

**O‘ZBEKISTON RESPUBLIKASI OLIY VA O‘RTA MAXSUS
TA‘LIM VAZIRLIGI**

**O‘ZBEKISTON JURNALISTIKA VA OMMAVIY
KOMMUNITKASIYALAR UNIVERSITETI**



**JOURNALISM & MASS
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UNIVERSITY OF UZBEKISTAN**

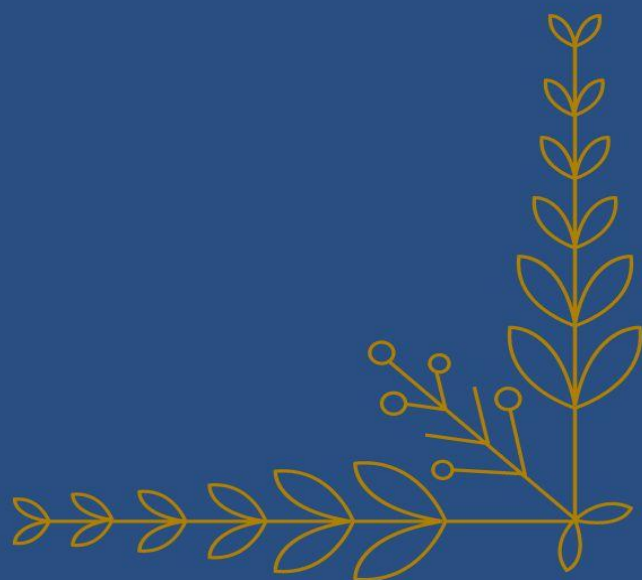
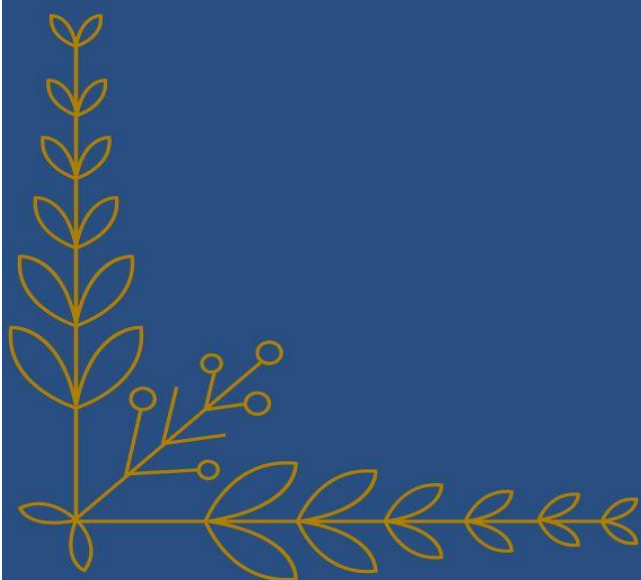


**FLD XORIJIY
TILLAR
KAFEDRASI**

KONFUTSIY NOMIDAGI O‘ZBEK-XITOIY INSTITUTI

**“PROBLEMS AND PERSPECTIVES OF MODERN
TECHNOLOGY IN TEACHING FOREIGN LANGUAGES
(XORIJIY TILLARNI O‘QITISHDA ZAMONAVIY
TEXNOLOGIYALARNING MUAMMOLARI VA
ISTIQBOLLARI)”**

**mavzusidagi
xalqaro ilmiy-amaliy konferensiya materiallari
2022-yil, 25-noyabr, Toshkent**



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O‘zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 7-martdagi 101-F - sonli Farmoyishi bilan tasdiqlangan “2022 yilda o‘tkaziladigan xalqaro miqyosdagi ilmiy va ilmiy-texnik tadbirlar rejasi”ga muvofiq O‘zbekiston jurnalistika va ommaviy kommunikatsiyalar universiteti “Xorijiy tillar” kafedrasida hamda Konfutsiy nomidagi o‘zbek-xitoy instituti bilan hamkorlikda 2022-yil, 25-noyabr kuni tashkil etilgan “Problems and perspectives of modern technology in teaching foreign languages (Xorijiy tillarni o‘qitishda zamonaviy texnologiyalarning muammolari va istiqbollari)” mavzusidagi xalqaro ilmiy-amaliy konferensiya materiallari.

Tahrir hay’ati:

(DSc) prof. Hashimova S.
(PhD) dotsent. Xasanova G.
(PhD) dotsent. Ikramova S.
(PhD) dotsent. Atayev Sh.
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KIRISH SO‘ZI

Universitet rektori Sherzodxon Qudratxo‘ja Tojiddinxon o‘g‘li

Assalomu alaykum, xalqaro ilmiy-amaliy anjuman ishtirokchilari, mehmonlar va qadrli ustozlar! Universitetimizga xush kelibsiz!

Avvalo, so‘zinning boshida o‘zining qimmatli vaqtini ayamasdan bugungi anjumanimizda ishtirok etayotgan hamkorlarimiz, xususan, Oliy va o‘rta maxsus ta‘lim vazirligi, Konfutsiy nomidagi o‘zbek-xitoy instituti, O‘zbekiston ingliz tili o‘qituvchilari uyushmasi rahbari, xorijiy mutaxassislar, Respublikamizdagi oliy ta‘lim muassasalari professor-o‘qituvchilariga o‘z minnatdorchiligimni bildiraman.

Bugungi kunda davlatimiz rahbari Shavkat Mirziyoyev tomonidan mamlakatimiz yoshlarining xorijiy tillarni mukammal o‘rganishlari uchun yetarli shart-sharoitlar yaratilib, yosh kadrlar salohiyatini oshirish maqsadida ko‘plab ishlar amalga oshirilmoqda¹. Prezidentimiz o‘z nutqlarida ko‘p marotaba xorijiy tillarni o‘rgatish bo‘yicha kelajak uchun mustahkam poydevor bo‘ladigan yangi tizimni yo‘lga qo‘yish vaqti-soati kelganligi, hamda raqobatdosh davlat qurishni o‘z oldimizga maqsad qilib qo‘ygan ekanmiz, bundan buyon maktab, lisey, kollej va oliy o‘quv yurti bitiruvchilari kamida 2 ta chet tilini mukammal bilishlari shart ekanligi va bu qat’iy talab har bir ta‘lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi lozim ekanligini alohida ta’kidlab keladilar².

Shu nuqtai nazardan bugun O‘zbekiston jurnalistika va ommaviy kommunikatsiyalar universiteti, Konfutsiy nomidagi o‘zbek-xitoy instituti bilan hamkorlikda tashkil etayotgan *“Xorijiy tillarni o‘qitishda zamonaviy texnologiyalarning muammolari va istiqbollari”* mavzuidagi xalqaro ilmiy-amaliy konferensiya mavzusi dolzarb ahamiyatga egadir.

¹ “O‘zbekiston Respublikasi Oliy ta‘lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5847- sonli farmoni, «O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida» 2021 yil 19 maydagi PQ-5117-son qarori

² O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning (2021 yil 6 may sanasi) video yig‘ilishdagi nutqidan

Bugungi konferensiyamizning asosiy maqsadi ham oliy o‘quv yurtlarida chet tillarini masofadan o‘qitishning innovatsion usullari, chet tilini o‘qitishda faol va interaktiv texnologiyalar, an’anaviy va noan’anaviy usullar, chet tillarini o‘qitishda kommunikativ yondashuv, chet tillarini o‘qitish jarayonini optimallashtirishda zamonaviy texnik vositalar va kompyuter texnologiyalari, Internet-resurslardan foydalanish, mustaqil ta’limni rivojlantirish yo‘llari, mustaqil ta’limni takomillashtirish usullari yuzasidan taklif va tavsiyalar ishlab chiqishdan iborat.

Bu borada konferensiya ishtirokchilariga muvaffaqiyat tilayman.

E’tiboringiz uchun rahmat!

**НЕОЛОГИЗМЫ – ИДЕОЛОГЕМЫ В КАЧЕСТВЕ
ПРОВОДНИКОВ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ
(на примере общественно-политической терминологии современного
китайского языка)**



<https://doi.org/10.5281/zenodo.7352581>

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АННОТАЦИЯ

На современном этапе развития неологии единого определения термина «неологизм» нет. По-разному решаются и вопросы тождества понятий «неологизм» и «новое слово», интерпретации окказиональных и потенциальных слов. Неологизмы рассматриваются в лексикологическом, лингвокультурологическом, семантическом аспектах. Поскольку основные стимулы к появлению новых лексических единиц в языке являются изменения, происходящие в обществе. Закономерно рассмотрение нами неологизмов в лексикологическом аспекте. Не менее важен семантический аспект, так как слово часто становится новым в результате семантической деривации (на основе метафорического употребления названия, на основе сужения, специализации или расширения объема номинации и так далее).

Ключевые слова и словосочетания: неологизм, семантическая деривация, идеологема, лингвокультурология, авторские неологизмы.

**NEOLOGISMS - IDEOLOGEMES AS
CONDUCTORS OF INTERCULTURAL COMMUNICATION
(on the example of socio-political terminology of the modern Chinese
language)**

ANNOTATION

At the present stage of development of neology, there is no single definition of the term "neologism". The issues of the identity of the concepts of "neologism" and "new word", the interpretation of occasional and potential words, are also solved in different ways. Neologisms are considered in lexicological, linguoculturological,

semantic aspects. Since the main incentives for the emergence of new lexical units in the language are the changes taking place in society. It is natural that we consider neologisms in the lexicological aspect. The semantic aspect is no less important, since the word often becomes new as a result of semantic derivation (based on the metaphorical use of the name, on the basis of narrowing, specialization or expansion of the scope of the nomination, and so on).

Keywords: *neologism, semantic derivation, ideologeme, linguoculturology, author's neologisms.*

Введение. Понятия «новое слово» и «неологизм» принято считать синонимичными, но между ними существует некоторое различие. Семантический объем «нового слова» включает неологизмы, окказиональные слова, потенциальные слова и индивидуально-авторские словообразования. Кроме указанных терминов, в научной литературе используются понятия «новое слово», «новация», «инновация», «новообразование», которые получают различные толкования, по разному определяется их содержание, объем и соотношение. Словами «инновация» и «новация» обозначают все новые единицы. Выражения «новое слово» и «неологизм»³, «новообразование» и «окказионализм»⁴ рассматриваются как синонимы. Соотносятся как родовое и видовое обозначение «новое слово» и «неологизм»⁵, понятия «неологизм» и «новообразование» определяются как родовые по отношению к понятию «новое слово»⁶, «новообразование» как родовое по отношению к терминам «неологизм» и «окказионализм»⁷. Е.В. Сенько в «новое слово» включает неологизмы и окказиональные образования⁸. В понятие «новое слово» в нашей статье мы включаем **авторские неологизмы**, то есть названия новых

³ Алаторцева С.И. Проблемы неологии и неографии: Автореф. дис. ... докт. филол. наук. – СПб., 1999. – С.12.

⁴ Нефляшева И.А. Новообразования в газетно - публицистическом стиле: системно - функциональный анализ (на материале 1991 - 1997 гг.): Дис. ... канд. филол. наук. – Майкоп, 1998. – С.20.; Намитокова. Р.Ю. Авторские новообразования: структура и функционирование (на материале современной русской поэзии). Автореф. дис. ... докт. филол. наук. – М., 1989. – С.7-9; Плотникова Л.И. Новое слово: Порождение, функционирование, узуализация. Монография. – Белгород, 2000. – С.15.

⁵ Намитокова Р.Ю. Авторские новообразования: структура и функционирование (на материале современной русской поэзии): Автореф. дис. ... докт. филол. наук. – М., 1989. – С.7.

⁶ Ильясова С.В. Словообразовательная игра как феномен языка современных СМИ : Дис. ... докт. филол. наук. – Ростов - на - Дону, 2002. – С.41.

⁷ Габинская О.Н. Типология причин словотворчества. – Воронеж: Изд-во Воронежского университета, 1981. – С.9

⁸ Сенько Е.В. Теоретические основы неологии. – Владикавказ, 2001. – С.47.

реалий, придуманные конкретными людьми, а именно лидерами китайского правительства начала XXI в (Цзян Цземин, Ху Цзиньтао и Си Цзиньпин).

Методология. Теоретико-методологическая база неологии была заложена в XIX - начале XX вв. Ф.И. Буслаевым, Е.Д. Поливановым, А.А.Потебней, А.М.Селищевым, И.И.Срезневским, Л.П.Якубинским и другими⁹. Как лингвистическое направление неология оформилась во второй половине XX в. и связана с именами С.И. Алаторцевой, А.А. Брагиной, Р.А. Будагова, В.К.Гака, В.И.Заботкиной, Е.А.Земской, В.Г.Костомарова, Н.З.Котеловой, В.В.Лопатина, А.Г.Лыкова, Р.Ю.Намитокковой, Е.В.Сенько, Г.Н.Скляревской, Н.И. Фельдман, Э.Н. Ханпиры и другими¹⁰. Среди китайских лингвистов, разработкой теории неологии, занимаются Cheng Mingan, Hao Wenhua, Gao Mingkai, Pei Yajun, Li Yun, Li Jianguo, Liang Ailin, Chen Jiaxuan, Sun Shuai, Wang Yongyan, Zhang Rong и др¹¹.

Основная часть. Общественно-политические термины (далее ОПТ) в современном китайском языке, как правило, имеют глубокие исторические и культурные корни. Подавляющее большинство современных общественно-политических терминов в китайском языке в качестве своих компонентов

⁹ Буслаев Ф.И. Преподавание отечественного языка: учеб. пособие для пед. ин-тов по спец. «Рус яз. и лит.». – М.: Просвещение, 1992. – 511 с.; Поливанов Е.Д. Избранные работы. Труды по восточному и общему языкознанию. – М.: Наука, 1991. – 622 с.; Потебня А.А. Мысль и язык. – М.: Правда, 1989. – С. 17-20; Селищев А.М. Избранные труды. – М.: Просвещение, 1968. – 640 с.; Срезневский И.И. Русское слово: учеб. пособие для пед. ин-тов по спец. №2101 «Рус. Яз. и лит.» – М.: Просвещение, 1986. – 173 с.; Якубинский Л.П. Язык и его функционирование: избранные работы. – М.: Наука, 1986. – 205 с.

¹⁰ Алаторцева С.И. Проблемы неологии и неографии: Автореф. дис. ... докт. филол. Нау к.– СПб., 1999. – 40 с.; Брагина А.А. Неологизмы в русском языке: пособие для студентов и учителей. – М.: Просвещение, 1973. – 224 с.; Будагов Р.А. Очерки по языкознанию. – М.: Изд-во Акад. Наук СССР, 1953. – 279 с.; Гак В.Г. Новые слова и словари новых слов. – Л.: Наука, 1983. – С. 15–29; Заботкина В.И. Новая лексика современного английского языка. – М.: Высшая школа, 1989. – 126 с.; Земская Е.А. Словообразование как деятельность. – М.: Наука, 1992. – 220 с.; Костомаров И.Г. Языковой вкус эпохи: из наблюдений над речевой практикой масс-медиа // Язык и время. Вып. 1. – Изд. 3-е, испр. и доп. – СПб.: Златоуст, 1999. – 320 с.; Котелова Н.З. Первый опыт описания русских неологизмов // Новые слова и словари новых слов. – Л., 1978. – С. 20-31.; Лопатин В.В. Рождение слова. Неологизмы и окказиональные образования. – М., 1973. – 152 с.; Лыков А.Г. Можно ли окказиональное слово называть неологизмом? // Русский язык в школе. – 1972. – №2. – С. 85–89.; Намитоккова Р.Ю. Авторские неологизмы: словообразовательный аспект. – Ростов-на-Дону: Изд-во Рост. ун-та, 1986. – 154 с.; Сенько Е.В. Инновации в современном русском языке. – Владикавказ: Ир, 1994. – 183 с.; Скляревская Г.Н. Метафора в системе языка. – СПб.: Наука, 1993. – 150 с.; Фельдман Н.И. Окказиональные слова и лексикография // Вопросы языкознания, 1957. – №4. – С. 64-73; Ханпира Э.Н. Окказиональные элементы в современной речи // Стилистические исследования (на материале современного русского языка). – М., 1972. – С. 303-308.

¹¹ 程明安. 应用汉语. 湖北: 湖北人民出版社, 2008; 高名凯. 普通语言学. 下册, 上海: 1955; 裴亚军. 国学术语规范问题 // 中国科学技术语. 2009 #3; 李芸. 信息科学和信息科学技术语概念体系研究: 博士论文. – 北京: 北京语言文化大学, 2003; 李建国. 语法规则略. – 北京: 语文出版社, 2000; 梁爱林. 从中文“术语学”的英译看术语学的研究应用领域/术语标准与信息技术. – 北京, 2004; 蒯家熹. 现代语言学词典. – 北京, 2002; 孙袁. 术语的功能与术语在使用中的变异性: 博士论文. – 中国, 黑龙江大学, 2009; 王永炎. 五年来中医药学名词审定工作. 科技与探索, 2005; 张榕. 术语定义抽取, 聚类与术语研究: 博士论文. – 北京: 北京语言文化大学, 2006.

использует лексику старого литературного языка, многие из которых имели нетерминологический характер, приобрели специализированное значение и стали терминами в современном китайском языке. К их числу относятся 军事 jūnshì *военное дело, воинский, военный*; 组织 zǔzhī *организация*; 知识 zhīshì *знание*; 经济 jīngjì *экономика*; 生产 shēngchǎn *производство* и целый ряд других. Иногда старое слово или выражение используется для обозначения нового термина по приблизительной аналогии со старым значением слова. А также возможны случаи, когда между новым и старым значением слова отсутствует какая-либо связь. Так, термин 经济 jīngjì *экономика* согласно китайскому толковому словарю «Цыхай» в старом языке имел вид 经世济民 jīng shì jì mín *букв. управлять миром и помогать народу*. Термин 国家 guójiā старое значение *государственная территория и дом князя*, новое значение *государство*; 国宪 guó xiàn старое значение *законы государства*, новое значение *государственная конституция*; 主席 zhǔxí старое значение *распорядитель, руководитель пира*, новое *председатель*; 部长 bùzhǎng старое значение *командир военного отряда (части)*, новое *министр*¹².

После появления китайской инициативы «Один пояс, один путь» и официального распространения «Концепции и плана действия по совместному строительству двух поясов», т.е. «Экономического пояса Шелкового пути» и «Морского Шелкового пути XXI века», в мировой прессе стали появляться разные оценки и мнения о сути, цели, ориентирах и задачах указанной инициативы.

Страны, поддерживающие добрососедские отношения с КНР, а также страны-реципиенты китайской помощи, кредитов, технологий, товаров и услуг, в целом, восприняли эту инициативу положительно, с надеждой на дальнейшее укрепление торгово-экономических, инвестиционных, научно-технических, культурно-гуманитарных связей.

Вместе с тем, ряд стран воспринял эту инициативу пассивно и даже негативно, увидев в нем новую угрозу «китайской экспансии». По мнению китайских ученых Шан Хупина, Гун Тина, основной причиной сомнений

¹² Иванов В.В. Терминология и заимствования в современном китайском языке. – М.:Наука, 1073. – С. 33-34.

послужили неправильное толкование указанных выше документов и неточное, неадекватное понимание его содержания, неправильное использование общественно-политических терминов¹³.

В этой связи Гун Тин предложила следующие рекомендации по использованию новых единиц общественно-политической терминологии.

Во-первых, отмечает Гун Тин, китайские авторы должны употреблять в целях продвижения идей и планов концепции инициативы «Один пояс, один путь» в основном «мягкие» термины и лексику. Нужно уделять особое внимание точности словоупотребления в англоязычной среде. Нужно часто и больше использовать такие термины как 启动 qǐdòng *инициатива*, 合作 hézuò *сотрудничество*, 互动 hùdòng *взаимодействие*. Меньше следует прибегать к таким терминам, как 战略 zhànlüè *стратегия*, 地缘政治 dìyuán zhèngzhì *геополитика*, 地缘经济学 dìyuán jīngjì xué *геоэкономика*, 全球化 quánqiú huà *глобализация*, 挑战 tiǎozhàn *вызовы*, 威胁 wēixié *угрозы*. В целом при помощи соответствующих общественно-политических терминов, надо дать понять, что Китай не преследует при помощи инициативы «Один пояс, один путь» какие-то геостратегические цели. Основная задача учёных, журналистов, специалистов, экономистов и публицистов, отмечает Гун Тин, не допускать, чтобы зарубежные читатели неправильно истолковывали цели инициативы, как геополитическую стратегию экспансивного характера, продвигаемую Пекином на Евразийском континенте.

При раскрытии роли и значения китайских городов и провинций по продвижению инициативы «Один пояс, один путь», подчеркивают китайские ученые, не следует прибегать к таким терминам как 前卫 qiánwèi *авангардный*, 领先 lǐngxiān *ведущий*, 重要 zhòngyào *важный*, 平台 píngtái *платформа*, 桥头堡 qiáotóubǎo *плацдарм*, 总部 zǒngbù *штаб* и др., то есть не придавать им военно-политическую окраску. Указанные китайские учёные рекомендуют выделять в документах особое значение таких терминов и словосочетаний как 联合考虑 liánhé kǎolù *совместное рассмотрение*, 联合研究 liánhé yánjiū *совместное изучение*, 联合讨论 liánhé tāolùn *совместное обсуждение*, 联合建设 liánhé jiànshè *совместное строительство* и 联合使用的主动权“一带一路” Liánhé

¹³ Шан Хупин. Один пояс, один путь: ключевые понятия. – М.: Шанс, 2019. – С.15; Гун Тин. Распространение стратегии «Один пояс, один путь» - за рубежом: шесть пунктов, на которые следует обратить большое внимание, и шесть пунктов, на которые следует обратить меньшее внимание // 网络传播 2015. – №4. – С.16.

shìyòng de zhùdòng quán “yīdài yīlù” *совместное использование инициативы «Один пояс, один путь».*

Гун Тин рекомендует в публикациях избегать мысли о том, что Китай, якобы, намерен гнаться за ролью лидера проекта и добиться роли управляющего сферой влияния в региональных вопросах. В этой связи китайские специалисты считают необходимым твердо придерживаться принципов совместного обсуждения, совместного строительства и совместного пользования плодами китайской инициативы¹⁴.

Другая задача - активно продвигать обоюдную состыковку стратегий национального развития стран-участников проекта. Кстати, в Концепции проекта указано: «Китай не навязывает странам Юго-Восточной Азии, Южной Азии, Центральной Азии, Ближнего Востока, Европы реализацию китайской версии «Евразийской программы развития», не требует подписания двух или многосторонних договоров, не предполагает конкретных целей региональной интеграции, так как проект нацелен на поиск обоюдных преимуществ для стран-участников на основе добровольности, равноправия и полного понимания требований национального развития»¹⁵.

Далее Гун Тин предлагает, что при продвижении инициативы нужно бы больше использовать такие общественно-политические термины, как 开放 kāifàng *открытость*, 共性 gòngxìng *общность*, 亲密 qīnmì *близость*, 相互理解 xiānghù lǐjiě *взаимопонимание*, 宽容 kuānróng *толерантности* и как можно меньше прибегать к использованию терминов 中国集中制 Zhōngguó jízhōng zhì *китайский централизм*.

Надо, подчеркивает она, полнее раскрывать не только китайскую инициативу, но и те инициативы, которые были выдвинуты странами-участницами проекта «Один пояс, один путь». В их число входят такие инициативы, как американский план «Нового Шелкового пути», российский «Евразийский экономический союз», индийский проект «Маусам», многостороннее экономическое взаимодействие в рамках ШОС, координируемые Экономической и социальной комиссией ООН по странам Азиатского-Тихоокеанского региона, Трансазиатская железнодорожная

¹⁴ Гун Тин. Распространение стратегии «Один пояс, один путь» - за рубежом: шесть пунктов, на которые следует обратить большое внимание, и шесть пунктов, на которые следует обратить меньшее внимание // 网络传播 2015, № 4. – С.16.

¹⁵ Шан Хупин. Один пояс, один путь: ключевые понятия. – М.:Шанс, 2019. – С.15.

программа и проект «Международная Азиатская сеть», возглавляемые Азиатским банком развития, программа Центрально-Азиатского регионального экономического сотрудничества, транспортная и энергетическая инициатива Европа - Центральная Азия, японская «Дипломатическая стратегия Шелкового пути», российская и индийская программа «Север-Юг», проект ЕС «Новый Шелковый путь» и другие.

По словам Гун Тина, важно подчеркивать постоянно то, что инициатива «Один пояс, один путь» - это «экономическое сотрудничество», а не «китайская версия плана Маршалла». Эти два плана или проекты несопоставимы и имеют существенные отличия, и по историческом фону, и, по сути, экономического сотрудничества, механизму правления. План Маршалла управлялся Правительством США. Инициатива «Один пояс, один путь» — это объект совместного управления всеми странами-участниками.

По мнению Шан Хупина, когда речь идет о китайской инициативе «Один пояс, один путь», следует больше прибегать к использованию таких общественно-политических терминов-словосочетаний как 提高中国企业东道国的生活水平 *tígāo zhōngguó qīyè dōngdàoguó de shēnghuó shuǐpíng* *повышение уровня жизни страны пребывания китайских предприятий*.

Следует воздержаться от употребления термина 中国在海外的利益 *Zhōngguó zài guówài de lìyì* *китайские интересы за рубежом*, разъяснять ошибочность таких терминов как 中国威胁论 *Zhōngguó wēixiè lùn* *теория китайской угрозы*, 中国侵略理论 *Zhōngguó qīnlüè lǐlùn* *китайская захватническая теория*. Надо решительно пресекать использование предложений о том, что 美国的衰退是不可避免的 *Měiguó de shuāituì shì bùkě bìmiǎn de* *упадок США неизбежен*, 美国将被排除在中华人民共和国领导的区域体系之外 *Měiguó jiāng bèi páichú zài zhōnghuá rénmín gònghéguó lǐngdǎo de qūyù tǐxì zhī wài* *США будут вытеснены за пределы возглавляемого КНР регионального устройства*. Вместо этого следует чаще использовать такие предложения, как 中国是现有国际秩序的支持者和倡导者 *Zhōngguó shì xiànyǒu guójì zhìxù de zhīchí zhě hé chàngdǎo zhě* *Китай является сторонником и защитником существующего международного порядка*, 北京不打算挑战或破坏世界秩序 *Běijīng bù dǎsuàn tiǎozhàn huò pòhuài shìjiè zhìxù* *Пекин не намеревается оспаривать или нарушать миропорядок*, 中国不会将美国赶出亚

洲 Zhōngguó bù huì jiāng měiguó gǎn chū yàzhōu *Китай не собирается вытеснять США из Азии*¹⁶.

В целом при продвижении идей и достижении основных целей инициативы, концентрировать внимание широкой международной общественности на таких терминах как 世界 shìjiè *мир*, 发展 fāzhǎn *развитие*, 合作 hézuò *сотрудничество* и 双赢 shuāngyíng *обоюдный выигрыш*.

После появления китайской инициативы «Один пояс, один путь» и официального издания «Плана работы по созданию антикоррупционной системы наказания и профилактики (2013-2017 гг)», в мировой прессе стали появляться разные оценки и мнения о сути, цели, ориентирах и задачах указанной инициативы. Этот руководящий документ относительно работы по строительству партийного строя и неподкупного аппарата, борьбы с коррупцией послужил основным документом по изучению политического ракурса и мер по усовершенствованию государственного управления в стиле Си. Анализ перевода речей политического руководства КНР в эпоху реформ и открытости демонстрирует растущую тенденцию взаимодействия национальной и международной целевой аудитории. В зависимости от политического происхождения, исторических импактов во внутренней и внешней политике КНР, ОПТ в политическом дискурсе включает в себя определения, касающиеся национально значимых событий общественно – политической жизни, а также другие аспекты, связанные с экономикой и культурой. В этой связи переводчикам следует обратить внимание на то, что при переводе общекультурных слов точнее учитывать культурные традиции Китая и исторические предпосылки.

Проведённый анализ неологизмов, представленных в основном в качестве Т-ССч, позволяет судить о догматической функции философских традиций и канонов конфуцианства, оказывающих непосредственное влияние на формирование новых терминов ОПТ в современном китайском языке. Семантический характер данных терминов-неологизмов в рамках рассмотренных концепций нового политического курса КНР подтверждает влияние древней философии центризма КНР на современное ОПТ китайского политического эстеблшмента.

¹⁶Шан Хупин. Один пояс, один путь: ключевые понятия. – М.: Шанс, 2019. – С.18.

Закключение. Рассмотренные вопросы в данной статье привели к следующим выводам:

– в период глобализации в китайском языке появляются заимствованные слова, которые отображают события, происходящие на международной арене, новые вызовы и угрозы безопасности, проблемы экологии, прав и свобод, экономические проблемы и пр.;


– контекстуальная связанность терминов проявляется как раскрытие смыслового содержания последних через их непосредственное и дистантное текстовое окружение, а также как расширение семантики терминов за счет эмоционально-оценочных компонентов, возникающих благодаря контексту. В тексте обнаруживается идеологическая, политическая интенция и прагматическая направленность, действующие при формировании и функционировании ОПТ. Термины оказывают решающее воздействие на структурно-семантическое построение всего политического текста. Основным признаком ОПТ СКЯ является её связь с господствующей идеологией и политическим курсом государства, его социальными императивами.

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FACTORS IN THE FORMATION OF COMMUNICATIVE COMPETENCE IN A FUTURE TEACHER

 <https://doi.org/10.5281/zenodo.7352583>

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ABSTRACT

This article is devoted to the communicative competence in future teachers, able, easily, active and independently to think, to modulate, to transform educational process and also independently generate and embody modern ideas and technology in teaching.

Keywords: *competence, communicative competence, modern educational system of communication, communicative activity.*

Professional and qualified preparation of teachers for pedagogical activity carries a number of features that are associated with the quality of his knowledge, abilities in the studied subjects. And the formation of communicative competence is necessary for a more productive work of the teacher in the pedagogical sphere, being especially important for the full development of the comprehensively developed younger generation. It should be noted that modern requirements for the preparation of students - future teachers are changing rapidly, because society needs not just for a professional teacher, but also a competent specialist who has a variety of teaching methods using as innovative technologies.

Analyzing the views of domestic and foreign researchers, we can say that communicative competence is interpreted as a certain amount of integration competencies, supplemented by empathic and reflective abilities, which develops during special educational classes, thereby communicative competence can be considered as follows:

personality characteristics that determine its
outstanding success in communication;

a combination of abilities, personal qualities and
acquired competencies;

a combination of abilities, personal qualities and
acquired competencies;

As we can see, communicative competence is:

- firstly, the totality of human competences in the field of communication, which are necessary to carry out certain activities;
- secondly, it is part of a person's interpersonal life experience obtained in the process of interaction with other people, his independent activity in various situations;
- thirdly, these are the socio-personal qualities of a person that regulate his entire system of relations with the world, as well as with himself;
- fourthly, this ability as a personality trait that determines its capabilities in a wide variety of activities, with its indispensable compliance with this type of activity;
- fifth, this is a person's willingness to organize his speech behavior in the presence of real life situations in accordance with the above components. It is worth noting that the presence of the presented components is a prerequisite for the successful implementation of productive and professional activities of a person in a certain area.

In the article, we also determined that “communicative competence” necessarily includes subsections of a number of psychological and pedagogical concepts, and above all, these are the concepts of “*ability*” and “*readiness*”.

The concept of "ability" includes the following characteristics:

- “these are the individual psychological (personality) properties of a person (anatomical, physiological, regulatory, physical, psychophysiological, etc.), which determine the mental capabilities of a person in various types of activities” [3; 434];
- “these properties are to some extent determined by the knowledge, skills and abilities of the individual, but are not reduced to them; they are manifested in the speed and strength of mastering the methods of a certain activity” and these

properties “determine a person’s capabilities, are a condition for his successful performance of one or another productive activity” [2; 321];

The concept of “readiness” means an action with the mobilization of “all psychophysiological and functional systems for the upcoming fulfillment of a certain action, an operational setting, an afferent synthesis of the conditions for the effective fulfillment of an upcoming action, and an increase in sensitivity to the conditions of activity”. [3; 74]

And "readiness for activity itself is a complex dynamic system that includes the intellectual, emotional, motivational and volitional sides of the psyche." [3; 55]

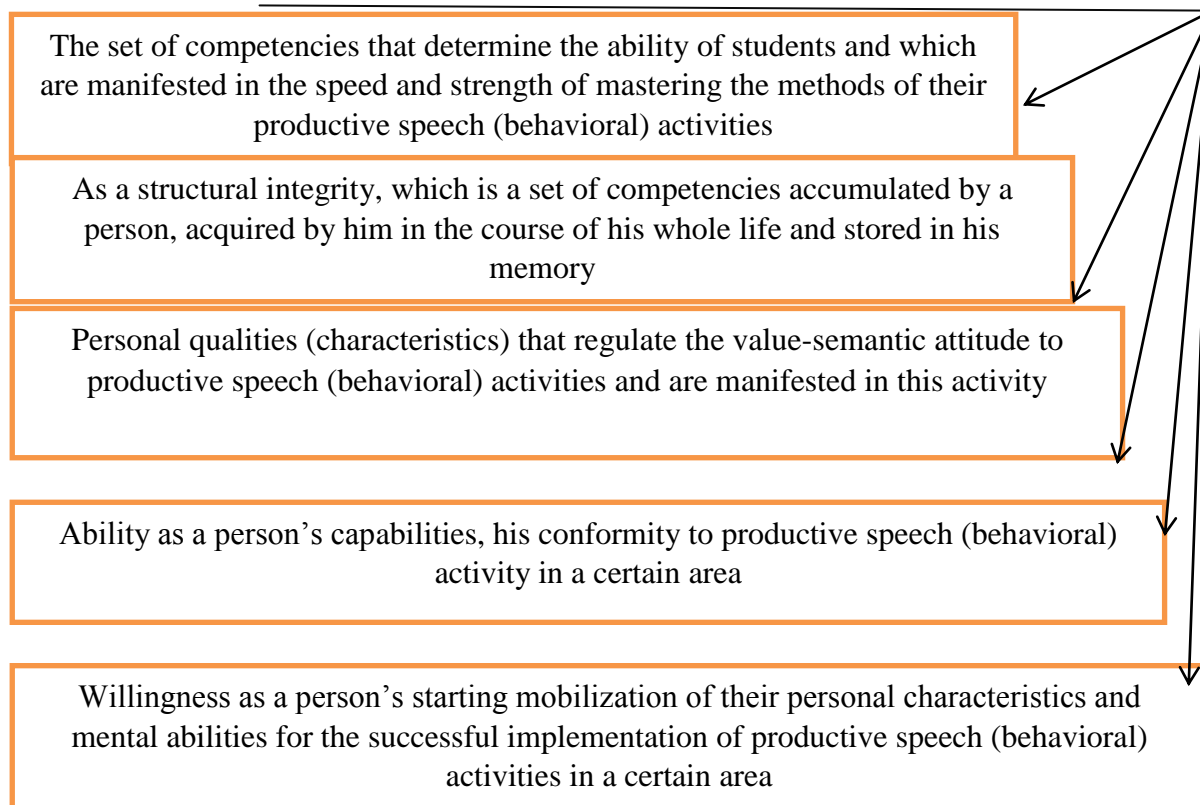
As we can see, these factors are inextricably linked, and act as special integral qualities of competence. But at the same time, “to be able” and “to be ready” for some activity is not the same thing. The concept of “readiness” can “limit the range of individual psychological properties of an individual, leaving knowledge, skills, and abilities beyond its limits. So, a person can be well technically prepared and educated, but little capable of any activity”. [1; 247]

The analysis of these concepts allows us to conclude that a person can be ready to carry out any activity, but for this he will need to mobilize all his personal qualities and mental abilities in order to successfully complete the task of the activity. Thus, based on the above provisions, we determine the structure of communicative competence, which includes the following components (Scheme 1).

Communicative competence cannot be considered the final characteristic of a human person. The acquisition of communicative competence is a progressive movement from point A to point B, from actual events of a personal nature to the results of awareness of the data of occurring events, which are fixed in the cognitive structures of the human psyche in the form of certain competencies that can serve the person in his further contacts with surrounding people, because the ability to learn in communicative situations increases as a person develops cultural, including ideological and moral norms and the law polarity of public life.

Scheme 1

Structure of communicative competence



A thorough study of the essence and structure of communicative competence allows us to distinguish two interconnected and, at the same time, interdependent levels: the first level should determine the manifestation of communicative competence directly in the communication itself, i.e. communicative human behavior; the second should include pedagogical and communicative values, with the orientation and specificity of the teacher’s professional motivation, his special need for communication.

In aggregate, all the considered components represent a certain content of communicative competence, and form one of the most complex systems of interconnected and interdependent qualities of a human person. As a result, communicative competence can act as one of the most significant professionally-oriented characteristics of a teacher, and the development of this competency is a priority in higher professional education. Modern stages of the development of society, new paradigms in education, all this fills the problem of the formation of communicative competence with newer content.

It should be noted that the modern requirements for the training of students - future teachers, are changing rapidly, because society needs not just a professional teacher, but also a competent specialist who owns a variety of teaching methods. In connection with this provision, the effective preparation of bachelor teachers for their future teaching activities plays a crucial role. In conclusion, it can be said that,

1. The study reveals the structural components of "communication activity":

- a) the subject of communication is another person;
- b) communicative motives - that's why communication takes place;
- c) self-awareness and self-esteem;
- d) initiative and response actions;
- e) education of the spiritual, moral and material nature of communication;
- f) means of communicative activity - these are operations by means of which communication actions are carried out.

2. Both verbal communication, where human speech is used, and non-verbal communication, in which various non-verbal signs and symbols are used, are distinguished. Speech, as you know, is the most universal means of communication, because during the transmission of information through speech, the least sense of communication is lost.

3. Competence in all types of communication can consist in achieving three basic levels of adequacy of interlocutors for communication:

- a) communicative;
- b) interactive;
- c) perceptual.

4. In modern scientific and methodological literature, we single out the integration characteristics of competencies:

- social competencies related to the ability of a person to take responsibility, to participate in the joint adoption of any decisions;

- competencies that regulate life in society, and designed to prevent the spread of feelings of intolerance, and also contribute to a special understanding of a person's readiness to live with other people who are representatives of other cultures, languages and religions;

- competencies that determine a person's written and oral communication skills, which are especially important in modern public life and professional activity;

- competencies that are associated with the emergence of an innovative information society, where the possession of new technologies is especially priority;

- competencies that realize a person’s ability to learn throughout his life, not only in his chosen profession, but also in his personal and public life.

5. It is also important to note that “communicative competence is a complex entity that includes the following components:

- *subject* (non-verbal competence),
- *linguistic* (speech competence),
- *socio-cultural* (including competences in the field of social relations, communication psychology),
- *pragmatic* (directly related to the communication of the addressee and the addressee of speech in a certain situation - motives, attitudes and goals of communication).

6. In general, communicative competence can consist of the following integration features:

- a) Socio-psychological forecasting of the communicative situation, on the basis of which communication should take place.
- b) Socio-psychological programming of the process of communication itself, where emphasis is placed on the originality of the communicative situation itself.
- c) Implementation of the features of socio-psychological management of communication processes in a communicative situation.

7. Clarification of the essence of the concept of “communicative competence” of a teacher allows us to present its essential structure, which helps to understand the ways of its improvement. The structure of the teacher's communicative competence must necessarily include integration competencies for the following actions:

- interpersonal perception and assessment of the situation of communicative communication (perceptual component);
- introspection and self-esteem of their behavior in the process of communicative communication (reflective component);
- selection of adequate means for interpersonal communication;
- management of the process of communication and the corresponding regulation of human behavior (behavioral component).


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ИҚТИСОДИЙ ФАНЛАРНИ ЎҚИТИШДА ТАЛАБАЛАР МУСТАҚИЛ ИШИНИНГ МАЗМУНИ ВА ЎРНИ

 <https://doi.org/10.5281/zenodo.7352592>

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АННОТАЦИЯ

Мақолада талабанинг ўқув фаолиятидаги мустақил ишининг зарурати ва унинг бўлажак мутахассиснинг касбий фаолияти учун зарур бўлган билим, кўникма ва кўникмаларини шакллантиришдаги аҳамияти масалалари ёритилган.

***Калит сўзлар:** ўқув жараёни, ўқув фаолияти, ўқитувчи, талаба, талабаларнинг мустақил иши, ўз-ўзини тайёрлаш, ўз-ўзини тарбиялаш.*

CONTENT AND PLACE OF STUDENT INDEPENDENT WORK IN TEACHING ECONOMIC SCIENCES

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ABSTRACT

The article highlights the importance of the student's independent work in educational activities and the formation of knowledge, skills and abilities necessary for the professional activity of the future specialist.

***Keywords:** educational process, educational activity, teacher, student, independent work of students, self-training, self-education.*

Ҳозирги вақтда дунёда ижтимоий, сиёсий ва иқтисодий ҳодисаларнинг кескинлашуви шароитида инсон капиталининг иқтисодий ва ижтимоий ривожланиш омили сифатидаги роли ортиб бормоқда.

Давлат илм-фан ва таълимни модернизация қилиш орқали инсон капиталига сармояларни давлат сиёсатининг устувор йўналишлари сифатида белгилаб, ҳар бир талабанинг иқтисодиёт ва жамият томонидан талабчан бўлишини таъминлашни мақсад қилган.

Дунёда рўй бераётган ҳозирги тенденцияларни ҳисобга олган ҳолда, профессионал меҳнат кадрларини тайёрлашга сифат жиҳатидан янги ёндашувни талаб қилади. Мамлакат ривожланишининг инновацион йўналиши шароитида аҳолининг ўзгарувчан талабларига ва давлат иқтисодиётини ривожлантиришнинг узок муддатли вазифаларига мувофиқ таълим тизимини юқори сифат даражасига олиб чиқиш лозим.

Ижтимоий-иқтисодий тараққиётнинг ҳозирги ва истиқболдаги эҳтиёжларини қондириш учун жамият олдида масъул бўлган ва инсон салоҳиятини ривожлантирувчи узлуксиз таълимнинг мослашувчан тизимини шакллантириш зарур.

Шахсга айланиш жараёнида мустақил ишнинг мавжудлиги, Р.А.Галимова таъкидлаганидек, инсоният жамияти ҳаётининг турли даврларида бўлган ва ҳозирда янги авлодларни ўз-ўзини ривожлантириш ва атрофдаги воқеликни ўзгартиришга тайёрлашда муҳим омил ҳисобланади. [2].

Таълимга нисбатан компетенциявий ёндашувни амалга ошириш шароитида ўқитувчи ва талабанинг роли ўзгариб бормоқда, бунда ўқитувчи энди эксклюзив ва тўлиқ маълумот манбаи эмас, балки таълим жараёнида етакчи ролини ўйнайди. Бошқа томондан, бу ёндашув талабани ўрганишда фаол ва масъулиятли позицияни эгаллашга ва маълум бир таълим йўналиши ёки интизомга қўйиладиган талаблардан келиб чиққан ҳолда ўз касбий ваколатларини мустақил равишда эгаллашга мажбур қилади.

М.А.Федорованинг тадқиқотларида талабанинг мустақил ишининг дидактик табиати ҳақидаги қарашлари унинг энг муҳим таркибий қисми сифатида ўрганилган. Ўқитувчининг назорати ва раҳбарлигисиз тўлиқ мустақил ишлаш, мустақил изланиш ёки ижодий ишлардан иборат бўлиши мумкин эмас [7].

Шу муносабат билан мустақил иш - бу педагогик бошқарувнинг ўқитувчининг ўзи билан ўзаро таъсири, бундан ташқари, М.А.Федорованинг фикрига кўра, мустақил фаолият юқори (интегратив) даражадаги ўқув жараёнининг асосий элементларидан биридир [7].

Белгиланган муаммога жиддий эътибор қаратилиши муносабати билан ўқув жараёнида талабаларнинг мустақил ишларининг аҳамияти ортиб бораётгани ўқитувчи ва талаба фаолиятини янги мазмун билан тўлдирди. Л.А.Петров, Э.В. Берестнев ва А.А.Бригадиннинг фикрига кўра, ўқитувчининг роли, талабанинг ўз-ўзини ривожлантириш қобилиятини кучайтиришга имкон

берадиган, талаба томонидан умумий маданий ва касбий компетенцияларни эгаллаш мақсадида мустақил ишларни ташкил этишдан иборат. Юқоридаги муаллифлар таъкидлаганидек, талабанинг ўрни – ўқитувчи раҳбарлигидаги мустақил иш жараёнида мустақил равишда билим, кўникма ва малакаларни эгаллаш, муаммони шакллантириш ва уни ҳал этишнинг энг тўғри йўлини топа оладиган ижодий шахс бўлиб етишишидан иборат [6].

Бундай шароитда талабанинг мустақил иши ҳам объектив эҳтиёж, ҳам шахсни ривожлантириш воситасидир. Иқтисодий фанлардан талабанинг ўқув материали бўйича мустақил иши ўқитувчиларнинг мустақил ишлаш кўникмаларини ривожлантириш, ўқувчиларнинг касбий ўсишини рағбатлантириш, ижодий фаоллиги ва ташаббускорлигини тарбиялаш учун масъулиятини ошириш жиҳатидан амалга оширилади.

Шундай қилиб, талабанинг мустақил иши когнитив фаолиятнинг узлуксиз жараёни сифатида тақдим этилади, унинг исталган натижаси бевосита ташқи ёрдамсиз билим, кўникма ва малакаларни эгаллаш бўлади.

Шу муносабат билан шуни таъкидлаш керакки, талабаларнинг мустақил иши ўқув жараёнининг таркибий қисми бўлиб, унинг учта ўзаро боғлиқ шаклининг бирлиги билан ифодаланади: ўқитувчининг бевосита раҳбарлиги остида амалга ошириладиган аудитория мустақил иши, талабалар томонидан бажариладиган мустақил ишлар, ижодий, шу жумладан тадқиқот ишлари [5].

Таълимдаги жаҳон тенденциялари таъсири остида талабаларнинг мустақил ишларини ташкил этиш, бошқариш ва назорат қилиш мазмуни, шакл ва усулларини такомиллаштириш бўйича доимий ва узлуксиз ҳаракат талаб этилади.

Таълимдаги кўрсатилган ижобий динамика талабаларнинг мустақил иши учун бевосита концептуал йўналиш бўлиб хизмат қилиши керак. Иккинчиси таълим тизими йўналишининг органик бирлиги туфайли узвий боғланган ва ўзаро боғлиқ бўлган тизимли тартибланган фаол алоқалар мажмуасидир.

Ўқув фаолияти доирасида иқтисодий фанлардан талабанинг мустақил ишининг аҳамияти ва ролини тавсифлаб, уни икки компонентга бўлиш призмасида кўриб чиқиш мумкин, деб тахмин қиламиз. Шундай қилиб, бир қатор муаллифлар талабаларнинг мустақил иши ўзининг ташқи ва ички томонига эга эканлигини таъкидлайдилар.

Ташқи томони мустақил иш шаклини белгилайди, унга талабаларнинг барча ўқув фаолиятида ўз ўрнини беради, шунингдек, унинг турларини

аниқлашга имкон беради. Талабалар мустақил ишининг ташқи томони ҳали унинг моҳиятини аниқлаб бермайди, талабанинг қандай ишлашини кўрсатмайди, унинг ижодий қобилиятларини ривожлантириш ва амалга ошириш жараёнини очиб бермайди.

Бинобарин, талабалар мустақил ишининг ички асоси ва мазмуни талабанинг ўз эҳтиёжлари ва мотивлари билан инсоний салоҳиятининг ички манбалари билан ифодаланган мустақил фаолияти даражасидир.

Талабалар мустақил ишларини ташқи ва ички томонларга белгиланган тақсимот асосида муаммоли соҳаларни аниқлаш алоҳида аҳамиятга эга.

Шуни ҳисобга олиш керакки, талабаларнинг мустақил иши икки томонлама, бошқача айтганда, талаба мустақил ишининг ички ва ташқи томонида юзага келадиган салбий ҳолатлар ҳам талабага, ҳам ўқитувчига боғлиқдир.

Талабаларнинг мустақил ишларининг самарадорлиги ва самарадорлигининг боғлиқлиги ўқув жараёнининг ушбу жуда муҳим шаклининг ҳар икки томонининг сифати ва фаол фаолиятига сабаб-оқибат муносабатларига эга.

Ф.П.Хакунованинг фикрича, эътиборни тортадиган ўқув фаолиятининг муҳим жиҳати - бу талабаларнинг мустақил ишлашга психологик тайёргарлиги шаклланмаганлиги, уни ўз-ўзини ташкил этишнинг умумий қоидаларини билмаслик, кўзланган ҳаракатларини амалга ошира олмасликдир. Бу ҳақиқат бир қатор ўқув фанларига когнитив қизиқишнинг етарли даражада юқори эмаслиги билан мураккаблашади [8].

Шу билан бирга, тажриба шуни кўрсатадики, талабаларга мустақил иш асосларини ўргатишнинг қатъий тизими мавжуд бўлмаса, бу ишга ўқитувчиларнинг ягона ёндашуви бўлмаса, кўплаб талабалар учун мустақил ишлаш кўникма ва малакалари пастлигича қолмоқда. Шунинг учун талабаларга мустақил иш асосларини ўргатиш муайян тизим ва ягона дастур бўйича амалга оширилиши керак. Талабаларни фаол, ижодий мустақил ишнинг илмий услуби билан қуроллантириш уларнинг таълим муассасасида бўлган биринчи кунларидан бошланиши ва бутун ўқиш даврида узлуксиз амалга оширилиши керак.

Ўқитувчининг роли жуда катта бўлишига қарамай, таълимнинг асосий мақсадларига, биринчи навбатда, ўқувчиларнинг ўз ҳаракатлари натижасида эришилади. Шахснинг мустақил равишда керакли маълумотларни излай олиши,

унинг асосида касбий билимларни ўзлаштира олиши, ундан турли вазиятларда ижодий фойдалана олиши – бу бўлажак мутахассис шахси сифатини тарбиялайди.

Ушбу қобилиятни шакллантириш мақсадни белгилаш, ўз-ўзини англаш, рефлексли фикрлаш, ўз-ўзини тарбиялаш ва ўзини бир бутун сифатида таълим фаолияти субъекти сифатида ривожлантириш нуқтаи назаридан умумий шахсий ривожланишни ўз ичига олади.

Иқтисодий фанлардан талабаларнинг мустақил ишини ташкил этиш, биринчи навбатда, унинг аҳамиятини тушунишга, талабаларни жалб қилишга қаратилган бўлиб, улар касбий тайёргарлик жараёни билан боғлиқ бўлиши керак. Вазифани ҳал қилиш ўқув жараёнида талабанинг фаол позициясини шакллантиришга ёрдам беради.

Талаба мустақил ишининг аҳамияти, Т.В.Шевцовнинг фикрича, иккита асосий жиҳатни белгилайди:

1) мустақил ишлаш кўникмаларига эга бўлиш - бу ўз-ўзини тарбиялаш ва ўз-ўзини ривожлантиришга йўналтирилган бўлажак мутахассисга касбий муваффақият ва талабнинг зарур шартидир;

2) мустақил иш олий ўқув юртида касбий тайёргарликнинг асосига, бўлажак мутахассисни узлуксиз тарбиялаш воситасига айланади [10].

Талабаларнинг мустақил иши мазмунан тузилган мураккаб таълим бўлиб, унда юқоридаги икки жиҳат тизимли равишда бирлаштирилади.

Иқтисодий фанлардан талабаларнинг мустақил ишини нафақат ташкил этувчи ва назорат қиладиган, балки талабаларнинг муваффақиятли ўқув фаолияти учун зарур муҳит ва шарт-шароитларни яратадиган ўқитувчининг фаол ишини ҳисобга олмасдан туриб, талабалар мустақил ишининг қийматини тўлиқ баҳолаб бўлмайди.


Хулоса тарзида шуни тасдиқлаш лозимки, талабанинг муваффақиятли мустақил ишини рағбатлантириш ўқитувчининг шахсий, педагогик қобилиятига асосланиши керак, у нафақат назорат ва ташкилий функцияларни бажара олиши, балки, асосан, ўқувчиларни ўқитиш, тушунтириш, кўрсатиш, ёрдам бериш ва қўллаб-қувватлашга қодир бўлиши керак.

Иқтисодий фанлардан талабаларнинг мустақил иши, ўқув жараёнининг бошқа шакллари сингари, талабалар учун ўзларининг билимини, ижодий фикрлашини, шу жумладан тадқиқот, қобилиятларини амалга оширишнинг кучли воситаси саналади.

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PERSON-CENTERED EDUCATION AND CONDITIONS FOR ITS IMPLEMENTATION

 <https://doi.org/10.5281/zenodo.7352599>

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ABSTRACT

Person-centered learning technologies, in essence, involve the full development of all participants in the learning process. The article discusses about person-centered learning technologies and its implementation.

Keywords: *learning technologies, person-centered learning technologies, person-centered learning environment, professional skills, learning process.*

As we develop learning technologies, we implement person-centered learning technologies. This is because the individual is one of the main components of the National Training Program: the main subject and object of the training system, the consumer and producer of educational services. The personality of the learner is the goal of the entire education system, and remains an influential subject.

In a person-centered learning environment, we educators have a unique role and function in the learning process that is no less important than in the traditional system. If, in traditional education, we are in a supervisory role with the subject of knowledge and the textbook, which is the most competent source of knowledge, while in the new paradigm of education, we are in the role of independent active cognitive activity of learners in the role of organizer, competent advisor and assistant [Penny Thompson, 2018].

Person-centered education and conditions for its implementation

Basic control status of person-centered education	Terms of implementation
The identity of the learner is the goal of the	Ensuring a comfortable, conflict-free and safe environment for the full free and creative development of the learner, the realization of

<p>education system, the priority subject.</p>	<p>his natural potential. Acceptance by the educator of the learner: his or her goals, emotions, interests, views, attitudes, recognition of them as valuable qualities, trust in them, belief in his or her strengths and abilities.</p>
<p>Full development of all participants in the educational process: • Individualization and differentiation of the teaching process: Orientation to the individual trajectory of the student's personal development in accordance with the requirements of the STS in the field of vocational training.</p>	<p>The following should be taken into account in the development and implementation of educational technology: • the level of education in this field of knowledge and the general level of development of individual culture; • Psychological and physiological characteristics of the student: For each learner, the development of a curriculum that is individual to the curriculum is based on its individual characteristics and is finely adapted to its capabilities, its dynamic development under the influence of teaching; it helps him to understand himself, to clarify himself, to develop himself, and to realize his potential. Determining a learner's personal development and then objectively monitoring and diagnosing it to correct developmental prospects or extinctions. Develop and implement technology to develop the general pedagogical skills of the educator, self-development not only as a professional but also as an individual.</p>
<p>• Take into account the psychological, professional and personal characteristics and abilities of the student.</p>	<p>Build the learning process as a dialogue between educator and learner and focus it on collaborative program activities. • Responsibilities of the teacher: • Establish an equal position with the student: • not only to teach the student, but also to encourage him to develop, to create conditions for him to act independently: • Encourage learners to think independently, plan independently and suggest solutions to problems, and be prepared to evaluate and review results.</p>
<p>A dialogic approach that involves: • subjective interaction of participants in the learning process. • Increase the freedom of participants in the learning process • self-actualization and self-presentation.</p>	<p>To do this, do the following: • Conditional design: • Meaningful exploratory dialogue: • Incorporate learning tasks into the text of life problems: • Create conditions for learners to develop independent reading, self-determination, independence, self-realization and self-presentation skills.</p>
<p>Motivate the participants of the learning process.</p>	<p>This goal is achieved only when teaching and personal development have a vital and professional significance for the educator and the</p>

	learner, when there is a strong interest in this activity, when learning and development become a vital need of the individual. can be calculated.
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We use our professional skills not only to monitor the knowledge and skills of learners, but also to diagnose their activities in order to help us with our skilled efforts to overcome in a timely manner the difficulties that may arise in knowing and applying IFC we need to focus. This role is more complex than traditional education and requires a high level of skill from us.

We want to clarify the division of humanities - personal technologies, collaborative technologies and free education technologies as independent areas within the boundaries of person-centered educational technologies [Mishra P, Koehler M, 2006].

Human-personal education technologies are distinguished, first of all, by their humanitarian nature, psychotherapeutic orientation aimed at supporting and helping the individual. They embody the idea of full respect and love for the child, an optimistic belief in his creative power, and refrain from coercion.

Collaborative learning technologies promote democracy, equality, and cooperation in the subject-subject relationship between educator and child. The teacher and the student are in a collaborative, collaborative environment, working together to develop goals, content, and assess.

Free upbringing educational technologies focus on providing the child with free choice and independence in large or small areas of his or her life activities. The child, in making the choice, goes to the outcome not under external influence, but through his inner call, and best performs the subject's position.

Person-centered learning technologies, in essence, involve the full development of all participants in the learning process. This is not only a differentiated approach to teaching, taking into account the general level of intellectual development of the student and, in particular, his readiness for the subject, his abilities and capabilities, but also taking into account the psychological, professional and personal characteristics and abilities of the student.

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FEATURES OF THE STUDENT'S MENTAL ACTIVITY



<https://doi.org/10.5281/zenodo.7352605>

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ABSTRACT

The article is devoted about mental education which is defined as an important aspect of preparing a person for life and work. In addition, discusses characteristic features of mental development and classification of mental activity proposed by scientists.

Keywords: *mental education, mental activity, intellectual activity, mental development, creative thinking, teaching methods.*

In pedagogy, mental education is defined as an important aspect of preparing a person for life and work. Its essence is to stimulate interest in intellectual activity, to guide the intellect and cognitive abilities through the introduction of a culture of intellectual labor, the methods of acquiring and acquiring knowledge and applying it in practice.

Research in pedagogy and psychology has two important concepts for understanding the problem of mental education. One of them is the acquisition of knowledge accumulated by people in the process of teaching. This view has been developed by most representatives of philosophy and pedagogy since the time of Plato (Y.A.Komenskiy, J.Lokk, I.F.Herbert, etc.). Representatives of this concept were based on the social experience of mankind in defining mental education. This, of course, was a positive aspect of the concept. But the concept took into account the capabilities, needs and interests of students [1].

Other proponents of the concept (J.J.Russo and his followers) argue that the child's mind develops first of all in its natural activity. The student must be given the opportunity to work, to move, to be independent. Science is secondary. This concept has both positive and negative aspects.

The idea of mental education in the process of active independent activity is positive, but it is not enough to look at it as a single rule. There is no denying that science has accumulated and systematized human experiences.

Proponents of pragmatism have strongly criticized the concept of systematized learning. Dj.Dewey argues that the development, life, and experience of the individual in school are subject to curricula that need to be studied and that define the scope of systematic knowledge because they are dead, mechanical, and formal sources. He calls for the abandonment of the "school science" tradition and the introduction of an "artificial process" in teaching.

In the process of developing mental education, an attempt has been made to enrich this concept. K.D.Ushinskiy [5] believes that the mind can be developed both formally and realistically. This means that different approaches, in close connection with the existing relationship to mental development, allow us to look at the die.

A person's actual relationship is his or her attitude toward nature, society, and the arts. In this regard, it is important to master the science that has been accumulated and systematized over the centuries of human experience. It is necessary not only to acquire knowledge, but also to delve into its essence, to learn how to acquire and apply it, to turn knowledge into a tool of faith, thinking and action.

Mental development is determined not only by the amount and quality of knowledge acquisition, but also by the structure of the thought process, the richness of logical practice and mental action, and its proper application. A general condition of mental education is comprehensive activity. The nature of the activity is also important. Mental development is intensified as the scientific foundations on which it is based expand. It is the opposite of being idle and wasting time. It creates intellectual weakness, backwardness.

The main processes of mental development are covered in the research of L.S.Vigodskiy, S.L.Rubinstein, A.N.Leontev, N.A.Menchinskaya, L.V.Zankov, M.A.Danilov, B.P.Yesinov, M.N.Skatkin. They emphasize that mental development is a continuous process of learning, work, play, and improvement in life situations.

Mental development is very intensive in the process of active acquisition and creative application of knowledge.

Characteristic features of mental development include:

- *be proactive about the environment;*
- *striving to go beyond what is known;*
- *the constant need to increase knowledge and apply it creatively for theoretical and practical purposes;*
- *observation, the ability to distinguish the most important aspects and connections of events and facts;*

- consistency of actions and research to provide a link between the tasks and tools needed to solve problems rationally;
- discipline that ensures accuracy in work and reliability in achieving results;
- mental breadth is a product quality based on the sequence of mental activity and memory development;
- ability to rely on extensive scientific information;
- ability to use a wide range of scientific, technical and computer tools;
- a tendency to learn and use concepts that continuously reflect real-life processes;
- dynamics of mental activity;
- independence and creative character.

The highest form of developed mind is creative thinking. It is the stage of human cognition and the highest form of the process of reflecting objective reality. Creative thinking acquires social significance and uniqueness as the highest form of activity and individual activity. *It is a question that requires a creative response; be able to see the problem; mobilize the knowledge needed to identify preconceived hypotheses and problem-solving methods; reflects the expression of ideas born as a result of special observations and experiments.*

For the advanced mind, a logical thinking consisting of a careful analysis of the situation on the basis of the observed facts and a logic-based synthesis is characteristic.

According to G.Selyevko [6], thinking refers to the processes of human cognition in the perception of objects in the environment, events, connections between them, the solution of vital tasks, the search for the unknown, the ability to see the future. The classification of mental activity proposed by G.Selyevko is as follows:

- depending on the nature of the means of thinking: object, action, visual, figurative, abstract, emotional;
- according to the process of the logical scheme: comparison, analysis, abstraction, generalization, synthesis, classification, induction, deduction, inversion, reflection, anticipation, hypothesis, experiment, etc .;
- according to the result: the creation of a new model, the definition of a concept, a judgment, a conclusion, a theorem, a law, a law, theory;
- by type of logical thinking: mental-emotional and perceptual-theoretical or, as defined by M.V.Davidov, dialectical-logical.

I.S.Yakimanskaya [7] developed "teaching methods". This concept covers the area of the qualification process that determines the effectiveness of the learning process. Based on this, the general teaching methods of work are distinguished:

- *learning planning skills;*
- *skills and abilities to organize educational activities;*
- *information comprehension skills;*
- *thinking skills;*
- *ability to evaluate and understand learning outcomes.*

In the classification proposed by G.Selyevko [6], knowledge is distinguished by the form of reflection, the delimitation of illumination, the field and subject of knowledge, the level of psychological and generalization.

Depending on the reflection range, the following can be distinguished:

- individual knowledge - a set of emotional and mental images and their interrelationships that arise in relation to reality, its personal experience, work and knowledge of the world;
- social knowledge is the product of environmental generalizations and cognitive outcomes reflected in science, technology, material and spiritual values.

Depending on the form of reflection:

- sign, verbal knowledge or theoretical knowledge;
- figurative - knowledge perceived in the senses and recommended in the emblems;
- material - knowledge of labor, art;
- event - knowledge recorded in the current activities of people.

There are the following areas of study:

Humanities and exact mathematical sciences philosophy philosophy animate and inanimate nature society, technology, art.

Depending on the psychological level, there are: familiarity, recovery, understanding, application, automatic action, attitude and knowledge - the need.

According to the level of generalization, facts - events, concepts, terms, laws, hypotheses - theories, methodological knowledge, evaluation.

Thus, understanding can be assessed by the features of mental operations, strategies for finding solutions, volume, depth, clarity, time required to find a positive result of solving a problem. An error is a necessary element of learning activity, therefore, it must be detected in time, identified and measured. Its timely recognition

involves the activation of mental activity, contributes to the formation of cognitive subjective experience and school success.

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ANALYZING OF PRAGMATIC ACTIVITIES FOR THE SPEAKING CLASSROOM



<https://doi.org/10.5281/zenodo.7352616>

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ABSTRACT

The purpose of this article is to demonstrate how to identify pragmatic teaching points, to introduce related activities, and to generally encourage attention to pragmatic speaking ability in language classrooms. This article promotes the idea that pragmatic skills identified and developed in EFL settings contribute to communicative success.

Keywords: *pragmatic teaching, linguistic options, linguistic choices, language functions, pragmatic research.*

Being able to speak naturally and appropriately with others in a variety of situations is an important goal for many English as a foreign language EFL earners. Because the skill of speaking invariably involves interaction with people and using language to reach objectives, it is crucial for teachers to explore activities that help students learn the typical ways to express these and other language functions.

To interact successfully is myriad contexts and with many different speakers, learners need to develop a repertoire of practical situation-dependent communicative choices. The study of how language is used in interactions is called pragmatics, and while appropriate interactions come naturally to native speakers of a language, EFL learners need to be aware of the many linguistic and strategic options available to them in certain situations. Through pragmatics is an extensive field within linguistics, much pragmatic research has focused on speech acts performed by learners and the linguistic and strategic choices they employ. To use pragmatically appropriate speech, EFL users must account for not only the form and function of a second language, but the context as well. In doing so, they will be more comfortable speaking to interlocutors who may vary in age, gender, social class, and status. Special conversational choices are also required based on the relationship between speakers-whether they know each other and for how long. In addition, conversational expectations and desired objectives can influence linguistic and strategic choices of

what to say. The ability to account for and adjust to these variables when speaking English defines one’s pragmatic competence.

Despite its importance in EFL communication, the teaching of pragmatics is often overlooked in the classroom and underrepresented in teaching materials and teacher education courses. Reasons include insufficient class time, lack of interest, or inadequate recognition of its importance in interpersonal communication. There may also be a shortage of practical and achievable activities for the classroom that introduce and promote the development of such nuanced language use. While teachers may recognize the importance of pragmatics and want to use it in their lesson, many are unsure how to select and incorporate pragmatic teaching activities in EFL classes. This seems to be the case in my country, where I teach, and I suspect the situation is similar in other EFL contexts.

It begins by discussing pragmatics as a general field within EFL education before moving on to present the notion of speech act sets, which are step-by-step conversational options normally used to successfully communicate a variety of language functions. Speech act sets are considered valuable tools for examining language and strategies choices made during speech production, and they also provide useful templates for language teachers who want to add pragmatic elements to their speaking lessons; as such, the concept of SASs for the language functions of apologizing and requesting, this article demonstrates how to identify specific pragmatic instruction. This article also suggests classroom activities that teachers can use to help learners develop and refine their pragmatic abilities in English. Pragmatic has been defined as “the study of language from the point of view of users, especially the choices they make and the effect their use of language has on other participants in the act of communication”. The aspect of “choice” and “effect” are particularly relevant for achieving for desired outcomes during interpersonal communication. In terms of pragmatic choices, EFL learners need to be aware of the many linguistic and strategic options they can use in certain circumstances. The linguistic options will likely differ from their first language, depending on the cultural background, the strategic alternatives in English also be different. Regarding “effect,” learners need to understand the ramifications of utilizing different linguistic options in certain situations and contexts. Speakers are required to consider options and select among alternatives to produce contextually appropriate speech. For instance, speaking to a friend in a cafe about a low test score may necessitate different language and strategies than talking about the same topic to the instructor who graded the test.

Apologizing about forgetting a meeting with the potential employer would likely involve a different level of formality than if the meeting were with a close friend. Complaints to a colleague of the rank about working conditions would probably come out differently if made to the manager. Such situations call for the ability to operate within pragmatic norms, which are “range of tendencies or conventions for pragmatic language use that are typical or generally preferred in the second language community.

Failure to adhere to these norms may lead to unintended consequences and unequal treatment of the speaker. On the other hand, culturally appropriate choices when interacting with different subgroups will potentially lead to more positive experiences, increased motivation, and appealing outcomes for learners. Based on this line of thinking, the following questions may be of interest to educators involved in intercultural communication and speaking classes:

- Do students have an appropriate linguistic and strategic range to vary their speech depending on context.

- Do they understand the consequences of using one utterance or strategy over another?

- How can pragmatic instructions be implemented in second language classroom?

It is important for students to be conscious of their options and the consequences that result from appropriate and inappropriate choices. Even though first language partners for language functions may differ from second language partners, learners will benefit from familiarity with appropriate second language SAs. This awareness will allow them to communicate within standard organization patterns that native language users expect, although language learners may not always have the goal of attaining native-like fluency, and the relevance of “native speaker” norms is changing. However, given the importance may want to include pragmatic elements in lessons. SAs offer a straightforward way of identifying specific areas in need of development and assessing pragmatic output.

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STRATEGIES FOR CONTENT AND LANGUAGE INTEGRATED LESSON PLANNING



<https://doi.org/10.5281/zenodo.7352620>

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ABSTRACT

The instructional design project (IDP) was researched and created because of the growing global need for teachers to better serve those coming into international school classrooms with limited social and academic English. Because of the growing number of students and families who seek to use English as their academic lingua franca, challenges will continue to exist as teachers are often underprepared to serve this educational need especially in text-dense subjects such as Religion and Social Studies. This IDP sought to address this by providing lesson planning strategies to meet the needs of educators where they may feel a knowledge and/or skill gap, using an exemplar of a combined lesson plan and template based on Psalm 23 for K-12 settings.

CHAPTER ONE: INTRODUCTION

Introduction

Classroom teachers embrace the privilege and the challenge of teaching for many reasons. Some may find that providing the next generation with strategies for sustainable success has far-reaching implications. Others may enjoy helping students understand the burden and benefits of globalization. This aspect of teaching finds immediacy in mixed-ability, multi-lingual and multi-cultural classrooms. To better serve the unique sub-cultures found in a classroom, lesson planning is an important component of creating a well-ordered learning environment (Wiggins, 2005).

A significant and emerging component of lesson planning is discovering and using strategies to serve students learning English as an additional language (EAL). While having a number of English Language Learners (ELLs) in urban classrooms is

not a new conversation in the educational field, this conversation is widening. The expected ratio of students needing English language support will continue to grow at an exponential rate in Burundi’s rural and urban settings.

The keen global interest to have English as lingua franca in international school settings and beyond is another reason why professional development opportunities on this subject provides added value to educators near and far. Programs are being developed (Echevarria J. &, 2010) to meet some of the needs of English as a Second Language (ESL) learners, yet there are still under-served language learners in classrooms in both Burundi schools and in international schools around the world. The focus of this study will be to help classroom teachers, administrators, tutors, and support specialists in a K-12 setting find additional lesson planning strategies which serve both Englishlanguage learners and native English speakers.

Background Information:

Bujumbura International School (BIS, 2012) is a Private School, affiliated with International Schools of France (ISF, 2012). It was founded in 1993. BIS is currently located in Bujumbura, the meeting place of the Ntakangwa and Muha Rivers.

Bujumbura is a tri-city consisting of Ntakangwa, Muha and Mukaza, with over 2 million residents, and is located in the Bujumbura Province of Burundi. The school serves, and has served, foreign passport holders from more than 6 nations, including France, DRC, Rwanda, Tanzania, Kenya, and Uganda Children are bussed in from across the city to attend this K-12 school that serves over 200 students. In 2014, the municipal government provided a new facility to serve the growing educational needs of local industries, which include foreign auto-makers. In 2013 BIS (mlf, 2015) was approached by France educational entity, Ecole Française (ecf 2015). Together they established a hybrid French and English collaboration. The common language of the school is English, yet a majority of the students come from homes which speak other languages.

Rationale for Instruction:

The English for Speakers of Other Languages (ESOL) Department of BIS has consisted of two ESL specialists, one serving Middle and High School and another serving Kindergarten and Elementary. In 2013, the team doubled in size, to four teachers, allowing the Director some time to continue developing an “Enriched English” program. Currently, in 2014, the team consists of seven ESOL teachers. Five of the teachers provide instruction for target students in ESOL classrooms as well

enter homeroom classes to support English language learners, using the “push- in and pull-out” methodology.

Two of the ESOL specific teachers have their own “Enriched English” homerooms in a newly established program to better serve students and teachers. One serves the lowest level English Language Learners of grades two and three, with collaboration peers teaching the other higher English level grade two and grade three students. The other serves the lowest level English Language Learners of grades four and five, in collaboration peers teaching the other higher English level grade four and grade five students. The goal of this “Enriched English” approach is to modify the grade level content to the language level of those newest to the school in those respective grades.

While these programs and innovations are serving the students well, there is a continued need for the professional development of the teaching staff, many of which came to China following graduation. Team members have been added to serve three levels of language speakers. Students admitted to BIS are assessed on their English language skills using the World-class Instructional Design and Assessment (WIDA) Access Placement Test (WIDA W-APT, 2014). Even with the varied practices in place to serve ELLs, there continues to be needs. One of these needs is to support classroom teachers with specific lesson planning strategies to better serve ELLs in content and text- dense classes like Social Studies. The focus audience of this research is classroom teachers who want to better serve the ELLs who may make up the majority of their classrooms.

The researcher has been an English Conversational Instructor in different settings since 1984. Since that time many methods of teaching have been used. Currently in the capacity of both a teacher and a program director, the researcher recognizes the value of helping classroom teachers add ELL specific components to content-heavy and text- heavy classes. Because the philosophy of the school is founded on Christian principals, the researcher will target and give specific methods for Social studies and Bible class. Taken from the school’s website: “*All students are enrolled in a Bible class every semester. The middle school curriculum includes courses in Old and New Testament literature and culture, as well as the history of the Jewish nation and Christian examines a variety of ways in which Biblical ethics can be applied to contemporary issues. All courses are taught on an academic basis and receive academic credit.*” (BIS, 2015)

Statement of Objectives:

This Instructional Design Project seeks to help ELLs better access a complex academic text (Bible) by providing lesson planning strategies to support expatriate and national teachers in an international school setting. These strategies use learner centered, communicative English focusing on listening, speaking, reading, and writing skills. This topic is important for this audience because traditional teacher training focuses on serving English speakers (Aminy, 2011). Teachers in international settings can find themselves at a deficit when working outside the nation they were trained to serve in. Important concepts related to this Instructional Design Project include the following components: Lesson Planning for ELLs, Communicative English, and Understanding World Religions through the use of Scripture. The researcher hopes teachers are able to imagine and create accessible content for ELLs at various levels (Teach Thought Staff, 2013). Teachers who have a variety of language speakers in their classrooms were given a variety of methods to aid the ELL's comprehension of content, to be used on an ongoing basis.

Summary

Because expatriate teachers embrace the privilege and the challenge of teaching cross-culturally, having additional practices to better educate English Language Learners can provide opportunities for teaching success. This success can be seen as giving students a better understanding of the burden and benefits of the globalization through the lens of language diversity. Considerations unique to teaching ELLs can be included in lesson planning, and targeting their needs is an important component of creating a well-ordered learning environment (Wiggins, 2005).

Using English as the common language in international school settings requires attention to the ongoing need for professional development related to language learning. Assessment tools (WIDA W-APT, 2014) and programs are continually being developed (Echevarria J. &, 2010) to meet some of the needs of English as a Second Language (ESL) learners, yet there are still under-served language learners in international schools around the world. The target audience of this project will be classroom teachers, administrators, tutors, and support specialists in a K-12 setting. They will be provided with additional lesson planning strategies to better include English language learners.

The instructional design project is necessary because of the growing global need for teachers to better serve those coming into classrooms with limited social and

academic English. Because of the growing number of students and families who seek to use English as their academic lingua franca, problems will continue to exist as teachers are often underprepared to serve this educational need. This instructional design project seeks to address this by providing strategies to include in lesson planning to meet the needs of educators where they may feel a knowledge and/or skill gap, by using as an exemplar a lesson plan based on Understanding by Design (Wiggins, Understanding By Design, 2005) and template (Banville, 2005) based on Psalm 23 (Peterson, 2002).

CHAPTER TWO: REVIEW OF THE LITERATURE

Introduction

The content of this review will include the purposes and roles of three areas: lesson planning, English language learner inclusion, and strategies to teach Bible (text- driven content). The organization of this review, from broad to specific, was driven by the context the researcher works in, a K-12 international school in Bujumbura, Burundi. This school seeks to support teachers who desire to more effectively teach language learners as well as Bible content. The strategy used for searching the literature, online library, and internet-based content, was derived from educational research practices developed in previous studies with University of Burundi. Throughout the world, international schools which use English as the medium of instruction appeal to parents because of perceived academic opportunity and potential economic security. The trust that parents give to these schools creates an obligation to serve the next generation with an excellence informed by experience and tradition. Many parents believe the research findings that indicate that "...regularly using two or more languages seems to enhance brain elasticity and helps bilinguals perform better in some thinking related tasks." (Bourgogne, 2012, p. 24) Some international schools are understaffed and under-resourced, yet even in the schools with resources and well-trained educators, administrators may find serving ELLs an ongoing challenge. Most K-12 teachers are underprepared for the diversity they may experience in their classrooms, especially if they choose to work internationally. (Chang, 2014)

Due to the exponential growth of international schools around the world, the demand for teachers has also grown. Few teachers have specific training to serve the types of language diversity encountered in global settings. Teachers with some cross-

cultural exposure recommend that “...pre-service teachers be provided with more cultural experiences to prepare them to teach in diverse school settings. An example of such opportunities would be to offer pre-service teachers with multiple and meaningful field observation trips to culturally diverse school settings. The pre-service teachers believed they would be more effective if they received diversity training and more experience.

Some pre-service teachers suggested they “have come a long way and learned a lot but pointed out that one cross-cultural project was not sufficient to their preparation”. (Keengwe, 2012 , p. 203)

Even with experience in an international setting and immersion in another setting, teachers can be better supported. Through ongoing professional development, teachers and administrators can strategically utilize ESL specialists to better serve students by including opportunities to adjust curriculum strategies. Literature suggests that enhanced curriculum development and thoughtful lesson planning has the potential to help certified teachers. Lois M. Meyer suggests, "The four barriers to meaningful learning—cognitive load, cultural load, language load and learning load—are tightly interrelated. When their interconnectedness is overlooked, inappropriate teaching adaptations can occur. Topics that reflect the student’s culture may be included in the curriculum...English learners can be aided in their learning when teachers make efforts to lighten even one or two of these loads." (Meyer, 2000, p. 235) Even with text-dense content such as Bible, enhancements can include culturally sensitive classroom activities which target English Language Learners, yet include all students.

Purpose and Role of Lesson Planning

The purpose and role of lesson planning is to structure the time shared with students. The best use of time can be defined in many ways. Teachers who choose to teach abroad may arrive in new settings with false expectations that impact the classroom experience. “Every teacher brings to the classroom expectations about curriculum that are rooted in his or her training and experience. When asked to teach, we assume that the subject matter will be the same as that which we have learned and taught. We bring along our materials, our prepackaged lesson plans, and take our place in the classroom. We are the experts, and we assume our knowledge base is right for our assignment. In many situations, nothing could be further from the truth. Until we understand what our students have already learned and what they will do

with what they learn from us, we very likely do not have the “right” material for our assignment.” (Lingenfelter, 2011)

There are various indicators of best use of time, effective lesson planning, and healthy classroom management. “Busy, engaged children who are on task and working toward meeting an instructional goal have much less time to misbehave. Teachers categorized as strong were more aware of pacing and kept children engaged by asking questions, answering questions, and giving feedback. Future teachers and teachers alike would do well to model their practice on what we observed strong teachers doing: being alert and redirecting off-task behaviors, avoiding retreating, using appropriate praise and rewards, and being aware of pacing and keeping children engaged.” (Szpara, 2007, p. 20)

Lesson planning needs to be strategic, yet simple and accessible when preparing for a variety of language learners’ needs. In their studies of “Understanding by Design,” educators Wiggins and McTighe have distilled curriculum development and lesson planning into an accessible methodology which serves by beginning with: “identifying desired results, then determining acceptable evidence and finally planning learning experiences and instruction.” (Wiggins, Understanding By Design, 2005, pp. 17-18) A feature of UbD includes asking “essential questions.” Lesson planning includes these questions which keep lessons anchored in curriculum: content, activities, formative and summative assessment, and reflection.

An area of concern in regards to lesson planning and educational research is an over-reliance on methodology. “Professors themselves are aware of the dichotomy between research and practice, as one commented: ‘They should not be separated but, shamefully, we very often see research results are not fed back into practice or vice versa.’ Meanwhile, local education officials see their jobs more as office work than supporting teachers in schools: as one said: ‘I’m very often skeptical about whether I was selected as an education professional or as an administration assistant’. The lessons from this study are that, no matter how well meaning in theory, government policies which fail to take account of the contextual realities of individuals’ working lives and which constrain their opportunities rather than support their choices, stand little chance of bringing about the desired ‘improvement’. Teacher educator/teacher agency is critical to effective professional development.” (Hayes, 2014 , pp. 13-14) While Wiggins, McTighe with UbD, and Ferlazzo provide effective approaches to lesson planning, effective teachers use their context to refine their practice, in addition to effective methods.

Purpose and Role of English Language Learner Inclusion

In addition to structured lesson plans “...teachers must thoughtfully plan ahead in order to generate meaningful examples and interactive experiences that do not unintentionally prevent ELLs from gaining access to them.” (Brown, 2011 , p. 35) There is much involved in keeping the examples and experiences meaningful, but even so there are limitations according to Krashen: “Even meaningful and communicative drills may have their limitations, however. Even if they manage to hit the "next" structure (i + 1), which is unlikely for all students in a given class, they may fail to provide enough input or be natural enough for language acquisition. Perhaps the correct generalization is that the best activities are those that are natural, interesting, and understood. When these requirements are met, and where there is a great deal of input of this nature, it may be the case that i+1 will "naturally" be covered and reviewed many times over, and progress in language acquisition will result.” (Krashen S. D., 2002, p. 104) The “natural” coverage referring to ELLs includes “recognizing [that] developmental aspects of learning serves the teacher and student relationship.” (Vygotsky, 1978)

Teachers in China are aware of the need for the creation of inclusive lesson planning and a variety of content-driven strategies to support both teachers and students. Research specific to China indicates how teachers appreciate a procedural approach to a content-driven (often story based) English lesson, which "usually includes 4–7 activities related to the content of each lesson. The teachers said that those instructional activities ‘help reach the objectives of teaching’ and provide some organizational ideas for teachers to consider in delivering the activities, such as ‘individual activity,’ ‘pair activity,’ ‘small group activity,’ and ‘whole group activity.’” (Huang, 2011 , p. 64)

Stephen Krashen concludes, “Routines and patterns may be very useful for establishing social relations and encouraging intake. They could conceivably serve as intake for the creative construction process. This intake, however, is probably insufficient for successful language acquisition.” He continues by saying, “But these systems enjoy the limited success they do because they also provide at least some intake for the creative construction process. More successful teaching systems expose second language acquirers to input in which routines and patterns play a minor, though significant role.” (Krashen S. D., 2002, p. 99)

Krashen goes on to observe three essential ingredients that create inclusion and the intake of information in a classroom: the teacher, the classroom instruction, and

peers. “There are several ways in which a classroom can promote language acquisition. Intake is available via meaningful and communicative activities supplied by the teacher; this is the most direct way the classroom can promote language acquisition. As we have seen, there are other ways in which the classroom can encourage acquisition: in second language situations, it can aid in the development of the foreign student peer group, which is quite possibly an important intermediate source of intake. What is considered the most essential component of language instruction, explicit information about the language, and mechanical drill, may be the least important contributions the second language classroom makes. Although I can certainly study grammar on my own, I would elect to attend a second language class if I were again abroad for some period of time in a country where I did not know the language; my intention would be to gain intake, from the teacher, the classroom exercises, and from my fellow students.” (Krashen S. D., 2002, p. 116) Krashen places great value on the context and peer involvement, while those involved in the Sheltered Instruction Observation Protocol (SIOP) focus on the role of the instructor, subject matter, and the learner. Beyond emphasizing the importance that students “have ample opportunity to use the target language (English); to hear and see comprehensible English; and to read, write, and speak the new language within the context of subject matter learning,” Echevarria et al. stress “*the language must be meaningful.*” (Echevarria, Vogt, & Short, 2010)

Researchers looking at supporting English-Language Learners in high school social studies emphasize the challenge of implementation: “Effective methods of instructing ELLs are available, but implementation has challenges. Teachers often do not have enough time in the school day to plan, collaborate with colleagues, and rewrite curricular materials. School administrators and teachers often do not understand how to reach out effectively to parents and community members and across potential differences in language, culture, or social class to build strong home-school connections. Teacher educators need to integrate ELL pedagogy and curriculum into ongoing teacher-education programs in addition to serving as consultants to in-service teachers.” (Szpara, 2007, p.

194) This research emphasizes the value of including all stakeholders in conversations regarding the purpose and role of ELL inclusion in every level of education. Beyond the all-inclusive conversation, diversity training can enhance preparedness. “It is also recommended that pre-service teachers be provided with initial cultural diversity training to enhance their experiences interacting with students

from other cultures. Additionally, teachers need to understand the cultural diversities represented in the classroom and first be ready for the challenge. If teachers subscribe to the idea that all children (irrespective of their cultural differences) can achieve, their actions and expectations must reflect that noble belief.” (Keengwe, 2012 , p. 203)

Purpose and Role of Strategies to Teach Text-Driven Content (Bible)

Pierson notes that English for Bible and Theology faces challenges on both linguistic and cultural fronts. "The EBT classroom exists to supply non-native English speaking students of theology the language necessary to connect English theological content both to their own selves and their communities. This connection combats abstraction and rests upon communication. A language classroom is meant to be a place of interaction. It is a context where affect is positive and errors constitute necessary milestones on the path to proficiency. In turn, EBT courses allow non-native English speakers to interact with theological content in a nonthreatening and encouraging community." (Pierson, 2013 , p. 39) There is an invitation for thoughtfulness: “In turn, perhaps the most effective strategy in avoiding the cultural conflicts described above is to emphasize the implications that language learning holds for academic discourse. As such, a goal of any EBT curriculum must be the communication of meaning, in particular, the foundational meaning that theology provides. The notion that language study exists to enable communication between students and the global community rightly presumes that every student has something important to both give to and receive from this interaction. In addition, when students share information, they will acquire the platform to express meaning in a manner of their own choosing.” (Pierson, 2013 , p. 41)

These needs have given birth to the field of English for Bible and Theology (EBT), which exists to bring these students to the English proficiency necessary for their context of theological study. “EBT is an inherently interdisciplinary subject as the fields of language learning and theology must be merged, often across chasms of cultural divides. Furthermore, amidst the challenge of EBT, an exciting possibility has been identified. There is the possibility not only to enable theological learning, but also to enhance it. That is, through the pedagogy of communicative language teaching, there exists the opportunity for students to more personally engage theological curriculum, rendering the content more meaningful than it would

otherwise be, as they prepare to enter the global theological discussion.” (Pierson, 2013 , p. 47) While this research relates to graduate level learners, it is still pertinent to consider the communicative aspect and the connection to meaningful language component which can occur with learners of every age.

The subcultural aspects of religious diversity need to be considered as well, in that “Multilingual and multicultural aspects of EFL should thus be integrated into teacher education programs and should be further fostered and promoted as a value in EFL and teacher education classrooms. Multilingualism, multiculturalism, and diversity in the center of education present a challenge for EFL. They are changing the role (and identity) of the EFL teacher. As a result, education authorities need to provide quality training and integrated programs that offer knowledge (theoretical and practical), understanding, values, and subject specific and generic competences (intercultural being one of them).” (Kuhlman, 2014, p. 2) When it comes to the specific teaching of the Bible as a content- driven class for ELLs, one must recognize that “...the task of interpreting involves the student/reader at two levels. First one has to hear the word they heard; we must try to understand what was said to them back *then and there* (exegesis). Second, we must learn to hear that same word in the here and now (hermeneutics).” (Fee G. D., 2014)

Joyce Purdy, in the article “Inviting conversation: meaningful talk about texts for English language learners,” invites a deeper directive conversation, when read in the light of including content dense text, such as Scripture. “Acquisition of literacy encompasses more than individual growth; literacy happens in particular contexts, in particular ways and for particular purposes. This article has suggested ways to invite conversations about text for the benefit of ELL students: questioning, teaching vocabulary effectively and structuring situations where students can engage in collaborative talk. Permeating these suggestions is the importance of drawing upon the home culture of diverse learners.

Teachers need to see the gap between what is and what could be. One way to do this is to encourage EL students to share their first language and cultural stories.” (Purdy, 2008 , p.50)

While Bible classes taught to include ELLs does not specifically focus on language arts, there are ways which students may self-select to read scripture as a best possible outcome of methods more inclusive than direct instruction. “In short, it is likely that language arts will consist entirely of direct instruction, with no time for self-selected reading. However, focusing primarily on direct instruction in reading

conflicts with the massive research that shows direct teaching of aspects of literacy produces very limited results and that most of our literacy and academic language competence is the result of reading, especially self-selected reading.” (Krashen S. , 2014, p. 42)

Sean Banville, a notable ESL/EFL curriculum developer, shared a potential template for incorporating specific religious text into Bible class lesson plans. His method, which uses news articles, includes many of the best practices for language acquisition. This approach involves many opportunities and ways to listen, speak, read and write, with and for peers and the instructor. Each aspect of involvement with the content adds layers of meaning to two paragraphs of text. When applied to Scripture passages, this has the potential to engage thoughtfulness and imagination on the part of both the instructor and the student.

Summary

When creating better ELL inclusive lesson plans and corresponding activities, participants in the educational setting can continually converse to create practices that better serve ELLs in a text-driven classroom environment. Creating learner-centered lesson plans with strategies to include ELLs is a collaborative process and an ongoing conversation between all stakeholders. Implementing practices to help ELLs access language when studying content dense text (such as philosophical, ethical, moral and religious vocabulary taken in Bible classes) requires ongoing development to serve both cultural and academic needs in a variety of contexts. When teachers are able to imagine and create accessible content for ELLs at various levels (Teach Thought Staff, 2013) ongoing practices and disciplines of creativity will emerge. "Elementary teachers recognize that they must provide more challenging and meaningful instruction to prepare their students for secondary schools. Mainstream content teachers in middle and high schools, having seen the many English learners spilling out of ESL or sheltered classrooms and into theirs, want to do what is right for all students. What these teachers need today from the nation's schools are the structures and support that will enable them to move in these directions. Without better support for teachers, we cannot expect better student outcomes." (Calderón, 2011, pp. 118-119)

While foreign languages have always been offered in better schools, developing in many sectors is the demand for English as a medium of instruction in the K-12 setting. While there is the challenge of contextualization of content, methodologies

continue to serve a purpose in spite of recent changes. “The last decade has seen a turning away from the idea of methods as an organizational framework for research, analysis, and identity in the field of ESL. One way of describing this movement is to frame it in terms of a shift from the previous paradigm to a newer one. Two things are implied here; first, that the newer developments are in opposition to the old, and second, that there is an abandonment of one for the other. However, it may be more useful to view later developments as expansions of the previous ways of thought rather than as a departure.

Such an expansion allows for a much richer understanding of the underlying dynamics, involving a contextualization that seems to have been missing by the previous constraining a priori nature of the methods model. It also allows us to keep that which is of real value from the vestiges as method fades into the past. We are then allowed far more flexibility in modifying programs at each decisional level, whether institutional/curricular, instructional/syllabus, research, or even text writing. Adjustments that were not really attainable previously can also be made over time.” (Britto, 2007, pp. 82-83) As one looks to the future of fuller inclusion of English language learners in globalized academic settings, hopefully there will be an expanding horizon of possibilities for both teacher creativity and for the learners’ capacity to enrich all participants in school settings.

CHAPTER THREE: INSTRUCTIONAL DESIGN MODEL

The Instructional Design Model endorsed and promoted by the Cairn University School of Education and detailed in this paper was developed by Peter J. Dean and Martha Ray Dean (1994). It is purposed to provide educators with a structured framework for crafting effective learning experiences. Instructional design covers all of the significant aspects of the instructional process in order to facilitate an orderly approach to designing instruction including measurable outcomes. This summative process covers all stages—from the initial planning to the final evaluation—of the learning experience. The stages, which Dean and Dean (1994) have identified and will be described in detail in this chapter, are as follows:

Summary

The purpose of this chapter has been to itemize and explain the ten steps to the instructional design model as proposed by Dean and Dean (1994). These steps provide a coherent framework around which effective instruction is developed. Each mutually inclusive step contributes to the overall task of developing an effective,

meaningful learning experience to a specific audience, which is the goal of this instructional project.

CHAPTER FOUR: THE RESULTS

Introduction

The purpose of this chapter is to describe what the researcher has done in designing and implementing the Instructional Design Model endorsed and promoted by the Cairn University School of Education and developed by Peter J. Dean and Martha Ray Dean (1994). In addition to the Model, the researcher has included facets of learning from the coursework of Cairn University’s Masters of Science in Education.

Summary

The purpose of this chapter has been to itemize and explain the ten steps to the instructional design model proposed by Dean and Dean (1994) as undertaken by the instructor of this workshop. These steps were created to provide a structure for others to review the goals and implementation of this instruction as developed for this context. The outlined steps sought to clarify the various tasks undertaken to create a useful learning experience for a specific audience in a specific setting. It was hoped that this approach would contribute to the ongoing professional development and continuing conversations between teachers regarding creating lesson plans using text-based content (Bible) to best serve ELLs.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter reflects the evaluation of the designer’s creation and implementation of the *Lesson Planning Strategies for English Language Learners* (ELLs) Instructional Design Project (IDP). The purpose is to provide a summary and review of the processes of the instructional design project. The author will review the purpose of the instruction’s objectives for the intended audience. In addition to conclusions and recommendations, the author will offer suggestions for future workshops on similar content for other audiences.

Summary of Purpose

The goal driving this IDP was a desire to better serve families who prioritize their child’s acquisition of English by entrusting this task to an international school with a biblically-based Western approach to content. It was hoped that by providing

these teachers with lesson planning strategies specific to ELL needs in the content area of Bible, their skills in this area would be strengthened. Some of the specific objectives included the introduction and review of “Backward Design” lesson planning, an explanation of the local and online resources available, as well as some activities and assessments to reinforce the content.

The instructor’s varied teaching experiences in several cultural settings, studies with professors and classmates at Cairn University, and conversations with administration, teachers, and students revealed the need for using text-based content for ELLs and was the impetus of the IDP. A review of literature and a consideration of the research revealed the lack of training new teachers are given in spite of the growth of this specific need. In addition to the lack of teacher support, there is some controversy regarding how to best to serve ELL needs. Within the research, resources for teaching text-dense content such as Bible did address the cross-cultural needs of the international constituency this workshop sought to serve. Therefore the instructor created an ELL- supportive, activity-based template, using the Bible passage Psalm 23. This, along with an outline of lesson planning and essential TESL practices, terminology and resources, gave workshop participants strategies to address the vocabulary and cultural comprehension deficit often faced in Bible class. As global economies continue to overlap and expand, providing global educators strategies for both lesson planning and the inclusion of ELLs with text-driven content, such as Bible, has the potential for continued usefulness if crafted and refined to target the K-12 setting. While the priority for families may be English language acquisition, the philosophy of education in this specific setting includes a Biblically focused worldview. With some of the strategies this IDP touched upon, there was potential to serve the multiple priorities and perspectives of families (from varied faith traditions) as well as those of the teachers, administrators and the organizations overseeing standards and accreditation needs.

Conclusions

The instructor felt the target audience appreciated the information shared, yet could see how several elements of implementation might have added additional value to the workshop. Having one session of three hours would have best served the informational aspects around lesson planning, an overview of available TESL resources, and the activities based on the "Timeless Wisdom" template. While the feedback was mostly positive, this may have been based on covering similar content

three times in a row, adjusting for teacher grade level. The workshop instructor appreciated the audience participation, yet recognized how vast the topic and the significance of even a minor move toward the objectives. In subsequent conversations, four teachers were specific in saying they were already including one strategy taken from the workshop. This seemed to be a small yet significant step towards reaching objectives.

The first session was the shortest of the three, yet seemed to have the liveliest conversations between teachers during paired activities. The content of the workshop seemed to stimulate a collaborative conversational tone for the duration of the workshop. Based on feedback, the instructor was able to adjust the timing of the presentation and the PowerPoint to better serve the following sessions. Using the web-based Prezi (Prezi, 2015) rather than PowerPoint might have added a measure of dynamism, a consideration for potential future presentations. Time restraints and setting did not allow for the web-based software's steep learning curve. Some tools that would have been helpful for this group were additional books from the ESOL department, examples of an “alternative way to improve their [student] vocabulary and reading comprehension” taken from Rewordify (Rewordify, 2015), as well as lesson plan samples and assessment tools from Brainpop (Brain Pop ESL Placement, 2015). These additions would have pushed the workshop past the hour allowed.

The second session served teachers educating the least literate, preschool through grade one, so activities surrounding Psalm 23 were directed towards picture associations, role plays, age appropriate texts and the creation of conversations between students. With this group, adding an introduction to web-based resources would have served well. Also of value would have included a current Bible lesson plan along with a modified one, followed by spending a few moments writing a lesson plan. The third session was the initial audience for whom the workshop was targeted. The content seemed to best serve the needs of teachers working with middle and high school students. It was useful to show how essential questions can be tapped to redirect and remind students of life-long learning outcomes and how language acquisition activities can have obvious links to critical thinking, role plays, question-and-answers, surveys and academic writing. Modeling how these activities link to other subjects was a reminder of best practices and collaborative education. Recognizing how these specific activities not only supported ELLs but served Expected School-Wide Learning Results (ESLRs) kept the audience engaged. Once again, it would have been optimal to use examples of an “alternative way to improve

their [student] vocabulary and reading comprehension” taken from Rewordify (Rewordify, 2015). This resource, along with digital copies of all components of the IDP and a certificate of completion, was sent to all seminar attendees in a follow-up email.

Recommendations for the Future

Upon reflection, the instructor learned much while preparing for and presenting the Instructional Design Project. One of the bigger surprises was discovering how little teacher training some teachers have received for serving ELLs’ needs. It was also interesting to find out the school reflected, in a micro-cosmic way, the struggles being faced in serving ELLs in Burundi. The ongoing and challenging conversations around bilingual education and Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2010) is evidenced in many new programs and strategic planning meetings at Bujumbura International School. The recommendations for refining the content of this workshop fall into three categories. First, being clear on the possibilities intrinsic to implementing incremental lesson planning strategies rather than being overwhelmed by the enormity of the task. One way to do this would be to ask each teacher to share examples of past successes in serving ELLs, accessing prior knowledge. This could be done by using a preliminary survey along the lines of *Know, Want to Know, Learned* (K-W-L (Know, Want to Know, Learned) Ogle, 1986, 2015). Second, using more dynamic audiovisual presentation components, such as Prezi (Prezi, 2015), or using the audio feature within PowerPoint to highlight the value of repeated speech when helping achieve vocabulary and pronunciation goals. Finally, it would have been best to present the content in a three- hour block at a different time of day or to find substitutes to cover all classes and admissions assessments that coincided with the workshop. It would also have been more effective to have a conference room rather than a classroom, as set-up would have been smoother with more time. With additional presentation opportunities, some of these preparation elements may decrease. Later in the week the administration asked if there had been a video or audio recording of the event, with the hope that it could be used for subsequent professional development. This suggestion would help with pacing the material and delivery.

The most pronounced lessons the instructor learned through the implementation of this IDP was around scheduling. It was more difficult than anticipated to find a time and format suitable for the school, the teachers, and the facilitator. Conversations began in October, yet dates were not finalized until very near the time

of presentation. This element seemed to reflect the context and the nature of relationships. While this may not be a major factor in other settings, it will be a serious consideration if future opportunities arise for future workshop presentations. The main element the instructor would change is to continually strive to make the learning more student-centered. It would be valuable to allow time for all attendees to present content and lesson planning strategies that work in their classrooms. Perhaps because of the PowerPoint and some of the resources presented, the classroom dynamic was more “sage on the stage” than “guide on the side” (Hovious, 2013). Striking a balance between the progressive and the traditional

approaches to sharing information would better serve the communicative nature of serving ELLs. The facilitator would invite English for Speakers of Other Languages (ESOL) specialists in attendance to present a component of the instruction to model a collaborative “push-in,” modeling teaching and potential components useful in this setting. Teachers need to know that ESOL specialists can provide additional strategies in a variety of areas, such as assessment/exam modifications, beyond the specific grades they are serving. Wuhan Yangtze International School (WYIS) is fortunate to have seven ESOL specialists, three of which are part-time, serving over 200 students. In the future, the instructor could see how either extending the seminar time or distilling the content would better serve most audiences, especially the national staff who attended the seminar. It was encouraging to hear positive comments by two national staff on strategies now being used to better teach France lessons. Crafting content and comparing favorite strategies for lesson planning and learning English would have provided valuable additional insight into the variety of methods used to deliver English as a Foreign Language in a variety of settings.

One thing that could be eliminated from future presentations is the paper handouts. If each participant came with a laptop, they could “in real time” adapt the content files sent to them upon committing to attend the seminar. A significant piece to add would be an Edmodo (EDMODO, 2015) environment which has useful and wide applications, and which the school already uses for middle school technology integration classes. The most significant changes to the presentation would be around resources and implementation. Framing the possibilities as opportunities to better serve students while enhancing one’s own digital teaching portfolio, while ambitious, seems a way to invigorate “buy-in” of better teaching practices across disciplines. The instructor believes that giving teachers of ELLs practical and effective lesson planning strategies has the potential to show students, through teacher example, how life-long

learning is made real through practices which use a variety of resources and strategies, especially with classes where it is crucial to find meaning in Biblical text.

Unforeseen time constraints, such as three one-hour sessions over one three-hour session, required distilling information in what seemed like helpful ways. The varied styles of instruction and assessment seemed to serve most participants. The author recognized several points that might have been better served. The inclusion of a “spelling scramble” as an example of “what not to do” could have been left out as it diluted the usefulness of the surrounding information. Having audio recordings of the Bible passages would have enhanced the PowerPoint presentation. Additional graphic organizers for the "Reverse Design" may also have served well. If more processing time and performance assessments were included, the workshop could have covered a 3-hour session. Given another context and the full three-hour session, the instructor would extend an invitation to interested parents to attend the training as either participants or observers.

Summary

It is the workshop facilitator’s opinion that the IDP implementation and post-presentation conclusions underscore the value of providing information and professional development opportunities specific to context. The specific need seen and addressed in this IDP targeted teachers serving a significant number of ELLs. The content examples and lesson planning strategies were taken from Biblical text, yet could be applied to any text-dense subject. The provision of additional strategies were embraced and implemented by workshop participants.

It also seemed that resources for future lesson planning implementation would be resourced in an on-going way. The author reflected on the presentations and saw several areas for improvement, as well as components that met objectives. The notable changes include more dynamic presentation tools as well as collaborative teaching possibilities both with national staff and other ESOL specialists. IDP learner objectives were met and the instructor came to better understand the IDP process. This process included literature review, planning and implementation of instruction, assessment activities, and evaluation of the presentation. This evaluation process will inform ongoing professional development for the instructor in an effort to better serve students, co-workers and employers both in the present and future.

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CHET TIL MASHG‘ULOTLARIDA MADANIYATLARARO TA‘LIMNING O‘ZIGA XOS XUSUSIYATLARIGA DOIR



<https://doi.org/10.5281/zenodo.7352631>

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O‘zbekiston Jurnalistika va ommaviy kommunikatsilar universiteti dotsenti,
filologiya fanlari nomzodi

ANNOTATSIYA

Mazkur maqola chet til mashg‘ulotlarida madaniyatlararo ta‘lim masalalariga bag‘ishlangan. Shuningdek, maqolada madaniyatlararo mazmunga ega bo‘lgan so‘z va iboralarni xotirada saqlashning samarali usullari taklif etilgan.

***Kalit so‘zlar:** chet til, nemis tili, matn, madaniyatlararo ta‘lim, lingvokulturologik.*

FEATURES OF INTERCULTURAL EDUCATION IN FOREIGN LANGUAGE CLASSES

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ABSTRACT

This article is devoted to the issues of formation of the linguo-cultural competence in foreign languages classes. Also, in the article it is proposed productive methods of preserving German words and expressions in memory are.

***Keywords:** foreign language, the German language, training, competence, linguocultural.*

Ma‘lumki, chet tillarni o‘rganish jamiyatimizda muhim yo‘nalishlardan hisoblanadi. Madaniyatlararo ta‘lim jarayonida ko‘p tillarni bilish, ya‘ni “poliglot”(ko‘p tillarda so‘zlashuvchi) bo‘lish katta ahamiyatga ega. Albatta ta‘lim oluvchilar chet til mashg‘ulotlarida o‘rganilayotgan tilga oid lingvokulturologik kompetentsiyalarni shakllantirishga harakat qiladilar, ya‘ni mashg‘ulotlarining dastlabki bosqichidan boshlab o‘rganilayotgan tildagi lingvistik birliklar orqali so‘z boyligini oshirishga harakat qiladilar. Natijada ular tomonidan xotiraning imkoniyatlaridan unumli foydalanish imkoniyati ortib boradi.

Oxirgi vaqtda biz asosan turli mazmundagi vazifalarni elektron gadjetlar, ya'ni hayotimizning deyarli sohalariga kirib borayotgan elektron qurilmalar orqali bajarishga harakat qilyapmiz, natijada insoniyat ma'lum ma'noda zamonaviy kompyuter texnologiyalariga tobe bo'lib qolmoqda. Misol uchun, kundalik hayotda telefon nomerini esda saqlash yoki bo'lmasa biron-bir joyga yetib olish uchun intuitsiya(ichki his)ni ishga solish shart emas, ya'ni ularni biron-bir daftarga yozib olish ehtiyoji paydo bo'lmaydi, chunki elektron uskunani tugmasini bosish orqali barcha kerakli ma'lumotlarni olib mumkin. Ta'lim oluvchilar chet til mashg'ulotlari jarayonida turli mavzularga oid yangi so'zlarni o'rganish ehtiyoji paydo bo'ladi va bundan qochib bo'lmaydi. Shunday ekan, biz mazkur maqolada yangi so'zlarni xotirada saqlashning samarali usullariga to'xtalib o'tamiz.

Dastlab chet tilda og'zaki va yozma muloqot qilish uchun qancha so'z bilish kerakligini aniqlash lozim. Albatta ta'lim oluvchilar ikki tilli lug'atni qo'lga olishlari bilan vahimaga tushadilar, chunki unda yuz ming va undan ortiq so'z va leksik birliklar mavjud, lekin biz ularni barchasini egallashimiz kerakmi, yo'q albatta. Taxminan 500ga yaqin so'z bizning og'zaki nutqimiz uchun yetarli. Yangi so'zlarni qisqa muddatda egallashning uchun biz kontekstdan foydalanishimiz lozim, ya'ni har bir so'zning tarjimasini qayd qilishimiz shart emas, aksincha chet tildagi yangi so'zni kontekstda idrok qilishga ta'lim oluvchilarni o'rgatishimiz maqsadga muvofiq. Misol uchun, nemis tilida vaqt (die Zeit) so'zini o'rganishimiz kerak bo'lsa, u bilan bog'liq barcha iboralarni qo'llashimiz lozim, ya'ni:



- die Zeit drängt;
- kommt Zeit, kommt Rat;
- die Zeit bringt Rosen;
- die Zeit heilt (alle) Wunden;
- die Zeit ist der beste Arzt wer sich Zeit nimmt,
kommt auch zurecht Gutes zu tun braucht wenig Zeit;
- wer auf die Zeit wartet, dem fehlt die Zeit.

Ma'lum bir mavzuga oid yangi so'zlarni o'rganishda ularni iloji boricha daftarga qayd qilish maqsadga muvofiq. Aynan kompyuterga matnni terish emas, balki qo'l bilan yozish samarali usul deb hisoblaymiz. Agarga yozuv nutq faoliyat turiga to'xtaladigan bo'lsak, chet til o'qitish metodikasiga oid ilmiy adabiyotlarda yozuvga – “fikrni shakllantirish va ifodalash usuli” deb ta'rif berilgan [1, b. 287]. Bu nutq

faoliyatli orqali, birinchidan, aynan psixomotor xotiradan biz hozirgi kunda juda kam foydalanyapmiz. Vaholangki, u orqali yangi soʻzlarni oʻzlashtirish va ularning uzoq muddatli xotirada saqlash imkoniyati paydo boʻladi, ikkinchidan, mavzuga doir yangi soʻzlarni kontekstda esda saqlash, misol uchun biz ot soʻz turkumiga oid mashqlarni bajarishda, uni biron-bir predmet doirasining bir boʻlagi sifatida xotirada saqlashimiz lozim, ya'ni ovqatlanish, kiyim-kechak, tabiatga oid soʻzlar va b. Sifat soʻz turkumiga oid soʻzlarni oʻrganishda koʻproq antonimik juftliklar orqali esda saqlash koʻproq samara beradi, misol uchun, gut – schlecht, schnell – langsam, abenteuerlich – langweilig, lang – kurz.

Agarda feʼl soʻz turkumi toʻxtaladigan boʻlsak, ularni iloji boricha matnda barcha zamon shakllari bilan qoʻllash orqali taʼlim oluvchilarga oʻrgatish maqsadga muvofiq, yaʼni ularni qay birini real nutqda ishlatish mumkinligini aniqlash uchun: Futurum: Ich werde geschäftlich nach Hamburg reisen; Präsens: Ich reise geschäftlich nach Hamburg; Imperfekt: Ich reiste geschäftlich nach Hamburg; Perfekt: Ich bin geschäftlich nach Hamburg gereist.

Va nihoyat uchinchidan, biz fikran tasavvur qila olishimiz kerak, yaʼni yangi soʻzni yozish orqali esda saqlash emas, balki biz uchun u rangga, taʼmga, hidga ega boʻlgan qandaydir tushuncha boʻlishi kerak, misol uchun biz anor soʻzini esda saqlash uchun, biz uni nordon yoki shirinligi va qizil rangda ekanligini esda tutmogʻimiz kerak. Shuningdek, talabalarga bu mevaning foydali taraflariga oid maʼlumotlarni yozuv orqali ifodalash maqsadga muvofiq deb hisoblaymiz va quyidagilarga eʼtiborimizni qaratamiz:

Der Granatapfel:



- können bei Verdauungsproblemen helfen;
- halten länger jung und fit;
- sollen Krebserkrankungen vorbeugen;
- sind figurfreundlich.



Yoki boʻlmasa, uyni xotirada saqlaydigan boʻlsak, u qanday boʻlishi kerakligini vizual tarzda tasavvur qilishimiz talab etiladi, yaʼni uning tuzilishi, ranggi va b.



Natijasida soʻz hajmli boʻladi. Oʻz oʻrnida uning tuzilishi bizning xotiramizda uzoq muddat saqlanib qolish imkoniyati paydo boʻladi. Bu esa taʼlim oluvchilarda katta qiziqish uygʻotadi.

Shuningdek, nemis tilida talabalarga yozuvni oʻrgatishda grammatik mashqlar katta ahamiyatga ega. Misol uchun, sabab ergash gapli koʻshma gaplarda (Kausalsätze): Aussagesätze: Ich mag Äpfel. Sie sind süß; Kausalsatz: Ich mag Äpfel, weil sie süß sind; Kausalsatz: Da Äpfel süß sind, mag ich sie/Äpfel. Bu misollarda talabalar mantiqiy fikrlashni rivojlantiradilar desak, xato boʻlmaydi, yaʼni matn tuzishda bogʻlovchilar yordamida ega, kesim va ikkinchi darajali boʻlaklarni gapning turiga asoslanib toʻgʻri qoʻyishni oʻrganishimiz mumkin. Va nihoyat oxirigisi nemis tiliga oid maqol va matallar orqali, yaʼni lingvokulturologik xususiyatlar[2] oʻqib tushunish (Leseverstehen) va oʻz ona tilida muqobilini izlash orqali, misol uchun: nem.: So geht es in der Welt: der eine hat den Beutel der andere hat das Geld – oʻzb.: Holvani hokim yer, kaltakni yetim yer; nem.: Ost und West, daheim ist best – oʻzb.: Oʻz uyim ulan toʻshagim; nem.: Ein Esel schimpft den andern Langohr – oʻzb.: Ishtonsiz tizzasi yirtiqqa kular; nem.: Mit Fragen kommt durch die Welt – oʻzb.: Soʻragan Makkani topar; nem.: Wer sich vor dem Busch fürchtet, kommt nicht in den Wald – oʻzb.: Chumchuqdan qoʻrqan tariq ekmas; nem.: Wer aushält, bleibt Sieger – oʻzb.: Sabr qilsang gʻoʻradin halvo bitar. Bu usul orqali nemis tiliga xos lingvokulturologik xususiyatlarni kuzatishimiz mumkin. Bu usuldan foydalanish orqali taʼlim oluvchilar nafaqat muqobil variantni izlashga, balki oʻrganilayotgan tildagi vositalarni oʻz ona tilidagi turli soʻzlar bilan almashtirishga harakat qiladi. Buning natijasida ijodiy fikrlash jarayoni amalga oshadi.

Xulosa oʻrnida aytish mumkinki, hozirgi kunda chet tillarni oʻrganish va oʻrgatishda lingvokulturologik kompetentsiya asosiy omil boʻlmoqda. Ayniqsa, bu jarayonda yozuv nutq faoliyat turi katta ahamiyatga ega ekanligini yuqoridagi misollar orqali kuzatildi. Bunday yondashuv oʻz oʻrnida, anʼanaviylikdan vochoch kechgan holda, lingvokulturologik kompetentsiya orqali yangi gʻoyalarni izlash, ijodiy fikrlash qobiliyatini shakllantiradi, desak xato boʻlmaydi.

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THE IMPORTANCE OF NEEDS ANALYSIS IN LANGUAGE TEACHING



<https://doi.org/10.5281/zenodo.7352639>

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ABSTRACT

*The research paper depicts information about implementation needs analysis in Language teaching, particularly EAP/EGP courses and design the proper curriculum to achieve the desired outcomes. The planned needs analysis tend to focus on identifying the learners' need and offer appropriate EAP course for the target learners. The types of needs analyses and effects of conducting needs analyses will be discussed in this research. There are a lot of ways to conceptualize the ESP/EAP course, as Taba (1962) stated: " Curriculum process includes 7 steps: diagnosing needs, formulating objectives, selecting and organizing contents, selecting and organizing learning experiences and identifying evaluations. Due to Hyland (2006) reliable and valid Needs analysis (NA) can be lead in three ways: through **Triangulation** which data collection based on research and sources; through **Prolonged engagement** which data base collected by observing and collection of information over a long time; through **Participant verification** by discussing with participants. Our current NA will cover all this phases partially.*

Moreover the research will highlight the main components of needs analysis such as sutiation analysis and its impact on developing curriculum.

***Kew vocabulary:** needs analyses, objective, EAP, ESP, Triangulation, Prolonged engagement, Participant verification*

Introduction

One of the main steps in needs analysis is definitely what sources and methods are supposed to be used to collect data. According to Long (2005), one is likely to use both deductive and inductive types of procedures. Deductive methods refer to experts` intuition, observation, whereas inductive type involves surveys, instructed questionnaires and performance tests. To determine our learners need we mostly focus on inductive methods to conduct our needs analysis and then to develop an appropriate curriculum for our course.

Hyland (2006) states that to achieve the validity and reliability of needs analysis, it should address three main phases:

Triangulation – administering the variety of data collection methods;

Prolonged engagement- using data collection again after a period of time

Participant verification- involving students to discussions about needs analysis and its reality.

NA (Brown, 1995) is a systematic collection of subjective and objective information which is needed to define students' requirements within context which affect the teaching and learning process. Data collection for NA can be gathered by different ways and involves stakeholders such as students, ESP teachers and other personals. Resources help to determine students' **lacks** and **wants** (*PSA-present situation analysis*) referring to information about their previous and current learning experiences, cultural backgrounds, job related future plans and expectations from the ESP/EAP course. As for their **needs**, it refers to (*TSA-target situation analysis*) teachers' requirements from learners in order to achieve learning outcomes of the intended ESP/EAP course. As commented Hutchinson and Waters (1987) **target situation analysis** is concerned with “needs” the **present situation analysis** addresses learners “lacks and “wants”.

Methods and materials

Course information.

Target Learners: 2nd year-students of Academic lyceum/High school whose main domain is exact science.

Objectives: As the country is establishing sustainable position on a global scale the employees in this sphere often have to cooperate with foreign specialists and it is undeniable fact that financial managers nowadays are encountering difficulties in using English in terms of business and finance terminology and cultural norms. Employees need EAP course to enhance their language proficiency skills to deliver a message in both in and written forms.

Time allotment: Optional course, twice a week for 3 hours. Duration of the course is 6 months.

Contents: Students are expected to develop their 4 language proficiency skills integrating grammar and enlarging the related vocabulary. As the course is EAP critical thinking will be applied through case study and problem solution tasks.

Interaction and instruction: In order to meet learners needs instructions are planned to be provided taking CLT approach method into account.

Conducting needs analysis. Procedure

Today’s teaching programs and principles, including in academic lyceums are based on the standards of curriculum development set by the Ministry of High Education. There is set out objectives and mission of the subject, particularly stated teaching hours with a sample for different educational places, several requirements for both teachers and learners according to determined levels and teaching standards for CLT. Establishing the content of curriculum development takes a number of procedures which involve all stakeholders from educational authorities to employers and learners themselves via making some needs analysis

Target students have had EGP courses at secondary schools but they are not aware of business English. They need EAP/ESP course which prepares them to use English in the job related situations. As it has been mentioned initial plan for ESP/EAP course intends to involve some steps which should be implemented by stakeholders. Therefore, each educational establishments must develop their own curriculum focusing on their own learners’ needs.

First, instructors analyze previous and current data related to students. Then they use proper methods for target and situation analysis to define their needs for ESP/EAP course. As cited Woodrow, L (2000): Needs are the basis of most courses in ESP/EAP. Needs-analysis data is translated into course objectives and teaching aims through a series of steps.” As she commented it is important to define learners needs which plays a great role to put appropriate objectives and teaching purposes. According to Flowerdew (2013), to develop curriculum, experts go through 3 stages: analyzing needs, investigating specialist discourse, determining the curriculum.

The first stage involves analyzing needs. In this level experts are supposed to determine what type of needs should be investigated. While discussing the needs of our learners, we decided that we had to address target situational analysis (TSA), present situational analysis (PSA) and learner situational analysis (LSA).

The second stage involves determining the linguistic features and forms, data collecting methods, approach. In this stage we tried to identify the methods and procedures which we are going to address. As our learners are need to use English while preparing reports, attending seminars, doing presentations we decided to collect data with the help of questionnaire and collecting some samples of writing reports. Of course, these procedures may require time to look through the written samples, but with the help of these procedures we can clearly observe the needs of our learners.

The last stage is known as the “visible element” which gives opportunity to compose the curriculum principles. With the collected data we will be able to develop our curriculum which includes principles, course syllabus, assessment tools, lesson plans, materials.

Some needs analysis types are going to be implemented to identify the problems with the usage of English in Finance sphere. In order to meet the needs of the learners who are planning to work in international companies the appropriate curriculum and lesson plan are planned to be organized relying on the results of needs analysis.

To determine learners' **needs** and **wants** triangulation can be very helpful as this three source such as survey among teachers, survey among domain experts who are studying at universities and survey among learners can give an initial understanding of the objectives of the course. Prolonged engagement also will be implemented by observing the results of learners within eight years since the current curriculum which was provided by Ministry of Public and Higher Education. The results of both phases will be analysed and rechecked by conducting Participant verification process. In order to achieve more reliable outcomes and understanding about the process we are planning to conduct target and present situation analysis due to questionnaire which focus on their requirements and expectations from the course. According to Richards (2005) questionnaires tend to be one of the most usual instruments. It can be practical in terms of conducting and analyzing materials. On the other hand, the gained information with the help of questions can be imprecise because of badly organized questions. Therefore, while making up questions, one is supposed to consider and sort out questions with the help of which we can determine the learner's **TSA**, **PSA**, and **LSA** (Learning Situation Analysis). Chan (2018) states that based on questionnaire survey's results, he was able to receive some information about learner's both TSA and PSA. For example, for the question why you need English most, almost all participants of survey replied that they had to learn business English mainly for business meetings, cooperating with foreign investors. These information targets that the curriculum of the ESP/EAP classes is supposed to include the lessons with the help of which the attendants of course may get the specific knowledge they need in their fieldwork regarding to using an appropriate language, key terminology, and of course some pragmatic features.

The data collection requires mixture of various instruments. It is impossible to address all the needs of learners with the help of only one instrument of needs

analysis. One should take into consideration that needs analysis is not a short term process, yet it demands the deep analysis of target learners` needs with implementing various ways of procedures. Therefore, we decided to use placement test so that we will be able to analyze the learners` not only needs but also the language proficiency in a more appropriate and accurate way.

In our plan for needs analysis we try to take into consideration 2 of these ways: **triangulation** by choosing diverse procedures to conduct and participant verification by direct approach which gives us an opportunity to involve learners` own decision, their “wants” and “needs” while preparing curriculum.

Results

Needs Analysis

1. *Google form-Survey. Quantitative* As the Needs analysis process is the first step of designing ESP course, it was conducted among the applicants of the course in order to identify the strengths and weaknesses of the learners and to provide proper topics and solutions through the course in order to achieve the desired outcome. The first data were collected by asking them to respond to the questioners in the Google form as a formal needs analysis and the questions in the survey mostly focused on TSA and PSA. Another advantage of using Google form is to give the learners freedom to think about their wants from the course seriously. They were asked to fill the form within 3 days and process is probably more efficient than paper and pen questioners. Furthermore, the result of the survey will be taken into account to build the connection between the target learners` existing language proficiency skill and business communication skills.

2. *Report writing . Qualitative data collection.* After getting the results for quantitative data collection the applicants were asked to write a report on the given task in order to collect qualitative data to design the courses and choose the proper teaching materials for the sessions. As the online survey result shows that most students` aim is to develop output skills writing and producing a piece of report in both written and spoken form give the instructor a chance to identify the weaknesses of the learners` grammar and vocabulary usage.

The results of needs analysis.

1. Google form survey. Quantitative data collection.

From the data collection the majority of the respondents (68%) consider to use English in their future job. Even though the purpose of the using language is quite

diverse, the demands requires to have a better language proficiency skills in terms of speaking and writing. The next question referred to the reason of learning English. According to the result the majority of the participants prefer to work for international companies where English is required highly. Nearly 70% of the participants and more than half of the learners considered the speaking and writing skills respectively more challenging. And they want to have a fluent and accurate speech despite the slow speaking skill rather than fast speaking with mistakes. According to the data almost half of the students are auditorium learner, however, there are significant number of kinesthetic and visual learners. For the question about home assignment more than three quarters of the respondents' answers were positive.

2. *Report writing . Qualitative data collection.* The results from report writing process shows that most students are having problems with complex and compound sentences. The register of productive skills and enhancing the range of academic vocabulary is also should be addressed in the course syllabus according to the data collection.

Discussion

Needs analyses results in Designing course syllabus. Recommended course syllabus. This course is optimal and can be conducted as additional courses at high schools. The learners will develop the business english and enhance the productive skills. Receptive skills materials will be provided and input skills are also expected to be developed. This course may be suggested for both high school students and university students as an optional courses.

Objectives of the course

At the end of the course a student will be able to:

- to differentiate formal and informal register.
- to exchange the emails using proper topic related vocabulary.
- to interpret and present the information using bar chart, flow chart table and line graph.
- to make formal interactions or agreements with the partners or clients.

SUMMARY

Jack. C. Richards (2001) states that different types of the students have different language needs. Most importantly while conducting needs analysis that the process really leads to effective learning and teaching foreign languages have been

discovered. As the quality of the lesson process really starts from conducting needs analysis and should be implemented in developing curriculum and identifying the objectives and outcomes of teaching and learning process. The research and its results pointed out the following achievements for both teachers and students.

For teachers:

- Being aware of the learners lacks and wants beforehand
- Knowing what kind of sources and materials should be used in order to involve all learners

- Organizing learner-centered classrooms which motivates the learners

- Observing each of the students are motivated and feel special in the class

For learners:

- Knowing the lesson is prepared focusing on their needs

- Knowing their destination at the beginning of the course

- Knowing the instructor is aware of the learners lacks and wants and he is always supportive

- Knowing where you can use this knowledge and skills

- Being user not only learner

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О ПРОБЛЕМЕ КОММУНИКАЦИИ И СОСТАВЛЕНИИ СЛОЖНЫХ ПРЕДЛОЖЕНИЙ В КОРЕЙСКОМ ЯЗЫКЕ



<https://doi.org/10.5281/zenodo.7352651>

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АННОТАЦИЯ

В настоящее время обучение иностранному языку приобретает новые и актуальные задачи. Вопросы внедрения педагогических технологий требует создание эффективных способов передачи знаний. Изучение иностранного языка – сложный и важный процесс, требующий постоянного контроля и самоконтроля, внедрения новых методов и приемов преподавания. В настоящей статье рассматривается коммуникативный метод.

Ключевые слова: метод, коммуникация, иностранный язык, прием, обучение, педагогические технологии.

Возрастающая сложность педагогических проблем и насущная потребность во внедрении новых технологий в обучении языку активизируют на современном этапе методическую работу во всех направлениях преподавания иностранного языка. В последнее время при обучении иностранному языку пристального внимания требует к себе коммуникативный метод изучения. Коммуникативный метод направлен на одновременное развитие основных языковых навыков (устной, письменной речи, грамматики, чтения, и восприятия на слух или аудирования и др.) в процессе живого, непринужденного общения. Научить студента общаться на иностранном языке – вот главная задача преподавателя.

Коммуникативный метод предполагает разрушение психологического барьера между преподавателем и студентом и, самое главное, решением проблемы обучения иностранному языку с точки зрения коммуникации. Многочисленные оригинальные методы и приемы выполнения шаблонных

заданий, игровые элементы в преподавании вносят оживление в занятия, поддерживают положительный эмоциональный настрой студентов, усиливают их мотивацию к учебному процессу.

В процессе изучения разных языков языки влияют друг на друга и в области языковых знаний и в области языковых навыков. Наблюдения показывают, что при билингвизме одни языки влияют на другие в разных областях содержания речи по-разному, но чаще с положительной стороны. Навыки в некоторых чертах грамматического строя языков, ранее усвоенных, способствуют усвоению нового учебного материала. Учитывая особенности языковой ситуации в Узбекистане, следует отметить «благоприятность» обучения, т.е. использование той ситуации в преподавании, когда студенты владеют не только родным, но и другим иностранным языком, а в учебном заведении обучаются третьему. Эти моменты должны приводить только к эффективным результатам обучения иностранному языку, что очень важно на сегодняшний день для подготовки молодых кадров нашей республики во всех сферах деятельности.

Однако существуют некоторые важные недостатки. Ниже опишем в первую очередь наиболее типичные недостатки традиционных практических занятий и указание путей их преодоления:

А) нечёткость или отсутствие конкретной цели практического занятия. В таких случаях цель нередко определяется обобщенно, как например, “обучить устной речи”, “научить читать текст по специальности”, что, по сути, является задачей всего трёхэтапного курса иностранного языка. При такой постановке задачи преподаватель не знает, что он должен осуществить, а учащиеся не понимают, чего они обязаны достичь. Разумеется, при подобной целевой установке вряд ли уместно говорить о какой-либо эффективности учебно-воспитательного процесса. Для устранения такого серьёзного недостатка преподаватель обязан для каждого занятия выдвигать три конкретных задачи: практическую, общеобразовательную и воспитательную. Например, “обучить нисходящей интонации в повествовательном предложении” или “обучить монологическому высказыванию (на уровне двух-трёх предложений) на материале текста...”; “расширить познания студентов о развитии ... (промышленности, сельского хозяйства, медицины в стране и т.п.) на материале текста...; воспитать у студентов чувство гордости за собственные достижения ...,

воспитать уважение к учителю и к старшему поколению на материале ...; воспитать волю к преодолению трудностей в ...”.

б) нерациональная структура практического занятия, вследствие чего 30-50% учебного времени отводится на контроль выполненных домашних заданий. Из-за этого нарушается разумный баланс времени, отводимого на тот или иной этап занятия. В этом вопросе всё больше и больше вырисовывается неприятная закономерность: чем методически немогуще преподаватель, тем больше он контролирует, так как не в состоянии применять и разнообразить эффективные формы обучения. Основная задача преподавателя на практических занятиях заключается в обучении, контроль тоже должен иметь место, но контролировать необходимо выборочно, избирая в качестве объектов контроля наиболее важные упражнения, самые главные фрагменты изучаемого. Исходя из сказанного, наибольшую популярность должны приобретать формы обучающего контроля, благодаря которому в ходе контроля продолжается обучение.

Преподавание корейского языка чаще всего осложняется тем, что весьма трудно обучить составлению сложных предложений. Предложения 문장 (часто – в неполных своих реализациях) в речи организуются в определенной последовательности, т.е. в текст. Элементарной единицей, представляющей такую последовательность, является сложное предложение. Сложное предложение (복합문) – это целостная синтаксическая конструкция, в которой по грамматическим правилам соединяются два простых предложения (или простое предложение и его аналог, т.е. компонент, сближающихся с ним функционально). Эта связь оформляется при помощи 조사 [чоса]¹⁷, а также структурными моделями в сочетании с интонацией, часто при поддержке лексики. Со сферой сложного предложения смыкается та сфера синтаксиса, которая охватывает простейшие без соединительных, подчинительных и других 조사 [чоса] фрагменты текста, по характеру отношения своих частей соотносительные с тем или иным типом сложного предложения.

Сложное предложение (복합문) – это, прежде всего, предложение, и, как таковое, оно является единицей того же уровня, что и простое: исходными

¹⁷ вопрос о переводе данного термина на русский язык до сих пор остается спорным; одни лингвисты привержены к мнению, что 조사 это окончания, другие – смысловые частицы. На наш взгляд 조사, скорее, смысловые окончания.

элементами для построения сложного предложения, так же как и простого, являются слова (лексические эквиваленты слов). Сложным предложением можно считать определенный способ структурной организации предложения, при котором одна или несколько его структурных частей выражаются предикативной синтагмой как единицей, обладающей свойством потенциальной автосемантической - способностью при определенных условиях быть самостоятельным предложением. Первопричиной такого способа организации предложения кроется в принципиальной возможности синтагмы – универсальной единицы структурной организации предложения – иметь в качестве своего компонента единицу большую, чем слово.

1) 나는 그의 결심이 옳았다고 생각한다. (인용절)

Я думаю, что его решение было правильным.

2) 소화가 잘 되게 꼭꼭 씹어 먹었다.

Чтобы хорошо переваривалось, хорошо жевал и ел.

3) 봄이 되면, 날씨도 따뜻해지겠군요!

Если наступит весна и погода тоже, наверное, потеплеет.

4) 지금은 피곤하니, 내일 만났으면 좋겠어요.

Сейчас устал, хорошо было бы встретиться завтра.

5) 여름에는 비가 오고 겨울에는 눈이 온다.

Летом идет дождь, а зимой идет снег.

Таким образом, можно согласиться, с получившим распространение в литературе, представлением о сложном предложении, как полупредикативной конструкции. Однако это следует делать с той существенной поправкой, которую удачно сформулировала Н.Ю. Шведова: « ...сложное предложение – это не просто сумма «двух предикативностей», а некое особое качество, в котором «отношения к действительности» представлено только к главной части, в зависимой же части представлено отношение к этому отношению».


Преподавание сложных предложений приводит к тому, что преподавателю следует обращать на некоторые общие педагогические решения. Если учитывать такую существенную особенность в структурной организации предложения, совокупность образующих его синтаксических связей, то выясняется, что сложное предложение как синтаксическое целое так же возможно образовать предикативно, как и простое.

Таким образом, активизация речевой деятельности студентов при обучении устной речи, высказыванию на иностранном языке следует, что необходимо вовлекать в активную речевую деятельность и создавать искусственную иноязычную среду. Важность создания такой коммуникабельной среды трудно переоценить, потому что, в отличие от всех других предметов, иноязычная среда может быть создана только в рамках хорошо оснащенных и методически безукоризненных занятий.

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ЗНАЧЕНИЕ И ОСОБЕННОСТИ УПОТРЕБЛЕНИЯ РЕДУПЛИКАТИВНЫХ ГЛАГОЛОВ В КИТАЙСКОМ ЯЗЫКЕ

 <https://doi.org/10.5281/zenodo.7353204>

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АННОТАЦИЯ

В данной статье исследуются особенности употребления редупликационных слов и их значения в современном китайском языке. Так, было доказано, что кроме количественного значения они также выражают модальные значения.

Ключевые слова: *редупликация, модальность, семантика, частота, иероглиф, тональность, аллюзия.*

Редупликативный глагол выражает количественное значение-сущность, то есть время действия короткое или действие короткое. Но при более тщательном наблюдении становится очевидным, что смысловые значения таких глаголов имеют достаточно сложные проявления: некоторые из них характеризуют процесс действия, некоторые выражают модальные значения и т.д. Ниже мы рассмотрим некоторые аспекты:

1) указывает на действие, которое происходит в течение короткого периода времени; при этом между повторяющимся глаголом обычно ставится суффикс 了 le¹⁸:

小宁伸了伸舌头，不觉摸了一下脑袋，有嘻嘻笑了起来

“Высунув язык Сяю Нинг невольно прикоснулся рукой к голове и снова засмеялся”;

欧艳海看了看停在旁边的火车，又看了看从火车下来的人，微笑了一下，就关上眼睛¹⁹

“Оу Янхай наблюдал, как люди заходят и выходят из поезда, который останавливается рядом с ним, чуть улыбнулся и закрыл глаза”;

¹⁸故播刘. 实用现代汉语语法。— 北京, 2003年 — 页102.

¹⁹故播刘. 实用现代汉语语法。— 北京, 2003年 — 页102.

2) представляет собой действие, которое еще не произошло или не завершено. Для этого можно использовать два метода²⁰:

а) по значению указывает на действие попытки; после редупликативного глагола может быть использовано вспомогательное слово 看 看, которое указывает на стремление или попытку:

这个收音机我修不好, 你来修修 (看²¹)

“Этот приемник я не смог починить, попробуй ты починить (посмотри)”;

你去找小吴想想办法 (看²²)

“ Сен Сяо найди его и подумай, что можно сделать ”;

这个道题他算不上来, 我算算 (看) ²³

“ Он не смог решить эту проблему, дай-ка я решу (посмотрю)”;

叫他生生孩子 (看), 她就知道做母亲的辛苦了²⁴

“Пусть она сначала родит ребенка, только тогда узнает о материнских заботах”;

б) семантически не указывает на действие стремления или попытки; при этом глагол обычно указывает, что действие может продолжаться:

你看看, 这样写对不对? ²⁵

“Посмотри-ка, если так написать будет правильно?”;

我的笔不见了, 你帮我找找²⁶

“Моей ручки не видно, помогите мне ее найти”;

请主席休息休息

“Пожалуйста, председатель, можете отдыхать”;

没有办法, 只好暂时挤一挤 ²⁷

“Другого варианта нет, придется лишь временно притесниться”.

Основная функция глагола в этом заключается в придании смягчающего тона. В приведенных выше примерах, если глаголы не повторяются, может возникнуть грубый тон, а также может быть понят командный смысл;

²⁰ 芝警功 动词重叠的语去意义。中国语文2006年第2期。— 页163.

²¹ 故播刘 实用现代汉语语法。— 北京, 2003年。— 页102.

²² 芝警功。动词重叠的语法意义。中国语文 2006 年第 2 期。— 页 164.

²³ 芝警功 动词重叠的语去意义。中国语文2006年第2期。— 页165.

²⁴ 芝警功 动词重叠的语去意义。中国语文2006年第2期。— 页164.

²⁵ 故播刘 实用现代汉语语法。— 北京, 2003年。— 页102.

²⁶ 芝警功 动词重叠的语去意义。中国语文2006年第2期。— 页165

²⁷ 故播刘 实用现代汉语语法。— 北京, 2003年。— 页102.

3) если после редупликативного глагола следует 就 “сразу”, означающего快 “быстро”, то подразумевается, что действие короткое:

你别怕, 我看看就给你, 不要你的²⁸

“Ты не бойся, я посмотрю и верну тебе, мне не нужна твоя вещь”;

你等我一下, 我去去就回来²⁹

“Подожди меня немного, я пойду и быстро вернусь”;

4) если в сложноподчиненных предложениях есть предположение, то в этом случае, как правило, нельзя использовать простой глагол. При этом глагол обязательно должен повторяться; после глагола может использоваться 一下:

补一补 (一下) 还可以戴几年³⁰

“После накладывания заплатки, можно надевать еще несколько лет”;

想一想 (一下) 这件事关系多么重大啊! ³¹

Xiang yi xiang (yixia) zhe jian shi guanxi duome zhongda a

“Вы только подумайте, насколько занчимо это дело!”;

这支钢笔修修 (一下) 还能用³²

“После ремонта эту ручку еще можно использовать”.

При наличии сравнения глагол может даже не употребляться повторно:

这双鞋, 补还能穿, 不补就穿不了³³

“Эту пару туфель можно после ремонта носить, без ремонта никак”;

5) глагол, который не указывает на продолжительность действия, если не используется в значении попытки, обычно не используется повторно:

他把球递给我 (глагол в редупликативной форме не может использоваться).

Правильный вариант выглядит следующим образом:

他把球递给我

“Он передал мне мяч”.

你等一会儿, 我寄寄这封信就回来 (глагол в редупликативной форме не может использоваться).

²⁸故播刘. 实用现代汉语语法。— 北京, 2003年。— 页102.

²⁹故播刘. 实用现代汉语语法。— 北京, 2003年。— 页102.

³⁰柴世霖. 试论汉语双音动词重叠形式的问题。— 河北大学学报, 1980年低期。— 页102.

³¹陈前敏. 动词重叠的情况特征及气体的地位, 语言教学与研究。— 北京, 2001年。— 页97.

³²故播刘. 实用现代汉语语法。— 北京, 2003年。— 页102.

³³黄菠菜. 实用现代汉语语法。— 北京, 1989年。— 页112.

Правильный вариант выглядит следующим образом:

你等一会儿，我寄这封信就回来

“Ты немного подожди, я отправлю это письмо и быстро возвращусь”;

б) действие, которое выражает редупликативный глагол обычно не выражает количество, если оно не является постоянным или определенным по времени, но часто имеет значение “легко”, “удобно”, “по-своему”; используется в большинстве случаев в последовательных предложениях:

他退了休以后，平常看看书，下下棋，跟老朋友们聊聊天，倒也不寂寞³⁴

“После, того как выйдет на пенсию, он, обычно читает книгу, играет в шахматы, болтает с друзьями и никогда не скучает”;

会议已经开完了，这几天他看看电影，买卖动西，收拾收拾行李，就等着回家了³⁵

“Собрание закончилось, вот уже несколько дней она смотрит кино, покупает вещи, приводит в порядок сумку и ждет день отъезда домой”;

打打球，跑跑步，就不会失眠了³⁶

“Если будешь играть с мячом, будешь гулять, то у тебя не будет бессоницы”.

В двух приведенных выше предложениях редупликативные глаголы не выражают короткое время, небольшое количество, поэтому перед ними могут использоваться слова, представляющие долгое время, долгий срок:

你要好好回记回记那天的情况

“Ты хорошенько вспомни событие того дня”;

为了全面了解情况，他要多多听听，多多看看，深入调查调查³⁷

“Он должен больше слушать, наблюдать и глубоко изучать для того, что бы полностью осмыслить эту ситуацию”;

经常打打球，游游泳，对身体有好处³⁸

“Регулярно играть с мячом и плавать полезно для здоровья”.

Из особенностей употребления редупликативного глагола следует также обратить особое внимание на следующее:

³⁴陈前敏。动词重叠的情况特征及气体的地位，语言教学与研究。—北京，2001年。—页102。

³⁵陈前敏。动词重叠的情况特征及气体的地位，语言教学与研究。—北京，2001年。—页98。

³⁶柴世霖。试论汉语双音动词重叠形式的问题。—河北大学学报，1980年低期。—页105。

³⁷故播刘。实用现代汉语语法。—北京，2003年。—页102。

³⁸故播刘。实用现代汉语语法。—北京，2003年。—页103。

1) глагол, выражающий действие, которое происходит в данный момент, не может употребляться повторно, например, не может быть сказан следующим образом:

我正在看看书 “Я сейчас читаю книгу” или 他们听一听音乐了 “Они слушают музыку”.

Глагол не используется повторно, даже когда он используется после глагола 过 *guò*, 着 *zhe* ³⁹;

2) действие или время действия, скорость (частота) которого выражает глагол-редупликатор, связано с выражением действия; если действие или время действия, скорость (частота) не связаны с направлением (выражением) поведения, следует указать короткий промежуток времени или небольшой срок, повторное употребление глагола не допускается, в этом случае может использоваться только дополнительный элемент (соединение) глагола:

˘ 刚才他睡了一会儿 – 刚才他睡了睡×

“Он только что подремал”;

˘ 她哭了一会儿。 – 她哭了哭×

“Она немного поплакала”;

˘ 他病了一阵 – 他病了病×

“Он немного приболел”.

Однако редупликативная форма глагола может использоваться в следующих предложениях:

这几天你睡得太少了, 去睡睡吧

“Ты уже несколько дней мало спишь, поспи немного”;

你太难过了, 哭哭心里会明快些⁴⁰

“Ты очень замучилась, поплачь, тебе станет легче”.

Редупликативный глагол в основном выступает в предложении как сказуемое, но в некоторых случаях он также может выступать в роли подлежащего:

看看是必要的

“Необходимо наблюдать”;

她总喜欢多看看, 多听听, 不喜欢下车伊始, 哇啦哇啦的发议论⁴¹

³⁹冒秀尊。动词重叠的语性语去意义。语文研究, 1998年, 第2期 – 页164.

⁴⁰故播刘。实用现代汉语语法。– 北京, 2003年。– 页 104.

⁴¹丁声树等。现代汉语语法讲话。– 北京: 商务印书馆, 1961年。– 页 85.

“Он больше любит наблюдать и слушать, но не любит распространяться”.

Редупликативный глагол не выполняет функцию обстоятельства или вспомогательного элемента.

Способ отрицания редупликативного глагола встречается в следующем.

а) чистых и риторических вопросительных предложениях⁴²:

你也不想想，他的话还有真的？

“Ты еще не подумал, он правду говорит или нет?”;

他怎么没等等我？

“Почему он меня не подождал?”;

б) в предложениях, выражающих предположение:

这个问题不调查调查就不清楚⁴³

“Мы не проясним данный вопрос, если внимательно не изучим его”;

对这种人，不教训教训不行⁴⁴

“Будет неправильно не советовать такому человеку”.

Значение и особенности использования редупликативного глагола очень сложны, поэтому невозможно изменить предложение по-своему с помощью вспомогательных слов — “немного” или “немного времени”, которые представляют короткий период времени.

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⁴²陈前软。动词重叠的情况特征及气体的地位，语言教学与研究。2001年第4期。—页103。

⁴³故播刘。实用现代汉语语法。—北京，2003年。—页104。

⁴⁴丁声树等。现代汉语语法讲话。—北京：商务印书馆，1961年。—页87。

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КОММУНИКАТИВНАЯ МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА



<https://doi.org/10.5281/zenodo.7353216>

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АННОТАЦИЯ

В данной статье речь идет о коммуникативной направленности в обучении русскому языку.

О роли языковой, коммуникативной и лингвистической компетенции. При формировании лингвистической компетенции предполагается работа по освоению элементов науки об истории русского языка, методов лингвоанализа текстов.

Ключевые слова: *коммуникативная направленность, компетенция, лингвистика, лингвоанализ текста, виды речевой деятельности, речевое общение.*

Преподавание – сложная, многокомпонентная мобильная система, которая перестраивается в зависимости от того, кого, чему, для чего необходимо учить. Это система, которая требует синтеза всех теоретических знаний, умения анализировать, моделировать ситуацию общения в педагогической практике. Преподаватель – «транслятор» учебного знания. Но этим роль преподавателя не ограничивается. Кроме учебного материала он передает культурные, общечеловеческие ценности. Методика должна вооружить будущего специалиста системой методов, форм обучения предмету. Необходимо заметить, что современная образовательная система построена по схеме, которую предложил основоположник дидактики Я. А. Коменский, полагавший, что принцип деления на предметы поможет создать модель научного знания. Сегодня же все чаще говорят об интеграции 15 предметов, которая способствовала бы формированию у обучающегося собственной картины мира. Кроме того, меняется социум, взгляды на образование, принципы преподавания, меняется сам обучаемый, и педагог тоже должен измениться (выше мы говорили о мобильности процесса преподавания). Таким образом, состояние

современной методики преподавания любого предмета – поиск и апробация новых средств, форм, методов и технологий обучения.

Коммуникативная направленность в обучении русскому языку характеризуется тем, что на первый план в качестве важнейшей цели обучения выдвигается формирование умений и навыков речевого общения, или коммуникации. Особую сложность представляет необходимость соотнести предметный курс и реальный речевой опыт студента, процесс приобретения знаний о языке и процесс овладения языком. В этом случае необходимо обратиться к идеям «антропоцентрической» лингвистики, где центральной фигурой оказывается языковая личность, субъект деятельности. Реализация коммуникативной цели обучения предполагает, что речевая деятельность формируется во всех ее видах: чтении, говорении, письме, аудировании. Цели обучения, его содержание, уровни знаний, умений, навыков определяются через языковую, лингвистическую и коммуникативную компетенции. Под компетенцией понимается совокупность тех знаний, умений, навыков, которые формируются в процессе обучения русскому языку как учебному предмету и которые обеспечивают овладение языком. Языковая компетенция – освоение языковой системы, овладение самим языковым материалом. Формирование языковой компетенции включает работу по изучению новых пластов лексики, обогащению фразеологического запаса, усвоению морфологических норм, овладению нормами согласования, управления, построения предложений разных видов, обогащению речи студентов синтаксическими конструкциями. Лингвистическая компетенция – знание основ науки о русском языке, усвоение понятийной базы курса, определенного комплекса понятий, формирование представлений «о том, как русский язык устроен и что в нем изменяется». При формировании лингвистической компетенции предполагается работа по освоению элементов науки об истории русского языка, методов лингвоанализа текстов. Коммуникативная компетенция – это знания, умения, навыки, необходимые для понимания чужих и порождения собственных программ речевого поведения, адекватных целям, сферам, ситуациям общения. Эта компетенция включает в себя знание основных понятий лингвистики речи (стили, типы речи, способы связи предложений в тексте и т. д.), умения и навыки анализа текста и собственно коммуникативные умения – умения речевого общения применительно к различным сферам и ситуациям общения, с учетом адресата. Все три компетенции тесно взаимосвязаны. Только о человеке,

который обладает всеми тремя видами компетенций, мы можем сказать, что он «владеет языком». Поэтому важной задачей методики преподавания русского языка является реализация в преподавании этой взаимосвязи, преодоление обособленности трёх составляющих курса русского языка.

Таким образом, коммуникативная методика в преподавании родного языка предполагает: – преодоление объектоцентризма. Родной язык нельзя изучать так же, как физику, математику, ибо он (язык) – часть личности. Необходимо выстраивать деятельность учащегося как деятельность по преобразованию собственного языка, деятельность, направленную на собственное языковое развитие; – соотнесение материала учебного курса, задач и способов обучения с основными этапами, закономерностями психического и речевого развития учащегося, учёт возрастных особенностей, ориентацию на ведущую деятельность (в подростковом возрасте это, по мнению специалистов, проектирование, экспериментирование); – опору на такие лингвистические концепции, которые рассматривают язык с точки зрения носителя языка [Караулов, 1993; Норман, 1994]. Ю. Н. Караулов утверждает, что слово связано с другими словами в сознании человека ассоциативными связями (на основе звукового сходства, семантической близости или противоположности, общности словообразовательной модели, частого совместного употребления и т. п.). Образуется сложно устроенная сеть, так называемая ассоциативно-вербальная сеть. Из этого следует, что, например, при введении новой лексики необходимо представлять слово во всём многообразии его связей, пытаюсь найти опору в индивидуальном речевом опыте ребёнка. Необходимо отметить, что овладение языком возможно только в ситуации речевого общения, коммуникации. Выделим два основных подхода, лежащих в основе новых программ развития речи, коммуникативных курсов и методик. Первый подход представляет процесс коммуникации как ещё один объект изучения наряду с языковой нормой и языковой системой. Речевое развитие мыслится в этом случае как следствие такого изучения. Второй подход предполагает непосредственное создание на уроке ситуаций общения, организованных вокруг определённых тем с использованием определённых речевых жанров. Возможны различные комбинации этих подходов. Например: 1) Прочитайте текст и определите, где происходят события, описанные в тексте, кто эти люди? Почему вы так решили? Человек с золотым ключом на шее показал на корабль и поднёс палец к аккуратному рту. Должно быть, человек в плаще понял этот

знак. Он прокричал что-то тонким голосом, похожим на писк комара. Не прошло и четверти часа, как сотни сгорбленных носильщиков потащили к кораблю столы, корзины с едой и бочки с вином. В каждой корзине лежал хлеб, вяленый баран и жареный цыплёнок. 2) Какое значение имеют суффиксы –ник и –тель в словах чайник, пыльник, угольник, умывальник, будильник, выключатель, отбеливатель? Растолкуйте эти слова, если –ник и –тель в этих словах – суффиксы лица. (Пофантазируйте!) Об одном из этих слов (вернее, лиц) напишите сочинение. Решая учебные задачи такого рода, учащийся осваивает механизм превращения языковой единицы в выразительный знак. Языковой знак, по утверждению О. Г. Ревзиной, становится выразительным тогда, когда в нём «содержится дополнительная информация: первичное значение выступает как внутренняя форма по отношению к вторичному значению, что и создаёт двуплановость семантики. Выразительные языковые знаки выступают теми элементарными молекулами смысла, которые кладут начало формированию образа автора в словесно-художественном произведении». Создавая выразительные знаки, ребёнок осваивает не отдельные функции знаков, а сам механизм появления выразительности в его собственной речи. Это и есть точка развития, это и есть речевая субъектность, потому что именно в этот момент возникает языковая рефлексия, именно в этот момент учащийся обнаруживает своё слово по отношению к чужому слову.

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ВОПРОСЫ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ



<https://doi.org/10.5281/zenodo.7353224>

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АННОТАЦИЯ

Изучение иностранных языков сегодня присутствует в жизни в жизни каждого, кто пользуется социальными сетями. Будь то специалист по продвижению товаров и услуг или простой пользователь сети. Согласитесь, мы не можем себе представить сегодня нашу жизнь без интернета. По несколько раз в день мы заходим в социальные сети, чтобы пообщаться друг с другом и поделиться новыми фотографиями и новостями. Вместе с этим посещаем международные сайты знакомств. Во всем мире благодаря развитию цифровых коммуникаций миллиарды людей общаются между собой, продают или покупают товары, заключают договоры. В этой статье автор попытался разобраться о роли изучения иностранных языков, проблемах и решениях.

Ключевые слова: Иностранные языки, изучение иностранных языков, социальные сети, культура народов, межкультурная коммуникация.

ISSUES OF INTERCULTURAL COMMUNICATION DURING THE PROCESS OF TEACHING FOREIGN LANGUAGES

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ABSTRACT

Learning foreign languages today is one of the main things in the life of everyone, who uses social networks. Whether it is a specialist in the promotion of goods and services or a simple network user. We cannot imagine our life today without Internet. Several times per day we go to social networks to chat with each

other and share new photos and news. Along with this, we visit international dating sites. All over the world, billions of people communicate with each other, sell or buy goods, and sign new business contracts. In this article, the author tried to understand the role of learning foreign languages, problems and solutions.

Keywords: *Foreign languages, learning of foreign languages, social networks, culture of people, intercultural communication.*

«Язык — лучший посредник для установления дружбы и согласия». Это выражение великого голландского философа, мыслителя, теолога и писателя Эразма Роттердамского как нельзя лучше отражает обстановку, царящую в 21-м веке - веке стремительной информации, глобализации, развития науки и новых технологий. Ведь сегодня ни одна страна, ни одно общество не остается изолированным. Каждое общество имеет свою культуру, которая получает отражение в языке. Следовательно, овладение языком означает, с одной стороны, овладение теми культурными ценностями, которые накопило данное общество, а с другой стороны, освоение этих ценностей невозможно без знания языка. Поэтому для успешной коммуникации с оппонентом человеку в независимости от страны его проживания необходимо не только обладать хорошими знаниями иностранного языка, но и принимать своего собеседника как носителя чужой культуры, имеющего свой духовный мир, свое мировосприятие. Особенно это в настоящее время касается представителей СМИ. Международные конгрессы и конференции, обучение за рубежом, проведение научной деятельности и своего бизнеса – все это приводит к необходимости общения с представителями иноязычных культур. Поэтому, владея только одним языком – родным, - человек не всегда может понять своего оппонента, и причиной часто является именно различие культур. К примеру, американские бизнесмены причиной 50% своих неудавшихся контрактов считают недостаточное владение межкультурной компетенцией.

Так что же все-таки означают термины «коммуникация» и «межкультурная коммуникация»? По определению экспертов, коммуникация – это акт или процесс передачи информации другим людям, связь между двумя или более индивидами, основанная на взаимопонимании, сообщение информации одним лицом другому или ряду лиц. Межкультурная коммуникация – это общение между представителями различных человеческих культур. Понятие «межкультурная коммуникация» введено в 1950-х американским культурным

антропологом Эдвардом Т. Холлом в рамках разработанной им для Госдепартамента США программы адаптации американских дипломатов и бизнесменов в других странах. Коммуникация и общение являются важнейшей частью человеческой жизни, а значит, и частью культуры. Подчеркивая их значимость, многие исследователи приравнивают культуру к общению (коммуникации). Отношения являются межкультурными, если их участники не прибегают к собственным традициям, обычаям, представлениям и способам поведения, а знакомятся с чужими правилами и нормами повседневного общения [1]. Межкультурная коммуникация происходит между партнерами по взаимодействию, которые не только принадлежат к разным культурам, но и осознают тот факт, что каждый из них является «другим», каждый воспринимает чужеродность «партнера» [4].

Главная задача обучения иностранным языкам как средству коммуникации между представителями разных народов и культур заключается в том, что языки должны изучаться в неразрывном единстве с миром и культурой народов, говорящих на этих языках. Максимальное развитие коммуникативных способностей — вот основная, перспективная задача, стоящая перед преподавателями иностранных языков. Для ее решения необходимо освоить и новые методы преподавания, направленные на развитие навыков владения языком, и принципиально новые учебные материалы, с помощью которых можно научить людей эффективно общаться. В наше время уже не осталось неизученных и неизведанных мест на планете Земля. С помощью современных технологий люди, не выходя из дома, способны побывать на другом конце земного шара посредством телевидения или пообщаться с коллегой, решить любой деловой вопрос на другом конце мира с помощью web-камеры и интернета. Именно в последнее время, когда мы получили доступ в другие страны, когда интернет завоевывает все большее пространство в нашей стране, проблема межкультурных коммуникаций встает столь остро, и столь насущной становится необходимость культурных исследований в процессе преподавания иностранного языка [3]. Причем необходимо не только обучить человека иностранному языку, но и научить его уважать и ценить культуру данного народа. Каждый урок иностранного языка - это перекресток культур, это практика межкультурной коммуникации, потому что каждое иностранное слово отражает иностранный мир и иностранную культуру: за каждым словом стоит обусловленное национальным сознанием представление о мире [1]. Язык – это

зеркало, показывающее мир в восприятии человека, окружающую человека реальность. Одновременно в зеркале языка отражается и сам человек, его образ жизни, поведение, взаимоотношения с другими людьми, система ценностей, культура. Так как язык и культура взаимосвязаны, нельзя обучать языку в отрыве от культуры страны. Опытные исследователи и преподаватели выделили множество аспектов одновременного преподавания языка и культуры. Вот некоторые из них.

Ролевые игры. Методика, когда учащиеся входят в положение представителя другой национальности и, стараясь сохранить особенности его культуры и языка, разыгрывают этюды по теме. Эта форма театрализованного представления нуждается, выражаясь языком актеров, в максимальном проникновении в роль, а значит, требует серьезной подготовки, поиска материалов в книгах, средствах массовой информации, общении с носителями языка, интернете и т.д.

Домашнее чтение. Это особый вид домашней работы. Студенты получают задание на месяц, в конце которого на одном из занятий обсуждают особенности менеджмента, описанного в определенном художественном произведении. Студенты обсуждают вопросы менеджмента в сравнении с нашим временем и нашей страной. Этот метод работы помогает учащимся активно пополнить свой вокабуляр, узнать новые реалии, характерные для данной страны, погрузиться в мир другой культуры. Контакты с представителями других культур (с помощью ВЭБ-камеры, личного общения; приглашение представителей другой культуры на занятие и импровизированная пресс-конференция с ними). На занятиях студенты делятся личным опытом общения со сверстниками.

Игра «Инструктаж туристов перед поездкой в ту или иную страну». Выполняется индивидуально в качестве домашнего задания. Темы предварительно распределяются между студентами, и на занятии каждый «инструктор» рассказывает о выбранной им стране и отвечает на вопросы аудитории. Главная задача «инструктора» – сообщить самую необходимую информацию будущим «туристам», которая помогла бы им с первых дней адаптироваться в стране. Она должна касаться всевозможных сторон жизни страны и быть интересной и полезной. Общее обсуждение культурных особенностей той или иной страны на базе личного опыта студентов, знаний, полученных из средств массовой информации, книг, журналов. Преподаватель

предлагает страну для обсуждения. А студенты должны обмениваться информацией так, чтобы сложилось наиболее полное и правильное представление о стране. В процессе выполнения вышеперечисленных видов работы на занятиях и дома студентам приходится активно пользоваться живым разговорным иностранным языком. И, конечно, знакомиться с огромным количеством реалий, присущих обсуждаемым странам. А это значительно обогащает словарный запас молодых людей, развивает их, расширяет круг интересов, помогает лучше узнать жизнь своих сверстников в других странах, их проблемы и нюансы быта.

Красочные презентации по теме. Поскольку большая часть делового общения в настоящее время проходит в виде различных презентаций, наша цель – научить студентов правильно и грамотно использовать этот вид работы.

Контакты с представителями других культур (с помощью ВЭБ-камеры, личного общения; приглашение представителей другой культуры на занятие и импровизированная пресс-конференция с ними). На занятиях студенты делятся личным опытом общения со сверстниками.

Общее обсуждение культурных особенностей той или иной страны на базе личного опыта студентов, знаний, полученных из средств массовой информации, книг и журналов. Преподаватель предлагает страну для обсуждения. А студенты должны обмениваться информацией так, чтобы сложилось наиболее полное и правильное представление о стране [2].

Разумеется, у каждого преподавателя свой подход как к изучению языка, так и к изучению культуры. Но, преподавая студентам свой предмет, следует помнить, что преподавая любой язык студентам, не опираясь на культуру, традиции, историю народов, особенности лингвистики, мы несем в массы «мертвый» язык. Ибо, как говорил великий русский писатель Иван Александрович Куприн, «Язык — это история народа. Язык — это путь цивилизации и культуры».

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FORMS, METHODS AND PRIORITIES OF INDEPENDENT EDUCATION



<https://doi.org/10.5281/zenodo.7353235>

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ABSTRACT

Independent Education gives students the opportunity to delve deeper into their interests and make important decisions about how and where they will direct their talents in the future. Independent education is useful for self-study as well as for engaging in independent scientific activities, and also allows a person to be independent.

Keywords. Education, Action, thinking, stages of Education, Skills, Development, motivation

MUSTAQIL TA'LIMNING SHAKLLARI, USULLARI VA USTUVORLIKLARI

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ANNOTATSIYA

Mustaqil ta'lim talabalarga o'z qiziqishlarini chuqurroq o'rganish va kelajakda o'z iste'dodlarini qanday va qaerga yo'naltirishlari to'g'risida muhim qarorlar qabul qilish imkoniyatini beradi. Mustaqil ta'lim o'z-o'zini o'rganish hamda mustaqil ilmiy faoliyat bilan shug'ullanish uchun foydalidir, shuningdek, insonga mustaqil bo'lishga imkon beradi.

Kalit so'zlar. Ta'lim, harakat, fikrlash, ta'lim bosqichlari, ko'nikma, rivojlanish, motivatsiya

Ta'lim-bu bilim, ko'nikma, qadriyatlar, axloq, e'tiqod va odatlarni egallash jarayoni . Ta'lim usullari o'qitish, trening, hikoya qilish, muhokama qilish va maqsadli tadqiqotlarni o'z ichiga oladi. Trening ko'pincha o'qituvchilar rahbarligida olib boriladi, ammo talabalar o'z-o'zini o'qitish bilan ham shug'ullanishlari mumkin. Trening rasmiy yoki norasmiy sharoitda va har qanday tajriba bilan amalga oshirilishi mumkin shaxsning fikrlash, his qilish yoki harakat qilish uslubiga shakllantiruvchi ta'sir ko'rsatadigan, ta'limiy deb hisoblanishi mumkin. O'qitish metodikasi pedagogika deb ataladi. Rasmiy ta'lim odatda maktabgacha ta'limi yoki bolalar bog'chasi, boshlang'ich ta'lim, o'rta maktab, so'ngra kollej, universitet yoki kasb hunar muassasalari kabi bosqichlarga bo'linadi. Ta'lim olish davrida o'quvchi talabalar ta'limning turli hil shakllaridan foydalangan holda bilim va ko'nikmalarini rivojlantirishlari mumkim. Ulardan biri mustaqil ta'lim shakli bo'lib, hozirgi kunda u o'zining samaraliligi bilan boshqa ananaviy ta'lim shakllaridan farq qilmoqda.

Mustaqil ta'lim-bu ta'lim shakli bo'lib, u ko'plab o'rta maktablar, kollejlarda va boshqa ta'lim muassasalari tomonidan taklif etiladi. Ba'zan bu yo'naltirilgan o'rganish deb ataladi va bu aksariyat hollarda nazoratsiz amalga oshiriladigan ta'lim faoliyati hisoblanadi. Odatda, talaba va o'qituvchi talaba tomonidan o'qituvchi rahbarligida olib boriladigan tadqiqotlar uchun mavzuni kelishilgan miqdordagi kreditlar bo'yicha kelishib olishadi. Mustaqil tadqiqotlar yaxshi motivatsiyaga ega bo'lgan talabalarga an'anaviy akademik dasturga mos kelishi shart bo'lmagan, lekin talabani qiziqtirgan mavzuni o'rganishiga imkon beradi. Bu talabalarga maxsus materiallarni o'rganish yoki tadqiqot tajribasini olish imkonini beradi. [Хендерсон, Юан. С. 1984]

Mustaqil tadqiqotlar talabalarga o'z qiziqishlarini chuqurroq o'rganish va kelajakda o'z iste'dodlarini qanday va qaerga yo'naltirishlari to'g'risida muhim qarorlar qabul qilish imkoniyatini beradi. Mustaqil o'rganishni tushunishning yana bir usuli - masofadan turib o'rganishni tushunish. Masofaviy o'qitish-bu nazariya bo'lib, talaba o'qituvchisidan aqliy yoki jismoniy uzoqlikdagi masofada joylashgan bo'ladi. Bunda talaba va o'qituvchi ish varag'i, insho yoki Internetdagi veb-sayt kabi narsalar bilan bog'langan bo'ladi. [Azizov U.]

Boshlang'ich va o'rta maktablar uchun mustaqil ta'lim ba'zan iqtidorli va iste'dodli talabalarga mo'ljallangan o'quv dasturi bo'lib, u erda talaba mavzuni o'rganishi va savollarni shakllantirishi va ularga javobni mustaqil topishi kerak. Oxir-oqibat, ular xulosalarini ishlab chiqadilar va taqdim etadilar.

Qo'shma shtatlardagi ko'plab maktablari turli formatlarda mustaqil va uyda ta'lim olish tizimini yo'lga qo'yganlar. Masalan: onlayn, shaxsiy yoki gibrid onlayn /

yuзма-yuz muloqot kabilar. Ushbu mustaqil o'quv dasturlari, ayniqsa, an'anaviy sinf muhitini qoniqarsiz deb biladiganlar uchun foydalidir. Masalan, mustaqil o'rganish sog'lig'i bilan bog'liq muammolari mavjud bo'lgan, intensiv ish jadvali yoki iqtidorli akademik qobiliyatlari bo'lgan o'quvchi talabalar uchun juda mos keladi. Ko'pincha, yuqori natijalarga erishgan talabalarga darsga bormasdan o'rganishlari uchun mustaqil ta'lim olish taklif etiladi. Mustaqil ta'lim o'z-o'zini o'rganish hamda mustaqil ilmiy faoliyat bilan shug'ullanish uchun foydalidir, shuningdek, talabaga mustaqil bo'lishga imkon beradi. [Кениг, Кэтрин; WJ McKeachie 1959]

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DEVELOPING ESP THEORY IN A NON-ENGLISH SPEAKING COUNTRY



<https://doi.org/10.5281/zenodo.7353243>

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ABSTRACT

English for Specific Purpose is a separate activity within English Language Teaching (ELT) with its own approach, material and methodology by adapting and integrating with other disciplines and it encourages learner investment and participation. Since ESP uses distinctive approaches, materials and methods based on learners' specific needs, ESP practitioners must assess learners' needs, design course, develop materials, choose appropriate instruction and implement it to satisfy the identified needs of the learners. Therefore, just knowledge of language system and ability to deliver this is not enough for an ESP teacher. This article is going to delineate how to teach an ESP course successfully.

Keywords: *ESP, need, design course, develop materials, evaluation*

How is English for Specific Purposes different from English as a Second Language, also known as general English? The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required. ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management [Dudley-Evans, T., 2001:131]. The ESP focal point is that English is not taught as a subject separated from the students' real world; instead, it is integrated into a subject matter area important to the learners. However, and diverge not only in the nature of the learner, but also in the aim of instruction. In fact, as a general rule, while in ESL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP it is a needs analysis that determines which language skills are most needed

by the students, and the syllabus is designed accordingly. An ESP program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides. As a matter of fact, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation. The students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. In the ESP class, students are shown how the subject-matter content is expressed in English. The teacher can make the most of the students' knowledge of the subject matter, thus helping them learn English faster. The term "specific" in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts. ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills. The responsibility of the teacher A teacher that already has experience in teaching English as a Second Language (ESL), can exploit her background in language teaching. She should recognize the ways in which teaching skills can be adapted for the teaching of English for Specific Purposes. Moreover, she will need to look for content specialists for help in designing appropriate lessons in the subject matter field she is teaching. As an ESP teacher, you must play many roles. You may be asked to organize courses, to set learning objectives, to establish a positive learning environment in the classroom, and to evaluate student's progress.

Organizing Courses

You have to set learning goals and then transform them into an instructional program with the timing of activities. One of your main tasks will be selecting, designing and organizing course materials, supporting the students in their efforts, and providing them with feedback on their progress.

Setting Goals and Objectives

You arrange the conditions for learning in the classroom and set long-term goals and short-term objectives for students achievement. Your knowledge of students' potential is central in designing a syllabus with realistic goals that takes into account the students' concern in the learning situation.

Creating a Learning Environment

Your skills for communication and mediation create the classroom atmosphere. Students acquire language when they have opportunities to use the language in interaction with other speakers. Being their teacher, you may be the only English speaking person available to students, and although your time with any of them is limited, you can structure effective communication skills in the classroom. In order to do so, in your interactions with students try to listen carefully to what they are saying and give your understanding or misunderstanding back at them through your replies. Good language learners are also great risk-takers, since they must make many errors in order to succeed: however, in ESP classes, they are handicapped because they are unable to use their native language competence to present themselves as well-informed adults. That's why the teacher should create an atmosphere in the language classroom which supports the students. Learners must be self-confident in order to communicate, and you have the responsibility to help build the learner's confidence.

Evaluating Students

The teacher is a resource that helps students identify their language learning problems and find solutions to them, find out the skills they need to focus on, and take responsibility for making choices which determine what and how to learn. You will serve as a source of information to the students about how they are progressing in their language learning. The responsibility of the student

What is the role of the learner and what is the task he/she faces? The learners come to the ESP class with a specific interest for learning, subject matter knowledge, and well-built adult learning strategies. They are in charge of developing English language skills to reflect their native language knowledge and skills. Interest for Learning People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. In this view, ESP is a powerful means for such opportunities. Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies [Burmfit, C. J., 1984]. The more learners pay attention to the meaning of the language they hear or read, the more they are successful; the more they have to focus on the linguistic input or isolated language

structures, the less they are motivated to attend their classes. The ESP student is particularly well disposed to focus on meaning in the subject-matter field. In ESP, English should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs.

Subject-Content Knowledge

Learners in the ESP classes are generally aware of the purposes for which they will need to use English. Having already oriented their education toward a specific field, they see their English training as complementing this orientation. Knowledge of the subject area enables the students to identify a real context for the vocabulary and structures of the ESP classroom. In such way, the learners can take advantage of what they already know about the subject matter to learn English.

Learning Strategies

Adults must work harder than children in order to learn a new language, but the learning skills they bring to the task permit them to learn faster and more efficiently. The skills they have already developed in using their native languages will make learning English easier. Although you will be working with students whose English will probably be quite limited, the language learning abilities of the adult in the ESP classroom are potentially immense. Educated adults are continually learning new language behaviour in their native languages, since language learning continues naturally throughout our lives. They are constantly expanding vocabulary, becoming more fluent in their fields, and adjusting their linguistic behaviour to new situations or new roles. ESP students can exploit these innate competencies in learning English.

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TEACHING ENGLISH FOR SPECIFIC PURPOSES AND ITS TYPES



<https://doi.org/10.5281/zenodo.7353249>

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ABSTRACT

English for Specific Purposes (ESP) has been a current trend in language teaching for years. The ESP principles take part in the process of designing a syllabus or developing a teaching material for a particular course or study. Traditionally ESP courses were typically designed for intermediate or advanced adult learners. Nowadays many students can start to learn academic or vocational English at an earlier age and at a lower level of proficiency. A needs analysis, which is a part of ESP's principles, is applied in order to find the needs of the course's participants. This paper comprises three parts; the nature of ESP, the needs analysis in ESP, and ESP in EFL context.

Keywords: *English Language Teaching, English for Specific Purposes*

Teaching language for specific purposes (LSP) can be traced as far back as the Greek and Roman empires. In the same vein, Strevens states that the history of LSP goes back to “at least half a century”. Regarding English for Specific Purposes (ESP), it emerged at the end of Second World War and it “was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends”. ESP have functioned and operated in diverse ways around the world, “but we can identify three main reasons common to the emergence of all ESP.”: the demands of a brave new world, a revolution in linguistics and a new focus on the learner.

Some linguists, being aware of the world changes, began to focus their studies on the ways in which language is used in real situations. Traditional approach in language study centered the attention on the grammatical rules governing the language usage. However, it was found that discourses vary according to contexts. Then, it was necessary to reorganize the teaching and learning methodologies according to the language specificities of each situation. The English needed by engineers, doctors, linguists or officers “could be identified by analyzing the linguistic characteristics of their specialist area of work or study”. “Tell me what you need English for and I will tell you the English that you need became the guiding

principle of ESP”.

In the same period learners motivation towards acquiring a foreign language was the subject study of the educational psychologists, who noticed the use of different learning strategies by learners; they have different attitudes, needs and interests. The idea was based on the statement of tell me what you need English for and I will tell you the English you need. It was a natural expansion of this philosophy to plan special courses for each range of specific learners. Strevens notes: “...the existence of a major “tide” in the educational thought, in all counties and affecting all subjects. The movement referred to is the global trend towards “learner-centered education”. Like the world, language study and concepts of education fundamentally changed, the English language teaching changed with it, and knew the birth of teaching English for Specific Purposes which is considered as the direct result of the world evolution. “ESP is not a monolithic universal phenomenon”; it has developed at different speeds in different countries. The approaches that we shall describe can be found operating somewhere in the world at the present time. This concept departed from the principle that English of a specific science differs from each other in terms of its grammatical and lexical features of the registers. Register analyses in ESP was tailored for the pedagogic purpose, i.e. making the ESP course more relevant to learners” needs, not intended for the purpose to discuss the nature of registers of English per se. The main purpose of an ESP course was to produce a syllabus which gave a high priority to the language forms students would meet in their field and in turn would give low priority to forms they would not meet. Register analysis revealed that there was very little that was distinctive in the sentence grammar of scientific English beyond a tendency to favor particular forms such as the present simple tense, the passive voice and nominal compound. The aim of target situation analysis is to take the existing knowledge and set it on a more scientific basis, by establishing procedures for relating language analysis more closely to learners’ reasons for learning. There is a purpose of ESP course that support this phase, the purpose is to enable learners to function in situations which the learners will use the language they are learning, then the ESP course design process should proceed by first identifying the target situation and then carrying out the right analysis of the linguistic parts of that situation. It will form the syllabus of the ESP course. This process known as “needs analysis”. What had been done previously in piecemeal way become something’s systematized and learner needs was apparently placed at the center of the course design process.

Previously, in the origins of ESP, we knew that there were three forces that had role in ESP and became its characteristics, they were needs, new ideas about language and new ideas about learning. We use all the approaches so far based on the descriptions of language use and the concern in each case is with describing what people do with language, but the concern is not actually on the language use only, our concern should be with language learning too because a truly valid approach to ESP must be based on an understanding of the processes of language learning. With this statement, it brings us to this fifth stage of ESP development. The importance and the implications of the distinction that we have made between language use and language learning will hopefully become clear for us to understand each of the stages of ESP development. David Carter identifies three types of ESP:

- English as a restricted language
- English for Academic and Occupational Purposes
- English with specific topics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford clearly illustrate the difference between restricted language and language with this statement: ... the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situations, or in contexts outside the vocational environment. The second type of ESP identified by Carter is English for Academic and Occupational Purposes. In the 'Tree of ELT', ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

Hutchinson and Waters do note that there is not a clear-cut distinction between EAP and EOP: “people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job”. Perhaps this explains

Carter's rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP are one in the same: employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed. The third and final type of ESP identified by Carter is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.

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THE ROLE OF EDUCATIONAL INNOVATIVE TOOLS IN TEACHING ENGLISH AS A SECOND LANGUAGE



<https://doi.org/10.5281/zenodo.7353253>

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ABSTRACT

This article reveals the impact of technology on teaching English , and shows how technology can help the process teaching and learning. The aim of the article is to show the importance of technology and to present the main points of teaching with technology. The use of technology has become an important of the learning process. Every language class usually uses some form of technology. Technology continues to help teachers facilitate language learning for their learners. Teachers should use educational innovative tools as projector, electronic whiteboards, Virtual Field Trips in order to explain more effectively end get satisfying results from learners. Using these tools help to enhance students` language skills , because it has a crucial role in developing their creativity and provides them with interesting, enjoyable and exciting alternatives to study the language.

Keywords: *educational innovative tool, projector, electronic whiteboards, Virtual Field Trips interactive smart boards*

Technology has had a significant impact on practically every part of our lives, including education. In many ways , education appears to have remained relatively unchanged over time. Looking at old photographs of classrooms , it is seen the scene extremely similar to the present classroom. Teacher is lecturing from the podium , while the students are sat with their books opened. Some students may be staring at the teacher, conversing with one another, or falling asleep. Modern classrooms are very similar. One distinction is that hardcover books have been replaced by screens of technological devices. This is not the only area where technology has made an impact. Teachers in the pre- technological age did not have many tools to enhance their teaching process . To make the learning process easy and enjoyable for learners, they relied mostly on the blackboard and chalk. Teachers, as the primary source of information, stood in the middle, delivering lectures to learners who listened

passively. In the modern era, however, classrooms shifted from being teacher-centered to being student-centered.

This resulted from a desire to focus more on the learners.

In a student-centered classroom, the learning responsibility is placed on the student with the goal of breaking them out of their shells and teaching them how to become self-sufficient. Teachers use a variety of technical tools at their disposal to try to make the learning process more efficient. [Boni Hamilton, 2015:75]

Technology transforms students from passive recipients to active learners and allows more profound and enriching linguistic immersion. Language learning has benefited from the usage of technology. Teachers can customize classroom activities with the use of technology, which improves the language learning process. Technology is becoming increasingly important as a tool to assist teachers in facilitating language acquisition for their students [Fahmy M.S., 1963:101]

When it is talked about technology in education, it means all types of technology that are used to enhance the learning experience. Here are most used technology tools in education.

- Electronic whiteboards
- Projectors
- Virtual Field Trips

Electronic whiteboards – in the digital age, static chalkboards and paper-based lessons don't connect with kids. Teachers who must rely on chalk to communicate with their students are condemned to fail. Students will tune out before the class begins if teachings are forced into lectures or written on chalkboards in the classroom. Students are encouraged to participate in the lessons via interactive smart boards. Teachers are not restricted in terms of what they can convey to students. In addition to traditional text-based training, movies, PowerPoint presentations, and graphics can be used. An interactive smart board, sometimes known as an electronic whiteboard, is a classroom technology that uses a digital projector to display graphics from a computer screen on a classroom board. A tool or even a student's finger can be used to "interact" with the graphics immediately on the screen by the teacher or a student. Interactive smart boards entice students to participate. An interactive smart board is also available. Teachers can access information from all over the world by connecting their computer to the internet or a local network. They can conduct a simple search and find a previous lesson they used. Suddenly, the teacher has access

to a variety of resources. The interactive white board is a significant benefit to both teachers and students in the classroom.

Modern technology can help increase the interaction in the teaching process, which is important for the development of communicative competence in a language.

Projector-With the introduction of projectors in the classroom, many teachers consider chalkboards to be almost obsolete. Rather than writing notes on the board, teachers might use projectors to display PowerPoint presentations, photographs, and even film as teaching resources. As a result, both teachers and students consider projectors to be effective classroom tools.

Projectors free teachers from the constraints of using chalk and dry-erase boards to communicate material to their students. Teachers can now use projectors to teach children about the world and places they have never seen or imagined by showing videos, slides, and photos. Students can listen to lectures delivered by international specialists. Teachers will also find the Internet more beneficial because projectors can display web content to an entire class instead of each student accessing information on a small individual PC. Many projectors also have excellent sound quality, which is useful while listening to music or watching nature films. Teachers had to spend time writing notes on the board and erasing material due to restricted space prior to the usage of projectors in the classroom. Projectors aid in the planning process, allowing lecturers to decide on lecture topic and key points ahead of time rather than making judgments on the fly. Projectors operate with the simple click of a button or mouse, saving up crucial class time. Teachers can more easily prepare all notes ahead to class for easy presentation by employing projectors. Teachers may also discover that they are spending less time repeating or rewriting knowledge that is now available with a single click.

Virtual field trips allow to explore environment through photographs, movies, audio samples, animations, and sounds. During the COVID-19 pandemic, educators were forced to discover new and innovative ways to provide material to their students. The virtual field trip has grown in popularity as a pedagogical method for linking young people to important educational experiences from the comfort and safety of their classroom — or home. Virtual field trips are not restricted by geography and are often less expensive than traditional in-person field visits. They minimize the need for transportation, save instructional time lost due to travel, and include less safety risks (no permission slips required). Furthermore, virtual field trips

provide meaningful, interactive experiences for students of all learning styles and expose them to a variety of perspectives.

Many teachers and educators work hard to find ways to improve learners' enthusiasm in learning. This idea can become a reality thanks to modern technologies. Teachers can use modern technology to incorporate photos, images, animations, and videos into their instructional materials, making learning more engaging. The simulated environment gives students an experience similar to the real experience. [Wang.X, Hana, 2019:56] As a result, it can draw students' attention and boost their participation in English learning.

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METHODOLOGY OF TEACHING GRAMMAR TO EFL LEARNERS



<https://doi.org/10.5281/zenodo.7353257>

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ABSTRACT

In this article we intend to demonstrate the sources and results of the appearing of the intersected areas in grammatical and lexical word formation. How to teach English as a second or foreign language has been heatedly debated as long as the subject has been taught. One of the many issues regarding the teaching of English as a second or foreign language is the issue of whether or not to teach grammar, and if we teach it, how should we go about it?

Keywords: *approach, L2 acquisition, explicit knowledge, skill, EFL teaching, FL/SL, ppp approach.*

The role and type of grammar instruction in foreign language learning with particular reference to EFL has been the subject of SLA research and discussion for decades. In recent times, we should say, grammar instruction has been recognized as an essential and unavoidable component of language learning and us [Doughty, C., & Williams., 1998]. It is seen as valuable, if not indispensable, within the context of EFL teaching and learning.

Previous studies on students' and teachers' attitudes and perceptions of grammar instruction in the context of language learning suggest a disparity between students and teachers. While students favor formal and explicit grammar instruction and error correction, teachers favor communicative activities with less conscious focus on grammar.

The term “grammar” has been defined in the number of ways by language teachers and grammarians who have influenced and been influenced by different approaches to teaching grammar [Doughty, C., & Williams., 1998].

Different approaches to looking at the language, from syntactic descriptions to attempts to show the semantic and pragmatic dimensions of grammar, are reflected in a different ways grammar has been taught. In EFL/ESL teaching, grammar has been viewed in 3 different ways: grammar like rules, grammar like form, and grammar like

resource. In some cases, grammar instruction has meant learning the rules; in the others, practicing the form; in others understanding how grammar helps to convey the meaning and intention of a message. The best approach is perhaps to see grammar like one of many resources that we have in language which helps all of us to communicate. We must see how grammar relates to what we want to say or write, and how we expect others to interpret our language use and its focus.

The teaching of second-language grammar in higher education is a topic of widespread concern to both teachers and students alike. From time to time, very strong positions are taken, for example, “At any time, at any stage and in any circumstances, grammar teaching can’t be diluted. It ought to be the important part in foreign language teaching in China”

Many students and teachers tend to view grammar like a set of restrictions on what is allowed and disallowed in language use – „a linguistic straitjacket“ in Larsen-Freeman’s words , but some may consider grammar as something that liberates rather than represses: " ... grammar isn’t a constraining imposition but a liberating force: it frees us from a dependency on context and the purely lexical categorization of reality"[Widdowson, 1990:86.]. The implications of that statement for our understanding of the nature of grammar and the role it plays in communication are explored, and how this understanding might inform approaches to teaching grammar in 2 language classrooms is discussed.

Besides the place/role of grammar in language teaching, the factors involved in the teaching and learning of grammar and specific practices in the grammar classroom and several current research on grammar structures have added to the discussion on how best to teach grammar in ESL/EFL contexts. A lot of the books claim that they carry/include cognitive, affective and drama activities and games for EFL students which are directed towards stimulating their imagination and creativity.

The hard fact that most teachers face is that learners often find it difficult to make flexible use of the rules of grammar taught in the classroom. They can know the rules perfectly but are incapable of applying them during language use.

The importance of grammar within the FL/SL syllabus has been under discussion for a lot of years. Until the Communicative Approach in the 1970s, it was at the core of learning and teaching. The syllabus, a structural syllabus, was organized around the grammar to be taught. “The theoretical model that underlies the (cognitive) approach is that a language consists of a “set of rules” with an associated lexicon. It follows logically from the model that foreign language students must learn

rules of grammar. The suggested sequence is: study the rule (usually with instructor explanation), practice the rule (in grammar exercises), and then apply a rule in meaningful interactions in the target language”.

Since the 1970s, however, attention has shifted from ways of teaching grammar to ways of getting learners to communicate, and grammar has been seen to be the powerful undermining and demotivating force among L2 learners. In terms of motivation and students success with languages, grammar has been seen to be the problem and to stand in the way of helping learners to communicate fluently. As a result, teaching grammar has become unfashionable.

Statements such as “. . . the study of grammar as such is neither necessary nor sufficient for learning to use a language”[Scheffler, P., & Cinciala, 2011] and definitions of communicative competence became widely quoted and accepted. The need for the shift in focus in teaching from language form to language in use was expressed, placing grammar within context and with content. It was felt that by concentrating on communication and communicative language practice, students would naturally “acquire” the language.

Models of communicative competence, with particular reference to FL/SL speakers, include grammatical competence like one of the core dimensions of communicative competence. Such kind of proposals led to the questioning of an importance of the role of grammar in the language learning syllabus. The syllabus must guide the learner in moving from knowledge of form to grammatical competence within the total communicative competence. It was suggested that “communication may generally be achieved most efficiently by means of the grammatical sentence or by a series of such sentences logically related” and this grammar was an essential resource in using language communicatively.

The discussion of learning and acquisition was led by Krashen, who proposed the model of 2 language acquisition where the processing of input, rather than grammar instruction, plays the pivotal role. Krashen and Terrell [1983] claim that if language input is provided over the wide variety of topics with communicative goals, an input would automatically include the necessary grammatical structures. Carter points out that „acquisition“ is the natural and unconscious process that takes place as the result of meaningful exposure to language that occurs naturally and using it for the purpose of meaningful communication. That natural process of 'acquisition' is in contrast to a conscious process of language learning, which occurs when explicit knowledge about language forms is provided regularly. The explicit knowledge of

grammar by adults is told to be useful in only one way – as a “monitor” for self-correction under certain circumstances.

In relation to FL/SL learners, the grammar pie was suggested showing the proportion of form, meaning and use. Teachers can alter the portions of the pie as appropriate for the lesson and for the students also. The syllabus attempting to move beyond form to grammar in use in communication was proposed by Yalden.

It was, though, observed that, despite an impact of the communicative approach on language teaching methodology (i.e., adopting learner-centered and task-based teaching methods), the majority of ESL and EFL learners had continued to learn from materials organized and presented in terms of grammatical items. An approach continued to be mostly one of presenting and explaining grammar points followed by controlled production practice.

Grammar instruction has thus been on the pendulum of language teaching methodologies swinging back and forth one extreme of grammar-driven methods to the other one of communicative methodologies. The thinking seems to be that learners’ attention should be concentrate on form within content-based curricula. These changes in methodologies are thus summed up: “The research on teaching methodology was concentrated on the relationship between language knowledge and practice and went through a U-shaped course – [it] first stressed, then unstressed, and finally re-stressed the language knowledge” [T.D.Terrell, 1991:54].

Two methods have been suggested for teaching grammar within an EFL/ESL context: Implicit/Inductive and Explicit/Deductive. 'Inductive' suggests a 'bottom up' approach, where students discover grammar rules while working through exercises/tasks, while 'Deductive' suggests the 'top down' approach, which is a standard teaching approach that has a teacher explaining rules to the students. There is still, though, controversy over the relative effectiveness of explicit and implicit grammar teaching. The complex relationship between teaching and learning, and the fact that how something is taught isn't directly related to how it is learned could be the reasons for that controversy.

On the one hand, there are researchers like Krashen who have persistently denied an importance of some explicit grammar instruction in second language acquisition. Other researchers have objected to traditional grammar teaching methodology where the teacher presents grammatical structures explicitly in a de-contextualized manner. In traditional methodology, the assumption has been that learners will develop the knowledge they need for communicative language use

through conscious presentation and manipulation of forms through drills and practice. An inductive approach to grammatical rules and principles is encouraged rather than the exclusive reliance on the presentation-practice-production approach of many traditional grammar books.

Explicit or we may say deductive grammar instruction, which draws learners' attention to linguistic form and structure, is characterized by 2 conflicting approaches: interventionist and non-interventionist. Supporters of the interventionist approach state that “given the low number of input/interaction hours in the typical foreign language college (70-150 hours) or high school (100-300 hours) instruction, explicit grammar instruction can serve to speed up parts of the acquisition process”. The non-interventionist approach supports the idea that explicit grammar instruction need not be given if enough comprehensible input is provided in the low anxiety environment. It's also argued that “the ability to demonstrate grammatical knowledge on a discrete-point grammar exam doesn't guarantee the ability to use that knowledge in ordinary conversation, be it spontaneous or monitored” [S.D. Krashen & T.D. Terrell, 1983].

The language acquisition process could be affected by explicit grammar instruction in 3 ways:

- 1) “as an „advanced organiser“ in order to aid in comprehending and segmenting the input;
- 2) as a meaning-form focuser that aids the learner in establishing a meaning-form relationship for morphologically complex forms; and
- 3) as a means for monitoring, which in turn, will be available for acquisition in an output.”

Grammatical knowledge is viewed by many researchers like a significant component in second language acquisition. Most agree that the certain degree of grammar instruction is necessary to develop learners' language proficiency. No current research or theory, though, seems to advocate a return to traditional methods of teaching grammar or to a focus on grammatical features for their own sake.

Based on the results of the empirical study focusing on the ways in which explicit grammar teaching can facilitate L2 acquisition, Scheffler and Cinciata (2011) recommend that EFL/ESL teachers “should invest some classroom time in explicit grammar instruction”, as “at least some grammatical phenomena may be successfully taught as simple rules” [Scheffler, P., & Cinciala, 1983]. They refer to two kinds of benefit. First, simple descriptions of rules may lead to learners noticing the input structures exemplified by the rules, which can in turn lead to increased

comprehension. So conscious noticing of L2 features is necessary for implicit language development, according to many SLA researchers. Simple grammar forms help learners understand their own output and contribute to a learning process in general by increasing the learners’ sense of confidence, security and achievement. Thus the implicit-versus-explicit debate has been raging for over a century, the positions varying from an outright rejection of grammar instruction in a strongly communicative approach to a return to explicit, discrete-point grammar along a continuum. A lot of materials meant for classroom use encourage the inductive approach, probably because teachers are there to guide the learning process, while those meant for self-study usually adopt the deductive approach.

Though there are a lot of approaches to teaching methodology, 2 teaching methods are most commonly taught. Methodology taught in certification and training programs is generally either “PPP” (present, practice and production) or “ESA” (engage, study and activate). That doesn’t mean they are the best approaches. They are just the most well-known approaches and more likely to be requested by employers or Directors of Studies (DOS).

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INCLUSIVE EDUCATION IN THE CONTEXT OF FOREIGN STUDIES



<https://doi.org/10.5281/zenodo.7353260>

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ABSTRACT

The study of inclusive education is one of the new, most pressing problems in the field of pedagogy. This article analyzes the content and features of the concept of "inclusive education", approaches to the problem of inclusive education.

Keywords: *inclusion, inclusive education, integration, socialization, integrated education, adaptation, ideology of inclusion.*

The study of inclusive education is one of the new, most pressing problems in the field of pedagogy. Based on the study of research on the problem, their scientific analysis, it became clear that the educational environment of young people with disabilities should always be good, moderate, always with special attention, not left out of sight of adults for the integration of every child into society.

Scientific theories and directions based on experiments related to the psychological characteristics of a person arose in Western Europe and the USA. Despite different interpretations of the mental nature of a person, these theories to a certain extent contributed to the development of the educational psychology of children with disabilities. In this regard, one can recognize the scientific research of J.Bruner [3], J.Piaget [11], A.Wallon [12], S.Hall [13], K.Buhler [4], E.Durkheim [5], D.Locke [8] and others.

The analysis shows that the gradual transition of foreign countries to inclusive education is associated with a change in society's attitude towards children with disabilities, increased attention to their education and the level of development.

Inclusive education - derived from the English word inclusive, inclusion - means to harmonize, involve, inclusive, and in Latin - to include, involve, that is, to overcome barriers between children with special needs and ordinary ones.. Inclusive education is one of the issues that have risen to the level of public policy. It is an educational system that is an inclusion in the learning process aimed at adapting to

social life, regardless of the developmental characteristics or economic difficulties faced by adolescents who need special attention.

The concept of "inclusive education" is considered in foreign literature from different positions:

as a philosophical category, its fundamental foundations are the recognition by society and the school of the uniqueness and dignity of each child, regardless of individual differences (A.Renzaglia) [9];

as a full and adequate interaction of students with disabilities and their peers, as well as teachers in the educational process and in extracurricular activities in secondary schools (D.L.Voltz) [15];

as an educational process and practice that provides the necessary support in general education schools located near the place of residence (R.Arends, C.A.Kochar, L.L.West, J.M.Taymans, Y.R.Shemesh) [1];

as the only natural learning environment in which all children learn on the basis of a single curriculum, the necessary support is provided to children with disabilities directly in the general classroom, all children are recognized as unique and accepted by each other, planning and implementation educational strategies are implemented by the student team (D.L.Ryndak, L.Jackson, F.Bilingsley) [10];

as an integral part of the modern educational paradigm, which has its own mission, philosophy, values, methods and activities, is understood as the basis of the organization within the school, its goals, system of views and daily activities (H.Levin) [6];

as an optimized and widely integrated integration of children with disabilities in secondary schools, it is not seen as an obstacle in the process, but as the starting point and goal of all pedagogical activity (A.Sander) [14];

"Inclusive" and "integration" are two stages of the same process, in which the needs of special education form the basis of all pedagogy (T.Booth, M. Ainscow, D.Kingstone) [2].

Identification of the most important features of inclusive education allows the author to define the concept of "inclusive education" from the point of view of axiological, cultural and procedural approaches. “Inclusive education is a multifaceted pedagogical phenomenon, which is based on the recognition of the identity, dignity and diversity of all children and the elimination of all forms of discrimination, the effective integration of each child into the general education system” [7].

World experience shows that the development of an inclusive education system as a form of integration of children with special educational needs is a long-term strategy that requires patience and tolerance, consistency, phased approach and an integrated approach to its implementation. However, in the broadest sense, integration (lat. integratio - connection) is a process of development, achieving unity and integrity within a system based on the interdependence of its individual specialized elements [18].

According to N.N.Malofeev, real integration in the upbringing of children with special needs involves the creation of optimal conditions for each child in general education institutions [19].

According to V.V.Kurkunov, anomalous children receive more external incentives for development in co-education, taking into account the creation of adequate learning conditions for children with disabilities [17].

R.Dimenstein and I.Larikova emphasize that one of the main aspects of integrated education is the right direction of education for a particular child. This direction does not depend on the form of organization of the educational process, the type of class, group, school in which the child is currently located. A child can be guided along the path of integration in a variety of ways, but it is important that each stage enhances his or her integration potential. Increasing the integration potential of the environment includes the training and retraining of teachers, special work with parents. These organizational, educational and pedagogical activities are aimed at increasing the integration potential of the educational institution and the system as a whole [16].

Thus, inclusion is the leading trend of the current stage of development of the education system, which does not contradict the principle of holistic learning in the system of general and special education. As a result, a child with special educational needs should enjoy the right to education in any type of educational institution and receive the necessary specialized assistance.

Education performs two major civilizational functions of personality development: its spiritual, moral, artistic, cultural development and socialization, as well as its economic function - the reproduction of qualified labor resources for social production.

According to A.Yu.Shemanov, in the modern cultural space there are two approaches to the problem of inclusive education. The first approach is based on the social model of understanding others and protecting their rights, including protection

from discrimination. The motto of this approach is to approach the problem of others here from the point of view of the methodology of social constructivism, which allows criticizing society, purposefully changing it and actively influencing public policy, despite differences in the cultural world and their values [20].

It should be noted that the social model of inclusion can serve as the object of its own criticism. Firstly, helping others involved in the learning process is not always acceptable (for example, these may be children with visual, hearing and mental retardation). Secondly, the very ideology of inclusiveness implies that people are “normal” but otherwise disabled and incompetent, which undermines the idea of community, solidarity and equality of groups.

From the above considerations, it must be concluded that all children can succeed if they receive the necessary support. This makes it possible to communicate in an atmosphere of empathy, tolerance, social justice and cooperation. In the future, successful socialization and education of children with disabilities and children with disabilities will ensure their full participation in society.

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WRITTEN DISCOURSE: INTERCULTURAL RHETORIC IN THE PROCESS OF EDUCATION



<https://doi.org/10.5281/zenodo.7353268>

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ABSTRACT

In today's linguistic world, one of the most long attracted and arguable subjects is intercultural rhetoric which is simply defined as the study of text patterns or written discourse which varies with structural and cultural backgrounds between or among different languages [Ula Connor, 2011]. For that reason, this paper explains the significance of intercultural rhetoric in both teaching and learning a foreign language, in particular, English as a second language. It is essential to mention that though this paper includes problematic sides of written discourse, it is one of the primary aspects to form communicative competence in language learners.

Keywords. *Intercultural rhetoric, written discourse, skills and abilities, communicative competence, cultural backgrounds, assimilation.*

According to Ulla Connor (1996), learning to write in a second language is not just idiosyncratic variation while writing is a cultural phenomenon. However, it involves recurring patterns of organization and rhetorical conventions from the students' native language and culture. Therefore, arguably it is the most challenging mode for the second language learners as discourse is obviously not by any means limited to oral-aural interchange, but permanently powerful premeditated structuring

A person beginning to learn a foreign language understands that the purpose of his learning is to learn to master the language correctly, use it for his own purposes and, of course, communicate not only orally, but also in written way through exchanging information, experience, knowledge, skills and results of activity. As a result, a learner comes across with a long gap between oral and written discourse and interaction competence. Thus, teachers face a new challenge that is how easily to teach them to write properly in a foreign language, when intercultural discourse in writing is not the same as spoken discourse.

Connor (2011) states “intercultural rhetoric” as the term that identifies cross-cultural studies by comparing the same concept in one culture with another one. In other words it studies interactions in which writers from a variety of linguistic, social and cultural backgrounds negotiate through speaking and writing [Atkinson, 2004].

Robert Kaplan started to explain contrastive rhetoric in 1966 as an area of research in second language acquisition which defines problems in composition encountered by second language writers and oppositely, Connor (1996) attempts to explain it referring to rhetorical strategies of the first language. Moreover, intercultural rhetoric cannot be fully explained without mentioning text analysis methodologies. They are contextualized text analysis and ethnographic and other naturalistic approaches [Douglas, 2014].


According to G.V. Horn and I.N. Vereshchagina (2000), for the development of students' written speech in the classroom, many teachers in foreign language lessons use narrative and situational training, which involves great opportunities to develop brain storm thinking. One of the means of creating such a communication is the use of clarity. In the explanatory dictionary of methodological terms, visibility is considered as a support in the learning process on the didactic principle of visibility, according to which learning is based on specific images directly perceived by students, as well as a specially organized display of language and extra linguistic material in order to facilitate its explanation, assimilation and use in writing. Thus, by presenting a specially developed form of external clarity, we can ensure the creation of communicative competence among learners. They will be able to learn how to express their opinion on a given topic, fix vocabulary and practice writing skills.

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THE IMPORTANCE OF TASK-BASED ACTIVITIES IN THE PROCESS OF EDUCATION

 <https://doi.org/10.5281/zenodo.7353274>

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ABSTRACT

The current paper includes three different task-based activities which integrate four English skills: speaking, reading, listening and writing. Following ESOL methods, in particular, the core principles of Communicative Language Teaching, these modified activities are effectively employed to English for second language learners through problem-solving, mind-map, ice-breaking and brainstorming tasks. They focus on not only reinforcement of vocabulary building and other literacy development skills, but also help to enlarge the level of critical and analytical thinking, building cultural knowledge and mental flexibility toward unexpected situations. Addressing to all these, the body of this paper covers more about the process, theories and methodological approaches in detail.

Keywords: *modified version, task-based activities, CLT, problem-solving, skills and abilities, communicative competence, interaction.*

The first 30-minute task-based activity is called “Mind-Map the Text” [Lindstrombegr, 2004] which concentrates on reading skills, working in both pairs and with whole class. By contrasting with original version drawing mind maps by reading the texts and demonstrating, the modified one reflects to the combination of technological methods of problem-solving process and mind-mapping as two small groups of students, aged over 14 at least in pre-intermediate level, must present reasons and causes of the raised issue in the texts and at the same time the rest two find solutions and results. Therefore, it is named as ‘Problem-Solving Mind-Map’ integrat.

Furthermore, advocates of teaching methodology claims that, while reading students not only acquire new glossary reading words, but also read the world as

some issue is critically raised in it devoting to civil and social engagement [Freire, 2005, K. Manarin, 2015,]. In this activity, learners approach the issue analyzing and criticizing it and argumentatively present it following these six key strategies for teaching skills [Celce-Murcia, 2014]

- modeling, graphic organizers, and visuals;
- meaning-based context and universal themes
- guided interaction;
- explicit instruction;
- vocabulary and language development;
- metacognition and authentic assessment.

THINK strategic tool is well performed in as they talk about the problem (T), how it could be solved (H), identify problem-solving strategy (I), note how well it may work to the arased issue (N), keep thinking, what wrong could happen and what better ways could be suggested(K). The paramount importance of this activity is based on communicative reading that it calls learners to brainstorm texts reinforcing their vocabulary building and literacy development as it integrates reading texts, speaking through organizing speech and presenting it, writing by taking notes and new vocabulary into the paper and listening itself.

The second activity is focused on listening activity called ‘Movie Clip Quiz’. While originally it is employed individually as a movie-questionnaire (<https://www.fluentu.com/blog/educator-english/esl-listening-activities-intermediate/>), its modification is implemented from individuals into small teams and ‘Movie Clip Dub-In’ combines listening, speaking and reading skills. It is designed to complete in about 25 minutes with elementary-advanced students aged above 12. It teaches students to sound more natural using collocations and slangs and at the same time enjoy the impressive moments of dubbing-in some bite-sized clips. Firstly, students make free voice improvization not being aware of the real words. Afterwards, they watch and read quickly typescripts as well as dub in again making some voice mode of action. Although this activity is modified almost fully from the real one, listening activity by watching movies connect them. Importantly, students may learn target materials more freely by speaking figuratively but in an engaged manner and improve their mental flexibility spectacularly interacting with each other.

As listening contexts can be one-way without interaction or participation and two-way: participatory and interactive [Celce-Murcia, 2014], it refers to the second having a great deal of significance to intermit the role of a speaker and an active

listener conducting responsible interaction and interpretation underspecific input [Brown, 1990]. When students study, they get used to learning grammatical and written language knowledge. However, spoken English quite differ due to assimilation and reduction of phonemes [Carter, 1995]. For instance, the words and expressions known as want, be not, no, yes, does she and others, can be heard as wanna, ain't, nope, yep and doshshi. in this situation, the students whose language are built via grammar skills and habit, whose are not aware of such spoken-language constructions and have lack of listening competences cannot catch the meanings. Therefore, current listening activity is crucially important to correct such listening faults.

The last activity is originally ‘Trademark’ speaking activity [Klippel, 1985] which is visually changed to the interaction activity as ‘Hourglass’. It may last 30 minutes and is available to learners aged 13 and up from elementary to advanced level, working in small groups and individuals. Both of them are designed to focus on speaking and vocabulary development as well as learning personality characteristics of learners. However, there are also some sides which are diverse from the original. Students not just illustrate their trademark images as it is in origin, but they state their names and symbols in a creative manner and draw an hourglass logically and imaginatively responding the question what comes to their mind looking at it. As in oral-skills classes, nonacademic context is well-expressive through greetings, dialogues among students interacting with each other [Celce-Murcia, 2014], this activity is fairly efficient activity for freshman students when they have not known each other closer as they may ask some questions and share something interesting. It helps to make friends and feel confidently relaxed in expressing their feelings and ideas.

Overall, the activities presented in this paper are likely to be used effectively amongst learners above 12 with at least elementary levels and up as they all cover communicative teaching methods. Importantly, it can be implemented from secondary school learners to even adults. Therefore, real situational cause-and-effect, academic and nonacademic language contexts of the process can highly grasp learners’ attention in an impressive and enjoyable manner.

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BADIIY TARJIMADA IBORALARNI TARJIMA QILISH USULLARI



<https://doi.org/10.5281/zenodo.7353276>

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ANNOTATSIYA

Frazeologizmlar milliylikka asoslangani uchun ularni tarjima qilish hamisha qiyinchilik tug‘dirib, ko‘pincha muayyan muammolar kelib chiqishiga sabab bo‘ladi. Odatda, boshqa tilga ularning shakli emas, mazmuni ko‘chadi. Ushbu maqolada frazeologizmlarni tarjima qilish usullari va shakllari yoritib berilgan.

Kalit so‘zlar: *ibora, fraza, frazeologizm, metod, ifoda, tilshunoslik, tarjima, badiiy tarjima.*

METHODS OF TRANSLATING PHRASES IN LITERARY TRANSLATION

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ABSTRACT

Since phraseological expressions are constructed according to nationality, their translation is always difficult and often causes certain problems. Usually it is not their form but their content that is transferred to another language. This article describes the ways and forms of translation of phraseology.

Keywords: *phrase, collocation, phraseology, method, expression, linguistics, translation, literary translation.*

Frazeologiya (yun. prasis — ifoda, ibora va ...logiya) — 1) tilshunoslikning tilning frazeologik tarkibini (frazeologizm) uning hozirgi holatida va tarixiy taraqqiyotida tekshiruvchi bo‘limi; 2) muayyan tildagi frazeologizmlar majmui.

Tilshunoslik bo‘limi sifatidagi frazeologizmning asosiy diqqat e‘tibori frazeologizmlar tabiatini va ularning kategorial belgilarini o‘rganishga, shuningdek, frazeologizmlarning nutqda qo‘llanish qonuniyatlarini aniqlashga qaratiladi. Frazeologizmning eng muhim muammosi frazeologizmlarni nutqda hosil qilinadigan (ya‘ni avvaldan tayyor bo‘lmagan) so‘z birikmalaridan farqlab, ajratib olish va shu

asosda frazeologizmlarning belgilarini aniqlashdir. Idioma frazeologizmlar, frazeologik birikmalar va barqaror jumlar (maqol va matallar, gapga teng boshqa frazeologizmlar) oʻrtasidagi muayyan tafovutlarga qarab koʻplab tadqiqotchilar frazeologizmni 2 xil: tor va keng maʼnoda tushunadilar. Uni keng maʼnoda tushunilganda, frazeologizm doirasiga maqol va matallar, folklarga xos barqaror jumlar, baʼzi muloqot shakllari (salomlashish, xayrlashish jumalari) ham kiritiladi. Lekin bu masala, yaʼni frazeologizmni keng maʼnoda tushunish masalasi hanuz munozarali boʻlib qolmoqda.

Frazeologizmning asosiy vazifalari yoki masalalari: frazeologik tarkibning izchilligini aniqlash va shu munosabat bilan frazeologizmning belgi(lik) xususiyatini oʻrganish; frazeologizmlar omonimiyasi, sinonimiyasi, antonimiyasi, polisemiyasi va variantdorligini tavsiflash; frazeologizmlar tarkibida qoʻllanuvchi soʻzlar va ularga xos maʼnolarning oʻziga xos xususiyatlarini aniqlash; frazeologizmlarning soʻz turkumlari bilan oʻzaro munosabatlarini oydinlashtirish; ularning sintaktik rolini aniqlash; frazeologik birliklar tarkibida soʻzlarning yangi maʼnolari hosil boʻlishini oʻrganish va boshqalar. Frazeologizm frazeologik birliklarni ajratish prinsiplarini, ularni oʻrganish, tasniflash va lugʻatlarda tavsiflash metodlarini ishlab chiqadi. Frazeologizmda ishlab chiqilgan oʻziga xos, xilma-xil metodlar asosida tilning frazeologik tarkibi turlicha: struktursemantik, grammatik, vazifaviy uslubiy asoslarga koʻra tasnif etiladi. Struktursemantik tasnif prinsipi asosiy hisoblanadi.

“Fraza, frazeologiya, frazeologizm soʻzlarining barchasi yunoncha boʻlib, fraza – ibora, jumla; qanotli soʻz, hikmatli barqaror birikma, frazeologiya – ana shu barqaror soʻz birikmalari – iboralar majmui, frazeologizmlar – turgʻun soʻz birikmalari maʼnolarini bildiradi.

Tuzilishiga koʻra gapga va soʻz birikmasiga tengligi, bir butun maʼno anglatishi, nutqqa tayyor holda olib kirilishini jihatida faqat idioma – iboralargina emas, maqol va matallar ham frazeologizmlarga kiritiladi” [Ochilov E, 2014:65].

Frazeologizmlar milliylikka asoslangani uchun ularni tarjima qilish hamisha qiyinchilik tugʻdirib, koʻpincha muayyan muammolar kelib chiqishiga sabab boʻladi. Odatda, boshqa tilga ularning shakli emas, mazmuni koʻchadi. Lekin ana shu mazmuni toʻgʻri ifodalash, u yoki bu frazeologizmning boshqa tildagi muvofiq muqobilini topish uchun baʼzida bir necha avlod tarjimonlar izlanishlar olib borganlar. Atoqli tarjimashunos Gʻ.Salomovning kuzatishicha, birgina говорить русским языком matali oʻzbek tiliga dastlab rus tilida gapirmoq, keyin ochiq-oydin aytmoq, loʻnda qilib gapirmoq, ona tilida gapirmoq, oʻzbek tilida gapirmoq

shakllarida tarjima qilingan. Ular orasida kontekstga eng muvofiq‘i lo‘nda qilib gapirmoq, deydi olim, chunki bu mataldan maqsad soda va tushunarli qilib gapirishdir [Саломов F, 1996:240].

Misollarga murojaat qilaylik: आज उसे क्या हो गया ?यकायक लाची के मन में खयाल आया-यह कमबख्त मेरे आने से पहले ही दुकान बन्द करके भाग जाना चाहता है। ठीक हुआ मैंने इस भागने से पहले पकड़ लिया [कृष्ण चन्द्र, 2013:34]।

Tarjima: Bugun unga nima bo‘ldi ekan? Birdan La‘chiyning ko‘ngliga bir gap keldi: bu juvonmarg men kelishimdan oldinroq *quyonning rasmini chizib qolmoqchi* bo‘lgan. Ha, mendan qochib qayoqqa borarding, shovvoz [Кришан Чандар, 2011:20]!

So‘zma-so‘z tarjima: Bugun unga nima bo‘ldi? Birdan Lachining fikriga hayol keldi – bu baxtsiz men kelishimdan oldinroq do‘konni yopib qochmoqchi edi. Yaxshi men bu qochishdan avval tutib oldim.

Tahlil: Bu jumlamizda Lachi do‘konga yetib kelganida, Madxo‘ do‘konini berkitmoqda edi. Lachi sal narida turib, uning do‘konni berkitishiga qarab turdi va shunda u Madxo‘ qochib ketyapti deb o‘yladi. Tarjimon qochib ketish sahnasini “*quyonning rasmini chizib qolmoqchi*” frazeologiyasi bilan qo‘llagan. Asliyatda hech qanday frazeologiya berilmagan. Mutarjim kontekstdan kelib chiqqan holda to‘g‘ri frazeologiya ishlatgan desak bo‘ladi. Ushbu gapga tarjimon o‘zidan “shovvoz” so‘zini kiritadi. Shovvoz degani har qanday ishni eplay oladigan, qoyil qiladigan; azamat insonga aytiladi. Bu yerda tarjimon kesatu ohangida qo‘shgan desak bo‘ladi.

Frazeologik birlik sifatida ibora atamasi ham ishlatiladi. Ikki va undan ortiq so‘zdan tarkib topgan va yaxlit bir ko‘chma ma‘no ifodalaydigan, ta‘sirchanlikka ega bo‘lgan til birligi ibora (frazeologik birlik)deyiladi: qo‘y og‘zidan cho‘p olmagan (yuvosh), kapalagi uchib ketdi (cho‘chidi), og‘zing qani desa qulog‘ini ko‘rsatadi (lapashang) va h.k.

Iboralar ahamiyati va qo‘llanishi jihatidan, odatda, so‘zga teng keladi. Iboralar ko‘proq so‘zlashuv nutqida va badiiy asarlarda ishlatiladi. Ulardan unumli foydalanish nutqning ta‘sirchanligini oshiradi. Til fanining iboralarni o‘rganadigan bo‘limi frazeologiya deb ataladi.

Iboralar o‘rtasida ham o‘zaro omonimlik, sinonimlik, antonimlik va paronimlik bo‘lishi mumkin: Omonim iboralar: dam bermoq (yel haydamoq) – dam bermoq (hordiq bermoq); Ko‘z yummoq (o‘lmoq) – ko‘z yummoq (e‘tibor bermaslik); boshiga ko‘tarmoq (e‘zozlamoq) – boshiga ko‘tarmoq (to‘polon qilmoq); sinonim iboralar: tegirmonga tushsa butun chiqadi – suvdan quruq chiqadi; antonim iboralar:

yerga urmoq – ko‘kka ko‘tarmoq; paronim iboralar:yuragi tars yorilib ketayozdi (sabr-chidami tugamoq) – yuragi qoq

Hozirgi kunda frazeologiya leksikologiyaning bir bo‘limi darajasidan o‘zining tadqiqot ob`ekti va uslubiga ega bo‘lgan tilshunoslikning mustaqil fanlaridan biriga aylandi.

Frazeologiya fani tarix, adabiyotshunoslik, lisoniy mamlakatshunoslik va tilshunoslikning bir qator boshqa fanlari leksikologiya, semantika, grammatika, fonetika, stilistika, til tarixi, etimologiya, matn tilshunosligi va umumiy tilshunoslik kabi fanlar bilan bog‘liq.

Frazeologiya so‘zlardan tarkib topadi, so‘z esa leksikologiya o‘rganadigan asosiy ob`ekt hisoblanadi. Leksikologiya manbalariga asoslanib frazeologiya komponentlarining tabiatini hamda ularning lisoniy darajasini aniqlash mumkin. Semantikada ishlab chiqilgan so‘zning lug‘aviy ma`nosi nazariyasi frazeologiyaning lisoniy xususiyatini aniqlashda va frazeologiya tarkibidagi ma`nosini farqlashga yordam beradi.

Frazeologiya tarkibidagi so‘z hamma vaqt ham o‘zining morfologik xususiyatlarini yo‘qotib qo‘ymaydi, aynan morfologiya bu sohada nima yo‘qolib - saqlanib qolganini aniqlashda yordam beradi.

Tarjimaning asliyatdan uzoqlashib ketishi hollari xususida tarjimashunos olim Q.Musayev shunday yozadi: “Frazeologik birliklar ma’no va uslubiy vazifa jihatlaridan uyg‘un birliklar orqali emas, balki erkin ma’nodagi leksik birliklar orqali o‘girilganda, leksik birliklar aksariyat ko‘p ma’noli bo‘lganliklari uchun asarni o‘girayotgan tarjimon birikni kerakli ma’nosida emas, balki boshqa ma’noda tushunib, o‘z tiliga o‘girishi, natijada tarjima asliyatdan butunlay uzoqlashib ketishi hollari ham sodir bo‘ladi” [Mycaev K, 2005:11].

Tarjima tilida asliyat tilidagi frazeologik birlikka har jihatdan mos ekvivalent mavjud bo‘lganida tarjimada birining o‘rniga ikkinchisi qo‘yiladi. Bu frazeologizmlarning to‘la muvofiqligi bo‘lib, ekvivalent vositasida tarjima qilish deb ataladi.

Turli xalqlar frazeologik birliklarining bir-birlariga har jihatdan o‘xshashligi aksariyat hollarda xalqlar turmush sharoitlari, urf-odatlar va mantiqiy mushohadalaridagi mushtaraklik bilan izohlanadi. Zero, boshqa til vositalari singari frazeologizmlar ham turli-tuman umuminsoniy fikr bayon qilish me’yorlari va hayotiy kuzatishlar asosida vujudga keladilar. Natijada turli tillar barqaror so‘z birikmalari bir xil obrazli asosdan iborat bo‘lib qoladilar [Mycaev K, 2005:185].

Asliyot va tarjima tilidagi ekvivalentlar shaklan bir xil bo‘lsa-da, mazmunan hamisha ham bir-birining o‘rnini qoplamaydi: goh u yoki bu frazeologizmlar ko‘p ma’noli bo‘lsa, goh kontekstda butunlay boshqa ma’noda kelishi mumkin. “Bu goho tarixiy taraqqiyot natijasida ma’no o‘zgarishiga yuz tutgan ko‘p ma’noli tillararo ekvivalentlarga taalluqlidir. Masalan, “Ko‘z-quloq bo‘lmoq” tushunchasini ifoda etib, o‘zbekcha “Quloqni ding qilmoq” iborasiga ma’no va uslubiy jihatlaridan mos keladigan ruscha “Держать ухо остро” frazeologik birligi ayrim matniy holatlarda “ehtiyot bo‘lmoq” ma’nosini ifoda etadiki, bunday holda u yuqorida keltirilgan ekvivalentiga emas, balki “Qadamini bilib bosmoq” muqobil variantiga mos keladi” [Муцаев К, 2005:187].

Asarlarda qo‘llanilgan iboralar ustida olib borilgan ilmiy ishimiz jarayonida iboralar sifatida har qanday frazeologik birikma, ya’ni maqol, hikmatli so‘z yoki aforizmlarni emas, faqat turg‘un birikmalarni olishga harakat qildik va ularning asliyatdagi ma’nosi, shakli, badiiy tarjimada berilgan muqobillarini qiyoslab, ularni uch guruhga bo‘lib tahlil qilishga urindik: 1. Asliyat bilan tarjima variantidagi shakli va ma’nosi bir-biriga to‘la mos keladigan iboralar; 2. Asliyat va tarjima matnida shaklan farqli, lekin ma’no jihatdan mos keladigan iboralar; 3. Asliyatda erkin so‘z birikmasi bo‘lib, tarjimada ibora yoki maqol shaklida berilgan birikmalar.

Asl nusxa va tarjima matnlari qiyoslab, tahlil etilganda 1-guruh, ya’ni “Asliyot bilan tarjima variantidagi shakli va ma’nosi to‘la mos kelgan iboralar” guruhiga kira oladigan o‘nlab ibora ajratildi. Quyida shulardan bir nechtasini ko‘rib chiqamiz.

रसिकलाल हों या अहमद यार खाँ इनका एक ही राग है [कृष्ण चन्द्र, 2013:65]।

Tarjima: U Rasikla’lmi yo Ahmad Yor Xonmi, bari bir go‘r ekan-da [Кришан Чандар, 2011:36].

So‘zma-so‘z tarjima: Rasiklalmi yoki Ahmad Yar Xonmi. Ularning bari bir xil rangda.

Tahlil: Ushbu gapimizga e’tibor bersangiz hind va o‘zbek tillaridagi frazeologiyalar bir-biriga juda o‘xshash. Ammo bitta so‘z bilan farq qiladi. Asliyatda kelayotgan “Ularning bari bir xil rangda” frazeologiyasini tarjimon o‘zbek tiliga quyidagicha tarjima qiladi “Bari bir go‘r ekan-da”.

2. Asliyat va tarjima matnida shaklan farqli, lekin ma’no jihatdan muqobil iboralar. Asarning hindcha va o‘zbekcha matnlari ustida ishlash davomida ba’zi iboralarning aynan tarjimasi hech qanday frazeologik ma’no kasb etmasligi, tarjimonning bunday iboralarning ma’no muqobillarini aniq topib qo‘ya olganining guvohi bo‘lindi.

"साली"!बलोची ने दाँत पीसकर कहा, "तुझ पर कुत्ते न छुड़वा दूँ तो अहमद यार खाँ नाम नहीं"!

Tarjima: - La'nati! – dedi balujiy g'ijinib. – Boshingga it kunini solmasam, Ahmad Yor Xon otimni boshqa qo'yaman!

So'zma-so'z tarjima: “Yaramas!” Balochi qiyinchilik bilan jaxlini tutib dedi, “Senga itlar ozod bo'lmasligi kerak, Ahmad Yar Xon nomi emas!”

Tahlil: Mazkur jumlamizda tarjimon asliyatdagi “Senga itlar ozod bo'lmasligi kerak, Ahmad Yar Xon nomi emas” frazeologiyasini o'zbek tiliga quyidagi frazeologiya bilan beradi “Boshingga it kunini solmasam, Ahmad Yor Xon otimni boshqa qo'yaman”.

“धत् तेरे की! आज अपनी किस्मत ही खराब है!” हमीदा टैक्सीवाले ने रेल की पटरी पर पान की पीक ज़ोर से थूकते हुए कहा।

Tarjima: - Padariga la'nat! Bugun o'zi chap yonim bilan turgan ekanman, - dedi Hamid taksichi temir yo'l iziga og'zidagi ponni qattiq tuflab tashlarkan.

So'zma-so'z tarjima: “La'nat senga! Bugun taqdirim ham buzilyapti!” Hamida taksichi temir yo'l iziga panni qattiq tuflayotib dedi.

Tahlil: Bu jumlamizda tarjimon oddiy gapni ibora tarzida tarjima qilgan. आज अपनी किस्मत ही खराब है! Jumlaning mutarjim *Bugun o'zi chap yonim bilan turgan ekanman* quyidagi ibora bilan o'zbek tiliga o'g'irgan. Keyingi gapimizda asliyatdagi पान so'zi hind millatiga tegishli milliy xos so'zdir. Milliy xos so'zlar tarjima qilinmaydi, qanday bo'lsa shundayligicha beriladi. Ammo tarjimon ushbu पान (pan) so'zini *pon* deya o'zbekchalashtirib bergan.

कुली, पानवाले, फलवाले, टैक्सीवाले और प्राइवेट गाड़ीवाले सब-के-सब निराश होकर अपना-सा मुँह लेकर रह गए।

Tarjima: Hamma – ponfuruslar, mevafuruslar, taksichilar va kirakash haydovchilar – barchalarining tarvuzlari qo'ltig'idan tushib, mung'ayib qolishdi.

So'zma-so'z tarjima: Yuk mashina haydovchi, panchilar, mevachilar, taksichilar va shaxsiy poyezdchilar hammalari hafa bo'libdi.

Tahlil: Mazkur gapimizda mutarjim tarjima qilish jarayonida asliyatdagi निराश होकर (hafa bo'lib) gapini *Tarvuzi qo'ltig'idan tushib* iborasi bilan o'zbek tiliga mohirona o'g'irgan. Tarjimon asliyatdagi gapning bo'yoqdorligini oshirmoqchi bo'lgan hamda, o'zbek o'quvchisiga o'qish jarayonida tarjima asardan zavq olishlari uchun shunday tarjima qilgan desak mubolag'a bo'lmaydi.

Frazeologik birliklarni so'zma-so'z tarjima qilish ularning tarjima qilinayotgan tilda mavjud bo'lgan muqobilini topishga yoki masalaga ijodiy yondashib, asliyatdagi iboraga muvofiq keladigan va uning ma'nosini to'liq ifodalaydigan yangi ibora

yaratishga nisbatan ancha yengil. Ammo asl nusxadagi u yoki bu iboraning aniq, badiiylik va ma’no jihatdan pishiq muqobili asar tarjima qilinayotgan tilda bo’lsa-yu, tarjimon buni e’tiborga olmasa, bu kamchilik hisoblanadi. Gap o’sha iboraning muqobilini topa bilish va o‘z o‘rnida qo‘llay olishdadir.

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MOST IMPORTANT ISSUES REGARDING ESP MATERIALS SELECTION



<https://doi.org/10.5281/zenodo.7353287>

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ABSTRACT

English for Specific Purposes (ESP) is generally defined as an approach to learning English which is based on the goals/needs of the learner. In context learning English at both high schools and universities, especially for students outside the English department, the ESP approach is a popular choice. The application of this approach is also in line with government policies in education which emphasize the objectives of learning English, namely to improve the ability of students to use English, especially for academic needs and professional careers with an emphasis on reading skills that allow students to understand authentic material topics according to their majors.

Keywords: *ESP, method, assessment, issue, field, criteria, language, course, learners, adequacy, motivation, sequence, diversity.*

English for specific purposes (ESP) teaching conducted to equip learners with a certain English proficiency level for a situation where the language is going to be used, termed target needs. Since it provides instructional objectives, materials and methods developed on the basis of earners' needs and potential of interests, from the early 1960s, ESP has grown to become one of the most prominent areas of English foreign language. Nowadays, ESP is not only applied for adults of English language learners who have mastered basic level of English proficiency or those with specific purposes of learning English, but also is adopted for English language learners learning general English.

Many definitions are given to ESP. Some people describe ESP as simply being the teaching of English for any purpose that could be specified. Others, however, are more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes, or as the teaching of English for nonnative speakers of English who learn English on specific purposes.

Hutchinson & Waters define ESP as an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning [Hutchinson & Waters, 1987:19]. Robinson viewed ESP as an enterprise involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and students'/participants' specialist area of interest [Robinson,1991:1]. Richards & Rodger saw ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own sake [Richards & Rodger (2001:107)]. The more detail definition of ESP comes from Strevens (1998) who defined ESP as a particular case of general category of special purpose language teaching. He further revealed that the definition of ESP is needed to distinguish between four absolute and two variable characteristics. The four absolute characteristics of ESP consist of English language teaching, they are The definition given by Dudley-Evanthat consists of three absolute and five variable characteristics, represents an insight that ESP can but is not necessarily concerned with a specific discipline, nor it does have to be aimed at a certain age group or ability range. It simply should be seen as an approach to teaching, or what Dudley-Evans describes as an 'attitude of mind'. This is a similar assumption to that proposed by Hutchinson & Waters who state that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning [Hutchinson & Waters, 1987:19].

The meaning of the word 'special' in ESP more confirms the rule of ESP as an approach to language teaching in which content and method applied based on the learner's need of learning. In the other words, a specialized aim refers to the purpose for which learners learn a language, not the nature of the language they learn [Mackay & Mountford, 1978]. Consequently, as an approach, ESP has typically functioned to help language learners cope with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace for which the learners want to master English. In the context of teaching English in Indonesia both at secondary and tertiary school levels, particularly for non-English department students, ESP approach has been commonly applied. This is in accordance with the Government policy on Education that emphasizes the goal of teaching English at tertiary school level, especially for non-English department students, is to improve their ability to use English for academic and professional

purposes, especially for reading their textbooks in their academic work. This implies that in the English language instruction, reading skill has been given the greatest prominence for helping students to learn effectively in their field of study. It is also related to what Hutchinson & Waters state that the specific purpose most common within the participant universities is the reading of specialist literature in English, and the emphasis is largely on a general course content to cover common problems, such as reading strategies, rather than specific discourses, according to the student subject specialism. For this purpose, they further explain that as the consequence, there is a consensus within the teaching and learning process to focus on the teaching of reading strategies with the use of authentic materials and the use of the native language in spoken classroom discourse, while the teaching of grammar is based on the minimum necessary for understanding academic texts.

Therefore, based on this approach, even reading is the most emphasized skill in the English instruction, other language skills namely speaking, listening, and writing will also take place with the components of language are incorporated in it. Methodology refers to the selection and sequencing of learning tasks and activities to achieve the desired instructional objective. Methodology is also defined as what students have to do. This clearly has the implication of what the teacher has to do and what materials are used. Robinson identifies two characteristics features of ESP methodology that ESP can base activities on students specialism (but need not to do so) and ESP activities can (but may not) have a truly authentic purpose derived from students' target. Dudley-Evans & St. John maintain that what characterizes ESP methodology is the use of tasks and activities reflecting the students' specialist areas.

Todd reports that six approaches have been emphasized in the EAP literature: inductive learning, process syllabuses, learner autonomy, use of authentic materials and tasks, integration of teaching and technology and team teaching (cooperating with content teachers). Todd argues that whereas the first five are also found in general English language teaching, the sixth, team teaching or cooperation with content teachers, is distinctive to EAP. Robinson states that the common instructional tasks in ESP course are role-play, simulation, case-study, project work, and oral presentation by which the instruction effectively promotes communication and professional skill as well as language skills of students [Robinson, 1991:49].

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FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE IN THE PROCESS OF EDUCATION



<https://doi.org/10.5281/zenodo.7353293>

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ABSTRACT

Competence characterizes a person's experienced possession of the relevant competence, including his personal attitude to it and the subject of activity. In fact, competence is some alienated, predetermined requirement (norm) for the student's educational preparation, and competence is his personal quality (a set of qualities) that has already taken place and minimal experience in relation to activities in a given field. Competence is always personally colored by the qualities of a particular student.

Keywords. *Communicative culture, skills and abilities, communicative competence, socio-psychological interaction, self-education, personality-oriented*

The formation of a new type of society requires a new methodological basis for the entire education system, an understanding of the role of teachers and students in a new context, and the construction of the educational process as a personality-oriented one. At the same time, it is assumed that the positions of participants in the educational process will change. In these conditions, the success of solving educational problems largely depends on the communicative culture of the teacher and students. The teacher now acts as an organizer of independent cognitive activity of students, which is aimed at the formation of key competencies, and the student strives for self-education in the course of communicative interaction with the teacher.

Personality-oriented learning is aimed at developing all components of a student's competence. According to the works of A.V. Khutorsky, the individual competence of the student includes interpersonal communication and all types of communication. Individual competence is knowledge of factual material, possession of the skills and abilities of educational activities and the experience that the student has acquired in various fields of activity. In the formation of competence, experience

outstrips the acquisition of new knowledge. Learning by experience creates competence [Khutorskoy, A.V. 2003:60].

Among the key competencies of students, I would like to highlight the communicative competence as the main element of the communicative culture. It is through communicative competence that the communicative culture of students is realized.

Competence in communication presupposes the willingness and ability to build a dialogue, so necessary for a person in all spheres of life.

Communicative competence is the ability to establish and maintain the necessary contacts with other people. Competence includes a set of knowledge, skills and abilities that ensure effective communication. Communicative competence involves the ability to change the depth and circle of communication, to understand and be understood by communication partners. In general, communicative competence is a system of internal resources necessary to build effective communication in a certain range of situations of personal interaction [Rubtsova, A.2019, 497]. In general, competence in communication is usually associated with mastering not any one position as the best, but with an adequate introduction to their spectrum. Flexibility in an adequate change of psychological positions is one of the essential indicators of competent communication.

Communication in pedagogical activity is a means of solving educational tasks; socio-psychological support of the educational process; a way of organizing the relationship between the teacher and the trainees, which determines the success of training and upbringing.

From the point of view of A. N. Leontiev, communication should be considered as a certain side of activity, because communication acts as an element of any activity. In this case, activity is a necessary condition for communication [Leontiev A. A. 1997:365].

V. A. Kan-Kalik defines professional and pedagogical communication as a system of organic socio-psychological interaction between a teacher and students, the content of which is the exchange of information, the organization of relationships using communicative means.

Communication, according to V. A. Kan-Kalik, acts as:

- a means of solving educational problems;
- socio-psychological support of the educational process;

●a way of organizing the relationship between the teacher and students. [Kan-Kalik V.A. 1987:190]

Various learning technologies should stimulate the learner's ability to think, independently solve cognitive and practical tasks. They allow not only to optimize the learning process, but also to build models with which you can demonstrate various training options and select the most effective ones among them. Focusing on the interaction of participants in the educational process, we will consider effective forms of such interaction, among which we include communicative learning technologies.[Rubtsova, A.2019, 497]

S.V. Mitrokhina defines communicative learning technology as a personality-oriented technology based on the joint activity of participants in the educational process, during which, on the basis of a cognitive dialogue motivated by internal needs, a common view is developed on ways to solve the task, and this process is aimed at achieving the planned results [Mitrokhina S.V.2013].

Communication technologies are precisely technologies, because they give a greater share of probability in achieving the planned result. This is not a random, but a systematic process aimed at an unconditional impact on the audience.

Research by psychologists has shown that only 30% of students are actively involved in the educational and cognitive process. Therefore, it is not enough to organize communication between its participants in the learning process, it is necessary to create a special space for the interaction of subjects of educational activity, in which each student is actively involved in the collective search for truth. Statements, arguing his point of view, respectfully defending his position in the dialogue, formulating a mutually acceptable point of view, the student acquires communicative competence, successfully formed with the help of communicative learning technologies. The establishment of communication links between participants in the educational process is an important component of developmental learning.

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THE IMPACT OF TECHNOLOGIES ON LANGUAGE LEARNING



<https://doi.org/10.5281/zenodo.7353301>

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ABSTRACT

Technology is one of the big parts of educational system, that language instructors should be well educated and knowledgeable to educate others, at the same they have to acquire the skill of retaining student’s attention and deliver content in an effective way, as teaching is important profession. Information technologies has a huge impact on teaching itself and the research of the role of IT in the process of teaching foreign languages is devoted to the works of many scientists, even gave rise to a new direction in the methodology – computational linguo-didactics

Keywords: *computational linguo-didactics, Angloization, IT, transmittable, digital era, ICT, socializing gizmo, self-improvement, dispenser of information, facilitator of learning, e-learning material, multimedia.*

Nowadays the role of technology is rising in every sphere, and teaching of foreign languages is not exception. Information technologies has a huge impact on teaching itself and the research of the role of IT in the process of teaching foreign languages is devoted to the works of many scientists, even gave rise to a new direction in the methodology – computational linguo-didactics. In this period of time, knowing only the language itself, its content is not enough to conduct effective lesson, for this reason every language instructor should know how to use IT tools in ones lesson. On the other hand, whereas before, most studies were conducted to prove that the use of IT allows you to achieve significant pedagogical progress. However, now it should be stated that it is necessary to minimize the negative impact of the same IT on the learning process at school. A study conducted by American scientists showed that a person's IQ stopped growing and even began to decline and in the conditions of global globalization, the "Angloization" of the media and limitless opportunities, it would be logical to expect an increase in the level of knowledge of foreign languages, but this does not happen, moreover, this level is getting lower from year to year

Teaching languages using technologies makes the lesson more effective, for example even the ordinary projector is tool which is essential while conducting the class, grapes students' attention, as instructor may just prepare power point presentations with activities. G.N. Wikramanayake said in his research "Advances in digital technology have opened up many avenues of learning. Technology has made information accessible / transmittable from anywhere and by / to all groups of people. Education has reached most parts of the world and ICT has become an integral part of human life" (2014).

Technologies, internet have own pros and cons, if we talk about negative sides, they can be used in the class by students themselves, they can just stuck surfing social sites, instead of following the instructor. Razifah binti Othman mentioned in his research that “internet has become an amazing potential for learning, entertainment and socializing gizmo. It has encouraged teenagers and children to participate and express themselves for extraordinary source of information and self-improvement ” (2019), about impacts of internet.

Problems can be noticed when learners are exposed to internet, technology without any regulation and control, they tend to be hooked on the computer for the amusement offered by the internet, they can surf to find out what is available and can be offered online, like songs, movies, chatting that can result not to achieve growth during the sessions and development stage.

Teachers, especially language instructors should be well educated and knowledgeable to educate others, at the same they have to acquire the skill of retaining student's attention and deliver content in an effective way, as teaching is important profession. But in 21st century being well- educative is not enough for teachers, they should also know IT. In this period, technologies in teaching and learning are considered as one of the big parts of conducting the lessons. Technology is useful to convey instant messages and well as to make people be aware current local and international, it becomes an effective form of education.

In the research that was done by Razifah binti Othman et el. (2019) mentioned that “In the modern global learning environment teacher's role shifts from "dispenser of information" to "facilitator of learning" as he has only to guide the active students who are involved in using the e-learning material. Classrooms have been fully equipped with permanent multimedia projectors and computers and the facilitator needs to access the e-learning system through the Intranet. Teachers should not control the learning process as well as they should allow students to perform

collaborative work and make some decisions on their own”. Using computers for education is gradually wide spreading, these benefits now enjoyed by a small fraction of the availability among the population, but soon it will encourage others to join and enjoy the benefits of technology.

The use of ICT makes the teaching and learning process easier, more interesting and effective, it is obvious that the usage of it will increase the level of achievements and understanding, as it gives precise and realistic view of subject matter. Besides, the colorful colors, various visuals, sounds attract students in the class, making learning session to be more engaging and increasing the focus of students on instructor.

Using the internet can intensify a social structure, for example, competitive games will produce one’s strong motivation to succeed, while the opponent fails. Cooperative games and activities are focused to inspire sharing, trust building, accept fails, to learn and practice positive social behaviors, they also train learners to encourage and help others.

Technology and teaching should be rolled on one stage, as the are connected with each other, conducting the class using IT appropriately is also high level of education, that every instructor should competitive at both of them.

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ВАЖНЫЕ СТРАТЕГИИ И ПОДХОДЫ В ОБУЧЕНИИ ДЛЯ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ В КАЧЕСТВЕ ИНОСТРАННОГО ЯЗЫКА



<https://doi.org/10.5281/zenodo.7353309>

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АННОТАЦИЯ

Данная статья посвящена современным стратегиям обучения иностранным языкам и их реализации на уроках. Кроме того, существует множество современных интерактивных занятий, которые широко используются в обучении для занятий. При использовании интерактивных методов учащийся становится полноправным участником процесса восприятия, а его собственный опыт становится первоисточником учебных знаний. Преподаватель не дает готовых знаний, а скорее побуждает студентов к проведению собственных исследований.

Ключевые слова: паралингвистика, праксемика, жесты, взаимное, обогащение, познание, загадки, референция, сотворчество.

Главной целью современного образования является формирование разносторонней личности, способной к самообразованию и самосовершенствованию. Интерактивные подходы и процедуры направлены на «обучение учащихся обучению», обеспечение индивидуализации обучения, воспитание самостоятельности, поддержку в сохранении и укреплении здоровья учащихся. Интерактивное обучение поможет в создании ситуаций, в которых ребенок будет чувствовать себя успешным. Интерактивное обучение определяется как процесс взаимодействия между учителем и учеником, а также между учениками, в котором решающее значение имеет умение вести диалог и развивать взаимопонимание между теми, кто учится, и теми, кто преподает. Задача учителя состоит в том, чтобы направлять деятельность учащихся для достижения целей урока. И цель будет реализована, если учащийся примет участие в ее формулировании, поскольку такая совместная деятельность обеспечит учащемуся четкое знание целей урока, а также правильное

представление о стратегиях учителя по достижению цели урока. Студенты имеют право иметь собственную точку зрения на любую проблему, а также возможность делиться своими открытиями со сверстниками, благодаря интерактивному обучению. Преподаватель должен научить студентов правильно аргументировать свою точку зрения и обращать внимание на других участников дискуссии. Самое главное – создать позитивную среду, побуждающую детей заниматься самостоятельной познавательной работой. Интерактивные тактики и методы помогают отстоять свою сторону в грамотном споре и обеспечивают коммуникативные навыки, сильную мотивацию, воображение и командный дух. Он может включать в себя примеры многочисленных задач, таких как тесты, кроссворды, словесные головоломки, логические задачи на установление соответствия или закономерностей, словарные упражнения и описания проектов. Задания предназначены для формирования универсальной учебной деятельности школьников с учетом требований образовательных стандартов второго поколения. Содержание заданий поможет регулярно оценивать качество знаний учащихся [1: с.225].

Студенты смогут качественно усваивать новый материал, оценивать свои знания и оценивать знания своих одноклассников при изучении темы, а преподаватель сможет отслеживать ошибки по каждой конкретной теме каждого отдельного студента и исправлять их. Работа учителя в современных методах обучения заключается в организации работы учеников в классе. Эту работу можно выполнять в парах, микрогруппах или больших группах в соответствии с интерактивными подходами и стратегиями (например, работа над проектом). Я расскажу о некоторых интерактивных подходах, формах и методах работы, которые использую на своих занятиях. Я расскажу о некоторых интерактивных подходах, формах и методах работы, которые использую на своих занятиях. Работа в паре – это самый простой вид сотрудничества. После написания контрольной работы я часто использую форму по средней ссылке для рецензирования. Такая проверка не занимает много времени и обеспечивает постоянное внимание обоих участников процесса.

Технология определяется как наука о технологии, поэтому технология обучения - это наука о технологии обучения. При этом подчеркивается необходимость использования словарей, раздаточных материалов (в виде

карточек), таблиц (фонетических, грамматических, лексических, орфографических), картинок (тематических, ситуационных, тематических), альбомов, карт, планов (мест, зданий, помещений и т. д.), классная доска и другие материалы в процессе обучения. На данный момент обучение иностранному языку без широкого использования многочисленных учебных пособий невозможно. Использование достаточного разнообразия наглядных средств обучения, а также их умелое и разумное применение позволяет учителю вовлечь учащихся в активное обучение. Они позволяют вовлечь учащихся в эмоциональную жизнь, активировать их мыслительные процессы (анализ, синтез, сравнение и вывод) и повысить их речевую активность. При принятии следующих организационных форм работы возможно увеличение времени активной работы каждого студента: фронтальная, групповая, парная, индивидуальная. Фронтальная работа рекомендуется для обучения аудированию, методам чтения про себя, комментирования или выполнения других видов письменной работы, использования словаря или справочника по грамматике (когда все учащиеся выполняют одну и ту же работу), а также использования словаря или справочника по грамматике. На него ссылается учитель всякий раз, когда ему приходится демонстрировать своим ученикам рациональные подходы к работе. С одной стороны, формат групповой работы (3-5 студентов в группе) позволяет проводить занятия под руководством эксперта группы. Они позволяют активировать мыслительные процессы учащихся (анализ, синтез, сравнение и вывод), а также улучшить их разговорную активность. Увеличение времени активной работы каждого студента достижимо, если принять следующие организационные виды работы: фронтальную, групповую, парную, индивидуальную [2:с.256-305].

Вопросы и ответы, обучение созданию диалогических единиц в соответствии с моделью, составление диалогов в соответствии с данными обстоятельствами и обучение диалогу могут выполняться в парах. Эффективность этой деятельности определяется распределением внимания педагога, контролем за выполнением задания, оказанием поддержки тем, кто в ней нуждается. Возраст учащихся, уровень их общего развития и языковой подготовки, уровень их образования и степень подготовки, а также учебный материал и учебная среда являются определяющими переменными при выборе методических приемов в образовательном процессе. В результате технология обучения должна помочь в том, как учитывать вышеперечисленные аспекты,

чтобы успешно усваивать учебную информацию и формировать навыки и способности в целевом языке. Преподавание языков с упором на общение — хорошая идея. Коммуникативный метод (подход) впервые появился в 1970-х годах XX века. Его основная цель - научить кого-то общаться, а именно, как сделать свою речь понятной для других. Прежде всего, коммуникативная техника (подход) в обучении языку предназначена для обучения студентов тому, как свободно путешествовать в иностранной языковой среде, а также тому, как правильно реагировать в различных языковых обстоятельствах. Таким образом, коммуникативный подход в обучении влечет за собой потенциал диалога между студентом и преподавателем и направлен на снятие у студента в первую очередь страха общения, а также на максимальное погружение студента в процесс изучения языка. Этого можно достичь, инструктируя человека в так называемых естественных условиях. В результате, если мы хотим научить кого-то разговаривать на иностранном языке, мы должны делать это в коммуникативных условиях. Это означает, что наше обучение должно быть организовано таким образом, чтобы по основным чертам и особенностям оно напоминало процесс общения. В этом суть общения [3: с.197].

Каков процесс общения? В некоторых партнерских отношениях возникает потребность в установлении контакта. В партнерстве потребности коммуникантов признаются, и в результате это становится движущей силой их действий. Перцептивная коммуникация возникает, когда люди воспринимают друг друга визуально, инстинктивно или иным образом; интерактивное общение происходит, когда люди взаимодействуют друг с другом; а информационное общение происходит, когда люди обмениваются мыслями, идеями, интересами, чувствами или духовными ценностями. Вы можете общаться всеми тремя способами или только одним из них одновременно, но это общение должно быть осмысленным и мотивированным в любом случае. Говорение и слушание, а также паралингвистика (жесты, мимика) и праксемика используются для достижения цели устного общения (движения, позы). Каждый из общающихся получает новые знания, новые мысли, новые намерения и т. д. в результате воздействия друг на друга, т. е. интерпретирует (интерпретирует) полученную информацию. В результате интерпретация информации всегда является конечным результатом коммуникации. Взаимоотношения коммуникантов меняются в результате интерпретации, и они

снова мотивированы к общению до тех пор, пока потребность не будет удовлетворена или контакт не прервется по какой-либо внешней причине. Энергетическая деятельность человека поддерживается благодаря общению; без общения человеческая индивидуальность была бы невозможна [4:с.136-145].

Интерактивная технология обучения — это метод организации обучающих мероприятий, в котором все участники всегда вовлечены в активное участие. Это совместное обучение, в котором учащийся и учитель являются субъектами обучения. Он эффективно способствует развитию навыков и талантов, создавая совместную и интерактивную среду. Во время интерактивного обучения учащиеся опираются на собственный социальный опыт и опыт других людей, работая вместе над решением проблем, устранением разногласий, поиском точек соприкосновения и поиском компромиссов.

Таким образом, совместная деятельность учащихся в процессе познания и овладения учебным материалом предполагает внесение каждым учащимся своего уникального вклада в процесс, обмен знаниями, идеями, способами деятельности, ценностями. И все это происходит в духе доброжелательности и взаимной поддержки. Интерактивные формы повышают мотивацию к обучению, улучшают понимание сложных межличностных отношений и помогают в исследовании индивидуальных черт поведения. Традиционные средства обучения не позволяют достичь широкого круга целей обучения так же эффективно, как интерактивные формы. Существует множество интерактивных методов обучения. Каждый преподаватель может придумать уникальные способы работы со студентами самостоятельно. При использовании интерактивных методов учащийся становится полноправным участником процесса восприятия, а его собственный опыт становится первоисточником учебных знаний. Преподаватель не дает готовых знаний, а скорее побуждает студентов к проведению собственных исследований. Взаимопонимание, взаимодействие и взаимообогащение — все это преимущества интерактивного обучения.

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INTERCULTURAL COMPETENCE IN LEARNING FOREIGN LANGUAGES



<https://doi.org/10.5281/zenodo.7353345>

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ABSTRACT

In recent years there has been a growing interest in the cultural dimension of foreign language education, and teachers today are expected to promote the acquisition of intercultural competence in their learners. Thus, the present study aims to investigate the opinions and attitudes of Turkish teachers of English on intercultural competence teaching and to see how and to what extent these opinions and attitudes are reflected in their classroom applications. Data were collected from 503 EFL teachers by means of a questionnaire. The findings have revealed that language teachers seem to be aware of the role of the culture in foreign language education though they do not often integrate culture into their teaching in order to develop intercultural competence in their learners.

Keywords: *Intercultural competence, EFL teaching, Turkish teachers of English, cultural exchange, internships abroad*

The process of globalization, which is currently developing, leads to an expansion of the interactions of various countries, peoples and cultures. Influence is carried out through cultural exchanges and direct contacts between state institutions, social groups, social movements, through scientific cooperation, trade, tourism, etc. Communication with foreigners becomes a reality, and a clash with representatives of a different culture enters our daily life. More and more often educational institutions exchange students and schoolchildren, teachers organize joint projects and take internships abroad, thus participating in intercultural communication and dialogue of cultures. Intercultural communication promotes mutual understanding in the process of intercultural communication.

Intercultural competence refers to the ability to communicate in a foreign language, taking into account the differences in cultures and stereotypes of thinking. The study of the problems of intercultural communication involves acquaintance with the following phenomena and concepts: the principles of communication, the basic functions of culture, the influence of culture on perception and communication in its various fields and types, parameters for describing the influence of culture on human activity and the development of society. Formation of intercultural competence should be considered in connection with the development of the ability of students to participate in the dialogue of cultures on the basis of the principles of mutual respect, tolerance for cultural differences and overcoming cultural barriers.

Intercultural education is aimed at the formation of students' ability to intercultural communication and contributes to the students' consciousness of their belonging to a certain ethnos, as well as acquaintance with the traditions and cultural characteristics of representatives of another culture. A modern person who speaks a foreign language is involved in the process of communicating with other people who are representatives of their cultures. In this regard, learners of a foreign language are required not only to have a rich lexical stock and decent pronunciation, to know grammar well, but also to form an intercultural competence.

This competence assumes of such level of language knowledge, which allows, at first, to react flexibly to all kinds of unforeseen turns in the course of a conversation; secondly, to determine an adequate line of speech behavior; thirdly, to select accurately specific funds from the vast arsenal; and finally, fourthly, to use these means accordance the proposed situation.

The formation of intercultural competence implies the interaction of two cultures in several directions acquaintance with the culture of the country of the studied language by means of the foreign language itself and the assimilation of the behavior model of carriers of foreign culture; the influence of a foreign language and foreign culture on the development of the native language and the model of behavior within the framework of the native culture; development of personality under the influence of two cultures.

It is necessary to consider how the information of intercultural competence of students is carried out in the context of the above-mentioned areas. In the process of mastering a foreign language, students learn the material that demonstrates the functioning of the language in the natural environment, the speech and non-verbal behavior of the native speakers in different situations of communication and reveals

the behavioral features associated with folk customs, traditions, the social structure of society, ethnicity.

First of all, this happens with the help of authentic materials, which are normative in terms of language design and contain information.


It is important to know the national and cultural characteristics of the behavior of a foreigner in order to avoid possible conflicts in interethnic communication. In this way, learning foreign language, student must assimilate not only its lexical, grammar and syntactic features, but also must learn how to respond adequately to the replicas of native speakers, to apply appropriately facial expressions and gestures, use the formulas of speech etiquette and know the cultural and historical peculiarities of the country of the learned language.

The implementation of intercultural communication presupposes a person's readiness not only to accept a representative of a different culture with all his national and mental characteristics, but also the ability to change himself.

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**JURNALISTLARGA ARAB TILINI O’QITISHDA ARAB TILIDAGI
RASMIY YOZISHMALARGA XOS BA’ZI JIHATLARDAN
FOYDALANISHNI O’RGATISH**

 <https://doi.org/10.5281/zenodo.7353349>

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O‘zbekiston jurnalistika va ommaviy kommunikatsiyalar
universiteti o‘qituvchisi

ANNOTATSIYA

Ma'lumki, har qanday yozishma, qaysi tilda bo'lishidan qat'i nazar, muayyan talablar, qoidalar, navbatlar, shakllarga rioya qilishni talab qiladi. Ushbu maqola yosh jurnalistlarga arab tilida yozishmalar uchun aynan shu talablarni ochib beradi. Hamda ushbu maqola arab yozuvining eng muhim xususiyatlarini ochib beradi, shuningdek, arab tilida yozishmalarga xos bo'lgan foydali umumiy iboralar, murojaatlar va xushmuomalalikni beradi. Eng keng tarqalgan arab iboralarini grammatik tahlildan o'tkaziladi va amaliy maslahatlar beriladi.

***Kalit so‘zlar:** yozishmalar, rasmiy yozishmalar, kuzatuvlar, salom-alik satri, madaniyatlararo kompetentsiya.*

**TEACHING JOURNALISTS TO USE SOME ASPECTS OF OFFICIAL
ARABIC WRITING IN THE TEACHING OF ARABIC LANGUAGE**

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ABSTRACT

It is known that any correspondence, regardless of the language, requires compliance with certain requirements, rules, queues, and forms. This article reveals exactly these requirements for young journalists to write in Arabic. In addition, this article will reveal the most important features of Arabic writing, as well as useful common phrases, addresses and courtesies for writing in Arabic. The most common Arabic expressions are grammatically analyzed and practical tips are given.

***Keywords:** correspondence, formal correspondence, observations, greeting line, intercultural competence.*

Mamlakatimiz mustaqillikka erishgach, chet tillarini o‘rganishga bo‘lgan talab va qiziqish oshdi. O‘quvchi-yoshlar uchun ko‘plab imkoniyatlar yaratib berildi. Hozirgi vaqtda aloqa, interaktivlik, muloqotning haqiqiyliigi, madaniy sharoitda tilni o‘rganish, ta‘limning avtonomligi va insonparvarligi masalalariga ustuvor ahamiyat berilmoqda. Ushbu tamoyillar madaniyatlararo kompetentsiyani kommunikativ qobiliyatning tarkibiy qismi sifatida rivojlantirishga imkon beradi. Chet tillarni o‘qitishning yakuniy maqsadi chet tilidagi muhitda erkin yo‘nalishni va turli vaziyatlarda etarli darajada javob berish qobiliyatini o‘rgatishdir, ya‘ni. aloqa.

Ma‘lumki, biron – bir korxonada, muassasa yoki tashkilotning faoliyatini bugungi kunda o‘zaro yozishmalarsiz tasavvur qilish mumkin emas. Ma‘lumki, har qanday yozishma avvalo ish yuritish hujjatidir. Sharqda X – XIX asrlarda yorliq, farmon, noma, bitimlar, arznoma, qarznoma, tilxat yoki mazmunan shunga yaqin hujjatlar nisbatan keng tarqalgan. Bunga misol tariqasida To‘xtamishning 1393 yilda polyak qiroli Yagayloga yo‘llagan yorlig‘i, Temir Qutlug‘ning 1397 yildagi yorlig‘i, Bobirning otasi Umarshayx Mirzoning marg‘ilonlik Mir Sayid Ahmad ismli shaxsga 1469 yilda bergan yorlig‘ini keltirish mumkin. Yozishmalarda uzoq tarixiy tajriba va tadrijiy takomil natijasida muayyan tug‘un tarkib va lisoniy qolip shakllanib kelgan. Shu singari jihatlarni hozirgi zamon arab tilidagi yozishmalarda ham ko‘rish mumkin. Chunki qoliplashgan, yagona doimiy shaklga ega bo‘lgan turg‘unlashgan so‘z tizimlari, iboralar, muhandislik psixologiyasi ma‘lumotlariga ko‘ra, boshqa so‘z birikmalariga qaraganda 8-10 marta tezroq idrok qilinarkan. Amaliy tajribalar asosida tayyorlangan ushbu maqolada arab tilidagi rasmiy yozishmalarda uchraydigan ba‘zi qoliplashgan tuzilmalar haqida so‘z ketadi.

Musulmon mamlakatlariga yozilayotgan xat odatda بسم الله الرحمن الرحيم bilan boshlanadi va u sahifaning tepa qismining o‘rtasiga bitiladi. Undan pastroqdagi birinchi satrga yozishma yo‘llanayotgan kishining ismi sharifi uning lavozimi, unvoni yoki darajasidan kelib chiqqan holda muayyan murojaat so‘zlaridan biri bilan birga bosh kelishikda keltiriladi. Bunda

ziyollilarga /الأستاذ/
yoki /الأستاذ الفاضل/
hatto /فضيلة الأستاذ الفاضل /,
janob ma‘nosida /السيد /,
xonim ma‘nosida /السيدة /,
elchilarga /سعادة السفير /,
vazirlarga /معالي الوزراء /

prezidentlarga / فخامة الرئيس/
yoki / صاحب الفخامة الرئيس
yoki / فخامة السيد الرئيس/
yoki / صاحب الفخامة/
amirlarga ... , صاحب السمو الأمير
yoki ... حضرة صاحب السمو الأمير
yoki ... حضرة صاحب السمو الملكي الأمير
sultonlarga
... صاحب الجلالة السلطان
yoki ... حضرة صاحب الجلالة السلطان
podshohlarga
... صاحب الجلالة الملك
yoki ... حضرة صاحب الجلالة الملك
shaklida murojaat qilinsa,
din arboblari ... فضيلة الشيخ ,
yoki ... صاحب الفضيلة الشيخ
yoki ... , حضرة صاحب الفضيلة الشيخ ,
muftilarga... سماحة المفتي
yoki... سماحة المفتي فضيلة الشيخ
tarzida bosh kelishikda murojaat qilinadi.

Ismi sharifdan so'ng albatta “hurmatli” ma'nosini anglatuvchi المحترم so'zi yoki uning muqobillari الموقر yoki المعظم so'zi keltiriladi. Davlat rahbarlari hamda yuqori martabali, nufuzli kishilar nomlaridan keyin esa حفظه الله yoki ورعاه كابي duolar bitiladi.

Asl mutaxassisligi injener bo'lgan har qanday yuqori lavozim egasi nomi oldidan albatta السيد ... / المهندس , fan nomzodi yoki fan doktori kabi ilmiy darajaga ega kishilar ismi sharifidan oldin الدكتور yoki bu so'zning qisqartmasi د. shaklida qo'yilishi kerak. Ular oliy o'quv yurtlarida dars bersalar, bu narsa ularning nomlari oldidan

تارزيدا o'z aksini topishi kerak. أ. د. yoki الأستاذ الدكتور

Xat yo'llanilayotgan kishi egallab turgan mansab yoki lavozim uning ismi sharifi ostidagi ikkinchi satrga yoziladi.

O'zaro yaqin kishilar orasidagi yozishmalar الأخ الفاضل kabi iboralar bilan boshlanadi.

سماحة الرئيس العام لإدارة البحوث العلمية الشيخ عبد العزيز عبد الله المحترم

shaklidagi xat boshida avval u yo'llanayotgan kishining lavozimi so'ngra uning ismi sharifi kelgan hollar nisbatan kam uchraydi.

Keyingi satr salom-alik satri bo'lib, unda salom ... تحية طيبة وبعد، yoki بعد التحية ... tarzda qisqa holda yoki وبعد .. والسلام عليكم ورحمة الله وبركاته .. shaklida to'liq bitilishi mumkin.

Salomdan oldin yoki keyin

الصلاة والسلام على سيدنا محمد وعلى آليه وأصحابه أجمعين،

الصلاة والسلام على سيدنا رسول الله وأهل بيته الكرام. بعد

kabi salovot so'zlari keltirilishi mumkin.

Shundan keyin yangi xat boshidan xatning asosiy qismi boshlanadi.

Arab tili sinonimlarga boy bo'lgani bois rasmiy xat va unga javob yozishda kerakli so'zlarni tanlay bilish va ulardan o'rinli foydalanish juda katta ahamiyatga ega. Masalan, kuzatuvlar xat ma'nosida خطاب ، رسالة ، مذكرة hatto so'zi qo'llanishi mumkinligini ko'rsatadi. Lekin talabalarning xayoliga birinchi keladigan, ona tilimizga shu ma'noda arab tilidan o'tgan مكتوب so'zi deyarli uchramaydi. (Xatni) olmoq ma'nosida استلم ، تسلم ، تلقى fe'llari yoki ularning masdarlari, xatto (xat) yetib keldi ma'nosida وصل fe'li kelishi mumkin. Lekin aksariyat talabalar olmoq ma'nosida birinchi bo'lib tilga oladigan أخذ fe'li ishlatilmaydi. Demak, kerakli so'zlardan va turg'unlashgan, qoliqlashgan so'z birikmalaridan o'rinli foydalana bilish zarur. Yoritilayotgan mavzuning muhimligi ham ana shunda. Xatingiz ma'nosida كتابكم ، رسالتكم ، خطابكم shakllari bilan birga muborak nomangiz ma'nosida رسالة الكريمة ، رسالتكم الكريمة kabi iboralar yoki janoblarining xatlari shaklida خطاب فضيلتكم yoki hazratlarining xatlari mazmunida خطابكم kabi xat muallifini ulug'lovchi, uning jamiyatdagi o'rni yoki lavozimiga urg'u beruvchi iboralar ham keng ko'lamda ishlatiladi.

Har qanday yozishma eng avvalo axborot tashish vositasi bo'lgani bois unda fikrning teran mantiqini ta'minlash muhim. Bunda an'anaviy tarkibiy qismni saqlash bilan birga turg'unlashgan muayyan nutqiy qoliqlardan o'rinli foydalanish yaxshi samara beradi.

Quyida arab tilidagi rasmiy yozishmalarning doimiy tartibiga qo'shimcha holda, ularda uchraydigan qoliqlashgan tuzilmalardan ba'zilarini misol tariqasida keltiramiz.

Xat olganinidan mamnunlik

شكلا، سعدت بتلقي خطابكم

o'ta mamnunlik esa

السرور خطابكم تسلمت بمزيد من

xat uchun minnatdorchilik

تلقیت شاکرا خطاب فضیلتکم

o'ta minnatdorlik esa,

تسلمت – ببالغ التقدير – کتابکم ... kabi ko'rinishlarda izhor etiladi.

Rasmiy xatning raqami va yozilgan sanasi ko'rsatilishi kerak bo'lsa avval xat raqami, so'ngra sana

خطابکم رقم 413 وتاریخ 2010/29/2...

shaklida yoki (ة) المؤرخ so'zi yordamida avval sana, keyin xat raqami

رسالتکم المؤرخة في 2010/9/2 رقم 413 ...

tarzida berilishi mumkin. Gohida bog'lovchisi va ko'makchisi tushib qolib, o'rniga ko'makchisi kelgan hollar ham uchraydi.

“Sizga ...ni ma'lum qilaman” qoliplaridan namuna;

...يسعدني إحاطتكم علما بـ

...أفيد سعادتكم بـ

“Sizga ...ni olganimizni ma'lum qilamiz” qoliplaridan namuna;

...يسعدني إحاطتكم علما باستلامنا لـ

... أفيد سعادتكم بأني استلمت

Qutlash va samimiy tilaklar bildirish qoliplariga misollar:

... يطيب لي أن أهنئ ...كم بأخلص التهاني بمناسبة

... يسرني أن أبعث لـ...كم بأخلص التهاني وذلك بمناسبة

أتشرف بمناسبة ... بأن ارفع إلى ...كم + أجمل التهاني وأطيب التمنيات

... أعبر عن عمق سعادتي لـ...كم

... تفضل ...كم بقبول التهاني والتبريكات القلبية بمناسبة

... يسعدني أن أتقدم إلى ...كم بالتهنئة الأخوية بمناسبة

...nomidan qutlash namunalari;

... يسعدني باسم ... أن أهنئكم على

... يسرني أن أبعث لـ...كم أحر التهاني والتبريكات باسم ... بمناسبة

... nomidan va shaxsan o'z nomidan qutlash namunasi;

بنياية عن ... وبالأصالة عن نفسي بمناسبة +

...ga ishonch bildirish namunasi;

.... وإنني لعلی ثقة بأن

... يطيب لي أن أعبر لـ...كم عن ثقتي في أن

... xush xabarini eshitganidan mamnunlik ifodasi namunalari;

... بكل السرور تلقيت نبأ

...إننا تلقينا النبأ السار بـ

..ga. tayyorlikni izhor etish namunasi;

...يسرني أن أبدي استعدادي لـ

...ga rozilik berishlarini so'rash namunasi;

... أرجو من ...كم التكرم بالموافقة على

Itimoslar quyidagi tarzda ifodalanadi:

...ga ...dan ... sonini jo'natishingizni so'rayman.

...أرجو أن تبعثوا للـ... عدد ... من الـ

Hazratlaridan ...dan ...ni menga yetkazib turishlariga ko'rsatma berishingizni so'rayman.

...أرجو أن يتكرم سماحتكم بالأمر بتزويدي بـ... من الـ

Bu qimmatli jurnal bilan ta'minlanib turishim davom etishiga umid qilib qolaman.

أملني استمرار تزويدي بهذه المجلة القيمة

Hazratlaridan menga ... jo'natishingizni so'rayman.

...أرجو من فضيلتكم بموافاتي بـ

Bu tez kunlarda amalga oshsa, degandim.

أرجو أن يتحقق ذلك في القريب العاجل

Uzr ifodasiga misollar:

So'nggi paytda shoshilinch ishlar, uzluksiz safarlar bilan bog'lanib qolganim tufayli Sizning bu istagingizni tezda bajo eta olmayman.

ونظرا لارتباطاتي العاجلة والرحلات المتواصلة منذ بعض الوقت سوف لا أتمكن من تلبية رغبتكم عاجلا،

Lekin ishonamanki, qulay sharoit bo'ldi degnicha bu burchni ado etaman.

ولكنني واثق بأني كلما أتاحت لي الظروف الفرصة سأقوم بهذا الواجب

Xat tugashi oldidan odatda Yaratgandan o'zaro hamkorlikka rivoj, noma yo'llanilayotgan rahbar yoki mas'ul shaxsga sihat-salomatlik, u boshqarayotgan yurt yoki korxonaga taraqqiyot, uning ahliga esa farovonlik, ezgu ishlarida muvaffaqiyatlar tilangan quyidagi kabi samimiy tilak va istak hamda duo va iltijolar keltiriladi.

Yozishma yo'llovchining ismi sharifi xatning oxirida chap tomonga qo'yiladi. Uning lavozimi odatda ismi sharif ostiga yoziladi. Shu ikki satr orasiga joy tashlab,

unga imzo qo'yish hollari ham uchraydi. Xat yozuvchining ilmiy unvoni yoki darajasi yuqorida ta'kidlanganidek, “أ، د” yoki “أ. د” tarzida ismi sharifdan oldin ko'rsatiladi.

Ayni paytda arab tilidagi o'zaro yozishma va hujjatlarda so'z va gap tartibi bilan aloqador, so'z qo'llash bilan bog'liq juda ko'p muammolar borki, ularni faqat ayni shu til tabiatidan kelib chiqib hal etish lozim. Aks holda u xilma-xillikka va tushunmovchilikka olib keladi. Demak, arab tilidagi yozishmalarga daxldor hozirgi zamon journalistlari oldida yozishmalar ya'ni matbuotda qilinadigan ishlar oz emas. Ularga bu borada ulkan muvaffaqiyatlar tilab qolamiz.

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MUSTAQIL TA'LIMNING MAQSADLARGA ERISHISHDA O'ZIGA XOS AHAMIYATI



<https://doi.org/10.5281/zenodo.7353355>

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ANNOTATSIYA

Mustaqil o'rganish-bu o'quvchilar o'z bilimlarini o'zlari boshqaradigan, jarayonni to'liq nazorat qilish va ularning ehtiyojlarini aniq anglash orqali natijaga erishadigan jarayon. Mustaqil o'rganish talabaga o'z qobiliyatlariga ishonch va yaxshi natijalarga erishishga turtki beradi. Ushbu yondashuv talabaga o'zini va vaqtini tartibga solishga yordam beradi, shuningdek uzoq muddatli maqsadlarni belgilashga o'rgatadi. Mustaqil talaba o'z ta'limining maqsadini belgilashga, unga erishish uchun zarur bo'lgan qarorlarni qabul qilishga va to'g'ri tanlov qilishga qodir.

Kalit so'zlar. *Mustaqil ta'lim, ko'nikma, bilim, tanqidiy fikrlash, natija, qobiliyat, motivatsiya, mahorat, mustaqil qaror qabul qilish.*

THE SIGNIFICANCE OF INDEPENDENT LEARNING IN ACHIEVING GOALS

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ABSTRACT

Independent learning is a process in which students manage their own learning, have full control over the process, and achieve results through a clear understanding of their needs. Independent study gives the student confidence in his abilities and motivation to achieve good results. This approach helps the student to organize himself and his time, and also teaches him to set long-term goals. An independent student is able to determine the goal of his education, make the decisions necessary to achieve it, and make the right choices.

Keywords: *Hard education, skills, knowledge, critical thinking, results, abilities, motivation, skills, independent decision-making.*

21- asrda ta'limga yondashuv tubdan o'zgardi. Dunyoning ko'plab mamlakatlarida o'qituvchi qoidalarni belgilaydigan murabbiy va qo'mondon rolini o'ynashni to'xtatdi va o'quvchini to'g'ri yechimlarni mustaqil izlashga yo'naltiradigan yetakchi (tutor) ga aylandi. Shu munosabat bilan talabaning roli ham sezilarli darajada o'zgardi [Azizov U].

Yangi kontseptsiyaga ko'ra, 21-asr talabasida qo'yidagi hususiyatlar mavjud:

- Bilim — u biladigan va tushunadigan barcha narsalar;
- Xarakter — ma'lum bir xatti-harakatlar va atrofdagi dunyo bilan o'zaro aloqada bo'lish qobiliyati (shu jumladan ong, qiziqish, jasorat, barqarorlik, moslashuvchanlik, axloq va etakchilik qobiliyatlari);
- Ko'nikmalar — ijodkorlik, xushmuomalalik, tanqidiy fikrlash
- Hamkorlik— boshqalar bilan hamkorlik qilish qobiliyati

Shu bilan birga bu erda tanlay qilish qobiliyati va ta'lim olishga turtki ya'ni motivatsiya ham qo'shiladi.

Mustaqil o'rganish-bu o'quvchilar o'z bilimlarini o'zlari boshqaradigan, jarayonni to'liq nazorat qilish va ularning ehtiyojlarini aniq anglash orqali natijaga erishadigan jarayon. Mustaqil talaba o'z ta'limining maqsadini belgilashga, unga erishish uchun zarur bo'lgan qarorlarni qabul qilishga va to'g'ri tanlov qilishga qodir [Alekseyev L.P.2010:56].

Masalan: Biron bir talaba til o'rganishni xohlaydi. Mustaqil ta'lim modeliga ko'ra, u natijaga faqat til o'rgatish markazlariga borish orqali erishish mumkinligini tushinishi kerak, shuning uchun u ongli ravishda do'stlari bilan sayr qilish emas, balki darslarga borishni tanlaydi. Bu, shuningdek, uyda mashq qilish uchun ham amal qiladi: agar bola mahoratni egallashdan manfaatdor bo'lsa, u til markazlarida olgan ishini o'zi takrorlaydi.

Mustaqil talaba o'zi uchun o'qishni rejalashtirish, nazorat qilish va amalga oshirishni nazorat qiladi va jarayonni nazorat qiladi va natijalarini o'zi baholaydi.

Mustaqil ta'limga o'tish o'qituvchining jarayonni kuzatish va boshqarishdan butunlay voz kechishini yoki hatto uning rolini kamaytirishni anglatmaydi. Bilim va ko'rsatmalar manbasidan o'qituvchi o'quv jarayonini boshqaradigan va talabalarga to'g'ri yo'nalishlarni beradigan rahbarga aylanadi. Shu bilan birga, har qanday yo'nalishning asosiy maqsadi talabalarning mustaqilligi [Kondaurov M.T. 2011: 87].

Mustaqil ta'lim yagona to'g'ri qaror mavjudligini anglatmaydi, talabalar o'z maqsadlariga erishish yo'lini tanlash huquqiga ega. Ya'ni, agar biz o'z misolimizga qaytsak, mustaqil o'rganishda talabaga tilga oid adabiyotlarning ro'yxati berilib,

"o'zingiz o'rganing" deb aytilmaydi. O'qituvchi buni qanday qilib to'g'ri bajarish kerakligini aytib beradi, ko'rsatib beradi va tushuntiradi, ammo o'rganish uchun qanday va necha marta takrorlashni talabning o'zi hal qiladi. [Филатова Л.М.2014: 36]

Ushbu yondashuvning bir nechta afzalliklar mavjud:

Mustaqil o'qish jarayonida talaba tomonidan olingan ko'nikmalar universitet yoki keyingi ta'lim bosqichlarida yaxshi natijalarga erishishga imkon beradi, bundan tashqari, har qanday faoliyatda o'z-o'zini boshqarish va o'z maqsadlarini anglash qobiliyatlari ortiqcha bo'lmaydi;

O'qish zarurligini aniq tushunish o'quvchiga berilgan yuklamani kamaytirishga yordam beradi, ya'ni stressni kamaytiradi va samaralilikni yaxshilaydi: nima uchun u yoki bu harakatni amalga oshirayotganini tushunadigan o'quvchi yaxshi natijaga erishishga ko'proq moyil, shuning uchun uning akademik ko'rsatkichlari yaxshiroq bo'ladi. [Argunova T.G. 2009 : 129]

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INTEGRATING TECHNOLOGY INTO THE EDUCATIONAL PROCESS



<https://doi.org/10.5281/zenodo.7353361>

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ABSTRACT

It is important to weigh the benefits and drawbacks of the technology before applying it to the classroom. Incorporating multimedia into the teaching and learning process would undoubtedly increase the lesson's effectiveness, but if the incorrect techniques are used or the wrong resources are chosen, the process could be stifled. The three methods for applying digital technology to create teaching materials will be covered in this article.

Keywords: *designing materials, implement, digital technology, low-tech activity, moderate-tech activity, high-tech activity, Padlet wall, British National Corpus.*

The advancement of technology gave us the chance to use digital technology in the classroom and boost the lesson's efficacy with the aid of contemporary technology, which is regarded as one of the real 21st-century requirements. While implementing a particular technology, we occasionally forget to take into an account its accessibility, flexibility for all learners and the target group, whether instructional approaches meet learners' needs, whether technology allows for interaction between learners and teachers, whether it is new and alluring enough to draw in learners, and whether it is specifically used to improve language skills. Three methods for incorporating several digital learning activities on the same subject into the classroom will be analyzed.

1. Low tech approach

It is stated that text-driven approach in materials development is considered to mean not only writing materials effectively, quickly, but also articulating and developing their own theories. This type of approach has its own framework which help materials developers to follow and create their own materials. Moreover, the activities developed on the basis of this approach enable learners to achieve interaction between the text and learner`s sense, feelings, intuitions [Tomlinson, 2003: 109].

While designing the first activity which is considered to be low-tech activity, the steps stated in the framework of designing materials are followed:

1. Readiness activities: In this stage, we tried to use personalization that assists learners to associate their personal feelings, intuitions with the content of the text
2. Experiential activities: in this stage, we focused on linking the thought and facts expressed in the text from the readiness activity when they had a chance to be exposed to the situation
3. Intake response: in this stage learners had an opportunity to use their inner speech while interacting with their classmates
4. Development activity: students were supposed to do different tasks to relocate writer`s view, and respond to it.

This activity states the learner in the center of the learning process which is one of the main principles CLT method.

Activity 1 Letter to generation (30 min.-low-tech activity)

Pre-listening:

a) Ask students to think about the year 2100. Tell them to imagine that they survived and live at that time. Ask them to clearly picture the environment: What is it like? What are the cities, villages like? Ask them about their feelings about the time they are living.

b) Pair work: Tell learners to work in pairs and describe the environment they imagined by sharing their feelings about 2100 year.

Assessment of the task: Informal. Give some feedback having listened to the opinions by supporting teacher-student interaction.

While-listening: Tell the learners they are going to listen to a poem about the environment in the future and ask them to compare the pictures in their mind with the poem as they listen. Ask them to find similarities and differences between the facts in the poems and their imagined picture.

Listening:

Dear future generations, Sorry

(The extract from the poem “Dear future generations: Sorry by Prince Ea)

Dear future generations Sorry

I think I speak for the rest of us when I say

Sorry

Sorry, we left you with our mess of a planet

Sorry that we were too caught up in our own doings to do something

Sorry we listened to people who made excuses to do nothing....

I hope you forgive us.

We just didn't realize how special the Earth was like a marriage go wrong

Like, we don't know what we had until it was gone....

For example, I am guessing you probably know what is the Amazon desert

Right?

We believe it or not it was once called the Amazon rainforest

and there were billions of trees there

All of them gorgeous and ...

Oh... You don't know much about trees. Do you?

*Well let me tell you trees are amazing. I mean we literally breathe the air they
are creating*

They clean up our pollution or carbon,

They store and purify water,

give us medicine that cures our diseases,

food that feeds us which is why I'm so sorry

To tell you that we burn them down

*Cut them down with brutal machines horrific at a rate of 40 football fields every
minute*

That's 50 % of all the trees in the world gone in the last hundred years. Why?

• Group learners into for small groups and ask them to work in group and discuss
the similarities and differences between the imagined future and facts in the poems

• Illustrate the photos on the screen, hand out the printed version of the poem
and ask each group to associate the photos with the facts in poem:

Post listening

Assign each group with different tasks:

Group A: describe the main idea of the poem with illustrations

Group B: write a letter to the future generation and state what you are leaving
them(using verbs and expressions of probability)

Group C: write a short newspaper report (of 60-80) words about one of the
distractions to the nature

Group D: Role play. You are, TV-reporter, preparing a video about life in Africa.
You are asking local people about damage that is done to the environment. Interview
them.

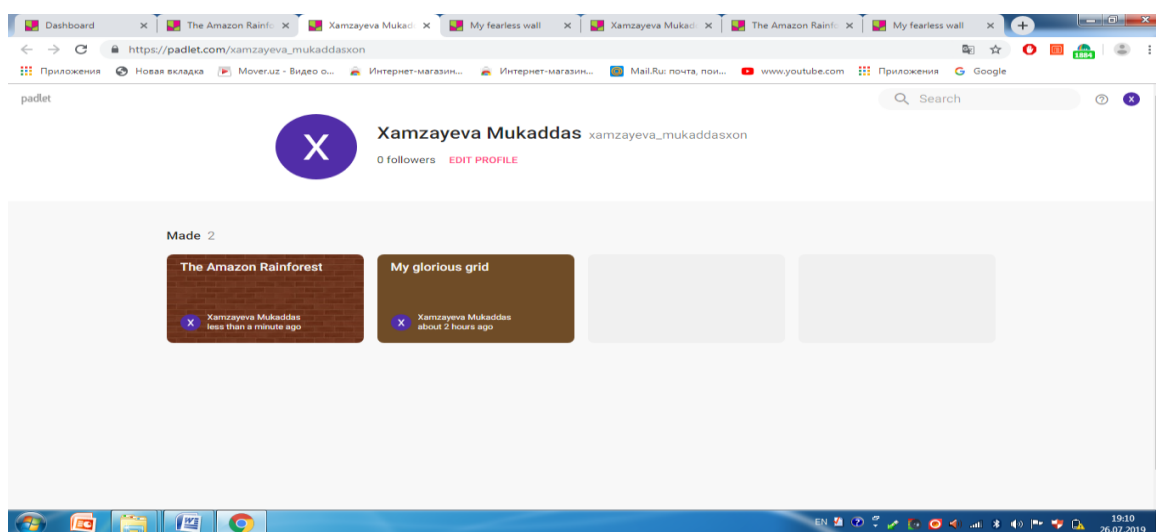
2. High-tech approach

While preparing this activity, the proposed framework by Motteram was taken into consideration. According to his framework, one is supposed to make an emphasis on whether a particular technology is accessible, flexible for all learners and target group, whether instructional approaches meet learners` needs, whether technology provides interaction between learner and learner, learner and teacher, whether it is new, appealing enough to attract the learners, whether it is used purposely to develop language skills [Motteram, 2011:303].

Taking into consideration these criteria, Padlet wall is used. This online tool allows teachers to prepare different tasks related to the language skills, upload, download materials for learners, to assign tasks, to conduct online discussions. Moreover, By connecting it to Corpus, learners are able to find themselves frequently used words, word collocations, grammar structures, share them with their classmates. That is to say it can help learners to learn language aspects in an inductive way. If the first activity was based on the enhancement of learner`s listening and speaking skills in collaboration, the second one focuses on developing learners` reading, writing skills and lexical resource. Moreover, teachers can easily change the tasks and make it for learners who prefer to learn independently. This means that the used technology can meet learner`s need not only in terms of language need, but also in terms of their multiple learning styles. Moreover, Padlet can be used for in-class activities or it can be utilized to be used outside the classroom.

Activity 2: (High-tech activity) Padlet wall

Ask students to enter the classroom Padlet wall



Pre-reading

Task: Ask students to watch the video posted on Padlet and post their comments on Padlet wall

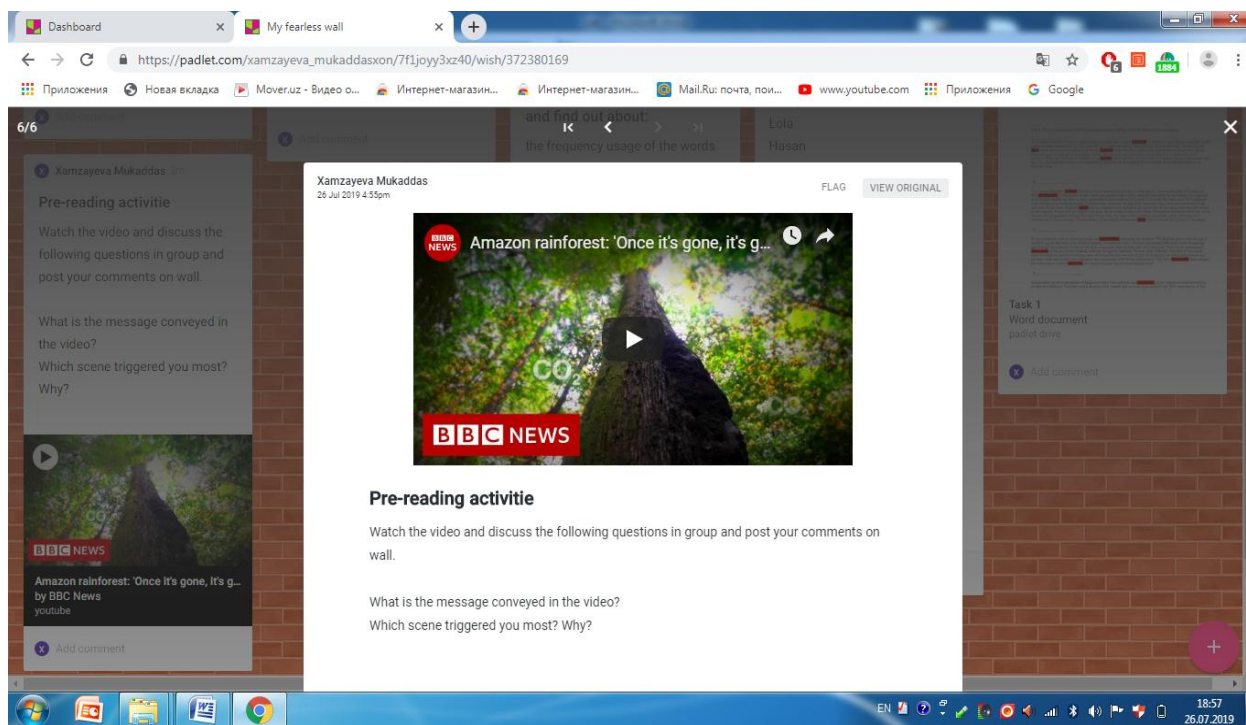
What is the message conveyed in the video? Support your answer by providing the evidence

Which scene triggered you most? Why?

While reading

Ask students to skim /scan the passage and do

- Matching exercise
- Answering the questions



Assessment: Formal. Check the answers. Give 1 point per each correct answer (Matching Task- 4 questions,

Comprehension check 6 questions)

Vocabulary teaching: British National corpus

A. Group the class forming 4 small groups. Provide each group with words and word combinations highlighted in the passage. Ask each group to use link provided on Padlet wall and find out followings:

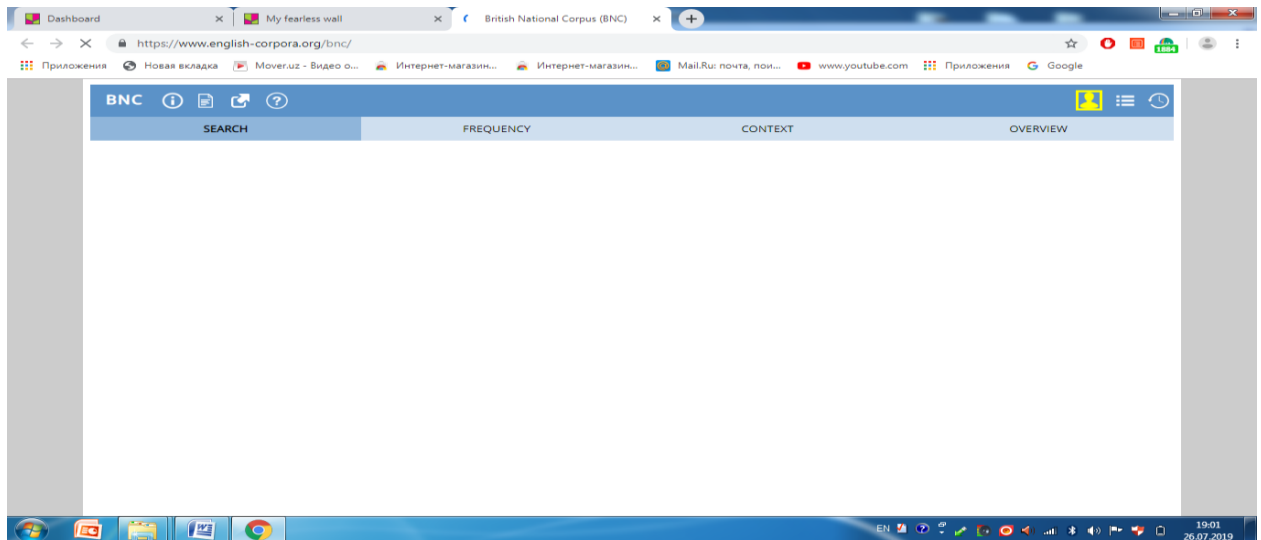
- The meaning of the word
- The frequency usage of the word
- The word formations

d) Collocations

e) Making up examples by using active vocabulary and expressions of certainty (must, may, to be supposed to, to be likely to)

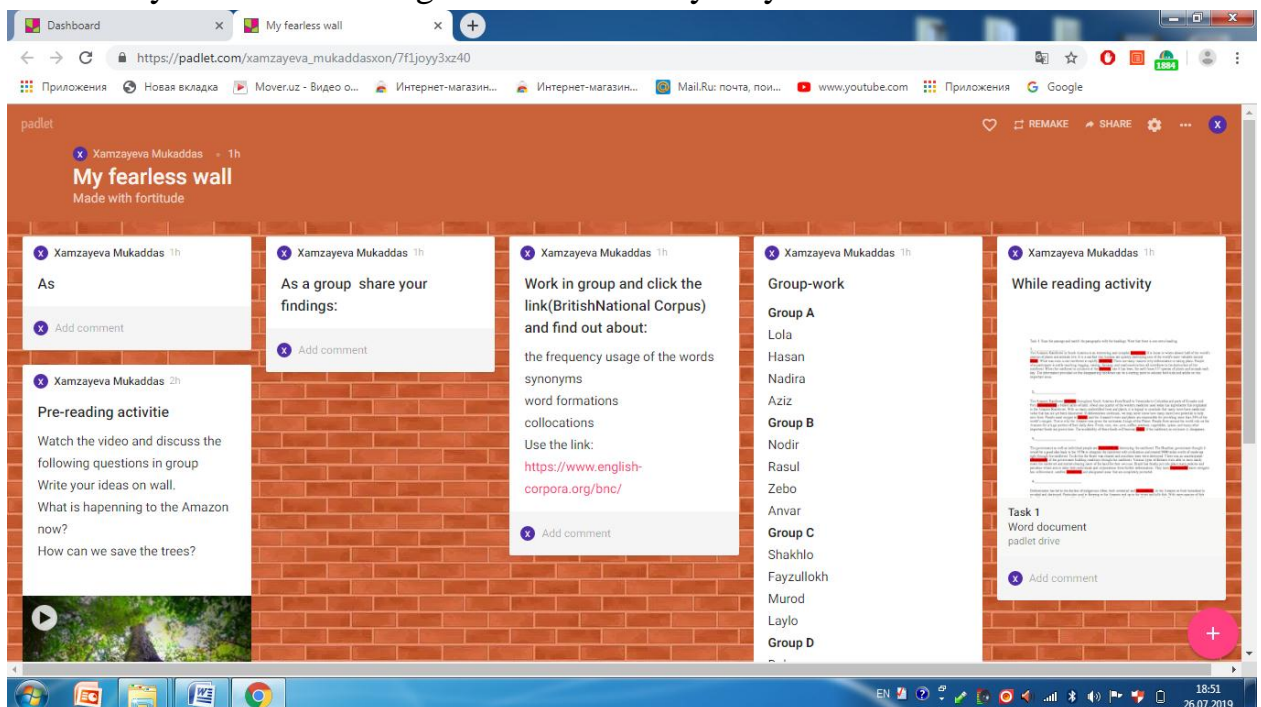
B. Ask each group to share their findings on the Padlet wall

Assessment: Informal. Check examples provided by each group. Give oral feedback to each group and explain mistakes.



Post- reading

Commenting: Ask students to watch the video again and leave their comments about why and how people have to preserve the Amazon rainforest on the YouTube video shared by Padlet wall using active vocabulary they learned.



3. Moderate level of technology use

The last activity which is considered to be re-design-based digital activity. According to Hockly (2012), this type of activities can enhance learners` skill of paraphrasing, and knowledge about issues of copyright, and plagiarism, which are also important skill to acquire[Hockly, 2012:108p.].

Activity 3. Parody (Moderate level of technology use)

(This task can also be used as a home task)

Pre-task: Questionnaire:

In Group of 4 develop 5 questions which you would like to ask from World Environment Conservation Organization.

Ask each group to change the questions and rewrite them by paraphrasing

Assessment: Check the used grammar, vocabulary and paraphrasing skills. Give oral feedback by explaining the mistakes.

While task:

Share the link of the video. Tell student to watch short video on You tube about the environment problems (2 minute videos) and take some notes. And rewrite the news by paraphrasing.

Post task:

Ask each group to make the parody of the video and post it on Padlet wall. Each student in the group should watch and put their “likes” by clicking. Aware them that they cannot vote for their own video prepared in their group.

Conclusion

Piloting is the most practical application of the technology, as it canYou must address the development of the material at every stage of the learning and teaching process. By gathering information, one should consider effective teaching materials when creating a needs analysis. Similarly, while creating a lesson plan, one must consider how to present the lesson and what resources to utilize to engage learners. Multimedia integration into the classroom is a difficult process since it takes time and experience to determine whether using technology in the classroom will advance education or merely be a waste of time and resources.. The most effective way to apply the technology is to piloting which can consider whether the material you are going to use is applicable in terms of teaching methods, course syllabus curriculum principles and of course, desired outcomes.

Teachers are expected to receive positive feedback if they pay attention to each student individually, create lessons that take into an account the needs of the students,

assess the students' skills by differentiating instruction, and give the students the chance to assess themselves by working with students of various language proficiency levels. In other words, educators successfully guide students toward success. The function of these educators is that of a pursuer, looking for the most effective approach for language learners to study a foreign language over time and in a variety of settings where each learner may feel comfortable and equal to interact and learn the language they are learning.

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YABANCI DİL OLARAK TÜRKÇE ÖĞRETİM METODU



<https://doi.org/10.5281/zenodo.7353367>

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ÖZET

Dil ile toplum arasındaki bağlantıyı, ya da dilin toplum içindeki değişik işlevlerini incelerken her şeyden önce dil ve toplum terimlerini tanımlamak gerekir. Toplumun belirli amaçlarla bir araya gelen bireyler topluluğu; dili ise belirli bir toplumun kullandığı iletişim aracı olarak tanımlayabiliriz. Ayrıca, dil ve toplum kavramlarını birbirlerinden bağımsız olarak tanımlamak da olası değildir. Dil kavramının tanımı topluma değinmeden yapılamaz (Çağlar, 1991, s.60). Günümüzde Türkçe 'ye olan ilgi her zamankinden daha da artmakta. Bunun birinci nedeni Türkiye'nin diğer ülkelerin yanı sıra kendi değerlerini daha da arttırdığı ister kültür açısından ister ekonomi açısından geliştiğini göstermektedir. Türkçe, dünyanın en eski ve en çok konuşulan dillerinden biridir. Son yıllarda Orta Asya'da (özellikle Türk boy ve topluluklarının yaşadıkları bölgelerde), Orta Doğu'da, Avrupa Birliği ülkelerinde ve Türkiye'de yaşanan değişimler ve gelişmeler Türkçeye (Türkiye Türkçesine) olan ilgiyi de artırmıştır. Ana dilleri, lehçeleri, yaş grupları, eğitim ve kültürel düzeyleri farklı olan insanlar, dünyanın birçok bölgesinden ve ülkesinden Türkçe öğrenmek için Türkiye'ye gelmekte veya kendi ülkelerinde ilgili birimlerde Türkçe öğrenmektedirler.

Anahtar sözcük: Türkçe öğretimi, Yabancılara Türkçe, Türkçe öğretim metodu.

TURKISH AS A FOREIGN LANGUAGE TEACHING METHOD

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ABSTRACT

When examining the connection between language and society, or the different functions of language within society, it is first of all necessary to define the terms language and society. A community of individuals whose society comes together for specific purposes; we can define language as the means of communication used by a

certain society. It is also unlikely to define the concepts of language and society independently of each other. The definition of the concept of language cannot be made without referring to society (Çağlar, 1991, s.60) Today, the interest in Turkish is increasing more than ever. The first reason for this shows that Turkey has increased its own values, as well as other countries, and has developed both in terms of culture and economy. Turkish is one of the oldest and most widely spoken languages in the world. Changes and developments in Central Asia (especially in the regions where Turkish tribes and communities live), the Middle East, European Union countries and Turkey in recent years have also increased the interest in Turkish (Turkey Turkish). People with different mother tongues, dialects, age groups, educational and cultural levels come to Turkey to learn Turkish from many regions and countries of the world or learn Turkish in the relevant units in their own countries.

Keywords: *Teaching Turkish, Turkish to Foreigners, Turkish teaching method*

Giriş

Dilin tanımı, işlevi, milletler için önemi hakkında günümüzde kadar çok şey söylenmiştir. Dil hakkında söylenen bütün sözleri bir araya getirdiğimizde şu genel tespiti ulaşılabilmektedir: Dil, dünyayı değiştiren bir güçtür hem bir zenginliktir hem de mirastır. Bir ülkenin dilini öğrenmek demek, o kültüre ait tarihi ve coğrafyasını tanımak demektir ve bu demek oluyor ki bir ülkenin gelişimini ekonomisini küçük ama faydalı bir yönden etkilemektedir. Günümüzde Türkiye’deki üniversitelerde okuyan yabancı öğrencilerin sayısındaki hızlı artıştan biraz söz edelim. 5 yıl önce Türkiye’de okuyan yabancı uyruklu öğrenci sayısı 48 bin civarında iken, 2021’de bu rakam, rekor artışla 224 bine ulaşmış.

• Dilbilgisi, bir dilin ses, biçim ve tümce yapısı bakımından özelliklerini inceleyen bilim dalıdır (TÜBA, 2011, s. 326).

• Korkmaz (1996, s. 3) dilbilgisini, dilin sözcüklerini söz durumuna getiren ve o dilin yapı ile işleyiş kurallarını içine alan bir dizge olarak nitelendirmektedir.

• Cumming ve Ono’ya göre (1997) dilbilgisi, söylemde yinelenen örüntüleri oluşturur ve bu örüntüler sürekli onu biçimlendirir. Bu değişim ve biçimlendirmeler etkileşimden bağımsız düşünülemez.

Türkiye jeopolitik konumu yanı sıra ortak dil, kültürel değerler bakımından kendisine yakın olan ülkelere öğrenci çekmektedir. Orta Asya’dan Türkiye’ye eğitim görmek için gelen öğrenciler sayısı gittikçe yoğunlaşmaktadır. Özbekistan’da

da Türkçe öğrenmek isteyen veya Türkiye’de eğitim görmek üzere Türkçeyle ilgilenen çok sayıda öğrenci vardır.

Türkçeyi öğrenmek Orta Asya’da yaşayanlar için diğer Avrupa ve Arap ülkelerden gelen öğrencilere nispeten daha kolaydır sebebi de aynı kökenlerden gelmesi tabii ki. Özellikle Oğuz lehçesinde olan Azerbaycan Türkçesi, Türkmen Türkçesi konuşan öğrenciler Türkçe öğrenirken çok çabuk öğrenirler,

Biz Özbek öğrencilerinin Türkçe öğrenirken yaşadıkları zorlukları ve öğrenmenin metotları hakkında açıklayacağız. Özbekçe biliyoruz ki Türk Lehçelerinin Karluk gurubuna ait bir lehçedir. Günümüzde 30 milyondan fazla insan Özbekçe konuşmaktadır. Son zamanlarda Türkiye’de eğitim görmek amaçla yahut ikinci dil olarak Türkçe öğrenmek isteyen öğrenciler var. Türkiye’nin, Türkiye Türkçesinin, Türk kültürünün her yönüyle tanınmasına 1991 yılında Özbekistan’ın kavuştuğu bağımsızlıkla birlikte imkân sağlandı. Türkiye Cumhuriyeti, Özbekistan’ın bağımsızlığını ilk kabul eden devlettir. O zamandan günümüze Özbekistan ve Türkiye arasındaki ilişkiler sadece dil ve edebiyatta değil hem ekonomik hem siyasi hem de kültürel yönde gelişmeye başladı. Artarak devam eden bu çalışmalar iki devlet arasındaki ilişkileri güçlendirmektedir. Özbekistan bağımsızlığını ilan edene dek Özbek halkı Türkçeyi kendi çabalarıyla öğrenmiştir. Bağımsızlıktan sonra Batı ve Doğu dilleriyle beraber Türk dili ve edebiyat, uzmanlar yetiştirmeye yönelik lisans programları ve liseler açılmıştır (Hudaybergenova, 2009:1).

Özbek Türkçesi kalın ve ince ünlü uyumunu uymayan bir lehçedir. Bu yüzden de Özbek öğrencileri ünlü uyumunu anlaması biraz zaman alabilir. Özbek Türkçesinde 6 ünlü bulunmaktadır; a, o, e, i, u, o’ ünlüleri. Türkiye Türkçesinde ise 8 ünlü mevcut; a, ı, o, u, e, i, ö, ü şeklinde. Yani öğrenciler “ı, ü” ünlülerini yazmakta zorlanırlar. Türkçe öğretirken öğrencilere Türkçe’nin kurallı bir olduğunu anlatmak ve bu şekilde öğrencinin Türkçe’nin kurallarla daha kolay öğrenebilecekleri anlatmak lazım.

Yöntemler

Yabancı dil öğretirken beş becerinin de aynı anda öğretmek lazım: okuma, yazma, konuşma, dinleme ve dilbilgisi becerilerin ilerlemesi öğrencinin dilli daha iyi öğrenmesini sağlar. Dil öğretirken çeşitli aktiviteler yapmak öğrencinin dil öğrenirken sıkılmaması eğlenceli geçmesi sağlar. Biz de Özbek öğrencilerine Türkçe öğretirken aynı yöntemi kullanıyoruz. Örneğin *şimdiki zaman – yor* ekini anlatırken, öncelikle öğrenciye *şimdiki zamanla* ilgili kısa bir okuma metni okutuyoruz daha sonra öğrencini neler anladığını soruyoruz. Bir sonraki adım ise dilbilgisi bölümüne

geçerek ne zaman ne şekilde şimdi zaman ekini kullanacağımızı örneklerle anlatmaktır. Ardından alıştırmalarla bu konuyu daha da anlamaları için öğrencinin kendisi yapması için izin veriyoruz. Alıştırmaları yaptırırken, dilbilgisinde geçen örnekleri göstererek bir daha hatırlatıyoruz. Bu yöntemin ardından şimdiki zamanla ilgili dinleme metni dinleteceğiz. Öğrenci bu bölümde şimdiki zamanı dinleme kısmında öğrencinin iyi anlayıp anlamadığını kontrol etmeliyiz. Ardından da hemen konuşma bölümü yapmalıyız. Sınıftaki öğrenciler birbiriyle veyahut öğretmen ve öğrenci arasında diyaloglar gerçekleştirilebilir. *Onlara ne yapıyorsun? Nerede oturuyorsun? Boş zamanlarında neler yapıyorsun?* vb. gibi sorular yöneltebiliriz. Zamanımız bitmediğiye öğrencilere şarkı dinletebiliriz, bu şarkının sözlerinde şimdiki zaman ekinin sıklıkla geçmesine özen göstermeliyiz bunun için bize yazarları Damla Okyay, Harun İlçioğlu, Veli Gök olan “Şarkılarla Türkçe Öğretimi” kitabından faydalanabiliriz. Ayrıca yukarıda bahsettiğimiz tüm becerilerin tamamını Dr. Fatma Bölükbaş, Funda Keskin, Enver Gedik, Fazilet Özenç tarafından hazırlanmış oldukları İstanbul Yabancılar İçin Türkçe Ders Kitaplarından da yararlanabiliriz.

Sitelerin Derlenmesi (Bütünce)

Araştırmanın bütüncesi, yabancı dil olarak başlangıç düzeyinde Türkçe öğrenmek isteyen ya da ortalama düzeyde Türkçe konuşabilen her yaştan insanın Türkçe öğrenmesi için tasarlanmış 3 (üç) ve başka dillerin yanında Türkçe de öğreten 11 olmak üzere toplamda 14 etkileşimli dil öğretim sitesinden oluşmaktadır. Google arama motoru üzerinden Türkçe öğrenmek istiyorum, Learn Turkish, Apprendre le turc, Türkisch lernen, Yabancılar Türkçe öğretimi siteleri vb. Türkçe, İngilizce, Fransızca ve Almanca anahtar kelimeler aracılığıyla yapılan ön tarama neticesinde 45 siteye ulaşılmıştır. Öncelikle, taramanın yapıldığı tarihlerde (Ekim- Aralık 2020) ve sonrasında herhangi bir şekilde erişilemeyen ve üyelik gerektiren (ücretli) siteler başta olmak üzere, çevrimiçi kurs, klasik kitap formatında ders notu (pdf) ve alıştırmalar/ etkinlik sunduğu halde herhangi bir şekilde öğrenci-arayüz (site) etkileşimine imkân vermeyen siteler elenmiştir. Çözümlemesi için bütüncüye dâhil edilen sitelerde öncelikli kıstas, sitelerin otonom (kendi kendine) öğrenme yaklaşımıyla tasarlanarak öğrenciye etkileşimli bir ortam sunabilmesi olmuştur. Bütün bu sınırlama ve kıstaslar neticesinde bütünce aşağıdaki 14 siteye indirgenmiştir:

- Duolingo: <https://www.duolingo.com/learn>
- Busuu: <https://www.busuu.com/en/register?learning=tr>
- Memrise: <https://www.memrise.com/>

- Rosetta Stone: <https://www.rosettastone.eu/learn-turkish/>
- Internet Polyglot: <https://www.internetpolyglot.com/turkish/lessons-en-tr>
- Elon.Io: <https://elon.io/learn-turkish/lessons#298>
- Turkish 101: <https://www.101languages.net/turkish>
- My Languages: http://mylanguages.org/learn_turkish.php
- Türkçe Öğrenim Portalı (Yunus Emre Enstitüsü): <https://turkce.yee.org.tr/tr>
- Türkçe Öğreniyorum (Yaşar Üniversitesi): <https://turkish.yasar.edu.tr>
- Lingohut: <https://www.lingohut.com/fr/l98/apprenez-le-turc>
- Loecsen: <https://www.loecsen.com/fr/cours-turc>
- Babbel: <https://fr.babbel.com/apprendre-le-turc>
- Mondly: <https://app.mondly.com/>

Web ve mobil teknolojilerinin etkisiyle birlikte, bu süreçte kullanılacak Web 2.0 araçları (Kahoot, Padlet, Skype, Quizizz, vb.)’nın sayısı ve sundukları imkanların çeşitliliği de giderek artmaktadır.

Sonuç

Yabancı dil öğrenmek her zaman birtakım zorluklarla edinilir bu süreci ne kadar eğlenceli ve zevkli geçirmek ise izlediğimiz yollara bağlıdır. Öğrencinin sıkılmaması için bunun gibi siteler, oyunlarla derslerimizi zenginleştirebiliriz. En önemlisi de bu türden kaynak sitelerin ücretsiz hale getirilmeli ve herkes tarafından ulaşılabilir olmalıdır. Son olarak bütün bu öneriler dikkate alındığı takdirde, öğrencilerin gözündeki kendi kendine öğrenememe (otonom olamama) kaygıları, yani bir başkasına bağımlı olma ya da onun yardıma ihtiyaç duyma durumları azalacak ve teknolojinin imkânlarıyla daha eğlenceli ve ilgi çekici bir halde zaman kavramı ve kısıtlaması olmadan kendi ritimlerinde yabancı bir dil öğrenme imkânına kavuşabileceklerdir.

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**ПОЛИТИЧЕСКИЕ ИНТЕРВЬЮ ПРОГРАММЫ HARDTALK КАК
СРЕДСТВО ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ
ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ФАКУЛЬТЕТА
МЕЖДУНАРОДНАЯ ЖУРНАЛИСТИКА**



<https://doi.org/10.5281/zenodo.7353371>

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АННОТАЦИЯ

В статье анализируется лингводидактический потенциал политических интервью программы HardTalk для обучения профессиональному английскому языку студентов-международников. Представляются результаты исследования содержания видеоматериалов программы, используемой для формирования профессионально-значимых междисциплинарных компетенций как компонентов профессиональной иноязычной коммуникативной компетенции в процессе кибер-социализации профессиональной языковой личности.

***Ключевые слова:** лингводидактический потенциал видеоматериала политического интервью, профессиональная иноязычная коммуникативная компетенция, профессиональная кибер-социализация, межкультурная компетенция, информационная компетенция.*

**POLITICAL INTERVIEWS OF THE HARDTALK PROGRAM AS A
MEANS OF FORMING PROFESSIONAL FOREIGN LANGUAGE
COMPETENCE OF STUDENTS OF THE FACULTY INTERNATIONAL
JOURNALISM**

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ABSTRACT

The article analyzes linguodidactic programs of potential HardTalk infection for teaching professional English to international students. The results of the study of the

content of video materials of the program for the formation of professionally significant interdisciplinary competencies as components of a professional foreign language communicative qualification in the process of cyber-socialization of a professional linguistic personality are presented.

Keywords: *linguodidactic potential of political interview video, professional foreign language communicative competence, professional cyber-socialization, intercultural competence, informational competence.*

Основной целью обучения иностранному языку в системе высшего образования является формирование профессиональной иноязычной компетенции. В силу того, что английский язык обеспечивает не только кросс-культурную, но и межкультурную коммуникацию, именно на долю преподавателей английского языка ложится задача сформировать ряд других не менее значимых компетенций в рамках профессиональной англоязычной компетенции: прежде всего, межкультурную и информационную компетенции.

На занятиях по английскому языку задача формирования меж культурной компетенции решается за счет изучения лингвистических и экстралингвистических особенностей межкультурной коммуникации. В связи с этим необходим лингвистический опыт, аккумулируемый за счет погружений в языковую среду. Такой учебной языковой средой, с нашей точки зрения, являются видеоматериалы, которые в нашем случае содержат политический дискурс, представленный в форме интервью.

Именно эти материалы актуальны для нового поколения студентов, переживающих одну из ступеней социализации, а точнее, как характеризует этот процесс в современных условиях В. А. Плешаков, киберсоциализации — социализации в киберпространстве Всемирной сети [3, с. 7].

Видеоматериалы, являющиеся частью медиа пространства Всемирной сети, способны повысить качество языкового образования, так как обладают нелинейными характеристиками и могут создавать условия для нелинейных способов извлечения информации, свойственных поколению digital natives (“цифровых аборигенов”) [2, с. 167–177].

Для решения задачи формирования межкультурной компетенции интерес представляют стратегии коммуникации, которые используются ведущими программы HardTalk и ее гостями. В процессе интервью ведущим удается

заставить своих гостей отвечать на острые вопросы, при этом не переходя определенную грань во избежание открытого конфликта.

С точки зрения теории “лингвистической вежливости”, П. Брауна и С. Левинсона, эти стратегии олицетворяют понятие “вежливость” и сводятся к использованию всех возможных социальных средств для того, чтобы все участники коммуникации чувствовали себя комфортно в процессе этой коммуникации [5].

Применительно к политическому интервью эти стратегии, как правило, реализуются в высказываниях, в которых проявляется преувеличенный интерес к собеседнику, и в стремлении избегать открытого несогласия. Ведущим программы Hardtalk удается избежать прямого конфликта за счет смягчения категоричности утверждения — в частности, за счет использования определенной модальности в императивных высказываниях.

Например: Hang on, I have to stop you.

Начало фразы, представляющее прямую угрозу негативному лицу собеседника, смягчается последующим уточнением и, таким образом, угроза становится менее явной. Используются безличные конструкции, также снижающие угрозу как позитивному, так и негативному лицу собеседника.

Например: There is still a need for the civil rights movement.

Той же цели служит использование в устной речи конструкции Complex Subject: They appear to be completely impotent.

Примером стратегии вежливости, которая одновременно является моделью речевого поведения в ходе межкультурной коммуникации носителя английского языка и не-носителя, имеющего ярко выраженный акцент или нечеткую артикуляцию, служит поведение ведущих. Ни один из ведущих не поправляет лексико-грамматические погрешности собеседника, а добивается понимания путем дополнительных вопросов или перефразирует утверждение говорящего (преподавателю, тем не менее, следует обращать внимание на случаи несоответствия языковой норме).

Одной из основных задач преподавателя является привлечение внимания к нормативно-адекватной дискурсивно и профессионально значимой лексике, поскольку даже на высоком уровне языковой подготовки, свойственной студентам-международникам, их основной проблемой является нехватка лексических языковых средств для презентации своих предметных знаний. Кроме того, богатый вокабуляр обеспечивает необходимый уровень

коммуникативной компетенции, лежащий в основе компетенции информационной [4, с. 28–36].

Политические интервью HardTalk позволяют расширить профессиональный тезаурус международных и формировать лексические навыки на основе пяти основных групп лексических единиц:

1. Частотные лексические единицы различных тематических областей, составляющих профессиональную компетентность международных, представленные: общеупотребительными словами, распространенными в данной сфере, терминами и узуально-клишированными словосочетаниями.

2. Кросс-тематическая лексика, широко используемая в публицистических текстах, включающая отдельные слова и устойчивые коллокации публицистической речи [1, с. 111].

3. Фразеологизмы.

4. Культуроспецифичная лексика, для понимания которой требуется фоновое знание экстралингвистического характера или знание прецедентного текста [1, с. 115].

5. Организационные формулы диалога — не обязательно клишированные единицы, но тем не менее достаточно устойчивые для того, чтобы организовывать обучение им по тем же принципам, что обучение лексике.

Таким образом, политические интервью программы HardTalk обладают огромным лингводидактическим потенциалом для формирования профессиональной иноязычной коммуникативной компетенции, а также позволяют развивать умения и навыки, входящие в состав межкультурной и информационной компетенций специалистов-международников в процессе их профессиональной киберсоциализации.

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ЗНАЧЕНИЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ



<https://doi.org/10.5281/zenodo.7353375>

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АННОТАЦИЯ

Объектом изучения теории межкультурной коммуникации является процесс естественной коммуникации в естественных условиях между представителями различных лингвокультур, а предметом - анализ типов взаимодействия между представителями различных культур, изучения факторов. Как научная дисциплина, межкультурная коммуникация находится в стадии формирования и отличается двумя характерными особенностями и междисциплинарностью.

Ключевые слова: естественная коммуникация, инновационная технология, качественное образование, компетентность учителя, оценивание, обучение иностранному языку.

Французский лингвист Жан Пьер определил культуру как компас общества, без которого его члены не знали бы, откуда они пришли, как им следует вести себя. Язык является не только важнейшим средством общения, но и межкультурной компетенцией, когда обучающийся вместе с иностранным языком не только осваивает языковые навыки, но и воспринимает информацию о культуре и жизни страны, язык которой изучает. Коммуникация с представителями других культур все больше становится частью нашей повседневной жизни. Благодаря знанию языков люди разных стран общаются между собой, ведут межгосударственные деловые отношения, в чем, несомненно, большую роль играет межкультурная коммуникация. Мировая глобализация, развитие информационных технологий привели к усилению интереса к проблемам межкультурной коммуникации и росту контактов во всех

сферах нашей жизни на межкультурном уровне. Сейчас все больше развивается межкультурный диалог, расширяются межгосударственные отношения и человеческое общение. Все это осуществляется путем проведения различных мероприятий, в том числе туристических поездок, международных конференций, обмена между научными и образовательными учреждениями, организации бизнес форумов, выставок. Для этого же важным является знание иностранных языков, а особенно английского, которое является одним из средств межкультурной коммуникации и адекватного взаимодействия с представителями других национальностей.

Учитывая разницу в подходе к обучению иностранного языка хотелось выделить основные значения процесса обучения иностранного языка, приобретающие особую актуальность на современном этапе развития нашего общества. Процесс обучения и воспитания в образовательной системе должен основываться на принципе включения формирующейся личности в этнокультурную традицию. Это связано с решением некоторых вопросов, одним из которых является потребность в целенаправленном взаимодействии и взаимообогащении контактирующих языков и культур.

Знакомство с работами западных ученых позволяет сделать вывод, что межкультурное обучение отличается от других образовательных направлений по нескольким параметрам. Главное отличие состоит в том, что необходимые знания и навыки приобретаются преимущественно посредством прямых культурных контактов. Это требует зачастую полного или частичного абстрагирования от привычной системы толкования различных культурных феноменов и влечет за собой значительные когнитивные и аффективные изменения.

При преподавании иностранных языков с учетом вопросов и проблем межкультурной коммуникации преподавателей должно в первую очередь интересоваться, что в языковом сообщении сигнализирует о наличии межкультурного взаимодействия. Что именно характеризует сообщения, которыми обмениваются представители разных культур. В каких коммуникативных контекстах это проявляется и как именно происходит непонимание. Учет родной культуры при обучении английскому языку как иностранному- предмет большого интереса как исследователей, так и преподавателей. Особую актуальность эта проблема имеет в курсе страноведения. Введение материала родной культуры должно способствовать

расширению кругозора и знаний студентов о родной стране, повышению мотивации обучения. В связи с этим учет родной культуры обучающихся должен определяться тематическим содержанием основного материала и обеспечивать достижение целей, поставленных учебной программой.

Любой факт и процесс межкультурной коммуникации может быть охарактеризован по уровню проникновения коммуникантов в контактирующие культуры. Нужно отметить, что в процессе межкультурной коммуникации человек выступает как творческая личность. Формирование умений межкультурной коммуникации предполагает включение в содержание обучения определенного объема культурологического материала. Однако пока в общей методике не разработаны принципы отбора данного компонента и соответственно не установлен необходимый для того или иного учебного заведения объем культурологического материала. Изучая английский язык, знакомство с лучшими образцами культурного наследия Англии, студенты имеют возможность приобрести новые знания: у них возникает желание глубже изучить творчество, историю, литературу и жизнь изучаемой страны, а это в свое время влияет на развитие языковых навыков и умений.

На сегодня непрерывное образование очень нуждается в методологически грамотных, компетентных специалистах, не только обладающих глубокими прочными знаниями в своей области, но и умеющих применять накопленные знания и умения в процессе реализации своих профессиональных функций. В связи с этим, задачей преподавателя иностранного языка в образовательной системе является развитие межкультурной компетенции в такой степени, чтобы выпускник мог грамотно ориентироваться со своим собеседником, умел отстаивать свою позицию и чувствовал себя уверенно.

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SPECIFIC FEATURES OF LANGUAGE IN THE DEVELOPMENT OF CULTURE



<https://doi.org/10.5281/zenodo.7353385>

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ABSTRACT

This article is dedicated to the actual questions of developing process of languages. Language and culture are closely interconnected and the development of mankind have shown that the language could not be exist without culture.

Keywords: *languages, culture, inheritance, heritage, mentality.*

There are many ways to express our feelings. By gestures...like a primitive people in stone era or dumb people nowadays, by some noises or sounds or at last, we may actually draw what we want to say. However, the universal method to communicate is decided as ‘language’. Surely, the humanity passed a long way in order to not only express our feelings or thoughts, but also to realize it in real life. Poets convey their minds by their poems, stories, novels Artists via their portraits, paintings, and film-directors via their cinemas, films, cartoons. And there is a long list of specialists, who dedicate their life to express, to discover themselves in their works. Let to mention that the fundamental basic maintain object, or heart of all that is being for sure, the language. “Why the language?” you may ask, if there are many steps of evolution of humanity as actually known by humankind. It may be work, labor, need of food, and of course the Mother Nature. All those are being facts of history, a true reasons formation of human beings. Nevertheless, let us think deeply or mentally, what is another no less than important stage of developing...undoubtedly – the human brain. The brain has pushed up us to think, to work, to secure our homes, to hunt, to gather, to help each other and vice versa to fight, to travel, to cook, to live...to exist in life. And what the brain gifted us? Reproduced a vitally important product - the language, and the language reproduced the culture. Both of it tied up each other.

The relationship between language and culture is deeply rooted. Language is used to maintain and convey culture and cultural ties. Different ideas stem from differing language use within one's culture and the whole intertwining of these relationships start at one's birth.

When an infant is born, it is not unlike any other infant born, in fact, quite similar. It is not until the child is exposed to their surroundings that they become individuals in and of their cultural group. This idea, which describes all people as similar at birth, has been around for thousands of years and was discussed by Confucius as recorded in the book by his followers, Analects.

Culture is the product of language. In order to clarify both of these notions I pleased to turn to the coherent explanation of Clifford Geertz that:

- 1) Culture is a kind of social inheritance instead of biological heritage;
- 2) Culture is shared by the whole community, not belonging to any particular individual;
- 3) Culture is a symbolic meaning system in which language is one of the most important ones;
- 4) Culture is a unified system, the integral parts of which are closely related to one another.

David Krech explained the major functions of language from the following three aspects:

- 1) Language is the primary vehicle of communication;
- 2) Language reflects both the personality of the individual and the culture of his history. In turn, it helps shape both personality and culture;
- 3) Language makes possible the growth and transmission of culture, the continuity of societies, and the effective functioning and control of social group.

The understanding of a culture and its people can be enhanced by the knowledge of their language.

Different languages will create different limitations, therefore a people who share a culture but speak different languages, will have different world views. Still, language is rooted in culture and culture is reflected and passed on by language from one generation to the next.

From this, one can see that learning a new language involves the learning of a new culture. Consequently, teachers of a language are also teachers of culture.

Language – the way we speak and culture - the way we think.

As being a limited frame of thinking, culture began to emerge from time immemorial. Distinctive feature in the development of culture as an integral part of our lives become territorial division. It contributed to the comprehensive development of mankind, or rather two sides of the world or two continents, existing apart from and to some extent complementing to each other – East and West.

Of course, this division has served to bilateral development of mankind. Let me reveal a few facts, which can be considered as the difference between Eastern and Western cultural development of society, and to get started let's find out why they differ from one another.

The primary source of civilization course is considered the East. This is an ancient Egypt, Ancient Mesopotamia Ancient China and etc. In the east has always been the state control the Supreme Head- Emperor, who regulated public relations between citizens. And why was necessary to control? To unite the people and direct them in the right direction, namely, collaborative teamwork, for irrigation because in the east has always been a shortage of water. The construction of irrigation canals, holding collective workers khashars led people to work together and united.

On the other hand in the west were observed individual personal development work. For example, a farmer planted a tree, it gave the harvest surpluses were formed, he goes on to sell these surpluses on the market and got a profit, thus the different segments of the population are placed. As every family and every land fertility is different. That means a bilateral economic development also affects to the cultural development.

For the beginning of comparison, it is important to say: "East is the cradle of the traditions, customs and national spirit", because East has not lost its elegance individuality and identity. In ancient times, in the days of the Great Silk Road had just begun its activity when there was an exchanging of goods, culture and the spreading of religion, humanity in the East got new civil character, whereas in the west prevailed struggle for freedom, justice, and for the land.

Today when we talk about Europe, we imagine the rapid development of the economy, a strong stable policy, the peak of science and techniques. Unfortunately referred to these categories we doubt to add the spiritual development of the nation to what included in all the components of cultural development, namely national dishes, clothes national holidays in Europe now acquired modern meaning, for example such as Halloween, Thanksgiving Day, Carnival in Brazil do not belong in the category of national holidays, compared to cite a number of Eastern events such

as our national holiday of Navruz, Chunzhie in China, Sonnali in Korea, holiday Holly in India celebrated in a large scale. People in these days are genuinely happy, gather in large companies, visit the older generation, dressed in national costumes prepare the most exquisite national dishes

Another notable aspect of culture is its effect on the mentality of the people.

We, Asians, respect and venerate of the older generation and it's generally accepted as a measure of commitment or breeding rights. For example, the majority of the eastern nations in speaking there is a special respectful form of address and official welcome seniors, such as Koreans and Japanese have separate official- polite speech styles. Welcome concomitant special gestures: Koreans tilt, the Uzbeks keep a hand on breast and Indians even kiss the feet of elders.

Another measure of respect for elders is manifested in a manner to behave in public places and transport giving a place to seniors, pregnant women, and people with disabilities is one of the rules of etiquette, which we are taught from an early years. Whereas in Europe giving a place for senior is like humiliation and underestimation of physical abilities elders. Parents– main members of the family, ensuring parents in financial and spiritual care, supporting and cohabitation is reciprocal gratitude children, which is fixed by state law. Whereas in Europe living with parents of children full age is being a humiliation teasing the child as an harmoniously undeveloped not an independent figure, who did not find their place in society.

In conclusion it is necessary to emphasize that humanity and the people, how they were not different, to what nation they would not be treated, no matter how different cultures and mentality mankind has made a new general step into the new century, showing tolerance and patience to each other.

It is impossible for one to teach language without teaching culture. The implications for language teaching and policy making are therefore vast and far reaching. As a teacher of language, one must be culturally aware, considerate of the students` culture, and inform students of cultural differences thus promoting understanding. Language policy must reflect both the target language culture as well as the students`, teacher`s, and administrative persons` culture thus avoiding any cultural misinterpretations.

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ЗАМОНАВИЙ МЕДИАМАРКАЗЛАРНИНГ ИНСТИТУТЦИОНАЛ КЎРИНИШЛАРИ



<https://doi.org/10.5281/zenodo.7353391>

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АННОТАЦИЯ

Мазкур мақолада замонавий медиамарказларнинг институционал кўринишлари (анъанавий оммавий ахборот воситалари, замонавий медиамарказлар, супер замонавий медиалойиҳалар) фалсафий таҳлил қилинган. Шунингдек, мақолада медиамарказлар жамаотчилигининг ижодий ҳамкорлигига, қўллаб-қувватлашига, диалогига таяниши ва бугунги кунда медиамарказларда тарқалаётган гайримиллий ва гайридемократик қарашларни махсус тадқиқ этган мутахассислар ва олимларнинг қарашлари таҳлил этилган.

Калит сўзлар: медиа, медиамарказ, функция, ахборот, коммуникация, технология, анъанавий оммавий ахборот воситалари, мобил алоқалар.

INSTITUTIONAL APPEARANCES OF MODERN MEDIA CENTERS

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ABSTRACT

In this article, the institutional aspects of modern media centers (traditional media, modern media centers, super modern media projects) are philosophically analyzed. Also, the article analyzes the views of experts and scientists who have specially researched the non-national and non-democratic views spread in media centers today, that media centers rely on the creative cooperation, support, and dialogue of the public.

Keywords: media, media center, function, information, communication, technology, traditional media, mobile communications.

Медиамарказ, яъни ахборот олиш ва кўпайтириш, тарқатиш, компьютерлар орқали видеоаудио мулоқот ўрнатишининг қулай, кичи куй шароитида ҳам

ташкил этиш мумкин бўлган воситадир. Уни гоҳо DVD плеер ёки «мультимедиамарказ» деб аташади[1.108-112]. Қисқа қилиб айтганда, медиамарказ алоқа-ахборот алмашувчилар (алоқа субъекти ва алоқа объекти) ўртасидаги мулоқот, фикр ва тасвирлар алмашиш, видеоманбаларни кўпайтириш, узатиш, уларга ўз муносабатларини билдириш технологиясидир. Бу технология махсус ахборот воситалари – DVD, телеэкран, мобил алоқа (телефон), ИМО, СМС, интернет, компьютерлар, плеерлар, овоз узатгишлар, видеороликлар, Android TV, AV-рисиверлар орқали амалга оширилади.

«Media» сўзи инглизча бўлиб, «оммавий ахборот воситалари» деган маънони англатади. Агар ушбу этимологик талқиндан келиб чиқсак, «медиамарказ» («Mediacenter») оммавий-ахборотлар маркази деган маънони англатади. Демак, медиамарказлар анъанавий оммавий ахборот воситалари (газета, журнал, телевидение, радио, кино) негизида юзага келган, аммо у ушбу воситаларни янада самарали қилувчи, кенг оммалаштирувчи замонавий технологик усулдир.

Замонавий медиамарказларнинг институционал кўринишлари қуйидагилардан иборат:

- 1) Анъанавий оммавий ахборот воситалари;
- 2) Замонавий медиамарказлар;
- 3) Супер замонавий медиалойихалар.

Анъанавий оммавий ахборот воситалари (АОАВ) – газета, журнал, радио, телевидение, кинотеатрлар, нашриётлар, кутубхоналар медиамаконда етакчи ўринни эгаллайди. Замонавий медиамарказларнинг пайдо бўлиши анъанавий оммавий ахборот воситалари билан боғлиқдир. Шунинг учун ҳам замонавий медиамарказларни анъанавий оммавий ахборот воситалари ривожланишининг навбатдаги босқичи, замонавий технологияга асосланган, давр ва тараққиёт талабларига жавоб берадиган кўринишидир.

Замонавий медиамарказлар анъанавий оммавий ахборот воситаларини сиқиб чиқаради, ахборот узатиш ва алмашида анъанавий оммавий ахборот воситалари медиамарказларга тенглаша олмайди, деган қарашлар баъзан учраб туради[2]. Бу табиий ҳол, чунки инсоният ҳаётида, цивилизация тарихида анъанавий оммавий ахборот воситалари ўчмас, бекиёс из қолдирган[3.8]. Бугун ҳам инсониятнинг деярли 90 фоиздан зиёди анъанавий оммавий ахборот воситалари хизматларидан фойдаланади. Аммо, ушбу анъанавий оммавий ахборот воситалари институционал нуқтаи назардан давлат назорати ва

қўллаб-қувватлаши остида фаолият юритади. Баъзи даврий нашрларда «Мустақил газета», «Нодавлат нашр», «Хусусий журнал» деган маълумотлар берилса-да, улар ушбу талабларга жавоб беравермайди. Анъанавий оммавий ахборот воситаларининг институтционал жиҳатдан расмий сиёсий тизимга, институтларга қарамлиги ижтимоий фикрда қарама-қарши гоҳо ўта салбий-танқидий ёндашувларни келтириб чиқаради. Замонавий медиамарказларда ижод эркинлиги, маъмурий тазйиқдан холилик, моддий таъминот нуқтаи назаридан эса, ўзини ўзи маблағ билан таъминлаш устувордир.

Замонавий медиамарказларни институтционал нуқтаи назардан гуруҳлаш субъектга қарашлиги (давлатга, нодавлат ёки ихтиёрий уюшмаларга, фуқаролик жамияти институтларига тааллуқлилиги), йўналишлари (ижтимоий-сиёсий, иқтисодий, маданий, маърифий, таълим-тарбия, тарғибий, ахборот тарқатиш, халқаро алоқалар ўрнатиш) даврийлиги (ҳар кунлик, ҳафталик, кварталлик, йиллик), шакллантирилганлиги (жамоавий, акциядорлиги, хусусий блогерлиги), ҳудудий (идоравий, шаҳар, туман, қишлоқ, овулда тарқатилиши, халқаро майдонда ёйилиши), расмийлаштирилганлиги (қонуний, ғайриқонуний, оппазицион), манфаатдорлиги (фойда олишга, беғараз ахборот тарқатишга йўналтирилиши) га қараб амалга оширилиши мумкин. Бугун замонавий медиамарказлардан давлат институтлари кенг фойдаланмоқда. Аммо уларнинг айримлари ҳақиқатга, сиёсий тузум ва давлат бошқарувига зид ахборотларни тарқатишга мойил. Шунинг учун давлат замонавий медиамарказлар фаолиятига махсус қонунлари орқали оралашишга мажбур бўлмоқда. Медиамарказлар, айниқса блогерлар чиқишларида, демократия ва сўз эркинлиги байроғи остида, ғайриқонуний ва ғайриахлоқий фикрлар, ахборотлар тарқатилиётгани сир эмас. Интернет, инстаграмм, фейсбуклар саҳифаларидан истаганча мисоллар келтириш мумкин. Мутахассисларнинг келтиришича Яқин Шарқ ва Марказий Осиё экстремистик ташкилотлар, улар қарашларини тарқатувчи маконга айланиб бормоқда. Хитойлик эксперт, Россия, Шарқий Европа ва Марказий Осиёни ўрганиш Ижтимоий фанлар академиясининг мутахассиси Чжан Ниннинг келтиришича, 2017 йил ўрталаридан Яқин Шарқдаги экстремистлар, улар ахборот марказларининг Марказий Осиё, айниқса Афғонистонга кўчиб келиши кучайган. Афғонистон билан чегарадош Фарғона водийси, Ғарбий Қозоғистон, Тожикистон ҳудудлари хавфсизликни таъминлашга муҳтождир. Экстремистик гуруҳларни 10дан кам, 20-35 ёшдаги меҳнат мигрантлари ташкил этади. Қозоғистонда, 2019 йилги маълумотларга кўра, 23 террористик уюшма

тақиқланган, аммо республикада 20 мингдан зиёд экстремизм тарафдорлари қайд этилган. Қирғизистонда 520 экстремист қамоққа олинган. Тожикистонда 13 минг экстремист қамоқда ушланади, аслида улар анча кўп. 2018 йили Ўзбекистонда 18 минг киши экстремист ва террорист сифатида рўйхатга олинган, уларнинг 17 минги, маърифий-тарбиявий тадбирлардан кейин тинч ҳаётга қайтган. Улар ичида Сурия ва Ироқда жанг қилганлар ҳам учрайди. Яқин Шарқда бораётган урушларда 4-5 минг Марказий Осиёлик фуқаролар қатнашади [4]. Айтмоқчи бўлган фикримиз шундаки, бундай экстремистик ва террористик гуруҳлар ва уларга ёшларни ёллаш мобил алоқалар, медиамарказлар орқали амалга оширилади. Бундай гуруҳлар ва марказлар четдан йирик маблағлар олади. Шунинг учун ёшларда ғоявий иммунитетни шакллантириш минтақамизда долзарб муаммога айланган. Медиамарказларда тарқалаётган ғайримиллий ва ғайридемократик қарашларни махсус тадқиқ этган мутахассислар ёзишади: «Бугунги кунда, ахлоқий бузуқлик ва зўравонлик, индивидуализм ва ақидапарастлик ғояларини тарқатиш, керак бўлса, шунинг ҳисобидан бойлик орттириш, бошқа халқларнинг миллий ва диний анъана ва кадриятлари, турмуш тарзининг маънавий негизларига беписандлик, уларни кўпоришга қаратилган таҳдидлар табора хатарли тус олмоқда. Бутун жаҳонда бамисоли бало-қазодек тарқалиб бораётган бундай хуружларга қарши курашиш ҳаётий-амалий аҳамият касб этмоқда» [5.225]. Демак, медиамарказларнинг бош ижтимоий функцияларидан бири жамият тараққиёти ва инсон камолоти учун зарур бўлган ҳаққоний, илмий, объектив ахборотларни тарқатишдир. Уларнинг ушбу маърифий функциясини қўллаб-қувватлаш даркор.

Медиамарказларнинг қуйидаги функцияларига ахборотлар танлаш ва тарқатиш, коммуникация уюштириш, ишлаб чиқариш кабилар киради. Уларни ҳар хил йўналишлар билан тўлдириш ва талқин қилиш мумкин. Аммо, ахборотлар танлаш ва уларни тарқатиш, шу асосда коммуникация уюштириш уларнинг доимо ижтимоий функциялари бўлиб келган. Буни медиамарказлар тарихи ва назарияси тасдиқлайди [6].

Замонавий медиамарказлар маълум бир ишлаб чиқариш функцияларини ҳам бажаради. Масалан, буклет, таклифнома, реклама ва китоблар тайёрлаш ишлаб чиқаришга оид амалларни тақоза этади.

XXI аср медиамарказлар тараққиёти даври бўлади. Улар замонавий бошқариш, рақамли технологиялар, онлайн-таълим, интералоқалар билан

уйғунлашиб инсоният ҳаётини гуманистик қадриятлар асосида ташкил этишга хизмат қилади.


Ўзбекистон медиамарказлари тизимини хорижий ахборот-коммуникация компаниялари иштироки ва таъсирсиз тасаввур этиб бўлмайди. Ушбу суперзамонавий технологияга асосланган ахборот-коммуникация тизимига Facebook, Ireland Limited, Google Commerce Limited, Apple Distribution International Limited, Netflix International B.V, Booking Com B.V., Yandex Europe AG каби 26 трансмиллий компаниялар киради. Мазкур компанияларнинг фаолияти супер технологияларга асосланган, улар халқаро шартномаларга мувофиқ фаолият олиб боради, ички тизимларини бошқариш, оладиган даромадлари ва молиявий ишлари эса уларнинг сирлари ҳисобланади. Аммо уларнинг республикамиз бюджетига тўлайдиган солиқлари ҳар йили Давлат солиқ хизмати қошидаги Ахборот хизмати агентлиги томонидан эълон қилинади.

Замонавий ахборот-коммуникация воситаларидан фойдаланиш давлат бошқаришини оптималлаштириш, ахборотларни тез тарқатиш, стратегик мақсад атрофида хўжаликларни тез кооперация қилиш имконини беради.

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THE SIGNIFICANCE OF ORAL SPEECH IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

 <https://doi.org/10.5281/zenodo.7353395>

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ABSTRACT

This article discusses some features of the use of oral speech in teaching foreign languages in higher education. A brief analysis is given about the difference between the process of teaching foreign languages from other disciplines, which is characterized by dressing up direct knowledge about reality, as well as in expressing thoughts about objective reality. It also indicates important factors that a teacher should pay attention to when using oral speech as the means of teaching a foreign language.

Keywords: *oral speech, communication, learning, speaking, audio materials, speech skills.*

In connection with the progressive development of the globalization of the society, which contributes to the development and improvement of the quality of life of both ordinary people and entire states, in recent years in our country, as well as throughout the world, there has been an increasing interest in learning foreign languages. Decree of the President of the Republic of Uzbekistan No. PP-5117 dated May 19, 2021 “On measures to raise to a qualitatively new level activities to promote the study of foreign languages in the Republic of Uzbekistan” is a vivid example of our government paying attention to teaching the younger generation foreign languages. The purpose of the adoption of this legal act is to develop teaching foreign languages as a priority direction of educational policy, to radically improve the quality of education in this direction, to attract qualified teachers to the sphere and to increase the population's interest in learning foreign languages. Also, in order to bring the popularization of the teaching of foreign languages in our country to a new level and organize systematic work to develop the sphere, comprehensively educate the younger generation, and create all the conditions for this, the Cabinet of Ministers of

the Republic of Uzbekistan adopted Resolution No. 34 dated January 19, 2022. “On additional measures to improve the study of foreign languages”.

One of the most widely spoken languages today is English. Knowledge of the English language and fluency in it allows you to expand your horizons in any direction of scientific activity and increase intelligence. It helps scientists and researchers to make new discoveries, and entrepreneurs to develop their business. We can say that English opens the way to knowledge, business, politics, education and development. Learning English opens the door to the world library of knowledge, as many scientific and literary publications are written in English. In other words, we can say that English penetrates into all areas of our lives. Knowledge of a foreign language is very important for a comfortable life in the modern world. Taking into account the above, in our country, when preparing highly qualified personnel in the higher education system, special attention is paid to teaching foreign languages.

It should be noted that teaching foreign languages is very different from other subjects. Speaking about the difficulties of teaching a foreign language, it is impossible not to consider the concept of language. I.A. Zimnyaya offers the following definition of language: language is “a complex systemic level formation through which a person’s conceptual (verbal) thinking is formed and the development of all his higher mental functions is mediated and which is the main means of human communication.” According to W. Humboldt, language is “the soul of a nation, it captures all of its “national” character. Being a socio-historical product, language thus also provides a link between different generations that speak this language. Language is the liveliest, most abundant and strong bond that connects the obsolete, living and future generations of the people into one great, historical living whole.

Unlike other subjects, a foreign language does not give a person direct knowledge about reality, but is the means of formation and then a form of existence and expression of thoughts about objective reality, properties, the laws of which are the subject of other disciplines. Another feature of a foreign language is the specific ratio of knowledge and skills [1]. So, a foreign language in the process of mastering it involves the same big process as the "practical" disciplines, the process of forming speech skills.

Oral speech is widely used in the modern methodology of teaching foreign languages, which allows students to get involved in verbal communication. In communication, the communicative abilities of students are formed and developed, including the ability to make contact with strangers, seek their disposition and mutual

understanding, and achieve their goals. With the purposeful use of communication, there is an active process of developing those practical skills that may be needed in the future to improve professional abilities. Today, one of the main tasks of oral speech is teaching the design of messages. If the time spent on the formulation of the statement does not exceed the time spent on its pronunciation, then this largely determines the quality of the speech skill. Oral speech as the goal of learning acts as the means of communication, with the help of which information is obtained during listening, information is transmitted during utterance, information is exchanged during conversation, when oral speech is associated with the method of application in teaching a foreign language. The correct use of oral speech in the process of teaching a foreign language arouses great interest and desire among students to study it.

Oral speech, in turn, has the following important functions: motivational, which is considered as the goal of language learning, provides the opportunity for direct communication, mastering oral speech helps to overcome problems associated with self-doubt when learning a language); developing, which contributes to mastering the structure of the language in oral speech and improving other aspects of speech activity, i.e. students are provided with the opportunity to hear and see how, in what situations, the input words or grammatical structures are used [2].

It should be noted that oral speech can be presented in dialogic and monologic forms. Dialogic speech is a process of direct communication, which is characterized by alternately replacing each other and generating one another replicas of two or more persons. The main difficulty in understanding dialogic speech is that in the course of dialogic speech there is a need to follow the train of thought of the interlocutor. In this case, dialogic speech is closely related to the development of listening skills. Monologue speech is the speech of one person expressing his thoughts, intentions, and assessment of events in a more or less detailed form. Monologue speech is characterized by greater arbitrariness, consistency, harmony than dialogic [3]. The main difficulty of monologue speech is to maintain consistency, coherence, continuity, semantic completeness of the statement in the process of speaking.

In methodological terms, it is essential that listening and speaking, being in close relationship, contribute to the development of each other in the learning process. Listening is the process of listening to foreign speech, using special tests to check the level of listening comprehension. The observations of psychologists have established that the understanding of oral speech occurs as a result of the perception of speech

and its comprehension. Speaking is a type of speech activity through which oral verbal communication is carried out. Speaking can have varying complexity, ranging from expressing an effective state, naming an object, answering a question, and ending with an independent detailed statement. The main difference between these two processes is their final links - the generation of an utterance for speaking and the perception of speech for listening.

“In order to learn to understand speech, it is necessary to speak, and by how your speech will be received, judge your understanding. Understanding is formed in the process of speaking, and speaking in the process of understanding” [3]. According to A.A. Leontiev [4], inner speech and related articulation are the main mechanism of speech thinking and take place both in listening to foreign speech and in speaking. In the process of speaking, there is a preliminary fixation of thoughts with the help of inner speech, i.e. drawing up a mental plan or outline of a future statement. “Even with the direct communication of one’s thoughts at the moment of their occurrence, nevertheless, their expression in external speech is preceded by the appearance of motor speech impulses, which in all cases, at least for a fraction of a second, forestall the pronunciation of words” [3]. Both processes are accompanied by active mental activity.

Speaking is one of the main types of speech activity, which has a number of characteristics that are of direct importance to a person. It is a way of expressing thoughts by means of language. The main problem in teaching speaking is that initially there is a problem in the design of an oral message due to the fact that it is an intermediate stage between thought and the oral message itself. For its development, it is necessary to improve the corresponding speech skills. Speaking is characterized by an initiative type of speech activity, since it is aimed at meeting human needs. Speech activity, like any other type of activity, is the result of the mental, psychophysiological activity of the human brain.

Speech activity is realized due to the complex psychophysiological mechanism of speech activity. Many researchers pay attention to the connection between the psychological content of activity and the psychophysiological mechanisms of activity. In particular, in his article “On the triple aspect of the linguistic sign” L.V. Shcherba, considering the nature of the language, writes that: “The mechanism, this is the speech (activity) organization of a person, cannot in any way be equal to the sum of speech experience (this implies both speaking and understanding of a given

individual ...) a person's speech organization can only be physiological or psychophysiological”.

Determining the psychological content of speech activity, A.N. Leontiev notes that speech activity:

- is a kind of human activity and occupies a central place in the process of his psychological development;

- being included in other human activities, it performs a communicative function (a word is the particle of communication), an indicative function (a word is the way of pointing to an object), an intellectual and significative function (a word is a carrier of a generalization, a concept);

- is not a process of quantitative changes, expressed in an increase in the vocabulary and associative links of the word, but a process of qualitative changes, a process of development;

- is the unity of form and content;

- has its expression in the form of a word, which is correlated with the subject of expression (thought).

Based on the theory of A.N. Leontiev, thought as an object of speech activity in many respects "shapes the whole character of activity" [5].

Students observe a new phenomenon in oral speech, listen in order to understand the meaning of the material being introduced. The attention of students is directed to the content of the statement, in which new information is presented. Their task is to understand, comprehend, realize the input material. The presentation of material in typical situations of communication allows for display. The teacher either creates situations himself or uses visual aids (pictures, objects, etc.), accompanying the demonstration with statements and some explanations, observing the reaction of students. Since familiarization with educational material is of great importance for assimilation, according to psychologists, it must be organized in such a way as to affect the emotional sphere of students, their thinking.


Thus, it should be noted that in order to use oral speech effectively as the means of teaching a foreign language, attention should be paid to the implementation of the following factors: the teacher must be fluent in the language being taught and adapt his oral speech to the specific conditions of the audience, without violating the authenticity of speech; be creative when using standard learning technologies; maintain a high level of foreign language proficiency through constant language studies, by reading original literature, listening to audio materials and watching

original video materials in foreign languages. In addition, the teacher must know the capabilities of each student individually for the choice of methodological techniques, as well as the use of real situations. To improve the quality of education, it is necessary to pay attention to additional visual aids that serve to facilitate the assimilation of educational material, as well as to ensure a sufficiently high level of employment.

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FEATURES OF LINGUODIDACTICS IN INCREASING THE EFFICIENCY OF THE LEARNING PROCESS FOREIGN LANGUAGE

 <https://doi.org/10.5281/zenodo.7353508>

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ABSTRACT

This paper discusses some features of linguodidactics in improving the efficiency of the process of teaching a foreign language. A brief analysis of the concept of linguodidactics is given, defines a general theory of language teaching that studies the overall patterns of language teaching, the specifics of the content, methods, means of teaching a particular language, depending on the didactic goals, objectives and nature of the material are being studied. It is aimed at modifying objective patterns, according to which a model of teaching foreign languages should be built.

Keywords: *foreign language, speech, linguodidactics, teaching aids, teaching methods, competence.*

The complexity and dynamism of the development of the sphere of education of foreign languages in universities impose new requirements on its participants, primarily the teachers. According to these requirements, they need to have the appropriate knowledge, skills and abilities to organize and improve the educational process based on traditional and modern interactive methods of teaching foreign languages. To improve the efficiency of the process of teaching a foreign language, attention should be paid to ensuring the necessary level of speech culture of the teacher, the ability to use modern interactive methods and technologies, as well as the formation of reflective skills of students in the process of solving didactic and methodological problems. It is necessary to find the right solution to the emerging problem situations when teaching foreign languages.

Language, speech and speech activity are the main aspects of linguistic phenomena. The main types of speech activity were identified by L. V. Shcherba, who, however, believed that speech activity is one of the aspects of the language. He proposed to distinguish three aspects of language: speech, i.e., the process of

speaking and understanding; language, i.e., ordered linguistic experience; linguistic material, i.e., disordered linguistic experience.

The category of being (forms of being), or the “real life process” of people, covering both objectively given conditions and the prerequisites for the activities of individuals and generations, is taken in linguodidactics as the central category underlying the allocation of communication spheres as sociocommunicative speech formations. This category "... allows you to bring into unity, integrate, theoretically summarize and comprehend through consciousness and language existential relations, which are ... a system-forming factor in the allocation of spheres of communication" [1]. This gives grounds to single out four macrospheres of communication, which are the initial factor for determining the areas of practical use of the language. In turn, these spheres correlate with certain types of speech, namely: 1) the sphere of production (material and practical) human activity - special speech; 2) the sphere of domestic relations - colloquial (everyday) speech; 3) the sphere of cultural communication, which is based on the processes of artistic and scientific creativity - artistic and scientific speech; 4) the sphere of socio-political (social) activity (the existence of an individual in society and in history, as well as the existence of society) - journalistic speech in a broad interpretation, including the speech of various mass media.

Therefore, the spheres of communication, i.e. the spheres of practical use of the language, in which the corresponding types of speech are realized, exist within a particular linguo-society. Each sphere of communication is inseparable from the conditions in which this communication takes place, namely: from the situation in the broadest sense of the word and from the specific extralinguistic context. According to M.N. Vyatyutnev, the extralinguistic context, or the context of communication, answers the questions of why and how a speech act is performed. This conditions includes the contexts of communication situations that determine who, where and when generates and perceives a speech statement [2].

Within the context of the situation, the final formation of the meaning, meaning and significance of the communicative act takes place, and the communicative situation itself is, on the one hand, a kind of incentive for verbal communication, and outside of it the latter is in principle impossible. On the other hand, the situation is a full-fledged component of communication. At the same time, many elements of verbal communication do not have their own verbal expression, since they are given in a situation and suggest the subject content of the statement.

Linguodidactics, according to Minyar-Beloruhev R.K. [3], is an independent science, including theoretical and practical methods of teaching foreign languages. For the first time the term "linguodidactics" was introduced into the scientific literature in 1969 by Academician N.M. Shansky [4]. And in 1975 it was already recognized as an international one. The Pedagogical Encyclopedic Dictionary defines linguodidactics as a general theory of language teaching that studies the general patterns of language teaching, the specifics of the content, methods, means of teaching a particular language, depending on the didactic goals, objectives and nature of the material being studied, the conditions of monolingualism, the stage of learning and intellectual speech development of students [5].

If linguodidactics, according to the scientist I.I. Khaleeva, is such a branch of pedagogical science that substantiates the content components of education, training, learning in their inseparable connection with the nature of language and the nature of communication, then professional linguodidactics is such a branch of linguodidactics that substantiates the content of teaching foreign languages to specialists. The main task of linguodidactics is to develop a methodology for teaching a foreign language.

The definition given by I.I. Khaleeva, who believes that linguodidactics acts as a methodological aspect of the theory of teaching a foreign language in relation to various desired results of this process. Linguodidactics makes it possible to identify objective patterns according to which a model of teaching foreign languages should be built, in the center of which is a linguistic personality. Following I.I. Khaleeva, N.D. Galskova [6,7] believes that linguodidactics as a science is designed to comprehend and describe the linguocognitive structure of a linguistic personality, to substantiate the conditions and patterns of its development, as well as the specifics of both the object of assimilation - teaching, and the interaction of all subjects of this process.

On the other hand, in science, the point of view is put forward that linguodidactics is a general theory of language acquisition and proficiency in learning conditions. From this point of view, this science is a theory of "acquisition" of a language or a kind of linguistic anthropology, acting as a "metatheory" for the development of a mode of production of methods for teaching foreign languages [8]. In a certain sense, this understanding of linguodidactics as a science is close to certain aspects of applied linguistics that are being developed in English-speaking countries.

G.I. Bogin rightly notes that linguodidactics explores the laws of mastering any language, regardless of whether it acts as the first or second. He was one of the first

to attempt to build a linguodidactic model of a linguistic personality, which, according to the author, is the central category of linguodidactics as a science.

It should be noted that foreign scientists traditionally pay great attention to language in substantiating linguodidactics as a science. So, for example, N. M. Shansky defines the monolingual and bilingual description of the language for educational purposes as the main goal of this scientific branch. Monolingual description includes: 1) analysis for educational purposes of each level of the language and its fragments; 2) linguistic operations to determine the content and structure of the corresponding section in the school course of the Russian language; 3) language blanks for a textbook, teaching aids and dictionaries; 4) definition and description for educational purposes of a minimum of theoretical information for study.

The bilingual description of the language for educational purposes is aimed at analyzing the similarities and differences of languages at various levels and determining the role of the language in the conditions of various bilingualism.

Recognizing the importance of conducting linguodidactic research in the above areas, one cannot fail to note the fallacy of linking linguodidactics exclusively with linguistics. Despite the fact that it is linguistics that is the essential factor that makes up the specifics of the methodology of teaching foreign languages, one cannot discount the multifunctionality and multidimensionality of the process of teaching a subject. The interdisciplinary linguodidactic approach to the analysis of the above problems is based on the data of the philosophy of language, linguistics, psychology, the theory of intercultural communication, the theory of mastering a second (non-native) language, psycholinguistics, etc. At the same time, linguodidactics is not a substantiation of one or another particular language technique. Being one of the branches of methodological science, "... which substantiates the content components of education, training, learning in their inextricable connection with the nature of language and the nature of communication as a social phenomenon that determines the activity essence of speech works, which are based on the mechanisms of social interaction of individuals" [1], linguodidactics acts as a methodological aspect of learning theory. This means that this science is called upon to develop the foundations of the methodology of teaching foreign languages in relation to the various desired results of current process.

The study of the characteristics of learning and language acquisition in the context of multilingualism, individual and cultural characteristics of students, their

age specifics, factors that determine the completeness or incompleteness of language proficiency, etc., is of great promise. Therefore, the relevance of linguodidactic research is due to the need to create an objective scientific basis for evaluating the effectiveness of teaching methods. and their further development, methods, which are based primarily on the idea of the formation of a linguistic personality.

As studies in the field of linguodidactics show, the level of language proficiency should be understood as a certain degree of development of the individual's communicative ability in terms of the effectiveness of the process of intercultural interaction with foreign backgrounds, i.e. with representatives of a different linguistic society. Foreign scientists A.A. Leontiev, I.L. Bim, T.V. Markova and others attempts have been made to describe the levels of proficiency in non-native languages, but in general they can hardly be considered successful. We can only talk about the standards of secondary and higher language education. Unfortunately, these descriptions are on different planes and often testify not to the level of language proficiency, but only to the level of language education.

Compared with others, in foreign countries linguodidactics and methods of teaching foreign languages, it is proved that existential competence, or rather, its components - individual psychological characteristics of a person that favor the acquisition of knowledge, skills and abilities in the field of a foreign language and their use in practical speech activity, is actually the so-called language-speech abilities. It has been experimentally proved that the common components of language abilities are well-developed mechanical memory, a high level of development of thinking, the degree of development of speech skills formed on the basis of the native language. In the process of performing a certain type of speech activity, it is necessary to have sustained attention.

Based on the foregoing, we can conclude that linguodidactics explores the objective laws of constructing the process of mastering a language by a student in educational conditions and its main task is to develop a methodology for teaching a foreign language. It substantiates the content components of education, training and learning in their inseparable connection with the nature of the language.

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ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ И МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА



<https://doi.org/10.5281/zenodo.7353516>

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АННОТАЦИЯ

В статье раскрывается общее и специфическое в методике обучения русскому языку многонационального контингента учащихся в рамках одной аудитории, коммуникативная направленность обучения языку и ориентированность на достижение практического результата в обучении. Предлагаются коррективы рабочей программы по русскому языку.

Ключевые слова: методика обучения, полиэтническая школа, русский язык как неродной, семантизация, словарная статья.

Терминосистема любой науки – важная часть ее методологического фундамента, прочность которого вызывает опасения до тех пор, пока научные категории, понятия адекватно не названы и не объединены связями взаимообусловленности и взаимозависимости. Терминологический аспект методики преподавания русского языка на современном этапе ее развития не может быть квалифицирован как рационально построенный, что и объясняет важность предложенной для обсуждения проблемы.

1. Методика преподавания русского языка – педагогическая наука о закономерностях обучения русскому языку, выявляемых в контексте законов и закономерностей системы языка и механизмов речи, дидактики и психологии, логики, социологии, культурологии и кибернетики. Методика преподавания русского языка имеет 2 уровня: теоретико-методологический и научно-практический. Теоретико-методологическую основу образует система принципов, методов исследования процесса обучения, категорий, понятий, терминов науки, а научно-практическую – методические системы и педагогические технологии его организации. [Протасова Е.Ю., Родина Н.М., 2005].

Объектом исследования в методике преподавания русского языка является целостный процесс обучения. Предмет методики преподавания русского языка

– организация учебного процесса, состоящего из компонентов, образующих его методическую систему: целей, задач, содержания, средств, методов, приемов, форм организации и результата обучения русскому языку. Предмет методики преподавания русского языка может быть сужен, с одной стороны, по линии исследования отдельных компонентов учебного процесса (теоретический аспект, когда дается их всесторонний и глубокий анализ) и, с другой – по линии разработки всего учебного процесса, но применительно к обучению конкретному разделу школьного курса русского языка (научно-практический аспект, когда отбираются и/или формулируются частнометодические принципы обучения, создается и экспериментально проверяется его система).

Главная цель современного, личностно ориентированного, процесса обучения русскому языку – формирование языковой личности школьника: его познавательной культуры (языковедческая и языковая компетенции); готовности и способности к эффективному общению в различных видах деятельности: восприятию, пониманию, воспроизведению и продуцированию речи (коммуникативная компетенция); развитие основных сфер личности школьника (социокультурная и лингвокультуроведческая компетенции). Компетентностный подход к организации личностно ориентированного обучения, признаваемый не всеми специалистами, позволяет осознанно выявлять цели и задачи учебного процесса, отбирать его содержание – знания и формируемые умения.

Вместе с тем, поводом и прямой причиной выбора того или иного языка для изучения остаются: распространенность языка в мире; желание приобщиться к ценной мировой сообществом культуре, в том числе художественной; лингвоэстетическая ценность языка; возможность его применения в практической деятельности; представления о «легкости – трудности» языка [Мамонтов А.С, 2000].

Что касается последней позиции выбора, то следует отметить, что экспертами в области описания языков выстраиваются шкалы, располагающие языки по степени сложности. Первое место в одной из таких шкал принадлежит испанскому и итальянскому языкам как наиболее простым в усвоении, второе – английскому, французскому, немецкому языкам, на третьем месте русский язык в одном ряду с венгерским, турецким, ивритом; наконец, четвертое место отдано арабскому и иероглифическим языкам (существуют и другие языковые иерархии, к примеру, известного шведского полиглота Эрика Гуннемарка, с

позиции восприятия иностранных языков носителем шведского языка [Искусство изучать языки 2002]).

Отметим, что данные социологии используются в методике опосредованно, в частности через социолингвистику, изучающую комплекс проблем: например, механизм воздействия социальных факторов на язык, роль, которую язык играет в жизни общества, особенности языковой культуры. Социолингвистика исследует кроме прочего причины потери, порчи, изменения одного языка под влиянием другого (аттриция) на индивидуальном и социальном уровнях. Установлено, что причинами «искажений» в родном языке могут стать:

- недостаточный объем памяти говорящих; роль и функции родного и неродного языков в обществе, их социальный статус;
- степень цивилизации или аккультурации языков: использование их в СМИ, применимость в образовании, бизнесе, возможность извлекать «выгоду» из знания языка;
- оторванность говорящего от исходной языковой среды;
- культурный престиж или дефицит использования языка в международном масштабе и т.д.

Перечислим некоторые ошибки, отражающие тенденции к потере родного языка: а) лексические замены (удачный человек); б) расширения (Мы гуляли в деревье. Деревья начинают означать лес, парк, сад и т.д.); в) сужение (употребление слова друг вместо подруга в случае, если под последним словом понимается «женщина в гражданском браке»); г) обобщения (У книги много страницы я читаю. Перенос выражения принадлежности У меня на пассивные конструкции); д) упрощения (Чем бы дитя ни плакало); е) ложный отказ от исключений (Я шела вм. Я шла); ж) структурные перестановки (Это я, кто пришла первым) и др. [Протасова: 89-90].

Средства обучения одна из важнейших категорий методики обучения неродному языку. В это понятие входит комплекс учебных пособий и технических приспособлений, с помощью которых осуществляется управление 1) деятельностью преподавателя по обучению языку и 2) деятельностью учащихся по овладению языком. Средства обучения, представляя собой определенным образом организованную систему, включают следующие средства обучения, необходимые преподавателю: книги для преподавателя,

инструктивные материалы, программы, методические пособия, учебные фильмы, компьютерные программы и т.д.

К средствам обучения для учащихся относятся учебник, а также дополняющие его пособия: сборник упражнений, книга для чтения, справочник, словарь и др. Перечисленные средства могут входить в типовой учебный комплекс. К инструктивным материалам, помогающим, с одной стороны, динамично и целенаправленно выстроить учебный процесс, с другой – представить учащемуся новый язык, своего рода гарантии в отношении полноты и качества обучения относится образовательный стандарт по языку. Программа обучения – средство обучения и инструктивно-методический документ, определяющий содержание и объем знаний, навыков, умений, подлежащих усвоению, а также содержание разделов и тем с распределением их по годам обучения. Программа обучения сопровождается объяснительной запиской, в которой раскрываются задачи обучения, характеризуются структура программы, последовательность изучения материала, организационные формы обучения. Значительное место в программе отводится изложению учебного материала (лексического, грамматического, фонетического, обозначению сфер, тем и ситуаций общения). В последнее время при организации обучения используются программы обучения для преподавателя и обучающихся.

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EFFECTIVE TECHNIQUES USED IN NATIVE LANGUAGE LESSONS



<https://doi.org/10.5281/zenodo.7353520>

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ABSTRACT

The article reflects on teaching students the rules of spelling, in particular, on the methods of using various interactive techniques in native language lessons

Keywords: *spelling, exercises, spelling rules, methods, target texts, scientific and modern approaches, educational process.*

ОНА ТИЛИ ДАРСЛАРИДА ФОЙДАЛАНИЛАДИГАН САМАРАЛИ МЕТОДЛАР

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АННОТАЦИЯ

Мақолада ўқувчиларга имло қоидаларини ўргатиш, хусусан, она тили дарсларида ҳар хил интерфаол методлардан фойдаланиш усуллари борасида фикр юритилган

Калит сўзлар: *имло, машқлар, имло қоидалари, усуллар, мақсадли матнлар, илмий ва замонавий ёндашувлар, таълим жараёни.*

Бугунги кунда ҳар бир ўқитувчиси ўсиб келаётган ёш авлоднинг баркамол шахс бўлиб етишишида асосий омил бўлиб хизмат қилади, шунинг учун ҳам мамлакатимизда янгича таълим тизими яратилди. Таълимнинг барча босқичларига оид умумий педагогик ва дидактик талаб ўқувчининг билим, тасаввур ва кўникмалари асосида мустақил ишлаш самарадорлигини такомиллаштириш, ўқишга қизиқишини кучайтириши лозим. Шунини айтиб ўтиш жоизки, ёшларимиз ватанни севиш, ватанпарварлик; ёши улуғларга ҳурмат, эътибор; илм ўрганишга, таълим олишга интилишга ундовчи ҳикматли сўзлар ва мақоллар ўргатиб бориш билан болаларда ифтихор туйғуларининг ривожланишига сабабчи бўламиз, болаларни илм олишга ундовчи мақол ва ҳикматли сўзларни бериш билан уларга оқни қорадан, яхшини ёмондан ажрата олишни, ҳар бир факторга ташқаридан баҳо бериш, фикр-мушоҳада юрита олиш қобилиятини шакллантиришга замин яратилади. Ҳозирда таълим

жараёнида ўқитишнинг замонавий методлари кенг қўлланилмоқда, ўқитишнинг замонавий методларини қўллаш ўқитиш жараёнида юқори самарадорликка эришишга олиб келади.

Анъанавий дарс шаклини сақлаб қолган ҳолда унга турли-туман таълим олувчилар фаолиятини фаоллаштирадиган методлар билан бойитиш таълим олувчиларнинг ўзлаштириш даражасининг кўтарилишига олиб келади. Бунинг учун дарс жараёни оқилона ташкил қилиниши, таълим берувчи томонидан таълим олувчиларнинг қизиқишини орттириб, уларнинг таълим жараёнида фаоллиги муттасил рағбатлантирилиб турилиши, ўқув материални кичик кичик материалларга бўлиб, уларнинг мазмунини очишда турли, болаларга хос ўйинлар ташкил этиш талаб этилади. Ҳозирда бутун дунё бўйича барча таълим тизимлари ўзининг дастур ва сертификатлари, стандартлари ва сифат таъминоти жараёни билан боғлиқ ўз сиёсатини ишлаб чиқмоқда, шунингдек ўз фаолиятида сифатни ва унинг узлуксиз ортиб бориш стратегияни амалга ошириш муҳимлигини тан олувчи маданий онгни ривожлантиришни ҳам ўз мақсадларига айлантирганликлари қувонарли ҳолдир.

Бугунги кунда узлуксиз таълим муассасалари ўқув амалиётига замонавий педагогик ва ахборот- коммуникация технологияларини татбиқ этиш, электрон ўқув модуллари, янги ўқув- услубий мажмуалар, мультимедия ишланмаларини яратиш, масофали ўқитиш шакллари жорий этиш орқали таълим сифатини такомиллаштириш, малакали мутахассислар тайёрлашга алоҳида эътибор қаратилиши фикримиз далилидир. Она тили дарсларимизни турли ўйинлар билан олиб борар эканмиз, асосий эътиборни ўқувчиларнинг сўз бойлигини оширишга, ўзбек тилидаги нутқ товушларини тўғри талаффуз қилиш кўникмаларини ривожлантириш орқали уларнинг оғзаки ва ёзма нутқини шакллантиришга қаратишимиз керак. Биз бу натижаларни янада фаоллаштиришимиз, ўқув жараёнини ўқувчиларнинг онгли мустақил фаолиятига асосланиб, миллийликни сақлаб қолган тарзда жаҳон андозаси даражасида ташкил этишга ва илмий-методик тайёргарликни ошириш учун ёрдам берадиган ўқув ва услубий қўлланмалар, адабиётлар яратишимиз керак.

Инновация жараёнлари, уларнинг функциялари, ривожланиш қонуниятлари, механизмлари ва уни амалга ошириш технологиялари, бошқариш тамойилларининг педагогик асосларини ўрганиш олий таълим муассасаларининг ўқув-тарбия жараёнини замонавий педагогика ҳамда психология фанлари ютуқлари асосида жаҳон стандартлари даражасида ташкил

этиш имконини беради. Инновацион технологиялар ўзида анъанавий таълим тизимидаги камчиликларни такрорламаслиги билан, аксинча, таълим олувчини фаол шахсга айлантириб қўйиши билан, унинг тафаккури тараққиётига имконият яратиш бериши билан тавсифланади. Замонавий инновацион технологиялардан самарали фойдаланган ҳолда ўтилган ҳар бир дарс талабаларнинг фанга бўлган қизиқишини кучайтириб, фанни янада чуқурроқ ўзлаштиришга хизмат қилади.

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METHODS OF WRITING AND WORKING WITH PR TEXT – PRESS REALISE



<https://doi.org/10.5281/zenodo.7353528>

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ABSTRACT

The article discusses the main approaches to the classification of one of the PR texts press release. A well-written press release could open doors for well networking with journalists. The main purpose of this article is to provide theoretical and practical material necessary for the formation of students of skills and abilities of writing press release of different genre affiliation and their analysis in terms of communicative effectiveness. In this article discussed writing a successful release so that your research has a better chance to be covered by the mass media.

Keywords: mass media, PR, press release, PR texts, press release rules, PR-specialists.

Mass media define everything in modern human life. What he eats, wears, looks, where he works, etc. Behind all this is the great work of PR specialists of various organizations and firms. The success of the promotion of new products, news events, advertising campaigns, as well as effective interactions with the media largely depends on a well-written PR text.

Every day, PR-specialists send out a lot of texts for building relationships of his company with the media, partners, customers, shareholders, employees and other groups of the public, but far from always these texts serve as an effective tool for the formation and development of the image of an organization or person, since written in an unprofessional manner. Teaching students how to write PR texts correctly is one of the tasks professional training of specialists in advertising and communications with the public. However, despite the fact that in recent years a significant number of textbooks and manuals on the theory and practice of public relations have been published, still there is a lack of educational and methodological literature devoted to the problem of teaching students of communication specialties to write PR-texts of different genres.

Particular attention is paid to those genres of PR-texts, in the creation of which a PR-specialist experiences difficulties due to their insufficient coverage in educational literature (e.g. genre of media statement) [L.V.Balaxonskaya, 2015.].

Basic PR-texts are divided into primary and secondary. Primary texts are texts that originate from the basic or technological subject of PR; it is the primary texts that form the core of the corpus of PR texts. They go directly to public groups in its original form. Secondary texts are communicated to public groups indirectly, through mass media.

Press release is the main genre of PR text, providing Mass media up-to-date operational information about the news event in the activities of the subject of PR. In domestic practice PR is sometimes found replacing the foreign word “press release” Russian equivalents “information message” or “information for the press”, but the first term is the most established.

Post-release, in our opinion, can be used in PR-communications only in those cases when the subject returns to the news already published some time ago to give some comments from today’s position.

Depending on the content of M.Gundarin and E.Gundarin the following types of press releases are suggested: press release - a sensation; press release - portrait; press release - a curious fact; press release - question (problem); press release - comment; press release - quote book, etc. [Gundarin, Gundarina, 2013:15].

Press release structure: a header that includes a logo, the name of the organization (it is possible to indicate the address), the name of the PR structure, the contact information (name and surname of the contact person, phone number, e-mail, website address); date of distribution; name of the genre (press release); title; lead - first paragraph; main text.

The title of the press release should contain “hard” news, answer questions: when? where? who? what? The title indicates the news event (topic) and the subject of PR, as well as where and when the event happened or will happen. At the end of the title point is not set. The press release lead contains soft news, responds to questions: when? where? who? what? why? how? Lead in many ways repeats the content of the title, but more fully describes news.

The main text of the press release contains more detailed information about the news event, about the subject of PR; indicate details, specific facts and figures are given. Every paragraph a press release should be auto semantic, relatively independent in terms of content. As a rule, a press release quotes the first (official)

person or a well-known expert in this field, in which a commentary is given on the described event, its assessment is expressed. The quotation is usually made in the form of a sentence with direct speech and must be attributed. To introduce direct speech, verbs with the meaning messages: said, and informed. When making a quote to indicate the words of the author, the PR specialist must use other words or phrases to avoid unnecessary repetitions: stated, noted, believes, emphasized, stated, convinced, emphasized, reminded, promised, explained, concluded, suggested, etc. Their choice will be depend on the content of the quote. Quoted words should be enclosed in quotation marks. Functions of a quote in a press release:

- indication of the reliability of information;
- image-making of the author of the quote;
- giving the news a “human” character [Krivonosov, Filatova, Shishkina, 2010: 216].

The quotation may contain elements of subjective modality and means of expressing the personal beginning; it is possible the use of expressive means (epithets, metaphors, inversions, parcels, etc.). All of these tools make it easy perception of a quote, give it individuality [Diane Scherzler M.A.].

Some researchers believe that a press release may contain not one, but several quotes from different speakers commenting on the described event in different ways. Subsequently, from a series of quotations, the journalist will be able to select those them, which most of all correspond to the topic and nature of the material. Even the headline can be in the form of a quote. Press release, but in this case the author is quoted in the title words should be well known not only to journalists, but also wide audience.

The press release may also contain additional, background information about the company or its products, that is, it may contain a background element. But if the volume of the press release large enough, then this background information is better transfer to applications - fact sheet or more detailed backgrounder text that will be sent along with the press release.

In terms of composition, the text of a press release is built according to the inverted pyramid model, when the most important information is presented in the first paragraphs, and the less important in subsequent paragraphs. This is done so that the journalist could easily shorten the text by simply removing the last phrases. In addition, the presentation of the most important information at the beginning press

release increases the chances that the text will interest the journalist, be read to the end and, possibly, be used as the basis for writing an article or some other material.

The style of writing a press release is distinguished by dryness of presentation, logic, sequence of listing facts. It lacks means of expressing subjective modality and personal beginning, expressive means of language (with the exception of quotations) are not used.

Press release rules:

- The text of the press release is printed on a letterhead with corporate identity elements (logo, font, color, etc.).
- Be sure to indicate the date of distribution and contact information: phone, e-mail, company website, last name and first name of the contact person, recently links to the group are also given social media companies.
- The volume of the press release is one page of an A4 sheet, size 12–14, one and a half intervals. Sometimes a two-page press release is possible.
- Margins and paragraph indents must be respected in order to to make it easier for the journalist to edit the text.
- Font highlights and underlining are not recommended (only the title and lead are printed in bold). [L.V.Balaxonskaya, 2015:69]

In conclusion, press releases are a fairly well-known method of reaching journalists and grabbing an editor’s interest. One of their benefits is that one press release can simultaneously reach thousands of journalists. The fact that this idea is shared by tens of thousands of other scientists and press secretaries is a drawback. Editors get hundreds of press releases every day, and hundreds of them are immediately discarded.

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METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN PRESCHOOL EDUCATION



<https://doi.org/10.5281/zenodo.7353534>

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ABSTRACT

In this article, the author provides information about the methodology of teaching foreign languages in preschool education including English. Furthermore, we can observe different methods of teaching English language in foreign countries and their tactics to apply it in practice.

Keywords: *Preschool education, methodology, method, English language, "Game" method, "Doman" method, "Communicative" method.*

Preschool educational organizations today are increasingly striving to support the development of individual abilities of the child, to prepare him so that he can meet the modern requirements of a dynamically developing world. Despite the fact that the issue of teaching a foreign language to preschool children is still the subject of extensive discussions, this topic firmly occupies its niche in children's educational organizations, development centers, and in the programs of preparatory school courses. There is a new international approach to primary language education and foreign language proficiency is one of the most important competencies of a modern person [3].

In this regard, we would like to note that the role of English language as a foreign language is growing day by day. People immigrate to different countries to work or just live in. And they immigrate with their family. And they have an interest in teaching their child, of course, English language. Considering that factor, we want to share the methods of teaching English as a foreign language.

English is the language of science, computers, diplomacy, and tourism. English is the official language of 53 countries and is used as a lingua franca (a mutually known language) by people from all around the world. This means that whether you’re working in Tokyo, or travelling in Italy, studying English can help you have a conversation with people from all over the world.

If we focus at language learning; it is difficult for a child to learn the language at preschool age. Because they still don't know the purpose of learning the language. In order for the child to be interested, the teacher must have an interest and methods for teaching young children. For example, make cardboard plates with each letter of the alphabet, and write words to them, and there should be a picture in the background indicating the meaning of the word. This method is also called the "Doman" method.

In no case should you force a child to teach. If lessons become a duty, then they can quickly get bored, and subsequently it may be difficult for the baby to learn the language. The main task of parents and teachers is to arouse interest in the language, and the game helps well in this. Through the game, children learn about the world and are easily involved in the process, easily mastering important language skills. According to A.V. Konyshева, it makes the educational process more meaningful and of higher quality, since:

- the game draws each student individually and all together into active cognitive activity and, thus, is an effective means of managing the educational process;
- learning in the game is carried out through the students' own activities, which have the character of a special type of practice, during which up to 90% of the information is assimilated;
- the game is a free activity that gives the opportunity for choice, self-expression, self-determination and self-development for its participants;
- the game has a certain result and stimulates the student to achieve the goal (victory) and awareness of the way to achieve the goal;
- in the game, teams or individual students are initially equal (there are no bad and good students: there are only players); the result depends on the player himself, his level of preparedness, abilities, endurance, skills, character;
- the impersonal learning process in the game acquires personal significance;
- competitiveness — an integral part of the game — is attractive to students; the pleasure gained from the game creates a comfortable state in foreign language lessons and increases the desire to study the subject;
- there is always a mystery in the game, an incomplete answer, which activates the student's mental activity, pushes him to search for an answer [1].

In addition to determining the role of games in the educational process, it is important to know their varieties. S.V. Kulnevich and T.P. Lakotsenina offer the following classification of games:

Exercise games. They usually take 10-15 minutes and are aimed at improving the cognitive abilities of students, are a good means for the development of cognitive interests, comprehension and consolidation of educational material, its application in new situations. These are a variety of quizzes, crosswords, puzzles, chain words, charades and puzzles, explanations of proverbs and sayings, riddles.

Travel games. They can be conducted both directly in the classroom and during extracurricular activities. They serve mainly the purposes of deepening, comprehension and consolidation of educational material. The activation of students in travel games is expressed in oral stories, questions, answers, in their personal experiences and judgments.

A story (role-playing) game differs from exercise games and travel games in that the conditions of an imaginary situation are staged, and students play certain roles.

The competition game may include all the above-mentioned types of didactic games or their individual elements. To conduct this type of game, students are divided into groups, teams, between which there is a competition. An essential feature of the competition game is the presence of competitive struggle and cooperation in it [2].

One more method of studying English language can be noted. This is to show the child cartoons that they love to watch in their native language, in English. Every child has an interest in cartoons. We think this is a useful method. This method will also help the child to master emotions, facial expressions, the use of words and other factors of English language.

Another method is the communicative method. This method is almost used in all school and preschool education. Language in the communicative methodology is considered as a method and means of communication, therefore the best way to learn a language is the process of communication. The goal in learning any foreign language is always the ability to use language as a means of expressing one's thoughts and intentions and to exchange them in various situations in the process of interaction with other communication participants.

For the primary school or preschool level, there are the following goals in learning English language using a communicative method:

- to promote the familiarization of children with a new language world, when children do not yet experience psychological barriers in using a foreign language as a means of communication;

- to develop children's readiness to communicate in a foreign language and a positive attitude to its further study;
- develop basic communication skills in four types of speech activity (speaking, listening, reading, writing), taking into account the speech capabilities and needs of younger students;
- to acquaint younger schoolchildren with the world of foreign peers, with foreign songs, poetic and fairy-tale folklore, samples of children's fiction available to children in the foreign language being studied;

The most important principle of the communicative methodology is that the learning process should be interesting and exciting. Such topics and activities are selected for classes that cause a desire to communicate and learn more.

Pros and cons of teaching kids a foreign language;

Today's parents are increasingly trying to start the process of educating their children as early as possible: they bring kids to early development centers, sign up for additional classes or study at home, considering it useful for the further development of the child. At the same time, teaching a foreign language is among the three most popular directions.

Indeed, teachers believe that early learning of a foreign language carries many advantages:

- provides new sources of information about the surrounding world;
- promotes the development of communication skills;
- develops logical and spatial thinking;
- gives a broader concept of phonemic diversity;
- facilitates learning other subjects in the future;
- trains memory.

But do not forget about the pitfalls. It is very easy to overload a child at preschool age with information, which will affect not only the effectiveness of classes, but also further motivation. You also need to make sure that the baby does not replace the concepts of one language with another. And of course, it is important that the baby learns the correct pronunciation, and for this it will be an excellent solution to learn "firsthand" [5].

At the end of the article, it can be noted that English is a difficult and at the same time a very rich and interesting language. When teaching a language, the teacher must first of all love and respect this language. And must have knowledge of teaching methods and be able to use them.

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XORIJIY TILLARNI O‘RGANISHNING O‘ZIGA XOS USULLARI: INNOVATSION YONDASHUV VA METODLAR



<https://doi.org/10.5281/zenodo.7353548>

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ANNOTATSIYA

Til insoniyat hayotida, uning yashash tarzida nihoyatda muhim ahamiyat kasb etadi. Umuman insoniyatning hayotini tilsiz tasavvur etib bo'lmaydi. Dunyo hamjamiyatining muloqoti, hamkorligi faqat til orqali amalga oshiriladi. Ayniqsa bugungi kundagi chuqurlashib borayotgan globallashuv va integratsiyalashuv jarayonida, dunyo hamjamiyatining bir-biriga chambarchas bog'lanib ketgan sharoitda tilning ahamiyati har qachongidan ko'ra ham ortib bormoqda. Bugun har qanday sohada hozirgi zamon talablariga javob beradigan, malakali bir mutaxassis bo'lish uchun avvalo, xorijiy tillardan birini bilish oddiy talabga aylanib qoldi.

Kalit so'zlar: *Intellektual yoshlar, ta'lim standartlar, metod, muloqotga kirisha olish, jonli muloqot, tajriba, yutuq.*

UNIQUE METHODS OF LEARNING FOREIGN LANGUAGES: INNOVATIVE APPROACH AND METHODS

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ABSTRACT

Language is extremely important in human life, its way of life. In general, the life of mankind cannot be imagined without language. Communication and cooperation of the world community is carried out only through language. Especially in today's deepening globalization and integration process, the world community is closely connected, the importance of language is increasing more than ever. Today, in order to become a qualified specialist who meets the requirements of the present time in any field, it has become a simple requirement to know one of the foreign languages first.

Keywords: *Intellectual youth, educational standards, method, ability to communicate, lively communication, experience, achievement.*

Istiqlol yillarida xorijiy tillarni o'rganish, uni o'rgatish, chet mamlakatlarga borib o'qish va ishlash imkoniyati kengayib, natijada xorijiy yurtlarda o'sha xalqning ona tilida so'zlashish salohiyatiga ega yoshlarimiz soni yildan-yilga ortib bormoqda. Ayni paytda yoshlarimiz orasida chet ellik hamkorlarimiz bilan bemalol muloqotga kirisha oladigan intellektual yoshlar qatlamining vujudga kelganligi kishini g'ururlantiradi. Mustaqillikning dastlabki yillarida chet tillarini o'rganish va o'rgatish bilan bog'liq mavjud sharoitlarni bugungi kundagi imkoniyatlar misolida qiyosiy tahlil qiladigan bo'lsak, o'rtada ma'lum bir tafovut borligini ko'rish mumkin. Shu o'rinda mashhur olimlarimiz, fan va ta'limning fidoiylari akademik To'rabek Dolimov hamda professor Ozod Sharafiddinovlarning “Tafakkur” jurnalida nashr etilgan “Fan go'zallik hissi bilan tirik” nomli suhbatida bildirilgan quyidagi fikrlarini keltirib o'tish maqsadga muvofiq. Ushbu suhbatda O.Sharafiddinovning e'tirof etishicha: “...filologiya fakultetida juda ko'p narsani o'qitamiz, lekin tillarni mukammal o'rtagishning ilojini topolmaymiz. Talaba bu fakultetda besh yil o'qib, filologiyaning asosi bo'lgan bironta tilni mukammal bilib olmaydi. Holbuki, u forsiydan, arabiydan, inglizcha va tilshunoslikning asosi bo'lgan lotinchadan to'liq xabardor bo'lishi zarur.” T.Dolimovning bu bordagi fikrlariga e'tibor qarating: “Chindan ham, maktabda va oliy o'quv yurtida 15 yil til o'qitilganiga qaramay, talabalarimiz chet tilida gapirolmaydi. Bizda asli chet tilini o'qitish uslubi nihoyatda yaroqsiz. Hanuzgacha magnitofon, lingafon, audiovizual xonalardan foydalanish o'rniga tillarni ma'ruza yo'li bilan o'rtagishga harakat qilamiz. Muayyan tilda erkin gaplashishga emas, balki uning grammatikasini yaxshiroq o'zlashtirishga ko'proq urg'u beriladi.” [T.Dolimov, O.Sharafiddinov 1996]. Qayd etish kerak, chet tillarini o'rgatish tizimi bugungi kunda ancha takomillashgan. Chet tillarini o'qitish bo'yicha ta'lim standartlari, o'quv dasturlari va darsliklar zamon talablari darajasida muvofiqlashtirilib qayta ishlab chiqildi. bir qancha xorijiy tillarni o'rganish va o'rgatish bo'yicha kompleks chora-tadbirlar ishlab chiqilib, amaliyotga samarali joriy qilindi. Shu asnoda to'plangan ijobiy tajribadan kelib chiqib, chet tillarini o'rganish metodikasi vujudga keldi. Albatta har bir masalaga metodologik yondashuv kutilgan natijani beradi. Til o'rgatish bo'yicha mutaxassislar shuningdek, xorijiy tillarni mukammal o'rganishga astoydil qiziquvchilarga yaxshi ma'lumki, bugungi kunda dunyoning juda ko'p mamlakatlarida asosiy til vazifasini o'taydigan, Birlashgan

Millatlar Tashkilotining rasmiy tillaridan biri hisoblangan ingliz tilini o'rganishning “grammatika-tarjima” metodi keng qo'llanilib kelindi. Tabiiyki, ingliz tilini o'rganishning ushbu usulining ham bir qator afzalliklari bor. Lekin shu soha mutaxassislarining fikr-mulohazalariga qaraganda, o'rganuvchi ingliz tilini faqat grammatika-tarjima metodi orqali va hayot bilan bog'lanmagan matnlar asosida o'rgangani sabab jonli muloqot paytida qator xatoliklarga yo'l qo'yar ekan. Har bir sohada bo'lgani kabi chet tillarini o'rganish va o'rgatish borasidagi ijobiy tajriba va yutuqlar natijasida bundan ham afzalroq metodlar vujudga keldi. Gap ingliz tilini o'rganish yoki o'rgatish metodlari haqida ketganda, professor Muhammadabbos Irisqulovning quyidagi fikrlarini keltirib o'tish maqsadga muvofiq bo'ladi. “O'zbekiston davlat jahon tillari universitetida eksperimental guruhlar tashkil etilgan. Biz ingliz tilini o'rgatishda interaktiv, kommunikativ, integrallangan yondashuv yo'li bilan til o'rgatish metodlaridan foydalanyapmiz. Bu yondashuvlarning ijobiy xususiyati shundan iboratki, darslar boshqa tillar vositasisiz faqat bevosita ingliz tilida olib boriladi, darsning birinchi kunidayoq ingliz tili grammatika qonun-qoidalari talabalarga og'zaki nutq ko'nikmasini rivojlantirishga qaratilgan holda o'rgatiladi, ya'ni integrallashtirilib, til aspektlari qo'shib saboq beriladi. Zamonaviy yondashuvda alohida fonetika, alohida grammatika darsi yo'q. Bu yondashuvlar dunyo miqyosida til o'rgatishdagi asosiy usullar bo'lib qoldi, qayta-qayta tajribadan o'tdi” [Irisqulov M. 2009].

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WHAT IS INTERACTIVE TEACHING?



<https://doi.org/10.5281/zenodo.7353565>

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ABSTRACT

This article deals with the issue of the importance that the interactive classroom is one in which communication patterns involve students to teacher, teacher to students, and students to students. The interactive classroom is a stimulating place in which students have been motivated to learn, and are given the freedom to explore, discover and inquire. In the interactive classroom you will find teacher-centered as well as student-centered activities.

Keywords: *interaction, skills, teaching, research, interpret, process, concept*

A teaching method is formed in the teaching process through the interaction between the teacher and learner. Within the existing learning conditions, the learning process is considered as an interaction between the teacher and student, aiming to transfer common knowledge, skills, and values to the student. Basically, interactive teaching is just giving students something to do, getting back what they have done, and then assimilating it yourself, so that you can decide what would be best to do next.

But, almost all teachers do these things, so is there more to it? To answer this question, one has to step away from teaching and think about learning. Over the last twenty years, the field of cognitive science has taught us a lot about how people learn. A central principle that has been generally accepted is that everything we learn, we "construct" for ourselves [1]. That is, any outside agent is essentially powerless to have a direct effect on what we learn. If our brain does not do it itself, - that is, take in information, look for connections, interpret and make sense of it, - no outside force will have any effect. This does not mean that the effort has to be expressly voluntary and conscious on our parts. Our brains take-in information and operate continuously on many kinds of levels, only some of which are consciously directed. But, conscious or not, the important thing to understand is that it is our brains that are doing the learning, and that this process is only indirectly related to the teacher and the

teaching. For example, even the most lucid and brilliant exposition of a subject by a teacher in a lecture, may result in limited learning if the students' brains do not do the necessary work to process it. There are several possible causes why students' learning may fall short of expectations in such a situation. They may,

- not understand a crucial concept partway into the lecture and so what follows is unintelligible,
- be missing prior information or not have a good understanding of what went before, so the conceptual structures on which the lecture is based are absent,
- lack the interest, motivation, or desire to expend the mental effort to follow the presentation, understand the arguments, make sense of the positions, and validate the inferences.

However, whatever the cause, without interacting with the students (in the simplest case by asking questions), a teacher has no way to know if his/her efforts to explain the topic were successful. This brings me to the first of (what I believe are) three distinct reasons for interactive teaching. It is an attempt to see what actually exists in the brains of your students. This is the "summative" aspect [Dumitru, Ion Al, 2000]. It is the easiest aspect to understand and it is well described in the literature. But, it is far from being the only perspective! The second reason is "formative", where the teacher aims through the assigned task to direct students' mental processing along an appropriate path in "concept-space". The intent is that, as students think through the issues necessary in traversing the path, the resulting mental construction that is developed in the student's head will possess those properties that the teacher is trying to teach. As Socrates discovered, a good question can accomplish this result better than, just telling the answer.

The third may be termed "motivational". Learning is hard work, and an injection of motivation at the right moment can make all the difference Yakovleva, [Yakovlev E, 2014]. One motivating factor provided by the interactive teacher is the requirement of a response to a live classroom task. This serves to jolt the student into action, to get his brain off the couch, so to speak. Additional more subtle and pleasant events follow immediately capitalizing on the momentum created by this initial burst. One of these is a result of our human social tendencies. When teachers ask students to work together in small groups to solve a problem, a discussion ensues that not only serves in itself to build more robust knowledge structures, but also to motivate. The anticipation of immediate feedback in the form of reaction from their peers, or from the teacher is a very strong motivator. If it is not embarrassing or threatening,

students want to know desperately whether their understanding is progressing or just drifting aimlessly in concept space.

Yet another importance of interactive teaching is that it helps students discover their resources and they are also able to control their learning process to an extent. They can decide which way they want to develop and present their projects and this helps them build strong research skills, which again will prove to be very beneficial.

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INTERACTIVE TEACHING METHODS IN CONTEMPORARY HIGHER EDUCATION



<https://doi.org/10.5281/zenodo.7353558>

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ABSTRACT

This article deals with the issue of the main strategy of modern education that should focus on the student's independent activity, the organization of self-learning environments and experimental and practical training, where students have a choice of actions and can use initiative—as well as flexible training programs where students can work in a comfortable rhythm.

Keywords: *flexibility, knowledge, motivation, interactive method, competence, ability.*

Today, we should talk about the use of interactive methods of training, which encourage interest in the profession; promote the efficient acquisition of training material; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression; and most importantly, contribute to the complex competences of future specialists. The training, case study, behavioural modelling, peer feedback, play project, metaphor game, storytelling, basket and action learning methods—and their potential in professional training—are briefly described.

Competence-based approach in the system of higher is intended to increase attention to the effective and technological formation of professional competences. Professional competence we understand as a personal education that determines the productivity of professional tasks and includes knowledge, skills and professionally significant personal qualities, experiences and value orientations. In this case, competence differs from such traditional concepts as “knowledge”, “ability”, “skills” and “experience” by its integrative nature, determined by personal traits, such as practice-oriented focus, the ability to work in a wide variety of contexts, self-regulation and self-esteem.

Such a definition of professional competence requires significant changes in the pedagogical support of the university curriculum, filling it with teaching methods which could provide the training of future specialists with the required comprehensive result. The traditional methods of the university educational process (lecture, explanation, exercise, etc.) are certainly important for professional development. However, their limitations are felt even more acutely at present when a complex phenomenon such as competence is formed. Therefore, we believe that modern education should focus on the student's independent activity, the organization of self-learning environments and experimental and practical training, where students have a choice of actions and can use initiative—as well as flexible training programs where students can work in a comfortable rhythm.

Training is a teaching method that aims at developing skills and knowledge in any field by performing sequential tasks, activities or games. This method allows the teacher to give the participants missing information and allows students to form skills of professional and appropriate behaviour in the performance of professional tasks. The advantage of training is that it ensures the active involvement of all students in the process of training.

Discover – This step is a necessary procedure for the first class of any training. It activates the group for engaging in interaction and developing communication skills. It should be done even if the students know each other already. Through games such as “interview”, “Know Me” and “exchange of business cards”, participants can see a new side of and feel concern for each other.

Expectations of the participants - Participants' expectations are clarified—for example, “in a circle”—with the help of the training issues that they meet at the time. Addressing the needs of the student not only directs their interest but is also an important benchmark for the activities of the teacher.

Determination of the order of the training - When all of the participants talk or write about their expectations, the teacher always tells them the training procedure, regardless of how long it lasts.

Adoption of the rules of the group (the “agreement”) - For the participants to feel responsible for their training from the very beginning it is recommended that they accept the rules of the training or make an “agreement”. The articles of the agreement are usually recorded: e.g., we do not come late, speak out of turn, listen to off-topic conversation, etc. Each article is discussed, approved by majority vote and displayed in an accessible place. It will help create an appropriate working

atmosphere, mutual respect and trust. It also needs to improve the learning of the material. Every student is responsible for the execution of the “agreement”.

Assessment of group information level is one of the tasks for the teacher. A questionnaire or checklist with the questions on the training theme are usually used for this purpose. Polling results show the level of students' readiness and help the teacher correct the content and balance of the topics, adapt the training and make the exercises easy to understand. A questionnaire repeated after the training is over is very effective. Comparing the results, the teacher will be able to assess how students increased their readiness, which is an important measure of training efficiency.

Actualization of the problem. To develop the motivation for modifying professional behaviour and activity, the participants should be encouraged to discuss the training theme to arouse interest and make this issue relevant to everyone. The teacher can do a role play in the end.

Education. Direct interaction between teacher and students is to implement the key goal of the training at this stage. This stage of training involves two steps. The first one is information: it can start with answering the items from the questionnaires which caused the most embarrassment. In addition, the main course material is presented at this stage by using such methods as lectures, talks, role playing, discussions and small group work. The second stage is practice-oriented: it is designed to help the participants acquire practical experience. Role playing, dramatization, discussion, “brainstorming” and other interactive forms of work can be used for this purpose.

Summing up. Typically, this procedure is designed to ensure that the participants share their impressions and feelings and express their wishes. Summing up can involve filling the “sheet of revelation,” letters, questionnaires or surveys. An important component of training is the documentation of the student's progress, e.g., via photography. While summing up, these photos can be viewed to remind how the work was proceeding.

Thus, training efficiently forms students' professional competence through establishing a confident and comfortable environment and the possibility of practically drilling the steps that are essential for future professional activities in general.

Case study method. The case study method is training by solving specific cases. The essence of this method is a collective analysis of a situation, finding a solution and a public defence of said solution. In the process of reviewing the cases,

students gain the skills of teamwork, independent modelling of the solution, independent reasoning and defending their opinion. The method was first applied at Harvard Law School University in 1870.

This method involves ambiguity in the solution of the presented problem, which creates a challenge for discussing the reasoning of proposed solutions and choosing the most appropriate one. Therefore, the result is not only knowledge but also professional skills and a well-formed personality and set of values.

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NON-TRADITIONAL FORMS OF EDUCATION IN THE CURRENT PERIOD, WHICH REFLECT THE REQUIREMENTS OF PROSPECTS



<https://doi.org/10.5281/zenodo.7353571>

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ABSTRACT

The article analyzes the importance and areas of application of Education Management through modern innovative technologies in our country. In higher education, the use of modern educational technologies, that is, interactive techniques, is widely covered. It was mentioned that interactive techniques teach the reader to more firmly master the knowledge of the requirements, increase the culture of Speech, correctly formulate questions, express his opinion

Keywords: *technology, innovation, skills, technique, creative, volitional, process, information, thought, boomerang, labyrinth, Skorabey, group, competition.*

In the current educational system, a new concept of knowledge acquisition - unconventional education-necessitates the laying of methods of technology. Considering the educational process as a system, its constituent elements include: educational purpose, expected results, teacher, student, educational content, method (method) of Education, the form of education, means of Education, control and assessment. When designing the educational process, the system does not work if one of these elements is left out or not selected correctly, which means that the goal cannot be achieved.

Unlike traditional methods in the organization of educational processes, the assimilation and application of new pedagogical technologies in the educational process is a requirement of the time. In the national program, special attention is paid to this issue. The process of Higher Education requires an innovative approach, the creation of scientific developments and modern technologies from each member of our society, along with the widespread use of innovative technologies, their high degree of strengthening, and the implementation of appropriate measures. In the words of our esteemed leader, “the creation of an innovative mechanism in the worldview of our people is our most important task.

As long as there is no innovation, there will be no competition or development in any area. If we do not widely promote changes in this area to our people, and do not develop skills in people, we will not be able to keep up with the intensity of today's era, and the unparalleled achievements of Science and technology. "Modern innovative technology in the management of higher education is one of the most widely used technologies today. And this is due to the law of the Republic of Uzbekistan “on education” and the “national program of training”⁴⁵, the development of Higher Education combines their goals and objectives with tobra.

Modern innovative technologies in the management of higher education should implement a unified state policy in the field of education and education of the perfect generation, timely and creative solutions to the issues posed, and ensure that the work efficiency of all educational institutions is increased in accordance with the requirements of the present time. This is a complex process, which, in addition to being the task of all state and public organizations, naturally, requires, first of all, a radical, repeated consideration of the content of the activities of institutions of the continuing education system. All this is of particular importance in the development and development of Higher Education. For this, the management and development of education can be organized in accordance with the established procedure at the expense of voluntary contributions of legal entities and individuals, including foreign legal entities and individuals.

The Ministry of higher and secondary special education manages and directs all universities, vocational-technical schools, and educational institutions. Develops and approves curricula and programs for higher education and vocational education. The management of work related to higher education is planned in advance from the bottom to the top, harmonizing with the work process in all areas of education and determining the content of work of all educational institutions. Various innovative methods are widely used in the management process. The correct introduction of innovative technology in the educational process leads to the fact that the teacher acts in this process as the main organizer or consultant. And this is due to the fact that classes in which students are more independent, creative and volitional qualities are formed require their independent thinking, making it possible to express their attitude to the life achievements and problems of young people.

⁴⁵ Mirziyoyev Sh.M. “Harakatlar strategiyasi” 2017-2021 yillarga mo`ljallangan besh ustuvor yo`nalishi. – T.: Gofur G`ulom. 2017 yil. g.s. 136

Unconventional learning technology is interpreted differently from the point of view of most scientists. In Particular, T.N.Ballo’s non-traditional education describes technology as “a specific system project to be put into practice”, and focuses on the preliminary design of the educational pedagogical process. V.I. Davudova notes that non-traditional education technology should be “an independent science aimed at solving such issues as the manufacturer of methods that advance certain principles between science and practice, their consistent application.”⁴⁶

For example, in the educational manual “applied foundations of pedagogical technologies” Q. Tolipov gave the following definition of interactive methods and their description: “one of the important requirements for the Organization of modern training is to achieve high results in a short time, without excessive mental and physical effort. Between a short time, the delivery of certain theoretical knowledge to students, the formation of skills and abilities in certain activities in them, as well as the control of students’ activities, the assessment of the level of knowledge, skills, and abilities acquired by them requires a high pedagogical skill from the teacher and a new approach to the educational process.”

One of our authors R. Ishmuhamedov argues that “the types of interaction of interactive methods that ensure the effective and consequential functioning of the pedagogical process should be organized into groups: teacher-student; student-student; teacher-student; student - Student; Teacher - Student; Non-Traditional education, in my opinion, is a social order arising from the need for technology, a pedagogical process consisting of designing a learning process based on the innovative processes taking place at the present time, to solve the problems before the educational system, new information is needed, capable of assessing this information by themselves, making the necessary decision independent and free-thinking individuals. In this regard, the role and importance of Higher Education in the management jar of innovative technologies are immeasurable⁴⁷. Innovation (English-innovation) means innovation, innovation. Innovative technologies are innovations, changes in the pedagogical process and the creative activity between the teacher and the student, in the implementation of which mainly interactive methods are used, since the role of Management in education is played by the teacher.

Interactive methods include “Seminar competition” technology “dating” technology, “Zinama-zina” technology, “brainstorming” technology, “Charkhpalak”

⁴⁶ Karimov I.A. Yuksak manaviyat – yengilmas kuch. – T.: Ma`naviyat 2008 yil.

⁴⁷ Ishmuhammedov R.J. Innovatsion texnologiyalar yordamida ta`lim samaradorligini oshirish yo`llari. Toshkent.: 2005

technology, “cluster” technology, “Boomerang” technology, “3x4” technology, “resume” technology, “problem” technology, “Labyrinth” technology, “Blitz survey” technology, “FSMU” technology, “Skorabey” technology, “Yelpich” Technology, “Communication” Technology, “Matchmaking” technology, “Shorari” technology and others enter. For example, the organization of classes in technology” Seminar competition ” has been widely used in education for many years. This method increases the interest and activity of students. To prepare for this method, students are warned in advance and the topic is published. The student group is divided into 2 subgroups. Each of them must prepare questions on the topic. At the beginning of Seminar, students are introduced to the conditions of the competition. In this case, certain points are set not only for the answers, but also for the correctness and accuracy of the questions, and for additional corrections⁴⁸.

And for all group students to actively participate, minus (-) points can also be indicated, for example, the method of subtracting points for incorrect answers and questions from +3 to -3 can be used. Points scored on the board can be recorded during the competition. At the end of the Seminar, the participants of the winning group can be encouraged with additional points. The educator, as a supervisor of the educational process, must be very vigilant and hear meticulous answers, and give an assessment to each student⁴⁹. This method teaches knowledge to be acquired more firmly, to increase the culture of speech, to correctly structure questions, to express one's opinion.

In the current educational system, a new concept of knowledge acquisition - unconventional education-necessitates the laying of methods of technology. Considering the educational process as a system, its constituent elements include: educational purpose, expected results, teacher, student, educational content, method (method) of Education, the form of education, means of Education, control and assessment. When designing the educational process, the system does not work if one of these elements is left out or not selected correctly, which means that the goal cannot be achieved.

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A REVIEW OF INFORMATION SECURITY: ISSUES AND TECHNIQUES



<https://doi.org/10.5281/zenodo.7353577>

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ABSTRACT

Currently, companies are more into using distributed systems and relying on network and communication facilities for transmitting critical and important information that needs to be secured. Therefore, protecting companies information becomes more important, and information security is essential to maintain. Information security is defined as protecting the information, the system, and the hardware that use, store and transmit the information, to ensure integrity, confidentiality and availability of data and operation procedures are protected. In this paper, we illustrate the factors that impact information security in different fields; cyber security, Internet of Things and network security from various studies and outline the security requirements to reduce this impact.

Keywords: *Information Security, Cyber Security, Network Security, Internet of Things, Attacks*

Nowadays, most of the companies are interested in technology system in order to achieve a quicker procedure than the old-fashioned way, and for this system to be more effective, it must be saved from threats and information security must be maintained. The main objectives of information security that must be implemented to ensure the protection of data in any corporation are: (i) confidentiality, (ii) integrity and (iii) availability. The companies structure should be protected from active and passive attacks, such as (illegal access, unauthorized improvement of data and interruption) [1]. Information security and cyber security are both global and exciting subject for many researchers. The international standard, ISO/IEC 27002 (2005), defines Information Security as: “The preservations of the confidentiality, integrity and availability of information, for any form (hard copy or soft copy, electronic store, transmitted by email, or any other format)”. While, the International Telecommunications Union (ITU) defines cyber security as follows: “Cybersecurity

is the collection of tools, policies, security concepts, security safeguards, guidelines, risk management approaches, actions, training, best practices, assurance and technologies that can be used to protect the cyber environment and organization and user's assets". Both cyber security and information technology security requires continuous assessment and newness because they are vastly developed fields. Reputation and compromise intellectual property of organization will be affected by cyber attacks. Cyber attackers face problems in system security that uses multi-layer firewalls, so they depend on social engineering.

Due to the rapid increase of using technologies, that provide some comfort to the user, such as saving time and effort. The Internet of Things (IoT) is considered the best technology, with its applications that facilitate our work and live by providing features (i.e. connectivity, active engagement) that help us to achieve improvement, increase evolution and knowledge exchange. IoT is defined as a group of people and devices interconnected with each other. In addition, it allows devices to communicate with each other without involvement of human, it includes interconnected sensors of real world, devices of electronics and systems to the Internet. The main support of the IoT is the Internet. So that, any security threats that target the Internet can affect the IoT.

According to the importance of network and technology for any application, the security of network should be taken very important. The design of network depends on Open System Interface (OSI) model that gives many benefits when designing network security. (e.g. flexibility, standardization of protocols, and easy to use). Network is unprotected to attacks while transferring data into-communication channels. The security requirements of network are confidentiality and integrity. In addition, it is better to confirm that the complete network is secure when considering with network security [5]. In this paper, we will illustrate the factors effect on the multiple domains (Information System IS, cyber space, IoT and Network security) from various studies, to show how these factors effect and what are security requirements that can be used to reduce this effect. The reminder of this paper is organized as follows. Section II illustrates studies of various topics IS, Cyber space, IoT, and Network. In Section III, we discuss about different attacks that effect on security of multiple fields and the security requirements to prevent the attacks. Section IV is devoted to represent some relevant comments and concluding remarks. Information security is considered as an exciting field for researches and many studies were conducted on it. This section will highlight different studies about

information system and attacks on many fields of security such as: cyber security, Internet of Things and network security.

A. Information Security

Researchers in concerns to define both topics (Information Security, Information and Communication Technology ICT security). Firstly, for information security they defined it by referring to ISO/IEC 27002 and Whitman and Mattord (2009) definitions, then they examined these definitions to show some concepts that relate to information security, which include: Information security is about process not procedure or technology, also they define information security prosperities or characteristics as in confidentiality, integrity and availability (CIA) triangle. Secondly, for information and communication technology security, by exploring some definitions from both ISO/IEC 13335-1 and Dhillon (2007), they define ICT security as the protect of information resource that allocated in information technology system. Finally, they detect that for information to be protected, the communication and technology can be considered a unsafe factor that can be a target to threats.

B. Cyber Security

For cyber security threats, authors in [2] investigate some structures to show how the threats can affect cyber space. Different structures they studied are: (cyber bullying, home automation, digital media and cyber terrorism). Cyberbullying, is considered as a wide cyber security problem that can cause a direct damage to a person who is the goal of this bullying. Home automation application allows home owners to manage different systems like (home security, hot water geysers and televisions, etc.) with web-based management system, that in role can increase risks by unauthorized access to these systems and cause some damages. For digital media, they discuss the impact of illegal sharing of digital media, and how it can be a direct affect to the legal owner by caucusing some financial problems. Critical infrastructures of country can be considered as the goal of cyber terrorist via cyber space, which can cause direct attack (e.g. attack on the national electricity grid) or indirect attack (e.g. denial of service attack). Figure 1 below shows the relationship between Information Security, ICT Security and Cyber Security. Authors in explain many recent attacks to the power system. The researchers explain cyber attacks of Cyber Physical Power System (CPPS) as the attacks that effect system power or resources for the purpose of damage. Also, they classify the cyber attack into target based attack and network-based attack. Several attacks for network-based classification (Wide Area Network, Neighborhood Area Network and Home Area

Network) and an example of the targets of these attacks (Power Generation Assembly, Power Substation and Home Appliances) respectively. Moreover, according to the target-based attack, the first target could be on confidentiality, which can cause illegal use of data. The second could be on integrity, which causes illegal modification of data. The last target could be on availability, which causes data unavailability. Furthermore, the researchers illustrate different methods to conduct target-based attacks, for example (Brute force password, Man in the Middle and Denial of Service). In addition, the paper investigates three different structure of cyber attack that effect on CPPS from power generation, transmission, distribution and consumption. In authors categorize cyber threats into three various categories, which are (cyber terror, cyber crime and cyber war). In addition, they focus on studying cyber space of India, they also mentioned the major types of cyber attacks, which are: (*cyber crime, Hacktivism, cyber espionage and cyber warfare*). Also, they show the total percentage of attacks during 2013-2014 is 243 from various attacks. Finally, they showed how India tries to prevent and stop cyber attacks and crime by introducing cyber policies. In 2013, Indian government imports National Cyber Security Policy to provide protection from cyber attacks of both private and public infrastructures.

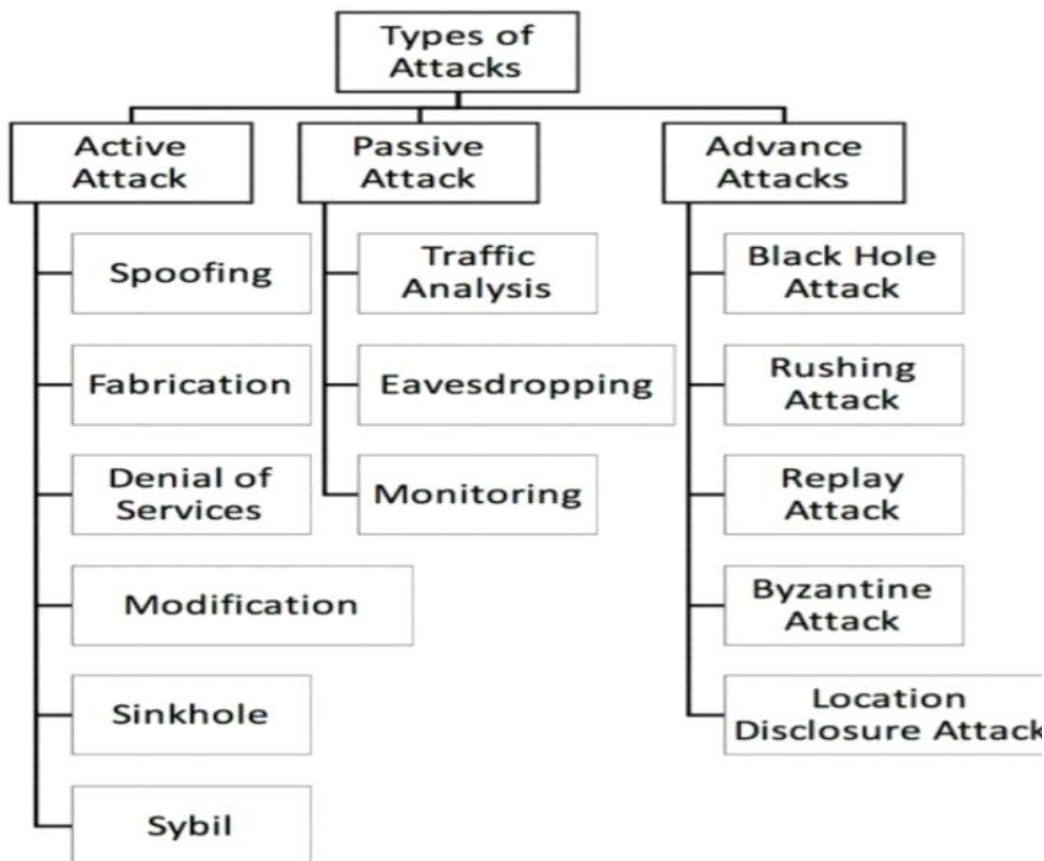
The network structure of the IoT is divided into three layers: the bottom layer is the sensing equipment for information acquisition; the middle layer is the network for data transmission, while the top layer is designed for applications and middleware, as shown in Figure 2. The overall security requirement of the IoT is in fact an integration of security in physical meaning, information acquisition, information transmission, and information processing, and the ultimate aim of protection is to guarantee the confidentiality, integrity, authenticity, and instantaneity of data and information. For IoT attacks, authors in [4] discuss various IoT attacks that work on three layers of IoT system architecture, which are (perception layer, network layer, and application layer). They studied different attacks (*Physical Attacks, Network Attacks, Software Attacks, Encryption Attacks*) in different layers. Based on the vulnerabilities of layers they classify the attacks in four categories, as shown in Figure 3. From each category, they considered one attack as the most dangerous. From physical attack, malicious node injection attack has been the most terrible attack, since it does not only stop the services, but also modify the data. From network attack, sinkhole attack is the riskiest attack. It is an insider attack where an intruder compromises a node inside the network and launches an attack. Then, the

compromised node tries to attract all the traffic from neighbor nodes based on the routing metric that used in routing protocol. From software attack, worm attack is considered as most dangerous attack. Worms are probably the most destructive and dangerous form of malware on the Internet. It is the self-replicating program, which harms the computer by using security holes in networking software and hardware. It can delete the files from the system, steals information (like passwords), and they can also change the passwords without the owner noticing, it also causes the computer lockouts. From encryption attack, side channel attack is the most difficult to handle. It is hard to detect it because an attacker uses the side channel information to perform the attack. For network security attacks, authors in categorized some basic class of network attacks in three categories that are illustrated in Figure 4, In addition, they suggest to perform some procedures to avoid security gaps, including regularly updating the operating system, having an updated antivirus program, and limiting the access to any network user.

Figure 4.

Types of network

Types of network attacks



In order to investigate attacks on different systems, authors in [9] made a security analysis of the network communication between the components of SCADA systems namely, Programmable Logic Controllers (PLCs) and the engineering stations, they showed that this communication can be compromised by successfully conducting three network security attacks, replay attack, Man-In-The-Middle attack (MITM), and Stealth command modification attack, these attacks allow to interfere with the PLC-Process Control System 7 (PLC-PCS7) communication and send commands to the PLC that control and reprogram it, this leads to serious SCADA system insecurity. For exploring a specific attack in the authors who are a group of computer scientists, showed a vulnerability in the popular internet protocol Diffie-Hellman by presenting a new attack (Logjam attack) that enables a man-in-the-middle attacker to downgrade vulnerable Transport Layer Security (TLS) connections from 1024-bit to 512-bit export-grade cryptography, which allows the attacker to successfully intercepts communication between two systems. Nowadays, a huge number of servers use weak Diffie-Hellman parameters, applies to 8.4% of Alexa Top Million Hypertext Transfer Protocol Secure (HTTPS) sites and 3.4% of all HTTPS servers that have browser-trusted certificates. Therefore, authors recommend switching to Elliptic Curve Diffie-Hellman (ECDH) key exchange, which with appropriate parameters can avoid all known feasible cryptanalytic attacks.

Protecting hardware resources include protecting:(1) End user objects including user interface hardware components (mouse, keyboard, touchscreen, etc.). Network objects (switches, firewalls, routers, gateways, hubs, etc.). (3) Network communication channels to prevent observers from intercepting network communications. Protecting software resources includes protecting hardware-based software, operating systems, browsers, server protocols, etc. Prevention of unauthorized access to the resources is accomplished through several services (access control, authentication, confidentiality, integrity, and nonrepudiation). Several security protocols and standards are used for security and privacy in electronic communication, among these are Secure Socket Layer (SSL) and Transport Layer Security (TLS) protocols, secure Internet Protocol (IPsec), Secure Hypertext Transfer Protocol (SHTTP), secure e-mail (Pretty Good Privacy (PGP) and Secure/Multipurpose Internet Mail Extensions (S/MIME)), Secure Shell (SSH), and others as summarized in Table II. Paper explored a review of information security, cyber security, network security, and IoT security. Moreover, we demonstrated the main factors that impact on them from various studies. Also, we defined the security

requirements to prevent the attacks on multiple fields. The security is not necessarily confined to the protection of cyberspace, IS, Network or IoT, but it also includes the protection of those who function and any of their assets. This study can be extended by developing some tools that would increase the security related to one of the four fields (information system, cyber space, IoT and network). In addition, Machine Learning Algorithms can be used to find best security solutions or to define the impact of some attacks.

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SELF-STUDY DIFFERENCES OF FOREIGN LANGUAGES BETWEEN LOCAL AND INTERNATIONAL STUDENTS



<https://doi.org/10.5281/zenodo.7353593>

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ABSTRACT

The article will study the quality of knowledge of foreign languages of local and foreign students, what scientific research was conducted and came to conclusions on how to increase the effectiveness of independent learning. Theses and recommendations in the field of self-education in Uzbekistan will also be considered.

Keywords: *foreign languages, self-study, high education, skills, understanding, essence, technique, improvement, practice, method, interactive, Independent work of students, autonomous learning, creative tasks, authentic texts, terminological vocabulary, intercultural.*

The changes taking place in the life of society, caused by the process of globalization, could not but affect education. Currently, higher education is undergoing a process of reform and the emergence of new pedagogical paradigms, shifting emphasis from educational activities to self-educational ones. The acquisition of knowledge, skills and professional qualities is facilitated by independent work, which is a transitional step between teaching and self-education. Even in the transitional period of higher education in Uzbekistan, today foreign experience is being studied with great attention to self-study. Since 2019, educational reforms have been carried out at the Tashkent State University of Law, the ground has been created for self-study of students. Nevertheless, the introduction of independent learning and its effective use in the institutions of teaching and learning foreign languages, which is difficult to imagine without the intervention of a teacher, requires a lot of experience. The challenges of the 21st century dictate that a higher education graduate must be prepared for independent professional and educational activities, respond to newly emerging professional challenges, be able to find the rational in a large flow of information, work with related industries, etc [1]. In addition, a modern professional should be able to work in temporary project teams, to professionally discuss and solve complex problems and tasks. In the new educational paradigm, the

student must turn from a passive consumer of knowledge into an active subject. In this perspective, independent work of students becomes not just an important form of the educational process, it turns into its basis.

On May 6 this year, under the chairmanship of President Shavkat Mirziyoyev, a videoconference was held on measures to improve the system of teaching foreign languages. In our country, several areas of science are selected and developed with special attention every year. This year, physics and foreign languages have been identified as such priority areas. The policy of openness of Uzbekistan, its active entry into the world market, the expansion of international cooperation in all areas increase the need for knowledge of foreign languages. Today, education is conducted in foreign languages in 25 higher educational institutions of our country. In 2016 there were only 7 of them. The number of graduates who have received an international language certificate has increased 10 times over the past 3 years [2].

Uzbekistan is ranked 88 out of 112 in the EF English Proficiency Index (EF EPI) 2021 global English proficiency ranking. The rating is based on the results of testing 2 million adults in countries and regions of the world for which English is not their first language [3].

The main goals of self-study of students in Uzbekistan are:

- the acquisition of new methods of obtaining knowledge, the ability to independently analyze processes;
- consolidation, deepening, expansion and systematization of knowledge gained in the classroom;
- training in working with legal acts, information and special literature;
- independent study of educational materials;
- development of activity, acquisition of knowledge, creative initiative, responsibility and order;
- formation of the ability to apply the acquired knowledge in practice;
- independent thinking, self-development, formation of the implementation of one's own plan;
- develop the ability to research.

The main task of independent learning of students is to develop the acquisition of knowledge by the method of independent search for information, the formation of an active interest in a creative approach to the educational process. Students must independently form their own independent opinion and conclusions based on a deep

analysis of the problems posed in the preparation of the term paper, course project, final qualifying work and master's theses! [4]

The concept of 40% theory and 60% practice was developed in higher education. According to him, students mostly use the professor as a mentor and do their own research. However, it should be noted the lack of information in the Uzbek language in order to better learn a foreign language and show high-level results. The conditions for access and use of some sources of information are created only for undergraduates and doctoral students. In addition, despite the fact that students are given the opportunity to independently study, they still do not have the freedom to choose a scientific direction and topic.

According to the information provided by the department of assessment of knowledge and proficiency in foreign languages of the State Testing Center, 11,250 out of 1,066,926 applicants enrolled in undergraduate programs of higher educational institutions at the beginning of the 2019/20 academic year have a foreign language diploma. The main part of these certificates is the national CEFR certificate issued on the basis of the IELTS and DTM exams. In addition to English, the DTM has a national certification system based on an exam in 13 other languages. Compared to the previous year (2018), in the 2019/20 academic year, for areas of study in which a foreign language is the first subject, a foreign language proficiency certificate issued by the DTM (national certificate) or IELTS (5.5), TOEFL IBT (72 points) language proficiency level V2 and higher according to international testing systems is required. For areas of education where a foreign language is not the main subject, 4.5 points are requested in the IELTS exam, 42 points in TOEFL IBT, V1 and above in the SEFR exam. [5] Furthermore, this year, IELTS level B2 language certificate is required for admission to the master's program, along with other official documents. In our opinion, this also serves as a motivation for local students to study a foreign language on their own.

Foreign universities in the United States and Europe believe that the necessary requirement for the successful organization and implementation of the SIW in a foreign language is the control of independent tasks performed by students, assessment of the progress and content of independent work, its results, as well as the formation of students' skills of self-control and self-esteem, Z.T. Voroshnina. For this purpose, educational and methodological materials developed and adapted to the needs of students are used, consisting of methodological recommendations for planning and organizing independent work, exemplary samples of completed tests,

business correspondence templates, reference dictionaries, a set of special original texts and assignments for them, links to useful websites and relevant literature. [6]

One of the factors for optimizing the SIW in order to improve the quality of language education is the computerization of the process of learning a foreign language, which provides everyone with access to educational sites, electronic dictionaries and textbooks, educational methodological complexes, and a variety of interactive programs. With the help of Internet resources, students can submit completed lexical and grammatical exercises for verification in real time, get advice from a teacher on the effective assimilation of educational material, conduct an interactive exchange of views with their comrades on the joint performance of creative tasks in projects, complete a test, translate in writing a piece of special text or write a business document. Such tasks allow foreign students to show their creativity and originality of thinking, to form a constant need to improve their language and special knowledge. On the other hand, an individual approach to each student is carried out, their level of preparation, personal interests and inclinations are taken into account.

In particular, you can see the ranking of how well European students know English:

№	Country	EF Index
1	Netherlands	652
2	Denmark	632
3	Finland	631
4	Sweden	625
5	Norway	624[7]

In European conditions, the role of a foreign language teacher is changing and even becoming more complicated, who must be well versed in modern telecommunication technologies, monitor the emergence of new Internet resources in order to be able to act as an organizer, moderator, partner and adviser to students in matters of independent study of a foreign language. It is the teacher, according to A.V.Vayakhin and M.V.Kravchenko, is a coordinator who interacts with classroom

and independent work of students, a consultant who provides differentiated and individual assistance in language education, a mentor and a source of fresh ideas in the implementation of student projects of a creative nature.

In the era of globalization, in order to implement the concept of intercultural language education (N.V. Baryshnikov, N.D. Galskova, I.A. Orekhova, E.I. Passov, V.V. Safonova, P.V. Sysoev and others) when teaching a foreign language to future specialists in the field of international economic relations, it is also necessary to emphasize the special role of the organization SIW, highlight its features in the context of the formation of socio-cultural competence [8].

Conclusion:

It is necessary that the student knows the teaching aids and knows how to use them: he orients himself in the textbook, knows what, where and how is located in the textbook, knows how to use magnetic recording, a dictionary, a grammar guide, and understands the purpose for which certain exercises, tasks are performed. [9]

Independent work solves a very important task - a more perfect, linguistically competent functioning of the language, conscious assimilation of the rules for the formation and normative use of the language. And this generally improves communicative communication in one form or another of communicative activity. Solving the problem of independent work can provide effective conditions for improving the quality of teaching a foreign language, give the theoretical content an applied character, and also constitute an important prerequisite for further self-education.

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ANALYSIS AND DEGREE OF COMPLEXITY OF TEACHING ARCHITECTURAL TERMS



<https://doi.org/10.5281/zenodo.7353597>

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ABSTRACT

This article describes most used architectural words with specialized texts. The intention of this research is to inspire a discussion about the changes in architecture terminology with the revolution in communication and representation forms as a result of digitalisation. Research on technical vocabulary has shown a significant underestimation of the role played by technical vocabulary in specialized texts and lack of information about how technical vocabulary relates to other types of vocabulary. Also in this article has shown a study of the technical vocabulary in an architecture text and the technical vocabulary in an applied linguistics texts

Keywords: *technical, vocabulary, specialized, terminology, terms ,civil engineering, architecture, field.*

Over the course of centuries, architects and builders have developed specialized terms to describe their buildings. Also we should pay more attention groups of terms which deals to historical Uzbek monuments.

The intention of this research is to inspire a discussion about the changes in architecture terminology with the revolution in communication and representation forms as a result of digitalisation.

The blurred boundary between the virtual and the analogue worlds, the misunderstandings and the confusion that appear with the interaction of these two worlds nowadays form the major problems facing architectural design, education and research. The researchers in this field are focused on the interface, the meeting and the transformation point between the digital and analogue worlds in order to prevent those problems and confusions. One of the main reasons of this ambiguity is the architectural terminology that changes according to the changing status of architectural representation i.e. new forms of representation; new forms of communication i.e. the new role of the architect and the researcher. As architecture

terminology is essential to improve today's challenging, multidisciplinary communication in order to clarify the problems of ambiguity and unawareness (as a result of shift of specific architectural vocabulary) it is necessary to analyse the changes in the architectural terminology which will form the discussion point of the following paper.

There are specific difficulties in learning foreign languages, as is every other field. Due to in every specialty has its own history, its present and future. Without knowing the history of the subject or science that is being studied, it is difficult to understand the current day or to develop ideas for its further development. Likewise, the student who is studying this field must know the same terminologies or specific words according to this subject as foreign languages. Today's development in the highly developed century is not limited that every one of us perfectly well in his sphere, but also should speak in several foreign languages exactly.

To ensure the successful development and enhancement of the state in all spheres, existing and every growing cadre must meet the world standards and be competitive. For this reason the reforms in our country pays great attention to the training of qualified personnel. The Republic of Uzbekistan adopted the National Training Program on August 29, 1997 in the years of independence. The program envisages radical reforming of education system in Uzbekistan, improving the quality of education and improving the system of continuous education.

Provider has been producing mature competitive specialists .

Every expert should be able to comprehend his knowledge of his or her knowledge of foreign languages and compete with the world experience.

Each industry has its own terms. Especially when the technology industry is rapidly developing, knowing the technological terms is not an exaggeration to every specialist who works in this field. There are a lot of these terms in the field of developing construction. In the course of construction in our country, every engineer and architects who have grown up a great deal of attention to the study of foreign languages.

Our country is cooperating with many countries in the sphere of housing construction and road construction. In a word, our country is becoming more and more beautiful in our unique home country. For this purpose, the use of innovative methods in the field of excellent teaching of foreign languages in the higher education institutions in the field of construction, and familiarization with industry-related words has become a topical issue. Developing engineers have their own

construction materials, products, and designs that are specific to their processes and events, the properties of the materials and their composition, and the processes that take place in the whole process. For example: technological processes in the production of building materials, the boundaries and brands of finished products, the classification of materials, their deformities properties, the theology and, of course, the characteristics of each material.

The ability to speak English with these terms is the result of every engineer's engineer. However, learning and applying field-specific terminology is an urgent matter for every expert. There are several easy ways to teach terminology in English. The most convenient and popular method is interactive and graphic organs. Today's 21st Century while technology is rapidly developing, it is important to use innovative technology in every area of education. Innovation in the field of technology, in many economic, social and humanitarian spheres is rapidly developing. The word "Innovation" (English - Innovation) comes from the word innovation, which means novelty. In order to benefit from the wide use of innovation, it is important to know foreign languages to share experiences with foreign countries and to be competitive with them.

For this purpose, the attention paid to the foreign language is high in our country. Every educational institution provides qualified staff and learning opportunities for learning foreign languages. In particular, in order to radically revise the content of cadres training in accordance with the priorities of the country 's socio - economic development and to create the necessary conditions for the training of highly qualified specialists as a result of international standards, the PAC - 2909, On Measures for Development ". This resolution envisages a qualitative improvement and improvement of the level of higher education; strengthening the material and technical basis of higher education institutions, and the program of comprehensive development of the higher education system for 2017-2021 for the wide application of innovative technologies. At present, innovation in the development of education has led to an important field of pedagogical education. The term "Innovative Pedagogy" and its research into western Europe and the USA appeared in the 60s of the XX century. Innovative activity was investigated by F.N.Gonobolin, S.M.Godnin, V.Konkalik, N.V.Kuzmina.

Pedagogical literature contains a scheme of innovation, which includes the following steps:

1. A new idea or a new concept to apply;

2. Innovation;
3. Stage of practical application of the created innovation;
4. Broadcasting innovation phase;
5. The rule of innovation in a particular area; [4]

Innovative technology is widely used especially in teaching foreign languages. Comparison of the learned language and mother tongue to learn the language quickly and easily is the most important method for learning the similar and contexts. Innovative technology covers several interactive methods, such as: intelligence, method of inquiry, analysis and synthesis. Innovative educational technologies have the following theoretical foundations: methodological, historical, philosophical, economic, legal, normative, psychological, pedagogical, deductive, social. Nowadays, interest in and interest in applying interactive methods, innovative technologies and pedagogical learning is increasing day by day, one of the reasons for this is that while traditional teaching students are taught to acquire only the knowledge they need, analyze, even make conclusions themselves.

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IMPORTANCE OF FOREIGN EXPERIENCE IN IMPROVING INDEPENDENT EDUCATION



<https://doi.org/10.5281/zenodo.7353637>

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ABSTRACT

We cannot imagine today without television and the Internet. Television and the Internet form the basis of the field of journalism. So, the field of journalism is important in everyone's life. Understanding the true meaning of this word is the first most important step to enter the field of journalism. In today's rapidly developing media space, the field of Journalism and the tasks of a journalist are increasing. As the flow of the Internet is increasing, a great responsibility is placed on the shoulders of this field.

Keywords: *Journalism, education, upbringing, independent education, world experience.*

The modern renewal of all aspects of society's life creates the need to revise and organize the educational process at the university in the direction of increasing the role of independent work of students, developing their initiative and increasing responsibility for learning [Muslimova, A.F, 2010]. In such conditions, independent work becomes the priority form of the educational process, the purpose of which is to study the educational material more deeply and better. At the present time, it is necessary to have initiative, selflessness and business acumen in the performers of unique, equal to the value, reputation and prestige of education.

Success in education is mostly on the side of those who act boldly. Bold action is due to courage. School can give knowledge and enlightenment to a person, as stated by Abdulla Avloni, a classic representative of Uzbek national pedagogy.

In other countries that have built their training systems based on the number of contact or training hours, implementation has become more complicated. Initially, these countries mainly used the following approach: allocating credits to courses was based on the number of teaching hours for each subject.

This approach is based on the assumption that the number of teaching hours more or less reflects the student's workload. However, in practice this is not always the case. For example, experiences in Italy and Spain show that this approach is not satisfactory in the long run. The same study load may correspond to different student loads. In a number of countries, the situation is complicated because the content of the curricula is largely decided at the level of the central government: there is a clear list of subjects to be taught. This approach leads to more rigid structures and the fair distribution of credits becomes problematic [Orinov V, 2020].

Modern society sets increasingly high demands on the quality of education, requires personal qualities such as positive orientation, creativity, initiative, competence, competitiveness and professionalism from the future specialist. In modern conditions, personal characteristics such as analytical ability, a broad outlook, determination, confidence, the ability to take reasonable risks, a highly developed sense of reality, emotional stability, the ability to work in conditions of lack of information and time. to have value. Recently, the tasks of forming the intellectual potential of the nation and educating a person who can effectively use his creative potential have been defined as a priority task. The integration of international relations, the growing demand for highly qualified specialists who can independently identify and solve problems, sets the task of training well-rounded, creatively thinking specialists for higher educational institutions. The emergence of opportunities to study and work abroad also requires the need to optimize the educational process in order to improve the quality of education, develop the intellectual level and creative potential of a person [Shepherd I.P., Argunova T.G, 2010].

In conclusion, organization of students' independent work requires a complex approach, so new developments are needed to fully realize the creative potential not only of the student, but also of the teacher. The task of such developments is to help teachers organize independent work and students to learn learning material independently, to search for new knowledge, to acquire the ability to constantly study, to diligently master the culture of intellectual work.

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A CREATIVE APPROACH TO TRAINING FUTURE PEDAGOGUES- JOURNALISTS IN HIGHER EDUCATION



<https://doi.org/10.5281/zenodo.7353644>

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ABSTRACT

Each field has its own terminology. These terms are becoming more popular over the years. If a new word appears in one country today, it is a natural phenomenon that it will spread to other countries as well. The reason for the popularization of this process is the expansion of the tasks of a certain field, where the term appeared, and the increase of its importance in society. Today, the field of journalism is one of the rapidly developing fields.

Keywords: *Journalism, education, pedagogical activities, scientific-theoretical, philosophical-aesthetic foundations.*

The training of future pedagogues-journalists in higher education involves the quality training of highly qualified journalist personnel at the level of national and international standards, who have deeply mastered the field of journalism, its specific features, scientific-theoretical, philosophical-aesthetic foundations, modern media technologies [Irnazarov K.T., Mamatova Ya.M., 2002].

Taking into account the achievements of our country in the field of mass communication and journalism, the experience of educational institutions of foreign countries, and the demands and needs of mass media operating in the regions, creation of educational and methodological literature in relevant areas and specialties, as well as introducing modern information technologies and distance learning methods into the educational process, solving the scientific and methodological tasks of the development of journalism education, carrying out scientific research aimed at introducing advanced foreign technologies, and encouraging talented students and young people to engage in scientific activities broad involvement in dealing with [Voroshilov V.V. Journalism, 1999].

To implement educational and scientific projects, to widely involve specialists in the process of education and scientific research, to develop cooperation relations with the leading republican and foreign higher educational institutions and scientific

centers in the field of pedagogy, to attract promising young graduates to foreign higher educational institutions and to increase the scientific and pedagogical potential of the University by regularly sending them to study at the master's and doctoral degrees of the scientific centers, to retrain and improve the qualifications of mass media specialists of the republic, to form a scientific-methodical base and to implement educational-methodical leadership pedagogue - develops the love and interest of journalists in their field. In the educational process of training future pedagogues-journalists in higher education institutions, several creative approaches and practical exercises in organizational-management and production and service activities, information-analytical activities for future pedagogic journalists in higher education institutions Bachelor's degree allows journalists to improve their knowledge and experience.

In organizational - management and production and service activities

- Establishment of mass media activities, establishment of its legal bases, organizational structures and activities carried out on the basis of the law; development and implementation of quality management processes of production activities;

- planning the creative team of employees, tools and resources necessary for the implementation of production processes;

- development of methods and mechanisms for monitoring and quality assessment of production processes related to the creation and use of information technology systems;

- development of mechanisms for monitoring and quality assessment of production processes using information technologies;

- control of production processes in terms of compliance with environmental protection and labor safety requirements;

- organization and management of social and spiritual-educational work in the team;

- making the right and healthy decision in the conditions of different opinions,

- drawing up a work plan for the activities being performed, monitoring and evaluating the results of the work performed [Khudaikulov M., 2011: 288].

In information - analytical activity

- developing and using journalistic creative skills and abilities in scientific and practical activities;

- compliance with the national and international code of professional ethics;

- planning of resources necessary for the implementation of production processes;
- development and implementation of management processes that ensure the quality of production activities;
- ensuring environmental protection, fire, equipment and labor safety in production processes;
- examination of projects, resources, literature, electronic video and audio products on relevant topics;
- rendering of consulting services in fields suitable for specialization;
- to be able to provide appropriate service in the field, to be able to use consulting, translation, information gathering methods and organizational work in the field of journalism;

In conclusion, practical training is held separately for each academic group in an auditorium equipped with multimedia devices. Classes are conducted using active and interactive methods, use of "Case-study" technology. Transmission of visual materials and information using multimedia devices. Also, based on the topic, conducting the lesson in the form of a mobile lesson at the Museum of Literature and Art will contribute to the development of higher education journalism students [Lazutina L., 2000].

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ФОРМИРОВАНИЕ РЕЧЕВЫХ НАВЫКОВ У СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ



<https://doi.org/10.5281/zenodo.7357627>

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АННОТАЦИЯ

В статье говорится о важности комплексного профессионально ориентированного обучения иностранному языку, при этом диалогическая речь признается одним из наиболее эффективных средств развития и формирования навыка говорения. В связи с этим рассматриваются основные виды диалогов, а также дается краткий обзор упражнений, направленных на обучение диалогической речи.

Ключевые слова: *иноязычная коммуникация, коммуникативная компетентность, речевая деятельность, профессионально ориентированное изучение.*

FORMATION OF SPEECH SKILLS AMONG STUDENTS OF NON- LINGUISTIC UNIVERSITIES

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ABSTRACT

The article talks about the importance of integrated professionally oriented teaching of a foreign language, while the dialogue speech is recognized as one of the most effective means of developing and developing speaking skills. In this regard, the main types of dialogues are considered, and a brief overview of the exercises aimed at teaching dialogic speech is given.

Keywords: *foreign language communication, communicative competence, speech activity, professionally oriented study.*

В настоящее время все более расширяются международные связи и деловое сотрудничество между странами. Контакты специалистов в разных областях науки и техники приобретают самые разнообразные формы. Растет число специалистов, для которых знание иностранного языка становится необходимостью.

Конкурентоспособность современного специалиста определяется не только его высокой квалификацией в профессиональной сфере, но и уровнем владения языком, достаточным для профессионального общения, его умением решать профессиональные задачи в условиях иноязычной коммуникации. Подготовка таких специалистов ставит задачу дальнейшего совершенствования обучения иноязычной коммуникации.

При разработке путей совершенствования преподавания французского языка упор следует делать на подход, при котором главной целью обучения является формирование иноязычной коммуникативной компетентности; нужно перейти к системе обучения, в где студент выступает в качестве активного и мотивированного субъекта преподаватель должен организовывать учебную деятельность студента и управлять ею, стимулируя развитие креативности, необходимой для будущей инновационной активности. Целесообразно помнить, что владение иностранными языками — необходимый и обязательный компонент профессиональной подготовки и успешной работы современного специалиста любого профиля.

На современном этапе цели и задачи обучения французскому языку состоят в формировании и развитии у студентов коммуникативных умений и навыков во всех видах речевой деятельности, осуществлении комплексного развития умений и навыков аудирования, говорения, чтения и письма, в общении на общегуманитарные темы и обеспечении возможности эффективной коммуникации в сфере профессиональной деятельности.

Особое место в системе обучения устному общению занимает грамматический аспект. Неправильное оформление речи ведет к искажению смысла, логики высказываний, что недопустимо в профессиональном общении. В связи с этим уровень владения грамматическим материалом часто оказывается недостаточным для устного общения в профессиональной среде. Необходимо выделить конкретные грамматические структуры, характерные для французской технической речи, определить этапы работы над текстом, разработать серии упражнений, направленных на формирование навыков

грамматического оформления научно-технических текстов при говорении и прослушивании. У студентов должно быть сформировано умение участвовать в реальном общении с партнерами, говорящими на французском языке [Кучеренко, 2000].

В этом случае участниками общения являются специалисты, имеющие общие профессиональные знания и интересы. Наиболее распространены следующие коммуникативные намерения: сообщить информацию, запросить информацию, убедить, доказать, аргументировать, дать оценку обсуждаемой проблеме, предложению, факту, суметь обобщить, сделать заключение, выразить сомнение, критику и тому подобное. Для осуществления этих намерений обучаемый должен знать как и уметь наилучшим образом выразить свои коммуникативные намерения с помощью лексики и грамматики.

Обучение иностранному языку должно иметь ярко выраженную прагматическую направленность и предусматривать обучение всем видам речевой деятельности в комплексе, необходимом для следующего деловой переписки и ведения документации с применением современных средств коммуникации;

чтения специальной литературы и материалов периодической печати с извлечением профессионально релевантной информации;

устного общения в сфере профессиональной деятельности;

перевода информации по специальности с французского языка на русский и с русского на французский;

написания различного рода письменных работ (резюме, доклад, реферат, эссе) в профессиональной сфере.

Главным принципом обучения иностранным языкам является комплексное профессионально ориентированное изучение иностранного языка, направленное на обучение коммуникации в различных сферах и ситуациях общения с целью решения задач профессиональной направленности.

Традиционно обучение основывается на разделении по аспектам. Однако в речи единицы всех уровней взаимодействуют, поэтому нельзя строить обучение языку по аспектам. В связи с этим основной принцип обучения носит коммуникативную направленность. Преподавание организуется комплексно (то есть происходит одновременное обучение единицам всех уровней в их естественной взаимосвязи).

Комплексное преподавание характеризуется двумя особенностями:

формирование коммуникативно-речевых умений на базе речевых навыков разного типа;

обеспечение взаимосвязи разных видов речевой деятельности в практическом обучении.

Навыки и умения неподготовленной речи, ее реактивность, спонтанность, тема вырабатываются в диалоге; умения и навыки подготовленной речи с ее инициативностью, логичностью, последовательностью — в монологе.

Диалогическая речь — это форма речи, при которой происходит непосредственный обмен высказываниями между двумя или несколькими лицами. К особенностям диалогической речи относятся краткость высказывания, широкое использование неречевых средств общения (мимика, жесты), большая роль интонации, разнообразие особых предложений неполного состава, преобладание простых предложений.

Единицей обучения диалогической речи является микродиалог, то есть несколько реплик, связанных по содержанию и форме.

Обучение диалогической речи строится на основе образца, данного в виде диалогического текста, связанного с ситуацией, в которой происходит общение.

Эффективным является использование диалогов на одну тему, реализуемых в идентичных ситуациях, которые различаются между собой статусом собеседников, характером их взаимоотношений, степенью знакомств и проч.

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ОБ ИСПОЛЬЗОВАНИИ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА



<https://doi.org/10.5281/zenodo.7353658>

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АННОТАЦИЯ

Качество и эффективность образования непосредственно связаны с педагогическим мастерством учителя. Одна из наиболее значимых задач заключается в повышении уровня компетентности современного педагога. Каждый современный педагог должен быть ознакомлен с новыми инновационными технологиями для создания полноценного педагогического процесса. В статье раскрыты методы образования, определены этапы обучения иностранных языков.

Ключевые слова: педагогическая инновация, инновационная технология, качественное образование, методика и компетентность учителя, оценивание.

В последнее время в образовательную систему все больше и больше входят информационно компьютерные технологии, ставшие неотъемлемой частью для создания полноценного педагогического процесса. Все мы конечно же замечаем, что сегодняшняя жизнь отличается быстрыми темпами развития, высокой мобильностью. Для нынешнего поколения появляется все возможности, уделяется им большое внимание для изучения иностранного языка. Учитывая особенности языковой ситуации в Республике Узбекистан, нужно отметить благоприятность обучения, то есть ту ситуацию, когда ученики владеют иностранным языком еще с дошкольного возраста.

Включение инновационных методов обучения в образовательный процесс позволяет создать такую среду на занятии, которая даст возможность каждому студенту найти своё место, проявить инициативу и самостоятельность, свободно реализовать свои способности, своё творчество, свои нравы, свои идеи. Тенденции развития современного образования ставят на первое место задачу воспитания активной, творчески развитой личности, стремящийся к выявлению своих способностей и внутренних ресурсов. Основной акцент

модернизации образования направлен на необходимость создания условий для наиболее полной самореализации личности.

Специфика учебного предмета иностранный язык состоит в том, что будучи, как и все языковые предметы, деятельностным учебным предметом, он отличается от них тем, что ученики изначально не владеют иноязычной речевой деятельностью и что именно овладение ею в условиях отсутствия иноязычной среды и составляет основную его трудность. Поэтому независимо от того, какой это иностранный язык- английский, испанский, французский, арабский, турецкий или другой, смысл овладения им не только и не сколько в овладении языковыми и страноведческими знаниями, сколько в овладении активной иноязычной речевой деятельностью с использованием этих знаний. Достижение высокого уровня владения иностранным языком невозможно без фундаментальной языковой подготовки в учебных заведениях. Преподавателю важно знать новейшие методы преподавания иностранного языка, специальные учебные техники и приемы, чтобы оптимально подобрать тот или иной метод преподавания в соответствии с уровнем знаний, потребностей, интересов студентов, он должен быть творческим человеком.

Зарождение идеи технологии педагогического процесса связано прежде всего с внедрением достижений научно-технического процесса в различные области теоритической и практической деятельности. Наибольший интерес среди инновационных технологий представляют игровые технологии. В настоящее время игровые технологии представляют огромный интерес для педагогов. Игровые технологии- принцип активности учащегося в процессе обучения был и остается одним из основных в дидактике. Под этим понятием подразумевается такое качество деятельности, которое характеризуется высоким уровнем мотивации, осознанной потребностью в усвоении знаний и умений, результативностью и соответствием социальным нормам. Благодаря игровым технологиям педагогу удается заинтересовать учащихся в освоении новых знаний, применить уже имеющиеся знания в конкретных ситуациях, активизировать их познавательную деятельность, повысить самооценку и позволить им самореализоваться.

Хотим отметить, что использование разнообразных приёмов обучения способствуют закреплению языковых явлений в памяти, созданию более стойких зрительных и слуховых образов, поддержанию интереса и активности учащихся. Особую роль играют и раздаточные материалы, с их помощью

ученик запоминает то, над чем работал. На сегодняшний день более распространенными педагогическими технологиями в образовательном процессе обучения иностранного языка являются также: проблемное преподнесение материала, деловые игры, обсуждение за круглым столом, кластеры, диалоги и дискуссии. Это и является новой формой и методом преподавания, новый подход к процессу обучения.

Кроме этого, в последнее время мы часто встречаем синонимичные термины как, коммуникативное обучение и коммуникативно- ориентированное обучение. Коммуникативное обучение иностранным языкам представляет собой преподавание, организованное на основе заданий коммуникативного характера. Это методика обучения имеет цель научить иноязычной коммуникации, используя все необходимые для этого задания и приемы. Нужно отметить, что коммуникативная методика уделяет значительное внимание средствам общения, однако они практически полностью отождествляются с текстом. В общем в современных вузах не должно быть места для таких процессов, как бездумное заучивание текстов, диалогов или стихов на иностранном языке, не имеющие практической ценности для будущей жизнедеятельности студентов. Студенты должны быть подготовлены на основе качественного современного аутентичного учебного материала к сознательному использованию иностранного языка в дальнейшей жизни и работе. Ведь хорошее знание иностранных языков сейчас и будет продолжать оставаться в дальнейшем одним из ведущих требований работодателей. И в конце мы хотим отметить, что в практике преподавания иностранных языков на современном этапе наряду с апробированными традиционными методами ведется поиск новых подходов к обучению контактам с незнакомой культурой и достижению взаимопониманию. К числу таких подходов можно отнести создание коммуникативных ситуаций на занятиях, реализация которых развивает терпимость, лояльность, поддержку культурных ценностей, традиций и реалий.

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ORGANIZATION, METHODS FOR TEACHING INTERVIEWING



<https://doi.org/10.5281/zenodo.7353669>

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ABSTRACT

This paper discusses some features of the objective of the interview is to solicit information about a specific topic so that the class may have the opportunity of responding to this information. There are types of questions which are given by interviewers. But there is an added dimension in using the interview: the student has the responsibility for making an approach to his informant and bringing back the information in a form that can be used for class discussion. This removes the passive element from student involvement and sends him actively into confrontation with the subject matter, as well as with personalities having to do with the subject matter.

Keywords: interviewer, methods, teaching, curriculum, problems of interview teaching, principles for effective interview teaching

We as teachers must increase the out-of-class involvement of our students. We cannot satisfactorily communicate God's truth if we are limited by existing structures to only one hour per week, and in some cases, even that rather irregularly. So we bolster our minimal class time by trying to involve our students in learning activities during the week. The more closely we can link these outside activities to classroom methodology, the more unified the learning experience will be.

The use of interviews in class is inseparably linked to a discussion methodology. It emphasizes however, that the input for the class time can be brought to class by the students rather than the teacher. It sends the students out to deliberately confront other persons with the intent of securing information from them that will be helpful to the class. Kenneth O. Gangel. "24 Ways to improve your teaching" [1]

Whether you're searching for a new position or looking for your first teaching opportunity, job hunting can be a stressful time. Once you've landed an interview, though, it's important to be prepared. How can you overcome your nerves and show your talent as an educator? The key to success in all interviews is to know your stuff. Let's catch you up.

Being an educator involves a wide range of skills. You're a subject matter expert, disciplinarian, planner, organizer, and creative genius. You research, write, and teach lessons-- likely in several different subjects-- and are able to differentiate so all students learn. You keep your classroom organized, warm and friendly, all while being a positive role model and encouraging autonomous student interactions. How will potential employers check your skill bag? Take a peek.

Interviewers will ask a variety of questions on topics such as:

Discipline - Be prepared to discuss your philosophy of discipline and share stories of how you've applied it in the classroom. You may be asked a specific question, such as 'Imagine Johnny just threw his pencil at Jill. What would you do?'

Curriculum - Do you know your stuff? Interviewers will want to know what types of curriculum practices and methods you've actually used in the past - text book series and workshop models, for example. If you're new to teaching, share experiences in student-teaching.

Methodology - You'll probably be asked about which method of education you believe in - Montessori, Constructivism, traditional? Brush up on what you believe in and become familiar with terms.

Emergency/unseen situations - Let's be honest, things pop up often that throw our plans out the window. You may get asked how you would handle an imaginary situation, such as an angry parent or aggressive student.

Co-workers - Getting along with your co-teachers is super important. There will likely be questions on this topic, such as 'How would you handle a gossipy co-worker?' or 'What would you do if a coworker wasn't pulling their weight?' Think about what you like and dislike about working with others and be prepared to answer these questions.

Your strengths/weaknesses - This go-to question covers a lot of ground. It's open-ended enough that interviewers can get a glimpse into your thinking and verbal skills, and narrow enough to give them specific information on where you think you excel and struggle.

When you go on interviews, you'll be asked about each of these topics in a number of ways. The people conducting the interview, likely principals and team members, will assume you do all the things listed above; after all, you are an educator and you probably put them on your resume. Standing out means being specific.

One positive point has already been mentioned, the matter of participation. If we are really committed to the principle of involvement, then we will want to select

teaching methodologies that will tie the students in to the entire process of teaching and learning. This is not always the case, even with some participational approaches to teaching. For example, the question and answer method is participational, but involvement only takes place at the actual class time. This is also true of the general discussion method. But the student who interviews must be involved right from the point of assignment, through the securing of the information, to the presentation, discussion, and evaluation in the class.

Another valid plus in interview teaching is the opportunity to plug in a vast amount of information to the classroom setting. The teacher must do enough significant study so that he comes to class with a reasonable depth of knowledge. However, in interviewing, the student or students will pick up different points of view and new approaches to an issue which the teacher might not have thought of while preparing the lesson largely from one point of view.

In addition, that really suggests a third value, namely, the broad outlook on questions and issues which can suggest sources of information which have not occurred to the teacher or students up to that point. Most educators agree that a broad perspective on an issue generally results in a stronger learning experience.

Problems in Interview Teaching

To successfully utilize this classroom approach, the teacher must build genuine motivation in the students. Frequently, particularly in Sunday School settings, students are quite happy to let the teacher do the work for them. Interviewing is an attempt to delegate the responsibility for learning back to the student. At first some may be very hesitant to accept this responsibility, and the teacher will have to encourage them as well as help them carry out successful interview sessions.

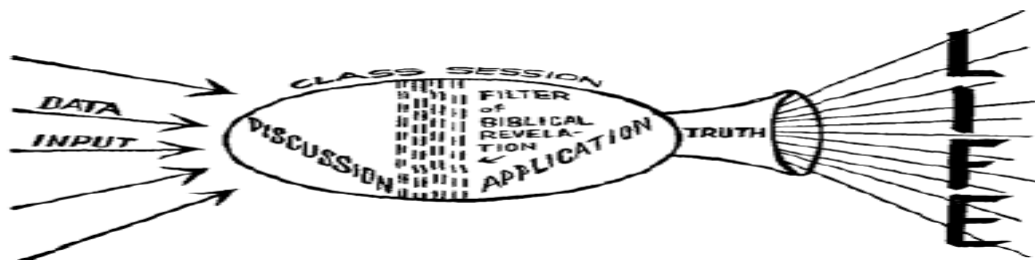
Another drawback is that the student may be somewhat incompetent to formulate satisfactory interview questions. The success of the interview largely depends on the clarity and comprehensiveness of the questions used. Poor interviews then result in poor classes. Sometimes, too, it is hard to find key people who can contribute something of significance to the subject which the class is studying.

However, we too often limit interviews to so-called authorities. Surely we can get valuable points of view from ordinary people such as fellow students, friends, neighbors, adults in the church, or just the man on the street.

Perhaps the most dangerous problem of all is that the interview method may find us at classtime with nothing more than scattered human opinions on subjects of great importance. However, this only becomes a problem if we do not seriously recognize

that all we sought in the first place is human opinion. It is our task in class to pour all of this information through the sieve of God’s Word so that truth may come out the other end.

It is quite possible in any given class session where interview information is used that we will want to reject more of the data than we accept. This depends of course on the kind of people who were approached for the interviews. Think of the class session somewhat in the manner of the diagram.



Principles for Effective Interview Teaching

Think over a class situation in which you might want to use interviews. The controversial subject for discussion is the issue of abortion. It is your purpose in the next class session to come to grips with the question, “Should Christians defend or reject the current liberalizing trends in abortion laws and practices?” You have 12 teens in your class, and you want to send them out for interviews in the intervening week. . Kenneth O. Gangel. “24 Ways to improve your teaching” [1]

First of all you must discuss the kind of people who should be interviewed. Of course, you could send the class out “blindly,” simply asking them to contact people they think would have something to contribute, but it is more effective to discuss who should be approached on the subject. There are at least four possible choices in setting up the interview structure: one student may interview one person; one student may interview several persons; multiple students may interview one person; or multiple students may interview several persons. Weller SC, Vickers B, Bernard HR, Blackburn AM, Borgatti S, Gravlee CC, Johnson JC. Open-ended interview questions and saturation. PLOS One [2]

Let us assume that after your preliminary discussion, you and the class have decided to opt for plan four. Annette will approach an attorney, Sue will be interviewing the pastor, Dick will be going to the hospital to try to make contact with a doctor who has been involved in some legal abortions, and Liz wants to contact a Christian psychologist. The class and teacher then agree on the questions to be used and whether the same questions should be used for each interviewee.

The class also agrees to share the expense of Liz’s contact since she will have to call the psychologist long distance and record the interview by means of a telephone hookup on her cassette recorder. Each class member will have approximately 10 minutes to present the information which he obtained so that 20 minutes of the hour can be left for open discussion.

After all of these careful plans have been laid, share with your students some of the following basic principles of handling the interview itself.

1. Avoid being bothersome or impertinent to the person you are contacting. Let him know right from the start that you appreciate his giving his time in this way and that you will be happy to meet at his convenience and follow any “ground rules” he lays down. For example, he might want to speak so candidly that he will not want his name to be used, or he may reject the idea of recording his statements.

2. Assume the role of an inquiring reporter, but do some basic homework on the subject before you approach the interviewee. This will avoid the embarrassment of having to stop and ask definitions of terms or clarifications of ideas which could have been learned simply by doing some background reading. Incidentally, there should be essential background reading assigned to all of the class in preparation for the discussion next week.

3. Keep the interviews short. It certainly will not take long to get enough information for a 10-minute presentation. The quality of the information is not dependent upon the length of the interview, but rather the significance of the questions.

4. Do not expect the interviewee to offer an organized lecture. In fact, this is precisely what we want to avoid. If he is speaking about the subject broadly, he might avoid the questions which have been assigned and somewhat distort the specific nature of the information which we want.

5. Keep the inquiry flexible enough to take advantage of clues that arise in the course of the conversation. There might be a very strategic path that was not covered in the initial questions but which will be of great interest to the class. If the pattern of the interview is elastic, the reporter will be able to “play it by ear” in order to incorporate this key information. 1. Hardavella G, Aamli Gagnat A, Xhamalaj D, Saad N. How to prepare for an interview. Breathe (Sheff). 2016. [3]

As their teacher, you will want to contact your interviewers sometime during the week to make sure that all is proceeding on schedule. Nothing could be more disastrous for next week’s class than to have all four of the students turn up with no

information at all. You should be available as a resource person to suggest an alternate personality if they have trouble getting in touch with the one selected.

Let me caution again that all of the information must be subjected to the evaluative light of the Word of God. We would certainly expect all of the persons selected in the plan above to be competent authorities on some phase of the problem of abortion. But we should never teach the ideas of men as substitutes for the revelation of God. We will want to compare the information we get with what the Bible says about the subject of abortion. This is where you come in as the teacher. It may very well be that the pastor will offer strictly biblical information to the inquirer who approaches him. But you cannot rest on that possibility. All effective discussions must have a leader who can refer opinions and ideas to the Word of God so that they can be tested by its absolute truth.

You may also discover that the class becomes so alive and interesting that the students want to continue the discussion for another week. Try to be flexible enough in your curriculum plan to allow for expansion on a topic that has really raised what we have come to call a “teachable moment” in the life cycle of a class. Interviews may very well spark teachable moments and you will be happy that you left some of the more traditional methods behind to experiment with interviews.

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OPPORTUNITIES OF USING INNOVATIVE APPROACHES AND METHODS IN FOREIGN LANGUAGE TEACHING



<https://doi.org/10.5281/zenodo.7353675>

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ABSTRACT

Nowadays the usage of innovative technologies in the methodology of teaching foreign language has become increasingly important. This article provides changes in methods of teaching and the latest innovative technologies in the process of learning foreign languages on the part of the teacher, also it describes Finland's education system and techniques that reached at peak in today's world. Innovative educational technologies are, first of all, information and communications technologies, closely connected with computerized education application. The main issues in innovative technologies use are the structure of computer training programs, their content and optimal arranging of Web-environment.

Keywords: Foreign languages, Innovative technologies, Methods, Creativity, Finland's education system.

Modern conditions require not only the use of new technologies in teaching foreign languages, but also changes in methods of teaching and the ability to introduce the latest innovative technologies in the process of learning foreign languages. Universities of higher education tend to active methods of teaching, that are directed at forming students' independence, flexibility, critical thinking. In fact, one of the most powerful source of the students' cognitive activity, developing their creativity, interests, skills and other mental characteristics is innovative technologies. The global web provides a unique opportunity for students to use authentic texts, communicate with native-speakers, creating natural language environment and forming the abilities of intercultural cooperation. Access to the Internet creates incentives to know a foreign language fluently. Internet as a means of transferring information is especially urgent for students' independent work after classes. The most important goal, according to scientists is the formation of a secondary language personality. Students must take a new language to a fundamentally new level. To do

this, it is important to separate it from the mother tongue, in order to avoid errors in perception [1].

Methods and Approaches of Foreign Languages Teaching

As technology developing by opening opportunities for a lot of fields that makes them to change their methods ,techniques, attitudes and approaches as well.

Innovative methods effected to the process of learning and teaching foreing languages. Modern stage is characterized by careful selection of methods of foreign languages teaching.Particular emphasis today is made on modern information technology and actual trends.Use of modern technologies, such as computers, Internet-resources, special educational multimedia programs, as well as modern technical equipment allows to optimize the teaching process. The advantages of using innovative technologies are following:

- increase of motivation and enthusiasm of students and teachers through active involvement in the process of live communication, possibilities of language acquisition are increasing thanks to the cooperation, interaction and communication in learning language;
- great potential for a variety of teaching methods and teaching to the needs of each student;
- job satisfaction, where the result is visible after each section;
- self-education of student’s personality through the skills to locate, retrieve, evaluate and analyze relevant information;
- intensification of the educational process that allows to rationally organize the educational process, both in the classroom and in the condition of independent work of students.
- professional development – communication skills of students and teachers.[2]

Therefore, innovative technology essentially enhance and differentiate the method of teaching. Intellectual, creative search comes up to take the place of monotonous work. It helps to create a personality of a new type, active, purposeful, directed on constant self-education and development. Computers application encourages the optimization of teaching management, efficiency increase of study process, saves teachers’ time for the work with teaching material, simplifying its search, analysis, selection and gives an opportunity of application of new organizational forms of teaching.

According to scientific calculations of national and foreign scientists, the term “method” has two basic meanings:

- A certain path to the goal, means to achieve the result.
- Complete methodological system and the fundamental direction of the learning process, which prevail in the various periods of the science development.

Modern stage is characterized by careful selection of methods of foreign languages teaching. Particular emphasis today is made on modern information technology and actual trends. There is a sort of selection of the Innovative Methods of Foreign Languages most effective methods, techniques and tools during the preparation of specialists in various fields.

During selection of innovative methods following criteria taken into account:

- Creating a comfortable and supportive atmosphere for student, promotion of natural interest and desire to learn a new foreign language.
- Involvement of emotions, feelings, experiences in the educational process to stimulate verbal, written and creative abilities.
- Use of the cognitive approach in the educational process
- Call to work with the language on their own at the level of emotional and physical capabilities [3].

Various forms of work will help to achieve these goals. Practical experience allows concluding that the personality and interests of the student directly affects the quality of foreign language understanding. To do this, it is important to use a variety of techniques and learning tools. By the end of the 20th century in pedagogy has accumulated a lot of interesting and effective methods and approaches. Scientists have enriched the methodology of foreign languages teaching, so it has become complex and multifaceted science.

The Modernization of the Process of Foreign Language.

Learning Mobile and qualified people are needed to the social, economic and spiritual development of the government. To solve the problem modernization of the learning process is made in accordance with the relevant requirements. In particular it relates to foreign languages teaching. Modernization involves changing of goals, the volume of mandatory content, as well as methods and tools for the development of new knowledge. Today there is a tendency to individualize the learning process and the use of new information technologies in the education system. Modern processes are focused on the saving of fundamental education. At present, there is no any country that can able to beat Finland's education system in the world. Finland was recently named the Happiest Country in the world by the United Nations World Happiness Report, for the fourth time in a row. One of Finland's attractions is their

education system. Its unorthodox education system is deemed to be one of the best in the world simply by going against the evaluation-driven, centralised model that many countries use.

- Why Finland has the best education system?
- How does Finland’s education system work?

They have longer class periods and much longer breaks in between. The overall system is not there to ram and cram the information to their students, but to create an environment of holistic learning.

- The education system in Finland consist of daycare programmes (for babies and toddlers);
 - A one year “pre-school”(age six);
 - The minimum age of starting elementary education in Finland is 7 years thus Finnish kids get to enjoy their childhood and kickstart their learning with their families rather than spending excessive time in schools.
 - The only mandatory test that Finnish students give is at the age of 16.
 - Finnish teachers only spend around 4 hours every day teaching in the classroom while they devote 2 hours every week for professional development.
 - The school system in Finland is wholly 100% state-funded.
 - The graduates from the top 10 percentile can only apply to become a Teacher in Finland.
 - Every teacher in Finland is a master’s degree holder which is completely subsidized by the country’s government.
 - On average, the starting salary of a teacher in Finland is somewhere around \$29,000.
 - Teachers are considered equivalent in status to doctors and lawyers in Finland.
 - In 2018, the literacy rate in Finland was 99.0%.
 - Finnish students spend only 20 hours a week at school.
 - Every student in Finland can speak 2-3 languages.
 - No competitions between Finnish schools since every academic institution has the same facilities as any other.
 - Students get to learn new things in schools from baking and industrial works to music and poetry.

- For every 45 minutes of learning in schools, Finnish students get to spend every 15 minutes for playing or leisure activities.
- Finnish students receive free healthy meals from their schools.
- Every Finnish student is provided special services that fit their special needs and requirements.
- The Finland education system also fosters the teacher-student relationship as every student gets the same teacher for up to 6 years in their school.
- The students get very less homework and almost finish up everything they get during the school hours only.
- The Finnish schools have mixed ability classes to nurture diverse interests and hobbies.

In Finland, a career as a teacher is highly sought after, to enter the studies in University really hard as only 10 per cent are taken to study teaching that makes its education system effective and productive at the same time.

It has been proven that traditional studies directed only to the transfer and maintenance of knowledge, skills and abilities, and do not demonstrate adequate performance. Modern language education system aimed at the formation of a multicultural identity, with the skills of self-analysis and systematization of new knowledge. For this purpose, used competence and culturological approaches. Information and computer technology can improve efficiency and create the conditions for self-study. Innovative methods is an integral part of the modernization of the whole system. Teachers should familiarize themselves with the most progressive approaches and later combine them and use in work.

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WRITING AS AN AIM AND MEANS OF TEACHING IN LEARNING A FOREIGN LANGUAGE



<https://doi.org/10.5281/zenodo.7353689>

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ABSTRACT

The article examines methodological issues and principles determination of teaching writing in foreign language teaching, and also discusses the theoretical and methodological problems of teaching writing activities ways and types.

Keywords: *writing, teaching, foreign language, dictation, teacher, habit, visual, articulation, auding.*

Writing as a skill is very important in teaching and learning a foreign language. It helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation; speaking, and reading. The practical value of writing is great because it can fix patterns of all kinds (graphemes, words, phrases and sentences) in pupils' memory, thus producing a powerful effect on their mind. That is why the school syllabus reads: "Writing is a mighty means of teaching a foreign language." Writing includes penmanship, spelling, and composition. The latter is the aim of learning to write. The school syllabus states: "Pupils are expected to be able to write a letter in the foreign language within the material learnt." Since writing is a complicated skill it should be developed through the formation of habits such as:

- (1) the habit of writing letters of the English alphabet;
- (2) the habit of converting speech sounds into their symbols — letters and letter combinations;
- (3) the habit of correct spelling of words, phrases, and sentences;
- (4) the habit of writing various exercises which lead pupils to expressing their thoughts in connection with the task set.

In forming writing habits the following factors are of great importance:

1. Auditory perception of a sound, a word, a phrase, or a sentence, i.e., proper hearing of a sound, a word, a phrase, or a sentence.

2. Articulation of a sound and pronunciation of a word, a phrase, and a sentence by the pupil who writes.

3. Visual perception of letters or letter combinations which stand for sounds.

4. The movements of the muscles of the hand in writing. The ear, the eye, the muscles and nerves of the throat and tongue, the movements of the muscles of the hand participate in writing. And the last, but not the least, factor which determines progress in formation and development of lasting writing habits is pupils' comprehension of some rules which govern writing in the English language.

The teacher asks pupils to write first the letter, then the word in their exercise-books. When pupils are writing he walks round looking at the work they are doing and giving help to the pupils who need it. Since habits are formed and developed through performing actions, pupils are told to practice in writing the letter and the word (words) at home.

1. The teacher's handwriting and his skill in using the blackboard are of great importance. Children learn by imitating. Therefore the teacher's handwriting should be good enough to imitate. They usually write in the way the teacher does, so he must be-careful in the arrangement of the material on the blackboard because pupils will copy both what is written and how it is written. Consequently, training in penmanship implies: visual perception; observations accompanied by some explanations on the part of the teacher; practice under the teacher's supervision in class, and independently at home.

In spelling instruction the teacher should take into consideration the difficulties of English spelling and instruct pupils how to overcome these difficulties. The following exercises may be suggested for the purpose.

The additional work the pupil must perform in copying a text or an exercise makes him pay attention to the sound and meaning of the words. This kind of copying is a good way of ensuring the retention of the material. It must be extensively applied in the junior and in the intermediate stages.

2. Dictation. This kind of writing exercise is much more difficult than copying. Some methodologists think that it should never be given as a test to young beginners. "It is a means of fixing of what is already known, not a puzzle in which the teacher tries to defeat the pupil"(F. French).¹ Dictation is a valuable exercise because it trains the ear and the hand as well as the eye; it fixes in the pupil's mind the division of each sentence pattern, because the teacher dictates division by division. For example, *Tom and I go to school I together.*

Dictations can vary in forms and in the way they are conducted:

(a) **Visual dictation** as a type of written work is intermediate between copying and dictation. The teacher writes a word, or a word combination, or a sentence on the blackboard. The pupils are told to read-it and memorize its spelling. Then it is rubbed out and the pupils write it from memory.

(b) **Dictation drill** aims at consolidating linguistic material and preparing pupils for spelling tests. The teacher dictates a sentence. A word with a difficult spelling either is written on the blackboard, or is spelt by one of the pupils. Then the pupils are told to write the sentence. The teacher walks about the class and watches them writing. He asks one of the pupils who has written correctly to go to the blackboard and write the sentence for the other pupils to correct their mistakes if they have any. The dictation drill may be given for 10—12 minutes depending on the grade and the language material.

(c) **Self-dictation**. Pupils are given a text (a rhyme) to learn by heart. After they have learned the text at home the teacher, asks them to recite it. Then they are told to write it in their exercise-books from memory. So they dictate it to themselves. This type of written work may be given at junior and intermediate stages.

3. Writing sentences on a given pattern. This kind of writing exercise is more difficult because pupils choose words they are to use themselves. The following exercises may be suggested:

(a) Substitution: *Nick has a sister*. The pupils should use other words instead of *a sister*.

(b) Completion: *How many ... are there in the room? He came late because ...*

(c) Extension: *Ann brought some flowers*. (The pupils are expected to use an adjective before *flowers*.)

Practice of this kind can lead pupils to long sentences.

4. Writing answers to given questions. The question helps the pupil both with the words and with the pattern required for the answer.

The object of every kind of written exercise mentioned above is to develop pupils' spelling in the target language and to fix the linguistic material in their memory and in this way to provide favorable conditions for developing their skills in writing compositions. By composition in this case we mean pupils' expression of their own thoughts in a foreign language in connection with a suggested situation or a topic within the linguistic material previously assimilated in speech and reading. Progress in writing a foreign language is possible on condition that pupils have

adequate preparation for writing. This preparation should nearly always be carried out orally, except late at the senior stage when it can be done from books independently as at this stage oral questioning need not precede writing. Writing compositions will not help much in the learning of a new language without careful preparation. If pupils have to rack their brains for something to say, or if they try to express something beyond their powers, the writing may be more harmful than helpful. Preparation may include:

(a) oral questioning with the aim of giving the pupils practice in presenting facts and ideas in the target language;

(b) the use of pictures and other visual aids to provide information for written work;

(c) auding an extract or a story which can stimulate pupils' thought; after auding there should always be some questions on the content;

(d) silent reading which can be used as a source of information for pupils, first, to speak about, and then for writing. In teaching compositions the following exercises may be suggested:

1. A written reproduction of a story either heard or read. With backward classes most of the words that are habitually misspell must be written on the blackboard.

2. A description of a picture, an object or a situation. For example:

— Write not less than three sentences about (the object).

— Write five sentences about what you usually do after classes.

— Write four sentences about what you can see in the picture of the room.

3. A descriptive paragraph about a text, or a number of texts on a certain subject.

Pupils may be given concrete assignments. For instance:

— Describe the place where the action takes place.

— Write what you have learned about ...

— Write what new and useful information you have found for yourself in this text (these texts).

— Write what the author says about ... using the sentences from the text to prove it.


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ÖZBEK DILI VE KONTAMINATSIYA

 <https://doi.org/10.5281/zenodo.7353720>

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Özet

Dil, bir ulusun varlığını, tarihini, gururunu ve neşesini ifade etmenin bir aracıdır. Dil aynı zamanda insanların hayallerinin, umutlarının ve bağımsızlığının bir aynasıdır. 21 Ekim 1989'da bağımsızlığın ilk adımlarından itibaren Özbekçe'ye devlet dili statüsü verildi. Dolayısıyla bu tarih, anayasamızdaki devlet dilinin yasal statüsünün yanı sıra ülkemizin, halkımızın hayatında da silinmez ve tarihi bir olay haline gelmiştir. 21 Ekim Özbek diline devlet dili statüsünün verildiği gün olarak ülkemizde yaygın olarak kutlanmaktadır. Bütün bunlar sadece dilimizin sosyal statüsünü güçlendirmekle kalmaz, aynı zamanda gelişimi için yaratılan fırsatları da yansıtır. Bu nedenle, ana dilimiz Özbekçe'ye her zaman saygı duymalı ve onurlandırmalıyız ve hepimiz toplumdaki statüsünün yükselmesine katkıda bulunmalıyız.

Anahtar kelime: dil, Özbek dili, kontaminatsiya, amlam, tercüme

Unutulmamalıdır ki dil, her geçen gün farklı haberlerle zenginleşen canlı bir organizma. İnsan bir yerde hareketsiz kalmadığı gibi, dil de gelişme ve yenilenmeden uzak kalmaz. İnsanlık gelişmeye devam ettikçe dil de gelişiyor ve topluma ve hayata yeni ürünler getirdikçe dil de gelişiyor. Bugün, piyasa ekonomisi ve dünyanın hızlı modernleşme çağında, insanlar aktif olarak kirliliği kullanıyorlar. Üreticiler, ilginç ürün isimleriyle alıcıları giderek daha fazla çekiyor. İnsanların her zaman yabancılarla ve yeni şeylerle ilgilendiği bir sır değil - bu insan psikolojisidir.

Şu anda, Özbek dilinde yeni kelimelerin biçimi ve yapısı farklıdır. Yeni bir kelime, her şeyden önce, herhangi bir alanla (bilim, teknoloji, sanat vb.) ilgili belirli bir kavramı veya özel bir şeyi açıkça ifade eden bir kelime veya ifadedir. Neolojizmin temel gerekliliği, açık olmalarıdır. Bir dilin sözcük kompleksinde, bunlar toplum tarafından oluşturulabilir, düzenlenebilir ve değiştirilebilir, ayrıca ayrı bir önemli katman oluşturabilirler. Bu nedenle, tüm dillerde neolojizmlerin yaratılmasına özel önem verilmektedir. Sektörel neolojizmleri oluşturmak veya

standartlaştırmak için bu alandaki dilbilimciler ve uzmanlardan oluşan çalışma grupları ve komiteleri oluşturulur.

Kontaminasyon, neolojizmlere yakın olmasına rağmen, çok farklıdır. Cantination (enlem. Kontaminatio - karıştırmak, birleştirmek) kelimesi, bir oyunda anlam veya sese yakın olan kelime veya cümlelerin bir kombinasyonudur. Bu kombinasyon yeni sözcükler yaratır, ancak her zaman doğru biçimde değildir.

Kirlenme olmuştur ve birçok dilbilimcinin ilgisini çekmeye devam etmektedir.

Dilbilimcilerin bu fenomene artan ilgisi, konuşmacının sıkıştırıcı konuşması, konuşma kaynaklarından tasarruf etme ve dilde ifade edici ve değerlendirici araçların kullanımı gibi birçok faktörle açıklanabilir. Kontaminasyon birimlerinin genellikle konuşma dilinde görülen alışılmadık şekli ve bileşimi, özgüllükleri ve çoğu zaman kasıtlı olarak yanlış şekil ve özgünlükleri izleyicilerin dikkatini çeker. Bu makale, Özbekçe ve diğer dillerdeki kontaminasyona genel bir bakış sağlamayı amaçlamaktadır.

Her şeyden önce, bulaşma, aynı veya benzer seslere sahip iki veya daha fazla bağımsız kelimenin sözcüksel bir kombinasyonudur. Bu temelde oluşturulan kelimeye kantominant denir. Örneğin: nonjarkop (← non + jarkop), nonkabob (non + kebab); İngiliz shamateurs (← sham-e + amatörler), galumph (← dörtnala + zafer); nem. Dreckete (M. Luter) (← Dekrete + Drek).

Yirminci yüzyılın ikinci yarısında ve yirmi birinci yüzyılda, yerli ve yabancı bilim adamlarının kirlenmeye olan ilgisinin artması, gazeteler, sanat, internet, reklamcılık ve modern insan yaşamının diğer birçok alanındaki değişikliklerden kaynaklanmaktadır.

Sözcüklerin ve deyimlerin birleşimi, İngiliz kültürü, teknolojik gelişim, sınırsız dil ve yaratıcılık potansiyeli ve her alanda olduğu gibi dili kısaltma arzusunun bir sonucu olarak küreselleşme ile ilişkilidir.

Kirlenme süreci ilk olarak J. Chaucer, W. Shakespeare, L. Carroll, C. Dodgson'un eserlerinde gözlemlendi. Kirleticiler, dilbilimsel veya sözlü kısaltmalardır, genellikle ortak bir kısımdaki morfların azalmasının bir sonucu olarak oluşan melez kelimelerdir: dramediya = drama + komedi (trajikomediy), brunch = kahvaltı + öğle yemeği, çılgınlık = arkadaş + düşman (lanetli arkadaş), blupper = kahvaltı + öğle yemeği + akşam yemeği (kahvaltının geri kalanını veya öğle yemeğini akşam yemeği olarak yeniden ısıtmak), kamerera = kamera + karikatür (fotoğraf kurbağası) ve daha fazlası.

Sözcüksel melezler, tek kullanımlık olsalar bile her zaman dikkat çekerler.

Kirlenme ayrıca sanat eserlerinde yazarlar tarafından özellikle gençler için kullanılır. Genellikle komik kirleticiler, özgünlük ve özgünlükle bir gelenek haline geliyor: kahve = kahve + Godzilla (yani büyük bir kahve içicisi veya büyük bir cezve), kabarıklık = kabarık + süslü (komik bir durumda) büyük bir etek giyen kadın).

Bir milletin manevi zenginliği dilidir. Dil sadece amaca yönelik bir araç değil, aynı zamanda bir ulusun kültürü, gelenekleri, yaşam tarzı, tarihidir. Farklı insanların dillerine saygı, karşılıklı anlayışı ve iletişimi teşvik eder. Dillerin hayatta kalması için bu dillerin desteklenmesi gerekir. İnsanlığın bir millete veya diğerine ait olmaktan gurur duymasının nedeni dildir. Tüm dilleri tanımak ve saygı duymak, barışın tek garantisidir. Bu nedenle her millet kendi dilini korumaya çalışır.

21. yüzyıl, Küreselleşme Çağı, Yüksek Teknolojiler Çağı, Teknolojik Devrimler Çağı olarak insanlık tarihinde özel bir yer kazanıyor. Tüm alanlarda olduğu gibi, dünya dilbilimi, dil ve öğrenmeye yönelik tutumlar ve neolojizmlerin yaratılması ve uygulanması üzerinde etkisi olmuştur. Dünyanın bir yerinden diğerine ulaşan aleni ve gizli, resmi ve gayri resmi tüm bilgiler, belirli bir dil veya özel kodlar aracılığıyla bir ulusun dilini etkiler. Dünya halklarının sosyo-ekonomik, politik, manevi ve aydınlanma hayatında kullanılan yılın özellikleri de iz bırakıyor. Günümüzde bazı dillerin etkisi artarken, bazı diller azalmaktadır.

Bağımsızlık yıllarında ülkemizde yapılan büyük yaratıcı çalışmalara paralel olarak dilimizde yeni kelimelerin kullanımının arttığı belirtilmelidir. Bu sözler Devlet Dili Yasası'nın gereklerini tam olarak karşılarken, bazıları Özbek dilinin yabancı sözcüklerin veya eklerin taklidi ile yapılan kanun ve özelliklerine uymamaktadır. Ayrıca bitişik sözcükler yaratmaktan ve kullanmaktan söz ediliyor. Örneğin, burger olmayan, drujbaburger, Khadra non-burger vb. Yabancı kelimeler "Plaza", "Bravo", "Altın Tavuk", "Bayan Sanam", "Topolina inter star", "İdeal", "Zarif", "Z YAĞ", "Eldarado", "EVER MEN" "Petrol" gibi isimler üzerinde ciddi düşünmenin vakti gelmiştir. Dilde milliyet, ülkesellik, kısalık, açıklık, anlaşılabilirlik ilkeleri yerine yurtdışında taklit edilmektedir. Örneğin "Indaba", "Nek yıldızı", "Rayona Ishonch-HK hizmeti ", "Alyor teks ", "Pişik sütü ", "Dinur-kara ", "Çinkamol ", "Asklepiy "Özbek halkı ve Özbek dili için hiçbir şey ifade etmiyor. ", "Aloqa Print "LLC," Asaka MAK "LLC," Aloqa "Samosherteks", "Oz-Dong Ju Peint Co" LLC, "Merastekstil", "SulSherJahon" vb. Dağıtım alanı giderek genişlemektedir.

Adı altında bir fikir, bir ideoloji olduğunu bilmiyoruz. Dünyada hegemonya iddia eden ülkelerin, dünyayı yeniden dağıtma umuduyla, nükleer silahlardan ziyade

ideolojik yollarla diğer halklara boyun eğdirmeye çabaladıkları bir zamanda. Otele isim vermek doğru değildir. Bunu yaparsak Özbekliğimiz nereye gidecek?! Yarın gelecek nesile ne diyeceğiz? Bu, dilimizin yoksulluğunun bir işareti değil, görevlilerin ihmalinin, dil cehaletinin bir işareti.

Yaşam tarzımızın değişmesi, yeniliklerin etkisiyle Taron, Tasanno, Nihol, Islam Nuri, Hidoyat gibi birimlerin iç olasılıklar temelinde ortaya çıkması, dilimizin rafine edilmesi, yeni yorumların ortaya çıkması anlamına gelmektedir. Özbekçe veya yabancı, dilimize uygun bir isim vermemize kim itiraz etti? Hiç kimse! Adlandırmaya gelecek için bir umutla yaklaşmak her birimizin çocukluk görevi ve sorumluluğudur. Bunu asla unutmamalıyız.

Her ulusal dilin diğer dillerden ayrı olmadığı, tıpkı insanların birbirleriyle etkileşime girdiği gibi, dillerin de sürekli olarak birbirleriyle temas halinde yaşadığı unutulmamalıdır. Bu nedenle kelimelerin bir dilden diğerine geçmesi yasaldır. Paynet, derecelendirme, kolej, lise, göster, tasarımcı, lisans, iş, kredi, terminal, ihale, site, bilgisayar, iPhone, akıllı telefon, dizüstü bilgisayar, flash sürücü, virüs, antivirüs, tablet, görüntüleme, döküm, firma, ofis hayatımızda kullanıldığına kimse şaşırmadı. Her birinin kendi anlamı ve kapsamı vardır. Örneğin, oymacılık - meyve ve sebzelerin bir bileşim işlemesi, laparoskop - yara izi bırakmayan bir cerrahi yöntem anlamına gelir.

Diğer milletler ise Özbek mücadelesi ile dünyanın birçok ülkesinin dillerine yayılan Özbekçe chala, dakki, girrom, helal kelimelerini benimsemişlerdir.

Özbek, en zengin ve en derin tarihsel köklere sahip dünyanın en büyük dillerinden biridir. Ana dilimiz, ülkemizin kadim ve kutsal, mucizevi kaynakları kadar temiz ve saf ve her zaman kullanılabilir olmalıdır. İç olasılıkları sonsuz ve benzersizdir. Onu uygun şekilde kullanmak, dilin saflığı ve doğallığı için çabalamak, sözlü ve yazılı konuşmada dilin normlarına tam olarak uymak, ana dilin saflığını ve tazeliğini korumak hepimizin onurlu ve aynı zamanda kutsal görevidir.

Kıscası dil her milletin kültürünün özüdür ve ana dilimizin korunması milletin gelişimini ve geleceğini belirler. Dil insanları birleştirir, eğitir, öğretir, gelenek ve göreneklerini korur. Bu nedenle anadilimizin uluslararası prestijini yükseltmek, onu ulusal ve evrensel kavramlar temelinde geliştirilen diller listesine dahil etmek için her birimizin dilimize derin bir saygı duyması gerekir. Aynı zamanda, Özbek dilinin gücünü, zengin görsel yardımlarını ve yeteneklerini ve her türlü tercüme için yeterli kelime dağarcığını pratikte kanıtlamak için dilimizi iyice incelemeliyiz. Halkımız, kültürleri ve genel olarak gelecek nesiller için harika şeyler yapmalıyız.

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К ВОПРОСУ О СИНХРОННО-ПЕРЕВОДЧЕСКОЙ ДЕЯТЕЛЬНОСТИ



<https://doi.org/10.5281/zenodo.7353728>

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АННОТАЦИЯ

Настоящая статья посвящена вопросам синхронного перевода и переводческой деятельности. Как известно синхронный перевод текста это передача смысла текста одновременно со спикером является трудоемкой работой, по причине соприкосновения двух разных структур, где приходится учитывать особенности каждой. В статье рассмотрены научные труды зарубежных ученых, изложена актуальность темы исследования как в общей лингвистике, так и в корейском языкознании;

Ключевые слова: синхронность, перевод, синхронный перевод, лингвистика, проблема языка, корейский язык.

Как известно, синхронный перевод текста это передача смысла текста одновременно со спикером является трудоемкой работой, по причине соприкосновения двух разных структур, где приходится учитывать особенности каждой [편해원. 한-불 텍스트 동시통역 시 통역사의 정보 처리와 교육적 적용. – 서울시: 한국외국어대학교. 박사학위논문, 2015. – P. 20.]. В исследовании Д.В. Балаганова отражена характеристика синхронно-переводческой деятельности (СПД), указали на место синхронного перевода в системе видов перевода, определили принципы построения модели синхронного перевода, описали виды ситуации перевода, с которой сталкивается переводчик-синхронист. Особого внимания требует когнитивные механизмы, которые функционируют в ходе синхронного перевода, а также динамика состояния языкового сознания синхронного переводчика [Балаганов Д.В. Динамика когнитивных механизмов в синхронном переводе: Дисс. ... докт. филол. н. – М.: Военный университет, 2021. – С. 37.].

Согласно исследованию И Чонг Сун осуществление СПД связано не только с процессом аудирования, передачи устной речи, но и с хорошей памятью. Кроме этого необходима психологическая и физическая подготовка для такого напряженного вида работы, как синхронный перевод [한-중 동시통역 시 동시성 확보방안 연구. 박사학위 논문 – 서울: 한국외국어대학교 통역대학원, 2014. – P. 13.]. По мнению Д.В. Балаганова для качественного учета особенностей СПД необходимо всесторонне рассмотреть ее характерные черты, провести анализ полученных данных, сделать выводы с тем, чтобы использовать результаты в процессе обучения переводчиков-синхронистов, в том числе на базе высших учебных заведений.

Однако имеющиеся научные публикации, на наш взгляд, не полностью отражают те особенности, которые присущи СПД. В частности, в них не рассматриваются характеристики, связанные с последствиями негативного влияния стресса в процессе синхронного перевода. А ведь именно они зачастую становятся причинами снижения качества перевода [Балаганов Д.В. Динамика когнитивных механизмов в синхронном переводе: Дисс. ... докт. филол. н. – М.: Военный университет, 2021. – С. 37.].

Лингвистическая характеристика перевода затрагивает структурные, смысловые и художественно-выразительные различия между языками, которыми изначально определяется выбор приемов перевода. Межъязыковые различия – важнейший потенциальный фактор перевода. В синхронном переводе огромное значение придаётся схожести исходного языка и языка перевода. В этом контексте имеется в виду степень схожести грамматического, лексического и фонетического пластов обоих языков, которые задействованы для синхронного перевода. К примеру, если рассматривать языки, принадлежащие к одной языковой семье (русский и английский языки), то их соответствующие языковые системы будут ближе друг к другу, чем в языковых парах, имеющих в себе языки из разных языковых семей (русский и китайский). Эти различия в языках необходимо учитывать при изучении СПД, а также для обучения будущих специалистов в области синхронного перевода.

Немаловажную роль в процессе синхронного перевода играет механизм переключения между языками. Он заключается в когнитивной способности переводчика задействовать соответствующие элементы языковых систем в ходе осуществления синхронного перевода. Помимо лингвистической составляющей переводчику необходимо учитывать и экстралингвистические

культурологические характеристики, связанные с конкретными языками [Серова, Т.С. Сбалансированный билингвизм и механизм языкового переключения в устной переводческой деятельности в условиях диалога языков и культур / Т.С. Серова // Язык и культура. – 2010. – С.44-56.]. Другими словами, переводчик должен не только знать два языка, с которыми он работает в процессе синхронного перевода, но и владеть картинами мира народов, говорящих на этих языках.

В процессе синхронного перевода синхронист обрабатывает не весь исходный текст целиком, а по частям, т.е. осуществляет его сегментацию. Интересно рассмотреть ситуацию, при которой переводчику нужно работать с одноструктурными языками. На первый взгляд, не может произойти ошибки при передаче смысла с одного родственного языка на другой, однако такая схожесть может привести к следующим ошибкам: при передаче смысла слова подходящим к нему синонимом в переводе с корейского на японский и наоборот происходит неправильный перевод по причине использования одного и того же иероглифа в разных значениях в двух языках [윤 희 정. 동시통역 학습자들의 한자어 오류 실태에 관한 고찰. 석사학위논문. – 부산시: 부산외국어대학교 통역번역대학원, 2010. – Р. 2.].

Информация поступает к переводчику по мере ее вербализации оратором, и переводчик не всегда знает, что захочет сказать выступающий в следующую минуту. Поэтому синхронист, получая информацию частями, осуществляет ее анализ посегментно. Здесь следует также отметить важность владения переводчиком большим и узким контекстами. Большой контекст связан с имеющимися у переводчика общими знаниями по конкретной тематике. Узкий контекст имеет отношение к воспроизводимому оратором тексту.

В последнее время активно изучаются вопросы перевода с учетом социальных особенностей носителей языка, большое внимание уделяется исследованиям перевода в системном контексте. В данных исследованиях рассматривается роль переводчика, проводящего дискурс-анализ на базе знаний культуры переводимых языков. На переводчике лежит ответственность не только в механической передаче смысла, но и в создании баланса между участниками переговоров [이유진. 한국 형사재판 법정통역사의 역할 인식에 관한 연구. 박사학위논문. – 서울시: 한국외국어대학교 통번역대학원, 2015. – Р. 19.].

Вследствие синхронного характера перевода единственным доступным для переводчика способом перевода является знаковый. Он заключается в переводе поступающих языковых знаков без их глубокой смысловой переработки. Другими словами, поскольку информация об исходном тексте поступает дозированно, то по мере ее поступления переводчик осуществляет ее обработку на основе имеющегося у него отрезка текстового сообщения, а также принимая во внимание уже накопленные им знания относительно тематики выступления. Необходимо отметить, что такие знания у переводчика должны быть достаточно глубокими. С этим фактом связана тематическая ограниченность переводчика-синхрониста.

Важным определяющим фактором синхронного перевода является фактор времени, который в условиях высокострессогенных ситуаций оказывает решающее влияние на эквивалентный выбор в синхронном переводе. Темпоральный фактор действует, во-первых, как внешний экспрессивный ориентир, определяющий линейно-динамические и позиционные параметры эквивалентного выбора, и, во-вторых, как собственно стрессогенный фактор, ограничивающий время принятия решения переводчиком-синхронистом.

Важной временной характеристикой СПД является темп речи оратора. От него зависит то, с какой скоростью переводчик будет осуществлять СПД. Обычно переводчик-синхронист старается придерживаться некоторой средней скорости произнесения своего перевода. Однако бывают случаи, когда оратор выступает с очень большой или очень маленькой скоростью. Тогда переводчику приходится несколько подстраивать свой темп речи под темп речи оратора. При большой скорости вербализации текста оратором происходит увеличение величины отставания. Иногда такой темп речи оратора приводит к опущению переводчиком значимой части высказывания. Это может происходить в связи с ограничениями функционирования рабочей памяти переводчика или с его попыткой предотвратить дальнейшую потерю важной информации [Shlesinger, M. Shifts in cohesion in simultaneous interpreting / M. Shlesinger // *The Translator*. – 1995. – Vol.1(2). – P.193-214.]. При замедлении скорости воспроизведения оратором своего высказывания (что может быть вызвано определенными размышлениями или отходом от заранее написанного текста), переводчику также приходится замедлять свой темп речи, чтобы не допустить образования пауз.

Таким образом, как выше отмечалось, синхронный перевод является одним из видов переводческой деятельности наряду с письменным и устным последовательным переводом. Деятельность переводчика-синхрониста отличается от такой же работы письменного и последовательного переводчиков по интерпретационному и трансформационному параметрам, которые в большинстве случаев характеризуются большей масштабностью.

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THE USE OF ARTIFICIAL INTELLIGENCE IN JOURNALISM



<https://doi.org/10.5281/zenodo.7353730>

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ABSTRACT

The article is devoted to the use of technologies based on artificial intelligence algorithms by the media. The principles of operation of machine learning, deep learning based on neural networks, and recommender systems are disclosed. An analytical review of the use of these technologies in such areas as data processing and analysis is made; automatic production of information about current events and facts (messages about emergencies, results of sports competitions, the course of election campaigns, etc.); interactive communication with the audience; tracking informational occasions; verification of facts for reliability (fact-checking); image recognition; production of video content, etc.

Keywords: mass media, artificial intelligence, media, big data, information bubble, echo chamber, information dependence.

INTRODUCTION

The modern media market is represented not only by the mass media and information consumers. In this market, a fundamentally new participant has emerged and every year occupies more and more space - artificial intelligence, which is changing the usual look of traditional journalism and reformatting the media space that was once familiar to us. If we represent the situation schematically, we will see a system in which not only the media communicate with the consumer, but the consumer communicates with the media; more and more artificial intelligence is involved in interaction with them. The functionality and significance of this kind of intermediary, as well as the process of formation and development of artificial intelligence in the media, require serious scientific study and reflection.

MATERIALS AND METHODS

Modern mass media, more than ever, actively interact with the consumer of the mass media. With the advent of the Internet, this interaction is becoming increasingly interactive, and the media are turning into global media and mass communication. If

earlier the media user carried out feedback with them in the form of “letters to the editor”, now the range of such interaction has significantly expanded and changed qualitatively. It includes not only comments, likes, reposts, discussions in social networks (including those with the direct participation of the authors of information materials), but also the possibility for users to form their own news column, create content for Mass media by transferring photos, video and audio recordings from the scene, etc.

High-tech companies that are rapidly introducing artificial intelligence into the activities of modern media and fundamentally changing the practice of journalistic work, in fact, are becoming a new player in the field of mass media, turning the IT industry almost into the main figure in the media market, overshadowing such traditional and important participants as the state and big business [Mamedyarov Z.2019.P. 13–17.]

RESULTS AND DISCUSSION

Be that as it may, the main components of what is currently called artificial intelligence are [2]:[Kurpatov A.V, 2019: 400]

- machine learning;
- deep learning based on neural networks;
- recommender systems.

Machine learning is one of the areas of development of artificial intelligence, the main principle of which is that machines receive data and learn from them, detecting certain patterns. This is the most promising tool for business, science and making important management decisions. Machine learning systems are able to quickly apply the knowledge gained from training on large datasets, which allows them to excel in solving problems such as face recognition, speech recognition, object recognition, translation, and many others. Unlike programs with manually coded instructions for performing specific tasks, machine learning allows the system to learn to recognize patterns and make predictions on its own [Miroshnichenko M.TextTerra, 2015]

Deep learning is a subset of machine learning. It applies some machine learning techniques to real world problems using neural networks that can mimic human decision making.

Neural networks arose as a result of research in the field of artificial intelligence, during which the idea arose to reproduce the ability of biological nervous systems to learn and correct errors by modeling the low-level structure of the brain.

Table 1

Examples of technologies using artificial intelligence and their scope in journalism [4][M. Miroshnichenko. 2015.]

Technology developer	Media using this technology	Scope of technology
Reuters News Tracer / Thomson Reuters	Reuters	Track the main events of the day on social networks and check the validity of messages on Twitter
Wordsmith Automated Insights	Associated Press	Creation of reports based on financial data
Heliograf / The Washington Post	The Washington Post	Coverage of sports events and election campaigns
Perspective API (Alphabet / Google)	The New York Times	Moderating reader comments
Reuters Connect	Reuters	The platform displays all Reuters content, including the archive, as well as content from media partners around the world in real time
Newswhip	Associated Press	The program tracks the distribution of any content on the seven largest social platforms within minutes of posting and allows you to predict what will excite the audience in the near future

When discussing the advantages of journalists over artificial intelligence, they often point out that only a professional person is able to bring context or emotional evaluation into the text, which is partly confirmed by some studies. For example, in the US and Germany, groups of journalists were shown a large number of articles in English and German, respectively. Half of the texts were written by people, half by machines. On average, people could not tell them apart, and when subjects were asked to categorize texts according to their credibility and interest, they found machine-written texts to be more credible. At the same time, the respondents noted that reading them is not as interesting as “human” articles.

In China, Jinri Toutiao (meaning "Today's Headlines") is the leader among software products that use artificial intelligence to algorithmize and edit news. Toutiao's artificial intelligence engines search the Internet for content using natural language processing and computer vision tools to analyze content from a wide network of partner sites and approved sources. They then draw on their users' past

behavior—their clicks, read data, opinions, comments, and so on—to create personalized news tailored to each individual's interests. The app's algorithms even change titles to increase clicks. And the more those clicks, the more accurately Toutiao will offer them the content they want to see. This positive feedback has resulted in one of the most sought-after content platforms on the web, with users spending an average of 74 minutes a day on the app [E.A.Smirnova, A.P.Sukhodolov, 2018. 200]. Thus, the involuntary attention of the user is exchanged by the media for advertising money, and advertising - taking into account modern advances in the field of targeting - hits the target. Information has become an easily accessible and practically legal drug, and its addressees pay the price by turning into ideal consumers.

CONCLUSION

The speed of creating new products and solutions is growing exponentially, and if someone can provide a monopoly in artificial intelligence, he will become the ruler of the world. But the media, together with the state and civil society, have yet to think about what the consequences of owning this new perfect tool can lead to.

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MONTESSORI - AN EFFECTIVE LEARNING APPROACH



<https://doi.org/10.5281/zenodo.7353736>

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ABSTRACT

Maria Montessori's methodology in the development of fine motor skills of children of preschool age should be well studied. The main thing in this technique is that the surrounding people do not hinder the creative energy of an early age. This article analyzes, the different aspects of this educational method, whether it is better or worse than traditional schools, the relationship of the Montessori materials to a child's intellectual, emotional and social development.

Keywords: *Montessori method, education, toddler classes, age groupings, modern-day technology.*

Young children flourish in connections with adults who are secure, supportive, and informed about how to assist their growth and learning. Working with young children from infancy through the early primary years is important and complex, as the science of child development and early learning makes evident. Much has been learned about how children learn and develop as a result of research over the last ten years. Early infancy is a period of development that can have dramatic and long-lasting effects on a child's future, according to studies. The most productive time in a child's development is from birth to six years of age. It is during these years that the baby receives the greatest share of skills and knowledge, which only deepens in later life.

The Montessori method of education is a system of education for children that seeks to develop natural interests and activities rather than use formal teaching methods. The Montessori Method was developed by Dr. Maria Montessori in the early 1900s. It's a specific child-centered method of education that involves child-led activities (referred to as “work”), classrooms with children of varying ages and teachers who encourage independence among their pupils. [Pamela Li] A child has an innate desire to discover and learn about the world, in accordance with Maria Montessori. It is not required to reward or discourage the child in order for him to

teach and educate himself; rather, it is sufficient to "throw a coal" into the furnace of his mind at the appropriate time.

The Montessori Method is a system of child development based on the natural needs, inclinations and abilities of the child. The author of the technique is the Italian pediatrician and teacher Maria Montessori. She based the system on observations of the development of young children with whom she happened to work. Initially, these were babies with various developmental disabilities. Montessori thought through the activities with each child, based on his pace of mastering new skills and age interests. Seeing the success of the system in teaching "special" children, the author adapted the methodology and suggested using it for teaching all young children. Montessori sensational education is the basis of preschool and elementary school age education, which was implemented by organizing classes using the environment and didactic materials.

The Montessori system has its own recommendations for each age group. Briefly, the conditional development of a child can be divided into three major stages:

1. From birth to 6 years old - this is the first stage. During this period, the child's personality is formed, and at this age, his main abilities are revealed. This period is unique, and at this time everything is absorbed into the brain. At this time, it is important to correctly understand the information in order to skillfully raise your baby.

2. The second stage - from 6 to 12 years. The main thing in this period is emotional development. The baby is very sensitive and sensitive. These changes are distinguished by their focus. For a long time, the child can focus on things that are more interesting to him without harming other activities.

3. Adolescent age or 12 to 18 years. This is a period of trial and error. Today, the first and most important thing is to get personal experience.

The Montessori model is different from traditional classrooms in many ways. Here are the characteristics of the Montessori learning process:

Mixed-age classrooms. Montessori classrooms are typically arranged by age groups based on three years: infants up to three years old, three to six, six to nine, and nine to twelve. Older students can lead and guide the younger ones when they are struggling. The younger students can benefit from peer learning and moving at their own pace.

Hands on learning. The Montessori classroom environment is highly organized. In a typical classroom, there are shelves full of learning materials, not toys, which

children can freely access to “work” with. They cover a broad range of educational topics and each one supports a specific aspect of child development. These classroom materials are designed in such a way that they can provide corrective feedback. Children can see their mistakes and correct them without a teacher’s close supervision or help.

Freedom of choice. Montessori provides a child-led learning environment. Children can freely choose amongst the displayed working materials. They fall under tightly interconnected curricular areas that encompass sensory, language, mathematics, geography, culture, music, art, and practical life. These activities can help young children learn life skills, feel needed, develop a strong sense of self, and grow a sense of responsibility.

Children's houses generally use interactive, tactile activities to teach topics. For instance, pupils can use sandpaper letters to teach them how to write. These letters were made by cutting sandpaper into letters and mounting them on wooden blocks. The kids then use their fingers to sketch these letters in order to learn each letter's appearance and pronunciation. Another illustration is teaching math concepts, notably multiplication, using bead chains. One bead stands in for one unit, a bar made up of ten beads symbolizes one multiple of 10, a flat shape is made by fusing 10 of the bars together to represent ten, and a cube is made by fusing 10 of the flats together to represent ten times ten. These resources aid in creating a practical understanding of fundamental ideas, which serves as a foundation for much later in life. Montessori schools have mixed-age classrooms, often with 3-year age groupings. There are toddler classes from birth to age 3, primary (or casa) classes for ages 3-6, and elementary classes for ages 6-9 and 9-12. At some elementary schools, all six years are combined into one class. Most middle and high schools have mixed-age classes as well. Parents are encouraged to keep their child in school for at least one full 3-year cycle. [Maria Montessori, 1995]

“Our schools,” says Montessori, “show that children of different ages help one another. The younger ones see what the older ones are doing, and ask for explanations. ... There are many things which no teacher can convey to a child of three, but a child of five can do it with the utmost ease.” (The Absorbent Mind, 1967) [Maria Montessori, 1995: 24]

There is a lot of tangible instructional material that students use. This includes self-correcting crossword puzzles referred to as manipulatives. Additionally, they

work with different materials like beads, tiles, pink towers, sandpaper letters, and blocks.

There are several advantages to concrete learning. These are a few of them:

- Strengthening muscles and improving fine motor abilities are two benefits.
- Children benefit from this connection to reality, which helps them grow up.
- It incorporates movement with learning, engaging a variety of senses in the process.

At least in elementary and primary education, tests and assignments are rarely provided. Middle school students occasionally receive them, but usually for practice. However, they are typically not graded.

Tests and assignments are graded in high school. However, the major purposes of this are to meet Canadian provincial curricula requirements and to get pupils ready for college. Apart from that, grades are not distributed.

Students also don't get much appreciation. When they are, it's for effort rather than results. Since they might undermine motivation and learning, rewards are rarely provided. Students are urged to discover their own incentive instead. Learning becomes its own incentive when students choose their own tasks. This may spark a love of learning that lasts a lifetime. In “The Risks of Rewards” (1994), Alfie Kohn discusses the reward systems. Focusing on reward systems in general, he says:

“Studies over many years have found that behavior modification programs are rarely successful at producing lasting changes in attitudes or even behavior. When the rewards stop, people usually return to the way they acted before the program began. More disturbingly, researchers have recently discovered that children whose parents make frequent use of rewards tend to be less generous than their peers (Fabes et al. 1989; Grusec, 1991; Kohn, 1990).” [Maria Montessori , 2019]

Elizabeth Hainstock, in “*The Essential Montessori*” [Maria, 1994], divides Montessori learning materials into four main groups and, some are used only at certain levels:

- Motor education
- Sensory education
- Language
- Math

Furthermore, community material, modern-day technology, science and culture can be found in more supplemented Montessori schools. Learning is very adaptable. Therefore, advanced students can progress through the curriculum more quickly

while still feeling engaged and challenged. Additionally, it permits struggling students to go more slowly, preventing frustration and disengagement.

Today, there are about 22,000 Montessori schools in the world. Many famous people studied under the Montessori system.

Among them:

- Google founders Larry Page and Sergey Brin;
- Jeffrey Bezos, the founder of the Internet company "Amazon.com";
- Catherine Graham, owner and publisher of "The Washington Post" newspaper;
- There is Gabriel García Márquez, winner of the Nobel Prize in Literature


All in all, contrary to many other alternative educational approaches, Montessori education is becoming more widely used globally and in the public sector. Furthermore, Montessori has hardly evolved since the first part of the 20th century, in contrast to the conventional approach. Because it is a deeply ingrained cultural system that we attempt to enhance by considering as a logical positivist collection of components, even the conventional system has not undergone a significant transformation. Radical transformation might be necessary for true educational reform.

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汉、乌比喻修辞格文化对比分析

 <https://doi.org/10.5281/zenodo.7353741>

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Xitoy tili nazariyasi va amaliyoti kafedrası o‘qituvchisi

O‘zbekiston davlat jahon tillari universiteti

摘要：比喻是人类最古老、最广泛、最活跃、最普遍因而也是最基本、最重要的一种修辞格式。我们生活中说话的时候常常用比喻，也常常用一些动物来比喻某一些人或者事情。但据每个国家传统文化与随俗这些比喻会表达各种意思。本文章主要谈的是汉语与乌兹别克语比喻并对比喻当中常常使用的动物做了一些对比。我们的文章帮助学习汉语的学生理解中国文化和一些象征动物。

关键词：比喻，汉语，乌兹别克语，象征动物，对比分析

语言包含着丰富的民族文化，比喻作为语言运用现象，它深刻地呈现出民族文化的特点。由于语言涉及到各自的地域、历史、民族、宗教、民族心理等文化元素，喻体产生的喻义在不同的语言系统中被赋予或同或异的文化内涵。

一、汉、乌比喻句中常用动物象征义的对比分析

中国与乌兹别克斯坦都是农业国家，动物资源非常丰富，汉乌比喻句中常常出现各种动物喻体。这些喻体在汉乌不同的文化背景下，产生的联想也有异有同。分以下两种情况：

首先，喻体相同，喻义不同。

“牛”在历史上是作为中国人农耕的得力助手，中国人和牛有一种自然而然的亲近感，牛是力量的象征，也是忠诚的象征，所以很多积极的比喻句都使

用“牛”。如“你是个牛人!”是说话人对对方能力的极大赞美。“老黄牛”比喻老老实实、勤勤恳恳工作的人。鲁迅先生有一句名言“俯首甘为孺子牛”，意思是愿意像牛一样为老百姓服务。而乌兹别克语比喻中“牛”很少用。乌国人的印象中，“牛”是个普通动物，表示比较笨。所以即使用在比喻中也是很消极的意义。例如:

(1) Bir tirraqi buzoq podani buzar. (一只拉肚子的牛弄脏一群牛。)

“一只拉肚子的牛弄脏一群牛”比喻一个坏人会危害社会。乌兹别克语中的个比喻跟中文的“一颗老鼠屎害了一锅汤”是一样的意思。

(2) Buzoqni yugurgani somonhonagacha. (牛只能跑到玉米秸场。)

“牛只能跑到玉米秸场”比喻每个人能量有限，只能做到力所能及的事。

中国人历来信奉“龙”是一种神物。龙是中华民族封建皇权的象征，是高贵、权势、尊荣的代名词。汉语里有许多以“龙”为喻体的比喻。如：“没有擒龙术，不敢下深海”“龙交生龙，凤生凤”等。但在乌兹别克文化中“龙”不是吉祥的象征，代表苦难，它的样子也很可怕，是长着三个头的大蛇。乌国的人们也常常用“她是有三个头的龙”来比喻作风很轻佻的女人。

“狗”虽然是人类最好的朋友，但汉文化当中涉及“狗”的词语多是不好的意思。比如，“狗嘴里吐不出象牙”，比喻坏人说不出好话。现在在网络语言中常常称呼还没结婚、没谈恋爱的人为“单身狗”。“狗仗人势”比喻坏人依靠某种势力欺侮别人。乌兹别克语里“狗”大部分表示好的意义，千年以来，人民认为狗是人的最好朋友。在文学作品里常常用狗比喻忠心。如“Itdek vafodor”意思是像狗一样忠实。

其次，喻体相同，喻义相同。

“马”最早被中国人驯养的动物之一，是人类的助手。马是力量和高远的象征。“马”常常与“龙”搭配使用，例如，“龙马精神”，比喻像龙、马一样的精神。“老马识途”比喻富有经验的人在办事。还有“马到成功”，原意是征战时战马一到便获得胜利，比喻成功迅速而顺利。“马不停蹄”比喻一刻也不停留，一直前进。乌兹别克语当中“马”也具备好的象征意义。几千年历史以来马算是男孩子的朋友。因为古代每个乌国的男孩儿都有自己的马，有马可以跑到远的地方。乌兹别克语里有很多关于“马”的短语。比如，“Yaxshi ot keyin chopadi”(好的马后跑)，比喻努力而有能力的人慢慢成功。“Otning o‘rnini toy bosar”(小马崽会代替马的位置)，类似汉语的“长江后浪推前浪，一代更比一代强。”

猪也是中国人非常熟悉的动物，在农村，几乎每家都养猪，而猪贪吃懒做、身体肥胖、行动笨拙的本性也是两国人对猪的印象。汉语用“像猪一样笨”或者“大肥猪”来形容愚蠢、肥胖的人。乌兹别克语也有一些类似的比喻。如：

(3) Cho‘chqa shu oddiy ishni ham eplolmaysan. (猪，这么简单的事也办不了。)

二、汉、乌比喻句常用的事物对比分析

自然环境也影响人的日常生活，两个民族在认识与体会大自然的过程中，创造了很多比喻。自然环境中的天、太阳、月亮、星星也被赋予了丰富的喻义。

第一，关于天地的喻义。中国最早提出“天人合一”，认为自然与人都遵从同一规律、同一道理。“天长地久”，像天和地存在的时间那样长，比喻情感永远不变；乌语中也有类似说法：“Osmon uzoq yer qattiq”(天长地硬)。天与地距离无穷无尽，高天和平地的差异也无穷无尽，汉语中用“天壤之别”来比喻事物之间的差别之大；乌语中比喻这种差异用“osmon bilan yercha”(天地之差)“天”对于人

类来说是无穷高，够不到的，汉语中“尾巴翘到天上去了”，用一种夸张的比喻手法，说明一个人趾高气昂的骄傲神情；鸟语中则用“burni osmonda”(鼻子在天)，比喻一个人很骄傲，看不起其他人。

第二，关于月亮的喻义。月亮在中国文化中含丰富的比喻意义。它是一种美的象征。中国诗词当中有很多作品用月亮来比喻美丽的女子。宋玉的《神女赋》中“其少进也，皎若明月舒其光”，就是用明月来形容神女之美。宋代词人苏轼很喜欢用月亮来比喻美人。《明月几时有》中的“人有悲欢离合，月有阴晴圆缺，此事古难全。但愿人长久，千里共婵娟”，把美女婵娟比喻成月亮，在美丽的月色下借月抒怀，思念亲人。他还在《宿望湖楼再和》中则用美人来比喻月亮：“新月如佳人，出海初弄色。”此外，汉语中的成语“花容月貌”“闭月羞花”都是来比喻美丽的女子。

鸟语文化中月亮也具有美的意象，很多文学作品里把女孩儿比喻成月亮，来凸显女孩儿的美丽与纯洁。

(4) Ko‘ngil olmaganim, ko‘kda hilolim. 爱你，在天空中的我的月牙。

例(4)中把女孩儿比喻成“新月”(hilol)，鸟语中月亮叫 oy，而新月叫 hilol。女孩的美丽和青春，只有新月的美才配得上，所以经常把漂亮的女孩儿比喻成新月。

(5) Oyning o‘n beshi yorug‘ o‘n beshi qorong‘u. 月亮十五天是亮的，十五天是暗的。

例(5)是乌兹别克人常用来安慰别人的的比喻句。月亮每隔十五天会满月，月亮时满时缺，生活中的变化也像月亮的变化一样，有的时候会遇到幸福，有的会遇到困难，但不要灰心，好的日子会来的。

第三，关于乌云的喻义。汉乌比喻句中常常出现乌云，都是比喻不好的事情或者沉重的心情。汉语中的“乌云密布”常常用来比喻人的心情很沉重、很压抑。乌语中也有类似的表达。如：

(6) *Shahar osmonida aylangan qora bulutlar tarqab, quyosh chiqa boshladi.* 城市天空的黑云慢慢失去，太阳开始出来。

例(6)中“qora bulutlar”(黑云或乌云)比喻不好的事情，说明城市刚刚经历了灾难，作者又用 *quyosh*(太阳)来比喻光明和希望，城市的未来是光明的。

第四，关于蜂蜜的喻义。蜂蜜在两种语言的比喻中都包含甜蜜的意思。汉语里常说：“生活比蜜还甜”，比喻生活像蜂蜜一样甜蜜。乌语给女孩儿起名字的时候经常使用蜂蜜，很多女孩儿名字叫 *Asal*(蜂蜜)，父母希望女儿的生活变蜂蜜一样甜蜜。蜂蜜特别甜，但吃得多对身体不好，所以乌兹别克人说“*Asalning ozi shirin*”(蜂蜜少才会甜)，比喻喜欢的东西也不要贪多，否则物极必反。

通过上述对比分析，可以看出汉乌两个民族在文化、观念等方面有共性也有个性，这些异同也反映到喻体上，由此产生了丰富的比喻义。但总体来说，汉乌比喻义中的共性较多。产生这一现象的主要原因是虽然两国地理条件不同，生活习惯也不同，但文化和思维还是有相通之处的，这就奠定了两个民族对喻体的选择、认知和联想基础。汉乌两种语言都习惯选择生活中熟悉的动物作喻体；也习惯用自然现象和条件作喻体；另外，汉乌两个民族中有很多含有比喻修辞格的熟语、成语、歇后语，而且它们的意义是相同的。如汉语的“对牛弹钢琴”与乌语的“*Devorga gapirmoq*”(对墙说话)，汉语的“一颗老鼠屎害了一锅汤”与乌语的“*bir tirraqi buzoq podani buzar*”(一只拉肚子的牛弄脏一群牛)等。

汉语比喻修辞格的思维方式和乌语比喻的思维方式和有所不同，喻体词汇包含着中国文化、思维和语言习惯。在课堂上教师培养学生汉语比喻的思维方式，同时乌兹别克汉语学习者自己也应该多重视培养自己思维方式。乌兹别克学生应该摒弃原有的思维模式，意识到汉、乌两国语言比喻修辞上的差异，并将区别对待，不应该把乌语比喻修辞格的用法想当然地套用在汉语比喻手法上。多读一些汉语经典散文与小说，从中学习比喻修辞格，要去深入思考，与乌语比喻进行对比分析。

中乌两国有历史悠久的文化交流，两国之间在历史文化、社会政治、语言思维等方面都具有共同点，但毕竟汉语与乌语是两个独立的语言，由于地理、历史、民族文化不同，选择的喻体也不尽相同。因此教学比喻时，教师应从跨文化交际的角度下给学生讲解相关的文化背景知识。如“你真牛”这句，“牛”是具有中国独有的文化，乌兹别克语没有这种说法和理解，对乌兹别克人来说牛是笨的动物。如果教师不解释清楚，学生就无法理解这比喻的意思。

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FORMATION OF NATIONAL IDENTITY IN KARAKALPAKSTAN TELEVISION CHANNELS



<https://doi.org/10.5281/zenodo.7353749>

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ABSTRACT

This article explains the content and essence of nationalism in the programs and films of Karakalpakstan's state and non-state television channels, the general concepts of nationality and culture.

Keywords: *TV channel, program, national costumes, values, culture, tradition, language.*

The aspect of each country that distinguishes it from other nations is its nationality. The reason is that any country is distinguished from other nations by its nationality. Nationality is the heritage of our ancestors, our traditions, our common abilities, which we have followed for thousands of years. In today's globalization process, focusing on nationality is very important. The role of mass media in promoting these things is incomparable. Because any material presented to the public has an impact on the human mind, and concepts arise in relation to it. We can see this not only in social networks, but also in the prepared materials of state and non-state TV channels. The reason is that television has a special role in providing accurate and reliable information to people. [Television is a type of journalism that actively affects not only the human mind, but also his emotions. Television has become an incomparable fruit of human intelligence, a great achievement of science and technology, a universal result of human culture, and an incomparable factor in its further development]. For example, let's see the expression of nationalism in the example of Karakalpakstan television. It is the only state television in the Republic, which broadcasts news of various genres in an operational manner. Live broadcasts ensure the closeness of television and its audience. [The first program of the channel was broadcast on November 5, 1964. The programs are conducted in Karakalpak, Uzbek, Russian and languages. Air coverage is 95-98%.2] Now there is also a program in Kazakh language [It was broadcast in Karakalpak and Russian languages

a few minutes a day. In 1965, programs was broadcast four times a week for 2.5 hours. After the independence of Uzbekistan, Karakalpakstan television became part of Uzbekistan TRK (now Uzbekistan MTRK). Since 2002, the television and radio company of the Republic of Karakalpakstan has been established]. [From January 1, 1966, the length of the shows was increased to 3 hours, and the shows were broadcast every day of the week except Wednesday. Also, on weekends and holidays, from 12:00 noon, shows for children called "Jetkinshek is a guest at us", "Work wants to be brave", "Fishermen's children", "Poets for children" began to be shown. Thanks to the activities of the dubbing studio, which started working on June 1, 2013, young TV viewers had the opportunity to watch cartoons in Karakalpak language. In 2014, the second dubbing studio was launched, and films and television series were dubbed into Karakalpak language.

It broadcasts not only local news, but also the news of all over the Republic of Uzbekistan and abroad in its programs. Currently, there are 48 programs and three editorials on television, and the materials are prepared in various genres. Among these programs, there are many programs that represent the nationality we mentioned. That is, the program "Assalawma aleykum, Karakalpakstan" is the morning program. It stands out for its in the videos and its presence on live broadcasts. The first broadcast was on July 1, 2002. Despite the fact that the duration of the show is now 80 minutes, the TV viewers can cheer up and learn more. The reason is that, firstly, interviews are held with guests from various fields, secondly, interesting films are made from each other. The program airs seven days a week. But everyday pictures are different. The reason is that on one day material is prepared on sports, health, reading, and another day museums, historical places, successful people, young people and so on. In addition, the guests of the show visit in various directions. The most interesting and important part of the program for the audience is the singing of national songs by bakshi, jirovs wearing Karakalpak national costumes. That is, it will be performed by them after the start of the show. Their performance in national costumes is considered to represent the nationality to the people in the first place. Then, the musicians who started the show with their live songs will be guests until the end of the program and will perform Karakalpak folklore songs, epics, and stories. By watching this and hearing the conversation, the audience can get more information about this field. The reason is that they also provide information on the origin epics and how they are performed.

We should mention that every bakshi who visits us as a guest comes with a national costume. These clothes are mainly decorated with national Karakalpak motifs. [The ancient karakalpak embroidery consisted of small pattern elements with different threads and a relatively large amount of dark red. The balance of different colors was a combination of red, brown, pistachio-green, and golden colors] . The clothes with this pattern symbolize the national identity of the Karakalpak people. In addition to the patterns, each of them has a cowl cap and girls' headwear has its unique characteristic. If the girl wears the skullcap with the right side, she is considered married, if she wears it with the left side, she is considered single. In addition, presenters wear national costumes on national holidays and special events. In this show, in the expression of national identity means not only the external appearance, but also the essence of the shows. For example, there is a "So'z qa'dri" broadcast, and its the general meaning is about proverbs. It is to test people's knowledge of Karakalpak folk proverbs. The filming process is not in the studio, but on the roads, in crowded places. Through this, people's interest in folk proverbs increases and they test their knowledge. This is also a kind of national identity. Because, there is special information about these proverbs in the 100 tom Karakalpak folklore.

Also, there is a "Tour to the Museum" broadcast, which provides information about the exhibits in the Igor Vitalyevich Savitsky Museum. The history of their creation. The most preserved place of nationality is the museum. Viewers will get a lot of information while watching it. In addition, we can learn about the preservation of nationality through other broadcasts. For example, they finde a native speaker on the topic of language and talk about the importance of mother language. Currently, it is possible to obtain information on the role and importance of the Karakalpak language in society. In this broadcast, the celebration of national holidays is involved in detail. Generally speaking, this program has many elements that express nationality. [Other than Karakalpakstan TV, there are also genres such as epic and terme genres performed by zhirau and bakshis, holiday programs, concerts and performances, which are hardly found on other televisions or do not fit into the traditional classification]

We should also mention that there is a program "Ata Miyras" which differs from other programs in terms of expressing nationality.

It is broadcast twice a month, and the guests are bakshi, jirov, girjekchi. Since this is a live program, studio guests will perform national folk songs requested by TV

viewers. The participants of this broadcast will also be in national clothes. Since the program is live, it has a high connection with TV viewers. There is also the show "Ulli Ziban", which is broadcast once a week. Bakshi and zhirau are guests in the show and perform folk epics. The difference between this and other broadcasts is that the filming process takes place mainly in "Qara u'y" (black house). [Among the people, it has names such as "black house", "white grass", "gray grass", "gray horde", and there are six, eight, twelve other names. "O'tov" ("Qara u'y) is made of durable, flexible willow. It is carried out in three steps - first kerege (wood, fence), then shan'araq (roof of a black house), and last step is uviq (pole)]

Filming process in "Qara u'y" gives us a little insight into those ancient times. In addition, national identity is depicted in "Yadnama" programm. The reason is that this broadcast provides information about the best results in the work of various professions. For example, that work of a writer who has written a good work. The writing of that book and the description of the events are also nationalistic. The reason is that in the events of those books, the life of the Karakalpak people is ruined. Or, if it is an artist's work, the same one makes it invisible in his work. In addition, non-state TV channels also have programs with similar content. For example, the programm "O'zligim" on Amudarya TV. This is a program that will be broadcast this year and will be broadcast seven times a week. Each episode of the show is different, but the purpose is the same, that is, to describe the nationality. In this show, the presenter is always wearing a national black hat.

In the background of the screen behind the presenter, there are pictures of two women wearing national costumes with national patterns. The show mainly provides detailed information about the national costumes of the people, the history and origin of the programs and national games. For example, in the very first episode of the show, it was told about the history of the Karakalpak women's headdress, that is, the purpose of which the girls wore it. In the next issues, information will be given about the traditions preserved among the people, how they are preserved today, and children's national games. And due to the fact that the dutor has been a national musical instrument in this nation for a long time, its history is discussed. It is different from other people's books because it has national patterns. It is a two-stringed, clicked instrument made of wood, with a pear-shaped body covered with a thin wooden cover, a short fingerboard, 12 13 extended frets. A three-stringed, bowed musical instrument with a gourd resonator and a leather cover is a companion to the girjek dutori. The symbol of the Karakalpak musical culture is the kobyz, a wooden

musical instrument with two strings, played with a bow, and an open resonator. During the show, various students will be explained through pictures and videos. In addition, the program "Jaslar life" of "Jaslar TV", which is considered a non-state TV channel, has a film "National Heritage" depicting nationality. In this, information is also given on Karakalpak national clothes, traditions, their origin, and their importance today. Moreover, the most interesting part of the show is the picture of young people in national costumes standing in the background of the presenter's speech. This is also a part of nationality.

Culture is considered the mirror of any nation, its role in society is special. Therefore, how to pass it on to the next generation depends on that country. The role of mass media in fully explaining these things to the people is incomparable.

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THE OPPORTUNITIES OF STORYTELLING IN MULTIMEDIA JOURNALISM



<https://doi.org/10.5281/zenodo.7353759>

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ABSTRACT

The article analyzes the possibilities of storytelling, which is one of the genres of multimedia journalism. The steps before creating storytelling, platforms for creating storytelling, multimedia elements in it were mentioned. Also, good examples of storytelling on Uzbek websites are given as examples.

Keywords: *internet, journalism, multimedia, storytelling, storyboard, video, audio, text, pictures.*

It is human nature to tell stories and inform others about the events in our lives. Whether the story is factual or fictional, it is a characteristic of a person. In journalism, there are many situations where an event is told in advance through newspapers, magazines, TV or radio. In the conditions of modern journalism, its format has acquired a new look. At a time when the flow of information is rapidly changing, and people are required to read information in a selective manner during “the information storm”, modern methods of conveying the details of the event to the audience not only in text, but in interactive ways have emerged. This allowed the journalist to enrich the story with audio, pictures, and video using interesting multimedia possibilities.

From a historical perspective, journalism has always found itself in search of ways to combine multiple media formats as a means to produce compelling stories [1]. Examples of this are storytelling and longreads on websites. Multimedia storytelling is the art of conveying a narrative through multiple forms of media, such as text, audio and video [2]. This approach provides new opportunities for telling stories. For instance, The New York Times story Snow Fall: The Avalanche at Tunnel Creek, published on 20 December 2012, was selected as a case study to explore the narrative techniques employed in multimedia news stories. Consisting of more than 13,800 words, Snow Fall can be considered a piece of long-form digital

journalism. The story is divided into six parts: Tunnel Creek, To the Peak, Descent Begins, Blur of white, Discovery, and Word Spreads. Each part combines text with photographs, videos, audio, and/or graphic animations [3]. This media material can be a vivid example of storytelling.

Russian scientist Voronkina Y.S. said that the ability to tell a story in an interesting way is an important aspect of journalism, it is not only about conveying "dry" information, but also about active reaction in the audience, emotions (interest, sympathy, participation, desire to help, anger, etc.) that it helps to wake up [4]. With the help of stories and fairy tales, the author can tell complex events without losing the interest of the audience. Image, video, audio formats will help him in this.

A multimedia story is some combination of text, still photographs, video clips, audio, graphics and interactivity presented on a Web site in a nonlinear format in which the information in each medium is complementary, not redundant [5]. Multimedia elements in storytelling should not serve as three different forms of the same media product, but as complementing each other. At its simplest, a multimedia story combines different elements that complement each other to make the story more interesting, complete, or engaging.

Storytelling is more than just telling a story, it is a very powerful tool to influence the minds of large audiences, inspire them with the right ideas, and in a certain way, easily control people.

A certain template alone is not enough to create interesting storytelling. For interesting storytelling, it is important to properly connect all the elements of the structure in one place. Each scene and each episode must be logically connected. Before creating storytelling, it is better to pay attention to some aspects:

1. **Develop idea.** The first step in making a digital story is figuring out an idea for the recovery story you'd like to tell [6]. Before creating any storytelling material, you should ask yourself a number of questions. Specifically, will this story engage the audience? How deep do I know this topic? Are there any supporting materials to help me tell my story? (e.g., photos, data, video)

2. **Develop a plan.** Once you have an idea for a story, you can develop a plan to help organize both your thoughts and resources [7]. There are a number of aspects that need to be followed when developing a plan for storytelling. The reason is that you only have 1-2 minutes to keep the audience. The ability of the audience to read the storytelling to the end is closely related to how carefully your material is prepared. It is necessary to determine in advance what aspects of the subject, in what

order, using what methods. Also, defining your audience is one of the most important processes when you are planning. After all, the distribution of material written for the target audience will be wide. For example, you want to tell a story about the unique aspects and traditions of Japan. First, you need to determine for whom this story is written: foreign tourists, foreign students studying in Japan, foreign citizens who want to work in Japan, and other groups.

3. **Storyboard.** Storyboarding refers to a way of planning for all the things that will appear in the digital story, such as music, pictures, words, text, photos, and video. Storyboards help storytellers to picture the entire story from start to finish.

4. **Choose your media.** Each medium has specific strengths, and depending on the skills and knowledge held by your team, you may find yourself leaning on some media more than others. When creating your storyboard, identify which medium can be used for which constituent part of your story [8].

Video. An excellent tool for conveying action and emotion, but limited in its ability to show processes or explain complexity.

Pictures. Great for conveying emotion and the scale of landscapes. In the story, it is necessary to place pictures of people's portraits that reflect their feelings.

Audio. Works well with other media such as photos or videos. Shorter clips have more impact. Brings the characters' voices to the story.

Text. Complementary with other media, it can be used to depict background, complex processes, and big ideas.

Graphics. It can take you where cameras can't go. A great way to describe processes that explain how something works.

Today, there are also storytelling materials on the websites of Uzbekistan. In particular, we can see good examples of storytelling in the example of the gazeta.uz. On October 11, 2022, the storytelling entitled “Toshkent ramzlariga chizgilar: “Chorsu”dagi ovqat bozori” [9] (“Drawings of Tashkent symbols: the food market in Chorsu”) was published. In it, the story begins with the image of the food market located in the “Chorsu” market in Tashkent, so that the reader's imagination captures the image of that environment and appearance. The journalist also included the stories of chefs who have been working in the food market for many years, which created the basis for more interesting material. Storytelling is enriched with a general picture of the market, portraits of chefs, pictures of the market taken from different angles, and it allows you to read the story imaginatively.

In addition, gazeta.uz covered another story titled “Odamlarimiz hayotini obinsonsiz tasavvur qilib bo’lmaydi” [10] (“The life of our people cannot be imagined without bread” in an interesting way. It contains stories about bread, stories of bakers, text about work processes and many process pictures. In the lead part of storytelling, “Novvoylar — tandirchilar qanday yashashadi va ishlashadi?” (“Bakers how live and work?”) the question can be answered in detail through the story.

Looking at these storytellings, we can understand that if the story consisted of just text, it would probably be very boring for the reader. Due to the lack of multimedia, it could not be read to the end. However, the pictures, graphics, and audio in the storytelling made the text more readable. In fact, this is the task of storytelling. It is to present long texts to the audience in an interesting way, using the elements of multimedia effectively.

Multimedia stories are fun challenges for your students and empower them to share their ideas and concerns with the wider world. There are several possibilities for creating storytelling on the Internet. A journalist can use different platforms, depending on the preparation of storytelling in narrative, animation, text format. For example, we can cite sites such as Store, Niche, NtoryLab, Unfold to create mini storytelling in the form of a story. They have various unusual designs and templates. Platforms such as Hype Text, Legend, AppForType will help to create examples of storytelling in text format. Animated storytelling is created on sites such as Zoetroptic, Mojoo Art, Mojo, Adobe Spark Post. Storytelling has a wide range of opportunities to influence the audience, and it is not difficult to make them interactive through various sites on the Internet.

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YANGI TEXNOLOGIYANING TELEVEDINIYE RADIO HAMDA BOSMA AXBOROT VOSITALARIGA TA'SIRI : O'ZBEKISTON MISOLIDA



<https://doi.org/10.5281/zenodo.7353765>

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ANNOTATSIYA

Bilamizki, XX asr oxiri XXI asr boshlarida axborot texnologiyalarining rivojlanishi o'z ta'sirini har bir sohaga ko'rsatmay qolmadi. Dunyo bo'yicha global Internet tarmog'ining yangi muhiti yaratildi. Axborot texnologiyalarining jadal ilgarilab ketishi natijasida Internetga axborot kommunikatsiyaning noyob manbai sifatida qarala boshlandi va kommunikatsiyaning yangi shakllarini qamragan zamonaviy media tizimi yaratildi. Endilikda insonlar doimiy ravishda Internet vositasida o'z fikr va tushunchalarini bemalol ifodalaydigan bo'lishdi. Turli guruhlar yoki shaxslar bir birining fikrlarini medianing yangi imkoniyatlari tufayli osongina eshita olish imkoniga ega bo'ldi, media texnologiyalari axborotlarni tarqatish va qabul qilish jarayonidagi makon va vaqt chegarasini olib tashladi.

Yangi media o'zining qulayligi, zamonga moslashuvchanligi ochiqligi bilan ajralib turdi. Tadqiqotdan maqsad ham yangi texnologiyaning jurnalistikaga ta'sirini o'rganishdir. Xususan, bu jarayon O'zbekistonda qanday aks etganligini ko'rish maqolaning asosiy elementlaridan biri.

***Kalit so'zlar:** ommaviy axborot vositalari, jurnalistika, internet jurnalistikasi, yangi texnologiyalarning ta'siri : o'zbekiston misolida*

IMPACT OF NEW TECHNOLOGY ON TV, RADIO AND PRINTED MEDIA: ON THE EXAMPLE OF UZBEKISTAN

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ABSTRACT

We know that the development of information technologies at the end of the 20th century and the beginning of the 21st century did not fail to show its impact on every field. A new environment of the global Internet network was created around the world. As a result of the rapid development of information technologies, the Internet

began to be considered as a unique source of information communication, and a modern media system was created that includes new forms of communication. Now people are able to freely express their thoughts and ideas through the Internet. Different groups or individuals have had the opportunity to hear each other's opinions easily thanks to the new possibilities of the media, media technologies have removed the space and time limits in the process of spreading and receiving information.

The new media was distinguished by its convenience, flexibility and openness to the times. The purpose of the research is also to study the impact of new technology on journalism. In particular, to see how this process was reflected in Uzbekistan is one of the main elements of the article.

Keywords: *mass media, journalism, internet journalism, impact of new technologies: the case of Uzbekistan*

XX asr oxirida hayotimizga kirib kelgan yangi media, xususan, Internet jurnalistikasi muhitida jiddiy o'zgarishlarga sabab bo'ldi. Yangi texnologiya bugungi kunga qadar jurnalistikaning qadriyati hisoblangan an'anaviylikni ko'rib chiqishimizga, kerak bo'lsa, qayta ishlab chiqishga undadi. Buning natijasi o'laroq yuzaga kelgan Internet o'zgartirishlarni davom ettirib kelmoqda va insonlarga axborotni juda katta tezlik bilan yetqazib beryapti. Jurnalistika ham an'anaviy odatlardan uzoqlashishga majbur bo'lmoqda. Texnologik taraqqiyotning jadal rivojlanishi natijasida gazeta, jurnal, hatto televideniye ham o'z internet sahifasida axborotlarni berishni boshladi. Bugungi kunda dunyoda deyarli barcha jurnal va gazetalar o'z mushtariylariga Internet vositasida xabarlarini yetqaza olmoqda. Xususan, O'zbekistonda ham har bir bosma axborot vositasining o'ziga tegishli Internet sayti mavjud. Qolaversa, ba'zi gazetalar bosma nashrdan voz kechib o'z faoliyatlarini faqatgina Internet orqali davom ettirmoqdalar. O'z o'rnida shuni ham aytib o'tish kerakki, oldin gazetadagi axborotni faqat matni bilan tanishilayotgan bo'lsa, endilikda Internet orqali axborotlar bilan batafsil tanishish imkoniyatiga ega bo'ldik. Internetda tasvir, matn, animatsiya, video, xarita kabi axborotni to'liq anglashimiz uchun kerakli bo'lgan xususiyatlar mavjud.

Jon Pavlikning ta'kidlashicha, yangi texnologiyalar ommaviy axborot vositalari vakillariga raqamli materiallarni tayyorlashda bir qator imkoniyatlar beradi. Bular quyidagilar :

- Jurnalistning rasm va videolarni olishida

- Matnlarni tahrirlashda
- Katta hajmdagi yangiliklar va arxivlarni saqlashda
- Internet orqali video, xarita, audio yozuvli yangiliklarni yaratishda

Ya'ni bugungi kunga kelib bunday imkoniyatlardan, nafaqat, jurnalistlar, balki, istalgan inson foydalanishi mumkin. Ayni paytda jurnalistika sohasi nafaqat ommaga, balki, yangi sharoitiga moslashmoqda, zamon bilan hamnafas bo'lmoqda, jurnalistika mediada mavjud bo'lgan muammolarga ko'nikmoqda.

Texnologiya rivojlanishi bilan jurnalistikada ham yangi tarmoqlar vujudga kela boshladi. O'tgan asrdagina o'lkamizga jurnalist degan shaxs kirib keldi. Undan oldin ham jurnalistlar bor edi, faqat jurnalist vazifasini shoir hamda adiblar bajarib kelg, andi. Bora - bora jurnalistlar paydo bo'ldi va soha tarmoqlarga bo'lindi. So'nggi jurnalistika tarmoqlaridan biri bo'lgan Internet jurnalistikasi bugungi kunning ajralmas bir qismiga aylanib ulgurdi.

Bugungi kunimiz shaxsiy kompyuteri, telefoni va qiziqishlari bo'lgan har qanday shaxs yangiliklar haqida xabar tarqata oladigan holga keldi. Jurnalistikada an'anaviy hisoblangan klassik reportaj usuli eski bir usulga aylanib qoldi. Darhaqiqat, yangi texnologiya soyasida shakllangan Internet foydalashishdagi qulayliklari, harajati, texnologiyasi bo'yicha an'anaviy jurnalistikadan katta farq qiladi. Bundan tashqari jurnalistika uchun bir qator salbiy holatlarni ham keltirib chiqardi.

An'anaviy jurnalistikada har xil gazetadagi bir xil xabar turli xil shakl va uslubda chiqar edi, Internet saytlarida esa „copy paste“ orqali chiqqan matni aynan bir xil bo'lgan axborotlarni ko'rishimiz mumkin. Yangi texnologiyalar soyasida ijtimoiy tarmoqlar shunday holga kelib qolganki:

- Har bir inson mediada jurnalist kabi harakat qila oladi.
- Media va Internet tarmoqlarisiz hayotimizni tasavvur ham qila olmaymiz.
- Tarmoqlar orqali ishimiz osonlashib , insonlarda birlashish kuchi oshdi.

To'g'ri, ijtimoiy tarmoqlar tezligi jihatidan kunimizga yaratmoqda, ammo bir qancha salbiy tomonlarni ham guvohi bo'lishimiz mumkin. Ularning aksariyatida yolg'on ma'lumotlarni ko'rishimiz mumkin. Bundan tashqari, ijtimoiy tarmoqlar siyosiy fikrlar va kurashlarning asosiy platformasiga ham aylanmoqda. Bunga Facebook va Twitter sahifalarini kiritishimiz mumkin. Ijtimoiy tarmoqlar biz jurnalistlarning ishini yengillashtirsa-da, jurnalistikaning mukammal va professional bo'lishiga to'sqinlik qilyapti. Ma'lum ma'noda Internet ommaviy axborot vositalarining ijtimoiy, siyosiy, iqtisodiy va madaniy hayotining ustuvor yo'nalishlarini belgilovchi elementga aylandi. Yuqorida keltirilganidek, butun

dunyoda bo'lgani kabi O'zbekistonda ham Internet mediasi o'zining ijobiy va salbiy tomonlarni ko'rsatib, yutuq hamda kamchiliklari bilan taraqqiy topib, yangi yangi marralarga erishib, OAVni ma'lum ma'noda ortta qoldirmoqda.

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IMPORTANCE OF YOUTUBE VIDEOS IN THE LANGUAGE TEACHING PROCESS



<https://doi.org/10.5281/zenodo.7353776>

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ABSTRACT

This article examines the importance of using social platforms that meet the requirements of the current technology age in teaching English, namely You Tube. The YouTube website is regarded as one online material that can be integrated into traditional English lessons. It is also considered a source of online material that can play a vital role in the teaching and learning field. By using videos on the YouTube platform, it becomes possible to organize the lesson process in an interesting way and to convey a lot of information to the learner in a short time. This study reviews some of the work that has been done so far.

Keywords: *You Tube website, Online materials, Technology, eLearning, EFL.*

We know that in today's technologically advanced age, ways to receive all kinds of information faster and easier are developing. And automatically, educational content on online platforms like You Tube is also expanding. Ultimately, eLearning through videos is an attractive way to learn a new foreign language. E-Learning adds a dynamic element to learning, improves knowledge production, makes complex processes easier to reproduce, and helps to try to multiply topics. Careful supervision, they are fun to watch and readable. This is the reason why video sharing websites like YouTube are so popular to enhance and improve the knowledge of the course. This article attempts to reveal the importance of YouTube videos and general websites in the preparation and creation of English language teaching video materials.

Before using all kinds of online materials, it is necessary to pay attention to how many students or residents of the country have the opportunity to use the Internet. According to the article provided by Uzreportnews.uz: "How much of the population of Uzbekistan uses the Internet?" It is said that: In the report issued by the Canadian company Hootsuite, there are 18.6 million Internet users in Uzbekistan. Compared to

2020, this indicator increased by 263,000 (+1.4%) [1] This shows that more than 50% of the 34 million inhabitants of Uzbekistan have access to and use of the Internet.

In addition, the attention to language learning can be seen in the state's policy. In accordance with the decision of the President of the Republic of Uzbekistan "On measures to bring the activities of popularization of foreign language learning in the Republic of Uzbekistan to a qualitatively new level" dated May 19, 2021 No. PQ-5117, as well as foreign languages in order to effectively implement organizational measures for the popularization of learning, the Cabinet of Ministers decides and accordingly forms the legal basis for organizing the educational process on the basis of recognized foreign and international standards; the possibility of conducting the educational process remotely (online) through automated programs and video courses was considered.

A teacher is needed to support the teaching of English as a foreign language consider and encourage appropriate teaching techniques and tools for students. In teaching a foreign language, using the World Wide Web (WWW) as a resource. The development of mastery of the English language was an important thing to achieve an important result (Medukali, 2015). Video has an advantage for learners because it reflects body language and something contextual and gives students a “short attention span” (Yasin et al., 2018). People like watching video as entertainment in daily life, but video can be as media teaching and learning English as a foreign language. When people watch videos, especially English videos, subconsciously they learn to listen to their ears in every way and language processing. Students who watch the video can understand its meaning video chat. The most visited online video platform is YouTube. Part of YouTube online media that includes a variety of videos created by people who become its content creator According to (Kabooha & Elyas, 2015), YouTube is a multidimensional resource includes video in all areas of knowledge for easy access. Using in ESL classes YouTube allows students to use their native language in a natural context (Nurholida, 2016). It may be the best option to fulfill your need to learn English as a foreign language. Teachers can use YouTube videos as a follow-up method the student's listening and speaking skills, as it can be enjoyed only with the help of sight and hearing (Watkins & Wilkins, 2011). Styati (2016) states that using YouTube increases students' interest in learning. English is easier. In this study, the researcher found that YouTube is real Material for teaching the four skills in English language acquisition. YouTube is a permissive video platform its users have important freedoms to express and share information. In addition,

YouTube a free media that allows its users, including students and teachers around world to easily view and upload their videos (Muhammad et al. 2014).

Usually, teachers look at YouTube as a base of video materials for developing speaking and listening skills, but given the variety of content on YouTube, there are also educational materials aimed at developing reading and writing skills. Examples of these are the following YouTube pages:

- Reading English page that has more than 5 thousand followers and 150 plus videos about correctly pronouncing words and reading fluently;
- Doses of English page that involves stories in English with audio and text formats;
- English Languages academy with overall 3.48 million followers and more than 2 thousand videos to develop reading comprehension;
- Learn English through stories page that has stories in English in all levels.

Through the You Tube pages mentioned above, teachers can independently choose or create activities. And of course, activities should match the level and interests and age of the class. In this regard, we can use the Note-taking and summarizing method proposed by (Watkins, J., & Wilkins, M. 2011a): Although this activity could be used for high beginner and pre-intermediate level students, it works best for students at the intermediate level or above. The note-taking and summarizing activity requires students to use YouTube to listen to lectures on various topics, take notes on the main points and important details, verbally check and expand their notes with a partner, listen again to further expand their notes, and then write summaries from their notes. They can then look at a transcript of the clip and compare their summaries with those of their classmates and teachers. If the students' summaries differ considerably from the teacher's, then the teacher can point out why he or she chose the information included in the model summary.

To sum up, You Tube is an easily accessible and free base of video materials that can be utilized both in teaching and learning English language. Another advantage of you tube platform is that you don't need any lengthy registrations to use it, you just need a good internet speed. You tube contains video materials that can cover all four skills in teaching English and the most convenient and optimal video demonstrations for the use of today's youth.

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LANGUAGE UNITS IN ENGLISH AND UZBEK TO EXPRESS “RESPECT” IN CLASSROOM AND IN EDUCATIONAL PROCESS



<https://doi.org/10.5281/zenodo.7353811>

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ABSTRACT

The purpose of this article is to demonstrate how to show respect and save “Face” in teaching and learning process. This article shows comparison of some language units in English and Uzbek languages that are used to express “respect” in classroom and in educational process

Keywords: Honorifics, “Face” concept, “Mr”, “Miss”, “Mrs”, “Sir”, “Madam”, “Doc.”, “Professor”, “Ustoz”, “Muallim”, “Domla”, “O‘qituvchi”, “Oya”, “Opoy”.

Introduction

The expression of “respect” is an individual culture, a concept that can be understood in terms of values. The expression of “respect” or the concept of “Face” is associated with the way of life, national traditions of the people, and is formed from childhood under the influence of the situation in the family and society, as well as other factors. It is natural that the expression of “respect” in different nations varies depending on the way of life, national traditions and peculiarities of that nation. Expressing “respect” in speech is one of the main and the most important issues in every language. Respect and the concept of “Face” is one of the most important criteria in every area of life; especially it is a key factor in international relationships such as political, social, cultural, economical relationships and others. The means of language expressing “respect” have been studied not only by linguists but also by sociologists, and various concepts have been put forward. Especially, in recent researches, interest in this issue is growing because the expression of “respect” is one of the main factors in the interaction between peoples. It can be seen from the concept of politeness of Penelope Brown and Stephen Levinson, which was first published in 1978. [Universals in Language usage: Politeness phenomena]

Although "respect" has existed as an expressive phenomenon for a long time, its scientific and theoretical study began much later - in the twentieth century.

Main body: The use of language units expressing respect in the classroom context is one of the main problems in teaching a foreign language. It is challenging for students of one nation to understand the culture of another nation and the difference in the use of language units expressing respect in another language. Teachers and students have different styles in communicating with each other as main participants in classroom interactions. In order to communicate, people pay attention not only to the content of the information, but also to the ways it is transmitted. Effective communication is only the successful transmission of messages. The main aim of a teacher is to make a comfortable dialogue that can create harmony and intimacy between the interlocutors. This effective communication can be achieved through the use of respectful expressions. These expressions are different in various languages. For instance, there are some differences in using honorifics in the classroom in Uzbek and English languages.

An **honorific** is a title that conveys esteem, courtesy, or respect for position or rank when used in addressing or referring to a person. Sometimes, the term "honorific" is used in a more specific sense to refer to an honorary academic title. It is also often conflated with systems of honorific speech in linguistics, which are grammatical or morphological ways of encoding the relative social status of speakers. Honorifics can be used as prefixes or suffixes depending on the appropriate occasion and presentation in accordance with style and customs [Wikipedia].

Uzbek people, as most of the Asian people, are often considered to be polite, and many of them believe it themselves. While this may be true on many occasions, they may well fail to express the intended politeness when speaking English. Expressing politeness is not easy in a foreign language. The difficulty may be caused by a lack of linguistic competence. For example, not knowing the appropriate expression for a certain situation, a non-native speakers might speak too abruptly and sound arrogant or impolite.

According to the survey, the most common honorifics used in classroom and educational process in modern English are “Sir” or "Mr." for a man (when addressing to a teacher), a doctor, a professor or a tutor, irrespective of marital status), and, in the case of a woman, previously either of two depending on marital status: "Miss" if unmarried but "Mrs." if married; more recently, a third, "Ms." are usually placed immediately before a person's name. Abbreviations that include the initial and final

letters (a type of contraction) are typically written in most English dialects (British English, Australian English, South African English as examples) without full stops (periods) but in American English and Canadian English always end with a period.

Other honorifics used in the classroom may denote the honored person's occupation, for instance "Doctor", "Professor" and "Coach". Holders of an academic Doctorate such as PhD are addressed as "Doctor" (abbreviated Dr).

Some honorifics act as complete replacements for a name, as "Sir" or "Ma'am". Subordinates will often use honorifics as punctuation before asking a superior a question or after responding to an order: "Yes, sir" or even "Sir, yes, sir."

The most common honorifics used in classroom and educational process in modern Uzbek are "Ustoz" or "Muallim" when addressing to a teacher, a doctor, a professor or a tutor (irrespective of marital status, title, position and gender). Honorific "Domla" is usually used for a man (to a teacher, a doctor, a professor or a tutor). However, in Tashkent, the capital city of the country, it is used for both, a man and a woman who works at higher educational institutions. These honorifics act as complete replacements for a name or can be placed immediately after a person's name.

In some areas of the Valley, such as Kokand, dialectical honorific "opoy" is used for a female teacher, tutor, professor, etc. On the other hand, the dialectical honorific "Oya" is used in some areas of Namangan region of the country. These honorific acts as complete replacement for a name. These honorifics can be used when addressing a teacher, a professor, a tutor, etc. They can also be used to ask questions or to answer. They are used to demonstrate respect towards teacher.

It can be observed in the following dialogue between teacher and student:

Teacher – T; Student – S

T: - Rahimov, mashqda berilgan 3-savolga javob bering.

S: - Qaysi mashqdagi, ustoz?

T: - 33-mashqdagi.

S: - Xop bo'ladi, ustoz.

In this dialogue, the first sentence of the student expresses addressing and asking at the same time.

Conclusion: To sum up, expressing respect in teaching and learning process may be different in various languages. However, they must be used to save the "Face" and achieve the main goals. As Yongliang Huang mentioned: "In many ways,

respect and politeness are universal. They can be observed as a phenomenon in all cultures; it is resorted to by speakers of different languages as a means to an end and it is recognized as a norm in all societies. Despite its universality the actual manifestations of politeness, the ways to realize politeness, and the standards of judgment differ in different cultures. Such differences should be traced back to the origin of the notion of politeness in different cultures.”[“Politeness Principle in Cross-Culture Communication”// English language teaching// vol.1 No. 1 June 2008]

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XITOIY TILIDA GEOGRAFIK NOMLARNING SOTSIOLINGVISTIK TADQIQI



<https://doi.org/10.5281/zenodo.7353829>

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O‘zbekiston jurnalistika va ommaviy

kommunikatsiyalar universiteti 1-kurs magistranti

ANNOTATSIYA

Toponim til tizimining muhim bo‘g‘ini bo‘lgan lug‘at tarkibidagi o‘ziga xos otlarga mansub. Xitoy uzoq yillik tarixga, keng hududga va boy resurslarga ega bo‘lib, bu juda ko‘p sonli toponimlarni tug‘diradi. Joy nomlari tilshunoslik, toponimika, arxeologiya, tarix, etnografiya va boshqa fanlarning tadqiqot mazmunidan biridir. Toponimlar til tadqiqotining ajralmas qismi bo‘lib, mazmun mohiyatini tasvirlash va tavsiflash ushbu soha vazifasiga kiradi, hamda insoniyat jamiyati tarixi va madaniyati bilan chambarchas bog‘liqdir. Yuqoridagilardan kelib chiqqan holda ushbu maqolada toponimika va uning Xitoyda o‘rganilishi, sotsiolingvistika, toponimika va uning boshqa fanlar bilan aloqadorligi yoritilgan.

Kalit so‘zlar: Xitoy tili, toponim, toponimika, geografiya, madaniyat, tarix.

A SOCIOLOGICAL STUDY OF GEOGRAPHICAL NAMES IN CHINESE LANGUAGE

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ABSTRACT

Toponym belongs to the specific nouns in the dictionary, which is an important part of the language system. China has a long history, vast area and rich resources, which gives large number of toponyms. Place names are one of the research contents of linguistics, toponymy, archeology, history, ethnography and other disciplines. Toponyms are an integral part of language research, describing the essence of content is part of the task of this field, and is closely related to the history and culture of human society. Based on the basic theory of toponym, this paper attempts to explore toponymy and its study in China, sociolinguistics, toponymy and its relationship with other disciplines.

Keywords: Chinese language, toponym, toponymy, geography, culture, history.

Qadim zamonlardan odamlar bir-birlariga qayerdan, nima ov qilish haqida gapirganlaridan to bugungi “qayerdan keldilar, qayerga ketdilar” degan umumiy savollarning hammasi kishilarning ijtimoiy hayoti bilan bog‘liq bo‘lib, bunda toponimlar juda muhim o‘rin tutishini ko‘rsatib beradi. Toponimlar ma‘lum bir hududning tarixi va madaniyatini ham o‘zida mujassam etgan: joyning siyosiy hayoti, iqtisodiy hayoti va madaniy hayoti o‘sha hududning tarixiy yodgorligi bo‘lib muhirlanadi. Bu tarixiy va madaniy yodgorliklar ma‘lum darajada toponimni o‘zida aks ettiradi. Insonning ijtimoiy hayoti va tarixiy-madaniy mazmunini aks ettiruvchi toponimlari doimo sotsiolingvistika, lingvokulturalogiya va boshqa fan tarmoqlarini o‘rganishning muhim ob‘ektiga aylanib bormoqda.

Toponim va toponimikaning asosiy nazariyasiga asoslanib, toponimning lingvistik va madaniy xususiyatlarini o‘rganishga harakat qiladi. Toponim Xitoy an‘anaviy madaniyatining muhim qismidir, shuning uchun uning talqini hisoblanadi. Toponimlar Xitoy madaniyati bilan chambarchas bog‘liq bo‘lib, ular o‘zaro birlashgan va ajralmasdir. 2014-yilda Xitoy toponimlar bo‘yicha to‘rt yillik milliy tadqiqotlarni boshladi, bu tadqiqotni yaxshiroq ijtimoiy asos va amaliy ahamiyatga ega bo‘lishini ta‘minlagani fikrimizning yaqqol dalilidir. Mavjud adabiyotlardan foydalangan holda va xitoy toponimining madaniy xususiyatlarini o‘zida mujassam etgan holda, ushbu maqola toponimika nazariyasi va amaliy tadqiqotlarni o‘rganish va tushuntirishga qaratilgan. Shu jihatdan xitoy tilidagi toponimlarning o‘rganilishi mavzuning dolzarbligini belgilaydi.

Toponim, ya‘ni joy nomi - tabiiy muhitda ma‘lum joylashuvi, diapazoni va morfologik xususiyatlariga ega bo‘lgan geografik makonga ishora bo‘lib, u ob‘ektiv mavjud ijtimoiy hodisadir, insonlar uchun muhim aloqa vositasi. Uning ajralib turadigan tabiiy va gumanitar geografik makoniga ega. Kundalik muloqot ehtiyojlariga javob bergandagina unga nom berish ehtimoli paydo boladi. Joy nomlari mashhur bo‘lib, oddiy xalq kelishuv asosida nomlangani uchun yashovchanlik xususiyatiga ega.

Toponimlar til leksikasida atoqli otlar tizimiga mansub bo‘lib, o‘ziga xos tarkibiy tuzilish xususiyatiga ega hisoblanadi. Ichki tuzilish nuqtai nazaridan joy nomlari ikki qismdan iborat: umumiy nom va maxsus nom. Umumiy nom - joy nomi bilan bog‘liq bo‘lgan geografik ob‘yektning toifali umumlashmasidir va u umumiy xususiyatga ega. Umumiy nomlarni ikki katta toifaga bo‘lish mumkin: tabiiy geografik ob‘ektning umumiy nomlari va ijtimoiy geografik ob‘ektning umumiy nomlari. Maxsus nom - nomlanish davrida joyning tabiiy muhiti, ijtimoiy mintaliteti,

xalq madaniyati, tarixiy joylashuvi va xususiyatlarni ettiruvchi nomlar. Umumiy nomlar va maxsus nomlar ko‘pincha turli til materiallar ostida o‘zlarining til xususiyatlarini turlicha birikish usullarida aks ettirish xususiyatiga ega. Toponimlar va ularning xitoycha belgilarining yozma ko‘rinishida standart qolip sifatida “专名+通名 (maxsus ot+umumiy ot)” qo‘llaniladi [1].

Quyida Xitoy joy nomlarining asosiy belgilariga to‘xtalib o‘tamiz.

Birinchi, joy nomlari soni nihoyatda ko‘p. Xitoy keng hudud va boy mahsulotlarga ega bo‘lib, 5000 yillik tarix fonida va madaniyati bo‘yicha shakllangan joy nomlari soni dengizga o‘xshaydi. Cheng Mengjia tadqiqotlariga ko‘ra, mamlakatda 3000 yildan ortiq vaqt oldin paydo bo‘lgan matnlar haligacha mavjud. Eng qadimgi ko‘rinib turgan orakul suyagi yozuvlariga kelsak, 500 dan ortiq joy nomlari ishtirok etadi [2]. Xitoyning yer maydoni taxminan 9,6 million kvadrat kilometrni tashkil etadi va bu hisobda qatnashgan joy nomlari soni 9,6 milliondan ortiq.

Ikkinchi, joy nomlarining ko‘p turlari mavjud. Joy nomlari tabiiy muhitdagi geografik makonni bildiradi. Keng geografik makon va murakkab topografik xususiyatlari mamlakatdagi joy nomlarining turlarini ayniqsa rang-barang qiladi. Umumiy nom turlari nuqtai nazaridan, mamlakatning joy nomlari geografik ob‘ektlarni o‘z ichiga oladi: daryolar, oqimlar, to‘lqinlar, suvlar, qit‘alar, orollar, hovuzlar, ariq, dengiz portlari, kanallar, hovuzlar, ko‘llar kiradi.

Ijtimoiy geografik ob‘ektning umumiy nomlariga dalalar, shaharlar, qishloqlar (ma‘muriy qishloqlar), shaharchalar, posyolkalar, tumanlar, viloyatlar ; boshqa ma‘muriy bo‘linish turlari va qishloqlar, maydonlar, uylar va boshqa sun‘iy qurilish turlari kiradi.

Uchinchi, joy nomlarining etimologiyasi murakkab. Ko‘p millatlilik nuqtai nazaridan mamlakat 55 ta kam sonli millatlardan iborat. Bu etnik guruhlar orasida, Hui va Manzulardan tashqari, qolgan 53 etnik guruhning o‘z milliy tillari bor, ulardan faqat 31 tasida o‘z tillariga mos belgilarga ega [3].

Toponimlar muloqotning faqat til belgilari emas, balki boy ma‘noga va madaniy izohlariga ham ega. 2007-yilda joy nomlari Birlashgan Millatlar Tashkiloti tomonidan nomoddiy madaniy meros sifatida e‘tirof etildi. Toponimlari nafaqat Xitoy an‘anaviy madaniyatining ajralmas qismi, ayni paytda Xitoy madaniyatining tashuvchisi, ustuni va isbotidir. 2014-yil to‘rt yil ichida ikkinchi milliy geografik nomlarni ro‘yxatga olish boshlandi. 2015-yil mart oyida “Guangming Daily” ham “eng go‘zal joy nomlarini topish”, “o‘sha joy nomlari, o‘sha tuyg‘ular” va shu kabi

mavzularga qaratilgan ko‘plab 18 maqolalarni chop etdi. Toponimlar madaniyati masalasiga tobora ko‘proq e‘tibor qaratilmoqda. Toponimlar turli tarixiy davrlarda inson faoliyati natijasida qolgan mahsulotlar bo‘lib, til, tarix, geografiya kabi boy ilmiy materiallar qoldirgan. Toponimlar o‘ziga xos madaniy hodisa, yer yuzida muhrlangan tarix ko‘zguvidir: joy nomlarini hurmat qilish – tarixga hurmat bilan qarashdir. Toponimlarni himoya qilish madaniyatni himoya qilishdir [4].

Mamlakatning hozirgi joy nomlari tizimida mavjud katta miqdordagi lahjalar va kam sonli millatlarning tillarida ko‘plab joy nomlari mavjud bo‘lib, ular nafaqat mahalliy tilning so‘z shaklida talaffuzini samarali saqlaydi, balki tegishli mintaqaviy madaniyat va milliy madaniyatni ham o‘z zimmasiga oladi. Shuning uchun bu joy nomlari mamlakat uchun juda muhim va mavjud va yo‘qolib borayotgan tillarni o‘rganish katta ahamiyatga ega. “Guangming Daily” (Beijing gazetasi) da “洋径浜 (Yangjingbang)” joy nomi “三八河 (Sanba daryosi)” deb o‘zgartirilishi haqida xabar chop etilgan. Yangjingbang haqidagi dastlabki taassurot tilshunoslik tarixidagi “Yangjingbing tili” dan kelib chiqadi. 19-asrda Shanxay o‘z portini ochgach, Yangjingbangda tadbirkorlik faoliyati bilan shug‘ullanuvchi ko‘plab chet elliklar to‘planishdi. Mahalliy aholi ingliz tilini faol o‘rganib muloqot qilishdi, asta-sekin Shanxay shevasi bilan aralash ingliz tilini ya’ni mashhur “Yangjing Bing tili” ni shakllantirdilar. Yangjingbang joy nomi qo‘llanilishi boshlangandan to hozirga qadar qariyb 700 yillik tarixga ega. Garchi joy nom o‘zgargan bo‘lsa ham uni xotiralardan o‘chirib bo‘lmaydi. “Sanba daryosi” so‘zma-so‘z chuqur ma’noga va hatto nafislikka ham ega emas.

Jamiyat taraqqiyoti bilan insonlarning faoliyat doirasi asta-sekin kengayib, joy nomlari ko‘proq muloqot qilish uchun qo‘llanila boshlandi. Mamlakat 5000 yillik tarixga ega bo‘lib, ayrim joy nomlari yo‘qolib boradi, uzoq tarix davomida ayrimlari yo‘qolgan, boshqalari esa Joy nomlari yo tarix solnomasida qayd etiladi yoki og‘izdan og‘izga o‘tadi va ular tarix yog‘inlarida yanada sodda va chuqurroq ma’noni aks ettiradi [5]. Nankin Xitoydagi to‘rt qadimiy shahardan biri bo‘lib, u ko‘hna poytaxtning ming yillar davomida ijtimoiy hayoti va madaniyatini o‘zida mujassam etgan, qadimiy poytaxtdagi tarixiy o‘zgarishlarning guvohidir. Statistika ma’lumotlarga ko‘ra Nankin 44 ta nom o‘zgarishini boshdan kechirgan.

Agar joy nomi o‘zgartirilsa, bu joy nomining tarixdagi hayotiyiligini o‘chirib tashlashi muqarrar. Nantian Yizhu - Zhanjiajie shahridagi Vulingyuan manzarili hududi “uch ming antiqa cho‘qqilardan biridir”. Bu osmon va yerni qo‘llab-quvvatlashni anglatadi va u osmon va yer ustuni sifatida ham tanilgan. Amerikaning

“Avatar” blokbusteridagi suzuvchi tog‘ shu yerda suratga olingan. 2009-yil suratga olingan “Avatar” filmi orqali Xitoyda mashhur bo‘lgan Nantian Yizhu “bir kechada shon-shuhrat” ga erishganligi tufayli “Haliluya tog‘I” nomini oldi. “哈利路亚 (Haliluya)” ibroniy tilidan olingan fonetik o‘zlashma, “go‘zal va maftunkor” degan ma‘noni anglatadi. Xitoyning klassik joy nomi Nantian Yizhuni esa G‘arb bilan bog‘liqligi yo‘q. Mahsulot resurslari hududiy geografik xususiyatlardan biri bo‘lib, joy nomlari tizimida mahalliy nomlarni nomlashga ko‘plab misollar keltirish mumkin. Masalan, Xunan provinsiyasining Dongan okrugi (湖南省东安县) mamlakatdagi muhim bambuk bazasi hisoblanadi. Hududdagi jug‘rofiy nomlar: 赤竹山, 毛竹山, 白竹园, 金竹坑, 皮竹江, 苦竹弄, 刺竹山, 滚竹山, 点竹山 (Chizhu tog‘i, Maozju tog‘i, Bayzhuyuan, Jinzuokeng, Pizhujiang, Kuzhunong, Thorn Bambuk tog‘i, Rolling Bambuk tog‘i, Dianchju tog‘i) va hokazolar bambukning xilma-xil turi mavjud bo‘lgan resurslariga boydir. Biroq, resurslar oxir-oqibat cheklangan va ular oxir-oqibat insonning ekspluatatsiyasi va ishlatilishi bilan tugaydi, shuning uchun geografik nomlarning mahsulot resurslarida aks etishi muqim emas va har doim bir xil bo‘lavermaydi

Xulosa qilib aytganda, toponimlar ob‘ektga nisbatan qo‘llaniladigan til belgisi bo‘lib, bu bo‘yicha ko‘plab yevropa va xitoylik olimlar tajriba olib borishgan va bu jarayon hozirda ham dolzarbligini saqlab qolgan holda davom ettirilmoqda. Ushbu maqoladi ichki tuzilish nuqtai nazaridan joy nomlari umumiy va maxsus nomlarga bo‘linishini, Xitoyda shevalarning ko‘pligi barcha joy nomlarini standartga solishga sabab bo‘lganligi va Toponimika til, madaniyat, tarix, geografiya kabi fanlar bilan bog‘liq ekanligini misollar bilan yoritdik.

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THE ROLE OF MASS MEDIA IN THE EDUCATION OF THE YOUNGER GENERATION



<https://doi.org/10.5281/zenodo.7353853>

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ABSTRACT

The article analyzes the role, influence of the media, in particular, the Internet, television, in the upbringing of the younger generation.

Keywords: *young generation, internet, television, upbringing, education.*

The backbone of every society and people is the growing younger generation. The prosperity of the country largely depends on the intelligence, knowledge, aspirations and passion of young people. From the first days of Uzbekistan's independence, taking care of the worthy education of students and young people, their physical, spiritual and moral, ideological education has become one of the priorities of state policy. Also in social life, a new attitude has developed towards the upbringing of children and youth. At the same time, the concept of "culture of information consumption" was introduced into communication in scientific literature, that is, it has become simple to learn about new literature through the Internet, hear music, see pictures of famous people in the cinema and headscarves, read a daily newspaper, conduct conversations with educated people, find a new place of work, use of distance learning technologies.

At the center of all reforms carried out in Uzbekistan today is the human interest. In the XXI century, a period of rapid, globalization began in the life of mankind, more intense than any other period. In the Media (Media), globalization is a "sharp information speed", the phrase "window of the world" is often omitted. Indeed, globalization-the media in the universe are successful in showing its influence on each existing front and even changing its content. This leads to the fact that gross informatization based on high-technologies has a positive or negative impact on the consciousness, consciousness and worldview of a person, as a codified force.

The relevance of the graduate. The role of the media in the formation of ideological immunity to alien ideas and various heresies in youth, as well as the

increasing level of youth interest in the internet, determines the influence of aspects on upbringing and the mental state of adolescents and young people, and the relevance of the topic of finding solutions to problems.

Narrative analysis of scientific research on the topic. The issue of the education of the younger generation and the roller studies of media. Media in these processes were carried out on various aspects of the Social Sciences. In Particular, Dj.Kin, Dj.Bryant, S.Thompson, DC.Merill, E.Denis, A. Mol, K.A.Farfieva, B.Ubaydullaeva In the studies of the media and its influence on social education in human life, opportunities are revealed [1].

V.G.Afanasev, Yu.M.Baturn, G.P.Bakulev, V.M.Berezin, V.M.Scientific research was carried out, which substantiated the importance of Media - TV, Internet, film and video products in the life of members of society, in particular young people.

Based on the results of the study, in which the scientific novelty of the article was carried out, it is proved that the socio-psychological objective and subjective factors of the influence of the media on upbringing.

The purpose of the study is to develop socio-psychological recommendations aimed at reducing the negative impact of the media in education, while maintaining the influence of the media in the education of the younger generation. Television and the internet network were chosen as the object of the study. The study used systematicity, comparative-logical analysis. The empirical source of the study was formed by statistical data, the results of questionnaire surveys.

Human knowledge of the world is the main tool in gaining experience. Nor-Bert Vinner, founder of the science of cybernetics, said of this: "Man takes the universe that beats his face through his organs. Informatization is an expression of the meanings that a person receives from him in the process of adaptation to the world. Real life is all about getting real information, " he said. Today, 8% of the information distributed in the World Media is impartial, while 92% is focused on manipulation [2].

"Manipulation "comes from the Latin word" Manus " - slave. The use of the word in the portable sense gives the meaning of skillfully controlling people as if they were driving machines.

In today's society, where information and the word that form its basis are established, the human mind and psyche are becoming the main victims of manipulation. One of the first books on the manipulation of consciousness belongs to the German sociologist Herbert Franke ("the man under consideration", 1964), who

believes that "manipulation is understood as a mental effect that is carried out in a hidden way, in most it harms its "victims"."

It is worth saying that the generation of the XXI century is more aware of the world with the media than the paths, admonitions, fairy tales, public education of adults. In this form, it is called shun-Day in the "legal framework for the protection of the rights of the child: international templates and national laws: "The media is full and partially reduced the display of pornography, drug abuse and violence-related materials in television and filmography, negative depiction of violence and exploitation, as well as the presentation of personnel-identity of children, women and personal relationships in a form, it is necessary to be encouraged for the fact that the rights is distributed and promoted in the principles of equal competence " A. Mol. The mole came to the conclusion in the book "Sociodynamics of Culture". In our time, knowledge is formed mainly not by the order of the educational system, but by the order of the media." Watching TV orc violence causes the migration of aggressiveness, an increase in the norm of audience sensitivity to violence, the formation of ingratitude karma in the form of their social presence.

Empirical study results.

According to statistics, in the United States, 80% of films with the designation "R", that is, those under the age of 17 are banned from viewing, 70% of prohibited video games, and 100% of music with obscene lyrics are sold to children under the age of 17. On average, children under the USA will have time to see 200,000 cases of violence and 16,000 cases of murder before they reach the age of 18. As a result, getting used to such scenes results in the formation of the illusion that any problem can be solved violently. And seduction is perceived as the norm, that is, the established norm. The violence that is shown on television is even more harmful to young children, if we are not, to those under 8 years of age, because they cannot distinguish between the imaginative world and the real one. Psychologist O.Yu. Drozdova's research showed that 58% of young people repeat the behavior of TV viewers, most of them are heroes of foreign films, and 37.3% of young people are trying to commit illegal actions, imitating telegrams [3].

Television, video actions in commercial shops that represent oppression, seduction, viewing of pictures negatively affect such qualities in Uzbek boys and girls as family, neighborhood, decency, cruelty [4].

APEID is an Austrian scientist who studied and summarized educational reforms, innovations in 28 countries located in the Asian Mint of the world (except

for the former Shuro Republics) R. Maclean argues that this is a generational problem of the 1990s. Because foreign books and television, video programs can negatively affect the values, culture and traditions of the Peoples watching them, interfering with the pace of their national development [5].

Anthony Giddens wrote in his sociology that "If television continues to develop as it is now, the child born today will spend the most time sleeping and in the television box when he is 18 years old." Now the scientist's conclusion has found confirmation.

In particular, the Internet today has become the main source of information and information for young people. This question asked to them and proved. "AColat.uz" in an open survey conducted on the site users "where you will receive the necessary information?" when asked the question, 47% answered "from Internet sites." At the same time, 23% of those surveyed answered "friends, acquaintances", 12% "from TV", 5% "from books on the same topic, from the library", 5% "from my reader", 3% "from my parents". It is worth saying that the majority of Internet users in Uzbekistan are young people. The number of members on social networks is increasing day by day due to the young people. From this, an urgent issue is the protection of young people from the intruders entering the Internet, that is the formation of appropriate immunity in them.

Of course, the Internet or television should not be seen as a factor negatively affecting young people. After all, our observations have shown that young people use the global information network mainly in the maxim of obtaining information. According to the experts, the fact that young people have a lot of information raises their knowledge and worldview.

The animation table, which has compiled an electronic edition of " Best educational Sites " ("Best educational sites"), reflects the changes observed in the internet media in the last ten years. According to him, in 2002, the global network users amounted to a total of 569 million people (9.1% of world population), which today reached 2.27 billion. This means 33% of the world's morality. Ten years ago, people spent 46 minutes for the Internet every day, while at the same time this figure was on average 4 hours. The total number of websites was 3 million in 2002, with 555 million sites listed as of 2012 [6].

In 2013 year according to a study conducted by Z.Akhmedova in Jizzakh, it is known that the majority of young people (52%) believe the information they receive

from the internet, 12% do not believe it, and 28% find false information in it. So the Coupe believes in the Internet data.

Today, most of the major information centers in Jahan operate on the internet. The low level of reliability of information on the internet, their negative impact on the consciousness and spirituality of people is also showed.

Distrust of Internet reports is seen as 13% among Japanese respondents, 25% in Germany, 33% in Sweden, 58% in China, 70% in South Korea. There are an increasing number of materials on the internet that leave behind lies, slander, the spirituality of the individual, T. A. Rahmatullaev said, "The fact that an activity that is inevitable to be punished in Real life can be carried out freely in the virtual world allows it" [7].

Any television gives a person information, information, knowledge. The point is only in what kind of information, information, knowledge he gives. Today, in international terminology, the word "Mediocracy" is used, which means "information society". A person does not live by what he knows, but by what he does not know. Therefore, he is looking for information in order to put an end to this question. Whoever is able to trust a person by delivering information of this content, he has the opportunity to establish control over that human consciousness in a certain sense [8].

Today, the 21st century is the era of globalization and the velvet finding of borders, the age of Information Communication Technologies and the Internet, the age of increasing competition in the world market, of course, there is no way to prove. During this period, it is important for parents in working families, nuclear families to keep their children busy with interesting, useful activities and organize a family library in the family, replenish it, form a family reading.

Family reading is a type of activity that means that a book is read and considered by family members together, being the currently forgotten but most effective form of teaching young people to read, and it is advisable for family reading to continue until students in the family graduate from high school. It is also possible from time to time to return to the tradition of family reading and stand by the fact that each member of the family is then engaged in reading works within his desire as a person with an individual interest [9].

Conclusions:

- In the XXI century, a fierce rapid, globalization process has a significant impact on the upbringing of children. The first information that since human beings

are the main means of knowing the world, gaining experience, the saturation of young people with information in their needs is the main function of the media today;

- youth lifestyle, imagination are formed under the influence of the media;

- the Internet, due to the fact that the media are an important psychological factor, affects the process of television communication. The presence of the image of an "ideal show" or "ideal Internet site or channel" in each subject makes it possible to strive to develop it into a reality on the created show or channel, to compare it with a real perceived TV show or channel is a conflict of regulation of communication;

- most of the information currently distributed in the World Media is focused on manipulation, and the media in particular, the Internet today has become the main source of information and information for young people;

- the media today do not form stable systematic ideas of young people about values. Knowledge of the world is formed by the media with a non-linear nature, and with the participation of the state, political and economic forces mediate behind them. Having studied the position of the media in the upbringing of the younger generation, we can give the following practical suggestions:

- development of psychological functions such as "sorting information", "protection", "fight against" and "control" in information attacks in adolescents, both internal and external, is the main factor in strengthening the ideological immune system in them, and it is necessary to take into account the principle of Service;

- the formation of an ideological element is effectively blurred in a systematic way, taking into account all the factors that determine the formation of an ideological element, in particular, the individual-psychological and axial characteristics of the individual;

- in order to prevent or reduce the negative influence of the media in the upbringing of the younger generation, it is necessary to form a culture of Family Reading. It provides for the consideration of the recommendations in the melody:

- always dividing an example for children in a book reading;

- at certain times in the circle of the family, it is necessary to take turns reading books;

- presentation of a book, referring to the age and character trait of each child, the spiritual-spiritual world;

- a selection of works written in capital letters, written in more colorful pictures on young children, able to reflect the boundaries of his impeccable imagination;

- and for a middle-aged reading child, to recommend works in which the fate of equal heroes is reflected, vivid, fantastic events are depicted, and fun is animated;
- with independent, family-friendly children of older age, is often confused about the reading of books, giving the necessary recommendations (this provides the basis for continuing the tradition of Family reading as a sacred value);
- setting and regular control of the daily and weekly amounts for each book reading;
- to organize a round table in the family on the content of the work read, the character of the characters, the creative approach, the impressions received;
- encourage a reading child who has read on time and on demand;
- to engage in a dialogue with a child who does not express enough heat to a non-fiction teacher, who is unable to complete assignments in his competence, to achieve the development of reading skills in him.

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АХБОРОТ ХАВФСИЗЛИГИНИ ТАЪМИНЛАШ – ДОЛЗАРБ МАСАЛА СИФАТИДА



<https://doi.org/10.5281/zenodo.7353859>

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АННОТАЦИЯ

Мақола ахборот хавфсизлиги тушунчаси, унга оид ўзгаришлар, ахборот хавфсизлигини такомиллаштириши заруратига доир таҳлиллардан иборат. Шунингдек, унда ахборот урушлари ва сиёсий қарама-қаршиликлар жараёнида АКТларни қўллаш авж олиб бораётганлиги, ахборот хавфсизлиги масаласи долзарб вазифага айланганлигига оид таҳлиллар жой олган.

Калит сўзлар: хавфсизлик, ахборот хавфсизлиги, ахборий хавфсизлик, ахборот-коммуникация технологиялари, шахс, жамият, давлат, ахборот уруши, ахборот хуружи, ахборий элита, интернетга боғланиб қолиши.

ENSURING INFORMATION SECURITY IS A ACTUAL ISSUE

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ABSTRACT

The article consists of analyzes of the concept of information security, its changes, and the need to improve information security. It also includes analyzes of the increasing use of ICTs in the course of information wars and political conflicts, and the fact that the issue of information security has become an urgent task.

Keywords: security, information security, information security, information and communication technologies, individual, society, state, information war, information attack, information elite, Internet addiction.

Ҳозирги даврга келиб ахборот жамиятининг такомиллашиб бориши ва ахборот-коммуникация технологияларининг (АКТ) ниҳоятда ривожланиб кетиши натижасида ахборот хавфсизлигига нисбатан таҳдидлар ҳам кучайиб бормоқда. Шу билан бирга, “ахборот хавфсизлиги” тушунчаси мазмуни ҳам бойиб бормоқда.

Баъзи экспертларнинг қайд этишича, “ахборот хавфсизлиги” категориясининг вужудга келиши инсонлар ўртасидаги шахсий ва ижтимоий алоқаларнинг кўпайиб бориши, шахснинг жамият, ижтимоий гуруҳлар, давлат ҳокимияти органлари билан коммуникацияларга киришиши эҳтиёжи ўлароқ шаклланган. Шунингдек, жамият ва давлат ривожланишининг турли ижтимоий ва сиёсий унсурлар билан ахборотлар алмашиш воситасида юз бериши воқелиги ҳам ахборот хавфсизлиги тушунчасини шаклланишига кучли таъсир қилди [1].

Лекин, шу билан бирга, ахборот хавфсизлиги муаммоларини ҳал этишдаги машаққатлар ва турли ўзига хос мураккабликлар унга оид тушунчаларнинг турли тарзда талқин этилишига олиб келди, бу тушунчалар бир-биридан фарқлана бошлади. Илмий муомалада “ахборий хавфсизлик” тушунчаси билан бир вақтда “ахборот хавфсизлиги” тушунчаси пайдо бўлди, улар улар бир-бири билан боғлиқ бўлган мазмунда ишлатила бошланди [2,7].

Маълумки, ахборот муҳити жамият ҳаётини уюштириш сифати, унинг барқарорлик ва фаровонлик даражаси, шунингдек унинг қанчалик хавфсизлигини белгилаб беради. Турли ахборотларнинг бир-бирига ўзаро таъсирлари, уларнинг ҳаётда бир маромда намоён бўлиб туриши, уларнинг муайян мазмунларга эга эканлиги, тезлик билан тарқалиш қобилиятига эга эканлиги каби хусусиятлари жамият ҳаётининг барча жабҳаларида фаолият юритиш жараёнларини доимий равишда мувофиқлаштириб туради. Таниқли АҚШ олими ва ҳарбий арбоби Г.Рэттретнинг фикрича, дунёда кечаётган ҳар икки томон қарама-қаршилиги учун “номутаносиб” бўлган урушларнинг асосий нишони – бу давлатнинг муҳим ҳаётий нуқталари (инфратузилмалари) ҳисобланади [3,28]. Бу нозик инфратузилмалар ишдан чиқарилиши ёки бутунлай йўқ қилиниши уруш бўлаётган мамлакат миллатининг миллий хавфсизлиги ва ижтимоий фаровонлигига катта талофат ёки катта путур етказиши мумкин [4,33-34].

Келиб чиқиши рус бўлган АҚШ социологи Николай Бердяевнинг қайд этишича, инсониятнинг вайрон этувчи қурол яроғларни ихтиро қилиш қобилияти техникавий ёки тиббиёт соҳасида кашфиётлар қилиш иқтидоридан анча юқори туради, “техникавий кашфиётлар сирларига эга бўлган, қурол-яроғ кашф этувчи бир ховуч одамлар бутун инсоният устидан ўз ҳокимиятини тиранлик билан ўтказиши мумкин” [5,24].

Ҳозирги давр АКТ тезлик билан инсон онгига кучли таъсир эта олади, унинг ҳаёт тарзини ўзгартириб юбора олади. Шунингдек, замонавий АКТ жамиятда минглаб йиллар мобайниба шаклланган миллий ва умуминсоний кадриятларни

ҳам “таҳрир” эта бошлади. Жамиятнинг ижтимоий соҳаси – одамлар ҳаётида чуқур тенгсизликни келтириб чиқариш хавфи вужудга келди: жамиятда ахборий элитани шаклланиш даври - жамиятда “ахборий табақалаш” жараёнлари бошланди. Шу билан бир вақтда, жамият ва давлат, умуман инсоният зараркунандаси - компьютер жиноятчилиги таҳдиди вужудга келди.

Жамиятнинг маданий соҳасида АКТни қонунчиликка зид равишда қўллаш, инсон онгига зарарли ахборотларни олиб кириш, уни алдаш, одамларни ҳаётга мослашувини бузиб ташлаш каби таҳдидлар кўпайди. Шу билан бирга, АКТ инсон соғлиғи ва маънавий дунёсига ҳам зарар келтира бошлади.

Ҳозирги постиндустриал жамиятларда ҳам жамиятнинг иқтисодий салоҳиятини ошириш ахборот технологияларини такомиллаштириш ва уларни кенгроқ қўллаш даражасига боғлиқ ҳолда кечмоқда, АКТнинг глобаллашуви ўлароқ муайян бир мамлакатдаги иқтисодий ёки бошқа инқирозлар тезлик билан бутун бир дунёга тарқалиб кетиш хавфи пайдо бўлди (масалан, Россия-Украина уруши оқибатлари бутун бир ғарб давлатларига салбий таъсир қилмоқда). Шунингдек, АКТни саноат, ҳарбий, қишлоқ хўжалиги ва бошқа соҳаларга кенг қўллаш натижасида инсон меҳнатининг табиати ва самараси ҳам бутунлай ўзгармоқда. Бу ҳолат ўлароқ ишчи ва хизматчилар меҳнати ўта технологиялашиб, уларнинг инсоний фазилатлари йўқолиб бормоқда, улар ичида стресслар кўпаймоқда.

Шу билан бирга, давлатларнинг ҳарбий соҳаларидаги электрон ҳукумат ва компьютер тармоқларида инсон шахсига оид маълумотларни ҳимоя қилиш қобилияти йилдан-йилга пасайиб бормоқда. АКТ ва мобил алоқалар томонидан одамлар хатти-ҳаракатларини назорат қилиш, бу жараёнларда алдов-хийлалардан кенг фойдаланиш, шахснинг ички сирларини ошкоралашиб бориши натижасида ахборотнинг тотал ҳукмронлигига шарт-шароитлар яратилмоқда. Янгидан-янги АКТни ҳарбий соҳаларга ҳар томонлама жорий этиш натижасида турли-туман ахборот қуролилари ихтиро қилинмоқда.

Бир неча минг йиллик тарихда ахборот урушлари ривожланиб бориб сиёсий ва ҳарбий кучларнинг юзма-юз тўқнашувлари сифатида намоён бўлиши одатга айланди. Қадимги даврда (эр.ил. VI-V асрлар) яшаган Хитой саркардаси Сунь-Цзи урушларда қўллаган ахборот-интеллектуал зарба бериш усуллари ҳозирги даврда ҳам ўз кучини йўқотгани йўқ. Сунь-Цзи ишлаб чиққан уруш олиб бориш концепцияси асосида душманни ғойибдан туриб бошқариш усули яратилди: “Душманни манфаатлари асосида нафланишга қизиқтириб тузукқа авраб

илинтириш усуллари қўллаш уни жасурликдан маҳрум қилади, бу усул душманга хужум арафасида уни кучсизлантириб, обдан ҳолдан тойдиради” [6,10].

XVI асрдаги Флоренция давлат арбоби ва мутафаккири Никколо Макиавелли давлат ҳокимиятини самарали бошқаришнинг ахборот-психологик концепциясини яратиб, унга биноан урушлар ва сиёсий муносабатлар соҳаларида ахборот урушини бошқаришнинг асосий принципларини ишлаб чиқди. Бу принципларга биноан, уруш ёки сиёсий курашларда фақат ахборот олиш, ахборот бериш, ҳийла-найранг ишлатиш билан ғалабага эришиш мумкин. Бу ҳақда у куйидаги фикрни билдиради: “Хулоса шундан иборатки, янги тузилган давлатда душманлардан сақланишда, дўст орттиришда, куч ва ҳийла ишлатиб ғолиб келишда халқни даҳшатга солиш ва унинг меҳрини қозонишда, аскарларни интизомли ва ҳурмат кўрсатадиган қилиб тарбиялашда, ишончли ва садоқатли қўшин тузишда, зарар келтириши аниқ ёки мумкин бўлган кишиларни йўқ қилишда; эски тартибларни янгилашда, комил ишонч туғдирмайдиган қўшиндан қутулиб, ўз қўшинини тузишда, қаттиқ қўллик ва меҳр, бағрикенглик ва саховат кўрғазилда; ҳукмдорлар ва қиролларни мулозамат билан ёрдам кўрсатадиган, душманлик қилишдан эса тийилиб турадиган даражадаги дўстона муносабатлар ўрнатишда - янги давлат тепасига келган одамлар учун герцогнинг хатти-ҳаракатларидан кўра яхшироқ ўрнак топилмаса керак” [7].

Таниқли олим Кимберли Янг Интернетга боғланиб қолишга доир бешта асосий турларни аниқлаб берди:

- 1) каберсексуал боғлиқлик – порносайтлар кўришга мойилликни кучайиши;
- 2) виртуал танишишга қизиқишлардан кучайиши – тармоқларда кўплат танишларни орттириш;
- 3) тармоқларга боғланиб қолиш – он-лайн қимор ўйинлари, доимий равишда аукционларда иштирок этиш;
- 4) ахборотларни ошиб-тошиб кетиши (мажбуран сингдирувчи web-серфинг) – тармоқларда адоқсиз саргузаштлар қилиш, тинмай ахборотлар излаш;
- 5) компьютерга боғланиб қолиш – компьютер ўйинларига боғланиб қолиш, уларга муккасидан кетиш (“ўқ отиш” ўйинлари - Doom, Quake, Unreal ва бошқа., стратегии типа Star Craft туридаги стратегиялар) [8].

Кўриниб турибдики, ахборотнинг инсон ҳаёти, урушлар, сиёсий жараёнлар, давлат бошқаруви каби юзлаб соҳаларда қўллаш такомиллашиб ва мураккаблашиб бормоқда. АКТларнинг ривожланишига монанд равишдак эса ахборот хуружлари ва таҳдидлар ҳам кўпайиб бормоқда. Шунинг учун ҳам

давлатнинг ахборот хавфсизлиги сиёсатини ривожлантириш давр талабига айланди. Албатта, ҳозирги давлатнинг ахборот хавфсизлиги унинг бошқа давлатлар ва халқаро ташкилотлар билан ҳамкорлик қилиш даражасининг юқори эканлиги билан ўлчанади. Шундай экан, бу соҳада атроф қўшни ва ривожланган давлатлар билан ахборот хавфсизлигини таъминлаш соҳасида ҳамкорлик қилиш – давр талабидир.

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POSSIBILITIES OF THE LISTENING METHOD IN LEARNING ENGLISH



<https://doi.org/10.5281/zenodo.7353875>

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ABSTRACT

This article talks about the process of learning a foreign language by listening, methods of repeated listening, in particular, the formation of listening skills, improving pronunciation by listening. The importance of interactive methods that develop listening skills in teaching English is analyzed. In addition, the experience of a coach who developed his own system for us to speak English perfectly was given as an example.

Keywords. *listening, interactive, innovation, method, pronunciation, skill, audio, video, discipline.*

In today's age of advanced technologies, there seems to be no knowledge, skills and experience that humanity has not learned. In fact, new subjects that we want to learn are always being studied. We can know the results of research from the skills of scientists and doctors. Learning world languages means gaining experiences. Therefore, knowing the language is one of the important factors for the career. If we want to be successful at work and in life, we must start learning new languages. There are many ways, methods, tools ready for us to learn.

Considering the conditions of Uzbekistan, we have been teaching a foreign language, especially English, for many years in state and private preschools, general schools and universities. In addition, there are many language training centers. It is not about teaching the language, but how to teach it. In most cases, teenagers who leave school have a basic foundation, have memorized grammar, but have not developed listening and speaking skills, while reading and writing skills are very weak. Japanese-born teacher A.J.Hoge said: “One of the great problems in schools is that teachers have failed to recognize they must do more than lecture to and discipline their students. Truly great teachers are more than just lecturers, they are leaders and coaches who inspire their students to greatness. Studying grammar rules to speak

English is much like a soccer player studying physics to play soccer. It might be interesting (or not!), but it certainly will not help performance. Your job, therefore, is to stop “studying” English and start “playing” it!”[3].

In this article, we will analyze the method of the world-famous trainer to greatly improve listening and speaking skills. Who is he actually? A.J. Hoge is the founder and director of Effortless English LLC, and co-founder of Learn Real English and Business English Conversations. He has been described as “the world’s number one English teacher” and is famous as the host of The Effortless English Show, with over 41 million downloads worldwide. He has a master’s degree in TESOL and has been teaching English since 1996. A.J.Hoge teaches seminars around the world on the topics of English, public speaking, effective training methods, career development, and online marketing. [4]

When learning English, the more we listen to audio podcasts, watch videos in this language and do it every day, the most important thing is that if we listen again, our listening skills will improve and we will start speaking spontaneously. In this regard, the book "Effortless English: learn to speak like a native" by teacher A.J., which we are studying, is necessary and useful. The popular title by A.J.Hoge was written for the people in need for the most efficient and less time and effort consuming learning methods. This book is posted on the teacher's Telegram (https://t.me/A_j_hogee), You Tube (<https://youtube.com/c/AJHogeEffortlessEnglish>), Twitter (<https://twitter.com/ajhoge?t=AUVRW685v0TspDBEun9aUQ&s=35>), Facebook (<https://www.facebook.com/groups/ajhogeclub/?ref=share>) social network pages and website (<https://www.ajhogeclub.com/>) in audio and video format with his voice and detailed information. They can be heard over and over again every day and it is not boring at all.

The book by A.J. Hoge, one of the leading and recognized experts, released it to teach readers the most effective methods for learning to speak this language fluently and with enough confidence. The book will tell you how to speak without any nervousness and shyness, experiencing no fear at all, how to achieve high scores when passing IELTS and TOEFL tests, how to build up the vocabulary in a short period of time; you will also feel much stronger and calmer when speaking English, if you follow all recommendations provided by the author. The book has been specifically designed and released for the people who have already been studying English for years but still don't speak well. The materials in the book are very

interesting and authentic - they are not too difficult to use. It is really worth reading and is full of truly wonderful tips. Huge amount of useful information will help you learn English language effectively. You will see how fast your knowledge of English will be improving once you have started using this book every day. Your vocabulary will grow up, and grammar skills will improve, it will be much easier for you to communicate the other people, write letters, read texts and understand them properly. [5]

How you learn faster and avoid embarrassing mistakes when you download the course:

- The incredible way you “Learn Grammar Without “Rules””: Use English grammar correctly by learning grammar in a natural way.
- The Deep Learning method that helps you use English faster. Remember English words and grammar– and use them in real conversations. Feel strong about your speaking ability.
- The way you learn English in a relaxing way by listening to real English articles about interesting topics. Imagine thinking, smiling, and laughing while learning.
- The way you avoid stress and slow speech. The fun and crazy mini-stories train you to speak and respond faster.
- How the best English speakers learn, how they study,- and how you can use the methods they use. To be successful, copy the most successful people.
- Lessons that help you learn English without boredom- no more textbooks, no more tests, no more “exercises”.
- How you meet other English speakers and talk with them. Meet other friendly Power English members just like you. [6]

THE CONTENTS OF THE BOOK:

Chapter 1: A better way to learn English

Chapter 2: The problem with schools

Chapter 3: Psychology is more important than grammar and vocabulary

Chapter 4: Your beliefs determine your English success

Chapter 5: English is a physical sport

Chapter 6: Use big real world goals to motivate yourself for success

Chapter 7: Program your brain for English success

Chapter 8: Babies learn best The Effortless English™ engine

Chapter 9: The first rule – learn phrases not words

- Chapter 10: The second rule: grammar study kills your English speaking
Chapter 11: The third rule: learn with your ears, not with your eyes
Chapter 12: The fourth rule – repetition is the key to spoken mastery
Chapter 13: The fifth rule: learn grammar intuitively and unconsciously
Chapter 14: The sixth rule: learn real English and trash your textbooks
Chapter 15: The seventh rule: learn English with compelling stories
Chapter 16: Your daily English learning plan
Chapter 17: The power of pleasure reading
Chapter 18: The secret to good English writing
Chapter 19: Why you should not practice speaking
Chapter 20: English is the language of international business
Chapter 21: How to give powerful English presentations
Chapter 22: English connects you with the world
Chapter 23: The effortless English code and mission. [4]

In conclusion, it can be said that it is useful to use such methods in learning not only English, but also other foreign languages. For this, first of all, there must be three things: aspiration, interest and desire. Today, there are many people who, like A.J., are running their own blogs on social media to teach languages. A.J. Hoge’s listening method also develops speaking skills. When we hear words and sentences over and over again, we begin to repeat them automatically. A.J. Hoge’s purpose is to quickly pronounce words that are stuck in our brains. As we begin to listen and understand, our reading skills improve, and the more we read, the faster our writing skills. In the book, we can see his teaching lessons from school problems to human psychology and self-confidence. He also says that grammar kills a person’s ability to speak, that it is necessary to write down phrases rather than just memorizing words, that language should be learned by ear rather than by eye. He even recommends listening at any time of the day, on the street, at home, at work, studying or doing housework. In his book, he shares not only the process of listening and speaking, but also the secrets of writing and reading skills. Therefore, English or any other foreign language is a facility that connects us with the world, and learning it is not as difficult as we think.

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DIGITALE MEDIEN IM UNTERRICHT



<https://doi.org/10.5281/zenodo.7353884>

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ABSTRAKT

Dieser Artikel informiert über die Entwicklung DIGITALE MEDIEN, spielt eine wichtige Rolle im Fremdsprachenunterricht. Und dann werden die allgemeinen Prinzipien und Techniken für den Sprachunterricht behandelt und praktische Methoden zum Selbsttraining bereitgestellt.

Schlüsselwörter: digitale Medien, mit Leichtigkeit, hohe Aufmerksamkeit, motiviert und konzentriert, ICILS - International Computer and Information Literacy Study, digitale Geräte, Digitaler Unterricht.

ABSTRACT

This article provides information of development DIGITALE MEDIEN, plays an important role in teaching foreign languages process. And then, it process the general principles and techniques for language interpreting, and provides practical self-training methods.

Keywords: digitalen Medien, mit Leichtigkeit, hoher Aufmerksamkeit, motiviert und konzentriert, ICILS - International Computer and Information Literacy Study, digitalen Geräten, Digitaler Unterricht.

Der Einsatz von digitalen Medien im Unterricht ist Kinderleicht. In ihrer Freizeit nutzen Schüler digitale Medien ganz selbstverständlich und dies mit Leichtigkeit und hoher Aufmerksamkeit. Sie sind motiviert und konzentriert. Wie kann es gelingen diese hohe Motivation für schulische Lernprozesse nutzbar zu machen?

Schüler nutzen digitale Medien vor allem zur Kommunikation, zur Information und zur Unterhaltung. Die Nutzungsintensität ist jedoch vom Alter abhängig. Das Spielen im Netz verliert bei den ab-16-Jährigen etwas an Bedeutung, dafür steigt der Anteil der Informationssuche deutlich an. Im Altersverlauf wird der ritualisierte Austausch von Texten, Gedanken, Fotos oder Videos innerhalb einer Gruppe immer wichtiger, ebenso die Informationsrecherche. Spitzenreiter sind hierbei Videoportale wie YouTube. 43% der Videos, die Jugendliche sich ansehen sind Tutorials (Erklärvideos) zu den unterschiedlichsten Themenfeldern.

Schüler integrieren digitale Medien also bereits ganz selbstverständlich in alltägliche Lernprozesse und decken dabei ganz unterschiedliche Kompetenzbereiche ab. Trotz der großen Beliebtheit von digitalen Medien und einem ausgeprägten Nutzungsverhalten, liegen die computerbezogenen Kompetenzen deutscher Schüler im internationalen Vergleich lediglich im Mittelfeld.

Computer- und informationsbezogene Kompetenzen von Schülern, Ergebnisse der ICILS. Die ICILS - International Computer and Information Literacy Study untersucht die computer- und informationsbezogenen Kompetenzen von Achtklässlern in 21 Ländern.

Schüler der 8. Klasse in Deutschland erreichen bzgl. ihrer computer- und informationsbezogenen Kompetenzen ein Niveau, das sich im internationalen Vergleich im Mittelfeld anordnet. 30% der befragten Schüler in Deutschland erreichen lediglich die beiden unteren Kompetenzstufen. Sie verfügen über rudimentäre Fertigkeiten bzw. basale Wissensstände im kompetenten Umgang mit neuen Technologien und digitalen Informationen. Sie sind in der Lage einfache Computerprogramme zu bedienen, beispielsweise Mails anzuklicken, und einfache Formatierungen vorzunehmen.

Geht es jedoch um höhere Kompetenzen, die einen produktiven und reflektierenden Umgang mit digitalen Medien erfordern und über das Recherchieren von Informationen hinausgehen, so scheinen deutsche Schüler Probleme zu haben. Doch woher kommen diese relativ großen Lücken? Prof. Dr. Eickelmann findet in einem ZEIT Online Interview deutliche Worte: "Obwohl Deutschland ein hochtechnisiertes Land ist, genießt die digitale Bildung bei uns keine Priorität“ [1]. So sei Deutschland Schlusslicht, wenn es um den Einsatz digitaler Medien im Unterricht gehe. Dies hänge wiederum mit der vergleichsweise schlechten Ausstattung an deutschen Schulen und der geringen Relevanz des Themas in der Lehrerbildung zusammen (ebd.).

Ausstattung mit digitalen Geräten an deutschen Schulen. Besonders die flächendeckende Ausstattung mit mobilen Geräten, die flexibel im Unterricht einsetzbar sind und damit Potenzial für einen besonders produktiven und vielfältigen Einsatz bieten, lässt noch zu wünschen übrig. So verfügen die meisten Schulen zwar über Computer- oder Fachräume, aber die wenigsten sind mit Tablets oder Laptops ausgestattet. Allerdings verfügen immer mehr Schulen über Laptops und Tablets, die in Form von Medienwagen (15-40 Geräte) flexibel eingesetzt werden können. So haben 58% der Gymnasien Laptops und 67% Tablets, die ihnen für den Einsatz im

Unterricht zur Verfügung stehen [2]. Dies lässt zumindest einen punktuellen Einsatz der Geräte im Unterricht zu. Ca. 142 Schulen arbeiten heute bereits regelmäßig mit Tablets bzw. haben sogenannte Tablet-Klassen [3].

Digitaler Unterricht in Deutschland. Lehrer, die ihren Unterricht mit digitalen Medien für die Schülerhand ergänzen, setzen die Geräte für das Recherchieren mehr oder weniger umfangreicher Informationen, für das Dokumentieren von Notizen, und Ergebnispräsentationen, beispielsweise mithilfe von interaktiven Whiteboards, ein [2]. Damit werden der traditionelle Unterricht und Lernprozesse, wie die Wissensvermittlung durch das schülerseitige Recherchieren von Informationen im Netz, zwar ergänzt und unterstützt. Die Geräte werden aber bisher kaum eingesetzt, um Lernprodukte (Videos, Portfolios, Mind-Maps) zu erzeugen, bzw. um Kompetenzen zu vermitteln, die den oberen Kompetenzstufen auf der ICILS-Skala entsprechen. Schüler sollten beispielsweise auch lernen, die Nützlichkeit und Glaubwürdigkeit komplexer Informationen einzuschätzen oder adressatengerechte und logisch gegliederte Informationsprodukte zu erstellen [4]. Lehrer können die Medienkompetenzen, die Schüler bereits in der Freizeit erworben haben, für ihren Unterricht nutzen und systematisch Handlungskompetenz vermitteln, indem mobile Geräte vielfältig eingesetzt werden.

Förderung der Medienkompetenz durch digitalen Unterricht. Um Schüler in ihren computer- und informationsbezogenen Kompetenzen zu fördern, ist es wichtig, dass die digitalen Geräte nicht nur zum Einsatz von Informationsrecherche und Präsentation kommen. Lehrer sollten Anlässe schaffen, digitale Geräte in weitere Phasen des Lernprozesses zu integrieren.

So kann das Ausführen von Arbeitsaufträgen sowohl die Produktion wie auch die Dokumentation bestimmter Inhalte durch digitale Geräte anregen. Die Inhalte bleiben editierbar und können mit anderen Schülern geteilt werden. Werden Laptop oder Tablet nicht nur als reine Recherche- und Schreibgeräte verstanden, sondern auch für die Erstellung von Lernprodukten (beispielsweise Mind-Maps, Videos, Poster, Präsentationen) und zur Dokumentation genutzt, wird der Einsatz automatisch vielschichtiger.

Dies erfordert von Lehrern ein Umdenken beim Planen und Durchführen ihres Unterrichts. So könnte beispielweise das Erstellen einer Personenbeschreibung nicht nur in einem Word-Dokument oder mit Powerpoint erarbeitet werden. Dem vorangestellt könnte es eine Aufgabe sein, zunächst im Internet Informationen über die Person zu recherchieren und in Form einer Mind-Map zu sammeln. Hierfür gibt

es zahlreiche Apps. Die Mind-Maps können anschließend präsentiert oder mit Mitschülern geteilt werden. Die Schüler könnten in Gruppen, individuell durch die Lehrkraft unterstützt, einen Film über die entsprechende Person produzieren. Auch hier stehen Apps zur Videobearbeitung zur Auswahl. Die Ergebnisse könnten über eine Lernplattform mit den anderen Schülern geteilt oder im Unterricht am Whiteboard präsentiert werden. In solchen Szenarien sind Mittel zur Kommunikation und Feedback besonders wichtig. Schüler sollten beispielsweise die Möglichkeit haben sich kriteriengestützt Rückmeldung – auch außerhalb des Unterrichts – zu ihren Videos zu geben. Hierfür können gängige Anwendungen zur Kommunikation mit mobilen Geräten in den Unterricht produktiv integriert werden.

Fazit:

Vorteile im Einsatz digitaler Medien sind, dass durch den Einsatz digitaler Medien analoger Unterricht nicht nur ergänzt wird, sondern auch Unterrichts- und Lernprozesse angeregt werden können, die ohne digitale Medien nicht möglich wären.

Der Einsatz digitaler Medien ist besonders sinnvoll in einem schülerzentrierten Unterricht, in dem der Fokus auf Handlungsprodukten von Schülern liegt.

1) Digitaler Unterricht besonders gewinnbringend ist, wenn die Geräte für unterschiedliche Teilkompetenzen eingesetzt werden.

Im vorangegangenen Beispiel werden die Geräte für das Recherchieren von Informationen, das Erarbeiten von Inhalten, aber auch das Produzieren und Dokumentieren eingesetzt.

2) Digitaler Unterricht nicht allumfassend sein muss.

Digitale Medien müssen einen Mehrwert für den Unterricht bringen. Lernprozesse sollen unterstützt oder so angeregt werden, wie sie im analogen Unterricht nicht möglich wären. (Produzieren von Multimedia-Produkten, wie Videos oder Audios). Die Geräte können für bestimmte Phasen gewinnbringend sein, für andere nicht.

3) Didaktische Entscheidungen wie immer an erster Stelle stehen.

An erster Stelle stehen, wie in jedem anderen Unterricht auch, die Entscheidungen darüber, welches Lernziel die Schüler erreichen sollen, mit welchen Inhalten sie das erreichen und mit welcher Methode. Daran erst schließt sich die Frage an, ob sich in diesem Szenario der Einsatz eines digitalen Mediums anbietet.

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O‘ZBEKISTON RESPUBLIKASIDA AXBOROT SIYOSATIDA OAVNI RIVOJLANTIRISH



<https://doi.org/10.5281/zenodo.7353897>

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O‘zJOKU magistranti

ANNOTATSIYA

Hozirgi murakkab va ziddiyatli davrda samarali axborot siyosatini amalga oshirish har bir davlatning milliy xavfsizligini saqlash omili sifatida namoyon bo‘lmoqda. Axborotning globallasuvi, kiber xujumlarning ko‘payib borishi natijasida davr OAVni rivojlantirish, axborot siyosatini yanada takomillashtirish va uning ta’sirchanligini oshirish maqsadi ko‘zlangan.

***Kalit so‘zlar:** dunyo miqyosi, OAV, o‘zgarishlar jaroyini, media, axborotning globallasuvi, axborot siyosati.*

DEVELOPMENT OF THE MEDIA IN INFORMATION POLICY IN THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

In the current complex and conflicting period, the implementation of an effective information policy appears as a factor in maintaining the national security of each country. As a result of the globalization of information and the increase in cyber attacks, the goal of developing the mass media, further improving the information policy and increasing its effectiveness has been set.

***Keywords:** world scale, mass media, process of changes, media, globalization of information, information policy.*

Prezident Sh.M.Mirziyoyev bu haqda quyidagi fikrni bildirgan edi: “...avvalambor, adabiyot va san’at, madaniyat, ommaviy axborot vositalari faoliyati bo‘yicha mavjud huquqiy-normativ bazani takomillashtirish, sohaning moddiy-texnik salohiyatini mustahkamlash, ijod ahlining mashaqqatli mehnatini moddiy va ma’naviy jihatdan munosib rag‘batlantirish, kadrlar tayyorlash tizimini tubdan qayta

ko'rib chiqish va isloh qilish kabi bir-biridan muhim va dolzarb masalalar ijodiy uyushmalar e'tiboridan chetda qolib kelayotganini ta'kidlash lozim. Bugungi kunda ziyolilar davrasida yengil-elpi kitoblar, sayoz, oldiqochdi gazeta-jurnallar, tele-radio stantsiyalar ko'payib borayotgani to'g'risida haqli e'tirozlarni eshitish mumkin. Hozirgi paytda yurtimizda turli mulk shakliga ega bo'lgan 1513 ta ommaviy axborot vositasi, shuningdek, 122 ta nashriyot faoliyat olib bormoqda. Ammo ularning barchasi ham bizning milliy g'oyamizni rivojlantirish, xalqimiz ma'naviyatini yuksaltirishga xizmat qilyaptimi, degan savol ko'ndalang turibdi" [2]. Mustaqillik davrida davlat axborot siyosatini rivojlantirishga muhim e'tibor qaratildi. O'zbekiston Respublikasi Konstitutsiyasi axborot siyosatining huquqiy asosi hisoblanadi. Unda OAV uchun alohida bir bob ajratilib, uning 67- moddasida:

«Ommaviy axborot vositalari erkindir va qonunga muvofiq ishlaydi. Ular axborotning to'g'riligi uchun belgilangan tartibda javobgardirlar» deb qayd etilishi OAV faoliyatini muvofiqlashtirishga xizmat qiladi. Shuningdek, 1991 yil 14 iyunida qabul qilingan «Ommaviy axborot vositalari to'g'risida»gi Qonun, yangi sharoitlarga moslashtirilgan, 1997 yil 26 dekabrda ushbu Qonunning mukammal shakli mamlakatimizda faoliyat ko'rsatayotgan OAV faoliyatini umumiy maqsad sari yo'naltirishga xizmat qilmoqda. O'zbekiston Respublikasi ommaviy axborot vositalari to'g'risidagi Qonunining 1-moddasida OAV tushunchasining mohiyati quyidagicha izohlanadi: «Gazetalar, jurnallar, axborotnomalar, byulletenlar, axborot agentliklari, televidenie (kabelli, efir-kabelli televidenie) va radioeshittirishlar, hujjatli kino, elektron axborot tizimi, shuningdek, doimiy nomga ega bo'lgan, davlat tasarrufidagi, mustaqil va boshqa ommaviy davriy nashrlar ommaviy axborot vositalaridir». Keyingi yillarda OAV soni tezlik bilan o'sib borayotganligi, ularning xalqimiz madaniyati va ma'naviyatini rivojlantirishda muhim o'rin tutayotganligidan, shuningdek, mamlakatimizda demokratik jarayonlar izchillik bilan kechayotganligidan dalolatdir. «Shuni alohida ta'kidlash joizki, mustaqillik yillarida ommaviy axborot vositalari soni misli ko'rilmagan darajada oshdi. 1991 yili O'zbekistonda 351 ta ommaviy axborot vositalari faoliyat ko'rsatgan bo'lsa, hozir ularning soni 1500 tadan oshib ketdi. Ushbu fakt va raqamlar bugungi global axborotlashuv sharoitida mamlakatimizda axborot omilining yetakchi o'ringa chiqayotganligidan dalolat beradi. Jurnalist S.Hakimov yurtimizda faoliyat olib borayotgan OAV haqida to'xtalib: “Hozirda barcha telekanallarning 53 foizi, radiokanallarning esa 85 foizi, gazeta va jurnallarning 60 foizidan ziyodi nodavlat ommaviy axborot vositalaridan iborat. Eng tezkor axborot vositasi – internet

hayotimizga tobora chuqur kirib borayotir. Hozirgi vaqtda global tarmoqda – UZ domenli veb-saytlar, axborot portallari soni 400 dan oshib ketgani, ularning aksariyati xorijiy tillarda faoliyat ko‘rsatmoqda” [S.Hakimov, 2018] degan ma’lumotlarni keltiradi.

Ommaviy axborot vositalarida voqelikni haqqoniy talqin etish, jamiyatda mavjud muammolarga e’tibor qaratib, ularning yechimi yo‘lida muayyan taklif va tavsiyalarni ilgari surish bevosita jurnalist zimmasidagi vazifaditr. Bu borada Xurshid Do‘stmuhammadning quyidagi fikri e’tiborga loyiq: “Biz jamiyatni axborotlashtirish XXI asr odamining eng katta, eng dolzarb, eng murakkab vazifasi, burchiga aylangan zamonda yashamoqdamiz. Yangi asr insoniyat oldiga ushbu vazifani “Yo hayot, yo mamot” tarzida ko‘ndalang qo‘ydi. Bu qadar misli ko‘rilmagan maqsadga erishishni jurnalistikasiz tasavvur qilib bo‘lmasligi tabiiy, lekin boshqa g‘oyatda jiddiy savol ham tug‘iladi: yangi zamon va yangi davr talablariga qanday jurnalistika javob bera oladi?”^[Xurshid do‘stmuhammad¹] O‘zbekiston Respublikasining “Ommaviy axborot vositalari to‘g‘risida”gi qonunning 6-moddasida “Ommaviy axborot vositalaridan O‘zbekiston Respublikasining mavjud konstitutsiyaviy tuzumini, hududiy yaxlitligini zo‘rluk bilan o‘zgartirishga da‘vat qilish, urush va zo‘ravonlikni, shafqatsizlikni, milliy, irqiy va diniy adovatni targ‘ib etish, davlat sirini yoki qonun bilan qo‘riqlanadigan o‘zga sirni oshkor etish, jinoiy javobgarlikka sabab bo‘ladigan boshqa xatti-harakatlarni sodir qilish maqsadida foydalanilishiga yo‘l qo‘yilmaydi”, deyilgan. 2006 yilda qabul qilingan “Ommaviy axborot vositalari to‘g‘risida”gi O‘zbekiston Respublikasi Qonuniga o‘zgartirish va qo‘shimchalar kiritish haqidagi O‘zbekiston Respublikasining Qonunida esa “O‘zbekiston Respublikasining mavjud konstitutsiyaviy tuzumini, hududiy yaxlitligini zo‘rluk bilan o‘zgartirishga da‘vat qilish, urush, zo‘ravonlik va terrorizmni, shuningdek diniy ekstremizm, separatizm va aqidaparastlik g‘oyalarini targ‘ib qilish maqsadida foydalanilishiga yo‘l qo‘yilmaydi”, deyiladi. Axborot va targ‘ibot texnologiyalari rivojlangan bugungi kunda ommaviy axborot vositalari tarbiyaviy maqsadlarni ko‘zlab ish yuritishi muhim. Mamlakatimizda ommaviy axborot vositalari faoliyati jamiyat a‘zolari ma’naviy-axloqiy fazilatlarining rivojiga yo‘naltirilganligi, quvonarli holdir. Shuningdek, jurnalistlar faoliyati mustaqillik asoslarini mustahkamlash, bunda milliy qadriyatlarimiz asosida jamiyatda demokratik tafakkurni rivojlantirish masalalari, shuningdek ijtimoiy-siyosiy jarayonlarning o‘ziga xos xususiyatlarini ochib borib, mamlakat aholisi faoliyatini umummaqsad sari yo‘naltirishda alohida mas’uliyat talab etadi.

Jurnalist «to‘rtinchi hokimiyat» vakili sifatida voqelikning real manzarasini yoritish bilan birgalikda, jamiyat a‘zolari ma‘naviyatini yuksaltiruvchi jihatlarni ko‘proq targ‘ib etishi jamiyatning axloqiy barkamolligini ta‘minlashda muhim xususiyatlardan biridir. Mamlakatimizda samarali axborot siyosatini olib borishda milliy qadriyatlarimizga asoslangan holda xalqimizning ma‘naviyatini rivojlantirish muhim omil. Sir emaski, global axborotlashuv sharoiti mamlakatimiz axborot maydoniga ijobiy mohiyat kasb etuvchi tarbiyaviy asoslarga ega ko‘rsatuvlar bilan bir qatorda yoshlar ma‘naviyatiga salbiy ta‘sir etuvchi jihatlarni ham kiritib, bu ziyolilarimizdan katta mas‘uliyat talab etadi. “Telekommunikatsiya sohasida muammolarning yana bir jihatiga e‘tibor qaratmoqchimiz. Ma‘lumki, bugun nafaqat shaharda, balki qishloq joylarda ham kabelli televidenie yoki maxsus antennalar vositasida Rossiya, yaqin va uzoq xorij mamlakatlari televideniesida sharqona axloq-odobga zid filmlar, beparda ko‘rsatuvlarni ko‘rayotgan yoshlarimizda milliy g‘urur va vatanparvarlik tuyg‘ulari shakllanishi, ularning ilm-ma‘rifatga rag‘bati oshishi mumkinmi?” Shu o‘rinda E.G‘anievaning fikrlariga e‘tibor qaratish joiz: “Milliy televidenimiz efirda xorijiy filmlar hissasini yildan yilga oshirib borayotir. Biz 2012 yilning martidan noyabrigacha bo‘lgan muddatda o‘tkazgan tahlil natijalariga ko‘ra, O‘zbekiston telekanalida namoyish etilgan filmlarning 56 foizi, Yoshlar telekanalidagi filmlarning 52,4 foizi, Toshkent telekanalidagi filmlarning 61,6 foizini xorij kinomahsulotlari tashkil etdi”¹E.G‘anieva¹. Bunday vaziyatda milliy mentalitetni yuksaltiradigan filmlar yaratishni ko‘paytirish, ularning sifatiga jiddiy e‘tibor qaratish vaqti yetib kelmadimi? Bu borada olib borilishi lozim bo‘lgan samarali axborot siyosati yoshlarimiz ongida g‘oyaviy immunitetning rivojiga xizmat qiladiki, bu tinimsiz kelayotgan axborot oqimini saralashda muhim omil bo‘lib hisoblanadi. Ma‘lumki, OAV hozirgi globallashuv davrining eng asosiy, qudratli va ta‘sirchan targ‘ibot quroli hisoblanadi. Ochiq-demokratik jamiyatda, mana shu ommaviy axborot vositalari orqali milliy mentalitet va qadriyatlarimiz, an‘ana va urf-odatlar, Milliy g‘oya va demokratik tamoyillar targ‘ib-tashviq qilinadi. “Darhaqiqat, globallashuv sharoitida mamlakatimiz yoshlari ongini zaharlaydigan, ma‘naviy dunyosiga xavf soladigan mafkuraviy tahdidlar kirib kelishi kuchaymoqda. Shunday ekan, bunday tahdidlarning oldini olishga oid amaliy taklif-xulosalar ishlab chiqish o‘ta dolzarbdir” [Umarov B, 2014]. Taklif-xulosalar esa nafaqat mamlakatimizda faoliyat yuritayotgan OAV vakillaridan balki ziyolilarning sohaga doir turli tashabbuslari bilan ham berilishi masalaning ijobiy yechim topishiga yordam berishi shubhasiz. Ma‘lumki, so‘z va matbuot erkinligi demokratik islohotlar sur‘atini

jadallashtirib, ular sifatini ta'minlashga xizmat qiladi. Ommaviy axborot vositalari esa doimo demokratiya va so'z erkinligining o'ziga xos o'lchovi, ko'rsatkichi bo'lib kelgan. Erkin va mustaqil ommaviy axborot vositalari demokratik taraqqiyotni rag'batlantiradi va mustahkamlaydi. Tadqiqotchi O.Abduazimov “termitlashgan matbuot nazariyasi” haqida so'z yuritadi. Ya'ni ““termitlashgan matbuot nazariyasi” jamiyatni axborotlashtirishda millatning qadimiyligi, umumjahon taraqqiyotiga qo'shgan hissasidan qat'i nazar, uni ijtimoiy-siyosiy, iqtisodiy, harbiy, huquqiy va boshqa jihatlardan qaram qilish, mustamlaka xalqlarni mafkuraviy, ma'muriy nazorat qilish, jamiyatni manipulyatsiya etish orqali ommaviy kommunikatsiyalarda senzura qo'llash, demagogiya, yolg'on va soxta g'oyalarning stereotiplarini targ'ibot va tashviqot etish orqali amalga oshirilishi” [Abduazimov Oqiljon] haqida ma'lumot beradi. Shuningdek, muallif o'z fikrlarini davom ettirib, mustamlakachilikka asoslangan avtoritar matbuot ham, sobiq sovet kommunistik matbuoti ham o'z g'oyalariga erk berib, hatto yolg'on axborotlar bilan tarixni soxtalashtirib, to'qima yanglish fikrlar bilan jamoatchilik fikrini chalg'itib, termitlashgan matbuotni yuzaga keltirganini ta'kidlaydi. O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyevning “O'zbekiston jurnalistika va ommaviy kommunikatsiyalar universitetini tashkil etish to'g'risida”gi Qarorida (2018 y. 24 may) quyidagilar belgilangan: “Jamiyatimiz hayotida demokratik printsiplarni mustahkamlashda ommaviy axborot vositalari muhim va ta'sirchan omil hisoblanadi. Bu borada chinakam milliy jurnalistika maktabini shakllantirish, xususan, nodavlat ommaviy axborot vositalarini, axborot va internet tarmog'idagi tahliliy saytlarni qo'llab-quvvatlashga e'tibor qaratish muhim ahamiyatga egadir” [2].

Xulosa qilib aytganda, bugungi kunda ko'plab olimlar, tadqiqotchilar, izlanuvchilarning fikricha, shiddat bilan o'zgarib borayotgan hozirgi zamonda hamma narsani tahdid, yoxud qurolli kuch bilan hal etib bo'lmaydi. Chunki istalgan kuchdan ko'ra qudratliroq bo'lgan axborot bu masalaga yechim bo'lib sahnaga chiqdi. Mamlakatda samarali axborot siyosatini amalga oshirishda ommaviy axborot vositalari muhim o'rin egallab, shuningdek, milliy xususiyatlar targ'iboti, jamiyat a'zolarining siyosiyhuquqiy madaniyatini oshirish, ular qalbiga mustaqillik mas'uliyatini singdirish, umumiy fuqarolik mentaliteti bilan uyg'unlikda amalga oshirilishi maqsadga muvofiq. Jamiyatda g'oyaviy - mafkuraviy faoliyat ana shunday umumiy, yaxlit tizim shakliga keltirilgandagina siyosiy jihatdan mukammallik kasb etadi.

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THE ROLE OF STYLISTICS IN JOURNALISTIC TEXT AS A SOCIAL ACTION



<https://doi.org/10.5281/zenodo.7353930>

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ABSTRACT

The article discusses the interdisciplinary nature of journalism as a sphere of scientific knowledge, establishes the problematic field of integrating journalistic research with discourse analysis of the media, defines the ontology of such interaction, and reveals the binding role of stylistics in the study of linguistic fact as a social activity.

Keywords: *journalism, discourse analysis, linguistics, information technology, practical knowledge, theoretical knowledge, cultural value.*

Introduction

Journalism as a system of scientific ideas is increasingly resorting to attempts to get involved in the problematic field of other sciences. On this occasion, the methodological remarks of some scientists are fair: “We draw a lot from historians, philologists, philosophers, but we give them little. Representatives of other sciences do not want or cannot take advantage of the achievements of the theory of journalism” [Panel discussions... 2013]. Indeed, for now, we can only talk about intentions to look at related areas of research.

The current situation is natural and has epistemological roots. The view of journalism as a science caused (and still causes) skepticism among many. The reason for this is the vague and, unfortunately, not exactly established ontological status of this science, which apparently lies in the trinity of journalism as a professional activity, the methodology of creativity and the shaky sphere of scientific knowledge.

Journalism and information society

In the era of the information society, the problem of recognizing journalism's right to theoretical and methodological, i.e. scientific, relevance seems paradoxical. The emergence of information technologies that blew up the world and systematically "transformed it into a virtual one" caused precisely by the technological nature of journalism: the main driving force of the post-industrial society - computers - brought

information technologies to a new level, like once television, and even earlier - printing. IT covers all areas of creation, transmission, storage, and perception of information. The professional role of a journalist is changing: from a recent agitator and propagandist, he reincarnates into a communicative leader whose mobility forms the content environment and subtly influences the mass consciousness. The methods of journalistic creativity are undergoing qualitative changes towards an even greater technology of the process, on the one hand, and an increase in the individual principle, on the other. Opinion journalism is emerging: today we are talking about the personification of the modern journalist, as well as the media-centricity of the world. All this takes place against the background of integrated teachings, the connecting link of which is information as a tool for cognizing reality.

However, against the background of ongoing processes in practical journalism, theory often does not anticipate events but is only a belated reaction to what is happening. Journalism theorists have been forced to take for granted the digitization that has given rise to media convergence. Now, this is leading to a conceptual transformation of editorial offices in organizational and managerial, production and technological, legal, methodological, and educational terms. So, Professor E. L. Vartanova writes: “In media research, we find a clash of fundamental and applied nature, analyzing practice, we do not always create a theory. Using an interdisciplinary approach, we isolate narrow problems. And often the most profound judgments about the state of the media come from industry practitioners, not academic researchers. This emphasizes the fact that our science is not yet very structured and does not clearly see its boundaries” [Vartanova 2013].

Mass consciousness in adapting information

Journalism adapts scientific and practical knowledge to the mass consciousness in order to adopt the latter behavior patterns, political preferences, cultural values, morality, ethics, and aesthetics. The media cultivate the ideology of the development of society, journalism penetrates into all spheres of people's lives, its beginning is based on contiguity, and inter-disciplinarity, and it is deeply historical. A look at the writings of ancient authors confirms this. Journalism as a sphere of scientific knowledge goes back to Aristotle's classification of sciences, which reigned supreme in European culture up to Fr. Bacon. For Aristotle, this is the third area of theoretical knowledge - creativity, where rhetoric belongs as particular scientific knowledge. Due to various circumstances (primarily due to the fall of slave-owning democracy), rhetoric at the end of antiquity falls into decay and turns into a scholastic discipline,

permeated with the cataloging of techniques and the nomenclature of tropes and figures. By the 4th c. rhetoric coincides with the concept of literature. The theory of finding material (inventio) in a literary work is being revived, in the competence of rhetoric until the 13th century, including any material about which the author should have had a clear and rational idea (intellectio).

Medieval rhetoric preserved (and passed on to modern journalism) the doctrine of the triune task: docere, movere, delectare (inform/teach, induce/influence/influence, and entertain). In Italy, this finds a brilliant refraction in the theory of three styles, developed at one time by Aristotle and acting at different times in all European countries (in Russia it embodied in the theory of M.V. Lomonosov). A new classicism is emerging in rhetoric: every speech must either prove (low style), or paint (medium), or captivate (high). In the XVIII century. rhetoric loses the status of science and dissolves into stylistics, in which, along with other functional styles, journalistic styles are singled out, where a journalist is given an arsenal of speech means of informing, influencing, and establishing contact in order to develop a perlocutionary effect (persuasive or entertaining). Today, the information product is considered a social action directly related to local and temporal correlation, as a phenomenon of communication and cognition.

Journalism in the modern understanding

Journalism in the modern understanding of science is based on three Aristotelian pillars: philosophy, politics, and rhetoric. Subsequently, the classifications of sciences were concretized, supplemented, and detailed. However, journalism did not find a nominative designation in them. Today, this is reflected in the contiguity of journalism in such "established" areas as history, philology, political science, and sociology.

And yet, the awareness in the world of the need to cultivate scientific interests in the field of journalism is obvious, as evidenced by the research of the International Association for Media and Communication Studies, although here, according to E. L. Vartanova, “a unified approach has not been formulated and there is no common paradigm.” “We, media researchers,” writes E. L. Vartanova, “do not have the “Einstein formula”, which is recognized by everyone. Although most scientists agree that the key questions were developed by academic schools in the United States, in Western Europe the most important theoretical approaches were formulated in the USSR. At the same time, Western Europe provides a fairly wide range of directions - Scandinavian, British, Francophone, and German-centric. And even a few small

countries, such as the Netherlands, Belgium, Switzerland, and Finland, according to the guru of the theory of mass communication D. McQuail, have made quite a significant contribution to scientific theory.” In the end, the conclusion is summed up: “Today, the Russian science of journalism and the media requires updating, modernizing and integrating both existing paradigms and those that we had. Moreover, it requires the integration of new fields, new realities that arise around it. A theoretical and, as a result, an educational breakthrough is needed, because our academic theory must determine the place, functions and roles of journalism in modern society” [Vartanova 2013]. This becomes more relevant for modern society, when the development of strategies and goals for the functioning of the media, the behavior and values of publications, television and radio channels, Internet sources, and individual journalists have an impact on the development of the whole society more than circulars, more actively than fiction.

Points between journalism and other sciences

There are many points of contact between journalism and other sciences, which is especially clearly expressed in its cognitive essence. The prospect of such research is obvious. The integrating beginning of the interpenetration of the interests of journalism and related sciences, of course, is the discourse analysis of the media, where the media text is presented as a phenomenon containing a wide range of cognitive, pragmatic pointers to the structure of society, social and spiritual and moral priorities of its development.

In this regard, in line with modern media research, the evolution of knowledge in the vector direction is of great interest: text-style-discourse.

The journalistic text acts as a kind of barometer of changes in the life of society, and promptly reflects them. Due to extra-linguistic influences (speed of distribution, mass character, etc.), evolutionary shifts in the syntagmatic of linguistic signs can be traced in the media text, and the paradigmatic possibilities of the language are creatively realized. A journalist, creating an author's text, decodes reality.

The structural units of the language, entering into systemic relations with each other, acquire a functional coloring, revealing the possibility of the manifestation of a linguistic sign in the linguistic picture of the world. If the coherence and integrity of the text as a structural unit of speech attracted the attention of researchers at the beginning of the 20th century, then the text as a fragment of reality is of great interest to modern researchers. It can be said that the study of linguistic units over the past two centuries has evolved from the study of the word to the study of a complex

syntactic whole (super-phrasal unity, prose stanza), which ultimately led to the main interest of linguistics of the twentieth century. Today, the style of the beginning of this century is undergoing significant changes. An activist approach to the text as a communication tool is being implemented, special attention is paid to the extra-linguistic factors of the linguistic personality of the author and the addressee “outside the text”. This gives the right to talk about communicative style. In this case, the role of stylistics in the formation of a new communicative-cognitive linguistic paradigm becomes obvious. The change of the latter was destined in the concept of M. M. Bakhtin: “The style in most cases appears as the style of indoor craftsmanship and ignores the social life of the word outside the artist’s studio, in the expanses of squares, streets, cities and villages, social groups, generations, eras. Stylistics does not deal with the living word, but with its histological preparation, with the abstract linguistic word in the service of the artist's individual skill. But even these individual and directed overtones of style, divorced from the main social ways of life of the word, inevitably receive a flat and abstract interpretation and cannot be studied in organic unity with the semantic spheres of the work” [Bakhtin 1975: 73]. Nihilism in relation to traditional stylistics is growing, which has ontological roots.

Stylistics and linguistic semiotics in journalism

Stylistics is close to linguistic semiotics and pragmatics, the theory of speech influence, and the theory of linguistic variation. However, with the tools of aesthetically marked speech, she could not help but find an outlet in the study of opposing variants of linguistic expression, where the same extra-linguistic content is fixed, but at the same time it is additionally reported on the speaker's attitude to the communicative situation, to the content of the statement, to the addressee and to himself. Stylistic variants are considered from the point of view of their formation, scope of use and principles of selection, depending on the goals of the speech situation. The stylist studies holistic speech formations and, undoubtedly, goes to the level of the text. In this vein, a scientific understanding of the text as discourse is gradually being formed.

In the mid-1970s, in linguistics, the text is rethought as a communicative process, so linguistics moves from a static approach to a so-called dynamic, procedural approach. For example, the journalistic text in this approximation occupies a special place and has research priorities in line with discourse analysis, which is systematically included in the scientific biography of linguistic stylistics.

Today it becomes obvious that other trends are emerging in modern style than in the 20th century. “The significance of stylistics is also found in an in-depth special study of the problems of interaction between linguistic and extra-linguistic, including, for example, the problem of the connection between language/speech and thinking, the influence of various social factors on speech and its typology. Note that with the use of stylostatistical methods, it is possible to quite convincingly prove the influence of certain specific extra-linguistic factors on the style of speech, and at the same time on certain of its features” [Kozhina 2012: 63].

Conclusion

The subjective idea of the semantic coherence of discourse can be determined by the fact that such knowledge should be effectively organized into special clusters that contain specific information publicly available to society about the stereotyped variant of an episode. A native speaker has an important ability to determine what the text is written about, he is able to detect and summarize quite accurately complex information strategies of the message, activate the model of the real situation, which is formed from elements of social experience, other information sources, derive a general thematic structure from a specific situational model. However, he is unable to predict the style of a particular person who creates the text, the motivations that control the actions and attitudes of the author. Knowledge, beliefs, attitudes, situational awareness, and all other types of general information are acquired, used, and changed in various social contexts. Thus, journalism as a set of functional texts and a form of discourse appears primarily in the event aspect, as “speech is a purposeful social action” and appears in the discourse model as a sphere of specific sociocultural activity based on scenario structures developed by the practice of communication, the interaction of society. with the media.

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ВЛАДЕНИЯ АВИАЦИОННЫМ АНГЛИЙСКОМ ЯЗЫКОМ ДЛЯ ОСУЩЕСТВЛЕНИЯ ПОЛЁТА



<https://doi.org/10.5281/zenodo.7353976>

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АННОТАЦИЯ

В работе была рассмотрена аспекты коммуникации авиаспециалистов, раскрыта понятия Области изучения иностранных языков. А также, разъяснены правила радиообмена и требования к знанию английского языка.

Ключевые слова. ОВД, ИКАО, радиообмен, фразеология, коммуникабельность, сертификат знания языка

AVIATIONAL ENGLISH FOR FLIGHT

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ANNOTATION

The paper considered aspects of communication of aviation specialists, disclosed the concept of the Field of Study of Foreign Languages. And also, the rules of radio exchange and the requirements for knowledge of the English language were explained.

Keywords. ATC, ICAO, radio exchange, phraseology, sociability, language proficiency certificate

Каждой сфере человеческой деятельности соответствует коммуникативная сфера, в которой проявляется специфическая форма взаимодействия людей в процессе их познавательной-трудовой деятельности, осуществляемой главным образом при помощи языка.



Деятельность авиаспециалиста включает в себя совокупность умений и навыков осуществлять такие виды деятельности, как эксплуатационно-технологическую, организационно-управленческую, научно-исследовательскую, учебно-тренировочную и методическую. В каждой из них в той или иной степени находит свое проявление главная функция языка – коммуникативная, т.е. способность языка хранить, кодировать и передавать информацию. Следовательно, эффективность профессионального общения будет определяться по достижению цели взаимодействия, которая для авиаспециалистов заключается в успешном решении учебно-тренировочных задач при помощи языка радиообмена – профессионального языка общения авиаспециалистов. Изучение процесса радиообмена между авиаспециалистами на русском и английском языках является важным направлением в современной лингвистике.

Под языком радиообмена между авиаспециалистами мы, понимаем подъязык для специальных целей, состоящий из набора лингвистических и экстралингвистических средств, необходимых для осуществления уставного нормированного общения. В связи с этим от умения общаться в соответствующей среде и владения определенным понятийно-категориальным аппаратом, нормами и правилами осуществления языковой деятельности зависит не только успех выполнения учебной задачи, но и жизнь участников коммуникации.

Язык радиобмена является не только профессионально ограниченным, но и ситуативно ограниченным языком, поэтому отбор языковых средств строго регламентирован специфической сферой профессиональной коммуникации, а именно: а) отсутствием визуального контакта в процессе радиосвязи; б) осуществлением коммуникации только в устной форме; в) влиянием внешних воздействий на качество принимаемых/передаваемых сообщений; г) наличием у разных стран различных систем переговорного табличного кода, известных узкому кругу авиаспециалистов и имеющих характер ограниченного служебного пользования.

Полёт над Узбекистаном контролируется Авиационными правилами охватывающими все сферы отрасли и которым соответствует свой уникальный номер. Радиотелефонный связь на территории Республики для сотрудников авиационной службы упорядочивается авиационными правилами №96 (АП РУз - 96). Требования Правил распространяются на лиц командно-летного, летного и диспетчерского состава, участвующих в выполнении полетов и обслуживании воздушного движения, а также специалистов наземных служб при работе на различных транспортных и аэродромных средствах на летном поле.

Правила и типовая фразеология радиобмена предназначены для сокращения продолжительности, упорядочения и повышения надежности радиобмена в радиосетях и по наземным каналам связи обслуживания воздушного движения (ОВД).

Радиобмен между воздушными судами и органами ОВД Республики Узбекистан ведется в соответствии с Правилами на английском или русском языке. Если экипаж и диспетчер допущены к ведению радиосвязи на английском языке, то радиобмен ведется на английском языке.

После вступления в силу требований Международной организации гражданской авиации (ИКАО) к владению языком все пилоты должны демонстрировать способность говорить на английском языке и понимать его на IV рабочем уровне, указанном в требованиях. Те экипажи, которые не будут иметь сертификат знания языка, не будут допускаться к международным полетам. (Матвеева, 2009)

Язык, выбранный экипажем при установлении радиотелефонной связи, сохраняется на протяжении всего времени нахождения под ОВД данного диспетчерского пункта. Повторное изменение языка ведения радиотелефонной связи в зоне ответственности одного диспетчерского пункта не рекомендуется.

Изменение языка ведения радиотелефонной связи может производиться в целях обеспечения безопасности полетов.

Типовые примеры фразеологии разработаны для возможных основных ситуаций, возникающих в процессе радиообмена между органами ОВД и воздушным судном. Детализация примеров фразеологии для всех возникающих ситуаций невозможна, однако стандартизация фразеологии позволяет сократить до минимума возможность непонимания или двусмысленного (неоднозначного) понимания при ведении радиообмена.

Широкое использование на занятиях возможностей мультимедийных средств, компьютерных программ и занятия на авиационном тренажере реализуют – наличие инфокоммуникационного сопровождения занятий.

Таким образом, обозначенные компетенции в составе иноязычной компетентности невозможно формировать в отрыве от будущей профессиональной деятельности авиационных специалистов, поэтому к важным аспектам языкового обучения при подготовке авиаспециалистов мы относим профессионально-ориентированное обучение английскому языку с включением в образовательный процесс профессионально-ориентированных типовых заданий и задач.

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CONTENT / СОДЕРЖАНИЕ / MUNDARIJA

Насирова Саодат Абдуллаевна НЕОЛОГИЗМЫ – ИДЕОЛОГЕМЫ В КАЧЕСТВЕ ПРОВОДНИКОВ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ (на примере общественно- политической терминологии современного китайского языка).....	6
Yulbarsova Khurshida Abdullajonovna FACTORS IN THE FORMATION OF COMMUNICATIVE COMPETENCE IN A FUTURE TEACHER.....	16
Юлдашева Нилуфар Абдувахидовна ИҚТИСОДИЙ ФАНЛАРНИ ЎҚИТИШДА ТАЛАБАЛАР МУСТАҚИЛ ИШИНИНГ МАЗМУНИ ВА ЎРНИ.....	24
Khasanova Gulsanam Khusanovna, Akhmedov Akhror Abrorovich PERSON-CENTERED EDUCATION AND CONDITIONS FOR ITS IMPLEMENTATION.....	30
Khasanova Gulsanam Khusanovna FEATURES OF THE STUDENT'S MENTAL ACTIVITY.....	34
Obidova Gulmira Kuzibaevna, ANALYZING OF PRAGMATIC ACTIVITIES FOR THE SPEAKING CLASSROOM.....	39
Jean Claude Niyigarura STRATEGIES FOR CONTENT AND LANGUAGE INTEGRATED LESSON PLANNING.....	44
Atayev Shukur-Ali Ayub-Aliyevich CHET TIL MASHG‘ULOTLARIDA MADANIYATLARARO TA’LIMNING O‘ZIGA XOS XUSUSIYATLARIGA DOIR.....	64
Tillayeva Nilufar THE IMPORTANCE OF NEEDS ANALYSIS IN LANGUAGE TEACHING...	69
Наталья Ким, Акрамова Шохсанам О ПРОБЛЕМЕ КОММУНИКАЦИИ И СОСТАВЛЕНИИ СЛОЖНЫХ ПРЕДЛОЖЕНИЙ В КОРЕЙСКОМ ЯЗЫКЕ.....	76
Хашимова Сабохат ЗНАЧЕНИЕ И ОСОБЕННОСТИ УПОТРЕБЛЕНИЯ РЕДУПЛИКАТИВНЫХ ГЛАГОЛОВ В КИТАЙСКОМ ЯЗЫКЕ.....	81

Кузибоева Рохила Шеркуловна КОММУНИКАТИВНАЯ МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА.....	88
Мухиддинов Равшан Аббос угли ВОПРОСЫ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ.....	92
Saidova Zilola Urakovna, Sultanova Dilorom Bakhadirovna FORMS, METHODS AND PRIORITIES OF INDEPENDENT EDUCATION	98
Saidrasulova Shakhnoza DEVELOPING ESP THEORY IN A NON-ENGLISH SPEAKING COUNTRY	101
Yunusova Zilola TEACHING ENGLISH FOR SPECIFIC PURPOSES AND ITS TYPES.....	106
Abdujabbarova Kamola THE ROLE OF EDUCATIONAL INNOVATIVE TOOLS IN TEACHING ENGLISH AS A SECOND LANGUAGE.....	110
Begibaeva Farogat Bakhtiyor kizi METHODOLOGY OF TEACHING GRAMMAR TO EFL LEARNERS.....	114
Shakhnoza Goziyeva INCLUSIVE EDUCATION IN THE CONTEXT OF FOREIGN STUDIES	120
Ibadullayeva Umida Xabibullayevna WRITTEN DISCOURSE: INTERCULTURAL RHETORIC IN THE PROCESS OF EDUCATION.....	125
Ibadullayeva Umida Xabibullayevna, Ibadullayeva Gavhar Xabibullayevna THE IMPORTANCE OF TASK-BASED ACTIVITIES IN THE PROCESS OF EDUCATION.....	128
Ko‘chimova Parizod To‘lqin qizi BADIY TARJIMADA IBORALARNI TARJIMA QILISH USULLARI.....	132
Norhojaeva Muborak MOST IMPORTANT ISSUES REGARDING ESP MATERIALS SELECTION	139
Norova Dilnoza Rustamovna FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE IN THE PROCESS OF EDUCATION.....	143
Oripova Nargiza Vosikjon kizi THE IMPACT OF TECHNOLOGIES ON LANGUAGE LEARNING.....	147

Собирова Гуласал Бабажановна ВАЖНЫЕ СТРАТЕГИИ И ПОДХОДЫ В ОБУЧЕНИИ ДЛЯ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ В КАЧЕСТВЕ ИНОСТРАННОГО ЯЗЫКА	150
Sultanova Dilorom Bakhadirovna, Saidova Zilola Urakovna INTERCULTURAL COMPETENCE IN LEARNING FOREIGN LANGUAGES.....	156
Nematullayeva Sojida Xusniddin qizi JURNALISTLARGA ARAB TILINI O’QITISHDA ARAB TILIDAGI RASMIY YOZISHMALARGA XOS BA’ZI JIHATLARDAN FOYDALANISHNI O’RGATISH.....	159
Tursunboyeva Surayo Abdumajitovna MUSTAQIL TA’LIMNING MAQSADLARGA ERISHISHDA O’ZIGA XOS AHAMIYATI.....	166
Khamzayeva Mukaddas Fayzullayevna, INTEGRATING TECHNOLOGY INTO THE EDUCATIONAL PROCESS ...	169
Fazliddinova Zebo YABANCI DİL OLARAK TÜRKÇE ÖĞRETİM METODU.....	177
Рахимова Рушана Эльдаровна ПОЛИТИЧЕСКИЕ ИНТЕРВЬЮ ПРОГРАММЫ HARDTALK КАК СРЕДСТВО ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ФАКУЛЬТЕТА МЕЖДУНАРОДНАЯ ЖУРНАЛИСТИКА.....	183
Акбарова Гузаль, Ахмедов Ахрор ЗНАЧЕНИЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ.....	188
Juraeva Zamira Kuchkarboevna SPECIFIC FEATURES OF LANGUAGE IN THE DEVELOPMENT OF CULTURE.....	192
Арзиев Руслан Арисланбаевич ЗАМОНАВИЙ МЕДИАМАРКАЗЛАРНИНГ ИНСТИТУТЦИОНАЛ КЎРИНИШЛАРИ.....	197
Turgunova Faridakhon Makhammadjanovna THE SIGNIFICANCE OF ORAL SPEECH IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE.....	202

Turgunova Faridakhon Makhammadjanovna FEATURES OF LINGUODIDACTICS IN INCREASING THE EFFICIENCY OF THE LEARNING PROCESS FOREIGN LANGUAGE.....	208
Хакимджанова Мамура Эркиновна ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ И МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА.....	214
Tajieva Z.K. EFFECTIVE TECHNIQUES USED IN NATIVE LANGUAGE LESSONS.....	218
Olimova Dilshodakhon METHODS OF WRITING AND WORKING WITH PR TEXT – PRESS REALISE.....	221
Rustamov Ilyos Alisher o‘g‘li METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN PRESCHOOL EDUCATION.....	226
Ro‘ziyeva Munisxon Komiljonovna XORIJIY TILLARNI O‘RGANISHNING O‘ZIGA XOS USULLARI: INNOVATSION YONDASHUV VA METODLAR.....	231
Sagatova Muborak Payzidinovna WHAT IS INTERACTIVE TEACHING?	234
Sagatova Muborak Payzidinovna INTERACTIVE TEACHING METHODS IN CONTEMPORARY HIGHER EDUCATION.....	237
Zaripova Dilobarkhon NON-TRADITIONAL FORMS OF EDUCATION IN THE CURRENT PERIOD, WHICH REFLECT THE REQUIREMENTS OF PROSPECTS.....	241
Khushnazarova Aisha Adhamjonovna A REVIEW OF INFORMATION SECURITY: ISSUES AND TECHNIQUES	246
Yuldoshev Akmadjon SELF-STUDY DIFFERENCES OF FOREIGN LANGUAGES BETWEEN LOCAL AND INTERNATIONAL STUDENTS.....	253
Khodjaeva Guzal Djahonobodhonovna ANALYSIS AND DEGREE OF COMPLEXITY OF TEACHING ARCHITECTURAL TERMS.....	259

Giyasova Azizakhan Muratovna IMPORTANCE OF FOREIGN EXPERIENCE IN IMPROVING INDEPENDENT EDUCATION.....	264
Giyasova Azizakhan Muratovna A CREATIVE APPROACH TO TRAINING FUTURE PEDAGOGUES- JOURNALISTS IN HIGHER EDUCATION.....	267
Абдукодиров Умиджон Назирович ФОРМИРОВАНИЕ РЕЧЕВЫХ НАВЫКОВ У СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ.....	270
Диллиев Хуршид ОБ ИСПОЛЬЗОВАНИИ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА.....	275
Alimdjanova Iroda Kosimjon kizi ORGANIZATION, METHODS FOR TEACHING INTERVIEWING.....	279
Mardonova Sevara Ikhtiyorovna OPPORTUNITIES OF USING INNOVATIVE APPROACHES AND METHODS IN FOREIGN LANGUAGE TEACHING.....	285
Madrakhimova Makhbuba Sobirjonovna WRITING AS AN AIM AND MEANS OF TEACHING IN LEARNING A FOREIGN LANGUAGE.....	290
Mubarakova Dilshoda Abduraxmatovna ÖZBEK DILI VE KONTAMINATSIYA.....	295
Мухамедбаева Мафтуна Дилшод кизи, Ким Н.Д. К ВОПРОСУ О СИНХРОННО-ПЕРЕВОДЧЕСКОЙ ДЕЯТЕЛЬНОСТИ.....	300
Nafosat Davlatova THE USE OF ARTIFICIAL INTELLIGENCE IN JOURNALISM.....	305
Allaberganova Fazilat Azamatovna MONTESSORI - AN EFFECTIVE LEARNING APPROACH.....	309
Ergasheva Mahliyohon Maxamatsoli qizi 汉、乌比喻修辞格文化对比分析	315
Jienbaeva Aygul FORMATION OF NATIONAL IDENTITY IN KARAKALPAKSTAN TELEVISION CHANNELS.....	321

Pulatova Makhfuza Rashid kizi THE OPPORTUNITIES OF STORYTELLING IN MULTIMEDIA JOURNALISM.....	326
Maxamjonova Nozila YANGI TEXNOLOGIYANING TELEVEDINIYE RADIO HAMDA BOSMA AXBOROT VOSITALARIGA TA'SIRI : O'ZBEKISTON MISOLIDA.....	331
Maharova Zarnigor Bakhtiyor kizi IMPORTANCE OF YOUTUBE VIDEOS IN THE LANGUAGE TEACHING PROCESS.....	335
Maxkamova Dildora Baxtiyorovna LANGUAGE UNITS IN ENGLISH AND UZBEK TO EXPRESS “RESPECT” IN CLASSROOM AND IN EDUCATIONAL PROCESS.....	339
O'ktamova Nazokat Ilxom qizi XITOIY TILIDA GEOGRAFIK NOMLARNING SOTSIOLINGVISTIK TADQIQI.....	344
Abdusattorova Feruza Dilmurodovna THE ROLE OF MASS MEDIA IN THE EDUCATION OF THE YOUNGER GENERATION.....	349
Қирғизбоева Хушрўй Муқимжон қизи АХБОРОТ ХАВҒСИЗЛИГИНИ ТАЪМИНЛАШ – ДОЛЗАРБ МАСАЛА СИФАТИДА.....	357
Suleymonova Nodira Kobil kizi POSSIBILITIES OF THE LISTENING METHOD IN LEARNING ENGLISH	362
Zulxonov Mustafo Jurayevich DIGITALE MEDIEN IM UNTERRICHT.....	367
Tavobov Fozil Fayzullayevich O‘ZBEKISTON RESPUBLIKASIDA AXBOROT SIYOSATIDA OAVNI RIVOJLANTIRISH.....	372
Urinova Madinabonu Sarvarovna THE ROLE OF STYLISTICS IN JOURNALISTIC TEXT AS A SOCIAL ACTION.....	378
Дусова Ситора Ихтиёр кизи ВЛАДЕНИЯ АВИАЦИОННЫМ АНГЛИЙСКОМ ЯЗЫКОМ ДЛЯ ОСУЩЕСТВЛЕНИЯ ПОЛЁТА.....	384
