

O‘ZBEKISTON RESPUBLIKASI MUDOFAA VAZIRLIGI
CHIRCHIQ OLIY TANK QO‘MONDONLIK MUHANDISLIK
BILIM YURTI

TILLAR KAFEDRASI



CHET TILINI O‘QITISHDA VA O‘RGATISHDA TIL KO‘NIKMALARINI RIVOJLANTIRISHNING DOLZARB MASALALARI

Respublika ilmiy-uslubiy konferensiya materiallari to‘plami
(6-aprel, 2022 yil)

Chirchiq– 2022

Chet tilini o'qitishda va o'rgatishda til ko'nikmalarini rivojlantirishning dolzarb masalalari: mazkur to'plamda Chirchiq oliy tank qo'mondonlik muhandislik bilim yurti Tillar kafedrası professor-o'qituvchilari tomonidan tashkillashtirilgan konferensiyada tilga olingan dolzarb mavzular bo'yicha yozilgan maqolalar joy olgan. - Chirchiq: ChOTQMBYu, 2022-yil

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Ushbu nashrda keltirilgan barcha ma'lumotlar va fikr-mulohazalar mualliflarga tegishli bo'lib, tahrir hay'ati a'zolarining fikriga mos kelmasligi mumkin. Nashrda keltirilgan raqamlar, statistik ma'lumotlar va fikr-mulohazalar uchun mualliflar mas'ul hisoblanadi.

Ilmiy-uslubiy konferensiya materiallari to'plami Chirchiq OTQMBYu, Tillar kafedrası yig'inida muhokama qilindi va nashrga ruhsat etildi. Bayonnoma №20 04.04.2022 yil



Die schönen Dinge hinter den Fenstern waren für sie bisher bloß zum Anschauen dagewesen. Aber heute wurde eingekauft, wenn auch mit Bedacht (*Wedding*).

Bu yerda xarid qilish niyatida vitrina oldida turib, uni tomosha qilayotgan bolalar haqida hikoya qilinyapti. Shaxssiz passiv ko'plik uchinchi shaxsga to'g'ri keladi. Ayrim tadqiqotchilar shaxssiz passivning shu tarzda qo'llanishini inobatga olib, uni (ya'ni shaxssiz passivni) formal, morfologik jihatdangina passiv, mohiyatan esa passiv sistemasidan tashqarida tilda o'ziga xos o'ringa ega deb hisoblashadi (masalan, qarang: [Школина 1969: 178; Шубик 1989: 51]).

Biroq, bu yerda bir narsani ta'kidlashga to'g'ri keladi. "Shaxssiz passiv mohiyatan passiv emas" deganda nima nazarda tutiladi?! Bizningcha, bu yerda ikki narsani inobatga olishga to'g'ri keladi: birinchidan, agar ish- harakat obyektiga to'g'ri keladigan eganing mavjudligi hisobga olinsa, shaxssiz passivni, so'zsiz, passiv konstruksiyalar sirasiga kiritib bo'lmaydi; ikkinchidan, agar konstruksiyasida ega pozitsiyasida turgan ish-harakat subyekti bo'lmasa, shaxssiz passivni bimalol passiv deyish mumkin [Элмуродов 2005: 29].

Man konstruksiyasili gaplarda buyruq ottenkasi inkor ma'nosi ifodalanganda ham namoyon bo'ladi. Passivli gaplarda esa inkor ma'nosi bo'lmaganda ham saqlanib qoladi. Binobarin, ko'pgina hollarda passiv shakldagi gaplar va *man* konstruksiyasili gaplar grammatik ma'nosiga ko'ra bir-biriga yaqin bo'lganligi tufayli bir-birining o'mida kela oladi. Shunday bo'lsa-da, ularga xos tub mohiyat doimo saqlanib qoladi: ya'ni shaxssiz passivda *man* konstruksiyasiga nisbatan ish-harakatning o'zini ta'kidlash, ish-harakat manbaini ataylab keltirmaslik, ish-harakatni kelajakda qa'tiy ravishda bajarish, odatdagi ish-harakat tusini berish kuchli bo'ladi. Ikkala konstruksiyaning grammatik ma'no o'xshashligi esa ularda keng ma'nolar qamroviga ega bo'lgan ish-harakat subyektni nazarda tutishidir.

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THE ROLE OF PEDAGOGICAL TECHNOLOGIES AND COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH

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ABSTRACT

This article deals with the methodology of teaching foreign language particularly English, the types of modern technologies used in foreign language teaching and their use.

Keywords: communicative, competence, lexical-grammar, stylistic, pedagogical technology.

The most important aspect of modern methodological principles in learning foreign languages today is the development of communicative skills.



A modern foreign language teacher should not rely only on his knowledge of the language, the knowledge of the laws of psychological and pedagogical development of the student's personality. At the same time, he must develop certain professional-communicative, that is, specific qualities and skills. They allow him, firstly, to manage the internal, "hidden" reserves of students in the learning process, and secondly, to ensure that students learn foreign languages, albeit at a minimum communicative level. In both cases, the availability of psychological and methodological reserves for communication depends on the ability to use a foreign language as a means of communication.

According to psychologists, the acquisition of special communication skills increases the effectiveness of communication by 15-20%. Optimizing socio-psychological issues in the teaching process, optimal psychological and creating a pedagogical climate, creating an environment of "reading with interest" leads to the idea that ways to increase the effectiveness of professional training of future foreign language teachers should be sought in close connection with the psychology of communication. In the process of teaching a student to professional pedagogical activity, it is necessary to teach him the skills of professional pedagogical communication at the same time.

Selected literature, information - materials that are generally taught in the development of students' communication skills - should be such that it includes lexical-grammatical and stylistic changes, as well as it should also reflect intellectual and literary speech structures.

Not all communication skills can be taught at once. The process of teaching communicative skills is divided into several stages.

In the first stage, students need to organize their goal-oriented observations and perceptions of personal or teacher-oriented activities in dynamically changing situations.

The task of the second stage is for students to perform professionally oriented exercises in the implementation of educational and communicative tasks developed in collaboration with teachers.

In the third stage, to organize the independent implementation of professionally oriented communication activities by students.

In the first stage, the introductory dialogue, which establishes the motivational basis for the organization of self or mutual learning, the teacher explains to students the content and essence of the lesson, organized on the principles of communicative partnership and cooperation.

The teacher's speech is a model and direction for the student for any speaking activity. In order to set a good example for the student, the teacher should pay attention to his / her speech activity and the following:

1. First and foremost, don't be arrogant in your communication.
2. When introducing new material, do not comment on things you already know when solving problems. Your job is to think about the students, not the students.
3. Don't ask the same student. A teacher's right speaking activity is the ability to listen and to use language in a timely manner.
4. Remember that in academic communication, speech that is simple and understandable to the student should be deliberately replaced by complex speech.
5. If possible, translate what is said so that the reader tries to understand you.
6. You can use the following evaluative, polite constructions: "as far as I know", "if I'm not mistaken", "I'm one hundred percent sure of it"



I'm not sure, but using "if I remember" enriches your speech intellectually and allows learners to become familiar with commonly used speech tools.

It is well known that lessons in the educational process are not enough to develop communicative skills, especially in the study and teaching of foreign languages. That is why extracurricular activities, extracurricular activities, special classes for gifted and talented learners play an important role in language learning and teaching. Extracurricular activities allow students to learn more about foreign traditions, flora and fauna, geography, holidays, culture of communication, literature and art, and more. Both the number of lessons allocated in the educational process and the number of extracurricular activities on the basis of new pedagogical technologies and non-traditional methods will increase the level of knowledge.

In this case, the role of the teacher is reduced, that is, during the lesson, the student must be able to understand and master the topic in accordance with the purpose, that is, the teacher controls the lesson process, o ' corrects and completes the bird's error. The use of a variety of games, pictures, objects, songs, diagrams, and films during the lessons also helps the teacher closely in teaching foreign languages, and the student also makes the topic easier and more effective by using visual aids. absorbs well.

One of the most effective new pedagogical technologies is the group teaching process. You can also use different methods to group. For example, take a picture and divide it into four parts. Students who take the picture pieces complete the picture and join the class as a group.

Once students are divided into groups, they are given a variety of assignments. For example, words such as "Tashkent, district, Uzbekistan" contain 6-7 sentences

They have to write the text "Tashkent".

Games to test and strengthen memory, one of the new methods of pedagogical technology, are also widely used. For example, the first student says one thing: I study at school.

The second student repeats: I study at school. I am 14. Then the third, fourth student, etc.

Vocabulary development is also important in foreign language teaching.

One of these methods is:

One student goes to the board, and the rest of the students demonstrate different situations using gestures and facial expressions. The student on the board should express the action in words. For example, a student shows a state of laughter.

To laugh.

Another student picks up the book and demonstrates the process of reading. To read. And so on.

Today, the need for learning a foreign language in our country is growing. Because no matter what field you are in, you will come across words in a foreign language, especially English. Contracts of various companies are also signed in English, and computers, banking, medicine, law, curatorship, and international organizations are also mostly in English.

Accordingly, various methodological manuals and methods are being developed to facilitate the study of foreign languages. The use of new pedagogical technologies has a positive effect on learning a foreign language.

So, in conclusion, it can be said that the effective use of extracurricular activities and new pedagogical technologies in the process of learning and teaching a foreign language increases the learner's interest in a foreign language and closely monitors the process of language learning.



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THE EVOLUTIONAL DEVELOPMENT OF UZBEK PHRASEOLOGY

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Annotation : This article is devoted to the history of the development of Uzbek phraseology and is important from the point of view of the analysis of research conducted by scientists reflecting phraseological attitudes.

Аннотация: Данная статья посвящена истории развития узбекской фразеологии и является важной с точки зрения анализа проведенных учеными исследований, отражающих фразеологические установки.

Annatatsiya: Bumaqolao'zbek phraseologiyasining rivojlanish tarixi gap bag'ishlangan bo'lib, Olimlarning olib borgan fraseologik biriklarni o'zida aks ettirgan tadqiqotlaritahlillariko'ribchi qilishib ilanahamiyatlidir.

Key words: *Phraseology, speech phenomenon, PUs, Uzbek phraseology*

In linguistics, phraseology describes the scope of use of a word. This often includes common usages and sequences, such as phrases, phrasal verbs, and literal lexical elements. Phraseology (from the Greek *phrasis*, "speaking style" and *-logia*, derived from "learning") is a scientific approach to language developed in the twentieth century. It is very crucial to mention the development of phraseology in Uzbekistan. The first works of Uzbek phraseology date back to the early 1950 years, twentieth century and its founder - an outstanding linguist, Professor Sh. Rakhmatullaev. The initial works were Ph.D. theses Rakhmatullaev, Pinchasov,

