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## ІНДИВІДУАЛЬНО ОРІЄНТОВАНЕ ЧИТАННЯ ІНОЗЕМНОЮ МОВОЮ ЯК ЕЛЕМЕНТ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ

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**Ключові слова:** іноземна мова; читання; індивідуальна робота; інформація; освіта

**Ключевые слова:** иностранный язык; чтение; индивидуальная работа; информация; образование

**Keywords:** foreign language; reading; individual work; information; education.

Самостійна робота студентів є достатньо широкою та різнобічною темою теоретичних та практичних досліджень. В навчальних закладах не все може бути досягнуто під час навчальних занять та за допомогою викладачів. Час навчання відносно обмежений. Тому вивчення частини навчального матеріалу планують у процесі самостійної роботи. У дослідженнях можуть визначатись навчальний матеріал, призначений для самостійного опрацювання, та методи його засвоєння шляхом самостійної роботи.

Формування деяких вмінь та навичок може потребувати великого часу та бути потрібним індивідуально. У зв'язку з цим частина досліджень присвячена досягненню саме таких якостей, наприклад, швидкочитання, опанування іноземних мов на основі вже відомих знань, вміння створювати письмові тексти високого рівня тощо [напр., 1].

Формування деяких вмінь та навичок може бути більш ефективним у

процесі самостійної роботи, наприклад, вивчення спеціально визначеного лексичного матеріалу. В таких випадках дослідження присвячені організації та плануванню самостійної роботи, методам запам'ятовування, розвитку пам'яті.

Самостійна робота може розглядатись також як підготовка до самостійного вирішення професійних задач, наприклад, теоретичні знання здобувають під час навчальних занять з викладачем, а практичне застосування цих знань тренується в процесі виконання самостійних завдань в реальній ситуації. Самостійна робота також має велике значення для підготовки до творчої роботи, де потрібно розв'язувати задачі, до яких не існує відомих рішень [напр., 2].

В нашій роботі розглядаються проблеми формування вмінь та навичок читання іноземною мовою, обумовлені потребами значної кількості фахівців в сучасну інформаційну епоху. Такі цілі навчання в значній мірі індивіду-



лізовані, тобто залежать від індивідуальних якостей студентів, їх попередньої підготовки, особливостей професійної діяльності тощо. Тому досягнення цих цілей як під час навчання студента у вищому спеціалізованому навчальному закладі, так і після закінчення такого навчання в період професійної діяльності, пов'язано переважно з самостійною роботою. В процесі формування вміння та навичок читання, за умови, що студент вже оволодів основним лексичним матеріалом в основами граматики іноземної мови, увага приділяється складним синтаксичним конструкціям іноземної мови, особливо якщо у рідній мові студента не існує подібних синтаксичних структур. Також слід додатково працювати з багатослівними реченнями, які зустрічаються в текстах іноземною мовою. Такі речення можуть бути переобтяжені значною кількістю додаткових елементів, часто з метою уточнення, індивідуалізації окремих аспектів змісту. Але такі речення можуть значно ускладнювати сприйняття тексту, особливо для тих читачів, хто недостатньо володіє іноземною мовою. Тому для оптимізації навичок читання рекомендується робота з пошуку та аналізу таких речень в оригінальних текстах іноземною мовою, а також формування психологічної готовності до сприйняття таких речень шляхом формування звички до подібних особливостей текстів. Але засвоєння

складних синтаксичних конструкцій та багатослівних переобтяжених речень, вміння їх аналізувати та розуміти, а в подальшому і формування міцних навичок сприяють тому, що читання текстів іноземною мовою стає більш творчою роботою, оскільки для цього звільнюється додаткова увага. Тепер опрацювання текстів іноземною мовою в більшій мірі пов'язано вже не тільки з пошуком або засвоєнням потрібної інформації, але і з народженням нових думок, нових ідей, які можуть з'явитись як безпосередньо під час такої роботи, так і в процесі подальшого осмислення здобутої інформації. Вище зазначені компетентності ще більше можуть бути потрібні фахівцям, які працюють з великою кількістю текстів іноземною мовою, використовують такі тексти для пошуку ідей, розглядають інформацію як джерело для народження нових думок, потрібних для розв'язання складних задач в процесі професійної діяльності. Різноманітні аспекти такої роботи можуть стати темою подальших досліджень особливостей професійного читання.

### Література

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## THE IMPORTANCE OF LEARNING PHRASEOLOGICAL UNITS FOR LANGUAGE ACQUISITION

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**Key words:** idioms, phraseological units, collocations, language elements

The English language is one of the most beautiful and idiomatic languages in the world. Besides this, it is a lingua franca for people with various L1. Understanding the lexicon of the English language demands more than knowing the denotative meaning of words. It requires its speakers to have connotative word comprehension and more understanding of figurative meaning. Idioms are connected with this last category. Idioms express historical and cultural information and broaden learners' outlook. Idioms can be considered as language units peculiar to the whole people, country, class, community but very seldom a concrete individual.

Before speaking about idioms themselves more closely it would be better if we touch upon phraseological units as idioms are a part of this language sphere. The vocabulary of language is rich not only in words but also in phraseological units. Phraseological units are word-groups that cannot be made in process of speech, they

exist in a language as ready-made units [1]. The same as words phraseological units express a single notion and are used in a sentence as one part of it. They are set in special dictionaries. American and British lexicographers call such units «idioms». We can mention such dictionaries as: L. Smith "Words and idioms", V. Collins "A book of English Idioms" etc. In these dictionaries we can find words, peculiar in their semantics (idiomatic) side by side with word-groups and sentences. In these dictionaries they are arranged, as a rule, into different semantic groups.

Phraseological units can be classified according to the ways they are formed, to the degree of the motivation of their meaning, to their structure and according to their part-of-speech meaning. Phraseological units can be classified according to the degree of motivation of their meaning. This classification was suggested by acad. V.V. Vinogradov for Russian phraseological units. He pointed out three types of phraseological units: Fusions

where the degree of motivation is very low, we cannot guess the meaning of the whole from the meaning of its components, they are highly idiomatic and cannot be translated word for word into other languages, e.g. on the Shanks' mare – on foot, at sixes and sevens- in a mess etc.; Units where the meaning of the whole can be guessed from the meanings of its components, but it is transferred (metaphorical or metonymical), e.g. to play the first fiddle (to be a leader in something), old salt- experienced sailor etc.: a) Collocations where words are combined in their original meaning but their combinations are different in different languages, e.g. cash and carry – self-service shop, in a big way – in great degree [2]; Besides the above mentioned information in different sources we can find a variety of definitions to the word “idiom”. For example Macmillan English Dictionary writes “Idiom is an expression whose meaning is different from the meaning of the individual words” [3]. In addition, I would like to quote lexicologist A.M. Bushuy, who said “Idioms are those expressions we feel such idiots for not understanding them”. And this situation often takes place in learners' lives. Even for native speakers it is difficult to comprehend the meaning of idioms, which they see or hear for the first time. Every idiom will not be learned, but as learners become more comfortable with the English language and exposed to a greater amount of native English, depending on their interests, they will encounter a larger number of idioms. Idioms are wide-spread language elements. They are used in informal and formal

speeches, conversation and writing, and a part of standard speech in business, education and mass media. L2 learners are expected to comprehend a wide range of common idioms, which can be colorful and advantageous for applying them in every day communication or for scientific purposes. Idioms were, are and will be an object of research for many scientists. Every time we (learners) find out a lot of interesting in the idiomatic sphere while reading authentic materials and without help of special idiomatic dictionaries we are not able to grasp those expressions' meanings. Learners, having B2 or C1 levels in the CEFR, may come across some hindrance in comprehension. I think even native speakers are not insured against it.

But now I would like to dwell on another issue in more detail. Every time, when you meet new idioms, at least for a second you might be curious: where did they come from? After all, every constituent may have its history; therefore, every idiom should have its origin. Some of them were introduced into the language by writers, others originate in the Bible, and others came from other languages, such as French and Latin. But whatever the stories of their origin after reading some of them, one will look at the idioms with other eyes, and they will not seem more complicated or incomprehensible to them. It's raining cats and dogs- to rain heavily.

There are many assumptions about the origin of this idiom. Some of them are hard of believe, others, perhaps, were invented by people, loving colorful stories etc.

In the distant 1500s, when it was still very far from modern architecture, the

roofs of the houses were covered with a thick layer of straw, which made them a particularly attractive place for cats, dogs and other small animals (apparently due to the fact that this material kept the heat better.) During heavy rains, animals sometimes slipped and fell down, and the English began to associate heavy rain with falling cats and dogs, hence the expression's raining cats and dogs. Talking about the origin of idioms can be endless, finding ever more interesting and funny stories.

The main goal was to show that expressions in which at first glance there is

no logic, miraculously acquire it, if you look at them more closely.

This, perhaps, is one of secrets of successfully learning any foreign language – to ask you the question “why?”. And try to find an answer to it. The stories we described can help someone remember and master some idioms.

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## ROLE OF PSYCHOLOGICAL DISPLAY IN CHARACTERISTIC OF CHARACTERS IN THE NOVEL OF AN ULUGBEK HAMDAM

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**Annotation:**

*In given to article it is told about psychological display in characteristic of characters in the novel of an Ulugbek Hamdam.*

**Keywords:** Novel, psychology, genre, image, character, conflict.

**Аннотация:**

*В данной статье рассматриваются психологического отображения в характеристике персонажей в романе Улугбека Хамдама.*

**Ключевые слова:** роман, психологизм, жанр, характер, конфликт.

In the centuries since the emergence of the genre of the novel in Uzbek literature, our writers have written many novels, most of which have won the love of readers. Despite the fact that created for years of independence the Uzbek novels can be counted with fingers, their description about the relationship between man and society, people's attitudes and discrepancy between them has originality in its philosophical and artistic expression. As "... to think in this world, about the anxieties and experiences of the people is the ultimate test of humanity. Man, far from the worries of the people, can't be considered a man."

In a scientific system, each genre is unique in its stylistic characteristics. It is well known that symbolically figurative interpretation is among the leading elements created in the recent genres of the novel, particularly in epic, with a large amount of possibilities and themes. In fact, it is obvious that in the past, in the period up to the literature of djadids in poetic works (in this case more in the lyr-

ics) was strengthened the tradition of perception of emotional experience, the meaning of life and philosophical and spiritual views in the way of natural creatures. A striking example of this are the fables of Gulhany, lyrics of Turdi Faragy, Sufi Allahyar. In the early twentieth century, in a period of literary evolution, when lyrical works were popular, there was seen special approach in the works of such famous writers as Kadiri and Chulpan. In particular, the literary traditions formed at that time have acquired a special significance in the period of independence. "The volume of literary and scientific interpretations and analyses in our country is expanding; interest in transitional and leading principles of world literature has increased "(By B. Karim). What is said in this statement can't be false. Now the literary form (the novel) is embodied in all the complex symbols and allegories, through which it became popular to describe spiritual existence of human society, the nature of humanity. Thus, it became obvious that the artistic

interpretation of the hot breath of real life in the characters is also an art. The author in the novel "Mutiny and obedience" describes the mood of that time and the human spirit, the real life and symbolically figurative interpretation – in a syncretic (mixed) form. He was able to describe that the root of the problem of time leads to the rebellion and obedience, the time of Adam and Eve, and the roots of this time based on nature, diversity, and the fate of various characters. According to one of seriously working in the genre of the novel, our scientists, Islamjan Yakubov, "The novel began to embody a sort of condensed view of the world. He could master diversity of content, branching plot, compositional diversity, the use of artistic means and techniques specific to world's epic experience, aspiration for perfection of form". By the way, this idea of the scientist can also be found in the novel "Mutiny and obedience". From this point of view in the novels of W. Hamdam we can clearly notice the unusual form of "compositional diversity". Therefore, in the novel leading role is played by such characters as seeking to understanding himself, his nature and weaknesses and thinking about human problems Tabib, experiencing loneliness, suffering from this Aunt Larissa, devoted his life to the work, who didn't spare himself Tursunboi, seeking wealth and pleasure Makhkam, enjoying beauty and later turned her own life to ashes, but decided to fix all the things Diana. The author describes their fate, the future, their place in life in realistic view and approaches each of them with special love.

A young scientist, Manzura Pirnazarova, said: "In our literature, in my opinion, the extent of the artistic and philosophical insights in the novel" Mutiny and obedience "is not as extensive as in the case of the work "The Balance". However, the author chose a peculiar shaped-stylistic way. Surahs and verses of the Qur'an, stories with a divine-religious meaning he described separately, i.e. parallel to time and space of the novel. However, they combine a special harmony in the disclosure of the artistic purposes of the novel". Indeed, to the words of the scientist we can add that included in it a divine-religious introductory words play an important role in the composition of the work, they help to understand the spiritual world of the character, the real cause of the uprising and then of obedience, the expulsion of Adam and Eve from Eden garden and also to understand the history and the experience of suffering in the process of moving to spiritual and psychosocial equilibrium. Because artistic goal of the writer and the mood of the time occur in harmony with such an artistic introductory. Thus, we notice the author, when strengths and weaknesses of humanity are expressed from different angles. For example, the fact that Akbar was sentenced to three years of imprisonment and sent to the colony because of one slap, and then on the advice of his mentor Camille will travel to distant countries, get rid of committed to lifelong sins through rebellion, asks for forgiveness from God and finally submitting to him, has been realistically described, as well as the sophistication of the history of

the novel and serious philosophical idea make it clear that the author deeply understood the man's knowledge in this matter.

It is noteworthy that criticism of the novel of the writer of "Rebellion and obedience" cannot be ignored! We can meet practically identical opinions in the interpretations and research of S. Sadiq, Odouli, Kh. Karimov. At some point, "elements of reflections of the novel are not so abundant as in the novel "The Balance". The language and style of expression of a work are unique, but the characters are not well solved" (our statement – S. Botirova). By the way, the ideas of literary critic B. Karim about the new poetry created a basis for serious discussions about above mentioned critical opinions. The scientist says: "When a literary work worthy of poetic studies, literary scholars can turn to him again and again. In this case, if interpreter's concept of life, language, art, poetic and artistic patterns are above the level of the work of art, a kind of scientific discovery arises in the interpretation... to understand and to explain the exceptional and original works of art and literature, the scholar must approach the inner world of the artist-writer." Indeed, this approach of a scientist is an important factor in the disclosure of the novel, poetics

and the spiritual world of our time, careful study of the beauty of the work. Thus, we considered it proper to concentrate on the applied psychological novel patterns, that is, the ideal of the author in revealing the character.

In the second novel by U. Hamdam "Rebellion and obedience" he is unusual for novelty – the fullness of the image, concise detail and ability to assimilate the divine and the religious subtitles of the development characteristic of the artistic process for the creation of artistic integrity. The novel begins with the unexpected situation. So, in the Preface to the work, the symbol of night and the first day of creation there is a link to the following life of a hero and his fate. The internal structure of the genre, sequence of events, artistic intent and scope of the writer logically justified by the fact that he is aggravated that humanity goes to self – destruction – to Revolt. In the process of reading and analysis you notice that in the novel, the psychological appearance of the person seems extreme. Since the work is consistently linked together in three sections, eighty-eight chapters in each Chapter the author briefly stops on the phenomenon, and the same compass should be aware of the universe, to understand the contradictions of time, seriously to consider the past and the future.

## ABGESONDERTE OBJEKTE ALS SINNERWEITERUNG DES SATZES

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***Annotation:** The article is devoted to the semantic structural description of an object in the modern German language. The object is a concerted, which can be used as an isolated form (a concerned object) and isolated form (a free object). The connection between the parts of object is predicative. The structure of object is closely interrelated with its semantics.*

**Key words:** secondary parts of the sentence, object, isolation, isolated object, actual members of the sentences, theme-rheme

***Аннотация:** в этой статье рассматривается семантическая структура простого предложения в немецком языке. Дополнения анализируется как обособленные члены предложения. Обособленные дополнения изучается как актуальные члены предложения.*

**Ключевые слова:** второстепенные члены предложения, дополнения, обособление, обособленные дополнения, актуальные члены предложения, тема-рема

Selbstverständlich die Sätze bestehen aus mehreren Wörtern. Die Wörter haben im Satz verschiedene Funktionen. Fast jeder Satz in allen Sprachen enthält einen Ausdruck, den man ohne Umschweife als sein Subjekt bezeichnen wird. In **Dieses Bild hängt schief** besteht die Subjektbeziehung zwischen **dieses Bild** und **hängt**. Sie ist explizierbar damit, dass das betreffende Nominal im Nominativ steht und mit dem Prädikat formal korrespondiert. Eine Explikation dieser Art liefert das syntaktische oder grammatische Subjekt, „Subjekt“ ist eine syntaktische Schwesterrelation. Nach der syntaktischen Konstruktion, durch die einen satzgliedwertigen Ausdruck nach links vor das Vorfeld bzw. nach rechts hinter das Nachfeld ge-

stellt wird, wobei der ursprüngliche Platz durch ein Korrelat markiert ist.

z.B.: **Die Prüfung, die hat Philipp bestanden; Philipp hat sie bestanden, die Prüfung.**

So eine Erweiterung des Satzes wird von den Sprachforschern in verschiedenen Fachmaterialien mit verschiedenen Betitelungen, z.B.: bei DUDEN-Grammatik wurde die Absonderung als Nachtrag des Satzes, bei SCHENDELS –Grammatik die abgesonderten Teile als Restglied des Satzes genannt.

Die abgesonderten Satzteile werden strukturell und anhand der besonderen Aussprache von dem übrigen Teil des Satzes abgehoben. Sie können Vorderstellung, Nachstellung oder Zwischenstellung



annehmen. Das verleiht dem Satz und der Aussage Lebhaftigkeit, Ungezwungenheit, Dynamik und erleichtert das Verständnis.

**z.B.: *Dieser Mensch ist wirklich unangenehm, mit seiner ewigen Nörgelei.***

***Er mußte sich seinen Wert beweisen, Sophies wegen.***

Wenn wir die gegebenen Beispielsätze genauer analysieren würden, da kann man beweisen, daß die abgesonderten Teile „mit seiner ewigen Nörgelei“ und „Sophies wegen“ von den Hauptsätzen als ein isoliertes Teil durch Komma getrennt gegeben wurde, aber damit wurde den Inhalt des Satzes klarer und tiefer als ohne isoliertes Teil umfaßt. Betrachten wir die Beispielsätze nur ohne abgesondertes Teil:

z.B.

***Dieser Mensch ist wirklich unangenehm.***

***Er mußte sich seinen Wert beweisen.***

Andererseits kann man bemerken, daß die Sätze ohne abgesonderte Teile wie unvollendete Sätze sind. Sogar den Sinn des Satzes kann man kaum umfassen. Die abgesonderten Teile des Satzes kann man im Satz als Neues verstehen. Denn dadurch wird die Bedeutung des Satzes ein wenig klar und deutlich gemacht. Die Rahmenkonstruktion ist solche Art der Absonderung, bei der die ausgeklammerten Satzteile eine relative Selbständigkeit bekommen und in der Form von getrennten Sätzen erscheinen. Man erreicht dadurch eine starke stilistische Hervorhebung.

***Es dreht sich nicht zurück, das vielzierte Rad der Geschichte.***

Solche Abgesonderten Satzteile sind als aneinander gereihten Kettenglieder, eine Anhäufung mit Schlusszusammen-

fassung, sowie Klimax (Steigerung) gebraucht und jedes nächste Glied der Absonderung ist inhaltlich verstärkt.

**z.B.: «*Er sei mein Freund, mein Engel, mein Gott*» (Fr. Schiller, die Räuber)**

Würden wir diesen Beispielsatz durch die Rahmenkonstruktion analysieren, da kann man zeigen, daß die abgesonderten Satzteile wie ein neuinformiertes, wichtiges Teil erwähnt wurden. Damit sind wir mit der Meinung von AUER zusammengekommen und teilen die Satzkonstruktion in aktueller Gliederung des Satzes wie *Thema und Rhema*. Durch solche Absonderung eines bestimmten Satzteilens wird den Lesern oder den Hörern aus dem Satz etwas wie ein Neues berichtet und notiert.

Wie uns von allen wissenschaftlichen Grammatikbüchern bekannt sind, sind die Sätze nach der Struktur schwer zu fassen und darüber wurde in den Werken von den Sprachwissenschaftlern folgendes erwähnt. „Der rechte und linke Rand deutscher Sätze hat den Sprachlernenden Kopfschmerzen bereitet. Herausstellungen sind syntaktische Erscheinungen, die sich der oberflächlich nahen syntaktischen Konstituentenanalyse in Sätzen entziehen. Zwar sind sie nicht selbständig und deshalb auch keine eigenen Sätze; andererseits sind sie aber auch nicht integrierter Bestandteil des Syntagmas (Satzes), auf das sie sich beziehen. Generative Vorgehensweisen tendieren dazu, hinter solchen ‚Herausstellungen‘ „Bewegungen“ zu vermuten, sie also auf einen zugrunde liegenden Satz zurückzuführen“ (1). Fehlerhafte Übernahmen v. a. transformationsbasierter Analysen be-

sonders haben zu einer Verwischung bei den entsprechenden deutschen Strukturanalysen und auch in der Terminologie geführt. Außer für Extrapositionen haben sich Strukturanalysen in keiner Syntaxtheorie wirklich durchsetzen können.

Abgesonderte Teile des Satzes sind also in erster Linie nicht im Bereich der Syntax, sondern in der Funktionalen Grammatik und Pragmatik zu suchen. Hier interessieren insbesondere *Thematisierung* und *Rhematisierung*.

AUER (1991) begründet außerdem Herausstellungen (nach rechts) in gesprochener Sprache mit dem zeitlichen Ablauf des Satzes sowie dem *turn-taking-System*. BENES (1968) unterscheidet folgende Fälle der Absonderung als Ausklammerung (2). Nach der Meinung von BENES ist die Ausklammerung mehr oder weniger möglich.

a) durch den ausgeklammerten Elementen wird ein Satzglied stark erweitert (Gesetz der wachsenden Glieder)

b) Tendenz zur Ausklammerung wird mit zunehmender Satzlänge größer

Als Schlussfolgerung kann man sagen, mit Hilfe der Ausklammerung wird der eigentliche Mitteilungskern besonders stark hervorgehoben oder Unwichtiges abgeschwächt. Ausklammerungen kommen in der gesprochenen wie der geschriebenen Sprache vor. Allerdings gibt es Unterschiede bei den Typen: In der gesprochenen Sprache dominieren Herausstellungen nach rechts, also Extrapositionen, Ausklammerungen, Nachträge und Rechtsversetzung; dies entlastet einerseits das Mittelfeld und macht den Satz einfacher zu verarbeiten und ist dabei ein Zeichen dafür, dass Sätze erst

während der Produktion endgültig Gestalt annehmen: „In der gesprochenen Umgangssprache ist die Auflockerung der Satzklammer viel häufiger als in der Schriftsprache. Das hängt mit der sukzessiven Denkweise zusammen: der Sprecher erinnert sich nach und nach an immer neue Einzelheiten und knüpft sie (oft erst nachträglich) an, oder er kehrt zu der Vorstellung zurück, die ihn gerade beherrscht (mit Kleist gesprochen: ‚Er verfertigt seine Gedanken während der Rede‘) (3).“ Andererseits erhalten die Herausstellungen ihrerseits einen bestimmten Charakter, da sie entweder betont oder als unwichtige Zusätze nachgetragen werden. In der geschriebenen Sprache halten sich Herausstellungen nach rechts und links die Waage: entscheidend ist nicht die sukzessive Produktion, entscheidend sind v. a. stilistische Eigenschaften.

Als Zusammenfassung der von oben gezeigten Meinungen können wir folgendes bestimmen, daß durch die Absonderung als isolierter Satzteil den Lesern und den Hörern etwas aus dem Kontext wie ein wichtiges Teil mit Auszählung berichtet wird. Anhand dieser Aufzählung können wir den betont gesprochenen Teil als ein Neues wahrnehmen.

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## RUSSIA-TURKISH RELATION IN A CASE OF CAUCASIAN REGION

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### *Abstract*

*On November 24, 2015, Turkey shot down a Russian Su-24 bomber aircraft that violated Turkish airspace. This has been interpreted as the primary cause of the spectacular crisis in Russian–Turkish relations that followed. However, this incident should rather be interpreted as the symptom but not the cause, of a significant geopolitical reversal that has been underway since 2008, however Russia and Turkey have found themselves on opposite sides in diplomatic negotiation. Despite this, there is confronting zones between Russia and Turkey.*

*Прошлогодний инцидент с российским бомбардировщиком Су-24 кардинально изменил характер отношений между Россией и Турцией. Стратегическое партнерство сменилось жесткой конфронтацией. Внешний эффект был усилен тем, что отношения Москвы и Анкары еще недавно рассматривались, как пример успешной трансформации противостояния двух евразийских гигантов, исторических конкурентов и геополитических противников.*

**Key words:** Turkish- Russia relation, Caucasus, military-air forces, Kurdistan, Baku – Tbilisi-Djehan, Redjep Erdogan, Vladimir Putin

During Russian President Putin's visit to Turkey on December 1, 2014, which was set against the background of Western sanctions against Russia that Turkey did not participate in, some thought that there was a Russian–Turkish “alliance” in the making. Thus, the shooting down of a Russian Su-24 bomber aircraft that violated Turkish airspace on November 24, 2015, came as a shock and was interpreted as the primary cause of the most spectacular crisis in Russian–Turkish relations in the 21st century. From the warplane incident onwards, both sides present arguments to justify their actions through reciprocal statements. Turkey seeks to prove the airspace violation of the Russian war-

plane by publishing radar images, whereas Russia seeks to justify its arguments utilizing its relative power and capacity compared to Turkey. Despite numerous preventions from Turkish air patrols, Russian Planes SU-24 which have broken air space of Turkey within 17 seconds, have been brought down Turkish fighter F-16. Russian denied, that they ever were in air space of Turkey while the NATO has confirmed the Turkish version.

According to Turkish sources, preventions within five minutes have been repeated, which Russians asserted, that they never and rules of participation of Turkey were well-known Russian. One pilot has been rescued by the Russian special ser-

vices, but Turkmen insurgents are trained and supplied Turkey – on the earth through border to Syria has shot and has killed another as he was a parachute from the plane. The Russian military men asserted, that the Turkish action was planned-charge which has given up to the Turkish Joint Staff. Originally having confirmed, that its rules the President of Turkey Redjep Erdogan has expressed a regret apropos failure of the plane and its hope that crisis can be resolved. From measures which were immediately undertaken by Russian, apparently, that Moscow is ready such incident. The Russian government has entered economic sanctions, which Turkish trading, building and tourist sectors, exchanges which Turkey immensely have benefited.<sup>1</sup>

However, the shooting down of the Russian bomber aircraft was not the cause, but rather the symptom, of a tectonic reversal in the geopolitical dynamics underlying prior cooperation between the two countries. The most remarkable feature of the crisis between Russia and Turkey is that they continued to maintain their strong economic relations, including approximately 30 billion USD in annual trade between 2011 and 2014, agreement on the building of Turkey's first nuclear power plant by Russia in 2008, and between three and four million Russian tourists visiting Turkey every year. However, despite developing strong economic ties, Russia and Turkey have continued to have significant and very consequential

geopolitical conflicts of interest over Caucasus<sup>2</sup>

In the military relation Russia declared expansion more advanced S-400 rockets of a class "earth-air" in Syria and continued to strengthen positions Turkmen brigades which Turkey has organized, has trained, supplied with the weapon and money and supported completely in their struggle against Asad. Actually, the Russian military-air forces have been destroyed these brigades as within the limits of campaign of Moscow for easing so-called moderated insurgents in Syria, and also to strike back in Turkey for knocking down.

But Moscow has not undertaken any steps on reduction of volume of gas which it delivers to Turkey and did not use dependence of Turkey on Russia for 55 percent of consumption of gas. Nowadays the political situation in the Caucasian region is ousting as an information agenda events around the Middle East and Ukraine. However, despite attention of experts and diplomats, this region still keeps its the strategic importance.

At first, this region appeared as a unresolved conflict where mostly confrontations has happening between Azerbaijan and Armenia. Azerbaijan had been destroyed Armenian military helicopter Mi-24 and these incidents became the first cases of destruction of a fighting vehicle of aircraft and utilization of the tank technics in a conflict zone.<sup>3</sup>

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2 Idiz, Semih. "Will Turkey risk military confrontation with Russia?", Al Monitor, February 2, 2016. <<http://www.al-monitor.com/pulse/originals/2016/02/turkey-russia-moscow-tries-to-draw-ankara-into-fight.html>>

3 <http://www.kavkaz-uzel.ru/articles/252305/> 2014.- 13 ноября. //<https://lenta.ru/news/2015/12/09/karabakh> 2015. – 9 декабря <http://m.lenta.ru/news/2016/04/02/karabah/> 2016.- 2 апреля.

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1 Erdem Özlük, "Uluslararası İlişkilerde Özürlü Dilemek: Özürlü Kuramı", Uluslararası İlişkiler, 11(44), 2015, p. 51-78.

Secondly, Russia and the USA still consider Southern Caucasus as area for a geopolitical competition, and events around Ukraine only shade, but have not cancelled this fact. For Russia incorporating seven republics of the North Caucasus and with neighboring countries sees as internal political notice, especially in security sphere.

If we look interest of Turkey to Caucasus we can define it following several base factors. First, it has strong communications with Azerbaijan. Ankara recognized independence of this country on December, 9th, 1991, after signing of agreements. And for the last quarter of the century two states have signed strategic allies. Turkey consistently supports territorial integrity of Azerbaijan also censure actions of Armenia in Kapaбaxe. Turkish military men accept active participation in preparation of the Azerbaijan officer.

Also Azerbaijan and Turkey are involved in various power projects such as Baku – Tbilisi-Djehan and Baku – Tbilisi – Erzurum and infrastructural programs like railway of Baku-gasped – Akhalklaki -Tbilisi-Kars).<sup>4</sup>

Secondly, the considerable role is played by the factor of the Caucasian diasporas. According to information 10 % of the populations of modern Turkey have communication with Northern Caucasus and Transcaucasia. Approximate number of natives from Caucasian region is estimated in 3-5 million persons, Azerbaijanis – 3 million, the Georgian – 2-3 million. Many of them conduct active public and the lobbyist and many of them are presented in army, parliament, and media

structures. Among the most influential organization are Kafkaş Derneği («the Caucasian Association»), Kafkaş Vakf and Birleşik Kafkaş Dernekleri Federasyonu Federation the Caucasian associations »).<sup>5</sup>

Hence, we speak about division of the Caucasian region in a case of confronting zone between Russia and Turkey, we can present three scenario

The first is struggle for preservation of the present status quo. Russia, not having resolved problems in Syria and Ukraine, hardly will want to break a current situation on the Caucasus

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## PROMOTING SPEAKING SKILL, TIPS ON PART 3 AND WAYS TO OVERCOME CHALLENGES WHICH ARE COMING FROM PART 3

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### **Abstract**

*This article focuses on the mistakes made by the candidates of an International English Language Testing System in Part 3 section in speaking exam and suggests some ways to enrich your comprehension of questions and answering wisely*

### **Key words**

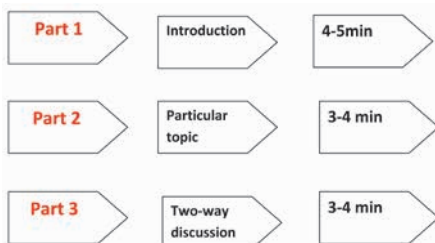
Introduction. two-way discussion, criticizing, practicing speaking, detail and abstract, perceive, be minus

A great number of the candidates perceive that part 3 is the most challenging part among others. because, in Part 1, you are only asked about your life, your interests and others related to your personality while Part 2, you have to talk on a particular topic given on the card. But, in Part 3, you are presented questions which require to listen and discuss with the whole attention, so, it might seem mentally demanding job to many of us.

But there are some ways to achieve responding properly in Pat 3.

Part 3 is about Part 2 question but it is more in detail and abstract.

How can you answer well to that type of questions?



As the name suggests , in the IELTS exam, you are presented questions on 3 parts.

The answer is obvious:

While you are practicing speaking before sitting in the exam. learn how to criticize.

The reason for that statement is an inevitable fact:

You have to choose one way out of two put forward by the examiner. For instance:

Many people prefer to live in the countryside while some would like the urban areas. What do you think which one might be more appealing ?

Criticizing may teach you how to discuss a situation's both sides: plus and minus.

And at that time, it will not be difficult for you to give your opinion and justify it with evidence and examples.

To speak only one side might be minus for your score. You should see and discuss both side equally. At the end of your answer, you should tell which side you prefer to choose.

Answer:

It is hard to choose one of these choices, because both have plus and minuses. For example. there is no enough infrastructure and study place to attend to

classes in the rural areas while the city can be the best one for many students because of large number of universities and colleges. But the city is a subject to air and noise pollution which can be harmful for human. So I prefer the countryside where we can breathe in fresh air ...

As you see, it may entail some time, but keep speaking until you feel you have answered fully that you have done well on all criteria.

But it does not mean that you retain giving a speech so more. After answering the question fully, stop speaking. Do not forget that you will be given again several questions except for this one.

There are some types of question. One we have discussed is one of them that you discuss two sides of something. But it is not the exclusive sort of questions. They might be a general question, solution to a problem, or a cause for a situation and effect of something. Generally speaking, all is associated to Part 2 and put forward the demand that you have to express your opinion in detail.

For example:

General question:

Is that that true many holidays which are being celebrated by people are commercializing ?

Are the school years the most essential part of life?

A solution to a problem:

Do you think giving up your goal easily is the only way to avoid stress ?

Is giving money as an incentive the exclusive way to address lack of motivation among employees ?

Cause for a situation:

What do you think what the cause is for global warming ?

Why is the number of forests which are exposed to fire increasing year on year ?

An effect of something:

What is an impact of global warming on flora and fauna?

How does high education affect our life?

To sum up, although Part 3 is considered as the most problematic one, it is not so challenging part as many think on the ground that you can gain an opportunity to show your ability on speaking to the examiner and can speak without being stopped and express your view freely, using your holistic power. In short, Part 3 is the biggest step towards high mark in the speaking exam !

#### **Literature in use:**

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## INTERPRETATION ON EARLY DISCUSSIONS OR CLASS-IDEOLOGICAL APPROACHES TO CHOOLPON'S INHERITANCE

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**Abstract:** *At the beginning of the XXth century Jadids took their important place in the social-political life of Turkistan. At that time it was not easy to make a creative work. The artworks of the representatives of the literature had been evaluated by the critics in various way. Literary criticism started true and objective investigation of National Renaissance literature, such as the creative activities of outstanding representatives like Abdulla Qodiri, Fitrat, Choolpon and others and achieved to return the honourable names and creative heritage of the true sons of our nation. At present time they restore real historic body of our literature. The thoughts about the early attitude of the literary criticism to the creativity of Choolpon, who had been a vivid star of the Uzbek literature in the period of the first decade of the former Soviet policy, during the 20th of the previous century has been depicted in this article.*

**Keywords:** literary criticism, class-ideological approaches, literary-aesthetic approach, social analysis, vulgar-sociology.

The second phase of investigations on Choolpon's inheritance started in 1927 with the discussion under the title "Uzbek poets. Choolpon"<sup>1</sup> of Ayn Olim Sharafiddinov (Ayn is the penname). The newspaper "Qizil O'zbekiston" which was the official publication of the Soviet government at that time started this discussion.

It is true to note that at that time the Soviet government strengthened its governing policy, its policy ruled in all fields of life and in 1925 it stabled the leadership of the proletarian literature with law by announcing the resolution about "The policy of the Party in the sphere of literature". The proletarian literature had already begun its leadership policy and started its struggle

against "class enemy" in the field of literature. This struggle pulled the literary criticism into its side and started to publish the articles criticized the inheritance of Qodiriy, Fitrat and Choolpon who were the representatives of the jaded literature.

In the prelude of his article Ayn really admitting this truth as saying:

"The hard conditions surrounded the poor has ended. It is started to be busy with cultural construction. Its hard, responsible creative work has begun. To build the real bases of the new life and the time to struggle along this way has started".

So the main goal of the article is – to demonstrate the ideology of Choolpon and its negative influence the young proletarian poets, exactly it consists of revealing all the activities.

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<sup>1</sup> Newspaper "Qizil O'zbekiston", February 14, 1927



The early articles which announced about Choolpon: there was a discussion on the issue: Whose poet is Choolpon: is he a poet of the poor or intelligentsia. This issue which is seemed harmless the first articles suddenly became a serious blame in the article of Ayn. While expressing attitude to the point of view, there is given the following political blame: “Choolpon is the poet of the poor” ... he is the poet of nationalist, pessimist intelligentsia. His ideology is their ideology, he tried and intended on the way of this ideology. These are the things which have been inspired him.”

The critic accused Choolpon of a nationalist, a dreamer. It seemed him that Choolpon had written only about his dream world, created by himself, he didn't want to sing the positive changes which had been taken place after the October revolution. Its reason depicted in the article as following: “Choolpon agreed in the revolution, but he didn't agree with Russians, their stay of the native land. He gave his opinion and unusual definition about the national republics, and activities which are gone there”

It is clearly seen in the copies that the critic correctly understands the motives patriotism and nationalism that is specific to the poetry of Choolpon, but in its interpretation he blamed the poet as a nationalist. It is showed that he did this action under the influence of Soviet criticism. This is the beginning, the prelude of the accusation which is given Choolpon as “nationalist”, “people's enemy” the whole period of Soviet criticism.

Ayn approaches to the Choolpon's po-

etry with the class criteria. He came into conclusion by giving sample passages from the fiery poems of Choolpon which are full of with the sorrow of people and nation, “not separating the people into the origin saying “I fired for people”, as equal to say “I'm nationalist”

This article was the center of the attention of Literature scholars during and after its period. The Soviet critics who are going to criticize Choolpon really often addressed to this article.

Young poet Oybek joining the discussion went contrast against the claims of Ayn and defended Choolpon. In his article “Choolpon. How to check the poet”<sup>2</sup> while rejecting the claims put for Choolpon as he is not a people's poet, nationalist, dreamer, pessimist, spoilt ideology, he considered to approach to the issue on the scientific bases. Here the poet preferred that without taking into consideration outer factors – social changes which are caused to be formulated the outlook, it is impossible to speak about his ideology. Choolpon couldn't be a poor proletarian poet, because he grew up the other environment, such poets “came out from the young generation who gained the healthy ideology by fighting” – wrote Oybek.

Oybek stood against for the opinion that Choolpon was a dreamer. He stated that the dream needs not only for creating artworks, but it is also necessary for science and technology.

Oybek also considered literature categorical as Ayn. But when interpreting the poems of Choolpon he considered one should draw attention the beauty of art.

<sup>2</sup> Newspaper “Qizil O'zbekiston”, May 17th, 1927

For this he took Russian poet Pushkin as an example. As to the view of Oybek, "Pushkin didn't write a poem for the poor". But he created the highest literary samples of the Russian poetry. That's why all the Russian people read Pushkin with pleasure. So do Choolpon. "The ideology of Choolpon is not read, but his literary inheritance to be read. They are not rejected."

After the article of Oybek, the critic called Usmonkhon interfered to the discussion. In his article "Critic's criticizing"<sup>3</sup> he completely supported Ayn. They criticized young Oybek blaming for defending Choolpon. As to his claim, Oybek approaches to the literature from the point of bourgeois view and far from the view of Marxizm: "... "Marxist" Oybek is definitely far from Marxism. It is necessary to say here that Oybek didn't reject the ideology of Choolpon was the bourgeois, nationalist ideology. ...Oybek paid special attention to the Choolpon's "samples" besides his "ideology". At first Oybek loved the ideology of Choolpon and that he liked its formation."

It is clear from this that the author of the article accused of not only Choolpon, but he blamed young poet Oybek unfairly who was ready to support. The critic who supported Ayn didn't glance at young poet. And he also expressed his attitude to Choolpon's creativity with arrogance. But Oybek didn't keep silence. He published his article "To the author of the article "Critic's criticizing"<sup>4</sup> Young writer fol-

lowed the other way distinguishing from the critic Usmonkhon. In some places he stood against the opinion of the author. But in some places he recognized his unfair. The same time refusing the claims of Usmonkhon he expressed his negative attitude to some ideas in the article of Ayn: "It is not true to connect dreamer with the nationalist. Certainly, during the time dictatorship of the poor the impact of being nationalist was high. Besides the systematic structure and others influence was also high."

In fact as to the statement of the scholar Bahodir Karimov, "... on the issue method and category young Oybek is not gone far from the Marxist "Ayn" and Usmonkhon"<sup>5</sup>

Oybek had several different features from those "the red" critics. That is he understood well the essence of the literary artworks and he felt its beauty in deep heart. This is clearly seen in the articles which gone into the discussion and his creativity.

The political structure which was established in 1917 seemed frailness after the October revolution strengthened its cruel policy day by day and it ruled over 70 years. During that time many representatives of government Fayzulla Xo'jayev, Akmal Ikromov and of the Uzbek intelligence Mahmudxo'ja Behbudiy, Abdulla Qodiriy, Abdurauf Fitrat became a victim of chorism executioners with vary blaming. The dangerous one was the idealistic quarrel. The head ideology made literary criticism to serve it together

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3 Newspaper "Qizil O'zbekiston", June numbers 22-23-27

4 Newspaper "Qizil O'zbekiston" August 28, 1927

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5 Bahodir Karimov, Choolpon and criticism, T., 2004. p.9

with the policy of might. The great poet of the 20<sup>th</sup> century Uzbek literature Abdulhamid Sulaymon o'g'li (son of)– Choolpon was also one of those sacrificed people. There was a big contribution of the literary criticism which became “the reddish” day by day. Above mentioned interpretations are the proofs of our opinions.

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## JUYBOR KHANS' SOCIAL POSITION IN BUKHARA KHANATE

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**Key words:** juybor, Shaibanids, Ashtarkhanids, Juybar sheikhs, Abdullanoma, Akbarnoma, Tukhfat ul-xoniy, naqib ul nuqabo, property, haj, istorical, biographic, and hagiographic (about the saint people) works.

### Annotation

This article is dedicated to the social life of Juybor khans in Bukhara khanate. They played a great role in social life in Bukhara. They were also the officials of Bukhara khanate. Juybor khans had a great amount of properties in all the parts of Bukhara. They were also respectable among the whole population of Bukhara khanate. They had great a lot of properties such as mills, inns on caravan routine, handcrafting shops, bath-houses and many others.

In XVI-XVII centuries in social-economic and political life of Bukhara Khanate Juybar sheikhs played an important role. For instance, in the period of dynasty Shaibanids and Ashtarkhanids they participated actively in promoting one person to higher position, or dismissing them from one work.

Historical, biographic, and hagiographic (about the saint people) works, which were written by those authors, who loved adjacent to them, are considered as a basic source about their activities in Bukhara khanate. The word "juybor" means "large ditch". Hophiz Tanish Bukhari's "Abdullanoma", Abulfazl Allomiy's "Akbarnoma", Mir Mukhammad Amin Bukhariy's "Ubaydullanoma", Mulla

Mukhammad Vafoi Karmanagiy and teacher Alimbek ibn Niyozkulibek eshon Nasafiy's "Tukhfat ul-xoniy", Badriddin Kashmariy's "Ravzat ar-Rizvon va hadiqat al-g'ilmon" works and also Mukhammad Yokub ibn Amir Doniyolbiy's "Gulshan ul-mulk", Husayn ibn Mir Husayn Saraxsiy's "Sa'diya", Abul Abbas Mukhammad Tolib's "Matlab ut-Tolibin" books retell clearly about Juybor khans' economic life in Bukhara khanate.

In XX centuries V.L. Vyatkin and P.P. Ivanov wrote works about Juybor khans' great representatives Mukhammad Islom, Khoja Sa'd, Tojiddin Khasan, Khoja Abdurakhim's life and activities, about their properties.

In general, Juybor khans' activity in political life began in Samanids' dynasty. They had good positions, such as naqib ul nuqabo (great naqib) and shaykhulislom. According to the information of the work "Sa'diya" in the period of elkhans imam Abubakr Akhmad had a position "naqib ul nuqabo" and Badriddin Kashmiriy were given the whole Bukhara by Chngizkhan. In the second half of XVI century Mukhammad Islom and Khoja Sa'd took the position shaykhulislom in Bukhara. In the periods of Ahtarkhaiy rulers Abdalazizkhan, Subkhankulikhan, Ubaydul-

lakhan the position shaykhulislom was taken by Khoja Abdurakhim's grandchildren Mukhammad Bokirkhoja and Khoshimkhoja juyborids. The other representative of Juybors Habibullakhodja took the position muftiy in Bukhara.

The basis of financial income was the inheritable property, which was passed from one generation to the second generation. Juybor khans, who took high positions in Nakshbandiya tarykat (which was based by Bkhoviddin Nakshband), they had very much property and this property the great meaning in ruling the people.

We should tell that Juybor khans' basis of property was considered lands and precious things that were given by Khans and rich people. For instance, Khoja Mukhammad Islom's riches, apart from cash money and precious materials in his chests, he had 300 pair gov (2500 hectare) land in Bukhara, Samarkand, Nasaf (Karshi), Marv and other regions. He had also 10 thousand sheep, 700 horses, 500 camels, 104 handcrafting shops, 7 mills, a lot of bath-houses and sardobas – places, which keeps drinking water.

Khoja Islom's son Khoja Sa'd 2 thousand pairs gov (17 thousand hectare) fertile land, 2,5 thousand sheep, 1 thousand camels, 1 thousand horses, 12 barh-houses, 10 sardobas, 2 inns on the caravan route. He had income of 1,6 million coins. In addition he had 1 thousand slaves consisting of Kalmyk, Russian and Indians.

Khoja Sa'd's sons Tojiddin Khasan and Khoja Abdurakhim also had plenty of properties. Tojiddin Khasan's property consists of 1 thousand kit'a. In addition,

he had 50 gardens, 20 thousand sheep, 20 lines (in every line from 6 to 100 camels) camels, 50 slaves, a thousand languid books in his library. From the lands 150 thousand man 1 man 20 kilo) crops were gained. 25 thousand nomads and peasantries were dependent on him.

We should emphasize it separately that, Juybor khans' exact amount of the property is very complicated, since there is no detailed source about how much land they bought, and how much land they sold.

Juybor sheikhs, such as Mukhammad Islom and his generation considering themselves saint, they connected their ancestors from father side to Prophet Mukhammad, from mother side Chingizkhan and Juji. In the book "Ravzat ar-rizvon" Khoja Saad's ancestors were gone to Ali ibn Abu Tolib, from the tarikat side began from Ubaydulla Akhrror (1404 -1409) and ended Prophet Mukhammad. It is clear that, Juybor khodjas' gathering property, playing a great role in political life the genealogical family tree, which was mentioned above was very important. For example, Abdullakhon conquered Nasaf, winning the Shaibanid Kilich kora sultan. As a result of this victory, Mudin village was given to Khodja Mukhammad Islom. After winning Shaibanids against Iran in Gijduvan in 1512, Shaibaniiy Ubaydullakhan (1533-1539) presented 200 pair gov land to Khodja Mukhammad Islom. Abdullakhan after conquering Badakhshan and Kulab, he presented Badakhshon o Khoja Sa'd. However, in the book "Matlab ul-talibin", Khoja Sa'd took a permission to use 200 pair gov.

Tojiddin Khasan's first born son Yusuf was presented some villages by Ashtarkhaniy khans Imamkulikhan (1611-1642), Nodir Mukhammad (1642-1645) and Abdulazizkhan (1645-1681).

It must be emphasized that Juybor khodjas' cash money, precious clothes, different materials, cows, sheep, gold and silver things were myriad. For instance, when there are appeared conflicts among Ashtarkhoniyy Vali Mukhammad (1606-1609) and his nephews, the governors of the regions and Imamkulikhan and Nodir Mukhammad, Khoja Tojiddin for the request of Valimukhammad, he went to Balkh three times and came back with the gifts given by Nodir Mukhammad, his mother and a lot of amirs, who lived in Balkh. He came back 106 thousand cash money, about 100 sheep, horse, carpet, tent, precious materials and precious clothes. Khoja Tojiddin's son Abulabbos Mukhammad Tolib: "There were so many brought gifts that there were no empty places in our house" remembered like this.

In the first quarter of XVII century, Khoja Abdurakhim had to leave the country and go to haj, because there was a conflict appeared between Imamkulikhan and Khoja Abdurakhim in 1628. On the way he went to Balx, India. Boburiy ruler Jakhongir (1605-1628) met him with great attention. Before he was leaving Jakhongir gave very much present, knives with different crafts, and 50 thousand rupiah money. Jakhongir's wife Nurjakhonbegim, and other officials like Osafkhon and Abulkhasan gave 10 thousand rupiahs each. In addition, the rulers of Kash-

gar, Iran and other countries also sent their own many presents to Juybor khans. For example, The ambassador of the ruler of Yorkand Abdurashidkhan (1533-1567) visited to Juybor with precious materials, clothes, unique things and 20 thousand cash money and handed them to the officials of khoja's.

The rulers at that time tried to connect their relative relations with Juybor khans, not satisfying only giving precious gifts and a lot of lands. For example, Imamkulikhan after sitting in the throne, he gave his own sister to the marriage to Tojiddin Khasan and he gave the lands of Pirmast in Bukhara, Denov (Dekhi nav) in Hisar, some camels and horses, janitor houses and some expensive materials, clothes. Vali Mukhammad's sister Tojiddin Khasan's brother was a wife of Abdikhoja. After the death of Abdikhoja (1607), the khan gave his own sister to the marriage to Abdurakhimkhoja, namely Abdikhoja's brother. Abdurakhim khoja was given some villages as a gift land. Abdulaziz khan also connected relative relations with Juybor khojas. He gave his own daughter to Yusufkhoja's son Yokubkhodja and gave as a gift land Suyunchi village with 20 thousand income each year. The other parts of Khodjas' property consisted of land, water, trade and handicrafting shops, which were bought very cheaply from other people. Juybor khans Mukhammad Islom, Khoja Sa'd and Tojiddin Khasan prevented not to divide his own lands and not to access the other relatives' property from their own ones. Even Khoja Mukhammad Islom inherited his own properties to the first-born son khoja Sa'd,

denying other sons Mukhammad Kosim and Bakhouddin Umar, he made that will confirmed by khan at that time. 20 days later after the death of Mukhammad Islom Bakhouddin Umar was dead secretly, 4 years later khoja Mukhammad Kosim was dead.

Preventing the division of their properties Juybor khans let the marriage one father's sides generation. For instance, Tojiddin organizing their relatives' marriage, he gained others' property too. He made his own sons Yusufkhodja, Mukhammad, Toyibkhodja (the author of "Matlab ut-tolibin") marry his own brother Abdurakhimkhodja's daughters. He gave his own daughters to the marriage to Abdurakhimkhoja's son Mukhammad Siddikhodja and Abdikhodja's son Ibodullakhodja. After the death of Abdikhodja in 1607, his two sons Ibodullakhodja and Kudratullakhodja were looked after by Tojiddin Khasan. Ibodullakhodja had to leave for Balkh later and served for Nurmukhammadkhan. Kudratullakhodja's destiny is not known.

Apart from productive lands and herds of sheep and horses in Movaraun-

nakhr and Khurasan, he had a lot of handicrafting shops, trade counters, markets, mills, bath-houses and inns on the caravan route. In addition the khodjas participated in the international trade too. Khodja Sa'd's and Khodja Tojiddin Khasan's special representatives: Jonmukhammad and Yormukhammad, they ruled the caravans and went to Kazan, Moscow, Bulgar and Koshgar.

In conclusion, the great properties of Juybor khans were gained because of great contribution to the social life in Bukhara khanate. In spite of this, they extended other parts of the country gaining other lands, trade, inheritable properties. So Juybor khodjas were the close people of the rulers of Bukhara.

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## THE IMPORTANCE OF DEVELOPING SOCIOLINGUISTIC COMPETENCE IN TEACHING EFL

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**Ключевые слова:** обучение иностранному языку, образовательные реформы, социолингвистическая компетенция, использование видео-материалов, аутентичный язык

**Key words:** foreign language teaching, educational reforms, sociolinguistic competence, using video materials, authentic language

### *Аннотация*

*В данной статье рассказывается об использовании видео как материал для изучения иностранного языка и роли развития социолингвистической компетенции в обучении английскому языку.*

### *Annotation*

*This article deals with using video materials as foreign language learning material and the role of developing sociolinguistic competence in teaching English.*

Foreign language education all over the world has become a significant phenomenon in the present era. Responding to personal or professional needs, people learn a foreign language to qualify for education abroad, to communicate with colleagues in international corporations, or to prepare themselves for travel. In order to understand the phenomenon, broad knowledge of the process of language acquisition, second or foreign language education, sociolinguistics, linguistics, psycholinguistics, and specific knowledge of foreign language teaching techniques and methods of measurement and evaluation have become especially important.

Today in Uzbekistan the range of official documents are issued on developing

contemporary teaching foreign languages methods. The first President of Uzbekistan I.Karimov on December 10, 2012 signed one of the valuable decree #1875 "On measures of enhancement of further Foreign languages learning system". It is worth noting, that this very document has changed totally not only the system of foreign language learning but the role of foreign languages (mostly English) in all fields of economics, science, technology and etc.

As well as official documents Uzbekistan English teachers are attending and developing materials in various professional development programs. So, in 2015 I attended as a team member and material developer in EFT – English for Teachers Project. It is a language develop-



ment programme for teachers of English working in higher and vocational institutions, including universities, institutes, colleges or lyceums in Uzbekistan. The course meets all modern international requirements for professional development programmes and was developed jointly by the British Council, the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan, the Scientific-Practical Innovation Centre and under the consultancy of Rod Bolitho, British famous and experienced methodologist and expert expert in the area of education. The course consists of 3 modules. They are: two face-to-face and one online learning modules.

The aim of the programme is to improve the English language standards across the country as part of the strategy of the Ministry of Higher and Secondary Specialised Education. This strategy can be implemented only if the standards of the English language among teachers of English are raised.

The course materials are designed to encourage investigation into English and to give participating teachers an opportunity to identify and work on areas of their own English that need improvement. Improving language proficiency takes time and hard work, which is why Module 2 (online) is spread over a long period.

It is worth noting that the role of PD programs is crucial. Teachers will be able to develop their communicative competences, as the successful language use for communication presupposes the development of communicative competence in the users of that language and that the use

of language is constrained by the socio-cultural norms of the society where the language is used. [Ruzmetova N. Communicative competence in English language teaching // Молодой ученый., 2017, №24]

Moreover, this course encourages participants to raise their competences. All of us know, that now in the 21<sup>st</sup> century it is not enough to develop learners' language skills, we have to prepare not only skillful, but competent in terms of the language usage generation.

Sociolinguistics can be defined as the science that investigates the aims and functions of language in society. Language differs from one context to another across geographical borders and how people in one context communicate with people in other contexts, for example, native speaker-nonnative speaker; nonnative speaker-nonnative speaker etc. So, developing sociolinguistic competence is one of the requirements of educational standards and, naturally, requirement of contemporary rapidly developing life.

Many various researchers are done by scholars, but sociolinguistics is a remarkably broad field and there are still lots of topics of current interest to investigate in our learning and teaching English context.

In this article I would like to share here my experience of attending in professional development program "EFT" and to share one of the sessions, devoted to features of spoken English language.

There were several objectives of the described lesson and one of them was to

identify different ways of developing sociolinguistic awareness in learning contexts.

At the very beginning for involving students into the topic I have chosen lead-in activity which asks students to think individually of five words (or short phrases) that make spoken communication different to written communication. (For that period of lesson my students were aware of types of discourse-written and spoken). A teacher asks students to compare their words with a partner to find if they have identified any common qualities of spoken communication. Then a teacher writes down students' ideas on the board.

Possible answers may be:

- spontaneous
- emotional
- non-grammatical
- chaotic
- interpersonal
- situational
- fragmented
- improvised
- physical

The next activity is devoted for raising students' cross-cultural awareness. For this reason I have chosen a well-known and popular enough movie "Mind your language". Teacher tells students that they are going to watch a short comic video focusing on mispronunciation typical of non-native speakers of English. Ask them to identify the situation, the characters and make notes on mispronounced words. For post-watching activity teacher distributes handouts and asks students to fill in the table and

categorize mistakes according to their types (grammatical, lexical, phonetic mistakes).

This activity helps students to raise their awareness on sociolinguistic issues in spoken English and to be able to communicate effectively using appropriate authentic language.

There is a close relationship between language comprehension and misunderstanding. Besides, language comprehension is not purely cognitive process. Those interferences can clarify our interpretation of the linguistic input.

Using videos and extracts can be very helpful in teaching foreign languages. However, it is important to plan ahead of time what you hope your students will learn from the videos. Effective video-based learning requires the ability to see and hear content clearly. Classroom technology must have adequate audio and quality image display:

- Facilitates thinking and problem solving
- Fosters mastery learning
- Inspires and engages students
- Helps develop learner autonomy
- Delivers authentic learning opportunities

Using extract from the comic inspired and engaged beyond students' attention. It increased my students' motivation and improved their grades.

It is not a discovery, that motivation is an important factor in moderating successful English classes. Movies/films/cartoons as a motivator, also makes the language learning process more entertaining and enjoyable.

Using video is one of the popular and favorite activities of English teachers. For decades teachers used videos in their classes. Moreover, video/movie can provide a source of authentic language and real-life examples as well as real-life communication.

Spoken English language is different to the written language and has many different varieties and features which have to be explored in learning and teaching a language.

Grammar makes language work, but it does not provide all the meanings deposited in concepts that exists in different context due to different styles, degrees of formality, and language varieties. [Hudson, 1988]

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## ARTISTIC INTERPRETATION OF THE IMAGE OF JESUS CHRIST IN THE DIVAN “THE WILDERS OF END” BY ALISHER NAVOI

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**Abstract:** *This article is devoted to the problem of interpreting the image of Jesus Christ (Iso Masih) in the lyric couch of the “Curiosity of the End” (“Navodir un-nixoya”) by Alisher Navoi. It analyzes the motif of the revival depicted through the symbolic image of Jesus in the poet’s lyrics. However, attention is paid to the image of the image of Christ, which was considered the universal ideas of the poet and humanistic views.*

**Key words:** classical poetry, gazelle genre, lyrical divan, artistic image, motive of revival, poetic function, divine miracle, artistic interpretation.

Alisher Navoi, the great figure of the Uzbek classical literature, occupies a special place in the world of artistic aesthetics. Especially, the lyric couches of the poet are unique examples of oriental literature. Poetry of Alisher Navoi consists of eight lyrical sofas. They include sixteen traditionally literary genres. In the couch of the poet are classic samples of these genres. One of these sofas is called “End of Curiosity” (“Navodir un-nihoya”). He is considered the second perfect sofa of the poet. This sofa is a rare example not only in Uzbek, but also in East poetry. It reflects with high skill all the poetic laws inherent in the tradition of lyrical couch oriental literature. In particular, the interpretation of images of historical figures listed in sacred sources is attractively depicted. This is mainly clearly reflected in the interpretation of the image of Jesus Christ, repeatedly depicted in the lyrics of Alisher Navoi, in particular Couch “curiosities end”. As it is known, Jesus Christ is considered a person, connecting three

great religions. The poet’s repeated appeal to the image of Christ shows a sign of the great humanism of Alisher Navoi. Studies show that the image of Christ in the poetry of Alisher Navoi was used more than 200 times and reflects a variety of poetic paintings. From this, in the sofa of the “Curiosity of the End” was used more than 30 times as a craft and performs various symbolic and metaphorical images. In the lyric couch, but in the whole poetry of Alisher Navoi, the image of Jesus is compared to the beloved and her words. It is known that in the poetry of the East and Sufi literature the image of the beloved is considered polysemantic. She is portrayed as a metaphorical image of a mentor, a friend, a prophet and the Most High. In the lyrics of Alisher Navoi, the beloved and her words are likened to the miracles of Jesus from the side of revival. Because in the story of the prophecy the miracle of the revival refers only to Jesus. This is evidenced by the holy books of Torah (“Tavroth”), the Gospel

(“Inzhil”), the Koran (“Kurioni Karim”). In classical poetry, “lab” (“lips”), “nose” (“speech”), the beloved is compared to the miracle of Jesus’ revival. In this, the miracle of revival reflects the inspiration of the heart and soul of the lover.

Оразингдур офтоби олам ородин  
ғараз,

Жон физо нутқингдур анфоси  
Масиҳодин ғараз[2.347.1].

(Contents: The beloved’s beloved is the sun of the universe. The animating speech is the miracle of Jesus).

In the poem it is clear that a lyrical picture was created through the prism of the images “skid” (“face”) and “nose” (“speeches”). In the poetry of the thinker, the image of the “face” in its internal meaning means the divine and nation and beauty. “Nuth” (“speech”) hints at the divinity of words. From this, these images reflect such meanings as the sun – the divine beauty, the spirit of Jesus – the divine word. Among them there is a dependence in the meaning of the motive of revival. As the sun illuminates the universe, so does speech revive man and his heart. In this regard, the image of Jesus in the lyrics of Alisher Navoi is a sign of revival. In the couch of the poet “The Endeavor of the End” the motif of revival-inspiration depicted in the image of Jesus apply in a variety of meanings.

Лаъли майнинг жавҳари руҳ ўлди  
чун ҳар қатраси,

Гўйи иъжози Масиҳо зоҳир айлар  
майфуруш[НН 2.332.4].

(Contents: The lips of the beloved as every drop of wine became a spirit for the

body. It looks like a kravchy as if showing the miracle of Jesus).

In the poem one can see the illumination of poetic-aesthetic thought through mystical themes and images. It created a poetic picture through the metaphorical images “lab” (lips), “may” (wine), “mayfurush” (kravchy), the miracle of Jesus. In this, beat the lips means the divine word, wine – divine love, mayfurush – the distributor of divine love, the miracle of Jesus – inspiring. In addition, love is likened to divine words, and the beloved is inspiring. Therefore, the divine love of the Almighty is interpreted as the animating soul of the beloved. It is seen that the poet juxtaposes the divine word and love to the miracle of Jesus. In the other beat the couch of the “Curiosity of the End”, the “lab” (lips) is evaluated as the wonders of the prophet.

Жон берурда лаълидин Исо сифат  
жононае,

Кўнгул олурда юзидин Юсуф ойн  
дилбаре[НН 2.747.3].

(Contents: The lips of the beloved are similar to the miracle of Jesus, the face is the beauty of Joseph).

The word of the beloved is likened to the animating miracle of Jesus, and the face to the beauty of Joseph. The sources say about the gift of nine parts of the ten beauty of the world to Joseph. Therefore, Joseph is interpreted as the most beautiful man, not only among the prophets, but also of all mankind. Therefore, Joseph is considered a symbol of beauty in classical poetry. The poet depicts the words of the beloved as an animating miracle, and the face – the encompassing beauty of the

soul. In it, the poet emphasizes the image of the beloved as a sign of absolute divine beauty.

Сабо дебон хабар ул гулдин элни тиргузди,

Масихча деса бўлғай анинг рисолати бор[НН 2.176.3].

(Contents: The wind brought the smell of flowers. People came alive from these scents. Therefore, the wind is similar to Jesus).

Above “lips,” “wine,” logically likened to the miracle of Jesus. In this regard, the «wind» is estimated like the miracle of Jesus. The image of the wind in the poetry of Alisher Navoi is quite fruitfully portrayed. One of them is the meaning of «herald». In it the wind serves as a messenger between the lover and the beloved. If you look from the outside, you can see that «the wind carries the fragrance of flowers on all sides.» However, on the inside is reflected a different picture. In this poetic picture, flowers express the symbol of the beloved, and the people – the lovers, the message – love. Therefore, the message from the beloved animates the lover. Alisher Navoi in his poetry always expresses the motif associated with the recovery along with the image and the image animates the water and Khizr.

Дарди хажримға ул ики лаъли хандондур даво,

Ким ўлар Исо дамию оби хайвондур даво.

Не даво Исо дамин фаҳм айла, не хайвон суйин,

Ҳажр жонин олған элга васли жондур даво[НН 2.41.1.2].

(Contents: Lips are a healing for sepa-

ration of pain to a lover. If someone dies, then the breath of Jesus and the quickening water will be healing. Do not think Jesus’s breath and the living water and the separation for separation in love. Only a loved one can heal in love with the separation).

The poet in these beits reveals the motive of love, which is special in the poetry of the East with the help of images of a lover, a lover, and separation. In this “lips,” “reviving water,” “Jesus’s breath,” they are considered images of a revival motif. In the classical poetry of the East, when it comes to the topic of love, the image of a lover and a lover is always present. It necessarily depicts the concept of separation and achievement. On the interpretation of this motive, Oriental literature has created a great invention. Based on this, separation in real life of a lover and beloved is an achievement in eternal life. This motif invented the eternal themes of the East, in particular in the works of Alisher Navoi. Therefore, such classical dastans as “Farhad and Shirin”, “Leyli and Majnun”, “Joseph and Zuleikha” and others were created. Indeed, as there is life, death is indispensable. Representatives of the literature of the East, in particular, Alisher Navoi interprets death as a achievement by the Almighty, and this is not an easy path to life. It requires me to be morally pure, spiritually cheerful, and highly humanistic.

In conclusion, it should be noted that the image of Jesus is portrayed in the lyric poetry of Alisher Navoi, including in the sofa of “The Enigma of the End” as a perfect, virtuous, wonderful image. In the

poetry of the thinker, the image of Jesus reflects a variety of poetic functions and paintings. At the same time, it shows the humanism and tolerance of Alisher Navoi.

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## COMMON PROBLEMS OF LITERARY TRANSLATION IN WRITERS' WORKS.

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***Annotation:** in this article author points that, common problems faced in the literary translation process, possible solutions for them, tries to reflect achievements of translation by critical thoughts for mistakes and contrarily achievements in the translation of some fictions.*

***Аннотация:** в этой статье автор указывает, что общие проблемы, с которыми сталкиваются в процессе литературного перевода, возвожные пути их решения, пытается отразить достижения перевода критическими мыслями за ошибки и противоречивые достижения в переводе некоторых вымыслов.*

**Key words:** expressions, proverbs, culture, “Noughty boy”, syntactic knowledge, flective and agglutinative languages, “Pomogrenate”, medicine, agriculture.

**Ключевые слова:** выражения, пословицы, культура, “Озорник”, синтаксические знания, летучие и агглютинативные языки, “Граната”, медицина, сельское, хозяйство.

### **Introduction.**

The process of translation is challenging and leads to lots of debates and continues to do so. Most of the linguists as well as translators tried to express and explain the approach of translation. In order to achieve this, a lot of models or ways of translating different materials have been offered, translators are the helpers between writer's play and a target language reader. Although these kinds of ways reflect a treatment which exceeds the traditional approaches to translation, all of them are either too theoretical or reduced in their area.

It is well-known that, translating particular article or various plays or works can be more challenging or tough because of lacking knowledge related to science,

culture, tradition, social life style of the given period so as to show everything as their origin, to express real atmosphere of the work. Therefore, this type of translating namely, literary translation is one of the difficult and responsible branch of translation field.

### **Materials and methods.**

It is a fact that, translation challenges are mainly the result of the dissimilarities between second and target language cultures. Due to coming out from the life and character or atmosphere of people within specific culture, most of expressions, sayings, proverbs (phraseological units related to a particular area) are challenging unless it is possible to translate from one language into another one. For example:



in “Shum bola” by Gafur Gulam there is given a word combination “dandon sopli pichoq” and its lexical meaning is “fil suyagidan qilingan pichoq”. And the word “ivory” can be suitable for that word “dandon”, “knife made from ivory” (2) – “dandon sopli pichoq”.

In this article we observed some materials as well as methods that can be handy during the translation process. We gave some masterpieces of the writers as examples such as “Shum bola” (Naughty boy), “Qalb” (Soul) and others related to grammar. While translating “Naughty boy” translator tried to use comparative method in order to find the equivalency of the words in second language. During our observation we have learned Uzbek fictions and translation versions of them by comparing according to their life style, culture, real atmosphere as well. One important thing is that translators obtained their purpose by showing the original situations at that time and so on so forth.

#### **Research methodology.**

The main purpose of our research based on literary translation to assess the translators how to help readers express the meaning of the lexemes of SL (second language) or text as long as taking into account the context. While translating a specific play or novel interpreters should pay more their attention to not only words, context but also word order and grammar as well, as these features shows how well the translators obtain their activity or work. And in this situation we want to show the dissimilarities of word order in different languages. Let’s look through:

Uzbek: Men har kuni do‘stim bilan birga maktabga boraman.

English: Every day I go to school with my friend.

Russian: Я хожу в школу с другом каждый день.

Deutch: Jedentag gehe Ich mit dem Freund in die Schule.

Those sentences show that every language has their different word structure or word order: Uzbek S+O+V; English and Russian S+V+O; German S+V+O or O+V+S and others.

Miller (1973) assumed that, translation should be organized on four levels: syntactic, lexical, conceptual knowledge, and system of beliefs (4).

Let us clarify those criteria:

**Syntactic knowledge** – information about in what ways words are structured and formation of sentences and it requires the translators knowing higher grammar knowledge as much as possible.

**Lexical knowledge** – knowledge about word combinations as well as their meanings.

**Conceptual knowledge** – dealing with ideas, or based on them.

**System of beliefs** – views based on religion and comparing with others.

#### **Analysis and results.**

In addition to this, analysis carried our during our research show that, languages can be fleective (Russian and English) or agglutinative (Uzbek) namely prefixes, infixes and suffixes can be added to fleective language that is (prefixes) not common to agglutinative ones. While translating words added prefixes can give negative meaning although its root is positive

or strong meaning. In translation investigation, it is clear that, lexemes cannot stand on their own, meaning of them is mainly derived from the context in which they occur. For instance: Indistinguishable – in is prefix, distinguish is root and –able is suffix. Translation at the morphemic level shows that the morpheme should not be taken as a unit of translation.

As we know, Chulpon wrote in his poem “Soul” that

“Tiriksan, o’lmagansan,  
Sen-da odam, senda insonsan;  
Kishan kiyma bo’yin egma  
Ki, sen ham hur tug’ilg’onsen!”

In this poem Chulpon tried to wake the people’s soul up and did not want them to live dependently. Translator A. Abidov did his best while translating it. And he showed its real atmosphere in the translation version:

“You are alive, not passed away,  
You are a man, act humanly,  
Refuse the fetters, don’t obey,  
In fact, you also were born in free!”(1)

Translators often succeed in finding correct equivalence and content due to their well mastery of the profession. Undoubtedly, the realization of the author’s points or views of the work in another language requires the translator creative talent. And by this way the reader does not have a different representation of the author and the work. The presence in translation of such defects, such as the non-conformity of proverbs, the misuse of phraseological units, the mixing of national realities testify to the presence of the phenomenon of dissonance in transla-

tion [5].

It should be admitted that, there are some masterpieces or different works, stories which are really enjoyable and engaging although they may be translation version. Translators did their best to show the origin of them while translating. For example, “Pomegranate” is translation form of Abdulla Kahhor’s work. When the reader begins to read he or she simultaneously realized the meaning of the story.

Following piece from the story shows the proficiency of the translator:

“Uylar to’la non, och-nahorim bolam,  
Ariqlar to’la suv, **tashnai zorim**, bolam”.

“The houses are full of bread, but my child is hungry, The waterways are full of water, but my child is **thirsty**”. ( “tashnai zorim – thirsty, ya’ni oddiygina chanqamoq. It shows the translators experience”), (1)

Conclusion.

By way of conclusion, literary translation demands or requires an interpreter or translator particular diligence and scholarship as it was mentioned at the beginning of the article. The translator must have knowledge in all spheres such as medicine, literature, geography, history as well as culture. In addition to this, one of the common or typical ways to improve translating is watching movies, reading historical books or science fictions or other books that can be handy for them. One thing that is really important is finding correct version of proverbs from one language into another if there is no chance to translate them accurately. What is more, translator should feel his or her

work as a participant or main character in the work, and terms related to different fields such as medical, economy, biology, politics and so on so forth should be known or masters of those branches should work together as a team.

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**TOPONYMUS OF BOYSUN**


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**Summary:** *This article describes the similar and different aspects of Boysun's toponymy and its related information in the literature.*

**Key words:** Boysun, Boyken, Boysunghur Mirzo, Barlas, Basand, Chaganien, Usunlar tribe

Baysun district was founded on 29th September, 1926 merged with Sherabad district on December 24, 1962. It was reconstructed on December 29, 1965. Boysun is one of the oldest settlements in Surkhandarya region, with its original toponymic meaning The name of Boysun is first known as Boysun in the seventeenth century, but before that it can be seen from the historical sources of Baisun related toponyms: First of all, refer to the theories about the origins of the Baysun In the well-known dictionary of the Uzbek language Baysun has one word, which is the word "Boyken", which is frost-resistant, its fruit is light-yellow, white and high-yielding apples. One can argue that the richness of the word is the basis of my name, and it is noteworthy that the toponymy of Baisun relates to historical ethnic processes, including the information contained in the toponymic studies, including Temurian Prince Boysunghur Mirza Cha There are reports that settled oniyonda found. Ethnic information can be explained by a historical process. In the Chaganias, the present-day Denov, Sariosiyo, Uzun and, of course, the Turkic tribe of Amir Temur and Timurids in the boy lived in the Barlas family. The study of the Barlas' distribution of the Baisun and the Surkhan oasis in the north-

ern parts of the region is a clear indication. Third, according to At-Tabari, the Boysun toponym was derived from the Persian word Boysan. Some scholars refer to Boysun's place as ethnos. For example, according to J.Hojiniyazov, the word baysun appears in the form of Baysin, meaning "tribal tribal people." According to M. Juraev, the word Boysun comes from the tribe of Says and means "the place where the tribe of Usunlar lived." According to Nafasov, the term "Boysun" is composed of the words "Bay" and "sin" in ancient Turkic, meaning "Great Mountain" or "Big Mountain." Among the ancient Turks, worshipping other subjects, as well as worshipping the mountains, are widely regarded as divine. In my opinion, the toponymism scientist T. Nafasov's views are very close to reality. Richness of Baysun is not the population, but its rich nature, ie the abundance of springs, diversity of flora and fauna, and favorable climatic conditions. T. According to Uthman's sources, the local meaning of the word Boysun means "rich mansion". Boysun's interpretation of the etymology of the "Boy-shin" style, Boyshin is a "rich land of wealthy people." This is the reason why the city was rich in ancient times – the Turkish aristocracy and the nomadic rich. Archaeological research also speaks of

Boysun's ancient history. In the settlement Poyon-Korgon located in the foothills surrounding the mountains, the nomadic tribes residing in the foothills of the Buddhist monument, the Cossack-era ceramic pattern depicts a wide range of sky and mountains. Boysun Istahri and his author are known as Basand in the book *Hudud al-olam*. [2] SH According to Kamoliddinov, when Basand was localized, he was in the present-day Baysun district. Boysun was one of the oldest cities on the trade route, which was welcomed through the Iron Gate (Darband), from the old Sogdian caravans. [3] According to Istahri, Basand gardens were large and large. Basand is a two-day drive from Chagnaion. It is written in the works of "Hudud al-olam", Ibn Khaqal and al-Thani; Basand is a large, densely populated city with its rich and resilient inhabitants, standing at the foot of the city, along the caravan route to Samarkand and Bukhara.[4] As a result of archaeological research, the monument of Poyangurgan, which belongs to the first Iron Age, has been examined by nomadic breeders. The ceramic and archaeological finds found in this monument and surrounding area indicate that Basan, mentioned in the sources, is located here [5]. This is evidenced by the fact that the Basand and Boysun names coincide, and the medieval carriageway from Samarkand and Bukhara to Chagnaion is exactly the same. [6] In the medieval sources, Iron Currant (Kapap) [Mustawfi, p. 180, 244]. It was also mentioned in the Middle Ages by the name of the other Turkish name Bahceli. [Al-Shamiy, p.55]. In the medieval Baysun Mountains, the Buzghala-room

gorge was a border crossing point known as the Sughd and Takharistan from the early Middle Ages [Rtveladze, 1986, p. 34-39]. Being located on the iron gate, Boysun has not lost its significance as a border point in the Timur and Timurid era. In the sources of the Amir Temur era, the frequent mention of Baisun is a clear indication. The name "Zafarnoma" is also mentioned in the Baysun district. In the 19th century Boysun was the center of one of the three halls in the present Surkhandarya region during the Bukharan Emirate, where the native Uzbeks and Tajiks lived. According to N.A. Maev's diaries, the true name of Boysun is Boyshin, meaning "Rich, Rich Tree". It seems that Maev came to this conclusion because the Uzbeks who were nomadic Uzbeks had made a living. [7] According to Kamaliddinov, Boysun means "Great mountain or high mountain" consisting of "Boy" and "Sin". [8] Another author, Yo. Hojamberdiev writes that rich people who had driven their horses from west to east were now living in the territory of present-day boys and looking after their livestock. Many of such nomadic cattle-breeders have settled down in Boysun, which is called Boyshindi, which is richly rich, and has been named Boyshin> Boyin> Boysun [9]. Of course, this information is a popular etymology. The word "rich" has a variety of meanings in Turkic languages, and in some cases it is understood as a wealthy person, wealthy, wealthy man.[10] In addition, the word "rich" was also used in the ancient Turkic language in terms of body, gvda, gag. [11] Turkic, Turkic, and Azeri languages, Bismar has been described as medieval in Turkish as "high,

balanced”. [12] According to T. Nafasov, Baysun’s word was rich in ancient times; Great, huge, huge, abundance, greatness. For example, the ancient name of Baykal Lake is exactly the Turkish Boykul, meaning the great lake, the great lake. The Tyan Shan Mountain was called by the ancient Turks as Bai-Shan, China’s historian Sima Syan said that the Tyan Shan mountain was Bai-Shan. We can see from this that in the later sources, Tyan Shan, the name of the mountain of God, derived from the word “Bay-shan,” meaning majesty, majesty, and power. [13] The word sinus in Boysun refers also to elevation meanings. [14] Thus, if we look at the information given above, we can see that the name Baysun originates from the name of the Great Mountain, the Great Mountain, the Great Pond, and the name of the city called Basand, the city of Baysun.

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## CONVERSION IS ONE OF THE MOST EFFICIENT WAYS OF ENLARGING THE LEXICON OF MODERN ENGLISH LANGUAGE

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**Abstract:** *The article deals with various aspects of conversion as one of the basic ways of English word-formation: definition and classification. The main types of conversion models are described and the frequency of their use in the language is commented on. Different types of conversion stems of the modern stage of development of the language system are analyzed. In conclusion, the enormous productive potential of conversion in the English language is determined.*

**Key words:** Conversion, verbalization, substantivation, adjectivation, adverbialization productivity, word-stem.

Any language can be considered expressive and rich due to its vocabulary. Therefore, the ways of word derivation and word formation are researched carefully to expand the lexicon of language. The existence of a language system and its development are mainly due to the development of the word formation paradigm, the change in the existing types of word-formation, and the increase or decrease in the proportion of their productivity. One of the effective ways of that is conversion which even does not need any suffix or prefix in creating new words.

The emergence of new words in the English language is carried out mainly in three ways: by borrowing from other languages; using various means of word formation (such as affixation, composition, conversion, etc), as a result of polysemy (the appearance of new, additional meanings in words already existing in the lan-

guage). Word formation is “the richest source of new vocabulary in the language, and, as a result of this fact, is the object of close attention of scientists and linguists. [2.87-88]

The term “conversion” at the present stage of development of linguistics is understood as a “method of word formation without the use of special word formative affixes; a kind of transposition, in which the transposition of a word from one part of speech is used without any material change as a representative of another part of speech”.[3.33]Some researchers also use terms such as the non-affixing or root method of word formation.

Conversion as a linguistic phenomenon interested philologists as early as the first half of the 19<sup>th</sup> century (the beginning of the study of this method of word formations associated with the work of J. Greenwood and G.Sweet ).

Conversion is customarily understood as "...the change in the part of speech of a form without any overt affix marking the change" as such, it has traditionally been regarded as particularly widespread in English in comparison with other languages with other word formation processes. The virtual unanimity in the definition of this concept is, however, not paralleled by the actual term given to it. "Conversion," "functional shift," "zero-derivation," and several variants of these have at one or the other time competed to name this process. Such different terms as the above only the result of various perspectives from which the same process can be contemplated, and arguments for and against every one of them can be accordingly found. Thus, for example, "functional shift" is preferred in some references because it readily mirrors the adoption of new syntactic capacities by converted units. Explicit as this term is from the syntactic point of view, it also has to be admitted that, as pointed out by Tournier, it rather overlooks complete lack of change in the derivational morphology of the word that is proper to conversion, while focusing on a syntactic property common to other parallel but still clearly different word formation processes like, for example, suffixation. An opposite view is apparently held by other authors, who prefer to use the term "zero-derivation" instead, thus laying emphasis on the morphological dimensions of the process, i.e., indicating that no morphological variation occurs under this operation and, by contrast, somehow overshadowing the new syntactic capacities of this

units. This latter term has been particularly wide spread, probably it parallels other word formation patterns which involve word class change and thus fits an orderly structure of word-formation processes. [1.181] However, the most frequent term for this operation has clearly been "conversion." Certain objections to it, have sometimes been raised, for example, by Adams, who rejects this term on the grounds that it may be understood, rather than as the adoption of new syntactic capacities, as implying a complete loss of the original identity of the word, like in the noun *stimulant*, nowadays hardly an adjective. Similarly, as pointed out by Lipka, it has sometimes also been proposed that the use of the term "conversion" he avoided in strictly synchronic approaches. However, current practice shows that, more often than not, this term occurs regardless of any diachronic consideration. [1.182] One way or the other, all these terms coincide in describing the operation by a lexical unit gains access to syntactic functions habitually realized by members of a word-class different than the one which that unit originally belonged, like in the following examples, where nouns become verbs, and verbs become respectively:

(1) My boss *faxed* a letter which was very important.

(2) Jimmy *had a look* at his toys and began crying as his plane was missing.

(3) He told himself that all men are cowards when it came to a *showdown* with a woman.

No less difficult is the question of the types of conversion, as well as the classification of its components.



In lexicology, there are four main types of conversion according to the belonging of components to certain parts of speech and, accordingly, four conversion models:

**1. Verbalization** (the formation of the verb). This type represents the semantic transformation of the “object” – the “action associated with this object”:

flower (the type of a plant which is often brightly coloured with a pleasant smell) – to flower (to blossom, to develop completely)

water ( a clear liquid, without colour or taste, which falls from sky and is necessary for animal and plant life) – to water ( to pour water on to plants or the soil that they are growing in)

an elbow ( the part in the middle of an arm where it bends) – to elbow (to push someone with your elbow)

**2. Substantivation** (formation of nouns). The semantic transformation of an “action” is being implemented – the “object as a result of an action”

to look ( to direct your eyes in order to see) – look ( when you look at someone or something)

to sleep (to be in the state of rest when your eyes are closed, your body is not active, and your mind is unconscious) – sleep (the resting state)

**3. Adjectivization** (formation of adjectives). The model expresses the semantic transformation of the “subject” into “characteristic phenomenon of the subject”

christian (someone who believes in Jesus Christ) – christian (relating to christianity)

granny (grandmother)- granny (means having the style like those worn by old woman)

**4. Adverbialization** (education of adverbs). At the present level of development of the language system, this type is not productive due to the presence of the –ly suffix in the language.

The most productive type of conversion is substantivation, and the formation of nouns from adjectives is much more common than their formation from verbs. Next comes verbalization with the frequency realization of the linking “noun-verb”. The least productive are adjectival and adverbialization conversion types.

According to the degree of transfer of meaning, researchers distinguish two conversion classes: transposable and word-formation (lexical) In a transposable conversion, the denotative component of the word does not change, but only the syntactic function changes.

The basis sign of conversion as a process of the word education is the emergence of a new lexeme with lexical and grammatical content. The peculiarity of this phenomenon is the fact that there is a rethinking of the rotation of the meaning of the word- basis and its consideration in another aspect. However, one can not but agree with the fact that the word, which appeared as a result of a conversion, includes a certain semantic area of the original word-basis.

In conclusion, there are a great number of ways to expand the number of words in any language, say, adopting words from other languages, through the way of derivation, forming words and so

on. Conversion is one of the most effective ways in enriching the lexicon of English language which makes it expressive. This way does not need any change to the word which makes creating new words elementary without difficulties. Among the types of conversion such as, verbalization, substantivation, adjectivation, adverbialization the type of substantivation is the most fruitful way which is seen in making nouns from different forms of speech like verbs, adjectives, etc. So, being

aware of the way of conversion helps any kind of learner of English to be an eloquent speaker who express their opinion with the help of various words and word combination.

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## DIFFERENT MEANINGS OF PREPOSITIONS AND THE WAYS OF TRANSLATING INTO KARAKALPAK

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***Summary** The article deals with different meanings of prepositions and the ways of translating into Karakalpak language. L2 learners especially in using prepositions made some mistakes and are not taken into consideration, and use them unnecessary places. We need to consider how we would deal with prepositions and find the best way to teach or translate them. The prepositions change not only the meaning but also the structure. The roles of prepositions are very important in learning grammar. Grammar is an essential part in foreign language learning.*

***Резюме** Эта статья рассматривает предлогов с различными значениями и разными путями перевода на каракалпакский язык. Изучающие делают особенно много ошибок при использовании предлогов и при проставления их на места. Мы должны учесть и рассмотреть лучший вариант обучения и перевода предлогов. Предлоги не только изменяют смысл но и структуру. Роль предлогов имеет очень важную роль в грамматике а грамматика важная часть в изучение иностранных языков.*

**Key words;** prepositions, at, on, in, linking words, methods, forms, grammatical functions, spelling.

Nowadays developing communication with other countries, English is as much as popular. That's why, it requires some necessities to teach and learn. Not only our Uzbekistan county but also other users who speak different languages. English language has comfort for us to share our ideas and give them as you planned. In that case, Demands are high, however, people learn English like Karakalpak language while learning made some spellings and mistakes. Especially using prepositions made some mistakes and are not taken into consideration, and some used them unnecessary places.

Prepositions have some functions in the sentences such as some of the prepositions

have meanings in using as individual, in addition, they follows with nouns, verbs and adjectives. Most of them used as linking words with a view to fastening the sentences and to make clear, also take order as grammatical functions. For instance: when the prepositions used as linking words, sentences are shortened, in that way, spelling also as participle phrase. For example;

**On** being called to have dinner, Tom is always sleeping.

Ауқатка шақырган уакта, Том хар дайым уклап атырган болады.

**On** Tom is called to have dinner, he is always sleeping.

Томды ауқатка шақырган уакта, ол ҳар дайым уклап атырган болады.

When Tom is called to have dinner, he is always sleeping.

Томды акхатка шакырган уакта, ол хар дайм уклап жаткан болады.

“**On**” is preposition but in there used as linking word which is meaning equal with “**when**”.

These types of prepositions are enable to use like this way, moreover, similar with the prepositions such as; “**upon**” comes as linking word instead of “**on**” and “**when**”. Some prepositions can change the meaning of the sentences if they are chosen correctly. These are; at, for, to which are used with nouns, adjectives and verbs by taking into different meanings and structure.

In a list of English prepositions you will find very common words such as ‘in’, ‘up’, ‘on’ ‘at’ and ‘with’. Prepositions hold a privileged position as parts of speech. In other words, there is contract to nouns, adjectives and verbs, which become new additions to their groups. Prepositions are important because they act as vital markers to the structure of a sentence: they mark special relationships between persons, objects, and locations.

It’s very difficult to use prepositions correctly in English and they present a number of problems for both teachers and learners. Most prepositions, especially the common ones, have several different functions. The preposition ‘on’, for example, has many different functions, depending on which is based on dictionary. There is no logical way of deciding which preposition goes with a particular noun, verb, or adjective. In many instances, the correct prepositions cannot be

guessed, so the expression must be learned as a whole. The problem is compounded when a particular vocabulary item which is used again. It’s those commonly used ones that with many different prepositions, making teaching and learning a longer process than we initially account for. Consider the adjective ‘good’. As a teacher, which of the following would you necessary?

This food is **good for** your health. – Бул аukat сенин ден-саулыгын ушын пайдалы.

Tom is **good at** math.- Том математикадан жаксы.

Katy is very kind and **good to** me.- Кэти маган мийрыман хам жаксы мунасебете.

Adam is **engaged to** a famous actress. Адам таныклы актрисаға унастырылған.

Mr. Hills is **engaged in** an important meeting. – Mr. Хилл әхимийетли ушырасыу менен бәнт.

My plants **died from** lack of water.- Мениң өсимликлерим суусызлыктан өлди.

Princess Diana **died in** an accident. – Принсесса Диана авариядан кайтыс болды.

Jane likes to be comfortable, so she is not **keen on** camping. – Жейн колайлыкты унатады, сонлыктан ол палатка тигиуди жактырмайды.

Sam is **keen to** join the army when he leaves school. – Сэм окыуды питирген уакта, армияға алынады.

All of these sentences are correct, yet in each case the adjective goes with a different preposition. Words are the same

but the prepositions are different. There have to take into consideration meanings which are chosen as suitable for nouns and adjective. We need to consider how we would deal with phrase such as 'instead of' and the best way to teach words such as 'good', that go with multiple prepositions. In the examples the prepositions change not only the meaning but also the structure. If there is chosen different preposition, it will be wrong surely. The roles of prepositions are important in grammar. L 2 learners can use the way of the learning progress and interfere with correct English usage. Some expressions in English do not use a preposition but the same expression in another language does. The majority of learners are native

Karakalpak speakers, say like this sentences 'he married with her'. Another problem I usually encounter in Karakalpak learners relates to the multiplicity of uses of particular prepositions. Karakalpak language has no prepositions serving the same purpose as 'of', 'at' and 'to' in English, make it difficult for native learners to distinguish between various uses.

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## SOME MEDITATIONS CONCERNING THE PARADIGMS IN UZBEK LINGUISTICS

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### ***Annotation***

*The article is devoted to new paradigms that are emerging in Uzbek linguistics today. In particular, linguo-cognitive paradigms resulting from an anthropocentric approach to the synergistic paradigm and language have been described in more detail.*

### **Аннотация**

Статья посвящена новым парадигмам, которые возникают в узбекской лингвистике сегодня. В частности, лингвокогнитивные парадигмы, возникшие в результате антропоцентрического подхода к синергетической парадигме и языку, были описаны более подробно.

### **Keywords**

Paradigm, synergetic, anthropocentric approach, linguo-cognitive, dialectic, pluralism, language aspect, methodology

### **Ключевые слова**

Парадигма, синергетика, антропоцентрический подход, лингвокогнитивная, диалектика, плюрализм, языковой аспект, методология

The members of the Roman club, futurologists inform that the science of the future will be a chaotic one that it is not divided into parts, but united into ensembles. In this regard, linguistics subject today needs a new paradigm. This paradigm can be based on synergies based on interconnected learning. Indeed, the synergetic paradigm can be a regular paradigm of linguistics. The synergies are now entering all sciences, especially linguistics, and even today, the linguistic-engineering paradigm is gradually shaping. In the future, the synergistic paradigm may become a paradigm for language and speech linguistics to be studied on a holistic basis, which determines the future of linguistics.

As a result of the anthropocentric approach to language, pragmatineic, psy-

cholinguiistic, sociological, linguoculturological, linguoguerencian, linguocognitive paradigms have emerged. This linguistics shows that there are different ways and means of research. At present, Uzbek linguistics studies are actively used in the dialectics, such as synergetics, hermeneutics, pragmatics, and phenomenology. That is, the dialectic (dialectical materialism), the so-called methodology of Soviet linguistics, is now adapting to new methodologies. This is a brilliant proof that modern Uzbek linguistics develops on the basis of methodological pluralism. However, it should be emphasized that methodological pluralism, on the one hand, is positive and, in some way, a negative situation. Sometimes a variety of methodologies can lead to uncertainty

and conclusions. It depends on the correct selection of methodological orientation within a particular aspect of the language. Thus, in the study of linguistics, «democracy» and methodological pluralism should be properly interpreted within the framework of certain aspect.

The new paradigm in linguistics denies the old paradigm, but does not exacerbate it. An unobservant language aspect that has not been ignored in the old paradigm is enriched with a new paradigm by using its achievements as if it were formerly built. For example, in the framework of the structural paradigm, linguists often point to the inner construction of the language, the layered structure, and the immanent nature of the language. The new paradigm does not completely disagree with it, it is on the path to anthropocentric approach to the language, using creativity from the achieved results and pointing to the limited aspects of an old paradigm-based approach.

One of the important aspect of modern Uzbek linguistics is anthropocentrism, and another one is polemicism. That is, no paradigm can be the basis for a thorough study of all aspects of the miraculous and linguistic phenomenon. The existing paradigms complement one another and come to cooperate; simultaneously scientific analysis is carried out on the basis of different paradigms. Therefore, the study of the language should be carried out in parallel with the aspects of static and dynamic, formal and functional, semicology, and onomicology, cognitive and pragmatic.

It should be noted that, in the nineteenth century, linguistics responded to the question of «what is the language» as «WHAT – linguistics» and in the twentieth century it was dealing with the problem of «how the language was created». In the 21st century, linguistics has been the subject of «language-ethics» as well as the issue of interpretation and interpretation of language phenomena, more precisely, the problem of «language germanium.» In the 21st century, linguistics has been recognized as a monumental science. For this purpose, linguistics should occupy an important methodological position in the humanitarian sciences system, acquire the status of «science science», which can propose research principles and scientific paradigms for research in this direction, and suggest new approaches. In this regard, the science of linguistics has already achieved remarkable results. In the twentieth century, the great philosophers such as P. Florensky, L. Vitgenstein, N. Bor, R. Karnap, created their philosophical concept on the «language». Linguistic philosophy of L. Vitgenstein, Phenomenology of E. Gusserl, fundamental doctrine of M. Haydegger and neopositivism can be regarded as a «language revolution» in philosophy. These concepts formed on the basis of language serve as a methodological basis for almost all social sciences. From this point of view, gradually, the science of linguistics serves as a «methodological» philosophy for humanitarian sciences.

## ENGLISH IS THE INTERNATIONAL COMMON TONGUE

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***Annotation:** Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human.*

**Key words:** the primary language, communicate, practice, practice, England

There are thousands of languages in this world. Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. Some languages are spoken by millions of people, others by only a few thousand.

English was originally the language of England, but through the historical efforts of the British Empire it has become the primary or secondary language of many former British colonies such as the United States, Canada, Australia, and India. Currently, English is the primary language of not only countries actively touched by British imperialism, but also many business and cultural spheres dominated by those countries. It is the language of Hollywood and the language of international banking and business. As such, it is a useful and even necessary language to know.

There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a Swede) usually use English as a common language to communicate.

That's why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones.

English is also essential to the field of education. In many countries, children are taught and encouraged to learn English as a second language. Even in countries where it is not an official language, such as the Netherlands or Sweden, we will find many syllabi in science and engineering are written in English. Because it is the dominant language in the sciences, most of the research and studies you find in any given scientific field will be written in it as well. At the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students.

On the Internet, the majority of websites are written and created in English. Even sites in other languages often give you the option to translate the site. It's the primary language of the press: more newspapers and books are written in English than in any other language, and no matter where in the world you are, you



will find some of these books and newspapers available. In fact, because it is so dominant in international communication, you will find more information regarding nearly every subject if you can speak this language.

With good understanding and communication in English, you can travel around the globe. Because it is the international language for foreigners, it's easy to get assistance and help in every part of world. You can test it by online travel. Any travel booking site you can find will have English as a booking option.

English skills will also help you in any business venture you choose to follow. If you visit some offices, companies, governmental organizations, or even math or engineering companies, you will see the importance of English. Any big company will hire their professional staff after getting to know whether the people they are hiring are good at English or not. Compa-

nies who want to function at an international level only consider their staff well educated if they are good English speakers, writers, and readers.

Everyone knows that Hollywood is in the United States, and that the biggest television and music industries in the world are based there. As I mentioned above, TV and movies are a great way to practice your English once you start learning. What's more, knowing English opens up thousands of movies, television shows, and games for your enjoyment. If you want to one day work in the entertainment industry, English is even more essential.

Those who are still unaware of the importance of English should start learning it, as a time will come when everything will be understood, spoken and written in English. In a lot of ways, that time is already here. Go ahead, watch some media, and get an idea of the language. You won't be disappointed.

## NUSRAT-NAME AS HISTORICAL SOURCE

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**Аннотация**

*В этой статье идёт речь о произведения «Таворихи гузида» от не известного автора. Излагается историческая сторона произведения.*

**Annotation**

*There is a speech in this article about the works “Tavorikhi Guzida” from not the famous author. The historical party of the work is stated.*

**Ключевые слова и выражения**

Произведения, автор, история народа, этнография, источник, состав, персидский язык, уйгурский язык, специфические особенности правописания, басмала, потомка, хроники, аспект, заключения, прекрасный выпуск, критический текст, факсимиле, статья.

**Key words and expressions**

Works, author, people history, ethnography, source, structure, Persian, Uyghur, specific features of spelling, basmal, descendant, chronicle, aspect, conclusions, fine release, critical text, facsimile, article.

The third option – «Book of the Chosen Dates of a Victory» is represented to us preferable. All composition is imbued with this idea. It speaks about triumph Mahomed Shaybani-hana, about his final statement in Central Asia. The composition is begun in a month of a dzhumad is scarlet-avval 908 g x. which first falls on November 2, 1502. The latest events described in «Tavarikh...», 909 g x., i.e. in April – May, 1504 took place in a month storageeyes. Writing is complete, therefore, between 1504 and 1510 as in 1510 Mahomed Shaybani-han died. Most likely, date of completion of writing of the composition also needs to be considered 1504.

The composition is known in two lists, one of which is stored in LO YING by Academy of Sciences of the USSR, another – in the British museum. When

writing «Tavarikh...» many compositions in Persian created in Iran and Central Asia during an era after the Mongolian invasion were used. Among them Tavarikh-i are called «dzhakhan-eat-and Mengu-han ibn Tuluy-han» under which the known composition means probably Is scarlet ad-Din Ata-Malika Dzhuvayni «Tavarikh-i of a guzida-ya Islamshakh Gazan-hannyn of a kyza» what it is probably necessary to translate as «The chosen chronicles devoted to the daughter Islamshakh Gazan-hana» which, obviously, are meant as «Tavarikh-i of a guzid» Hamdallah Mustaufi Kazvini, by «Muntakhab-i of a dzha-ma» and «Tavarikh-i shahs», last of which was written for Ulugbekmirza. It is possible that names of two last compositions in the text «Tavarikh...» are divided by the union mistakenly and here

in fact only one work – «Muntakhab-i Dzham < – and tavarikh-and Shahs» under which the known composition Rashed of ad-Din «Dzhami at-tavary» means is mentioned. However in that case there is not clear Ulugbek-mirze's dedication. Most likely, under «Tavarikh-i shahs» some special composition really means. Were used as well the compositions written by the Mongolian letter Mongolian bakhsh. Perhaps, the compositions written by the Uigur alphabet and in Uyghur mean here as Tavarikh explains partly specifics of spelling.

A.M. Akramov considers that the author «Tavarikh...» also Zafar-name to ad-Din Schami's Bottoms used and «Matla» the expert-sa» Dine ba Majma» is scarlet-bakhrayn» Abd ar-Razzaka Samarkandi. «Tavarikh-i of a guzida-ya to a nusrat-nama» consists of a basmala, author's introduction, the history Oguza and Turkic and Mongolian tribes, history Chinghiz khan and his descendants, genealogical chingizid in which Shaibang, Tuka-Timur and Chagataya» descendants are brought to time of writing of the composition, and history Mahomed Shaybani-hana. Special paragraphs for the description of Abu l-Hayr-khan, the brother Mahomed Shaybani-hana Mahmoud Bakhadur-sultan, the son Mahomed Shaybani-hana Mahomed Timur sultan are selected. Also some data from history of the Emir Timur contain in the composition. Contents of the composition, in particular the last part devoted Mahomed Shaybani-hanu are strictly edited with the purpose to show actions of this khan to the best advantage and vice versa, it to present rivals

in light unseemly. So, for example, it is said that Taragay, the father of the Emir Timur, was at Chagataidov a keeper of barns; and his name is compared with a Turkic verb of a container – «to sow», than the attempt to cast a shadow on origin of timurid becomes, having proved to such way their «mean» origin. Timurida of various ranks mirzam expressly are called that had to indicate, according to the author, their lower situation in comparison with khans and sultans, descendants Chinghiz khan.

Both manuscripts which reached our time are defective, they corresponded, probably, from the manuscript in which sheets were killed. Separate parts in both lists lack. In general London list fuller, than Leningrad. Besides two main lists «Tavarikh...» several reduced versions of these chronicle which contain the short addition which is leading up statement of events about day of death Mahomed Shaybani-hana and which are illegally attributed to various persons reached our days. One of these options in translation into Russian and in east text was published by I. Berezin. The composition is poured by verses, parables Mahomed Shaybani-hana, expressing in the spirit of Muslim piety in different occasions. Connection of separate parts of the composition has character artificial, joining between them and transition from one to another are not fulfilled literaturno. The narration has the tone raised, geroiko-epic.

Special comparative research of the first parts «Tavarikh...» (the history Oguza, Turkic and Mongolian tribes, history Chinghiz khan and his closest descen-

dants, history of the Emir Timur) it was not undertaken. It is quite probable that researchers will be able to find in these parts of much valuable. For history of the Kazakh people have important value the section on life and activity Mahomed Shaybani-hana and family trees of dzhuchid. Family trees very detailed, sometimes they allow to cover in a new way origin of some branches of chingizid, in particular – finally to resolve an issue of origin of a dynasty of the Kazakh khans and to open the related relations between them that has important value for the interpretation of the facts of history of the Golden Horde and the state educations which arose on its ruins as the source study base of this period cannot prompt often from where there was this or that person and what its actions are based on. They contain names of the Kazakh khans and sultans to the first half of the 16th century, for example, names of sons and daughters the Chipmunk khan and Barack khan. On these family trees is established that the Weight and Dzhanibek were not native, but second cousins.

In «Tavarikh...» it is told about the provision which developed in East Dasht-i Kipchak's steppes after Abu l-Hayr-khan death on Girey and Dzhanibek's actions in these steppes. Mumammad Shaybani-hana with the Kazakh and mogulsky khans for possession of the cities on Cheese Darya is especially in detail told about fight. The composition contains also many news on the social and economic relations, the political system, the tribal list of nomads of East Dasht-i Kipchak and so forth.

«Tavarikh-i of a guzida-ya to a nusrat-nama» was described by Rieu, R.G. Mukminova, S.A. Azimdzhanova 16, B.A. Akhmedov, authors of the catalog of Turkic manuscripts of LO YING of Academy of Sciences of the USSR. S.K. Ibragimov who published in translation into Russian small fragments from it 20 which are published in the new translation as a part of extraction from now «Tavarikh concerned in the works of this composition...» in the present collection. A tireless researcher of the chronicle is A.M. Akramov who published a number of articles in which the manuscript «Tavarikh-i of a guzida-ya to a nusrat-nama» and contents of the chronicle are analyzed from the different parties and in various aspects and which contain many new and valuable conclusions. He possesses the fine edition of all composition which united the critical text and the facsimile and supplied with extensive articles on the history of studying of the chronicle and competently executed textual notes.

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## LANGUAGE AND GENDER RELATIONS

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The article mentions the work of researchers in the field of gender studies. It explores researches in chronological order and studies the views of ancient western and eastern linguistic views of the East and the gender issues in every aspect of the industry. It also discusses the history of gender issues and their prospects for further development as well.

The differences between men and women speech in the dialogue is identified from ancient times and can be easily seen in proverbs in many languages, which are the mouthpiece of the folklore:

*A woman's tongue wags like lamb's tail (England).<sup>1</sup>*

*Ou femme y a, silence nyy (Where there is a woman, there is no peace) (France)*

*The North Sea will be found wanting in water than a woman at lose for a word.<sup>2</sup>*

The woman's tongue and stillly lay, but as it goes, so that three axes: it cuts, and the tunic, and the bastards gnaw.

Spit to the waist, tongue to the knees.  
it's easier to carry water than woman's keeping a silent.

A woman without a conversation – that the yard without a fence.<sup>3</sup>

In the above-mentioned examples, emphasis is put on the manner in which a

woman talks, and her words are sharpened. As a result of our observations below, these qualities are shown as the result of a stable, shared, and popular vision of the woman's speaking style. The discrepancies in men's and women's speaking styles are also reflected in references, letters, works of art and works of linguists.

For example, from 1754 to 1756, the New York Times was the subject of the new English lexicon. It was noted that many authors of the article emphasized the importance of women in the creation of new English lexicon, particularly the fact that women play an important role in the development of new words in English.

According to R. Cambridges writing: “What do we owe to the ladies – so this is the numerous ornaments of our language “<sup>4</sup>(December 12, 1754). Lord Chesterfield writes, “The point is not in enriching our language with completely new words, my village women go even further, changing the word, using and expanding old meanings to different and very dissimilar meanings “<sup>5</sup>(December 5, 1754).

As we observe many western literature, we can see the similarity of the “female” images in the style of speech that is commonplace – talkative, idle talking and to be laughed at in most of the works. (In Shakespeare's novel, Gothspere of “King

1 W.G. Smith. The Oxford Dictionary of English Proverbs / compiled by Clarendon Press, 1935.

2 O. Jespersen Language, its nature improvement. George Allen & Unwin Ltd. L., 1922.253 b.

3 V.M. Podobin. Russkie poslovitsy i pogovorki: V.M. Podobina and I.P. Ziminatopu, L., 1956.

4 S. Tucker English Examined. Cambridge University Press, 1961. 92-93 b.

5 S. Tucker English Examined. Cambridge University Press, 1961. 92-93 b.

Genrix IV”, argued for the simplicity of speech of his wife; J. Austin described in the work of “Eternity of Nortinger” that the extravagant use of Isabelle’s speeches in meaningless and irrelevant speeches was specific to the women of that era).

German philosopher and linguist F. Mautner (1913) has also studied the methods of men and women speech in various social groups, and connects the origins of the women’s conversation style with the antique theater. In his opinion, men play the role of women for some period of that time. However, the fact that the way of women’s talking is related to the fact that the women go to the stage.<sup>6</sup>

English professor O.Espersen introduced the chapter entitled “Woman” in his book “Language: its nature, development and origin” (1922), where he analyzed men’s and women’s vocabulary, saying that men’s words were much more “miserable” than women vocabulary.<sup>7</sup>

In the Anthropological literature, the differences between the male and female conversations were written in the diaries of the 17th century missionaries. According to their records, there are many differences between men and women speech and this information has been subsequently proved by anthropologists.

In the speeches of the Coasati of Indians tribes in Luiziana, the change of verbs due to gender were observed.<sup>8</sup> Significant differences also exist in the lexical and linguistic system. For example, in Japan, gender cate-

gory is reflected in all three persons of pronouns. That is, it does not change only as a third person in all languages.

Many researchers have relied on the information they received and describe the language as “men” and “women”. However, the mistakes of these ideas have been clarified in scientific research. In other words, the phonological, morphological, syntactic, and lexical aspects of each of the “language” systems clearly demonstrates that the gender of an individual is merely define the form of a word only.

In the mid-20th century, problems of interrelationships and domains of gender and language began to be discussed not only by anthropologists but also by dialectologists. Although the way of women’s speech was not the object of their research, the information they received was valuable and significantly superior to the initial and simple linguistic postulates.

Gender research has started to be studied as a whole, and has led to a new direction such as Sociolinguistics in solving gender and linguistic problems. Sociology researcher’s task is not only a language but also a language movement in society<sup>9</sup>. They focus on variative skills of language. That is, it is understood that the speaker’s ability to communicate with a second language through a change of circumstances in the conversation. Noteworthy is the stylistic variations. It includes the use of language tools due to the social group, age, and the use of language in relation to the social background and role of the speaker in the interview.

6 M.E. Soboleva’s philosophy is “critique of the German”. SPb., 2005.

7 O. Jespersen Language, its nature development. George Allen & Unwin Ltd. L., 1922.253 b.

8 M Haas. Men’s and women’s speech in Koasati // Language. 1944, No. 20, p.147-149

9 V.N. Yartseva. Linguistic encyclopedia / gl. red. M., 1990.

Ideas that inspire to learn women "language" are related to the development of feminism in linguistics (1970-1980).

Separ Uorf's ideas of 1970-1980 have a sharp feminist character, in which postulates of linguistic theories are as follows:

1. Language determines one's boundaries for the upbringing of the person and perception of the existence;

2. Man manages to control the language and to develop its norms;

3. Women are in a disadvantageous situation using the same language and use the language norms men have developed.

The above conclusions served as the basis for sociologists' views of Edwin and Shirley Ardner about the role of language in society and their role in gender. One of Ardner's leading ideas is that every social group has internal social considerations, but not all of them are freely expressed, since the form of expression and language are governed by the dominant group. As a result, weak social groups, such as women, use language norms developed by men in society. They have no choice but to express everything by means of "men's language" and their term.<sup>10</sup>

Sociolinguistic researches suggest that gender, as well as men and women's attitudes, is co-ordinated with age, status, ethnicity, as well as the origin of language variants development based on above factors is explained in researches. However, many researchers are widely trying to promote gender-related postulate in their narrowly-guided work. That is why P. Eckert and S. McConnell's Guilds offered different

views on this issue. They have said, "It is necessary to carry out a local observation, in a practical way of thinking."<sup>11</sup> In other words, avoiding all the "stubborn" postulates and the views, gender should be linked with language, and state that it should be learned in social groups in practice. Gender does not appear apart from social groups and does not fit to other social groups. Hence, its linguistic organizational tools also change in accordance with social groups and cultures.

In the study of gender, men's and women's "tongues" should not be compared between themselves, but rather their social cultural norms and rules, that is, to focus on learning in the same organization or the same group.

"There are no gender-specific linguistic forms," said J. Koate, "but there are some forms of women's and men's self-determination." In the future, we can say that it is a task of gender linguistics to explain according to what rules they are developing in the future.

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## BERUNIY`S NICKNAME AND HIDDEN REALITY IN IT.

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Annotation. The nickname Beruni is investigated on the historical and philological arguments in this article.

**Key words:** al-Beruni, Khorezm, Bayhakiy, kitab al-ansab, Krachkovsky, Ray, Tuprokkala palace, Khorezm language, kunia, Tolstov, Livshits

**Ключевые слова:** ал-Бируни, Хорезм, Байхакий, книга ал-ансаб, Крачковский, Рай, Топраккала дворец, хорезмийский язык, куня, Толстов, Лившиц

Abu-r Raykhon Mukhammad ibn Akhmad al-Beruniy was one of the greatest scholars of the middle age. Beruniy was an encyclopedic scholar who explored all sciences- physics, mathematics and natural-historical sciences of his period. Beruniy was not only a scholar, but also a prominent political figure in Khorezm in his time. In his works, he wrote about the town of Khorezm. In his work "Osor al-bakiya", he strongly blamed Kutayba ibn Muslim for his invasion to Khorezm and said, "Kutayba killed those who knew the letters of Khorezm, who learned the data and narratives well and taught them to others," he said, "he destroyed Khorezm totally.<sup>1</sup>" He also wrote the work "Mashokhir Khvarizm" about his country, about the city of Khorezm and the Khorezmians, but it did not reach us. Some of the fragments from this work have come to us through the Bayhakiy's "Masud's history" and described the good qualities of Beruniy's descriptions about Khorezmshah Abul Abbas

Ma'mun II and his service in his palace for seven years.<sup>2</sup>

Beruniy's explicit biography, like his contemporary Ibn Sina, was not been recorded. There are just some partly data about him in some sources. In particular, Abdulkarim as-Sami wrote in his book "Book al-Ansab" (The Book of the Dynasties): "The name Beruniy is relative to out of Khorezm. Anyone who was born outside of the city that man was said "a beruniy". "The astronomer Abu Raykhon was so famous for this name."<sup>3</sup>

The nickname in the Beruni's name, there is no consensus among the scholars in explaining "Abu Raykhon", and the thoughts are based on assumptions. First of all, if we explain here the structure of the Arabic name, "abu" in Arabic, meaning "father", "ibn" means "son".

It means the general translation is "Father Raykhan Mukhammad, son Akhmed Beruniy". Some viewpoints on

<sup>2</sup> Abu-l-Fazl Beykhaki Masud` history. Tashkent. 1952. p. 588-589.

<sup>3</sup> The Kitab al-Ansab of Abdal-Karim ibn Muhammad al-Sam`ani reproduced in Facimile, Leyden-London, 1912 98bl. Yu. Krachkovsky. Selected Works by Bye IV. ML 1957. p.245.

<sup>1</sup> Abu Raykhon Beruniy. Selected Works I: "Science". Tashkent - 1968 p 72

this subject were presented in the introductory remark by Beruniy, written by I. Abdullayev in Volume I of “the Selected Works”, published in Tashkent in 1968. It is said that Beruniy was nicknamed during his childhood as he was interested in botany. I.Y. Krachkovsky (1883-1951) said that it may have been a nickname “a man with basil” who is far from likely to be meaningful.<sup>4</sup> In other sources, one of these expectations is trying to link Raykhon’s nickname to Ray, a city in Iran and it is said that Beruniy’s father was an Iranian. This is contrary to history. Namely, Beruniy described his Motherland Khorezm very perfectly, clearly and distinctly in his works, without exaggerating the history and the greatest people.

Beruniy’s works also contained many ethnographic information about the life of the Horezmians. He provided information about the Khorezm language, which was still quite active in his works, and, as we may know, that language was his mother tongue. Generally, designing Beruniy as an Iranian Persian on the basis of the nickname “Raykhon”, in our opinion, this is an erroneous approach. Besides, it is also wrong to describe it as “a person wearing a basil”, and to associate Beruniy with his interest in Botany. Because, a word is not about the Beruni’s nickname, but about his father’s name.

We consider it appropriate to link this issue with the Khorezm language. At the same time, attention should be given to the name of “rykhymk” in the

transliteration form found in Tuprokkala Palace archive and listed on line 13 of the TK K-1 number 5. S. P. Tolstov and V. A. Livshits recommend this person to be read as ‘Reykhiamak (Rekhamak)’. Candidate of Philology M. Eshmuradov admitted that this person can also be read in the form of “Riykhimak”. By comparing “Raykhon (Rey Khan)” in the Beruniy’s nickname with this name, it will be clear that both names are very similar.

We can see this much more clearly in the transliteration of names to the Latin alphabet. So, rykhymk (in Tuprokkala documents) – rykhan (Beruniy nickname). It is clear that there are two variants of differentiation. Because the name in this document belongs to the II-III centuries AD. Beruniy lived in the 10th centuries AD and there is a ten-century difference. It should be noted that during this period the middle term of the Khorezm language came to an end, and next Khorezm language period started. It is known that there are several lexical, grammatical, phonetic distinctions between middle and later Khorezm languages. It may be said that the name Raykhan is a view of formally changed version of the Reykhamak.

V.A. Livshits suggests comparing the meaning of the name with the word rikhati, rekha (translation “scarlet”) in ancient Hindi,<sup>5</sup>

That is to say, the nickname of Beruniy’s name, “Raykhon”, so, his father’s name is a purely Khorezm name, which

<sup>5</sup> Toprakkala Palace. Proceedings of the Khorezm Archeological and Ethnographic Expedition, XIV Publishing house “Science”, Moscow 1984. Page 277

<sup>4</sup> Yu. Krachkovsky. Selected Works. Iv. Page 245

means “scared” and it is not connected with no any botany or a town of Ray.

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## TYPES OF REASONING. THE DIFFERENCE BETWEEN DEDUCTIVE AND INDUCTIVE REASONING.

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### **Abstract**

*This article informs about great variety of reasoning, and the distinction between deductive and inductive reasoning. Giving some facts to backgrounds of this field, the paperwork looks over several surveys that were, vividly, conveyed by the researchers. So as to explain the meaning of the theme, there are also given numerous examples. Both native speakers and ESL( English as a second language ) students have a difficulty with differentiating deductive and inductive reasoning during learning process.*

### **Аннотация**

*Эта статья информирует о большоеразнообразии рассуждения, и различием между вычетом и индуктивными рассуждениями. Давая некоторые факты на фоне этой области, документы смотрит несколько обследований, которые были, ярко, переданы исследователями. Таким образом, чтобы объяснить смысл темы, есть также приводится множество примеров. Оба носителя языка и ESL(Английский как второй язык) студент имеют трудности с дифференциацией вычитания и индуктивные рассуждения вовремя учебного процесса.*

**Key words:** reasoning, deductive, analogic, inductive reasoning, make a decision, proof, importance, prove.

At the beginning person should know what does mean the word reasoning. Reasoning is the process thinking about something in logical way in order to form a conclusion or judgement [1]. The procedure of reasoning can be utilized not only to wrestle with a problem but also to evaluate things as well. This process can be formal or informal bottom-up or top-down. According to the information which was posted by John Spacey reasoning are classified into 7 main kinds [2]. They are:

1. Deductive reasoning;
2. Inductive reasoning;
3. Abductive reasoning
4. Backward induction;
5. Critical thinking;
6. Counterfactual thinking;
7. Intuition.

This article mostly focus on dissimilarities between types of reasoning. To be more precise, inductive, deductive and abductive reasoning are the most confusing for learners. So, in inductive reasoning one can make a conclusion consider-

ing facts from specific to general. To illustrate, inductive reasoning can be identified through some certain samples below:

\*Jane goes to school at 8 o'clock. She is always on time. So, Jane knows that if she goes at 8 o'clock. She will be on time.

\* Jack showed a gold ring to Malika. He told that he wanted to marry Merry. So, Jack had bought the ring for Merry.

\* Every time you drink Cola, you cannot breath and your throat sweels up. Thus, you have an allergy on Cola.

\* Umida is from 213 group. She is sitting in the classroom №22. Hence, the classroom №22 is belong to 213 group students.

\* All volleyball players in our school are tall. The volleyball players of college are also tall. So, all volleyball players will be tall.

In the fact that, by contrast to deductive reasoning, in inductive reasoning there should be several supportive ideas in order to prove the conclusion. Normally, the conclusion of deductive argument is certain, whereas the summary of inductive one is in all probability. Sometimes in inductive reasoning conclusion can be not true or unreliable. However, in deductive reasoning it rarely happens.[3]

If we look back at the history of inductive reasoning, it appeared many centuries ago which used by modern people. Famous an English writer- Francis Bacon did some surveys on inductive reasoning in 17<sup>th</sup> century and became famous as "The father of inductive reasoning" among people all over the world. In his work, Bacon relied on some theories

which were given by Aristotle about deductive reasoning. He learnt all data that related to deductive and made great contribution to the discovery of inductive reasoning by contrasting both arguments to each other [4].

On the other hand, deductive reasoning is not the same as an inductive argument, and it has some aspects which are opposite to inductive reasoning. Deductive argument syllogisms [6]. Deductive reasoning jumps to conclusion on relying from general to specific proofs. To explain such kind of reasoning, numerous illustrations can be utilized. For example:

\*It is an Umka, then it is a dog.It is an Umka. Therefore, it is a dog.

\*Michael is a bachelor. All bachelors are not married. So Michael is not married too.

\*All apples are fruits. All fruits grow on trees. Therefore, all apples grow on trees.

\*All birds have wings. Parrot is a bird. Hence, a parrot has also wings.

\* The chairs in whole house are wooden. The chair which is in kitchen is wooden,hall's chairs are also wooden. Thus, the chairs of drawing-room are made from wood.

Deductive reasoning has a chance to go from specific to general. But this is a rare situation. For instance,

*The members of Smith family are Jane, Victor and Lucas. Jane is fat, Victor is fat, Lucas is fat. Therefore, all members of Smith family are fat.*

Thanks to these examples, it becomes easy to understand the meaning of deductive reasoning. At first, it looks like very

simple, however, it can go wrong sometimes. As a consequence, the conclusion will be false. If the premises are true, so the conclusion will be true. According to those examples below, it becomes clear that the entire process of deductive reasoning is the most significant part. [5]

Inductive and deductive reasoning are not only opposite but also related to each other. In ancient times, deductive argument was used as a standard way of reasoning by many researchers in scientific researches while inductive reasoning was utilized to gain basic hypothesis from observation. The assumption gained from induction can be tested in deductive reasoning.

Very many scientists claim that inductive reasoning cannot be used in science. Especially, the most outstanding scientist David Hume thought that there is not any evidence in inductive reasoning. It comes just from people's prediction and wish. Popper also claimed that there are always several problems with justification of inductive reasoning. He said: "We know that the sun will always rise according to induction. However there is not any information about the reasons. So we cannot jump to conclusion through inductive reasoning."

The famous Charles Darwin used inductive reasoning to conclude his theories. Darwin gained a lot of data and made several observations. However, his theories are very general and wide. By contrast to inductive, deductive was easily accepted by

scientists. They admitted that all premises in this method are true, reasonable and logical. So it is better to make a decision through deductive reasoning. [6]

Apart from inductive and deductive reasoning, there is also another efficient type of decision making which is called abductive reasoning. This method typically begins with some observations and ends with probable explanation. This is widely used by doctors in daily life. Since they always look at the symptoms and put a diagnosis. Unlike inductive reasoning, in abductive reasoning there should not be complete evidence. However it is creative, revolutionary and intuitive process. Einstein used this technique in his great works. He never utilized inductive or deductive types.

To take into consideration, nearly every types of reasoning is very effective. But most people prefer to use inductive and deductive reasoning. It is better to be aware of all of them and to utilize them differently according to different situations. Sometimes it is possible to use all of them in one time in various fields.

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**GOETHE AND ARABIC LITERATURE**

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The article is devoted to acquaintance Goethe and Arabic literature through the numerous translations that were made in the 18th century (the Age of Enlightenment) and especially in the early 19th century. The Development of Oriental Studies in Europe and intensive research of Oriental literature contributed to the formation of the concept of World Literature, which included the synthesis of Western and Eastern cultures and literatures.

Johann Wolfgang Goethe (1749-1832), the great German poet and thinker, was well acquainted with Arabic literature and with Persian and Turkic poetry through numerous translations, which were widely carried throughout Europe in the late 18th century and early 19th century. It's well known how greatly the culture of the Muslim East, the Quran and Oriental poetry impacted on the works and world-view of Goethe.

In Europe, especially in Germany, the interest in Eastern culture sparked during the age of Enlightenment when Goethe lived. The Oriental language departments were opened in universities and the Oriental studies began to intensively develop. In his youth, Goethe was fond of travel notes from trips of famous travelers such as Pietro della Valle, Chardin, Tavernier, and others who journeyed to the Arab East. In the beginning of 1770, during his studies at the University of Strasbourg, he

befriended Johann Gerder (1744-1809), the famous orientalist and philosopher, who became involved with Eastern culture by looking at its best examples.

He read the Holy *Quran* and the *Avesta*, the holy book of the ancient Persians, as well as the ancient Arabic poetry and poetry of Hafiz Shirazi and Saadi Shirazi, the great Persian poets. Furthermore, Goethe was well acquainted and talked to Johann Gottfried Eichhorn, Wilhelm George Gersbach, Johann Ludwig Kosegarten, Heinrich Paulus, Josef von Hammer and Silverster de Sassi, well known European scientists and orientalists. These orientalists showed Goethe the wonderful world of the Arabic poetry of the East, which was revealed through the *Moallakat*, the best Qasidas of ancient Bedouin poets such as Antara, Taraf, Zuhair, Imrul-kays, etc. And remarkably, in the world of Arabic poetry he was charmed by verses of Thabit Ibn Jabir Ibn Sufyan, the poet-thief known by nickname "TaabbataSharran", i.e. "the one who wore evil under his armpit" (means a sword).

This proud poet was expelled from his tribe for disobedience. He roamed the desert all alone, and was distinguished by courage and nobility, but he would occasionally attack and rob. Goethe praised his independent free spirit and translated his most famous Qasida rhymed with "Lam" ("Lamia"), where he described the



fate of a vagabond, who strayed from the usual medium of collective tribal life.

Echoes of Bedouin poetry is heard in Goethe's poem *Hegire*, which starts his famous *West-Eastern Divan* that is considered the deep humanistic synthesis of Eastern and Western cultures.

*Like a shepherd roams with a flock,  
Freshen up under the chinar  
Lead the caravan through the sands  
With coffee, musk and silks,  
Through the waterless lands and the heat  
Past the Impassable side.*

It is known that the name of this poem is inspired by the most important event in the life of the prophet Muhammad – resettlement (al – Hijra) in 622 from Mecca to Medina (Yasrib). Goethe did not choose this name by accident, because at the time when he wrote the poem *Hegira* he was deeply disappointed in Western values, especially after the defeat of Napoleon Bonaparte allies (he was a Bonapartist), when there was an increase in despotism and crisis of consciousness in many European countries:

The North, West and South are breaking up!

*Thrones are shattering, Empires quaking;  
Fly thou to the untroubled East,  
There the patriarchs' air to taste!  
What with love and wine and song  
Chiser's fount will make thee young.*

Thus, Goethe turned to the East in search of spiritual and moral foundations:

*In a world where the ancestors of the respect,*

*Where someone else's-in neglect,  
Where there is space to the right faith,  
Closely the wily wisdom,*

*And where the word forever is new,  
For the word was spoken.*

Goethe was so interested in Arabic literature that he repeatedly tried to learn Arabic. Goethe himself wrote about this in *Annals*, 1815, " Not being completely unfamiliar with the peculiar features of the East, I turned to the language (Arabic – R.Kh.), because it was inevitable to breathe the air of the East, I even appealed to the writing with its features and decorations. I remembered *Moallakat*, I translated some of them immediately after their appearance even before. The Bedouin lifestyle came to my mind; the *Life of Mohammed* by Elsner, with whom I had long been friends, helped me again. I strengthened my relationships with von Diez. The *Book Qaboos* has opened my eyes to a scene of Eastern rules in the most significant era such as ours... The *Majnun and Layla*, samples of a boundless love, were again absorbed by the feeling and imagination.

In this passage, Goethe reminded us of the old-time legend of Layla and Majnun. But Goethe knew stories about the other famous beloved of Muslim East such as Yusuf and Zulaikha, Farkhad and Shirin, Sulayman and Balkis, Rustam and Rudaba and that is surprising, he was even informed of Jamila and Busein (Goethe tells Botein), whom he also mentioned in the *West-Eastern Divan* in the *Ishq-name* part:

Old age goes, but their love is true,  
They are Jamil and Botain.

Goethe referred to Jamil Ibn Maamar, the 7<sup>th</sup> century poet, (died in 701), who fell in love with Buseina, the daughter of

his uncle, and praised her in verse, that raised the discontent of the tribesmen. Buseina was married off to another, but the poet continued to love her until his death, and he was called Jamal of Buseina. This legend is not extended beyond the Arab world, but, as seen, it did not stay without attention of Goethe.

Goethe was well acquainted with the classical Arabic poetry of the Abbasid era (the 8<sup>th</sup> – 11<sup>th</sup> centuries). He was particularly attracted to the poems of Abu t-Tayyib al-Mutanabbi (915-965), the great Arab poet of the 10<sup>th</sup> century, who's works differed on the one hand a bright creative personality, and on the other hand inconsistency, which was due to the extraordinary personality of the Arab poet. The brilliantly talented poet was too vain and issued his poems for last truth, so he believed in himself as a prophet, and for that he was nicknamed "al-Mutanabbi" – "posing as a prophet". Goethe writes about this in his comment to Notes to the West-East Divan in the article Muhammad, "One poet boldly stated: I can also talk about everything that Muhammad knows and says, with what I can express better than him". And he gathered around him as disgruntled as he was. Therefore, in mockery of him, he was called "al-Mutanabbi". We know him under this nickname, which means "the false prophet". [Goethe 2010:119-120]

But in general, Goethe thought highly of al-Mutanabbi for his sharp thoughts, vivid imagery, and fearless criticism of people in power. Additionally, Goethe's interest in the identity of Arab poets looked through his commitment to the

aesthetics of Romanticism, where the poet is always compared with a prophet, bearing the knowledge of the masses but often left alone from misunderstanding crowd. The same motif of prophetic poets is found in the poems of Byron, Keats, Shelley and other great poets of Romanticism.

Goethe was attracted by adherence to the traditions of the fathers, the closeness to nature, inspiration, the ability to express wisdom in short aphorisms of Arabic poetry. He was particularly impressed by "*badiha*", the art of improvisation, in which, in his opinion, Arab poets developed imaginative thinking. Through their rich imagination, they gained ability to use all expressive and visual means of a huge arsenal of eloquence and rhetoric art.

"These poets are able to portray anything and easily connect complex ideas", wrote Goethe in his notes to the *West – Eastern Divan*. Therefore, they bring together the spirit of perspicacity and ironic humor. Not only poets, but all the people, whose charm and ability to joke manifests itself in countless Hikayats and Navadirs, possess this feature. [Goethe 1985:378]

The Folk tales collection, *One Thousand and One Nights*, was another work that influenced the later work of Goethe, both in terms of content and style. In the early 19<sup>th</sup> century, German publishers began to print folk tales collections and *One Thousand and One Nights* was translated directly into Arabic from the Tunisian manuscript. In 1925, Goethe received the first 9 volumes of Arab fairy tales from the publisher. Goethe was already familiar

with fairy tales translated from French, but this new, direct translation from the original language more accurately conveyed the unique originality and flavor of Scheherazade tales.

The image of Scheherazade captivated Goethe and was often found in his works, acquiring a personal character as a carrier of his thoughts. For example, in the second part of the brilliant work *Faust* by Goethe the Emperor says to Mephistophiles:

*With your thousand and one night,  
Please always treat us the same way.  
Be prolific like Scheherzade,  
And you will never be forgotten by me.  
Just constantly you appear near,*

*When I'm tired of work by evening.*[  
Goethe 1985:378]

There are plenty of these examples in the works of Goethe. Katherine Masen, the American researcher, who devoted her entire scientific life to the study of Goethe's relationship with the Arab-Muslim culture, believes that Goethe used the framework structure of Scheherazade's tales, as well as the techniques such as "the fairy tale in the tale" or "short story in the short story" in his novel *Wilhelm Meister's Apprenticeship*, thereby creating a novel of a completely new type, in which there is no clearly built plot. Moreover, the image of the hero serves as a frame for different plot repletes and inserted novels, sometimes unrelated to the fate of the hero, but representing real life stories.

The *West-Eastern Divan* is the pinnacle of Goethe's works, along with his *Faust*. In practice, it realized Goethe's dream of Eastern and Western cultures synthesis. In the

*Divan*, we experience the world of Quranic meanings and tales of Oriental poetry images, beliefs and traditions, and yet, we deeply perceive the personal and intimate feelings of the German poet through the dialogues of Khatam and of Zuleikha. In the *Divan*, the credo of Goethe, his world-view, which is felt the influence of Muslim culture reveals.

As you know, Goethe was one of the pioneers of the Romantic Movement in literature. The representatives of Romanticism had "daemonia", where reality was opposed to the romantic ideal world in the image of nature, childhood and distant exotic countries. In such a world, a romantic way for Goethe has become the whole of the East, where he wanted to go and he wanted to know. But knowledge of Goethe East has exotic character. Deep study of culture and literature of the East allowed him to develop an important concept of world literature. It is the translation of Arabic, Persian and Turkic literature, as well as familiarity with Indian and Chinese literature that allowed us to draw more important conclusions about the literary processes, their origins and development.

The main thing in this concept was the conclusion that contrary to the claims of eurocentrists, who believe that the fundamental in the world literary process are the ancient Greek and Roman literature, Eastern literature, for all its specificity and originality, is also the fundamental of world literature, and it was Eastern literature that had a strong influence on the formation of many aesthetic values in other. One more important conclusion

made by Goethe has meant that a huge full-flowing course of world literature has been formed by the power and appeal of world literature.

In 2019, celebrating the 270th Anniversary of the birth of Goethe, the great German poet, it is necessary to emphasize once again the relevance and importance of his conceptual conclusions in the modern world, where, on the one hand, there is a tendency to dialogue of civilizations and, on the other hand, collisions of different nature as political, social, inter-confessional, etc. Works of Goethe teach tolerance, mutual sufferance and respect, the understanding of the universal importance of culture and many other universal values.

Thus, thanks to the translations from Arabic, Persian and other Eastern languages, Goethe got acquainted with the literature of the East and developed his concept of “world literature” as a detailed theory of international cultural communication. According to the concept of Goethe, each national literature,

preserving its identity features, in the process of interaction with other national literatures and culture, mutually enriches, participates in the free exchange of spiritual values and, ultimately, it enriches the world literature and culture as a whole.

Goethe’s works were an important step towards rapprochement and interaction of the cultural worlds of the East and West.

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## TEACHING FOREIGN LANGUAGES THROUGH INTERNET

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### *Resume*

*The article deals with the role of innovative technologies and the Internet in teaching foreign languages. Modern pedagogical science seeks to use new technology in teaching. The use of computer technology in teaching in our time is of great importance. Internet is a global network of millions of users.*

**Key words and expressions:** innovation, development, demonstration, communicative activity, Internet sources, education, learning foreign languages.

### *Rezyume*

*Maqola chet tilini o'qitishda innovatsion texnologiyalar va internetning roliga bag'ishlanadi. Zamonaviy texnologiya fani o'qitishda yangi texnologiyadan foydalanishga harakat qiladi. Bizning zamonamizda o'qitishda kompyuter texnologiyasidan foydalanish muhim rol o'ynaydi. Internet millionlab foydalanuvchilarning global tarmog'idir.*

**Kalit so'z va iboralar:** innovatsiya, rivojlanish, namoyish, muloqot faoliyati, internet, ta'lim, chet tillarini o'rganish.

As we know that technology innovation is the process through which new (or improved) technologies are developed and brought into widespread use. In the simplest formulation, innovation can be thought of as being composed of research, development, demonstration, and deployment, although it is abundantly clear that innovation is not a linear process – there are various interconnections and feedback loops between these stages, and often even the stages themselves cannot be trivially disaggregated. Innovation involves the involvement of a range of organizations and personnel (laboratories, firms, financing organizations, etc.), with different institutional arrangements underpinning the development and deployment of different kinds of technologies; contextual factors such as government policies also significantly shape the inno-

vation process. In the energy area, technology innovation has helped expand energy supplies through improved exploration and recovery techniques, increased efficiency of energy conversion and end-use, improved availability and quality of energy services, and reduced environmental impacts of energy extraction, conversion, and use. Most energy innovation is driven by the marketplace, although given the public goods nature of energy services (and reducing their environmental impacts), governments invest significantly in energy research and development programs as well as demonstration and early deployment of selected energy technologies. Still, most investments in energy innovation are targeted towards technologies with clear commercial applications and financial returns, with only marginal investments (at least in relation

to the need) towards energy innovation for helping provide modern energy services to the two billion poor people worldwide who don't have access to such services. [2, p. 45-46]

If we speak about learning foreign languages, it is impossible to imagine without the use of multimedia learning tools. Of course, important tasks for the methodology of teaching foreign languages include providing opportunities to illustrate the actual process of communication in English, and creating an educational environment that provides real conditions for learning use of the target language and its culture.

The 21st century, often called the information age, is bringing about changes to the traditional teaching of language. The use of computer technology in teaching in our time is of great importance, thanks to its new possibilities. The introduction of new information and communication technology expands access to education, forming an open education system, and changes the idea of the qualifications needed by modern graduate students [1, p. 56-57].

Here we have an idea that the most significant group of benefits is teaching the virtues of computer-based training. For example, teachers use the ability of computers to react instantly to input information to create simple training programs in the form of exercises. Therefore, the technical advantage of teaching English with the help of multimedia technology is that sound cards allow users to record their speech and then compare it with the pronunciation of native speakers.

Graphics capabilities of computers can represent any type of activity in the form of pictures or animation. This is particularly important when learning new vocabulary, as images on the monitor allow students to associate English phrases directly with actions, rather than with phrases in their native language. Moreover, the media are an excellent means of interactive communication between different linguistic groups, which is particularly evident in the application of computer networks. This could be a local area network connecting several machines in one school, or the Internet – a global network of millions of users. These advantages allow us to conclude that multimedia learning has great potential for teaching oral speech in other languages. Through the optimal combination of a number technology (language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, and phones) and having additional features (interactivity, graphics capabilities, etc.), multimedia learning provides almost limitless opportunities for teaching and learning. [3, p. 97-98]

In recent years, there has been a tendency in the Kazakhstani education system to change the learning paradigm, such that schools are transitioning from transfer of knowledge to students in finished form toward the organization and management of self-learning and cognitive activity. With today's requirements for education, where a major element is independent work by students, high schools can enhance the process of learning, teaching methods, and forms of work

organization that will develop the ability to learn, find needed information using a variety of information sources, and students' cognitive independence.

It is necessary to know that modern pedagogical science seeks to use new technology in teaching. The aforementioned interactive media get their proper use. Most of the wide variety of interactive educational software for learning English is aimed at independent elaboration of phonetic and grammatical aspects and making their use automatic. Features of these programs include interactive dialogues, speech recognition and visualization of pronunciation, animated videos showing articulation of sounds, exercises for development of all kinds of speech skills, videos with translation, and tracking one's own learning outcomes.

Since the purpose of learning, the English language is communicative activity, which requires practical command of the language, the task of teachers is to revitalize all students in the learning process to create a context for their creative

activity. [4, p. 215] The use of modern means, such as awareness programs and Internet technology, as well as cooperative learning and project methodology, allow us to solve these problems.

So, Internet sources that may come to the aid of foreign language teachers in the organization of independent work, include broadcasting, interacting with and searching in online resources, where cognitive information, training materials and conditions can be found that are conducive to the formation of professional competence for future specialists.

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## ПРИМЕНЕНИЕ ДИАЛОГА В ИСТОРИЧЕСКИХ РАССКАЗАХ (НА ПРИМЕРЕ РАССКАЗОВ АТАУЛИ)

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### **Аннотация**

*В статье уделяется особое внимание применению диалога в исторических рассказах Атаули. В рассказах писателя «Долгожданная встреча», «Накрывание на стол» и «Прощанье» анализируются основные стороны диалога, его функции в создании исторических образов, сделаны научно-исследовательские выводы.*

### **Опорные слова:**

Джадидская-просветительская литература, исторический образ, диалог, речь автора, язык художественного произведения, исторический рассказ.

### **Annotation.**

*This article focuses on the role of the dialogue in the historical stories of talented writer Otauli. The role of the dialogues in the works of the writer such as, "Diydor" ("Meeting"), "Dasturxon" (Cloth), and "Vido" ("Farewell") was reviewed in terms of creating a character and scientific-analytical ideas were given.*

### **Key words:**

Jadid literature, historical character, dialogue, author's speech, character's speech, literary text language, historical story.

Талантливый писатель Атаули (Рахимджон Атаев) в своих произведениях создает множество образов исторических лиц. Среди них есть рассказы, отражающие образы писателей-джадидов. Рассказ считается маленьким прозаическим произведением, поэтому в нем отражается короткий промежуток времени и часть событий, произошедших в определенном промежутке времени. Особенность рассказа в том, что писатель через короткое событие передает большое содержание. Место диалога в сюжете и в композиции рассказа несравненно. «Слово «диалог» с греческого языка означает «разговор, беседа». Диалог является

компонентом литературно-художественного текста, он является речью персонажа произведения» (2, 244). В диалоге отражается характер, внутренний мир, мечты и сожаления образа, а также общий облик среды и того времени, описанного в произведении. Есть такие рассказы в произведениях Атауллы, что большую часть из них составляют диалоги. Рассказ «Долгожданная встреча», где описывается встреча Чулпана и его отца Сулейманкула баззаза, является одним из таких рассказов. Рассказ начинается речью гостиничной слуги, где встречаются такие слова: «Эй, поэт, встаньте, какой то беспутный пришел и спрашивает



вас!»(4, 205). Писатель уже в начале рассказа применяет слово «беспутный» и погружает читателя в мысль, пытается через речь автора объяснять развязку этой загадки. Сулейманкул баззаз тоже был творческой личностью и применял псевдоним «беспутный», и с самого начала рассказа указывается на это. В диалоге отражается период, в котором жили герои рассказа, социальная жизнь, и разные противоречия в нем. Это можно увидеть в речи Сулейманкула баззаза: «Я – древний, и если ты джадид, *то хорошо знаешь, что древние и джадиды уже давно сталкиваются между собой, а даже их сталкивают!* Поэтому, давай вместе огорчим тех, кто хочет сталкивать отцов и сыновей, и наслаждаться этим» (4, 206). В диалоге отражается период времени, когда жил Чулпан, резкие отношения между классиками и джадидами, и недовольство силами, которые заинтересованы в этом столкновении. Из-за столкновений между населением даже встреча сына и отца происходит тайно и отрицательным образом.

В диалоге чувствуется намек на состояние души образа: «Отец, заключая в объятия его, задрожав голосом, прошептал:

–Давай быстрее выходим, перейдем в укромное место, сын! Не хватало, чтоб кто-то увидел нас!...»(4, 207). Дрожание голоса и шептание показывает на осторожность, встревоженность, настороженность в душе образа.

В рассказе невозможно представить образы без диалога. С помощью

диалога можно узнать принадлежность образа к тому периоду, его ремесло, и даже моральный облик. Формирование речи к каждому образу, требует большого мастерства от писателя. Оба образа в рассказе являются творцами, просвещенными, болеющие душой народом, отец и сын. Прохождение этого короткого свидания тайком, указывает на тяжелую обстановку того времени и сравнивается с мраком. В диалоге отца и сына обсуждаются несколько тем. Во-первых, Сулейманкул баззаз, не произнося своего имени, и применяя псевдоним, отзывает сына из гостиницы. В диалоге основательно разъясняется причина. Указывается на рискованность положения. Отец боится встречи с сыном, потому что это встреча мог бы принести тяжелые несчастья для Чулпана. Нежность и любовь между отцом и сыном описано достоверно одним мотивом свидания. Во-вторых в диалоге писатель размышляет о положении того времени, о бедствиях которые могут достигать просвещенных, интеллигентных людей того времени. Можно увидеть, как Сулейманкул баззаз воодушевляет своего сына не только к творению, и к продвижению вперед в деятельности джадидства.

Диалоги, связанные с мотивом свидания, можно разделять на три части: диалоги, относящиеся к встрече и приветствию, диалоги, отображающие цель и причины встречи, диалоги, относящиеся к прощанию.

Например, в первой части: «Отец посмотрел на сына испытующее:

–Как ты сын? Ты здоров, твои дела идут хорошо?.. Недавно прочитал твою книгу «Утренние тайны», особенно эпилог, написанный Джулкунбаем, *я очень радовался*» (4, 207).

В некоторых местах второй образ, не отвечая на эту часть диалога, может перейти на другую часть: «Абдулхамид не поверил:

–Как вы узнали, что я здесь, как вы нашли меня, отец?» (4, 207). С помощью этой части диалога писатель указывает радость, удивление, волнение в душе Чулпана. Поэтому Чулпан пытается определить причину этой неожиданной встречи.

Речь Сулейманкула баззаза может быть примером ко второй части диалога:

«- Цель моей встречи с тобой не только свидание, у меня есть кое-что сказать тебе!» (4, 208). С помощью этих слов, с которыми начинается речь отца, писатель хочет описывать боли, накопленные в душе отца, его обеспокоенность социальным положением в стране. Как учитель, настаивает в творчестве и в деятельности.

Третья часть диалога, является ключительной речью рассказа. Сказанное отцом слова: «Иди, иди сын! Только никому ничего не рассказывай! Не говори о встрече со мной! Только скажи, что пропал сон и вышел погулять, ладно?» (4, 210), утверждаются Чулпаном такими словами: «Хорошо, отец, хорошо! Вы тоже берегите себя!..» (4, 210).

Долгожданная встреча между Сулейманкулом баззазом и Чулпаном за-

канчивается из-за сожителя Чулпана. Как заканчивается встреча, завершается и рассказ: «Во мраке, где светилась душа Чулпана от встречи, приближался тень, один тень уходил, а другой приближался, они не видели друг друга» (4, 210).

Еще один рассказ Атаули называется «Накрывание на стол», где изображено встреча между тремя великими писателями, которые жили в одно время. Схожая сторона двух рассказов в том, что в обоих рассказах мотив встречи выходит в передний план. В обоих рассказах события происходят после захода солнца. Писатель, называя внешность мраком, описывает не только ночь, а также период поглощенной темнотой. По приглашению героя рассказа Абдулхамид, Фитрат и Абдулла Кадыри собираются за одним столом и беседуют. Чулпан показывается в скромном, добродушном облике, особенно, это замечается, когда он встречает гостей и когда «тихо опустился напротив гостей». В диалоге выражается и мечты рассказчика. В рассказе это можно узнать из речи Фитрата: «Фитрат открыл руку для молитвы:

– Пусть народ станет безмятежным, пусть страна благоустроится, амин, Аллаху акбар!» (4, 212). Это было не только мечтой Фитрата, а мечтой всех просветителей. Для каждой нации благоустройство и свобода это самая большая ценность. Диалог может нам представить тот период времени, когда между людьми усиливался боязнь, недоверие и беспокой-

ство. Во время беседы Чулпан теряет сознание, и придя в себя, увидев обеспокоенные глаза гостей, смущается. Сразу берет в себя руки, принимает беспечный и веселый вид. Удивляет гостей своими шутками: « – Извините меня, братья! Как в пословице «Дурак не даст никому свое место», я развалился наверху, на почетном месте! Я допускал вольность, увидев Вас! Ну как я обманул вас, что болею? А теперь и болезнь, и представление закончились!» Таким образом, он пытается поправить ситуацию. С помощью этой речи Чулпана, открываются многие черты образа. Во-первых, железная воля, свойственная характеру Чулпана. Даже болея, он не хочет, чтобы ему сочувствовали, чтобы сжалились. Даже гости остались в сомнениях на счет правдивости этого события. Здесь также можно увидеть уважение к гостям и шутливость характерную для андижанцев.

В начале беседы гости спрашивают причину накрывания на стол, но до конца рассказа услышав несколько ответов на этот вопрос, так и не могут понять истинный цель. Чулпан приводит много причин приглашения, болезнь, которая причиняет ему боль, бездетность, приближение смерти, что только при помощи смерти можно избавиться от плохих людей. Когда гости хотели утешит Абдулхамида, он шутками говорил, что они успешно прошли испытание, и опять входит в веселый облик. В этом рассказе изображены последние годы Чулпана, отражает его упадочное состояние, его боли.

Хотя Чулпан в такой ситуации пытается взять себя в руки, пытается показывать себя веселым, из его речи можно узнать боли, угнетающие его. Чулпан всегда верил в наступлении светлого будущего. А это в рассказе изображается очень естественно: «Дай бог увидеться в хороших днях, братья, в светлых днях!...» (4, 219). Рассказ начинается с загадкой, с незнанием причину накрывания на стол, и заканчивается этим, то есть, гости так и не узнают причину.

Еще один рассказ Атаулы называется «Прощанье», в нем изображаются последние годы еще одного просветителя-джагида Махмудходжа Бехбуди. Рассказ начинается убеганием в Бухару Махмудходжа Бехбуди от советского правительства, и встречи с Амиром Алимханом. Еще в первом диалоге между ними, уточняется цель Бехбуди. После приветствия, в речи Бехбуди чувствуется усиление давления, а также положение того периода. Амир Алимхан предлагает защиту с помощью паломничества в хадж. Но Бехбуди в таком опасном времени предпочитает остаться в служении у народа. Амир, помышляя слова Бехбуди соглашается с ним. Душевное состояние Бехбуди хорошо открывается при ожидании «царского подарка» в городе Карши. Услышав от рядовых солдат, что приходит подарок от эмира, он обеспокоится. Когда дверь открывается и показывается тень с саблей на руках, он поймет, что был прав в своих подозрениях. Внутренний диалог очень хорошо освещает внутренний

мир, душу и желания образа. Внутренний диалог Бехбуди при смерти составляет основной замысел рассказа: «О боже, неужели единственная мера раскалывания Ярилташа (крепкого камня), является смерть в руках этих отцеубийц? За что мне такая кара? Неужели я никому не смогу сказать даже «Прощай»?» (4, 294). Мастерство писателя в том, что одним деталем – саблей намекает на смерть Бехбуди, поднимавший эту саблю «тень» является символом черных сил, противостоящим джадидам-просветителям. Речь Бехбуди во внутреннем диалоге поднимается до уровня наставления будущему поколению.

Обобщая можно сказать, что писатель умело и разумно использует диалог в композиции рассказов. Хорошо

открываются основные качества образов. Положение периода, в котором жили герои рассказа, их противоречия чувствуется в намеках. Можно сказать, что мотив встречи во всех трех рассказах, осуществляет диалог. Атаули хорошо освещает важный и противоречивый период в жизни джадидов-просветителей.

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## LINGUOCULTURAL PECULIARITIES OF TRANSLATION DO'PPI (DOPPA) FROM UZBEK INTO ENGLISH

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### ABSTRACT

*The present work is devoted to the study of linguocultureme do'ppi (doppa) and its linguistic features of translation to reveal the structural and semantic features of the culture-bound word. Discussed word emerges in many fiction books and texts in which ordinary life of people is described. Therefore, mostly used words identified and solutions of rendering are given in this paper.*

**Keywords:** Uzbek language, English language, linguoculture, linguocultureme, culture, do'ppi (doppa), transliteration, interpretation.

“A language is not just words. It's a culture, tradition, a unification of a community, a whole history that creates what the community is. It's all embodied in a language” as famous linguist Noam Chomsky claimed. Language as a social phenomenon creates real image of the community where certain language is spoken, it determines their mentality, way of life, thoughts and perception of real world. In one word language is a mirror in which entire ethnos with all its cultural identities is reflected. The national culture, social changes and personal behaviors are reflected through language, as a language is spiritual and social aspect of people, and reflection of the ethnic origin. Thus, a person who is a user of language is a part of national culture which includes national traditions, language, history and literature.

Clothing as a pivotal item of human routine cannot be studied separately from culture as it identifies historical trends, beliefs, traditions, nature and thoughts of

a nation. Therefore, lexicon that describe a clothing piece entails cultural colorit which is unique and alien in other languages. Overall, national clothes and other accessories has always been the differential characteristic of every nation. Such borrowings as Japanese *kimono* (Proshina, 2004), Vietnamese *ao dai* (Oxford English Dictionary, 2000) and Chinese *cheongsam* (Proshina, 2004) give us a vivid image of the men and women styles in clothes at different periods. Naturally, that is true for Uzbek clothing items. Cloth, what makes Uzbek garment so sole and majestic. *Atlas*, *adras* are types of cloth that contribute “house of soul” of Uzbek people and their beliefs, perception of world and dreams. Each variation of national cloth whispers about its story by its patterns that cannot be translated into another language. In some cases this lines unify hope and hopelessness, death and life, birth, but consequently triumph of goodness in this dialectics of nature. Thus, these elements of national identity

are thoroughly assimilated in national clothing items as well.

Uzbek national garment stands apart with its sparkling features which are associated with Uzbek people's character and behavior. In this paper we try to identify *do'ppi* as linguocultureme its rendering into English language.

**Do'ppi** is headgear of Uzbek people. Speaking about female's clothing it is significant accessory without which women cannot imagine their garment complete. Patterns and colors confirm the life style, and beliefs of people of a particular region of Uzbekistan. They differ respectively to areal verification, that is, climate, geographical position, neighborhood with other republics, ethnical structure of people and historical trends. Mainly, *do'ppi* (*doppa*) varied respectively due to the age and social position of the owner. Therefore, it played significant social role. From linguistic point of view, it is culture-bound word and cannot be given with the lexical item that is similar in function with translating item, because realia covers national characteristics of the text. Equivalent-lacking words signify notions lacking in the target language and culture. (Иванов А. О., 1985.) They are sometimes called untranslatable words (Влахов С., Флорин С., 1980.) or "unfindable" words (Newmark P. A., 1988). A culture-bound word names an object peculiar to this or that ethnic culture (хохлома, гжель, матрешка; babyshower, Christmas yule log; kimono). (Proshina, 2001) as clothing belongs to *words for everyday life* type of culture-bound words they appear mostly in any kind of discourse.

Thus, translation of these words require more attempt in order to compose adequate text in target language. Culture-bound words are generally rendered in the borrowing language through transcription, transliteration and calque translation: авеню, sputnik, Статуя Свободы. (Proshina, 2001). In our example of *do'ppi* (*doppa*) transliteration is used to be caused to lack of letter *o'* in English. It is proper way to adjust particular realia from source to target or borrowing language as it provides better perception of the foreign reader. Linguocultureme *do'ppi* cannot be translated in all cases as *skullcap*. There are many expressions in Uzbek that *do'ppi* serves as a marker and *skullcap* cannot confirm its exact denotation. Interpretation of this item is the most preferable way of rendering it into another language:

**do'ppi**

Eng. *doppa* [*dopa*]

noun

1. round, square headwear quilted with silk and golden thread on cloth and fixed with glue to make shape.

noun

2. round, quilted, cover – lining headwear with wick. It consists of top, flank and rim.

noun

3. national cap of Uzbek people worn by both men and women, but the style and forms are different. The different forms and ornaments of *doppa* mean the age, social position of the owner.

Proverb

4. Bosh omon bo'lsa, *do'ppi* topiladi – If you are well, *doppa* will be found.

Meaning – this proverb says that if you are healthy and safe it is possible to become rich or to take possession. In the proverb above *doppa* is used in the meaning of wealth.

Idiom

5. *Do'ppini osmonga otmoq* – to throw *doppa* to the air. Meaning – is used to describe the feeling of the very happy person.

Idiom

7. *Do'ppi tor kelganda* – when *doppi* is tight. Meaning – 1) used to describe an intense or incapable situation. 2) short of money.

Expression

8. *Do'ppisi yarimta* – *doppi* is half. Meaning – everything is fine, OK.

Idiom

9. *Do'ppini yerga qo'yib* – put the *doppa* on the ground or to put it off. Meaning – to think about something calmly, attentively, carefully.

Example:

*Ketidan pachavasi chiqmasligi uchun, do'ppini yerga qo'yib o'ylab ko'ring oldin.* (Oybek, Qutlug' qon).

Think about it carefully before it disgraces you.

Synonym: *qalpoq*.

The cloth more than other elements or material culture reflects national character of people and refers to number of stable ethnic signs. It reflects traditions rooting in ethnic history, social relations and elements of ideology, belief esthetic ide-

als. The clothes subdivided by sex sign: male, female and by ages and classified in setting which could give whole, conception of national color. Above given description can be used according to situation in the text and to be used as interpretation. In this paper linguocultural peculiarities of culture-bound word *do'ppi* were analyzed and translation issues were identified. Solutions were given and examples were provided accordingly.

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## KHAZRAT BAKHOUDDIN NAQSHBAND AND HIS WAY

### *Annotation.*

*In this article author revealed the way and life of Bakhouddin Naqshband who is the vivid star in the sufizm sky. Also shown the examples of his magnificent heritage and works.*

### **Key words.**

Sufizm, vukufi zaman, vukufi adad, vukufi kalb. “Naqshbandiya”, cultural heritage, “Dil ba yor-u dast ba kor”

Khoja Bakhouddin Naqshband was great saint who was to generosity of Allah. He was famous both in west and east as “Khojai Buzruk”(Great Khoja) and “Shohi Nakshband”. The original name of this great person was Sayid Mukhammad ibn Sayid Kamoliddin. Khazrat Bakhouddin was born 1318 y. in a village named Kasri Hinduvon (current Kasri Orifon – in Kagon Region) near Bukhara and died there in 1389. The sulton of holies great master Bakhouddin is the founder of tari-  
kat (the way where delivers to be mature) Nakshbandiya which revived the sunnats of Mukhammad (s.a.v). This father’s parentage connected with Khazrat Ali, and mother’s descent connected with Khazrat Abu Bakr Siddik. Khoja Mukhammad Boboyi Samosiy raised Bakhouddin since his childhood. He was taught tarikat lessons by Boboiy Samosiy, Sayid Mir kulol, Qusam shaikh, Khalil ota, Mavlono Orif Deggaroniy and as well as the spirit of Abduholik Gijdivoni gave lessons. It was written in “Makomi shohi Makhmud “ that Bakhouddin had several conversations with Khoja Khizr. Khazrat Bakhouddin is the author of the following books: “Hayotnoma”, “Dalil ul – oshikin”, “Avrod”, “Adab as solikin”, “Nasihath ul-solikin”. Bakhouddin Naqshband once more

developed Abduholik Gijdivoni’s doctrine. Following slogan reflects main point of Nakshbandiya “Dil ba yor-u dast ba kor” (Let your heart be in God and hands in work). He called all people to blossom and flourish their families and society. And reflecting “less eat”, “less speak”, less sleep”. On ruling country he admonished to be with people with God. On working for strengthen and develop religion he was as “Pride and Priceless of region”. Being a miracle person he had a name “Saviour” - Balogardon (saving from calamity). According to a narrate, one day Sheyx Xisrav made complaint to Khazrat Bakhouddin: The water of Haromkom is sometimes flowing out and ruining surroundings and people are suffering from flood waters. And one more trouble, the number of wolkes are going up. So passers-by Karmana are suffering from them. “Khazrat ordered: Since today no one suffers. Defend Karmana ways!”. From that time water of Haromkom never flowed out. Bakhouddin had many apprentices: Khazrat Alouddin Attor, Khoja Porso Bukhori, Mavlono Mukhammad and others. Khazrat Bakhouddin was the greatest saint of Amir Timur’s ruling period “ Enriching with new contents and conclusions new way-tarikat was named as “Naksh-



bandiya”. Nakshband added three demand into Hamadoni’s and Gijdivoni’s tarikat in which it had eight demands:

1. Vukufi zaman;
2. Vukufi adad;
3. Vukufi kalb.

*Vukufi zamon* – the main point of it is taking the advantage of every moment of life. Every muslim should ask himself during his lifetime “Could I do kindness?”, “How did I spend my lifetime?” How much kindness I did on wickedness. It means time is priceless and main meaning is appreciating time we value every instant. One philosopher said: You shouldn’t sleep, until finding the answer to the question “What have I succeeded in today?”

*Vukufi adad* – it is a specific doctrine of numbers composed by Nakshband. It is regulation of valuing instant to fruitful and maintainably sings. Do profitable and advantageous works for developing

the country, service to the country. Preying every moment, don’t confuse essential instants to transient ones.

*Vukufi kalb* – it means every muslim should be aware of Allah. And placing him to their soul, ornament Allah in their hearts. Jaloliddin Rumi equalized the soul to Caaba. He glorified that you should have the beauty and purity of your soul. From the concept of great ancestor it is understandable that even seven hundred years ago people tried value everything they had. Including not sending every instant to unworthy works. He involved people to honesty, neatness, perfectness, respectness, truth, keeping and spacing all creatures in the world. Being consentient with scholars and geniuses. He taught people to value every pure, dust free feeling of people. Great poet Alisher Navoi explained:

*Workshop is servicing to people, nation,  
It is not even in tasbeh and “prayer-mat”*

**MONOLINGUAL DICTIONARIES AS EFFECTIVE TOOL IN EFL TEACHING**

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**Abstract**

*Teaching any foreign language is a complex job, where technical and professional skills are highly needed to master the use of modern teaching aids that facilitate effective presentation inside the classroom. A monolingual dictionary is an effective teaching tool, it should always be consulted and included in every EFL syllabus or in any EFL teaching/learning situation. It should constantly be referred to by teachers to enhance their teaching strategies and learners should resort to it to develop linguistic skills. It can be effectively used to create a comprehensive pedagogical environment; not only targeting the look-up for the meaning of words, but also featuring other important aspects of language skills which a good dictionary can-simultaneously- provide to teachers and learners as well.*

**Аннотация**

*Процесс преподавания любого иностранного языка является сложной работой, где профессиональные и технические умения высоко нуждаются во владении преподавательскими средствами, обеспечивая эффективность внутри занятия. Толковый словарь существенно представляет собою результативным преподавательским средством, который должен быть всегда включен в каждую учебную программу преподавания английского языка как иностранного или же в любую ситуацию обучения английского языка как иностранного. Учителя должны непрерывно ссылаться на толковые словари, чтобы совершенствовать свои преподавательские стратегии, а студенты обращаться за помощью к толковым словарям для того, чтобы развить свои лингвистические способности. Постоянное использование толковых словарей наглядно поможет создать всестороннюю педагогическую среду: целью которого является не только посмотреть значение определенного слова, но и отводить важнейшее место другим существенным аспектам языковых способностей, благодаря хорошо составленному толковому словарю одновременно обеспечит и педагога и учащего.*

**Index Terms:** Dictionary, Monolingual, pedagogical environment, lexicography

With the spread of English as the lingua-franca since the beginning of the 20th century the above dictionaries have been modified to “meet the needs of millions of English speakers around the world. Dictionaries have found their place and been

included as an essential part of language learner’s indispensable equipment.

As has been convincingly demonstrated by Crystal (1997) and Graddol (2000), English has become a truly international language, and that in our interdependent,

shrinking, global village there is no escaping English as being the lingua-franca of written and oral communication. Therefore, everyone with ambition is trying to learn English and, naturally, EFL dictionaries come in the picture, because they provide the most explicit description of the meaning and use of words of this language, a tool essential to the language process.

In its etymology, the modern term 'dictionary' comes to us from Latin "dictionarium" through French "dictionaries" which properly means "a book of sayings" (Hartmann, 1992, p. 5). However, in its modern usage, the word "dictionary" has become synonymous with that book containing lists of words with information about them.

Indeed, a dictionary is the first thing an EFL student buys (Baxter, 1980) and learners carry dictionaries around. Though the prominent examples of EFL dictionaries are mainly for the advanced students (such as Oxford Advanced Learner's Dictionary (OALD), the Longman Dictionary of Contemporary English (LDOCE), Chambers Universal Dictionary (CULD) and (COBUILD) Contemporary English Dictionary (CEDEL), smaller dictionaries have been made for lower proficiency levels, by the three above leading EFL publishers.

Hence, EFL students have a powerful tool at their disposal with which to gain further understanding of a range of a new language, leading eventually to accurate production and comprehension. Then, a dictionary serves as a means whose purpose is to provide information about lan-

guage which can be applied to a variety of activities. A successful dictionary can show students the possibilities of language and is capable of providing a wealth of information.

Monolingual English dictionaries began as a listing of "hard words", i.e. word-lists that explained in plain English the poorly Anglicized Greek and Latin vocabulary. Yet, gradually common words were also included and a goal was set to provide a comprehensive coverage of the English language. At the top of this type comes the Oxford English Dictionary (OED) composed over a period of fifty years (1880-1930) and including 20 volumes that trace the history and development of English words (Stein, 2002). Other kinds of monolingual native dictionaries have evolved and can be grouped according to Jackson (1988: 160) into four types.

First, there are the very large library dictionaries like Webster's Third International Dictionary covering over 400,000 English words. Second, there are the desk dictionaries like Collins English Dictionary (about 1650 pages with 170,000 words) and the Longman Dictionary of English Language and Chambers' Twentieth Century Dictionary. Third, there are the "concise" dictionaries (about 1300 pages with 162,000 words) such as Oxford Concise Dictionary of Current English, the New Collins Concise English Dictionary and the Longman Concise Dictionary. Finally, there is the "pocket" or "compact" dictionary (about 900 pages with 70,000 words) like Oxford Pocket English Dictionary and the Collins Pocket English Dictionary.

While monolingual English dictionaries have been the focus of a considerable body of research (e.g. Atkins, 1985; Bejoint, 1994; Stein, 1991, 1999, 2002; Hartmann, 1989, 1991, 2005, and Wright, 2001), limited efforts are exerted to remind with the impotence of the dictionary as a teaching tool.

A sufficient interest and awareness should have been developed among language teachers and syllabus designers about the importance of this teaching aid. Dictionaries, however, do not only instruct and enlighten the students (Scholfield, 2001), despite the wealth of information they contain in terms of phonology, morphology, grammar and semantics, and so students think of them as just another book to help them look up words, while the under use of dictionary might be attributable to lack of instruction in the area of lexicography, its omission from the syllabus, and lack of conviction on the part of (old-fashioned) teachers to teach the myriad aspects of dictionaries. The consequences are observable – that student's oral and written production is often characterized by inappropriate word and phonological choice, lack of grammatical, lexical and semantic precision and social constraints on discourse.

Teachers who encourage the use of monolingual dictionaries on the other (Yorkey, 1992; Stein, 2002). In contrast to bilingual dictionaries, monolingual learner's dictionaries provide L2 definitions using a limited defining vocabulary of 2,000-3,500 words, which effectively restricts their use to intermediate level learners and above. Moreover, monolin-

gual learner's dictionaries place a greater emphasis on how the L2 is used by providing more L2 sentence examples and both explicit and implicit information about collocations, grammar, and pragmatics.

Monolingual learner's dictionaries most commonly mark spoken language through the term A further reason for the increased size of learners' dictionaries is their increased coverage. Publishers boast that each new edition contains a greater number of definitions, references, or word meanings (the distinction between these is important, but is often deliberately left unclear). For example, OALD has increased its coverage from 50,000 headwords and derivatives in the 1974 edition, to 57,100 words and phrases ("over 4000 NEW to this edition") in 1989, and to 65,000 definitions in OALD5 (1995). Likewise the COBUILD coverage has grown from 70,000 references in 1987 to 75,000 references in 1995, and LDOCE has shot from 56,000 words and phrases (1987) to 80,000 (1995).

Certain standard components have been identified by Atkins (1985) as follows:

1. Lexemes.
  2. Spelling.
  3. Indication of pronunciation.
  4. Grammatical information (including parts of speech, morphological information and verb patterns).
  5. Definition.
  6. Illustrative examples.
  7. Idioms.
  8. Graphic illustrations.
  9. Cross-reference.
-

10. Etymology.

11. Stylistic variations.

The above eleven components need to be considered in some details in a separate research, as they are the backbone of any entry in an EFL monolingual dictionary. Theoretical discussion of these components can be reinforced by constant reference to the four established British EFL monolingual dictionaries: OALD, LDOCE, CULD and CCELD.

The increasing focus on lexicography and the aspects of monolingual dictionaries related to the developments in linguistics including phonology, syntactic theory, the lexical approach, and corpus linguistics. All of these developments have slowly found their way into EFL lexicography that is currently casting away tradition and utilizing the new insights into their entries. So we can assert that lexicographers have carried out their task in professional manner to produce different types of dictionaries.

However, Syllabus designers as well as English language teachers have to incorporate these dictionaries in their work, so that dictionaries can be seen as effective and integrative educational tools in language education. The dictionary should be consulted not for looking up the meaning only – as this is the general belief about dictionaries – but it would rather be seen as an authoritative source of language, as it can almost tell the user with every detail about other language aspects in addition to the meaning. Dictionaries shall be seen as the first pedagogical aid which the teacher should keep company in his teaching routine, as well as it should

be a good resort for the learner as an authenticated learning source of linguistic knowledge.

Monolingual learner's dictionaries are constantly being improved because they are based upon regularly updated corpus data that provide an empirically-based description of the language (Rundell 1998).

In addition, the inclusion of spoken data in the corpus allows for clear distinctions between contemporary spoken and written usage, with the result that these dictionaries are potentially more useful resources for developing listening comprehension vocabulary knowledge.

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## THE THEME “MOTHERLAND” IN THE POETRY OF IBRAYIM YUSUPOV

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***Abstract:** The aim of this article is to study the theme “Motherland “ in the poetry of the famous Karakalpak classic poet of the XX-th century Ibrayim Yusupov.*

**Key words:** Motherland, Karakalpak, poetry, poem

Karakalpakstan is a land of ancient civilization which occupies the whole northwestern end of Uzbekistan. The world's second largest museum, The Savitsky State Museum of Arts, is situated in this wonderful country. It is a real treasure of cultural heritage of Karakalpakstan. This country can also boast of unique monuments of bygone civilizations such as settlement Tuprak-Kala, Janbas-Kala and Ayaz-Kala fortresses and archaeological complex Mizdakhan that includes numerous historical monuments. There lived outstanding representatives of Karakalpak literature like Berdakh, Ajiniyaz and etc. Ajiniyaz's most famous work “Buzatau” tells of the Karakalpaks' pilgrimage. Berdakh is regarded as the first historian of the Karakalpak people, who raised historical facts, names and information about the history and ethnography of the country in his work “Shezhire”. Inspired by this picturesque places, kind-hearted people and world-renowned brilliant minds, there came a beloved and respected poet named Ibrayim Yusupov. It is difficult to name a

poet who wouldn't dedicate the most sincere lines to the Motherland. Ibrayim Yusupov is the greatest one who could demonstrate his loyalty and love to his motherland skillfully in his poetry. He was born on May 5 in 1929 in the village of Azat in Chimbay region of Karakalpakstan. He is considered to be a classical poet who raised Karakalpak poetry to the top of its flourishing. I. Yusupov's eternal poetry was accepted not only by the Karakalpak people but also all the Turkic people as well. Uzbek poetess Zulfiya Isroilova by appreciating the talent of the poet writes that “Ibrayim Yusupov is a poet with his individual style, rich language and burning feelings” [1,10p]

The theme of Motherland and love for his country takes an honourable place in the lyrics of the poet. Let's pay attention to the poet's “Qaraqalpaqti ko'p maqtama ko'zimshe” (“Don't praise Karakalpaks to their face”)poem:

He sacrificed his only horse  
He cut it for receiving guests  
He went on foot, being glad for guests,

When being praised for that horse,  
He was ready to do the best. [1,35p]

The poet masterfully depicted his nation's exemplary characters such as hospitality, sincerity and frankness by these lines.

Poet's "Watanim" (My Motherland), "Watan" (Watan), "Tuwilg'an jer" (My birthplace) and "Watan muhabbati" (Love of Motherland) poems convey the spirit of patriotism with great force to his nation. For example, enormous love and tenderness permeated in the poem "Watanim" (My Motherland):

Juldizlarg'a raketalar ka'rwani tartip,  
Ma'gar qaysi planetag'a salar bolsam iz,  
Sag'inarman sen arqali jerdi qumartip,  
"Men senin' jas putag'in'man, jasaw joq sensiz" [2,9p]

The poet emphasizes that the feeling of love for the Motherland is actually perceived in moments when you are far from it. There are many beautiful places on earth, but wherever you are, you deserve your homeland. The author also tried to explain his willingness to stand up for the defence of his country.

Or let's look at the poem "Tuwilg'an jer" (My birthplace):

Anam Shimbayimsan' menin',  
Kim sag'inbas tuwg'an jerin. [2,24p]

By these lines the poet equalize Motherland with Mother. Why the poet identify the Motherland with the Mother, the most dear person? The reason for this is that the root of the word "Motherland" - "giving birth" is connected with Mother. We are born in the heart of our Mother and grow up in the heart of Motherland.

In conclusion, we observed the strong image of Motherland in Ibrayim Yusupov's poetry. The poet's love to the Motherland and great poetic skills let him reach to the top of the Karakalpak poetry.

Poet of Uzbekistan Abdulla Oripov writes about the poet:

If somebody regrets about the past life  
And wants to live twice,  
Dreaming about another life  
But Ibrayim entered the world only once. [1,10]

The poet differed from his contemporaries with his unique and lucid poetry. And today Ibrayim Yusupov's name will always be remembered as unrepeatable poet.

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## MULTILINGUALISM IN THE CONTEXT OF INTERCULTURAL COMMUNICATION: EXPERIENCE AND PROSPECTS

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### **Annotation:**

*In the Republic of Uzbekistan it is focused on education to give radical reorganization of the system that will give more opportunities to raise the educational system to the level of contemporary standards. In this way aims and tasks have been put forward to upbringing intellectually challenged generation. In order to have a special role in the world it is necessary to be able to communicate in foreign languages. Intercultural and communicative perspectives are important factors to have strong relationships with other countries. In this article the benefits and attempts for gaining multilingual youth in Uzbekistan is discussed.*

**Key words:** Multilingualism, intercultural communication, prospects, language, bilingualism, relationship, social, improvement

## МНОГОЯЗЫЧИЕ В КОНТЕКСТЕ МЕЖКУЛЬТУРНОГО ОБЩЕНИЯ: ОПЫТ И ПЕРСПЕКТИВЫ.

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### **Аннотация**

*В Республике Узбекистан сфера образования сфокусирована на коренной реорганизации системы, что в свою очередь даёт больше возможностей для поднятия системы образования до уровня современных стандартов. Таким образом, цели и задачи были выдвинуты для воспитания умственно отсталых поколений. Чтобы иметь особую роль в мире, необходимо уметь общаться на иностранных языках. Межкультурные и коммуникативные перспективы являются важными факторами для установления прочных отношений с другими странами. В этой статье обсуждаются преимущества и попытки получения многоязычной молодёжи в Узбекистане.*

In order to promote an understanding and intercultural relationship between countries, it is necessary to build a strong links by learning foreign languages. Both of language and culture have the function of being a crucial way for communica-

tion. For communicating successfully across languages and cultures, any people should know the culturally different norms of interaction and one's values and thought. Sometimes there may be some misunderstanding while two foreigners

are talking. At that moment cultural awareness is the only way to tackle with the problems between them. Language is another way to gain the knowledge, political, intellectual, social aspects of the language learners. In our modern life it is important for the individuals to have widely developed communicative and social skills where there are many people around them have been witnessing to the phenomenon globalization. It is always mentioned that, in XXI century world, in which the borders in all spheres have been faded away, multilingualism and meeting multilingual individuals is not a new thing as it was last century. It is hypothesized that multilingual people have superior grammar strategies when it is compared with bilinguals, as they have linguistic knowledge for one more language aspect. Looking at the exact definition of the term multilingualism- the ability to understand and speak several languages. According to recent studies, the children raised bilingually develop a specific type of cognitive benefit during infancy, and that bilingualism offers some protection against early loss of memory.

Being multilingual gives benefits to the people who wants to enter to the globalized world with the knowledge gained by learning foreign languages. Multilingualism not only simplifies communication and the ability to understand people of different cultures, and has numerous other proven advantages. Firstly, cognitive skills of the learners will get better which leads to have more flexible and creative in their acquired vocabulary and can count on two or more words to ex-

press the same object or idea. To be multilingual can open a new gates to learn more foreign languages at the same time. After learning two or more languages students will gain the ability to convey their opinion and explain them wisely in front of foreigners. Furthermore, there are more benefits in social aspects too, when multilinguals talk they tend to communicate naturally and expressively, thus it helps to foster wider social contact. Multilingual people have a better understanding and therefore and more tolerant of foreign cultures, they accept news and stranger aspects more quickly comparing to the people who has no knowledge in foreign languages. While accepting other cultures, learners maintain a strong sense of their native culture and language. By educating them appropriately they can have more respectful feelings for their own cultures, traditions. Also, competitive benefits of multilateralism can not be set aside, people who learn languages at an early age and continue this process into adulthood will have a sure competitive advantage when entering university and when embarking on a professional career in their future. It should be stated that multilateralism is a process has more benefits and comforts when it is learned at early ages.

Taking these all merits of multilateralism, there have been many reformations and developments in the education system of Uzbekistan. It is clear that, the improvement of English eventually to enable our youth to go to the world arena with their own words and roles. By enabling people to learn foreign languages Uzbekistan is

trying to make its role being one of the most powerful countries which participate in scientific, technical, social, political spheres. Improving the learning atmosphere and facilities Uzbek citizens are being given to communicate effectively with the rest of the world. A learner knowledge of English or other languages in our republic is an important facet of a professional education. However, a report found that only 1% of students, teachers, professors and public servants in Uzbekistan used foreign languages in their professional career. They rarely read or write articles, books in foreign languages which has been a tough need for the professionals of today's era. Thus providing citizens with the environment to be multilingual people is our one of the most challenging aims.

In Uzbekistan, Russian is a second language and the English language is a foreign. Besides them there are other languages are taught to children too, as German and French. English learners is about 95% of the language learners in Uzbekistan due to the fact that there is a lot attention to this language, facilities are available in this sphere. Others are German and French which is nearly 3.5% and 2.5% respectively. It is relatively satisfactorily for developing country, but not enough for the aimed purpose. One of the goals for learners of foreign languages to learn effectively is to communicate with the target language users, either native language speakers or those who use it as a second or foreign language. By communicating people may have a lot of opportunities for getting knowledge in various subjects and news in the worldwide. In

Uzbekistan there is not sufficient innovations for the improvement of technological and scientific spheres. But by having strong knowledge in foreign languages youth can gain international role in all spheres such as: technology, science, politics, social relations and others. Beforehand they should have a deep knowledge in intercommunicative skills. As Alptekin (2002,p.58) stated that: Learning a foreign language becomes a kind of cultururation, where on requires new cultural frames of reference and a new world view, reflecting those of the target language culture and its speakers». From learning new languages, learners experience a new world. Traditional thoughts of learning subjects tend to limit on transmission of foreign cultural information or teaching foreign literature in the classroom. The interrelationship between language and culture provides a foundation to the idea that idea that learning a foreign language is learning an aspect of foreign culture.

Contemporary subjects require many sophisticated skills at once, by this way there are language centers have been opened with foreign councils. Being aware of culture is a way of entering another countries' community. That's why multilingual people know how to communicate with strangers effectively. Multilingualism is important in our century because of the globalization has already shrunk the world into a village where there many people talk in international language. XXI century is a century for the breakthroughs in information technologies and scientific researches. It is clear that the way we make researches is a crucial thing for its future develop-

ment. There are many qualified professionals, professors who are able to carry worldwide scientific researches in their sphere but with the lack of linguistic knowledge. It is obvious that, the way their works are translated into another language may be insufficient method or at least without relevant vocabulary choice. Because, scientists see the world with their view while linguistics or interpreters have another way of thinking. By critically and professionally deep learning any field it can be improved or found out new aspects, sides to be explored. There are many youth trying to carry their works in world languages. Even at non linguistic universities have connected their relationships with foreign universities. Which is a perfectly thought method for exchanging knowledge and experience. Many teachers are sent to practise in foreign countries, eventually gaining enough skills to conduct lessons in modern way as a multilingual classroom.

The improvements in the sphere of tourism is an obvious development in the economy of Uzbekistan. Tourism is a cross cultural means of earning money, which is emphasized that it is main financial revenue of the world economy in the future. In order to improve tourism field, the country should have close relationships with other countries.

It is stated that even sufficiently knowledgeable professionals are required for this development. One of the significant aims of Uzbekistan is to train specialists who can tell their word in front of the whole world. The republic of Uzbekistan is trying to reveal all features of our coun-

try to the world. Intercultural communications is a way to obtain more attention from other countries. It has been experienced that, the better international communications among other countries the more fame and name is to be gained.

In recent years our government has established many institutions to make a quality environment for language learners. Presidential Decree on December 2012 has been an important step for further development in languages. Uzbek State World Languages University was reformed in the place of old World Languages University, new building, new facilities have been provided for specialists. In 2016 the negotiations between The U.S. A and Uzbekistan for establishing new university for training master's degree among Uzbek students were significant improvement in educating language specialists. There have been training qualified professionals in language not in one but two or more languages. It helped to have more intercultural, social, communicative relationships between these two countries.

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## СХОДСТВО И ОТЛИЧИЕ ФУНКЦИОНИРОВАНИЯ ГЛАГОЛЬНЫХ ПРОИЗВОДНЫХ В РУССКОМ И УЗБЕКСКОМ ЯЗЫКАХ

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***Аннотация:** В настоящей статье проводится анализ взаимодействия категориальных значений действия – процесса, предметности, признака предмета и образа действия семантической структуры глагольных производных как синкретичных частей речи русского языка. В качестве примеров рассматриваются языковые факты из произведений русской и узбекской литературы.*

***Abstract:** This article analyzes the interaction of the categorical significance of the action of progressing the subject and the mode of action of the semantic structure of verb derivatives. The examples are language facts from works of Russian and Uzbek literature.*

**Ключевые слова:** части речи; принципы классификации; глагол; каузати; глагольная производная; действие; сопоставление.

**Keywords:** parts of speech; principles of classification; verb; verbal derivative; juxtaposition; actions.

В настоящее время начинается интенсивное исследование глагольных производных на материале различных языков. Важнейшей предпосылкой для таких исследований является общая лингвистическая теория глагольных производных и теория грамматических категорий, а на более высоком уровне абстракции – общая теория функционально-семантических полей и категориальных ситуаций. Ясно, что чем больше языков будет вовлечено в построение такой общей теории, тем убедительнее она будет, тем больше оснований окажется для того, чтобы считать ее универсальной. В этом направлении возможны два подхода: 1 – накопление описаний на материале отдельных языков и последующее обоб-

щение: 2 – непосредственное сравнение, сопоставление, конфронтация фактов различных языков, предпринимаемые с целью оперативного выявления универсальных языковых закономерностей и структур.

Данная работа основана на втором подходе. Сопоставительно-типологическое исследование является в настоящее время одной из наиболее перспективных областей науки в языке. Оно открывает новые возможности как в сфере практического применения лингвистики, так и в разработке традиционных и новых проблем языкознания. «Контрастивные исследования помогают проникнуть в суть языковых процессов и глубже понять законы, управляющие этими процес-

сами: поэтому контрастивная лингвистика является той областью исследования, где пересекаются пути теории и практики» [5,3]. В данной статье учитываются работы в области описания фактов отдельных языков. Замечательная традиция описания такого сложного «организма», как глагол, является одной из самых ярких страниц в языкознании.

В рассуждениях учёных мы видим стремление глубже проникнуть в семантические свойства различных глаголов. Анализ этих семантических черт выявляет наличие активности действия у одних глаголов и отсутствие активности, нечто независимое от воли субъекта, у других. Из сказанного вытекает связь семантических типов глаголов с категорией переходности – непереходности:

1. Неактивные статические и динамические глаголы.

2. Неактивные динамические глаголы со значением «становления состояния субъекта».

3. Активные процессуальные глаголы, действие которых замкнуто в сфере субъекта – все эти глаголы в своем большинстве непереходные.

4. Активные «событийные» глаголы, действие которых направлено на объект, – всегда переходные.

Исследования последних лет в области глагола позволяет подойти к интерпретации категории переходности в более широкой перспективе. С переходностью связаны важнейшие функционально-семантические категории глагола – каузативность, залог, кото-

рые образуют особый класс, глагольных категорий, поскольку «они, в отличие от других категорий глагола, охватывают и отражают способы функционирования синтаксических и семантических валентностей глагола и всегда сопровождаются изменением валентности структуры предложения...» [4,66].

Каузативные глаголы – глаголы активного действия, которое осуществляется действующим лицом и вызывает изменения состояний, качеств, свойств другого лица или предмета. Вследствие этого каузативные глаголы имеют сложную семантическую структуру: в них содержится не только сема действия, но и сема состояния, признака, приписываемого объекту действия, а также обязательная сема причинности, мотивации. Г.Г. Сильницкий определяет каузативные глаголы «как глаголы, выражающие различные виды причинно-следственных отношений» [4,3].

В языке идет процесс непрерывного образования новых слов. Последние производятся на основе старых и по их образцу. Происходит цепная реакция образования производных слов, одно влечет за собой другое. Производное слово (дериват) возникает в результате применения к производящей единице какой-либо формальной операции. Одна из двух единиц рассматривается как исходная – источник деривации, другая – как результат деривации.

Глагольные производные как одна из семантических разновидностей системы глагольных лексем сложны по

грамматическому и содержательному характеру. Они характеризуются объединением двух и более разных глагольных лексем с индивидуальным, собственным значением. Объединенные в рамках одного общего понятия, лексические значения слов могут быть близки друг другу. Например: чикмок – выйти и кетмок – уйти, уходить, уезжать. Наблюдаются случаи, когда лексические значения глаголов могут и вовсе не иметь друг с другом никаких семантических связей, например: келмок – прийти, приехать и ухламок – спать, юрмок – ходить, идти и уйламок – думать.

В данной статье мы, рассмотрели классификацию семантических признаков глагольного производного «ходить» в сопоставляемых языках. Глагольное производное (ГП) «ходить» является каузативным глаголом т.е. глагол активного действия. Осуществление компонентов данного глагола движения зависит от характера внешней валентности, что используется так же, как основные особенности для выделения семантических компонентов направленности-ненаправленности перемещения в пространстве, хотя данные анализа внешнего окружения глаголов движения ещё не дают, на наш взгляд, ответа на вопрос, является ли противоположность по направленности-ненаправленности движения свойством внутренней семантической структуры сопоставляемых единиц, или же эта оппозиция основана на различии только внешних окружений. Для решения этого вопроса, по-

видимому, не существует другого способа, кроме сопоставительного анализа внутренних связей лексико-семантических вариантов, «направленных» типа идти – бормок и «ненаправленных» типа ходить – юрмок, глаголов, обладающих компонентом «движение», с приставками, имеющими значение локальной (пространственной) направленности с ГП «ходить». Например: кетмок – уходить, уезжать, кирмок – входить, въезжать, келмок – приходиться, приезжать.

Ср: 1. Но стоило ей оказаться в темноте, как все новые и новые мысли стали приходиться в голову одна за другой, причем каждая последующая была важнее предыдущей. [3,14].

У зулматда булишига карамай калласига янгидан янги уй хаёллар кела бошлади бир – биридан мухим булган.

2. Наша махалля с одной стороны выходит к махалле Тиканли-мазар, с другой – к махалле Кургантаги. [2,20]

Махалламизнинг бир томони Тиконли мазор, бир томони Қўргонтаги. (здесь переводчик пропускает ГП).

Мы хорошо знаем, что приставочное глагольное словообразование в узбекском языке полностью отсутствует.

Таким образом, в узбекском языке глагольное словообразование от непроизводных глаголов очень ограничено, и поэтому значения группы русских производных глаголов, образованных от какого-либо одного непроизводного глагола при помощи различных приставок, передаются по-узбекски совершенно разными узбекскими глаголами или же могут пере-

даваться так называемыми сложными глаголами, т.е. словосочетаниями.

В узбекском языке, в отличие от русского языка, каждый глагол движения имеет несколько форм будущего времени.

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## LEXICAL-SEMANTIC ANALYSIS OF THE NAMES WHICH CAME FROM ORNITHOLOGY IN UZBEK AND ENGLISH LANGUAGES

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### *Аннотация*

*Цель этой статьи – показать и объяснить орнитологические названия, которые произошли от названий птиц этимологически. Это доказывает доказательствами, как долго они использовались человеком и с чем связаны.*

### **Abstract**

*This article's aim is to show and explain the ornithological names which came from birds' names etymologically. It proves with evidences how long they have been used by human and related to what.*

**Key words:** names, zoology, ornithology, customs etymology, totem, climate, language.

In every country putting a name to new born babies is related to that county's history, culture, hope, ambitious, rare items (fetishism), animals and birds (totemism). This article's purpose is to identify differences and similarities of the names which are named after birds' names. We can call such kinds of this names like ornithological names with linguistic term.

Most people can not distinguish between ornithology and zoology. However zoology is the scientific study of animals while ornithology is considered to be the scientific study of birds. It is common habit to name people after birds similar to other nationality. "Calling people with ornithological names is a custom of our people. It is depends on birds and animals which are valued as totems" – said Ernest Begmatov. Even though initial aspects of ornithology was related to old books such

as "Devoni lugotit turk", "Kutadgu bilik", "Attikhfatuz zakiyatu fillugatit turkey", "Sanglokh", "Mabone ul lugat", "lison ut – tayr", "Baburnoma" and "Zarbulmasal", ornithological names came into existence a bit later. Nowadays it is possible to find majority of them from names' dictionary. For instance, Burgut(eagel), Lochin( ), To'ti(Parrot), **kaldirgoch(Swallow)**, **Xo'roz(Rooster)**, **Khumoyun**(the symbol of peace) and **Ukkubola, Qaqnus, So'fi** (types of birds). "Khumoyun and other guests were not seen by people when they visited". Uzbek people have less ornithological names than others. In English it has been already natural, that is why you may come accross such kind of these names every day in English society. For example, **Crane, Toucan, Parrot, Eagel, Wigeon, Hawk, Thrush, Loon, Robin, Swift, Swan, Yak, Junglefowl, Duck**. You can see these names at different

books, films and net pages. “ Mr **Wagel** was appointed after had been voted by many electors. Now to illuminate the topic more deeply we will take examples from two languages. In uzbek languages we can be aware of being some names. To illustrate, “The place of his fivefingers become spotted on his shoulder and he put to her a name like **kaldirgoch(Swallow)**”, “After hearing this word he was saying something to bandmaid **Suksur**”, “At that time a body of Sufi was being burnt like Arabian mountains’ stones”, The football player of “Andidjan” had a new baby three weeks ago”, “**Kumri**: O my God... are you still standing here, my darling!”. We can show some examples of English names below to identify clearly. “ **Duckwoman**, a mother of **Duckman**, rarely spent her time on having party wish his friends”, “Come, come-said Mr **Parrot**- I understand your situation. But I thought that it is time to stop being stupid”. And also I should mention some names of well-known people. The writer of “The emblem of red band” book is Stephen **Crane**. Moreover, I can illustrate **Swan** who wrote “Learner English”, And it is obvious famous captain of Caribbean sea warriors is **Sparrow**.

In addition, it is significant to mention that different from Uzbek naming people is also related to continental location In English. To illustrate, **Susan**(Sparrow), **Vireo** (a green bird which attract others with its singing), **Culver** and **Columba**( types of doves), **Janet** or **Jonet** (goose),**Circle**(greek: Bird) are a lot in England. Lady **Bird** Johnson struggled for rights of women, lived from 1912 to 2007.

**Janet** decided to return to England and to be a lecture in the future. In Scotland **Callum**( dove), **Loa** and **Lola** or **Noa**(greek: dove), Feather is actually names of girls but, it was used as boys’ names at Molsey’s novel. Mr **Callum**’s favorite snack is ice cream, ice cream and ice cream again. **Gawoun** ( falcon), **Gwyland**( sea bird), **Branwen** (a legendary bird) and **Robber** is common for uels. Milikken **Rober** worked on Eynshtein,s Photo-effect many years ago.

It is important to say that unlike to our custom and tradition. English ornithological name existed many centuries ago. According to history, we can see many such kind of these names at literature, history and other archalogical evidence. For instance, when you read Sir Thomas Malory’s “Morted Arthur” you can figure out the image of **Merlin** (eagel). He was a legendary magician of Arthur. **Nestory** (judes: brave bird) He helped Judes to fight with enemies at Trodjor battle. Modern appearance of Nestroy is **Nestor**. There is a famous politician in America. He is different from others with his punctuality.

To make conclusion, I ought to mention that both of languages has many ornithological names. We can meet a plenty of common sides. For example, names of people’s dictionaries of both languages have names meaning eagle and falcon. Due to the fact that both countries’ culture are similar to each other originally. By the way, both of these birds are supposed to be symbols of adroitness, power and strength. There are some differences that most names are related to their totem

birds. Illustration, Uzbek people value swallow while English population love swan and care for them. Moreover, naming people is depend on their locations. Because of being hot climate Asians **kak-nus, sufi, suksur** (types of birds), **Kaldirgoch** (Swallow) are possible to meet. In English speaking countries, you know that, are situated on the shore of sea and ocean. That is why, you can see many sea

birds such as **gull, jonet, swan** and **duck**. To shorten every country are detached from others with their own features. For this way their customs and traditions are shown as important wealth.

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## THE ROLE AND EFFICACY OF LEARNING ENGLISH WITH USAGE OF SPECIFIC TEACHING METHODS

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***Annotation.** This article is dedicated to the role and effectiveness of learning English with usage of specific teaching methods. And in this article we investigated the compatibility of the concept of foreign language environment that helps individuals and groups become more effective in work to introduce ways of presenting theoretical view with practical part and construct a good lexical base for the learners who study English for improving communicative competence. Also in this work we demonstrate the findings which can improve to work on teaching foreign languages through “Give One, Get One”, “One-Sentence Summary” and “Three-Step Interview” techniques in the context based learning.*

**Key words:** Effectiveness, teaching methods, lexical base, communicative competence, improve, compatibility, classroom activity, environment;

## РОЛЬ И ЭФФЕКТИВНОСТЬ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА НА БАЗЕ ИСПОЛЬЗОВАНИЯ СПЕЦИАЛЬНЫХ МЕТОДОВ ОБУЧЕНИЯ

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***Аннотация.** Эта статья посвящена роли и эффективности изучения английского языка с использованием современных методов обучения. И в этой статье мы исследовали совместимость концепции среды иностранного языка, которая помогает отдельным людям и группам стать более эффективными в работе, чтобы внедрить способы теоретического представления с практической стороны и построить хорошую лексическую базу и развития коммуникативную компетенцию для учащихся, изучающих английский языка. Также в этой работе мы рассматриваем результаты, которые могут улучшить работу по обучению иностранным языкам с помощью методов “Give One, Get One”, “One-Sentence Summary” и “Three-Step Interview” на основе контекста.*

**Ключевые слова:** Эффективность, методы обучения, лексическая база, коммуникация, компетенция, улучшение, совместимость, классные упражнения;

Methods of foreign language teaching as a science deals with teaching methodology that helps language practitioner make learners acquire the target language.

We have chosen this topic for two important reasons, to determine practical strategies to foster the use of English in a real context, and to develop language compe-

tence with applying new activities to improve communication in an EFL classroom. Concerning the methods and techniques used in this approach, they are several and various; teachers use them to approve their classroom practices as well as their students' communicative abilities. The second aim of the study is to explore the understandings and attitudes of EFL teachers in adopting such new interactive methods in their classroom practices in order to better understand the appropriateness and effectiveness of communicative activities in their classroom teaching practice.

As we know currently there are some modern methods of teaching which can be grouped into some types. These are teacher-centered methods, learner-centered methods, content-focused methods and interactive methods. It is however important to note that the choice of any form of methods should not be judged, but needs to be ruled or controlled by some criteria which can help us for clarification. Learning language is pointed on creating the natural environment for communication. Traditionally, teachers have used the Whole-class Question-Answer structure in classes. This kind of techniques gives the students little opportunity to interact in class. Some other teachers have also used Pair work extensively, particularly for practicing dialogues or conversations presented in the text. Pair work does have a place in the EFL classroom, but it does not provide a fully cooperative atmosphere in which the whole class work together to gain fluent speech. Therefore, I could suggest the use

of complementary methods instead of using one. According to my professional experience I always think about the new ways of teaching and learning theoretical knowledge to the given topic and how to make more effective and interesting my classes which is connected to the seminar work. During the lecture the instructor tells, explains describes or relates whatever information and learners try to get them through listening and understanding. In this case, the instructor is very active that's way to be effective in promoting learning, we must involve the lecture with some discussion, where we may ask question in order to check the students comprehension. In contrast, on seminars work our learners are learner-centered and should be very active.

As a teacher I expect from my student much more. Unfortunately, not all of them try to participate and give the response to the question. So, in order to avoid of such passive activity of learners the teacher should use the following methods of teaching on practice work or classes. As I mentioned, there are a number of different methods as well as variations among them. This variety is necessary because the methods have different functions or domain of usefulness. To illustrate, let's see some sample of teaching ways or techniques, "Give one, Get one", and "One-Sentence Summary". In Get one, Give one, each students fold a piece of paper in half and write "Give One" on one side and "Get One" on the other side working in seminars learners on the "Give One" side as them to write one or two questions from today's mate-

rial. Then, they stand up and find a partner. Each student shares own idea from their "Give One" side of the paper and writes down one idea on the "Get One" side of the paper. This process may continue with finding a new partner until this "Get One" side of paper is full of new ideas. The next methods we may use for the checking the knowledge of the students to the given topic materials with the help of "One-Sentence Summary", students illustrate an abstract concept or idea after the explanation in order to compare their summary they may go around the room or prepare the posters for clear up the points with one sentence. One more structure can be also appropriate to those methods which are mentioned above is "Three-Step Interview" or "Harvesting". Each person or learner must produce and receive the information related to the topic with using L2. There is individual responsibility for listening, because in the third step each student shares what he or she has heard, and for the first two steps, students interact or communicate in pairs, so one-half of the class is involved in language production at any one time. And with "Harvesting" learners have good opportunity to reflect on "what" they learned. These methods of teaching Get one, Give one, One-Sentence Summary and Three-step Interview are for better for developing language and listening skills as well as providing equal participation during the whole session or seminar work rather than Group Discussion or Pair work itself. When the teacher is aware of the effects of different teaching methods or

techniques, he or she can design lessons with positive outcomes.

Moreover, the usage of multitechniques in class teacher can proficiently move in and out of them as need to reach certain learning objectives. Such multi-structure lesson might begin with content-related class building using Line-up, or team building using Round Table. The lesson might then move into direct instruction, followed by partners for information input and to check for comprehension the key concepts, the teacher would shift into another one. Usage structure or method individually isn't efficient for all objectives, so the most efficient way of reaching all objectives of a lesson making multistructural lesson. "Give One", "Get One" or "One-Sentence Summary" methods of teaching developed to encourage student participation in the classroom. Such methods are simple to learn and applicable across all levels, disciplines and group sizes. In some cases students can facilitate the process themselves.

At the same time each method is not full-proof, but it has own advantages and disadvantages. As we have already know the fruitfulness of using these methods are allow almost every one to express an opinion. While they are discussing, participants are able to exchange ideas and draw on their wide collective experience. It may provide a good opportunity for learners to reflect on the content of a lecture or seminar work. A good lesson will generate many ideas, comments and opinion, the most important of which will be reported

back. One main obstacle using such methods lay on highly competent instruction, the time required, the need for leaders within each sub-group need to have tables and chairs arranged for quick and easy discussion. Nevertheless teacher can cope with these difficulties and conduct the lesson effectively.

In conclusion, we want to say that using such interactive methods involves all the learners into active work and forms of motivation. They can be effectively used in improving their speech, other language skills and creates favorable conditions for cooperative work.

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## THE GATHERING OF EARLY INFORMATION ABOUT ASIAN COUNTRIES AND CITIES IN EUROPE

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**Annotation:**

*In this article early information was gathered which belongs ancient cities and countries in Asian roads and trade centre in Europe. As such, some opinion of travelers about ancient trade and trade centre in Asia. They wrote manuscripts during their adventures and this manuscripts had a lot of precious information.*

**Key words:**

Pegolotti, Marco Polo, Tana( Azov), Urgench, Asia, Europe, trade, trade centre, The Great Silk Road, Golden Horde, Mongolia, Mongol king of Khubilai, Uzbekistan, traveler, ancient cities in Asia.

**Everyone** should know its own history in order to perfectly know its origin and realize themselves. “there will not be the future of the nation who does not know its own history, and who forgets the previous day”<sup>1</sup>. In fact, history plays a main role to create perfect and truly spiritual personnels.

Our Motherland has a great and glorious history. But this history was changed, and was wrongly considered in the period of the dependence system, the names of our great ancestors were slandered, the sacred places were ignored and stranded. Particularly, Amir Timur was a great sovereign and statesman, was called as “Timurlane”- “Timur the lame”, in the soviet historical literatures. It is possible to give more examples, yet it doesn't matter, having achieved independence, historical truth appeared, the sacred names of our great ancestors

weinformation. After that, the historical facts was gathered about the forming history of the Uzbek, government traditions, and the khanates that existed till Russian aggression in the area of our country, and several textbooks and manuals were created. It was relied on a lot of archaeological memories and keepsakes, historical works written of that time, tourists and traders recollections.

The great Silk Road also played a main role to collect information about our country in western European countries and Far East countries, because this trade road connected the west and the east on culture and economics for approximately eighteen centuries. Exactly our country – Uzbekistan is situated in the crossroads of the Great Silk Road. Our first president Islam Karimov said about it “Historically, the present area of Uzbekistan was a place that ancient trade roads (The Great Silk Road) connected. It happened lively connections and the

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<sup>1</sup> Karimov I.A. Yuksak ma'naviyat – yengilmas kuch. – T.: Ma'naviyat,2008. – B.4.



enriching process of different cultures one another.”<sup>2</sup>

Trade caravans and traders delivered not only priceless goods, but also valuable information with them from a place to other ones. In this way, historical facts were gradually gathered. Apart from this, ambassadorship relationships and trade served as the basis for the collection of information about Asian countries. For example, Venetian trader, Marco Polo traveled to Mongolia and the far East for 25 years in the 13<sup>th</sup> century. He described his adventures during his travel in the book “Marco Polo”. In this novel the social and economic life of China and Far East from 1271 to 1295 is described. He worked in the castle of Mongolian king Hubilai for 17 years and collected valuable data about this country and they were printed in Europe.

Another Florentian traveler and trader Franchesco Balduchchi Pegolotti was in Urgench in 1340. In his memories he wrote: “It doesn’t matter to enter the inside of Asia.” Because it is possible to buy all of the necessary things for European markets from Urgench – the centre of Khorasm. Whoever wants to travel here and China from Venetsia and Genua, let it take cloth and come to Urgench. And let it go to China by exchanging the cloth with silver.”<sup>3</sup>

F. Pegolotti told that he had been to Antwerpen in 1315, to London in 1317, to Cyprus in 1324 – 1327 and 1330 on trade business in his book “Pegolotties Mer-

chand Handbook”<sup>4</sup> And he wrote that he had been to Golden Horde in 1340 and dealt with trade business there. The book above was firstly printed in 18<sup>th</sup> century by taking a copy of the manuscript which was copied in 1471. Later on, it was printed several times during 1916-1936 in London.

It was reflected historical information related to Pegolotti’s activity in this book. There are ones about Urgench among this information: From Saracanco to Organci [Urgench, on the lower Amu Darya R.] may be twenty days journey in camel-waggon. It will be well for anyone traveling with merchandize to go to Organci, for in that city there is a ready sale for goods. From Organci to Oltrarre (Otrar, in today’s Kazakhstan) is thirty-five to forty days in camel-waggon. But if when you leave Saracanco you go direct to Oltrarre, it is a journey of fifty days only, and if you have no merchandize it will be better to go this way than to go by Organci.”<sup>5</sup>

It is clear by the information above that Urgench was totally convenient for merchants. The distances between trade roads and cities were clearly noted. Apart from this, it was noted what kind of products of Asia are in demand in the cities of Europe and the names of products which were exported from these areas. For instance, many kinds of fur, silk cloth, and cumins were highly valued in Constantinople. There are so many products like these. The Middle Age cities in the area of our country had trade- economic and

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cultural relationship with many cities which were located in the area of Russia by than north branch of the Great Silk Road. For example, they had trade relationship with Tana (Azov, at the mouth of the Don R.) Gintarchan (Astrakhan, at the mouth of the Volga R.) cities were given Pegolotti's manuscript. he worked in Bardi Trade Company of Florece. He traveled to the east areas of Asia, products for European markets. Therefore in his memories he gave information about the cities and trade roads which he had been to. As we said above, the distances, among cities were also noted clearly, afterwards a lot of novelties were created in Europe by this information. For instance, the first maps of Central Asia were made in Eu-

rope during 14<sup>th</sup> and 15<sup>th</sup> centuries on the travelers and trades. They were the maps "Catalon" (1375) and "Fra Mauro" (1459). It was a bit easy to learn this continent and conduct trade relationship by these maps.

So, it was gathered early information about our Motherland in Europe and it was printed in different languages.

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## MOTIVES FOR CREATING DIGITAL LEARNING MATERIALS

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We can outline several reasons for producing digital learning material, including the following:

1. facilitating instruction
2. enriching instruction by using modern media
3. improving remedial teaching
4. producing and distributing learning material more economically
5. developing the quality of learning material and
6. developing new teaching methods.

### **Facilitating the work of teachers.**

Most of the different phases of teaching work can be significantly eased by using information technology, but only if equipment and digital learning materials are easily accessible and teachers are equipped with sufficient ICT skills. One of the main areas of competition between textbook publishers has been in easing the workload of teachers. This has manifested itself in the production of teacher's manuals, exercise books and overhead presentations. The web pages of textbook publishers already contain many links to servers which support teaching.

The marketing of textbooks in the future will focus on utilizing electronic communities. These communities will also ease the workload of teachers. The pace of development will depend on the extent to which teachers use information technology tools. The publishers of learning material will increasingly offer digital

accessories for their textbooks, such as CDROMs and web pages or combinations thereof. These accessories also serve the goal of enriching instruction. Even now the most active teachers already use electronic encyclopedias, language CD-ROMs and simulation games.

**Remedial teaching.** Creating effective remedial teaching material which would truly help in problem cases is more difficult problem that calls for a significant development effort from those who are able to utilize the results of basic research, use the methods offered by digital media and carry out applied research with teaching methods. The results of many studies indicate that remedial teaching is one of the areas where the use of digital learning material enhances learning outcomes. Software will not necessarily meet all the challenges autonomous learners will face in the future, but it might have a crucial influence with respect to subjects where gaps in basic skills and knowledge would otherwise put an end to learner's meaningful progress.

**Economically efficient production and distribution.** Investments in digital learning material should also be made because this material offers more efficient production and distribution methods. Education is experiencing a budget crisis, and all means for keeping costs down should be exploited. Even though learning material costs make up only a very

small proportion of the total costs of education, it is important to look for ways of saving money in this area as well. In particular, the production and distribution in a digital format of material with a limited distribution would certainly bring savings. Publishers are likewise ready to move into network distribution of small distribution items such as teacher's manuals, overhead transparency sets and other support products.

**Developing the quality of learning material.** Digital learning material can be used to do many things which cannot be done at all with other formats. Material which is authentic in a new way can be brought to students, and learning material can offer several perspectives on phenomena and thus adapt to various learning styles. By simulating phenomena, learners can be offered an opportunity to interact actively with the information. Improving the quality of learning material is an area of international applied research and development (and Finland participate in it as it does in other international research activities).

**Developing new teaching methods.** The use of ICT in instruction has also been as an important means for creating new approaches within the field of educa-

tion. Here the starting point has been the relatively widely adopted view that basic education is no longer capable of providing students with knowledge and skills which suffice for their entire lifetime. As learning will continue throughout people's lives, the importance of self-directed learning will be emphasized.

According to this view, education should first and foremost help students to become independent learners, with the transmission of knowledge being of only secondary importance. A related idea is that the nature of knowledge itself is changing. With respect to an increasing number of issues we must resort to problem solving under uncertain circumstances. Studying should provide people with the skills to formulate questions and find information in situations where nobody is able to provide ready answers.

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## 3D LEARNING ENVIRONMENT AS AN IMPORTANT INNOVATIVE TECHNOLOGY FOR ENGLISH LANGUAGE CLASSROOMS

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**Annotation:** *This article is devoted to the vital role of 3D learning in education system, especially in the branch of English language teaching and learning. It also informs learning process of English language and its vast effect in global communication. Furthermore, this article motivates learners due to usage of 3D learning and fosters the acquisition of twenty-first century abilities among students.*

**Key words:** 3D learning, ICT, tech-device, Wi-Fi, application, innovative technologies, Internet, education system, teaching process.

**Аннотация:** *Эта статья посвящается важной роли 3D обучению в образовательной системе особенно в обучении и преподавании английского языка. Оно так же развивает учебный процесс английского языка и имеет огромное влияние в глобальной коммуникации. Более того, эта статья побуждает обучающихся использовать 3D систему обучения и способствовать овладению возможностями двадцать первого века среди студентов.*

**Ключевые слова:** 3D обучение, информационная компьютерная технология, технические приспособления, вай-фай, применение, инновационные технологии, интернет, система образования, процесс обучения.

Currently, the status of English is assessed as it has become the language of social context, business, education, industries, political, media, library, communication across borders, and key subject in Curriculum and the language of imparting education. With the spread and development of English over the world, English has been learned and utilized by more and more people. Scientists define English as the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre. Learning this language with new methods

and up-to-date innovative technologies has a significant role.

It is obvious that over the last few decades growth in information and communications technologies (ICT) is discerning all over the globe. However, one of these technologies, 3D Learning, has been gaining a tremendous grand on the frequent usage of its gadgets in the classrooms for educational purposes as well as its other potentials to consume. So far, it has changed and revolutionized the world of language learning and teaching from worst to best, not with standing it is solely about a decade from its released day into public. In our today's world, it is vitally

momentous for educators to handle students with access to the tech that tend to be part of their upcoming world, both in profound learning experiences and at work. Therefore, educators are required to be cognizant concerning the crucial role that digital technologies have in classroom instruction. And it is believed that as well as assisting and ameliorating students' learning, they can be beneficial to have a good perceiving of technological, mobile gadgets since they could be utilized as tool to broaden teaching. 3D Learning is the innovative technology that can revolutionize the classrooms differently together with Wi-Fi equipped campuses. Here are some of them:

1. Widely used textbooks and handouts are claimed as costly and waste of paper. So, replaces on these sources use involving dated data are the easy way of utilizing 3D Learning Environment to update information frequently without any headaches of recent textbooks purchasing and including waste of time. Initially, although 3D Learning Environment might seem as though they are precious, but taking into account the cost and time, one can realize that how fast they pay back.

2. Students are to handle Audio and Video materials rather than educators. Since they themselves will be in charge of playing the materials, they tend to decide how long to listen, when to pause, when to reply and as well where to focus their listening while the material.

3. It is clear that public speaking is vitally important skill. Therefore, 3D Learning Environment is the best way to make

better tools for creating and delivering effective speeches in front of the audience and there are many fascinating apps have been releasing for tablets that welcome to utilize to integrate documents, Power point like slide shows, videos, pictures and as well as customize apps onto presentations. Students have the scope to do live-time drawing, writing, animating and showing interactive experiences. Since students circle, outline and note in necessary points while their presentations, flexibility will be of some help for them.

4. 3D Learning Environment makes students or learners to amplify their imagination and out-looking. 3D Learning Environment can easily print the data out. We should teach one of the biggest mistakes that we make is having a replacement traditional educating with the innovative 3D Learning Environment in the classrooms. What needs to be taken into account is the 3D Learning Environment is a teaching tool; we are unable to execute the role of a physical supervisor. So, basically it is an appropriate use of item when we guide individuals towards their achievements of the eventual targets. If we tend to consume 3D Learning Environment in our school, giving instructions for utilizing the equipment should not be missed. So, it is vitally essential to instruct them concerning utilization of the gadget amongst learners for their efficient purposes. In order for students to broaden their knowledge horizons they should not constantly share information with their peers at home, but extension by putting their stuff online publicly or for other classmates is considered as a better route.

5. With the help of Wi-Fi connections and web pages, students are highly likely being able to download, upload, share or collaborate.

6. An instant access to the web will be provided in order for doing some researches or access to the library of institutions' digital collections.

7. The 3D Learning Environment is the mainly presentation gadgets and are connected to large displays and projection systems. Although computers are good equipment in terms of delivering the classroom lessons, yet it is believed that 3D Learning Environment is outnumber many advantageous over PCs for utilizing them in education.

8. Since computer use plays an important role in our today's life with its increase in computer production and common everyday uses, students should have early preparations with the skills that will be of some aid for their benefit. Therefore, having 3D Learning Environment per individual ensures that they are to have crucial computer regarding skills needed for the future occupations.

As we are dwelling in the century of

developed technology, many find necessity in the usage of updated kits for their benefits. It is believed that potential impacts of the 3D Learning Environment use being perceived in education nowadays, what might be achievements in the following years, and especially, the effect on educators who teach languages and also institutions including different age groups. In conclusion, 3D Learning Environment plays a great role to overcome classroom shortages and conundrums in which students might find hard to cope with and are the apt tech-devices to use them in the classrooms in order for learning to be enhanced.

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## THE RELATIONSHIP BETWEEN LANGUAGE AND SPEECH: SIMILARITIES AND DIFFERENCES.

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**Abstract:** *This article is devoted to similarities and differences between language and speech. There are expressed the principles and significance of language and speech in teaching English in the given article.*

**Key words:** language, speech, foreign language teaching, reading skill, effective reading, principles and sequences.

Language and speech has been as significant linguistics phenomenon. The relationship between language and speech has been investigated by different scholars. Language is considered to be a system of symbols whereby we can communicate our thoughts and emotions to others and at the same time understand others. Thus language is a means of human communication. Characteristic features of language are the high degree of abstraction and, related to this, the stability, wide combinability, high degree of internal organization and orderedness of its elements, to mention only the most important ones. Language is essentially a general human semiotic system. One of the dictionary meanings of language is the communication of feelings and thoughts through a system of particular signals, like sounds, voice, written symbols, and gestures. It is considered to be a very specialized capacity of humans where they use complex systems for communication. The study of languages is called linguistics.

There are many languages spoken today by humans. Languages have some

rules, and they are compiled and used according to those rules for communication. Languages can be not only written, but sometimes some languages are based on signs only. These are called sign languages. In other cases, some particular codes are used for computers, etc. which are called computer languages or programming.

Language has four different rules which are shared socially. First, what a word means, the meaning of the words which is called vocabulary; second, how to make up new words; third, how to put the words together in a sequence and, finally, how to use the sentence in a particular situation. Does it need to be a statement, or does it need to be interrogative, etc.

Language can be either receptive, meaning understanding of a language, and expressive language, which means the usage of the language either orally or in writing. If we simplify everything, language expresses an idea communicated in the message.

The most obvious aspect of language is speech. Speech is not essential to the



definition of an infinitely productive communication system, such as is constituted by a language. But, in fact, speech is the universal material of most human language, and the conditions of speaking and hearing have, throughout human history, shaped and determined its development. The study of the anatomy, physiology, neurology, and acoustics of speaking is called phonetics; this subject is dealt with further below. Articulatory phonetics relates to the physiology of speech, and acoustic phonetics relates to the physics of sound waves: their transmission and reception. One of the dictionary meanings of speech is the act of expressing or the faculty of describing feelings and thoughts or perceptions by words, something spoken or vocal communication. It is a specifically human capacity to communicate verbally or vocally with the use of syntactic combinations from diverse vocabularies. Each word spoken has a phonetic combination of certain sound units. Speech is created by vocabularies, syntax, and a set of sound units. It is the verbal way of communicating. The following components are a part of speech:

Articulation, which means the way speech sounds are produced.

Voice, the breathing process and the vocal folds used to produce sounds.

Fluency, the rhythm required to speak without hesitation.

Simplifying the whole concept, speech expresses how a spoken message needs to be communicated

When we linguists refer to the term *speech* we are referring to three

things: *articulation/phonological skills, speech fluency and voice*. We are looking at a child's ability to:

Physically produce the individual sounds and sound patterns of his/her language (Articulation).

Produce speech with appropriate rhythm, and free of Stuttering behavior.

Produce speech with an appropriate vocal quality for his/her age and sex

While speech involves the physical motor ability to talk, language is a symbolic, rule governed system used to convey a message. In English, the symbols can be words, either spoken or written. We also have gestural symbols, like shrugging our shoulders to indicate "I don't know" or waving to indicate "Bye Bye" or the raising of our eye brows to indicate that we are surprised by something.

According to ASHA, the American Speech Language Hearing Association, defines language: Language is made up of socially shared rules that include the following:

What words mean (e.g., "star" can refer to a bright object in the night sky or a celebrity)

How to make new words (e.g., friend, friendly, unfriendly)

How to put words together (e.g., "Peg walked to the new store" rather than "Peg walk store new")

What word combinations are best in what situations ("Would you mind moving your foot?" could quickly change to "Get off my foot, please!" if the first request did not produce results).

Some of these "rule" systems that govern a language can include syntax, seman-

tics, phonology, morphology, and pragmatics.

In conclusion, we can summarize all ideas about language and speech as followings:

1. Language is the communication of feelings and thoughts through a system of particular signals like sounds, voice, written symbols, and gestures. However, speech is the act of expressing or the faculty of describing feelings and thoughts or perceptions by words, something spoken or vocal communication.

2. Languages could be human languages, sign languages, or computer languages

which use codes while speech is a single concept. It is the physical process used to verbalize language.

3. Languages express the idea that needs to be communicated while speech is the process which shows how the message needs to be communicated

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## THE SIGNIFICANCE OF USING WIKIS IN FOREIGN LANGUAGE CLASSES

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**Annotation.** AS technology is developing sharply, it also effects teaching and learning process Nowadays each school, college or university has their ICT rooms which has all facilities to teach and to learn languages. So that it is very important to master conceptions of using and teaching new technologies in language learning. Wikis are the most helpful because they not only help teach and learn languages, it also develops learners and teachers' Ict abilities. In this article we want to reveal the significance of wikis in language learning and we share our recommendations to teachers.

**Key words:** Ict, wiki, website, ability, language, pedagogical significance

### **Abstract**

The history of wikis is generally dated from 1994, when Ward Cunningham gave the name «WikiWikiWeb» to the knowledge base, which ran on his company's website at c2.com, and the wiki software that powered it. c2.com thus became the first true wiki, or a website with pages and links that can be easily edited via the browser, with a reliable version history for each page. He chose «WikiWikiWeb» as the name based on his memories of the «Wiki Wiki Shuttle» at Honolulu International Airport, and because «wiki» is the Hawaiian word for «quick». [1]

Wiki software has some conceptual origins in the version control and hypertext systems used for documentation and software in the 1980s, and some actualized origins in the 1970s «Journal» feature of NLS. Its distant ancestors include Vannevar Bush's proposed «memex» system in 1945, the collaborative hypertext database ZOG in 1972, the NoteCards system from Xerox, the Apple hypertext system HyperCard. As was typical of these earlier systems, Cunningham's motive was technical: to

facilitate communication between software developers.

Many alternative wiki applications and websites appeared over the next five years. In the meantime, the first wiki, now known as «WardsWiki», evolved as features were added to the software and as the growing body of users developed a unique «wiki culture». By 2000, WardsWiki had developed a great deal of content outside its original stated purpose, which led to the spinoff of content into sister sites, most notably MeatballWiki.

The website Wikipedia, a free content encyclopedia, was launched in January 2001, and quickly became the most popular wiki, which it remains to this day. Its meteoric rise in popularity played a large part in introducing wikis to the general public. There now exist at least hundreds of thousands of wiki websites, and they have become increasingly prevalent in corporations and other organizations. [

**Practical suggestions of using wikis in language learning classroom.**

Wikis are appropriate programs to practice of constructivist teaching and learning. Basically, if you consider that learners master better by actively participating in the language learning process, creating their own “theories” about how language works, and practising language in collaboration with others who are their peers, then wikis are the helpful tools you cannot neglect. Wikis fit in and support this kind of collaborative learning as they allow users to increase their own rough version of a text which can then be updated and edited by others. Writing becomes a collaborative process, and every contributor becomes at once a critic of other entries, an author or co-author and a reader. Checking, correcting and up-dating the wiki entries can be a potentially valuable way of learning to write in a foreign language, with help and support from peers rather than solely from the teacher

In addition to that, according to DOTC there are a few good reasons for using wikis in language teaching:

1) They are quick and simple to use and allow collaboration, independently of

time and space, via easily accessible on-line spaces.

2) They offer authentic writing practice.

3) They allow students to be actively engaged in reading and writing: correcting, editing, and up-dating.

4) They teach students the skills of collaboration alongside language skills.

5) They present the student writers with a ready audience and critics.

6) They are flexible enough to incorporate multi-media content without clogging up your email.

7) They can potentially be shared with a wider audience and made public 8) Most students will already know at least one wiki for example “Wikipedia”.

9) Wikis can help students become better organised because they can store their work in folders.

In addition, wikis can also support teachers in their classroom management. Of course, wikis are more suitable for some tasks and pedagogies than for others. To find out more about suitable tasks, go to section D below.

We want to give you pedagogical considerations which provides details on the following points:

What do teachers need to keep in mind when they are using wikis in the classroom.

Wikis mostly fits in reading and writing. They are less useful in teaching and practicing listening. Because most wikis focus on writingskill, students need to already have a minimum level in the L2 and can produce some words, phrases, or sentences.

Now we explore some pedagogical issues such as benefits and drawbacks of wikis

Benefits: Wikis are suitable for ...

- group work
- telecollaboration
- students working on their own or independently

Wikis can support ...

- motivation
- group cohesion
- reflective learning
- “ownership” of content

Drawbacks: Wikis are less suitable for ...

- beginners because of lack of vocabulary.
- competitive groups Wikis can be used for ...
- assessed work as it is difficult to identify author through history function.
- authentic authorship. Because real Wikipedia entries – only for quite advanced learners)

E. Teachers need some practical suggestions for using wikis in the classroom. Here are some tips from experienced wiki users.

The basics:

- make sure all students know how to access the wiki
- explain the principle of “collective knowledge”, for instance the sum of all contributions will make a better wiki
- set ground rules but also allow creativity
- explain that editing a wiki is not about “correcting” somebody else’s work

We want to share seven steps towards

successful wikis which we have used and succeed in using them in our classroom.

Step 1: Show students an example of a successful wiki to motivate them.

Step 2: Allow students to choose their own tasks, agreed upon collaboratively, in order to stimulate and maintain their interest.

Step 3: Seedcorn the wiki. Writing on an empty page is always difficult, so start the wiki yourself with a short entry or a set of linked pages.

Step 4: Set clear guidelines and time limits for all tasks but allow the wiki to stay open even after the tasks are officially completed.

Step 5: During the wiki task phase, check regularly to prevent excess corrections and “wiki-wars”. In that two students or two groups may be fighting about editing and reverting to previous versions.

Step 6: Comment on the wiki entries. and encourage writing, editing and linking. Step 7: Celebrate the completion of a task, e.g. by publishing the wiki content to another class or group, inviting their comments.

In conclusion we can say that wikis are the important tools in using language classroom as they not only create opportunity to learn and practice language but also it gives opportunity to edit and help other peers by sharing ideas. They can broaden their outlook and also develop their IT skills. Moreover classes of the teachers who use wikis are more interesting and successful that learners are more respectfull.

**CONCEPTUAL-SPHERE “ADAM” IN KARAKALPKA  
PROVERBIAL PICTURE OF THE WORLD**

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***Annotation:** The field of this paper research is the Karakalpak linguaculture which is paradigmatic issue and the continuation of psychological-ethnic reality. It was done several types of analyses of concept “adam” in this paper, which referred to the method of enriching materials and definitions in the Karakalpak lingua picture of the world. As the result of these investigations we may say that “adam” (man) has his own meaning, status and place in all cultures; he is taken as the starting point of all issues, as social, law, religious, moral.*

**Key words:** language awareness, language units, periphery, linguoculture, ethnoculture, national picture of the world.

***Аннотация:** Область настоящего исследования – каракалпакская лингвокультура, которая является проблемой антропоцентрической парадигмы и продолжением психолого-этнической реальности. В этой статье было сделано несколько видов анализа вербализаторов концептосферы «адам», в котором упоминался метод обогащения материалами толкового словаря и определений в каракалпакской языковой картине мира. В результате этих исследований мы можем сказать, что «Адам» (человек) имеет свое собственное значение, статус и место во всех культурах; он понимается как основное понятие всех вопросов, как социальных, правовых, религиозных, моральных.*

**Ключевые слова:** языковая осведомленность, языковые единицы, периферия, лингвокультурология, этнокультура, национальная картина мира

The possibility of the language use exactly at comparable research of a number of other cultural concepts appears to us especially valuable. Absolute dignity of work is bringing in of rich language material. So, an author was not limited to research of verbalization of concept at some separate language level, and did stage-by-stage work, studying her representation of material of different leveled language

units: lexical, phraseological units, proverbs, artistic and sacral texts, that allowed to the author to reduce the row of conceptual signs of concept and character, define the nominations of concept, and also to set the row of concept forming conceptual-sphere “adam”. It testifies to the detailed and careful work done by an author, and provides authenticity and validity of the got results.

Judging on the abstract of the work, particular interest causes, research of the vivid making structure of the conceptual – sphere of material on the types of different texts, those allowed to the author to reduce the different types of cognitive metaphors, and also to set the additional row of cultural concepts entering in studying conceptual-sphere. Such going near the study of the language phenomena appears very interesting. Think, that this approach can also be used and in the analysis of the stylistic phenomena, as facilities of creation of vividness in the text. Large interest is presented also by divisions, in that an author study verbalization of concept in sacral texts being to date the least studied object of research. Bringing in such of language material pulls out the very thorny problem of co-operation of language and religion and requires from the researcher of not only linguistic but also theology cognitions.

«In different civilizations and in all centuries concept good and bad conceives differently not like positive and negative features. Some societies think that both of them includes into one individual group, even for this features there are one general point of view, good and bad marks enter into meaning of the phraseological structure» (Sokolova, 2004, p. 39). We agree with Sokolova's point, from gathered English and Karakalpak examples, which represented morality showed individuality, and in some cases general characteristics.

“Adam” (man) is a frequently-used word but it is difficult to define it clearly. “Adam” (man) in its various configura-

tions links people and communities together in some sort of reciprocally beneficial association that forms societies. Thus “adam” (man) is a conceptual-sphere that deserves attention. The mankind never existed isolated: every man had his surrounding, and defined the relationships with those who surrounded him. From the ancient times, since our early ancestors inhabited the Earth, there appeared such realia as family, love, friendship, hatred, etc. which served as the differentiating notions for the feelings and attitude to certain men or societies. The study of such reality as friendship involves the study of the culture of the defined society, which includes the investigation of mental processes (i.e. psychology, philosophy), folklore, literature, mass media, religion, etc.

The given article deals with proverbs with concept “man/adam” representing English and Karakalpak national picture of the world. Materials of the article were classified on thematic groups and investigated their zoonimic components with concept “man/adam”.

For example:

*Every bird likes its own nest//Baka kulinde, khar kim tiwgan elinde (Frog in its pool, each person could live on motherland);*

*The biggest building is in the most danger of falling//Tuyenin ulkeni kopirde tayak jeydi (Elder camel guilty on the bridge).*

In these proverbs we draw your attention on lexis «bird», «the biggest building», «baka» (frog), «tuye» (camel). In each language they are the names of animals and things and at the same time they

are representing concept “people”, “person”, “man”. So, for the definition of the term “concept” we can find different explanations. But we found one general point of view about term “concept” almost all foreign and native scientists: concept is mental-cognitive bases, which represents view and understanding about fragments of the reality. Concept can have lingua-expression. Proverbs will be served as united view for the concept.

To conclude, we can say, undoubtedly, that most characteristics of the concept of *adam* are the vary in any culture because this notion represents the deepest and the most affectionate feeling which lies on the basement of *love*, but, nevertheless, it

should be considered from the point of view of the culture as cultures of the nations were and will never be the same except those traditions and customs, which are purely religious, other spheres as mental processes, folklore, etc. must have to be treated separate from the general notion of friendship.

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## THE PLOT AND ARTISTIC SKILL IN THE STORY OF CHINGIZ AYTMATOV

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**Keywords:** “Face to face”, refugee, his mother`s and wife`s fortune, war, main and assistant plot in the story “Face to face”, culmination point.

**Abstract:** *the plot of story and the composition analysis, the interpretation of esthetic skill of writer and subject of war and refugee.*

**Аннотация:** сюжет и композиционный анализ, интерпретация эстетического мастерства писателя и субъекта войны и беженца.

Chingiz Aytmatov wrote the story “Face to face” initially in the 1957. It was not issued in the magazine “Ala-Too” in Kirgiz language on June. However, writer did not announce it completely during that period. Because, a lot of things were forbidden during the period and the works which were written on that days were interpreted. If it would be written the work about person in the war, it was existed the order which was defined about this. Namely, they were victorious personage would act like that. Nevertheless, Chingiz Aytmatov was young on that days, he accosted the theme that no one could write: the refugee, his mother and wife`s fortune. The story was written on chronological plot and this served to provide epic germination. There are also auxiliary plot lines in the story of “Face to face” with main plot. For example: the writer scatches off two position: Mirzakup who is chairman in the story apologized for

(bosh qahramon) Saida and her neighbor Totioy got bad news from her husband. The events were described at “parallel time”. And at the same time, it would be possible for her to leave her husband and that another woman would be hungry. Author grasped Saida below menace (also as pupil) and it was not released Mirzakup`s aim extempore. Ismoil`s wife was in a doubt that Mirzakup started to speak in a serious way and Saida thought that Mirzakup was aware of her husband running away from war. Population, women, children and old people were working without stopping however, they could not enjoy the enjoyment of this work. It was real sight of life in the war. Author came back in the story using retrospection way. Namely, it was described the train which was carrying soldiers firstly and it was released that Ismoil was refugee after passing time. Story started with little exposition. In the exposition

writer introduced the period of war to reader. One of the protagonists described Saida's action before the war however, he or she described her happy life. After that knot (that is event or problem) started. It is clear for us knot is a thing to reason beginning of events and it is the place that existed the conflict of the work. Knot was compassed when Saida was sleeping Ismoil knocked the gate, that is to clear his avoiding from the war.

The events of plot were developed step by step. As we look the growth of work events we testify that it is paid attention two things in it: these things are difficulties in the families because of war, describing the cruafixions in people and Saida's life in the threat.

It is important the culmination point in every work. Culmination point in the story "Face to face" influenced people's feelings, reader was believed to hate Ismoil, it is possible war to change the person, namely, it believed that it is possible to wrack the feeling which are named mankind as worm. It was caught the reader below following idea: "it should be dream". But all of them were true. Ismoil shaped as animal which did not think anything except food.

Totioy fed three children barely, and she said that "if spring comes my cow cubs, there is some milk and also my children eat a lot". But Ismoil stole her cow. It was not the portion of three orphans, cow was one deliverance not to be hungry, anymore also it was lost. It was evinced the culmination point when Saida knew that her husband has stolen the cow and has brought the meat of this cow.

It was seething two opposite feelings in Saida's heart: love and justice. Lastly, love lost the justice, thereafter, Saida discovered her husband. It was difficult for her and she knew that her children became orphan but even though she did not vouchsafe her child to conscience and creed father.

Ismoil's mother passed away in the story and Ismoil did not go her ceremony. Why, exactly mother image doomed passing away and only her child was staring not pursuing his mother at the end location. Because mother is one of the most honorable person in the world. Our mother is only one gender who is not changed other person in our life. Her love enters to our heart with mother milk and it is with us until we pass away. Because of this writer chose Ismoil's mother for death not his wife. In this position he was going to describe that Ismoil became heartless. He indicated to realize this to reader. It is impossible to read this story which is a picture of a mother who left the world without looking freedom at her children giving her love and becoming pale her hair, working hard. Writer did not describe Ismoil as mankurt (not to remember anything). He had the feelings of love. Other wise when his mother was being buried he would not be staring this event "bitting his lip until going out blood".

Ismoil went to his mother's tomp after people had left the cemetery and no one had stayed. He crawled with lost memory leaning trembling hands, as he was embracing new sail he growled with fuggy sound and he panted from gloom, anger,

wrath, distress. It was difficult to guess what he shouted as wolf and to curse somebody and something. So he started to shout with loud voice as vinous person: “my mother, mother, sorry! Sorry! Curse me! Curse me at hereafter! Curse the war! Curse the war”. It was denominated Chingiz Aytmatov’s artistic intent and aim in this position. It is writer’s real skill that describing the war through the image of refugee, to hate oxbow in the war. These words which were disgorging from his heart, actually, belong to whole human-kind. Ismoil was not a person who hated the war, also everybody hated the one. Ismoil would have lived with his family. It was appeared good idea which aimed at

Ismoil in this story. It was bad event that he had stolen Totioy’s cow. So everybody hated him. Because of this Saida discovered her husband to soldiers. This caused for naming the story “Face to face”.

Namely, Ismoil confronted with Saida. Saida became other person, she carried her child, she became pale. But she seemed beautiful. Story ended accordingly.

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## READING SEQUENCES AND PRINCIPLES IN TEACHING ENGLISH

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**Abstract:** *This article is devoted to teaching reading by using its principles and sequences. There are expressed reading principles and sequences in teaching English in the given article.*

**Key words:** SLL, foreign language teaching, reading skill, effective reading, principles and sequences.

**Introduction.** Reading is the skill of understanding written words and using in teaching foreign languages. Reading is a part of the way we use language in daily life to gather information, communicate with others and also for enjoyment. Reading always occurs in context, that is, what we read is part of a broader situation or an extended text.

**Main part.** Reading is connected with sequencing. Sequencing is one of many skills that contributes to students' ability to understand what they read. Sequencing refers to the identification of the components of a story or a topic such as the beginning, middle, end to the ability to retell the events within a given text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Finding meaning in a text depends on the ability to understand and place the details, the sequence of events, within

some larger context—the beginning, middle, and end of a story. The ordering of events in a story, along with connecting words such as once upon a time, then, later, afterwards, and in the end, are good examples of textual features, an understanding of which gives the reader a way of integrating the story's individual parts into its larger framework—and thereby understanding the author's purpose.

Why Is It Important? As students listen to or read text, they are best served if they can understand the information as it is presented and then recall it at a later point. One of the easiest ways to recognise the order of events is to look out for the sequencing words or transitions that are used to connect the various parts of the text. Some of these words and phrases also act as signals to provide an indication of whether the event will be located in the beginning, in the middle, or toward the end of the text's chronology. There are a

wide variety of 'signal words' and the following represent just a few of the most common, as well as where they are most likely to occur. For example, in stories we can use such kind of words.

#### Beginning

- *Once upon a time / Once there was*
- *In the beginning*
- *First of all*

#### Middle

- *Meanwhile*
- *After that*
- *Suddenly*

#### End

- *In the end*
- *Finally*
- *After all.*

When we cannot remember the names of people, places, things we can use reading sequences in order to teach such kind of words for instance, so as to remember the sequences of names of Smith, Martin, Igor, Lucy, Emily, we can use the first letter of these names such as "SMILE" for above mentioned names.

It is important reading principles for teaching foreign languages as reading sequences. There are a lot of reading principles in teaching foreign languages, for instance, the reading material should be easy for learners also suitable for learners' level and age. In helping beginning readers select texts that are well within their reading comfort zone, more than one or two unknown words per page might make the text too difficult for overall understanding. Intermediate learners might use the rule of hand-no more than five difficult words per page. Hu and Nation suggest that learners must know at least 98% of

the words in a fiction text for unassisted understanding 1.

It follows that, for extensive reading, all but advanced learners probably require texts written or adapted with the linguistic and knowledge constraints of language learners in mind. A variety of reading material on a wide range of topics must be available. The success of extensive reading depends largely on enticing students to read. To awaken or encourage a desire to read, the texts made available should ideally be as varied as the learners who read them and the purposes for which they want to read. Books, magazines, newspapers, fiction, non-fiction texts that inform, texts that entertain, general specialized, light, serious. For an inside track on finding what your students are interested in reading, follow William's advice: "Ask them what they like reading in their own language, peer over their shoulders in the library, ask the school librarian". Varied reading material not only encourages reading, it also encourages a flexible approach to reading. Learners are led to read for different reasons. Learners choose what they what to read. The principle of freedom of choice means that learners can select text as they do in their own language, that is, they can choose texts they expect to understand, to enjoy or to learn from. Correlative to this principle, learners are also free, indeed encouraged, to stop reading anything they find to too difficult, or that turns out not to be of interest[3;51] Certain instructional methods are more effective than others. Many of the more effective methods are ready for implementation in the classroom.

To teach reading well, teachers must use a combination of strategies, incorporated in a coherent plan with specific goals. A teacher who addresses only one area of reading or uses one instructional approach will probably not be successful.

Reading comprehension – understanding what is read – is best supported when teachers use a variety of techniques and systematic strategies to assist in recall of information, question generation, and summarizing of information. Teachers must be provided with appropriate and intensive training to ensure that they know when and how to teach specific strategies. Teachers must know how children learn to read, why some children have difficulty reading, and how to identify and implement instructional strategies for different children.

**Conclusion.** reading sequences and principles are very important for teaching reading because they include effective

methods and ways of teaching reading skills. According to reading principles reading skill needs to be practiced every day. Learners read further reading materials such as newspapers, journals, fiction books two hours a day in order to improve reading speed and widen their outlook. The purpose of reading is usually related to pleasure, information and general understanding. According to reading sequences, we need reading sequences in order to read instructions, stories, activities such as a picture story. Reading sequences also help us to understand the meaning of topics, activities, games.

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## THE BENEFITS AND DRAWBACKS OF USING L1 IN A LANGUAGE LEARNING CLASS

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**Abstract:** *This article gives information about using L1 in a language learning class, and discusses the benefits and drawbacks of using first language in a language learning process. There are some ideas for how teachers and students might use mother tongue in a language learning class.*

**Keywords:** First language, second language, comprehension, language learning.

The use of L1 in foreign language teaching has been a controversial issue. Learners are believed to achieve foreign language learning effectively when they are involved in L2 in the language learning process, but using mother-tongue in the target language learning has obvious advantages. The widespread beliefs that the constant use of the target language in the language learning process will lead to achievement. Learners are prone to developing their L2 knowledge on the basis of L1 knowledge. This comparison allows them to master the rules in L2 effectively. Simply put, learners through transferring their L1 knowledge can easily pick up L2 knowledge. When students can use their L1 to ask questions and confirm comprehension, it often leads to a clearer realization of the form and meaning of the language. Students may ask either their teacher or peers. Although students can ask similar questions solely in English, lower-level students may need fur-

ther clarification on some point or aspect of the new material. They may not know how to phrase the question to the answer they seek. Without this opportunity to ask in their L1, some students may get frustrated with their inability to receive improved comprehension and language production. Some types of students need to understand the details in order to use and link the target language correctly, and so will very much need the chance to seek clarification in their L1. It should be noted that the teacher can sometimes use the L1 to help students provide sentences beyond their ability. Students say a sentence in their native tongue, which the teacher translates for future use and/or reference. Scientists advocate this idea and they conclude that “since teachers are often the primary source of linguistic input in the TL, it is therefore reasonable to argue that maximizing the TL in the classroom is a favorable practice” [1;56]. Similarly, Krashen [1985] said that learners learn

L2 better in a learning environment where it is spoken. However, the use of L1 is a useful resource in L2 learning, and it facilitates second language learning.

The use of first language can contribute to learners' language proficiency; therefore, L1 should not be neglected in the language learning process. Though the use of L2 is given priority, the use of L1 should be allowed where necessary in foreign language learning. Atkinson argues that "although the mother tongue is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play which are at present consistently undervalued". L1 is a useful tool to help learners with their language proficiency development. A total ban on the use of L1 will hinder learners' comprehension of the target language. As Willis puts forward "don't ban mother-tongue use but encourage attempts to use the target language" Ernesto Macaro lists the benefits of using L1 in a class:

First language is helpful for giving instruction to perform activities in the classroom;

Translation of some points and checking comprehension.

Giving feedbacks to students.

To maintain discipline in the classroom, first language is a useful tool.[4;65]

When students can use their L1 to ask questions and confirm comprehension, it often leads to a clearer realization of the form and meaning of the language. Students may ask either their teacher or peers. Although students can ask similar questions solely in English, lower-level students may need further clarification on

some point or aspect of the new material. They may not know how to phrase the question to the answer they seek. Without this opportunity to ask in their L1, some students may get frustrated with their inability to receive improved comprehension and language production. Some types of students need to understand the details in order to use and link the target language correctly, and so will very much need the chance to seek clarification in their L1. It should be noted that the teacher can sometimes use the L1 to help students provide sentences beyond their ability. Students say a sentence in their native tongue, which the teacher translates for future use and/or reference. This proves especially beneficial with incidental language, such as a singular phrase or sentence. The teacher may have otherwise ignored the opportunity, or perhaps only addressed it in the Wrap Up portion of the lesson. Students may similarly do this, as in looking at a text in their native language and translating it (or summarizing it) into the target language of the class. The teacher might also consider using the native tongue of the class to quickly start an activity.

There are also disadvantages for the L1 in the class, from both the perspective of the teacher and the students. For students, an entire class in English offers additional opportunities to hear the language. The English used for explanations and instructions represent "real" English because students actively listen how to use a grammar point or vocabulary word, or how to conduct an activity. Consequently, students lose confidence in their



ability to communicate in English: They may feel that the only way they would understand anything the teacher says is when it has been translated, or they use their mother tongue even when they are perfectly capable of expressing the same idea in English. This can significantly reduce students' opportunities to practice English, and students fail to realize that using English in classroom activities is essential to improve their language skills. Translation also regularly creates the problem of oversimplification because many cultural and linguistic nuances cannot be directly translated. For example, the sentence, "That's so cool!" in English means that something is amazing or incredible. The main theoretical treatments of task-based learning do not for example have any locatable mentions of the classroom use of the L1. Most descriptions of methods treat the ideal classroom as having as little of the L1 as possible, essentially by omitting any reference to it. Perhaps the only exception is the grammar/translation method, which has little or no public support. There is also the concern that the teacher won't understand what the students are saying, assuming that he doesn't speak the same language well or at all. In student-centered classes where everyone is interested and actively engaged, though, students are focused on the target language, not the teacher. Use of the L1 among students only presents a prob-

lem when students have sought to confirm information via their peers. The explanation given between students may not be correct, which the teacher would miss.

The issue of whether or not to use L1 in classroom is very complex and teachers have different attitudes towards this issues. In general, while dealing with English teaching, there should be equality in using both L1 and L2 in class.

To sum up, it is recommended that first language and second language should consciously be used when it is a direct necessity. However, From the teachers' points of view, the mother tongue should be used more during the beginner or elementary stage, as the end solution in learning process, and should be reduced dropped completely as the learners' proficiency improves to a higher level.

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## BASIC PRINCIPLES OF TEACHING THE ENGLISH LANGUAGE AS SECOND

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***Abstract.** This article deals with the issues of teaching English as second language and points out the principles of how to teach a target language as well as the peculiarities of communication principle.*

**Key words:** communicative orientation, language material, intellectuality.

As far as the result of teaching of pupils foreign language is formation their skills of using language as means of intercourse, the leading principle is the principle of a communicative orientation.

Its main function is in creation of all conditions of communications: motives, purposes and problems of intercourse. The communicative orientation defines selection and the organization of language material, its situational conditionality, communicative value both speech and training exercises, communicative formulation of educational problems, organization and structure of the lesson. This principle assumes creation of conditions for speaking and intellectual activity of pupils during each moment of teaching [1; 22-23].

Proceeding from the aforesaid teacher should follow the rules:

**1) Principle of communicative orientation**

- Rule 1 – Selection of situations.
- Rule 2 – Recurrence and novelty.
- Rule 3 – Participation of everyone in intercourse.
- Rule 4 – Favorable conditions for intercourse.

**Rule 5 – Communicativeness of tasks.**

As far as juniors have still insignificant experience of collective intercourse and they are taught not only to associate in English, but also to associate in general, teacher should provide the support on pupils' realizing the models of intercourse in native language, realizing the communicative function of this or that language unit. Realization of this principle is carried out through system of cognitive problems, solving which children "open" laws of the native language. On the basis of this realizing there is children's acquaintance with the form and functions of corresponding units of English language. Proceeding from this, it is possible to plan some rules – following which allows realizing this principle in teaching and educational process.

**2) Principle of support on the native language:**

- Rule 1. Display of generality between Russian and English languages.
  - Rule 2. Formation of the common educational skills.
  - Rule 3. Use of similarity and distinctions in the script.
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- Rule 4. Use of similarity and distinctions in pronunciation.

- Rule 5. Uses of carry and avoidance of interference in teaching vocabulary and grammar.

It is established, that for each kind of speaking activity “set” of actions and even the lexical and grammatical registration [2; 34]. It has allowed formulating methodical principle of the differentiated approach in teaching a foreign language.

Thus the differentiation is carried out as though at different levels of generalization – precise differentiation is conducted in teaching:

- oral and written speech;
- speaking and listening;
- reading aloud and reading silently;
- Script and spelling.

In teaching English language process of integration is realized, it shows, first of all, that mastering of various aspects of language, its phonetics, grammar, lexicon occurs not separately as certain discrete components of language, but is also integrated. Pupils seize and acquire them during carrying out of speech actions which realization can demand the use of a word, word forms, a word-combination, super phrase unity and, at last, the text, caused by situations of intercourse.

Considering the given specific principle of teaching the English language it is possible to formulate rules, their observance will help the teacher to realize this principle.

**3) Principle of differentiation and integration:**

- Rule 1. The account of specificity of each kind of speaking activity.

- Rule 2. Use of teacher’s speech and sound recording for listening.

- Rule 3. Teaching monologic speech, proceeding from features of each form.

- Rule 4. Teaching reading aloud and silently in view of features of each form.

- Rule 5. Mastering of aspects of language in speech units.

- Rule 6. Use semi-typed font in teaching writing.

In a basis of teaching any subject at school including foreign language, there are general didactic principles. Such principles are: scientific character, availability, presentation in teaching, an individual approach in conditions of collective work and others.

To sum up, due to training memory of the pupil is enriched with new units of language and automatism in their use is developed. At application of new vocabulary organizing function of the teacher is shown most precisely. He should create favorable conditions, benevolent atmosphere for normal course of the speech act. At application of new vocabulary it is supervised formulation of speaking skills, it is established, how the pupil can use each of them in the practical purposes.

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**VOCABULARY AND LANGUAGE TEACHING METHODS**


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**ABTRACT**

*The current article addresses the issues of Contemporary English Vocabulary trends, and is aimed at finding how high-frequency words of English can help students understand authentic reading materials in the target language. It also tries to find what sort of authentic reading materials contain more high frequency words and are appropriate for using in reading and vocabulary classes to boost vocabulary enrichment of the students.*

*According to mathematical-linguistic research on finding how much percent of authentic reading materials are high-frequency words plus two weeks of teaching has been done by the researcher to find what types of authentic reading materials interest them.*

**Introduction**

The term 'Vocabulary' has some different meanings. The Longman Dictionary of Contemporary English (2003) defines it as follows:

All the words a person knows and uses in their speech (lexicon).

All the words in a particular language

Word lists with explanation or translations that are often found at the back of a book for learning foreign languages (glossary).

In our case, most of the time we mean the second meaning of the word, when we talk about vocabulary and its teaching. In addition to that, sometimes we mean the first definition of vocabulary when we talk about how many words a student knows or how much vocabulary they have.

**Importance of Vocabulary Teaching and Learning.**

One thing that most of the students and teachers of English, researchers and linguists who are working in this field generally agree that vocabulary learning in learning English or any other foreign lan-

guage is of a great importance during their studies. The reason for this is that vocabulary certainly plays a big role in using the language to communicate and express thoughts and feelings. The role of vocabulary in using a language productively and effectively is regarded high. As a consequence teachers also pay more attention to the teaching of vocabulary now while teaching a foreign language. A lot of students are becoming sure that knowing a good deal of vocabulary in a foreign language highly increases their communicative competence and results in better and more meaningful communication because after learning a good deal vocabulary they can easily master their language skills of speaking and listening, reading and writing. As they master their language skills, we are one more time assured that teaching vocabulary is important in Communicative Language Teaching. As Nation (1994) says having a good deal of vocabulary makes the skills of listening, reading, writing and speaking easier to perform. The

more words a learner knows in a foreign language the better language learner they will become: they will be able to speak it more fluently, they will be able to express their ideas more clearly and they will be able to comprehend more reading materials in that language and etc.

As Folse (2004) says “basic level of vocabulary will allow learners to communicate some ideas to certain degree; better communication can be accomplished when learners have acquired more vocabulary”. He says that the more vocabulary a learner acquires the better speaker or communicator he or she will become and can express his or her opinions and thoughts in better and more comprehensible way. Constantly learning a good deal of vocabulary results in a constant rise in student’s communicative competence.

Teachers and linguists thought that students could learn sufficient vocabulary to communicate while learning the grammar of the target language or mastering the other languages skills such as reading. Students were expected to build their lexicon as they learn a language. As a result many of them didn’t learn sufficient vocabulary as expected. They failed to communicate their ideas as they lacked sufficient vocabulary.

As Moras (2011) argues that this traditional vocabulary learning has been proved not enough to ensure a wider range of meaningful communication. He argues that this traditional method failed to enable students to be able to become a good language speaker with good communicative competence. He goes on to say that if students acquire a lot of vocabulary while learning a

foreign language grammar, most of the time, students have them as a receptive knowledge of a wide range of vocabulary, but most of them lack productive use of that vocabulary. As classes did not provide enough practice for the words. What he suggests is that new vocabulary should be integrated into everyday use of the students and should be taught intentionally and with an explicit attention to it and the students should be facilitated to come across with that vocabulary on a number of occasions in their English classes. In this way only, we can expect the learners to have a large variety of vocabulary to be a good language user with communicative skills.

Taking into consideration this, EFL teachers have implemented and are implementing vocabulary now as a separate class or paying a greater attention to it in other skill based classes. Vocabulary teaching is being regarded important in English classes in many places. It is not being neglected as it was in the past. Nation (2001) pointed out that it is important to learn vocabulary, as it makes up a large part of any language. He says that vocabulary is a very important part of the language and makes up a large part of it. So we can’t neglect it and go over without learning it properly. Also, Green and Meara (1995) say that “learners need vocabulary and see acquisition of vocabulary as their greatest challenge” and they continue to say that, vocabulary learning should be their first goal when learning any foreign language, not only in English, in all other languages of the world, without the knowledge of vocabulary one can’t express themselves properly. Carter

(1987) pointed out that the gradual development of foreign language lexicon is a fundamental part of the process of learning a foreign language. He says that learners should work hard to build and develop their foreign language lexicon across all their studies. They should know plenty of words on a wide range of topics to be able to communicate freely and cohesively.

For good vocabulary learning, Communicative language teaching provides good basis, the more vocabulary the student has, the better communication can be achieved says Folse (2004). However, foreign languages haven't always been taught this way. There have been another method of teaching. For a long time, languages were taught through a method what linguists call grammar translation method. Although my research topic isn't language teaching methods, I believe that it is vital to shed some light on them and give some information on them as well.

While talking about grammar translation method Folse (2004) says grammar translation method is based mainly on learning grammar rules and being able to translate sentences from the source language to the target language. Usually in grammar translation method, students are taught grammar rules systematically, and they practice translation of sentences and texts. Vocabulary is often neglected and students are expected to learn vocabulary themselves while being exposed to the target language, for example, while reading texts and translating them. This method has been used for a long time in the history of language teaching. Of course, although it is rejected now by many linguists and

teachers of English, this method has been used to teach English for centuries and it has shown its effectiveness. For example, in the former USSR, language teaching was wholly based on grammar translation and there was great progress in learning and teaching English.

After some research and advances in language teaching, the backwards and issues the grammar translation method has came to the light. As this method of teaching usually didn't improve students' communicative competence and even after the finishing the course many of the students lacked vocabulary to interact on various topics, the grammar translation method was rejected by many linguists and teachers at the end.

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## WEB –КВЕСТ КАК ЭЛЕМЕНТ РАЗВИТИЯ МЕДИАКОМПЕТЕНТНОСТИ СТУДЕНТОВ ПРИ ИЗУЧЕНИИ РУССКОЙ ЛИТЕРАТУРЫ

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**Аннотация:** В статье рассматриваются некоторые методические приемы применения интерактивных технологий на занятиях по русской литературе.

**Ключевые слова:** веб-квест технология; коммуникативные задачи; невербальная коммуникация; интерактивная групповая учебная деятельность, медиокомпетентность.

**Annotation:** The article deals with some methodological methods of using interactive technologies in the classroom of Russian literature.

**Key words:** web quest technology; communicative tasks; non-verbal communication; interactive group educational activity, media competence.

Глобальный процесс информатизации общества и культуры в Республике Узбекистан ставит новые задачи перед образовательной системой. Одним из путей воспитания самостоятельной, творческой личности, способной свободно ориентироваться в существующем медиамире, является целенаправленное, продуманное включение современных информационных средств в образовательный процесс.

На современном этапе развития образовательной системы появляются новые технологии и деятельностные формы взаимодействия с обучающимися, в основе которых лежит их активизация и включение в образовательный процесс. Наиболее востребованными становятся интерактивные фор-

мы, позволяющие задействовать всех участников образовательного процесса, реализовать их творческие способности, воплощать имеющиеся знания и навыки в практической деятельности. К таким формам организации образовательной деятельности относятся интерактивная игра, мастер-класс, проектная деятельность, создание проблемных ситуаций, экспериментирование и многое другое. Все эти формы могут существовать как отдельно взятые элементы, а могут сочетаться между собой и варьироваться педагогом при планировании учебных занятий. Особенно хорошо они сочетаются в квест-технологии, или как еще называют образовательный квест, который пользуется популярностью у подростков и взрослых благодаря не-

ординарной организации образовательной деятельности и захватывающего сюжета.

Об использовании Интернет-технологий и ресурсов в системе образования в свое время говорила и Евгения Семеновна Полат (1937-2007) – доктор педагогических наук, профессор, заведующая лабораторией дистанционного обучения ИСМО РАО, а методологической основой формирования медиакомпетентности являются работы Федорова Александра Викторовича – доктора педагогических наук, профессора, руководителя проекта «Медиаобразование в России». [3, С. 207-209].

В настоящее время в различных сферах деятельности ощущается нехватка специалистов, способных самостоятельно и в команде решать возникающие проблемы, делать это с помощью Интернета. Поэтому работа студентов в таком варианте проектной деятельности, как веб-квест, разнообразит учебный процесс, сделает его живым и интересным. А полученный опыт принесет свои плоды в будущем, потому что при работе над этим проектом развивается ряд компетенций:

- использование ИТ для решения профессиональных задач (в том числе для поиска необходимой информации, оформления результатов работы в виде компьютерных презентаций, веб-сайтов, флеш-роликов, баз данных и т.д.);
- самообучение и самоорганизация;
- работа в команде (планирование, распределение функций, взаимопомощь, взаимоконтроль);

- умение находить несколько способов решений проблемной ситуации, определять наиболее рациональный вариант, обосновывать свой выбор;

- навык публичных выступлений (обязательно проведение предзащит и защит проектов с выступлениями авторов, с вопросами, дискуссиями).

***Итак, что же такое веб-квест?***

**«Образовательный веб-квест** – это сайт в Интернете, с которым работают учащиеся, выполняя ту или иную учебную задачу. Разрабатываются такие веб-квесты для максимальной интеграции Интернета в различные учебные предметы на разных уровнях обучения в учебном процессе. Они охватывают отдельную проблему, учебный предмет, тему, могут быть и межпредметными.

Впервые термин «квест» в качестве образовательной технологии был предложен летом 1995 года Берни Доджем, профессором образовательных технологий Университета Сан-Диего. Ученый разрабатывал инновационные приложения Internet для интеграции в учебный процесс при преподавании различных учебных предметов на разных уровнях обучения. Квестом он назвал сайт, содержащий проблемное задание и предлагающий самостоятельный поиск информации в сети Интернет.

Попытки расширить и дополнить определение Берни Доджа были предприняты Томасом Марчем, который значительно детализировал понятие и представил ряд теоретических формулировок, помогающих глубже проникнуть в суть технологии квеста.

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Во многом опираясь на труды Л.С. Выготского, Т. Марч утверждал, что этот вид поисковой деятельности нуждается в «опорах», которые должен предоставить учитель. Опоры – это помощь учащимся работать вне зоны их реальных умений. Примерами опор могут быть такие виды деятельности, которые помогают учащимся правильно строить план исследования, вовлекают их в решение проблемы, направляют внимание на самые существенные аспекты изучения. [2, С. 17-19].

#### **Различают два типа веб-квестов:**

**для кратковременной** (цель: углубление знаний и их интеграция, рассчитаны на одно-три занятия);

**и длительной работы** (цель: углубление и преобразование знаний учащихся, рассчитаны на длительный срок – может быть, на семестр или учебный год).

Особенностью образовательных веб-квестов является то, что часть или вся информация для самостоятельной или групповой работы учащихся с ним находится на различных веб-сайтах. Кроме того, результатом работы с веб-квестом является публикация работ учащихся в виде веб-страниц и веб-сайтов (локально или в Интернет)» [3, С. 27-29].

#### **Определены следующие виды заданий для веб-квестов:**

- *Пересказ* – демонстрация понимания темы на основе представления материалов из разных источников в новом формате: создание презентации, плаката, рассказа.

- *Планирование и проектирование* –

разработка плана или проекта на основе заданных условий.

- *Самопознание* – любые аспекты исследования личности.

- *Компиляция* – трансформация формата информации, полученной из разных источников: создание книги кулинарных рецептов, виртуальной выставки, капсулы времени, капсулы культуры.

- *Творческое задание* – творческая работа в определенном жанре – создание пьесы, стихотворения, песни, видеоролика.

- *Оценка* – обоснование определенной точки зрения.

- *Журналистское расследование* – объективное изложение информации (разделение мнений и фактов).

- *Научные исследования* – изучение различных явлений, открытий, фактов на основе уникальных он-лайн источников.

#### **Структура веб-квеста, требования к его отдельным элементам:**

*Ясное вступление*, где четко описаны главные роли участников или сценарий квеста, предварительный план работы, обзор всего квеста.

*Центральное задание*, которое понятно, интересно и выполнимо. Четко определен итоговый результат самостоятельной работы (например, задана серия вопросов, на которые нужно найти ответы, прописана проблема, которую нужно решить, определена позиция, которая должна быть защищена, и указана другая деятельность, которая направлена на переработку и представление результатов, исходя из собранной информации).

*Список информационных ресурсов* (в электронном виде – на компакт-дисках, видео и аудио носителях, в бумажном виде, ссылки на ресурсы в Интернет, адреса веб-сайтов по теме), необходимых для выполнения задания. Этот список должен быть аннотированным.

*Описание процедуры работы*, которую необходимо выполнить каждому участнику квеста при самостоятельном выполнении задания (этапы).

*Описание критериев и параметров оценки веб-квеста*. Критерии оценки зависят от типа учебных задач, которые решаются в веб-квесте.

*Руководство к действиям* (как организовать и представить собранную информацию), которое может быть представлено в виде направляющих вопросов, организующих учебную работу (например, связанных с определением временных рамок, общей концепцией, рекомендациями по использованию электронных источников, представлением «заготовок» веб-страниц и др.).

*Заключение*, где суммируется опыт, который будет получен участниками при выполнении самостоятельной работы над веб-квестом. Иногда полезно включить в заключение риторические вопросы, стимулирующие активность учащихся продолжить свои опыты в дальнейшем.

Задачи могут быть различными по своему содержанию и наполнению: творческие, активные, интеллектуальные и т.п. Особенно значимо, что квесты могут проходить как в закрытом

пространстве, так и на улице, на природе, охватывая все окружающее пространство. [3, С. 227-229].

Посмотреть ВЕБ-КВЕСТЫ<sup>1</sup> по литературе можно на сайтах, и пройдя по ссылкам:

**ВЕБ – КВЕСТ «Слово о полку Игореве – героический пролог русской литературы»** <https://sites.google.com/site/kvesturok/>

**ВЕБ – КВЕСТ «Прокурор общественной жизни» (М.Е. Салтыков – Щедрин**

**ВЕБ – КВЕСТ «Карамзин – есть первый наш историк и последний летописец,...»** <https://sites.google.com/site/karamzinpisateliistorik/home>

Таким образом, технология веб-квест в помогает студентам: добывать знания самостоятельно; выстраивать работу по алгоритму; приобретать навыки, используя различные виды деятельности, такие, как поиск и систематизация информации по теме; проведение исследования в образовательной среде, формулирование выявленной закономерности в виде гипотезы, её доказательство и представление результатов работы..

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## IDIOMATIC PHRASES AND EXPRESSIONS RELATED TO TOURISM INDUSTRY IN ENGLISH, UZBEK AND RUSSIAN LANGUAGES

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**Annotation:** *This article aims at focusing on idioms and expressions related to tourism in English, Uzbek and Russian languages and attempts to show a fresh look at the idiomatic phrases that make English, Uzbek and Russian languages the rich and intriguing language that it is.*

**Key words:** idioms, phrases, expressions, research, practical direction, tourism

**Аннотация:** *Эта статья посвящается идиом и выражениям, связанных с туризмом на английском, узбекском и русском языках и попытках показать новый взгляд на идиоматические фразы, которые делают английский, узбекский и русский язык богатым и интригующим языком.*

**Ключевые слова:** идиомы, фразы, выражения, исследование, практическое направление, туризм

Among figures of speech, idioms represent a set expression of two or more words that means something other than the literal meaning of its individual words. According to Oxford Advanced Learner's Dictionary an idiom "is a phrase or sentences whose meaning is not clear from the meaning of its individual words and which must be learnt as a whole unit"<sup>1</sup>. The meaning of the idioms can be sometimes understood by looking the words up in a dictionary and using some common sense and imagination and the context of the phrase. Makkai divides idioms into two categories<sup>2</sup>:

Idioms of encoding (identifiable) which are those idiosyncratic lexical combinations that have transparent meaning involving collocational preferences and restrictions.

Idioms of decoding (non-identifiable) refer to those non-identifiable and misleading lexical expressions whose inter-

pretations could not be comprehended on the basis of only learning linguistics connectors. (e.g. to beat about the bush).

Idioms has swiftly proven to raise controversies due to their versatility and unpredictable behavior. To learn a language a person needs to learn the words in that language and how and when to use them. But people also need to learn idioms separately because certain words together or at certain times can have different meanings.

Knowledge of these idioms would be useful to all English speakers who are planning to spend some time travelling or working in Britain as the saying goes: "when in Rome do as Romans do"<sup>3</sup>. Given the nature of this study namely to capture the way connotations attributed to travelling are reflected in idiomatic expressions the present paper is referred to a wide variety of sources. Miscellaneous information will be correlated from academic and

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1 [www.oxford.journals.org](http://www.oxford.journals.org)

2 Makkai, A., -Idioms Structure in English, Janua Linguarum, Series Maior, 1972

3 Penguin Dictionary of English Idioms, Penguin Books

non academic reviews, websites, travel brochures, etc. English is a versatile language and tourism and travelling English, Uzbek and Russian are no exception but there is a real challenge for students had those who need to practice translation of some idioms or idiomatic expressions related to travel and tourism.

Practical direction – a list of idioms/ idiomatic expressions/common phrases related to traveling.

In the section below we provide a list of some common English, Uzbek and Russian phrases used by travelers which will assist you in developing your vocabulary in a wide variety of possible travel-related situations<sup>4</sup>:

**Desk clerk** – навбатчи администратор – дежурный администратор

**Room service** – хизмат кўрсатадиган бўлим – бюро обслуживания

**Hitch-hike** – сафарга чиқиш – путешествовать на попутках

**Make a journey** – саёхатни тугатиш – совершить путешествие

**To set off for a journey** – саёхатга жонаб кетиш- отправиться в путешествие

**Go on a two-day trip** – икки кунли саёрга чиқиш – отправиться в двухдневный поход

**Travel agency** – саёхат бюроси – Бюро путешествий

**Package tour / holiday** – тур пакетлар орқали саёхатга чиқиш-путешествие по туристической путевке

**Buy a package tour** – тур пакет сотиш олиш – купить туристическую путевку

**Reserved booking** – брон, олдиндан буюртма қилиш – предварительный заказ, бронирование

**Book tickets** – олдиндан чипта сотиш олиш – купить билеты (заранее)

**Get tickets** – чипта олиш – достать билеты

**Book tickets in advance** – олдиндан чипталарни буюртма қилиш – заказать билеты заранее

**Deliver the tickets** – чипталарни етказиб бериш – доставить билеты

**Have (the tickets) delivered** – чипталарни уйга етказиб бериш – получить билеты с доставкой на дом

**A ticket for a train, a plane** – поезд, самолет чипталари – билет на поезд, самолет

The meaning of the idioms can be sometimes understood by looking the words up in a dictionary. Finding idioms in a general dictionary is a slow and laborious task so it is hoped that this list of idioms and idiomatic phrases and expressions used in travelling and tourism will provide assistance in a practical way. It has been observed that native English speaking professors use idiomatic expressions when teaching in EFL/ESL classrooms having an important impact on academic performance. The idiom and idiomatic phrases present troublesome expressions that cannot be translated word, that's why they must be given in a special dictionary as ready-made expressions with their translation.

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<sup>4</sup> Cambridge Dictionary of American English – Paul Heacock, Cambridge University Press, 2003

## THE PRINCIPLES OF EXPLANATION SOME PERSIAN-TAJIK BORROWED PHRASEOLOGISMS

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PhD G.Adashullaeva

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**Abstrakt:** *In this article, we will introduce the laws of the pronounced expressions, phraseological units, also a semantic analysis of phraseological units with elements of the Persian-Tajik language and ways of developing of languages.*

**Key words:** borrowing, polisemantism, component, borrowed phraseological units, formation

**Аннотация:** *В данной статье речь вводится о закономерностях заимствованных выражениях, фразеологических единиц, также семантический анализ фразеологизмов с элементами персидско-таджикского языка и пути развития языков.*

**Ключевые слова:** заимствование, полисемантизм, компонент, заимствованные фразеологизмы, формирование

It is well-known that inner source possibilities are considered as the main factors of enriching the dictionary of every language, in particular, the Uzbek language. Though as any language in the world, the Uzbek language is not satisfied by its words, its layer richness and possibilities. The outer factor plays an important role in enriching and developing the dictionary of the Uzbek language. Generally, every language can't exist in pure state. Really, different languages have definite relations in various historical conditions. Ancient roots of the Uzbek language, then the language itself came across and interrelated with several languages during historical development for many centuries. They are ancient Iranian languages (ancient Sogdian language, ancient Khorezm language), ancient Altay and Chinese languages; ancient Greek and Indian languages; Arabian, Mongolian, Uygur; classic Persian-Tajik lan-

guage, Tajik people language and Russian language. The Uzbek language has influenced by these languages. They influenced to dictionary of the Uzbek language and Persian-Tajik, Arabian and Russian languages have mostly enriched it [3,113;4,5-17].

Several words have borrowed from them into Uzbek language, the borrowed words had formed some phraseologisms and they created its dictionary and phraseologic layer in lexical and phraseological system of the language. In other words, Tajik, Arabian and Russian words in the lexis of the Uzbek language are mostly met, formed phraseologisms on the basis of this borrowed layer are considered as the layer of borrowed phraseologisms in phraseological system of the Uzbek language.

For instance, there are several phrases with two-components borrowed from the Tajik language as ... [2, 165-200; 1, 40-45].

One of them is “dardi bedavo” (lumber) and has a polysemantic character [Explanation dictionary of the Uzbek language, 1,94]: 1) incurable illness. (Due to unfaithful beloved became incurable,

Frightened from the death I weep) (Khamza. Secrets of paranja);

2) figurative, inherent to conversational language: impossible to mend or reform the object or person.

This borrowing phrase is noted in Phraseological dictionary of the Uzbek language as simple: dardi bedavo (lumber)- impossible to reform, to escape, lumber [PDUL, 71].

In Explanation dictionary of the Uzbek language, 5th volume, the explanation of phrase “lumber” based on the EDUL, but there are some differences in the later one. Let’s look at lexicographic explanation of this borrowed phrase in order to imagine it [EDUL-5, 1, 205]: Dardi bedavo (lumber)-1) incurable illness; 2) fig. impossible to reform, to escape, lumber: ... (It is very lumber one!) (UzAS). There is also another meaning of “dardi bedavo” –half-and-halfer (bungler) [SURPD, 82]. This explanation isn’t given in EDUL.

Persian-Tajik phrase “azbaroyi” (for the sake of) is often used in explaining the meanings of “because of, for”. The polysemantic phrases as “azbaroyi xudo” (for the sake of) and “azbaroyi shifo” (for the health) were formed with the help of it [EDUL, 1,30]: azbaroyi xudo (for the sake of)-1) for the god, for the sake; 2) by God: Hearing that, by God, I was so angry (Aybek, Sacred blood). Azbaroyi shifo (for the health) 1) to be healthy: Take the

medicine for the sake of health (UzAS, 7.04.2004); 2) same, for the name of God: For the name of God, what is it? (Uzbekistan voice, newspaper, 10.01.2006).

But these two borrowed phrases weren’t given in FDUL as polysemantic ones, they presented as synonym phrases [FDUL,18]: azbaroyi xudo-call to believing (as introduction word): For the name of God, you haven’t honesty! (P.Tursun. Ukituvchi)

“Azbaroyi xudo” was given as monosemantic phrase, “azbaroyi shifo” as polysemantic phrase in SURPD [SURPD,15]. They weren’t given in EDUL.

Azbaroyi shifo-call to believing ( as introduction): For the sake, I forgot its name being in a hurry (I.Maksudi. Laylat-ulkadr); For the sake of God, there isn’t so good man in the world (Sh. Toshmatov. The freedom).

We find out that almost hundred Tajik steady phrases used in the Uzbek language. Their main part is included to conversational process and they have idiomatic-phraseological character, components’ meaning is transmitted fully or partially. For instance: dardi sar (headache)-problem; deradi bedavo (incurable illness)-lumber; tarjimai hol (biography); gultoji xuroz (originally:gultoji khurus); charkha falak, gumbazi davvor (circled dome-sky) etc. These Tajik steady phrases were borrowed completely and they were adopted as lexical-phraseological unity due to structural-typological difference. If we pay attention to the meaning of structural phrases, grammar structure, we would find out that the majority of these components aren’t used in

the Uzbek language separately. For example, the word-component “bozor” (market) in the phrase bozor(i) shab (market at night) has general meaning in both languages, but the word “shab” (night) isn’t used in the Uzbek language. And the semantic of the word-component “margimush” (“marg” –death, “mush”-mouse, the meaning is the death of the mouse) isn’t a definite word for Uzbek, the morphological structure isn’t indefinite. The word “juvonmarg” which often used in Uzbek oral conversation speech is the same. The first part the of word “holvaytar//holvay(i)tar” reminds the word “holva”, but for the uzbek language the second part is indefinite and it changed phonetically: “holvaytar”. Due to no understanding the lexical-grammatical link among components of steady phrases, some of them are admitted as complete lexical unit and formed as complex word which pronounced with complete stress [5,36-38]. That’s why, the main part of Tajik steady phrases used in oral and written speech of Uzbeks can be changed phonetically: “astoydil” (“az tahti dil”- from all heart), “shur peshona” (“shuri peshona”-miserable), “sohibjamol” (“sohibi jamol”- pretty); “xotirjam” (“xotiri jam”-quite), “holvaytar” (“holvai tar”- wet halva); “sahar mardon” (“sahari mardon”-morning) etc.

So, in forming Persian-tajik borrowed

phraseologisms Persian-tajik word-components in their structure have a special place. There are differentiations in presenting Persian-tajik borrowed phraseologisms as monosemantic or polysemantic phrases in EDUL-5, FDUL, EDPUL and SURPD.

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## ACRONYMS AND INITIALISMS IN TEACHING/LEARNING ENGLISH

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***Аннотация:** В этой статье обсуждаются несколько сокращений и инициализмов в преподавании и изучении английского языка. Кроме того, общая информация о типах экзаменов по английскому языку также включена для изучающих язык.*

**Ключевые слова:** Сокращений, инициализмы, TEFL, TESOL, CELTA, BULAT, IELTS, TOEFL, TOEIC, сертификат, получить, приобрести.

***Annotation:** In this article is discussed several Acronyms and Initialisms in teaching and learning English. As well as, general information about English exam types are also included for language learners.*

**Key words:** Acronyms, Initialisms, TEFL, TESOL, CELTA, BULAT, IELTS, TOEFL, TOEIC, certificate, obtain, acquire.

According to Vangie Beal, an acronym is a word that is formed by combining some parts (usually the first letters) of some other terms. In everyday speech, the term is also used to refer to initialisms, which are combinations of letters representing a longer phrase. For example, CRT is an initialism for cathode ray tube. The difference is that an acronym is pronounced as if it were a word rather than just a series of individual letters<sup>1</sup>.

An acronym is a pronounceable word formed from the first letter (or first few letters) of each word in a phrase or title. Sometimes, the newly combined letters create a new word that becomes a part of everyday language. In this thesis, there are described and summarized several acronyms and initialisms that related to Eng-

lish language teaching and learning by the author. We hope that this glossary materials to assist everyone to encounter teaching career and outcome learning difficulties of learners and instructors.

Recently, most teachers apply for a different International certificates for becoming qualified specialists or to work in several parts of the globe. For these, they usually obtain international teaching certificates. At the bottom, there are explained such type of certificates and their differences.

A TEFL (Teaching English as a foreign language) certificate covers the fundamental concepts and practical application that apply to Teaching English as a Foreign Language. A TEFL certificate, when issued from a reputable institution, is a professional certification, but it is not a teaching license. TEFL certification is usually required or highly recommended

<sup>1</sup> <https://www.webopedia.com/TERM/A/acronym.html>

for ESL jobs. It also specializes the skills of licensed teachers hoping to teach overseas. However, it cannot replace a government-issued teaching license. This certification can improve teacher's applications and can increase potential earnings. It often benefits educators planning to teach abroad by identifying common language barriers, introducing culturally appropriate teaching techniques for working with non-native speakers and help teachers develop cultural fluency. At least, TEFL certificate is highly recommended for teachers who wish to teach abroad.

TEFL was primarily focused on helping people who didn't speak English in their day-to-day life in their native countries. People who might be from Russian cities where only their native language was spoken, would be an example.

TESL, on the other hand, was the approach developed for people who came from countries that used English in some capacity, such as in government and business related affairs. These types of learners have a background that includes English, but still requires a formal education to gain a complete comprehension of the language.

TESL (Teaching English as a Second Language) similarly to TEFL, TESL prepares educators to teach English to non-English speakers. The significant difference between these two certifications is the intended teaching location. TESL courses are geared toward teachers planning to teach English to speakers of foreign languages living in a native-English speaking country.

A TESL qualification is an advantage for teachers looking for work in English

speaking countries, such as the United Kingdom, Canada, the United States, and Australia. Whereas TEFL is more geared toward teachers planning to relocate temporarily or permanently abroad, TESL is a suitable course choice for those looking to expand their careers.

If someone interests in teaching English to people from other countries, they come across the term TESOL (Teaching English to Speakers of Other Languages). This is a more modern term that encompasses the old way of describing this sector of education. The importance of TESOL is more apparent than ever in our increasingly global and diverse world.

Thousands of teachers around the world have found this an invaluable certificate-level qualification. Having a TESOL Certificate will give the skills to teach English to speakers of other languages whose first language is not English, especially in an English-speaking countries. Furthermore, it provides the base for teachers to teach in both non-native English countries and within English speaking countries. It provides a solid basis for teachers and for developing personal expertise in a diverse range of English teaching situations. TESOL certification is a vital element of any professional training program. Therefore, the demand for teachers with training in TESOL is very high around the world.

CELTA (Certificate in English Language Teaching to Adults) is an initial teacher training qualification for teaching English as a second or foreign language (ESL and EFL). It is provided

by Cambridge English Language Assessment through authorised Cambridge English Teaching Qualification centres and can be taken either full-time or part-time. CELTA was developed to be suitable both for those interested in Teaching English as a Foreign Language (TEFL) and for Teaching English to the Speakers of Other Languages (TESOL).

CELTA is designed for candidates with little or no previous English language teaching (ELT) experience. It is also taken by candidates with some teaching experience who have received little practical teacher training or who wish to gain internationally recognized qualification. Candidates should have English language skills equivalent to at least C1 of the Common European Framework of Reference for Languages (CEFR) or an IELTS score of 7.5.

CELTA gives equal emphasis to theory and practice. The strong practical element demonstrates to employers that successful candidates have the skills to succeed in the classroom. Courses can be taken full-time or part-time and either face-to-face or online. A full-time, face-to-face course typically lasts between four and five weeks.<sup>2</sup>

The following testing acronyms all relate to a few well-known and internationally accepted tests.

**BULATS** – Business Language Testing Services.

**IELTS** – International English Language Testing System.

**TOEFL** – Test Of English as a Foreign Language.

**TOEIC** – Test Of English for International Communication.

**BULATS** (The Business Language Testing Service ) is an English language test provided by Cambridge English Language Assessment. It assesses the level of a person in a used language and in a professional context. This foreign language skills assessment is validated by a two-years valid certificate. *BULATS* is a flexible online tool that assesses English language skills for business, industry and commerce. It helps you develop a workforce that is confident communicating in international business environments.

**TOEFL** (Test of English as a Foreign Language). A test in standard American English, administered to people whose first language is not English. The scores are used to determine eligibility for college or university admittance, or hiring and placement within companies or professional and governmental programs in the US.

**TOEIC** (The Test of English for International Communication) is an English language test designed specifically to measure the everyday English skills of people working in an international environment.” There are different forms of the exam: The TOEIC Listening & Reading Test consists of two equally graded tests of comprehension assessment activities totaling a possible 990 score; There are also the TOEIC Speaking and Writing Tests. The TOEIC speaking test is composed of tasks that assess pronunciation, intonation and stress, vocabulary, grammar, cohesion, relevance of content and completeness of content. The TOEIC Writing

<sup>2</sup> <https://en.wikipedia.org/wiki/CELTA>

test is composed of tasks that assess grammar, relevance of sentences to the pictures, quality and variety of sentences, vocabulary, organization, and whether the opinion is supported with reason and/or examples. Both assessments use a score scale of 0 – 200.<sup>3</sup>

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<sup>3</sup> <https://en.wikipedia.org/wiki/TOEIC>

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## IN THE STORIES OF NORMUROD NORKOBILOV, THE IMAGE OF NATURE AND THE SPECIFIC INTERPRETATION OF PERMISSION

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Creating a hero to the artistic and raising it to the level of the character requires great skill from the writer. The character clearly conveys the artistic concept to the reader. Each hero created by the writer plays an important role in the realization of the author's artistic intention. For this reason, any writer tries to bring his acapu heroes to the level of life type. Through the same heroic behavior, he achieves a level of artistic reality of vital reality. It does not matter whether the hero of the Bunda acap is human or figurative. The writer intends to describe in both types of heroes one goal – a person. Therefore, achieving the figurative symbols to be understood by the reader at the level of the human image requires great skill

There are works in the world literature that have been brought to the level of leading emblems, such as the natural world of plants (the green world), the creature (the animal world), the world of inanimate things, through their actions, interconnectedness, “intuition and thoughts” the spiritual world of a person who is considered to be a blessing. Chingiz Aitmatov's novel “The Hour”, including wolves like Akbara and Toshchaynar, horse in the story “Alvido, Gulsary”, Lost in Ernest Seton Thompson's “The Wild Horse” story, and the dog's essay on Mukhtar Avezov's “Kukyol” story.

In the series of stories and stories of Uzbek writer Normurod Norkobilov, images of animals and plants and various “representatives” of the whole world are created, which describe the positive and negative aspects of man's spirituality and encourage them to come up with an observation of natural phenomena in human life. The well-known literary critic A.Rasulov, commenting on these features in the stories and stories, writer N.Norqobilov wrote: “His works describe complicated animal and human relationships. The writer looks at the world of the grass (green nature), as well as the cemetery (mountain pebbles, hills). In his story “The Rocks Cried”, he was skillfully engrossed in man and stone, mountain and man. The animal world can not be separated from the green world.

In the “Pakhmok” story, the bear smashes the fruits like hawks, dirt, and apples. A heroine of the story “The Man of the Mountain” falls into the ravine. The roaring horn of a tree growing on the rocks will “catch” him. The writer can achieve the same natural expression of the animal, the plant, the animal. It is natural: animal, vegetable, and bird is a parent: they are born as human beings. “

Narymbekov's ”Dog of the jungle “ is the same as Karavay. He treats dogs like

people around him, he is good friends, punishes the bad. In the case of people, he behaves just like a man. He will respond to their greetings with goodness and to their evil deeds. In the story of Ganim, when a teenager named Safar died, Toldmas would join, and the wolf could not find a place for himself. The wolf manifested his loyalty to his wife in the wolf's behavior, and his deeds glorified him, thereby demonstrating that he was an exemplary man for some people. Indeed, the wolf man erupted in the stomach of the wounded man, and his life spared the body of his body.

There is a ran that the environment plays an important role in the upbringing of the ogam child. It is possible to find out from every aspect of life that the negation of the idea is correct. The role of the family in the upbringing of a child, his becoming a good or bad person, one can never ignore the interaction of the family and the neighborhood. From a family that is morally harmonious, a dirt-free ogam will not come out. On the contrary, it is also hard to believe that a decent person will grow out of families that do not follow the criteria of morality. There is another side to the issue. An adult child who is brought up in a stable family can also go to the bad side if he falls into an unfavorable environment. "Dog of the jungle " Karavoy's puppy period confirms this. The first branches of the karavoy, opening their eyes, were thick bushes, on a wall rotting each other. Mother dog terrier brought him into the world in this thicket. Jack russell terrier is actually a honaki dog. Only late have earned evil. The karavay is the valve of the same evil

era. Entering the jack russell terrier's soul dress, in the hope of warm meat, the owner brings a queen to the chickens of the Haydar Köse. Having noticed this, Heydar kyca condemns him to death. The jack russell terrier gnaws the wrist of the Heydar Köse, escapes into the thicket and finds a landing from here. What can you expect from a Karavoy who is the offspring of a family who does not have the same father! The subsequent events in Kuccagaru prove how true this is. If it is permissible to retreat a little, you can say that if the mother in the family comes out of the dirt, her kacpu ypagu to the child. An example of this can be found as much as you want, both from life events and from artistic works. Especially some lonely women go into bad ways, without having to endure the difficulties of life. No one can guarantee that will become a perfect person if he has a son or daughter. So is the fate of karavoy. Since his mother does not bring him sucking, he looks at everything from hunger with shock, thinking that they are "mine", thrown away, irritated: will reach the residual things, will fly to the counter-shock. After time, they go full of strength and stick to the bone that the mother brought for her. He grinds his mother's teeth. Jack russell terrier first feels that he does not have the strength to his puppy. Scratching a chalk mouse, which later became the prey and Toy of a cat-it first smells of hot blood, after pulling it unbearable to threats. From this, the feeling of hunting in it awakens. First he learns to mice, then he rubs the tuber. Attack the sheep in the flock and plunder the shepherd's dogs.

Three days lay with bad suffering. When these images of Kuccagaru are read, the reader may seem to see a dog nicknamed Karavoy in the eyes, but also the evenings of the past of an infant child of an infant family. It should be seen that this is undoubtedly the fruit of the literary skill. Because the art of persuasion of the Adib was the reason that he managed to achieve the image of a figurative hero as if he were a real man. The further "way of life" of karavoy is even more strange. He eats a hard blow from two-legged creatures, threatening the horned creatures, getting used to the tame dogs defeats. He does not find a landing, his life will turn

into suffering. As a result, his evilness prevails, he joins the Wolves. Now, his further fate is known.

In Our View, N. Norkobilov told Kucca that the behavior of a creature, observing and feeling their past with such precision, created the image of a perfect dog as a brunette. By observing the negative and on-the-moment positive qualities of his Fe'l, the reader's belief in the dog of this creature will not remain indifferent. When the reader finishes reading the story, he grabs a deep thought, feels that the metaphor is closely connected with the truth, and makes sure that all this is a fruit of high skill.

## TEACHING FOREIGN LANGUAGES

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**Annotation:** *The communicative method is based on functional and communicative approaches. The development of methods that provide practical knowledge of the language in the shortest possible time has become a vital necessity*

**Аннотация:** *Когда вы впервые используете парную работу, объясните студентам причины использования пар. Вам, вероятно, придется использовать родной язык учеников. Кроме того, студенты должны понимать следующие правила.*

**Key words:** communication, language, society, analysis, method, relation, competence

Communicative language training appeared in the 60's in British procedure where trained on situational language basis. The main structures of the English language were treated in various communication situations. In the mid- 60 years in the United States was rejected by the theory of language audiolinvalizme. British Methodists questioned the theoretical principles of situational methods of teaching foreign languages. They realized the inefficiency of teaching methods on the structure and began to develop a functional and communication approach to language learning. They saw a need-based language teaching communicative needs, and not on the basis of only structures. Proponents of this view were Kendlin S., H. Vidovson. Another condition for the emergence of different approaches to language learning was to increase the social need for mastering a foreign language in Europe. The subject of research of this technique is: language as a means of expression. Language as a semiotic system and an object of study, the interpersonal relations of students and corrective study

based on error analysis. Therefore, the communicative method is based on functional and communicative approaches. The development of methods that provide practical knowledge of the language in the shortest possible time has become a vital necessity. In 1971, a group of scientists began to develop methods of teaching language, taking into account the needs and needs of students. In 1972, a commission under the leadership of the British linguist D.A. Wilkins prepared a message proposing a functional or communicative definition of a language, which could serve as a basis for developing a communicative program for language learning. The merit of D.A. Wilkins was that he conducted an analysis of the student's communicative need in terms of both the expression of thought and speech perception. This program was adopted by the educational department of the Council of Europe. Subsequently, this program played a major role in the development of methods and improving the quality of textbooks in Europe.

M. Kennel and M. Swain (1980) created an important speculative model that



considers the connection between theory and practice. They identified 4 main components of communicative competence:

1. Grammatical competence: perfect mastery of lexical units, rules of morphology, syntax and phonology. Grammatical competence is mainly related to the linguistic aspects of a language focused on dictionaries, word order, sentence formation, pronunciation, writing, and others;
2. Sociolinguistic competence: correspondence of statements (grammatical and communicative functions) in this context related to topics, roles and participants.
3. Speech competence: mastery of the skill of combining grammatical forms and knowledge to achieve unity of oral and written text;
4. Strategic competence – verbal communication theory, which consists of the above 4 types of competencies.
5. In other words, they consider communicative competence as a synthesis of knowledge of grammar, knowledge as the use of language in a social context. However, in the development of communicative language teaching methodology theory has been a number of controversial issues. One of them is the use of terminology. J. Richards and Redrs write this “method” is defined in terms of three levels: approach, structure (design), procedure/technique works. The approach is a theory of language and learning. Project (design) – the definition of linguistic content and description of the role of the teacher, student and educational material. Methods of work associated with the methods of work. E. Antonia differentiates the concept of “approach”, “method”, “welcome”. According to him, the term

“method” is a covering (umbrella) to define the term (s) of the relationship of theory and practice. The approach is the position point of view, the theory of the nature of the target language. The concept L. Buckman communicative person’s ability consists of knowledge or competence, the ability to perform speech acts. He believes that the concept of communicative language teaching includes three components:

- 1) Language competence,
- 2) Strategic competence,
- 3) Psycho-physiological mechanisms.

In this case, language competence is knowledge: strategic kompetentsiyamental capacity to carry the components of language competence. Thus, we can conclude that in the history of foreign language teaching there, and there are numerous and varied

attempts to find the most rational method of learning foreign languages. Every attempt (approach, method), and has had some impact on the development of the theory and practice of teaching. Moreover, each approach or method is based on a certain theory, both the methodology and the related sciences. One of the modern technologies in teaching foreign languages is computer learning. Of course, one cannot reduce everything to it, and the number of hours spent behind the screen cannot serve as a criterion for the quality of teaching foreign languages, as they try to present in some private schools. But, of course, the fact that the computer is an excellent assistant in learning a foreign language for the organization of individual training. After

all, as soon as the teacher stops seeing the student just a vessel that needs to be filled with knowledge and skills, he has to look for an individual approach to everyone, adjust to his interests, the pace of mastering the material, and the personal characteristics of the psyche. The computer performs the program that it contains, and presents a huge selection of topics in a foreign language to study. Modern methods of presenting information in computers include not only language and speech material for mastering, but also pictures, videos, sound fragments, which is very important for the phonetic development of words and whole sentences. This allows you to use almost all the senses used for the perception of the material, while it is duplicating through different channels of perception, which dra-

matically increases the speed and quality of the assimilation of language and speech material. The creation of a communicative methodology is explained by the influence of two linguistic competences – structuralism and transformational-generative grammar, which prevailed in 50–60 years. XX century.

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## FACTORS CONTRIBUTING TO DIFFICULTIES IN TEACHING READING TO EFL STUDENTS

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### **Abstract**

*The article discusses the factors creating difficulties in teaching reading to EFL learners. Particularly, it focuses on key factors contributing to reading difficulties of learners and suggest some solutions to these reading problems.*

**Key words:** reading skill, reading difficulty, reading strategy, reading for comprehension, factor, reading for pleasure.

### **Аннотация**

*В статье рассматриваются факторы, создающие трудности в обучении чтению учащихся EFL. В частности, в нем рассматриваются ключевые факторы, способствующие трудностям чтения учащихся, и предлагаются некоторые решения этих проблем чтения.*

**Ключевые слова:** навык чтения, трудность чтения, стратегия чтения, чтение для понимания, фактор, чтение для удовольствия.

It should be reported that problems of teaching reading skills have been investigated from different viewpoints recently. To be more exact, it can be said that problems of teaching reading at multilevel classrooms, teaching strategies and techniques of reading, reading types and models, problems of different age group learners and teaching reading to them have been studied in recent researches done in this field. However, factors contributing to difficulties in teaching reading to EFL students should be significantly investigated further in our opinion. Therefore, this article aims to investigate this question more thoroughly and intended to explore the factors resulting in difficulties in teaching reading to EFL students.

Factors resulting in difficulties in teaching reading to EFL students in class-

rooms should be explored further so that the EFL teachers can improve reading skills of learners without making them bored and anxious during the lesson. Instead, they should liven up children and make them anxiety-free during the lesson through appropriate ways of using reading techniques and strategies in the lessons.

Many linguists and scholars have investigated the problem of teaching reading at different stages of education and ways of teaching effectively reading in the EFL classrooms and tried to use some effective methods and techniques into classroom practice, especially in foreign language teaching contexts in general and reading classrooms in particular. They have explored different sides of this question and investigated the problem to a

**Table 1:**  
Some effective reading strategies and their interpretation:

№	Reading strategies	Interpretation
1	Previewing	reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection;
2	Predicting	using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content;
3	Skimming	using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions;
4	Scanning	reading for a specific information;
5	Guessing from context	using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up;
6	Paraphrasing	stopping at the end of a section to check comprehension by restating the information and ideas in the text.

certain degree. For example, such scholars and researchers as P. Hench, 2010; P.L. Griffith and J. Ruan, 2005; Nuttal 2005; A.J. Aebersold and M.L. Fied 1997; Bryners 1998; Robb 1996; Sarasota 2001; Leki 2001; Carrell and Carson 1997; Huckin and Flower 1990; Cook and Mayer 1983; Barnett 1989; Cohen 1990 and others have done researches on this topic. More particularly, these researchers investigated general problems of teaching reading such as techniques for teaching reading, problems in reading comprehension, strategies for developing reading skills.

According to Hench (2010), teaching reading can be difficult due to some factors in the EFL classrooms and these factors should be considered by every EFL teacher when they teach reading to their students. These factors can be regarded as the followings: a) inability of learners to recognize letters, letter clusters, words and word combinations, phrases and sentences; b)

inability of learners to control or monitor their reading for comprehension and how to adjust if comprehension is lost. The author suggested several ways of avoiding, overcoming and dealing with such problems in teaching reading. As he stated, there are considerable advantages of using reading skills and strategies to effectively deal with reading tasks in the EFL classroom and implementing these skills and strategies into classroom practice as outlined below: a) learners should be taught how to read effectively using reading strategies; b) learners should be guided to read appropriately by reading properly and following along with what has been written; c) learners should be guided how to rely on their background knowledge and skills while they are reading and as a result, they are highly motivated because of the motivation that such reading strategies brought to the classroom.

Similarly, Nuttal (2005) also stated that the EFL teachers can encounter dif-

difficulties in teaching reading to EFL students due to the factors related with learners themselves. And the author suggested employing different reading strategies can enable learners to develop their reading skills and comprehend the text properly. As is mentioned in his work, teachers can overcome possible difficulties in teaching reading when they teach students how to read using some reading strategies.

Sarasota (2001, p 11) also claimed that teachers can avoid possible difficulties by making or encouraging learners to use reading strategies and the author outlines some linguodidactic peculiarities and benefits of the use of reading strategies in the EFL classrooms as outlined below: a) reading makes more sense for struggling readers when strategies are used; b) good readers use strategies naturally; c) the use of strategies helps struggling readers to become proficient; d) strategies make reading more fun.

It is clear from the content of the table, students can use these strategies and avoid possible reading difficulties, and help teachers to overcome some possible difficulties faced by the EFL teacher and the EFL teachers can encourage their students to use such strategies in reading lessons. Let's deal with them in detail:

By using previewing strategy, students can review titles, section headings, and photo captions to get a sense of the structure and content of a reading selection and in its own turn this can help students to know about the main idea, thesis, argument or focus of the text. As a result, it helps teachers to make learners under-

stand the main idea, topic of the text. And, by applying predicting strategy in reading classes students of academic lyceum can use knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; use knowledge of the text type and purpose to make predictions about discourse structure; use knowledge about the author to make predictions about writing style, vocabulary, and content. And in its own turn, this leads to the use previous knowledge about the topic given, students can predict the text, foresee the main idea of the text; what is about, what is the main idea of the text and others. By using skimming technique, students can use a quick survey of the text to get the main idea, identify text structure, confirm or question predictions. By using scanning, it can be said that students at academic lyceums can read for a specific idea or information. It is clearly stated that by using guessing from context, students can use prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

In conclusion, the learners' inability to recognize letters, letter combinations, words and word combinations, phrases and sentences and the inability of learners to control or monitor their reading for comprehension can create main difficulties and as a solution, it can be said that the use of reading strategies in the EFL classroom can contribute to the prevention of difficulties appearing in the classroom and help make the reading lesson more successful and effective.

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## НОВЫЕ ОРИЕНТАЦИИ ПРЕПОДАВАНИЯ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОГО АНГЛИЙСКОГО ЯЗЫКА.

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*Аннотация.* В данной статье рассматривается анализ современного состояния обучения профессионально ориентированному английскому языку в технических вузах. Постановления Президента Республики Узбекистан их реализация и внедряемые проекты.

**Ключевые слова:** постановление, специализированное обучение, реализация, внедрение.

*Annotation.* This article discusses the modern condition of teaching English for specific purposes in technical universities. Decrees of the President of Republic of Uzbekistan and their investigation and invented projects.

**Key words:** decree, oriented teaching, investigation, invent.

Машиностроительная промышленность имеет стратегическое значение для нашей страны, в условиях глобализации и вовлечение инвестиций испытывает потребность в квалифицированных специалистах, владеющих специальным английским языком и способных к эффективному профессиональному взаимодействию на международной арене. Повышение требований работодателей к качеству языкового образования выпускников технических вузов (машиностроительных) вызывает большую необходимость поиска новых путей его развития и совершенствования. Однако данная проблема пока не получила должного решения в методической и в педагогической науке. Вместе с тем наиболее продуктивные и оптимальные концептуальные подходы к профессионально ориентированному обучению ино-

странным языкам связываются исследователями с идеями интеграции языкового и профессионального обучения (Комарова 2008; Крупченко 2005; Крючков 2003; Cloud 2000; Crandall, Kaufman 2002; Gatehouse 2001; Kasper 2004; Klee, Tedick 2007). При этом отбор содержания обучения и интеграция межпредметных дисциплин является приоритетным подходом к обучению профессионального английского языка в нефилологических вузах. Значительную роль в подготовке будущих специалистов к взаимодействию с зарубежными коллегами считается обучение практическим коммуникативным способностям. Практическая работа в техническом вузе показывает, что интерес студентов английскому языку возрастает в том случае, если язык становится практически значимым когда обучающиеся видят и по-

нимают перспективу в дальнейшей профессиональной деятельности. В последние годы и в нашей стране возросли требования к профессиональной подготовке и повышению знаний иностранных языков выпускников. В этой связи, принцип профессиональной направленности при обучении английского языка в технических вузах приобретает особую значимость и приоритетность. Переход к информационному обществу требует развития личности, в том числе умений и навыков, повышающих как профессиональную, так и предметную компетенцию, облегчающую вхождение специалиста в сферу межнациональных контактов и позволяющую успешно функционировать в ней И.Л. Бим). В настоящее время в Республике Узбекистан данный вопрос рассматривается в качестве одного из важнейших, потому что сама подготовка квалифицированных специалистов для различных отраслей народного хозяйства настоятельно требует кардинальных изменений, а в отдельных случаях и совершенно новых методов обучения. В постановлении Президента Республики Узбекистан от 27.07.2017 года №ПП-3151 «О мерах по дальнейшему расширению участия отраслей и сфер экономики в повышении качества подготовки специалистов с высшим образованием» отмечается, что «на основе анализа результатов комплексного исследования системы образования Республики Узбекистан, проведённого в январе-июне 2017 года, указывается на такие недостатки, как необеспечение целост-

ности теории и практики в процессе высшего образования, в результате неэффективной организации квалификационной практики студентов на производственных предприятиях значительная часть выпускников, вместо того чтобы выходить готовыми специалистами, после устройства на работу заново осваивают свою профессию, специальность.»[1.1-2]

У нас в стране имеется свыше, сорока высших учебных заведений нефилологического направления, что привело к необходимости уделения внимания специализированному обучению иностранному языку (в нашем случае английскому языку). Разрабатываемые специальные проекты для развития ESP (English for specific purposes) в Узбекистане коренным образом меняют отношение преподавателей к организации учебного процесса в неязыковых вузах. Соответственно, меняется потребность обучающихся, ориентированная на будущую конкретную специальность. В связи с этим в 2016 году Британский совет в сотрудничестве с министерством высшего и среднего специального образования, Университетом мировых языков и республиканским научно-практическим центром развития инновационных методик обучения иностранным языкам инициировали схожую программу, направленную на подготовку реформ преподавания английского языка для нефилологических специальностей (EnSPIRe-U). Общая цель проекта - разработать целостный подход к преподаванию и изуче-



нию английского языка для специальных целей (ESP). В конечном итоге проект направлен на повышение уровня владения английским языком и улучшения преподавания и оценки знаний английского языка в нефилологических ВУЗах Узбекистана.

Как нам известно, современное образование нынешнего времени становится всё более открытым для международного сотрудничества. Ускоренное развитие, происходящее в мире, и изменения в политико-экономических отношениях между странами приобретает общемировой характер в сфере образования. На уровне высших образовательных учреждений реализуются многосторонние межгосударственные связи, ориентированные на крупные целевые и комплексные образовательные проекты и программы. По постановлению Президента Республики Узбекистан ПП-3775 2018 года 5 июня «О дополнительных мерах по повышению качества образования в высших образовательных учреждениях и обеспечению их активного участия в осуществляемых в республике широкомасштабных реформах» [2.2-3] были внедрены различные проекты. Одна из таких программ «2+2». Цель программы – сотрудничество с иностранными университетами и вовлечение студентов, преподавателей и научных работников для повышения качества образования, обмена опытом и внедрением полученных знаний

за рубежом в отечественных предприятиях. По требованиям этой программы студенты первые два года обучаются в нашей стране, а остальные два года продолжают учёбу за рубежом. Данный проект был внедрён в Андижанском Машиностроительном Институте совместно с Северным Китайским Технологическим университетом. Готовность студентов воспринимать содержание лекций и практических занятий на иностранном языке приводит нас к тому, что мы должны придумать об особенностях методики преподавания английского языка в технических вузах. Для этого при обучении иностранному языку необходимо формировать все навыки иноязычной коммуникативной компетенции. И основная направленность должна быть в первую очередь на лингвистическую компетенцию, которая является основой иноязычной коммуникации.

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## WOMEN IN THE STYLE OF AVANT-GARDE BY GAFUR KADYROV'S WORKS

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***Аннотация:** Статья посвящена периоду Независимости на изображениях женщин, созданных художником Гафуром Кадыровым на авангардной картине. Работы художника отражают красоту и неповторимую красоту женского тела. Образ женщины впечатляет происхождение жизни, воплощение основы жизни. Эмоционально заряженную женщину называют ангелом.*

***Annotation:** This article is about the independence of the period in the avant-garde painting of women created by the artist Gafur Kadyrov. The artist's works reflect the beauty and unique beauty of the woman's body. The image of a woman impresses the origin of life, the embodiment of the basis of life. An emotionally charged woman is described as an angel.*

**Ключевые слова:** женщина, ангел, архаика, фигуратив, философия, помощь, божественное, красота, пластика, образ, композиция, символы, портрет.

**Keywords:** woman, angel, archaic, figurative, philosophy, help, divine, beauty, plastic, image, composition, symbols, portrait.

As a result of independence, there was a free chance of free software, philosophical and aesthetic constraints, and as in all kinds of art, a new stage of avant-garde has begun. The main image in their works was the image of women. The image of a woman is widely interpreted in the arts and literature of the East, and is the leitmotif of the arts of the world. In Uzbekistan women's role plays an important role in all spheres. The main image in the field of art is women, and this image is often chosen for love. The image of a woman is widely represented in the official and religious art. Gafur Kadyrov is one of the leaders who created the image of women in Avangard style.

The artist's uniqueness differs from that of his artistic personality. His unique

style is that we do not see such ideas in any artist's works. There are some similar elements in his works, but his works differ in style and color.

In Gafur Kadyrov's creativity, we see women's works in the works that show that love, affection, human dignity, and dreams are the highest value.

Her works are unique to the tricks of the most important themes in contemporary art of Uzbekistan. His works reflected national philosophy and thousands of years of spiritual traditions and modern methods. The emergence of Gafur Kadyrov as a painter has to do with the ability to create a great talent in the world of literature and art, rather than the occurrence of random, random and diverse mysteries.

The masterpiece of creativity is the theme of love and its universal significance. In the works of the artist were used official symbols, moon, fish, pomegranate. His works such as «Sleep», «Loneliness», «Fazo aksi», «Kochog» show that he is trying to create his own art world. In many of his works such as «Valentine's Love», «The Dream of Dream», «Leyla and Majnun» are the leaders of the women.

The woman is first of all the beloved, mother, beautiful lady, the holy light, the imagination of creativity, the source of inspiration. It is compared to a series of historical and scientific-art sources that are inactive in nature. In archeological cultures, the femininity of the feminine embodies the life-style and the status of holiness. In India, the femininity is associated with activity. That is, the woman's image is seen as a power of creation. This aspect of the woman's image is taken into account in the image created by the artist. The work is attractive at first glance with emotional responses.

Love is the moral purification of the human being, the understanding of the truth, and the beauty of the world as a result of the light of Allah's Light. Indeed, the idea of humanity and perfect humanity plays an important role in Navoi's creative heritage.

Many artists who spoke about the creation of Alisher Navoi have created amazing images. It can be assumed that G. Kadyrov has also succeeded in mastering the works of Navoi in perception of the concept of spiritual and divine love, which has become a sacred

value for humanity for centuries. G. Kadyrov's book entitled «Layli and Majnun» is an example. In the game, the artist expressed love for two years by symbolizing love.

They are about the images of eastern poems that reflect secular and divine love. In the works, the symbolic body of loved ones seems to fly in the air. Their sensitive bodies become an integral part of the overall design, and further enhance the emotional power of the image.

In the works of the artist, symbolism, integrity and harmony are emphasized, and emotional and spiritual potentials of colors are emphasized. The set of colors, which is the basis of the works created, leads to the development of new ideas, the further development of the image system in the works. Previously, some of the works of the artist were far from nature, light and shadow games would have been an artificial image space.

The artist's «Red Riding Woman» is impressive, as if it were a child. It is difficult for any artist to have the world spotless, child-bearing and understanding, simplicity. G. Kadyrov sought to give the unique world of a lady dressed in the blue world. The two-dimensional paintings of the artist, as well as the miniatures, do not make sense of space and time. In them, the focus is on the eternal and unchanging time. It is determined by the motives of nature, the universe, the living things and the plants. The same is one of the thousands of ways the Sufis are to comprehend the Baptism. Just as the pine is clear, as the uterus is clean, the artist also reflects his sincere feelings through

the color evolution. Each painter demonstrates his ability to express his feelings. It is the will of the great judge of the time to determine its true size.

Even the world that is the world has regained its humanitysubjugation The Unique Theology – Memory. «Memory», dedicated to the memory of his grandmother. Eyebrowed, white eyes. The dark creature who goes to it firmly is a destiny. The hands of the Spirit extended forward. The hands can be flying only to angels. Only purity can give those wings. She is always great and holy. Loss of a woman from her fiance is a crime. This is the world's strength, the glory of the nation, and the immortality of the woman. She has the only wealth she can get from this transient world, and she is a child. Children are the worlds longer. Elat, the continuation of the nation. The Next Generation – The Purity of Women. The next generation is the Remembrance of Women.

In «Valentine's», the search for harmony, which separated from existence, expressed through many symbols and symbols. Anore is an old symbol of marriage. Persephone wrote that Aid's wife had come out of the underworld every spring to bring the earth to life. From the Greek to the Chinese, pomegranate is a symbol of productivity. It shows the feelings of love and immoderate through colors. GafurKadirov, as a background, uses traditional ornamental ornamental patterns of the Middle Ages. In his works, the pomegranate represented in the human heart. In «Valentine» and «Layli and Majnun», the pomegranate color is shown

in red. The blood that comes from the human heart is also in the color of the heart, love and emotional disturbances closely related to the heart. He uses a lot of blossoming pomegranate elements.

New images appear in the artist's works. He strives to discover the philosophical essence of love between men and women in his works. In love, he sees the divine power that a woman can become the most powerful creature in the universe. People described in the game are like ruku 'or think of man's existence. That is exactly what the divine power of the artist brings to the highest ideology.

Although the artistic and creative dreams of these artists are different, they have a common feature, an art of extending the art horizons with the traditions of the Universal.

GafurKadyrov is an artist who often uses coins, pomegranates, and various trees and plants as elements representing his lyrical works. Ancient coins – moon, sun and stars are round, mysterious and magical. Pomegranate – perfection is a sign of ripeness, a beautiful emotional woman breast. Leaves – a tree of life, a sign of eternity. The works of «Ramadan», «Legend of love», «Mayhem», «The woman in a pink and the blue cat» are distinguished by their softness and simplicity of goals, the magic of the call for relaxation reminds me of the most sweet and beautiful moments of life. Severe affectionate feelings and emotions recalled. Change of the soul expressed in the pink, light green, light-yellow colors. The works of the painter resemble a picture of a child at a glance. It is a challenge for an artist who

wants to see the universe in childhood and to express it in simple ways. For example, in G. Kadyrov's *Woman in Red Shirt*, G. Kadyrov represented a woman wearing a red robe in her blue world. In G. Kadyrov's works, the main theme is the lack of relationships, the beauty of the female body, and the different feelings in it. The painter did not try to describe the characters and their experiences in the works, but rather interpreted their mood, status, and diversity through life's diversity. This is also an important aspect of the artist's creative work. G. Kadyrov freely expresses the love and feelings of the women, which seen in the work of «Valentine». The painter pointed to many colors and brands in search of harmony, which he found in his works. In the game, he sought to reveal the philosophical essence of love between men and women.

What is the beauty of G. Kadyrov's work, beauty is not only the beauty of

women and nature, but also the spirituality, the beauty of truth. In any of his works, you will not want to see the audience. His works filled with great spiritual and energy.

By portraying a woman's image, creators have specifically reflected the beauty of the heart, the heritage of the world. It is worth noting that the creation of such works reflected in the high human emotions such as respect, reverence and respect for women. We are convinced that the image of the woman will continue to inspire all the creators and create new ones for them.

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## LEARNING ENGLISH THROUGH PHRASEOLOGICAL INTENSIFIERS

## ИЗУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА ПОСРЕДСТВОМ ФРАЗЕОЛОГИЧЕСКИХ ИНТЕНСИФИКАТОРОВ

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***Аннотация:** В данной статье рассматриваются вопросы изучения фразеологических интенсификаторов с сопоставительно-типологической точки зрения в английском и русском языках. Ключевые слова и выражения: сопоставительно-типологический анализ, фразеологические интенсификаторы, эквивалент, изоморфные и алломорфные признаки.*

***Annotation:** This article touches upon comparative–typological analysis of phraseological intensifiers in Modern English and, Russian which allowed the author to reveal their allomorphic and isomorphic features.*

***Key-words:** comparative-typological method, phraseological intensifiers, equivalent, allomorphic and isomorphic features.*

Использование фразеологических единиц в процессе обучения повышает познавательную активность учащихся, расширяет их коммуникативные возможности, а также способствует решению некоторых воспитательных задач. Фразеологизмы запоминаются студентами, делая их речь более многогранной. Помимо этого, развивается культурный компонент изучения иностранного языка. Д. Вуд и М. Свэн отмечали позитивное влияние изучения готовых речевых оборотов в классе (группе), поскольку они играют важную роль в усвоении языка [6;25].

Далее М. Свэн подчеркивал, что данные единицы помогают приблизиться к овладению языком как родным в процессе обучения [5;74].

В свою очередь, П. Дикенсон писал, что существенное изучение формульного языка, мы же в настоящей работе рассматриваем его часть – фразеологию, ведет к беглой речи, наряду с повышением ее качества[4; 25-26].

Важность фразеологии, ее функции и компетенция по усвоению значений и смыслов приводят ученых к выработке и использованию образовательных подходов с использованием формульного языка. Например, В. Гиббс и Х. Колстоун обратили внимание на то, как образный язык идиом усваивается и воспроизводится разными людьми, предполагая, что подобный процесс требует больше когнитивных усилий со стороны не носителей языка, поскольку тропы изменяются в их значении, функциях и целях.

Р. Мартинез и Н. Шмитт утверждают, что фразеологические выражения должны стать частью учебной программы, занять свое место в учебниках и материалах по языку, стать подспорьем в совершенствовании языка и мастерстве в нем. Они выражали надежды на то, что подобные изменения сыграют важную роль в EFL/ESL (английский как иностранный язык/английский как второй язык) учебниках, в которых, по их мнению, в настоящее время недостаточно подобных выражений для классного изучения. Далее находим, разумно включить подобные выражения в тесты, оценивающие рецептивные знания и навыки изучающих второй язык, а также подчеркивается их значение в контроле усвоения лексики иностранного языка. Более того, ученые отмечают, что периодическое повторение важных формульных выражений при обучении языку должно быть взятым на вооружение авторами учебников, специалистами по разработке тестов и учителями, поскольку положительное влияние очевидно.

На основе сравнения обучений сфокусированных на отдельном изучении новых слов и изучении идиом, Н. Шмитт констатировал, что идиомы должны изучаться эксплицитно. Относительно перевода, М. Азума полагал, что образные или метафорические высказывания (какими являются Фразеологические интенсификаторы далее: ФИ) должны быть включены в уроки языка, предполагал сравнение сходств и различий, в нашем случае,

ФИ в значении и формах между родным и иностранным языками. М. Азума утверждал, чем меньше студенты знакомы с образным языком, тем менее компетентными они становятся в нем, что, следовательно, ведет к непониманию и нарушению коммуникации [3; 167]. Важно обучать не только значениям идиом, но и тому как и где их правильно и эффективно использовать. Стоит отметить, что изучение идиом приходится на студентов со средним уровнем знания иностранного языка, поскольку на начальном этапе обучающиеся могут не справиться с усвоением подобных языковых единиц. Наиболее широко в речи распространены компаративные фразеологические единицы характеризующие внешний вид и физические качества человека. Также часто встречаются фразеологические единицы описывающие неодушевленные предметы, явления неживой природы и характеризующие мышление человека. В английском языке редко встречаются КФЕ выражающие трудовую деятельность и материальное положение, в русском языке – КФЕ выражающие чувства и эмоции человека. Антропоцентричность языка обусловила широкое распространение КФЕ характеризующие человека.

С зооморфизмами особенно наглядно увидеть подобные отличия, где одно и то же качество приписывается различным животным. Например: *as strong as a horse* – здоров как бык; *as clumsy as a puppy* – неуклюж как медведь; *as hungry as a wolf* – голоден как

собака; as proud as a peacock – гордый как осел; as silly as a goose – глуп как сивый мерин (осел); as bold (brave) as a lion – храбрый как лев; as fierce as a tiger – как разъяренный бык; as gaudy as a peacock (butterfly) – разодетый в пух и прах (как павлин)

Также наблюдаются отличия: в английском языке такие качества как «тупость» и «глупость» сравниваются с такими животными как «гусь» или «сова», в русском языке с животными типа «баран», «овца», «осел»: as silly as a goose – глупый как баран – глупая как овца.

Англичане трудолюбие сравнивают с птицей, а в русском языке данное понятие ассоциируется со словами «лошадь» и «вол», коварство в английском языке сравнивается с грачом, покорность – с собакой или кошкой, а в русском коварство сопоставляется с лисой или змеей, покорность с овцой.

Фразеологические интенсификаторы, обозначающие цвет, оттенки, интенсивность цвета, представлены большим количеством параллельных ФЕ: as black as crow (a raven, as raven's wing, coal, a sloe, sin, soot, thunder, thunder cloud, jet, ink ebony) – черный как сажа (ворон, вороново крыло, уголь, смоль, ночь, земля; as red as labsters – красный как рак, as red as a turkey-cock – красный как индюк, as red as a fire – красный как огонь, as red as a blood – красный как кровь; as green as grass (as a gooseberry) – зеленый как трава; as yellow as a crow's foot (as gold) – желтый как лимон (золото).

Наличие общих эталонов сравнения для носителей разных языков объ-

ясняется тем, что одинаковое отражение находит в языке общечеловеческая практика.

Как отмечает Ю.А. Сорокин, такое явление, как снег, присуще носителям обеих культур, в нашем случае, двух культур и адекватно передает качество «белый», в результате мы имеем параллельное сравнение: *as white as snow* – белый как снег. Несмотря на то что, концептуальные поля здесь пересекаются, признак «белый» в представлении носителей английского языка может быть соединен с большим количеством денотатов, и в отличие от русского, «снег» будет далеко не первым. «Белый как снег», таким образом, наиболее устойчивая связь в русском языке, чем в английском, ввиду его большей распространенности, и первичной реакции носителей русского языка. Можно сравнить и другие ФИ: *as white as sheet (ashes, milk, death, chalk, wool)* и *белый как лунь (полотно, ска-терть, стена)*.

Для эффективного использования фразеологических интенсификаторов (ФИ) на занятиях они должны быть преподнесены в контексте, где студенты могут догадаться о чем идет речь: текст, диалог, беседа. Например, в следующем диалоге мы можем понять, что значит идиома *to be a chicken* трусливый: Jack: Ooh, wow. Look at that roller coaster, Jane! It goes upside-down!. Jane: My stomach aches just looking at it. I will not ride that.

Jack: Ah, come on. Don't be a chicken!

Уместным было бы также использование здесь ФИ 'be like a chicken'. ФИ



должны также изучаться в устной форме, студентам следует объяснить, что в разговорной речи они встречаются довольно часто. Занять студентов использованием ФИ в диалогах, что поможет понять как они используются в разговорном английском языке.

Отдельно стоит рассмотреть компоненты входящие в ФИ, чтобы понять насколько значение их суммы отличается от значений самих компонентов. Преподаватель должен избегать одновременное использование большого количества идиом, 5-10 не более, а возможно и еще меньше.

Можно использовать картинки, чтобы объяснить контекст. Лучше всего использовать картинки, которые в юмористической форме иллюстрируют смысл ФИ. Это заставит студентов улыбнуться и, в то же время, понять смысл той или иной идиомы. ФИ в красочной форме передают значение, послание, которое можно легко отобразить посредством фотографий. Показав изображение (приложение 2) студентам нужно поинтересоваться, что, по их мнению, может значить приведенный ФИ.

Разделив студентов на две группы, попросите их найти действительное значение двух разных идиом, предварительно опросив какое значение может иметь ФЕ, выслушать идеи.

Подбор определенной темы – отличный способ выучить ФЕ. Например, можно использовать все ФИ относящиеся к погодным явлениям или, как показано во второй главе, выража-

ющие положительные эмоции человека. Так, студентам будет легче схватить значение фразеологизмов и увидеть как одни и те же слова могут значить совершенно разные вещи.

В следующем задании, можно попросить студентов посредством ФИ выделить какой-либо пункт в тексте либо диалоге, усилить значение названной информации.

Таким образом, ФИ могут стать ценнейшим материалом при обучении иностранным языкам, коммуникации на данном языке, сделать речь более насыщенной и образной. Помимо этого, стоит отметить воспитательную функцию как ФЕ, так и ФИ в частности, поскольку они являются зеркалом национального самосознания, хранителем национального наследия отраженного в языке, народной мудрости.

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## КРИТИКА И СИНТЕЗ ФИЛОСОФИИ И ВЕРОУЧЕНИЯ

Исакджанов Рамзжон Рахимджанович

## АННОТАЦИЯ

*Важность темы:*

Взаимоотношения философии и религии рассматриваются в мусульманской философской мысли. Доказывая несостоятельность философского пути познания, аль-Газали постоянно использовал философские методы опровержения, широко прибегая к приемам аристотелевской логики. Ибн Рушд в спорах с Аль-Газали в своих сочинениях выступал как рационалистический защитник философии.

## ANNOTATION

*The importance of the topic:*

The relationship between philosophy and religion is addressed in Muslim philosophical thought. Proving the inconsistency of the philosophical path of knowledge, al-Ghazali constantly used philosophical methods of refutation, widely resorting to the techniques of Aristotelian logic. Ibn Rushd in his debates with Al-Ghazali in his writings appeared as a rationalist defender of philosophy.

**Ключевые слова:** Газали, Ибн Рушд, извечность мира, бурхан, кияс, жадал.

Абу Хамид ибн Мухаммад Газали родился (1058-1111) в г. Тус (Хорасан). Один из самых известных средневековых мусульманских мыслителей. Полное имя с куньей – Абу Хамид Мухаммад ибн Мухаммад ибн Мухаммад ибн Ахмад Газали. Родился в иранском селении Газал близ города Тус. Был последователем шафиитской правовой школы. Имел высокий титул ходжату'ль-ислама.

Мухаммад Газали выступил против воззрений философов, которые, изучив древнегреческое и римское философское наследие, подвергали вероучительные положения исламской религии критике, либо трактовали их, применяя свои методы. Для опровержения философов Абу Хамид усилен-

но работал в течение трех лет. За это время он написал книги: «Макасид аль-Фаласифа», в которой он раскрыл цели деятельности философов; и «Тахафут аль-Фаласифа», в которой он опроверг их воззрения, как с позиции ортодоксального Ислама, так и на основании логики. Для написания этих сочинений Газали подробно ознакомился с различными философскими воззрениями и, несмотря на его опровержения философских воззрений, его самого можно назвать величайшим мусульманским философом. В то же время, надо отметить, что он не выступал против самого предмета философии, а подвергал критике лишь основные положения воззрений тех философов, которые стремились смешать

свои теории с доктриной ортодоксальной исламской религии.

Ортодоксальная исламская традиция почитает Мухаммада Газали как реформатора (муджаддида), который действовал в период забвения истинной веры и возродил ее. Он был автором около 1000 различных сочинений и книг. Наименования 400 его книг приводятся в книге «Хазаин» Абу Исхака Ширази.

Мухаммад Газали также является всемирно известным мыслителем. Его наследие тщательно изучалось европейскими учеными и исследователями. Некоторые его сочинения переведены на многие языки мира.

Наиболее известным его сочинением является «Воскрешение наук о вере». В этой книге Газали стремился преодолеть противоречия между духовной практикой суфизма и суннитским Исламом и соединить их. Он признает основные идеи суфизма, выраженные в аскетизме, «путях», «стоянках» и «состояниях». Газали считает необходимым одухотворить ортодоксальную религию, сделать ее объектом чувств и эмоций. Для этого он рассматривает проблемы, как в рациональной, так и в иррациональной сферах.

Газали считал сомнения путем к осознанию истины. Истина также познаваема, как путем разума, логики, размышлений, так и путем сверхчувственного озарения.

Выступая против Аристотеля и его последователей в лице Фараби и Ибн Сины, Газали свел все их «заблуждения» к двадцати принципам, из кото-

рых три должны быть признаны противочуждыми, а семнадцать – «еретическими». К числу трех противочуждых тезисов он относил следующие: 1) тело не воскреснет, вознаграждение и наказание носят духовный, но не телесный характер; 2) всевышний Аллах обладает знанием об универсальном, но не об индивидуальном; 3) тезис об извечности и нетленности мира. Он считал, что аристотелизм опасен для ислама, так как утверждает, что «мир всегда существовал сам по себе и не имел творца, что животное всегда происходило из семени, а семя – из животного, что так было и так будет во веки веков. Это еретики».

По Аль-Фараби и Ибн-Сине, бессмертие души состоит в бессмертии ее разума. Душа после смерти лишается своих индивидуальных черт, особенно личностного начала, поскольку бессмертен лишь разум.

В противовес этим философам Газали утверждает, что Бог всемогущ, и поэтому невозможно предположить, чтобы было какое-то совечное Ему начало, существующее самостоятельно, каким, по мнению Аль-Фараби, Ибн-Сины и Аристотеля, является материя. Всемогущим является только Бог, поэтому материя несамостоятельна, зависит от Бога и сотворена. Бог знает все вещи непосредственно, для этого [Кто сказал, что «для этого»?! Какая досадная ошибка! Ведь одно другому не противоречит: и законы есть и индивидуальные вещи. – о. Иларион] Ему не нужно создавать какие-то универсалии, какие-то общие сущности, это

излишне, ведь Бог может познавать безо всяких посредников. Поэтому Газали может быть назван номиналистом: существуют лишь конкретные материальные тела, и Бог их творит непосредственно, минуя посредников в виде универсалий.

В арабском мире ситуация в споре об универсалиях приняла характер, противоположный той, что была в Европе. Там номиналисты были преследуемы Церковью за их ереси, а реалисты, наоборот, отстаивали официальную церковную позицию. Реалисты-мусульмане Аль-Фараби и Ибн-Сина используют свой реализм для ограничения воли Бога, так что универсалии оказываются сущностями, препятствующими Богу познанию мира и как бы отгораживающими мир от всеведения и всемогущества Бога. И наоборот, Газали – богослов-мистик, отрицающий философию, утверждает номинализм для того, чтобы утвердить всемогущество и всеведение Божие. Поскольку Бог – всемогущ и может знать мир в его многообразии без каких-либо универсалий, то универсалий не существует, существуют лишь конкретные единичные вещи и Бог.

Необычной является и концепция причинности у Газали. В споре с философами-естествоиспытателями, которые объясняли все естественными причинами, Газали утверждал, что естественных причин не существует, ибо есть лишь одна причина – это Бог. Все остальные взаимодействия, в т. ч. и причинно-следственные, нам лишь кажутся. Бог всемогущ, Его творческая

потенция также всемогуща, поэтому сотворение мира Он не ограничивает каким-то разовым актом и творит мир постоянно, так что каждый момент он творит мир в новом облике [т. е. постоянно поддерживает существование мира абсолютно во всём, как луч на экране телевизора]. Мы не замечаем нового творения, и поэтому оно кажется нам изменением, вызванным предыдущим его состоянием. На самом деле, это новое состояние мира не имеет никакого отношения к предыдущему, а является [просто уже] новым творением Бога. Все в мире зависит от воли Бога, нет никакой свободы, нет никакой случайности.

Философия, имеющая ограниченную область знания, не имеет никакого отношения к Богу, человек не может иметь разумного знания о Боге. Бог, конечно же, имеет знание о Самом Себе, но оно не похоже на наше знание. Это знание – сверхразумно. И поэтому человек, удостоенный Богом созерцания Его, может видеть Бога только лишь в сверхразумном мистическом экстазе.

К XII веку арабский мусульманский мир значительно расширяется, к этому времени завоевывается уже и север Африки, и Испания. Идеи мусульманских мыслителей через Испанию, тесно связанную с остальной Европой, начинают проникать в умы образованных католиков. Особенно сильное влияние на умонастроения католической Европы оказал Ибн-Рушд (Аверроэс, 1126–1198). Более известна латинская транскрипция его имени – Аверроэс.

В историю европейской философии Ибн Рушд вошел под именем Комментатора: практически все мыслители средневекового Запада воспринимали его именно как толкователя учения Аристотеля. Возможно, он и сам рассматривал себя в этом же качестве; по крайней мере, его преклонение перед греческим философом не знало границ. В одном из своих сочинений Ибн Рушд писал: «Учение Аристотеля есть высшая истина, ибо его ум – предел человеческого ума. Поэтому правильно будет сказать, что он был создан и дан нам божественным Провидением, чтобы мы познали то, что можно познать». Многие произведения Аристотеля Ибн Рушд комментировал трижды: сначала в виде коротких парафраз, затем в виде компендиумов, или средних комментариев, и, наконец, в виде объемистых и обстоятельных (больших) комментариев. Перу арабского мыслителя принадлежит и значительное число произведений, посвященных отдельным философским проблемам, а также вопросу об отношениях философии и религии. Характерно, что часть сочинений Ибн Рушда сохранилась только в латинских и еврейских переводах.

Аверроэс настолько хорошо знал Аристотеля, что первым усомнился в авторстве «Теологии Аристотеля». Не будучи уверен в авторстве Аристотеля, он не стал комментировать эти трактаты, увидев их противоречие с работами самого Стагирита. Поэтому перипатетизм Ибн-Рушда наиболее чист и последователен.

Ибн-Рушд, следуя Аристотелю, строит классификацию умозаключений и утверждает, что существует 3 вида умозаключений: 1) аподиктические (греч. *apodeiktikos* – убедительный, логически достоверный), или собственно научные; 2) диалектические, т. е. более или менее вероятные, и 3) риторические, дающие лишь видимость объяснения. Соответственно этому существует и 3 класса людей: аподиктики (бурханийун), диалектики (джадалийун) и риторики (хитабийун).

1) Аподиктики составляют меньшинство, это как бы интеллектуальная элита, стремящаяся к истине, обладающая истинно научным методом познания истины. Из арабского мира Ибн-Рушд называет Аль-Фараби и Ибн-Сину.

2) Гораздо больше тех, кто имеет диалектическое, вероятностное, близкое к истине знание. К числу диалектиков относятся современные Ибн-Рушду теологи, в том числе и Газали.

3) Но большинство людей относят к типу риториков, довольствующихся поэтическими и метафорическими псевдо-объяснениями: простые верующие, для которых какое-нибудь связано сказанное слово или образ является объяснением и успокаивает их.

Если подлинные философы принадлежат к категории аподиктиков, удовлетворяющихся только строгим аподиктическим знанием и постигающих истину во всей ее целостности, то прочие люди способны воспринять только ущербную истину, достигну-

тую посредством вероятностных заключений (диалектики), или вовсе – через воздействие на чувства и воображение проповедей и наставлений (риторики).

Одним из наиболее существенных разделов учения Ибн Рушда является его трактовка взаимоотношения философии и религии, которая, вероятно, и послужила основной причиной вышеупомянутых гонений на философа. Аверроэс стремится объединить философию с мусульманской религией, различая уровни толкования Корана, соответствующие различным уровням разумной способности человека в соответствии со своей классификацией.

Кажущееся противоречие между философией и религией Аверроэс объясняет тем, что люди не умеют пользоваться правильным методом познания. Из-за того, что богословы используют свой диалектический псевдо-метод, и возникают расколы и секты. В действительности, религия важна и познание Бога возможно, но возможно оно путем чисто аподиктического научного знания. Философия и религия имеют один предмет познания, Бога, но философский способ познания более адекватен своему предмету. Другие способы также существуют, но они менее адекватны, дают лишь кажущуюся картину.

Прежде всего, Ибн Рушд утверждает, что мусульманский закон предписывает изучение философии, поскольку именно философия является путем к истине, а цель и смысл зако-

на – научение истине. Однако далеко не всякий человек способен постичь истину через философию, а потому Закон санкционирует и другие пути к истине, различающиеся сообразно 3 категориям людей. Последние 2 категории людей – это богословы и простые верующие, которые всю истину, которая доступна их скромному разумению, должны черпать из Корана. Потому-то священная книга и содержит в основном аргументы диалектического и риторического характера, ведь ее основная цель – привести к истине неспособное к философии большинство.

Истина изложена в священных книгах Корана, но в Коране, по утверждению Ибн-Рушда, существует 2 смысла: внешний и внутренний. Для получения псевдо-знания о Боге достаточно довольствоваться внешним, буквальным смыслом, изложенного в Коране, но часто внешний смысл дает лишь диалектическое и даже риторическое знание. Возникает масса противоречий, и их надо решать, находя внутренний смысл того, что сказано Аллахом через своего пророка в Коране. Внутренний смысл доступен лишь аподиктикам, а риторикам и диалектикам – лишь внешний смысл. Аподиктики вскрывают противоречия в Коране путем аллегорического толкования различных высказываний. Большинство верующих, неспособных к аподиктическому знанию, должны верить этим толкованиям.

Если тот или иной стих Корана противоречит аподиктическому зна-

нию философов, то таком случае, говорит Ибн Рушд, Коран надо толковать аллегорически, а не буквально. Но заниматься этим должны вовсе не богословы, а философы, поскольку лучший способ рассуждения – аподиктический силлогизм, а искусством такой силлогистики в полной мере владеют только философы. Но эти аллегорические толкования ни в коем случае не должны выходить за пределы узкого круга аподиктиков и становиться известными нефилософам, поскольку последние должны почти всегда воспринимать Коран буквально. В буквальном понимании священной книги низшими категориями людей Ибн Рушд видит залог духовного здоровья общества, ибо любое аллегорическое толкование некоторых положений, напр., о личном бессмертии, может привести простого человека к неверию и в конечном счете к эпикуреизму, понимаемому философом как ложная теория, провозглашающая целью существования человека удовлетворение чувственных влечений. Итак, религия объединяет людей, учит их истине в той мере, в какой они способны ее воспринять, а потому философ ни в коем случае не должен выступать против религии.

Разграничение Ибн Рушда “рациональной” религии (доступной образованным) и образно-аллегорической религии (доступной всем) явилось одним из источников учения о двойственной истине.

Основная работа Ибн Рушда называется «Опровержение опроверже-

ния». Работа эта полемическая, направленная против книги Газали «Опровержение философов» (на рус. яз. есть еще одна небольшая, но существенная работа «Рассуждение о связи между религией и философией»). В трактате «Опровержение опровержения» Аверроэс защищает чистую философию и подвергает острой критике мистицизм мусульманского теолога Газали.

Как известно, Газали обвинил философов, преимущественно перипатетиков (и прежде всего – Ибн-Сину и Аль-Фараби) в неверии на основании 3 основных пунктов: 1) философы утверждают, что мир вечен; 2) они считают, что Бог не может познавать индивидуальные вещи; 3) они отрицают бессмертие души. – Ибн Рушд отменил обвинение Газали, указав, что в данных вопросах философы ни в чем не отступают от положений ислама.

Впрочем, в отношении вечности мира имеет место простое недопонимание. И богословы и философы признают, что есть 3 вида сущего: возникшее благодаря чему-то во времени (вещи, подверженные возникновению и уничтожению); невозникшее и независящее ни от чего (Бог); невозникшее, но сущее благодаря чему-то (мир в целом). Итак, мир имеет характер и первого и второго вида сущего, но богословы делают акцент на первом, а философы – на втором. Т. обр., не порывая с мусульманской религией, Аверроэс доказывал вечность и несотворенность материи и движения.

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## OPPOSITENESS OF MEANING OR ANTONYMS IN POEMS OF ENGLISH AND KARAKALPAK

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**Key words** – opposite meaning, antonym, logical relation, poet's state, Lyons classification, assertion, negation.

**Annotation:** *The article is devoted to expressing of oppositeness of meaning or antonyms in diverse poems of English and Karakalpak which describe the poets' opinion, idea and feeling but also state. The author indicates that Lyons's classification for oppositeness of meaning is very remarkable for understanding of the message of the poems.*

**Аннотация:** *Статья посвящена выражению противоположности значения или антонимов в различных стихах английского и каракалпакского языков, которые описывают мнение, идею и чувство поэта, а также его состояние. Автор указывает, что классификация Лиона для противоположности значения очень замечательна для понимания послания стихов.*

As we know antonym is very important as it is basically used to mean the author's mind, opinion, idea or understanding.

Antonym is a word with the meaning that is opposite to the meaning of another word. Antonyms (Gr. *antí* "against", *ónyma* "name") are two or more words of the same language belonging to the same part of speech and to the same semantic field, identical in style and nearly identical in distribution, associated and often used together so that their denotative meanings render contrary or contradictory notions [1].

Lyons, Leonard Lipika, Kastovsky, Leech, Ljung, Gecke have explored about antonyms and oppositeness of meaning and put several particular concepts and opinions connecting to this. Lexical sys-

tem of each language has a great number of opposite words in their meanings. Let's take examples from English and Karakalpak languages.

E.g. English: white-black, goodness-evil, tall-short, rich-poor, belief-incredulity, Karakalpak: aq-qara, dos-dushpan, uzın-kelte, bay-jarlı, isenim-gúman etc.

Lyons described different types of oppositeness of meaning and subdivides them into three types:

Complementary, e.g. male-female, married-single

*Antonyms, e.g. good-bad*

*Converseness, e.g. to buy- to sell* [Leonhard Lipika:145].

But he limited this term "antonym" to just one of the three types as above mentioned and called it "the traditional lexical relation of antonym". Lyons's classification

is correlated with logical relations to identify sense-relations.

E.g. *My heart is sad, my hopes are gone,*

My blood runs coldly through my breast;

And when I perish, thou alone

With sigh above my place of rest. (Byron)

In the example, the utterance “My heart is sad” implies “My heart is not happy” and also “My heart is not sad” implies “My heart is happy”. As pointed out, assertion of a person can awake the negation of the other and vice versa. If you make an implication logical you can grasp poet’s state which is depicted on the literary work. In this, other opposite-meaning word is given in an abstract way so that the reader is inspired to think and directed to find an abstract word logically. We can also come across them in Byron and Ibrayim Yusupovs’ poems. For example,

*My soul is dark – Oh! Quickly string*

*The harp I can yet brook to hear...(Byron)*

*Kewil aspanımda juldızlar sónik,*

*Ay da on tórtinde tolğanın qoydı... (I.Yusupov)*

The words dark and sónik mean the same meaning in both languages and they denote the meaning “not bright”. Another word which has opposite meaning is the only in readers’ mind.

According to stylistic devices antonym words seem to be antithesis in literary works. “In order to characterize a thing or phenomenon from a specific point of view, it may be necessary not to find points of resemblance or association between them but to find points of sharp

contrast, that is, to set one against the other, for example:

*A saint abroad, and a devil at home (Bunyan).*

*Better to reign in hell than serve in heaven (Milton) [И.Р. Гальперин:202].*

Here are words “saint-devil”, “hell-heaven”, “reign-serve” are antonyms that “than” on contrast. In another example,

Jónsiz qırıq kún qayğı-uwayım shekkennen,

Densaqlıqta bir kún shadlıq jaqsıraq. (Berdakh)

We can take as antithesis the following words “qayğı-uwayım”, “shadlıq” which were given in the poem of Berdakh according to stylistic device.

I.R. Galperin states out: Antithesis is a device bordering between stylistic and logic. The extreme are easily discernible but most of the cases are intermediate. However, it is essential to distinguish between antithesis and what is termed contrast [И.Р. Гальперин:204]

In fact, generally they are not conspicuous in the poems. In order to find them from poems the readers have to apprehend in a logical way. For instance,

*The cold in clime are cold in blood  
Their love can scarce deserve the name;  
But mine was like a lava flood  
That boils in Etna’s breast of flame (Byron).  
Jaqsıdan-sharapat, jamannan-zıyat,  
Izzetinde bolğıl jaqsınıñ mudam,  
Sóz mánisin bilmes zeyni pás adam,  
Danalardıñ aytqan sózine turmas  
(Maqtumqılı).*

In the examples, antonyms do not seem obviously that is why we try to iden-

tify antithesis through logical thinking. The logical opposition is based on meanings between lines above. Moreover, antithesis is generally less clear in the poetry than in prose. We can see that some words are set one against another as cold-lava flood, jaqsıdan-jamannan, zeyni pás adamlar-danalar. In recent research it is found that Lyons's classification lost its importance in science, after that, some scholars suggested new groups instead of them. But I think that logical implication

which was showed by Lyons is very significant in poetry because poet may not give both of antonyms or opposite-meaning words to express ideas, feelings or minds according to poem's rhyme or structure.

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## SATIRICAL METHODS OF CONTEMPORARIES OF EVELYN WAUGH

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**Annotation:** *this thesis is devoted to the analysis of Evelyn Waugh's satire works in literature between the periods World War 1 and 2. Besides, many critics criticized his works at that period of time. However, others supported his works without doubt. While reading you may also aware about author's writing style with comparing other satirists.*

**Key words:** analyze, satire, satirizing, focus on, critics, mannerisms, aristocrat.

**Аннотация:** *этот тезис посвящается сатирическим работам Эвелена Вауфа в перевод 1 го и 2 го мирового война. Очень многие критики раскритиковали его работы, когда другие поддержали его ни без каких сомнений. Кроме того, во время чтения вы можете узнать стиль писания автора других сатириков.*

**Ключевые слова:** анализ, сатира, сатирической, сконцентрируйся, критики, манерность, аристократ.

Before analyzing Evelyn Waugh's satirical works it should be mentioned that Evelyn Waugh was not alone in satirizing the period between the two World Wars. For examining it we focus on his four contemporaries' works. Thus, we take into consideration Ronald Firbank, Aldoux Huxley, Norman Douglas, Nancy Mitford's works and make a comparison with Evelyn Waugh's works. To begin with Ronald Firbank, being born in Britain on 17 January, 1886, he was the son of MP Sir Thomas Firbank and Lady Firbank. At the age of ten he went to Uppingham School for two years and then on to Trinity Hall, Cambridge. His first story, "Odette d'Antrevernes" was published in 1905, before going up to Cambridge. He then produced a series of novels, such as *The Artificial Princess* (written in 1915, published in 1934) and *Vainglory* (1915, his longest

work) *Concerning the Eccentricities of Cardinal Pirelli* (1926). Most critics describe this writer as "butterfly". Some utilize it to praise, the others to damn. According to Sir Osbert Sitwell (English writer) "he must attempt to pin down upon a sheet of paper that unrivalled butterfly..." [1;68].

Yet Hugh l'A Fausset (the author of *Between the Tides*) writes that "Doubtless we will be accused of breaking a butterfly on the wheel of criticism"[2;42].

Another critic says, "His personal legend is slender, and on its score he might only have fallen into the ranks of the minor eccentrics, something between a wit and a dandy, a butterfly whose life need not be further inquired into once it had flown past" [3;824].

Finally, Professor E. M. Forster claims in his essay: "To break a butterfly or even a beetle, upon a wheel is a delicate task"[4].

Throughout the essay he retains this figure as representative of Firbank. As a matter of fact, many critics have urged against him a frivolity and pointlessness. Other critics are re-evaluating him nowadays, therefore, most of them admit that his novels have a significance, but not all critics have changed their opinions, for instance, R.D. Charques (English literary critic): “I have never in the past been able to read him with any very great pleasure, since his fanciful and impudent triviality seemed to me to have not merely too little reference to human affairs put too little formal or stylistic virtue” [5;902].

Edmund Wilson (American literary critic) considers that “Ronald Firbank is dealing with a later and less lusty phase of the same society as Congreve” [6]. In his article Cyril Connolly writes that “Firbank recognized frivolity as the most insolent refinement of satire” [7;45].

Mocking at the people of his time Ronald Firbank used most frequently the method of the light touch, mannerisms, “incessant titterings” and “flickering inanities” to some of them [2;42], and an apparent aimlessness to others. Therefore, Evelyn Waugh proves his ideas by showing an example from R.Firbank’s work *The Flower Beneath the Foot*. So, he demonstrates very essential and concrete points of his view. Furthermore, he adds that it is typical of Firbank method: “The case of the Ritz Hotel v. Lady Something in *The Flower Beneath the Foot* is typical of the Firbank method. The King at a dinner-party employs the expression: “I could not be more astonished if you told me there were fleas at the Ritz,” a part of which as-

sertion Lady Something, who was blandly listening, imperfectly chanced to hear. “Who would credit it... It is too appalling... Fleas have been found at the Ritz.” [8;196].

One of the critics of that time, W. H. Auden is one of the few who fail to remark upon the underlying sadness in Firbank’s novels: “Firbank’s extraordinary achievement was to draw a picture, the finest, I believe, ever drawn by anyone, of the Earthly Paradise, not, of course, as it really is, but as, in our fallen state, we imagine it to be, as the place, that is, where, without having to change our desires and behavior in any way, we suffer neither frustration nor guilt... Everyone is welcome to this Eden” [25;5].

If what Auden says is true, one should admit that the Eden of Firbank excluded the greater number of his characters.

Another novelist who as a satirist, Nancy Mitford, to whom Waugh dedicated “*The Loved One*”. Nancy Mitford was an English novelist who was born in 1904. Mitford has great importance as a novelist, though she has written two interesting books. She represents a new development in satirists; she is one who goes after Waugh for imitation. Reading her works one not only sees points of similarity to Waugh but also the road Waugh might have taken. Of course, he would never have written exactly like her.

Given the above we may be inclined to accept the pronouncement of the dust jacket that the “*Pursuit of Love*” is in the manner of Waugh’s early novels. The matter is there but hardly the spirit. Very English and very funny, Miss Mitford

deals with the same venomous characters as Waugh, people of charm, eccentricity, and savagery. Waugh pillories his aristocracy, especially in his early novels. Miss Mitford's aristocrats are not a whit less wicked but there is an excusing of vice, a false "to know all is to forgive all" attitude. In what is an extraordinarily "happy" ending to a novel? One reviewer calls it about as happy an ending as that of Hamlet"[ 34;70].

As Waugh does in his early novels, Miss Mitford assembles light-headed characters who act everything in extremely unpredictable ways. Thus, we may say that we determine some similarities between the authors' writing style.

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## STUDY OF METHODS IN NAVOI AND EASTERN SCIENCES

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**Annotation:** *The article explores the artistic methodology of Oriental literature, in particular, the works of Alisher Navoi and its study in literature. The example of Navoi's Abdukadir Hayitmetov's research relates to the study of romance and realism in Navoi's creativity.*

**Keywords:** method, creative method, romance, realism, folklore, romantic style, conditional image.

Abdukodir Hayitmetov is a leading literary critic, literary method, as well as the artistic style of the literary criticism. Hayitmetov was one of the first, who first studied the artistic method and style of literature on the example of Navoi, later on the Oriental literature [1,2]. The creative method of medieval Oriental classical literature, including its one of its most important figures, is one of the important aspects of scientific research, which includes the solution of the following problems: Firstly, the levels and requirements of creativity, the general state of the art, and is bound by its extremely complex, multifaceted and controversial whole creative activity, ideological approach, artistic means and methods, directly covering most of these, and, secondly, The problems posed by the problems of theoretical nature are closely linked to the ancient Greek and Roman centuries-old Central Asia and Iran, Arab and Azerbaijani culture, especially to literature, art, philosophy and aesthetic teachings from the 15th century to the third century, as well as the creative method and many other issues related to it, to Hayitmetov. Hashim [3], A. Saadi

[4], N.Mallaev [5], V.Zohidov [6], were not specifically studied and analyzed.

Properly identifying the relationship between style and style, the essence, relationships, and complexity of each one of them can help to comprehensively comprehend many of the issues that are directly related to them [2.280]. Therefore, Hayitmetov drew attention to the following aspects of Navoi's creative work and the creative method of Oriental literature:

1. Conceptual study of creative method in Navoi and Oriental literature. The creative method of Navoi is a part of the creative method of the whole Oriental literature, which is a traditional continuation of the present method (romanticism, realism), until the creative method of the scientist is not only an artist, but also a characteristic of the entire era;

2. Romanticism in Navoi's creativity. As the novel examines the methodology of romanticism in the world literature, this trend, which emerged in Europe in the late 1800s and early 19th centuries, characterizes the common features and distinctive features of Oriental literature,

“writers in romantic style point out that didactics play a considerable role in their works, the image of the rebellion, the burden of man’s commitment to the society, the “traditionality and the conditionality” and the European romantic literature researchers have found that traditional romanticism has had a negative impact on literature development. In the Oriental literature, the role of folklore in the romanticism separately points out that the “roots of the genre of idealization in the artistic image are also in the oral folklore” [2,257], meaning that “the most unfading fountain in the creation and development of Romanticism is the folk oratory” ], that the problem of idealism created in the Oriental literature is an ideology of “decoration in works created on the basis of folk myths” [2,289]. According to the scholar, “the main heroes of the Oriental romantic works are different from the characters in the works of European romantic characters, in particular the characters of the Byron poems, which do not reflect the spectral mood of a certain romantic age. They are very close to the main characters of the works of the people, and not for their own personal interests, but for the masses of the masses” [2, 283].

Academician Izzat Sultan describes how romanticism in the art of Oriental literature shows that poetry is romantic poetry when we take on the classics of Hofiz and Navoi, Nizami and Rustaveli. [7.370] A.Hayitmetov correctly defines the creative method of Navoi, “It is absolutely impossible to understand Navoi’s creativity within the framework of

a creative method. In his work, we can see the realistic image as well as the Sufi characters and the features of epic heroicism.” [1,84]

3. Realistic image marks. In Navoi’s creativity, realistic manifestations appear in his lyrical works, especially in poetry poetry, continental and chaise, as well as satirical works. The scientific evidence suggests that “realistic stories and stories are closely interconnected with the poet’s didactic teachings and ideas,” while the realistic images are symbolic-figurative, and the conditional image can not be the essential sign of realism. For example, the destruction of Bakhrom in the “Sakha Sayyor” is not a real picture, but a symbolic poet’s conception of his ideology. “The realities of the East, which is reflected in the thought of the mind, the enlightenment, the people, and the love of the Homeland, are different from realism, which moves the imagination of European writers” [8.13].

Hayitmetov learns creative methodology not only with the notion of romance and realism, but also with aesthetic ideals, conditionality principles, and methodological issues. It is impossible to imagine the artist’s artistic method without it. The scientist initially commented on the artistic method and style of the Navoi Lyricist on the analysis of Navoi’s lyric poetry, and in his book “The Art of Navoi Creative Style” and “From the Oriental Literature Methods History”, this problem was studied as a single object of research. It is possible to draw conclusions from the research on Hayitmetov’s creative method:



1. In the process of studying the creative methodology and determining its historical foundations, the works of the great artists such as Nizami, Omar Khayyam, Saadi, Hafiz Sherozi, Lutfi, Abdurahman Jomi, Alisher Navoi, with their period of literature, literary-aesthetic views and literary methods closely related scientifically.

2. Hayitmetov tries to check the ancient methodology of Oriental literature in Navoi as compared to Navoi: identical and distinctive aspects. The artistic method of Navoi is an ongoing continuation of the existing method, and it concludes that it is traditionally based;

3. Examines the method of Navoi's creativity on the example of the poet's epic works and scientifically substantiates romantic characters: «From the methodological point of view, all the main features of his epic creativity belong to the lyrical creativity.»

In the example of Navoi lyric, he emphasizes that the traditional methods of the poet's inspiration, as well as the traditions of his poetry, are more prominent, as well as the artists who created the art of

discoveries, renewing existing traditions in Navoi.

5. The presence of realistic moments and elements, along with the romantic images in the poem of Navoi, explains the realistic appearance of the poet's creativity.

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