MONOGRAFIA

POKONFERENCYJNA

SCIENCE,

RESEARCH, DEVELOPMENT #12

PHILOLOGY,

SOCIOLOGY AND CULTUROLOGY

V 02

Berlin (Берлин)

30.01.2019 - 31.01.2019

Zbiór artykułów naukowych recenzowanych.

(1) Z 40 Zbiór artykułów naukowych z Konferencji Miedzynarodowej Naukowo-Praktycznej (on-line) zorganizowanej dla pracowników naukowych uczelni, jednostek naukowo-badawczych oraz badawczych z państw obszaru byłego Związku Radzieckiego oraz byłej Jugosławii.

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КОММУНИКАТИВНО-ПРАГМАТИЧЕСКИЕ ОСНОВЫ ФРАЗЕОЛОГИЗМОВ, ВЫРАЖАЮЩИХ ЗНАЧЕНИЕ УМЕНЬШИТЕЛЬНОСТИ В АНГЛИЙСКОМ И РУССКОМ ЯЗЫКАХ

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Аннотация: В этой статье анализируются фразеологические обороты и их важная роль в концептосфере языка. Просматриваются способы совершенствования концептуального статуса фразеологических оборотов, и их отражение в речи носителя. Обращается внимание на процесс и стратегии изучения фразеологических единиц. В результате следует, что нужно совершенствовать осмысление фразеологических единиц пользователями языка.

Ключевые слова: фразеологический оборот, концептосфера, социокультурная компетенция, лингвострановедческое содержание, иностранная культура, воспитательный аспект.

Annotation: This article deals with phraseological units and their importance in foreign language teaching. Here an attempt is made to look at the ways of improving the conceptual status of phraseological units, and their reflection in the speech of the speaker. The focus is made on the processes and strategies of acquiring set phrases. The results show that speakers should develop comprehension of phraseological units.

Key words: phraseological unit, conceptosphere, sociocultural competence, linguistic-cultural content, foreign culture, educational aspect.

Коммуникативная лингвистика подчеркивает первостепенную и фундаментальную значимость языка как системы, основополагающей для приобретения, хранения и развития наших знаний о мире, как «способа закрепления всей отражательной деятельности мышления – деятельности, которая, в свою очередь, неразрывно связана с практической (физической) деятельностью человека» [1, с. 22]. Таким образом, усматривается новая возможность пересмотра основных сущностных моментов уменьшительности в рамках когнитивной научной парадигмы. «В преддверии акта номинации должно находиться формирование той структуры сознания, которая ищет формы своей фиксации» [2, с. 43]. Закрепление за уменьшительностью концептуального статуса во многом позволяет увидеть нечто большее, чем то, что принадлежит понятию «уменьшительность».

Термину «концепт» придается чрезвычайная важность в работах, выпол-

няемых в рамках когнитивной парадигмы, поскольку многие языковеды предпринимают попытки экспликации основных сущностных моментов этого понятия. Концепт – это и оперативная содержательная единица памяти, ментального лексикона, всей картины мира, отраженной в человеческой психике [3, с. 90].

Основополагающим принципом когнитивного подхода является мысль о том, что нельзя говорить о языке в отрыве от когнитивной деятельности, памяти, внимания, социальных связей личности и других аспектов опыта (Р. Лэнекер, Дж. Лакофф, А. Вежбицкая, и др.). А.Вежбицкая [4, с. 16] отмечает, что сама природа естественного языка такова, что он не отличает экстралингвистической реальности от психологической и от социального мира носителей языка. При рассмотрении различных сторон концепта внимание обращается на важность культурной информации, которую он передает. Так, по мнению Ю. С. Степанова, «концепт – это «сгусток культуры в сознании человека, то, в виде чего культура входит в ментальный мир человека...» [5, с. 40]. С. Х. Ляпин рассматривает концепт как «многомерное культурно-значимое социо-психическое образование в коллективном сознании, опредмеченное в той или иной языковой форме» [6, с. 34].

Термин «концептосфера» был введен в науку академиком Д. С. Лихаче-вым. Концептосфера, по определению акад. Д. С. Лихачева, это совокупность концептов нации, она образована всеми потенциями концептов носителей языка. Концептосфера народа шире семантической сферы, представленной значениями слов языка. Чем богаче культура нации, ее фольклор, литература, наука, изобразительное искусство, исторический опыт, религия, тем богаче концептосфера народа [7, с. 5].

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РОБОТА НАД ІНФОРМАЦІЄЮ В ФОРМІ ТАБЛИЦЬ В НАУКОВО-ТЕХНІЧНИХ ТЕКСТАХ ІНОЗЕМНОЮ МОВОЮ

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В сучасному світі англійська мова виступає як одна з найпоширеніших мов комунікації фахівців різних країн. Англійська мова є однією з основних мов спеціалізованих міжнародних заходів. В багатьох випадках до текстів, створених на мовах різних народів, додаються анотації та ключові слова англійською мовою. В деяких випадках весь текст може бути повторений англійською мовою. Така ситуація все частіше стає типовою для наукових і технічних текстів. Такі наукові і технічні тексти, створені з метою передачі об'єктивних знань, доступні для сприйняття особами, які володіють англійською мовою (зокрема, особами, для яких англійська мова не є рідною і які в процесі вивчення мови охопили далеко не всі аспекти).

В багатьох випадках в англійській мові науково-технічних текстів існують відповідники для основних термінів, понять, назв явищ та власних назв, існуючих в мовах інших народів. Це також полегшує сприйняття подібних текстів, крім того робить менш важким переклад наукових і технічних текстів з англійської мови і на англій-

ську мову. Зокрема, можливим стає і переклад за допомогою комп'ютерних технологій. Тут йдеться не про так званий автоматизований переклад, який хоч і в багатьох випадках може дати загальне уявлення про зміст відповідного тексту, але не може передати усі аспекти тексту, створити повноцінний текст перекладу, а про інформаційну допомогу перекладачеві за рахунок можливостей пошуку відповідної інформації. Можливості комп'ютерних технологій за умови достатньої мовної та спеціалізованої кваліфікації перекладача сприяють підвищенню якості перекладу, зменшують час, потрібний для роботи з ним.

Однак комп'ютерні технології в сучасній ситуації поряд зі створенням зручностей для сприйняття та перекладу текстів можуть вносити і додаткові труднощі в роботі з текстами. Наявність таких труднощів вимагає від працівника поряд з загальною комп'ютерною підготовкою ще і додаткових знань, навичок, а також вмінь передбачати певні труднощі і планувати свою діяльність з метою їх подолання. Такі труднощі у роботі з

текстами, створеними за допомогою комп'ютерних технологій, особливо з текстами іноземною мовою, коли потрібно зрозуміти зміст тексту або зробити текст письмового перекладу, можуть бути пов'язані з ситуацією, коли багато матеріалу в тексті передається у формі різноманітних таблиць. Таке табличне оформлення інформації є типовим для текстів, створених за допомогою комп'ютерних технологій і, в багатьох випадках, значно полегшує сприйняття інформації, особливо коли інформація викладена рідною мовою читача, або іншою мовою, яку він добре знає, а також в випадках, коли інформація близька за своїм змістом до конкретної спеціальності та професійного досвіду читача. Але для студентів, які тільки починають вивчати іноземну мову, таблична форма передачі інформації в текстах іноземною мовою може викликати певні труднощі [1]. Розуміння табличної інформації менше залежить від розуміння загального контексту. І, якщо це допомагає краще сприйняти інформацію, викладену рідною мовою, то відсутність відповідного контексту в текстах іноземною мовою з наявністю великої кількості таблиць може значно ускладнити сприйняття. Якщо для студента є незрозумілим значення багатьох термінів та інших слів у таблиці, і якщо розраховувати на допомогу контексту він не може, то він повинен шукати великі кількості окремих значень слів у словниках або інших джерелах довідкової інформації. Слід зазначити, що матеріали у

формі таблиць можуть містити значну кількість скорочень, і такі скорочення не завжди можуть мати пояснення у текстах до таблиць. Деякі скорочення (а іноді і значна їх частина) можуть бути відсутніми у довідкових виданнях, зокрема і у матеріалах в електронній формі. Іноді розшифровку скорочення потрібно шукати за допомогою пошукових систем не тільки в розрахованих на зручний пошук довідкових матеріалах, але і в інших різноманітних джерелах інформації. Слід зазначити, що фахівець, який часто має справу з конкретними поняттями та термінами, може інтуїтивно зрозуміти значення деяких скорочень. Але скорочення іноземною мовою може бути незвичним навіть для фахівця у відповідній спеціальності.

Окрім того часто існують скорочення, які мають однакову форму, але різне значення у різних областях теорії і практики. Тому без знання контексту часто складно буває визначити значення такого скорочення. Для з'ясовування значення скорочень у таких випадках необхідно зважати на загальну тематику тексту, в якому таке скорочення зустрічається.

Висновки. В епоху інформаційних технологій можна спостерігати виникнення або домінування певних форм тестів. До однієї з поширених форм текстів в області техніки належать тексти з використанням матеріалів у табличній формі та з великою кількістю спеціальних термінів та скорочень. Такі тексти, як правило, є зручними

для сприйняття їх фахівцями. Але у студентів, які починають вивчати іноземну мову для спеціальних цілей, такі тексти можуть викликати певні труднощі. Тому перспективним для подальших досліджень може бути визначення особливостей роботи студентів з подібними текстами на різних етапах навчання.

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РАЗВИТИЕ НАВЫКОВ КРИТИЧЕСКОГО ЧТЕНИЯ НА ИНОСТРАННОМ ЯЗЫКЕ

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Аннотация: в настоящей статье рассматриваются: виды чтения пассивное и активное имеют фундаментальное преимущество в том, что они позволяют студентам взаимодействовать с текстом и друг с другом.Активные задания по чтению побуждают читателей высказать свое собственное мнение о тексте и обсудить эти мнения с другими учениками и учителем.

Article tells aboutdeveloping critical reading skills can be accomplished with practice, and it is worth the effort. The way to work with texts in EFL reading classes should help EFL readers feel they have potions in the way they choose to read the text and to help them feel in a more equal relationship with the writer.

Ключевые слова: пассивное и активное, навыков критического чтения, чтение, диаграммы и таблицы при чтении текстов.

Дэвис указывает, что чтение группируется в два вида: пассивное и активное. Задания по пассивному чтению включают чтение без ответа для ответов на упражнения с несколькими вариантами ответов, вопросы поверхностного понимания, упражнения по заполнению пробелов, верные ложные утверждения, словарный запас и словарную работу. Такие задачи включают в себя молчаливое чтение, и они не требуют от студентов глубокого чтения, чтобы ответить на вопросы, поскольку, как только студенты найдут информацию в тексте, они, вероятно, найдут «правильный» ответ. Таким образом, эти задачи предлагают ограниченный потенциал для обучения. [1,с.17].

Активные задания на чтение, с другой стороны, требуют, чтобы студенты выходили за пределы поверхностного чтения текста, чтобы читать «между строк». Задания обычно включают учеников, работающих вместе в парах или группах, под руководством учите-

ля или без него, чтобы договориться об ответах на вопросы. Задачи, которые считаются активными, могут включать создание диаграмм и заполнение таблиц.

Грейпредставляет убедительные доказательства того, что, используя диаграммы и таблицы при чтении текстов, учащиеся могут лучше понять последовательность и логику представляемой информации и, как следствие, «смогут найти основные идеи и отличить их от менее важной информации «Усилия по обучению студентов тому, как создавать графические изображения текстов, могут занимать много времени, но это может помочь им стать более эффективными читателями. [2,с. 2-15].

Рецензии на книги, написание резюме и ведение заметок – это другие виды активных задач по чтению, упомянутые в Дэвисе. Это требует от студентов индивидуальной работы с указаниями учителя.

Активные задания на чтение имеют фундаментальное преимущество в том, что они позволяют студентам взаимодействовать с текстом и друг с другом. Во время парной или групповой работы студенты активно общаются друг с другом и имеют возможность задавать вопросы. Преподаватель играет роль посредника, а не инквизитора, и, если это будет сочтено желательным, может даже участвовать в групповом обсуждении. В зависимости от происхождения каждого учащегося, текст может быть разным. Однако этот факт только сделает обсужде-

ние более интересным, поскольку каждый учащийся делает свою гипотезу явной и проверяет ее на соответствие фактическим данным.

Согласно Томичу, кроме того, с активными заданиями по чтению студенты менее склонны принимать тексты за чистую монету или полагать, что напечатанное слово должно быть правдой. Активные задания по чтению побуждают читателей высказать свое собственное мнение о тексте и обсудить эти мнения с другими учениками и учителем. Еще одним преимуществом таких задач является то, что они контекстуализируют чтение; то есть они позволяют читателям видеть текст как часть более широкого социального контекста, который включает писателя и читателей.[3,с.83-90].

Хукин подчеркивает важность задания материалов для чтения, относящихся к предмету и культуре, с которыми студенты знакомы. Такой материал часто можно найти в англоязычных газетах и журналах, которые затрагивают темы местного интереса. [4,с. 78 – 92].

Как предполагает Браун, в обучающем чтении должно быть три этапа. Первый этап – обсуждение перед чтением, которое включает в себя представление темы и подготовку студентов к тексту. Второй этап включает в себя задания во время чтения, в ходе которых студентам предоставляется набор инструкций, чтобы дать им цель для чтения и служить для них руководством во время чтения. Третий этап включает в себя упражнения после

прочтения, в которых студентам дают короткие вопросы для понимания, словарный запас, возможность для обсуждения темы и авторских рассуждений и / или краткое письменное задание.

Подводя итог, выработка навыков критического чтения может быть достигнута с практикой, и это стоит усилий. Способ работы с текстами на уроках чтения в иностранном языке должен помочь читателям почувствовать, что у них есть зелья, которые они выбирают для чтения текста, и помочь им почувствовать более равные отношения с писателем.

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INFLUENCE OF ENGLISH BORROWINGS ON DEVELOPMENT OF KARAKALPAK VOCABULARY DURING THE LAST DECADES

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Ключевые слова: Заимствованные слова, культура, международные отношения
Key words: Loan words, culture, international communication
Summary
The article deals with the loanwords in Karakalpak borrowed from English and their reasons of borrowing, process of meaning changes.
Резюме
В статье рассматриваются заимствованные слова на каракалпакское с английского языка и причины, изменений смысла этих слов.

National Mass Media is charged that with a glance of interests of children and youth, it prepare for the broadcast on TV programs about regular shows of science, history and culture of the other nations, and about the modern technology and mostly Internet, in addition, feature films and cartoons with the Uzbek subtitles in order to understand and learn foreign language, especially English.

In the process of historical development human languages constantly enter into certain contacts with each other. At the beginning of XXI century the most dynamics and mobility are characterize the Karakalpak –English tongue contact. Today English borrowings get to the Karakalpak language headily and in great numbers. It is not casual. In our days the spheres of international contacts broaden constantly, where English becomes the language of international communication.

Important political –economic role of the English-language countries in the world, their superiority in some spheres of activity is largely activated by appearance and use of English words in the Karakalpak language.

We will distinguish the most essential reasons of these enormous stream of English borrowings in Karakalpak speech from our point of view:

From the point of technology, We are under influence of using Internet. And, Internet is predominately in English words to have an access on the Web-sites. Moreover, modern technological devices, like mobile phones, laptops, notebooks, terminals are existing in Uzbekistan. To use these devices, for instance, to enter the Internet, to fix the programs, to copy images, songs, documents, to correct the specific settings, it necessary to know the technological language, and all of these devices contain the special language is mostly English.

From the point of mass media, it can be noticed that in Uzbekistan there are

many programs, reports, break news, correspondences, newspapers etc. which give the information for our population not only about Uzbek and Karakalpak language, but also usage of English and Russian. Surely Russian languages often used in mass media today, but English as well. However, English is the less significant than Russian is, because the whole population of Uzbekistan do not understand English. However, after the President's solution of English development in 2012, this has been directed to the mass media completely. Because there has been the missions which must bring the young generation some programs, news, cartoons and films in English language. Why mass media? Cause it is an opportune variant to develop this language. Consequently, it is a better step to the future.

Disintegration of the Soviet union and, as a result, activation of business, scientific, trade, cultural connections of Uzbekistan with other countries, bloom of foreign tourism, participating of people in Olympiads, international festivals, shows of fashions etc.

World market, economy development, information technologies resulted in appearance of new terminology (computer language, economy, finances, internet). For us many new objects that require the name appeared: e-mail, electron system, internet, notebook, netbook, disk, fleshcard, byte, web-site, Playstation, Provider,, smartphone, Iphone, Ipad,facebook, twitter, Internet, google, Yahoo, HD, Youtube, profile, skype, Wikipedia, server, USB etc.

And we are simpler to use existing glory of other language, than to invent new. Example; *"Qaraqalpaqstan Respublikasi statistika basqarmasinin'* **sayt***inda kishi karxanalarg'a, mikro-firma***larg'a** *2017-jil ushin esabatin* **internet** *tarmag'I arqali* **elektron** *ko'rinisinde tapsiriw mu'mkinshiligi jaratilg'an"* [Erkin Qaraqalpaqstan, 08.02.2018]. /The **website** of the State Statistical Committee of the republic of Karakalpakstan has opportunity to send reports of 2017 in **electronic** form via **Internet** for small businesses and micro firms/

Sayt (site). Site is one or more Internet addresses at which an individual or organization provides information to others [https://www.merriam-webster.com/dictionary/site].

Elektron (electronic). Implemented or by means of a computer: involving a computer [https://www.merriam-webster.com/dictionary/electronic].

Internet (Internet). A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.[https://en.oxforddictionaries.com/definition/Internet].

Fashion: knowledge of English is considered in our days in a high degree prestige. Modern Karakalpak people using English borrowings, want to the same way to look it fashionably, prestige, to conquer respect of interlocutor. They are sure that the words in English sounds more attractive than expressions in our native language, and also like to use in the speech these words: Prezentaciya (presentation), brifing (briefing), shop – tur (shop-tour),

tok – show(talk show),Showman (show-man). Example; *"Jas talantlilar o'z – ara bellesetug'in "Saz ham hawaz" **tok-showi** o'zinin' ahmiyeti menen pikirimizge misal bola aladi"* [Erkin Qaraqalpaqstan, 08.02.2018]. / *The talk show "Saz ham hawaz" which young talents can compete is an example of our opinion/*

Tok show (Talk show). *A chat show, especially one in which listeners, viewers, or the studio audience are invited to participate in the discussion. [https://www.merriam-webster.com/dictionary/talk-show].*

Expressivity of novelty: many firms, channels and companies as the name apply English borrowings, to attract attention the novelty of sounding of Beeline, Telecom, Uzmobile, Pathword,Skyline, Press – byuro, My 5, etc. Example; *"Jaqin araliqta o'z ko'rsetiwlerin test rejiminde ko'rsetip baslag'an* **"Jaslar TV"** *telekanalinin'da bul bag'dardag'I do'reti-wshilik hareketleri unamli", – **"Urazbay DOCTOR"** JSHJ, **"DINATA TRANS SER-VIS"** JSHJna tiyisli ustavi ham guwalig'i joytilg'anlig'I sebepli biykar etiledi"* [Erkin Qaraqalpaqstan gazetasi, 08.02.2018]. /Tv channel "Jaslar Tv which started its work in test mode, is also positive in this direction. – "Urazbay DOCTOR" and "DINARA TRANS SERVICE" have been denied due to disappearance of evidence and charters./

Hence, Most Karakalpak terms were constituted by the loan words from English or through the Russian language despite the presence of the equivalents in Karakalpak; Talant(Talent) – Qabilet, muzika (music) – nama, plan – joba, pro-

ekt (project) – joybar, gruppa (group) – topar,programma (program) – bag'darlama, protocol – malimleme,idea – pikir, apteka – darixana, ideal – kamil, doska – taxta etc.). Example; – *"Jan' a sistema Prezidentimizdin' "Xaliq mamleketlik uyimlarg'a emes, mamleketlik uyimlar xaliqqa xizmet etiwi kerek" degen ulli **idea**nin' so'zsiz amelge asiriliwina xizmet etedi";/The new system will serve the great **ideology** by our president "Public unions should serve the people, not people to public unions/*

*" Jas **talant** iyelerinin' bul bag'darlamasi biz **muzika**g'a jani qumar tamashago'ylerdin' su'yikli bag'darlamalarinan birine aylang'an". / This program of young **talent** has become one of the favorite programs for the people like **music**/.*

Talant (Talent). This word also is used in Karakalpak as "Qabilet". Definition:Natural aptitude or skill. [https://www.merriam-webster.com/dictionary/talent].

Muzika (Music). This word also is used as "Nama" in Karakalpak. Definition: Vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion. [https://www.merriam-webster.com/dictionary/music].

Finally, from the point of culture, Uzbekistan is the secular state and does not prohibit new generation to know such culture. In general, our youth are obsessed with American and British culture. For example, most Youngsters prefer these countries' films, songs, books, fashions so on than national ones. Because British and American cultures have un-

usual events as something new and fantastic than ours. However, it is remarked that present day mass media ensures for our young nations even Uzbek and Karakalpak films with English subtitles and video movies, which means that English gives the education of right structure of grammar and visual learning of vocabulary how are written correctly for newly educators.

The new types of educating entered introduction of the new system of education;

– reyting (rating), seminar (Seminar), treining (training), test, metodika (method), innovatsion (innovative), interaktiv (Interactive) etc. for example; – *Joybarlaw – izlew sho'lkemlerinin' alding'I* **innovaciyaliq** *sheshimleri menen taminleniwi jetkilikli emes. –* **Seminar** *qatnasiwshilari o'zlerinin'qiziqtirg'an sorawlarina juwap aldi [Erkin Qaraqalpaqstan gazetasi. 08.02.2018] /It is not enough for design organizations to provide* **innovative** *solutions; – The* **seminar** *participants received answers to their questions/*

Innovacialiq (Innovative) *– (of a person) Introducing new ideas; original and creative in thinking. (of a product; idea, etc) featuring new methods; advanced and original. [https://www.merriam-webster. com/dictionary/innovative].*

Seminar (Seminar). *a. A conference or other meeting for discussion or training. b. a class at university in which topic is discussed by a teacher and a small group of students. [https://www.merriam-webster. com/dictionary/seminar].*

– New terms appeared in connection with the novelty of the system: Metod (methods), Monitoring (monitoring), Kriteriya (criterion). For example ; – *Ameliyatshi studentler sabaq oqitiw barisinda oqiwshilardi zeriktirmew ushin* **interaktiv metod***lardan paydalandi.* [Erkin Qaraqalpaqstan, 08.02.2018]. / Practitioners used interactive methods during the course/

Interaktiv (Interactive). *(of two people or things) influencing each other.[https:// en.oxforddictionaries.com/definition/interactive].*

Metod (Method). *A particular procedure for accomplishing or approaching something, especially a systematic or established one.[https://en.oxforddictionaries. com/definition/method].*

Thus, we come to the conclusion, that the amount of English borrowings in the Karakalpak language is increasing. Among them it is possible to distinguish 2 basic types of borrowings:

1) Words that came in the language, to name new objects or term having international character. Their use in speech in majority cases it is justified.

2) Words of foreign origin, having synonyms in the Karakalpak language. Their penetration in a language creates lexical surplus and can interfere with understanding of sense. But it can be avoided in many cases, using Karakalpak study of synonyms words and expressions.

No language is entirely pure that all the languages are mixed. Borrowed words have been considered in many scientific works, monographs and publications. But detailed analysis of words borrowed into Karakalpak from English in detail hasn't been done so far.

The main constituent part of the vocabulary system of any language is formed by borrowed words.

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LINGUOCOGNITIVE ASPECT OF PHRASEOLOGCAL INTENSIFIERS

ЛИНГВОКОГНИТИВНЫЕ АСПЕКТЫ ФРАЗЕОЛОГИЧЕСКИХ ИНТЕНСИФИКАТОРОВ

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Аннотация: В данной статье рассматриваются лингвокогнитивные аспекты фразеологических интенсификаторов с сопоставительно-типологической точки зрения в английском, русском и узбекском языках   Ключевые слова и выражения: сопоставительно-типологический анализ, фразеологические интенсификаторы лингвокультурная специфика, Annotation:This article touches upon comparative – typological analysis of phraseological intensifiers in Modern English, Russian and Uzbek which allowed the author to reveal their linguocognitive features.

Key-words: comparative-typological method, phraseological intensifiers, linguocognitive features

Актуальной тенденцией современной лингвистики является тенденция к антропоцентризму, современная фразеология не является исключением. Изучение языка должно происходить не только с целью выявления лингвистических законов, но и изучение языковых явлений, в нашем исследовании мы берем фразеологический интенсификатор (далее ФИ), в их отношении к человеку.

Феномен ФИ изучался посредством многих методов и подходов, в основном все исследования проводились на синтаксическом, морфологическом, семантическом уровнях и прочее лингвистическое, без абстракции от экстралингвистической реальности.

На современном этапе развития языкознания, ученые, проводящие свои исследования в области семантики и создающие новые семантические теории, являются сторонниками интеграции экстралингвистической и лингвистической реальностей. На примере работ последних пятидесяти лет, можно отметить, что «в естественном языке экстралингвистическая реальность представляет собой мир, взятый в интерпретации его людьми, вместе с их отношениями друг к другу»[1;73-92].

В настоящей работе мы сосредоточились на особенностях отражения окружающего мира и характере представления знаний о нем в семантической структуре фразеологического интенсификатора.

Акт выявления значения имеет связь с глубинными механизмами интеллектуальной деятельности человека, с его мышлением, сознанием, инту-

ицией. Когнитивность дает возможность по-новому решать проблемы значения ФИ, исследуя концепты заложенные в основу языковой картины мира.

А.Н. Баранов и Д.О. Добровольский отмечали, «изучение языковых форм заведомо неполно без обращения к когнитивным категориям, поскольку, как показывает опыт лингвистики и когнитивной науки, мыслительные категории практически неотделимы от языковых категорий» [2;11-21].

Звуковая реализация может выполнять знаковую функцию только при условии, что она ассоциируется с обозначаемым фрагментом внеязыкового ряда. Мы полагаем, что данная ассоциация имеет право называться значением. У В.Н. Телии находим, что для выполнения идиомами знаковой функции характерно подключение к ней не только рациональной оценки, но и оценки эмоциональной, что характерно и для экспрессивных пластов лексики.[3;85].

Таким образом идиомы «...могут служить своего рода «полигоном» для исследования всех образно мотивированных значений, поскольку образное основание идиом всегда имеет большую «протяженность», чем такое же основание у слов для постижения знаковой функции значения идиом необходимо учитывать особенности их номинации, т.е. исследовать в режиме лингвистического эксперимента закономерности формирования той семиологической ассоциации, которая способна конвенционально указывать на применение имени к внеязыковой действительности, вычленяя в ней то, что обозначается данным именем, выступающим и как «тело знака».

Следовательно, важными становятся огромные возможности, открывающиеся когнитивной лингвистикой для изучения различных сторон языка. Это также относится и к фразеологии, фразеологическим интенсификаторам. Новый подход в нашей работе базируется на основе связи языка и мышления, отображающего различные стороны знаний, формы их существования в концептосфере и способах репрезентации.

Изучение ФИ в рамках когнитивной лингвистики дает возможность проанализировать процессы, которые в них осуществляются, а также обозначить механизмы соотнесения языковых и когнитивных структур в названных единицах.

Особый интерес и в то же время трудность представляет когнитивный аспект перевода ФИ. Рассматривая проблему перевода ФИ в когнитивном аспекте мы можем связать все языковые процессы с потребностями и реализацией познавательной и коммуникативной деятельности человека, с актами категоризации, концептуализации и языкового отражения окружающего мира.

Мы полагаем, что все фоновые знания человека представляют собой совокупность фреймов. Согласно Ч. Филмору: «предполагаемый базис знания и практики – сложный фрейм –

являет собой общее основание образа, который может быть представлен любым из отдельных слов и образует особую организацию знания, составляющую необходимое предварительное условие нашей способности к пониманию тесно связанных между собой слов. Фреймы обычно рассматриваются в отношении к концептуальной системе человека, где под ними подразумеваются обобщенные концепты [4; 61]. Следовательно, каждый ФИ имеет свою абстрактную концептуальную структуру – фрейм, где аккумулируются знания человека о мире. Таким образом, значение ФИ образуется не с переносом характеристик от одного денотата к другому и не посредством производимости одних значений от других, напротив, значение ФИ связано с целым комплексом преобразований в концептуальных структурах.

Формирование значения ФИ можно рассмотреть на примере "run like greased lightning" – «бежать, мчаться со всех ног», «бежать, мчаться сломя голову» – «oyog'ini qo'liga olib yugurmoq». Значение данного ФИ можно описать как итоговый продукт сокращения исходного акционального фрейма "run like greased lightning" («мчаться со всех ног») до его слота "like greased lightning" («со всех ног»), который представляет собой, согласно теории А.Н. Баранова и Д.О. Добровольского «характеристику действия». Следовательно, значение ФИ формируется при его сокращении до единого слота. Как правило, категориальным признаком интенсивности является количественная характери-

стика процесса, признака либо состояния. В данном случае наблюдается количественная характеристика действия – *very fast* или *vigorously*.

В других случаях значение интенсивности формируется при совмещении частичных семантических противоречий, которые приводят к повышенной концентрации определенной информации, которая, в свою очередь, является основой интенсивности. Для наглядности возьмем следующий ФИ: "I'll eat my boots" – «голову даю на отсечение» – "shubhasiz". Возник в результате введения в первоначальный фрейм «прием пищи» слота «объекта действия» – hat, который не имеет связи с данным фреймом. Несовместимость введенного слота с исходным фреймом приводит к появлению семантического противоречия, которое являет собой основу интенсивности.

Таким образом, интенсивность данного ФИ частично является продуктом межслотовых отношений внутри фрейма. Следует отметить, что фундаментом образованного значения данного ФИ является не визуальный образ, а на акте переосмысления привычной картины мира, отправной точкой которого является буквальное прочтение ФИ.

Итак, мы пришли к тому, что ФИ способствуют эмоционально окрашенному и субъективному выражению отношения человека производящего устную или письменную речь, помогают как описать окружающую реальность, так и реакцию, восприятие самого говорящего.

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INTERAKTIVE MEDIEN UND HEUTIGES BILDUNGSWESEN

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Einleitung: *Diese Artikel ist über interaktive Medien und im Deutschunterricht zu brauchen.*

Schlusswörter: Verfügung Computer, interaktive Tafeln, Unterrichtsmethoden, Filzstiften, fachlicher, medialer, didaktischer, programmiertechnischer, ästhetischer, erzieherischer Hinsicht

Die heutige moderne Gesellschaft fordert dazu auf, im Unterricht neue

Unterrichtsmethoden und Hilfsmittel zu benutzen. Die Mehrheit der Schulen hat diese Hilfsmittel schon zur Verfügung Computer, interaktive Tafeln, weiße Tafeln oder Whiteboards, auf die man nicht mehr mit den Kreiden schreibt, sondern mit den Filzstiften und weitere. Die Gesellschaft unterstützt die Innovation im Schulwesen, ja fordert sie sogar. Wenn man heute im Schulwesen arbeiten will, muss man mindestens die Grundlagen der Arbeit mit dem Computer beherrschen.

Und wenn man auch mit anderen Geräten arbeiten kann, z.B. mit der interaktiven Tafel, ist das zweifellos ein großer Vorteil. Aber nicht viele Lehrer verwenden diese Hilfsmittel, obwohl die Mehrheit der Schulen sie zur Disposition hat. Viele Lehrer wehren sich die neuen Unterrichtsmethoden zu nutzen, meistens aus mehreren Gründen. Entweder haben sie Angst, etwas Neues zu probieren, oder sie haben ungenügend gute Ideen für neue Unterrichtsmethoden. Die Mehrheit der Lehrer verweigert sich den innovativen Methoden aber wegen ihres Zeitaufwands. Eine Idee bekommen, sich etwas zu überlegen, alle notwendigen Hilfsmittel und Materialien für eine konkrete Unterrichtsstunde vorbereiten, das alles dauert zu viel Zeit. Wenn jeder Lehrer diese anstrengende Vorbereitung bei der Vollzeit-beschäftigung einundzwanzigmal in der Woche machen sollte, bliebe ihm fast keine Freizeit. Aber trotzdem sollten die Lehrer die modernen Unterrichts-methoden in den Stundenprüfen, mindestens bei einigen Fächern, wenigstens in einigen Stunden, und zwar nicht nur für die Effektivierung des Unterrichts, sondern auch wegen der Abwechslung. Das Fach könnte dann für die Schüler wieder interessant sein. Man kann gerade bei der Fremdsprache beginnen. In einem Fremdsprachenunterricht gibt es viele Möglichkeiten, den Schülern spielerisch und unterhaltend die neuen Kenntnisse zu vermitteln.

Die Schüler wollen nicht den ganzen Tag bewegungslos in den Bänken sitzen, stumpf auf die Tafel starren und dem Lehrer zuhören, der ihnen gar nichts interessantes sagt. Das bringt ihnen überhaupt nichts. Hier und da schreiben sie etwas in ihre Hefte oder sie gehen einmal in der ganzen Stunde zur Tafel. In der übrigen Zeit denken sie an etwas anderes. Man darf sich nicht wundern. Wenn die Unterrichtsstunde langweilig ist, bleibt niemand fünfundvierzig Minuten in der Bank sitzen. Die Lehrer

können jederzeit stehen, gehen oder sitzen. Langweilen wir die Schüler nicht mit monotoner Vorlesung, mit klassischer Einschreibung ins Heft oder mit dem Üben immer gleichartiger Übungen. Der Lehrer sollte in ihnen die Phantasie und die Wissbegier wecken. Es gibt viele Möglichkeiten, wie man das erreichen kann.

Eine Grundhaltung wie die oben dargestellte spiegelt sich folgerichtig auch bei Hochschulabsolventen wider. Sehr häufig sind es, wie wir aus einer Vielzahl von Fortbildungsveranstaltungen wissen für uns anfangs doch recht überraschend, gerade schon Referendare, also Berufsanfänger, die Skepsis äußern, bevor sie dabei behilflich sind, die Information und Könnensdefizite abzubauen, welche die Schule gegenüber dem Homebereich besonders beim Einsatz multimedialer Software aufweist. Von den deutschen Lehrern sind derzeit so Bundes Forschungsminister Rüttgers nur 20 bis 30% freiwillig bereit, sich mit dem Thema Multimedia zu befassen. Daß die Schule zumindest beim Einsatz multimedialer Lernsoftware im Wettbe- werb mit dem Homebereich absolut ins Hintertreffen geraten ist, wird nicht nur am Ausstattungsgrad mit Hardware deutlich, sondern auch bei einem Überblick über die entwickelte Lernsoftware: Von löblichen Ausnahmen abgesehen, handelt es sich bei den entsprechenden CD ROM Produktionen um sog. Nachmittagssoftware, die bestenfalls in Teilbereichen mit dem schulischen Curriculum kompatibel ist. Sie ist häufig von Hobby informatikern oder Hobbypädagogen verfaßt und weist schwerwiegende Mängel nicht nur in fachlicher, medialer, didaktischer und pro-grammiertechnischer, sondern auch in ethischer, ästhetischer und erzieherischer Hinsicht auf.

Bei der Verteidigung einer praxisorientierten, didaktisch-methodischen Abhandlung zum Sprachenlernen und -lehren mit interaktiven Medien an einer deutschen Universität im Frühjahr 1997 legten einige Mitglieder der Promotions-kommission besonderen Wert auf den exakten Nachweis der größeren Effektivität des Unterrichts mittels der genannten Medien im Vergleich zum etablierten Fremdsprachenunterricht. Eine derartige Forderung folgt zwar einer ehrwürdigen akademischen Tradition, ist aber u. E. derzeit aus mehreren Gründen unproduktiv und wenig hilf reich; denn anstatt erst einmal die Chancen der neuen Medien zu untersuchen und auf die aktuellen, dringen den Anforderungen der Praxis, etwa durch Beratung und Verbesserung der angebotenen Software, zu reagieren, werden erst einmal Bedenken geäußert, vor allem wenn es um die Einführung neuer Techniken geht.

Heute in unserem Land sind wir in einer Situation, in der in einem gesellschaftlich wichtigen Bereich, nämlich beim Computer, Kinder zum Teil eine höhere Kompetenz als ihre Eltern haben. Und oft haben die Älteren noch gar nicht mitbekommen, was für Jugendliche im Umgang mit dem PC schon selbstver-ständlich ist. Bei allen Unterrichtsformen ist darauf zu achten, daß die Potenzen, die sich aus der multimedialen, meist fächerübergreifen den Konzeption der interaktiven Medien ergeben, für die Entwicklung des fächer übergreifenden, vernetzten Denkens genutzt werden.

THE SPECIAL WAYS, WHICH WERE USED IN AMIR TEMUR'S DIPLOMACY

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Annotation

Uzbekistan is leaning on past 25 years practices and Amir Temur's great diplomatic viewpoints in the foreign affairs. Leaning on our historical bases and roots serve to develop our foreign affairs. Therefore investigating Amir Temur's diplomacy is considered as the first step to the way of development. Peace, the interests of both sides, forgiving and being kind to even enemies, acting the rules of foreign affairs and foreign diplomacy, the safety of human lives were the basis of Amir Temur's diplomacy.

Key words: development, human interests, history, world community, Amir Temur's diplomacy, leadership, practice, diplomatic methods, solution, ordinary people, justice, De Klavixo, "Diaries", heirs, cultures, religions.

Nowadays Uzbekistan is passing its way to prospect very rapidly. The history of our motherland and the current prospect of Uzbekistan is being impressed by all over the world. And, of course, the whole world is acknowledging Uzbekistan's every year's prospect and history in the past.

The reforms headed by our President Shavkat Mirziyoev and practical attempts only try to gain the highest positions of the development, to develop our country according to the demands of the modern life, to supply the people's interests. That's why those reforms are highly significant.

Actually every sovereign country enters the world community with their own foreign political principles, common viewpoints to global problems and other outlooks as well.

Uzbekistan is leaning on past 25 years practices and Amir Temur's great diplomatic viewpoints in the foreign affairs. Leaning on our historical bases and roots serve to develop our foreign affairs. Therefore investigating Amir Temur's diplomacy is considered as the first step to the way of development. Amir Temur achieved his nine out of ten power due to his diplomatic qualification from his early activity to his death. Peace, the interests of both sides, forgiving and being kind to even enemies, appreciating the ambassadors in any occasion, acting the rules of foreign affairs and foreign diplomacy, the safety of human lives were the basis of Amir Temur's diplomacy.

Historical resources show that Amir Temur decided his nine out of ten affairs with rightly used actions, namely firstly he used diplomatic methods to solve any kind of problems.

The special cases of Amir Temur's politics is that he never conflicted two dif-

ferent nations, two different religions, two different ideologies. He could aways find the positive solution of both sides interests.

Amir Temur's diplomacy is based on humane principles. Therefore, Amir Temur realized that every attempt in his diplomacy is connected the fate of the people simultaneously and he always solved the problems with arrangements in most cases. As a clear example, the relations between Amir Temur and Boyazid Yildrim. Amir Temur said: "The rulers' character is like wind, ordinary people's character is like verdure. If wind blows to one side the verdure blows to that side. However, any ruler should not forget his power is those ordinary people".

Official ceremonies and scripts in meeting the foreign ambassadors in Amir Temur's palace is worked out by highly-fictional composition, fictional-architectural solution, ethical and aesthetical rules and perfectly in all sides.

The diplomatic corpus in the palace worked properly even Amir Temur was at wars, all manners were held by Amir Temur's name.

De Klavixo wrote in his "Diaries" with great compassion that Amir Temur paid attention every domains and official ceremonies were perfect and attractive.

According to the situations Amir Temur used plenty methods of diplomacy: warning, advice, threatening and wide spreading and others. Amir Temur also used his enemies weakness all the time. Amir Temur's ambassadorship activity, great ability to choose ambassadors results in good diplomacy in foreign relations. On this purpose there is a special diplomatic corpus that deals with diplomatic relations and it also serves to increase the relations among countries in official, aesthetic ways. In this period all official ceremonies, organizing parties and aesthetic methods of eating meals also increased very properly.

Amir Temur's bravery, showing initiative and fearlessness characters based ground qualifications to his diplomatic achievements. He showed great respect to his enemies, he made them conclude according their affairs.

Amir Temur solved any kind of problems with caution and watchfulness. He was very calm when he was solving the problems. Because Amir Temur realized that deciding something quickly often makes so many problems.

The heirs of Amir Temur Shoxruh, Mirzo Ulugbek, Husayn Boykaro, Bobur Mirzo continued his diplomacy in the foreign and interior affairs.

Amir Temur is considered as a great ruler, who built a bridge among religions, ideologies, cultures, economics and politics.

It is important to learn and investigate Amir Temur's reforms not only in diplomatic domain, but also interior affairs and social-economical domains.

In conclusion, the history of Amir Temur's diplomacy and politics in foreign affairs must be learnt currently. These issues will help enrich the foreign affairs and diplomacy of Uzbekistan nowadays. We should learn Amir Temur's great leadership to open a way do the development and prospects of Uzbekistan in the future.

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AN INTERPRETATION OF THE ORIENTAL THEMES BY SAMUEL TAYLOR COLERIDGE

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Annotation:

The article is devoted to the issue of Orientalism in the early English Romantic Poetry as an example work of Samuel Taylor Coleridge, a member of "Lake School". It mainly analyse the picture of oriental features in "Kubla Khan" which was created in the poet's dream.

Key words and expressions: oriental features, mysterious poem, Xanadu, Kubla Khan, palace, a legendary place, dulcimer, fragment.

Аннотация:

Данная статья посвящена проблемам восточной тематики в ранней английской романтической поэзии на примере произведений представителя «Озерной школы» Семюэля Тейлора Колриджа. В основном анализируется картина восточных особенности в его поэме «Кубла Хан», созданная во сне поэта.

Ключевые слова и выражения: Восточные особенности, таинственное стихотворение, Ксанад, Кубла Хан, дворец, легендарное место, цимбалы, фрагмент.

The most talented representative of Romantic movement Samuel Taylor Coleridge was a poet, literary critic, philosopher and a member of the Lake Poets that Virginia Woolf once described him as «not a man, but a swarm.» [1] He wrote the poems 'The Rime of the Ancient Mariner" (written in 1797–98 and published in 1798 in the first edition of Lyrical Ballads) and "Kubla Khan" (completed in 1797 and published in 1816), as well as the major prose work "Biographia Literaria". We can say that these two poems played the great role in the creation of English Romanticism.

The philosophical orientation of lyric poetry of Coleridge performs an experiment in poetic structure. Spring – the melancholy hope, autumn – humility – these are the main characteristic of the poetry of Coleridge and the motives of his lyrics caused the emotional mood of the poet. Nature for the poet has a particular importance and special meaning. Its eternal wisdom and might suppress momentary weakness and despair of men.

Coleridge's famous and mysterious poem "Kubla Khan, or A Vision in a Dream" was written, probably, in the autumn of 1797. Samuel Taylor Coleridge began writing his poem in 1797, but it was left unfinished and published in 1816 with another unfinished poem of the early period "Christabel".

A string of books based on how Emperor Kubla Khan ordered to build a "stately pleasure-dome" in Xanadu – a sample of oriental luxury. In the opening

paragraph, the poet describes the sight of the palace:

In Xanadu did Kubla Khan
A stately pleasure-dome decree:
Where Alph, the sacred river, ran
Through caverns measureless to man.

Uzbek translation (by the author of the article):

Буюк Чақанду элинда Ҳубилой,
Барпо этмиш муҲташам сарой.
Алп тоғлари ётар ястаниб тенгсиз,
Дарё кўпиради, тошар тинимсиз.
Бағрига олар сўнг уйкучи денгиз.

In the history, real Kubla Khan was Mongolian general and statesman who conquered and unified China in the XIII century. He lived in a castle known as Shang-tu, in southeastern Mongolia. Kubla in Coleridge's poem built his palace where Alph and the sea. The castle was constructed on "twice five miles of fertile ground". The palace is enclosed by walls and towers, forests "ancient as the hills" and gardens "bright with sinuous rills.":

So twice five miles of fertile ground

With walls and towers were girdled round;

And there were gardens bright with sinuous rills,

Where blossomed many an incense-bearing tree;

And here were forests ancient as the hills,

Enfolding sunny spots of greenery.

In Uzbek:

Ўн милга ёйилмиш табаррук жойлар,

Гир ўраб минор-у девор атрофин;

Боғларда жилдирар илон из сойлар,

Исириқ гуллари таратган бўйлар.

Бетакрор, лек ғамгин қадимий ўрмон,

Ўсимлик дунёсин кучар безабон.

Coleridge's Xanadu is a legendary place where the extraordinary events are to be expected, such as "mighty fountain" bursting from the earth, sending "dancing rocks" into the air, followed by the sacred river itself:

And from this chasm, with ceaseless turmoil seething,

As if this earth in fast thick pants were breathing,

A mighty fountain momently was forced:

Amid whose swift half-intermitted burst

Huge fragments vaulted like rebounding hail,

Or chaffy grain beneath the thresher's flail:

And mid these dancing rocks at once and ever

It flung up momently the sacred river.

In Uzbek version:

Ўлкада энди Ҳеч тўполон тинмас,
Гўёки ер қаъри оғир Ҳансирар.
Шавқатсиз азоблар кўланкасида
Қудратли фаввора отилар шу он,
Узилар умрнинг темир занжири.

Тош тошга урилиб, янчилар Ҳамон,
Муқаддас сув жўшқин тошиб, ўйнаб сўнг,

Тўсатдан Ҳавога йўллар харсангтош.

In the last paragraph of the poem, the narrator tells his vision which he saw Abyssinian girl who was playing a dulcimer. And the long poem ends with these lines:

And close your eyes with holy dread
For he on honey-dew hath fed,

And drunk the milk of Paradise.

In Uzbek:

ВаΧима ичинда кўзларни юмиб,

Асал шудрингида тўйиниб фақат,

Симирар жаннатнинг сувин тоабад.

The poem has thus progressed from the creations of Kubla Khan's "pleasure-dome" to the magical actions of nature. In the first publication of "Kubla Khan", Coleridge prefaced that the poem came to his mind in his sleep after receiving opium and reading volumes of Samuel Purchas with the notes on the life of Marco Polo at the court of the Mongol Khan Kubilaya (Kubla Khan). After waking up, he remembered the entire poem and began to write it. But he was interrupted by a servant on a business from Porlock for an hour. When he returned to continue his writing, I realized with horror that he could not recall anything else! Coleridge remembered only "some eight or ten scattered lines and images". So the poem remained unfinished. "With the exception of some eight or ten scattered lines and images, all the rest had passed away like the images on the surface of a stream into which a stone has been cast, but, alas! without the after restoration of the lat-ter!"[4] Coleridge lamented. Even it was fragment, the poem took a prominent place in English literature.

During researching Coleridge's life and literary works, I noticed that his contribution to developing romantic spirit is very great. The concepts of the imagination by Wordsworth and Coleridge changed the future course of literature and criticism because generations were educated to use it. We can see that in the Romantic period, several poems, fictions, and other works' themes linked with the political and social concerns of their real-life. The imagination of the period was saturated with Orientalism.

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THE ROLE OF HUMOR IMPROVING SPEECH SKILLS

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Annotation: This article, devoted solely to conversational techniques, is intended for teachers of English as a foreign or second language who want to give their opportunities to students to speak using humour spontaneously and creatively

Key words: conversation sessions, increases interaction, useful tool, affective filter, visual and auditory learners, the kinesthetic, well-chosen pictures, cards, and other visual aids.

Аннотация: Это статья полностью посвящена техникам разговора нацеленная на учителей английского языка как иностранного или второго языка которые хотят дать возможность студентам говорить используя юмор спонтанно и креативно.

Ключевые слова: разговорные сессии, повышение общяемости, полезный материал, эффективный фильтр, визуальные и аудиторные студенты, кинестетические студенты, отобранные картинки, карточки, и другие визуальные материалы.

Use of humor in the form of English jokes, puns, and riddles would seem appropriate in conversation sessions: yet, teachers who include items like these are sometimes disappointed in the results. When you laugh, you learn better. Before beginning lessons, especially, in warming up part I use several jokes, fun stories and funny games, but there is a lot more to it than this simple answer. The use of humor makes the class atmosphere more pleasant, increases interaction among teacher and students, makes learning more meaningful and enjoyable, is a useful tool to get students' attention, motivates learners, and most of the time, and pleases students. Finally, as proponents of the Natural Approach would put it, using humor lowers the affective filter. Of all humorous material, riddles often provide the most fun in language classes. Therefore, you my want to find a large collection of English riddles and choose the ones you think your students would most readily understand. Before using humor in class I'll use the following questionnaire which finds out the student's fillings for humor. It's called: **How Humorous are you?**

1. Would you tell jokes or funny stories in class?

Not at all. I don't have it in me.

If I'm in the mood.

Sure. Anything to grab their attention.

2. While clarifying vocabulary would you use funny mimes or gestures?

No, never.

If it's appropriate.

Whenever I have the chance.

3. Would you use rhymes or riddles, even if they involve the students' native language, as a memory aid?

No. I refrain from using L1.

If it helps them remember..

They always like silly rhymes.

4. Would you use funny names for characters in role-plays?

Never thought of that.

Sometimes.

Yes, most of the time.

5. Would you have boys play girls' roles and vice versa in an activity?

Of course not. That would be ridiculous.

If they are having a good day.

As often as possible. They love it.

6. Would you lower the volume while playing a song or jazz chant to allow students to sing by themselves?

Not as a rule.

Yes, if the song is appealing to them.

Sure, all the time.

7. If you used pictures of animals to form groups, would you refer to the animal when calling on the group? For instance, «What answer did the cows get?»

No, they might be offended.

Possibly, if it's done in a light hearted way.

Why not? There's no reason to get offended.

8. Would you use drawings or funny pictures for students to grasp the meaning more easily?

No, I can't draw.

I try to.

I illustrate all examples with pictures.

Give yourself:	0 points for every a answer.
	3 points for every b answer.
	6 points for every c answer.
Score descriptions:	
0 – 14	You must have had a tough childhood! We'd highly recommend a sojourn to Disney World. Whatever you do, try to bring out the child in you. Who knows? You might even like it.
15 – 40	You have a good sense of humor and you also seem to be sensible enough to judge the appropriateness of certain techniques. If your score is at the lower or higher end of this range, read that other score description, too. Which one most applies to you?
Above 41	You should be on the stage or maybe in the circus, who knows? We are sure your students have a ball in your classes, but be careful! Make sure you draw the line between teaching and performing.

There are many ways to make an activity fun. The element of surprise, for instance, frequently adds joy to class. Well-chosen pictures, cards, and other visual aids, as well as realia in general, are usually of great help. The use of music and sounds can also do the trick. Have students sing songs in different rhythms or tones of voice, for instance. It is always a good idea to have students change seating arrangements, work in groups, and complete short activities. Assign activities in which they must walk around and use body language and mimicry to express themselves and their feelings. Remember to please not only the mostly visual and auditory learners but the kinesthetic ones as well. All that will help the class to be more dynamic, and therefore, more fun.

Moreover, try to create humorous situations for role-plays and dialogues. Changing the context of that tedious role-play in the textbook to a fun one that allows the same structure to be practiced will make quite a difference in the end. You may also have students change the tone of their voices and dress differently, reinventing the character, while role-playing. Another nice technique is to attribute students' names to the characters in role-plays and skits. You can always throw in one or two intelligent jokes every now and then, and, above all, play games.

In conclusion we'd want to say that, you should not take this questionnaire too seriously. The underlying message is simply laugh and learn. Make sure you differentiate between what is appropriate and what is not for each group of students you teach. Do not miss a chance to make their learning more pleasurable and meaningful, but select and plan your activities carefully. The few suggestions provided here for making your class activities fun are only meant to provide you with ideas so you can start improvising and making your own classroom a fun place to learn.

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УДК 371(075)

THE IMPORTANCE OF THE UZBEK LANGUAGE IN OUR LIFE

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Annatation: *This article highlights the importance of mother tongue education for improving the quality of education and the future of each individual. At the same time, the positive aspects of the mother tongue's deep learning are reflected, and respect for their native language, the proper use of its priceless treasure, and the fact that literary literacy is the sacred duty of every person representing that language.*

Key words: comparative analysis, translation, literature, skills, literacy, knowledge, creativity.

ЗНАЧЕНИЕ УЗБЕКСКОГО ЯЗЫКА В НАШЕЙ ЖИЗНИ

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Аннотация: *В этой статье подчеркивается важность обучения родному языку. В то же время отражены положительные аспекты глубокого обучения родного языка и его прагматический смысл, а литературная грамотность – священный долг каждого человека, представляющего этот язык.*

Ключевые слова: *сравнительный анализ, перевод, литература, навыки, грамотность, знания, творчество.*

Our President is paying great attention to the upbringing of young people, creating enormous opportunities for them to grow up both physically and mentally-minded. For this purpose, youngs need to be able to express their opinions in oral and written form, to express their opinions, to be knowledgeable, to have high potential, to be aware of modern information technology and to foreign languages.

In general, knowing the native language, learning it deeply, and loving your own language is the duty of every person. Because when there is a language there is a nation, the language is quite progressive.

A. Navoi did a great deal of work. He considered the Uzbek language treasured. He noted that this treasure was surrounded by snakes and tigers. Navoi cleans old Uzbek literary language from these

«snakes» and «thorns»[3].

Indeed, our native language is very beautiful and rich. A. Navoi once again proved that our mother language is superior to other languages and its uniqueness is 26035 words.

The ancient Uzbek literary language was an important milestone in the creation of modern Uzbek literary language. Our language has been recognized as a beautiful and unique Turkish language. Indeed, language is a means of communication, understanding for people. First of all, if everyone knows their native language, they will be able to learn any foreign language in the future, in the interpreting the field, or in expressing his or her point of view. Therefore, in the preparation of qualified personnel, it would be advisable to pay attention to his vocabulary, speech, literacy and thinking. There is no salvation in the world but only knowledge. (Imam al – Bukhari) As for this point of view, I think that a person must always be in a search of, study, and learn from cradle to grave [1].

Because knowledge is a great way to enrich our life, to make our minds widespread. That is why Imam al-Bukhari also compared knowledge to salvation.

Human beings were born, heard in their own language, and spoke the first word in their language. This is also an important aspect of language. Therefore, today we have to increase the demand for the native language and its teaching. Because knowing the language is an art. Imagine if teachers, entrepreneurs, doctors, and athletes know their mother language, and if you want to learn a lot of foreign languages.

The brain of mindless mind will
With knowledge it will be new,
If you do not add one day to the window,
It has a thin layer of dust [2].
(Abdulqodir Bedil)

A scholar of our ancestors said:

«Studying science makes it possible for you to walk right in your youth. When you are older you become the main reason for becoming a great person. Science will always be your companion, protecting you from being misled and stumbled, and defeating your enemies». Every science has its own honor and majesty. But the only assistant to get knowledge is that language[1].

Deny Didro said, «People stop thinking while stopping reading». Indeed, human beings are superior to animals by their consciousness, thought, purpose and knowledge. In this view, man's quest for knowledge, his desire for knowledge, increases his potential, develops, and leads to success[5].

In general, the above-mentioned points are mainly factors that reflect the diversity, superiority and beauty of Turkish language.

The people who forgot their own language
The flowers in your garden
Dirty mouths are poisonous snakes.
The people who forgot their own language
The sun is shining in the sky
The stone is poured in place of light.
(Hurshid Davron)
The thoughts on this poem should be

a reminder to all of us. Because the language is its existence. Language is the future. Language is the development. Language is a work of art. Today, youngs need to understand how important our mother language. The youth are the future of our Motherland. The future is bound by language. Nowadays, it is important to prepare qualified specialists for the improvement of competence, competitiveness such as the lack of flexibility, fluency, broad outlook, literacy. Because human beings are conscious. Therefore, everyone should be exemplary with his speech, literacy, thinking.

In short, the language is a means to positively change the thinking, worldview, thinking, knowledge, culture, and education of humanity. The more human beings are thirsty, the more he knows a multitude of languages, the better his life will be, and he will learn to behave in every situation and in every situation.

Therefore, the most important thing is training young generation, their speech and literacy. Because, if the future owners do not stop learning about their native language, then our Homeland will always flourish and prosper.

We must never forget that «the language is a mirror of the image. By means of this language, we understand one another, and we can freely express our thoughts. While foreign youngsters come to our native land and study our native language, why should not we check the literacy, scientific capacity, and attitude of our staff to our language? It is important to know a lot of languages in such a period of information. But ignorance of their mother tongue is the biggest disadvantage of this man. Perfect knowledge of the language is also a major step forward toward being spiritually upbuilding. The more a person searches for, the less he speaks and hears it. But his knowledge, his research, and his actions make it perfect[4,6].

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EFFICIENCY OF INTERACTIVE METHOD IN LANGUAGE TEACHING COMPARING TO CLASSICAL METHODS

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Abstract: *This research explored the pattern of methodology and its usage in teaching foreign languages. The present study includes different methods of conducting lesson, it is based on the most effective and efficient types of innovative techniques which are widely using by professionals. The article clearly illuminate profitable factors for language learners as well as for the teachers. Interacvtive method compared with other classical methods and their types, applied modernized ways of getting knowledge according to needs of learners and aims. Moreover, put into practice language skills with the aim of experience.*

Аннотация: *В этом исследовании изучалась структура методологии и ее использование при обучении иностранным языкам. Настоящее исследование включает в себя различные методы проведения урока, оно основано на наиболее эффективных и действенных видах инновационных методов, которые широко используются профессионалами. В статье четко освещены выгодные факторы как для изучающих язык, так и для учителей. Интерактивный метод по сравнению с другими классическими методами и их типами, применяет модернизированные способы получения знаний в соответствии с потребностями учащихся и целями. Более того, применять на практике языковые навыки с целью накопления опыта.*

Key words: Methods, Active, Passive, Interaction, methodology, teaching, cooperation, process, participation, resources, factors, inner way, brainstorming, cluster, discussion, buzz session, incident process, team members, conducting, innovative, modernisation.

Methodology is a system of practices and procedures that a teacher uses to teach. Many teachers base their lessons on a mixture of methods and approaches to meet the different needs of learners and the different aims of lessons or courses. Factors in deciding how to teach include the age and experience of learners, lesson objectives, resources and expectations.

As we know teaching process has 3 main methods of conducting lesson. It includes: Passive methods, Active methods and the last one Interactive methods. In general, each of them has benefits and drawbacks, otherwise, their aim is to evaluate language skills and to express in practice. The first method is a Passive method and it is mainly depending on a teacher. A teacher is in the centre of the teaching and also plays active role in les-

son. But Passive method will be satisfied if teacher is experienced, otherwise, lessons will be boring and learners can`t get enough knowledge.

The second one is Active method. It is based on cooperation between teacher and learner. Both of their roles and participations are equal in the process of interaction and transfer. For example, learners may ask questions; express their own ideas with a teacher, and can share opinions with other group members.

The last but more effective and efficient method is Interactive method. Nowadays, when our community full of new ideas and modernizations it can be justified direction comparing the rest of others. In Interactive method teachers should motivate and correctly direct language learners to achieve the aim of the lesson and also do it in usage of activities including interactive exercises, interesting tasks in a way of a game. Moreover, it seems to be form of Active method, on the contrary, it is more modernized in a inner way including cooperation between teacher and learner. However, here teacher should know how to change perceptions of students and to bring importance and satisfaction from language learning.

It appears that in classical methods during the lessons students often lose their interest, but interactive teaching promotes an atmosphere of attention and participation. I suppose that firstly, it may be acceptable to make such things as:

–encouraging student participations;

–using questions thar stimulate response, discussion and a hands-on experience;

–using teaching aids that press for answers and capture the students attention;

–setting up a workgroup environment;

–involving yourself as well as the student.

In addition to these factors there are some kind of techniques that are based on this method such as brainstorming, buzz session, incident process, cluster and etc.

Buzz session or discussion. This type of technique helps to learners consistently and logically express their thought and ideas by presenting grounds for their utterances. The learners work in a small groups and this improves their activity because every member of the group may express new ideas and takes part in the discussion. Every student should contribute own thoughts aand learn from another`s input and experience.

The next innovative style is **incident process**. This teaching style involves a case study format, but the process is not rigid as a full case study training session. The focus is on learning how to solve real problems that involve real people – preparing your students for life beyond your classroom. Provide small group of students with details from actual incidents and then ask them to develop a workable solution.

Another style is **cluster**. It is one of widely used type in teaching a foreign language now and it can be used in all stages of teaching English from youngers to adults. This style can be effectively used in improving monologic speech habits and skills. Furthermore, it really works when we present our project work. To illustrate cluster we can write one main

word then other things which we can include, bind or which can describe this word. Psychologists say that visual learners get their information according to various pictures, clusters, diagrams and other aids. In other words, it is useful for most visual learners.

We have also one considerable way of interaction. It is **brainstorming**. Interactive brainstorming is typically performed in group session. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to pull together. Types of interactive brainstorming are individual brainstorming, team-idea mapping, group passing, online interaction such as chat, forum and e mails and etc.

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TOPIC: ENGLISH IS AS A GLOBAL LANGUAGE. IS ENGLISH KILLING?

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Annotation

English language has become an irreplaceable source of communication and has achieved all the possible statuses among the nations of the world. The way it has become the language of nearly all spheres has made it a global language that can not beaten by any other languages. As a result, precisely English language, according to some investigation results, is being considered responsible for the extinction of some minor languages which can not compete with the powerful global language.

Английский язык стал незаменимым источником коммуникации и среди языков мира стал лидером. Использовании во всех сферах делал его непобедимым. В результате проведенных исследований стало ясно что английский язык стал причиной исчезновении многих мельких языков.

Only 1,500 years ago English was a small language spoken by a bunch of Germanic tribes in the island of Britain and coming today it possesses the superiority of all time. However, it was not plain process to grow such powerful and achieve the official position and education preference in every nation. Doubtless, its globalization took shape over centuries and of course, there were some major factors that made English the most widely-spoken among other languages.

The first and obvious reason was, of course, The British Empire and its power. Before they colonized a quarter of the planet, they were the only nation to speak English. The next reason is American post-war leadership in authoritative spheres like science and business. Also, popular culture of The USA and The UK served as an additional contribution to the spread of English language with top speed. In one word, currently, English language is holding the dominance thanks to the power of its people.

At first sight having only one dominant one from 7.000 other languages may seem like having the solution to reduce miscommunication and a chance for the creation of newer opportunities. However, there has jumped out a number of negative whispers about English being a cause for eradication of some languages. It is claimed in the article "Is English a Killer or an International Auxilary? Its Use and Function in a Globalised world", the current disappearance of many so-called minority languages, that are in most cases absorbed-"killed"-by English, seems like one of those unavoidable side effects of globalisation[1]. According to the

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[1] "Is English a Killer or an International Auxilary? Its Use and Function in a Globalised world". Nick Ceramella, University of Trento.

information from www.bartleby.com being as a global, English language is leading to the extinction of some minor languages and dialects as they can not compete with it.

Majority of people may notice only the benefits of English being a global language, however, some prominent researchers have carried out some investigation on endangered languages. In general, languages die for several reasons. One of them is culture. From ancient times, mostly after invasions many cultures have been dominated by other cultures. As suppression became tougher the impact on the native language ascended. Thus, languages which could not stand against gradually died out. The same situation is going to occur but in much modern shape. Nicholas Ostler who is the founder of the Endangered Languages Foundation(ELF)- a charitable organization which was set up in the ninetieth to support the promotion of endangered tongues also has his own idea on this issue. He says: " English is killing off scores of minority languages in their wake to spread, with English creeping in among younger generations everywhere as the language of mass communications and symbol of progress minority regional languages are becoming increasingly difficult to accommodate[2]". Marc Ettlinger PhD linguistics UC, Berkeley had also quite the same opinion. He says often languages as a nation state kill minority languages as a function of Nationalized school where success is determined by knowing the dominant language.

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2   Nicholas Ostler, founder of "ELF"

Nowadays, the Scottish Gaelic, Welsh and the mother tongue of Aborigens-native Indians living in America can be considered as examples of endangered tongues. In 1998, www.economist.com insinuated that there had left only about 50.000 people speaking in Scottish Gaelic. In 2001, only 1.2 percent of the population could speak in it. Some researches show that extinction happens sometimes due to the smaller language's weak roots and wrong attitude and there is no reason to blame the global language. That is why there soon appeared some articles that proved the innocence of English language. An article that appeared in 2006, May 30 explained the issue plainly. It said almost like this: "This is not about the usage of English language or appreciating it too much, this is about those people who are currently using the certain language. If they feel responsible for the culture and traditions that carries native language, then they will keep and support their mother tongues no matter what". The greatest example can be English language's impact on Indian languages. In 19th century India was occupied by Great Britain. Naturally, English language was interfered by force. Even though, English language played a crucial role in influencing on Indian culture, over almost two thousand years or so Indian language and its varieties did not die out. They remained as the nation kept following their spiritual ideas and used holy scripts. In one word, it was the nation who prevented language and one culture from dying out. The precious words from Akira Y. Yamamoto reminds the importance of each culture once more:

"When we lose a language, we lose a worldview, a unique identity, and a storehouse of knowledge[3]".

To sum up, losing a language is doubtless losing crucial knowledge about the particular nation's history, culture or even their local environment. It is not acceptable. However, putting the blame on the global language is not the solution. Coming from above-mentioned facts and extracts from investigations one can come to this conclusion: "English language does not kill other languages. The matter is in each of us and the way how we treat our mother tongue. It is true that English language is super-essential source that opens up a way with golden stairs for a bright future. However, each of us should cherish our mother tongue and teach younger generation to respect it as this indicates the future of the country and people living in it".

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COMMUNICATIVE LANGUAGE TEACHING IN ESL

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ABSTRACT

In this article, there are given various interactive methods of language teaching. Different definitions of CLT stated by scholars and educators are presented. Some theoretical information are written along with origin and major characteristic features of CLT. By the point of view of most scholars, Communicative Language Teaching is treated as one of the best and a recent approach in teaching English as foreign / second language. This article will show also studies which are conducted by researchers in this field. In the end the conclusion as per the review of the literature indicated.

Key words: Communicative Language Teaching, Approach, Method, Researcher.

01. Introduction

Recently, English language is becoming mostly spoken one all over the world, because of its importance and influence of English speaking countries in many fields of life. That is why, modern countries are paying attention to teach English language for their youth. The history of language teaching includes certain methods such as Audio-lingual, Grammar Translation, Suggestopedia and Total Physical Response. All these methods have been widely and extensively discussed and evaluated by researchers and scholars. Each of them has their own focus, weak points as well as strong points and they are based on a theory. In other words, methods are developed based on theories such as behaviorism, structuralism, constructivism and universal grammar. Nowadays, the CLT method, which is originated in Britain, is widely used in English as Second Language (ESL) class-rooms around the world. CLT is recognized as powerful theoretical model in ELT by many linguists and language teachers as a useful approach to language teaching. In this article, I will try to define Communicative Language Teaching approach, its theoretical background and some important characteristics. I will also explain main advantages and disadvantages of CLT approach.

02. Definition of Communicative Language Teaching

Communicative Language Teaching is an approach which has been given definition by many scholars (Cannale, 1983; Cook, 1991; Littlewood, 1981; O'Malley and Chamot, 1990; Richards and Rodgers 2001; Rivers, 1987). One of them defined CLT such: "It is an approach to foreign or second language teaching which emphasises that the goal of language learning is communi-

cative competence" (Richards 1992:65). From the point of view of Littlewood CLT is "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view" (1981:1).

Moreover, CLT propose that, by using the target language in a meaningful way beyond teaching grammatical rules of that language, learners will develop communicative competence. The communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably.

Communicative Language Teaching is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage. In this approach, students are given tasks to accomplish using language instead of studying the language.

03. The origin of Communicative Language Teaching

If we look at the history of Communicative Language Teaching (CLT), it has its roots in England, which is a primarily English as a Second Language (ESL) environment. In the early 1960s views about second language teaching were changing, and the theoretical aspects behind them were also being rethought. It was during this time of re-evaluation that CLT was born. Galloway says that the communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the Audio-lingual and Grammar Translation methods of foreign language system.

Richards and Rodgers (1986), on the other hand, claim that the origins of communicative language teaching are to be found in the changes of situational language teaching approaches, which influenced the British language teaching tradition till the late 1960s.

The greatest scholars of that time such as Candlin (1981) and Widdowson (1978) saw the importance of communicative approaches in target language and emphasized speaking in L2 during the classes rather than focusing on mere mastery of structures. They felt that students were not learning target language connecting with real life with those methods, i.e., Situational Language Teaching, Audio-lingual or Grammar Translation method.

04. Theoretical views of some researchers and scholars on CLT

As the communicative approach to language teaching is, relatively, a newly adapted approach in the area of foreign / second language teaching, educators try to use this approach during their classes and lessons. Each of them has their different views on CLT, how to use it and how to adapt it for learners.

Savignon (1991 p: 93) states that CLT can be seen to derive from a multidisciplinary perspective that includes, at least, linguistics, psychology, philosophy, sociology and educational research. For Brown, for instance, "Communicative Language Teaching is a unified but broadly – based theo-

retical position about the nature of language and language learning and teaching".

In addition to this, we have different versions and various ways in which CLT is applied. The educators in this field states that:

Littlewood (1981); Finocchiaro and Brumfit (1983): In order to be proficient learner and acquire target language effectively, students need knowledge of the linguistic form, meaning and functions.

CLT gives primary importance to the use or function of the language and secondary importance to its structure or form[5]. It does not mean that grammar is not important, rather in order to speak and communicate correctly, it is essential to know systematic form and function.

Brown (1994), Finocchiaro and Brumfit (1983): These scholars and educators put fluency more vital rather than accuracy and state: "Fluency and accuracy are seen as complementary principles underlying communicative techniques. However, at times fluency may have to take on more importance than accuracy because fluency and acceptable language is the primary goal".

In teaching and learning process not only teacher's attitude or learner's approach to the lesson, but also the environment of the classroom should be considered.

Classrooms should provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative role plays, simulations, dramas, games, projects, etc., is the major activities which can help the learner provide spontaneity and improvisation, not just repetition and drills.

Another characteristic of the classroom process is the use of authentic materials because it is felt desirable to give students the opportunity to develop the strategies for understanding language as it is actually used by native speakers. Information gap, choice and feedback are thought to be truly communicative activities (Johnson and Morrow 1981).

Littlewood says "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language" (1981: 1).

05. Advantages and disadvantages of CLT

Communicative teaching emphasizes on "task-oriented, student-centered" language teaching practice and it provides students with comprehensive use of English language, for communication of opportunities (Richards, 2006).Scholars in this field also suggest some of the major advantages of CLT:

(A) Advantages of CLT:

a) It provides students with assignments which allow them to impove their own ideas. This enables the learners to be more confident when interacting with other people and they also enjoy talking more[9]

b) CLT focuses on and aims at communicative competence. Thus, it enables learners to communicate fluently in real-life situations. In other words, it brings the real life situation of the native English in to classroom activities such as role-play and simulation[10].

c) This approach is not teacher-centered, rather learner-centered. Learner has much more time to work on activities and improve language skills. Teacher's role here is only introducing topic, controlling the class and facilitating the learning process.

(B) Disadvantages of CLT

Even CLT is one of effective ways of teaching foreign languages; it has also its drawbacks:

a) Communicative language teaching focuses much attention to the meaning, fluency, coherence but not to the correctness. It means that we need also grammar in order to speak correctly. It is true to say, CLT gives much priority to oral skills and less emphasis is given to reading and writing skills.

b) Second drawback is CLT is not appropriate for all levels of learners. For instance, it is great for advanced and intermediate learners to practice speaking, increasing oral skills.

However, beginner learners need to be controlled by teacher, and teacher-centered approach should be acceptable. It may seem difficult to speak from beginning of their learning process.

c) Teachers make much effort and difficulties in finding appropriate authentic material for class. Activities which support communication should be real-life and related to the interests of learners. This is one of the most important principles of this approach.

CONCLUSION

To sum up, in my point of view Communicative Language Teaching is one of the latest approaches for teaching language which gives emphasis to the language use and provides more opportunity to learner to practice the target language in spite of its limitation. Today most of the students learning second language aiming that speaking fluently in that language. Imagine if you want to go to abroad for working, living, studying or for any other reasons, you should know that country's language and be able to use the language independently and fluently in a variety of real life communicative situations such as you are on a trip, in a meeting or in a restaurant. If accuracy and correcting grammatical errors are also taken into consideration in CLT, this method will be the best one over others.

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THE ISSUES OF PUBLIC ADMINISTRATION IN THE WORK OF ALISHER NAVOI – THE FOUNDATION OF A NEW ERA OF DEMOCRACY

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Abstract

In this article, we described the great figure of the East – Alisher Navoi's views on public administration are based on the principles of democracy and the solid foundation of democracy, which is now recognized by the international community

Аннотация

В этой статье мы описали великую фигуру Востока – взгляды Алишера Навои на государственное управление основаны на принципах демократии и прочной основе демократии, которая сейчас признана международным сообществом

Key words: public administration, national government, democracy, politics, council, government.

> *If I am done thousand times torture, I will not cry anytime*
> *If people are done a torture, I will cry for a thousand times.*
> **Alisher Navoi**

The great philosopher, the ideological founder of the principles of humanity and democracy in the Orient, (Maksud Shahshezadeh, son of Azerbaijan, essentially said: "The sultan of Ghazali property") Nizamiddin Mir Alisher is not only rare in art, but also remembered as a person activated in the state administration and politics. The great poet and thinker Alisher Navoi's works reflect the whole concept of enlightenment of our national statehood. This concept, on the one hand, incorporates the concepts of justice expressed in Islamic sources, and secondly, the ancient Greek philosophers and the Persian philosophic views, and thirdly, the concepts of mysticism. This concept is based not only on the Uzbek people and the Turkish statehood, but also on human rights recognized by the international community, as well as the democratic governance of the state. In particular, the King must gather the state (emirs, ministers) and discuss the "property and function of it". Navoi repeatedly emphasized the role of counseling in public affairs. In councils, not only the "government officials", but also the wise men, wise judges can participate too. Today, this form of public administration is understood as a parliamentary democracy. Today, public administration can be regarded as an explanation of the selection or appointment of senators in countries with democracy. Because the pain of people can be understood only by the one who is walking in

the public, not out of them. But each one has its own role. Therefore, it is a good idea to consult initially with public officials, primarily public and honest people, and then make decisions on important national issues. There are, of course, things to decree quickly in the government work, the King must make a decision by himself. You also have to take some measures to put an end to risk, but it will be beneficial to consult with the nearest people. The above-mentioned opinion of Navoi is as follows: politics is a river. Every now and then it runs violently, sometimes with silence. If the rain and the snow are good, the river flows for a good. The people who use it find food. If it does not, then neither the plants nor the people will enjoy it. By the way, it flows from the desert to the arid steppe. As a consequence of it, The people are hungry, the place of welfare turns into the place filled with poverty and dependence. This is the greatest witness of history. It is common knowledge that I tried to describe the sympathy of the ruler in rain and snow. Nowadays, there is political unrest in the Middle East, the events and processes which are taking place in the far-flung countries, and even illegal attempt of the political leaders influence on badly public's interests. This is reason why a political balance goes out of its standard in these regions.

In his 57th letter[1], Hazrat Navoi writes: " As long as there are missions between ministers and officials, It will take to solve them a day, two or three days, They used to be so punctual that they strived for accomplishing all things on time as time was highly appreciated. In recent years, We can see that the principle of «quality and duration», proposed by the President of Uzbekistan Shavkat Mirziyoev, is based on the ideas of our great ancestor

The views of Navoi regarding public administration can also be attributed to the essence of the Islamic East. For instance, the ruler must act in accordance with the Shari'ah law and demand the others to be aware of it, to be aware of the people's situation, to regularly hear the wishes of those who seek justice, punish the oppressors, to establish mutual trust and love between the king and the citizen, on the basis of strict discipline, avoidance of greediness, bribery, and so on. During the years of Navoi reign as a minster of reign, was the year of high rise and prosperity in the country in every branch of life such as the prosperity of culture, justice and truth.

In Vaqfiyya[2], he says: " I have overcome the oppression as much as I can, and I have tried to cure the wounds of the oppressed. And I told the Judge what I could not do. Also, we can see that in recent years there has been an ideological and philosophical basis of the fact that state officials in Uzbekistan have become a bridge between the people and the head of state.

In conclusion, Alisher Navoi's views on the state and public administration, his practical activities, have gained a tremen-

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dous place in the formation and development of Turkic statehood. Secondly, it has been proven that it can not be taught to govern the East, and the East has proven itself to be in line with its principles of authority, both past and present. This is because of the establishment of the East, centuries-old traditions, customs and traditions. The fortress with great things will never fall!

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THE THEME OF„ESCAPING" FROM REALITY IN JONATHAN SWIFT'S NOVEL „GULLIVER'S TRAVELS"

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Annotation: *In this brief content I want to give some information about „Gulliver's Travels".*

В этом кратком содержании я хочу дать некоторую информацию о «путешествиях Гулливера»

Key words: novel, satirist, liliputians, society.

The satirist Swift wanted to show his life, society through his writings. His criticisms of the hypocrisy and favoritism of King and his court, his disgust with learning for no practical purpose. His works show evidence of moral alternatives to replace the corruption, Swift sees in contemporary English society.

His masterpiece was published in 1726. In „Gulliver's Travels" Swift criticized and satirized the iniquities of the English society in the form imaginary travels. There are so many funny, amazing, odd events which means allegory. In this novel there are 4 parts:

In the first part Gulliver goes to the liliputians. Their lifestyle and manners look like English people. There is a king, ministers, military, navy people and also laws. Their thing are huge as nowadays, but the people are little, tiny. In my point of view, time stays in its position. But people change. Firstly, we need something, but when we find it, we get bored. For example, last century people were eager to hear, find information about everything. But today, the information is much more we think. Some times, we can't find the most suitable one like liliputians. They have created, made things, composed laws.

In the second part Gulliver travels to the Brobdignag, where the people are soft-hearted, kind, enlightener. Initially, I thought he would stay here. But I was mistaken. In my opinion, Gulliver leaves this country, because of their countries kindness, peace. People will love, protect something with their heart, when they achieve it with difficulty. The people, who lives in Brobdingnag, haven't seen any harm or cruelty. If they would see, what would happened then?

In the third country Gulliver visits a series of islands devoted to abstract things like mathematics, abstract ideas and magic. There are so many scientists, whose discoveries are useless. In this part, we can observe that Swift wants to show scientists of this time. These scientists separated themselves from real life, and are busy with their unnecessary works.

Especially, one wants to take energy from cucumbers to use it in cold summer, Yeah, it is so funny. I think, Swift doesn't want to laugh at real scientists, but hypocritical science beings.

In the forth country, Gulliver goes to the land of Houghnhnms, which is divided into 2 parts: horses and yahoos. Yahoos like human-beings, they have all bad features of people. But horses are differ from yahoos, they are soft, honest, want to defend their family, country. Horses don't accept Gulliver even if he wants to help them. In my point of view, horses don't accept him because of looking like yahoos. We can't say someone truly bad, or truly perfect. Every person has his or her own features, maybe vice, maybe virtue. Horses can see Gulliver and mankind's all features.

If you read this novel, you can't find these countries and creatures on map. Swift himself created them. Writer always sees his life, society, country from another side, can analyze it deeply. It was impossible and dangerous to tell the truth, when Swift was living. Swift laughed at this time's unfair events and wanted to be fixed them. As we know, life is short. In this short life we should be free, independent. In the end of the novel, Gulliver escapes from all of them and lives on his own, creates his fair society. I think, Swift himself wants to be free, tells us about it with Gulliver.

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IMPROVING VOCABULARY EXPLOITATION MODERN TECHNOLOGY

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Abstract: This paper aims to spotlight the role of exploitation modern technology in teaching English as a second language. It discusses completely different approaches and techniques, which might assist students to boost their learning skills by exploitation technology.

Аннотация: Цель данной статьи – осветить роль эксплуатации современных технологий в преподавании английского как второго языка. В нем рассматриваются совершенно разные подходы и методы, которые могут помочь студентам повысить свои навыки обучения с помощью технологии эксплуатации.

Keywords: instructional technology, computer-aided education, fashionable instruction tools.

At the current time, the quickest developing think about the globe is technology. The globe hour angle changed chop-chop since the technology started taking up the globe. It no secret that technology has become a lot of central in our everyday lives than ever before. It helps in each side of our lives, from health and fitness to ability and social communication. Technology helps for leaners be told something at a speedy speed. Technological development has contributed to the employment of latest technologies within the field of education. Mobile technology supported learning as tutorial approaches to extend EFL learners.

Moreover, the advancement of technologies has modified the manner of teaching and learning like Personal Digital Assistants (PDAs), Laptops, sensible Phones, and Tablets that are terribly useful for the objectives of learners. Vocabulary is one among the necessary language parts and also the elementary step in EFL; it helps learners to know well spoken and written the language. Then, several studies administrated so as to lift the capability in learning vocabulary by exploitation mobile technology that is encouraging students to learn freelance learning and permitting students to settle on the approach what they like. Therefore, the current of this study aims to explore that the employment of mobile technology in up vocabulary learning However there are many ways to complement the stock of words. The technology is one among the most effective tools in enhancing and rushing the method of learning.

Listening

Listening is outlined because the method of characteristic and understanding the speech of the speakers. It involves understanding the speaker's accent or pronunciation, the speaker's descriptive linguistics and vocabulary, and

comprehension of which means (Saricoban, 1999).

The perceiver ought to be capable of doing these four things at the identical time. Therefore, listening is extremely necessary within the method of second language education. Listening is taken into account a principal language ability. Through listening, folks will acquire an outsized portion of their education, their data, their ideas, and their understanding of the globe. As associate input ability, listening plays a significant role within the students language development (Saricoban, 1999). **Reading**

Reading is that the method of understanding a transcription by the learner. It is a vital input ability that depends on the vocabulary and information of the learner within the second language (Constantinescu, 2007). Throughout the reading method, the English language learner will improve his vocabulary and terms, acquire new data and concepts, and enhance his real-world data. Many ways will be utilized to boost the reading ability of the learner through the employment of technology. A number of them are summarized below.

Online dictionaries or Electronic dictionaries

Using online another fashionable manner for up the vocabulary of the learner focuses on the use of electronic dictionaries designed specifically for West Germanic learners. These dictionaries have many constitutional functions and tools that are not provided in book dictionaries (Constantinescu, 2007). Electronic dictionaries also are straightfor-

ward to use and represent fast tools for vocabulary acquisition. **Internet sources and special sites**- for those folks that are given a lot of into going surfing, there are several net resources that are ideal for active vocabulary skills. There are several sites wherever you will be able to contact with any academician or verbalizer lecturers round the world and have a talk with them. It provides an excellent expertise for active.

Use of Computers

Computers will be accustomed develop the writing skills of West Germanic learners. Writing statements and paragraphs in a during a in an exceedingly in a terribly foreign language will be very difficult for the scholars.

However, the employment of computers and graphics-based programs will create the writing task abundant easier and pleasurable and might create them specific their thoughts a lot of clearly. Descriptive linguistics skills also can be improved with the help of data processing programs. The learner will highlight a selected a part of the transcription through underlining, bolding, italicizing, or dynamical the font size and color of the text with the help of those programs that have the potential of mechanically checking the writing system and descriptive linguistics. So, the employment of the pc as a tool in finding out descriptive linguistics is far a lot of motivating for the coed than the method of ancient writing with a paper and a pencil (Ybarra & inexperienced, 2003).

Writing

Writing E-mails email correspondence could be a fashionable manner for

writing and transferring messages through the web. Exploitation e-mail will be a very effective suggests that for up writing skills. Students will use E-mails to be told a way to answer the incoming messages exploitation some formal statements and meaningful language (Singhal, 1997).

To add up technology in learning a second language has become a true necessity these days. This paper has reviewed shortly however technology will be utilized in developing the language skills of the learner. Completely different ways for exploitation technology in up the four language skills were mentioned totally. A case study was conjointly administrated to estimate the satisfactoriness of some students for the use of technology to boost their language skills. As a result, the subsequent final remarks and proposals will be recorded:

As technology has developed, the incorporation of this medium into the instruction method becomes necessary.

The pc is being viewed a lot of as associate integral a part of the educational activity, and as a method by that skills are transferred to learners.

Theory and observe in second acquisition will be matched along by the employment of contemporary technology.

fashionable technical ways in which ought to be followed for effective learning and teaching of the second language.

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THEORETICAL OVERVIEW ON WHILE-LISTENING SKILLS AND ACTIVITIES FOR DIFFERENT LEVELS

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Annotation. In this article, there are given theoretical overview and different types of techniques on while-listening skills. It discusses various types of while-listening activities according to the level of learners. Additionally, it gives appropriate examples of while-listening activities for different levels.

Key words: While-listening skills, activities, techniques

Introduction

The history of English language teaching is full of various types of approaches, strategies and methods and they differ according to the skills. While-listening activities reflect this as much as any other aspect of language teaching, and down the ages we have persuaded students to do a whole range of things when they listen: transcribing everything that is said, word for word; curling up in an armchair and closing their eyes while the teacher reads a text; falling asleep at night to the sound of English on tape, hoping that the language will worm its way into their dreams.

While-listening skills are important to develop. Language learners want to understand target language of the speakers. Listening is not an easy skill to acquire because it requires listeners to make meaning from the oral input by drawing upon their background knowledge and produce information in their long term memory and make their own interpretations of the spoken passages .In other words, listeners need to be active processors of information.

02. Theoretical overview and different types of techniques on while-listening skills.

According to S.Sahr who is the Masters in ESL administration students tend to listen carefully if they have a purpose or a task to perform based on the listening. A thorough procedure could be like the following. Students should:

- Listen to the entire passage (maximum 2 minutes in length). [Don't let students do anything. Their job is to just listen.]
- Ask for clarification if something is unclear. [If at all possible, give clarification in English.]
- Complete the task; use the notes if necessary.
- Listen again and check answers, fill in missing parts.
- Compare work with a classmate(s) before teacher checks student work.

- Go over answers or responses as a whole class.

When learners are doing while-listening activities they have three choices and they should choose only one:

- Listen to Main Idea: This listening is for understanding the general picture.
- Listen to Specific Events: Good for making timelines and categorizing.
- Listen to Details: close activity, multiple choice questions, etc.

Moreover, while-listening activities demand us to use some techniques in order to make our listening easier. For instance, **Listening for Gist** is when the learner tries to understand what is happening even if he or she can't understand every phrase or sentence. The learner is trying to pick up key words, intonation, and other clues so as to make a guess at the meaning.They may ask some questions to catch the gist of the recording:

1. *What's the subject of the passage?*
2. *What problem are they discussing?*
3. *What does the speaker think about the topic?*
4. *What's the topic of the passage?*
5. *What's the purpose of the passage?*
6. *What's the main point of the passage?*

The next type is Listening for details is when learners are listening to a speaker or a recording, sometimes they just want to know some specific information or a particular detail. For example, they might be listening to a recorded phone message for a business and all they really want to know is the hours the store will be open tomorrow. they don't care about the rest of it.

Here are some other types of techniques which we should know:

1) inferring;
2) participating actively;
3) note-taking;
4) dictation;
5) listen and do.

Additionally, each technique consists related activities which means learner can do these activities only with the help of certain techniques.

03. Various types of while-listening activities according to the level of learners.

In order to know what to teach and how to teach, teachers should know their learners level to teach foreign language. Because we have a lot of approaches, strategies, techniques and teachers can not use them as they want, also learners` level may differ through skills. However, no matter what skill teachers teach they should pay attention to these levels:

1. Beginner;
2. Elementary;
3. Pre-intermediate;
4. Intermediate;
5. Upper-intermediate;
6. Advanced.

As for while- listening stage, it has its certain techniques together with several activities. When we learn about them we can easily find their degree of difficulty.

There are many While-Listening activities that teachers can use but with some changes. It means that according to the level of learners teachers can choose more difficult or easier topic. They are followings:

1. Listen and Describe: The teacher tells a story but stops regularly and asks the students to write or give a description.

2. True or False: The teachers tells a story and the students has to determine if the sentences that he has are true or false statements

3.Hidden Picture: The teachers gives a picture to the students about any particular subject and one of the students describes a picture and another student has to note down some of the things that her or his classmate says.

4. Dictation of short passages: This is an activity which has been discontinued but it helps students to practice skills, they have to listen to the sentences, they have to write them down, they have to read and say their sentences to their teacher to make sure they got their sentences right.

6: Picture Dictation: The teacher describes a pcitures without showing to the students and they have to draw it.

7. False Facts Dictation: The teachers reads some statements which are false facts and students has to correct them silently and then they have to discuss them with a partner.

However there are another type of activities for certain levels.We can give some examples for elementary level learners. First one is called **"Bingo".**In this activity, which is particularly enjoyable for young learners, the teacher writes a list of words on the board, all of which occur during the listening passage. These should be content words - nouns and some verbs, not words such as of or and.The students, working alone, choose and write down seven of these words (or however many

the teacher feels is appropriate). They then listen to the passage. Whenever their words come up, they tick them. They shout Bingo! when they have ticked all seven. Next one is "**Times, dates, numbers"** activity many listening passages are full of times, dates and numbers. We can ask our students to note them down, also making a note of their significance. A real-life application of this exercise is writing down a phone number or address.

We have several activities for intermediate levels and one of them is called "**Mixed focus"** the students listen to the same passage but they focus on different information, or 'tune in' to different speakers. For example, if the recording consists of two people giving an opinion on something, listener 1 listens for speaker A's opinion, while listener 2 listens for speaker B's opinion. There are numerous variations on this, depending on the material being used. For example, at a high level, one group of students can be asked to listen for idiomatic language while the other listens for adjectives. Activity which is called **"Pause and predict"** essentially, this involves creating gaps in the text, which the listener tries to fill. The teacher pauses the recording or narration frequently and asks students what they think will come next and why. One of the beauties of the activity is that as the text gradually reveals itself - its story line, tone, theme, style and register- the listener's guesses tend to become more and more accurate.Last one is "**Not her, not him"** each student is given ten to twelve pictures of people. Every picture must be on a separate sheet of paper. The teacher

then describes one of the people slowly, without telling the students which one. As the students hear the unfolding description, they are able to eliminate various candidates (inferring who isn't being described). They turn over the pictures that don't fit the description. The activity requires some practice on the part of the teacher, the key being to reveal information gradually.

CONCLUSION

In conclusion,I can say that the reasons for using while-listening activities are that we need to know what our students have understood, and the activities themselves can help students to understand the passage better. I can suggest that listening for gist is the first thing we will usually ask students to do. It is the most basic requirement of listening. It is also important to pay attention for listening for detail, and it help us to improve our ability to focus on specific information.

Before using while-listening activities teachers should consider learners` level and choose activities according to it. The reason for this low level learners may face difficulties if they are given more difficult listening activity, as well higher level learners may find really easy if they deal with easy listening activities.

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RESEARCHING THE ISSUES OF GNOSIOLOGY AND ANTHOLOGY IN THE WORKS OF BERDAHK

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Annotation: The article researches the most significant sphere of philosophy- the issues of gnosiology and anthology and analyzing on them in the Berdakh's works.

Key words: God, matter, pantheism, Ideology, the base of the world, gnosiology, anthology.

Аннонация: Данная статья посвящена анализу философских вопросов, конкретно онтологических и гносеолеогических вопросов в произведениях классика каракалпакской культуры 19-века Бердаха Гаргабай углы.

Ключевые слова: Бог,материя, пантеизм, идеализм, основа бытия, гносеология, онтология.

The 19th century traced as a special time during the progression of humanity. The political issues, social life, the changes in science, humans' attitude toward religion, various comprehensions about the base of the world, the theory of knowledge possess a great number of differences. In that case Karakalpak philosophers played a noticeable role especially Berdakhs' works are completely differ from others. One of the most famous philosophers in the eastern countries Berdakh expressed his thoughts as literary images not philosophical one. He is considered as the pride of Karakalpak nation. He dedicated his life to make peoples life happy and peaceful as well as he tried to create equality among them. Berdimurat (nickname was Berdakh) described the unfavorable conditions of the life of old Karakalpak and expressed it using philosophical thoughts. It can be truth if we call him as the first philosopher of Karakalpaks. All of his works and ideas were connected with the political and social issues in that time. Also he researched not only social political and ethics issues but also he reflected on the issues of gnosiology and anthology. He considered about the matter like how the world existed, what is the base of the world? Philosopher believed that the base of the world is God and he created all the things in the world. For instance: in his poem called "give me" he wrote like that

"ALL were created by God"

It means that he believed that the base of the world was ideology. The poet tried to find solution for problematic issues of humanity. Which of them does take place first matter or comprehension and expressed his thoughts like that; there are four things in the base of the world. And you should know them. In his works he

mentioned that the four things land, water, fire, air were base of the world."Would search". It means that before all of them the God stands first. The God is powerful and he created all the creatures in the world and the other things possess the qualities like him. The most important thing is he considered the nature and matter as the whole thing. But it is not related to dualistic outlooks.Additionally he paid attention to creation of humanity and mentioned that God created us and he helps us of course. It means that God created people and he has a big influence on their destiny. Sometimes the poet showed his anger toward God and wrote that he does not listen to me like a deaf. Except that persons' identifying himself or herself was synthesized with ethics thoughts and there was used anthology, gnosiology issues too. People were suffering from unfaith and cruelty. For that reason the poet was angry with God and wondered how he let people torture. Of course it is impossible to call it atheistic criticism. However being differ from religious thoughts the skeptics was progressive. As mentioned above there were gnosiology issues and in that case he had preference for rational knowledge.

"This was given from heaven

I kept it in my heart"

It is understandable thing that there is power which can impact on humans' mind and caused to create knowledge on their mind. He separated the world into two parts which are known positive and negative. Nevertheless, he was sure that this world is the best place to live happily. In conclusion the son of Gargabai Berdakh was the historic of philosophy. Analysing he could deliver all ethics anthology and gnosiology issues which is not only belonged to Karakalpak people but also all the people in the world. One may notice difference which is special for only East. Also he used West literature ideas too. Once K. Nurmuhamedov said: "How was valuable Pushkin for Russian, Chevshenko for Ukrain,Rustaveli for Georgian, Nawai for Uzbek,Abay for Kazahk, Maktimkhul for Turkman people The son of Gargabai Berdkh was values as the great figure for Karakalpak people".

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ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТ – РЕСУРСОВ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

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И использование Интернет, и адаптация оригинальных материалов в классе сейчас набирают ход. Т.о., путешествуя по сети, учащийся непременно встретится с таким количеством печатной информации, которую он никогда бы не собрал во время посещения страны. На самом деле, она стирает географические границы, когда-то служившие препятствием приобретения информации. В "Виртуальной реальности" возможно остановиться у небольшого кафе на проторенной дорожке, оказаться на вокзале и выяснить расписание поездов на выходные, зайти в супермаркет как коренной житель этого города, а затем принести собранную коллекцию в класс и использовать на уроке, никогда при этом не покидав дом или школу.

Несомненно, Интернет может использоваться в качестве эффективного приложения для развития грамматических, лексических навыков и умений, проверки знаний. Сюда входят всевозможные тренировочные лексические, грамматические, фонетические упражнения, тесты на чтение, грамматику, IQ-тесты и т.д. Преподаватели или сами школьники могут находить такие сайты на WWW.

Большим плюсом использования ресурсов Интернета является развитие межкультурной компетенции, т.е., знакомству с различными культурами, определению путей их взаимодействия и взаимопроникновения друг в друга, формированию культурных универсалий, необходимых для достижения взаимопонимания и плодотворного сотрудничества при непосредственном общении.

World Wide Web с огромным количеством сайтов и домашних страничек, предоставляющих информацию на все вкусы – является бескрайним полем деятельности в плане использования на уроке иностранного языка для развития межкультурной компетенции.

Можно предложить ученикам путешествовать в качестве туристов или гидов. Они смогут сами упаковать багаж и порекомендовать необходимые вещи своим клиентам, позвонить по контактному телефону авиакомпаний и гостиниц для получения информации о наличии билетов и свободных мест, заполнить бланки на получение визы и загранпаспорта… В качестве отчета о проделанной работе можно предложить ученикам создать фотоальбом или дневник своих путешествий.

Сайт WILD-e предлагает к рассмотрению аспекты овладения и проблемы профессии педагога, преподающего иностранный язык. Здесь можно

прочитать актуальные высказывания и поделиться при желании своими, исследовать мир метафор, дать свои варианты ответов в рубрике "Скажи, почему?" (Can you tell me why?) на интересующие всех вопросы, как "Почему к написанию теоретических трактатов по педагогике допускают людей, не имеющих ничего общего с практикой преподавания?" ("Why are there so many things about teaching and educational administration that are so pointless and stupid?"), поделиться опытом последнего урока и т.д.

Таким образом, используя информационные ресурсы сети Интернет, можно, интегрируя их в учебный процесс, более эффективно решать целый ряд дидактических задач на уроке английского языка:

а) формировать навыки и умения чтения, непосредственно используя материалы сети разной степени сложности;

б) совершенствовать умения аудирования на основе аутентичных звуковых текстов сети Интернет, также соответственно подготовленных учителем;

в) совершенствовать умения монологического и диалогического высказывания на основе проблемного обсуждения, представленных учителем или кем-то из учащихся, материалов сети;

г) совершенствовать умения письменной речи, индивидуально или письменно составляя ответы партнерам, участвуя в подготовке рефератов, сочинений, других эпистолярных продуктов совместной деятельности партнеров;

д) пополнять свой словарный запас, как активный, так и пассивный, лексикой современного английского языка, отражающего определенный этап развития культуры народа, социального и политического устройства общества.

При работе с компьютерными технологиями меняется и роль педагога, основная задача которого – поддерживать и направлять развитие личности учащихся, их творческий поиск. Отношения с учениками строятся на принципах сотрудничества и совместного творчества.

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STRUCTURAL AND FUNCTIONAL MODEL OF PROFESSIONAL COMPETENCE OF THE TEACHER OF PRESCHOOL EDUCATION

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Abstract: The possibilities of the structural and functional approach in the study of the phenomenon of professional competence allow us to distribute the object under study, to reveal its structural organization, the functional purpose of parts and the whole education.

Keywords: Achievement, competence, preschool education, phenomenon, theoretical readiness.

Возможности структурно-функционального подхода в исследовании феномена профессиональной компетентности позволяют распредметить исследуемый объект, раскрыть его структурную организацию, функциональное назначение частей и целого образования. Данный подход может рассматриваться как операциональный уровень системного подхода. Результатами применения структурно-функционального подхода к исследованию феномена профессиональной компетентности педагога дошкольного образования выступают:пространства и факторы профессионального становления педагога; структурная организация системного явления «профессиональная компетентность», представляющая совокупность мотивационной, теоретической, технологической и результативной готовности педагога к осуществлению профессиональной деятельности; функциональное назначение структур-

ных составляющих, логика их взаимодействия (этапность и цикличность развития феномена описывается в логике дерева целей мотивационной программно-целевой психологии). Достижение конечного результата – определенного уровня развитости профессиональной компетентности – возможно при развитие ее компонентов в следующей последовательности:

1. Мотивационно-ценностное и эмоционально-оценочное отношение педагога к педагогической действительности (смыслы и ценности субъекта в процессе его профессионализации) имеет определяющее значение для последующих этапов; назначение этого блока в развитие психологической готовности педагога к труду на основе актуализации его индивидуального опыта, оп-редмеченного в последующих блоках.

Теоретическая готовность педагога определяет компетенцию (подготов-

ленность) – совокупность знаний о педагогических фактах, принципах, закономерностях, целях, содержании, технологиях и результатах человекообразо-вания; назначение этого блока в развитие подготовленности педагога к освоению практических способов деятельности на основе знаний в области дошкольного образования.

Технологическая готовность – совокупность умений, репрезентирующих опыт реализации известных способов и творческого осуществления педагогической деятельности распредмечивает готовность педагога к реализации профессиональных функций и опредмечивает компетенцию (подготовленность).

Результативная готовность как способность определять продуктивность и результативность своей профессиональной деятельности и развития в целом, имеет целью формирование целостного образа профессиональной компетентности в совокупности всех ее блоков и компонентов – являются операциональным аспектом в измерении уровня сформированности профессиональной компетентности (квалиметрический эталон).

Основные структурные и функциональные характеристики профессиональной компетентности педагога обусловлены траекториями и пространствами профессионального становления. Пространство профессионального становления фиксирует приоритетные линии формирования профессиональной компетентности педагога во взаимодействии его субъектной (личности и деятельности) и объектно-предметной (цель и содержание профессионального труда) подсистем. Траектории профессионального становления могут рассматриваться как индивидуальный образовательный путь освоения педагогом образовательных маршрутов, реализуемых учреждением в процессе профессиональной подготовки.

Творчество педагога, как неотъемлемая характеристика профессиональной компетентности, является условием существования в профессии и выступает способом ее развития, соразвития и саморазвития взаимодействующих в педагогическом процессе субъектов. Эмпатия и антиципация – основные механизмы, обеспечивающие природосообразность человекообразования. Рефлексия выступает механизмом адекватного культурообразования и культуровос-производства педагогом общечеловеческого опыта.

Ядро профессионального становления – динамический процесс формирования профессионально-педагогической компетентности как интегративного свойства личности профессионала: психолого-педагогического и профессионально-значимого феномена, совокупности познаний, эмоционально-ценностных, субъектных и личностных качеств педагога, позволяющих ему быть эффективным в труде, добиваться продуктивных результатов и саморазвиваться средствами профессии, – служит основой для разработки структурно-функциональной модели профессиональной подготовки педагога.

На основе анализа эталонной модели, заложенной в нормативных квалификационных и профессиографических характеристиках, концепций профессиональной компетентности (А.К. Маркова, Л.М. Митина, И.К. Шалаев и др.), изучения различных диагностических процедур, экспертных оценок, способов формирования нормы-образца с использованием процедур таксономии целей, таксономии учебных целей К. Блума, на основе семиотических требований, закономерностей обучения и профессионального развития субъекта, в логике построения дерева целейМІЩУ нами построена обобщенная структурно-функциональная модель профессиональной компетентности педагога дошкольного образования.

Эта модель позволяет разработать дидактические основы построения процесса подготовки педагога в вузе, содержащие квалиметрический эталон сформированности профессиональной компетентности педагога дошкольного образования и технологии его достижения посредством технологических карт управления, соуправления и самоуправления этим процессом. Профессиональная компетентность рассматривается как характеристика способности и готовности педагога к проектированию и реализации профессиональной деятельности и собственного развития, она является интегральным качеством личности специалиста. Измеряемый эталон профессиональной компетентности может выступать действенным средством управления профессиональной подготовкой на всех этапах этого процесса: анализе, планировании, организации, контроле, регулировании.

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EFFECTIVE TEACHING OF A LANGUAGE

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Annotation: In this article the authors discuss the power of a language and the use of effective teaching of a language; teacher effectiveness and teaching effectiveness are compared.

Key words: Effective teaching, instructional effectiveness, teaching effectiveness,

The languages play a very important role in our lives. They help us express our emotions. They help us explain what we want. They help us to communicate and hence are the prime tools to express who we are. So the knowledge of a language and its proper use is very important as it clarifies us. If languages were not there to help us communicate there would be no difference in our communications and the way the animals communicate. According to this reason the ways the languages are taught play a very vital role in a person's life. English is the official language of this world it is of significant importance that this language has to be taught in such a way that it will help us not just to speak and write and listen but to communicate. That is the purpose of the language and that is what it must be used for. On this purpose innovative methods help in bringing a change and most of the times for the better. It helps the students learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and make way for new and better methods for the students benefit. This deed by teachers is called " **Effective teaching**".

Effective teaching requires criteria for effectiveness. These criteria refer to the objectives of education in general and of teaching in particular. Visions about the criteria are the result of a political and societal debate, but educational professionals, teachers and schools can also take part in it. Although objectives of education have changed over time, language, reading and mathematics remain the core studies. When we seek to define educational effectiveness in this way we recognise that a focus on outcomes reflects the value-driven choices and priorities about the goals of education that are deemed to be important in the wider education system (for example by policymakers in central or local government and at the individual school or departmental level). The emphasis on the achievement of agreed outcomes is often prioritised. For example, one definition that has been given is:

– A teacher is effective if he/she can accomplish the planned goals and assigned

tasks in accordance with school goals.

Thus, the objectives of education and the definitions of the quality and effectiveness of education are closely connect-

ed. This means that defining effective teaching must be done in relation to understanding the objectives of education. Promoting students' cognitive development can be seen as one of the prime purposes of education and teaching, though there are also likely to be other important social, behavioural and effective current and future oriented purposes and goals of education. These might include developing students to become good citizens, promoting their physical, emotional and economic well-being and inculcating skills and attitudes that encourage lifelong learning. Therefore:

Even when the objectives of education change, the stable component in it is that at least schools and education have to contribute to the cognitive development of students. The same holds for teaching. Even when we expect that schools can contribute to more than academic outcomes, and teaching is more than instruction, effective instruction remains an important component of it.

There are difference between the terms of '**instructional effectiveness**', 'teacher effectiveness' and '**teaching effectiveness**'

This reflects the fact that the primary nature of a teacher's work is instructional and that teaching or instruction is generally carried out in the classroom. Part of the confusion is because sometimes the focus is on the teacher's influence on student outcomes, and at other times on the classroom behaviours and practices that teachers use to promote better outcomes for students. Teacher effectiveness is generally referred to in terms of the focus on student outcomes and the teacher behaviours and classroom processes that promote better student outcomes as outlined in the TER definitions. However, some authors view teacher effectiveness in a broader sense. They adopt criteria that seek to encompass the duties that are seen to be part of the wider role of teachers in the 21st century, because the role of a teacher is rarely restricted to instruction only. In many countries a teacher's work has extended beyond the instructional or pedagogical role in the classroom. He/she may be facilitating his/her colleagues' teaching, engaging in broader leadership roles in the school, enhancing the quality of his/her teaching through his/ her own reflection or engaging in professional development programmes.

In any condition if teachers do their responcibility effectively, they can achieve what they want from their lesson.

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THE IMPORTANCE OF PHILOSOPHY IN EDUCATION

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Annotation: *In this article some reasons of using philosophy in education, putting the philosophical methods into practice by teachers and learning the philosophy are concerned. These methods are the necessities of today's fast pacing education.*

Аннотация: *В этой статье рассматриваются некоторые причины использования философии в образовании, применения философских методов на практике учителями и изучения философии. Эти методы являются необходимостью современного быстрого обучения.*

Key words: Affects to the society, to avoid being judgemental, the concept of Unification, the verdict, to be in the shoes, philosophy of teaching, critical skills.

Today we are not living in a big planet called the earth anymore, but we are living in a global village. The world is developing in an alarming rate. In the basis of these developments the education plays an important role. In fact, the teaching and philosophy goes hand in hand in education. As a variety of teaching and learning methods are used among the scholars and students, an adequate philosophical way of thinking and outlook is required to make the process more comfortable and understandable. "Philosophy is defined as the study of the fundamental nature of knowledge, reality, and existence, especially when considered as an academic discipline."[1]

In plain words, philosophy is the study of thought, how we thinks, and why we learn. To study philosophy as part of education is to study how people best learn, the foundations of thought in our society and societies that came before us. By learning how previous people and societies thought, we see how our world's societies, norms, and structures came to be. "It is not enough to have a good mind. The main thing is to use it well "[2].

Teachers are mentors and play an active role in inculcating independent thinking in students. However to do that as a teacher you must have a teaching philosophy of your own. Students always look up to their teacher and therefore, it becomes necessary for you to have thoughts to inspire them. "Here are specific reasons why you should study Philosophy of Education if you are a teacher"[3]:

Helps to decipher the path of learning:

Teaching philosophy has been defined as the map, which provides directions to move ahead. One may feel lost without a map. In the same way, you are going to be missed while teaching if a specific path is not decided. Hence, a map is always

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1 Debra Allred, Science and Social Studies Educator at Flag View Intermediate.

2 Rene Descartes. https://www.brainyquote.com
3 "The importance of the philosophy of education for teachers" William Oliver Martin, October 1956.

needed to make informed movements. It is not possible to make students learn something until the teacher knows why and how he/she wants to teach. Once you know your path, you will be helping your students to plan to reach their destinations.

Affects the Society:

Teachers are termed as the future makers of the community. People like you are the ones who help students choose different professions and identities. A teacher can leave a profound impact on students and help them make independent decisions in the near future. The core values that your students learn from you today are going to be applied and used in the society as they grow up. A solid philosophical background will help ensure that these values are all positive.

If you believe in breaking stereotypes, there are high chances your students will follow the same philosophical path. If your philosophy is accepting the already existing theories, rather than questioning them, your students might follow your path. Understanding the philosophy of education will teach them the need to know the whys. Along with the intellectual development of the students, it will also improve the standards of our society and make us more rational.

To Be in Their Shoes:

By learning philosophy, a teacher would be able to view and analyze from the perspective of their students. Apart from understanding why students are behaving in a particular way, teachers would also be able to know how students perceive their actions. This helps them adapt

better teaching strategies and guidance, eventually resulting in improved results.

Best of all, a teacher would be able to analyse his/her actions and understand the positives and negatives of their methods. Just as if it helps students, it helps them as well. In other words, the educational curriculum consisting of philosophy contributes to discovering the mind of the learner (student), thus aid him/her in offering experiences and opportunities for cultivating his/her potential abilities.

To Avoid Being Judgemental:

Philosophy of education also teaches a teacher the concept of not prejudicing the personality of each student. Remember that you need to consider all students equal. But, this should not affect the unique potential and capabilities of each student. As educators, you are required to teach creativity, autonomy, and curiosity to all students without compromising with their intellectual levels. The idea is to avoid giving up on a pupil, who is a low-level learner. Philosophy teaches you that ideology, where you train with an unbiased attitude.

To Teach The Concept of Unification:

Philosophy also teaches about unifying each pupil and the teacher as one body to ensure harmony. The idea is to work together to create a better citizen, who diligently serves his community and keeps check on his/her morality. Through the philosophy of education, teachers can understand how to deal with the students and unite them as one. Even the students will then be able to confidently speak to the teacher as if he/she is their friend.

The Verdict:

Through philosophy, you can ensure that your student not only retains his academic knowledge from all his completed grades but also develop a sense of humane values and ethics. These personal values provide a better upbringing for them to cope in the later years of their life. Thus, studying it is beneficial and significant for teaching students to learn autonomously.

Educational philosophy is part and parcel of the learning systems we use, right or wrong. The study of how students best learn, how they think and how we can tap into their best is a hallmark of education systems everywhere.

There are a few underlying causes of teaching philosophy in our education system.

Fascinating subject matter. Philosophy seeks not simply knowledge, but deep understanding and wisdom. Philosophy is an activity people undertake when they seek to understand themselves, the world they live in, and the relations to the world and each other. Those who study philosophy are engaged in asking, answering, evaluating, and reasoning about some of life's most basic, meaningful, and difficult questions, such as: What is it to be a human? What is the human mind? Are we responsible for what we do, or are we just helpless victims of our genes, environment, and upbringing? Is there a God? What is the best sort of life to live?

In studying philosophy, you'll have a chance to grapple with these questions yourself and to think about what others–some of the greatest philosophers of the past and present, as well as your fellow students–think about them.

Skill development:

Far from being an abstract and useless field, philosophy is among the most practical courses of study. Taking philosophy courses imparts skills that will be useful not only in any career but also in your personal life. The study of philosophy will enable you to think carefully, critically, and with clarity, take a logical approach to addressing challenging questions and examining hard issues, reason well and evaluate the reasoning of others, discuss sensibly, and write effectively.

In philosophy courses you can expect to:

enhance your problem-solving capacities, your ability to organize ideas and issues, and your ability to distinguish what is essential from what is not;

become better able to look at things from a variety of perspectives, to understand different viewpoints, and to discover common ground among them;

learn how to critically examine your own views as well as those of others;

develop your ability to understand and explain difficult material.

"Philosophy develops intellectual abilities important for life as a whole, beyond the knowledge and skills required for any particular profession…It enhances analytical, critical, and interpretive capacities that are applicable to any subject matter and in any human context"[4]

Personal development:

Careers and jobs are only one part of the rest of your life. The study of philosophy not only affects how you think but also your development as a person. The

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4   The American Philosophical Association. http://philosophy.cas2.lehigh.edu

study of philosophy can be truly enriching an highly gratifying, and it is excellent preparation for lifelong learning and en enhanced intellectual, political, and social existence. It can help you to live better by helping you to understand yourself as a thinking, acting being. Socrates famously said that "the unexamined life is not worth living;" and philosophy is the tool he recommended for examining both one's own life and the various possibilities open to you throughout your life. What beliefs are important to you now and how reasonable are they? What principles guide you in deciding what to do and do they stand up to scrutiny? Which paths will provide a more fulfulling life for you and which popular paths will eventually leave you feeling hollow? Both the content and the skills you gain from the study of philosophy will enable you to think better about such things and so to make good choices.

Philosophy's critical skills also provide the best defense against popular foolishness and falsehoods, allows you to see through cultural and intellectual fads, protects you from the empty posturing of politicians and the inane prattling of media pundits and commentators, defends you from the slippery claims of advertisers and salespeople, and enables you to see right through silly opinions and everyday nonsense.

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FUZULIY AND UZBEK CLASSIC LITERATURE

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Аннотация.

В статье особенности истории Фузули интерпретируются в сравнительном стили классической традиций. Иллюстриется шедевр талантов автора. Сущность статье суммируется в терминах маштаба и характера сущности

Ключевы слова.

Классическая поэзия, ийхом, тазод, таносуб, похожие сюжеты.

Annotation.

In the article, the features of Fuzuli's poets are interpreted in the comparative style of the classical tradition. The masterpiece of the author's talents is illustrated. The essence of the essay is summarized in terms of the scale and nature of the essence.

Key words.

Classical poet, tazod, tanosub, iyhom, similar subjects.

Alisher Navoi, who showed the great potential of the Turkic language at the time the Persian language was ruled in the literature, was then the creator Muhammad Fuzuliy, who contributed greatly to the development of literature. Fuzuliy (1498-1556) is valuable and precious for main literary literature. There is no Turkish speaking person who does not know his name and has not read the gazals. Fuzuliy has a great role inTurkish literature excitement. Fuzuliy wrote poems in Ajarbaijani, persian, and arabic. He does not consider poetry as a simple field. Emphasizes the creation of poetry based on knowledge: " Unreasonable poetry dies like a wall that does not have a foundation, and the groundless wall is dying too badly"[1, p.6]Fuzuliy attached particular importance to the genre of poetry in poetry genres: " gazal declares poet's power.."

The fact that Fuzuli's poetry was loved for almost five centuries was due to his knowledge of science and that all the poems were filled with heart temperatures. His gazeles were close to the heart and tongue. Therefore, the gazals have the same place as the hearts of all poets.

The study of Fuzuli's literary work began with his era. At some tasks, the poet's work is described. One of such tasks is the "Taskirat-ush –shuaro" task, task created by Sultonmuhammad Noyi Mutrubiy Samarqandiy(1559-1629). Mutrubiy, who is well-known among the readers of the 16th and 18th centuries Muhammad Fuzuliy briefly describes life and art, as well as the following lines:

Dreaming of the bull-language roses,

Do not worry about the mouth and wish it months [2, p.262].

Fuzuliy, along with Azarbaijan literature, also studied and loved uzbek, Persian, Arabic and Indian literature.The

great writers of oriental literature, in particular, studied the works of Lutfi, Atai and Navoi in uzbek literature with great interest Navoi was a master of his own.

As Fuzuliy known Navoi as a master, in the works of contemporary uzbek classic literature, we find many inscriptions and tangible inscription on Fuzuli's creativity. From the 18th century, the Turkish poetry has little influence on Fuzuli.The reasons for the influence of Fuzuli on the uzbek classic literature are explained by the following features:

1) nearness of language Fuzuli

2) The perfection of Fuzuli's poems.

The literary period, created by Fuzuli, was a period of great prosperity of Ajarbaijan literature.Fuzuli's literary influence can be seen in the works of many creator who have a worthy place in uzbek literature. Agahi, Turdi Faragiy, Mashrab, Uvaysiy,Ravnak, Shavqi, Furqat, G.Gulam, H.Alimjan, as wall as later periodicals of the late 18-19 the centuries.Below, we tried to show Fuzuli, the creators, the traditions literature. Many prominent figures of uzbek poetry have recognized Fuzuli as a skillful poet in creating romantic ghosts, who are endangered and exposed to gazals.One of the creators of the 18the century, Polvonquli Ravnak, was inspired by Fuzuli lyric heritage. One of the great representatives of the 18the century uzbek literature, Muhammadniyoz Nishoti, the author of the well-known poem "Husn-u Dil", also encountered Fuzuli

follow-up. His poetry lexicon is closer to the language of Fuzuli.It can be interpreted as the effect of uguz's poetry and on the other hand, from the creativity of Fuzuli.The words "Husn-u Dil"is used in the "-nʤ", which is also expressed in Fuzuli epos.It is noteworthy that Nishotiy was only Fuzuli, but also a master of oriental classic literature.

There are many examples of this in history of uzbek literature whether we watch the creativity of the Khorezm literary creators, such as Munis, Agahi, Komil Khorazmiy, or when we look at the works of Amiriy, Nodira, Uvaysiy creators of the Kokand literary environment, Fuzuli's tone of love and admiration are clear. Fuzuli's follow-up period also appears in the works of uzbek poets.

In summary, it can be said that the uzbek people have come to Fuzuli's creative work with great interest and respect. Form ancient times our ancestors used to read gazals in the morning, arranging nightfront, festive nights. That is why the great poet Erkin Vohidov said: "Our forefathers have forgotten the Fuzuli by its of the primitive school". Today's life shows how accurate these are words.

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МЫСЛИ КАЙКОВУСА О ВОСПИТАНИИ МОЛОДОГО ПОКОЛЕНИЯ

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Резюме

В данной статье речь идёт о воспитании личности. Даются мысли Кайковуса о воспитании молодого поколения.

Summary

This article is about the education of the individual. Kaikovus's thought about bringing up the younger generation are given

Ключевые слова: воспитание, мысли, духовное воспитание, и научное мировоззрение.

Keywords: education, thoughts, spiritual education and the scientific worldview

С появлением человечества, живущие в нём люди, мечтают жить в мире и спокойствие, счастливыми, воспитанными. В последние годы в области воспитания и обучения происходит множество изменений, восстановилась наша национальность. За это короткое время мировоззрение нашего народа, молодёжи изменилось из глубины.

На сегодняшний день в нашей стране появляется молодое поколение, имеющее собственную свободу мысли, взгляды. Использование национальных ценностей в целях пользы народа, поднятия на Унсурулмаоний Кайковус имеет достойное место в мире восточной педагогике. Кайковус родился в племени Гилан, расположенном на восточном береге каспийского моря. В мае 1022 года в семье феодалов. Свою книгу «Кобуснаме» написал в 63 года и подтвердил, что своё произведение посвятил своёму сыну. Дед Кайковуса

Кабус был одним из злых и жестоких правителей: из-за обычной вины он сильно наказывал людей. По сведениияи знаменитого методиста и литературного учёного Субутая Долимова властность Кабуса описана в сетвёртой части «Равзатус Сафо» Мухаммадом Хавандом. О данном таланте Кабуса изложено в произведении Алибека Озера Исфахания следующим образом: «….Аъён лашкарро ба гунохи андак ба…»

В этом произведении говорится следующее: чем больше времени русские и западные педагогические учёные уделяли вниманию ребенка, восточные учёные и педагоги уделяли столько же внимания. Знаменитое индийское произведение «Калила и Димна», а также «Сиёсатнаме» Низамула Мулька, «Саодатнаме» Насыра Хисрава, «Хиббатул Хакойик» Ахмада Югнания, «Махбубул Кулуб», «Вакфия» Алишера Навои относятся к числу

этих. Среди этих произведений «Кабуснаме» занимает отдельное место. В главе «Ота она хаккини билмак зикри» написано о прекрасных мыслях, об уважении к родителям. Автор пишет о том, что родители ради своих детей готовы даже на смерть, тем самым, призывая детей любить и уважать своих родителей.

Значит, духовное воспитание, и научное мировоззрение нашей молодёжи играют важную роль. По этой причине в образовании мировоззрения молодёжи и в её развитии необходимо вникать в их сознание сведения о Родине, об её истории, о национальных ценностях. Общечеловеческие ценности и всё ему присущие качества, такие как традиции, обычаи, мысли, идеи, взгляды, образование помогают нам в решении различных проблем. Вместе с этим общечеловеческие ценности помогают в расширении мировоззрения учителей начальных классов и даже могут оказывать положительное влияние на мировую цивилизацию.

Вышеуказанным интеллектуальным богатством может пользоваться не каждой учитель, так как информации, охватывающие эту область, имеют очень большой объём.

В этой сфере стоит перечислить богатые наследства, оставленные нашим великим учёным. Учёные излагает одну мысль: «что посеешь, то и пожнёшь». Он считает, что если воспитание ребёнка будет строиться на

основе этой пословицы, было бы правильно. 27-я глава произведения называется «фарзанд парвариш килмок зикрида». В ней в основном изложено воспитание, отношение детей к труду.

Кайковус хочет, чтоб окружающая человека среда была чистой. Он перед отношением человека к внешнему миру, связи, сначала обращает внимание на отношения существ друг к другу, находящихся в существующем мире.

Изучение гуманистических взглядов и впитание их в сознание молодёжи, которые относятся к Кайковусу, внёсшему большую ленту в восточную педагогику, играют большую роль в расширении мировоззрения и воспитании.

Его нравоучение помогает воспитать молодое поколение быт верными к Родине. Будет правильно, если на основании национальных ценностей развивать мировоззрение молодёжи, проводить с ними самостоятельные работы, общения, которые помогают в воспитании в духе верности к Родине. Документы среднеазиатских учёных, связанные с воспитанием, традициями, обычаями, семейные обстоятельства нужно связывать с нынешним временем со стороны дидактики.

Делая вывод можно сказать, что нужно в процессе воспитания и обучения основываться на национальных ценностях и это помогает сохранить постоянную гуманитарную обстановку.

INTERRELATION BETWEEN LANGUAGE AND CULTURE – THE MAIN BASIS OF LINGUOCULTUROLOGY

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The article touches upon the link between language and culture.In modern linguistics the analysis of language through its interrelation with culture has become an actual issue. The analysis of the issue "language and culture" from one point, has an old, long-standing history, being stipulated initially by the interest of linguistics to their interaction and interrelation, from another point, despite the presence of a large amount of scientific work, many problems continue to be left not fully discussed and developed.

Language not only reflects the reality, but also deals with its interpretation creating particular reality, in which human being exists. The prominent thinker A.M. Khaydegger named language as "the 45 house of objective reality".

Language, according to linguist Maslova V.A., is considered to be the way, on which we penetrate not only into modern mentality of nation, but also into the outlook of ancient people to the world, society and themselves. The repercussions of long-passed years, outliving through the ages, are preserved today in proverbs, sayings, phraseological units, metaphors, symbols of culture. They are considered to be valuable sources of information about culture and mentality of nation, tinned with myth, legend, and custom.

It is known to everybody that a man becomes human being on condition that from his childhood he masters the language and at the same time the culture of his nation. All finenesses of culture of nation are reflected in its language, which is specific and unique, as each focuses differently into the world and human being in it. A large amount of information comes to man through the linguistic channel; therefore a man lives in the world of concepts, created by him through his intellectual, spiritual, social needs, rather than in the world of things and items [1, 22].

Language serves as the means of gathering and keeping culturally important information. At some points this information for modern bearer is regarded to be implicit, hidden with secular transformations. Particularly it is significant to mention that the mystery of language is one of the main mysteries of all the humanity; in case it is revealed, most of hidden for ages or lost knowledge brings to light. In that case our main aim turns to be a little help to observe that cultural fund which stands behind the unit of language and lets bring into correlation the surface structure of language with its deep implicit essence.

Language is described by many linguists as a multivariate phenomenon, ap-

peared in human society: it is both system and anti-system, both activity and its product, both matter and spirit. To present complex nature of language Yu.S. Stepanov imagined it in the form of several patterns considering a language as a language of individual, as a structure, as a system, as a type and character, as a computer, as a field of thought and even as "a house of spirit". And nowadays we can add another one pattern observing a language as a cultural product, as its important structural component and condition of existence, also as a factor of formation of cultural codes.

Linguoculturology-which can be referred as an independent field of linguistics, set in the 90s of XX century. The term "linguoculturology" has appeared in connection with the works of phraseological schools, headed by V.N. Teliya, of researchers Yu.S. Stepanov, A.D. Arutyanov, V.V. Vorobyev, V. Shaklein, V.A. Maslova and others. If we compare studying fields of culturology, linguistics and linguoculturology, we can confirm that culturology studies consciousness of human towards nature, society, history, art and other spheres of his social and cultural being, by the way linguistics looks through world-outlook, which is represented and fixed in the language in the form of mental models of linguistic picture of the world, whereas linguoculturology considers as its object to be both language and culture, being found in a dialogue, in an interaction with each other [2, 22].

Beginning with the XX century, linguoculturology gradually ousted country study in the didactic plan too. Since the last two decades of the XX century the term "linguoculturology" has been often used in association with the term "culture-through-language studies". Linguoculturology focuses attention onto the reflection of spiritual state in the language of a man in the society. This is just fully mentioned in the works of Bashurina in which she demands changing of shape of system of didactic coordinates: instead of systems of "teaching a language – acquaintance with culture" in the centre of attention stands interrelation between communicative competence with linguoculturology and culture-oriented linguistics in the system of "teaching a language – acquaintance with culture – teaching a language".

Teliya, Maslova and the works of others serve to create these sources. As to Teliya methodological basis of linguoculturology serves "semiotic presentation or indications of this interaction, considered as cognitive contents of mental procedures, the result of which is cultural liqualization of mental structures" [3,58].

Supporting this view point, at any rate it is necessary to mention that such vision of object of linguoculturology does not sufficiently distinguish its contours from adjacent scientific subjects. In any case it is necessary to consider the object of culturology: language as a means of representation of cultures or culture, 47 considered in the light of language. Despite their obvious "relationship", it is necessary to distinguish cognitive culturology from cognitive linguistics.

Different from "pure" cognitive sci-

ence, culturology, as other fields of science, studying humanitarian sphere "can't develop at the cost of ideals of "scientific character" and objective character of natural sciences, leaving alone formalized knowledge". However linguoculturology is a science which can't help doing a thing without principles of scientific understanding of the world. Accordingly, there exists non-formalized "bastions" of scientific character, where "a certain portion of methodologism takes place and analytics successfully coordinates narrative character of "story" with free way of thinking and this takes place on the intersection of different "horizons" of culture, science and art [4, 30].

So, linguoculturology studies a language as a cultural phenomenon. And it is implied to be a certain observation of the world through the prism of national language, in what case a language comes out to be representation of particular national mentality. All the linguistics, absorbed with cultural-historical content, applies a language as its main object, which presents the condition, the basis and product of culture. At the same time a language is closely connected with culture: it grows to it, develops in it and represents it.

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INTERACTION BETWEEN ARTIFICIAL INTELLIGENCE AND HUMANITY IN GLOBALIZATION PROCESSES

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Summary: *At the beginning of the 21st century, the mutual influence of nations in the world has grown so intensely that there is absolutely no country that is fully restricted to this process. Even the countries that are trying to stay away from international organizations and do not want to be included in it are absolutely beyond this process. Globalization is the same way it is, and it is more likely that its influence will be affected. Such a volatile reaction is often negative.*

Key words: globalization, independence, national culture, globalists

The effects of globalization on different countries are also varied. It is related to the economic, information, spiritual potential and politics of the countries of the world. In order to reduce the negative effects of adverse effects on each country and to strengthen its positive influence, it is necessary to understand the essence of this phenomenon and to learn its characteristics. It is impossible to adapt to this phenomenon without looking into it, and, if necessary, to change its orientation. Globalization is the same process as not deep study, lack of strategy, tactics and technology to use the economy and culture of the country, as well as the transfer of unmanaged boats to the severe river flow.

During the years of independence, scientists in the country have been conducting and conducting research that testifies to the ongoing work in this area. It's hard to find even smaller articles about the impact of globalization on the national culture, and even more serious research. The number of scientific publications and magazines, and periodicals in this issue is less than that of our hands. Considering that any policy, including the economic policy and the spirit of spirituality, can only be successful if it has a scientific basis, it is appropriate to recognize that our scientists are not able to provide enough support to our politicians. In order to ensure that our country's policies on the global arena bring more success and success, we need to deeply study and analyze the nature, trends and features of globalization so that our politicians can make the right choices and make decisions.

There are so many definitions of globalization. But, as we have been able to cover its features, it is the interpretation of the French researcher B.Bande. It addresses the three dimensions of the globalization process:

- Globalization – an ongoing historical process;
- Globalization – the process of globalization and universality of the world;

- Globalization is the process of "washing" national borders.

Positive and negative impacts of globalization on economic policies and trends of the countries are well-known in India by Mahatma Gandhi, a well-known Indian statesman: "I can not always hide my door, clean air should enter. At the same time, I do not want the air coming out of the doors and windows that I'm opening to make my house collapse or to break down myself. "

Globalization is a complex process, and its impact on the economy, politics and mentality of different countries is even more complicated, with two global opposites, globalists and anti-globalist groups were formed.

Globalization supporters are called globalists. Among them are public figures, politicians, industrialists and businessmen. The opponents of globalization have received the name of anti-globalists, among which are representatives of more powerful forces, trade unions and youth organizations. In the CIS, anti-globalists are actively working on the territory of the Russian Federation. Here they were invited to hold various conferences and workshops.

In the mid-20th century, institutionalization of globalization, such as the institutionalization of the globalization process, has also accelerated and intensified. Enhancement of institutionalization can also be seen in the fact that the WTO, the International Monetary Fund, the World Bank, the European Bank for Reconstruction and Development, and the emergence of large organizations.

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SOME DEFINITIONS OF SCIENTISTS ABOUT STUDYING TRANSLATION

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Annotation: This article gives some definitions of scientists about studying translation.
Key words: polysemantic, translation, consecutive translating, interpreting

Translation as a notion is a polysemantic nature. It may imply the process of conveying the meaning of a word, word-group or sentence/ text from one language into another and also the result of the conveying. "Translation" may also denote the subject taught at school.

Translation can be performed either in writing or in viva voice (orally). Hence the people whose office is to convey some written or spoken/ recorded matter in writing are referred to as translators and the people whose office is to render the meaning of any matter in viva voice are referred to as interpreters. Both the activities are equally important though the aims pursued by each of them are somewhat different. Say, an oral "interpretation" can not be done otherwise than in writing. As a result the process of a written translation has always a materialized expression in the form of a word, word- group, sentence or passage which is left behind as a testimony to some work performed. The translated matter can sometimes become rather important for a country and enrich its history, literature and culture (the translation of the Iliad an the Odyssey into Latin by Livius Andronicus in the 3rd century B.C. or Martin Luther's translations of the Old and the news Testament into German in the 16th century).

There are some terms and notions which are frequently used in the theory and practice of translation and should be clearly distinguished. Since some of them have a different wording in English and Russian it is expedient to give them here in either of the two languages: exact/ accurate translation / interpretation; faithful translation / interpretation; faithfulness of translation / interpretation; free adaptation/ free interpretation; consecutive translating/ interpreting; good / successful translation; interpretation/ oral translation; literal translation/ translating, literary translation/ translating; literary artistic translation / translating, sight translation/ interpreting at sight;synchronous interpreting/ interpretation.

There can be noticed a certain ambiguity in the meaning of some terms above concerning translation. It should be added that the meaning of the seemingly common term "translation" itself is far from monosemantic either. It may denote any sense-to-sense substitution of a source languages unit for its semantic equivalent in the target language: **brotherhood** акалик**, to study, quickly, red flowers, to fight for peace, His brother lives in Tashkent**.

"Translation" is also referred to any sense-to-sense conveying even if the lexi-

cal meanings of the componental parts which make up the language units are not substituted for their equivalents lexical meanings in the target language: **the land of the golden fleece** Австралия**; Let George do it.**

Similarly with the term "interpretation" which can among others denote "the way of presentation" the social or aesthetic, moral etc. background, i.c.the trend of the source language work in the target language.

No less ambiguous remains the term "free interpretation" which is employed to denote any rendering of the essentials of content of some written or oral / recorded matter. Besides, "free interpretation" is used to denote a strongly subjective conveying of the sense, the structural, stylistic or artistic peculiarities characteristic of a source language work/text.

Finally "free interpretation" may denote a free adaptation of foreign literatures works to other national literatures like that of I. P. Kotlyarevsky's Eneid which has very little in common with Vergil's work.

The importance of translating and interpreting in modern society has long been recognized. Practically not a single contact at the international level or even between two persons speaking different languages can be established or maintained without the help of translators or interpreters.

Equally important is translating and interpreting for the functioning of different international bodies (conferences, symposia, congresses etc.) to say nothing about bodies like the World Piece Council or the United Nations Organizations with its councils, assemblies, commissions, committees, sub-committees. These can function smoothly only thanks to an army of translation and interpreters representing different states and working in many different national languages.

Numerous branches of national economies too can keep up with the up-to-date development and progress in the modern world thanks to everyday translating/ interpreting of scientific and technical matter covering various fields of human knowledge and activities. The latter comprise nuclear sciences, exploration of outer space, ecological environment, plastics, mining, chemistry, biology, medicine, machine building, electronics linguistics, etc. Nowadays translation of scientific and technical matter has become a most significant and reliable source of obtaining all-round and up-to-date information on the progress in various fields of science and technology.

The social and political role of translation/ interpreting has probably been most strongly felt for the last hundred years or so. Since the birth of Marxism in the second half of the 19th century and Leninism in the 20th century translation has acquired an extraordinary significance providing for the dissemination of revolutionary materialistic ideas and philosophy in the minds of proletarian and working masses throughout the world.

Translating is also a perfect means of sharing achievements and enriching national literatures and cultures. The many translations of the best prose, poetry and drama works of world's famous authors into different national languages provide a vivid illustration of this permanent pro-

cess. Due to masterly translations the works by W. Shakespeare, W. Scott, G. G. Byron, P. B. Shelley, C. Dickens, W. Theckeray, H.W. Longfellow, Mark Twain, J. London, T. Dreiser and many other authors have become part of many national literatures. The works by Ukrainian authors have also been translated into English and some other languages, the process being increasingly intensified with each passing decade after the Great Revolution. As a result when before 1917 a few poems by Taras Shevchenko were translated and published in English outside our country. Brilliant works by Lesya Ukrainka, Ivan Franko, Mykhailo Kotsyubinskiy, Vasyl Stefanyk, Andrii Holovko, Oles Honchar became available for foreign readers.

But whatever the kind of the matter (belles–lettres, scientific or technical, didactic, etc.) and irrespective of the form in which it is performed (written or oral) the linguistic significance of translation remains unchanged. It promotes enriching the lexicon of the target language. As a result of the unceasing translating / interpreting throughout the world the word-stock of national languages is constantly increasingly. Thousands of words being originally specific national notions only have become an integral part of practically each language's lexicon. Hence one one can speak of translating/ interpreting as a means of enriching the lexicon of national languages too. But it is not only the word-stock of languages that is constantly (and most evidently) enlarged due to translating/ interpreting. Many stylistic figures of speech, ways of saying and even (though rather rarely) syntactic structures are brought to target languages through translating/ interpreting. It can be proved by the existence of a lot of words and word-combinations having in different languages the same or similar lingual form and identical lexical meaning: *leader* лидер, *box* бокс, *boycott* бойкот, *sport* спорт, *borshch* борщ*, borzoi* борзой*.*

Whole sentence structures have been adopted in the process of translating/ interpreting. Strike the iron while it is hot.

All that can also be a testimony to the versatile influence of language contrasts. But whatever the origin, the structural identify of word – groups and sentences facilities their translation from English into Russian or vice versa.

Translation as means of teaching foreign languages has no independent means of translating only. Still translating in a foreign language teacher's arsenal should not be ignored completely since in many a case it remains not only the most effective but also the only teaching means for achieving the necessary aim. That is why translating is often resorted to in the following cases:

1. When introducing abstract lexical notions which cannot easily be explained in a descriptive way or by actions (gestures): think, hate, love, actual, invincible, generally, peace, turn, etc.

2.In order to save time and avoid diverting the attention of students by lengthily explanation of the meaning of words, word-combinations or sentences in the process of reading or listening to an unfamiliar passage.

3.When checking the comprehension of the lexical material (new words, expres-

sions) and in order to avoid the unnecessary ambiguity which may arise in the process of teaching through pictures since a picture of a tree, for example, may be understood as "a tree" or a kind of tree (oak-tree, birch-tree, pine-tree, etc.).

4. To explain while introducing (usually at the initial stage of learning) the new grammar/ phonetical material especially the phenomena which do not exist in the native tongue (e.g. the continuous or the perfect forms of the verb, the tunes in questions, etc.).

5. When revising the lexical or grammar material studied at the lesson/ at previous lessons in answering questions like "What is the Russian/ English for the "gerund," the "continuous/ the perfect forms of the verb?"

6. While discriminating the meaning of synonyms or antonyms of the foreign languages.

7. To control the knowledge of students in written and oral tests on lexical or grammar material.

8. When introducing phraseology which is quite impossible to teach and learn otherwise than on the basis of translating.

9. Before learning any text by heart (poems, excerpts of prose, the roles of characters in plays).

10. When dealing with the figures of speech like metaphors, epithets, similes, hyperboles, etc. in the process of reading or translating the belles-lettres passages at the advanced stage.

11. When comparing the expressive means in the source language to those in the target language, etc.

Translating helps the student to master the expressive means in the source language and the corresponding means in the target language. In the process of translating the students establish sets of equivalent substitutes in the target language for the corresponding lexical, grammatical or stylistic phenomena of the source language. No wonder that the students at any stage of learning a foreign language when not understanding some word, word-combination or sentence always resorts to intuitive translating of it.

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IN BUKHARA RUSSIA PROTECTORATE IN THE PROCESS OF THE ESTABLISHMENT OF DIPLOMATIC RELATIONS BETWEEN BUKHARA AND AFGHANISTAN

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This article describes the diplomatic relations between Bukhara and Afghanistan. (XVIII-XIX centuries)

В этой статье описываются дипломатические отношения между Бухарой и Афганистаном. (XVIII-XIX вв.)

XIX In the 60s of the century, the process of rebuilding the Bukharan empire of the Russian Empire took place. This political and military event had a great impact on the political and diplomatic circles in the region. Relations between the Emirate of Bukhara and Afghanistan were extremely complicated and contradictory. There are two aspects of Afghan relations. The first is the attempt by Afghanistan to take part in the Bukhara region in collaboration with the Emirate of Bukhara against the disbelievers (Russians) and the second against the Russians in the fight against the Emirate of Bukhara.

In one of the information that the Emir of Bukhara asked for help from Afghans, Afghans demanded that Muzaffar Khomein not invest in the amir, but would have to fight independently with the Russians. The Emir of Bukhara is skeptical of the autonomy of Afghans and denies them. It is not cited in the source that this military assistance was sought from the political leader in Afghanistan. After the defeat of Emir Muzaffar in the battle of Erjan in 1865, it was clear that the Bukharan armies could not seri-ously oppose the Russian army. In Afghanistan, in 1863, after the death of Amir Dustmuhammadhon, his sons were fighting for power. Sheralihon was fighting for the throne with his brothers Afzalhan and Azimkhon.

According to traders, the Russian emperor's architects had asked for help from Prince Abdurahmankhon, who was then reigning in Balkh, but commented on the fact that he was unable to provide military assistance to Muzaffar Khan because of the war with the Maymana headquarters in Afghanistan.

It is logical to ask Amir Muzaffarhon, the Afghan prince Abdurahmanhon, to consider that most ethnic Uzbeks living in Afganistan Turkistan are self-styled Bukharan citizens and have never been so close to Afghan officials. However, when Amir Dustmuhammadhon ruled his eldest son Afzalhan in southern Turkey, he tried to find a common language with the local population. For historical reasons, it confirms that he gave his son Abdurahman Khan the daughter of Bukhara's ambassador Muzafarhon, who gave Muzaffar to his daughter in marriage.

The Emir of Bukhara Muzaffarhon asked for military assistance from his son-in-law Abdurakhmankhon, who, in turn, was busy with the killing in Afghanistan and could not help Bukhara. On the contrary, though Muzaffarhon himself is in war against the Russian Empire, Abdurahmanhon will provide military and financial support for the occupation of Afghanistan. In 1865, Abdurahmanhon's father, Afzal Han, was captured by his brother Sheralihon on the throne of Kabul, and Abdurahmanhon received military and financial support from Bukhara to rescue his father and occupy Afghanistan's throne in 1866, when he gained the throne of Kobul.

The information that Abdurahmonkhon's grandfather Bukhara emerges as a bridegroom for Muzaffarkhon is interpreted differently. In one of the information provided, Amir Muzaffarhon Abdurahmanhon was given a military and financial assistance to his daughter in 1864 to marry his daughter and provide her with a spouse in the Arabian Peninsula and strengthen her political position. In the same way, in 1866, Abdurrahman Khan brought the throne of Kobu to his father, Afzal Han, in the 80th edition of the Turkestan Collection. Historical facts show that Abdurahmanhon eventually defeated his uncle Sheralihon and became a refugee in Iran, Khiva, Bukhara and finally Samarkand. From 1868 to 1878, he lived as a veteran pensioner of the Russian Empire.

In 1868, when Amir Muzaffar acknowledged dependence on the Russian Empire, his son, Abdumalik, began a massive coup rebellion. When the Great Turan, which was defeated, arrives in Afghanistan, it is well received by Amir Sheralihon. The Greater Throne plans to plan a representative for the future Bukhara throne by marrying his daughter. Amir Muzaffarhon, who heard this news, and his bridegroom (Amir Muzaffar married his two daughters to Saripul and Oqsha's daughters in Afghanistan and asked Sherali's help from the Russian Empire against their fierce rival, when they had escaped to Bukhara. At the same time, Hoja Eshon urges the Uran as an ambassador to the emirate of Afghanistan, requiring the return of former Bukharan land in Afghanistan to Turkestan. The inevitable war between Russia and Britain on the demand of the two countries will be halted. In the negotiations that started in Bukhara in 1869 at the request of Russia , the two borders are defined as the amudarya .

Relations with Bukhara and Afghanistan have not changed rapidly since the lion's shrine has strengthened. Novo Vremya Press Office No. 241 in 1870; When the ambassadors of the Turkestan General Governorship arrived in Bukhara, they were ambassadors of Afghanistan to the amir's ambassador, who were dissatisfied with their acceptance by the Afghans (the Russians) and asked them to abandon them, to keep them alive, to stave off the Bukhara fortress on the right bank of the Amudarya river and the fact that 12,000 Afghans were stationed in the border with the Taliban in the border with Afghanistan.

The Anglo-Saxons of the Afghans acted as much as possible to fight Rus-

sia. Bukhara and the Afghan union allowed the Afghan forces to move freely in the fight against Russia. During the annexation of the Russian Khiva khanate, ambassadors of Afghanistan came and demanded that the Bukhara Emirate refrain from providing the Russians with the necessities of crossing the desert. However, Bukhara traders, who have strong trade and economic ties with the Russian Empire, ask them not to meet the Afghan ambassador. First, Tatar trader Karatoev and traders close to him demand that this be dismissed. While writing this information, N. Stremouxov wrote that Bukhara is a buccaneer living in Russia with warlike supporters and a war veteran, who thought he was a Muslim and was carrying Afghan ambassadors; "Our army will defeat the Russians, Emir Muzaffar is afraid to declare himself a foe of Russia," suggests that the fight against Russia in Bukhara and Afghanistan is one of the key issues in diplomatic relations.

The influence of Ottoman Turkish in the region from the 70s of the 19th century has become a symbol of the unity of all Muslims. At the initiative of this state, Bukhara and Afghanistan will agree on some issues. One of the short stories in the Turkestan collection, published in the Pall-Mall articles, came from Kabul in 1870 when the ambassadors of Bukhara and Ottoman Empire came to Kabul, followed them by Sherdilkhan, the Bukhara

and Afghanistan were divided into political opponents, and political asylum seekers agreed that they would not. The Bukhara Emirate has also been advised to take care of the Russians with caution.

In summary, during the invasion of Russia, the Bukharian Emirate's political, diplomatic relations with the Afghan state were at odds with both the alliance and the alliance. The reason for this was that when the two countries became ordinary players in the "Big Chess Game" of the great empire states, the time was inevitable for the two countries' governments. That's why Bukhara and Afghanistan have become a dependent, half-colonized country of two empire states.

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INFORMATIVE AND COMMUNICATIVE TECHNOLOGIES IN LEARNING FOREIGN LANGUAGES

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Key words: communication, means of communication, intensive learning, compulsory learning, compulsory education, interactive learning.

Language is the most important communication, without which the existence and development of human society is impossible by means.Current changes in the public connected with the means of communication (the use of new information technologies) require increase in the communicative competence of students, the improvement of their philological preparation so that they can exchange thoughts in various ways in the process of interaction with other communicators, using the system of language and speech norms and choosing communicative behavior adequate to the authentic situation of communication.In other words, the main purpose of a foreign language. The educational aspect is an integral part of the educational process, therefore all educational technologies provide for the education of the pupils of the necessary qualities of a mature personality.

The degree of 2012 "On measures to improve the studying foreign languages" was signed by our government, with the purpose of more in-depth study of foreign languages, the training of specialists who are fluent in a foreign language, the cardinal improvement of teaching system of the younger generation to foreign languages, by introducing advanced teaching methods using pdf. technology and information communication technologies, and, on this basis, creating conditions and opportunities for broad access to achievements of world civilization and world information resources, development of international cooperation and communication. According to the decree, the study of the English language in Uzbekistan is introduced from primary school, when learners are the first grade. In accordance with this resolution, compulsory education is introduced in Higher education, especially it is intensively learned as EAP and ESP. A program was approved to expand the study of foreign languages at all stages of education system.

Modern educational technologies that are used to form communicative competence of schoolchild in another language are the most productive for creating an educational environment that provides a person-oriented interaction of all participants in the educational process. It is obvious that the use of any technique of learning, no matter how perfect it is does not create the most effective conditions for the disclosure and development of students' abilities and creative search for a teacher. Advanced teaching methods, using technology in learning foreign lan-

guage accumulate successful information of each of them, enable the teacher to adjust any technology in accordance with the structure, functions, content, goals and objectives of training in this particular group students. The search for new pedagogical technologies with a lack of positive motivation for a part of students to learn a foreign language. Positive motivation is insufficient, and sometimes absent. Because when studying a foreign language they have considerable difficulties and do not learn the material because of their psychological qualities. More and more teachers are turning to the process of teaching a foreign language to the design method as one of the modern productive creative approaches.

Modern teaching is full of arsenal of interactive approaches among which one can distinguish the following:

Creative tasks

Work in small groups

Educational games (role games, simulations, business games and educational games)

Use of public resources (specialist invitation, excursions)

Social projects and other extracurricular teaching methods (social projects, Competitions, radio and newspapers, films, performances, exhibitions, song presentations and fairy tales)

Warm-ups

Studying and fixing new material (interactive lectures, work with manuals, video and audio materials, "a teacher's role pupil", "everyone teaches everyone."

Discussion of complex and controversial issues and problems

Small group work is one of the most popular strategies, as it gives all students (including the unconfident) the opportunity to participate in the work of practicing the skills of cooperation between interpersonal communication. All this is often impossible in a large team. Work in a small group is an integral part of many interactive methods such as mosaic, debates, and common imitations. When organizing group work, one should pay attention to the following aspects of it. You need to make sure that the students have the knowledge and skills necessary to complete the group task.Lack of knowledge very soon will make itself felt-the students will not make efforts to complete the assignment. We must try to make their instructions as clear as possible. It is unlikely that the group will be able to perceive more than one or two instructions at a time, so you need to write instructions on the board or cards. You need to give the group enough time to complete the task. As for the practical application of technologies, it is not necessary to use one technology. It was best to integrate several educational technologies, combining their best aspects engaging in the integration of modern educational technology in teaching foreign language for forming the communicative comprehension of a schoolboy. Throughout the years of poison, carefully tried and tested innovative ideas of modern foreign language teachers, it is possible to receive a report that it is this pedagogical system that helps to disclose the subjective experience of the student. Using new technologies also play a big role in the development of critical thinking of

an adequate assessment and self-assessment of each student's self-improvement and the possibility of realizing himself as an individual.

So, owing to progressive campaign of our country, the youth of Uzbekistan have a large opportunities to get free education and learn foreign languages in the order of world standards, not only in our country but abroad it as well.

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BENEFICIAL POINTS OF STUDYING FOREIGN LANGUAGE. PECULIARITIES OF TRANSLATION AND ITS ROLE IN LEARNING PROCESS

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Annotation:

In the article useful features of knowing a foreign language, translation works and issues related to translation are depicted. Besides, this we illustrated the importance of a foreign language in the education system and the analysis of translation process with some examples.

Key words: translation, Proper Noun, experience, foreign language, grammatical structure.

Аннотация

В данной статье освещены полезные стороны изучения иностранного языка, вопросы и проблемы, связанные с переводом. Исходя из этого, мы попытались доказать важную роль изучения иностранного языка в образовании и провести анализ процесса перевода с примерами.

Опорные слова: перевод, имя собственное, иностранный язык, грамматическое строение.

Learning another language is not only learning different words for the same things, but learning another way to think about things.

FLORA LEWIS

It is important to claim President Shavkat Mirziyoyev Miromonovich's words: 'The greatest wealth in the world is knowledge and trade acquired in time of youth'. The future of our country is today's youth. For this reason, our primary duty is to bring up young people in spiritual maturity. In Uzbekistan, big attention is paid for education of harmoniously developed young generation. For being intelligence generation for our motherland, firstly, we should study hard. It should be mentioned that nothing is important as studying and learning, especially for young generation. American journalist, Sarah Margaret Fuller Ossoli said: ' If you have knowledge, let others light theirs candles in it'. Additionally, to attract young people's attention, lessons are being organized interesting that students should not be able to find any time for anything other than reading. Incidentally, it is important to pay more attention to the textbooks of the lesson. Because if books are not interesting for students or if books

can not attract pupils, it does not yield results. If teacher uses only target nation's wealth (for instance, only Uzbek writers' books or only English writers' works), this lesson will be limited, boring and less efficient. In my point of view, to schedule textbooks and to choose books for teaching students is not true. If we learn about works written by Shakespeare, every student can make their own choice. In short, the aim of this sphere is not only to study the history and descriptions of the dramas, but also to feel the real sense of Shakespeare's works. In the next lesson, a pupil may speak about 'Hamlet', another can comment'Macbeth'. Besides this, Japanese writer Haruki Murakami mentioned: 'If you only read the books that everyone else is reading, you can only think what everyone is thinking.'

I am quite fond of translating too. Because of interests in this activity, I started learning English with translations. To translate the text or poem, everybody needs learning by heart so many words and being attentive. Based on my experience, I can't help thinking the same that working with translations is not easy. Learning a foreign language is not easy as well. But it is very useful and necessary for everybody today. Unfortunately, there are a lot of problems with translating. I suppose I should begin by highlighting the fact that every language has its synonyms, antonyms, homonyms and others. These materials of language, help us to sense the main idea of the text. For example, synonyms. Although they express close meanings, but, they don't mean the same meanings. Meanings always differs from each other. If author uses a synonym word in the text, you notice why he or she used it literally. But in translation form of book, you can not feel this. For instance, poet used the combination '*big heart*', it will be translated as '*Katta yurak*' in Uzbek language. Because '*big*' means '*katta*', '*heart*' means '*yurak*'. But it is rough mistake. It would be true to understand it 'Buyuk qalb', not 'katta yurak'. As you see, synonyms play the big role in the text, such as antonyms, homonyms. In short, I am going to explain that real form of book is more precious than translation. A second feature which I should mention that when someone is translating any book, they exactly meet with the names of people, places, shortly saying, every translator meets with Proper Nouns. Translating them incorrect is a big mistake. But sometimes we encounter with this type of mistakes. For example, Josef (Iosif in translated form), Johan (Iogann in translated version) etc. (You can see all of them in the website *saviya.uz*) If someone wants to translate a book they must take into consideration these rules. Being a translator is not easy.

An American writer, novelist, poet Paul Auster was translator too. He wrote this:' Translators are the shadow heroes of literature, the often forgotten instruments that can make it possible for different cultures to talk to one another, who have enabled us to understand that we all, from every part of the world, live in one world.' Something else I should comment on is that every student, pupil and every of my peers strive to learn foreign languages as well as translating. Nelson Mandela, the first black

President of South Africa, emphasized that: 'Without language one can not talk to people and understand them; one can not share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs.' Everybody can see necessity of languages in these word.

I would like more to work with translating historical works rather than literals. So I frequently translate books written by Yuri Bregel. He published extensively on Persian and Turkic Language history and historiography. I guess I could also remark this Yuri Bregel was one of the world's leading historians of Islamic Central Asia. Now I am going to shoe an example from my translations which depend on history. I translated it when our teacher instructed us to read about Macedonian Alexander's empire: "*After the death of Alexander (B.C 323) and the wars between his generals that lasted for two decades, his empire was finally divided into three separate states ; one with the center in Macedonia, another one with the center in Egypt, and the third one, with the center in Mesopotamia; the latter, under Seleucus I and his descendants, included Iran and the regions of Central Asia that had been conquered by Alexander. Antiochus, the son of Seleucus and the daughter of Spitamenes, became co- ruler with his father in charge of the eastern regions of the empire, apparently with his residence in Bactra, the capital of Bactria. During the reign of Seleucus, Bactria and Margiana apparently suffered from attacks of nomads from the north (whose origin is unknown), and Alexandria in Margiana and Alexandria Eschatae were destroyed.*"

My translation form: "Makedoniyalik Aleksandrning vafotidan so'ng (mil.avv. 323) va uning generallari orasida 20 yildan ortiq davom etgan urushlar oqibatida uning imperiyasi teng 3 qismga bo'linib ketadi: ulardan biri Makedoniya, biri Misr va uchinchisi Mesopotamiya o'lkasi edi. Mesopotamiya shoh Salavka va uning avlodlari davrida Eron hamda buyuk Aleksandr tomonidan zabt etilgan Markaziy Osiyo hududlarini o'z ichiga olgan. Spitaminning qizining hamda Salavkaning o'g'li bo'lgan Antiox otasi bilan imperiyaning sharqiy hududlarini Baqtriyaning poytaxti Baqtra shahridan turib birgalikda boshqargan. Salavka hukmronligi davrida, Baqtriya va Marg'iyona shimoldan kelgan ko'chmanchilar (kelib chiqishi noma'lum) hujumlaridan aziyat chekkan va Marg'iyonadagi Aleksandriya va Aleksandriya Esxata vayron qilingan." As you see, we meet so many times with Proper Noun. (I drew them underneath) I strive to translate them right. The biggest problems of translation are Proper Nouns. As I mentioned above, translating is not easy job. Michael Gove, Secretary of State for Environment, Food and Rural Affairs of the United Kingdom said: 'Learning a foreign language, and the culture that goes with it, is one of the most useful things we can do to broaden the empathy and imaginative sympathy and cultural outlook of children'.

In conclusion, translation has very important function and it plays main role in order to being aware of other language word's meaning. People always need translations, translators. Knowing this, before presenting translated form of book

to the public, it is recommended to check that the work was translated without mistakes. It would be true not to tire of practicing more. Obviously, a result of practicing more, every translator will be experienced. Albert Einstein might have been right when he say: ' The only source of knowledge is experience'. To summarize my article, I can say that knowing foreign language is not only necessary for translating, but also we need it for being independent person. If you know a language of another country, you can speak, commiserate and share your ideas with them.

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REFLECTION ON THE CURRICULUM

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Abstract

In this reflection paper I am going to write about the lessons, which I conducted based on the curriculum, designed at Uzbekistan State World Languages University, in which several professors were involved for designing this curriculum from different Universities, who teach foreign languages. This curriculum is for all undergraduate students of Universities of Uzbekistan, which are not specialized to learning foreign languages. Every University based on this curriculum designs their own course syllabus.

Аннотация

В этой статье, я собираюсь написать об уроках, которые я провела на основе учебного плана, разработанной в Узбекском государственном университете мировых языков, в котором были привлечены несколько профессоров преподающие иностранные языки для разработки данной учебной программы из разных университетов Узбекистана. Этот учебный план предназначен для всех студентов университетов Узбекистана, которые не специализируются на изучении иностранных языков. Каждый университет на основе этой учебной программы разрабатывает свой собственный учебный план.

Keywords: curriculum, syllabus, ESP, needs analysis, lesson plan.

As for me, I am an EFL teacher at National Institute of Fine Art and Design named after Kamoliddin Bekhzod and I have been working here for two years. The students of this institute are future artists, sculptors, potters, fashion designers, interior designers, art critics and museology specialists. English classes are once a week and the course lasts for three academic years. By the end of the course, students are expected to reach B2 level according to CEFR and State Education Standards of Uzbekistan. In year one students are starting with general English and from the year 2 they are studying English for specific purposes (ESP).

The goals of this program are:

- to develop students' skills (reading, writing, listening, speaking), language (lexical, grammatical), socio-cultural and pragmatic competence in accordance with the requirements of State Education Standards;
- development of skills and abilities in oral and written issues related to educational, professional and household activities;
- introduce universal and national values, embody the ideas of inter-cultural tolerance and inter-ethnic harmony;
- teaching terminology and terms used in scientific and professional activities;

- to encourage independent work of students based on scientific and industry orientation.

The content was chosen according the goals of the curriculum, which I mentioned above. The following topics are included in this syllabus of year 1 students (A1-A2) to improve speaking skills:

Daily topics (about myself, family, my workday, hobby, leisure time, etc.).

Social (environment, social and personal relationships).

Education (educational institution, teaching aids and their relationships, specialization subjects, etc.).

Socio-Cultural (Historical, geographical, climatic, cultural, household characteristics of our country and target language speaking country.

Vocational orientation (history of the specialty, trends, major issues of the industry, actual problems, professional ethics and so on).

Every teacher design materials and activities him/herself according to syllabus. Before I took materials from different internet sources, recommended textbooks, and design lesson plans not taking in to consideration the learners need. The first thing I discovered in the course of Curriculum development in second language was the role of needs analysis in designing lesson plans and syllabuses. Conducting needs analysis questionnaires in my class helped me to know learners' needs, learning styles and strategies, and their motivation level as well. It also helped me to design lesson plans, activities/materials, which are meaningful, valid, authentic and engageable. My lessons become more student centered rather than teacher centered. Even every student started participating in activities, because the majority of activities were pair and group work activities. One of the advantages of group work is learning from each other, even the student with low level of proficiency can learn something from his/her peers and I think peer correction is less offended than teacher's correction.

According to the syllabus we have two formative assessment (midterm) and one summative assessment (final), also we assess students in every lesson taking in to consideration their attendance, class participation and homework. Per semester they should collect 100 points overall. As a formative assessment, we use different types of tests and questionnaires to check their progress after several lessons. As a summative assessment, we use tests, which includes four skills' proficiency tests based on CEFR and SES. To determine whether the lessons learning outcomes was achieved or not, at the end of every session we do some review/evaluation activities.

The positive side of this curriculum is the goals of the curriculum set clearly, based on communicative approach and included integrated skills.

The negative side is the hours are not enough to achieve the goals of the curriculum. Once a week 80 minutes of English classes, it is obviously not enough for learning foreign languages.

Overall, every University should design their own syllabus according needs of their learners, of course based on standards as well. Teacher should design their

lesson plan according SIOP in order to achieve learning outcomes and involve all students to activities.

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THE APPLICATION OF THE MOMENT FOLLOW SENTENCES AND CASES IN THE GERMAN TRANSLATION OF ABDULLAH KAHHOR'S STORY "HORROR"

Dilfuza Rustamova

Annotation: The article deals with the use and interpretation of coincidences when used in the German translation of the story of Abdulla Qahhor in the past century, as well as the differences in the use of connectors, more accurate information on how to use the connectors correctly.

Key words: Temporalsatz, wenn, als, während, nachdem.

Аннотация: в статье рассматривается использование и сравнение псевдоколострума при использовании в немецком переводе истории Абдуллы Каххора в прошлом веке, а также различия в использовании связующих веществ, более подробная информация о том, как правильно использовать связующие.

Ключевые слова: Temporalsatz, wenn, als, während, nachdem.

Abdulla Qahhor wrote the story „Horror" in 1936, but this is short but it is different from others. At first glance, the reader thinks that this story is about the horrors of the cemetery; in fact, the story was one of the most serious problems facing Uzbek women at that time. The bitter life of Unsinn, which is ready to endure even the horrors of his own life, is written down in a narrative, which in turn causes the tears in the eyes of the unwary reader. The story has been translated into German by Oybek Ostanov, an interpreter who has translated Uzbek works into German readers over the past few years. Abdulla Qahhor in his story used the right moment and moment when he used the correct linkage, which made it easy for the reader to understand the story without any problems. Oybek Ostanov, in his translation, tried to convey to the German readers in almost no sense the words in Uzbek, and he almost succeeded.

When comparing the story with the German translation, the story translates into more than 15 cases, and also draws attention to the fact that more than 25 als, *wahrend, wenn, nachdem, dann, seit* have been used effectively. It should be noted that the story has many times been used by *als, wenn, and nachdem* linkers. *Als and wenn* binders are always difficult for learners or learners of the German language, as both binders have the same meaning as both bands take their place is one of the key binding engagements. *Wenn*'s linker is also a link between the key words and phrases involved. *Wenn and als* connectors are translated into Uzbek simultaneously.

If you are going to tell us about something you've ever done, and if you want to use the *als, wenn* binders, then this is what German is called Temporalsatz, that is, the common word. Combination of words, phrases, and phrases, which have their own connectors, and followed up with those links, the horses and the secondary tracks after

the intertwined, at the end of the conversation and the verb. On the spot, these bindings will answer the following questions:

Wann? – when?

Seit wann? When has it been

Ab wann? – When?

Wenn and als connectors vary depending on the time they are used.

Now, if we consider the differences in the example of the wenn link, the *wenn* is used continuously in the action, and the occurrences of this linker will be repeated several times. Auxiliary words of *Wenn* are used as *jeden tag* (everyday), *immer* (always) and *jede Woche* (weekly).

Als is used as a single occurrence of the occurrence and repeat event

For example: I was a kid. My dear father was talking about it [5].

Ich war noch Kind, *als* mein seliger Vater mit seinen Freunden bei uns zu Hause zu einem geselligen Abend war [1;3].

In this example, we can see from this that an indispensable story tells about action, which is what happened in the childhood of Nodirshohbegim, which is not repeated and the childhood is given once.

The table below illustrates the simplest differences between the *als and wenn* binders for simplicity and application [3; 218]

Konjunktionen (connectors)	Wie oft ist das passiert? How soon it happens?	Wann ist es passiert? When it happens?
Wenn	häufig – often	Gegenwart- present simple
Als	einmalig- once	Vergangenheit-past simple

Since *Wenn's* binding is a binding conjugation, the interpreter used the term „*wenn*" to be used to describe common words.

For example: He drank the juice in the bottle immediately and sneezed.

–If he does not come back, let him return from God...

Unsinoy trank hastig das trübe Wasser aus der Schale und fühlte sich etwas besser.

„Sie haben mir so viel Gutes getan, *wenn* es von mir nicht zurückgegeben werden kann, möge es von Gott zurückkommen."

In the above example, the original version of the story does not refer to either the time or the time, but in the translation, we can see the wenn linker, which translates as a link to the wenn connector, which means „ We have done a lot of good, but if it does not come back, let us go from God. „ Here, the interpreter added a new word in the translation process, in order to convey his feelings to the German readers in a more frank manner.

In conclusion, it should be noted that the German translation of the story has been used many times in the wenn and link translators through which the interpreter tried to convey the idea to the reader, Because of the fact that we are talking about, we can often meet some of the most upkeepers in the translation.

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ЗНАЧЕНИЕ ФИЛОСОФИИ ДЛЯ ФОРМИРОВАНИЯ САМОСОЗНАНИЯ МОЛОДЁЖИ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ В НЕЗАВИСИМОМ УЗБЕКИСТАНЕ

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Аннотация: В данной статье рассматриваются некоторые аспекты преподавания философии в средне-специальных и высших учебных заведениях с целью формирования критического склада ума молодёжи, способности принимать самостоятельные решения, анализировать различные жизненные ситуации, и, что не менее важно, формировать самосознание, самоконтроль и самокритичность. Эти качества получают особую актуальность в условиях глобализирующегося мира, так как молодые граждане независимого Узбекистана должны иметь стойкую веру, убеждения и собственное мнение.

Abstract: In this article some aspects of the teaching of philosophy in secondary special and higher educational institutions for the purpose of forming of the critical mind of youth, ability to make independent decisions, to analyze different situations, and, equally important, build self-awareness, self-control and selfcriticism are considered. These qualities are receiving particular relevance in a globalized world, as young citizens of an independent Uzbekistan must have steadfast faith, beliefs and own opinions.

Ключевые слова: философия, преподавание философии, критическое мышление, независимость, самосознание, глобализация, Республика Узбекистан, общечеловеческие и национальные ценности, гармоничная личность.

В современных условиях независимого развития мышление людей, особенно подрастающего поколения должно соответствовать уровню всесторонне гармонично развитой личности. Это означает, что мышление такого человека должно быть свободно от зашоренности, идеологических и других догм, то есть критическим. Критическое мышление позволяет иметь своё собственное убеждение, свою точку зрения, свой взгляд на окружающий человека мир. Одна из немногих форм общественного сознания, в полной мере обладающая зарядом критического мышления – философия. Именно на занятиях по философии в высших учебных заведениях студенты стараются овладеть навыками критического мышления через изучение различных философских подходов, идей, взглядов на человека и окружающий человека мир, а также на взаимоотношения человека с окружающим природным и социальным миром. Критическое философское мыш-

ление предполагает не только поиск ошибок, но и следующее: открытость для новых идей, стремление избежать ошибок в собственных рассуждениях, знание разницы между возможно правильным и неправильным, осознание своего непонимания, разграничение обоснованных и необоснованных ошибок. Мыслить критически означает проявлять любознательность и использовать исследовательские методы: ставить перед собой вопросы, уяснять проблемы о осуществлять планомерный поиск ответов. Философский склад ума, основываясь на критическом мышлении позволяет личности гармонично развиваться. Идея воспитания гармоничной, всесторонне развитой личности отражает постоянное стремление человека к овладению достижениями как национальной, так и общечеловеческой, мировой культуры, к духовно-нравственному и физическому совершенству. Эта идея вдохновляет на непрерывное развитие и обогащение духовности. Нет будущего у народов и наций, не нацеленных на своё совершенствование, не заботящихся о подрастающем поколении. Идея воспитания совершенной личности испокон веков была заветной мечтой узбекского народа, органичной частью духовности. Впитав философию ислама, она значительно расширила своё содержание и сущность. Высокие идеи о такой личности нашли своё отражение в произведениях великих мыслителей – Абу Насра аль-Фараби и Алишера Навои. Одним из главных приоритетов национальной

идеологии в Узбекистане является формирование духовно богатой и нравственно цельной, гармонично развитой личности, обладающей независимым мировоззрением и самостоятельным мышлением, опирающейся на бесценное наследие наших предков и общечеловеческие ценности. Одними из важнейших функций философии являются воспитательная и объяснительная, или экспликативная. Большая доля значимости, которую они несут, заключается в том, что эти функции формируют мировоззрение личности. Во-первых, педагог на 70% воспитатель, так как учащиеся в момент обучения зависят от него. Резкий приём как метод преподавания может поселить в сердцах студентов недоверие, ненависть, а хуже – равнодушие к предмету и к личности педагога. Воспитательское дело – это особое мастерство, которое оформляется с опытом. И дело ещё и в том, что не всегда этот опыт бывает успешным. Ведь если бы каждый учитель мог быть блестящим воспитателем, то тогда все учебные заведения были бы «кузницей идеалов». Но если по данной стезе идти равномерно, не забегая вперёд, то результат будет в достаточной степени удачным. Философия очень сложная дисциплина, поэтому от уровня владения воспитательскими навыками преподавателем зависит усвояемость той или иной темы. И отсюда вытекает второй пункт, – педагог должен ещё и всё объяснить, разъяснить, чтобы у студентов не было трудностей в понимании предмета. Философские дисциплины

преподаются и на заочных отделениях, и в колледжах, и в лицеях. В таком случае даётся небольшое количество времени для развития тематики предмета философии. И вот за такой период времени нужно суметь доходчиво объяснить учащимся, что есть философия, каковы её функции, предмет, история, категории, методы и т.д. Это невероятно сложная задача. Нужно научиться схематично объяснять определённый раздел философии. Если всё скрутить в клубок, то эффекта не получится – все знания смешаются. Поэтому необходимо выработать определённую систему и порядок передачи информации. Один из видов этой системы можно адаптировать к преподаванию на заочном отделении, другой вид – для преподавания в средних специальных учебных заведениях. Также как дополнение можно разработать программы преподавания философии для различных факультетов, где основные моменты предмета философии соединялись бы со спецификой того или иного специального профиля. Большое значение в развитии экспликативной функции имеет уровень подготовки преподавателя и совершенствование навыков. Этому, как уже неоднократно отмечалось выше, оказывает поддержку учебно методическая литература, наглядные пособия (если таковые имеются), художественная литература и т.п. Одним словом, педагог должен быть в центре всех мировых событий, происходящих во всех сферах человеческой жизни. Рассматривая преподавателя философии именно с позиций

владения им воспитательной и экспликативной функциями, можно заключить, в какой степени он владеет вниманием и заинтересованностью учащихся. Вместе со всем сказанным нельзя допустить абсолютизации воспитательной и разъяснительной функций философии. Всё хорошо, что в меру. Наряду с этими функциями существуют ещё аксиологическая, онтологическая, праксиологическая, методологическая, гносеологическая, мировоззренческая и многие другие. И с ними необходимо уметь обращаться. Но всё же без разъяснения сложных моментов (которые имеются в изобилии) не может проходить процесс углублённого изучения. Эту же характеристику можно экстраполировать и на преподавание любых дисциплин, так как все они должны быть разъяснены учащимся. Высокая нравственная чистота достижима лишь в обществе свободных людей, исповедующих возвышенные жизненные идеалы. Поэтому в нашей стране огромное внимание уделяется воспитанию подрастающего поколения, формированию духовности и нравственности граждан, повышению качественного уровня духовно-просветительной работы. В этом аспекте Национальная программа по подготовке кадров, принятая в Республике Узбекистан в 1997 г. и движение «За здоровое поколение» стали всенародным, общенациональным делом, неотъемлемой частью данного процесса. Формирование философского склада ума значительно тем, что: помогает понять смысл сложной,

меняющейся жизни; поощряет открытость общества; поощряет двустороннее уважение, понимание, связи; создаёт условия роста личности. Критическое философское мышление – это способность: создавать и исследовать альтернативы, устанавливать и проверять предпосылки; прийти к твёрдому пониманию и найти решение проблем; принять независимые, обдуманные решения; создавать новые осмысленные вопросы. Критическое мышление представляет собой мышление осознанное, аналитическое, когда элементарное понимание информации является отправной точкой, а не завершающим этапом обучения. Также можно утверждать, что критическое мышление – особый вид умственной деятельности, позволяющий человеку вынести здравое суждение о предложенных ему точках зрения или модели поведения (Вольф Джонсон).Критическое мышление – это сложный мыслительный процесс, начинающийся с восприятия информации и заканчивающийся принятием решения Философское критическое мышление позволяет достичь следующие цели: 1) Актуализация опорных знаний. Через эту первичную деятельность обучаемый определяет уровень собственных знаний. Знание становится прочным, если оно приобретается в контексте того, что человек уже знает и понимает по данной теме. Процесс учения – это увязывание нового с уже известным; 2) Активизация обучаемого. Вызвать полученные ранее знания на уровень осознания можно при активной

мыслительной деятельности, путём их демонстрации (себе или партнёру) с помощью устной или письменной речи. Учение – это активная, а не пассивная деятельность; 3) Мотивация к изучению. Вызвать интерес и сделать так, чтобы цель занятия стала личной целью обучаемого, т.е. цели, выбранные самостоятельно, являются лучшим стимулом, чем цели, навязанные извне. Личный интерес определяет личную цель разработанных требований, предъявляемых к такого рода занятиям. Их стоит разбить на несколько стадий или фаз, у каждой из которых есть своя цель и своё обоснование. Подготовка молодого специалиста к овладению философским критическим мышлением проходит через три важные фазы: фаза вызова, фаза осмысления и фаза рефлексии (размышления). Эти фазы имеют свои цели: 1) Поддержать динамику процесса. Студент вступает в контакт с новой информацией. Задача преподавателя – предоставить сферу для активной деятельности и удовлетворения интересов, созданных на фазе вызова. 2) Усвоение нового учебного материала. При работе с новой информацией студенты отслеживают собственное понимание и строят мосты между старыми и новыми знаниями, для того, чтобы создать новое (расширенное) представление по изучаемому вопросу. Если на фазе вызова и осмысления фиксируется факт направленности интереса молодого специалиста, то именно на фазе рефлексии начинает формироваться подлинное философское

мышление. Фаза рефлексии (размышление) направлена на достижение трёх основных целей: 1) Закрепление знаний. Студенты должны попробовать выразить новые идеи и информацию собственным словами. Учащиеся помнят лучше всего то, что они поняли в собственном контексте. Такое понимание носит долгосрочный характер; 2) Интеграция понятий. Живой обмен между студентами расширяет экспрессивный словарь, а также позволяет познакомиться с представлениями других учащихся. Ознакомление с тем, как интегрировали информацию другие, приводит к формированию более гибких понятийных конструкций; 3) Формирование оценочных суждений. Во-первых, умение отследить этапы собственного понимания и дать оценку приложенных усилий являются факторами развития навыков самодисциплины и самоконтроля. Во-вторых, оценка того, чем явились полученные знания в плане личного опыта, естественным путём включается в систему ценностей личности. Таким образом, формирование философского типа мышления в сознании студенческой молодёжи процесс достаточно сложный, требующий усилий, навыков, умений и знаний, как со стороны профессорско преподавательского состава, так и со стороны слушателей.

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НЕКОТОРЫЕ ОСОБЕННОСТИ ЛЕКСИКО-СЕМАНТИЧЕСКОГО СПОСОБА СЛОВООБРАЗОВАНИЯ В КИТАЙСКОМ ЯЗЫКЕ

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Keywords: specialty, Chinese, regularity, word formation, term, lexico-semantic method

Ключевые слова: специальность, китайский язык, словообразование, системные свойства, термин, лексико-семантический метод

Аннотация: В данной статье рассматривается особенности словообразования в китайском языке, его сущность и построение. В частности, о лексико-семантическом способе словообразования в китайском языке. Раскрывается в чем же является особенность этого способа словообразования, его место в словообразовании в китайском языке.

Annotation: This article discusses the features of word formation in Chinese, its essence and construction. This article describes the method of word formation in the Chinese language, namely, the lexical semantic method of word formation. It reveals what is the peculiarity of this method of word formation, its place in word formation in Chinese.

В современном мире, находящемся в состоянии постоянного развития, необходимо постоянно быть в курсе происходящего вокруг. С каждым днём учёные совершают всё новые открытия, инженеры разрабатывают всё новые технологии, а медики работают над лекарственными препаратами нового поколения.

Вместе с ростом в науке лексический запас каждого языка тоже пополняется. В каждой сфере общественной жизни и профессиональных отраслях появляется необходимость в возникновении дополнительных терминов и неологизмов. Работа лингвистов течёт также бурно, как разработка инноваций. И эта работа находит признание не только в узких научных кругах, но и среди обычных людей. Актуальность этой проблемы неоспорима.

Говоря о китайском языке, нельзя пренебрегать его значимостью в современном мире. А способы словообразования здесь отличаются от привычных европейскому читателю, так как отличается и сама организация языка. В научной статье Каримова А.А. «Некоторые теоретические аспекты образования терминов китайского языка» даны основные способы образования слов в китайском языке на примере научной терминологии[1]

Как известно, словообразование осуществляется по разнообразным

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1 Каримова А.А. Некоторые теоретические аспекты образования терминов китайского языка// Машрик Машъали.-Т.,2015.-С.12-23

моделям и схемам, в свою очередь подразделяющимися по различным признакам. Эта сложная разветвлённая система позволяет разобраться в этимологии слова и подобрать необходимый переводческий эквивалент, не прибегая к помощи словарей. Хорошее ориентирование в способах словообразования значительно облегчает процесс перевода.

Словообразование 构词法 goucifa – раздел лексикологии, изучающий способы создания слов, содержащий описание словообразовательной системы языка. Можно сказать, что словообразование – это своего рода механизм создания номинативных единиц, важная сфера номинативной деятельности языка.Согласно широко распространенной и в силу этого ставшей традиционной точки зрения в системе словообразования отдельных языков выделяют и нередко противопоставляют друг другу два класса лексических единиц - **сложные слова** и **слова производные.** Однако сложные слова, созданные способом словосложения (корнесложения), соотносятся со словами аффиксальными, сложносокращенными, редуплицированными как лексическими единицами, созданными иными способами: аффиксацией, контракцией, редупликацией[2].»Китайский язык не только обладает богатым словарным составом, но отличается также многообразием словообразовательных способов», – пишет *Чжоу Цзумо[3]*. На-

ряду с фонетическими обособлением, представляющим собой звуковое размежевание двух вариантов одной морфемы, в китайском языке можно также выделить обособление семантического характера. Смысловое обособление также называют лексико-семантическим способом словообразования. Б.Н. Головин охарактеризовал его как «отрыв одного из значений слова от остальных, в результате чего на месте одного слова появляется два омонима[4].

Лексико-семантический способ словообразования в китайском языке дается при помощи термина 语意造词. Особенность лексико-семантического способа словообразования заключается в том, что он не строиться при помощи специальных словообразовательными элементами и образование новой лексической единицы происходит путем смыслового расщепления производящего слова. В современном китайском языке разрывность между превосходным значением слово и его начальными лексическими значениями на сегодняшний день используется как омонимы[5]. Для распознания их генетического сходства нужно будет изучать их этимологию. Например, 本 – корень дерева и 本 – крыша книги (счётное слово). Основным признаком семантического процесса, который характеризуется переходом полисемии в омонимию, является отдаленность значений лексической единицы, при-

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2 Горелов В. Лексикология китайского языка -М.: Просвещение,1984. –С.101

3 周租摸 . 汉语词汇讲话. 北京 ,1959 年

4 Головин Б.Н. Введение в языкознание. –М.: 1973,с.133

5 Хашимова С.А. Хитой тилида сўз ясалиши – Т.: 2012 C.78

водящая к семантическому обособлению. Другим важным признаком является формирование новых словообразовательных центров[6]. Просмотрим это все на примерах:

命 ming приказ, приказывать. Производные: 命命 mingming приказ, приказывать; 天命 tianming веление неба.

命 ming жизнь, судьба. Производные: 生命 shengming жизнь, 命运 mingyun судьба, участь.

注 zhu вливать. Производные: 注入 zhuru вливать, переливать; 注射器 zhusheqi шприц.

注 zhu примечание. Производные: 注解 zhujie комментарий; 注册zhuce регистрировать.

心 xin сердце. Производные: 野心 yexin жадность; 粗心 cuxin халатность

Исследуя этот аспект словообразования можно сказать, что семантический способ словообразования, в рамках которого значение одного и того же слова превращаются в разные слова, представляющие собой слова с независимой лексической единицей. А в лексико-семантическом способе словообразования происходит изменение слово, который не всегда приводит к появлению нового слова, а наоборот приводит к связи между основным значением слово и его производными, приводящий к много значимости одного слово.

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6 Горелов В. Лексикология китайского языка -М.: Просвещение,1984. –С.103

THE IMPORTANCE OF TEACHING ENGLISH VOCABULARY IN FOREIGN LANGUAGE CLASSES IN NON-PHILOLOGICAL INSTITUTIONS

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Annotation: In this article it was clarified the importance of teaching foreign languages and English vocabulary in non-philological institutions. Students should know well foreign languages to develop their professions in future.

Аннотация: В этой статье было разъяснено значение иностранных языков и лексике английского языка в нефилологических учреждениях. Студенты должны хорошо знать иностранные языки, чтобы развивать свою профессию в будущем.

Key words: non-philological institutions, international, linguistic information, word, lexicon, curriculum.

These days one of the most actual problems of the world is educating people with the help of teaching foreign language. The main reforms of the world's educational system are solving problems of giving opportunities to students to be aware of foreign languages, to develop their speaking and writing skills, to help them to use foreign languages at the process of profession. There are a lot of organizations which help educated people to develop their intellectual activities, such as UNESCO, UNICEF, European Universities Association and others. Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence of our country which pays much attention to the rising of education level of people, their intellectual growth. As our first President I. A. Karimov said: " Today it is difficult to revalue the importance of knowing foreign languages for our country as our people see their great prosperous future in the cooperation with foreign partners" [1, 312]. In our republic foreign languages are taught at all educational institutions, because it will be very effective if every specialist is able to read original foreign literature, to speak English fluently and to understand easily the meaning of a conversation in foreign language.

In non-philological institutions future cadres doesn't become specialists for foreign languages, but they should know English or other foreign languages very well. Today being able to communicate in English is actual demand in our republic as other developing countries. The teaching and learning English is riddled with several inherent paradoxes, contradictions and controversies. A teacher can only facilitate learning. First of all, students who study at non-philological institutions should learn English words connected with their profession. As we know from books, "Teaching vocabulary is a very important objective in the curricu-

lum. According to psychologists, human beings learn the life experiences by words, because thoughts are made by words. Word is a central unit of a language: language first of all is the system of words. Without a sufficient vocabulary, students cannot communicate effectively and express ideas. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning" [2, 112].

The necessity of vocabulary enrichment is pointed out in curriculum. Fortunately, for students and teachers, the most vocabulary grows takes place through incidental learning that is, through exposure to comprehensible language in reading, listening, speaking, audios and videos and so on.

The main practical aim of teaching vocabulary is to develop the learners' vocabulary subskills as a basic component of all language and communicative activities. We should realize that the terms "vocabulary" and "words" are not the same.

Learning a new language is basically a matter of learning the vocabulary of that language. Not being able to find the words we need to express is the most frustrating experience in speaking another language. Without doubt vocabulary is not the only thing we have to know about the language, other levels of language (grammar, phonetic, phonological and stylistic) are also important.

Nevertheless, it is possible to have good knowledge of how the language system works and yet not be able to communicate in it; whereas if we have the vocabulary we need assimilate to communicate.

The best way to learn vocabulary is context rather than isolated words. First of all, ways of presenting new vocabulary should be varied. In order to improve the efficiency of vocabulary learning (memorizing and retrieving lexical items) students should be encouraged to make use of learning strategies that are at their disposal, and be taught, either implicitly or explicitly, new strategies for vocabulary learning.

Many people build their English vocabulary through a blend of methods by taking English classes, reading books, watching movies in English, and studying English with language software. Playing word and vocabulary games is a valuable part of learning English. There are thousands of vocabulary words in our vocabulary lists.

Of course, we cannot expect a learner to acquire difficult words in the same way as a young child acquires their first language, but, perhaps, as teacher we can somehow help learners to arouse their 'learning monitor' by, for example, providing rich contexts containing the target language and by giving our learners time to reflect on what the language item means. In this way the teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own. Students experiment and evaluate and then decide which to adopt or reject since strategies are not intended to be prescriptive.

Language is created and developed by the society with the aims to interact and transmit material elements of a culture. The language as a means of communication was and always remains the constant participant of the society and people's activity. That's why the study of the vocabulary is intertwined with all the other aspects of the language (with pronunciation, morphology, syntax, spelling and stylistics).

In conclusion, we can say that it is very important to teach and learn English vocabulary in non-philological institutions, because the role of foreign languages is great for perfecting and educating young specialists.

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HUMAN AND SOCIETY PHILOSOPHY

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Annotation: *The feelings of humans are main source of activities, because first of all idea is born and then it comes to tongue, next step is to do that. So we must change our inner feeling and thereby our society.*

Аннотация: *Чувства людей являются основным источником деятельности, потому что в первую очередь рождается идея, а затем она приходит к языку, следующий шаг – сделать это. Поэтому мы должны изменить наше внутреннее чувство и тем самым наше общество.*

Key words: humanity, society, methodology, represents, human life.

Humanity is an ancient community. The planet Earth is its eternal home, the common homeland. It is customary to call the family of people living on this small planet in the solar system as a society. Hence, in a universal sense, the society represents all the changes and processes related to human life, the whole epoch, place and territory of life. At the same time, this concept applies to the life of people within a particular territory, and to certain periods of civilization. In any case, it is a general concept, and some individuals and individuals are called members of the community. Society is the most common scientific and philosophical term of social unity, which has a language and speech on the basis of social division of labor, and of the social assistance and support of the people who need it. Society is a sophisticated system that is constantly evolving. Every new era needs to know the essence of society. Because of national independence, there was a need for a new understanding of the essence of society. In a number of works of the first President of the Republic of Uzbekistan Islam Karimov [1], the methodological basis for a new understanding of the nature of the society has been created. The society is a unit of material and spiritual factors. However, the essence of society is closely related to the essence of human nature. Just as it does not distinguish the human body from its spirits, it is logical to separate the material and spiritual aspects of society and to place one over the other.

The implementation of the laws of society is linked to the conscious activity of people and their associations. Interconnected relationships and links that are expressed in the laws and categories of philosophy are also evident in the social life. Therefore, knowing the most common laws, categories, and principles will enable the public to manage science. Laws that are commonly practiced in the history of humanity, in social, ethnic or other nations,

can be regarded as general laws. The extent to which these laws are applicable is limited to a certain place and time, and they are characterized by a distinct relationship with only certain stages of society's development. In the history of philosophical thinking, there are various theories about the nature and development of society. It is well-known that the views of the society in the ancient times of the ancient Central Asia, the sacred book of the Zoroastrian religion Avesto, Mazdak's view of the formation of a moderate society, is a state ideal in this society. Sustainability and instability are also common in the life of society. Everyone needs a place of peace and peace in order to achieve the goals that he has set for himself, and the public needs political stability to fulfill his mission. Sustainability is the evolution of society's progress, the ability to function properly in the social system. It differs significantly from the concept of matrimony. The notion of social cohesion is an indication of the destabilizing political, moral system in society. Sustainability in the community can be instability, and the crisis may change with prosperity. The world experience shows that the right of every country and people to choose their own path of development is a guarantee of universal security and social stability. Human values, freedom and dignity are the highest value for a democratic society. There is continuity, inheritance and continuity for any community life.

In the society, the creation, the essence of the human being and the role that they play in the society play an important role in the system of philosophical problems. Different philosophical doctrines have different interpretations of these issues. It was natural, because human beings essentially aspire to deeper understanding of themselves in every new historical environment, as well as the realization of their human essence as a socio-historical and cultural entity. Socratic's wise word, "Know Your Beliefs," has a new significance in every historical period. One of the main topics in the history of Oriental philosophy. For example, in the philosophy of Forobi, a person is interpreted as the product of all things. The intellectual is a manifestation of all human noble qualities as science, that the purpose of human life is to be happy and to seek happiness, and this can be achieved only through knowledge and enlightenment. Beruniy and Ibn Sina tried to prove that man was superior to other creatures because of his reason and reason. In contrast, Abu al-Kharazmiy indicates that this dominion is not in the mind, but in the heart of man; a perfect man in the Mysticism teaching that sought to prove his limitations on intelligence. This perfection is primarily characterized by spiritual perfection, spiritual upheaval, and the ability to manage physical desires. The philosophy of Oriental philosophy was based on the ideas of humanity, which was closely related to the Islamic religion, Oriental thought and lifestyle. The Orientalists perceived human beings as part of the overall philosophical problems. In contrast, in the philosophy of Western philosophy, human beings, mainly biologically, are regarded as the product of evolutionary changes in nature. Human – a person is directly related to his consciousness, morals, spiritu-

ality, vision, satisfaction of needs, socio-economic, political relations, essence and nature of social order. The society, as it is, is the one who has a set of social relationships. Human being is the most complex, high-tech creature in the world, the highest product of nature, the flower of life. The pride of your human being is his intelligence and understanding. He is aware of events in the real world because he is intelligent, and he governs the world with his intelligence, labor, and potential. Understanding the fact that there is a significant difference between human and human concepts is important in the educational system. Historical truths prove that human beings can become human beings as a result of the decline of sociality in its nature and in the spiritual world of the human being, while never diminishing the importance of the biological factor in humans. In humans, the biological factor is dominant, whereas human beings (spiritual) are in the first place. Personality is an individuality that deals with the interests of a particular group of people, which is concerned with everyday social needs and interests, and possesses qualities and defects inherent in the social group. These individuals can actively protect the interests of their own social groups and can be confident of their responsibility. When the social environment shapes the human personality, individuals are also in a position to guarantee the environment. The person is assessed and degraded by his personal qualities, depending on the level of influence on certain social movements. Individ – a person who is a representative of human beings. Individual is also a so-

cial being. Individuals, such as their originality and uniqueness, define the attributes such as the ability to freely, independently, creatively think, and to take responsibility for a particular situation and to orient themselves to independent action. Individuality – in natural attributes and in the psychological features of the person – memory, imagination, temperament, behavior and appearance are expressed in all its diversity in its vital activity. Human beings, as the creator of history, provide uninterrupted nature development. He inherits knowledge, experience and accomplishments to future generations; rebuilds and improves nature and society. Due to its human potential, the whole universe can be seen as a great creative force in the development of nature; it creates its history and protects it. Human activities and experiences serve as a source for the improvement of the society and the comprehensive development of people.

National independence in the sense of human dignity and place in society sets the following goals and objectives:

– To replace human dignity;

– creating happy living conditions for a person;

– Creating an enabling environment for human self-realization, social duty and commitment, securing healthy generations, giving good memories to future generations and creating a complete man. The deficiencies that hinder the implementation of such capacities are also related to human nature. As far as philosophical doctrine and philosophy of human beings are concerned, much more is paying attention to its positive features and creativity. The

First President of the Republic of Uzbekistan I. A. Karimov [2], says that the reforms being implemented in Uzbekistan are based on the interests of the people: "State building and development, democratic renewal of society, development and liberalization of the economy, we must never forget the meaning of 'reform, not for the sake of reform, but for the sake of man, for the sake of the interests of men', in the solution of all the problems and tasks that are before us. Indeed, all the reforms being carried out in the country are at the center of human interests. Freedom of personality is a special place in the system of democratic values. Freedom is the prerequisite for understanding the intellectual and spiritual development of a person. Freedom of expression is manifested in human creativity, full of personal responsibility and human dignity. Human freedom is primarily a moral, word, conscience, and freedom of the press. Democratic society is not limited to creating legal bases for ensuring human freedom, but also science, art, religion, law and so on. the development of the country. Here is what the First President of the Republic of Uzbekistan I. A. Karimov said: "Speaking about human rights and interests, their full protection and support, democratization and liberalization of the society today, we must clearly see that it has become one of the most acute and current issues in recent times, and we must admit that this is a natural phenomenon " [3]. Understanding this requires that life is becoming more and more urgent nowadays, ensuring the enjoyment of human rights and freedoms. The concept of "freedom" applies to a spiritually mature human be-

ing, not to any person, but to his behavior, behavior, and responsibility: As the spiritual potential of the society loses, not as much as they want, but as a moral and intellectual development. In the market relations, legal norms play a crucial role in managing and managing people's behavior. The market relations are characterized by human capabilities. It is a natural process to divide people into rich and poorer groups in the process of social stratification. The most important characteristic of economic reforms in Uzbekistan is the social protection of a certain part of the population, the protection of statehood of many children, pensioners, students and the disabled, and social justice. Human philosophy is a new historical the essence of human nature in the era will help to deepen its understanding of the place and importance of society in society. By learning about human qualities and qualities, the student seeks to form such qualities. These qualities are shaped by philosophy and other social sciences and in general, in the educational process. Achieving the goals of building a free and prosperous society in Uzbekistan through the acquisition of modern knowledge and high human qualities is the main criterion for our entire education work and its challenges.

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ПЕДАГОГИЧЕСКИЕ ВЗГЛЯДЫ НАВОИ

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Творчество гениального Алишера Навои сегодня стало уже достоянием всего прогрессивного человечества. В своих стихах воспевал такие качества, как скромность, доброта, любовь к Родине, к людям. Все эти ценности являются ценностями во всем мире.

Большое значение Алишер Навои придавал тому, что человек владеет разумом, он говорил, что это великий дар, данный свыше, и с разумом не сравнятся никакие алмазы и рубины.

Всем известно, что один из городов Узбекистана яснее говоря наш город был назван в честь великого поэта, государственного деятеля и мыслителя Алишера Навои.

Великий узбекский поэт Алишер Навои – гуманист, мыслитель, основатель узбекской классической литературы и узбекского литературного языка, ученый, художник, музыкант, государственный деятель, оставивший потомкам богатое литературное наследие. Его имя является символом прогресса своей эпохи для народов всего мира. Навои писал стихи, поэмы, прозаические произведения, научные трактаты, всесторонне раскрывающие духовную жизнь Средней Азии XV в. Он писал на языках тюрки и фарси.

Навои высоко ценил человеческий разум и науку. «Знания и мудрость – украшение человека», – говорил он.

В его поэтических и прозаических произведениях широко представлены вопросы воспитания и обучения. Педагогические взгляды Навои глубоко гуманистичны. Большое внимание он уделял вопросам формирования и воспитания ребенка, которого считал светилом в доме, приносящим в семью радость и счастье.

«Ребенку,- говорил Навои, – с малых лет необходимо дать правильное воспитание, сообразуясь с возрастом, а к изучению наук надо приступать как можно раньше. Овладение науками и ремеслами – должны быть полезны народу, ибо тот, кто получил знания и не сумел их применить, похож на крестьянина, вспахавшего поле, но не засеявшего его». Он призывал прививать молодому поколению любовь к Родине, уважение к человеку – самому высокому и ценному дару Вселенной.

И как продолжение этих мыслей – любовь к родному языку, которая у поэта не имела границ. Навои обработал и довёл староузбекский литературный язык до классического совершенства, используя его не только в стихах и поэмах, но и в научных трактатах.

«Словами можно смерть предотвратить,

Пока не вызрели слова, сказать их не спеши:

Словами можно мертвых оживить», – писал великий мудрец.

Светлый образ выдающегося гума-

ниста, просветителя, патриота и борца за справедливость Алишера Навои будет вечно жить в памяти многих поколений, потому что он ясно понимал: высочайший смысл жизни – в служении народу.

«Зовется человеком только тот,
Кто болью человеческой живет».

И этой своей заповеди Алишер Навои был верен всю жизнь.

Поэт считал:

«Не могут люди вечно быть живыми,
Но счастлив тот, чье будут помнить имя».

И его помнят – его имя среди классиков мировой литературы находится рядом с такими именами, как Гомер и Данте, Рудаки и Фирдоуси, Низами и Руставели, Саади и Джами, Шекспир и Пушкин. Его книги переведены на многие языки, рукописи хранятся в крупнейших библиотеках мира.

Произведения Навои получили широкое распространение в Европе в XVI – XVII веках. Сделано наибольшее количество переводов книги "Мажолисун-нафоис". Произведения поэта "Фархад и Ширин", "Мухокаматул-лугатайн", "Махбубул-кулуб" уже в средние века были переведены на немецкий, а с него и на другие языки.

В сборник "MirAlisirNawai", составленный на основе докладов, зачитанных на симпозиуме в германском университете Фрайе в 2009 году, включены девять статей.

В Польше серия газелей великого мыслителя издана отдельно на узбекском и русском языках. Первый экземпляр этого сборника, подготовленного

известным переводчиком ЯнужомКжижовским, был подарен Национальной библиотеке Узбекистана имени Алишера Навои. Отрадно, что эта книга заняла достойное место в каталоге Национальной библиотеки Польши.

Электронная версия рукописи произведения Навои «Гаройиб ус-сигар» в 2013 году была представлена Британской библиотекой Национальной библиотеке Узбекистана. Входящее в диван поэта «Хазойинул-маоний» это произведение является высоким художественным воплощением оригинального мышления, прекрасных и чистых чувств. Эта рукопись – уникальный образец искусства составления книги и миниатюрного искусства.

Произведения Алишера Навои широко переводятся и на французский язык. Газели поэта изданы французским издательством "OrpheeLaDifference". В этой книге под названием "Gazelsetautrespoems" содержатся краткие сведения о жизни и творчестве поэта и библиография его произведений. Вместе с тем дается определение таких поэтических жанров, как газель, рубаи, китъа, чистон, мухаммас, фард, и их образцы на арабском и французском языках. "Gazels" является еще одной книгой, составленной по произведениям Навои, которая была подготовлена МуродхономЭргашевым и Жан Жак Гате и опубликована в издательством "EditionsGeorama".

В 2016 году Национальной библиотекой Франции Национальной библиотеке Узбекистана была презентована книга Алишера Навои на французском языке,

что стало достойным подарком к 575-летию нашего выдающегося предка.

Произведения Навои – сокровищница глубоких философских мыслей, прекрасных метафор.

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THE ROLE OF LISTENING IN TEACHING ENGLISH AND THE STAGES OF THE LISTENING PROCESS

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Annotation: This article is devoted to the explanation of how listening is important in teaching students. It is clearly described which methods are utilized while teaching listening to them.

Key words: listening, hearing, intensive listening, extensive listening

Listening is an act of interpreting speech that one receives through ears. Hearing is an act of receiving the language through ears without interpretation. In real life we can hear somebody speak but actually do not listen to what is being said. Listening is a communicative skill to get the meaning from what we hear. People listen in order to remember what they hear verbally or for the sake of meaning retention. They listen in order to evaluate critically what they hear or to give supportive empathy. They can derive aesthetic pleasure from what they hear or to produce a listener's feedback. They can fulfil the instructions in the heard text.

The process of listening consists of three distinct stages. In the first stage what we hear goes into the sensory store called "echoic memory" and is organised into meaningful units. At this stage the listener does not have much time to sort out the information. The second stage is the processing of information by the "short-term memory". This is also a brief stage lasting some seconds and the purpose of it is to blend the meaningful units together into one single unit of text comprehension. Once the message has been grasped, the exact wording is of no more importance and is obliterated from memory (some lis-teners can remember particular wording for a very long time though). The third stage is the transfer of information to the "long-term memory" to be used either after listening as the "listener's response" or later at the appropriate situation.

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Spoken language is generally recognised by a combination of bottom-up and top-down processing. Bottom-up processing is driven by what the listener hears. Top-down processing is driven by the ideas that are ready in the listener's head. The experiments show that if the listeners have got a correct idea ready in their minds about the

heard text, they do not even notice the sounds that were deliberately deleted from the recorded text.

The process of teaching to listen is guided by principles.

Principle 1. Teaching to listen as a communicative skill. This principle means that listening activities develop in the language learners the ability to listen to the language in the real world settings and to use this skill for receiving information from the heard discourse.

Principle 2. Teaching to listen to authentic materials. The principle implies that the discourse for listening is expected to be either "authentic made", i.e. produced by the native speakers for the purpose of natural communication or "authentic like" i.e. produced by native/non-native speakers for teaching purposes but having all the features of the natural English discourse.

Principle 3. Teaching to listen as an integrated skill. Listening is very seldom done for the purpose of "listening only". Usually people listen and speak, listen and write, listen and read. This is how listening is integrated with other communicative skills of reading, writing and speaking.

Listening can be taught as an active, extensive and intensive process. Active listening is a serial process (done step by step) the purpose of which is to get a very accurate grasp of the information. As a result, the listener can get the heard facts, summarise the information and remember it. Essentially, active listening is listening for details. Extensive listening is a holistic process with the purpose of grasping the general meaning (the gist) of the heard language. The information that is received as a result of ex-

tensive listening is usually compressed and lacks details. Extensive listening is listening for the gist. Intensive listening is a parallel process of both listening and making assumptions about the heard discourse. "Intensive listening" is task driven and purposive, because listeners have a purpose of solving a certain cognitive problem. "Intensive listeners" can be judgmental and critical. Intensive listening is listening for inferences. Listening exercises include: making a tape-script, repeated listening with wandering gaps in the played text, ticking lexical items and grammar structures used in the text, ticking what was mentioned and what was not mentioned, listening and doing, drawing, marking, dramatising, answering questions, guessing from the text, sequencing the order of speakers and/or events, listening and matching (texts, graphs and pictures), completing gaps in the text (cloze procedure), completing the chart, ticking in the list the paraphrased sentences with the same meaning as in the text, ticking true or false sentences, predicting the continuation of the text, commenting on the text, giving personal associations, reasoning, picking up details, remembering details, transferring information to a table or to a graph etc.

In concluding part, I want to mention, as an English teacher, I try to use a lot of audiovisual aids in order to develop my learners' listening skills. Each my lesson my students can listen some tracks in English and try to understand their meanings.

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THE ORETICAL AND METHODICAL FUNDAMENTALS OF WESTERN STUDIES ABU RAYKHON BERUNIY'S WORKS

Narimanov Kahramon Gulyamdjanovich

Аннотация. Эта статья посвящена изучению и исследованию научного наследия Абу Райхана Беруни. В статье анализируются работы Бируни и его вклад в науку.

Annotation. This article is about studying and researching the scientific heritage of Abu Rayhan Beruni. The article analyzes Biruni's works and his contribution to science

Ключевые слова: философия, ученый, анализ, теория, способствующая

Key words: philosophy, scientist, analysis, theory, contributing

Scientific inheritances of Beruniy, who was from our motherland and was great philosopher, attracted attention of the world scientists comparatively later. Certainly, there are subjective and objective proper reasons of this. Some of these reasons could have casual character, it means that scientific manuscripts which were written by scientist were not included to scientific arrangement or some of them were copied in such amount what was not enough. Despite this, the name of Beruniy emerged in that period when science in Europe was quite flourishing. Undoubtedly, it explains connection of innovating, experimental, methodical, theoretical attempts and contact between natural scientific, economic and politician. Therefore, when Europe scientists acquaintance with the first book of Beruniy, their interests on scientific inheritances of our countryman rose rapidly. After this, works of Beruniy were investigated and almost all his works became objects of experiments. It should be realized that initiative and services to science of western science's are sublime. Great scientific

experience, which was gained in this sphere, was formulated during years. It is pompously to note, that experience of our scientists in study of Beruniy's works is connected inalienably with attainments of the world scientists. Each of investigators of our country who studied Beruniy's expounded proofs, outcomes and new ideas on mature considerations trying to use results of the world's science projects, which were achieved in this sphere. Even if we have some information about experiments, what was spent by the world scientists, spatially by western scientists. They were not analyzed in special philosophic way as an appointed system and entirely.

Meanwhile, such international and multiform approach gives a chance for western scientists to study more deeply and accurately a valuable contributions to science of Beruniy in human civilization and its philosophical significance. Moreover, it is difficult fancy and make clear specific approach and contributions of western study Beruniy's works and his representatives, particularly history of

philosophy and general view of oriental studies developing, without approaching of tendency's aspects and directions which exist in Europe. Primordial, accentacion to this issue started from projects, which were instill by philosophical mentality of western scientists, particularly Near- Eastern and Central Eastern nations. These projects were devoted to explain ideological and methodical foundations.

However, Soviet Government, for that period, considered that studies as bourgeois and perceived it as idealistic principles. We can find difference between results and goals of authors who wrote history of philosophy. Revealing pluralism, of conceptions and inner contradictions, we can see difference between results and goals in unscientific ideological positions in works western authors who wrote bourgeoisies philosophy's history. Of course, it is difficult for western scientists to identify realistic services of eastern subjects, specially making clear philosophical thoughts only by this point. Some of them has definite experience in their professions and they try to work only with facts investigating them as historical truth. At the same time, forging of that facts and wrong explaining are widespread in their projects. However, scientists, who lived in Soviet period had to study and use novels of western investigators, which were written about philosophic history of the East.

Now, we know that western philosophy is explanation of eastern philosophy generally. Natural – scientific intellect and trends connected with history. It passed in several stages and issues which related with it solved during those stages. M.M Khayrullaev showed and gave example philosophy inheritances and studies. It has methodological importance for us.

In the second half of 19th century and in the beginning of 20th, western scientists started to show their interests on philosophy of eastern nation, because of this regular studying of original resources, Arabic and Latin translations climbed considerably. In the project, which named "period of western orientalists" German investigators as M. Shtaynshnayder, F. Diterity, E. Jakhau and scientists who continued to study their works – M. Khorten, T- De Bour, E. Goldtier published monographs and articles about original resources which connected with eastern philosophy and their translations to western languages.

By philosopher and scientist E. B Shaymukhambetova, western subjects of oriental studies could not retract its own tendency in analyzing philosophy to Arabic language. That is to say, representatives of this philosophy did not bring something new and original, but showed only connection and influence of Grecian philosophy with western philosophy. Such tendency was reflacted in works of T-De Bour, Karre De Vo, a. Muller.

They supposed that philosophy of Islam had characteristic to give an interpretation and they explained it as a new resource from ancient period. But, some of investigators, for example E. Goldtier and N. Ritter considered, this philosophy had creative character. G. Shaymukhammedova believes that philosophical mentality

in Near – East and in Central East developed individually from "Theocracy dogma". Naturally, this inference confirmed that it is important to appreciate the original of this philosophy when we open it not only by Arastu but by Platonism, Stoicism. His theoretical attitudes to natural philosophy and in the next period to take an account achievements which were reached relatively them.

Some of wrong principals historical philosophy were criticized by western scientists. We can take for example this novels of German scientists E. Bushman. Author noticed theoretical – conceptual basics and tried to prow incorrectness and imitation of used methodologies and modes.

By 80th of last century, scientists who were in this position started to review their opinions about it. There are novels. Which were published by Uzbek scientists where they illustrated ideological struggle of eastern nations for philosophical inheritance and it is special characteristic side of these books.

Despite this, we can note how authors who participated in appreciating of historical philosophy's directions in the West old methods, it is conspicuous that scientists of Europe tried to appreciate positive sides and to show their services in this sphere.

Starting with 90th years of last century in territory of ex- Soviet Union, ideological consequences started to disappear in the studying sphere of historical philosophy/ In oriental studies including middle, Near- East and Central Asia nations decided to review development of philosophy mentality and natural sciences. For example, Russian historian of philosophy had new points to this issue and study of eastern philosophy divided to two large stages. By E.B. Shaymukhammedova, process of study and analyzing of eastern Muslim since and philosophy had two basic stages in the West also. Joining to this thought is difficult. How it was clear from investigator, the first stage started 11th century and was continuing to the end of 16th century. In that period, philosophy materials were gathered, appropriated and published. The second stage started from 16th century and it has been continuing by nowadays. And now, scientists suppose that in this period professionals analyze study the issues in historical philosophy.

E. B Shaymukhammedova illustrated in her works two stages of introducing and saving culture and the subject " Arabic philosophy" to western Europe. Moreover, scientific inheritances have relationships with it. Both, study of Beruniy contributions in since and determining of directions, methodologies in studying of his inheritances by western scientists is confirm with aim.

Of course, this conclusion has great significance for western scientists in the modern direction of study process Muslim eastern nations inheritance. However it needs in additional and interpretations, otherwise this vagueness could develop in next studies of Beruniys' inheritances.

Because of this fact, for my opinion, it is important to note two basic stages, which were given above by scientists, passed through four different major stag-

es. It was determined after more accurately and profoundly studies.

For us E.B. Shaymukhammedova marked thorough and described appropriately. But the second period, which was determined by author had three stages. It consist from second stage which was continuing from 15th centuries to the end of first part 19th century approximately. The main contribution of German scientists Mogel who lived that period is his efforts to look at eastern science particularly at philosophy with new and modern opinion. But, deficiency of materials which prove these facts in this direction were the reason both abjective thoughts about Muslim eastern philosophy and very important and correct inferences.

NAVAIY'S IMAGE IN THE IZZAT SULTAN'S SCIENTIFIC INTERPRETATION

Elmurod Nasrullayev,

Annotation: In the article, author try to show the skill of outstanding literary critic, Izzat Sultan, in promoting, Navaiy's scientific image. 'The heart book of Navaiy' of 'Red ideology' shows that the Izzat Sultan attemped to create a image of Navaiy on the basis of historical facts and has provided him with the idea that he has been offered to the people in a 'wrapped curtain' to fit him into the Soviet Ideology.

Key words and phrases: the witnesses of the life great poet, image of Navaiy, the first revival of the genius in Navaiy, subtle nature, scientists.

Majority specialist in literature of scientific, or example, note that N. Mallayev age of Soviet Navoiy came into existance 50-60c was soviet of Navai advanced age. A number of local exprts have been trained to falsify Navai's fraudulent tendencies against her legacy of heritage. Izzat Otakhonovich Sultonov occupies a special place among them. The monograph, The heart of navai by the well-known writer is a work depicting the interpretation of the emblem of Navai in Soviet times. According to the writer in this play Navai talks about ourselves with himself. The witnesses of famous poet – Jomiy, Boyqaro and others in the works of great writer created his life, words and his behavior and character. During write about life of Navai I.Sultan rely on believable and real source. He describe through the artistic symbol oh his personality in a specific way in terms of historical and scientific princple through them. In his own monographs, the author describes Navai with respect inevitable this kind pasted to reader, introduces a new way of manifestation Giyosiddin's great role in Temuriy's palace and once he assumed the appontment of Sabzavar Alisher's

family environment could be assumed to be one of Heart's dominant environment could be assumed to be one of Heart's, Again, two close we know aboutt relative of Navai poet and writer, musicant writer. Looking at the roots of the master genius. The fact that Alisher's as a Attar was a great poet and his soul sank into and his epic poems was a revival of such a Navai give a reason. It is called the mouthpiece of the art of life of a young man's work is called second part the first devan of poet " ko'rgali husningni zor-u, mubtalo bo'ldim sanga give completely and by their analysis it shows the main Characteristic of Navai's creativity with their secular meaning gazal of Navai to serve a deep place in the literature in the minds and emotions contrary to religious beliefs. Although it doesn't mean that Navai was an anthem. The devan who created Sultan Ali that the devil starts with a traditional poem that praises the God, it is not a difficult to guess that this ghost analysis has an external meaning. The poet give the principles of dominant ideology concealing the internal and mysterious interpretation of the ghosts, subject to the principles of dominant Ideology. In fact this

two work is known to all lookers of literature with praises love. It was the group of rich and poor people who belonged to different classes from and society apart from itself. And he considered himself a leader. so they classified group and they named Shah and poor with social problem in literature and the government was paying serious attention to the artists attitude toward it. For that reason why Izzat Sultan notes in his monographs that Navai is the main problem. And he analysis in his work this problem tried to settle. Of course, in some parts of the play humor is subdued by the principles of the Red Ideology the facts about the period of Navai is given accordance with the age. And we give some of them. Including the poet living in Herat and its surroundings in the Navai era, writes the following at that time shah and poor. And enjoyment of life it was love the writer says he used these words in his poetry work. And the love to Allah and enjoyment. Of course, writer is aware of it. The term democracy in ancient Greek Philosophers in the field of world sociology has been used a power- driven. The term is alluded to when it comes to the world view and activity of a particular historian who has lived or dominated in the long and near past. Especially during the Red empire I. Sultan also used this term in his wok as a man of his time. It was precisely this kind of thought that was necessary for the publication to read the reader. The author describes Navaiy's role in the Palace of Boyqaro. The reason for Navaiy's rarity and reputation as an objection to the King of intellectuals of country. Where the writer used improvised artificial sentence of the Navai party which was the defence of the communist views of

the writer from the dominant Ideology The age of Abu Said he didn't stay long at Herat and he came toMashhad. Describes the event from in work Holoti Pahlavon Muhammad and explains three important aspects of his work.

At first according to Navai in his time two of Turk poets Lutfiy and Nasimiy were great and famous. Secondly, Navai is also brilliant in the eyes of the knowledgeable scholar Pahlavan Muhammad. Thirdly, In the famous letter he wrote to the master anf friend the work of Hasan Ardasher and "garayib us sigar" is analyzing the letter entered. According to the writer, he will have to write this letter to explain why he had to leave for another country. Because at the time has gone from Heart. During analysis Author says Navai was forced to leave the country because of persecution. Because for such a proud creator as Navai was difficult to stay in such a place of persecution. There was in good pubic. Everyone was cruel to one another. The people's power doesn't work and people died and even plundered by the dead. This situation in the country a major adverse effect. The fact that the author drew attention to these point also meant a lot in a sense. Author says about Sufizm. According to the teachings of Sufizm, a person should come to know God by his own opinion and join himself to God. Navai I going to this way and he must find perfect teacher, give himself to him and obeyed his commands and achieve their goal that if he didn't do what he wanted from the world, he would stay close to God. Author says that the letter wa known to his contemporaries. Many years later Boyqaro remembered it and his work

of "Risola" he said: "Navai can be create his Xamsa " for 2-3 years. The work of "Majolis un- nafois"of Navai. By analyzing the ideas of Samarkand creators, he points them to the fact that Navai is a very modest young man and is one with everyone. This character is Navai emphasizes self-respect. It emphasiss the existence of human pride. Bobor says that those he have mistaken the good qualities of hiswealth, says that Alisher Navai is so proud of during need. Navai's love fo nature can be felt in his writings as well as his letters to his friends. He is a erson who seriously takes a serious interest to reading and studying in his work. "Garaib us – sigar " and "Munshaot".

Izzat Sultan discovered again another character of Navai and he emphasizes that he doesn't condemn Abu Said. Although he had been temporarily deported from Navai then returned to Herat and didn't show a negative attitude towards him even when he was in power. The that the scientist wasn't included in the essay of the most absurd is that he is the target of a very negative estimate by the poet. It is seen that the scientific of literature shows that he was born as a symbol of the sensitivity of nature in Navai. Another character is that he can reconcile the fighting people. Saying he was involved in reconciliation with his enemies in military operations. especially Badiuzzaman, who fought with his father. As a proof of his ideas he writes to letter of Navai to the princes and provides them with scientific analysis. And two letters are in the work of "Munshaot". This is his skillful ability. In his letter to Badiuzzaman. "your father is your God" said to him. As a proof of his word, Ahmad Yassaviy narratives:

Atodin kelsa xato, ko'rma xato,
Savob bil xato, toki qilsa xato.
Atoning xatosini bilgil savob,
Seni yuz balodin qutqargay xudo.

It is a courage of Izzat Sultan. This testimony can also be called the blessing of Izzat Sultan. Because Yassaviy is a religious literature representative. this writer emphasizes that this letter is one o the most human documents of Navai as book. It is evident that in the Navai sophisticated artistic embodiment the work of "The heart book of Navai" when we compared with the work of new publication Khondamir "Makorim ul- axloq" we have seen that the scientist has a culture of history and there is no doubt that some of the poetry inscriptions in the work of Sultan Zayniddin Vosifiy "Badoye ul- vaqoe" have not been shed.

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ИСТОРИЧЕСКИЕ ИСТОЧНИКИ О ПОХОДАХ АМИРА ТИМУРА

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Аннатация

Известно, что формы управления государства Темуридов, а также победоносные походы Амира Темура известны всему миру. В этой статье приведены точные информации о походах Амира Темура, упомянуты историчесике произведения.

Ключевые слова:

Полководец, история, Амир Темур, источник, рукопись, управление, ханство.

Anatation

It is obvious that forms of administration in Temirids state and Amir Temuris victorious campaigns are famous all over the world. In this article, precise in formation about Amir Temur's military campaigns and historical works is given.

Key words

Military, leader, history, Amir Temur, source, handwriting, administration, khanate.

В формировании понятия государственности 50-60 годы XIV века оказались важным периодом, который до сих пор изучается учёными -историками. Формирование различных форм государственного правления связывается с исторической личностью Амира Тимура.

Во второй половине XIV и в начале XV веков Амир Тимур основал свою великую империю, которой потряс весь мир. Он как достойный сын своего времени получил известность в качестве умелого полководца и государственного деятеля. Амир Тимур как и всякий государственный деятель военного феодального государства эксплуатировал трудовой народ в интересах своих верных подданных – феодалов и духовенства. Его государство было построено за счёт кровавого насилия и после его смерти оно распало. Формы государственного правления в великой империи Тимуридов всегда вызывали большой интерес среди историков.

В период колониального правления предпринимались все усилия для того, чтобы забыть заслуги нашего великого государственного деятеля. Даже было время, когда империя Тимуридов сильно была раскритикована и многие исторические факты были фальсифицированы, многие источники забыты или уничтожены, а самого Амира Тимура официально осудили как самого кровавого правителя. Был изъят из продажи и общего пользования знаменитая книга Шарафуддина Али Язди об Амире Тимуре и его походах «Зафарнома».

Все запреты в отношении нашего знаменитого предка были сняты лишь после объявления независимости нашей Республики. Именно в этот период по инициативе нашего Первого Президента Ислама Абдуганиевича Каримова широко отмечалось 660-летие Амира Тимура, а также в честь его был установлен величественный памятник в Ташкенте.

Также проводилась международная конференция "Амир Тимур и его место в мировой истории", после которой были опубликованы ряд научных трудов, посвящённых Амиру Тимуру, такие, как "Военное мастерство Амира Темура", "Уложения Темура", "Зафарнамэ" Низомиддина Шоми, "Амир Тимур и патриотическое воспитание" и т.п. Достойно оценил заслуги великого полководца и государственного деятеля Амира Тимура наш Первый Президент И.А. Каримов на одном из своих выступлений: "Основная историческая заслуга Амира Темура в том, что именно в период его правления народы Европы и Азии впервые признали свое существование на геополитической территории, что более актуальное звучание получило и в наше время". Человечество, существуя в условиях глобализации, осознало, что для того, чтобы выжить необходимо создавать все условия для мирного сосуществования между различными государствами и народами, приложить все усилия для создания нового гармоничного и безопасного мира.

Однако для этого необходимо научиться честно и правдиво оценивать нашу историю, что необходимо как воздух и вода, ибо «история – великий учитель»! ..." .

Именно такую возможность предоставила наша независимость, благодаря которой также стало доступным изучение и исследование запрещённых источников о жизни и исторической деятельности Тимуридов.

В настоящее время ведутся работы также по исправлению допущенных ошибок при изучении истории Тимуридов. В частности, проводится всесторонняя работа по опровержению несправедливых высказываний в адрес нашего великого полководца, изложенных в книге «История кровавых Тимуридов» и по распространению достоверных исторических фактов именно об этом периоде нашей истории, в частности о деятельности Амира Тимура по созданию государства на основе принципов справедливости и правосудия.

В этом смысле особую значимость приобретают «Уложения Амира Тимура», как один из самых достоверных исторических источников о данном периоде. В наше время они впервые были опубликованы на узбекском языке в 1996 году. В нём великий правитель изложил собственные принципы управления государством. Существуют несколько копий переводов данной книги на узбекский язык, которые появились в 1856/57/ годы. Её переписали Муҳаммад Юсуф ар-Рожи, Пехлеван Нияз Деван. Перевод «Уложений…» на узбекский язык Муҳаммада Юсуфа ар-Рожи считается сокращённым их вариантом.

Ещё одним из достоверным источников в изучении истории периода Тимуридов является книга, написанная судьёй Ходженда Набиджана Махдума по велению кокандского хана Мухаммада Алихана в 1821/22-1858/59 гг. В нем описываются походы и политическая деятельность Тимура до 39 лет. Данная копия «Уложений…» считается одним из надёжных источников для более углублённого изучения истории Тимуридов.

Однако самым популярным историческим источником, более подробно освещающим жизнь и деятельность Амира Темура является "Зафарнома" Шарофуддина Али Язди, переизданного у нас несколько раз с 1997 года. Она входит в число таких исторических книг, где приводятся более подробные факты о победоносных походах Амира Тимура, в ней описываются подробности о последствиях знаменитой Грязной войны (Лой уруши), раскрываются причины похождений полководца в Индию, даются сведения о том, как великий политик и правитель мог устанавливать дипломатические отношения с соседними странами. Говоря о деятельности тимуридов, следует отметить, что и она не ограничивалась территорией древнего Турона. О том, что сохранилось множество исторических достопримечательностей на территории ряда современных госу-

дарств, таких, как Россия, Афганистан, Иран, Индия, арабские страны, а также на Кавказе, нам почти не известно. Это объясняется тем, что до сих пор не собрана и не сконцентрирована вся литература о тимуридах.

В настоящее время не переведённые и не изученные старинные труды об Амире Тимуре хранятся в ряде стран Европы[1].

На сегодня сбор и публикация книг о победоносных походах, о ценных наставлениях Амира Тимура и его опыте по вопросам управления государством на основе достоверных источников является одной из важных задач нашего государства. Издание и популяризация литературы, распространение рукописей, посвящённых жизни и деятельности великого Сахибкирана, среди молодёжи несомненно способствует её духовному обогащению и воспитанию в духе патриотизма.

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SOCIAL FUNCTIONS OF "MASS CULTURE"

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Аннотация

В статье освещаются сущность и содержание реформ, проводимых в годы независимости, их связь с духовным сознанием человека. Высказываются суждения по усилению духовного воспитания.

Annotation

The present article light up the essence and content of reforms done in the years of independence, their relation with spiritual consciousness of humanity. All the terms of intensification in spirit training are given in the article.

Ключевые слова: глобалный, легалный, деформация, диффузный индивидуальный, эгоистический.

Key words: globally, legal, difference, diffusion, individuality, egocentric.

As it is known, culture is a universal phenomenon, it won't be and cannot be a pure culture belonging to only one nation. Although it is the nation that has created a major part of its national culture, it will have a share and influence of the universal culture created by the peoples of the world. It serves for all forever. For example, art and literature, architectural monuments, maqom, achievements in science and so on, all belong to the universal culture. Culture can be divided into two – elite (high level) and mass (low level) cultures. The above points are of elite culture. In it, universal ideas, views, theories and doctrines serve as the foundation and the priority. In this sense, original culture gives people spiritual strength, spiritual feed, and it enriches their knowledge.

"Mass culture" creates subtle ideas about the everyday needs of people. They are created in a standardized, mass-printed, industrial way. They fit into human consumption psychology. They help to keep people out of their lives and stay hidden in the virtual world. The heterogeneity, the subtle, artificial and small world of the person is created to achieve this. The main characteristics of the mass culture are, first, its individual characteristics, next, the absence of nationality, and last, it is aimed to spread through mass media. In this sense, a widespread definition of the social function of mass culture is a bit challenging. Any culture plays a specific role as a social phenomenon. In the today's era, culture has many functions as an internal feature of contemporary society. It requires people to respond to the demand of the time, in order to keep pace with progress, trying to shape the "Modernized Man".

Rapidly growing development rate creates the necessity of rapid adaptation, without letting people think. For example, people who are unable to use modern means of communication, computer and

up-to-date devices are considered to leg behind the times and can not adapt to the present-day requirement. In other words, they are buying pieces according to fashion rather than their basic needs, being influenced by the fashion. Such situations are observed not only in the household but also in the spiritual life. There are many such examples in the culture of music, literature and art, and the culture of clothing. For example, we all know that most people do not follow the culture of clothing in public places and educational institutions, and neglect esthetic rules. Of course, we cannot ignore the necessity and importance of development, but we cannot fully accept the "culture" of the mass culture. In our culture, we must adhere to the morals and grace criteria.

Mass culture leads people away from real life and leads them to the world of illusion. It seems that with fraudulent and fake feelings we could forget daily problems. In fact, all of these are deceptive emotions. This leads to the loss of distinction between fantasy and real life among people. The problems of life, the solution of wishes can only be imagined and these deceptive emotions do not allow them to act in real life. It is possible to imagine this situation by remembering the main character of the movie "The Wonderful Dreamer". A reader who reads a detective story or a viewer regularly watching militant films, begins to imagine himself as a superhero.

Anyone who knows how to make use of his leisure time practically will grow up and develop in a positive way. Therefore, practical usage of leisure time allows us to protect people from various negative effects. Everyone in his heart has a curiosity and power that drive him to regular action. Because of this, various types of virtual games are being diversity to spend time and relax, attracting people especially youngsters. Playing computer games is not only a waste of time, but also a relaxation.

In our opinion, the leisure time is the time of spiritual maturity. For example, reading books, playing chess, watching films, and going to museums and performances gives the person the opportunity to relax, together with growth in their knowledge. The reader will be able to create a mental imagination of events and analyze it. The person watching the movie may be confused in case of 5- minute interruption, so he focuses on the sequence of events. In this case, it will not be possible to analyze it, as the events continue without break.

Another function of mass culture is manipulation of people and society from real socio-political issues and disturbing them.Through this, mass culture develops consumerism psychology in people, ignorance in people, and in society. The need for consumption changes as demand grows continually. Commercials spread through radio, television and the Internet, advertising at the banners in streets and alleys, "Just for You", "Your happiness", "Guaranteed service" control and direct people's mind. The repetition of these persuades people that it is guaranteed and true in the real life. In this way, It effects the minds of people and society.

Today the level of social life of the

people is being equal. The same is true for consumption. Consumers are considering fashion as a priority rather than basic necessity. For example, someone with a satisfactory car will try to get a brand new car to reach the fashion although he is not in need of a new automobile. Otherwise, he feels that he legs behind the world and creates ignorant attitude to economic situation. In other words, mass culture misleads people from their original purpose. Instead of solving the problematic issues, instead of searching for a solution, their attitude is somewhat like "It is none of my business here".

We have thought about some of the negative aspects of mass culture. The goal is not to condemn it but to highlight its social benefits, to respect, preserve and enrich the original cultural values.

Mass culture has gained a bigger place in our society. It is impossible to put a certain limit on it. The period requires people to develop a proper attitude toward mass culture and to distinguish and criticize it properly in educational system. In short, when it comes to mass culture, we have to consider not only its negative effects, but also its protection and practical uses.

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DEVELOPMENT OF CIVIL COMPETENCE OF PUPILS

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Abstract: *A civil competent person should be able to resist the influence of an ideology hostile to the state and society, other anti-social, nationalist, religious, etc. manifestations.*
Keywords: Competence, ideology, self-regulation, existential, society, civil.

Гражданско компетентный человек должен быть способен противостоять воздействию враждебной для государства и общества идеологии, другим антиобщественным, националистическим, религиозным и т.д. проявлениям. В то же время он должен быть способен мобилизовать себя на участие в работе общественных организаций, осуществляющих контроль за деятельностью государственных и властных структур.

Жизнь в гражданском обществе подразумевает свободу выбора целей и средств их достижения. Именно это характеризует сферу *саморегуляции*. Человек должен осознанно подходить к выбору целей и средств, руководствуясь понятиями совести, добра, уметь критично и разносторонне мыслить, соотносить свое поведение с действиями других людей, уметь адекватно оценивать и корректировать свои мысли и действия. Многое здесь зависит от рефлексивных умений, способности к самоконтролю, так как успеха в жизни добиваются те люди, которые ищут причины неудач, прежде всего, в своих собственных поступках или качествах, а не во внешних обстоятель-

ствах. Кроме этого, компетентный гражданин должен:

• четко осознавать и оценивать свою гражданскую позицию,

• анализировать свое участие в событиях общественно-политической жизни, результативность и эффективность такого участия относительно интересов гражданского общества,

• регулировать своё участие в событиях гражданской жизни в связи с их результативностью и нацеленностью на интересы личности, общества и государства,

• анализировать и корректировать систему собственных гражданских отношений в связи с событиями общественной и государственной жизни,

• на основе анализа происходящих в стране и обществе событий вырабатывать свое гражданское поведение, направленное на обеспечение личных интересов, в соответствии с интересами общества и государства,

• выбирать и регулировать способы поведения относительно участия в общественно-политических событиях, руководствуясь нравственными и правовыми нормами,

• осмысливать и регулировать систе-

му личных нравственных, гражданских, культурных и иных ценностей.

Предметно-практическая сфера включает в себя способности, поступки, умения в различных видах человеческой деятельности и общения. Компетентного гражданина характеризуют способности, проявляющиеся в публичной деятельности: влиять на людей, привлекать ресурсы общества для достижения своих целей, приобретать, усваивать и использовать информацию, необходимую для достижения своих целей. Развитая предметно-практическая сфера позволяет человеку совершать нравственные гражданские поступки, проявлять ответственное отношение к обществу и своему поведению в нем, оценивать с нравственных, патриотических, гражданских позиций свои поступки или поведение других людей, а также:

• участвовать в работе общественных организаций, объединений граждан, в различных формах проявления гражданской позиции,

• проявлять общую социально-политическую активность,

• участвовать в изучении, обсуждении и принятии норм гражданской и государственной жизни,

• ответственно и осознанно подходить к участию к выборам в органы государственной и общественной власти и органов местного самоуправления,

• активно деятельностно противостоять формам гражданского насилия, давления, коньюктуре,

• в полной мере реализовывать свои гражданские права,

• выполнять свои гражданские обязанности.

Гражданское образование строится на гуманистических принципах -признании свободы выбора человека, который сам решает каким ему быть, выбирает ценностные ориентации, определяет, какую мораль, культуру, религию он будет считать своими. Именно эти ориентации и определяют сущность **экзистенциальной** сферы индивидуальности. Гражданственность, гражданская компетентность происходят от признания неотделимости своей судьбы от судьбы общества, родины, своего народа. Человек должен понимать, что достичь своей личной успешности можно только тогда, когда он в полной мере может воспользоваться потенциалом всего общества, то есть личный успех неотделим от успешного развития общества, государства. Делая свою жизненную или профессиональную карьеру, человек помогает всему обществу подняться на новую ступень своего развития и личный вклад в развитие общества является главным условием успешности каждого.

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BASIC PRINSIPLES OF TASK BASED LANGUAGE TEACHING

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Abstract

In foreign-language teaching and learning, there exist a number of methodologies and approaches. The ideas and principles of Task-based Language Teaching (TBLT) and learning have proven to be effective in classrooms. The task based language teaching (TBLT) aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills. The role of task-based language learning is to stimulate a natural desire in learners to improve their language competence by challenging to complete meaningful task.

Key words: task, activity, information gap, opinion gap, reasoning gap, scaffolding, task tendency, recycling, active learning, integration and reflection.

The meaning of "task" has been defined in various ways.. Task becomes pedagogical in nature when adopting them in classrooms. Pedagogical task is defined as "an activity or action which is carted out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Using different kinds of tasks in language teaching is said to make language teaching more communicative. Breen defines pedagogical task as- "any structured language endeavour which has a particular objective, appropriate content, a specified working procedure, and arrangement of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning from the simple and brief exercise type to a more complex and lengthy activities such as group problem solving or simulations and decision-making" (1987,160). It is clearly evident that a pedagogical task is a classroom activity which helps the learners in understanding, controlling, producing or interfacing in the target language. The learners are required to express and focus on meaning, which is an outcome of their grammatical knowledge.

Task-based language teaching (TBLT)

focuses on the use of authentic language to carry out meaningful tasks in the target language. In foreign language classrooms, it is the teacher's responsibility to help students to learn how to communicate using the target language; the teacher therefore needs to design meaning-based activities and tasks for students to complete. In the task-based language class, the activities lead up to the completion of a realistic task and the language taught is determined by what the students would need to know in order to complete it.

The tasks vary in their methods and level of complexity and its nature N.S. Prabhu (1987,27) classifies them into four categories of classroom activities: Rule-focused activity, Form- focusedActivity, Meaningful activity, and Meaning-focused activity.

In Rule-focused, activity the learners indulge in doing the tasks recalling the rules of grammar or language. It takes a conscious effort from their part to apply what they have learnt so far. This activity requires understanding and it is evident that the explicit rules do not help the learners to put it to good use.

Learners are involved with repetition of given language forms and from them they derive new forms to be applied in Form- focusedActivity. This kind of practice is very valuable in their learning as it entails and facilitates subconscious assimilation of the structure and it promotes language use. It will also lead to the learning of language skills and provides them with a sense of independence and experience in all the four skills of listening, speaking, reading and writing.

Meaningful activity mainly focuses on meaning. The learners repeat, manipulate or build or structure new language forms paying attention not only to the forms but also to the meanings of the context with which they are related to. It is much valuable not only in learning the structure but also to have better understanding of their contexts or knowing the meanings of contexts.

Meaning- focused activities involve and fully occupy the learners to have more comprehension and understanding. They would focus on conveying or relating the meaning and they try to cope with the language forms, Main focus is not given to language forms or it is not intentional but rather the forms are helpful to express and organize meaning. Meaning focused activity is divided into three types according to N.S. Prabhu (1987, 46-47). They are 'Information – gap activity, Reasoning-gap activity and Opinion-gap activity'.

In Information gap activity the learners try to transfer information from one form to another and from one person to another. On the whole it is passing on information or communication of information through encoding or decoding. It also involves transfer of oral information to the written form or from written form to oral form.

In Reasoning -gap activity the learners arrive at some new information through the process of inference, deduction, reasoning or patterns. But instead of passing the same information, this activity requires comprehending the given information and from that initial one has to de-

duct the new information and a certain kind of reasoning is required to connect both the information.

In opinion gap activity the learners respond to a given situation and they are required to do identification and expression of their own opinions to the given context and situations.it may have understanding of facts but after it the learners should come out with their emotions and point of views. The learners' success is not assessed through a particular answer but it varies from individual to individual.

(2004, 35-38) in his theory establishes

There are seven principles established in his theory by David Nunan that are the basic foundations of the instructional sequence of tasks. They are scaffolding, task dependency, recycling, active learning, integration, reproduction to creation and reflection.

In the principle of Scaffoldingthe teacher or the researcher should provide a supporting framework or material which the learning can take place. At the beginning of learning process, the learners are not expected to produce their own new language forms. The teacher should know when to remove the framework so that the learner can do it independently. If he removes it earlier before the learners are ready, the entire process will be collapsed.

Task dependency refers that the learners first engage themselves in the receptive and slowly they should move on to productive tasks. In other words, within one lesson, one task should move on to develop further tasks, and the tasks should be built upon the ones that are already over.

In recycling the learners usually will not reach the goal of learning one hundred percentage as soon they encounter a particular item for the first time. They require a course of time to develop and also they need to do it in repeated exercises before they achieve it. This recycling allows them to remember and recall what they learnt so far and it provides opportunities to do particular language items after some intervals.

It is believed that learners do learn truly when they involve themselves actively when they do something by themselves in the principle of active learning. It is called as experiential learning where the tasks provide them the experience of doing it. The learners should be allowed to participate in various opportunities to engage themselves and have a lot of practice. This kind of practice removes their inhibitions and they will be doing the work rather than the teachers unlike traditional classrooms.

In the principle of integration the learners do the activities in an active way that is not adequate for their learning. They should be aware of what they learnt or the language forms they are learning and they should be able to relate them to communicative function and their meaning. Actually they should be provided with key factors regarding how to integrate their items of language and how to operate them.

Usually, the learners learn and produce what they are given as models. In a way, they will be successful in attaining it in reproduction to creation principle. But they should not stop there by simply re-

producing what they have seen or heard. They should be encouraged to create new ways to use the linguistic forms or items. They are allowed to move from the level of reproduction to creation of their own ways.

In the principle of reflection the learners should not stop producing linguistic forms on their own but they have to go forward to assess their learning process. They should reflect how they have done it and they should be given opportunity to assess their learning by feedback questions.

In English language education, tasks are viewed as important components to help develop proficiency and to facilitate the learning of a second or foreign language by increasing learners' activity in the classroom. A lot of research has been done in the area of task-based learning and theorists highlight that there are three main steps to perform a task. First is the "pre-task stage" in which the teacher introduces the topic and provides the instructions such as the content, the objectives for each one of the steps within the task, and the way to present it. Referring to this stage, Willis and Prabu (as cited in Gatbonton& Gu,1994) and Littlewood (2004) suggest that this stagecreates an overview of what the students need to know to accomplish all the requirements of the assignment. Moreover, Skehan (1998) indicates that this phase is an overview or introduction about all the rules learners need to follow to complete the tasks correctly. Frequently, this period of task development is used to choose the topic of the task, plan how the stu-

dents will present their work, or to consider the criteria to evaluate the results of the task and to determine actions to be taken regarding the performance of the students. Ellis (2006) suggests the "during task" phase as the next step; he says that two basic things should be done. First of all, the analysis should be made of how the task is going to be developed, and secondly, the analysis of how the task will possibly be completed. Seedhouse (1999) states that it is necessary to guide the learners while they are doing the work, ask the students to show their progress on what they are reading, writing, what videos they are listening to, or check if they are listening to what has been provided to them, and as a final point, provide meaningful feedback to them. The final moment would be the "post-task" phase. Lynch (2001) affirms that this moment involves the analysis and edition of the observations, opinions, and recommendations of the group and the teacher about the performance of learners in the task outcomes. In relation to this phase, Ellis (2014) considers that once the learners have conducted the task it is important to review their errors; this can be done by asking the whole group about the performance of their classmates, checking the teacher's notes, or asking students to selfevaluate their presentations.

The findings of this study suggest that TBLTis a meaningful approach to integrate language skills in an EFL program. The participants performed class assignments that helped them to develop tasks which included continuing exercises in

receptive and productive skills and have more time to practice doing tasks in a lesson through the use of contextualized and meaningful activities that support natural language acquisition.

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DYNAMICS OF TEACHING LEXICAL PHRASES

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Annotation: This article explores the role of lexical phrases in language teaching. They are an important feature in language use and language acquisition, and they offer advantages for language teaching. Lexical phrases constitute an ideal unit for teaching so this article considers implications and presents some pedagogic guidelines.

Аннотация: в данной статье рассматривается роль лексических фраз в преподавании языка. Они являются важной особенностью в использовании языка и овладении языком, и они предлагают преимущества для обучения языку. Лексические фразы представляют собой идеальную единицу для обучения, поэтому в данной статье рассматриваются последствия и представлены некоторые педагогические рекомендации.

The fact that lexical phrases are a recurrent feature of language use and language acquisition does not support the claim that they constitute an ideal unit for teaching. Let us now consider what makes them particularly advantageous for teaching purposes. Lexical phrases may be treated as wholes, either as complete or partially preassembled units. As such, they are stored in the lexicon as unanalyzed chunks just like words. Being ready-made, they are easily retrieved. Consequently, they offer learners the possibility of expressing themselves in the absence of rich linguistic resources. Beginners–children, elementary students, and particularly adults, who have already developed their cognitive and semantic structures but lack the linguistic tools necessary to use the target language– become conversationally competent without the need to know the underlying structure of these phrases. Lexical phrases prove highly motivating by developing fluency at very early stages and thus promote a sense of achievement.

So, lexical phrases are not dead ends. They are analyzable by the rules of grammar. Therefore, they are dual in nature. Depending on the situation, they may be treated as unanalyzed units in the lexicon or produced afresh using the rules of syntax. The fact that lexical phrases may be analyzed by the rules of syntax should not lead teachers to assume that analysis is always convenient. Sometimes a phrase is most efficiently treated as a whole rather than broken down into its constituents. By contrast, an expression like If I were the person chosen to deliver the speech would be handled differently because the associated functional use is lost. It is generated by a process of creative construction by the rules of syntax. The fact that lexical phrases may be manipulated by learners in this way– resulting in patterns of increasing generalization–constitutes the basis for language expansion.

Cook [Cook, 1977, 45p] has suggested that the capacity of speech–processing memory is constrained by syntactic com-

plexity both in adult and children native speakers. This limitation is especially acute in second language learners. This fact is further supported by research in computational analysis of language. Pawley and Syder [Pawley, Syder 1983, 191p] refer to "native-like fluency" as the ability native speakers have to produce long strings of speech which exceed their capacity for encoding and decoding speech. Lexical phrases are a way of overcoming such constraints because they are stored as wholes and are therefore readily accessible. This means that learners do not need to pay attention to grammar if they use these phrases. By shifting their attention from grammar to features such as relevance, coherence, and appropriateness, learners are able to organize their speech at discourse level and maintain the flow of conversation.

The structural approach, with its strong emphasis on grammatical competence, did not give learners the tools to access all the analyzed knowledge they possessed. By contrast, the communicative approach provided learners with a repertoire of patterns to be accessed in appropriate contexts of use, but they remained grammatically incompetent. Lexical phrases offer a balance because they allow teachers to foster both accessibility and analyzability and thus contribute to the development of the learner's grammatical and pragmatic competence. If indeed lexical phrases are an ideal unit for teaching, and given that our aim is to develop grammatical and pragmatic competence in learners, the question arises as to which phrases are the most effective for teaching. One might logically want to teach those formulas most frequently used by native speakers as revealed by concordance data. I would suggest, however, that frequency does not equate with desirability for teaching. These two factors do not necessarily coincide. If they do, frequent phrases effective for teaching will enjoy the additional advantages mentioned so far. Lexical phrases belong to a continuum. At one end there are fixed phrases such as by the way, have a nice day, etc., which are not subject to alterations. Other phrases, however, allow some degree of modification. Such modification may be syntactic or lexical. Sometimes the degree of syntactic modification possible is highly variable. For example, not only, but also, and as well as are extremely flexible. Similarly, variation of lexical content within a syntactic structure is also a matter of degree. For instance, a phrase like a _____ ago accepts variations such as a day ago, a week ago, a month ago, a year ago, and so on. But in this case variations are constrained in the sense that only nouns or noun phrases may fill the slot. Other categories such as adjectives or adverbs are not possible.

Learners need awareness of two facts. First, not all easily accessible phrases are appropriate for all contexts. Making learners aware of these subtleties of the language is part of the task of developing their competence. If one acknowledges this shift of focus from grammar to lexis, two corollaries follow. First, some patterns which traditionally receive gram-

matical pedagogic treatment might indeed be best introduced as lexical phrases. This may apply to the first, second, and third conditionals; the passive; reported speech; the -ing form; the past participle; and will, would, and going to. Irregular past tense forms such as was, had, got, said, did, made, came, thought, and went may be first learned as lexical items. The concept of time may be most efficiently presented through lexis rather than tense. Second, some patterns relegated in language teaching, and usually reserved for advanced learners, might have a larger role than is often assumed. How can teachers operationalize these ideas to relate them to the practicality of the classroom context? I contend that presenting learners with a set of prototypical examples of a chosen phrase in clear contexts is a good starting point. The phrase would be introduced as an unanalyzed whole. Learners would be encouraged to understand the pragmatic meaning of the whole phrase, not its constituents, in relation to the context in which it occurs. If the unit is too long or unfamiliar for learners, drilling activities may give them practice in articulating the new pattern.2 Lexical exercises would follow. Lewis [Lewis, 1993,131p] offers the following examples:

1. We say on television. How many other words can you think of which are similar to television, and go in the sentence It's on...?

2. How many expressions can you make which use:

a. part of the verb have with:

b. part of the verb give with:

1. a party	6. a cup of tea
2. lunch 7	7. time to
3. a pound 8	8. a hand
4. a present for 9	9. a cold
5. a present to 10	10. the chance to

How does grammar fit into this picture? Following Lewis, grammatical explanations have a minor role. Instead, learners explore grammar by themselves and construct their own personal, provisional rules. "Grammar is primarily receptive" [Lewis,1993,149p] and should aim at learner awareness. Learners would be given the opportunity to observe language by themselves and critically reflect on what they perceive.3 This proposal highlights the use of identifying, sorting, matching, and comparing activities whose goal is consciousness raising. Questions like Can you find...? and Did you notice...? are crucial. The following are some examples:

1. Listen to the tape. Write A each time you hear can /'kn/ and B every time you hear can't ka:nt/ (identifying).

2. Sort the following into two groups: adjective + at; adjective + to (sorting).

3. Match the verb play with the phrases it is usually associated with (a party, the piano, breakfast, tennis, a car, a record, etc.) (matching).

4. Read the following extracts. What differences can you find? Why are they different? (comparing)

Grammar and syntax have been favoured for years. However, the primary role of lexical phrases in both L1 and L2 acquisition and use has been strongly

supported by research. Careful scrutiny of the nature of these phrases reveals that they enjoy advantageous features which warrant their restoration as an ideal unit for teaching. It is now our responsibility as teachers to make the most out of them.

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ОСВЕЩЕННЫЙ В ИСЛАМСКОЙ ДИАСПОРЕ И ИХ ПУТЬ

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Аннотация. Эта статья о наследовании в исламе. В статье анализируется значение наследственных видов. Наследование знаний является одним из важнейших вопросов науки.

Annotation. This article is about inheritance in Islam. The article analyzes the value of hereditary species. Inheritance of knowledge is one of the most important issues of science.

Ключевые слова: наследие, ислам, пророк, мазхаб, современность.

K**eywords:** heritage, islam, prophet, mazhab, current.

Раздел наследования в исламском шариате является отдельной наукой, прекрасно организованной, и хорошо известно, что большинство стихов Корана, упомянутых в Коране, упоминаются в стиле Корана, в таинственном и кратком изложении. Тогда сунна набавийя толковал это подробно. Например, вторая опора ислама, а именно Коран, гласит:

Пророк (да благословит его Аллах и приветствует) сказал: «Молитва выполнена» и «Что касается молитвы, то время для верующих определено, и оно окончено». В стихах Корана нет общей информации о природе молитвы, о том, как она выполняется, о количестве ракшах, количестве дней, в которые она была совершена, или о времени ее исполнения. Эти аспекты молитвы были продемонстрированы в Сунне Пророка (мир ему). Кроме того, закат, пост, хадж и другие акты поклонения и лечения описаны в Коране ал-керим, а затем пришло подробное объяснение в сунне. Тем не менее, наследство и постановление о нем были объяснены в Коране наиболее совершенным и всеобъемлющим образом. Нет другого суждения, которое пришло в голову подробно, как наследство. Каждая доля наследства, степень и другие указы наследования подробно описаны в описании наследования. Вот как Аллах так прекрасно и комплексно объясняет вопросы наследования, важность знаний о наследовании и их важность в мусульманском обществе. Другая важная причина, по которой наследование так важно, заключается в том, что наследование является одной из основных причин наличия имущества.

Как известно, собственность является одной из основ жизни и общества. Ведь жизнь человека будет продолжаться и укрепляться. Абдулла ибн Амр ибн аль-Ас (да будет доволен им Аллах) рассказывает, что Пророк (мир ему) сказал:

«Наука три. Кроме Него есть следующие: 1. Самый сильный стих 2. Сунна праведных 3. Праведный фараон (Абу Дауд, Ибн Мааджа и Дорим).

Имам аль-Хаттабий сказал, что цель «Праведного фараона» состоит в том, чтобы наследование наследства было оправдано наследниками в соответствии с Книгой и Сунной.

Такое свидетельство указывает на важность обучения причудливым знаниям. В частности, когда женщины лишаются наследства, а другие – при распределении наследства в соответствии с их желаниями, в некоторых обществах возрастает необходимость легитимности исламского наследственного правосудия.

Как говорится в науке о мирах, «это половина науки. Стихи с 11 по 12 Сурат ан-Ниса [1] описаны в наследстве. Как известно, арабское слово употребляется в нескольких значениях. Слово «наследовать» также относится к нескольким значениям в словаре и в термине. Слово «наследование» означает обладание духовными или финансовыми правами. Меросу было дано значение «Аль-Муджамул аль-Фитр» [2], что означает, что после его смерти его собственность перешла к нему. Если мы объясним значение наследования в более общих терминах, то это переход от одного человека к другому. Согласно этому значению, «наследование» включает в себя богатство, знания, великолепие и славу. В Коране слово наследование упоминается в нескольких местах.

Значение слова наследования в шариатской оккупации состоит в том, что все имущество умершего передается живым наследникам. В этом случае наследство может быть собственностью, недвижимостью или имущественными правами.

Что касается «merâm», набор правил, которые содержат наследование наследования от каждого преемника, описывается в вычислениях и фикхах. Наука о наследовании также называется фарерским знанием. Причина, по которой имя Фароиз называется, состоит в том, что Аллах объяснил правила наследования в Коране.

«Это разделение обязательно для Аллаха». Слово «фард» происходит от ряда значений, таких как долг, долг, доля, обрезка, взвешивание, расшифровка, явное объяснение и определение фарда. В сфере шариата наука, которая описывает наследование наследников и наследников, а также наследников, называется фарсом.

Знание наследства рассматривалось как часть юриспруденции Тафсира, Хадисов и юриспруденции Пророка (мир ему) без каких-либо знаний во времена Пророка (мир ему и благословение). Позже некоторые сахабы стали мастерами наук и стали мудрыми людьми. Чахорцы и Зайд ибн Табит были в основном учителями этой науки. Там нет книги о наследственности сподвижников.

Первая книга о знании наследия соответствует времени Тибета. Первое из Таби›ина написано Абу Бакром Айюбом Ибн Аби Тамима Сиджистоном (в 131 году хиджры) под названием Фароиз Айюб Аль-Басри. Эта книга – первая книга, написанная многими учеными. После Айюба Сиджистона письменность стала намного более

успешной, и было создано много книг о наследии.

Вот книга под названием «Сироджия», которая в настоящее время изучается в мадххабе Ханафи, который является основной учебной программой в нашей области. Полное имя автора – Сироджиддин Мухаммед бин Махмуд бин Абдуррашид Саджванди. Книга называется «Аль-Фароиз ас-Сироджия» [3].

Есть так много комментариев, комментариев и комментариев к этой части работы, которые не уделяли так много внимания книге о другом фарсе. Книга Сейида Шарифа Али ибн Мухаммада Джурджани «Аль-Фаруиз аш-Шарифийя» – известная книга Сироджии. Этот комментарий также содержит много строк и тегов. Сейид Шариф завершил свою работу в 804 году хиджры в Самарканде.

Многие ученые также описывают Sirojiyya в зарождающемся стиле, из которого популярна книга Махмуда бен Ахмада Лаурани «Иршадур Раджи ма›рифат фарруиз ас-сироджий». Ученые Зайн аль-Дин аль-Касим ибн Кутл аль-Бакара и его рассказчики ссылаются на хадисы Сироджийии.

Аврангзебс, один из вавилонских правителей, освоил и практиковал возможности действовать в соответствии с исламским шариатом. Аврангзеб Оламгир создает группу для создания книги «Фатавой индус», известной как «Фатавой оламгирия» [4]. Он собирает эту группу известных ученых, ученых, зрелых факих в Ханафи Мадххабе в Индийской империи. Председателем этой группы назначен шейх Низомиддин Бурханпурий. Аврангзеб Оламгир тратит около двухсот тысяч рупий. Двадцать два ученых участвовали в написании этой работы [5].

На сегодняшний день написано много книг о фарси. Они до сих пор хранятся на разных языках и в разных местах. Изучение таких работ позволяет не только изучать ископаемые науки, но и готовить их к нашей жизни.

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EFFECTIVE WAYS OF USING CASE STUDY OF TEACHING FOREIGN LANGUAGE

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Annotation: In this article is given information about effective ways of using case study of teaching foreign language. Here, described that case studies provide students with the opportunity of reading, understanding, and discussing a specific problem area, help students to communicate effectively and they are trained to be action-oriented and decisive.

Аннотация: В этой статье дается информация об эффективных способах использования тематическое исследование преподавания носовой IGN язык. Здесь описано, что тематические исследования дают студентам возможность чтения, понимания и обсуждения конкретной проблемной области, помочь студентам общаться эффективно и они обучены быть ориентированы на действия и решающим.

Before beginning the article we want to give origin of the word "case". It comes from Latin casus. Some of the dictionary definitions from Collins Cobuild which fit into this context are "1. 1. A particular situation that you are considering on its own or on an individual basis, especially when you are using it as an example of something, or when you are comparing it with something else. 1. 2. A particular incident that you are describing or explaining." Cobuild also defines "Case Study," which is spelled with or without a hyphen, as: "An account that gives detailed information about a person, group, or thing and their development over a period of time...."

Therefore, case studies provide students with the opportunity of reading, understanding, and discussing a specific problem area. Students are expected to propose logical solutions to the problem presented. Each case is written to leave the student at a decision point with the manager in the case confronted. It will usually describe how the current position developed and what problems key personalities in the case are currently facing. Tables of data, diagrams, and photographs may be added to help provide a more complete picture. Appendices are normally used to include large amounts of data that would otherwise clutter the text. Film, video, audiotapes, and slide sequences have all been used as vehicles for case descriptions. These all make a case more realistic to the students. They force students to decide on an action under realistic conditions. Students cannot remain passive observers, but are trained to be action-oriented and decisive. Learning to listen to each other, respecting others' views on the same subject, as learning when and how to react and to handle in-

formation are some of the basic skills which are developed through case studies. As a result, students develop their analytical skills. They also practice applying concepts, techniques, and principles in analysis. They learn how to judge which techniques are appropriate and applicable, to plan communication, and to analyze values. In addition, students learn to use creativity in generating alternative solutions to the problems.

We know that the case method cannot be considered as either tutorial or lecturer-based. Therefore, many students find the method difficult to adapt to. Critical thinking, creativity, communication skills, as well as attitude, self-analysis, social skills, and decision-making skills are all involved. Easton proposes the following several steps for case analysis:[Easton, 1982]

Understanding the situation
Diagnosing problem areas
Generating alternative solutions
Predicting outcomes
Evaluating alternatives
Rounding out the analysis
Communicating the results

Students are highly recommended to follow the above steps to be able to cope well with a case study. However, they usually complain about the shortage of time and lack of information, which also applies to a real-life situation and they cannot tolerate ambiguity. Fully understanding the situation and also diagnosing the problem is difficult for students. They have the tendency to propose only one solution to the problem instead of putting forward several. Students need to be encouraged to propose more than one solution and to learn how to tolerate or accept the solutions offered by others. Any solution may have a cumulative effect or will have some implications, which need to be considered carefully as well. When students are asked to analyze the case completely and evaluate alternative solutions, they usually get impatient and want the single right answer, which does not exist in real life. Because students fear the criticism of others, they are reluctant to communicate their results.

So, as a result, teachers are left with two options. First, case studies from textbooks may be adapted so that the problems mentioned above can be eliminated. Alternatively, teachers may design their own cases. In fact, it soon became clear in our situation that it was simpler to develop our own cases, catering to our own students' particular needs and interests. The difficulty of case studies may also be graded so that cases introduced at the beginning of courses concentrate on developing students' speaking skills. As students become familiar with case studies, more emphasis can be placed on designing materials which concentrate on developing students' critical and analytical thinking skills.

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МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

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В настоящее время различают три основных метода обучения иностранному языку: прямой, сопоставительный и смешанный.

I. Прямой метод. Прямым он называется потому, что его последователи пытаются создать непосредственные прямые ассоциации между предметом и словом изучаемого иностранного языка, минуя родной язык студентов. Аналогичные прямые ассоциации пытаются создать и между значением грамматических категорий и их формами в иностранном языке без их сопоставления с семантикой грамматических категорий родного языка студентов. В основу данного метода помимо таких дидактических принципов, как активность, наглядность, доступность и прочность, положены интуитивность, имманентность, опора на положительный языковой опыт, недифференцированное обучение, последовательное обучение. Из разновидностей прямого метода в настоящее время наибольшее распространение имеют аудиолингвальный и аудиовизуальный методы.

Изучение иностранного языка по аудиолингвальному методу имеет образовательное и практическое значение. Образовательное значение заключается в том, что, изучая иностранный язык, студент приобщается к культуре народа, язык которого он изучает, а это возможно, если он овладевает новой системой понятий, свойственной данному языку. Изучить же новую систему понятий можно, только овладев языком практически. Конечной целью практического овладения языком является умение говорить, понимать речь на слух, читать и писать на изучаемом языке.

Что касается содержания обучения, необходимо придать главенствующее значение отбору фонетического материала и отбору структур. При отборе структур следует учитывать предназначаются они для репродуктивного или рецептивного усвоения. Главными принципами отбора являются их употребительность и частотность, а также незаменимость, т.е исключение синонимичных конструкций. Нет необходимости придавать большое значение составу лексики, считая однако, что в первую очередь должны быть усвоены строевые слова. Усвоение же знаменательных слов всецело связано с интересами студентов. Для них рекомендуется разная тематика и разный набор слов.

В основе овладения языком лежит навык, который формируется на основе подражания и многократного повторения. Студенты должны бессознательно овладеть структурами изучае-

мого языка и его фонетическим строем и образовывать предложения по аналогии. Поскольку, каждый язык обладает своей системой понятий и своеобразными и неповторимыми в другом языке структурами, их следует изучать имманентно, не прибегая к сравнению с родным языком студентов. Анализ структур по аудиолингвальному методу влечёт за собой лишь ненужные для практичес-кого овладения языком размышления о нём, а сравнение с родным языком порождает ошибки в изучаемом языке. В тех случаях, когда студенту трудно понять глобально воспринятый образец, на помощь должны прийти различные средства внешней и внутренней наглядности – диапозитивы, кино и контекст или ситуация. Использование наглядных средств и многократное повторение материала способствуют прочности его усвоения. Различая активный и пассивный языковой материал можно и не делать особого различия в его усвоении.

Большое значение необходимо придавать последовательности изучения материала и становления умений и навыков. Рекомендуется следующая последовательность: слушание – говорение – чтение – письмо. Упражнения в говорении следуют непосредственно вслед за восприятием материала на слух. Обучение чтению и письму происходит лишь на том материале, который хорошо усвоен устно, а потому отодвигается на более позднее время.

Выдвижение на первый план устной речи объясняется тем, что язык рассматривается прежде всего как средство устного общения, письменная же речь, является неточным изображением звукового языка, которой следует обучать лишь после того, как освоена устная речь.

В отличие от аудиолингвального метода, аудиовизуальный метод придаёт большое значение отбору лексики. Словарь был отобран на основе тщательного анализа живого английского языка. В результате чего был составлен словник из 1500 слов, который даёт возможность свободно вести беседу на бытовые темы.

II. Сопоставительный метод. Сопоставительный метод получил своё название оттого, что изучение иностранного языка предполагается на основе его сопоставления с родным.

В основу данного метода положены дидактические принципы, и в первую очередь принцип сознательности, который заключается в том, что, как правило, все изучаемые языковые явления объясняются студентам, прежде чем создаются умения и навыки пользования ими. Однако правила пользования грамматическими и другими явлениями сообщаются только тогда, когда для их иллюстрации имеется достаточно примеров. Поэтому в процессе преподавания возможны и такие случаи, когда отдельные грамматические явления сначала воспринимаются как формы слова и лишь затем обобщаются в правила.

При сопоставительном методе грамматические правила являются лишь средством, ускоряющим процесс

обучения, дающим возможность сознательно использовать языковую аналогию. Поэтому, во-первых, среди грамматических правил отбираются только те, которые распространяются на большое число слов. Во-вторых, сами правила сообщаются студентам только в том случае, когда грамматические формы, образованные с помощью этих правил, могут быть использованы в речи или при чтении текста, т.е. когда эти правила могут быть проиллюстрированы на достаточном количестве лексического материала.

При сопоставительном методе устная речь играет важную роль в обучении иностранному языку, однако она должна развиваться параллельно в связи с другими видами речевой деятельности – чтением и письмом.

III. Смешанный метод. Смешанный, или комбинированный, метод получил своё название оттого, что он в какой-то мере комбинирует принципы прямого и сопоставительного методов. В зависимости от того, какие принципы преобладают, он будет либо ближе к прямому, либо к сопоставительному

методу. Из работ по смешанному методу в настоящее время наибольшей популярностью пользуются труды Ф. Клоссе и А. Болена.

Ф. Клоссе в основу своего метода кладет следующие положения:

На первой ступени студенты должны усваивать языковой материал преимущественно интуитивно и имманентно, хотя в случае затруднений не исключается и родной язык, а для лучшего усвоения материала – упражнения в переводе.

На второй ступени предлагается усвоить грамматические правила и чаще прибегать к переводу – самому верному средству раскрытия значений слов. А.Болен выдвигает следующие основные принципы обучения: Имманентность и сопоставление, опора на односторонний языковой опыт, недифференцированное обучение, последовательное обучение. А.Болен подчеркивает необходимость ознакомиться с духом народа через сопоставительное изучение грамматики иностранного языка и идиоматики, отражающих его мышление.

THE ROLE OF MAHMOUD ZAMAKHSHARI IN THE DEVELOPMENT OF THE ARUZ STUDIES

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Аннотация. Статья посвящена произведению Махмуда ибн Умар аз-Замахшари касательной к науке аруза. В нем показано значение произведения "ал-Кистас фи илм ал-аруз» в развитии науки аруза. Приведен оригинал структурной части произведения для анализа.

Ключевые слова: "Ал-Кистас", метрика аруз, филологические науки, стопы, тафаъийл, байт, бахр, зихаф, илла,, круги аруза, муъталифа, мужталиба, мунфарида,, муштабиҳа, муттафиқа.

Abstract. This article is devoted to the great scholar of Movaronnahr Mahmoud ibn Umar Zamakhshari's work "al-Kistas fi ilm al-aruz", which takes a special place in the development of the Aruz science also, the original structural part of the work is given for analysis.

Key words: "Al-Kistas", poetic rhythm, philological disciplines, feet, metre, tafail, bayt, bahr, zihaf, illa, aruz circles, mukhtalif, muatalif, muzhtalib, mushtabih, mutafik.

The work of the great scholar of Movaronnahr Mahmoud ibn Umar az-Zamakhshari (1075-1144) *"Al-Kistas fi ilm al-aruz"* ("*The size in the science of aruz*")[1] is valued not only in the Islamic world, but in the whole world Oriental studies.

Aruz is the meter used in classic Arabic and other eastern languages. The science of aruz, founded in the 8th century by the Arab scholar Khalil ibn Ahmad (AD 718-786) was a poetic system dedicated to poetic rhythm and methods of its definition.

The role of Mavaronnahr scientists in the development of the aruz versification system was great. There were a lot of works on poetic, stylistics, versification in Arabic, Persian and Uzbek languages. Among these works, Zamakhshari's work "*al-Kistas fi ilm al-aruz*", which made an invaluable contribution to world culture, takes a special place in the development of the Aruz science. Its full name is *"Al-Kistas al-mustakiyim fi ilm al-aruz" ("The Exact criterion in aruz science")*.

Handwritten copies of the manuscript are kept in the world-famous libraries such as Cairo, Baghdad, Istanbul, Aleppo, Berlin, Leiden[2]. The primary source of our research is a photocopy of the manuscript kept in the library "Dor ul-Kutub" of Cairo in Egypt. The manuscript was written in Arabic, it consists of 33 pages.

The author writes in the introduction that for the most perfect understanding of the science of Aruz, it is necessary to

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1 القسطاس المستقيم في علم العروض. محمود بن عمر الزمخشري. بخط سنة 1853 ميلادية. الدار 538. الكتب المصرية. 416

2 Brockelmann C. Geschichte der arabischenlitteratur. Bd. I. - Leiden, 1937. – S. 507-513.

know its relationship with other philological disciplines. He divides them into 12 categories: ilm al-lugat (linguistics), ilm al-abniyat (the science of unchangeable form), ilm al-ishtikak (etymology), ilm al-iarob (science of inflections), ilm al-maoni (rhetoric), ilm al-bayon (stylistics), ilm al-arud (science of aruz), ilm al-kawafi (rhyme), insha'n-nasr (prose), kirdu-sh-shyr (the science of chanting), ilm al-kitaba (the science of writing styles) and ilm al-muhadarat (lecture). The author argues that in order to comprehend the science of aruz, it is necessary to master all the twelve sciences listed above, because a researcher who does not know these sciences will not be able to fully understand the essence of aruz.

In the chapter of "*The Structure of the poems metr*," Zamakhshari mentioned that there should be four elements in a poem. These are: *word* (لفظ), *metr* (موزون), *rhyme* (مقفّى) and *meaning* (معنى). Only one of these elements *the word* – is the subject of disputes between Arabs and foreigners, because Arabs wrote poetry in Arabic, others, non-Arab peoples wrote poetry in their own languages. However, for the other three elements, the opinion of all nations is the same.

While writing this work, Zamakhshari followed the traditions of Khalil Ibn Ahmad, the founder of the science of Aruz and his followers. However, as distinct from them, in *Al-Kistas*, the changes in the standart forms of *Buhur* (*meters*) so the *Tafail* (feet) are not divided into zihof and illa (correspondence rule).

The author divided each basic feet into the types.

Moreover, on the part "The system of arud circles" is devoted to the characterization and detailed description of the five circles, that is, *mukhtalif*, *muatalif*, *muzhtalib*, *mushtabih*, and *mutafik*. There are original verses (*buyut*) created by the author are given to each arud circles. The first word of the bayt started with the name of the bahr which comes in the circle.

Likewise, in the part of the work devoted to the *Buhur* of Aruz, Zamakhshari used his poems as examples, which began with the names of these *buhur*. *Bayts* were written with great skill and we didn't meet them anywhere else.

In conclusion, comparing to the works of other authors dedicated to Arabic aruz the treatise of Mahmoud Ibn Umar al-Zamakhshari "Al-Kistos fi ilmi al-aruz" was written independently and more perfectly. Also the theory of Aruz were given in the easy way. The originality of this treatise is the poems given for the meters' examples are belong to Zamakhshari himself.

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