. Bas sizlar o'zlaringizni poklamay qo'ya qolinglar!..." (Najim surasi 32)¹⁴

Yuqoridagi hikoyat-u rivoyatlarda ko'rganimiz Odam Ato obrazi bilan boo'liq har bir voqealar, hatto uning gunoh qilishidan ham har kim o'ziga yetarlicha xulosa chiqarishi mumkindir.

¹² Shu asar. 118-bet.

¹³ Nosiriddin Rabg'uziy. Qissasi Rabg'uziy. T.: Yozuvchi, 1990-y. 26-bet

¹⁴ Abu Homid G'azzoliy. Tavba kitobi. T.: G'afur G'ulom, 2017-y. 65-bet.

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SPEAKING AND TRANSLATION AS INTERCULTURAL AND INTERACTIVE PROCESS

Intercultural competence is a way of ensuring that the methods used to reach a pre-determined set of goals are effective and operate within good practice guidelines. The goals set will be influenced by the social and political climate operating in each country and the traditional attitudes towards receiving migrants. Here, the debate between integration, assimilation or segregation is of interest. Normally when speaking of intercultural competence one refers to the intercultural competence of individuals. But this notion is not sufficient, if we talk about advice and guidance for the labour market integration of refugees and migrants. Here intercultural competence can be observed and is required on three levels:

- the level of encounters between individuals from different cultures;
- the level of encounters of institutions working with refugees and migrants with individuals or ethnic/national groups of migrants and refugees;
- the level of encounters of ethnic/national groups of migrants with the dominant society.

These three levels will be discussed separately in the following chapters. But before doing so in order to arrive at an understanding of intercultural competence, we need to have a working definition of culture. Inter-cultural communication principles guide the process of exchanging meaningful and unambiguous information across cultural boundaries, in a way that preserves mutual respect and minimises antagonism. For these purposes, culture is a shared system of symbols, beliefs, attitudes, values, expectations, and norms of behavior. It refers to coherent groups of people whether resident wholly or partly within state territories, or existing without residence in any particular territory. Communication is something that no one can escape and it comes in many forms. Whenever a person from one culture sends a message to be processed from a different culture, intercultural communication is present. It is important to recognize when this happens so you are able to make wise decisions as to how you will communicate. Intercultural communication ethics incorporates learning about different goods, the discourse that arises from and shapes the texture of those goods, and practices that enable constructive conversation in a postmodern world of difference. In any ethical dilemma situation, we have to make hard choices in considering the intent, the action, the means, the consequence, the end goal, the situation, and the embedded cultural contexts of the case. In an intercultural decision-making context, in particular, we often have to make difficult choices between upholding our own cultural beliefs and values and considering the values of the other culture. Acknowledging these different goods, values, and beliefs will help one when interacting with another person from a different culture. A knowledge of intercultural communication, and the ability to use it effectively, can help bridge cultural differences, mitigate problems, and assist in achieving more harmonious, productive relations. This is especially important in today's world where the market is global.

The problem of relations between language, culture and speaker is one of the fundamental problems in modern linguistics. This problem is defined by many researchers as “anthropological”. Language is a reflexion of an ethnic group’s culture, a means of transmitting cultural values through generations and the major tool of cognition. As language sets the parameters of human perception of the world and stereotypes of daily behavior, any linguistic research in the field of language semantics deals with the interrelations of the concepts of language, culture, and personality.

The translator plays an important role in the process of intercultural communication, since he/she has frequently not only to translate sentences, but also to interpret the cultures of the communicants. He serves as the mediator for both sides explaining to them the main rules of behavior and customs of the countries. The translator should pick up an equivalent for the language phenomenon which directly reflects another culture. Empathy is the basis of mutual understanding in communication. It is the ability to imagine oneself in the place of another person, attempt to see the world with his eyes. And if the translator manages to do it, the translation process is full-fledged and successful.

In conclusion, it is important to notice that translation and speaking is the basic mechanism of intercultural communication. With the help of translation, and speaking languages interact, influence each other, get richer and change. In translation of texts representing a certain national culture, not only the target language, into which the words naming realities of another culture penetrate, but also the receiving culture is exposed to a certain influence. However, the compromise between two interactive national cultures is not always reached in favor of the culture which has generated the original text. Radical changes of a cultural and historical background of a translated material should always be justified, pertinent, plausible and consistent. Inappropriate or inconsistent cultural displacements deform the image and create the reader’s incorrect idea of the initial culture and the author’s intention.

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IDENTIFYING THE PERCEPTION OF HAND (AS A PART OF BODY)-RELATED IDIOMS IN ENGLISH

Annotation. *The aim of this paper is to examine a number of hand (as a part of body)-related idioms in order to make identification. Furthermore, the use of metaphor and personification appears to be common in most of the selected idioms.*

Key words: *idiom, metaphor, metonymy, synecdoche, identification.*

Аннотация. *Цель данной статьи проанализировать идиомы связанные с руками для обобщения. Кроме того, использование метафор и олицетворения является общим для большинства идиом.*

Ключевые слова: *идиома, метафора метонимия, синекдоха, идентификация.*

Linguists have made long-term research in the study of idioms, mainly in the sphere of comparative translation of idioms. As a continuation of this important tradition, this article enlightens an overview of recent idiom investigation concerning structural and semantic connection of English idioms. In different languages, there are distinctive ways of expressing ideas. However, in most linguistic communities, idioms and phrases which are related to the body parts, are considered to be widely used in common speech. Especially, hand-related idioms and expressions are used to express wide range of situations and ideas. The current article compares and contrasts structural components and meaning of the certain English idioms.

Idiom is defined differently in various sources such as, in Oxford English Dictionary, idiom is explained as “form of expression, grammatical construction, phrase used in a distinctive way in a particular language, dialect, or language variety; a group of words established by usage as having a meaning not deducible from the meanings of the individual words.” (Oxford English Dictionary). In other words, scholars have taken idioms as fixed phrases, which should be memorized and simply learnt by heart in order to use them in oral speech and in writing (Lakoff 1987; Kövecses and Szabo 1996; Cieslicka 2006)¹⁵. Idioms can be approached in a cognitive linguistic way, which suggests that some idioms have analyzable characteristics and the meanings can, in fact, be derived from the components (Kövecses 2000; Cieslicka 2006; Boers, Frank and Lindstromberg 2008)¹⁶.

¹⁵ Lakoff, G. 1987. *Women, Fire, and Dangerous Things*. Chicago: The University of Chicago Press. Kövecses, Zoltan and Peter Szabo. 1996. *Idioms: A View from Cognitive Semantics*. *Applied Linguistics*, 17:3.

¹⁶ Boers, Frank and Seth Lindstromberg. 2008. *Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology*. *Applications of Cognitive Linguistics*.

According to Glucksberg (2001: 73), idioms can be classified by its compositionality:

- Non-compositional idioms – no relations between the idiom's constituents and the idiom's meaning can be discerned
- Partially compositional idioms – some relationship between idiom's constituents and its idiomatic meaning can be discerned and exploited
- Fully compositional idioms – the constituents map directly onto their idiomatic referents

For example, the idiom **give a hand or lend a hand** is regarded as partially compositional idiom that cannot be interpreted by the meaning of each word. Kövecses and Szabo (1996: 326) have defined idioms as linguistic expressions whose meanings cannot be completely predicted from the constituent parts, but they add that there is systematic conceptual motivation for most idioms. The concept of conceptual metaphors is taken to refer to both – the metaphoric and metonymic meaning extensions since in some cases it is notoriously difficult to distinguish

Some idioms are extremely difficult to decode, but others are rather easy to get the meaning by guessing. Likelihood of understanding presumably increases if possible equivalent exists in both target and source languages. In order to acquire basic knowledge to understand the meaning of idioms, it is more relevant to be aware of symbolizing some terms in idioms. Long-term investigation in the sphere of hand-related idioms indicates that hand symbolizes Power and Control; in most cases, the idiom **get out of hand** means get out of **control**, for example: The demonstration is getting out of hand (Longman Dictionary) or a manager with **a firm hand**- who controls things strictly. Another common idiom, **take matters into own hands**, which express to control over a situation and take action. Example: The city had not done anything about the trash in the park, so citizens took matters into their own hands and organized a day to clean it up. Conceptual metaphor (Lakoff 1986: 381-340) is used in abovementioned examples illustrating the connection between hand and control

Additionally, the correlation between the word hand and power in certain idioms can be clearly observed in the following examples: give someone a strong hand. It means to give power someone: The situation does not **give them a strong hand** at negotiating table. To some extent, the expressions like **heavy hand**, **big hand**, and **high hand** signify power. Similarly, the idiom: **the hand of God** means the power of God. Interestingly, in some idioms hand expresses the owner of something. As an acknowledgement of this opinion, I can outline these idiomatic expressions:

Change hands- this idiom is used for an object to be passed or sold from one owner to another. Take for instance, This house has changed hands several times since it was built.

A hand-me-down- it conveys a piece of clothing that belonged to an older siblings and is passed to younger ones. For example: My mother never bought me new clothes-she just gave me hand-me-down from my sister.

Second hand- this idiom expresses something that is not new and has been used by other people before. We got most of our furniture second hand.

Further findings indicate that according to Kövecses (1996) in cognitive

linguistic view majority of idiomatic expressions are based on conceptual metaphors and metonymies, which means that they are "conceptually motivated" by metaphors and metonymies¹⁷. As a confirmation of this theory, there discussed other hand-related idioms which are based on synecdoche that is known as a type of metonymy. It is a figure of speech that uses the name of a part of something to represent the whole that can be obviously noticed in the following examples in which the word hand portrays the whole person that are clear representations of synecdoche.

A good hand at something- it means a person who creates something.

Example: she is a good hand at painting

From hand to hand- it signifies from one person to another. Example: He lobbed the bottles from hand to hand.

In safe hands- protected by or in the care of someone trustworthy. Ex: the future of cathedral is in safe hands

Many hands make light work- a task is soon accomplished if several people help

Have your hands full- someone who is very busy. I have no time, I already have my hands full.

Open hand- it expresses someone who is generous and wide-hearted.

The left hand does not know what the right hand is doing- it is used to say that two parts of an organization are doing different things without the other knowing.

Bite the hand that feeds one- to do harm to someone who does good things for you.

An iron hand in a velvet glove- a person who has gentle, sweet appearance, but in reality is particularly severe.

As can be seen from the discussion above, there are many ways how one can go about defining an idiom. Still, the common assumption seems to be that idioms are arbitrary and should be learnt by heart. However, this study hopes to show that it is possible to take an alternative view on idioms and treat them as motivated by an underlying conceptual metaphor. Understanding the meaning of idioms can be easy if the clarification of notions and usage of idioms can be correctly connected. Moreover, such a view can be potentially advantageous from the perspective of language learning and teaching since by identifying idioms is considered to be associated with straightforward comprehension.

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CONDITIONS FOR ORGANIZING ERROR CORRECTION AND FEEDBACK IN THE FL CLASSROOMS AT THE LINGUISTIC UNIVERSITY

It was mentioned that numerous scholars have recommend placing more emphasis on correction during drill than during communication activities (Cathcart and Olsen 1976; Chastain1971, 19E1; Knop 1980; Rivers 1975). Drill stresses linguistic patterns and accuracy, while communication is a time for experimentation and creating the desire to continue speaking the target language.

Moreover several other researchers have stressed not interrupting the student too quickly. 'While studying elementary science students, Rowe (1974) found that if the teacher waited three to five seconds to intervene after asking a question (instead of the typical one second), student responses increased dramatically. Holley and King (1971) asked their graduate teachers to wait five to ten seconds after a student began to speak. With this change, the students were able to correct their own errors 50 percent of the time. A characteristic of the outstanding teachers observed by Moskowitz (1976) is that they waited longer to correct errors. Furthermore other researchers have supported this idea (Joiner 1975, Mitchell 1978). Not interrupting is carried even farther in Gattegno's "silent way" technique, where the teacher never interrupts. Gattegno (1976) believes that silence is necessary because the students have to learn a language, and the teacher would only interfere.

A third suggestion that one finds frequently in the literature is that the teacher should attempt to avoid errors whenever possible. This does not refer to the attempts made by the proponents of the audio lingual method to develop elaborate drills and it simply means to avoid confusion. Mo Tear (1976) points out that errors may result simply because student. Do not know what procedure is being used in class. Stenson (1974) cites several areas (vocabulary, syntax, drills) where a teacher's inadequate understanding of the students' level of ability could artificially create errors. In turn, Fariselow (1977) observed behavior on the part of 11 teachers that induced errors. Their actions included interrupting too quickly, asking for ambiguous word choices, giving inexplicit directions for drills, and using vague correction techniques that led to error repetition. Knop (1980) has identified three sources of unnecessary errors confusion, tension, and boredom and has provided numerous suggestions for correcting these problems. Herron (1981) recommends that when teachers do oral drills with students, they should make the directions clear, make the drills interesting, and require repetitions to reduce student errors.

One of the greatest subjects of controversy in error correction is whether or not to use the student's error in the correction technique. It has long been an axiom of foreign language teaching that incorrect forms should not be given to students because error are as easy to learn as correct forms (Grew 1964, Mitchell 1978). However, the survey that Cathcart and Olsen made (1976) showed that ESL

students liked having the error and the correct forms compared as a teaching technique. Others have suggested a pairing of correct and incorrect forms (Holley and King 1971), even to the extent of writing them on the board (Fanselow 1977). Corder (1973) is a firm believer in using "negative instances" or "what is not an example" that will help resolve learners' problems by getting to the source of the error. Because there is no research to support either side of the argument, one can only conclude that extreme care should be used when adapting learner errors to correction techniques. The teacher should contrast them with the correct forms and make it clear which ones are wrong.

The last general consideration is one that all researchers and teachers can agree on. Teachers should make corrections in a positive manner. Vigil and Oller (1976) found that predominantly negative feedback discourages student participation. Teachers should correct gently and with respect. This is especially true with oral work because it is almost always in front of others. Students respond much better to this approach than to criticism (Moskowitz 1976). The use of positive techniques and the avoidance of embarrassing students were some of my primary considerations when setting up the following hierarchy of persons who should correct errors.

In this monograph the author indicated the following hierarchy of persons who correct errors first, the student who made the error; second, other students in the class; and last, the teacher. We support Krashen and Pon's (1975) idea that students are capable of correcting their own errors, because they demonstrate statistic data that an advanced language learner was able to correct 95 percent of her/his own errors. Robbins (1977) found that intermediate ESL students could locate 27 percent of their errors and then correct about half of those. Others quote the figure of a 50 percent possibility for self-correction (Holley and King 1971, White 1977). Thus, allowing students to correct their own mistakes could reduce teacher talk of this type by one-half and also reduce the intimidation factor introduced by excessive criticism. One can assume that students would acquire more feelings of self-sufficiency if allowed to pursue this course of action.

Peer correction is another way to involve students actively in the teaching of the class. Stevick (1980) warns that it can invite unfavorable comparison between students, but he goes on to point out that it is a more informative way of correcting errors because it comes from someone who has had the same experience (also Burt and Kiparsky: 1972). It is also less threatening because no grade is involved. Obviously, the teacher has to be careful to avoid calling on the same student or small group all the time, because the others may be sensitive to favoritism. However, peer correction can have several advantages. First, it may motivate students who previously thought a foreign language was impossible to learn, because they see their classmates using it correctly. Second, peer correction involves a greater number of students in the running of the class. Third, the corrections tend to be at a level that others in the class can understand. And last, self-and peer correction increase the amount of time students talking class and reduce the amount of time that the teacher must talk.

The teacher will also have to correct errors. Courch Zne (1980) points out that current theories of language learning stress hypothesis formation on the part of the learner. To test these hypotheses of rule formation, the learner must have an

"auto-corrective capacity." Therefore, the teacher should correct errors as a last resort.

Julian Edge (1996, p. 7-8) enumerates 4 causes of making errors in speech. The first cause of error in speaking a foreign language is the influence of speaker's first language.

We can usually hear this, for example, in the pronunciation of the language. We can also notice the influence of the first language in the vocabulary and grammar of the learners. Sometimes this is deliberate, sometimes not. When people don't know how to say something in a foreign language, one possibility is to use words and structures from their own language and try to make them fit into the foreign language.

A second cause of mistakes is when learners think they know a rule, but in fact they don't know quite enough.

Thirdly, people may say things they know are not correct, because this is still their best chance of getting their message across. This is another intelligent use of knowledge about English in order to communicate in English.

Fourthly, errors can happen because someone is in a hurry, or tired, or thinking about something else.

In three studies involving classroom observations, teacher correction proved to be the most frequent technique (Cathcart and Olsen 1976, Fanselow 1977, Lucas 19713). Fanselow warns that simply giving the correct answer does not establish a pattern for long-term memory. Lucas states that giving the right answer may just be a reflex action triggered when the teacher hears an error. This is entirely possible, because Cathcart and Olsen report that providing the correct model is the most frequent technique in actual use, but only third on the list of teacher preferences. In other words, in that particular study, teachers gave the answer more than they realized.

Certainly the teacher will have to give a correct answer, if only to save time or avoid the confusion of multiple error. Ramirez and Stromquist (1979) found that the overt correction of oral grammatical errors is positively associated with student growth. However, students may still not understand why their sentences are wrong, or perhaps will not even hear the correction.

The teachers should know that the teacher must perform two main tasks: first, assess some specific character traits of students, such as self-confidence and language acquisition capability. In our opinion, in the linguistic university self-confident, capable students can profit from even minor corrections, while struggling students should receive correction only on major errors.

The teacher's second task is to listen to learners' L2 utterances in order to determine where errors occur (i.e. which linguistic forms cause students difficulties), their frequency, and their gravity (according to the severity criteria mentioned above). Then the teacher can combine the outcome of these tasks and decide on correction techniques for individual students.

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COMPARATIVE STUDY OF 'COLOUR' IDIOMS IN ENGLISH, RUSSIAN AND UZBEK LANGUAGES

Annotation. *General meanings of colours and emotions attached to particular culture and beliefs can help us in understanding colour idioms. Concepts of rooted in tacit knowledge and majority of idioms are conceptual and not linguistic. This paper is intended to compare and find out similarities and dissimilarities among 'colour' idioms in English, Russian and Uzbek languages.*

Key words: *colours, colour idioms, cultural understanding.*

How many types of idioms there are in certain language? Where do they come from? Are people from different cultures and backgrounds able to comprehend or understand idioms from a context? This has shown to be a subject of debate. The best way to start with the definition of an idiom.

Idioms are semi-fixed expressions that are typically used in a figurative sense. For example, in the sentence 'Exams are part of a carrot and stick method', there are obviously no real carrots and sticks involved. The image is that of a donkey being encouraged to move forward by dangling a carrot in front of it or by hitting it with a stick. We can use this idiom to describe any event that involves more abstract rewards (the carrot) and threats (the stick).¹⁸

Idioms are considered to be words which collocated together and become fixed over time. These expressions are first commonly used in groups, slowly changing the definitions of each of the constituents forming one word group that develops a specialized meaning, thus creating an idiom. The assignment consists of studying idioms and cultural aspects.

The connotative meaning of idioms reflects the public consciousness of nations, as well as peculiarities of their mentalities. Looking at the similarities and differences among English and Russian, Uzbek idioms, main factors appear: traditional-historic, perception -stipulated factors.

Colours are often culturally associated. Symbols or the meanings of the colours are usually deeply connected with national, political, historical and religious aspects. Colours have traditionally been associated with particular emotions, but for differences among cultures, we may not immediately work out the proper meaning. In regards to the sense of the touch, colours may appear warm, cool, dry and wet – this connection was made upon the associations of the sun, fire, water, soil, sky and other earthly elements.

The connotative meaning of colours within the British/American, Russian and Uzbek cultures and languages were chosen as the topic of research. Analyzing 'coloured' idioms in given languages, it is readily apparent that the connotative meaning of some colours is not always universal within the same culture, they may usually diverge.

¹⁸ Macmillan English Dictionary. 2007

With colour black. Most of the countries have a stereotype that colour black has close association with 'evil, harm'. This is easy to understand as black colour is colour of darkness. As idioms in English language, Uzbek and Russian idioms this colour has meaning of 'ungrateful, bad, miserable': *'to put on a blacklist'*, *'black looks'*, *'black dog'*, *'black in the face'*, *'занести в черный список'*, *'почернеть от злости'*, or *'qora daftariga yozib qo'ymoq'*, *'ichi qora'*, *'niyati qora'*, *'qora ishlar'*, *'qora kunlar'*. The meaning of magic in colour black is related two compared languages English and Russian languages: *black art* and *'черная магия'*.

In Uzbek culture colour black is strongly regarded with death, and death ceremony: *'qora kiymoq'* (word by word translation: 'wear black', 'надевать черный'), *his. 'qora xat'*, *'qora xabar'* ('black letter /information', 'извещение о смерти'). Another negative meaning of this colour in Uzbek language is about criminality, a person who committed crime will sit on 'black chair'- *'qora kursi'* ('скамья подсудимых').

The colour green, the first association is related to the concern for the environment but green has some negative connotation, such as jealousy. For instance: *green-eyed* - *ревнивый*; *завистливый* or Russian phrasing *'позеленеть от зависти'* correspond to *'to turn green with envy'*.

The colour green in the English language possesses both positive and negative connotations:

green with envy- *зеленеть от зависти*;

to look through green glasses- *ревновать; завидовать*;

do you see any green in my eye?- meaning 'do I seem inexperienced to you?'

to have green fingers - садоводческое искусство (in British English) or to *have a green thumb* (in American English). Because the general meaning of green is related to the environment, so it can be related to planting or growing plant, flowers and trees. The meaning of independence exists in two languages Russian (*'зелёная улица'* (*'свободный путь'*)), and English languages (*'the green light'* (*'свобода действий'*)).

Positive connotations of idioms coincide with those used in the Russian language, as the borrowed by Russian from English. In the Russian language and mentality, connotative field of the 'green colour' is more positive than that in English. The 'red colour' in the Russian and the English languages and cultures are polar, which is stipulated by traditional-historic and semantic-homonymic factors.

Historically, the Russian word red had a homonym meaning beautiful, fine. Russians still understand and use idioms connected with this understanding.

The Russians use red to describe a bonny lass, a glorious summer, gregorious sunshine, a maximum price, a new paragraph etc. this contrasted by English, in which red is shown in idioms to have mostly negative meaning:

to be in the red - *влезший в долги; превысивший кредит; убыточный*;

to see red - *разозлиться, рассердиться, прийти в ярость*;

red tape - *бюрократизм*;

to catch somebody red-handed - *ловить за руку*, когда делал плохое, *быть застигнутым на месте преступления*.

And sometimes this colour is related to danger in English: *'to see the red*

light, 'a red light district (опасный район).

There is a great similarity in three languages regarding the the idioms with colour red. This is related to particular emotions: anger, shyness such as 'as red as turkey cock', 'as red as a lobster' and 'покраснеть как рак', 'краснеть до корней' or 'uyalغانidan qizarib- bo'zarib ketdi',

Red colour has traditionally been linked with socialist and communist parties since the Russian Revolution at the beginning of XX century. However, western cultures looked disapprovingly upon red colour in the sence of politics, although supporters of Republican party in the modern USA or the Labour party in the UK nowadays use red as the official colour.

From language to language colour terminology may differ a lot. A long historic journey took place throughout the time when yellow was the symbol of the emperoir of China and our time when sensanationalizm triumph over facts in 'yellow journalism'. There is considerable similarity in terms of colour 'yellow' in comparing three languages. In English we say 'yellow papers', in Russian 'желтая пресс' and in Uzbek 'sariq matbuot'. Their translation is almost the same.

While talking about white, the colour of purity and innocence in all three languages, it should be painted out that not everything is clean and 'white' at the same time even when complate honesty and good moral mean 'whiter than white'.

In England you are 'as white as sheet', (bad shock can make smb go as white as sheet), in the Uzbek language it would be 'dokadek oq' (word by word translation 'as white as gauze'). We can see similarity between idioms 'arvojni ko'rganday oqarib ketdi'(uz) and 'as whote as ghost'(eng), in Russian 'бледный как полотно'. Other similar idioms are 'as white as snow-белый как снег- qordek orpoq'.

In the Russian language, the colour white has the meaning unsearched, unexamined: 'белое пятно'(undiscovered spot, territory). In compared two Russian and Uzbek languages the colour white has strong association with aristocracy: 'белая кость' and 'oqsuyak'. However, 'white lie' (невинная ложь) in English has no equivalent in the Russian and Uzbek languages.

In Uzbek language white means happiness, to be well fortunated: 'manglayi oq', 'tolei oq'('white forehead'). Besides, in Uzbek language we say 'oq yo'('white road', 'белая дорога') to wish to have a nice trip or to be safe on the road. When we refer white in negative meaning in compared language we will refer idiom that means to be cursed or condemned by parents 'oq qilmoq'(word by word translation: 'to make white' or сделать белый) or 'oq padar' – 'cursed son'.

Black and white has the same meaning in russian черное или белое, что-либо с четкой градацией, but tere is no equivalent in Uzbek it can be translated as 'hammasi aniq va ravshan'.

Religions and myths have also something to do with particular colours. A long time ago there was an ancient myth about Genghis Khan- *the blue blood* (blue-blooded means the aristocracy) was said to run through his veins. Ancient

interplay between the sky (blue/white) and the Earth (red/green) was transferred

into political fights and sport competitions, whhich may be recognized in the use of particular colours as well. The colour of green was once connected with – green pastures- and eternal youth but later it became associated with evil.

In conclusion, the short analysis shows that just how colour can be a critical factor in communication and the power that it can exert on perception in various cultures. Comparative analyse of 'coloured' idioms in given languages, we can consider that some colours has not same meaning within the same culture. It is not always possible to find equivalent of the idioms in different languages.

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CULTURAL CONCEPTS AND THEIR FUNCTIONS IN THE LITERARY TEXT

The article is dedicated to the analysis of one of the most significant linguocultural units – cultural concepts, their functions and verbalization in the literary text. The article encompasses the thorough analysis of the representation of the cultural concepts via particular linguistic means.

Key words: concept, mental entity, “layered” structure, content-thematic dominants

КУЛЬТУРНЫЕ КОНЦЕПЦИИ И ИХ ФУНКЦИИ В ЛИТЕРАТУРНОМ ТЕКСТЕ

Статья посвящена анализу одного из наиболее значимых лингвокультурных единиц - культурных концепций, их функций и вербализации в литературном тексте. Статья включает в себя тщательный анализ представления культурных концепций с помощью определенных лингвистических средств.

Ключевые слова: понятие, умственное существо, «слоистая» структура, контент-тематические доминанты

The problem of “concept” is in the focus of attention of many disciplines: cognitive linguistics, linguoculturology and linguoconceptology. It is a subject of frequent debate, and there are different approaches and views defining it. There are a wide variety of definitions of the notion of concept. According to one of them, concept – is a complex mental entity, a component of the conceptual world picture conceptually relevant either for an individual linguistic personality or the whole linguocultural community. As V. A. Maslova claims, the formation of a concept is conditioned by the individual's emotional, physical, historical, personal and social experience acquired in the process of the world perception. According to D.U. Ashurova, the following principal tenets of concept can be outlined:

- concept illustrates a set of knowledge structures about the surrounding world;
- concept is considered to be a cultural and nationally specific unit;
- concept is a multifold mental structure, which is comprised of notional, image-bearing and evaluative constituents;

One of the most important tasks in the theory of concept is the study of its structure. There are different views and approaches to this problem. Stepanov Yu. S. outlines a “layered” structure of the concept distinguishing: a) the main (current, known to each carrier of culture); b) additional (passive, historical relevant to the individual carriers of culture), and c) inner content known only to special investigators [Степанов, 2004]. Frumkina R. M. distinguishes: a) the core (the conceptual characteristics that identify a concept), and b) the periphery, (pragmatic, associative, connotative, figurative, expressive features of the concept [Фрумкина, 1996]. Most researchers such as Karasik V. I., Slyshkin G., Vorkachyov S. G., Popova Z. D., Sternin I. A. and others assert that “concept” is composed of three constituents: 1) notional (factual information, i.e. the basic,

essential and distinctive features of the concept); 2) imagery (based on the principle of analogy); 3) evaluative (axiological and cultural significance).

A distinctive feature of the concept is its interlevel character, as concepts are verbalized with the help of various language units referring to different linguistic levels: lexical, word-formation, phraseological, syntactical, paroemiological. But as many linguists (Kubryakova E. S., Ashurova D. U., Maslova V. A.) claim a complete reconstruction, actualization and decoding of the semantic and cultural structure of the concept can be summarized at only on the textual level. The concept in the text is foregrounded by various linguistic units, the analysis of which in the light of the concept theory allows to penetrate into the deep-lying content of the text.

The representation of cultural concepts is often encountered in literary texts as universal means of highlighting the most essential thematic area of the subject. In other words, cultural concepts are viewed as content-thematic dominants of the text and the embodiment of particular cultural values. They fulfill a wide variety of functions in the text such as conveying cultural information about the world and fundamental cultural values, representing the author's individual world picture, decoding the implicit information and others. Noteworthy, the frequent usage of a cultural concept in one and the same text is explained by the representation of different subtleties of conceptual information carried by this very concept. In this respect, the analysis of the concept of LOVE in the novel "Pride and prejudice" by Jane Austen can be illustrated as a prominent example.

The conceptual significance of this concept can be proved by the recurrent usage of the lexeme "love". The concept is represented via such stylistic devices as metaphors, similes and epithets as well as phraseological units.

The following extracts from the novel convey a set of conceptual as well as cultural peculiarities of the concept of LOVE:

1. *"Perhaps he thought her too young. However, he wrote some verses on her, and very pretty they were." "And so ended his affection," said Elizabeth impatiently. "There has been many a one, I fancy, overcome in the same way. I wonder who first discovered the efficacy of poetry in driving away love!" "I have been used to think that **poetry is love** itself," said Darcy. ("Pride and prejudice", Chapter 9)*

2. *"But that expression of 'violently in love' is so hackneyed, so doubtful, so indefinite, that it gives me very little idea. It is as often applied to feelings which arise from a half-hour's acquaintance, as to a real, strong attachment. Pray, **how violent was Mr. Bingley's love?**" "I never saw a more promising inclination; he was growing quite inattentive to other people, and wholly engrossed by her. ("Pride and prejudice", Chapter 25)*

3. *"How despicably I have acted!" she cried; "I, who have prided myself on my discernment! I, who have valued myself on my abilities! who have often disdained the generous candour of my sister, and gratified my vanity in useless or blameable mistrust! **How humiliating is this love! Indeed, it is just a humiliation!** Had I been in love, I could not have been more wretchedly blind." ("Pride and prejudice", Chapter 36)*

4. *Such a change in a man of so much pride exciting not only astonishment but gratitude—for to love, as **his love is ardent**, it must be attributed; and as such its impression on her was of a sort to be encouraged, as by no means displeasing,*

though it could not be exactly defined. ("Pride and prejudice", Chapter 44)

5. *If a woman conceals her **affection** with the same skill from the object of it, she may lose the opportunity of fixing him; and it will then be but poor consolation to believe the world equally in the dark. There is so much of gratitude or vanity in almost every **attachment**, that it is not safe to leave any to itself. We can all begin freely—a slight preference is natural enough; but there are very few of us who have heart enough to be really in love without encouragement. In nine cases out of ten a woman had better show more affection than she feels.*" ("Pride and prejudice", Chapter 6)

6. *A promise of secrecy was of course very dutifully given, but it could not be kept without difficulty; for the curiosity excited by his long absence burst forth in such very direct questions on his return as required some ingenuity to evade, and he was at the same time exercising great self-denial, for he thought that **love was the only prosperity in life**.* ("Pride and prejudice", Chapter 22)

The peculiar feature of these statements is the abundance of stylistic devices stipulating emotional, evaluative, aesthetic perception of the concept. In fact, image-bearing means of language are not only the devices of expressiveness but also a way of cognition, creative thinking and cultural insight. They are prone to reveal a deep-lying entity of the compared objects in the multitude of their conceptual features. The above-mentioned extracts from the novel outline the metaphorical perceptions of the concept LOVE. The resemblances towards the concept accelerate the cognitive as well as cultural structure of the concept with new conceptual senses, generate emotional tension and give rise to various connotations and associations.

Noteworthy, the concept of LOVE is equaled to a set of analogies, which create an integral image of the concept as a cultural phenomenon. Of significant importance is the representation of the concept of LOVE bearing both positive and negative conceptual features in the text: positive features - poetry, affection, attachment, prosperity; negative features – blindness, humiliation, violence, ardency

Most notably, the significance of cultural concepts is reasonably maintained through their frequent usage in one and the same text. Therefore, in the novel "Pride and prejudice" by Jane Austen, the recurrent actualization of the concept of LOVE places it in the position of foregrounding which in its turn highlights its conceptual and cultural value.

The concept of BEAUTY is another remarkable occurrence in the literary texts. Referring to something as beautiful is known as a matter of individual taste. Hence, the term has a wide range of possible meanings and references. This can be proved by analyzing the essay "The philosophy of composition" by Edgar Allan Poe. The concept of BEAUTY is increasingly significant for Poe's comprehensive theory. However, depending on the context, in which he makes use of the cultural concept, it can either mean one thing, whereas the next paragraph refers to another sense of beauty.

Edgar Allan Poe's understanding of the concept BEAUTY is a transpersonal, eternal and transcendental real whose "substance" is outside the empirical-recordable world, beyond the known [Knapp, 1926]. Therefore, it is also name the "indefinite, [which] is an element in the true world" [Poe 1844].

The following lines can be bright examples of the author's assumptions

about the being discussed concept:

*I should be carried too far out of my immediate topic were I to demonstrate a point upon which I have repeatedly insisted, and which, with the poetical, stands not in the slightest need of demonstration — the point, I mean, that **Beauty is the sole legitimate province of the poem**. A few words, however, in elucidation of my real meaning, which some of my friends have evinced a disposition to misrepresent [Poe, The philosophy of composition, 1844].*

*Truth, in fact, demands a precision, and Passion, a homeliness (the truly passionate will comprehend me) which are absolutely antagonistic to that **Beauty which, I maintain, is the excitement, or pleasurable elevation, of the soul** [Poe, The philosophy of composition, 1844]...*

*It by no means follows from any thing here said, that passion, or even truth, may not be introduced, and even profitably introduced, into a poem — for they may serve in elucidation, or aid the general effect, as do discords in music, by contrast — but the true artist will always contrive, first, to tone them into proper subservience to the predominant aim, and, secondly, to enveil them, as far as possible, in that **Beauty which is the atmosphere and the essence of the poem** [Poe, The philosophy of composition, 1844].*

*"In every glimpse of beauty presented, we catch, through long and wild vistas, dim bewildering visions of a far more ethereal beauty beyond. As indeed, **Beauty is the soul of all.**" [Poe, The philosophy of composition, 1844].*

Summing up the whole definitions of the concepts of BEAUTY presented by the poet the important inferences referring to the conceptual features of the concept of BEAUTY can be attained. By these metaphorical references, the poet depicts basic principle of the concept of BEAUTY: a universal human desideratum of a transcendental real called beauty on the one hand, and on the other an earthly real, as being immanent to the human due to its location within a division of the brain. Hence, the poet mediates in his works of syntheses between the material sphere and the supernatural.

So, the necessity to study texts in the cultural paradigm is conditioned by the fact that texts reflect an inner spiritual world of an individual and convey cultural information about the world and fundamental cultural values. A cultural concept is an abstract idea representing the fundamental characteristics of what it represents. Concepts arise as abstractions or generalizations from experience or the result of a transformation of existing ideas. The concept is instantiated by all of its actual or potential instances, whether these are things in the real world or other ideas. In general, cultural concepts are regarded as content-thematic dominants of the text and the embodiment of certain cultural values.

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WORDS REALIA AND THEIR FUNCTIONS IN THE LITERARY TEXT

The article deals with the problems such as the definition of the phenomena of words realia, their types and representation in the literary text. The article presents the analysis of words realia as the most frequent culturally specific linguistic units in the text.

Key words: *non-equivalent lexicon, linguocultureme, mythology, author's image, conceptual world picture*

В статье рассматриваются такие проблемы, как определение явлений слова реалии, их типы и представление в литературном тексте. В статье представлен анализ слова реалий как наиболее часто встречающихся в тексте языковых единиц.

Ключевые слова: *неэквивалентная лексика, лингвокультура, мифология, авторский имидж, концептуальная картина мира*

The current article is dedicated to the thorough analysis of non-equivalent lexicon, as the most transparent carriers of national – cultural specifics. Words realia, are the linguistic units which present unique and distinctive objects or phenomena of a particular nation, which embody a mental code, formed by the social, cultural, geographical, political and historical background, and that are difficult to understand by the representatives of other cultures without mastering these aspects of background knowledge. Words realia as one of the carriers of national culture reflect characteristics of different spheres of public life of nations. Therefore, the linguists classified them into various categories in accord with their semantic properties: 1. Geography: physical geography, geographic objects tied to man's activity and endemic species. 2. Ethnography: everyday life, work, art and culture, ethnic characterizations, measures and money; 3. Politics and society: administrative divisions, organs and functions, political and social life, military realia.

These words cause a number of difficulties in translation, since it is not always possible to find a suitable analogue and render the notions expressed by these words. Most notably, in theory of translation, the words or expressions denoting the objects of material culture and closely related to a particular nation's culture are called realia. Referring to non-equivalent vocabulary, words realia have no direct correspondences in other languages, as they characterize national and cultural labeling and specificity of one culture, as a consequence other nations may not have absolute counterparts in their word stock. Since background knowledge is not sometimes sufficient for the identification of words realia in the literary text, it is of huge significance to correctly understand the whole text. To avoid it, the reader or translator is supposed to find out the accurate meaning of the words expressing realia.

Importantly, words realia fulfill a set of important functions in the text:

1. Words *realia* convey an exotic touch in fiction. The authors intend to create a realistic picture of the events in the literary text by means of non-equivalent lexicon, as such choice of words represent cultural realities of nations best. The elements of *realia* relate to the source culture in terms of importance and familiarity. As culture-specific items, words *realia* carry local overtones belonging to nations and depict cultural specificities of the events described in the literary text;

2. Words *realia* require the reader to activate particular background knowledge on the culturally marked linguistic units in the text. Noteworthy, the reader is to know about the cultural realities of the nation that either the author or characters belong to in order to decode the extralinguistic properties of the text.;

3. Words *realia* carrying the cultural elements, shape the conceptual world picture of the reader and represent the national world picture of a particular nation. The national – cultural semantics of words *realia* allows the readers to penetrate into the cultural background of the author as well as the personages of the literary work..

Further, the analysis of the literary works by O' Henry and Charles Dickens is presented so as to explore the representation of words *realia* in practice.

The short stories by O' Henry are distinctive due to the usage of words and expressions denoting significant nationally specific features of the American people's life. These *realia* words transmit linguocultural specificities into the author's literary works and they are regarded as culture-specific material elements, as they brightly show the national peculiarities of the being described culture. After considering a number of works by O' Henry, we can assume that the writer uses ethnographic words, reflecting important *realia* of American culture, it is deliberately done by the author so as to create a true-to-life atmosphere. The lines below strive to thoroughly analyze the utilization of words *realia* in the short story "The Cop and the Anthem" by O. Henry. In a brief narration, "The Cop and the Anthem" is about a New York City rambler named Soapy, who sets out to get arrested so that he can be a guest of the city jail instead of sleeping out in the cold winter. Despite his efforts in theft, vandalism and disorderly conduct, Soapy fails to draw the attention of the police. Disconsolate, he pauses in front of a church, where an organ anthem inspires him to clean up his life—and is ironically charged for loitering and sentenced to three months in prison.

O' Henry presents a number of words *realia* in his story in order to give national and cultural colouring to the plot. To illustrate, the extract "A dead leaf fell in Soapy's lap. That was Jack Frost's card. Jack is kind to the regular denizens of Madison Square, and gives fair warning of his annual call" presents an example of *realia* words: Jack Frost. Jack Frost is the character of English folklore. According to the mythological beliefs of American and English people, Jack Frost is traditionally said to leave the frosty, fern-like patterns on windows on cold winter mornings and nipping the extremities in cold weather. The example relates to the ethnographic reality (culture and art). Importantly, in Russian culture, similar association evokes the image of Daddy Frost. The author highlights the name of the folkloric personage in order to clearly depict the extremely chilly and breezy weather. One may not understand this extract without having background knowledge on the personality and representation of the character of Jack Frost in American and English cultures.

Another example is taken from the same story too: "Three months on the Island was what his soul craved. Three months of assured board and bed and congenial company, safe from Boreas and bluecoats, seemed to Soapy the essence of things desirable". Boreas is the personification of a stormy wind in Greek mythology. Noteworthy, an important place in the background knowledge of the American culture occupies mythology. Thus, in spite of writing that the main hero is tired of strong winds, the author mentions about Boreas - Greek god of North Wind. This realia word keeps particular pragmatic transfer, as a result, the information may remain incomprehensible for the reader.

Besides that, the extract represents another usage of realia words: bluecoats. Bluecoats is a jargon, which is used to describe people who wear blue uniforms, especially police officers. It is rather widespread among the representatives of American culture. The main personage, Soapy really dislikes policemen and this hatred is reflected in his speech. The author intends to depict Soapy's desperateness and contempt towards the circumstances that he faces. As a matter of fact, the reader is to have particular knowledge on the term "bluecoats" so that the condition of the hero could be fancied clearly.

Moreover, the paragraph "Soapy had confidence in himself from the lowest button of his vest upward. He was shaven, and his coat was decent and his neat black, ready-tied four-in-hand had been presented to him by a lady missionary on Thanksgiving Day." contains another ethnographic non-equivalent lexicon: Thanksgiving Day. It is a national holiday celebrated in the United States. It was originally celebrated as a day of giving thanks to God for the blessing of the harvest and is celebrated on the fourth Thursday of November. Thanksgiving has historical roots in religious and cultural traditions. The reader should be aware of the holiday and its traditions so as to understand the sequences of events in the story. For instance, the fact that many American people are used to giving loving messages, presents and helping the less fortunate people on this day is very important to be known by the reader. Background knowledge enables the reader to reveal implicit information and explain why the main personage is presented a coat by a preacher lady on the occasion of Thanksgiving Day.

To summarize, O. Henry used ethnographic, mythological and social realia words in order to display the social life of the American people in the short story "The Cop and the Anthem". This technique of the author added national colouring to the content of the story, by offering real phenomena existing in the lives of American people. So the reader needs to reveal the extralinguistic clues in order to understand the story.

Charles Dickens, an outstanding English writer is very famous among writers for sufficient usage of realia words in his works. Below there is presented an analysis of some realia words used in the novel "Dombey and son".

The extract: "Arrived at the church steps, they were received by a portentous beadle." Mr Dombey dismounting first to help the ladies out, and standing near him at the church door, looked like another beadle. A beadle less gorgeous but more dreadful; the beadle of private life; the beadle of our business and our bosoms". The word "beadle" is a culturally marked linguistic unit which is regarded as a political realia word. Beadle is an official of a church or synagogue who may usher, keep order, make reports, and assist in religious functions or a minor official who carries

out various civil, educational, or ceremonial duties. The word is considered to be of complete English origin, as it denotes a profession, specific only for English culture. Therefore, the current word does not have equivalents in other languages. Interestingly, the word “beadle” does not even coincide with the meanings of the words such as priest, clerk, monarch, pope or clergyman, consequently, the translator has to transcribe the word and give the definition of the word in the footnote. So the reader is supposed to have knowledge of the religious life of English people as well.

Another example of realia words can be found in the following extract from the novel: “... sole master and proprietor of that Midshipman, and proud of him too, an elderly gentleman in a Welsh wig had paid house-rent, taxes, rates, and dues, for more years than many a full-grown midshipman of flesh and blood has numbered in his life; and midshipmen who have attained a pretty green old age, have not been wanting in the English Navy”. Here the expression “welsh wig” comes out to be an illustration of ethnographic realia, as it bears to represent a national head-wear of English people which is of Welsh origin. It means a close fitting woolen cap that covers the back, sides and top of the head. Over the time, the cloth has been considered to be a decorative piece of national clothes of English people. In the Russian translation, the term is translated by giving word by word translation: “валлийский парик”. The reader needs to know the term itself in order to understand the descriptive portrait of the personage given by the author.

According to the literary critiques, Charles Dickens used quite a big variety of realia words, which refer to the political, ethnographic and religious group of non-equivalent lexicon. This technique of describing events or characters by means of culturally marked linguistic units encoloured the author's works with cultural specificities of the English language. The reader reading the works by Charles Dickens feels the atmosphere of the English environment and culture.

In conclusion, words realia denote the phenomena, characteristic to the material and spiritual culture of a particular nation. These linguistic units represent the objects, concepts and situations non-existent in the practical experience of the groups of people speaking other languages. Bearing cultural and national colouring, words realia fulfill various functions in the literary works such as creating realistic cultural atmosphere of the being described events; activating background knowledge of the reader on the social, political, historical life of the representatives of a certain culture and demonstrating the cultural background as well as the national world picture of a nation.

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HOW TO IMPROVE WRITING SKILL?

Abstract. *This article focuses on the methods for improving writing skills and also tries to elucidate each detail required in writing, we obtain minutiae data on structure and linking words*

Key words: *Opinion, advantage, disadvantage, introduction, main body, conclusion, thesis, transition*

КАК МОЖНО РАЗВИВАТЬ УМЕНИЕ ПИСЬМО?

Аннотация. *Эта статья особа уделяет внимание на методы, которые развивают нашу письменность, и объясняет каждые мелкие детали. Мы можем получить информации о структурах*

Ключевые слова: *Мнение, польза, неудобство, введение, главная силы, вывод, тезис, переход*

Today, gaining an IELTS certificate grants you intriguing and mammoth number of chances to conquer every aspect of life related to the English language. So as to obtain a proper and an expected mark, you have to learn 4 skills in detail: reading, speaking, listening, writing. However, most of candidates find it complex to deal with a stream of challenges coming from WRITING. There is the exclusive requirement towards our target that is to say – obtaining high level in the world of language– that is to follow rules and structures made for each type.

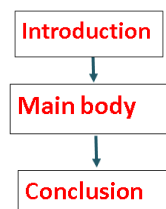
Types of essay:

1. Opinion essay
2. For and against (Advantages and disadvantages)
3. Problem and giving solution

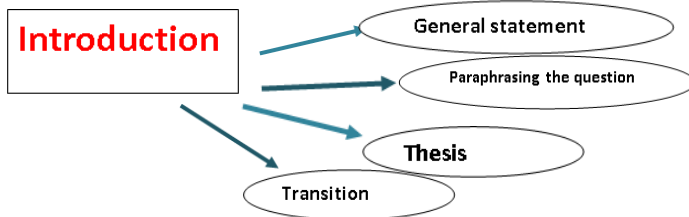
Let's learn "Opinion essay" in detail.

OPINION ESSAY

In an IELTS exam, it is a common case in which you are required to write an essay named "Opinion essay". When we compare this variety with the others, we can see a big discrepancy: in an opinion exam, you should write your own opinion and it is voluntary to choose a particular side: whether you defend the plus or minus all is in your hand. And there are 2 variants of this type of essay just we can the difference in their structures. Let's look at general structure:



Variant 1



1. General statement

In this part, you have to give an idea related to the topic but there is no necessity to be connected to the question.

For instance:

Some people contend that prison is the best way to rehabilitate offenders while others don't. Give your own opinion.

Answer:

In the real world, there are tons of ways for people who have committed nefarious activities so as to show a dreadful result of their deeds.

As you see, by this statement, we just tell on which topic we are going to speak.

2. Paraphrasing the question given

Coming up to this stage, we are asked to change the question with our words or just utilizing synonyms of words stated in the question.

Answer:

In the real world, there are tons of ways for people who have committed nefarious activities so as to show a dreadful result of their deeds. Whilst the half part of the public turn into the street of the pros of the prison, others hold the view that the prison is not the exclusive way to use.

3. Thesis

In this phase, we obtain the chance to say which side we are intending to protect: + or -

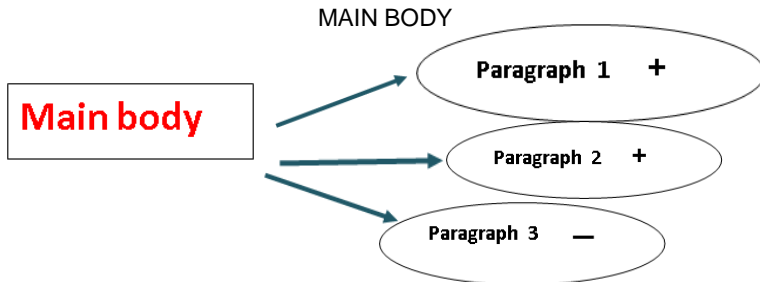
In the real world, there are tons of ways for people who have committed nefarious activities so as to show a dreadful result of their deeds. Whilst the half part of the public turn into the street of the pros of the prison, others hold the view that the prison is not the exclusive way to use. While not disavowing the pluses of this context, I contend that advantages derived might be swallowed by its drawbacks.

4. Transition

At the end of paragraph, we should give a statement which shows the intention of the essay and represent the other paragraphs which they are being discussed in the rest part of the essay.

In the real world, there are tons of ways for people who have committed nefarious activities so as to show a dreadful result of their deeds. Whilst the half part of the public turn into the street of the pros of the prison, others hold the view that the prison is not the exclusive way to use. While not disavowing the pluses of this context, I contend that advantages derived might be swallowed by its

drawbacks. The aim of this essay to justify the side in which it is spoken in the world of minuses with some reasonable examples and try to draw some conclusions

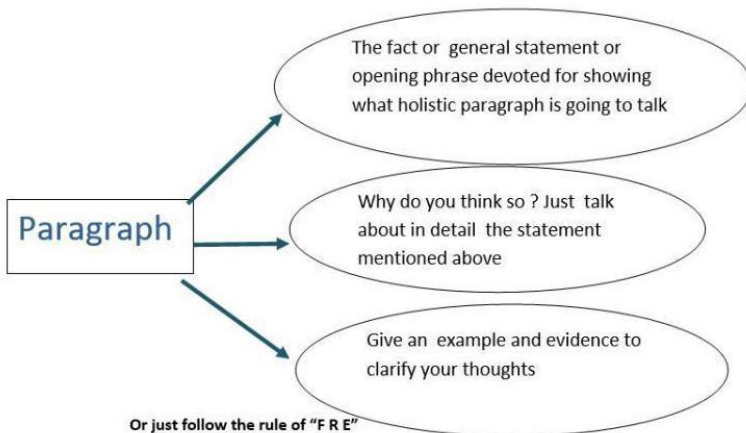


Do not forget !!!

In an opinion essay, you are told to elucidate one side only but it does not mean that you must not write about the opposite side. Contrarily, you should not live in only one side, but you have admit other side and approach an argument from other way, see the world from other corner. If you have chosen the plus, give 2 paragraph for the plus, and 1 for minus; if you speak in minus, give 2 for it and 1 for the opposite.

WHAT IS THE PARAGRAPH ?

PARAGRAPH is part of piece of writing which starts on a new line and contains at least one sentence. But if we see this in an essay, every paragraph should contain almost 3 sentence:



Or just follow the rule of "F R E"

F = fact

R= reason

E= evidence

Their order might be changed:

Answer for an usual order:

“+”

Life in is far too comfortable for prisoners (a general idea). Many prisoners have an access to luxurious life such as television, computers and sport facilities and so on. (reason) For instance, the number of crimes is swelling at degrading level owing to not tough method. (Example)

Answer for disordering

“_”

Another reason why I disagree with prison as a punishment is that a large number of prisoners are not actually a danger to society. (an general idea). Take shoplifters as an example. (Example) They are often locked up in the same cells as murders, rapists, barbaric criminals. (reason)

But it does not mean that you can not add any extra view to your paragraph. You can elucidate you thoughts with a set of sentences: for your position and future result of the circumstance which you are discussing, but just try to describe them briefly.

For example:

Another reason why I disagree with prison as a punishment is that a large number of prisoners are not actually a danger to society. Take shoplifters as an example. They are often locked up in the same cells as murders, rapists, barbaric criminals. I strongly believe that this is serious waste of taxpayer's money (restating your position). What 's more, petty criminals may even learn how to commit more serious crimes they are inside. (result)

Conclusion

In the conclusion, all the information mentioned above are gathered in nearly 2 sentences:

1. Mentioning the facts given in 3 paragraphs
2. Giving the evidences one more time but with synonyms or paraphrasing

them.

In this stage, it is highly recommended to start in this position:

Although some people insist on the view....., I contend holding the notion....

That is to say, using the method of “Compare “

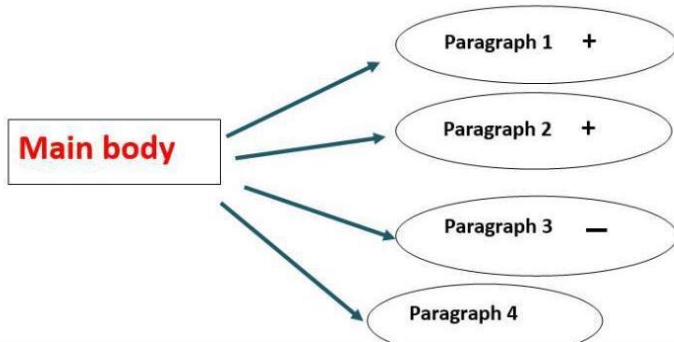
!!! However, there is a fact you should not forget : giving a thesis is optional in introduction, but it is compulsory in conclusion.

Variant 2

As aforementioned statements, stating thesis in introduction is not compulsory. But if we don't present it in the beginning, we have to deal with some changes in structure:

In variant 1, in main body, we state 2 paragraph for plus and 1 for minus if we are in the side of advantage because of our mention of intention which side we have a willing to protect in introduction.

However, if we don't feel any necessity to give our aim in the first part of essay, we should use the following structure for main body:



You have to keep equality: “+”, “+” = “-“, “-“

But the form of conclusion stay the same with the previous one and we should always bear in our mind that giving thesis in conclusion is compulsory.

Here are some useful structures for formulating your own opinions on a given topic:

Agree or disagreeing with an idea:

• I tend to / personally /strongly with the view/opinion/ point of view / idea / viewpoint that

• I suppose/oppose the view....

Agreeing:

• I, like many others, think.....

• From my perspective

• While not disavowing the fact that....., I contend.....

Disagreeing:

• Whereas/ While /Whilst /Although /Even though some might believe that But I personally think

Giving own opinion:

• I am convinced

• I am of opinion that

• I personally hold the opinion

• To me,

• As far as I concerned

• From my point of view

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LANGUAGE VARIATION AND GENDER UNDER THE SOCIOLINGUISTICS

Annotation. *This research is devoted to study on the relationship between gender and language variation. Human beings are not only considered to be creators of the language but also users. Hence, the researches on linguistics should not be based on only symbols, but also people. Significantly, the main difference between human beings is the gender difference. Gender has a constant effect on language. So people from different genders have their own characteristics in using the language which leads to gender differences in the language. In this research, the purpose is analyzing some evidences of gender differences in language use by observing them in different form: "form, topic, content."*

Key words: *Sociolinguistics, language and gender, form, linguistic code, euphemistic language, pun, masculine and feminine discourse, sexism.*

"Social linguistics can be defined by two angles of simplicity and complexity. Simply speaking, the main content of sociolinguistics is the study of the relationship between language and society. Specifically, the main content of sociolinguistics is the study of language structure and social context."¹⁹ One of the major topics in Sociolinguistics is the link between language units including vocabulary, grammar, structures of using certain languages and social roles of men and women who speak these languages. Do the men and women who speak a particular language use it in different ways? If they do, do these differences arise from the structure of that language? These issues generated a considerable amount of thought and discussion in the last decades of the twentieth century and many are still unresolved. It has been one of the biggest 'growth' areas within sociolinguistics in recent years. "Although "gender" is often used as little more than a synonym for "sex", sex is generally understood to be a biological attribute of individuals, and gender a social construct which does not map directly on to (apparent) biological sex"²⁰. "Men and women are members of cultures in which a large amount of discourse about gender is constantly circulating. They do not only learn, and then mechanically reproduce, ways of speaking 'appropriate' to their own sex. Gender is also something we cannot avoid, it is part of the way in which societies are ordered around us, with each society doing that ordering differently. Gender is a key component of identity"²¹

Observations of language differences between genders were only restricted in grammatical features. However, in the 1970s women researchers started looking at how a linguistic code transmitted sexist values and bias. Lakoff's work (1975) is an example of this; she raised questions such as: Do women have a

¹⁹ Study on Gender Differences in Language Under the Sociolinguistics, Associate professor. School of Foreign Languages, Northeast Petroleum University, Daqing, China. April 18, 2014. P-92.

²⁰ Sociolinguistics, Method and Interpretation. Lesley Milroy, Matthew Gordon. 2003, P-100

²¹ An Introduction to Sociolinguistics fifth edition, Ronald Wardhaugh, 2006, P-316]

more restricted vocabulary than men? Do they use more adjectives? Are their sentences incomplete? Do they use more 'superficial' words? Consequently, researchers started to investigate empirically both bias in the language and the differential usage of the code by men and women. "Gender differences are the fundamental facts of social life and human differences. Different gender and age will cause the diversity of languages, there are two aspects of reasons: first, when the traditional social status is different, their mental state will be different; second, men and women play different roles in society, their participation in social activities and the scope of their activities in society also have great differences, and all these factors resulted in the variation of their language."²² Now, we will analyze the gender differences in language by dividing them into categories:

Form. The form of utterances can be described in terms of their acoustic, phonetic shape in terms of the units of sound, or phonology, the units of meaning that are words or inflections, or morphology, and the ways in which units of meaning are combined with one another, or syntax. (Bloom & Lahey, 1978, p. 15) In traditional concepts, women's language is kind and polite while men's is relatively simple, arrogant and firm. As the observations of several researches confirm men are likely to use more direct and courser language which mainly consists of profanity and obscenity. They do not hesitate to use repugnant words like "Hell" and "Damned" and utter slang expressions. In comparison with women, men are quick and good at coining new terms and pun. Massive percentage of male joke consists of puns and vulgarities according to a research which I conducted on our local comedy group in Khorezm. They mostly amuse people by playing on words. When it comes to woman talk, they usually avoid using slang and dirty words even they are really angry beyond endurance. They are likely to get shy to use certain offensive expressions, therefore try to replace them with decent ones. Women prefer to use euphemistic language which mainly constitutes of polite expressions by trying to avoid rude vulgarities. According to Lakoff's observation that men use stronger expletives such as *shit* and *damn*, whereas women use weaker or softer profanity such as *oh dear*, *goodness*. Men were found to swear more than women for more trivial reasons according to this study. According to the Lakoff's research in 1975, female speech is considered to be polite as it involves soft expressions like "*please*", "*Thank you*", "*My dear*", "*Oh god*", "*Wow*", "*Oh*" She speculated that "the more one compounds a request, the more characteristic it is of women's speech". Furthermore, crying is mostly observed by women than men. "In an analysis of 200 quarrels of preschool children, Dawe found that 35.8% of the girls cried compared with only 20.2% of the boys. Joffe surveyed sex differences in coloring the terms on menstruation period in New York city. According to his findings, men may say "*she's waving the red flag*," whereas women might refer to "*having my friend*."²³

There are large amount of proverbs for the belief that women are more

²² Study on Gender Differences in Language Under the Sociolinguistics, Associate professor. School of Foreign Languages, Northeast Petroleum University, Daqing, China. April 18, 2014. P-93

²³ Male and Female Spoken Language Differences: Stereotypes and Evidence Adelaide Haas Department of Speech Communication State University of New York College at New Paltz. P.618

talkative than men. "Ou femme il y a, silence il n'y a" (Where there's woman, there's no silence.) Tannen analyzes and verifies the stereotypes related to women's and men's verbal behavior such as the belief that women are more talkative by nature, that they speak more often and say more. Jespersen believed that women leave their sentences unfinished and tend to laugh more and loquacious. Lakoff informally observed longer sentence forms in women than in men. As she mentioned women are good at making up complex structures rather than men who prefer to use short forms of sentence. For example, "Do you think that you could help me with some money for a while?" can be in women's polite request, man could probably say "Lend me some money!"

"Female speech is usually more polite and gentler than male speech. Women use more operators that build a sense of community between the speakers and the person they are addressing. Thus, they will often use "maybe we could", "would you", "we have to do this" (in situations where it is obvious that the other person has to do something, at work for instance). Telling a story, they talk about others more often than about themselves, use indirect styles more often, and are more inclined to listen during a conversation (dialogue) than to interrupt. In the social consciousness, certain types of utterance are reserved for a specific gender: Traditionally, gossip is seen to belong to feminine discourse, while swearing is a part of masculine discourse. Sociological studies show that these "truths" are only valid for specific situations and social groups. For example, in public, official interaction, it is men who say more and speak more frequently. Tannen generally confirms the view that masculine communication styles dominate as speech patterns that are copied and associated with power. She argues that in similar situations, women adopt the male style, and not the other way round."²⁴

Topic. Topic refers to the subject matter of the spoken utterance, to what the conversation is about. "Kramer captured much of the folklore related to topics of male and female conversations through her study based on New Yorker cartoons: Men hold forth with authority on business, politics, legal matters, taxes, age, household expenses, electronic bugging, church collections, kissing, baseball, human relations, health and—women's speech. Women discuss social life, books, food and drink, pornography, life's troubles, caring for a husband, social work, age, and life-style. Several of the students who rated the cartoon captions said they considered all statements about economics, business or jobs to be male. (p. 83)"²⁵ According to the research of M. H. Landis and Burtt who conducted a study in Columbus, Ohio recorded 481 conversations. Men talked to men about business and money 49% of the time, sports or amusements 15% of the time, and other men 13% of the time. Women talked to women about men (22%), clothing or decoration (19%), and other women (15%) - Women talked about people in 37% of the conversations. Other surveys on topic matter of conversation by two genders also provided similar result. From this research we can rely on the fact that man's talk is mainly based on automobiles, sports, work and local politics, while their female

²⁴ Psychology of Language and Communication 2000, Vol. 4. No. 2, ZBIGNIEW KLOCH University of Warsaw, P. 54

²⁵ Male and Female Spoken Language Differences: Stereotypes and Evidence Adelaide Haas Department of Speech Communication State University of New York College at New Paltz. P. 619

counterparts talk much on social matters.

Content. Content refers to the "categorization of the topics that are encoded in messages," such as "object in general," "actions in general," and the "possession relation in general" (Bloom & Lahey, 1978, p. 11). Women have tendency to use more emotional language than their male counterparts. Therefore, they are likely to frequently use strong emotional words or expressions by intensifying their meanings with adverbs like: **awfully beautiful, ridiculously expensive, pretty, terribly nice, quite,** and **so**. According to Laboff's investigation, there is given the list of female associated adjectives: **adorable, charming, lovely, and divine**. Male adjectives are **great, terrific** and **neat**. Whereas in contrast, males are more direct in expressing something avoiding coloring words, in informal talks, aggressive language belongs to men. Wood analyzed the speech of 36 college students (18 men and 18 women) as they described photographs of a man's face. She found that males referred more directly to what was actually in the picture. Females were more interpretative and tended to be more subjective in their descriptions.

In terms of Syntactic Differences, "Distinguished linguist Lakoff did some researches and pointed that women are more likely to use tag questions which can be regarded as an obvious feature that cannot be neglected. For example, "She is a very nice girl, isn't she?" They are not common in men's daily expression. And if men want to express the same views, they will choose the direct way "The girl is very nice". Tag question will make the speaker's tone more euphemistic and modest."²⁶ Female language mostly involve uncertainty (**probably, may be, perhaps, I suppose**). However, men are inclined to speak bluntly and will not give much speaking right to others are direct in answering question or giving direct opinion. This can be due to the fact that men do not hesitate to use coarse language but women avoid some conversations which may hurt someone with their words. Moreover, there are differences in greeting by two genders. For example, males avoid emotional colors in salutations by making it short, while women much prefer to exchange pleasantries by using politer and longer expressions. In terms of Grammar and Pronunciation, women are likely to use correct forms of language whereas men do not care and try to make it shorter by disobeying certain rules of language structure. For example, M: **He talks too quick**, F: **he talks too quickly**. This is due to the fact that, women want to show their good education in language therefore, use correct form of the speech.

In conclusion, by basing on the research we can state that communication can be viewed as a microcosm of social behavior. Female and male language relatively vary from each other in certain circumstances as the play different roles in society. The gender differences in language are not invariable. They are influenced by the age, education degree, occupation and status and change according to social development. However, further investigations are needed to develop this research. Speaking in a specific style exemplifies the stereotype of gender, which is an important element of the linguistic image of the world.

²⁶ Study on Gender Differences in Language Under the Sociolinguistics, Associate professor. School of Foreign Languages, Northeast Petroleum University, Daqing, China. April 18, 2014. P-95

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THE IMPORTANCE OF ACADEMIC VOCABULARY IN TEACHING LANGUAGES

As we know that English language is becoming more and more popular all over the world and in all aspects of life; in particular, every person who wants to succeed in the world has to be able to speak English. The key of learning a language is learning vocabulary. The more words you know, the more you will be able to understand what you hear and read; and in addition, the better you will be able to say what you want to what speaking or writing. In English language vocabulary comprises "Academic vocabulary" and "General vocabulary". General vocabulary is words which can be used in daily conversation. People can use this type of vocabulary in order to express their feelings smoothly, share their ideas and deliver their opinions for people. However, when you start studying at the university, you actually hear that people talk about "academic" vocabulary. What is academic vocabulary? Academic vocabulary includes words used in academic dialogue and texts. It does not consist of words that students use in general conversation, but academic vocabulary relates to the other familiar words that students do use. For instance rather than using the simple verb *watch*, an academic term would be *observed*. The words of academic vocabulary help students understand oral directions and classroom instructions as well as comprehend text across different subject areas. Academic words can be used more in written language than spoken one. Essays or letters are written with academic vocabulary; it is formal style in writing. Advanced level in CEFR and IELTS requires knowing more academic words.

This type of vocabulary is popular in education area. That's why students strive to find academic synonyms for words that they already know. So instead of saying "*get*", they say "*obtain*". They no longer use the word *buy*, instead of it they say "*purchase*". And forget about "*say*", everything is "*stated*", "*observed*" and "*argued*". For the most part, this is not terrible approach. However, it can be a little bit problematic, especially as some people end up addicted to finding synonyms for all words even though this word is appropriate for the sentence or not. A good example of problems with the synonym approach is "*due to*". In academic writing a lot of people use "*due to*" incorrectly. Here is an example:

"The environment is in danger *due to* many people do not recycle their waste",

Or

"Many exam candidates lose marks simply *due to* they do not read the questions properly"

In these instances, the student has decided to use "*due to*" because they believe that it is a more academic version of "*because*". If you read the sentence with *because*, the grammar works perfectly. The problem is that "*due to*" has a similar meaning to "*because*" but it is used differently. In fact, to use as a synonym for "*because*", you would have to say "*due to the fact that*".

"The environment is in danger *due to the fact that* many people do not

recycle their waste”,

Or

“Many exam candidates lose marks simply *due to the fact that* they do not read the questions properly”.

Now, the sentences are correct and fine. If you want to use “*due to*”, then you would use it when you use “*because of*”, as in following examples:

1. “The plane was delayed *because of* bad weather”
“The plane was delayed *due to* bad weather”.
2. “She has been absent from work *because of* illness”
“She has been absent from work *due to* illness”.

Using academic version of words can work sometimes, but other times it can create problems as different words can have the same meaning, but different grammar. Overall, all vocabulary is just vocabulary. And all vocabulary really is about communicating ideas. Here are some examples of academic versions of words:

Abolish – to officially end a law, system etc, especially one that has existed for a long time. This word is more academic than *cancel*.

Acknowledge – admitting or accepting that something is true or that a situation exists. In everyday conversation people use *accept* rather than *acknowledge*. And also admit can use in formal style.

Abandon – to leave someone, especially someone you are responsible for. It is an academic word; leave has the same meaning with it, but there is distinguish between *leave* and *abandon*. Abandon is not more formal, but it is more extreme. *Leave* is a neutral word. For example, if a husband *leaves* his wife and family, it simply means that he goes away. However, if he *abandons* them, this signifies that he is heartless and selfish, leaving them penniless and having to fend for themselves. Moreover, *abandon* has a more negative connotation, for instance, “abandoned child” or “abandoned building” makes it sound sadder. To *leave* can just mean to depart from a place: “The train leaves Paddington for Manchester at 6pm”.

Acquire – 1) to obtain something by buying it or being given it. 2) To gain knowledge or learn a skill. In everyday English, people usually say get rather than acquire. There is difference between *acquire*, *get* and *obtain*. They all basically have the same meaning. Acquire and obtain are quite formal and would usually only be used in written English, while get is more spoken English. For example, “I acquired a taste for French cakes”, “I obtained some French cakes”, “and I got some French cakes”.

Anticipate – make a prediction about; tell in advance. It is the academic version of predict. The example is that “Just as they *anticipate* fashion trends, they now have to *anticipate* changes in consumer behavior”.

Apply – be pertinent or relevant. This word also means 1) ask for something; 2) employ for a particular purpose; 3) ensure observance of laws and rules; 4) commit oneself to although the chosen definition is the best fit for the example sentence, these can also *apply*, since the contractors first had to apply for the job; before they could apply the skills of their worker; while *applying* the stricter measures; and applying themselves to creating safe work conditions.

Aspect – is also academic word and it means that is a distinct feature or

element in a problem. For instance, “Another *aspect* to consider is that people who file claims have an incentive to exaggerate their symptoms to receive more compensation for longer”. In referring to people, “*aspect*” is “a characteristic to be considered” or “the feelings expressed on a face”. In grammar, the *aspect* of a verb is the duration or completion of the action (which should not be confused with the tenses, which also connect to the time of an action, but does not include how the time of the action is viewed).

Constant – is an academic vocabulary which signifies that unvarying in nature. One example is that “The number of states requiring that an economics course be taken in high school remains *constant* at 22”. “Constant” is used as an adjective in the example sentence to refer to the *constant* (“a quantity that does not vary”) of 22. This idea of not changing can also be seen in other definitions of *constant* that can be used to describe actions, conditions, or people: “uninterrupted in time and indefinitely long continuing” and “steadfast in purpose or devotion or affection”.

Clarify – make clear and comprehensible. For example, “Moreover, because these supernovae are used as cosmic measuring sticks, understanding them better may help *clarify* the shape of the universe”.

Consequence – a phenomenon that is caused by some previous phenomenon. The example is that “In medieval Europe, starvation was the *de facto consequence* of a siege”. “*Consequence*” can also mean “the outcome of an event” – although this definition is often seen relative to an individual, it can also apply here.

Devise – is also formal word which means that come up with after a mental effort. For instance, “A big breakthrough came in 1855 when Henry Bessemer *devised* a process for making steel on an industrial scale much more cheaply”.

Distinguish – mark as different. For example, “American modern dance, in its early years, wanted to be taken seriously, to *distinguish* itself from supposedly more frivolous traditions”. There are some differences between “*distinguish*”, “*differentiate*”, “*discriminate*”. All have at least one definition that connects to noticing differences, but “*differentiate*” is also a mathematical term, and both it and “*distinguish*” have definitions that connect to the identification, development, or evolution of organisms.

Essential – is an academic form of the word “*important*”. It means that absolutely necessary. A good example is that “Besides old age, the sewers, which are *essential* to the health of the city, are under assault from a nemesis above ground: grease”.

Evidence – means by which an alleged matter is established or disproved. The example is that “The *evidence* keeps mounting that mammograms and other tests for cancer – which contribute to the sky-high costs of U.S. health care – do not save lives.

Former – belonging to some prior time. For example, “They accused Ms. Park of “resurrecting the dictatorship” of her father, *former* President Park Chung-hee”. *Former* also refers to “the first of two things or persons mentioned” – in the example sentence, of the two Parks mentioned, the *former* is the daughter and the *latter* is the father.

Illustrate – is academic vocabulary which means that clarify by giving an

example of. For instance, “instead, the receipts were handwritten on small slips of paper, *illustrating* the arbitrary nature of the party’s punishment system”.

Investigate – conduct an inquiry of. One example is that “The Silkworm will follow the private investigator Cormorant Strike, who Rowling introduced in Cuckoo, as he *investigates* the murder of a novelist”. We can see distinguish between “*inquire*” and “*investigate*”. Two verbs have synonymous definitions, but as shown by the example sentences and Latin roots (“*quaerere*” means “to ask” and “*vestigare*” means “to track”), an investigation often involves more following and follow-through.

Perspective – a way of regarding situations or topics. For instance, “The Clubs hired Renter because of a cheerful *perspective* that helps him communicate with young players – especially a strong Latin American contingent”.

Presume – is an academic word which signifies that take to be the case or to be true. For example, “Though we never see her there, I *presume* she takes classes and participates in extracurricular and goes to college parties”. Compare with “*assume*” – the chosen example sentences and definitions show the verbs to be synonymous. But “*assume*” can mean to take to oneself a form, power, or garment; “*presume*” can mean to take an action before asking for permission.

In conclusion, improving academic vocabulary skills is an important aspect of any language study at university level. Academic vocabulary can be seen everywhere: in textbooks, journals, lecture handouts, exam papers, essays, assignments, etc. The harder we work on our vocabulary, and the more actively we study, the better our assignments will be, and the more efficient our reading will be too.

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DISTANCE LEARNING IN LEARNING FOREIGN LANGUAGES

Аннотация. В статье приведен актуальный вопрос современного обучения - отдельного обучения. Принцип присвоения данной статьи заключается в уточнении отдельного обучения как другой тип обучения в отдаленных диалектах. Создатель смотрит на типах обучения демонстрирует контрасты между типом обучения разделения и обычной. Проблемы, дублиеры и инструкторы противостоят в обучении разделения признаются. Отдельная инструкция оказалась рассматриваться в качестве автономного типа подготовки, в свете того факта, что он имеет огромные квалификации, которые не могут быть подтверждены обычным способом.

Ключевые слова: дистанционное обучение, форма, техника, инструмент.

Abstract. The article is committed to the current issue of present day instruction — separate learning. The principle assignment of the article is to clarify separate learning as another type of learning in remote dialects. The creator looks at the types of learning demonstrates the contrasts between the type of separation learning and the conventional one. The issues that understudies and instructors confront in separation learning are recognized. Separate instruction is turned out to be viewed as an autonomous type of preparing, in light of the fact that it has huge qualifications, which can't be acknowledged in the conventional way.

Key words: distance learning, form, technique, tool.

The worldwide procedure of move from a modern to a data society, financial changes occurring in Uzbekistan today require noteworthy changes in numerous regions of the state. The advancement of the instruction segment on the premise of new dynamic ideas in the usage of the instructive procedure of new instructive innovations and logical and methodological improvements and the utilization of new data and correspondence advances are the genuine issues of Uzbek training framework. Ten years back, ideas, for example, remove learning, separate instruction, open learning did not contrast regarding the normal Uzbekistan. Be that as it may, at the present phase of separation learning has demonstrated its hugeness and importance at all levels of the instructive framework. Separate learning innovation has advanced quickly on the planet has in the most recent decade of the XX century. This innovation explains a standout amongst the most vital protected difficulties confronting the instructive circle - guaranteeing the human appropriate to training and data. The key point of separation learning is to give residents measure up to access to instruction at all levels in the group or expert exercises on the premise of the utilization of new data and correspondence advancements. Remove learning is one of the main types of training, as the prospects for the improvement of separation instruction can be followed in numerous headings. In light of the utilization of separation learning innovations, the

training framework ought to add to the production of extra open doors for refreshing the substance of instruction, techniques for showing controls and information spread. Likewise, the innovation enhances access to all levels of instruction, the execution of the likelihood of getting it for a ton of youngsters, including the individuals who cannot ponder in advanced education with conventional types of training because of absence of budgetary or physical capacities, word related and different elements. Separate learning is an instruction with the assistance of the Web and present day data and media transmission innovations. With separation learning is a trade of instructive data with the assistance of present day apparatuses out there. Separate instruction is growing open doors for quality professional training. Dissecting the experience of the advancement of separation learning on the planet, the differences of its models in both created and creating nations, it can be presumed that the improvement of separation training because of various methodologies, instructive strategy, and national customs. Obviously, the immediate replicating of a solitary model in numerous nations is unrealistic. Be that as it may, utilizing the experience of the main outside focuses empowers you to make an ideal model of separation learning frameworks, adjusted to national characteristics of Russia. It is likewise evident that the entire improvement of separation training in the nation ought to be considered to accomplish both local and outside teaching method, to extend their scope of use and the group of onlookers using data and correspondence advances. Separate learning framework - data framework for arranging, directing and dealing with all preparation exercises in the association, incorporating preparing led both face to face and in a remote way. A more precise name separate learning framework, reflecting usefulness controlled by present day remove learning framework is a learning administration framework (Learning administration framework).

Among the conceivable outcomes of utilizing separation instruction framework can recognize the section of preparing all alone, alongside the likelihood of separation learning. Separate adapting today is principally centered around corporate preparing association. With the entry of separation adapting, most separation learning understudies ought to in the meantime to play out their obligations. Subsequently, it is troublesome for them to make the timetable of preparing for the section of the conventional full-time think about. Capacity to be prepared when it suits them, is vital to this classification of understudies. Utilitarian present day remove learning frameworks can be isolated into three principle squares: preparing administration, guaranteeing connection between the members of the instructive procedure, the improvement of instructive substance. The separation learning framework inside the learning administration unit gives the accompanying key components: - fitness administration; - Mechanized making of preparing projects; - Administration of client profiles; - Control of access to separation learning courses and tests; - Logging of client action; - Giving specialized and methodological support to clients; - Era of reports; - Investigation of the learning procedure. In guaranteeing the association between the members of the instructive procedure of separation training frameworks give a method for sorting out such client correspondence as discussion, talk, blog, video conferencing. The improvement of instructive substance contains an arrangement of devices that comprehend an extensive variety of undertakings. From the

production of straightforward tests for testing understudies to create refined sight and sound courses. Remove learning is firmly identified with data advances, truth be told, being in some sense some portion of them. Thus, a large portion of the developing open doors in the field of data innovation to rapidly discover their application in separation realizing, which is substantially quicker take them into administration in examination with different types of preparing. Remove adapting, most understudies are all alone. Obviously, inside the system of separation learning methodological bolster gave to audience members. Specifically, they can group on-line correspondence with the educator. Be that as it may, amid the preparation, understudies are frequently confronted with the need to acquire more data. Separate learning, instead of different types of preparing, gives a chance to give the audience access to bunches of additional material, which they can utilize specifically amid preparing [5].

Moreover, inside the system of separation taking in an imperative pretended by the association of gathering work with the members of a course. joint media transmission extends the course members ought to be given accomplices, sorting out examination gatherings, introductions and individual introductions of middle of the road and last outcomes in the electronic conferencing, trade of perspectives and data with the course members, and additionally, if important, with some other accomplices, including remote through the Web. Observing the accomplishment of such preparing ought to be operational in the advancement of important instructive materials and the last ace from the instructor and the organizer of guides as tests, introductions, innovative work. As of late, for such designs are progressively utilizing extraordinary Website pages, which can compose themselves for every student or gathering. Working with such pages considerably less demanding the entire procedure of collaboration. For this situation it is really about electronic books (ebooks) of the measured way of having a high specificity, and accordingly having PC media transmission innovations to create them have qualified researchers and methodologists [2]. One of the prospects for the advancement of separation learning is the likelihood of offbeat adapting, ie, understudy procures and collects information, abilities, and the school screens the procedure and the likelihood of synchronous adapting, ie, generally understudies cooperate with the coach, educator, and data base. Prospects for the improvement of separation instruction contained in the development of the extent of instructive administrations. With separation learning, you can enhance the abilities of the populace to do retraining, to compose the learning procedure for the individuals who cannot get instruction in the conventional type of study: full-time or low maintenance. The advancement of separation learning permits you to make extra occupations for the work force, ie personnel and staff who will manage and arrange the learning procedure - it is likewise the possibility of the improvement of separation training. Getting instruction remotely, the populace diminishes preparing expenses, and material side of learning - this is one of the key components in getting training. Prospects for the improvement of separation instruction are stamped and in the assessment of the nature of training. Utilizing current showing helps, PC programs, data innovation, web, remote structures may enhance the nature of instruction, as the understudy has more open doors for access to preparing and extra material is a quicker approach to exchange data and communication with the instructors and the

instructive procedure by the coordinators. One of the upsides of separation learning for the Organization of Instruction is to repay the lack of educating staff. On account of this type of instruction accessible to understudies information from driving specialists, prepared in different prestigious colleges in our nation and abroad. [5] Separation learning ought to be utilized as a part of the instructive procedure the best conventional and imaginative techniques, means and types of learning, in light of current PC and media transmission innovations. Course members can concentrate as per an individual calendar a helpful time for him, they have the privilege to pick an agreeable place to study, is given by an arrangement of unique showing helps, are qualified for a predictable open door for contact with the educator face to face or in absentia: by telephone, fax, email or standard mail [2].

Moodle - the separation learning framework, which incorporates stores for the advancement of separation learning courses. The improvement of separation learning framework Moodle proceeds, since 1999, since 2001 in the present design. Interface Moodle separate learning framework is converted into 82 dialects and is utilized as a part of just about 50 thousand. Associations from more than 200 nations around the world. More than 600 establishments are enrolled in Russia. Number of Moodle clients in a few establishments up to 500 thousand.

Today, the arrangement of separation learning Moodle is the most well-known arrangement of separation learning with the biggest number of clients and designers [6]. Supply of Moodle is given uninhibitedly as Moodle is a product open source. This implies Moodle is ensured by copyright law, yet colleges have adequate chance to utilize it. Moodle can be introduced on any PC on which the Internet server that backings PHP, and the database is introduced SQL-sort. It can keep running on Windows and Macintosh working frameworks and many kinds of Linux. To utilize Moodle enough to have any web-program, which makes utilization of the learning condition agreeable for both the instructor and for the understudies. As per the consequences of the understudies assignments, the instructor can vystalyat assessment and remark. Consequently Moodle is the focal point of the making of preparing material and give intelligent correspondence between the members of the instructive procedure [3].

The framework displayed data about the courses, their educators and dates of. What's more, clients of the framework have the chance to enroll in the framework, acquaint with data about the courses and agree to accept them. Once enlisted, an understudy at a specific rate, he accesses significant preparing materials, performs assignments, and connect with educators and different learners. The creators of the courses shape the pertinent preparing materials and educators make understudy enlistment and compose the instructive procedure. Framework chairmen allot creators, educators, and other framework managers. Of specific prevalence of separation instruction has gotten in districts where there is an absence of significant global or metropolitan level instructive establishments [4]. In October 2012 Moodle separate learning framework is perceived as the best course administration framework in the Main 100 Devices for Learning. More than 500 experts from around the globe partook in the review, in which they have picked the main 10, as indicated by them, devices for learning. The survey of specialists from around the globe on the point, what instruments they use for self-study and learning of others, for a long time spent Jane Hart, leader of the UK-based Community for

Learning and Execution Innovations. Separate learning framework Moodle took eleventh place in the rundown of Main 100 Instruments for Learning, in spite of the fact that in 2009, the arrangement of separation learning Moodle possessed sixteenth place. In the meantime in the class of the best course administration framework Moodle separate learning framework was positioned first. In this manner, separate learning, having such preferences as the productivity, adaptability, particularity, and parallelism, meets the prerequisites of present day life. Thus, all the developing enthusiasm for e-learning is higher, as well as to an assortment of its structures. The instructive group understood that separation learning are great prospects related with the execution of learning through life. In any case, notwithstanding the points of interest, there are various inconveniences. For instance, in this type of taking in an understudy cannot generally learn effectively, to express this information orally. Thusly, as a fundamental training separation learning is ideal to pick, yet in the event that, for whatever reasons, cannot get to customary alternatives. While for extra or second advanced education, remote structures are successful.

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TEACHING SPEAKING STRATEGIES

Learning a language is a complex issue that requires the participation of at least three main stakeholders: teachers, students and contents. There is a didactic triangle that should allow students to construct their own knowledge, a process that is not always easy to grasp and produce autonomously. The importance of knowing and using speaking strategies is to help students improve their language development in order to encourage effective spoken communication. In this matter, teachers should act as facilitators who teach these strategies that can help students to develop their language skills.

Speaking, as it has been observed and confirmed with this specific group through oral presentations is the most challenging skill to produce. Basic students with very low level of English and lack of self confidence tend to show certain characteristics such as: shaking while speaking, sweating, keeping silent for long periods of time, sitting when they cannot continue and others even crying because it is hard for them to say a word.

In communicative language teaching, the teacher is expected to act as a facilitator of the communicative situation, monitoring students' attempts to communicate in the target language. The correction of errors or the use of the teacher as a model of perfect speech is left behind as the focus is to promote students' participation and motivate them to produce speech in the target language. The active participation of the students is essential. Students should be engaged and willing to practice producing speech and negotiating meaning to create a communicative situation. As the main focus is for students to be able to communicate in the target language, learners need to work cooperatively, in pairs or in groups as interaction gives them the ability to create meaning and therefore communication.

Describing oral production leads to oral communication and both of them can be defined as any type of interaction that makes use of spoken words, an interaction that is really important and essential nowadays. When teaching the students how to speak, for example, it is necessary for them to have some knowledge of the language conventions such as grammar, vocabulary and pronunciation. It is important, therefore, to allow learners to practice speaking as an opportunity to use grammar, pronunciation and vocabulary previously taught and, of course, the most essential task is the practice of the oral skill.

To communicate in another language which is not our mother tongue is a challenge, especially if there is little knowledge of the target language; students feel limited to speak just with the vocabulary they have learnt. Bygate mentions that one of the basic problems in foreign language teaching is prepare learners to be able to use the language; therefore students and teachers both face these problems regarding speaking in class.

There are some useful strategies that teachers could make his\her students use in order to apply them during oral activities and so students with the practice of these strategies could speak more and feel more confident. In the following section it will be given the most common strategies for speaking skill.

Speaking strategy.

Douglas proposed these speaking strategies so that students are able to communicate in oral way:

- Asking for clarification (what?)
- Asking someone to repeat something (huh? Excuse me?)
- Using fillers (uh, I mean, well,) in order to gain time to process
- Using conversation maintenance cues (uh-huh, right, yeah, okay, hm)
- Getting someone's attention (hey, Say, So)
- Using paraphrases for structures one can't produce
- Appealing for assistance from the interlocutor (to get a word or phrase, for example)
- Using formulaic expressions (at the survival stage) (how much does _____ cost? How do you get to the _____?)
- Using mime and nonverbal expressions to convey meaning
- Circumlocution which is the use of a synonym or descriptive sentence for unknown words. For instance. An item you use to sit down (chair)

Speaking activities can improve language proficiency by encouraging students to negotiate meaning in collaborative learning settings, where they communicate with partners in pairs or groups.

Lower level learners often find it especially difficult to speak spontaneously, so these activities incorporate 'thinking time' during which learners can prepare for speaking by planning what they are going to say, and asking the teacher or using dictionary to look up missing vocabulary. We tried to perform you communicative tasks and activities.

This activity is good for activating existing vocabulary or revising vocabulary studied in previous lessons.

- Choose a vocabulary topic (this can be vocabulary you have recently studied or a topic you want to introduce). Tell students to write a list of 10 words they associate with this topic. To make the activity shorter, reduce the number of words.
- Pre-teach\ revise structures for definitions e.g. It's a thing which...\ that... You use it for... You find this in... It's an animal\ object\ place... It's the opposite of... etc.
- Tell students to look at their lists and give them time to think of how they can define these words (3-5 minutes)
- Now students work in pairs (or groups of 3) to define their words. Their partner must guess the word they are defining.
- A faster moving, fun alternative to this activity is a team game.
- Change the vocabulary to lists of famous people\ books\ films\ objects.
- Each team writes a list for another team (students can also 3 or 4 words each on strips of paper to draw out of a hat)

- Pre-teach \ revise structures for definitions e.g. It's a thing which\ that... You use it for... It's a film\ book\ object... He\ She's an actor\ a politician... He's British\ American\ Spanish...
- Each team nominates one person to define the words to their team.
- Each team has 1 minute to define as many words as possible.
- This a variation on the above activity and is great for practicing adjectives. Students personalize the discussions by talking about experiences and feelings.
- Write a selection of adjectives relating to feelings on the board.
- Tell students to choose several adjectives (increase or decrease the number depending on how long you want the activity to take). Tell them to think of a time when they felt this way, and that they are going to tell their partner\ small group about their experience.
- Give students time to plan what they are going to say. They can make notes and ask for vocabulary if they want to.
- Students tell their stories.
- Feedback to the class.
- Next activity is related to cartoons, cartoon stories and unusual pictures:
- Before the class, find a cartoon with at least 4 vignettes. The cartoon can be with or without dialogue. The more vignettes and more elements in the story, the more difficult the task.
- Print the cartoon and cut up the vignettes. Divide the vignettes equally between students A and student B.
- Give students time to think about how to describe their pictures and ask for any vocabulary they need.
- Pre-teach any difficult vocabulary that has not come up as well as phrases for talking about pictures and sequencing: e.g. In my picture there is... I can see... I think this is the first\ second\ last picture... Then... After that...
- Tell students to work together to put the story in the correct order.
- Optional extension: Tell students to write the story.
- Or we suggest you another method:
- Take a comic strip, a cartoon, or unusual image in which there are several people or characters. If there is dialogue or captions, blank it out.
- Display the comic\ cartoon, or unusual image and elicit ideas from students about what is happening in it. Who are the people\ characters? What are they doing? What happens next? What are they saying to each other?
- Put students in pair or small groups. Tell them to work together and write the dialogue and\ or captions for the comic, cartoon or image.
- Students practice their dialogues and read their versions out to the class.
- This activity is simple but effective. Students enjoy using their creativity. The role-plays your students create are usually pretty entertaining. Give it a shot and be sure to commend your students on their role- plays and review major mistakes after they have finished:
- After teaching your students 8-12 idioms or phrasal verbs (useful idioms) put your students into pairs.

- Tell them you're going to give them 5 minutes to create a conversation dialogue with their partner using as many of the idioms\ phrasal verbs as possible.
- Tell them to try to make their role-play about 2 minutes or longer, if they can.
- Let them do it. Listen while they plan it and offer help where possible.
- Have each group present their role-play.

Investigative journalist is a classic pair work activity for a reason: It works!

It can be used in a variety of scenarios and tailored according to specific grammar or vocabulary points that you've been reviewing in class.

The basis of investigative journalist is for students to interview one another in pairs and present their findings. It can be used for groups at all skill levels from beginning to advanced, as long as you tailor it to their levels.

Beginners may do a simple version, asking their partners about their family structure, favorite colors and foods, pets and hobbies.

Intermediate students could use investigative journalist to practice past tense structures by asking about their interlocutor's childhood.

Advanced students might benefit from a murder mystery version of the game, where each student is assigned a character to play the game concludes with the "murderer" being sussied out as a result of the questions.

Have fun with this game, and remember: if you give your students the tools to succeed, they'll surprise you!

Debate is another classic that can incorporate pair or group work, depending on the size of your class. Create groups and assign each group or pair a side of an argument. Use pair work time to allow students to develop their argument and conclude with a class-wide debate.

Debate is made even more interesting when you present students with authentic materials to use as support for their claims.

Remember: but debate is suitable for intermediate, upper-intermediate and advanced level students. When you start lesson you must find or create activity for students in a good option.

In sum, in our experience as language being teachers and teachers, speaking has always been the most challenging skill for most of freshman students. Despite the fact that various oral activities including strategies are implemented in the classroom, it is too difficult to monitor each students' progress.

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LEXICO-GRAMMATICAL MEANS OF A LANGUAGE

In computer science, a lexical grammar is a formal grammar defining the syntax of tokens. The program is written using characters that are defined by the lexical structure of the language used. The character set is equivalent to the alphabet used by any written language. The lexical grammar lays down the rules governing how a character sequence is divided up into subsequences of characters, each part of which represents an individual token. This is frequently defined in terms of regular expressions [1].

For instance, the lexical grammar for many programming languages specifies that a string literal starts with a " character and continues until a matching " is found (escaping makes this more complicated), that an identifier is an alphanumeric sequence (letters and digits, usually also allowing underscores, and disallowing initial digits), and that an integer literal is a sequence of digits. So in the following character sequence "abc" xyz1 23 the tokens are string, identifier and number (plus whitespace tokens) because the space character terminates the sequence of characters forming the identifier. Further, certain sequences are categorized as keywords – these generally have the same form as identifiers (usually alphabetic words), but are categorized separately; formally they have a different token type.

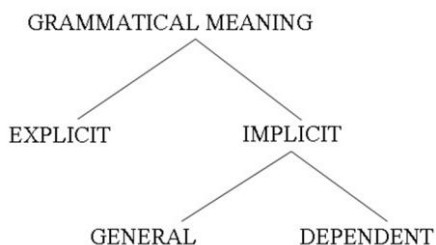
The word combines in its semantic structure two meanings – lexical and grammatical. Lexical meaning is the individual meaning of the word (e.g. table). Grammatical meaning is the meaning of the whole class or a subclass. For example, the class of nouns has the grammatical meaning of thingness. If we take a noun (table) we may say that it possesses its individual lexical meaning (it corresponds to a definite piece of furniture) and the grammatical meaning of thingness (this is the meaning of the whole class). Besides, the noun 'table' has the grammatical meaning of a subclass –countableness. Any verb combines its individual lexical meaning with the grammatical meaning of verbality – the ability to denote actions or states. An adjective combines its individual lexical meaning with the grammatical meaning of the whole class of adjectives – qualitiveness – the ability to denote qualities. Adverbs possess the grammatical meaning of adverbiality – the ability to denote quality of qualities.

There are some classes of words that are devoid of any lexical meaning and possess the grammatical meaning only. This can be explained by the fact that they have no referents in the objective reality. All function words belong to this group – articles, particles, prepositions, etc.

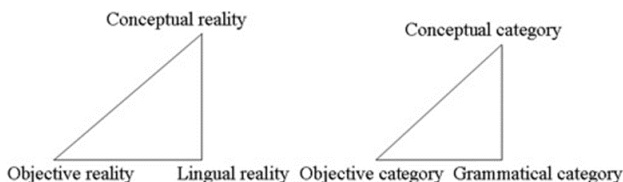
The grammatical meaning may be explicit and implicit. The implicit grammatical meaning is not expressed formally (e.g. the word table does not contain any hints in its form as to it being inanimate). The explicit grammatical meaning is always marked morphologically – it has its marker. In the word cats the grammatical meaning of plurality is shown in the form of the noun; cat's – here the

grammatical meaning of possessiveness is shown by the form 's; is asked – shows the explicit grammatical meaning of passiveness.

The implicit grammatical meaning may be of two types – general and dependent. The general grammatical meaning is the meaning of the whole word-class, of a part of speech (e.g. nouns – the general grammatical meaning of thingness). The dependent grammatical meaning is the meaning of a subclass within the same part of speech. For instance, any verb possesses the dependent grammatical meaning of transitivity/intransitivity, terminativeness/non-terminativeness, stativeness/non-stativeness; nouns have the dependent grammatical meaning of countableness/uncountableness and animateness/inanimateness. The most important thing about the dependent grammatical meaning is that it influences the realization of grammatical categories restricting them to a subclass. Thus the dependent grammatical meaning of countableness/uncountableness influences the realization of the grammatical category of number as the number category is realized only within the subclass of countable nouns, the grammatical meaning of animateness/inanimateness influences the realization of the grammatical category of case, terminativeness/non-terminativeness - the category of tense, transitivity/intransitivity – the category of voice.



Grammatical categories are made up by the unity of identical grammatical meanings that have the same form (e.g. singular::plural). Due to dialectal unity of language and thought, grammatical categories correlate, on the one hand, with the conceptual categories and, on the other hand, with the objective reality. It may be shown with the help of a triangle model:



It follows that we may define grammatical categories as references of the corresponding objective categories. For example, the objective category of **time** finds its representation in the grammatical category of **tense**, the objective

category of **quantity** finds its representation in the grammatical category of **number**. Those grammatical categories that have references in the objective reality are called **referential** grammatical categories. However, not all of the grammatical categories have references in the objective reality, just a few of them do not correspond to anything in the objective reality. Such categories correlate only with conceptual matters:

Conceptual correlate



Lingual correlate

They are called **significational** categories. To this type belong the categories of **mood** and **degree**. Speaking about the grammatical category of mood we can say that it has **modality** as its conceptual correlate. It can be explained by the fact that it does not refer to anything in the objective reality – it expresses the speaker's attitude to what he says.

The notion of opposition.

Any grammatical category must be represented by at least two grammatical forms (e.g. the grammatical category of number – singular and plural forms). The relation between two grammatical forms differing in meaning and external signs is called **opposition** – book::books (unmarked member/marked member). All grammatical categories find their realization through oppositions, e.g. the grammatical category of number is realized through the opposition singular:plural.

Taking all the above mentioned into consideration, we may define the grammatical category as the opposition between two mutually exclusive form-classes (a form-class is a set of words with the same explicit grammatical meaning).

Means of realization of grammatical categories may be synthetic (*near – nearer*) and analytic (*beautiful – more beautiful*).

Transposition and neutralization of morphological forms.

In the process of communication grammatical categories may undergo the processes of transposition and neutralization.

Transposition is the use of a linguistic unit in an unusual environment or in the function that is not characteristic of it (*He is a lion*). In the sentence *He is coming tomorrow* the paradigmatic meaning of the continuous form is reduced and a new meaning appears – that of a future action. Transposition always results in the neutralization of a paradigmatic meaning. **Neutralization** is the reduction of the opposition to one of its members: custom: customs – x: customs; x: spectacles.

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ЎЗБЕК ТИЛИДА СИФАТ КОМПОНЕНТЛИ ФРАЗЕМАЛАР

Аннотация: *Ушбу мақолада ўзбек тилидан сифат компонентли фраземалар таҳлили берилган. Сифат компонентли фраземаларнинг ҳосил бўлишида ранг-тусни ифодаловчи ва ҳажмни ифодаловчи лексемалар фаол иштироки мисоллар билан кўрсатилган.*

Аннотация: *В данной статье анализируются фраземы с компонентом прилагательных основ в узбекском языке. Указаны примеры активных фразеологических единиц выражающими различные лексические значения.*

Ўзбек тили фразеологик тизимида от, феъл таркибли фраземалар миқдори жиҳатидан кўплиги билан ажралиб турса-да, сифатларнинг ҳам фразеологик шаклланишидаги ўзига хос хусусиятларини ўрганиб чиқиш тилшунослик нуқтаи назардан муҳим аҳамият касб этади. Тилимиздаги **ичи қора, оқ кўнгил, юраги қора, феъли кенг, турқи совуқ, кўнгли пок, қалби пок** каби фраземалар шахснинг хусусиятини ифода этиши билан ўзаро бир гуруҳга бирлашади. Юқоридаги фраземалар таркибида иштирок этаётган сифат лексемалар фраземаларнинг семантик ва структуравий шаклланишида асосий таянч компонент бўлиб хизмат қилмоқда.

Таъкидлаш лозимки, сифат ўзгармайдиган туркум бўлиб, унга сон ва келишик категориялари хос эмас: сифат сўзшаклга тўғридан- тўғри битишув йўли билан боғланади. Сифат фраземалар гапда асосан сифатловчи-аниқловчи вазифасида келади.

Тадқиқотлар фраземаларнинг шаклланишида семантик таянч компонент вазифасида, асосан, аслий сифатлар ишлатилишини кўрсатади.

Маълумки, ўзбек тилида ранг-тусни ифодалаш мақсадида кўплаб лексемалар ишлатилади. Бироқ уларнинг барчаси воситасида фраземалар шаклланавермайди. Сифат компонентли фраземаларнинг ҳосил бўлишида куйидаги ранг-тусларни ифодаловчи лексемалар қатнашди:

Оқ лексемаси. **Оқ** лексемаси предметнинг ранг-тусини, белгисини билдириши билан фразема таркибида иштирок этиб, бошқа окказионал маъноларни ҳам ифода этади. **Оқ** лексемаси асосан от туркумига тегишли сўзлар билан бирикиб, турли маъноли фраземаларни шакллантиради. **Оқ кўнгил** фраземаси таркибида **оқ** лексемаси **покиза, беғубор** семаси қатнашиб, шахснинг **яхши ниятли, бошқаларга ёмонликни раво кўрмайдиган, тўғрилик, ёмонликни билмаслик** маъноларини шакллантиришда таянч компонент бўлади. Маълумки, ўзбек халқи **оқ** рангга яхшилик тимсоли сифатида қарайди. Шу асосда мазкур лексема ёрдамида асосан ижобий маъноли фраземалар шакллانган: **оқ йўл, оқ ният, оқ пешона, оқ фотиҳа** ва бошқалар. Мисоллардан сифат лексемаларнинг кўпинча от лексемалар билан боғлашувга киришганлиги аён бўлмоқда. Шу билан бирга **оқ-билак, оқ подшо** каби фраземик бирикмалар ҳам

мавжудлигини ва уларнинг сони камлигини қайд этамиз.

Оқ лексемаси қатнашган фраземалар таркибида от ва феъллар ҳам иштирок этиб, феъл фраземалар ҳосил қилинганлигини қуйидаги мисоллар тасдиқлайди: **оқ билан қорани ажратмоқ**-яхшини ёмондан, фойдани зарардан фарқламоқ; **оқ билан қорани билмоқ**; **оқи оққа, қизили қизилга ажралди** – бўйи етди, ёши катта бўлиб қолди, балоғатга етди, кўхликкина бўлди; **оқ йўл** – сафарга чиқаётган шахсга нисбатан яхши ният билдириш; **оқни оққа, қорани қорага ажратмоқ** – яхшини яхши деб, ёмонни ёмон деб кўрсатмоқ; **оқни оқ, қорани қорани қора демоқ** – ҳақиқатни айтмоқ маъноли фраземалар таркибида эса **оқ** лексемаси “пок”, “тўрилиқ”, “адолат” семаларида иштирок этиб, фраземалар маъносини шакллантиришда таянч компонент вазифасида қатнашади.

Қора лексемаси иштирокида, асосан, салбий маъноли фраземалар шаклланган. Чунки бу ранг-тус ёмонлик тимсоли ҳисобланади. Шунинг учун бу лексема ёрдамида шахснинг салбий характери ифодаловчи фраземалар шаклланган: **ичи қора, ичи қоралик, кўнгли қора, кўнгли қоралик, юраги қора, қора юрак, қораси ўчди, қора кун, қора юз, қора қиш, қора куч, қора чизик тортмоқ, қора рўзғор** кабилар. **Қора** лексемаси фраземалар таркибида предметнинг рангини кўрсатмайди, балки кўчма маънода қўлланиб, шахс характеридаги мунофиқлик, ғаламислик, ғийбатчилик, бераҳмлик каби салбий хислатларни эмоционал - экспрессив ва образли ифодалашда қўлланади. Масалан, **ичи қора** лексемаси **ич** сўзи билан бирикиб, салбий семада қўлланади. Қуйидаги мисоллар фикримизни даллиллайди: **қора кун** - азоб, уқубатли, фожиали давр маъноли фразема таркибида **қора** лексемаси **қайғу, қоронғулик** семасида қатнашмоқда: **қора саҳифа** – қайғу, фожиали воқеаларни ифодаловчи саҳифалар маъноли фразема таркибида қайғу, фожа семада иштирок этади; **қора либос** – қайғули кунларда кийиладиган либос маъноли бирикмада **қора** лексемаси **мотам** семасида қўлланилган.

Сариқ чақалиқ, сариқ чақага арзимаслик фраземалари таркибида **сариқ** лексемаси ўзининг **арзимас** семаси билан қатнашмоқда.

Ўзбек тилида ҳажми ифодаловчи лексемалар ёрдамида ҳам қатор фраземалар шаклланган. Буларнинг асосийлари қуйидагилардир:

Кенг лексемаси фразема таркибида нотаянч аъзо сифатида қуйидаги фраземаларнинг шаклланишида иштирок этади: **кўнгли кенг, феъли кенг, юраги кенг, юраги дарёдай кенг** кабилар. Кўринадик, бу лексема ёрдамида кишиларнинг у ёки бу характери ва хислатларини ифодаловчи фраземалар шаклланган.

Очиқ лексемаси фраземалар таркибида нотаянч лексема сифатида иштирок этиб, унинг ёрдамида, асосан, ижобий маъноли фраземалар шаклланган. Мазкур лексема от лексема билан боғлашувга киришиб, от ва сифат фраземаларни ҳосил қилади: **кўзи очиқ, кузи очиклигида, кўзи очигида** (булар кишиларнинг яшаш фаолияти билан боғлиқ сифат фраземалардир); **кўнгли очиқ, очиқ кўнгил, очиқ кўнгилли, очиқ чехрали, очиқ юзли, очиқ қўлли, чехраси очиқ, қўли очиқ, юзи очиқ** (булар кишиларнинг ижобий характери ифодаловчи фраземалардир). Шунингдек, **орани очиқ қилмоқ** каби феъл фраземалар ҳам шаклланади.

Паст лексемаси иштирокида **пастга урмоқ** ва **эси паст** каби

фраземаларгина шаклланган.

Узун лексемаси ёрдамида салбий маъно ифодаловчи **тили узун, қўли узун** каби фраземалар шаклланган.

Чуқур лексемаси иштирокида **елкасининг чуқури кўрсин, елкасининг чуқури ҳам кўрмасин** каби кам миқдордаги фраземалар шаклланган.

Юқори лексемаси билан **юқори келмоқ, қўли юқори бўлди, қўли юқори келди** каби фраземалар ясалган.

Қисқа лексемаси билан кишиларнинг чор-ночор аҳволи билан боғлиқ **қўли қисқа, қўли қисқалик қилди** каби маъноларни ифодаловчи фраземалар пайдо бўлган.

Калта лексемаси воситасида ҳам кишиларнинг чор - ночор аҳволини англатувчи **қўли калта, қўли калта бўлди** каби феъл фраземалар шаклланган.

Катта лексемаси билан нутқда бот-бот қўлланадиган **катта гап, катта гапирмоқ, катта кетмоқ, катта оғиз** каби фраземалар ҳосил бўлган.

Оғир лексемаси иштирокида кишиларнинг сифат кўринишларини ифодаловчи **оғир оёқ, оғир табиат, табиати оғир** каби фраземалар юзага келтирилган.

Пишиқ лексемаси ҳам кишиларнинг сифат кўринишларини ифодаловчи **зуваласи пишиқ, жуссаси пишиқ** каби фраземалар таркибида қатнашган.

Пок сифат лексемаси билан кишиларнинг ижобий характерини, уларнинг хусусиятини билдирувчи **кўнгли пок, қалби пок, юраги пок** каби сифат фраземалар пайдо бўлган.

Пуч лексемаси билан фақат феъл фраземалар шаклланади: **пучга чиқармоқ, пучга чиқмоқ, қўйини пуч ёнғоқ билан тўлдирмоқ** ва б.

Совуқ лексемаси билан фақат салбий маъноли **афти совуқ, истараси совуқ, сўхтаси совуқ** каби сифат фраземалар; **кўзига совуқ кўринмоқ, қўлини совуқ сувга урдирмаслик** каби феъл фраземалар шаклланган.

Соф лексемаси воситасида ижобий маъно ифодаловчи **соф дил, соф диллик, соф кўнгил, соф юрак** каби от фраземалар, **соф кўнгилли, юраги соф сингари** сифат фраземалар юзага келтирилган.

Тоза лексемаси иштирокида кишиларнинг ижобий характерини ифодаловчи, нутқда кенг қўлланувчи **кўнгли тоза, юраги тоза** каби сифат фраземалар шаклланган.

Тор лексемаси билан салбий характерларни ифодаловчи **феъли тор, юраги тор, кўзи тор** каби сифат фраземалар, **дўпписи тор келмоқ** каби феъл фразема пайдо бўлган.

Хира лексемаси билан, асосан, кишиларнинг хафалик кайфиятини характерловчи **дилини хира қилмоқ, кўнглини хира қилмоқ, кўнгли хира бўлди, табиатини хира қилмоқ, таъбини хира қилмоқ** каби феъл фраземалар; **таъби хира, юраги хира** каби сифат фраземалар; **дили хиралик, кўнгил хиралик, хира кўнгил, хира юрак** каби от фраземалар шаклланган.

Хом лексемасидан нутқда кенг қўлланадиган **арпасини хом ўрдими?, чучварани хом санамоқ** каби феъл фраземаларни ҳосил қилишда фойдаланилган.

Қаттиқ лексемаси билан салбий маъноли **бағри қаттиқ, кўнгли қаттиқ**

каби сифат фраземалар; **сўзида қаттиқ турмоқ, қаттиқ турмоқ, қаттиққўл бўлмоқ** сингари феъл фраземалар шаклланган.

Қисиқ лексемаси билан киши характери тавсифловчи **тилини қисиқ қилмоқ, тили қисиқ бўлди** каби феъл фраземалар, **тили қисиқ** каби сифат фразема ҳосил бўлган.

Аччиқ сифат лексемаси иштирокида кишиларнинг важоҳати билан боғлиқ **аччиғидан тушмоқ, аччиғи келди, аччиғини келтирмоқ, аччиғи чиқди, аччиғи қистади, аччиқ қилмоқ, аччиғи бурнининг учида туради** каби феъл фраземалар ва **аччиқ устида** каби равиш фразема пайдо бўлган.

Енгил лексемаси билан **енгил тортмоқ, қушдек енгил тортмоқ** каби феъл фраземалар шаклланади.

Иссиқ сифат лексемаси билан **истараси иссиқ, ситораси иссиқ, юлдузи иссиқ** каби сифат фраземалар ҳамда **кўзига иссиқ кўринмоқ** феъл фраземаси шаклланган.

Бўш лексемаси **кўнгли бўш** сифат фраземаси таркибида ишлатилади.

Кўринадики, сифат лексемалар фраземаларнинг шаклланишида соматик лексемалар каби фаол эмас. Сифат лексемалар ичида ранг-тусни билдирувчи лексемалар бир қадар фаолроқдир.

Сифат лексемалар фраземалар таркибида от ва феъл лексемалар билан боғлашувга киришади. Улар иштирок этган фраземалар лексик-грамматик табиатига кўра сифат ва феъл фраземалардан иборатдир.

Сифат лексемалар иштирокида, асосан, кишиларнинг характери ва хусусиятини ифодаловчи фраземалар шаклланади.

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КАТЕГОРИИ «ЭМОЦИОНАЛЬНОСТЬ» И «ЭКСПРЕССИВНОСТЬ» КАК ОБЪЕКТ ФИЛОЛОГИЧЕСКИХ ИССЛЕДОВАНИЙ

Аннотация: *В статье сказано, что эмоции возникают в процессе контакта личности с внешним миром, - это разнообразные переживания человека, в которых отражаются его жизненные отношения с внешним миром, а также отношения с людьми.*

На основании анализа теоретических работ, можно сделать вывод, что явление экспрессии можно трактовать исходя из принципиального различия речевого и системно-структурного сторон языка. В первом случае «экспрессивность» рассматривается как свойство речи, так как является функциональной категорией проявляющей себя в коммуникации, повышающим выразительность текста. Во втором случае экспрессивность оценивается как семантический признак слова, языкового явления. Таким образом, поставленный вопрос требует выделения языковой и речевой экспрессии.

Двухстороннее определение экспрессивности, даётся и в словаре лингвистических терминов О. С. Ахмановой, тут выделяют адгерентную экспрессивность т.е. экспрессивность, приобретённую словом только в данном речевом контексте» и интегерентную экспрессивность, т.е «внутренне присущую данному слову как единице языка» Т. В. Штатская в своей работе «Эмоции в языке» пишет, что в лингвистике в последнее время все ярче вырисовывается тенденция к антропоцентрическому описанию языка, обозначенного в ряде работ, как человеческий фактор в языке.

Л. Г. Бабенко пишет: «Эмоции пронизывают жизнь человека, сопутствуют любой его деятельности, они – важная сторона человеческого существования. Без эмоций немислим ни сам человека, ни его деятельность».

Эмоции человека имеют психологический, философский, биологический, физиологический, лингвистический аспекты, и любой из них изучается в своей отдельной отрасли и сфере. Естественно, каждая из этих наук даёт собственное определение эмоциям, что не даёт возможность единому толкованию понятия. Изучение эмоций в лингвистике невозможно без участия достижений других смежных с этой стороны наук. Сложно представить, что лишь языкознание способно дать конкретный анализ языка, в том числе и эмотивности, как одной из его системных и функциональных характеристик. Исходя из этого эмоциональность как психологический процесс требует интегрированного подхода к его изучению, объединения усилий учёных разных специальностей осмысление результатов его изучения в смежных науках.

С этимологической стороны термин «эмоция» обозначает переживание, с латинского «emovere», что значит «волновать». В «Толковом словаре

русского языка Д. Н. Ушакова лексема «эмоция» обозначает « переживание, волнение, чувство (часто сопровождаемое какими-нибудь инстинктивными выразительными движениями) гнева, печали, радости...». Для лингвистической концепции эмоций свойственны такие высказывания как: «Определение специфичности эмоций как переживания событий и отношений в противоположность когнитивным процессам как знанию об этих событиях и отношениях недостаточно уже хотя бы потому, что оно описывает эмоции в терминах именно видовых характеристик и не включает в себе родового признака, радости...». Для лингвистической концепции эмоций свойственны такие высказывания как: «Определение специфичности эмоций как переживания событий и отношений в противоположность когнитивным процессам как знанию об этих событиях и отношениях недостаточно уже хотя бы потому, что оно описывает эмоции в терминах именно видовых характеристик и не включает в себе родового признака».

Выделяют три основных функции эмоций: отражательная, регуляторная и когнитивная. Необходимо отметить, что проблема эмоций привлекала внимание многих учёных, а особенно психологов и психоаналитиков, таких как С. Л. Рубинштейн, Б. О. Спиноза и др. Также много лингвистиков, проявляют интерес к проблеме эмоций: Л. Г. Бабенко, Н. А. Лукьянова, Е. Ю. Мягкова, М. А. Широкова и др.

Начиная с середины XX века, учеными разных лингвистических направлений было осуществлено разноаспектное исследование элементов языковой структуры в аспекте проявления эмотивности и экспрессивности. Но несмотря на большое количество лингвистических направлений, в современном языкознании отсутствует единство мнений касательно определения сущности понятия «экспрессивность», его функций и связи со смежными категориями – эмоциональностью, оценочностью, интенсивностью, образностью.

Экспрессивность (от лат. *expressio* – выражение) представляет собой «совокупность семантико – стилистических признаков единицы языка, которые обеспечивают её способность выступать в коммуникативном акте как средство субъективного выражения отношения говорящего к содержанию или адресату речи».

По мнению учёного И. В. Арнольда, экспрессивность выражается в способности текста передавать значение с увеличенной интенсивностью связи для отображения внутреннего состояния говорящего. Результатом такой интенсивности является эмоциональное или логическое усиление, которое может быть или не может быть образным.

В современном языкознании экспрессивность обеспечивается благодаря: структурно-языковым средствам, разнообразным способом и приемам стилистической обработки языковых элементов, применению синтаксических фигур и использованию тропов

Экспрессивная функция считается одной из функций языка, состоящего в способности выражать эмоциональное состояние говорящего, его субъективное отношение к действительности. Адекватное выражение и восприятие заданного смысла осуществляется благодаря тесной связи экспрессивной функции с номинативной и коммуникативной функциями.

Экспрессивность является одним из самых важных условий реализации прагматической функции. Проявление экспрессивности имеет многоаспектный характер, поэтому заслуживает внимания исследователей на разных уровнях: фонетическом, уровне слова, уровне высказывания.

Многие современные исследования направлены на изучение роли человека в языке, связи языковой формы с умственной и эмоционально – психической деятельностью человека. Познание объективной действительности происходит через проявление субъективного начала в языке через его эмоциональность.

И так можно сказать, что эмоции возникают в процессе контакта личности с внешним миром, - это разнообразные переживания человека, в которых отражаются его жизненные отношения с внешним миром, а также отношения с людьми.

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ЛОГИЧЕСКИЙ ПОДХОД К ЧЛЕНЕНИЮ ПРЕДЛОЖЕНИЯ

Аннотация: *В статье рассматривается вопрос о членении предложения также показателен для развития синтаксической теории, как и вопрос об определении предложения. При членении предложения выделяются главные – подлежащее и сказуемое – и второстепенные члены. Такой традиционный принцип членения предложения был унаследован от древнегреческих языковедов.*

Основателями логического направления в синтаксисе являются древнегреческие ученые. В античном языкознании, как в индйском, так и в греческом, грамматика изучала письменный язык. Живая речь развивалась, язык древних памятников, сохранившихся в рукописях, становился непонятным. Возникла необходимость объяснения непонятных слов и выражений - в результате такой филологической работы над текстами и возникла филологическая грамматика.

Именно в этот период были заложены основы учения о частях речи, о грамматических категориях, о предложении. Первым вопрос о частях речи, о грамматических категориях, о предложении. Первым вопрос о частях речи поставил Аристотель. Исходя из своего учения о суждении, в котором он различал субъект, предикат и связку, Аристотель выделил три части речи, полностью соответствовавшие упомянутым членам суждения: имя, глагол, связка.

В античной грамматике синтаксис был разработан менее обстоятельно, чем морфология и фонетика.

В основе логического направления лежит отождествление грамматического строя языка и логического строя мышления. Сторонники логического направления отождествляли предложение с логическим суждением и, исходя из этого, определяли предложение как мысль, выраженную словами. Представители логического направления считали, что означаемое повествовательного предложения есть суждение, а суждение имеет субъектно-предикативную структуру: одна часть суждения – есть субъект, а другая часть – предикат. Сторонники логического направления, выделили в качестве главных членов предложения подлежащее и сказуемое. Понятия подлежащего и сказуемого они ставили в связь с понятиями логического субъекта и предиката.

Следовательно, в предложении можно видеть отражение структуры логического мышления. Логический субъект отождествляется с грамматическим субъектом, с подлежащим. Логический предикат отождествляется с грамматическим предикатом, со сказуемым.

Значительно позже, в Александрийский период, Дионисий Фракийский определил предложение как соединение слов, выражающих законченную мысль.

Значительное внимание проблеме синтаксиса, сочетаемости отдельных слов в составе предложения уделял греческий ученый Апполоний Дискол.

Вопрос о членении предложения также показателен для развития синтаксической теории, как и вопрос об определении предложения. При членении предложения выделяются главные – подлежащее и сказуемое – и второстепенные члены. Такой традиционный принцип членения предложения был унаследован от древнегреческих языковедов.

Членение предложения осуществляются во всеобщих категориях логики. Членение предложения было ориентировано на его логическую модель. Логическое направление в области синтаксиса достигло особого развития в период развития рационалистической философии и господствовало в науке о языке до второй половины XIX века. В связи с глубоким проникновением логического метода в теории языка возникает как самостоятельное направление так называемая логическая грамматика. В центре внимания философов, а затем грамматистов оказывается проблема универсалий.

Важнейшим этапом в развитии грамматических идей в истории языкознания стало создание рациональной грамматики. Первая рациональная или всеобщая грамматика, авторами которой явились Арно и Лансло, была издана в 1660 г. В продолжение XVI-XVII вв. появилась не одна «общая грамматика, обычно под названием философской грамматики».

Рациональная или универсальная грамматика построена на определенных принципах. Основные принципиальные положения рациональной грамматики могут быть выражены схематически следующим образом.

Язык – средство выражения мысли. Мысль изучается логикой, язык же грамматикой. Соответствующая взаимосвязь, как утверждают представители логического направления, должна существовать между логикой и грамматикой: грамматика должна опираться на логику, грамматические категории должны рассматриваться, как выражение логических категорий.

Таким образом, взаимоотношением мышления и языка определяется взаимоотношение логики и грамматики. Грамматика, основанная на категории логики, будет грамматикой рациональной. Логика одна, следовательно, одна должна быть и грамматика.

Авторы рациональной грамматики утверждали, что законы логики едины для всего человечества, для всех языков существует единые (глубинные) правила функционирования грамматического строя.

Но, несмотря на все ее недостатки, “Рациональная грамматика” открыла новый этап в развитии языкознания и послужила базой возникновения развития национальных грамматических традиций.

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СВЕТ ПОЭЗИИ МИР АЛИШЕРА НАВОИ

Аннотация: *В статье идёт речь о великих творениях Алишера Навои которые не поддаются идентификации с поэтическими произведениями других гениев поэзии, настолько они оригинальное явление в мировой мысли и мировом художественном творчестве.*

Сегодня, осознавая правомерность присвоения статуса Государственного узбекского языка в Республике Узбекистан, понимаем, что в её популяризации совершенствовании огромную роль сыграл Алишера Навои, как основоположник узбекского литературного языка.

Уму, таланту и мастерству Хазрату Алишера Навои могут позавидовать многие художники слова. Передовые идеи, воплощенные в его литературных шедеврах, и сегодня представляют огромную ценность и актуальность во всем мире.

Он оставил неизгладимый след в истории развития и совершенствования родного языка.

“...Писал я вдохновенно день за днем
На милом сердцу языке родном.
О,боже мой, тебе – моя хвала!
Твоя десница мой калам вела.
И не закрывала книгу дней моих,
Пока не прозвучал последний стих!..”

Как видно, в это небольшое сочинение великий поэт вложил глубокий смысл, в сжатых строках выразил мудрые мысли.

В непревзойденных творениях бобокалона – Алишера Навои, - любовь к родному языку, Родине, народу.

Восточная мудрость гласит: “С востока свет”. Это действительно так. Это свет наших выдающихся личностей, в число которых входит и сам Мир Алишер Навои, - любовь к родному языку, Родине, народу.

Восточная мудрость гласит: “С Востока свет”. Это действительно так. Это свет наших выдающихся личностей, в число которых входит и сам Мир Алишер Навои – человек-гений, умеющий выразить свою мысль красиво, коротко и выразительно на родном языке.

Выдающийся художник слова как никто другой знал цену своему материнскому языку. Для него узбекский язык – символ духовности, просвещения, символ веры и надежды, символ Родины и факел в “царство знаний”.

Алишер Навои хорошо понимал и осознавал уникальность родного языка, понимал его национальную особенность, своеобразие. Язык, по мнению мыслителя, должен способствовать познанию мира человеком. Поэтому он поднял статус своего родного языка – узбекского – на вершину поэтического Олимпа.

На Востоке издревле ценили многоязычие. Одним из критериев образованности в то время считалось знание языков, поэтому наших выдающихся предков обучали разным языкам. С детства Алишер Навои знал ведущие языки Востока: персидский и турецкий.

Алишер Навои мыслитель-энциклопедист, учёный, писатель и поэт, который своим трудом, своим талантом обогатил наш родной узбекский язык. Для художника слова, узбекский литературный язык был “единственной подлинной роскошью”. Он предвидел, что это путь к общению, сердцам людей, а также движение к просвещению, цивилизации.

Наши знаменитые мыслители, в частности и Алишер Навои, желали, чтобы узбекский народ развивал и совершенствовал свой родной язык, достойными гражданами государства с великим будущим, стремящихся к свободной и обеспеченной жизни.

Родной язык не поддаётся количественному измерению – это аксиома. Он всегда великий, могучий. Он образ колыбели, родного очага, родной земли. Главная его миссия – общение, помогать понимать друг друга при решении как бытовых, так и глобальных проблем и вопросов современного мира.

Наиболее ценно для нас обращения к наследованию определения главной составляющей навоийской поэзии, а также изучению художественных средств поэтических шедевров Алишера Навои: особенности хронотопа, композиции, система образов. Но на наш взгляд, в настоящее время изучение художественных средств навоийской поэзии далеко ещё не полное. Кроме того требуется более глубокое изучение и освещение других структурных компонентов поэтических творений А. Навои. Особые художественные задачи объясняют специфику поэтических форм для изображения процессов развития требуются особые средства психологического анализа. В связи с этим, на наш взгляд, область поэтики с точки зрения психолингвистики является малоисследованной и представляет собой интересный предмет изучения.

На всех его поэтических произведениях лежит печать мощной индивидуальности пробивающей свой особый путь. Именно поэтому поэт воспринимается как уникальное явление в области восточной поэзии, предполагающее совершенно особый принцип художественного построения.

Пытаясь обнаружить секрет уникальности творчества Алишера Навои, ученые, поднимаясь на новый уровень осмысления поэтического дарования великого поэта, пытаются увидеть те неизведанные горизонты, которые открывает каждая жанровая форма, каждое художественное средство, чтобы раскрыть новый уровень содержания “навоийской модели”, особый ракурс освещаемой действительности обнаружить новый смысл его поэтических средств.

Великие творения Алишера Навои не поддаются идентификации с поэтическими произведениями других гениев поэзии, настолько они оригинальное явление в мировой мысли и мировом художественном творчестве.

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НАИЛУЧШИЕ ПУТИ УЛУЧШАТЬ СОЧИНЕНИЕ СПОСОБНОСТЕЙ

Эта статья посвящается, чтобы улучшить сочинение способностей и некоторые пути даны для того, чтобы разрабатывать сочинение в течение узнающего языка. Вы можете прочесть и в то время использовать эти примеры на ваших уроках английского языка

Ключевые слова: *методы, техника*

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BEST WAYS TO IMPROVE WRITING SKILLS

This article is devoted to how to improve writing skills and some ways are given in order to develop writing during the learning language. With the help of various examples, the cases of usage are presented in this article.

Key words: *method, techniques*

Without a doubt, the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. The developing of the language skills has always been a very hard and an interesting task. The process of writing suggests that we can actually teach students how to write with coherence, an appropriate grammar structure and an acceptable spelling. One of the most effective ways to do this is to motivate students and make them aware of the steps involved in effective writing. Writing is a skill that, even in the native language, is learnt and not acquired. Writing is a powerful instrument of thinking because it provides students with a way of gaining control their perceptions of themselves and the world. It aids in their personal growth and in their effecting change on the environment. Writing is the process of communicating using printed symbols in the form of letters or visual characters, which make up words. Words are formulated into sentences; these sentences are organized into larger paragraphs and often into different discourse genres such as narrative, expository, persuasive, and poetic, etc.

There are a lot of ways of developing writing ability. In fact, we have several reasons to improve our writing skills in English. Sometimes it needs us and sometimes we want to enhance our knowledge in this field. Perhaps you need to reply to emails at work in English or take an English language exam, for instance, TOEFL or IELTS. Or maybe you need to write essays in English for university, write letters to English friends or relatives or you might want to start writing a blog in English. One method of learning English writing is to study subjects that you enjoy learning about and writing in the style of your favorite authors of those subjects. By writing and rewriting particular passages, words and sentences that make up the

work, you will gradually notice and understand particular themes that are often used in English writing. Of course, the best way to learn English writing is together with a good English speaking and reading programme so all three can work together to form the basis of a solid knowledge of the English language.

The following tips to help you improve your English writing skills.

1. Write in English every day. This is the most essential tip in order to improve your writing skills in English. For example, writing diary of something that happens to you every day is an effective way. Or you can write a few lines of a story each day. Moreover, you could write emails to your friends in English. Writing in English every day can be difficult at first, but the more you continue, the easier it will become and you might even end up enjoying it.

2. Ask someone to check your writing. Writing stories, diaries, and emails in English every day can be the most useful way to advance your writing skill, but writing without knowing your mistakes never develop your ability in this area. When you are writing you can mistake in some grammatical structures or wrong word choice, and it leads to misunderstanding. The person who reads your sentences cannot understand your real idea. So, if you are studying at an English language school or university, you could ask your teacher to check your writing for you. You might even be able to do a writing language exchange – find an English person who is learning your language and write letters or emails to each other; you can write in English and they can write in your language. When you send their letter back to them with corrections and they can do the same for you.

3. Improve your vocabulary. In any kind of language having a wide range of vocabulary is very important. An excellent way to improve your vocabulary is to read as much as possible. If you read books, newspapers or magazines in English, you will learn many new words and common English idioms. If you write down the new words and expressions you read and their meanings, you can learn them. If you make up sentences by using words which you learn, it can be the best one.

4. Minimize or eliminate repetitions. You should try to express the key ideas of the research by using diverse patterns and word combinations. If planning to order an essay, check whether the writer understood the topic completely and used cohesive devices where needed. If there are too many repetitions, the idea becomes too simplified and not interesting to explore. The best way is to come up with a list of synonymic constructions and use them while elaborating the topic.

5. Check your writing carefully. After you have written something in English, you should always read it again. While you are reading it second time, you will probably see a few mistakes that you did not notice when you were writing it. And you do not forget to check the spelling, grammar and vocabulary. If you have used a particular word many times, you should think of another way to say it.

6. Stick to a right tense. Grammar helps you not only be correct in terms of sentence structure and other grammatical peculiarities but also to express your ideas with a clear implication. Use the present aspect when you write about characters, facts or events from literature works. Do it even if the book was written many years ago. This way helps students emphasize the topic's importance and actuality.

7. The simpler – the better. If you simplify your vocabulary, you can achieve expected results. Professors are familiar with the lexical material of various areas

represented in the students' works. Don't use many abstruse words to demonstrate your knowledge. Plain words explain the idea better than ones with different meanings and implications. Avoiding the obscurity of expression, one can achieve results.

8. Write about different topics. If you write about the same thing every day, you could become very bored and you might end up using the same words and phrases over and over again! It is a good idea to find different topics to write about as this will help to widen your vocabulary and will be much more interesting for you. Writing about something you read in a newspaper or watched on TV is a good starting point.

9. Write to your friends. If you have friends who speak English, for example people you have met in your English classes, you should definitely practice your writing with them. There are many ways to do this, for instance, using social media, sending emails, writing text messages, chatting on Skype, etc. The best thing about writing to people who are also learning English is that you can correct each other's mistakes.

10. Don't be afraid to make mistakes. It is easy to decide not to do any English writing as you are worried that you will make lots of mistakes. However, the more you write and get your writing corrected, the fewer mistakes you will make.

Whatever you are writing, your aim should be to make your text as clear as possible – to present your ideas clearly and concisely and to avoid ambiguity or redundancy. Achieving this becomes easier the more you practice writing and begin to develop your confidence in your writing style. If it is something you are still having problems with, try adopting these very basic rules as you write your thesis:

- Avoid excessively long sentences;
- Do not use a difficult word where a simple one will do;
- Use punctuation correctly to aid the sense of your writing;
- Use paragraphs to break your text into logically self-contained units;
- Keep your sentences short;
- Be as specific and accurate as possible;
- Use examples, illustrations and quotations, but use them sparingly.

Remember to be brief.

Writing allows us to share our communication not only with our contemporaries, but also with future generations. Good writing skill helps learners to express their ideas and share their knowledge with their counterparts.

In conclusion, writing is a fundamental component of language. When a child writes, thoughts and knowledge are blended together creating a unique meaning. Writing has always been seen as an important skill in English language acquisition. Writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing.

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WAYS OF IMPROVING SPOKEN ENGLISH QUICKLY

This article is devoted to how we can learn Spoken English in an easiest and useful way in a short time.

Key words: *Fluency, phoneme, stressed sounds, tongue twisters.*

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ПУТИ УЛУЧШЕНИЯ ПОГОВОРЕННОГО НА АНГЛИЙСКОМ БЫСТРО

Эта статья посвящается на как мы можем узнать на английском в легчайшем и полезном пути в течение короткого времени.

Ключевые слова: *беглость, фонема, напряженные звуки, скороговорка.*

Today we live a developing country. As you see, we have good ancient memories that every time the foreigners come to see here and majority of them speak English. As a result, we have to explain them the beauty of our nation's historical places, ancient findings and especially our customs and traditions. Some people say that it is difficult to speak fluently in English to explain for the native English speakers but it is not just true today. Whereas, if tourists can speak a little bit in our language, we easily can understand even though they have a mistake about grammar or pronunciation; if the same situation happens with us, the English native speakers comprehend quickly and aid as they can. So with this kind of situation, the friendly communicate and atmosphere is set cooperatively. However, there is another situation based on this situation- to practice speaking without anybody else to help you. My aim of writing this article is to improve your spoken English quickly and fluently. Writing, reading, listening- these skills can all be practiced alone. Well, we can already write beautiful sentences and we memorized hundreds of vocabulary words. But when we open our mouth to speak, nothing comes out! All the books, websites and apps in the world cannot help us learn how to speak fluently. To improve our spoken English, the best thing to do is to talk with native speaker or someone who knows the language. What can we do if we do not know anyone who speaks English? So what if we simply do not feel confident enough yet to practice with a native? Don't worry. We can still improve our spoken English, even without a speaking partner. Now I am going to prove my article with not only my views but also other specialists' claims.

First of all, we should look at improving our Spoken English without a Speaking Partner based on the following 14 methods:

1. Thinking in English.

Sometimes the difficult thing about talking in a new language is not the language itself, but how we think about it. If we think in our native language and they try to speak English, we will always have to translate between languages. Translating is not easy thing to do! Even people fluent in two or more languages have trouble switching between languages. The only solution is to think in English! We should do this anywhere, anytime. Try to use English when we are thinking about our day, or when we are trying to decide what food to order. Even try to use an English to English dictionary to look up words. With that way we never have to use your native language and translate words. We will notice that when you think in English, it is easier for us to speak English.

2. Talk to yourself.

Whenever we are at home (or alone somewhere else) we can practice our English with our favorite person: ourselves. If we are already thinking in English, we should try speaking and reading out loud. Practice is practice, and even if we don't have anyone to correct our mistakes, just the act of speaking out loud will help us become more comfortable speaking English.

3. Use a mirror.

Whenever we can, take a few minutes out of our day to stand in front of the mirror and speak. Choose a topic, set a timer for 2 or 3 minutes and just talk. The point of this exercise is to watch our mouth, face and body language as we speak. It also makes us feel like we are talking to someone, so we can pretend we are having a discussion with a study buddy. Talk for the full 2 or 3 minutes. Don't stop! If we get stuck on a word we don't know, try expressing your idea in a different way. We can always look up how to say that word after the 2-3 minutes end. This will definitely help us find out what kinds of words or sentences that we have trouble with.

4. Focus on fluency, not grammar.

When we speak in English, how often do we stop? The more we stop, the less confident we sound and the less comfortable we become. We should try the mirror exercise above, but challenge ourselves to speak without stopping or stammering (taking pauses between words) the entire time. This might mean that our sentences won't be grammatically perfect, and that is *okay*! If we focus on speaking fluently instead of correctly, we will still be understood and we will sound better. We can fill in the correct grammar and word rules as we learn them better.

5. Try some tongue twisters.

Tongue twisters are series of words that are difficult to say quickly. One example is: "The thirty-three thieves thought that they thrilled the throne throughout Thursday." Try saying this a few times! It's not easy. Word games like this will help us find the right placement for our mouth and tongue, and can even help our pronunciation.

6. Listen and repeat.

We should use TV shows and cinemas to improve our fluency. Choose a short part of a show and repeat it line by line. Try to match the tone, speed and even the accent (if we can). It doesn't matter if we miss a few word, the important thing is to keep talking. Try to sound just like the native speakers on the show. The

more we listen to this authentic English, the better we will understand how to speak English naturally.

7. Pay attention to stressed sounds.

We know English uses *stresses* in words and sentences. That means we will need to stress, or emphasize, certain words and syllables (sounds) to give words and sentences different meanings. Listen to where native speakers place the emphasis when they speak. Try to repeat it the same way. This won't only help us speak well, it might even reduce misunderstandings. Sometimes the placing the stress on the wrong syllable completely changes the word. The word *AdDress*, for instance, isn't the same as the word *adDRESS*. *ADdress* refers to a physical location where someone lives, and *adDRESS* means to formally speak to a group of people.

8. Sing along to English songs.

Another way of speaking English fluently is to sing along our favorite English songs. Once we can sing along to *Taylor Swift* and *Jason Maras*, you can test your skills with something a bit more difficult: *rap*! Rap is a great way to practice English because often the words are spoken like regular sentences. However, the rapper uses a stronger rhythm and faster speed. Some of the words might not make sense, but if we can keep up with the rapper then we are on our way to becoming fluent!

9. Learn word forms with new words.

Some practice comes before we even open our mouth. Make speaking easier by learning the different forms of any words we learn. We should do this when we are learning new vocabulary. For example, if we just learned the word *write*, you should also learn some other forms like *wrote* and *written*. Knowing the correct way to use a word in any kind of sentence is important. This knowledge will help us while speaking. We won't have to stop and think of different words—we will know exactly when we need to use that word while speaking.

10. Learn phrases, not words.

An even better idea is to learn word phrases, not just words. We might be using correct grammar and vocabulary, but it's still not how a native speaker would say it. For example, we can say "how do you feel today?" but a native speaker might say "how're you doing?" or "what's up?" instead. Phrases and expressions can be helpful for sounding more natural when we speak.

11. Learn your most common sayings.

Take some time to really notice how we speak in our native language. What words and phrases do we use the most often? **Learn how to say our most commonly used phrases and words in English.** Knowing them in English will help us speak as well in English as we do in our native language.

12. Prepare for specific situations.

Are we learning English for a specific reason: such as getting a job in an English-speaking company? In that case, practice English that will help us in an interview. Or if you make a friend in America, then you would need a different kind of English. Before we go to a place where we have to speak English, we can practice what we might have to say. If we are preparing to go to a restaurant, what might conversations in a restaurant sound like? Answer the questions a waiter

might ask us. Try talking about food and menus. We will feel more confident if we are prepared!

13. Relax!

We can be our best helper or worst enemy when learning to speak fluently! We know it's hard, but we should try not to worry about how our sound when we speak. Just relax! If we get stuck or confused, just take a big breath and start over. We should speak slower if we have to and take time to pause and think about our next sentence. Do whatever it takes to become more comfortable with speaking English

14. Tell a story from your language in English.

Here's a fun way to test how well our spoken English has developed: choose a story that you know really well and tell it in English. Remember to think in English as we are telling our story. Focus on speaking fluently instead of correctly. Say every sentence out loud to yourself. Even if we have nobody to talk to in English, we can still build confidence and master fluency on our time. In some ways, practicing speaking is even *easier* by you.

Another point is when we listen to English, what do we hear? Do we hear each word clearly and have time to understand it? Or do we hear one long sound and find it hard to distinguish one word from the next? The fact is that when English or any other language is spoken, the words are joined together. So, listen to these phrases. I will say each phrase twice. The first time, I will separate the words (just how you prefer to hear them!), and the second time I will connect them, as we do in natural speech. Then take a look at how we pronounce the words:

| Spelling | Pronunciation | Phoneme |
|------------|---------------|------------|
| three eggs | Three eggz | θri:'jegz |
| four eggs | For eggz | fɔ:'regz |
| five eggs | Five eggz | fai'vegz |
| six eggs | Six eggz | sik'segz |
| seven eggs | Seven eggz | 'seven'egz |

So what do we notice about how these phrases are pronounced? In the **Pronunciation** column, we can see that, in some phrases, the **last sound** of the first word is actually joined more strongly to the second word, for example in the phrases 'one egg' (wun^Weg) and 'five eggs' (fi^Wveg^Wz). So, an English learner might wonder what the words 'neg' or 'veg^Wz' mean, when in fact these words do not even exist! We put these *extra sounds* into English when we are speaking so that the words can be spoken more quickly and easily. These extra sounds are made naturally when we are moving our mouths from one position to another. If you speak quickly and try saying 'two eggs' without the extra *W* sound, 'three eggs' without the extra *Y* sound, or 'four eggs' without the extra *R* sound, you'll find that it is hard to say that way.

Furthermore, there are 3 simple rules to begin learning Spoken English fluently.

1) To learn to speak English correctly, we must speak it aloud. It is important that we speak loudly and clearly when we are practicing with the recorded lessons

2) To learn to speak English fluently, we must think in English. We are not "Thinking" in English if we are reading our answers. Once we understand each exercise, it is very important that we respond without looking at the printed lesson. Making our mind work in order to think of the answer is an important part of learning language.

3) The more we speak correct English aloud, the more quickly we will learn to speak fluently. We must practice until we can repeat the exercises fluently without looking at printed lessons. "You will learn best when your ears hear your mouth speaking correct."

In conclusion, "If there is no struggle, there is no progress"; we should find ways to make English part of our everyday life at home like writing our shopping list, reading the newspaper, listening to the radio, writing a diary in English or listening to English on our cell phone while travelling to work. So, if we are going to develop our confidence in speaking, the guidance, tips, opportunities, encouragements which are given through the article, will help us to improve our speaking smoothly and fluently.

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АЛИШЕР НАВОЙНИНГ “ФАРҲОД ВА ШИРИН” ДОСТОНИ ТИЛИДА ФОРСЧА ЎТГАН ЗАМОН ФЕЪЛ ШАКЛЛАРИНИНГ ҚЎЛЛАНИШИ

Аннотация: Ушбу мақолада Алишер Навоийнинг “Фарҳод ва Ширин” достони тилида қўлланилган форсча ўтган замон феъл шакллари аниқланган ва улар худди шундай маънони ифода ўзбек тили феъл шакллари билан маъно жиҳатидан чоғиштирилиб, илмий-қўёсий таҳлили амалга оширилган.

Аннотация: В данной статье определяются глаголы прошедшего времени дастана «Фархад и Ширин» Алишера Навои в персидском языке.

Также предоставлен научный сопоставительный анализ формы глаголов и смыслового типа узбекского и персидского языков.

Ўрта осие халқлари ўзаро адабий алоқа ва ҳамкорликни кенг кўламда ривожлантириш билан бирга, узоқ асрлар мобайнида Кавказ, Ҳиндистон, Эрон ва бошқа ўлкалар халқлари билан ўзаро қўшничилик муносабатларини йўлга қўйиш бўйича ҳам катта ишларни амалга оширган бўлиб айниқса, форс ва ўзбек халқлари орасидаги дўстона муносабат ва адабий алоқалар эътиборга лойиқ эди.

Алишер Навоий ўзбек адабий тилининг равнақи учун катта хизмат қилган адибдир. У халқ жонли тилини кунт билан ўрганди, унинг бойликлари замирида адабий тилни бойитди. Бу билан чекланмасдан, араб ва форс тиллари лисоний бойликларидан ҳам самарали фойдаланди. У ўзбек адабий тили ривожини учун кураш жараёнида давлат, адабиёт ва фан тили бўлган форс тилининг устунликларини ҳам кўрсатиб ўтган.

Ўша даврда форс адабиёти ўзбек адабиётига нисбатан бойроқ тажрибага эга эди. Форс тилининг грамматик қоидалари, шунингдек, арузнинг қофия-қоидалари бир мунча ишланган ва луғат китоблари ҳам яратилган эди. Шу сабабли форс тилида ижод этиш анча енгил ва осонроқ эди. Шунинг учун кўпгина ўзбек шоирлари ўз асарларини форс тилида ёзгандилар.

Бундан ташқари форс тилининг нуфузи анча кучли эди. Шуларни эътиборга олиб, Навоий форсий сўз усталари ва афсоналарига пардоз берувчи мутафаккирлар ижодларини мукаммал ўрганиб, улардаги қимматли томонларни, гўзал жумлаларни ўзбек адабий тилига олиб кирди. Натижада, ўзбек адабий тилини ўша давр форсий тил мавқеи даражасига кўтарди.

Шу тариқа шоир ўз асарлари тилида форс сўзларини ўзбек сўзларига синоним сифатида турли услубий мақсадларда қўллади ва айрим сўз ва грамматик шакллардан ҳам самарали истифода этди.

Жумладан, баъзи ўзбек сўзларига форсча аффикслар, баъзи форсча сўзларга ўзбекча қўшимчалар қўшиб ўз асарлари тилида қўллади ва ўзбек адабий тилининг стилистик ҳамда ифодага имкониятларини кенгайтди ва луғат таркибини форсча сўзлар ҳисобига бойитди.

Шу сабабли биз кўпроқ ўзбек адабий тили тарихини Алишер Навоий

асарлари тили мисолида ўрганамиз, чунки унинг асарлари тили ўзбек адабий тили тарихи ҳақида бизга тўлиқ илмий маълумот бера олади.

Шундай экан, биз Алишер Навоий “хамсаси”га кирувчи “Фарҳод ва Ширин” достони тилига эътибор бериб қарар эканмиз, унинг тилида форсча ҳозирги замон феълларига нисбатан, ўтган замон феъллари анча камчиликни ташкил этади. Шунга қарамасдан шоир асар тилида форсча ўтган замон феъл шаклларида 40 хиллини қўллаган ва улардан достоннинг шакл ва мазмун қофия ва вазн мутаносиблигини таъминлашда ҳамда унинг тилини чиройли, ранг-баранг, мусиқий, содда, раван ва халқ тилига яқин чиқиши учун ўз ўрнида ўзбек феълларига синоним сифатида қўллаган. Масалан:

Не ҳинду, тўтийи ширин мақол ул,
Не тўти, булбули шўрида ҳол ул (7-бет).
Қулоғни бу гуҳар фарсуда қилмай,
Оғизни ул шакар олуда қилмай (11-бет)²⁷.

Достондан келтирилган иқтибосларнинг биринчи байтига эътибор қаратадиган бўлсак, унда форсча феъл шаклларида “шўрида” сифатдоши қўлланилган. Форс тилидаги феълнинг сифатдош шаклини ясовчи –э қўшимчаси ўзбек тилига –а тарзида ўзлашган. Шу сабабли ҳам “шўридэ” сўзи ўзбек тилида “шўрида” шаклида талаффуз этилади. Мазкур сифатдош форсча “шўридан” феълнинг ўтган замон ўзаги “шўрид”га –а сифатдош ясовчи қўшимча қўшилиши натижасида ясалган “шўрида” сўзидир. “Шўридан”феъли ўзбек тилига томмоқ, оқмоқ, томчиламоқ феъллари маъносида таржима қилинади. “Шўрида” сифатдоши эса томган, томчилаган, оққан каби ўзбек тили сифатдошлари лексик маъносини ифодалайди.

Байтда мазкур сифатдош ўз лексик маъносида эмас семантик маъносида қўлланган, яъни томган, томчилаган, оққан маъносида эмас, “тушқунликка тушган ёки тўкилган” каби маъноларда қўлланилган.

Биз буни биринчи байтнинг мазмунида кўришимиз мумкин:

Не ҳинду, тутийи ширин мақол ул,
Не тўти, булбули шўрида ҳол ул.

Мазмуни:

У на ҳинд, на тўтидек ширин суҳан эмас, балки тўтига ҳам, булбулга ўхшамаган, тушкин (тўкилган) ҳолатдадир.

Байтда “шўрида” сўзининг ифодалаган маъносидан унинг сўз туркум жиҳатидан сифатдош, гап бўлаги нуқтаи назардан аниқловчи вазифасида келганлигини кўрамыз.

Иқтибоснинг иккинчи байтида “фарсуда ва олуда” каби форсча ўтган замон сифатдошлари қўлланилган. Булардан “фарсуда” “фарсудан” феълнинг ўтган замон сифатдош шаклидир. “Фарсудан” феъли эскиртмоқ, тўзитмоқ каби маънони ифодалайди. “Олуда” эса “олудан” “булғамоқ” каби маънога эга бўлган феълнинг сифатдош шакли ҳисобланади. Байтда ҳам юқорида кўрсатиб ўтилган маънода яъни, “фарсуда” сифатдоши “экиртган”, “олуда” сифатдоши эса “булғанган” каби маъноларда қўлланилган. Масалан:

²⁷ Фарҳод ва ширин. Алишер Навоий. Нашрга тайёрловчи: Афтондил Эркинов. Тошкент. 1989. 7, 11-бетлар.

Қулоқни бу гавҳар фарсуда қилмай,
Оғизни ул шакар олуда қилмай.

Мазмуни:

Қулоқни бу гавҳар эскиртган қилмай,
Оғизни у шакар булганган қилмай.

Мазкур байтда ҳам ҳар иккала феъл шакли сўз туркуми жиҳатидан сифатдош ва гап бўлаги нуқтаи назаридан аниқловчи вазифасида келган, лекин лексик жиҳатидан бироз ўзгаришга юз тутган ҳолатда қўлланилган, айниқса, форсча сўзлар дoston ва шеърларда кўпроқ кўчма маънода қўлланилади.

Шундай экан, бизнинг тадқиқ этишимизча Алишер Навоийнинг “Фарҳод ва Ширин” достони тилида 20 тадан ортиқ форсча феълларнинг ўтган замон сифатдош шакллари қўлланилган. Масалан:

Навоийким муриду бандасидир,
Иродат йўлида афкандасидир (11-бет).
Кўрибчун ишқу ошиқлик мақомин,
Тоғиб ошуфта маҳзун кўнгли ҳолин (33-бет)¹

Мазкур байтлардан биринчисининг иккинчи мисрасида –а қўшимчаси воситасида ясалган “афканда” форсча феълнинг сифатдош шакли ишлатилган. “Афканда” сўзи “афкандан” феълнинг ўтган замон ўзаги асосида ҳосил қилинган феълнинг сифатдош шаклидир. Мазкур “афкандан” феъли “ташламоқ, отиб юбормоқ” каби маъноларни ифодалайди. “Афканда” сифатдоши эса “ташланган, отиб юборилган” каби лексик маънога эга.

Навоий ўз асари тилида –а воситасида ясалган форсча ўтган замон сифатдошларини айрим ҳолларда ўзбекча нисбий сифатлар ўрнида ҳам қўллаган. Бундай ҳолларда ўтган замон сифатдошлари ўз сифатдошлик хусусиятини йўқотиб, сифатларнинг лексик ҳамда грамматик маъноларини ифодалаб келган.

Биз буни байтдаги “афканда” сифатдошининг мисрада ифодалаган маъносидан ҳам англаб олишимиз мумкин.

Биринчи байтнинг мазмуни:

Навоий эргашувчиси ва қулидир,
Меҳр қўйишлик йўлида ташландиқдир.

Байт мазмунидан “афканда” сифатдоши “ташланган” каби маънони ифодаласада, “ташландиқ” каби ўзбек тилидаги феъл асосидан сўз ясаовчи – иқ қўшимчаси воситасида ясалган ясафа сифат ўрнида қўлланилган.

Иккинчи байтга эътибор қаратадиган бўлсак, мазкур байтда форсча ўтган замон сифатдошидан “ошуфта” ишлатилган.

Мазкур форсча сўз “ошуфта”, “ошуфтан” феъли асосидан ясалган. Ушбу феъли ўзбек тилида “безовта бўлмоқ, ташвишланмоқ” каби маъноларда таржима қилинади. Шундай экан, форсча “ошуфтан” феъли ўзагидан ясалган “ошуфта” сифатдоши “безовта бўлган”, “ташқишланган” каби лексик маънога эга бўлган сўз ҳисобланади. Байтда ҳам мазкур сифатдош айнан, ўз лексик ва грамматик маъносида қўлланган бўлиб, морфологик жиҳатидан сифатдош ва

¹ Фарҳод ва ширин. Алишер Навоий. Нашрга тайёрловчи. Афтондил Эркинов. Тошкент. 1989. 11, 33-бетлар.

синтактик жиҳатдан аниқловчи вазифасида келган.

Хулоса қилиб айтадиган бўлсак, шоир ўзининг “Фарҳод ва Ширин” достони тилида форсча ўтган замон феъл шаклларида ўринли ва унумли фойдаланганки, натижада унинг мазкур асари тили ўша давр халқ тилига яқин, чиройли, жозибадор, ранг-баранг ҳамда мукамал тарзда вужудга келган деб ўйлаймиз. Шу билан биргаликда шоир мазкур форсча сўзлардан достони байт ва мисраларининг вазн ҳамда қофия мутаносиблигини, шунингдек, шакл ва мазмун муштараклигини таъминлашда фойдаланган, айрим ҳолларда уларни ўз, баъзида кўча маънода қўллаганлигини гувоҳи бўлди ва яна асар тилида шоир томонидан истифода этилган форсча ўтган замон феъл шакллари ўзбек адабий тилидаги синоним ёки эквивалентлари билан лексик ҳамда грамматик жиҳатидан қоғиштириш асносида илмий-қийосий таҳлилини амалга оширдик.

Сойилов С.
(Джизак, Узбекистан)

“ФАРҲОД ВА ШИРИН” ДОСТИНИ ТИЛИДА ФОРСЧА ҲОЗИРГИ ЗАМОН ФЕЪЛ ШАКЛЛАРИНИНГ ҚЎЛЛАНИШ

Аннотация: Ушбу мақолада Алишер Навоийнинг “Фарҳод ва Ширин” достони тилида қўлланилган форсча ўтган замон феъл шакллари аниқланган ва улар шундай маънони ифода ўзбек тили феъл шакллари билан маъно жиҳатидан чоғиштирилиб, илмий-қийёсий таҳлили амалга оширилган.

Аннотация: В данной статье определяются глаголы нынешнего времени дастана «Фархад и Ширин» Алишера Навои в персидском языке.

Также предоставлен научный сопоставительный анализ формы глаголов и смыслового типа узбекского и персидского языков.

Алишер Навоий ўзининг “Фарҳод ва Ширин” достонида форсча ўтган замон феъл ўзакларига нисбатан ҳозирги замон феъл ўзакларини кўпроқ қўллаган, чунки форсча ҳозирги замон феъл ўзаклари ўзбек адабий тилига сўзлашув нутқи орқали ўзлашган ўтган замон феъл ўзакларига нисбатан кўпчиликини ташкил этади ва ҳозирги ўзбек адабий тилида ҳам ўзлашма сўз сифатида ўзбек адабий тили феълларига эквивалент тарзида қўлланиб келинмоқда. Биз мана шундай сўзларни форс тилида, асар тилида ҳамда ҳозирги ўзбек адабий тилида ифодаладиган маъноларини тилшунослик нуқтаи назаридан илмий-қийёсий ўзгаришни ўз олдимишга мақсад қилиб қўйдик.

Ўзгаришимизча шоир “Фарҳод ва Ширин” достони тилида форсча 50дан ортиқ феълнинг ҳозирги замон феъл ўзагини турли хил феъл шакллари ўрнида қўллагани, шулар асосида кўпроқ достондаги қофия ва вазн мослигини таъминлаган. Чунки форс тили шундай бир хусусиятга эгаки, феъл ўзаги гапларда ёки байтларда қўлланиб, тўлиқ бир феъл шаклининг лексик маъносини ифодалайди. Шу сабабли ҳам форсча сўзлар арабча ва ўзбекча сўзларга нисбатан вазнга мослашиш имкониятига кўпроқ эга. Шунинг учун ҳам форс тили назм тили деб бежиз айтилмаган. Шу сабабли Алишер Навоий ҳам унинг салафлари ҳам форсча феълларни ўз асарлари тилида кўпроқ қўллашга ҳамда улардан кўпроқ истифода этишга ҳаракат қилганлар ва улардан фойдаланганларки, асарлари тили мусиқий ва чиройли ҳамда жозибадор чиққан.

Шу қатори, Алишер Навоийнинг “Фарҳод ва Ширин” достони тили ҳам форсча сўзлар ва кўпроқ феълларнинг ҳозирги замон ўзаклари ҳисобига шаклан ихчам бўлсада, пурмаъно, халқчил, шунингдек, фалсафий ҳолатда вижудга келган.

Масалан:

Танига заъф ғолиб кўрмайн ранж,
Вале жавфи аро юз маънавий ганж (6-бет).
Кўруб айтурда ранжи бениҳоят,
Қилиб ҳарне эшитканни ҳикоят (81-бет).

Бировга етса эрди чарҳдин ранж,

Бу андин кўп бўлур эрди аламсанж (228-бет)¹.

Ўрганишимизча “Фарҳод ва Ширин” достони тилида форсча “ранж” феъл ўзаги 60 мартага яқин қўлланилган, биз булардан намуна сифатида учтасини келтирдик. “Ранж” форс тилида “ранжидан” феълнинг ҳозирги замон ўзагидир. Бу феъл лексик жиҳатдан “ранжимоқ, хафа бўлмоқ” каби маъноларни ифодалайди. Мазкур феълнинг ҳозирги замон ўзаги “ранж” эса форс тили нуқтаи назардан ҳеч қандай маънога эга эмас, чунки у ҳеч бир шахс ва сонда ҳисобланмайди. Лекин шеърларда юқорида таъкидлаб ўтганимиздек, форсча “феъл” ўзаги кўпроқ вазн ва қофия мослигини таъминлаш мақсадида ушбу феълнинг бошқа бир шакллари ўрнида қўлланилади ва ўзак эмас ўша назарда тутулган сўз маъносини ифодалайди.

Биринчи байтда ишлатилган “ранж” асосан, қофия мутаносиблиги учун қўлланилган. Чунки биринчи мисрада “ранж” иккинчи мисрада эса қофияни бир-бирига мослаш учун “ганж” сўзи ишлатилган. Биринчи мисрадаги “ранж” феъл ўзаги бўла туриб, ўзбек тилидаги феъл асосларига қўшилиб, улардан от сўз туркумига мансуб бўлган лексема ҳосил қилувчи —чилик сўз ясовчи қўшимчаси воситасида ясалган ясама от маъносида қўлланилган.

Буни байтнинг мазмунидан англаб олишимиз мумкин.

Таънига заъф ғолиб кўрмайин ранж,

Вале жавфи аро юз маънавий ганж.

Байтнинг мазмуни:

Жисмида заифлик ғолиб келиб қийинчилик кўрмаганлиги билан лекин унинг руҳи ичида юз маъноли бойлик бор.

Биринчи байтнинг маъносига эътибор қаратадиган бўлсак, байтдаги феъл ўзаги “ранж” ўзбек тилидаги феъл асосига қурилган “қийинчилик” сўзи, яъни ясама от ўрнида ишлатилган ва айнан, шундай маънони ифодалаб келмоқда.

Иккинчи байтга тўхталадиган бўлсак мазкур байтда ҳам “ранж” сўзи қўлланилган. Ушбу байтда мазкур феъл ўзаги ўзбек тилидаги феълнинг ҳаракат ёки ҳолат номини билдирувчи —иш қўшимчаси воситасида ясаладиган шакли “қийналиш” сўзи ўрнида қўлланилган.

“Ранж” феъл ўзагининг айнан, шу маънода келганини байтнинг мазмунида кўрамиз.

Иккинчи байт:

Кўруб айтурда ранжи бениҳоят,

Қилиб ҳар не эшитканни ҳикоят.

Мазмуни:

Кўриб айтиладиган бўлса, унинг қийналиши ниҳоясиздир.

У нима қилган бўлса ҳам эшитилган воқеа ҳикоя қилинмоқда.

Намуна сифатида келтирилган байтларнинг учинчисида ҳам феъл ўзаги худди иккинчи байтдаги маънода, яъни феълнинг ҳаракат ёки ҳолат номини билдирувчи шакли маъносида ишлатилган. Бунга “ранж” сўзининг байтда ифодаланган маъноси асос бўла олади.

¹ Ўша асар. 6, 81, 228-бетлар.

Байт:

Бировга етса эрди чархдин ранж,
Бу андин кўп бўлур эрди аламсанж.

Мазмуни:

Бировга фалақдан қийналиш буюрилган бўлса, бу тикилган аламдан ҳам кўп бўлар эди.

Демак, ушбу байтдаги “ранж” ҳам “қийналиш” сўзи, яъни феълнинг ҳаракат номини ифодаловчи шакли лексик маънода қўлланилган. Шунингдек, асар тилида яна ҳозирги замон феъл ўзакларидан “соз” 46 марта турли хил феъл шакллари ўрнида ишлатилган ва мазкур сўз асар тилига ва унинг мазмунига ўзига хос тарзда қўшимча маъно бағишлаган:

Кўп асфар лавн соз эти замона,
Кўрунди зарварақ, эрди забона (28-бет).

Асардан иқтибос сифатида келтирилган байтда форсча “сохтан” феълнинг ҳозирги замон ўзаги “соз” ўзбек адабий тилидаги “этмоқ” “этди” билан қўшма феъл шаклида келган. Форсча “сохтан” феъли “қурмоқ” маъносини ифодалайди. Форсча феъл ўзаги “соз” билантўлиқсиз феъл “этти” бирикиб “соз этти” шаклида ўзбек тилидаги “қурмоқ” феълнинг яқин ўтган замон III шахс бирлик шакли “қурди” сўзи ўрнида ишлатилган ва айнан, шу маънода қўлланилган. Аслида “сохтан” феълнинг ҳозирги замон ўзаги “соз” ўзбек тилида “қур” каби маънони ифодалайди. Форсча феълнинг “соз” шаклидан шоир мазкур мисрада асосан, вазн мутаносиблигини таъминлашда фойдаланган. Агар ушбу мисрада ўзбекча “қурди” каби феъл ишлатилганда эди, вазнда номуаносиблик вужудга келган бўлар эди.

Юқорида таъкидлаб ўтганимиздек, шоирларимиз форсча феъл ўзакларидан асосан, шеърларда вазн мутаносиблигини ҳамда маъно узлуксизлигини таъминлашда фойдаланганлар. Алишер Навоий ҳам шулар жумласидандир. Бунга мазкур “соз” феъл асосининг байтда ифодалаган маъноси тўлиқ асос бўла олади.

Байт:

Кўп асфар лавн соз этти замона,
Кўрунди зарварақ, эрди забона.

Мазмуни:

Тилла ранг қилиб замонни қурди.
Тили ҳам тилла ранг бўлиб кўринди.

Биринчи мисранинг мазмунидан кўриниб турибдики, ўзбек тилидаги “этти” феъли фақатгина III шахс бирлик шахс-сон қўшимчаси “ди” маъносини, “соз” эса “қур” маъносини ифодалаб ҳар иккаласи “қурди” сўз маъносида қўлланилган.

Иқтибос сифатида келтирилган иккинчи байтнинг мазмунига эътибор қаратадиган бўлсак, мазкур байтда ҳам “соз” форсча феъл ўзаги иккинчи байтдаги каби ўзбекча “этмоқ” феъли билан бирикиб, қўшма феъл шаклида қўлланилган. Ушбу қўшма феъл таркибидаги “соз” феълнинг етакчи қисми бўлиб, “этмоқ” эса қўмакчи қисмидир. “Соз этмоқ” қўшма феъли тузилишига кўра феъл+феъл тарзида ясалган бўлиб, байтда ноаниқ шаклида қўлланилиб, маъно жиҳатидан ўзбек тилидаги феълнинг ҳаракат ёки ҳолат номини билдирувчи шакли, маъносида яъни “қурилиш” сўзи ўрнида ишлатилган.

Бунга байтнинг мазмуни тўлиқ асос бўла олади.

Байт:

Сув узра гунбази гардун ҳисоби,
Анга соз этмоқ андоқким ҳубоби.

Мазмуни:

Осмон худди сув гумбазига ўхшайди,
Унинг қурилиши бир пуфакка ўхшайди.

Хулоса қилиб шуни айтишимиз мумкинки, биз “Фарҳод ва Ширин” достони тили мисолида Алишер Навоийнинг форсча ўзлашма сўзлардан истифода этиш маҳоратини аниқладик, шунингдек, худди шундай сўзлар ҳисобига шоир ўз асарлари тили ифода имкониятини ҳамда унинг жозибадорлигини таъминлаганлигини гувоҳи бўлдик.

Бундан ташқари биз достон тилида қўлланилган айрим форсча ҳозирги замон феъл шакллари ҳам аниқландик, шунингдек, уларни худди шундай лексик маънони ифодаловчи ўзбек адабий тили феъллари билан лексик ва грамматик жиҳатидан илмий-қийёсий таҳлилини амалга оширдик.

SECTION: PHYSICAL CULTURE

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TALABALARNING JISMONIY TARBIYA VA SPORT FAOLIYATLARINI O'ZIGA XOS XUSUSIYATLARI

Ta'lim muassasalarida tashkil etiladigan jismoniy tarbiya tadbirlari quyidagilardan iborat: O'quv mashg'ulotlarga o'tkaziladigan ertalabki gimnastika-ta'lim muassasalarida har kuni darslar boshlanguncha o'tkaziladigan jismoniy mashqlardir. Mashg'ulotlarga bo'ladigan gimnastika asosan tarbiyaviy va sog'lomlashtirish masalalarini hal etadi. Ochiq havoda o'tkaziladigan mashqlar talabalar organizimini chiniqtirishga ham yordam beradi. Tanaffuslar talabalarning dam olishlari va navbatdagi darsga juda samarali tayyorlana olishlari uchun foydalanilishi zarur. Ta'lim muassasalaridagi Tanaffuslardagi o'yinlarni har xil sport tadbirlari va uyushgan holda o'tkazish tadbirlarga quyidagi talablar qo'yiladi: Ular bolalarning yosh xususiyatlariga mos bo'lishi va bolalarni juda toliqtirmasligi ham kuchli qo'zg'otmasligi kerak, Oliygozlarda ham ushbu usullardan foydalanish talabalarning rivojlanishiga ijobiy ta'sir ko'rsatadi.

Ta'lim muassasalaridagi darsdan tashqari ishlardan biri ommaviy jismoniy madaniyat va sport ishidir. O'qishdan tashqari ishning vazifalari quyidagilardan iborat:

Talabalar sog'ligini mustahkamlashga, organizmni chiniqtirishga, ularning har tomonlama jismoniy rivojlanishiga yordam berish; Talabalarning jismoniy madaniyat darslarida olgan bilimlari, malaka va ko'nikmalarini chuqurlashtirish hamda kengaytirish; Talabalarni yaxshi dam olishlarini tashkil etish; talabalarda jismoniy tarbiya va sport bilan muntazam shug'ullanishga ishtiyoq uyg'otish va ularda harakat malakalarini shakllantirish darsdan tashqari ishlarga talabalarni yoppasiga jalb qilish uchun turli sport turlariga o'quv-shug'ullanuv mashg'ulotlarni tashkil etish va o'tkazishning xilma-xil shakllaridan foydalanish lozim. Bunda ularning yoshi, sog'ligi va jismoniy tayyorgarligi hisobga olinadi. Talabalar bilan amaliy ish olib borish uchun to'garaklar tuziladi. Birinchi nazbatda butun yil davomida ishlaydigan umumiy jismoniy tayyorgarlik va sport mahoratini oshirish to'garaklari tashkil etiladi. Umumiy jismoniy tayyorgarlik to'garagiga iloji boricha ko'proq talabalarni, shu jumladan, jismoniy rivojlanishda bir oz oqsayotgan yoshlarni ham jalb etish lozim. Sport to'garaklarining rahbarlari muayyan sport to'rlarining mashg'ulotlarini o'tkazish uslubiyatini, talabalar bilan olib boriladigan mashg'ulotlarning o'ziga xosligini yaxshi bilishlari va nazariy bilimlarga chuqur ega bo'lishlari shart.

Talabalar bilan olib boriladigan darsdan tashqari ishning eng oddiy va ommaviy, shakli o'yin hamda ko'ngil ochishlardir. O'yinlar talabalarning kichik guruhlari bilan ham, ikki-uchta guruh talabalarining yuqori kurslari bilan ham uyushtiriladi. Guruh qanchalik katta bo'lsa, o'yin tashkilotchilari va o'yinboshi

talabalar unga shunchalik yaxshi tayyorlangan bo'lishlari kerak, ya'ni innovasion peditexnologiya usullaridan foydalanish.

Sport musobaqalari Ta'lim muassasalaridagi jismoniy tarbiyaga oid darsdan tashqari ishning eng qiziqarli shakllaridan biridir. Ular talabalarni uyda va jismoniy madaniyat jamoalaridagi doimiy jismoniy-sport mashg'ulotlarga jalb etishga yordam beradi, talabalarning jismoniy tayyorgarligini oshiradi, talabalar jamoasini mustahkamlaydi. Musobaqalar, darsdan tashqari ishning boshqa turlari qatori, Ta'lim muassasalarining umumiy yillik ish rejasiga kiritiladi. O'quv yilining boshida musobaqalarni o'tkazish muddati, qoidalari va dasturlari aniq belgilab olinadi. Bu muddatlarni hisobga olgan holda musobaqalarga oldindan tayyorgarlik ko'riladi. Har bir musobaqa muayyan nizomga muvofiq o'tkaziladi. Nizomda musobaqaning maqsadi va vazifalari, vaqti va o'tkazilish joyi, qatnashuvchilar, dasturi, o'tkazilish sharti va hisobga olish, eng yaxshi ishtirokchilarni va komandalarni mukofotlash tartibi, arizalar shakli va ularni taqdim etish muddati ko'rsatiladi. Oliygozlarda sport mahoratini oshirish bo'yicha guruhlar tuziladi.

Bu muassasalarda talabalar sport turlari bo'yicha maxsus tayyorgarliklar o'tadilar. Sport turlari bo'yicha ixtisoslikka erishadilar va yuqori sport musobaqalariga saralanadilar. Shuningdek, jismoniy tarbiyadan ta'lim muassasalaridan tashqari ishlarga ta'lim muassasalari o'rtasidagi har xil sport musobaqalari va bayramlardagi bellashuvlar, o'rtoqlik uchrashuvlari kiradi. Yashash joylarida hamda Oilada jismoniy tarbiya tadbirlari o'tkazish ham shu soha vazifasi hisoblanadi va shuning oqibatida ular har xil, turli-tuman, qiyin va oson bajariladigan harakat va malakalarini shakllantiradilar.

Ta'lim muassasalarida jismoniy tarbiyaning asosiy shakli jismoniy tarbiya darslari va sport to'garaklaridir. Darslarni to'g'ri o'tkazish jismoniy rivojlanishning muvaffaqiyatini va talabalarning malaka va ko'nikmalarni shakllantirish va takomillashtirish topshiriqlarini bajarishlarini ta'minlaydi. Darslarda, talabalarni mashg'ulot paytigacha o'tkaziladigan gimnastika, tanaffus va jismoniy tarbiya dakikalarida foydalaniladigan mashg'ulotlar materiali bilan tanishtiriladi. Shunday qilib, darslar o'quv kuni tartibidagi jismoniy tarbiya tadbirlarining ham asosi hisoblanadi. Jismoniy madaniyat darslari o'z mazmuni va tashkil etilishiga ko'ra o'ziga xos xususiyatlariga ega. Ular zalda, yozgi maydonchalarda o'tkaziladi, bunday joylarda talabalar harakati cheklanmagan bo'lishi kerak, bu esa bolalarni uyushtirish va dars o'tkazishda alohida sharoit yaratadi. Har bir jismoniy madaniyat darsi quyidagi talablarga javob berishi kerak:

- Muayyan-umumiy va xususiy vazifaga ega bo'lishi lozim. Umumiy vazifalar barcha dars yoki darslar turkumi jarayonida, xususiy vazifalar esa alohida olingan bir dars mobaynida bajarilishi kerak.

- Dars uslubiy jihatdan to'g'ri qurilgan bo'lishi lozim;

- Oldingi mashg'ulotlarni izchil davom ettirishi va yaxlit va tugallangan bo'lishi kerak shu bilan birga u ma'lum darajada bo'lg'usi darsning vazifalari va mazmunini ko'zda tutishi zarur;

- Dars mazmuniga ko'ra talabalarning muayyan yoshiga, jinsi, jismoniy rivojlanganligi va tayyorgarligiga muvofiq bo'lishi kerak;

- Dars talabalar uchun qiziqarli bo'lib, ularni faol harakatga jalb etishi lozim bo'lib, ularni jismoniy rivojlanishiga ta'sir etishi kerak;

- Har tomonlama jismoniy rivojlanishga, sog'likni mustahkamlashga, qad-qomatni shakllantirishga yordam beruvchi mashqlar va o'yinlar bo'lishi lozim, harakat malakalarini shakllantirib borishini nazarga ilishi kerak;

- O'quv kun tartibidagi boshqa darslar bilan to'g'ri qo'shib olib borilishi kerak;

- Tarbiyaviy harakterga ega bo'lishi zarur.

Jismoniy tarbiyadagi pedagogik jarayon natijalari darslarda olib boriladigan o'quv va tarbiya ishining sifatiga bog'liq. Bunga har bir dars mazmunidagi vazifalarni hal etibgina erishish mumkin. Jismoniy tarbiya darslar ta'lim, tarbiya va sog'lomlashtirish vazifalariga ega. Ta'lim vazifalariga, bolalarning jismoniy madaniyat va sport, sog'likni saqlash, kundalik tartib, to'g'ri nafas olish, chiniqish, jismoniy mashqlarni to'g'ri bajarish haqida bilim olishlari ham kiradi. Tarbiya vazifalarini hal etishga bag'ishlangan maxsus darslar bo'lishi ham mumkin. O'qituvchi bolalarda kat'iylik va qiyinchiliklarni yenga olish xususiyatini tarbiyalash maqsadida, mashqlarni murakkablashtirib yoki ularni bajarish sharoitlarini murakkablashtirib, ba'zi qiyinchiliklarni vujudga keltiradi. Sog'lomlashtirish vazifalari ham tarbiyaviy vazifalar kabi har bir darsda hal etilishi lozim. Jismoniy madaniyat darslarini to'g'ri uyushtirish va o'tkazish, tegishli kiyimlarda shug'ullanish, mashg'ulot joyida zarur sanitariya-gigiyena holati saqlanishi, darslarning ochiq havoda o'tkazilishi bularning barchasi sog'lomlashtirish vazifalarini hal etishda qulay sharoit yaratadi.

SECTION: PSYCHOLOGY SCIENCE

**Abdumannotova Nargiza
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BOLALARNING TARBIYALASHDAGI PSIXOLOGIK MUAMMOLAR

Har bir inson farzandi dunyoga kelgan kundan boshlab uning baxtli, aqilli, dono va albatta sog'lom bo'lib yetishishini hohlaydi. Bolalarda Vatanga, ota-onaga sodiqlik va fidoiylik o'z-o'zidan paydo bo'lmaydi. Bular zaminida yoshlarga oilada ta'lim maskanlarida, mahallalarda beriladigan ta'lim-tarbiya yotadi. Oilada singdirilgan tarbiya Vatanga muhabbat, mehr oqibat, o'zaro hurmat kabi yuksak insoniy fazilatlarini shakllantirishda muhim ahamiyat kasb etadi. Jamiyatning ravnaqi kelajagi mustahkam oilalar ko'lida ekanligi hyech birimizga sir emas. Bola uchun eng avvalo ota-onaning mehrini ifodalay bilishlari muhim ahamiyatga ega bo'ladi. Ayrim daryolar haqida tezoqar va o'zgaruvchan deyishadi. Bolalar ham o'zlarining rivojlanish jarayonida mana shu daryolarga o'xshaydilar. Ba'zida zo'r berib oldinga intilib, o'zanlaridan chiqib ketguday bo'lsa, ba'zida esa uning aksi bo'lib, tinch va osoyishta bo'lib qoladilar. Bolaning rivojlanishi va o'sishi kechasiyu-kunduzi davom etadigan uzluksiz jarayondir. Endigina qadam qo'yib yurishni o'rgangan bolangizqo'lini qo'yib yuborishingizni talab qiladi. Ota-onaning mutlaqo erkalashsiz, e'tiborsiz tarbiyalangan bola atrofidagi olamni sovuq va yoqimsiz his qiladi. Shuning uchun bolada boshqa kishilardan hadiksirash, yoqtirmaslik va hatto qurqish vujudga keladi. 3 yoshdan 7 yoshgacha bo'lgan davr bog'cha yoshi davri hisoblanadi. Asosan mana shu davrdan boshlab bolaning mustaqil faoliyati kuchaya boshlaydi. Bola mustaqil bo'la olish uchun zarur bo'lgan ikkita qudratli kuchga ega: birinchidan, ma'lum darajada o'ziga bo'ysundirilgan harakat apparatiga ega. Ikkinchidan esa, atrofidagi kattaodamlar va o'z tengdoshlari bilan bir qadar erkin muosabatda bo'la oladigan nutqqa ega. Mana shuning uchun bolalarning xulq – atvorlari, qiziqishlar va ehtiyojlari farq qiladi. Bu esa, o'z navbatida, bolalar tarbiyasiga ham turlicha munosabatda bo'lishni taqozo etadi. Deyarli barcha ota-onalar kun davomida o'zlariga savol beradilar: “Bolamning qorni to'qmikin?” yoki “Bolamni issiq kiyintirdimi?”. Lekin kamdan-kam ota-onalar “Bolam baxtlimi?” degan savol ustida bosh qotiradilar. Bu savolga javob qidirgan ota-onalar baxt faqat qorin to'qligiyu, ustning butligidagina iborat emasligini o'zlari ham juda yaxshi bilishadilar.

Bolangizning so'z boyligida “Men baxtliman” yoki “Men baxtsizman” degan so'zlar hali mavjud emas. Demak hali sizda fursat bor ekan vaqt topib bir oz dildan suhbatlashsangiz, u sizni o'z olamiga olib kiradi.

Bola tarbiyalash uchun avvalo ota-onalarning o'zlari tarbiyali bo'lishlari, bir-birlarini hurmat qilishlari, farzand tarbiyasida o'zaro kelishib, hamjihatlikda qaror qabul qilishlari va sabr-toqatli bo'lmoqlari zarur. Buning uchun oila muhitida ota-onalar va oila a'zolaridan talab qilinadigan qoidalar mavjudki ularga e'tibor qaratmoq kerak. Jumladan:

- Agar doim bola tanqid qilinsa u hayotdan nafratlanib yashaydi.
- Agar bola tahlika ostida yashasa u urushqoq bo'lib o'sadi.

- agar bola mas'haralansa, qarg'alsa u hamma gapga e'tiborsiz bo'lib o'sadi.
- Agar bolaga har doim minnat qilinsa u o'zini aybdor deb his qilib yashaydi.
- Agar bola g'iybat eshitib o'ssa u albatta chaqimchi bo'ladi.
- Agar bolaga tan jazosi berib turilsa qaysar, surbet, o'jar bo'lib o'sadi.
- Agar bolani yaxshi harakatlarini qo'llab –quvvatlasi u yaxshi fazilatlarini

orttiradi.

• Agar bola hamma narsaga qanoat qilib yashasa u boshqalarni tushunadigan bo'lib o'sadi.

- Agar bolalar to'g'rilik, poklik muhitida o'ssa bola adolatli bo'lib o'sadi.

Bolangiz qanday bo'lsa shundayligicha qabul qiling, unga o'z fikringizni uqtirishga, kuch bilan tarbiyalashga harakat qilmang, uni boshqa birov bilan solishtirmang, unga misol va o'rnak tariqasida hyech kimni ko'rsatmang. Unutmangki eng asosiysi erkin fikrlay olishni his etishdir, chunki bolaning o'zi mustaqil ravishda o'rnak oluvchi shahsni tanlaydi Bola shaxsini hurmat qiling, uning o'rniga o'zingizni qo'yib ko'ring, bola ko'zi bilan vaziyatga qarang, faqat shundagina uning qalbiga yo'l topa olasiz. Bola bilan muloqot qilganingizda u qarshilik ko'rsatishi mumkin bo'lgan munosabatdan chekinib, chunki bu yordam bermaydi, aksincha vaziyatni og'irlashtiradi. Muloqot jarayonida o'zingizdagi salbiy hissiyotni jahl, tashvishni yo'qoting. Chunki u bolaga ta'sir qilibgina qolmay balki unga yoqishi mumkin. Shu o'rinda yana bir maslahat: farzandingizni biror-bir nomaqbul ishi uchun koyimoqchi bo'lsangiz, bolaning shaxsini emas, balki uning shu harakatlarini tanqid ostiga oling. Qilgan harakatlari noto'g'ri ekanligini o'ziga anglatib. Oilada siz o'zingizni qanday tarbiyachi ekanligingiz haqida hyech o'ylab ko'rganmisiz? Farzandingiz tarbiyasi uchun yetarli vaqt ajrata olyapsizmi? Bu savollarga ko'pchiligimiz javob topa olmaymiz, kundalik hayotimizda oiladagi tarbiya jarayoniga nazar tashlaydigan bo'lsak ko'p narsani yo'qotib bormoqdamiz. Bularning tahlilini qilib ko'raylikchi biz nimalarga ulgurib, nimalarni bajarayapmiz ekan. Bundan to'g'ri xulosa chiqarish o'z-o'zini tanqid qilish, kelajak uchun foydali emasmikan.

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CAUSES FOR DEPRESSION AND WAYS TO TACKLE THIS CHALLENGE

Abstract. *This article presents challenging problems about depression and there have been discussed its causes and results. We suggest some approaches how to tackle this issue.*

Key words. *Depression, lack of self-esteem, humiliation, misapprehension, stress, repercussion.*

Эта статья показывает трудную, но решимую проблему о депрессии. И здесь обсуждено пречины и результаты. Мы предлагаем несколько путей как решить эту проблему.

Вспомогательные слова: *Депрессия, недостаток самоуважения, унижение, недоразумение, стресс, конфликт.*

Coming up to the century of technology, we have benefited from artificial intelligence greatly, nowadays there is no necessity for being obsessive about our daily tasks on the account for revolutionizing tools. It is enough for living beings to govern their life by means of new helpers without reproach. However, in this flourishing period of time, we have been witnessing some deteriorations related to stress and depress. The most notable part of this context is that this degrading process comes into play more in the youth's life. As the name suggests, depression is prevalent mental disorder, affecting roughly 350 million people daily. Depression is more than simply have a bad mood all the time. Even with advancements in mental health in the 21 st of century, the pathology of mental disorders are still out of reach.

Discussing this argument, each identity gives themselves the following question:

Why does this process occur mostly in this period and with what kind of triggers do we have to deal with ?

As some psychologists suggest, the followings are the main stressr for coming depression into the stage:

1. Change in bodyweight
2. Forgetfulness
3. Body pain
4. Lack of selfcare
5. Heavy alcohol intake
6. Mood swings
7. Difficult in decision making

We can also see a set of researches carried out on this topic. One of indispensable individuals who have a portion in opening latent parts of discussing topic is James Marciniak who is the director of Marciniak House, and has been worked on this topic for 8 years in order to find intriguing information:

“First as the famous Chinese master Lao Tzu put forward: the reason you are depressed is because your thoughts in the past, the reason you suffer from

anxiety us because your thoughts in the future, be here now fully present. Every thought you have is a quantum particle and the more you send into the past and future, the less of you is here in the present. This takes your energy leaving you drained and depleted.” In accordance with him, we should say that human is a complex biological entity that medical science has something to deal with on this argument. However, he suggests the following steps to tackle this problem:

3. Nutritious food

According to doctors in Western world, nutrition is more important than medicine. Being hydrated is also very essential.

“Let food be thy medicine and medicine be thy food “

- Hippocrates –

2. Your body was build to move and be outside under the Sun, getting vitamin D. Also by moving, more importantly you sweat, as you sweat, you move toxins from your liver to the surface of your skin. Give you body/ physiology the right nutrition, hydration, oxygenation daily. You would never put substandard fuel in your vehicle, so why are you doing it to your body? If you want to enhance your growth and wellbeing, consider that everything you take is the best only and should be accepted into your being from your thoughts to food and to people.

3. When all you need to do is make a choice and say NO to what offends your values (family, friends, love, career, money).

It is not you to please others but yourself, because this is how you fail in your life

4. In fact, the best way to understand your emotions is to dive deeply and to be in your body, acknowledge emotions. What you labeled as depression and anxiety is the store house of your unconscious mind or subconscious that you are pushing yourself far too much and need to find alternative solution to your current dilemma.

5. Breathe just really breathe. One repetitive task that we do over and over again unconsciously is breathing. Inhale a gut full of air, fill your stomach and then lung and breathe in and out so that your stomach falls and rises.

6. The last thing Marciniak mentions is your environment, where you live, where you work, where you relax, where you have a dinner or sleep. If any of these environments is being encroached by disturbances, there will exist stress. Never bring “WORK” into your peaceful environment and vice versa. Each environment has to have clear boundaries what they do and its purpose for you to be in that area. Rest comes under the heading of environment stop using electronic devices such mobile phones, laptops, tablets.

From my perspective, this phenomenon appears with the support of a set of reasons.

1. Technology.

As we mentioned above, during the period of revolutionizing, we have obtained a range of benefits from technology, but, as well as aforementioned cases, drawbacks also raise a hand to attract our attention. That is to say, nowadays, people tend to dwell in virtual life spending roughly all of their time utilizing various applications to have a conversation attaching to their mobile phones. However, they perceive this kind of tools as dispensable which is no necessary to focus on. But these “dispensable” items trigger for isolation of the

young from society and compels them to feel stress in the isolated world. It entails so long time to realize inevitable fact that the friends made in virtual life will not be the same with ones made in real life. When a person realize this indisputable fact, he might be in the street without anybody around him. And he begins being obsessive about fallacy that states loneliness of him and makes him feel an unnecessary person in the holistic life. The ramification gives appearance as word "depressing".

2. Lack of self-esteem

When you turn on TV or flip through the pages of newspaper, you can witness of individuals who have accomplished their ultimate goals and have a great portion to enhance the condition of their country. And unconsciously you feel honor and inner strength to begin something similar to this which makes you feel proud of yourself, and bring a mammoth benefits to development of your country, giving a question:

Why can not I do what others are doing?

You start from scratch with enthusiasm which help you flying in the sky freely.

And you face up to challenges as usual, on the ground that a life always gives you what you want with enough difficulties. You give your effort, you take a proper result. A real life gives an expected thing in exchange of attempts, it gives a challenge to check your strength to stand. But in this context, some people see this obstacle as indisputable and can never be removed. After little pushing themselves to work, they begin complaining about "repercussion" and tasks which seems time-consuming. As a result, they give up easily. However, the most striking part of this process that when they meet ones who have fulfilled their targets, they feel regret for losing in the game and consider this case as result of their lack of knowledge and inbred ability. Since this process, everything they face seems complicated to the level of knowledge of them, and the misconception that is feeling as person who can not do anything appropriate exists in their life. In every morning when they wake up, in every time when they walk, eat, sleep they have to struggle with inner voice which reminds of mistakes they did and thoughts which give a proof to misapprehension towards their place in community considering as minutiae. All the things being gathered gives a life to conception "depressing"

3. Worry

In the real life, we have to cope with problems related to both personal life and study. But there are some types of the challenges which have us to daydream. They seem like a ocean with no beach, no edge. The more you think about, the more you are absorbed. We usually spend our countless days being, and at nights, we are sleepless living in our minds. In this context, we can state the common case of students' life and labeled as "killer of students' enjoyment".

Continual examination is the usual type of analyzing the knowledge of learners and accepted as the most straightforward and effective way of assessing. However, during the period of exam time, tons of students find it hard to take part in without break. The peculiarity of this process is that birth of depression is not in students' hand. No matter we want it or not, each of learner has to experience full of worry being anxious about our exam coming soon. Having an array of exams without any interruption might result in degrading diseases such as migraine, high

blood pressure and etc. A particular learner has to have a nose in plenty of scientific sources so as to gain an expected level. And of course, he has to swot up on them carefully in order to bear in mind in necessary time. But the capability of an ordinary person's brain to learn by heart new phrases daily is limited. But during examination, we have to make an exception looking through a vast of books a day which is more number comparing with usual one. The implication might be seen as forgetfulness. They read a lot but can not obtain anything proper owing to no willing and the conception " have to ".Living in the world covered with theories and evidences, spending days and nights flipping through countless books, worrying about the recent exam happened in the past and the near one which is intended to be occurred in the future, all aforementioned cases stand for the term " depression"

4. Fear

In the real life, no matter how much we try not to make a mistake, a life makes us do it unconsciously or consciously. That is to say, in some of the occurrences, we have to lie people around us with the aim of not hurting them or us, and we just want to eschew doing something in fear of terribleness. As we stated above, we can take the life of the students' daily life as an example. Continual assessment of students compels them to cheat or just turn to the street of plagiarism. This might be because they are tempted by getting hih marks and the honoring rank among their peers. After the process of cheating or utilizing the sources done by others there exists fear about result of their deeds. "Am I revealed ? Has the teacher realized our work ? " and this kind of questions swim in your mind. Staying alone and continuous thinking of being exposed might be trigger for "Depression".

5. Losing hope

The ubiquity of the word " Humiliate" occurs more in this stage. Individuals are often laughed at for their unordinary behavior and this unusualness might be responsible for deterioration. Finding difficult to integrate into social life and make new friends, an identity begins living in no expectation for having a good time and creating a comfort zone. And step by step the level of belief for their ability to accomplish something they want can plunge. Not only this condition is eyewitness for this case but also :

1. struggling with illness (omnipresent in the lives of the old)
2. Getting marks lower than expected(In the period of study)
3. Witness the events unexpected (In personal life)

Time is like a river: You can not touch the same water twice, because the flow that has passed will never pass again. Life requires effort, time, patience when you have a willing to fulfill something appealing.If you have not achieved an expected level, realize that it is not the end of fighting and there is so long way to take steps on it just put aside the concept "Depression " and enjoy every moment of life and use it as wise as possible

LITERATURE IN USE

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MODERN SCIENTIFIC CHALLENGES AND TRENDS

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